

# Resources for Daily Assignments

## Grades 9-12

**Subjects:** *Social Studies, ELA, Mathematics, Science*

**Topic:** *Design a Real Solution to an Issue in Your Community*

### NOTE TO PARENTS AND STUDENTS:

- *The schedule and content above is designed by classroom teachers as a guide.*
- *Your student can pace himself or herself through this project for the next 10 days to practice Math, Science, ELA, and Social Studies content and skills.*
- *Please understand that you may adapt and/or modify any and all assignments as needed.*

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Emily Dickinson poem "[A Narrow Fellow in the Grass](#)" (an un named object in nature)  
Student imitates the rhythm/rhyme for their own object to describe and/Or  
Wordsworth's [I Wandered Lonely as a Cloud](#) (stanza 1) and students replace his lines (3-6) with what they choose to see below [perhaps from their chosen solution] that brings them joy.

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## RESOURCES: Social Studies - DAY 2

Resource from: [Solving blight: Local leaders working together, but numbers are growing](#) (WJACTV)

### **Solving blight: Local leaders working together, but numbers are growing**

by Crispin Havener *Tuesday, May 14th 2019*

Blighted properties have filled the landscape of Johnstown since the city's main industries left town. They are a ramshackle reminder of days gone by and a future that many worry will overtake it.

Crumbled, decaying, and ruined beyond repair.

Blighted properties have filled the landscape of Johnstown since the city's main industries left town. They are a ramshackle reminder of days gone by and a future that many worry will overtake it.

"I look at this day in and day out and it's disheartening," said Lindy Yutzy. "It's starting to get alarming."



Yutzy has put a lot of hard work into her west end home over the past 17 years. But it's hard to ignore the red x's, fallen bricks, and overgrown brush on properties that surround her.

Dozens of buildings that once were signs of the American dream have turned into a neighborhood nightmare.

"Those big red X's on the house which makes it look like you have the plague," Yutzy said.

Saying she's had enough, Yutzy is considering selling and leaving. But, she says the blight crisis has caused her neighborhood's property values to plummet.

"I've had our home appraised every few years and it's gone down," Yutzy said. "I won't make a dime off my house."

### **GROWING LIKE WEEDS**

In Cambria County, they estimate there are 4,600 abandoned properties, according to the Comprehensive Plan for the Southern Alleghenies Region. 1,800 of which are considered blighted, meaning they need to be demolished, according to the Redevelopment Authority of Cambria County.

Other counties in our area report the following numbers:

Somerset County: 1,770 abandoned (Comprehensive Plan for the Southern Alleghenies Region)

Blair County: 2,900 abandoned (Comprehensive Plan for the Southern Alleghenies Region)

Bedford County: 1,270 abandoned (Comprehensive Plan for the Southern Alleghenies Region)  
Huntington County: 1,100 abandoned (Comprehensive Plan for the Southern Alleghenies Region)  
Cameron County: 248 blighted (Cameron County Community and Economic Development)  
Clearfield County: over 300 blighted (Clearfield County Planning & Community Development Office)

In Johnstown: the blighted total has been growing, approaching 800 according to the Johnstown Redevelopment Authority.

"People are just up and leaving the city," said Johnstown city council member Charlene Stanton.

Stanton has said the city needs to do something to stop the trend.

"What better way to bring business to the city than to get rid of the blight and make it look better?"

## **FINDING SOLUTIONS**

"We've gained leaps and bounds over the past few years with blight elimination funds," said Melissa Komar of the Johnstown Redevelopment Authority. "It's on the forefront of all of our initiatives.

Komar and her county counterpart Renee Daly have taken a more collaborative approach to find solutions.

"It's been an effort to work with one another and to find that funding and literally partner with the strengths of everybody," Daly said.

They're pooling resources, and working with partners like the Community Foundation of the Alleghenies to get grants and private donations for the cause. Right now, they are working on the main gateways and corridors into and out of the city.

"One of the best things our community partners have come up with here is it's not just a strategy of 'oh we have to hurry and do this one and then another one across town'", said Angie Berzonski, Program Officer for Community Foundation for the Alleghenies. "Let's focus on one neighborhood."

## **IMPROVEMENT, BUT AT A COST**

The costs add up quickly.

Totals run from \$7,500-\$10,000 for homes, and much more for businesses. And funding is limited.

Stanton says the government needs to get more involved. She's proposed getting more aggressive with property owners who owe thousands in back taxes and are supposed to pay an annual \$700 fee on buildings they've abandoned.

"I don't know what the problem is," Stanton said. "I don't know why we aren't going after the people to get the money."

The problem, according to the majority of Johnstown City Council, is that finding the owners have proven to be a challenge.

"They did send out (warning) letters and a lot of those letters were returned because the only address that they had for some of them were the actual vacant properties," said council member Rev. Sylvia King.

While discussion on the topic, like with many things discussed at Johnstown Council, is usually contentious, there was what the Council even admitted was a rare compromise on the issue last week.

After Stanton proposed for months using money from a city business loan fund to tear down the city's worst blighted properties, the council agreed to go ahead and approve \$250,000 for demolition.

The county has a new tool in their toolbox: Act 152.

It's a fee approved by state lawmakers several years ago that lets counties issue a \$15 fee on deed transfers that goes toward eliminating blight. Nine Cambria County properties have been demolished thanks to it, with another eight lined up for this year.

Gov. Tom Wolf, D-Pa., is also proposing solutions that he announced in Johnstown earlier this year as part of his Restore Pennsylvania initiative to tear down some of the state's 300,000 blighted properties.

"We have found a way to pay for it that doesn't cost the taxpayer, citizens of Pennsylvania, a family member, one penny," Wolf said at the time.

But that way would be a severance tax on oil and natural gas extraction. That's a non-starter for many Republicans.

That is why local leaders said they will be relying on growing the solutions that are working.

"When people start to see a difference and see a little good stuff happening, it breeds more good stuff," Berzonski said.

The good stuff includes \$150,000 to clean up the Fairfield Avenue and Strayer Street corridor, close to where Yutzy lives.

"We've really targeted those to create a positive environment for our visitors from outside communities who enter our city," Komar said.

But for Yutzy, and others on her block, a decades-long problem, that will probably require a decades-long solution, is more work than she has time for.

"I love Johnstown, and I love the people here but is this really where I'm going to be happy for the few years I have left," Yutzy said.

## RESOURCES: Social Studies - DAY 3

Resource from: [Overpass park designed to celebrate Hill District history](#) (Pittsburgh Post-Gazette)

### **Overpass park designed to celebrate Hill District history**

June 23, 2017 By Emily McConville / Pittsburgh Post-Gazette

A pedestrian park intended to connect the Hill District with Downtown will also tell the history of the Hill and celebrate its African-American community, according to a plan the park's designers presented to Hill residents Thursday.

The park will cap a space over Interstate 579 and Crosstown Boulevard. The project, which is estimated to cost \$27 million, is part of the Sports & Exhibition Authority's prerogative to redevelop the area around the former Civic Arena, the construction of which displaced thousands of residents in the 1960s and cut off the Hill District from Downtown.

LaQuantra Bonci Associates, the firm hired to design the park, worked with a team of artists, designers and Hill District residents to create specific elements. At a hearing Thursday at the Hill House's Blakely Program Center, the team explained that those elements, from signage to sidewalks to stormwater runoff, will symbolize and create a unified narrative of the Hill District.

"It reflects the history of the Hill and the African-American community that sustained it," said Kim Ellis, a historian and Hill District resident who was part of the design team.

Plans for the park include a stage, an event lawn, gardens and outdoor classroom space.

On a sound wall bounding the stage area, panels will depict often-overlooked Africa-American figures in Pittsburgh history.

One, Ms. Ellis said, is Martin Delany, an abolitionist, journalist and doctor who worked and wrote in Pittsburgh.

Another is Frankie Pace, a businesswoman who protested the 1950s urban renewal that displaced many Lower Hill District residents and eventually cut off the neighborhood from Downtown.

The classroom space, framed by musical chimes, will contain native plants and metal seats that double as drums.

The park will also have totems with historical or other text as well as murals removed from a tunnel beneath the space.

Its sidewalks will be roughly shaped like the sankofa, a Ghanaian symbol of learning from one's past.

Unifying the park's narrative is "Keisha," an illustration of a young girl with long flowing braids who reads, plays or stargazes. Essentially the park's signage, Keisha will appear in many places, explaining the symbolism of the park's design elements.

Ms. Ellis said Keisha is meant to be a positive image of a black girl in a city with few depictions of



African-Americans in public art.

"A lot of this is about restoration, reclamation and presenting the best of ourselves to Pittsburgh, and that is where Keisha comes into play," she said.

Lakeisha Byrd, an architectural designer at Communion LLC and a Hill District resident, said Keisha's braids are particularly important: a winding trench for stormwater drainage will also have patterns that represent Keisha's braids, and Keisha herself will explain the park's water system and plants.



"Her countenance, her hair, is supposed to represent the entire community," she said.

Lance Harrell, a project manager at BNY Mellon who lives in the Hill District, said he likes that the park will celebrate the Hill District and present a hopeful future.

"I think it will have a big impact, bringing together new and old," he said.



## RESOURCES: Social Studies - DAY 4

Resource from: [Can Trees and Grass Become Best Crime-Fighting Tools?](#) (NewsELA)

### Opinion: Can trees and grass become the best crime-fighting tools?

Crime-fighting is expensive. Cops aren't cheap, and neither are prosecutors, judges, and all the other layers that make up the criminal justice system. But trees and some grass? In comparison they are a bargain, and now the federal government wants to know whether they are also an effective crime-fighting tool.



Public health and criminology experts from three major universities are using a \$6 million federal grant to conduct a series of experiments that will turn vacant lots into oases of green in three troubled cities. The idea of clearing away blight to prevent crime has long been popular, and the current research is intended to generate statistical evidence to more clearly link the correlation.

### Study Examines The Power Of Plants

Marc Zimmerman, a professor at the University of Michigan School of Public Health, who is leading the study, thinks it's worth exploring the power of plants.

"If you live in a bad neighborhood and you plant some trees and do some community revitalization, do you think it will make a difference?" Zimmerman asked. "A lot of skeptics will say, 'Well, duh! Of course it does.' And others might say, 'Huh? How can that make a difference?' But we don't really know. It hasn't been adequately tested."

Zimmerman, who is also director of the public-health school's youth violence center, is overseeing the five-year grant, which comes from the Centers for Disease Control and Prevention. He is working with researchers from the University of Pennsylvania and Rutgers University. They will focus on greening projects in Flint, Michigan; Youngstown, Ohio, and Camden, New Jersey.

The experiments involve comparing community gardens, and similar heavily trafficked public spaces, with vacant lots. The spaces will be randomly assigned to become either plots of tended grass or "control" spaces that receive no care at all.

### Philadelphia Tries More Greenery

The project comes on top of a separate study by the University of Pennsylvania to determine the relationship between blight in cities and the prevalence of open-air drug markets and violence. The study is funded with \$2.7 million from the National Institutes of Health. It began two years ago and will start reporting its results later this year.

Academic curiosity into how criminals and residents respond to a decayed environment grew in the 1990s as the "Broken Windows" theory of crime gained popularity in policing circles. The theory centers on the idea that run-down buildings and abandoned lots lead to fear and disorder.

In 2000, Philadelphia became home to one of the first mass-greening efforts that specifically focused on poor neighborhoods. The program was led by the Pennsylvania Horticultural Society. In 2003, the city financed a larger version of the program.

Since the early 2000s, more than \$20 million in taxpayer money has been spent on these spaces, said Robert Grossmann, a senior director of the horticultural society. Grossmann said he expected that one-third of Philadelphia's estimated 40,000 vacant lots would be cleaned and greened by the end of 2016.

### **Gun Assaults Drop; People More Watchful**

The program caught the interest of experts on crime and public health at the University of Pennsylvania. They started to wonder about its impact on violence.

A study led by Charles Branas, an epidemiologist at Penn, and John MacDonald, a criminologist, reported that greening vacant lots "was associated with consistent reduction in gun assaults" across the city. They crunched crime data from 1999 to 2008 in areas where lots were newly planted and compared the figures to lots that were left untouched. Factoring in the effects of the city's greening efforts, the researchers calculated that, citywide, gun assaults dropped 8 percent while reports of disorderly conduct rose 28 percent. The increase in crime reports, Branas said, grew out of concerns by residents who lived near the freshly planted vegetation. They were more likely to call the police and complain about disorder, he said. "If you clean a space, people will want to protect it."

Lieutenant John Walker, a 25-year veteran of the Philadelphia police force, runs the detective bureau in the western half of the city. He applauded the researchers' findings but still described them as "common sense."

"If you clean things up and make things look good, people are more likely to take care of their neighborhood," Walker said. "People are less likely to hang in those areas where the streets are maintained. You will see less kids hanging on the corners."

### **Crime Decreases In Ohio Town**

Michelle Kondo, a scientist with the U.S. Forest Service, is co-author of a recent study in Youngstown, a former steel town of about 60,000 where burglaries and assaults decreased around empty land that had been rehabilitated. Residents took notice.

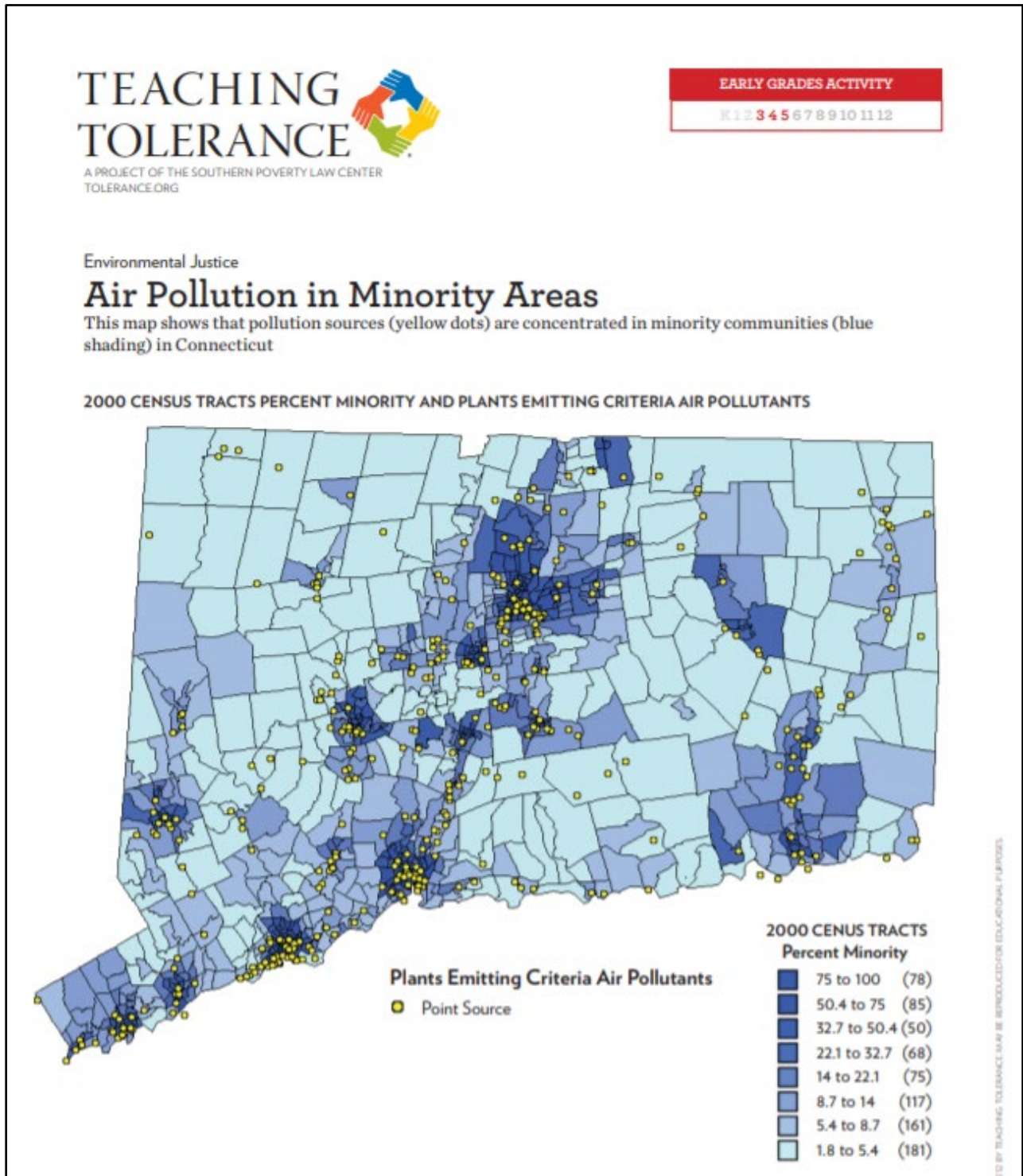
Barbara Cole, a longtime Youngstown homeowner, described when nearby abandoned homes were replaced with spaces of manicured grass and healthy trees. She saw how rowdy young people in her neighborhood suddenly withdrew from street corners.

