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ICMEE Learning Packets: Level 2 of English
Proficiency (K-12)

International Coalition for Multilingual
Education and Equity (ICMEE)

2020

9th–10th Grade: English Level 2, Learning Packet #2 • Theme: Finding Your Voice

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9th – 10th grade • English Level 2

LEARNING PACKET #2



Theme: Finding Your Voice

International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear District/School Personnel:

We are a consortium of researchers, teacher educators, and teachers who believe in and strive to foster multilingual excellence. Therefore, during this time of crisis and difficulty, we are eager to put our expertise and passions to use to try to be of assistance. We initially designed 21 immediate-response packets for K-5, as soon as the pandemic forced schools to shut down. We then applied for and received a grant that has allowed us to create more than 100 full activity packets, ranging from Levels 1-3 of English proficiency, and grades K-12.

The breakdown of packets is as follows:

Level 1 – Entry into English

Emphasis on developmentally appropriate interesting/challenging tasks

- K-2
- 3-5
- 6-8 with a literacy background
- 9-12 with a literacy background
- 6-8 without literacy background
- 9-12 without literacy background

Level 2 – Building Background

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

Level 3 – Interdisciplinary Inquiry

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

With this letter, is an “Activity Packet” that can be used freely with any group of students or families as you see fit. Each packet includes interdisciplinary activities designed to be completed within a week. Teachers from around the country have designed, developed, and created these packets, each focusing on the topics of their choice. Because learning academic content can happen within any thematic context, these packets are designed to be diverse, dynamic, and engaging for students of all backgrounds. The topics covered in these units range from cultures, animals, natural disasters, inventions, and much more. You will see each teacher’s personality reflected strongly in these packets, and our hope is that this will capture students in a way similar to that of a rich and immersive classroom environment.

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Our hope is that these materials can provide some meaningful learning supports to students and families who may not have access to online learning opportunities. However, we can also imagine a variety of ways that these packets can provide learning opportunities outside of our original intent and purpose. Please use these activity packets in any way you see fit for your students and families. We will be so pleased to learn of how they might be useful, particularly for your multilingual students and their families. We think it might be particularly helpful for you to print packets and mail them to families, but we also see opportunities to work with local agencies, leave printed-out packets for pick-ups at schools, etc.

We designed these activities based around several big ideas:

- Productive play and inquiry
- Grade level and English Language Development standards/curriculum
- Fostering multilingual language development
- Providing opportunity for all four language domains (reading, writing, speaking and listening)

These packets are self-contained. Everything a child will need to be successful with the activities is provided in the packet. Students will only need a writing utensil. Additional tools like crayons or scissors are optional.

We have also included a letter to parents. We hope this will help parents understand what students will be doing with the packet and that we encourage the use of all language resources available to the student. The packets are in English for the students, but the students can write, talk and engage with family members regarding the packet activities in any language they would like. We have translated the parent letter into Spanish, and we encourage districts to translate the letter into any other language that would be helpful for your local families.

Designing Activity Packets is a new initiative for us, though we have been designing professional learning opportunities (eWorkshops) for teachers of multilingual learners since 2011. Like our Activity Packets, those learning opportunities for teachers are free. To learn more about them and us, please visit our website at: <https://cehs.unl.edu/icmee/>

We are eager to be a helpful, collaborative partner in all learning needs related to multilingual students and their teachers, so please, do not hesitate to reach out to us with questions, ideas, concerns, feedback, etc. We are available at icmee@unl.edu.

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Morgan Spanel**
in collaboration with Aaron Johnson and Alexa Yunes.

The standards that informed the development of this packet are:

Common Core Math:

- HSA-SSE.A.1
- HSA-REI.B.3
- HSF.LE.A.3

Common Core Social Studies:

- RH.9-10.3
- RH.9-10.6

Common Core English Language Arts:

- CCW.9-10.1
- CCW.9-10.7
- CCW.9-10.9
- CCRI.9-10.9

Common Core Science & Technical Subjects:

- RST.9-10.7
- WHST.9-10.9

Art

- Anchor Standard 1
- Anchor Standard 4
- Anchor Standard 6

Physical Education

- National Standard 1
- National Standard 5

LEARNING PACKET #2



UNIVERSITY OF
Nebraska
Lincoln

International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear Families:

During the COVID-19 pandemic, it became necessary for students to learn at home. Many students have limited access to technology, others struggle with online learning, and some simply want more to do while they are at home. With these things in mind, we have created an extensive resource of learning materials that we hope will be helpful for your children to engage with. These Activity Packets were designed with your students in mind and are aligned with each of their grade level content. Each activity in the packets will help students continue with their schooling as well as continue to grow their multilingualism. We encourage you to talk to your student about what they are doing and let your child ask you about the topics they are learning about. The packet is in English, but we encourage you and your children to speak and think together in any language you would like to. We strongly encourage you to use the language you feel most comfortable using with your student. Supporting their learning in all the languages they know is helpful—even for developing their English! So, please encourage your student to do the work in the packet in any language they would like.

