

## 8<sup>th</sup> Grade Student eLearning Activities Log Day 10

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_

Complete your selected activity per subject and have your parent/guardian sign it. You can use a device for the online activities **or** complete the hard copy activities. Students must participate in the eLearning activities to be counted as in attendance for the eLearning days. Submit form to your homeroom teacher the day after the eLearning day. Together the activities should take about 5 hours to complete.

Day 10

Language Arts	Math	Social Studies	Science	Encore
Engage in Reading activities with Compass Learning accessed via Clever. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Engage in Math activities with MATHia accessed via Clever. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Complete Social Studies Activities on HMH Ed via Clever assigned by your teacher. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Go to StemScopes accessed via Clever to complete assignments assigned by your teacher. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	<b>PE:</b> Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). <a href="#">Complete the activity and measure your heart rate again. What was the activity? What caused the change in your heart rate?</a>
<b>Pearson Realize</b> Predicting				<b>Health:</b> Complete the Stress Self Reflection and Adult Interview.
Read for 20 minutes using a book at home <b>or</b> use World Book Online accessed via Clever and complete a <a href="#">Reading Log and 4 Square activities</a> <b>OR</b>				<b>Drama:</b> Create a costume for at least one character in your script. Take a picture of someone wearing it.
Read for 20 minutes using a book at home and complete a <a href="#">Reading Log and 4 Square activities</a>  Then complete a <a href="#">Z-chart graphic organizer</a> Using the <a href="#">Z-chart graphic organizer</a> , write two paragraphs summarizing what you have read.	Complete the Math handout. Show your work on a separate sheet of paper and return them to school.	Complete the Social Studies handouts and return them to school.	Read "You Sleep to Recharge Your Brain, and Support Learning and Memory"" and answer the questions.	<b>Art:</b> Reflect on the drawings that you've done over the last week. Pick your favorite and write a paragraph about why you picked it.
				<b>Music:</b> Complete a <a href="#">song reflection for a favorite song that is appropriate for school</a> . Describe the reasons you like or dislike about the song and genre.
				<b>Journalism /Global Awareness:</b> This assignment should be completed during an eLearning day. Research <a href="#">a person, topic, or event you are interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned.</a>
				<b>STEM:</b> Build a <a href="#">simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.)</a> . <a href="#">Click here for some examples.</a>

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

# Registro de actividades de aprendizaje electrónico para estudiantes Día 10: Grado 8

Number \_\_\_\_\_ Grado \_\_\_\_\_

Maestro/a \_\_\_\_\_

Complete su actividad seleccionada por materia y haga que sus padres / tutores la firmen. Puede usar un aparato electrónico para las actividades en línea o completar las actividades en papel. Los estudiantes deben participar en las actividades de eLearning para ser contados como presentes durante los días de eLearning. Envíe el formulario a su maestro de aula el día después del día de eLearning. Las actividades deben tomar alrededor de 5 horas para completarse.

Día 10

Language Arts	Math	Social Studies	Science	Encore
Engage in Reading activities with Compass Learning accessed via Clever. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Engage in Math activities with MATHia accessed via Clever. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Complete Social Studies Activities on HMH Ed via Clever assigned by your teacher. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Go to StemScopes accessed via Clever to complete assignments assigned by your teacher. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	<p><b>PE:</b> Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). <a href="#">Complete the activity and measure your heart rate again. What was the activity? What caused the change in your heart rate?</a></p> <p><b>Health:</b> Complete the Stress Self Reflection and Adult Interview.</p> <p><b>Drama:</b> Create a costume for at least one character in your script. Take a picture of someone wearing it.</p>
<p><b>Pearson Realize</b> Predicting</p> <p>Read for 20 minutes using a book at home or use World Book Online accessed via Clever and complete a <a href="#">Reading Log and 4 Square activities</a></p> <p><b>OR</b></p> <p>Read for 20 minutes using a book at home and complete a <a href="#">Reading Log and 4 Square activities</a></p> <p>Then complete a <a href="#">Z-chart graphic organizer</a> Using the <a href="#">Z-chart graphic organizer</a>, write two paragraphs summarizing what you have read.</p>	Complete the Math handout. Show your work on a separate sheet of paper and return them to school.	Complete the Social Studies handouts and return them to school.	Read "You Sleep to Recharge Your Brain, and Support Learning and Memory"" and answer the questions.	<p><b>Art:</b> Reflect on the drawings that you've done over the last week. Pick your favorite and write a paragraph about why you picked it.</p> <p><b>Music:</b> Complete a <a href="#">song reflection for a favorite song that is appropriate for school</a>. Describe the reasons you like or dislike about the song and genre.</p> <p><b>Journalism /Global Awareness:</b> This assignment should be completed during an eLearning day. Research <a href="#">a person, topic, or event you are interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned.</a></p> <p><b>STEM:</b> Build a <a href="#">simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.)</a>. <a href="#">Click here for some examples.</a></p>