“It is nicer to look at beautiful fields than raggedy houses,” Cole said. “To me, it makes sense for the government to see how greening can improve things. It’s worth the money,” she added. “It will get people motivated. People will want to keep it up.”

*Simone Weichselbaum has spent more than a decade covering urban criminal justice issues.*

# RESOURCES: Social Studies - DAY 5

Resources from: [Connecticut Air Pollution Map vs. Minority Density](#) (Teaching Tolerance)



# RESOURCES: Social Studies - DAY 5

Resources from: [Biases in Exposure to Pollution in Massachusetts](#) (Teaching Tolerance)

## TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER  
WWW.TOLERANCE.ORG

UPPER GRADES ACTIVITY

K 1 2 3 4 5 6 7 8 9 10 11 12

### Biases in Exposure to Pollution in Massachusetts

Study each of the four graphs below. In the space below each graph, write a sentence that summarizes in words what the graph shows.

**Graph 1: Exposure to Chemical Releases According to Income**

**Class Biases to Exposure from Chemical Releases**

Median Household Income	Mean Cumulative Industrial Chemical Releases per Square Mile (1990-2002)
\$0-39,524	107,034
\$39,525-52,700	61,690
\$52,701-65,875	20,638
\$65,876 and Higher	12,656

Summary: \_\_\_\_\_

\_\_\_\_\_

**Graph 2: Exposure to Hazardous Waste Sites According to Income**

**Class Biases to Exposure from Hazardous Waste Sites**

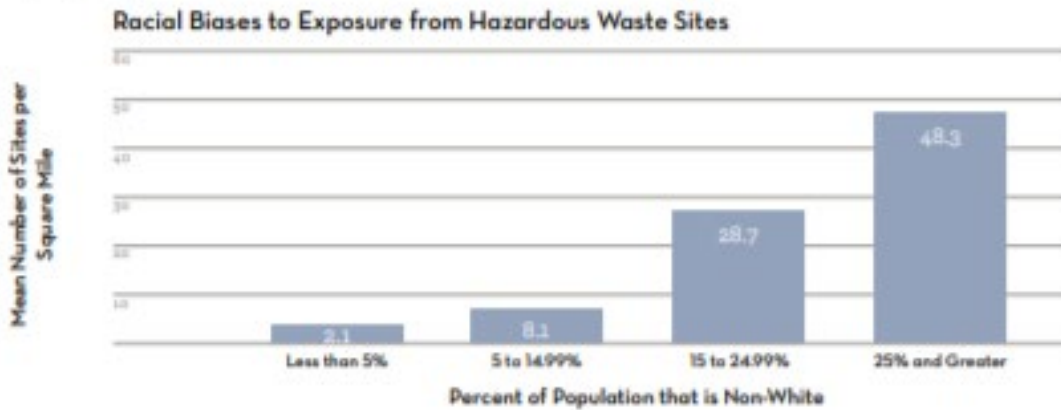
Median Household Income	Mean Number of Sites per Square Mile
\$0-39,524	19.2
\$39,525-52,700	7.2
\$52,701-65,875	5.3
\$65,876 and Higher	4.6

Summary: \_\_\_\_\_

\_\_\_\_\_

1

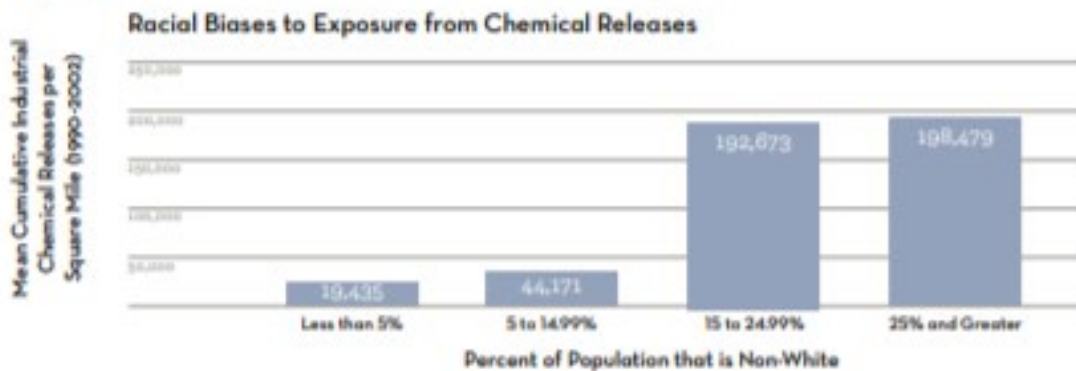
Graph 3: Exposure to Hazardous Waste Sites According to Race



Summary: \_\_\_\_\_

\_\_\_\_\_

Graph 4: Exposure to Chemical Releases According to Race



Summary: \_\_\_\_\_

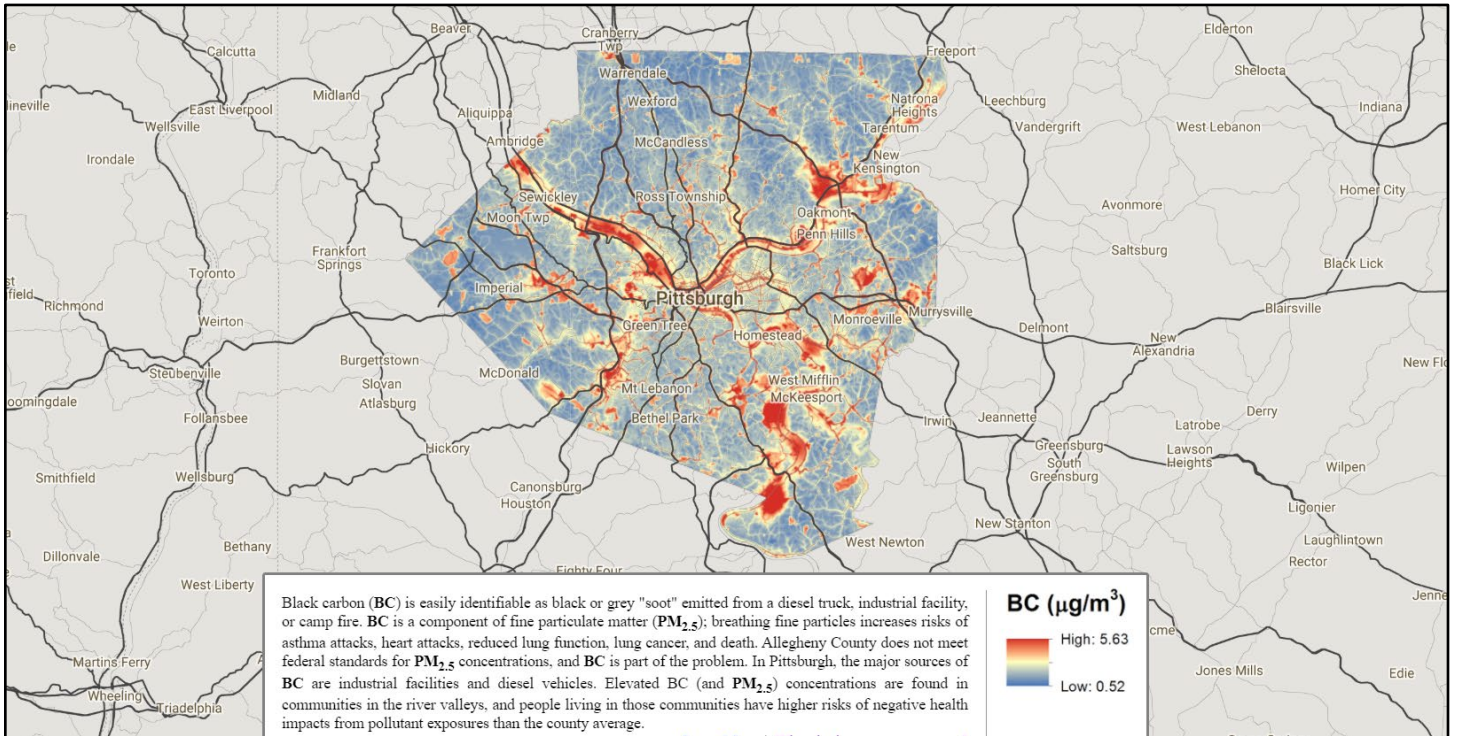
\_\_\_\_\_

\*Data is from Massachusetts

Adapted from: Unequal Exposure to Ecological Hazards 2005: Environmental Injustices in the Commonwealth of Massachusetts  
([www.burfoundation.org/usr...doc/Unequalexposurefullreport2005.pdf](http://www.burfoundation.org/usr...doc/Unequalexposurefullreport2005.pdf))

# RESOURCES: Social Studies - DAY 5

Resources from: [Pollution Map for Allegheny County, PA \(Breathe Project\)](#)





## RESOURCES: Social Studies - DAY 5

Resources from: **\*\*[Environmental injustice in Pittsburgh](#)** (*Environmental Health News*)

\*\* Supplementary article. Not required reading.

# Environmental injustice in Pittsburgh: Poor, minority neighborhoods see higher rates of deaths from air pollution

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 [ehn.org/environmental-injustice-pittsburgh-air-pollution-2646169635.html](https://ehn.org/environmental-injustice-pittsburgh-air-pollution-2646169635.html)

June 12, 2020

PITTSBURGH—If air pollution levels in all of Allegheny County were lowered to match the levels seen in its least-polluted neighborhoods, about 100 fewer residents would die of coronary heart disease every year, according to a new study.

A majority of the lives that would be saved by such an initiative are in the region's poor and minority communities—people who are also particularly susceptible to contracting and dying from COVID-19.

"Losing any lives to a preventable cause like pollution is tragic, and more deeply so when that human cost is borne unfairly along economic and racial lines," Joylette Portlock, executive director of Sustainable Pittsburgh, a Pittsburgh-based environmental and community advocacy nonprofit, told EHN.

The entire Pittsburgh region has problems with air pollution, but levels can vary widely between neighborhoods due to a variety of factors including industrial pollution sources, traffic patterns, and geography.

The study, conducted by researchers from the University of Pittsburgh, Carnegie Mellon University, and the Allegheny County Health Department and published in the journal *Environmental Health* in March, found that the region's most polluted census tracts are often in poor and minority neighborhoods, while the census tracts with the cleanest air tend to be in wealthier and whiter neighborhoods. This results in a higher rate of air pollution-related deaths from coronary heart disease in poor and minority neighborhoods.

"Until you have actual numbers to hang your hat on, it's hard to understand the magnitude of this problem," James Fabisiak, a toxicologist at the University of Pittsburgh Graduate School of Public Health and the study's lead author, told EHN. "We wanted to be able to start having a conversation about how many deaths from air pollution in these neighborhoods are too many."

In the study, Fabisiak and collaborators estimate that about 40 percent of air pollution-related coronary heart disease deaths in Allegheny County occur in environmental justice communities—even though such communities represent just 27 percent of the county's total population.

Environmental justice communities are defined by the state of Pennsylvania as any census tract where 20 percent or more individuals live in poverty, and/or 30 percent or more of the population is a racial minority.

A Pittsburgh rally in 2018 for Antwon Rose, a Black 17-year-old from East Pittsburgh who was shot and killed by a White police officer in 2018. (Credit: Mark Dixon)

## **“Systemic racism is not limited to one system”**

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The study is being publicized at a time when the nation is grieving the killing of George Floyd at the hands of police and demanding racial inequality be addressed. Many advocacy groups have pointed to the ties between systemic racism in policing and environmental pollution and climate change impacts.

"Black communities, which already face disinvestment of critical resources like public transportation and access to health care, are being overpoliced and underserved," Heather McClain, an environmental justice organizer with the social justice nonprofit OnePA, told EHN.

McClain noted that East Pittsburgh, one of the region's environmental justice communities, was home to Antwon Rose, a Black 17-year-old who was shot and killed by a white police officer in 2018.

"In that same community right now, an oil and gas company is teaming up with U.S. Steel to try and build a fracking well pad in a community that has already experienced generations of air pollution from the Edgar Thomson Mill," McClain said.

She added that community members have concerns about how fracking could worsen air and water pollution, and about methane emissions from fracking being a major driver of climate change—which also disproportionately impacts environmental justice communities, since they don't have adequate resources to address climate change-driven disasters like more frequent flooding.

"Systemic racism is not limited to one system," Portlock said. "Unequal treatment in our housing, education, healthcare and economic systems creates a lack of resources and options for where and how people live. There are many causal problems, none of which are easy to fix...They require dedicated action to look for and remediate the unjust systems that support these inequities."

The Edgar Thomson Mill in the Pittsburgh-area communities of Braddock and North Braddock. (Credit: Mark Dixon)

## **Mapping inequities**

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For the new study, researchers looked at levels of two common air pollutants, black carbon and nitrogen dioxide, in each of the county's census tracts using data collected by Carnegie Mellon

University's Breathe Mobile—a van equipped with sensitive air monitoring tools that researchers previously drove around the county to monitor air quality and create detailed exposure maps.

Black carbon is a sooty, black material emitted from vehicle exhaust, coal-fired power plants, and industrial sources that causes respiratory and cardiovascular disease, cancer, and birth defects. Nitrogen dioxide is a pollutant emitted from vehicle exhaust and the burning of coal, oil, and natural gas that causes respiratory and heart problems.

Using Breathe Mobile data, census data, and established methods for calculating disease risk, the researchers estimated how many coronary heart disease deaths in each census tract could be attributed to levels of black carbon and nitrogen dioxide. Then they used those numbers to determine how many deaths could be prevented if pollution levels in the dirtiest census tracts were lowered to match the levels seen in the cleanest ones.

"Studies like this often calculate how many lives we could save if we eliminated all of the world's air pollution, but that's not really practical," Fabisiak said. "We know we're not going to eliminate 100 percent of the air pollution in Allegheny County. But we're estimating that we could save at least 100 lives if we could just reduce air pollution enough to make the whole county as clean as our least-polluted census tract."

The researchers also organized the county into four groups, from least-polluted to most-polluted census tracts, and found that environmental justice communities were about 25 times as likely to fall into the group with the highest level of nitrogen dioxide pollution compared to the group with the lowest level.

When it came to black carbon exposure, environmental justice communities were about four times as likely to fall into the group with the highest level of pollution compared to the group with the lowest level.

Fabisiak noted that reducing pollution in the census tracts with the dirtiest air to the levels seen in the cleanest ones would likely save even more lives than they estimated in the study, since they only looked at two pollutants and one health effect. Air pollution exposure is associated with many other negative health outcomes, including cancer.

He also pointed out that they likely underestimated the true disparity between communities because they didn't take into consideration other risk factors for coronary heart disease, like hypertension or diabetes, which also affect environmental justice communities at higher rates.

ZeroHour Climate March in Pittsburgh, 2018. (Credit: Mark Dixon)

## **Moving beyond crunching the numbers**

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The Allegheny County Health Department has worked to address environmental justice through the development of an Environmental Justice Index, first published in 2017 and updated in 2019. In addition to looking at poverty rates and racial makeup, the Health Department's index uses

additional metrics, like traffic and railroad density, high school grade attainment, home vacancy percentage, and impaired streams, to define the region's environmental justice communities.

The index also organizes these environmental justice communities into groups according to their level of need for assistance in addressing environmental problems, from lowest-need to highest-need.

In the most recent update to the index, the Health Department organized the census tracts by neighborhood to more readily facilitate working with community organizers, leaders, and policymakers at the municipality level.

"We use these data to evaluate the impact of environmental justice on the health of our community and have evaluated the impact of environmental inequities on outcomes including asthma, childhood lead levels, and birth outcomes," Dr. LuAnn Brink, chief epidemiologist at the Allegheny County Health Department and a co-author of the study, told EHN, adding that the Department is currently looking at environmental justice and COVID-19 incidence by community.

Heather McClain, the environmental justice organizer with OnePA, said she hopes the Health Department will go beyond just crunching the numbers.