We know that families are dealing with a lot of stress and uncertainty right now, so we encourage you to play the role you would like to play with your student and their Activity Packet based on what works best for you. We recommend reading the information about the packet and activities and then discussing with your student how the packet works and how they can work through it. We believe that with that introduction, your student can do a lot, if not all, of the work themselves. However, if you are available to work more closely with your student (or for a sibling or other family member to do so), we encourage that as well. Please know, this is not intended to be something that adds stress and work to your family during this demanding time. We hope that this is a helpful resource so your student can continue growing academically while in unusual situations.

We also hope you will find these packets interesting and fun. We have integrated activities from all of the grade level content standards: English Language Arts, Mathematics, Social Studies, Science, Physical Education and Art. We have also developed different packets for the different levels of English proficiency, so your child should feel challenged but also capable of largely understanding the content in front of them.

6th-12th grade students are encouraged to talk about their learning as much as possible, even if it is not to one person in particular. Some packets will include activities where students can “use a cell phone” to record voice messages and post on social media, which we hope might be ways in which they can be encouraged to speak in English or in any language they prefer.

In these packets, we have also included the following activities:

- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. We encourage students to use the dictionary activities to keep track of words they learn and find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.

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- Journal. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal spaces will also be points of conversation for your child with someone in their home.
- Packet: “Finding Your Voice” In this packet, students will be exploring a variety of different ways that they can express their opinion. This packet is centered around current issues and the 2020 Presidential election. Students will learn comparative and superlative language to help them express their opinion based on facts. At the end of the week, they will write an opinion paper about who they would vote for in the 2020 Presidential election.

We hope that these activities will enhance your child’s learning while we work through these very unusual circumstances. We also hope that they will give your child opportunities for productive play. If you have any questions or concerns about these packets, feel free to reach out to our project at icmee@unl.edu or by calling the Teaching, Learning and Teacher Education department at 402-472-2231.

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Morgan Spanel**
in collaboration with Aaron Johnson and Alexa Yunes.

Answer Keys

Activity 6

Word	More/-er	Most/-est	Used in a sentence:
Example: smart	smarter	smartest	My 8 th grade math teacher is the smartest person I know.
kind	kinder	kindest	
helpful	more helpful	most helpful	
worthy	worthier	worthiest	
reliable	more reliable	most reliable	
fair	fairer	fairest	

Activity 10

1. In 2016, 138,000,000 Americans voted in the presidential election. That is only 58.1% of people who could have voted. How many people could have voted in the 2016 presidential election?

237,521,515 people could have voted in 2016.

2. In 2008, 61.6% of people who could vote, did. How many more people voted in 2008 than in 2016?

146,313,253 people voted in 2008. **8,313,253 more people voted in 2008.**

3. Look at the graph below. What percent of Asian people voted in the 2008 election? If there were 25,000,000 Asian people in the United States, how many people voted?

32.1% of Asian people voted. 8,025,000 people voted.

4. There are 750 students in your high school. Jose, Makayla, and Shen are running for school president. Each student gets to vote for who they want to be the school president. Makayla got 32% of the votes. Jose got 135 votes. How many votes did Shen get?

Shen got 375 votes.

5. From the question above, who won the school election? How do you know?

Shen won the election. She got 375 votes, Jose got 135 votes, and Makayla got 240 votes.