Firma de Padres \_\_\_\_\_ Fecha \_\_\_\_\_

**Reading: Predicting****Practice**

**Predicting** means making a guess about what will probably happen next in a story. You can predict based on what you have already read. You can also predict based on background knowledge—things you already know.

- A** Read the title of the following passage. What does the title lead you to predict about the story? \_\_\_\_\_

**A Three-Year-Old Has Other Plans**

Mr. and Mrs. Gordon asked Mia to baby-sit for their three-year-old son, Alan. Mia had a lot of baby-sitting experience, but this was the first time she would be watching Alan. Mia arrived on time, bringing picture books and a couple of toys, too. She thought she had the next two hours well planned. But it was Alan who had the real plans.

- B** Answer the questions by circling the letter of the correct answer.

1. After reading the first paragraph, you might predict that

- A.** Mia will read a story to Alan.      **B.** Alan will spoil Mia's baby-sitting plans.

While Mia waved goodbye to the Gordons, Alan took apart the TV remote. After much searching, Mia found the batteries under the couch and snapped the remote together again. While she was busy with the remote, Alan wandered into the kitchen, opened a box of cereal, and dumped it on the floor. Mia found a broom and began to sweep.

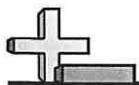
Mia was beginning to think that she never wanted to baby-sit again when Alan smiled sweetly and gave her a hug. Mia hugged him back and thought, "Maybe baby-sitting is not so bad after all."

2. Finish reading the passage. Which event might happen next in this story?

- A.** Alan calls his parents and cries.      **B.** Mia reads a story to Alan.

3. Which prediction for the future is most likely to be true?

- A.** Mia will baby-sit for Alan again.      **B.** Mia will quit baby-sitting forever.

**Solve each problem.****Answers**

- 1) To earn some extra money Amy started selling handmade bracelets. She spent 3 dollars on supplies and began selling them for \$1 each. She sold 8 before running out of supplies. How much of what she earned was profit?
- 2) Sarah bought 4 boxes of candy on sale. Since each box had 10 pieces of candy inside of it, she decide to give Jerry 13 pieces. How many pieces of candy would Sarah have left after giving Jerry his pieces?
- 3) For a grocery store's 10 year anniversary sale they ordered 9 crates of grapes with each crate containing 10 bags of grapes. After the anniversary sale they had sold all but 5 bags. How many bags of grapes did they sell during the anniversary?
- 4) John has a job mowing lawns around his neighborhood. Each month he spends \$40 on gas and mowes 8 lawns (charging \$12 per lawn mowed). How much profit does John earn each month?
- 5) For a project, a builder purchased 4 boxes of bolts with each box containing 10 bolts. He ended up finishing the project 8 days early and with 1 bolts left over. How many bolts did he use for the project?
- 6) At the book store they were offering a deal where you get \$3 off when you purchase 3 books. If Robin bought 3 books and each book cost \$8, how much would her final price be?
- 7) A pet store kept their hamsters in cages with 8 per cage. For their Christmas sale they put out 10 cages and end up selling all but 20 hamsters. How many hamsters did they sell during their Christmas sale?
- 8) For the science fair Bianca wanted to see how many minutes of videos she watched were ads. She watched 5 videos with each video lasting 9 minutes. After watching the videos she calculated that she had watched 1 minutes of ads over all the videos. How many minutes were not ads?
- 9) On the home screen of Paige's tablet she had 5 rows of apps with 6 apps on each row. If she deleted 13 apps, how many would she have left on her home screen?
- 10) A toy company had an order of 5 boxes to ship. Unfortunately this was 17 pounds over the shipping weight limit per order. If each box weighs 9 pounds, what is the maximum shipping weight per order?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# The medical practitioner who paved the way for women doctors in America