"Some of the initiatives aimed at defending these environmental justice communities don't seem to have any teeth," McClain said.

"It's not enough to just do the studies and give this issue lip service, or even just to work with local officials—government agencies need to be reaching out to organizers and activists on the ground, and really listening to and engaging with the people in these communities whose lives are being impacted by environmental injustice every day."

Resource from: [ADA Accessibility Standards Now Include Parks](#) (Pittsburgh Parks Conservancy)

ADA Accessibility Standards Now Include Parks

JANUARY 5, 2012

BY [PARKS CONSERVANCY STAFF](#)

At the Pittsburgh Parks Conservancy, we believe that public parks are our city's most democratic spaces because they are free to all of its citizens. We also know that this is only true if these wonderfully free green spaces are accessible to everyone as well. With some help from the Pittsburgh Community, we've been uncovering and studying the challenges that some people face when visiting our parks.

[The Americans with Disabilities Act](#) (ADA) passed in 1990 and was a huge step toward addressing the needs of disabled persons in this country.

The goal of accessibility for everyone is complex. "Everything has to be looked at through multiple lenses," says Susan Rademacher, Parks Curator for the Pittsburgh Parks Conservancy. While it seems obvious that a goal in the design of a new playground is to allow a disabled child to play easily with other children, less obvious is the fact that a disabled parent also would need to be able to reach her child (disabled or not) in case she falls or gets hurt.

Removing barriers to accommodate wheelchairs can be problematic for a person who is visually impaired and needs signals that they can detect in a cane sweep. A good example of this would be a drinking fountain which juts directly out of a wall with nothing around it - a visually impaired person may not know it's coming since his or her cane would pass below the fountain as if nothing were there, but a person using a wheelchair would appreciate the ease with which they could get a drink.

Other improvements can be as simple as installing insulation around hot water pipes under sinks so that they won't burn the legs of a wheelchair user, or making sure that trash cans aren't left to block the path of travel by maintenance crews.

We are passionate about everyone's right to public parks. We are actively teaming up with experts in the accessibility field to help us meet, and where possible, exceed, these new standards in future projects, as well as focusing on ways to improve current obstacles to the universal use of our parks. Our awareness has been heightened by this process and we will bring a more informed accessibility lens to all of our future work. We welcome discussion on this important issue and are actively seeking advice from park goers about what would make their parks better.

## RESOURCES: Social Studies - DAY 7

Resource from: [CHIEF SEATTLE'S LETTER](#) (*The Irish Times*, June 4th, 1976)

*Chief Seattle (more correctly known as Seathl) was a Suquamish chief who lived on the islands of the Puget Sound. As a young warrior, Chief Seattle was known for his courage, daring and leadership. He gained control of six of the local tribes and continued the friendly relations with the local whites that had been established by his father. His now famous speech was believed to have been given in December, 1854. There are several versions of his letter; the following was provided by Barefoot Bob*



### Chief Seattle's Letter

"The President in Washington sends word that he wishes to buy our land. But how can you buy or sell the sky? the land? The idea is strange to us. If we do not own the freshness of the air and the sparkle of the water, how can you buy them?

Every part of the earth is sacred to my people. Every shining pine needle, every sandy shore, every mist in the dark woods, every meadow, every humming insect. All are holy in the memory and experience of my people.

We know the sap which courses through the trees as we know the blood that courses through our veins. We are part of the earth and it is part of us. The perfumed flowers are our sisters. The bear, the deer, the great eagle, these are our brothers. The rocky crests, the dew in the meadow, the body heat of the pony, and man all belong to the same family.

The shining water that moves in the streams and rivers is not just water, but the blood of our ancestors. If we sell you our land, you must remember that it is sacred. Each glossy reflection in the clear waters of the lakes tells of events and memories in the life of my people. The water's murmur is the voice of my father's father.

The rivers are our brothers. They quench our thirst. They carry our canoes and feed our children. So you must give the rivers the kindness that you would give any brother.

If we sell you our land, remember that the air is precious to us, that the air shares its spirit with all the life that it supports. The wind that gave our grandfather his first breath also received his last sigh. The wind also gives our children the spirit of life. So if we sell our land, you must keep it apart and sacred, as a place where man can go to taste the wind that is sweetened by the meadow flowers.

Will you teach your children what we have taught our children? That the earth is our mother? What befalls the earth befalls all the sons of the earth.

This we know: the earth does not belong to man, man belongs to the earth. All things are connected like the blood that unites us all. Man did not weave the web of life, he is merely a strand in it. Whatever he does to the web, he does to himself.

One thing we know: our God is also your God. The earth is precious to him and to harm the earth is to heap contempt on its creator.

Your destiny is a mystery to us. What will happen when the buffalo are all slaughtered? The wild horses tamed? What will happen when the secret corners of the forest are heavy with the scent of many men and the view of the ripe hills is blotted with talking wires? Where will the thicket be? Gone! Where will the eagle be? Gone! And what is to say goodbye to the swift pony and then hunt? The end of living and the beginning of survival.

When the last red man has vanished with this wilderness, and his memory is only the shadow of a cloud moving across the prairie, will these shores and forests still be here? Will there be any of the spirit of my people left?

We love this earth as a newborn loves its mother's heartbeat. So, if we sell you our land, love it as we have loved it. Care for it, as we have cared for it. Hold in your mind the memory of the land as it is when you receive it. Preserve the land for all children, and love it, as God loves us.

As we are part of the land, you too are part of the land. This earth is precious to us. It is also precious to you.

One thing we know - there is only one God. No man, be he Red man or White man, can be apart. We ARE all brothers after all."

## RESOURCES: Social Studies - DAY 8

Resource from: [Federalist No. 78](#) (Alexander Hamilton's *Federalist Papers* No. 78, adapted by NewsELA Staff)

**Editor's Note:** *The Federalist Papers* were a series of 85 essays written by Alexander Hamilton, John Jay and James Madison between October 1787 and May 1788. The essays were published anonymously, under the pen name "Publius," primarily in two New York state newspapers of the time: *The New York Packet* and *The Independent Journal*. They were written to urge citizens of New York to support ratification of the proposed U.S. Constitution. The essays explain particular provisions of the Constitution in detail. It is for this reason, and because Hamilton and Madison were members of the Constitutional Convention, that the *Federalist Papers* are often used today to help understand the intentions of those drafting the Constitution. *Federalist No. 78*, written by Hamilton, described the role of the Judicial branch under the new Constitution. It was published 5/28/1788.

### **"Nothing Can Contribute So Much To the Judiciary's Firmness and Independence As The Lifetime Appointment Of Judges."**

*To the People of the State of New York.*

*We proceed now to an examination of the Judicial branch of the proposed Government.*

*In revealing the defects of the existing Confederation, the utility and necessity of a Federal Judiciary have been clearly pointed out. The manner of establishing it seems to involve the following concerns: first, the mode of appointing the Judges; second, the tenure by which they are to hold their places; third, the division of the Judiciary authority between different courts and their relations to each other.*

*As to the mode of appointing the judges, this is the same as that of appointing the officers of the nation in general. It has been so fully discussed that nothing can be said here that would not be useless repetition.*

*As to the tenure by which the judges are to hold their places, this chiefly concerns their duration in office and the precautions for their responsibility.*

*According to the plan of the Convention, all judges who may be appointed by the United States are to hold their offices for life, as long as they exhibit good behavior. The standard of good behavior for the continuance in office is certainly one of the most valuable of the modern improvements in the practice of government. It is the best measure which can be devised in any government to secure a steady, upright and fair administration of the laws.*



*Whoever considers the different departments of power must perceive that the Judiciary will always be the least dangerous to the political rights of the Constitution. The Executive branch not only dispenses the honors but also holds the sword of the community. The Legislature not only commands the purse but also prescribes the rules by which the rights of every citizen are to be regulated. The Judiciary, on the contrary, has no influence over either sword or the purse, no involvement in the strength or wealth of the society, and can take no active resolution whatsoever. It may truly be said to have neither force nor will, but merely judgment. In fact, it must ultimately depend on the Executive to enforce its judgments.*

*This simple view of the matter proves incontestably that the Judiciary is beyond comparison the weakest of the three branches of power. It proves also that nothing can contribute so much to the Judiciary's firmness and independence as the lifetime appointment of judges.*

*The complete independence of the courts is essential in a limited Constitution. By a limited Constitution, I mean one that contains certain specified exceptions to the Legislative authority, such as that it shall pass no laws that violate individual rights. Limitations of this kind can be preserved in practice no other way than through the courts of justice, whose duty it must be to declare all acts contrary to the Constitution void. Without this active role, individual rights and privileges would amount to nothing.*

*The courts were designed to be an intermediate body between the people and the Legislature, in order, among other things, to keep the latter within the limits assigned to their authority. The representatives of the people cannot substitute their will to that of their constituents. That is why the interpretation of the laws is the proper and peculiar province of the courts. A Constitution is, in fact, and must be regarded by the judges, as a fundamental law. It is, therefore, their duty to interpret its meaning, as well as the meaning of any particular act proceeding from the Legislature. If there should happen to be a contradiction between the two, the Constitution ought to be preferred to the act.*

**"The Constitution Has The Highest Authority Of All."**

*This exercise of judicial power, in determining between two contradictory laws, is exemplified in a familiar instance. It not uncommonly happens that there are two laws existing at one time, clashing in whole or in part with each other. In such a case, it is the province of the courts to fix their meaning and operation, so far as they can be made to coexist with each other. Where this is not possible, it becomes a matter of necessity to give effect to one law, in exclusion of the other. If two laws come from different authorities, one superior and one inferior, then the superior authority should be followed, and the Constitution has the highest authority of all.*

*That inflexible adherence to the rights of the Constitution, which we perceive to be essential in the courts of justice, cannot be expected from judges who hold their offices for a limited term. Temporary appointments would be fatal to their necessary independence. If the power of making them was given either to the Executive branch or Legislature, there would be the danger of an improper relationship between the two branches. If the power of appointing judges was given to the people, there would be too great a disposition to consult popularity.*

*Upon the whole, there can be no room to doubt that the Convention acted wisely in copying from the models of those Constitutions which have established lifetime appointments for judges. Their plan would have been defective if it had lacked this important feature of good government.*

*PUBLIUS.*

## RESOURCES: Social Studies - DAY 9

Resource from: [In a Pandemic, the Parks Are Keeping Us Alive](#) (Bloomberg.com)

### The Power of Parks in a Pandemic

*For city residents, equitable access to local green space is more than a coronavirus-era amenity. It's critical for physical, emotional, and mental health.*

By John Surico\_April 9, 2020

Parks aren't usually in the news this much.

With half of the world now living under lockdown, the ability to go outside and get some fresh air has never been so important, or so fiercely contested. As those who can afford to do so converge on green spaces, seeking exercise and solace amid the coronavirus pandemic, parks have become stages for collective joy, anxiety, and social-distancing infringement crackdowns. The multiplicity of benefits parks have always offered us – physical and mental health relief, community building, and free public open space in tight, increasingly privatized urban quarters – seem not only like an added bonus right now, but rather, a critical lifeline for cities and their residents.



Between 2017 and 2018, I researched and visited 65 of New York City's parks in a policy report assessing their state and potential problem areas for the Center for an Urban Future. This kind of mass recognition of parks as critical urban infrastructure was something park advocates always wanted, and hoped to encourage. None predicted that it would take a global pandemic for that to finally happen. But the Covid-19 era is also emphasizing something I found in my research: Parks haven't gotten the attention in dollars that they deserved in the years leading up to this crisis. Now we're seeing the consequences.

The coronavirus crisis, to me, highlights three key gaps in parks equity that cities will need to address once this is all over: accessibility, funding, and space.

#### Accessibility

As Alissa Walker recently pointed out in Curbed, a glance at Covid-19-era social media might lead you to believe that everyone had access to a garden, nature trail, or an Instagram-worthy weeping willow. That's not the case: In the U.S. alone, 100 million people (28 million children included) do not have a neighborhood park within a 10-minute walk from home. And now that trails and parks are closing in state, county, and national parks (in the U.S., but also in countries like Canada, Scotland, etc.), and parking constraints to reduce crowding, this systemic lack of local green space is stark.

That search for space is incredibly apparent in London, where I'm currently studying. In October of 2017, the city released a report touting the economic value of parks: For every pound spent on parks, it said, the return to the taxpayer was 27 pounds, when you add up the health and air pollution savings with the effects on property values. Mayor Sadiq Khan has made green space a priority, seeking to squeeze in streetside trees and rain gardens in a city known for its private parks. But still, who has access to that 27 pounds worth of benefits persists, if not worsens, in pandemic times.

In a game of "tutting," or social reprimanding of park users, local councils have made efforts to close two sizable green spaces: Victoria Park and Brockwell Park. (Brockwell has since reopened; Victoria will reopen on April 11.) The tourist-famed Royal Parks have been threatened to, as well. The low-income borough of Tower Hamlets, home of Victoria Park (which was first built as a public health measure against disease), has one of the worst air qualities in London, and its parks fall victim to this pollution. Yet Tower Hamlets only has 300 hectares of park space, for a little over 317,000 people; without Victoria Park, that number drops down to about 214 hectares. (The borough of Lambeth, home to Brockwell Park, faces a similar dilemma.) For comparison: Kensington, a wealthier borough, has 200 hectares for about half the population, and less land mass.

So what little space is left to occupy? And with public transport reserved for front-line workers, how does one even get there?

## **Funding**

One thing I heard consistently from park workers, volunteers, and advocates during my research was to look beyond the statistics: Even if you have a park within 10 minutes of your home, that doesn't necessarily mean much if the park or playground is not well-maintained or well-designed. I found that to be the case across the board: The average New York City park, for example, is 73 years old, and last saw a major renovation in 1997. At least 20% of the city's parks hadn't seen a renovation in 25 years. Issues like clogged drainage, broken comfort stations, and vulnerable bridge structures were the most apparent.

Where do we see that happening? In working-class communities, the ones now hit hardest by the pandemic. In Woodside, Queens – which lies within the radius of the virus's epicenter – 45% of parks hadn't received a major renovation since 1993. Overall, Queens has six parks that haven't been renovated in over 100 years, and 31 in over 50 years. The borough's largest park, Flushing Meadows-Corona Park, which serves the city's most vulnerable neighborhood, is prone to flooding and cracked pavement.

This inequity, which persists in plenty of city parks systems around the world, specifically derives from the ways in which private wealth and public dollars function. Under local rule, priorities like community safety or health take budgetary precedence in low-income areas, which places parks down the list of spending priorities. Meanwhile, marquee parks in highly visible locations (think:

Central Park and the High Line) usually have conservancies backed by rich neighbors, affording them amenities like Beaux Arts bathrooms and high-quality landscape care. So what you end up having is the 834-acre Central Park with a 125-person private staff (when the report was published), while the city at large has only about 150 public gardeners, for nearly 20,000 acres of green space, and limited specialized workers throughout the boroughs.

Most of the parks in desperate need of renovation were small neighborhood green spaces, like triangles, plazas, and gardens. But as we've seen, these are the open spaces we're now relying on the most during the pandemic. Especially when the big parks fill up.

## Space

After discussing who can access parks, and what parks get funding, it's worth finally considering the actual space within or around those parks.

It's no surprise that the movement to reclaim streets from now-scarce vehicles that is currently attracting attention in cities across the globe (as CityLab's Laura Bliss mapped last week) has also targeted parks. When public space gets tight, we're more likely to realize what takes up a lot of it. And in many urban parks, car space still dominates.

Portland has closed 10 of its parks off to cars and trucks, in an effort to promote social distancing and ease overcrowding. Minneapolis-St. Paul continues to open up parkways to pedestrian and cycling traffic, and close roads around park edges and bodies of water. All roads within Vancouver's Stanley Park are now car-free. The same pattern can be seen in cities like Philadelphia, Cleveland, and Denver. Seemingly overnight, acres of park space have been added to urban landscapes, without spending a single city dollar.

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One statistic that always stuck out to me during my research is the fact that urban green spaces function as the primary source of natural recreation for about half of New Yorkers. Now we've entered a period when more city dwellers, confined to their homes, are appreciating that space together. In Philadelphia, community gardens and urban farms have been deemed "essential" services. In Calgary, gardening stores are being swarmed with calls. And trails are seeing visitorship double from this time last year. (Again: with social distancing measures in mind.)

In a quick Twitter survey, I asked users if they've discovered new parks in their backyard during self-quarantine, or rediscovered parts of old ones. People in Charlottesville, Harlem, and other parts of London told me that neighbors were using previously defunct spaces, venturing to ones off-road themselves, or exploring in their neighborhood for the first time. (In Oxford, UK, where I currently live, I've found a few uncharted trails myself.)