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15 de agosto del 2020

Estimadas familias:

Durante la pandemia del COVID-19, ha sido necesario que los estudiantes aprendan en casa. Muchos de los estudiantes tienen acceso limitado a la tecnología, otros tienen dificultad para aprender en línea y algunos simplemente quieren tener algo más que hacer mientras están en casa. Pensando en estas razones, hemos creado un recurso con una gran extensión de materiales de aprendizaje que esperamos serán útiles para que sus hijos participen activamente. Estos paquetes de aprendizaje fueron diseñados teniendo en mente a sus niños y están alineados a los contenidos de cada nivel de grado. Cada actividad en estos paquetes los ayudará a continuar con su escolarización, así como a seguir aumentando su multilingüismo. Lo alentamos a que hable con su estudiante sobre lo que está haciendo y deje que le pregunte sobre los temas que le interesan. El paquete está en inglés, pero le recomendamos a usted y a su estudiante que hablen y piensen juntos en el idioma que deseen. Le recomendamos encarecidamente que use el idioma con el que se sienta más cómodo al comunicarse con su estudiante, ya que respaldar su aprendizaje en todos los idiomas que sabe es útil, ¡incluso para su inglés! Por lo tanto, anime a su estudiante a hacer el trabajo en el paquete en cualquier idioma que desee.

Sabemos que las familias están lidiando con mucho estrés e incertidumbre en este momento, por lo que lo alentamos a que desempeñe el papel que le gustaría desempeñar con su estudiante y su paquete de actividades según lo que funcione mejor para usted. Le recomendamos leer la información sobre el paquete y las actividades que contiene y luego discutir con su estudiante cómo funciona el paquete y cómo pueden trabajar en él. Creemos que, con esa introducción, su estudiante puede hacer mucho, si no todo, el trabajo por sí mismo. Sin embargo, si usted está disponible para trabajar más estrechamente con su estudiante (o un hermano u otro miembro de la familia), también lo recomendamos. Por favor, tenga en cuenta que esto no pretende ser algo que agregue estrés y trabajo a su familia durante este momento tan desgastante. Por el contrario, esperamos que este sea un recurso útil para que su estudiante pueda continuar desarrollándose académicamente durante esta situación tan inusual.

También esperamos que ustedes encontrarán estos paquetes interesantes y divertidos. Hemos integrado actividades de todos los estándares de contenido de nivel de grado: Artes del Lenguaje en inglés, Matemáticas, Estudios Sociales, Ciencias, Educación Física y Arte. También hemos desarrollado diferentes paquetes para los diferentes niveles de dominio del inglés, de esta manera su hijo podrá sentir el desafío y también será capaz de comprender en gran medida el contenido que se les presenta.

Los estudiantes de 6to a 12avo grado son motivados a hablar sobre su aprendizaje tanto como sea posible, aun cuando no sea a una persona en particular. Algunos paquetes incluirán actividades en donde los estudiantes pueden “usar un teléfono celular” para grabar mensajes de voz y subirlos a las redes sociales; esperamos que estas sean formas que los animarán a hablar en inglés o en el idioma de su preferencia.

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En este paquete hemos incluido las siguientes actividades:

- **Diccionario:** Esperamos que cada día su estudiante aprenda palabras que encontrará interesantes y querrá tener un seguimiento y registro de estas. Al final de los paquetes encontrarán páginas en las que su estudiante podrá mantener su propio diccionario. Recomendamos ampliamente que los estudiantes usen estas páginas para registrar palabras que les gusten o les parezcan interesantes. También alentamos a los estudiantes a usar cualquier lenguaje que deseen, así como imágenes para recordar el significado de las palabras.
- **Diario:** Cada día, los estudiantes tienen un tema corto de escritura al que pueden responder. Los estudiantes deben ser alentados a escribir en cualquier idioma (o combinación de idiomas) que les parezca más conveniente. También pueden utilizar imágenes si lo consideran necesario. Esperamos que estos temas de escritura puedan utilizarse de puntos de conversación entre su estudiante y su amigo.
- **Paquete: "Encontrando tu voz".** En este paquete, los estudiantes explorarán una variedad de formas diferentes en las que pueden expresar su opinión. Este paquete se centra en los problemas actuales y las elecciones presidenciales de 2020. Los estudiantes aprenderán un lenguaje comparativo y superlativo para ayudarlos a expresar su opinión basada en hechos. Al final de la semana, escribirán un documento de opinión sobre por quién votarían en las elecciones presidenciales de 2020.

Esperamos que estas actividades mejoren el aprendizaje de su hijo mientras trabajamos juntos para atravesar estas circunstancias tan inusuales. También esperamos que le darán a su hijo oportunidades de juego productivo. Si tiene alguna pregunta o inquietud acerca de estos paquetes, siéntase en libertad de comunicarse con nuestro proyecto a icmee@unl.edu o llamando al departamento de Enseñanza, Aprendizaje y Educación para maestras (Teaching, Learning, and Teacher Education) al 402-472-2231.