By Smithsonian.com, adapted by Newsela staff on 03.15.18

Word Count 1,142

Level 1080L



Image 1. Harriot K. Hunt was the first woman to apply to Harvard Medical School. Though she was prevented from attending, she set an example for female practitioners of medicine. About a century later, Harvard Medical School finally welcomed its first female class, shown here, in 1945. Photo from the Francis A. Countway Library of Medicine/Harvard Medical School

Harriot Hunt's sister fell ill in 1830, and male physicians treated the Boston woman with harmful treatments from that era. They gave her medical blistering, which is a mixture of ingredients used to cause skin blisters. They used ointments with mercury. When these treatments showed no results, the family doctor moved on to leeches. Meanwhile, Hunt's sister's condition kept getting worse.

Hunt was beside herself. The sisters began searching through medical texts themselves in hopes of finding a cure. Hunt was taking her first step to becoming what historian Ruth J. Abram would call "the mother of the American woman physician." Hunt's name might not be widely known today, but she used her skills in medicine and politics to blaze a trail for women doctors in the United States.



Women had been practicing medicine throughout human history. For example, the author of the oldest medical text was an ancient Greek female physician named Metrodora. But by the 17th century, women were increasingly prevented from studying medicine in the U.S.

At the time Hunt's sister fell ill, no American women had access to formal medical training. Hunt reached out to an English woman named Elizabeth Mott, who practiced botanic medicine, also known as herbal medicine. Botanic medicine was a medical movement that revolved around the benefits of herbs, grasses, fungi, shrubs and trees.

### **A Doctor Who Offered Compassion**

When Mott came for a visit, Hunt got her first look at a female medical practitioner. She was instantly struck by her sympathetic bedside manner and air of authority. Hunt's sister began to improve, though the more likely reason was that her body was finally allowed to recover from all the "treatments" she had been subject to.

When Hunt's sister recovered, the siblings decided to give up teaching in order to study medicine under Mott. For the next two years, they learned anatomy and physiology from her. In 1835, when Mott left for Europe, the sisters took over her Boston medical practice.

In 1840, Hunt's sister married and quit medicine, but Hunt continued on alone. She practiced in the house that she and her sister had paid for thanks to their medical work. She felt driven by a mission to offer something that the many physicians who treated her sister neglected: compassion.

In 1843, Hunt formed a group called the Ladies' Physiological Institute. According to historian Martha Verbrugge, the Institute was an opportunity for middle-class women to popularize the idea of women in medicine.

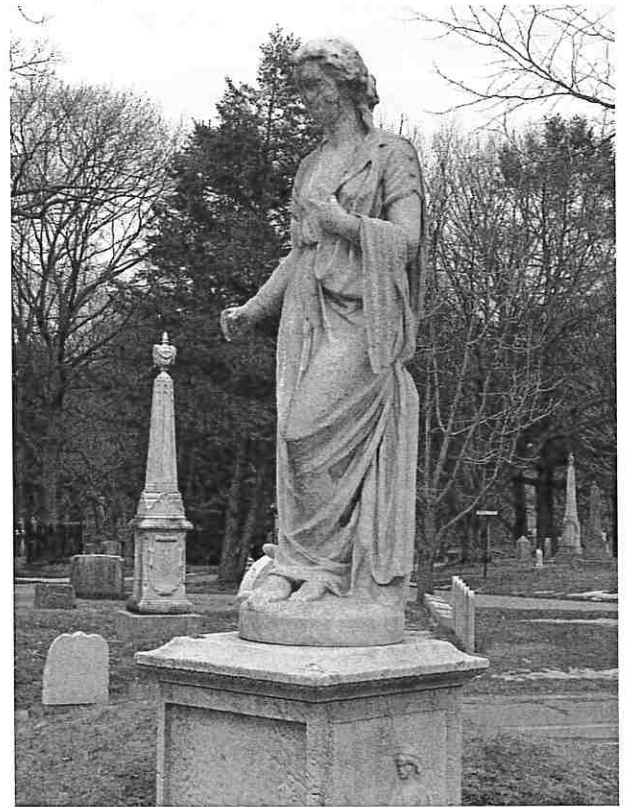
### **Hunt Was Turned Away From Harvard**

In 1847, Hunt learned that Mott had returned to the States and was very ill. She and her sister had not seen Mott for years, and they went to her bedside. "I found her sick unto death," Hunt wrote. The sisters, unable to do anything, stayed by her side, and Mott died shortly after. It was around this time that Hunt decided to apply to Harvard Medical School. No woman had attended the school before.