The Covid-19 pandemic should reawaken interest in parks and open spaces long overlooked by city officials, or unnoticed by city residents. Beyond that, this crisis should refocus attention on the deficiencies in green space and contact with nature at the hyper-local level. And, hey, maybe the space that does exist shouldn't go to cars.

But it's not yet clear if the critical importance of urban parks that the pandemic has revealed will be accompanied by resources to support these spaces. Pushed by an alliance of union workers and advocates, our report garnered an unprecedented infusion of money (\$43 million, to be exact) into New York's parks last year, building upon the administration's initiative to fund community parks. A second-year push was in the works. But what happens now? We have now undoubtedly entered uncertain economic times, and city budgets will tighten. Parks are often the first to get cut in recessions. (In fact, Mayor Bill de Blasio is now proposing \$18.1 million in parks cuts.)

A more robust effort to support parks that doesn't include a significant burden on taxpayers is the new reality we're faced with. So now is the time for cities to get creative with funding mechanisms. Our report recommended a number of revenue streams, including small surcharges on sports events and concerts (when they reopen), golf course fees, and the mandatory inclusion of green space in rezoning efforts. But there is much more out there to consider, especially in this brave new world we're living in.

The Covid-19 pandemic has many lessons to teach us, and how cities rethink infrastructure in the days ahead will be one of the greatest tests of urban resilience. Let's not let parks be one we forget.

# RESOURCES: ELA - DAY 1

Resource from: [Purdue Writing Lab. \"Stages of the Writing Process.\" Purdue Writing Lab, Purdue University, owl.purdue.edu/owl/english\\_as\\_a\\_second\\_language/esl\\_students/key\\_concepts\\_for\\_writing\\_in\\_north\\_american\\_colleges/stages\\_of\\_the\\_writing\\_process.html](http://Purdue Writing Lab. \).

## Stages of the Writing Process

Writing can't be done without going through certain stages. All writers go through their own unique writing processes before they make their final drafts. Usually, writers start with choosing topics and brainstorming, and then they may outline their papers, and compose sentences and paragraphs to make a rough draft. After they make a rough draft, writers may begin **revising** their work by adding more sentences, or removing sentences. Writers may then **edit** their rough draft by changing words and sentences that are grammatically incorrect or inappropriate for a topic.

### 1. Brainstorming

Before you start writing, you will think about what to write, or how to write. This is called, **brainstorming**. When you brainstorm for ideas, you will try to come up with as many ideas as you can. Don't worry about whether or not they are good or bad ideas. You can brainstorm by creating a list of ideas that you came up with, or drawing a map and diagram, or just writing down whatever you can think of without thinking about grammar. Think of this like the erratic thunder and lightning that comes from a thunderstorm.

### 2. Outlining

Next, you may want to **outline** your paper based on the ideas you came up with while you were brainstorming. This means that you will think about the structure of your paper so that you can best deliver your ideas, and meet the requirements of writing assignments. You will usually outline your paper by beginning with its three major parts: introduction, body, and conclusion. The specific structure of each essay may vary from assignment to assignment. Many writers call this a skeleton unto which you develop or \"flesh out\" the paper. Once you have the skeleton in place, you can start thinking about how to add additional detail to it.

### 3. Rough Draft

Your professors or instructors will often require you to submit a **rough draft** of your paper. This usually means that your work is still in progress. In the rough draft, readers want to see if you have a clear direction in your paper. When you are required to submit a rough draft, it doesn't need to be perfect, but it does need to be complete. That means, you shouldn't be missing any of the major parts of the paper. For more information on drafting and revising your work, watch our [Drafting and Revising video](#).

### 4. Revise and Edit your writing

What is the difference between **revise** and **edit**?

Revision lets you look at your paper in terms of your topic, your ideas, and your audience. You may add more paragraphs or remove paragraphs to better fit into a given genre or topic. In a word, revising means that you organize your writing better in a way that your **audience** can understand your writing better. You may want to read our resource on [basic rhetorical elements](#) to help guide your revision.

Editing typically means that you go over your writing to make sure that you do not have any grammatical errors or strange phrases that make it difficult for your readers to understand what you are trying to say. In other words, editing means that you take care of minor errors in your writing. This is a lot like polishing your writing.

## 5. Polish your writing

We often hear professors or instructors say that you need to “**polish your writing.**” What do you mean by **polish**?

The word polish originally meant to make something smooth and shiny, as in “she polished her leather shoes.” In writing, polish can mean to improve or perfect, or refine a piece of writing by getting rid of minor errors. In other words, when your professors or instructors say, “polish your writing,” it means that you should go over your writing and make sure you do not have any errors in grammar, spelling, punctuation, and to make sure that you do not have any sentences that do not make sense.



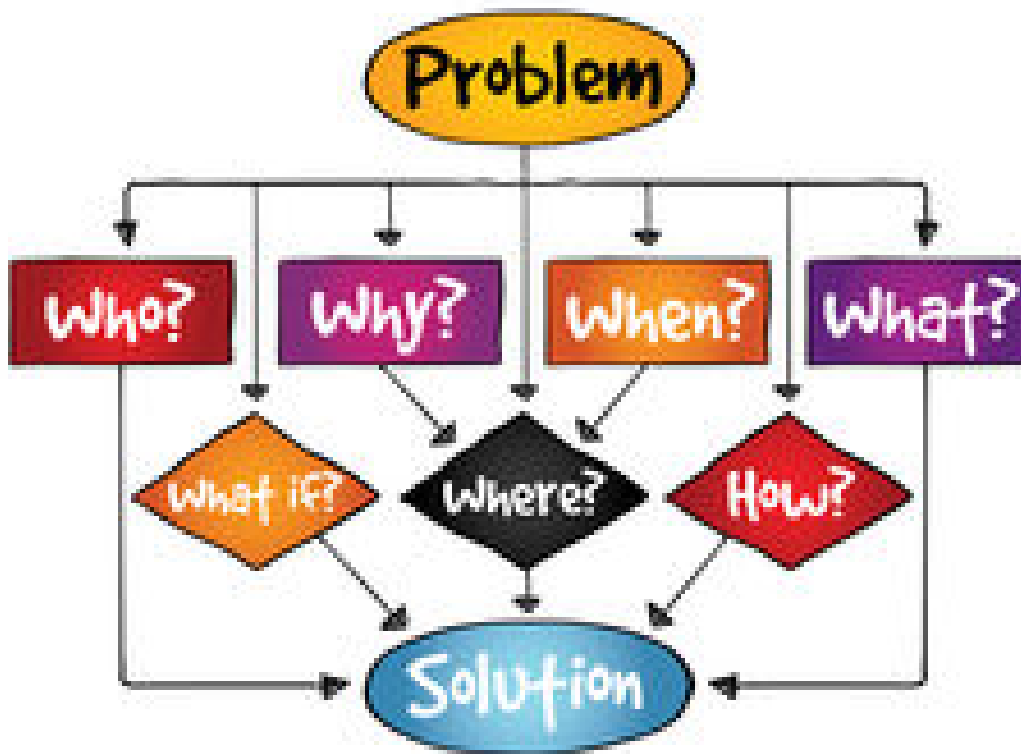
## RESOURCES: ELA - DAY 2

1. Review Day 1's Resource "[Stages of Writing.](#)"

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2. Resource from:

Google Image: <https://images.app.goo.gl/PFtPckLZ2ojezc3bA>



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## RESOURCES: ELA - DAY 2

3. Resource to model brainstorming breakdown for a topic:

*Like a lawyer or investigator, you will gather PIECES of a topic and put them together in a way that effectively presents your case.*

**Ex Research question: Should the government regulate soda consumption in schools?**

**Subtopics** (*pieces of research that could contribute to answering this question*)

--ingredients in soda                      --dangers of caffeine                      --%of soda sales  
--types of government regulations   --dangers of government control   --% overweight teens

**Ex Research question: Should schools provide flexible scheduling options for students?**

**Subtopics** (*pieces of research that could contribute to answering this question*)

--current school day norms              --reasons for the early start              --effects of sleep deprivation  
--benefits of homeschooling              --other school day arrangements              --differing needs of learners  
(regarding more personal time)              (international)              (pace, level of supports, etc)

## RESOURCES: ELA - DAY 3

1. Review Day 1's Resource "[Stages of Writing.](#)"

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2. This resource is from: [Reading a Problem-Solution Paragraph and Essay. Thoughtful Learning, 26 June 2018, k12.thoughtfullearning.com/lessonplan/reading-problem-solution-paragraph-and-essay.](#)

### Reading a Problem-Solution Paragraph

Read a sample paragraph. Note how the writer explains a problem and argues for a specific solution.

A problem-solution paragraph has three main parts. The [topic sentence](#) introduces the solution to a problem. The [body sentences](#) explain the problem and solution. The [ending sentence](#) calls readers to action.

Example: Helping New Students Fit In

*Topic sentence*

Coming to a new school is hard, so we should figure out how to make new students feel welcome. New students have to fit in with new classmates at an unfamiliar pace with unfamiliar rules. This problem can make them feel lonely. Instead of just expecting new students to make all the effort, we can help them fit in. One of us can volunteer to show the new student around and sit with him or her at lunch. The rest of us can introduce ourselves, learn the new student's name, and share something about our school or ourselves. Together, let's make our school a friendlier place to be.

*Ending sentence*

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3. This resource is from: "[Persuasion Rubric.](#)" [ReadWriteThink, NCTE, 2013, www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.Pdf.](#)

<http://www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.pdf>

<http://www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.pdf>

4. This resource is from: [Morin, Amanda. "Words, Phrases, and Arguments to Use in Persuasive Writing." ThoughtCo, Feb. 11, 2020, thoughtco.com/words-to-make-a-persuasive-argument-2086735.](#)

### Words, Phrases, and Arguments to Use in Persuasive Writing

Using phrases like "I think" or "It seems that" don't convey a sense of confidence in her position. Instead, she needs to use word combinations that show how much she believes in what she is writing.

**Phrases to Illustrate a Point:** For instance, for example, specifically, in particular, namely, such as, like

**Phrases to Introduce an Example:** For example, thus, as an example, in the instance of, in other words, to illustrate

**Phrases to Make Suggestions:** To this end, keeping this in mind, for this purpose, therefore

**Phrases to Transition Between Information:** Also, furthermore, additionally, besides that, equally as important, similarly, likewise, as a result, otherwise, however

**Phrases to Contrast Points:** On the other hand, nevertheless, despite, in spite of, yet, conversely, instead, by the same token

**Phrases for Conclusions and Summarizing:** With this in mind, as a result of, because of this, for this reason, so, due to, since, finally, in short, in conclusion

Some phrases don't easily fit into a category and are just good for general use in persuasive writing. Here are a few to remember:

I am certain . . .  
I'm sure that you can see that . . .  
What needs to be done/what we need to do . . .  
I ask you to think about . . .  
I am writing in order to . . .  
Nevertheless . . .  
On the other hand . . .  
It has come to my attention that . . .  
If you move forward with . . .  
Obviously . . .  
Surely . . .  
Regardless . . .  
If [ ] were to happen, then . . .  
This can be fixed by . . .  
Although it may seem...

## RESOURCES: ELA - DAY 4

1. Review Day 1's Resource "[Stages of Writing.](#)"
2. This resource is from: [Purdue Writing Lab. "Interview and Survey Questions." Purdue Writing Lab, Purdue University. owl.purdue.edu/owl/research\\_and\\_citation/conducting\\_research/conducting\\_primary\\_research/interview\\_and\\_survey\\_questions.html](http://Purdue Writing Lab. 'Interview and Survey Questions.' Purdue Writing Lab, Purdue University. owl.purdue.edu/owl/research_and_citation/conducting_research/conducting_primary_research/interview_and_survey_questions.html).

### Creating Good Interview and Survey Questions

If you are conducting primary research using surveys or interviews, one of the most important things to focus on is creating good questions.

#### Biased questions

Biased questions are questions that encourage your participants to respond to the question in a certain way. They may contain biased terminology or are worded in a biased way.

**Biased question:** Don't you agree that campus parking is a problem?

**Revised question:** Is parking on campus a problem?

#### Questions that assume what they ask

These questions are a type of biased question and lead your participants to agree or respond in a certain way.

**Biased question:** There are many people who believe that campus parking is a problem. Are you one of them?

**Revised question:** Do you agree or disagree that campus parking is a problem?

#### Double-barreled questions

A double-barreled question is a one that has more than one question embedded within it. Participants may answer one but not both, or may disagree with part or all of the question.

**Double-barreled question:** Do you agree that campus parking is a problem and that the administration should be working diligently on a solution?

**Revised question:** Is campus parking a problem? (If the participant responds yes): Should the administration be responsible for solving this problem?

#### Confusing or wordy questions

Make sure your questions are not confusing or wordy. Confusing questions will only lead to confused participants, which leads to unreliable answers.

**Confusing questions:** What do you think about parking? (This is confusing because the question isn't clear about what it is asking-- parking in general? The person's ability to park the car? Parking on campus?) Do you believe that the parking situation on campus is problematic or difficult because of the lack of spaces and the walking distances or do you believe that the parking situation on campus is ok? (This question is both very wordy and leads the participant.)

**Revised question:** What is your opinion of the parking situation on campus?

#### Questions that do not relate to what you want to learn

Be sure that your questions directly relate to what it is you are studying. A good way to do this is to ask someone else to read your questions or even test your survey out on a few people and see if the responses fit what you are looking for.

**Unrelated questions:** Have you ever encountered problems in the parking garage on campus? Do you like or dislike the bus system?

3. This next resource is from [Purdue Writing Lab. "Rebuttal Sections // Purdue Writing Lab." Purdue Writing Lab, Purdue University, owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/argument\\_papers/rebuttal\\_sections.html](http://Purdue Writing Lab. ).

## Rebuttal Sections

In order to present a fair and convincing message, you may need to anticipate, research, and outline some of the common positions (arguments) that dispute your thesis. If the situation (purpose) calls for you to do this, you will present and then refute these other positions in the rebuttal section of your essay.

It is important to consider other positions because in most cases, your primary audience will be fence-sitters. Fence-sitters are people who have not decided which side of the argument to support.

People who are on your side of the argument will not need a lot of information to align with your position. People who are completely against your argument—perhaps for ethical or religious reasons—will probably never align with your position no matter how much information you provide. Therefore, the audience you should consider most important are those people who haven't decided which side of the argument they will support—the fence-sitters.

In many cases, these fence-sitters have not decided which side to align with because they see value in both positions. Therefore, to not consider opposing positions to your own in a fair manner may alienate fence-sitters when they see that you are not addressing their concerns or discussion opposing positions at all.

## Organizing your rebuttal section

Following the TTEB method outlined in the Body Paragraph section, forecast all the information that will follow in the rebuttal section and then move point by point through the other positions addressing each one as you go. The outline below, adapted from Seyler's *Understanding Argument*, is an example of a rebuttal section from a thesis essay.

When you rebut or refute an opposing position, use the following three-part organization:

**The opponent's argument:** Usually, you should not assume that your reader has read or remembered the argument you are refuting. Thus, at the beginning of your paragraph, you need to state, accurately and fairly, the main points of the argument you will refute.

**Your position:** Next, make clear the nature of your disagreement with the argument or position you are refuting. Your position might assert, for example, that a writer has not proved his assertion because he has provided evidence that is outdated, or that the argument is filled with fallacies.

**Your refutation:** The specifics of your counterargument will depend upon the nature of your disagreement. If you challenge the writer's evidence, then you must present the more recent evidence. If you challenge assumptions, then you must explain why they do not hold up. If your position is that the piece is filled with fallacies, then you must present and explain each fallacy.

## RESOURCES: ELA - DAY 5

1. Resource from: [Purdue Writing Lab. "Quoting, Paraphrasing, and Summarizing." Purdue Writing Lab, Purdue University, owl.purdue.edu/owl/research\\_and\\_citation/using\\_research/quoting\\_paraphrasing\\_and\\_summarizing/index.html.](http://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/index.html)

### Quoting, Paraphrasing, and Summarizing

This handout is intended to help you become more comfortable with the uses of and distinctions among quotations, paraphrases, and summaries. This handout compares and contrasts the three terms, gives some pointers, and includes a short excerpt that you can use to practice these skills.

### What are the differences among quoting, paraphrasing, and summarizing?

These three ways of incorporating other writers' work into your own writing differ according to the closeness of your writing to the source writing.