Sinceramente,

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
Teaching, Learning and Teacher Education
PI: International Consortium for Multilingual Excellence in Education

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Share your learning!

Share a picture of any of your work by using **#MultilingualProud** on social media.

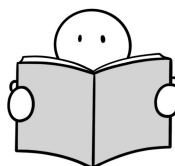
We'd love to see what you've done with this packet!



Instructions Key



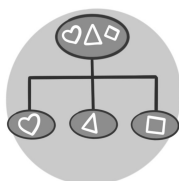
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



- Sort
- Ordena
- رتب
- Kala sooc
- Lựa chọn



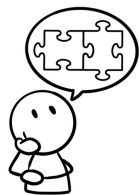
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- Cut
- Corta
- قص الورقة
- Waraaqda jar
- Cắt giấy



- Read out loud
- Lee en voz alta
- قراءة بصوت عال
- Kor u aqri
- Đọc to



- Make a connection
- Hacer una conexión
- إجراء اتصال
- Xiriir samee
- Tạo kết nối

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



- Find
- Encuentra
- وجد
- Soo hel
- Tìm thấy


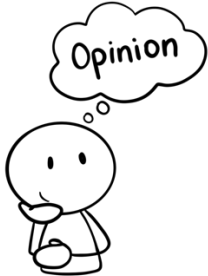

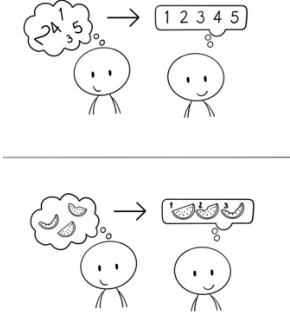



- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

Thinking Skills Glossary

Word	Definition	Picture
Fact 事实 Hecho	something we know, without question 我们知道的毫无疑问 Algo que podemos comprobar	
Opinion 意见 Opinión	something we think or believe 我们认为或相信的事情 Algo que pensamos	
Compare 相比 Comparar	think about how two or more things are the same or different 考虑一下两个或多个事物是相同还是不同 Pensar en qué se parecen y en qué son diferentes dos o más cosas	
Sequence 序列 Secuencia	to put things in the right order from first to last 从头到尾正确地安排事情 Poner las cosas en orden , del primero al último	
Classify Sort Categorize 分类 Clasificar Organizar	to put things into groups by how they are the same 通过相同的方式将事物分组 Agrupar cosas por cómo se parecen	

Question Words



Who?



When?



Where?



What?



Why?



iPhone Instruction Icons



Write a text message
写短信
Escribe un mensaje



Tweet: write one sentence
推特：写一句话
Tweet: escribe una oración



Post on Facebook: write a few sentences
在Facebook上发布：写几句话
Publica en Facebook: escribe algunas oraciones



Post on Instagram: write a sentence and draw a picture
在Instagram上发布：写一个句子并画一幅画
Publica en Instagram: escribe una oración y dibuja



Write an email: write a paragraph
写一封电子邮件：写一个段落
Escribe un correo electrónico: escribe un párrafo