Hunt's initial application was turned down. After learning that another woman had been accepted to practice medicine at Geneva Medical College, in New York, that same year, Hunt decided to convince Harvard's dean, Oliver Wendell Holmes, to let her in. The other woman was Elizabeth Blackwell, who later became the first woman to obtain a medical degree in the U.S.



This time, amid growing debate over the role of women in medicine, Hunt was accepted to attend medical lectures. So were three black students, Martin Delany, Daniel Laing and Isaac Snowden, who all planned to practice medicine in Africa. However, when the white male student body caught wind of what was happening, they were outraged at having to study alongside both black men and a white woman.



In face of the protests, the school's faculty met privately with Hunt to convince her not to attend the lectures. She eventually agreed. The event created so much anger from male students that the Harvard Medical School later created official rules against women attending lectures. The school wouldn't open its doors to women until 1945. Hunt never received the formal training she wanted, but in 1853 the Female Medical College of Pennsylvania honored her with an honorary degree. This is a degree that is awarded to people who have proven their skills and experience, even without having officially received an education in the field.

### **A Voice In The Women's Movement**

Hunt's rejection from Harvard pushed her to see the field of medicine through a political lens. In 1850, she attended the first National Woman's Rights Convention, a gathering of women's rights leaders and supporters in Massachusetts. She spoke alongside heroines like Lucretia Mott, Lucy Stone and Antoinette Brown-Blackwell, and made the case that women should receive a medical education. She soon became a leading voice in the women's movement in her own right. However, as historian April R. Haynes pointed out, Hunt failed to speak up about racism.



In the next few years, Hunt gained attention for refusing to pay taxes to the U.S. government. In 1853, she announced that she would no longer pay taxes to a system that refused to count her vote. Hunt linked other women's reforms to the right of women to earn an income. She began giving talks about the importance of women physicians, and continued to practice medicine herself. She continued to see patients until her death, in 1875.

If Hunt had lived just five more years, she would have seen, according to estimates by historian Regina Markell Morantz-Sanchez, some 2,000 women practicing medicine. In 1893, Johns Hopkins Medical School in Maryland opened its doors to women. By 1900, according to Marjorie A. Bowman's book "Women in Medicine," around 6 percent of all physicians were women. Today, the Kaiser Foundation estimates that 34 percent of the nation's physicians are female. Kaiser

Foundation is an organization that researches health care in the U.S. Hunt's dedication to medicine helped pave the way for women doctors.



## Quiz

- 1 Which of the following MOST influenced Harriot Hunt to get involved in politics?
  - (A) the ineffective medical treatment of male physicians when her sister was ill
  - (B) founding the Ladies' Physiological Institute
  - (C) the unfair treatment of black students admitted to Harvard Medical School
  - (D) being unable to attend Medical School at Harvard
  
- 2 How did her sister's illness affect Harriot Hunt?
  - (A) It inspired Hunt to pursue a career in medicine.
  - (B) It highlighted the talent of many female doctors.
  - (C) It encouraged her to graduate from Harvard Medical School.
  - (D) It connected her to leaders in the women's rights movement.
  
- 3 What is the MAIN reason the author includes the section "A Voice In The Women's Movement"?
  - (A) to highlight other prominent figures in the push for women's rights in the medical field
  - (B) to show the impact of a little known figure on the expanding role of women in medicine
  - (C) to explain that admission to Harvard Medical School was restricted to white men
  - (D) to describe how a significant figure first became interested in the study of medicine
  
- 4 Why does the author include the information about the Ladies' Physiological Institute in the article?
  - (A) to explain how Hunt's views on the role of women changed over time
  - (B) to demonstrate why Hunt began working in the medical field
  - (C) to show how Hunt advocated for the acceptance of women in the medical field
  - (D) to link Hunt's efforts with other prominent leaders in the women's rights movement