**Quotations** must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author.

**Paraphrasing** involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly.

**Summarizing** involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.

### Why use quotations, paraphrases, and summaries?

Quotations, paraphrases, and summaries serve many purposes. You might use them to:

- Provide support for claims or add credibility to your writing
- Refer to work that leads up to the work you are now doing
- Give examples of several points of view on a subject
- Call attention to a position that you wish to agree or disagree with
- Highlight a particularly striking phrase, sentence, or passage by quoting the original
- Distance yourself from the original by quoting it in order to cue readers that the words are not your own
- Expand the breadth or depth of your writing

Writers frequently intertwine summaries, paraphrases, and quotations. As part of a summary of an article, a chapter, or a book, a writer might include paraphrases of various key points blended with quotations of striking or suggestive phrases as in the following example:

In his famous and influential work *The Interpretation of Dreams*, Sigmund Freud argues that dreams are the "royal road to the unconscious" (page #), expressing in coded imagery the dreamer's unfulfilled wishes through a process known as the "dream-work" (page #). According to Freud, actual but unacceptable desires are censored internally and subjected to coding through layers of condensation and displacement before emerging in a kind of rebus puzzle in the dream itself (page #).

### How to use quotations, paraphrases, and summaries

There are several ways to integrate quotations into your text. Often, a short quotation works well when integrated into a sentence. Longer quotations can stand alone. Remember that quoting should be done only sparingly; be sure that you have a good reason to include a direct quotation when you decide to do so. You'll find guidelines for citing sources and punctuating citations at our documentation guide pages.

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2. This resource is from: [Purdue Writing Lab. "Using Quotation Marks // Purdue Writing Lab." \*Purdue Writing Lab\*, owl.purdue.edu/owl/general\\_writing/punctuation/quotation\\_marks/index.html.](http://owl.purdue.edu/owl/general_writing/punctuation/quotation_marks/index.html)

## Direct Quotations

Direct quotations involve incorporating another person's exact words into your own writing.

1. Quotation marks always come in pairs. Do not open a quotation and fail to close it at the end of the quoted material.
2. Capitalize the first letter of a direct quote when the quoted material is a complete sentence.  
Mr. Johnson, who was working in his field that morning, said, "The alien spaceship appeared right before my own two eyes."
3. Do not use a capital letter when the quoted material is a fragment or only a piece of the original material's complete sentence.  
Although Mr. Johnson has seen odd happenings on the farm, he stated that the spaceship "certainly takes the cake" when it comes to unexplainable activity.
4. If a direct quotation is interrupted mid-sentence, do not capitalize the second part of the quotation.  
"I didn't see an actual alien being," Mr. Johnson said, "but I sure wish I had."
5. In all the examples above, note how the period or comma punctuation always comes before the final quotation mark. It is important to realize also that when you are using MLA or some other form of documentation, this punctuation rule may change.  
When quoting text with a spelling or grammar error, you should transcribe the error exactly in your own text. However, also insert the term *sic* in italics directly after the mistake, and enclose it in brackets. *Sic* is from the Latin, and translates to "thus," "so," or "just as that." The word tells the reader that your quote is an exact reproduction of what you found, and the error is not your own.  
Mr. Johnson says of the experience, "It's made me reconsider the existence of extraterrestials [*sic*]."
6. Quotations are most effective if you use them sparingly and keep them relatively short. Too many quotations in a research paper will get you accused of not producing original thought or material (they may also bore a reader who wants to know primarily what YOU have to say on the subject).

## Indirect Quotations

Indirect quotations are not exact wordings but rather rephrasings or summaries of another person's words. In this case, it is not necessary to use quotation marks. However, indirect quotations still require proper citations, and you will be committing plagiarism if you fail to do so.

Mr. Johnson, a local farmer, reported last night that he saw an alien spaceship on his own property.

Many writers struggle with when to use direct quotations versus indirect quotations. Use the following tips to guide you in your choice.

Use direct quotations when the source material uses language that is particularly striking or notable. Do not rob such language of its power by altering it.

Martin Luther King Jr. believed that the end of slavery was important and of great hope to millions of slaves done horribly wrong.



The above should never stand in for:

Martin Luther King Jr. said of the Emancipation Proclamation, "This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice."

Use an indirect quotation (or paraphrase) when you merely need to summarize key incidents or details of the text.

Use direct quotations when the author you are quoting has coined a term unique to her or his research and relevant within your own paper.

When to use direct quotes versus indirect quotes is ultimately a choice you'll learn a feeling for with experience. However, always try to have a sense for why you've chosen your quote. In other words, never put quotes in your paper simply because your teacher says, "You must use quotes."

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3. This resource is from: [Purdue Writing Lab. "Paraphrasing // Purdue Writing Lab." Purdue Writing Lab. owl.purdue.edu/owl/research\\_and\\_citation/using\\_research/quoting\\_paraphrasing\\_and\\_summarizing/paraphrasing.html](http://Purdue Writing Lab. \)

## Paraphrase: Write It in Your Own Words

Paraphrasing is one way to use a text in your own writing without directly quoting source material. Anytime you are taking information from a source that is not your own, you need to specify where you got that information.

### A paraphrase is...

- Your own rendition of essential information and ideas expressed by someone else, presented in a new form.
- One legitimate way (when accompanied by accurate documentation) to borrow from a source.
- A more detailed restatement than a summary, which focuses concisely on a single main idea.

### Paraphrasing is a valuable skill because...

- It is better than quoting information from an undistinguished passage.
- It helps you control the temptation to quote too much.
- The mental process required for successful paraphrasing helps you to grasp the full meaning of the original.

## 6 Steps to Effective Paraphrasing

1. Reread the original passage until you understand its full meaning.
2. Set the original aside, and write your paraphrase on a note card.
3. Jot down a few words below your paraphrase to remind you later how you envision using this material. At the top of the note card, write a key word or phrase to indicate the subject of your paraphrase.
4. Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.
5. Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.
6. Record the source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material into your paper.

## Some examples to compare

Note that the examples in this section use MLA style for in-text citation.

### The original passage:

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. *Writing Research Papers*. 2nd ed., 1976, pp. 46-47.

### A legitimate paraphrase:

In research papers, students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46-47).

### An acceptable summary:

Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester 46-47).

### A plagiarized version:

Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes.

A note about plagiarism: This example has been classed as plagiarism, in part, because of its failure to deploy any citation. Plagiarism is a serious offense in the academic world. However, we acknowledge that plagiarism is a difficult term to define; that its definition may be contextually sensitive; and that not all instances of plagiarism are created equal—that is, there are varying “degrees of egregiousness” for different cases of plagiarism.

## RESOURCES: ELA - DAY 6

1. Resource from: [Purdue Writing Lab. "Interviewing" Purdue Writing Lab. owl.purdue.edu/owl/research\\_and\\_citation/conducting\\_research/conducting\\_primary\\_research/interviewing.html](http://Purdue Writing Lab. ).

### Interviewing

Interviewing is a great way to learn detailed information from a single individual or small number of individuals. It is very useful when you want to gain expert opinions on the subject or talk to someone knowledgeable about a topic.

### Types of Interviewing

Several different types of interviews exist. You should choose one based on what kind of technology you have available to you, the availability of the individual you are interviewing, and how comfortable you feel talking to people.

**Face to Face Interviews:** Face to face interviews are when you sit down and talk with someone. They are beneficial because you can adapt your questioning to the answers of the person you are interviewing. You will need recording equipment for the interview, and it is highly recommended that you bring two recording devices with you in case one fails.

**Phone Interviews:** Phone interviews can be used when you need to interview someone who is geographically far away, who is too busy to meet with you to talk, or who does not want to use video or internet-based technology.

**Email Interviews:** Email interviews are less personal than face-to-face or phone interviews, but highly convenient for most individuals. You may not get as much information from someone in an email interview because you are not able to ask follow-up questions in the moment or play off the interviewee's responses. However, email interviews are useful because they are already in a digital format.

### Setting Up an Interview

When setting up an interview, be sure to be courteous and professional. Explain to the person being interviewed who you are, what you want to talk them about, and what project you are working on. Don't be discouraged if not everyone you contact is willing to be interviewed.

### Interview Do's and Dont's

When conducting interviews:

- **Do** be careful of the types of questions you ask. See the page on [Creating good survey and interview questions](#) for more information.
- **Do** start the interview with some small talk to give both yourself and the person you are interviewing a chance to get comfortable.
- **Do** bring extra recording equipment in case something happens to one of your recording devices.
- **Do** pay attention to what is being said during the interview and ask thoughtful follow-up questions.
- **Do** come to the interview prepared. You should learn as much as you can about the person you are going to interview before the interview takes place so that you can tailor your questions to them.
- **Don't** pester or push the person you are interviewing. If the interviewee does not want to talk about an issue, you should respect that desire.
- **Don't** stick to your questions rigidly. If an interesting subject comes up that relates to your research, feel free to ask additional questions about it.
- **Don't** allow the person you are interviewing to continually get off topic. If the conversation drifts, ask follow-up questions to redirect the conversation to the subject at hand.

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2. Review Resource from Day 4 "[Creating Good Questions](#)"

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3. Resource from:

[Purdue Writing Lab. "Appositives." Purdue Writing Lab.](#)

[owl.purdue.edu/owl/general\\_writing/grammar/appositives.html](http://owl.purdue.edu/owl/general_writing/grammar/appositives.html).

## Appositives

An appositive is a noun or pronoun – often with modifiers – set beside another noun or pronoun to explain or identify it. Here are some examples of appositives (the **noun or pronoun will be in blue**, the **appositive will be in red**).

Your **friend Bill** is in trouble.

My brother's **car, a sporty red convertible with bucket seats**, is the envy of my friends.

The chief **surgeon, an expert in organ-transplant procedures**, took her nephew on a hospital tour.

An appositive phrase usually follows the word it explains or identifies, but it may also precede it.

**A bold innovator, Wassily Kandinsky** is known for his colorful abstract paintings.

**The first state to ratify the U. S. Constitution, Delaware** is rich in history.

**A beautiful collie, Skip** was my favorite dog.

## Punctuation of appositives

In some cases, the noun being explained is too general without the appositive; the information is essential to the meaning of the sentence. When this is the case, do not place commas around the appositive; just leave it alone. If the sentence would be clear and complete without the appositive, then commas are necessary; place one before and one after the appositive.

Here are some examples.

The popular US **president John Kennedy** was known for his eloquent and inspirational speeches.

Here we do not put commas around the appositive because it is essential information. Without the appositive, the sentence would be, "The popular US president was known for his eloquent and inspirational speeches." We wouldn't know who the president is without the appositive.

**John Kennedy, the popular US president**, was known for his eloquent and inspirational speeches.

Here we put commas around the appositive because it is not essential information. Without the appositive, the sentence would be, "John Kennedy was known for his eloquent and inspirational speeches." We still know who the subject of the sentence is without the appositive.

**John Kennedy the popular US president** was almost an entirely different person than **John Kennedy the young naval reservist**.

Here we do not put commas around either appositive because they are both essential to understanding the sentence. Without the appositives, the sentence would just be John Kennedy was quite different from John Kennedy. We wouldn't know what qualities of John Kennedy were being referred to without the appositive.

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Resource 4

## Example Quotes using appositive phrases:

### ARTICLE WRITING GUIDE (Reporting or Blogging)

Journalistic writing is different from essay writing. Your goal is to write in a manner that keeps the reader moving along (think very short paragraphs and concise word choice).

1. If covering a story **as a reporter**, use quotes from attendees:

- helps to balance the facts with authentic voice
- offers emotive descriptions about the experience

#### Example

#### Required Parts

##### **Studies in lieu of summer sun**

*BY Joe Superstudent; Reporter*  
July 20, 2017

Three 10th graders from Greater Johnstown High School, Sarah Cox, Mariah Eisenhuth, and Lea Green, along with their teacher, Tracey King, disproved that summer is time off from school. The four traveled to Mount Aloysius College on July 15, 16, and 17 to take part in a journalism camp to learn from experts in the field and to practice the craft of writing.

Mount Aloysius College President Tom Foley welcomed the participants in the Wolf-Kuhn Gallery and introduced lead facilitator Cindy Skrzycki, *GlobalPost* correspondent and award-winning senior lecturer at the University of Pittsburgh.

Workshops began with an overview of the news and how to find stories, followed by a research and fact-checking lesson led by the Mount's librarian, Shamim Rajpar, and ended with editing and style components and the evening's homework assignment.

Students completed assignments to improve their perspectives as a writer. The "Fly on the Wall" homework activity was my favorite," Sarah said. "It brought out my creativity."

Day two included five more sessions and an interviewing assignment.

Mariah, reluctant at first to work with someone whom she did not know, ended up overcoming a weakness. She admits, "interviewing got easier for me. I bonded with my partner."

The last day included final workshops and a concluding luncheon. Here, participants met David Shribman, author and executive editor of *The Pittsburgh Post-Gazette*. He shared some of his experiences as an editor, his insights about the field, and his advice for aspiring journalists.

"It's not your major that matters," he said. "Be a master of something, but intellectual curiosity is a must. Be curious about the world."

Shribman emphasized the importance of reading as the means for improving thinking and writing.

"Read for balance," he said. "only reading what you agree with simply reinforces your beliefs. It doesn't challenge you or your perspectives. Read widely and deeply."

This advice suited Lea who admits, "I love learning in general. So this was a really great experience, especially since I plan on taking our Journalism II class this upcoming school year."

**Headline:** title in journalistic writing: only capitalize the first word and proper nouns

**Byline:** reporter and writer of the article

**Lede:** the concise intro paragraph (Who, What, When, Where, Why)

In journalistic writing, you should have **short paragraphs** (one sentence even) to keep the reader moving.

Include **appositive phrases** after naming someone to provide more description (such as their role.)

Example of a **split quote** (where you break up the entire quote by crediting the speaker WITHIN the quote.)

**Paraphrase** to set up a direct quote.

This is a **summary** and an **appositive phrase** to set up a direct quote from a key participant.

This is a **split quote** reflecting colorful, emotional opinion.

**Summary** as a **set up** to the direct quote.

Directly quote to retain the precise wording of the speaker.

Mount Aloysius College provided this educational opportunity for high school and college students interested in the field of journalism, and Greater Johnstown was there.

"I am so grateful to Mount Aloysius, for planning and providing such valuable training," King said. "And I am most thankful for students like Sarah, Lea, and Mariah, three teenagers who volunteered to go to school with me in July."

**The kicker** is your conclusion paragraph. This can be a quote, a summary of the conclusion of the event (such as overall money raised at an event, overall score or points earned by an athlete, or a naming of an upcoming event.)

## RESOURCES: ELA - DAY 7

1. Review Resource from Day 1 "[Stages of the Writing Process](#)"

2. Resource from:

[Purdue Writing Lab. "In-Text Citations: The Basics." \*Purdue Writing\*](#)

[lab.owp.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/in\\_text\\_citations\\_the\\_basics.html](http://lab.owp.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html).

### In-Text Citations: The Basics

**Note:** This page reflects the latest version of the *APA Publication Manual* (i.e., APA 7), which released in October 2019.

Reference citations in text are covered on pages 261-268 of the Publication Manual. What follows are some general guidelines for referring to the works of others in your essay.

**Note:** On pages 117-118, the Publication Manual suggests that authors of research papers should use the past tense or present perfect tense for signal phrases that occur in the literature review and procedure descriptions (for example, Jones (1998) **found** or Jones (1998) **has found**...). Contexts other than traditionally-structured research writing may permit the simple present tense (for example, Jones (1998) **finds**).

### APA citation basics

When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, like, for example, (Jones, 1998). One complete reference for each source should appear in the reference list at the end of the paper.

If you are referring to an idea from another work but **NOT** directly quoting the material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication and not the page number in your in-text reference.

On the other hand, if you are directly quoting or borrowing from another work, you should include the page number at the end of the parenthetical citation. Use the abbreviation "p." (for one page) or "pp." (for multiple pages) before listing the page number(s). Use an en dash for page ranges. For example, you might write (Jones, 1998, p. 199) or (Jones, 1998, pp. 199-201). This information is reiterated below.

Regardless of how they are referenced, all sources that are cited in the text must appear in the reference list at the end of the paper.

### In-text citation capitalization, quotes, and italics/underlining

- Always capitalize proper nouns, including author names and initials: D. Jones.
- If you refer to the title of a source within your paper, capitalize all words that are four letters long or greater within the title of a source: *Permanence and Change*. Exceptions apply to short words that are verbs, nouns, pronouns, adjectives, and adverbs: *Writing New Media*, *There Is Nothing Left to Lose*.