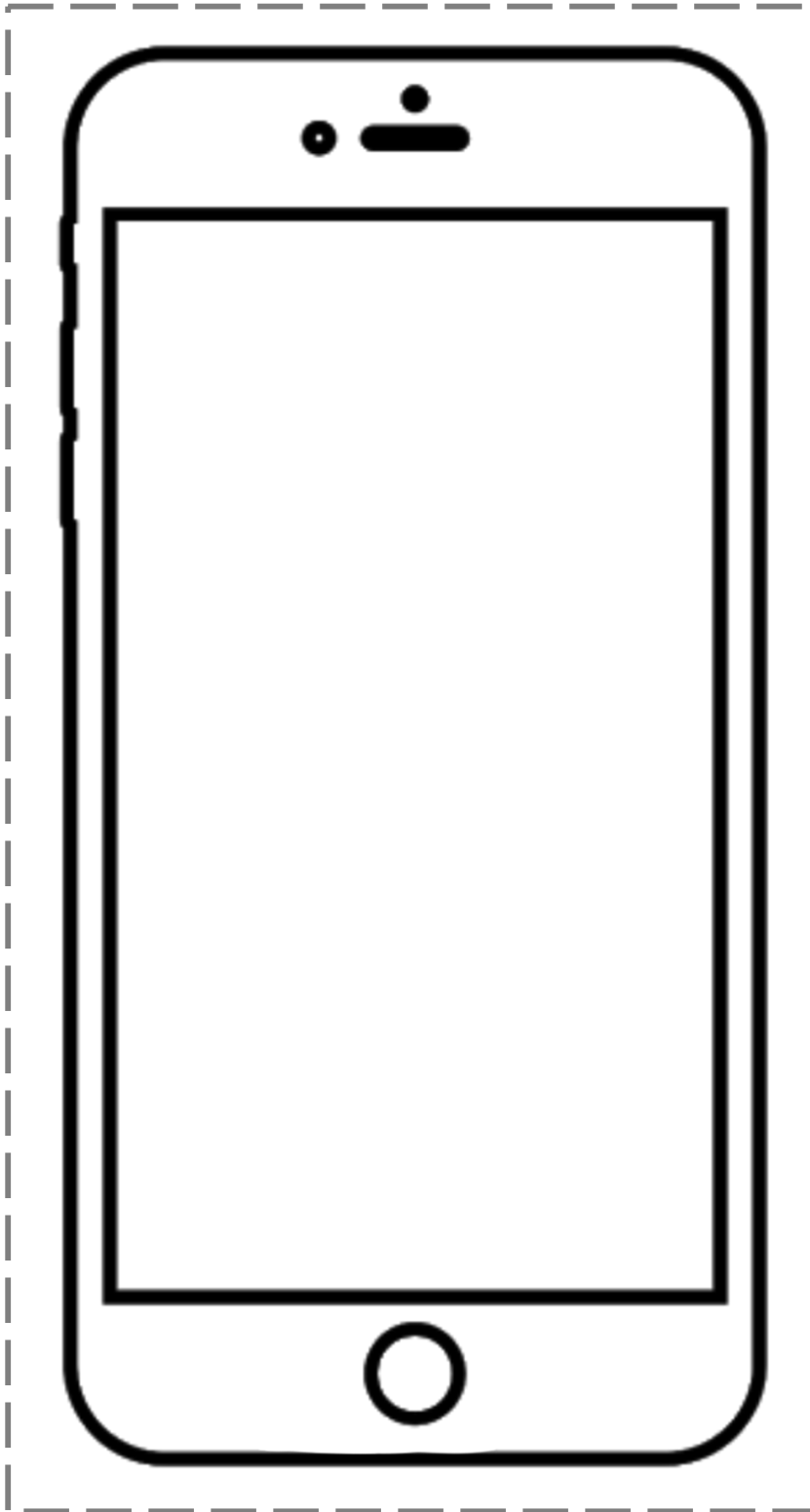


Record a voice message
录制语音留言
Graba un mensaje de voz



Make a phone call
打个电话
Haz una llamada







Day 1

What does it mean to vote?

Journal: Have you heard people ask you to vote on something? Maybe it was your favorite color? Maybe it was what to have for lunch? Recently, people on television are asking adults to vote for them. Use the lines below to write what **you** think it means to vote. Include an example of a time that you have voted.

[illegible]

Finding Your Voice

History of Voting

The United States uses the idea of *voting* to help choose **elected officials**. These elected officials help make decisions for the country. In 1789, the United States *voted* for their first President, George Washington. Only men were allowed to vote. They chose between George Washington and John Adams.

For 41 years, only white men who owned property (land or a house) and a very small number of free black men were allowed to vote. No women were allowed to vote. To keep all of the voting power with the white men, new laws were made. In 1850, all men needed to pass a reading test to be able to vote.

The 14th amendment to the Constitution was passed in 1868 which gave the right to vote to black men. This changed current laws that did not allow former slaves to vote. By 1870, all black men had the right to vote.

The United States was not the first country to let women vote. In 1893 women in New Zealand were allowed to vote. In 1917 women in Canada were allowed to vote. The United States allowed women to vote in 1920. Other countries followed: United Kingdom and Ireland (1928), France (1944), and India (1950).

Voting has changed many things in the United States. In 1971, people voted to change the voting age to 18. It had been 21 before that.

This year, 2020, people over the age of 18 will vote for the 46th President of the United States.

How do you feel about the fact that only white men could vote?

I feel _____

Why do you think it took so long for women to get the right to vote?

I think _____

Word Bank:

Elected officials – men or women working in the government who won an election based on votes.