# You sleep to recharge your brain, and support learning and memory

By Scientific American, adapted by Newsela staff on 03.22.19

Word Count **871**

Level **1020L**

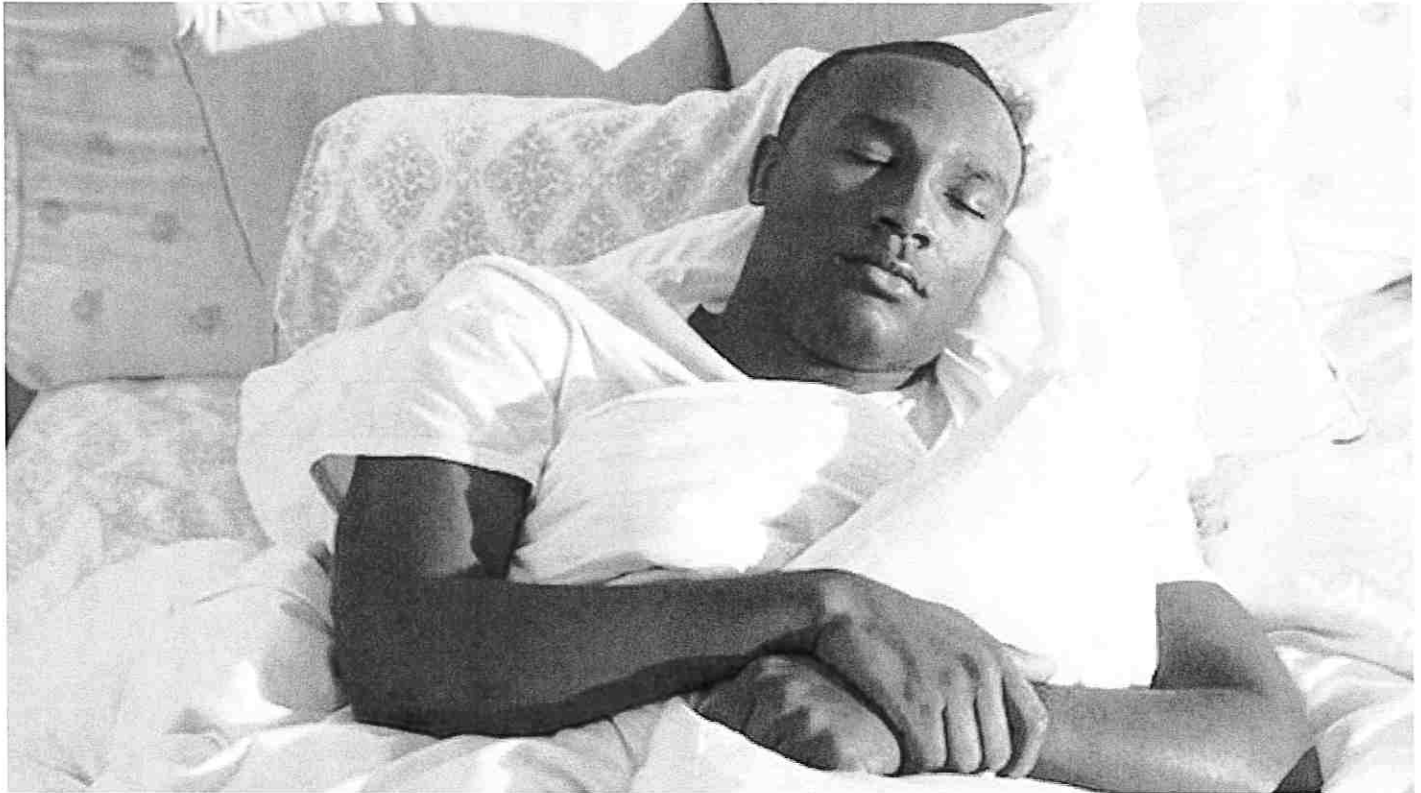


Image 1. A man turns in for a night of sleep. There are plenty of theories about why humans sleep, but nobody really knows for sure. Photo by: Getty Images Getty Images

If you tried to explain sleep to an alien, it might make what we humans do every night seem bizarre. Yes, we get to experience dreaming during sleep, along with rejuvenating rest, but we also become completely defenseless and are open to attack. Sleep, then, starts to seem strange and pointless.

Sleep, however, is not useless. Theories on sleep state that it reenergizes the body's cells, clears waste from the brain, and supports learning and memory. Sleep can even regulate mood and appetite. Yet what precisely happens in our head when it hits the pillow?