(**Note:** in your References list, only the first word of a title will be capitalized: *Writing new media*.)

- When capitalizing titles, capitalize both words in a hyphenated compound word: *Natural-Born Cyborgs*.
- Capitalize the first word after a dash or colon: "Defining Film Rhetoric: The Case of Hitchcock's *Vertigo*."

- If the title of the work is italicized in your reference list, italicize it and use title case capitalization in the text: *The Closing of the American Mind*; *The Wizard of Oz*; *Friends*.
- If the title of the work is not italicized in your reference list, use double quotation marks and title case capitalization (even though the reference list uses sentence case): "Multimedia Narration: Constructing Possible Worlds;" "The One Where Chandler Can't Cry."

## Short quotations

If you are directly quoting from a work, you will need to include the author, year of publication, and page number for the reference (preceded by "p." for a single page and "pp." for a span of multiple pages, with the page numbers separated by an en dash).

You can introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses.

According to Jones (1998), "students often had difficulty using APA style, especially when it was their first time" (p. 199). Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

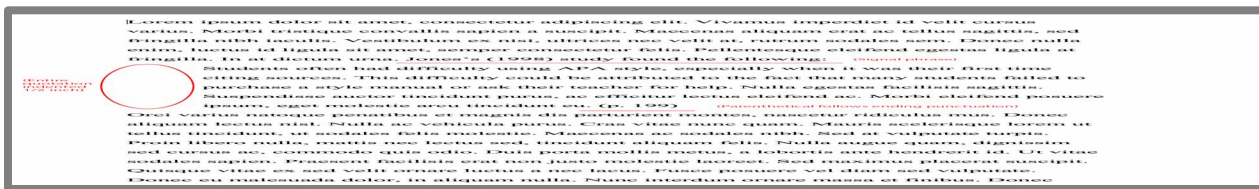
If you do not include the author's name in the text of the sentence, place the author's last name, the year of publication, and the page number in parentheses after the quotation.

She stated, "Students often had difficulty using APA style" (Jones, 1998, p. 199), but she did not offer an explanation as to why.

## Long quotations

Place direct quotations that are 40 words or longer in a free-standing block of typewritten lines and omit quotation marks. Start the quotation on a new line, indented 1/2 inch from the left margin, i.e., in the same place you would begin a new paragraph. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation 1/2 inch from the new margin. Maintain double-spacing throughout, but do not add an extra blank line before or after it. The parenthetical citation should come after the closing punctuation mark.

Because block quotation formatting is difficult for us to replicate in the OWL's content management system, we have simply provided a screenshot of a generic example below.



Formatting example for block quotations in APA 7 style.

## Quotations from sources without pages

Direct quotations from sources that do not contain pages should not reference a page number. Instead, you may reference another logical identifying element: a paragraph, a chapter number, a section number, a table number, or something else. Older works (like religious texts) can also incorporate special location identifiers like verse numbers. In short: pick a substitute for page numbers that makes sense for your source.

Jones (1998) found a variety of causes for student dissatisfaction with prevailing citation practices (paras. 4-5). A meta-analysis of available literature (Jones, 1998) revealed inconsistency across large-scale studies of student learning (Table 3).



## Summary or paraphrase

If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference and may omit the page numbers. APA guidelines, however, do encourage including a page range for a summary or paraphrase when it will help the reader find the information in a longer work.

According to Jones (1998), APA style is a difficult citation format for first-time learners.

APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199).

## RESOURCES: ELA - DAY 8

1. Resource:

### Creating headlines for an article:

Headlines should be clear and specific, telling the reader what the story is about, and be interesting enough to draw them into reading the article. They should not be misleading.

- 5-10 words at the most
- should be accurate and specific
  - **City council to cut taxes** doesn't mean the same thing as **City council to cut budget**
- Use present tense and active verbs, but don't start with a verb
  - **Man skateboards for homeless**
- Use infinitive form of verb for future actions ("to" + verb)
  - **Convention to create jobs**
- Do not use articles - *a, an, the*
- Do not use conjunctions like *and* - you can substitute a comma
  - **President declares peace, holiday**
- Should be complete sentences or imply complete sentence
  - **Crackdown on trafficking** doesn't tell you who's doing the trafficking and what kind of trafficking
- Avoid repetition - Headlines summarize; they don't repeat the lede.
  - **Rays win** - not **Rays win final game of playoffs**
- Don't use unidentified pronouns
  - **They win pennant!**
- Avoid clever for clever's sake
  - **Rays flip-flop on St. Petersburg**

*\*Notice that journalistic headlines are not like titles to essays. Only the first word and proper nouns are capitalized.*

## RESOURCES: ELA - DAY 9

1. Resource from: [Dickinson, Emily. "A Narrow Fellow in the Grass \(1096\) by Emily..." Poetry Foundation, Poetry Foundation, www.poetryfoundation.org/poems/49909/a-narrow-fellow-in-the-grass-1096.](http://www.poetryfoundation.org/poems/49909/a-narrow-fellow-in-the-grass-1096)

2. Resource from: [Wordsworth, William. "I Wandered Lonely as a Cloud by William Wordsworth." Poetry Foundation, Poetry Foundation, www.poetryfoundation.org/poems/45521/i-wandered-lonely-as-a-cloud.](http://www.poetryfoundation.org/poems/45521/i-wandered-lonely-as-a-cloud)

### **A Narrow Fellow in the Grass (1096) BY EMILY DICKINSON**

A narrow Fellow in the Grass  
Occasionally rides -  
You may have met him? Did you not  
His notice instant is -

The Grass divides as with a Comb,  
A spotted Shaft is seen,  
And then it closes at your Feet  
And opens further on -

He likes a Boggy Acre -  
A Floor too cool for Corn -  
But when a Boy and Barefoot  
I more than once at Noon

Have passed I thought a Whip Lash  
Unbraiding in the Sun  
When stooping to secure it  
It wrinkled And was gone -

Several of Nature's People  
I know, and they know me  
I feel for them a transport  
Of Cordiality

But never met this Fellow  
Attended or alone  
Without a tighter Breathing  
And Zero at the Bone.

### **I Wandered Lonely as a Cloud BY WILLIAM WORDSWORTH**

I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.

The waves beside them danced; but they  
Out-did the sparkling waves in glee:  
A poet could not but be gay,  
In such a jocund company:  
I gazed—and gazed—but little thought  
What wealth the show to me had brought:

For oft, when on my couch I lie  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.

## RESOURCES: ELA - DAY 10

1. Review Resource from Day 1: "[Stages of the Writing Process](#)"
2. Resource from: [Purdue Writing Lab. "Public Speaking and Presentations." Purdue Writing Lab, owl.purdue.edu/owl/general\\_writing/academic\\_writing/public\\_speaking\\_and\\_presentations.html.](http://owl.purdue.edu/owl/general_writing/academic_writing/public_speaking_and_presentations.html)

### Public Speaking and Presentations: Tips for Success

This resource includes tips and suggestions for improving your public speaking skills.

Even if you've never spoken in front of a large group before, chances are you will encounter public speaking sometime during your life. Whether you're giving a presentation for your classmates or addressing local politicians at a city council meeting, public speaking allows you to convey your thoughts and feelings in clear ways. Having the right tools can prepare you for successful public speaking and equip you with high-quality communication skills.

#### Know Your Audience

Different audiences require different modes of public speaking. How you address a room full of preschoolers will vary from how you address a group of professors at an academic conference. Not only will your vocabulary change, but you might alter your pacing and tone as well.

Knowing your audience also helps you decide the content of your speech. For example, if you're presenting research to a group of scientists, you might not need to define all your scientific language. However, if you present that same research to a group of individuals who are unfamiliar with your scientific field, you may need to define your terms or use simpler language.

Recognizing the extent to which your audience is familiar with your topic helps you center your presentation around the most important elements and avoid wasting time on information your audience either 1) already knows or 2) does not need to know for the purpose of your speech.

Knowing your audience also means tailoring your information to them. Try to keep things straight and to the point; leave out extraneous anecdotes and irrelevant statistics.

#### Establish Your Ethos and Feel Confident in Your Subject

It's important to let your audience know what authority you have over your subject matter. If it's clear you are familiar with your subject and have expertise, your audience is more likely to trust what you say.

Feeling confident in your subject matter will help establish your ethos. Rather than simply memorizing the content on your PowerPoint slides or your note cards, consider yourself a "mini expert" on your topic. Read up on information related to your topic and anticipate questions from the audience. You might want to prepare a few additional examples to use if people ask follow-up questions. Being able to elaborate on your talking points will help you stay calm during a Q & A section of your presentation.

#### Stick to a Few Main Points

Organizing your information in a logical way not only helps you keep track of what you're saying, but it helps your audience follow along as well. Try to emphasize a few main points in your presentation and return to them before you conclude. Summarizing your information at the end of your presentation allows your audience to walk away with a clear sense of the most important facts.

For example, if you gave a presentation on the pros and cons of wind energy in Indiana, you would first want to define wind energy to make sure you and your audience are on the same page. You might also want to give a brief history of wind energy to give context before you go into the pros and cons. From there, you could list a few pros and a few cons. Finally, you could speculate on

the future of wind energy and whether Indiana could provide adequate land and infrastructure to sustain wind turbines. To conclude, restate a few of the main points (most likely the pros and cons) and end with the most important takeaway you want the audience to remember about wind energy in Indiana.

## **Don't be Afraid to Show Your Personality**

Delivering information without any sort of flourish or style can be boring. Allowing your personality to show through your speaking keeps you feeling relaxed and natural. Even if you're speaking about something very scientific or serious, look for ways to let your personality come through your speech.

For example, when *Jeopardy!* host Alex Trebek announced in March of 2019 that he had stage 4 pancreatic cancer, he still let his trademark dignity and professionalism set the tone for his address. He began his announcement by saying "it's in keeping with my long-time policy of being open and transparent with our *Jeopardy!* fan base." Later, he joked that he would need to overcome his illness in order to fulfill his contract, whose terms required him to host the show for three more years. Though the nature of Trebek's announcement could easily have justified a grim, serious tone, the host instead opted to display the charm that has made him a household name for almost thirty-five years. In doing so, he reminded his audience precisely why he is so well-loved.

## **Use Humor (When Appropriate)**

Using humor at appropriate moments can keep your audience engaged and entertained. While not all occasions are appropriate for humor, look for moments where you can lighten the mood and add some humor.

For example, just two months after the assassination attempt on Ronald Reagan, Reagan was in the middle of giving a speech when a balloon loudly popped while he was speaking. Reagan paused his speech to say "missed me," then immediately continued speaking. This off-the-cuff humor worked because it was appropriate, spontaneous, and did not really distract from his message.

Similarly, at the end of his final White House Correspondents Dinner, Barack Obama concluded his speech by saying "Obama out" and dropping the mic. Once again, the humor did not distract from his message, but it did provide a light-hearted shift in his tone.

## **Don't Let Visual Aids Distract From Your Presentation**

Visual aids, such as PowerPoints or handouts, often go alongside presentations. When designing visual aids, be sure they do not distract from the content of your speech. Having too many pictures or animations can cause audience members to pay more attention to the visuals rather than what you're saying.

However, if you present research that relies on tables or figures, having many images may help your audience better visualize the research you discuss. Be aware of the ways different types of presentations demand different types of visual aids.

## **Be Aware of Your Body Language**

When it comes to giving a presentation, nonverbal communication is equally as important as what you're saying. Having the appropriate posture, gestures, and movement complement the spoken element of your presentation. Below are a few simple strategies to make you appear more confident and professional.

### **Posture**

Having confident posture can make or break a presentation. Stand up straight with your shoulders back and your arms at your sides. Slouching or crossing your arms over your chest makes you appear smaller and more insecure. However, be sure you're not too rigid. Just because you're standing up tall does not mean you cannot move around.

## Eye contact

Making eye contact with your audience not only makes them feel connected to you but it also lets you gauge their response to you. Try to look around the room and connect with different audience members so you're not staring at the same people the whole time. If you notice your audience starting to nod off, it might be a good time to change your tone or up your energy.

## Avoid distracting or compulsive gestures

While hand gestures can help point out information in a slide or on a poster, large or quick gestures can be distracting. When using gestures, try to make them feel like a normal part of your presentation.

It's also easy to slip into nervous gestures while presenting. Things like twirling your hair or wringing your hands can be distracting to your audience. If you know you do something like this, try to think hard about *not* doing it while you're presenting.

## Travel (if possible)

If you are presenting on a stage, walking back and forth can help you stay relaxed and look natural. However, be sure you're walking slowly and confidently and you're using an appropriate posture (described above). Try to avoid pacing, which can make you appear nervous or compulsive.

## Rehearse (if Possible)

The difference between knowing your subject and rehearsing comes down to *how* you ultimately present your information. The more you rehearse, the more likely you are to eliminate filler words such as *like* and *um*. If possible, try practicing with a friend and have them use count the filler words you use. You can also record yourself and play back the video. The more you rehearse, the more confident you will feel when it comes time to actually speak in front of an audience.

## Finally, Relax!

Although public speaking takes time and preparation, perhaps one of the most important points is to relax while you're speaking. Delivering your information in a stiff way prevents you from appearing natural and letting your personality come through. The more relaxed you feel, the more confident your information will come across.

## RESOURCES: ELA

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## RESOURCES: Math - DAY 2

Resource from: [List of States By Population Density](#) (State Key Data)

### Alphabetical

State Name	Population	Land Area (sq mi)	Population Density
Alabama	4,858,979	50,744	95.8
Alaska	738,432	571,951	1.3
Arizona	6,828,065	113,635	60.1
Arkansas	2,978,204	52,068	57.2
California	39,144,818	155,959	251.0
Colorado	5,456,574	103,718	52.6
Connecticut	3,590,886	4,845	741.2
Delaware	945,934	1,954	484.1
Florida	20,271,272	53,927	375.9
Georgia	10,214,860	57,906	176.4
Hawaii	1,431,603	6,423	222.9
Idaho	1,654,930	82,747	20.0
Illinois	12,859,995	55,584	231.4
Indiana	6,619,680	35,867	184.6
Iowa	3,123,899	55,869	55.9
Kansas	2,911,641	81,815	35.6
Kentucky	4,425,092	39,728	111.4
Louisiana	4,670,724	43,562	107.2
Maine	1,329,328	30,862	43.1
Maryland	6,006,401	9,774	614.5
Massachusetts	6,794,422	7,840	866.6
Michigan	9,922,576	56,804	174.7
Minnesota	5,489,594	79,610	69.0
Mississippi	2,992,333	46,907	63.8
Missouri	6,083,672	68,886	88.3



Montana	1,032,949	145,552	7.1
Nebraska	1,896,190	76,872	24.7
Nevada	2,890,845	109,826	26.3
New Hampshire	1,330,608	8,968	148.4
New Jersey	8,958,013	7,417	1,207.8
New Mexico	2,085,109	121,356	17.2
New York	19,795,791	47,214	419.3
North Carolina	10,042,802	48,711	206.2
North Dakota	756,927	68,976	11.0
Ohio	11,613,423	40,948	283.6
Oklahoma	3,911,338	68,667	57.0
Oregon	4,028,977	95,997	42.0
Pennsylvania	12,802,503	44,817	285.7
Rhode Island	1,056,298	1,045	1,010.8
South Carolina	4,896,146	30,110	162.6
South Dakota	858,469	75,885	11.3
Tennessee	6,600,299	41,217	160.1
Texas	27,469,114	261,797	104.9
Utah	2,995,919	82,144	36.5
Vermont	626,042	9,250	67.7
Virginia	8,382,993	39,594	211.7
Washington	7,170,351	66,544	107.8
West Virginia	1,844,128	24,078	76.6
Wisconsin	5,771,337	54,310	106.3
Wyoming	586,107	97,100	6.0

## By Population Density

Rank	State Name	Population	Land Area (sq mi)	Population Density
1	New Jersey	8,958,013	7,417	1,207.8
2	Rhode Island	1,056,298	1,045	1,010.8
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43	Nebraska	1,896,190	76,872	24.7
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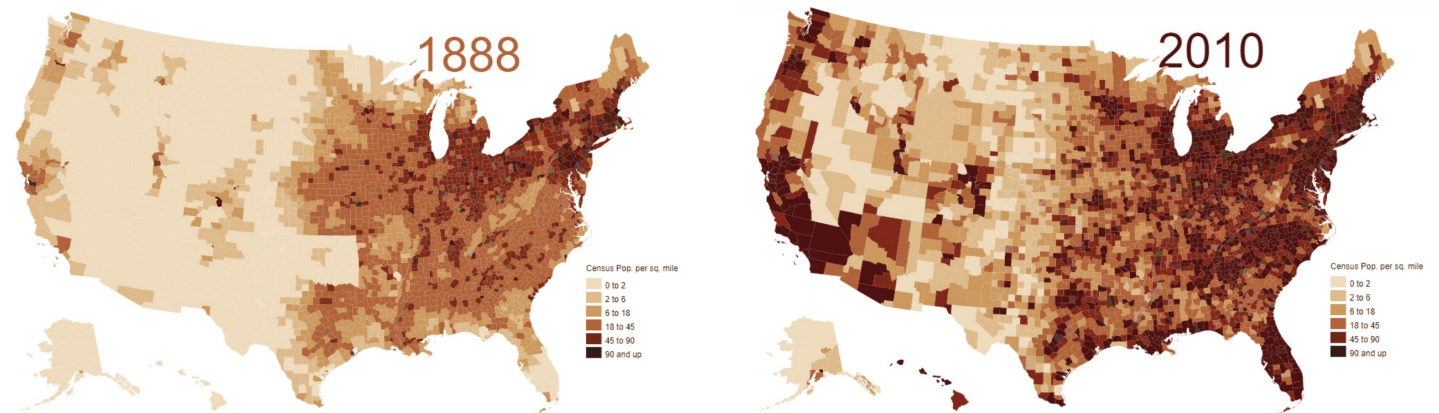
## RESOURCES: Math - DAY 3

Resource from: [Animated Map: Visualizing 200 Years of US Population Density](#) (Visual Capitalist)

### Visualizing 200 Years of U.S. Population Density

February 28, 2019

By Jeff Desjardins



At the moment, there are around 326 million people living in the United States, a country that's 3.5 million square miles (9.8 million sq km) in land area.