Finding Your Voice

Neighborhood Walk: Collecting Data

People have opinions about everything. When we make a decision, we are *voting* on a choice. For example, when someone says green is their favorite color, they are *voting* for green over the other colors.

Read through the *voting* questions below. Choose 3 and then walk through your neighborhood and ask people to *vote* on the choices.

iPhone	Android Phone
Tally of votes:	

Vanilla Ice Cream	Chocolate Ice Cream
Tally of votes:	

Soccer	Basketball
Tally of votes:	

Summer	Winter
Tally of votes:	

Pizza	Hamburger
Tally of votes:	

PlayStation	Xbox
Tally of votes:	

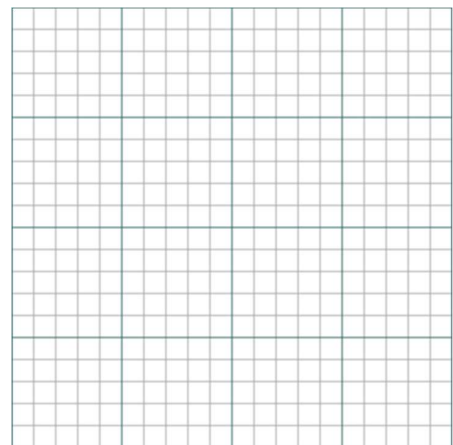
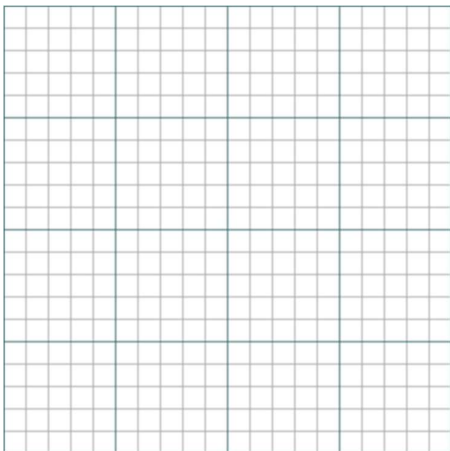
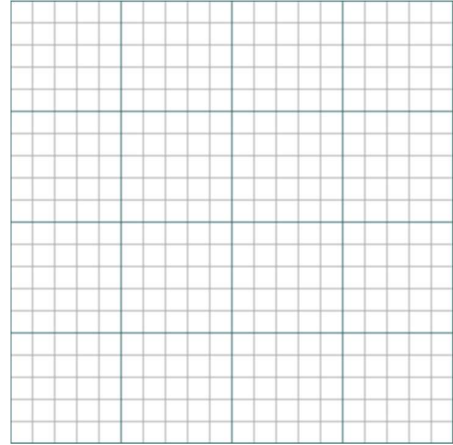
Create your own:

Tally of votes:	

Finding Your Voice

Graphing Data

Use the data you just collected to create a bar graph for each question.



Day 2

Finding Your Voice

Read the text and answer the connection questions.

Choosing the Right Path for You



You are in High School! You have the whole world in front of you! What are you thinking you will do next?

This is a difficult question that all teenagers need to think about. There are many choices. Do you want to go to college? Do you want to go to a **trade school**? Do you want to start working right away?

There are many things to think about when you are making this decision. You need to decide what is best for you. What do you enjoy doing most?

People who are more creative and prefer to do things with their hands might consider going to a trade school. Trade schools teach you how to do different jobs with your hands like being an electrician, car mechanic, or plumber. These schools are often cheaper than a traditional college or university. A trade school also usually takes less time.

There are some people who prefer to go to college or university. When you go to college, you can take classes about topics that you like better than others. This opportunity lets you learn about what you are most interested in. In general, when you go to college, it will take four years to graduate. Many students borrow money from the government to pay for college. When you graduate, you can apply for a wider variety of jobs.

If neither of these sounds like the path for you, that is okay. Many people also choose to find a job right after High School graduation. There are many jobs that only require a high school level of education. For people worried about money, this might be the best choice to start with. Many of these jobs will also teach you the skills you need to get better at your job every day.

Trade school – a post-secondary school where people are taught a trade like electrician, plumber, HVAC

Are you good with your hands? What do you like to create?

Do you have a job? What do you like most about it? What do you like least about it?

Today, what do you think you want to do after High School graduation? Why?

Superlatives and Comparatives

Superlatives and comparatives are adjectives or suffixes that are added to verbs or nouns to show a comparison. We use them to share our opinion of things. Superlatives can also help describe sizes, shapes, and other characteristics of things.