Philosophers have tried to describe and explain sleep for thousands of years. Aristotle was an ancient Greek philosopher who lived over two thousand years ago. He described sleep and waking as opposite experiences, characterized by either the absence or presence of perception. Aristotle thought that sleep happened as a result of breathing after eating. Maybe, he suggested, those

exhalations thickened and heated our blood, which then rose to the brain to be cooled, before finally journeying to the heart.

Aristotle's ideas about why sleep happened were a little off, but he had the brain part right.

Scientists use electroencephalography, or EEG, to measure brain wave activities during sleep. Brain waves are the electrical activity our brains produce. They change in height and number depending on what we are doing. Scientists have categorized sleep into two states, called non-REM and REM, which repeat every 90 minutes several times during the night. Non-REM can also be called NREM and further divided into stages S1, S2, S3 and S4.

### "Light" Sleep Stages

When drowsy but still awake, brain waves become slower and increase in height, slowly matching up with each other. The first two stages of NREM sleep are relatively "light" stages. The brain waves slow down and increase in height, forming what are called theta waves. Waking up from these stages of sleep is fairly easy, and sleepers might not recognize they were asleep at all.

Stages 3 and 4 of NREM sleep are the deepest and hardest to wake up from. These stages have delta waves, which are the slowest and highest brain waves, and also the most unlike waking brain waves. Sleep walking and talking mostly happens during delta sleep.

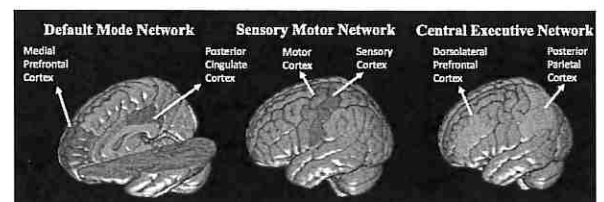
During NREM sleep, our brains continue to gather information through our senses. As sleep becomes deeper, we respond less to our environment and become less aware of what is going on. The mind becomes focused inwards and is less tied down to the outside world.

REM sleep gets its name from the darting eye movements that accompany it, called Rapid Eye Movement. During REM sleep, muscles go loose and the body is basically paralyzed. In REM sleep, our brains look the same as when we are awake. It is also the sleep stage during which we dream.

### No Longer In Control

Dreams are not hallucinations. The brain behaves differently during hallucinations than during dreams. During dreams, a part of our brains called the frontal cortex is disrupted. The frontal cortex helps us control our behavior. It oversees actions like thinking, decision-making and planning. Without the frontal cortex, there is less self-awareness and the brain is open to the strange contents and logic of dreams. Outside information is cut off, creating a tight, self-contained dream loop.

Why do we sleep, though? Scientists do not exactly know, but they have several ideas. One theory has to do with sleep playing an important role in memory consolidation. In other words, sleep improves memory's ability to stick. Research suggests REM sleep strengthens the brain's ability to process memories. This prepares memories for future use, and also filters out unnecessary ones. A study published in 2014 states that sleep could help define important memories and make them distinct from unimportant ones.



During sleep, the connections, or synapses, throughout the brain weaken. This is thought to balance out the strengthening of connections that happens as we learn when we're awake. By cutting away excess connections, sleep "cleans the slate" so we can learn again the next day. Interfering with this scaling down process can, in some cases, lead to more intense and perhaps unwanted memories.

### **Flushing Out Harmful Toxins**

Another theory is that sleep is restorative and cleans out harmful toxins that can hurt the brain. During sleep, the space between brain cells increases. This allows harmful toxic proteins to be flushed out. In an October 2013 issue of the journal *Science*, researchers published the results of a study hypothesizing that the brain uses sleep to flush out harmful waste. This waste removal system, they suggest, is one of the major reasons why we sleep. By removing harmful waste from the brain, sleep may stave off diseases like Alzheimer's, which is characterized by memory loss.

We do not have a precise definition of sleep's purpose, but we know it impacts different physical and psychological activities, including cleaning up brain waste and turning information into memory. Each of these theories can be used to explain why we sleep -- we just haven't worked it all out yet. Give us a break, we're asleep most of the time.