But throughout the nation's history, neither of these numbers have stayed constant.

Not only did the population boom as a result of births and immigrants, but the borders of the country kept changing as well – especially in the country's early years as settlers moved westwards.

#### U.S. Population Density Over Time

From a big picture perspective, here is how population density has changed for the country as a whole over the last 200 years or so:

But today's animated map, which comes to us from Vivid Maps, takes things a step further.

It plots U.S. population density numbers over the time period of 1790-2010 based on U.S. Census data and Jonathan Schroeder's county-level decadal estimates for population. In essence, it gives a more precise view of who moved where and when over the course of the nation's history.

*Note: While U.S. Census data is granular and dates back to 1790, it comes with certain limitations. One obvious drawback, for example, is that such data is not able to properly account for Native American populations.*

#### "Go West, Young Man"

As you might notice in the animation, there is one anomaly that appears in the late-1800s: the area around modern-day Oklahoma is colored in, but the state itself is an “empty gap” on the map.

The reason for this? The area was originally designated as Indian Territory - land reserved for the forced resettlement of Native Americans. However, in 1889, the land was opened up to a massive land rush, and approximately 50,000 pioneers lined up to grab a piece of the two million acres (8,000 km<sup>2</sup>) opened for settlement.

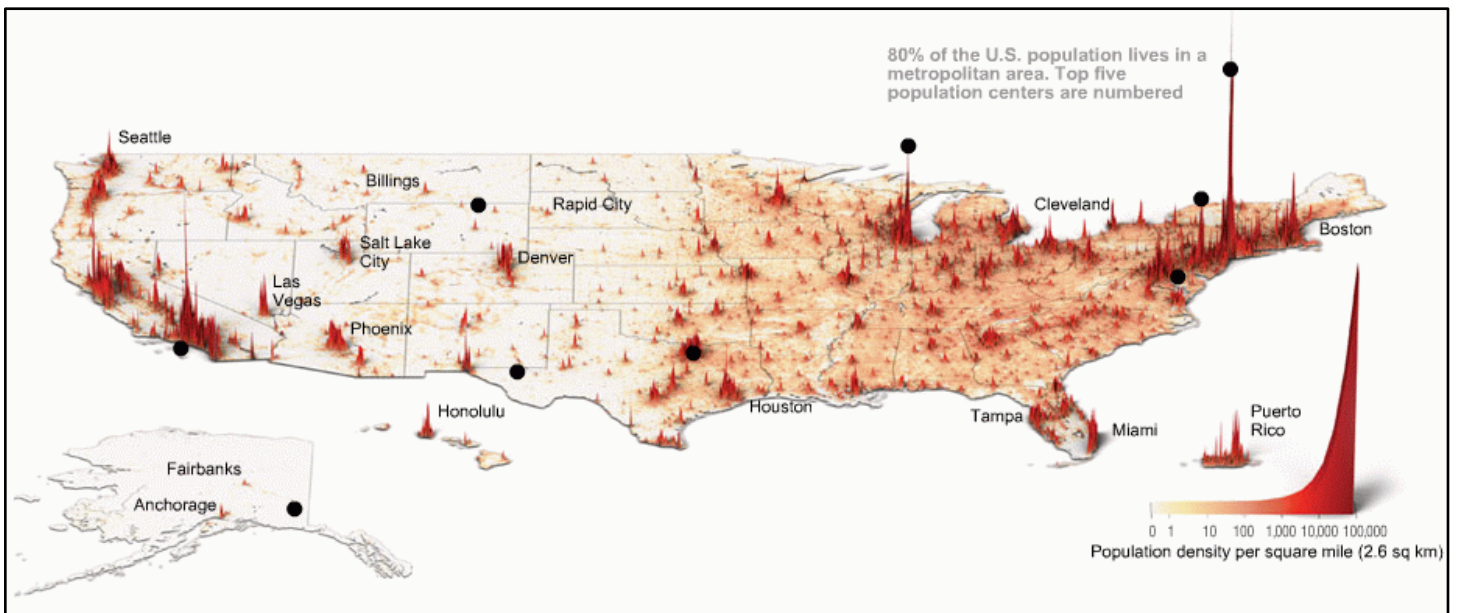
While settlers flocking to Oklahoma is one specific event that ties into this animation, really the map shows the history of a much broader land rush in general: Manifest Destiny.

You can see pioneers landing in Louisiana in the early 1800s, the first settlements in California and Oregon, and the gradual filling up of the states in the middle of the country.

By the mid-20th century, the distribution of the population starts to resemble that of modern America.

### Population Density Today

The average population density in the U.S. is now 92 people per square mile, although this changes dramatically based on where you are located:



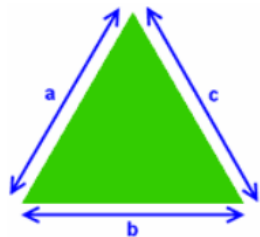
If you are in Alaska, the state with the lowest population density, there is just one person per square mile - but if you're in New York City there are 27,000 people per square mile, the highest of any major city in the country.

## RESOURCES: Math - DAY 5

Resource from: [Heron's Formula](#) (Math Is Fun)

### Heron's Formula

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#### Area of a Triangle from Sides

You can calculate the area of a triangle if you know the lengths of all three sides, using a formula that has been known for nearly 2000 years.

It is called "Heron's Formula" after Hero of Alexandria (see below)

Just use this two step process:

**Step 1:** Calculate "s" (half of the triangles perimeter):

$$s = \frac{a+b+c}{2}$$

**Step 2:** Then calculate the **Area**:

$$A = \sqrt{s(s-a)(s-b)(s-c)}$$

Example: What is the area of a triangle where every side is 5 long?

Step 1:  $s = \frac{5+5+5}{2} = 7.5$

Step 2:  $A = \sqrt{(7.5 \times 2.5 \times 2.5 \times 2.5)} = \sqrt{(117.1875)} = \mathbf{10.825...}$

Example:

## Heron's Formula

Find a Triangle's Area from its Sides

*Classic Heron's Formula:*

$$s = (a+b+c)/2 = 13.5$$

$$\text{Area} = \sqrt{s(s-a)(s-b)(s-c)}$$

$$\text{Area} = 26.142637586900065$$

*Variation with less rounding error:*

Sides in Descending Order: 12,9,6

$$\text{Area} = \sqrt{((a+(b+c))(c-(a-b))(c+(a-b))(a+(b-c)))/4}$$

$$\text{Area} = 26.142637586900065$$

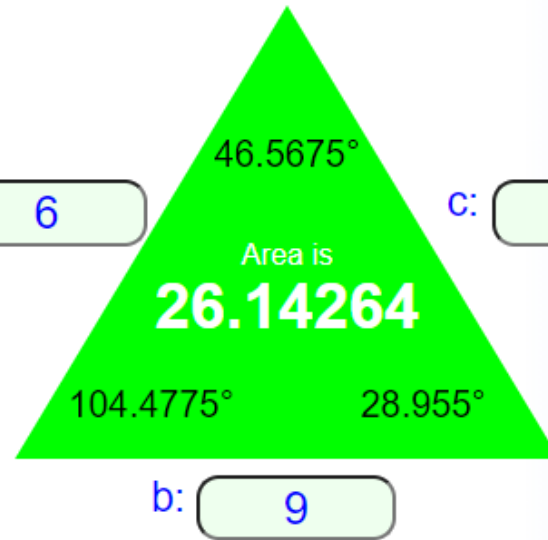
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a:

6

c:

12



b:

9



Hero of Alexandria

The formula is credited to Hero (or Heron) of Alexandria, who was a Greek Engineer and Mathematician in 10 - 70 AD.

Amongst other things, he developed the *Aeolipile*, the first known steam engine, but it was treated as a toy!

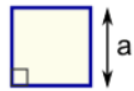
## Angles

In the calculator above I also used the [Law of Cosines](#) to calculate the angles (for a complete solution). The formula is:

$$C = \cos^{-1}\left(\frac{a^2 + b^2 - c^2}{2ab}\right)$$

Where "C" is the angle opposite side "c".

## Area of a Square



The Area is the **side length squared**:

$$\text{Area} = a^2 = a \times a$$

Example: A square has a side length of 6 m, what is its Area?

$$\text{Area} = 6 \text{ m} \times 6 \text{ m} = 36 \text{ m}^2$$



The Area is also **half of the diagonal squared**:

$$\text{Area} = \frac{d^2}{2}$$

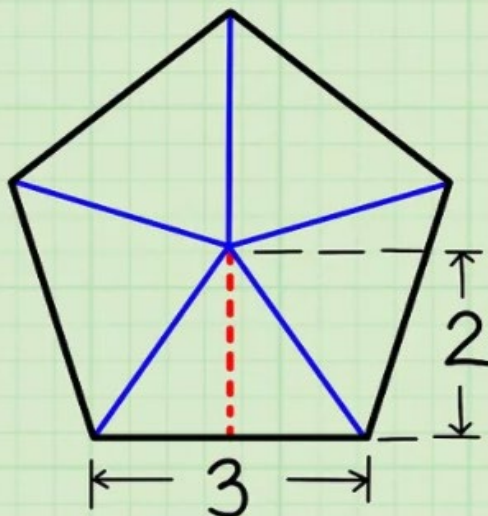
## Area of a Pentagon

Method  
1

### Finding the Area from the Side Length and Apothem

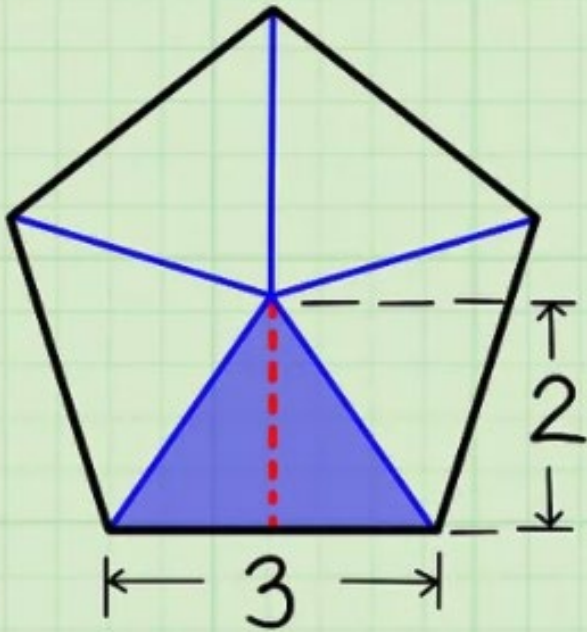
**1** Start with the side length and apothem. This method works for regular pentagons, with five equal sides. Besides the side length, you'll need the "apothem" of the pentagon. The apothem is the line from the center of the pentagon to a side, intersecting the side at a 90° right angle.

- Don't confuse the apothem with the radius, which touches a corner (vertex) instead of a midpoint. If you only know the side length and radius, skip down to the next method instead.
- We'll use an example pentagon with side length 3 units and apothem 2 units.





- 2** Divide the pentagon into five triangles. Draw five lines from the center of the pentagon, leading to each vertex (corner). You now have five triangles.



$$A_{\triangle} = \frac{1}{2}bh$$

$$A_{\triangle} = \frac{1}{2}(3)(2)$$

$$A_{\triangle} = 3 \text{ sq. u.}$$

wiki How to Find the Area of a Regular Pentagon

**3** Calculate the area of a triangle. Each triangle has a base equal to the side of the pentagon. It also has a height equal to the pentagon's apothem. (Remember, the height of a triangle runs from a vertex to the opposite side, at a right angle.) To find the area of any triangle, just calculate  $\frac{1}{2} \times \text{base} \times \text{height}$ .

- In our example, area of triangle =  $\frac{1}{2} \times 3 \times 2 = 3$  square units.

The image shows handwritten mathematical work on a green grid background, divided into two columns by a vertical line. The left column contains four equations:  $A_{\triangle} = \frac{1}{2}bh$ ,  $A_{\triangle} = \frac{1}{2}(3)(2)$ ,  $A_{\triangle} = 3 \text{ sq. u.}$ , and  $A_{\pentagon} = 5 \times A_{\triangle}$ . The right column contains two equations:  $A_{\pentagon} = 5 \times 3$  and  $A_{\pentagon} = 15 \text{ sq. u.}$  The final equation is enclosed in a black rectangular box. At the bottom right of the grid, there is a small green banner with the text "wiki How to Find the Area of a Regular Pentagon".

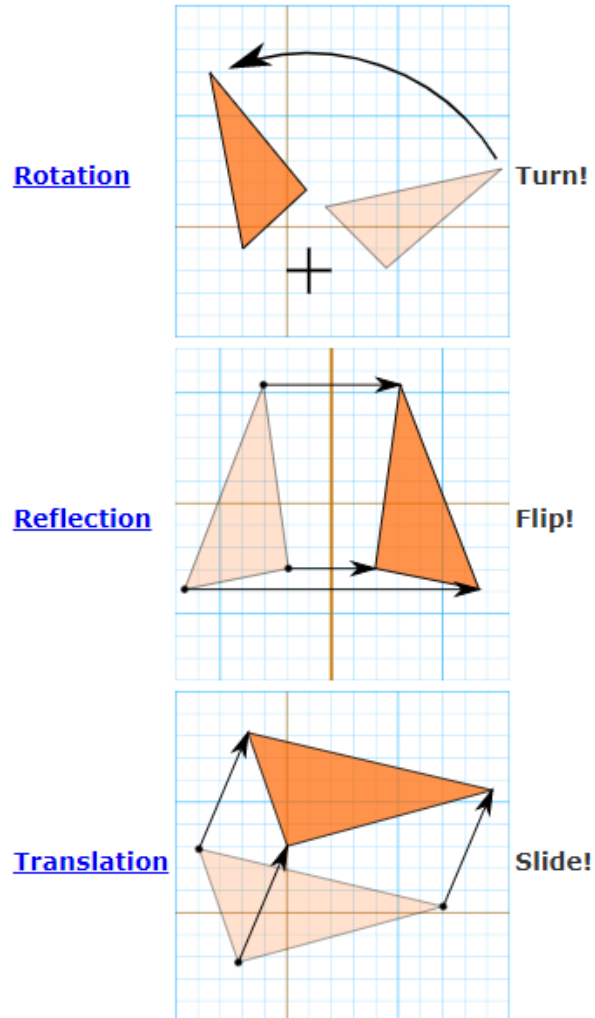
**4** Multiply by five to find the total area. We've divided the pentagon into five equal triangles. To find the total area, just multiply the area of one triangle by five.

- In our example,  $A(\text{total pentagon}) = 5 \times A(\text{triangle}) = 5 \times 3 = 15$  square units.

## RESOURCES: Math - DAY 10

Resource from: [Transformations](#) (Math Is Fun)

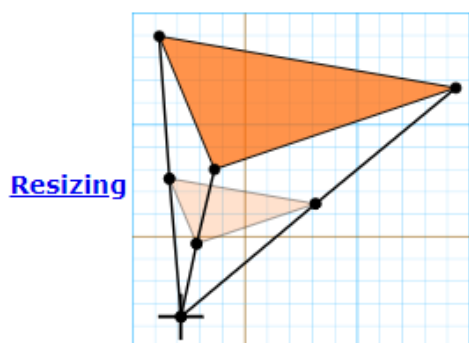
These are Transformations:



➡ After any of those transformations (turn, flip or slide), the shape still has **the same size, area, angles and line lengths.**

## Resizing

The other important Transformation is **Resizing** (also called *dilation*, *contraction*, *compression*, *enlargement* or even *expansion*). The shape becomes bigger or smaller:



## Congruent or Similar



When one shape can become another using only Turns, Flips and/or Slides, then the two shapes are **Congruent**.



Two shapes are **Similar** when we need to **Resize** for one shape to become another (we may also Turn, Flip and/or Slide).

So, when one shape can become another using transformation, the two shapes might be Congruent or just Similar

## RESOURCES: SCIENCE - DAY 3

Resource from: [Kids who grow up near green space have better mental health](#) (Quartz)

### The growing evidence that living near green space helps kids grow up to be happier

February 26, 2019 By Jenny Anderson

The great outdoors may be one of the cheapest therapies for kids, a new study from Denmark shows. Kids who grow up surrounded by nature have up to 55% less risk of developing various mental disorders later in life, according to the paper from Aarhus University in Denmark, published in the Proceedings of the National Academy of Sciences in the United States of America.

The research used satellite data from 1985 to 2013 to map the proximity of green space to the childhood homes of 943,027 Danes, from birth to age 10, for whom they had longitudinal data on mental health outcomes, socioeconomic status, and place of residence. The study then compared access to green space to data on mental health outcomes for that population, and found that consistent access suggested a big difference when it came to the risk of developing one of 16 different mental disorders later in life.

"If you are surrounded by more green space consistently throughout childhood, you will have an even lower risk of having a psychiatric disorder," said lead researcher Kristine Engemann, a postdoctoral fellow in the Department of Bioscience and the National Centre for Register-based Research at Aarhus University.

The mechanism through which kids' mental health improves with access to green space is unclear. But we do know that being closer to nature has health benefits: It can encourage exercise and improve social cohesion. If you spend a lot of time in the park, you get to know your neighbors better and build a sense of investment in your community. Time outdoors is also associated with improved cognition. One study in Barcelona studied kids' cognitive development over the course of a year in two different settings, while also controlling for socioeconomic status and family history. Children going to schools with more green space had higher cognitive development than those who had access to less green space. (In both of these studies, correlation is not causation; the researchers cannot show it was the green space that improved cognitive scores, only that those with access to more nature performed better cognitively.)

"Being in an urban environment is typically what we humans consider stressful," said Engemann. Noise, air pollution, infections, and poor socio-economic conditions can increase the risk of developing a mental disorder. There's also less space for kids to blow off steam. "For children, if you come back from school and you have a nice yard or you go to the park, that could help children restore their mental capacity faster," she said.

The number of people living in cities is rising fast, with more than 50% of the world's population now living in cities. While urban centers tend to provide better access to health and education resources, as well as jobs, there is evidence that people's health takes a hit. The study cites studies showing that in some places, urban residents face an almost 50% higher risk of developing psychiatric disorders such as anxiety and mood disorders compared with their rural peers.

Engemann says that globally, there is a trend of "densification" in cities—constructing more buildings at the cost of making way for green space. "I think it's important that we acknowledge the value that green spaces have, not because they are decorative or pretty

but they can have real benefits to the people living in the city.” City planners, she said, should prioritize biophilic design, designing with an eye toward connecting humans and nature.

Green spaces, she said, are “potentially decreasing the risk of a lot of disorders, and can add up to a lot of potential benefits to a lot of people.”

## RESOURCES: SCIENCE - DAY 4

Resource from: [How the Brain Processes Emotions](#) (Neurology Times)

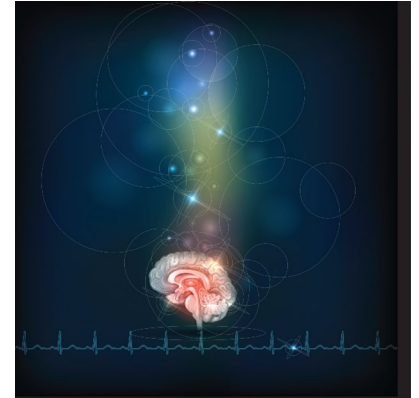
### How the Brain Processes Emotions

By: Heidi Moawad, MD

June 5, 2017

As we all know, emotions are complex. Psychologists say that we have only 6 basic emotions, which are happiness, anger, sadness, fear, surprise, and disgust. All of our other emotions are built from the 6 basic emotions. For example, jealousy stems from a combined feeling of anger or sadness, while satisfaction can be a type of happiness.

When it comes to emotions, it turns out that there are regions in the brain, specifically in the limbic system, that are associated with each of the 6 main emotions. Emotions are actually experiences that are associated with activation of certain regions in the brain.



#### Emotion structures in brain

Positron Emission Tomography (PET) scanning and functional MRI studies have shown that some emotions are more likely to be associated with different regions of limbic system activity than other emotions.

**1. Happiness** activates several areas of the brain, including the right frontal cortex, the precuneus, the left amygdala, and the left insula. This activity involves connections between awareness (frontal cortex and insula) and the “feeling center” (amygdala) of the brain.

**2. Fear** activates the bilateral amygdala, the hypothalamus and areas of the left frontal cortex. This involves some thinking (frontal cortex), a “gut” feeling (amygdala), and a sense of urgency typically associated with survival (the hypothalamus.)

**3. Sadness** is associated with increased activity of the right occipital lobe, the left insula, the left thalamus the amygdala and the hippocampus. The hippocampus is strongly linked with memory, and it makes sense that awareness of certain memories is associated with feeling sad.

Sadness has been studied more than the other emotions because depression may last for a long time; the effects of antidepressants can be measured based on improved symptoms.

**4. Disgust** is an interesting feeling that is often associated with avoidance. This emotion that is associated with activation and connections between the left amygdala, the left inferior frontal cortex, and the insular cortex.

**5. Anger** is an important emotion that many people, adults and children alike, try to control. Anger is associated with activation of the right hippocampus, the amygdala, both sides of the prefrontal cortex and the insular cortex.

**6. Surprise** is an emotion that can either make you feel good or it can make you feel bad. Surprise activates the bilateral inferior frontal gyrus and the bilateral hippocampus. The hippocampus is strongly associated with memory, and the element of surprise is, by nature, associated with experiencing something that you do not remember or do not expect.

Localized disease in the brain can cause changes in emotions. Similarly, diffuse disease, such as that seen in conditions such as multiple sclerosis and small vessel disease, can also induce changes in emotional status, which are often recognized clinically as changes in a patients’ personality. How often do you see changes in a patient’s ability to process emotion as a neurological disease progresses over time?

## RESOURCES: SCIENCE - DAY 5

Resource from: [Kids growing up in green areas have better mental health as adults](#) (ZME Science)

### Kids growing up in green areas have better mental health as adults

*Want to have healthier kids? Green spaces are essential, researchers say.*

by Mihai Andrei  
February 27, 2019

A new study found that children who grow up close to greener surroundings have a 55% lower risk to suffer from mental health issues later on in life. The researchers who carried the study call on city planners to design and build more urban green areas.

In 2007, the world reached a tipping point: for the first time in history, more people were living in cities than in rural areas. Cities, although a rather recent emergence in human society, revolutionized our way of life: for better or worse, life in cities (especially in big cities) is unlike anything our ancestors ever experienced.

Urbanization led to accelerated economic growth and greatly increased living standards – but it also brought forth some unwanted changes. Among these changes, cities have been associated with increased mental problems. Even though the exact underlying causes are not known, urban residence seems to take a toll on mental health.

Green spaces, on the other hand, seem to counteract that effect – although, again, the specific drivers are still unclear. In a new study, researchers from Aarhus University in Denmark wanted to study the association between green space and mental health. They used satellite data from 1985 to 2013, mapping the proximity to green spaces of 943,027 Danes, from birth to age 10. Researchers also had access to mental health outcomes, socioeconomic status, and place of residence.

They found a strong correlation between proximity to green areas and a lower risk of mental health issues later in life. Of course, in and of itself, this isn't nearly enough to draw any solid conclusions. Previous research has shown that neighborhoods with many green spaces tend to be more affluent which can, in turn, reduce the risk of mental health diseases. Vegetation can also help ease extreme temperatures and clean up the air, which can also have an effect.

However, even when researchers corrected for all these factors, the correlation was still there: children who grew up with the lowest levels of green space had up to 55% higher risk of developing a psychiatric disorder, independent from effects of other known risk factors.

"There is increasing evidence that the natural environment plays a larger role for mental health than previously thought. Our study is important in giving us a better understanding of its importance across the broader population," says Postdoc Kristine Engemann from Department of Bioscience and the National Centre for Register-based Research at Aarhus University, who spearheaded the study.

"With our dataset, we show that the risk of developing a mental disorder decreases incrementally the longer you have been surrounded by green space from birth and up to the age of 10. Green space throughout childhood is therefore extremely important," Kristine Engemann explains.

Again, it's not exactly clear why this happens, but researchers have several ideas. For starters, green areas increase social cohesion and are an excellent place to both relax and interact with other people. Parks can harbor a healthy sense of community, which can help keep the mind healthy as well. Green spaces have also been shown to increase cognition in children, and trees in particular were found to increase the "wellbeing, satisfaction, and development of children's current and future academic and life skills." There are probably several factors which intertwine and provide a mental safety net, confirming previous studies which found that spending more time in nature makes people healthier and happier.





*Green areas make for healthier kids.*



While there may still be a cultural component to the study, cities are generally becoming larger and more crowded, which would suggest that natural areas are more important than ever. This study makes a very strong case for having more parks and forests in cities.

“Our data is unique. We have had the opportunity to use a massive amount of data from Danish registers of, among other things, residential location and disease diagnoses and compare it with satellite images revealing the extent of green space surrounding each individual when growing up,” says Engemann.

With 450 million people worldwide suffering from a mental disorder, this could be an extremely useful intervention. The World Health Organization (WHO) also promotes the development of as many green areas as possible, saying that they “represent a fundamental component

of any urban ecosystem.”

“Green spaces also are important to mental health. Having access to green spaces can reduce health inequalities, improve well-being, and aid in treatment of mental illness. Some analysis suggests that physical activity in a natural environment can help remedy mild depression and reduce physiological stress indicators,” the WHO writes.

The team is now urging policymakers to heed their study (and other related works) and put more emphasis on green areas – both we and our children would have a lot to gain from it.

“The coupling between mental health and access to green space in your local area is something that should be considered even more in urban planning to ensure greener and healthier cities and improve mental health of urban residents in the future,” adds co-author Professor Jens-Christian Svenning from the Department of Bioscience, Aarhus University.

The study “Residential green space in childhood is associated with lower risk of psychiatric disorders from adolescence into adulthood” [has been published](#) in PNAS.

## RESOURCES: Science - DAY 8

Resource from: [4 Ways to Hack Your Brain Chemicals to Become More Productive](#) (Entrepreneur)

July 27, 2016

You might not have a money tree, but you can have the next best thing: a happiness tree. Happy people are more motivated and productive. Dopamine, Serotonin, Oxytocin and Endorphins are the quartet responsible for your happiness. Many situations can trigger these neurotransmitters, but instead of being in the passenger seat, there are ways you can intentionally cause them to flow:

### 1. Dopamine.

Dopamine motivates you to take action toward your goals and gives you a surge of reinforcing pleasure when achieving them. Procrastination, self-doubt, and lack of enthusiasm are linked with low levels of dopamine. Studies on rats showed those with low levels of dopamine always opted for an easier option, and less reward; those with higher levels of dopamine exerted the effort needed to receive double the amount of food.

Break big goals down into little pieces. Rather than only allowing your brain to celebrate when you've hit the big finish line, you can create a series of little finish-lines for frequent dopamine release. And it's crucial to actually celebrate -- buy a bottle of wine, or head to your favorite restaurant whenever you meet a small goal. And avoid the dopamine hangover -- when you slump after a massive high.

Create new goals before achieving your current one. That ensures a consistent pattern for experiencing dopamine. As an employer and leader, recognize the accomplishments of your team. Sending your team an encouraging email or giving a small bonus is a "dopamine-hit" that will increase future motivation and productivity.

### 2. Serotonin.

Serotonin flows when you feel significant or important. Loneliness and depression are present when serotonin is absent. Unhealthy attention-seeking behaviors are a cry for what serotonin provides. Princeton neuroscientist Barry Jacobs explains that most antidepressants focus on the production of serotonin.

Reflecting on your past achievements allows your brain to re-live the experience. Your brain has trouble telling the difference between what is real and what is imagined, so it produces serotonin in both cases. Gratitude practices are popular for this reason, they are reminders -- mental pictures -- of all the good things you've experienced. If you need a serotonin boost during a stressful day, take a few moments to reflect on your past achievements and victories. As a leader, you can boost your company morale by reflecting on past achievements during team meetings.

Another way to boost your serotonin levels is to have lunch or coffee outside and expose yourself to the sun for 20 minutes; your skin absorbs UV rays which promotes Vitamin-D and serotonin production. Although too much ultraviolet light isn't good, some daily exposure is healthy for boosting your serotonin levels.

### 3. Oxytocin.

The release of oxytocin creates trust and strengthens relationships. It's released by men and women during intimacy and orgasm and by mothers during childbirth and breastfeeding. Often referred to as "the cuddle hormone," a simple way to keep oxytocin flowing is to give someone a hug. Of course, in a professional setting, you need to be wise and discern when this would be appropriate.

Dr. Paul Zak explains that inter-personal touch not only raises oxytocin, but reduces cardiovascular stress and improves the immune system. Rather than just a hand-shake, go in for the hug. Dr. Zak recommends eight hugs each day.

Giving someone [a gift will](#) also cause their oxytocin levels rise. You can strengthen work and personal relationships through a simple birthday or anniversary gift.

#### 4. Endorphins.

Endorphins are released in response to pain and stress, and helps to alleviate anxiety. The surging “second wind” and euphoric “runners high” when running are a result of endorphins. Similar to morphine, it acts as an analgesic and sedative, diminishing your [perception of pain](#).

Along with exercise, laughter is one of the easiest ways to induce endorphin release. Even [the anticipation](#) and expectation of laughter e.g. attending a comedy show, increases levels of endorphins. Taking your sense of humor to work, forwarding that funny email and finding several things to laugh at during the day is a great way to keep your endorphins flowing.

[Aromatherapies](#), particularly the smell of vanilla and lavender has been linked with the production of endorphins. Studies have shown that [dark chocolate](#) and spicy foods will cause your brain to release endorphins. Keep some scented oils and dark chocolate at your desk for a quick endorphin boost.

## RESOURCES: Science - DAY 9

Resource from: [Community Assistance](#) (Cambria County Community Assistance)

\*\* Follow the link and navigate to find your hometown. If you cannot access the link, look at the resources listed below for Johnstown, PA to get an idea of possible community assistance resources you can access.

- 1.) United Way
  - a.) <https://www.unitedway.org/>
  - b.) (814)-536-9031
  - c.) 111 Walnut Street, Johnstown PA 15901
  
- 2.) Cambria County Community Action Council
  - a.) <http://www.capcc.us/>
  - b.) (814) 536-9031
  - c.) 516 Main Street, Suite 4, Johnstown, PA 15901
  
- 3.) YMCA
  - a.) <https://www.ymca.net/>
  - b.) (814) 535-8381
  - c.) 100 Haynes Street, Johnstown, PA 15901
  
- 4.) The Challenge Program
  - a.) <https://www.tcpinc.org/>
  - b.) (814) 533-7401
  - c.) 915 Menoher Blvd, Johnstown, PA 15905
  
- 5.) Community Foundation for the Alleghenies
  - a.) <https://cfalleghenies.org/>
  - b.) (814) 536-0335
  - c.) 258 Sell Street, Johnstown, PA 15905