## Quiz

1 Which section from the article BEST explains how sleep can affect memories?

- (A) Introduction [paragraphs 1-5]
- (B) "Light Sleep Stages"
- (C) "No Longer In Control"
- (D) "Flushing Out Harmful Toxins"

2 Read the following paragraph from the section "Flushing Out Harmful Toxins."

*Another theory is that sleep is restorative and cleans out harmful toxins that can hurt the brain. During sleep, the space between brain cells increases. This allows harmful toxic proteins to be flushed out. In an October 2013 issue of the journal Science, researchers published the results of a study hypothesizing that the brain uses sleep to flush out harmful waste. This waste removal system, they suggest, is one of the major reasons why we sleep. By removing harmful waste from the brain, sleep may stave off diseases like Alzheimer's, which is characterized by memory loss.*

What conclusion is BEST supported by the paragraph above?

- (A) Sleep might be an important tool to keep people healthy.
- (B) People who sleep the most will not get Alzheimer's.
- (C) The health benefits of sleep are doubtful, but more research is needed.
- (D) People who do not sleep enough always have poor memories.

3 The author includes information about the sleep stages first. Why does the author choose to provide information about dreaming next?

- (A) to suggest that REM sleep is more important than NREM sleep
- (B) to show what happens to the body physically while a person is dreaming
- (C) to demonstrate why people cannot usually remember their dreams
- (D) to highlight one activity, dreaming, that happens during REM sleep

4 What is one reason why the author includes the information about Aristotle's beliefs about sleep?

- (A) to explain why sleep is an unusual practice for human beings
- (B) to show that people have tried to understand sleep for a long time
- (C) to demonstrate that today's scientists learned about sleep from Aristotle
- (D) to describe some of the connections between sleep and breathing



Name: \_\_\_\_\_

## Stress Self Reflection and Adult Interview

1. Make a list of the top five everyday problems that cause stress in your daily life.
2. Interview one adult and ask them to recall the top five everyday problems they faced **when they were your age**. \*high school\*
3. Write a **paragraph** that compares the problems you listed with the problems the adults listed. Based on this comparison, would you say that sources of everyday stress have changed, or stayed the same? Give at least three similarities or differences and explain why you came to your conclusion. Please include 3 healthy steps you take versus 3 healthy steps the adult takes to manage their stress. You must give a thoughtful response for credit.

Student List	Adult List
1) _____	1) _____
2) _____	2) _____
3) _____	3) _____
4) _____	4) _____
5) _____	5) _____

### Student Response

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery. There is no handwriting or other markings on the page.

## Song Reflection eLearning Day 1

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Please choose an appropriate song that you can reflect on for this music assignment.

*Song title:* \_\_\_\_\_

*Name of Artist(s)/group:* \_\_\_\_\_

*Total listening time:* \_\_\_\_\_

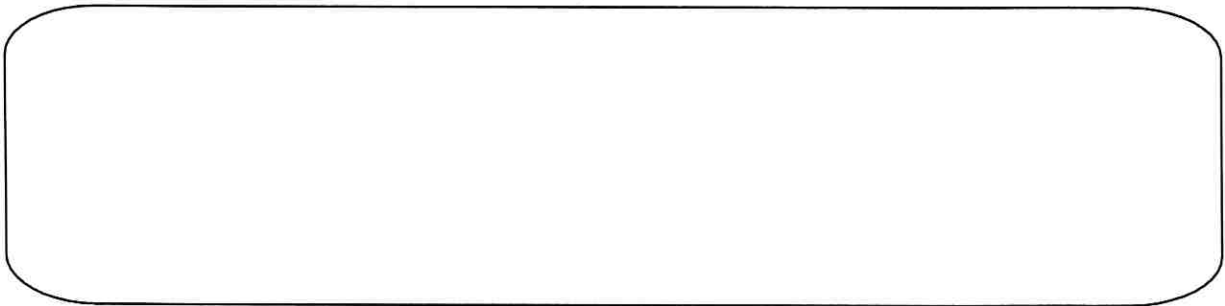
**Pre-listening reflection:** Why did you choose **this** song?

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**Memory Map:** As you listen, draw or write words to help you remember what you hear. You may want to pause the song. Use the back of the sheet for more room if needed.



**Prediction:** Describe the reasons you like or dislike about the song and genre.

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**Point of View:** Describe who tells the story and how it is told

- Who is/are the **artist/s or group** of your song? Did they write the song?  
How do you know?

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➤ There are three types of point of view.

1.) **First person** point of view—a character from the story describes what happens through their eyes and you learn their feelings and emotions in a “I see and feel” way of description

2.) **Omniscient** point of view, where you know what all the characters are doing and feeling, in a “He did and felt this, while at the same time she was doing and feeling that” way of description

3.) **Third person limited point** of view, where the story follows just one person and you are told what is being said, done, thought, and felt by only one person, in a “She did this and thought that” way of description

Which point of view is the song told from? Cite an example that demonstrates this type of point of view.

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➤ Does your song's **point of view** make you feel connected to the song and artist? Why or why not? Cite examples from the text.

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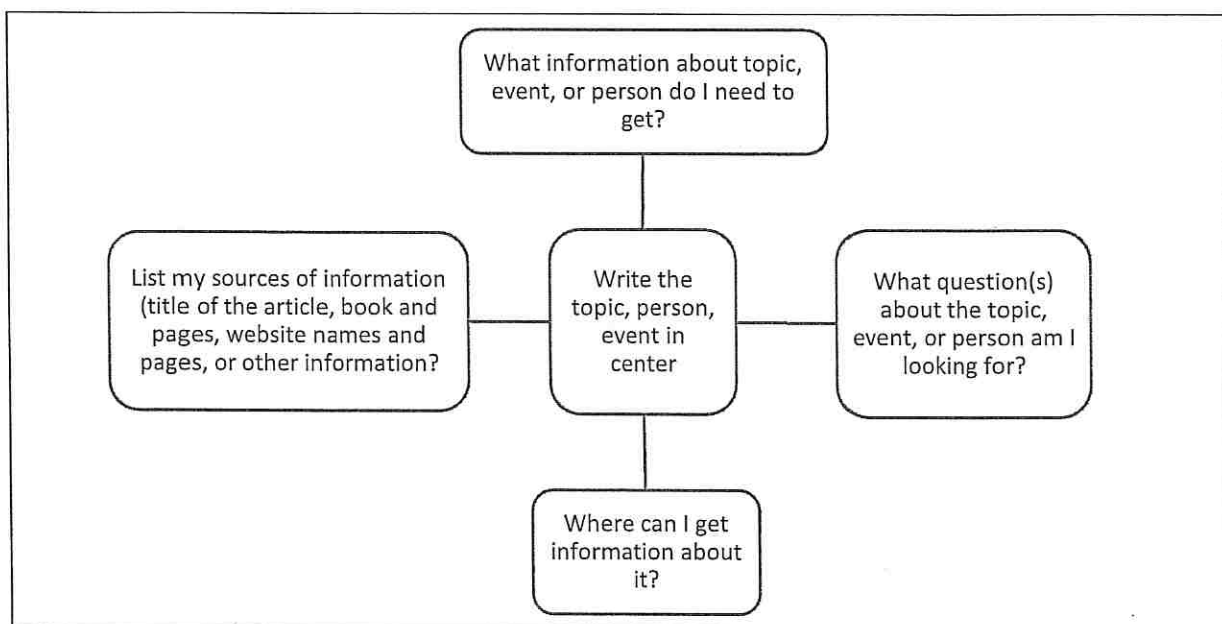
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# eLearning Research Activity

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Research about a person, topic, or event you are interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned. Use the graphic organizer below to help you organize what you would like to write about.

## THINK AHEAD



## COLLECT YOUR IDEAS

Answer the following questions to choose a topic, narrow a topic, or get your ideas in order.

- What do you want to know more about?
- What do you really want to investigate?

What do I already know about this topic, person, or event?

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What do I need to know more about?

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What keywords relate to this topic, person, or event?

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## WRITE

Summary of the interesting findings about my topic, person, or event in 3-5 sentences:

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## LIST RESOURCES

Write down the research resources used to write your summary:

Name of Book, Website, Magazine Article, or Textbook: _____
Author(s) of the resource: _____
Title of the chapter, section, website if needed: _____
Date of Publication/Last Update/Posting Listed on Resource _____ Date of Access _____
Exact name of website (URL) _____

Name of Book, Website, Magazine Article, or Textbook: _____
Author(s) of the resource: _____
Title of the chapter, section, website if needed: _____
Date of Publication/Last Update/Posting Listed on Resource _____ Date of Access _____
Exact name of website (URL) _____