General Rules:

- Words that have one syllable, add –er, or –est to the end (fast -> faster)
- Words that have two syllables and end with a y, change the y to an i and add –er, or –est to the end (pretty -> prettiest)
- Words that have two or three syllables and do not end with a y, add more or most to the beginning (successful -> more successful)

Complete the following table to practice using comparatives and superlatives

Word	More/-er	Most/-est	Used in a sentence:
<i>Example:</i> smart	smarter	smartest	My 8 th grade math teacher is the smartest person I know.
kind			
helpful			
worthy			
reliable			
fair			

Now, reread the article, “Choosing the Right Path for You.” There are several comparative and superlative words underlined. Chose 4 of them to use in a sentence below.

- _____
- _____
- _____
- _____

Finding Your Voice
Describing the Data

In the Day 1 packet, you created three bar graphs based on the data that you collected in your neighborhood. Using comparative and superlative language, describe what the data in each graph shows.

Graph 1:

I asked people if they liked _____ or _____ better. The data shows that people prefer _____ more than _____.

Graph 2:

Graph 3:

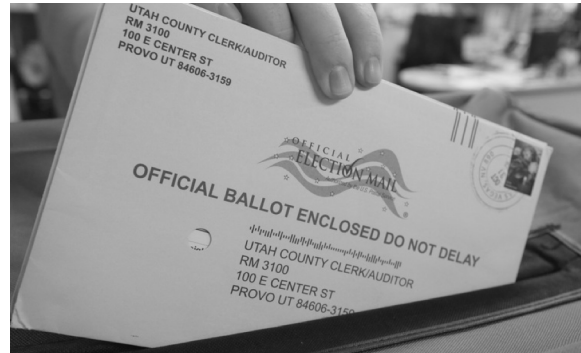
Day 3

Vote by Mail

Is it safe, fair and ready for November?

By Christian Science Monitor, adapted by Newsela staff

Many states will be using mail-in voting for the 2020 election. They want to make sure everyone can vote during the COVID-19 outbreak. Having many more people vote by mail could lead to problems, though. Counting votes might be delayed. Votes might be lost. Cheating could become easier. This could cause Americans to not trust the election results.



COVID-19 is also called coronavirus. It is a new illness. It has spread around the world. The illness spreads when people are near each other. People commonly vote at polling places. On election days, they can be crowded. Voting at a polling place risks spreading the illness. Voting by mail allows people to send in the votes via mail.

Before the spread of COVID-19, only five states voted completely by mail. These states are Colorado, Hawaii, Oregon, Utah and Washington. Now, many states are planning to expand voting by mail. They are worried about the spread of COVID-19. Voting by mail has challenges, though.

What are the challenges to expanding mail-in voting?

One challenge is that states do not have time to set up a vote-by-mail system. There is a presidential election in November 2020. States usually need a year to prepare for a vote-by-mail election. They need to update voter lists. Some states create a database of voter signatures. This allows them to check the identity of voters.

States also need expensive equipment. Mailed ballots are counted by a scanning machine. A huge increase in mailed ballots would require a more powerful machine. These are expensive.

Voters would also need to be educated. They would need to be taught the rules. For example, they need to know when to send in their ballots. Voter education can also be costly.

Over time, voting by mail can actually lower costs. Colorado switched to voting by mail. It cut election costs by almost half.

What are the concerns?

There are many concerns about voting by mail. Voters may be confused about the rules. They might mail them in too late. This might prevent the votes from being counted. Counting votes could be delayed.

Many ballots could also be disqualified. A ballot is disqualified when something seems wrong with it. The person's vote is not counted. This might happen if a signature does not match. In past years, many mail-in ballots have been disqualified. Some people say this has been done on purpose. They think it was done to help a certain candidate win.

Also, voters sometimes cheat. For example, they pretend to be someone else. They try to vote as them. Or, they might try to change someone else's vote. This is very rare. Mail-in ballots are more at risk of voter cheating. This is because the cheating happens away from a voting center.

This November is the presidential election. Voting in six states is expected to be very close. They will likely determine the next president. Problems with mail-in voting could make a big difference in those states. Even a small number of problems could make a difference.

Finding Your Voice

Voting By Mail

You just read an article about voting by mail. Complete the graphic organizer with information from the article.

Why is voting by mail good?	Why is voting by mail bad?

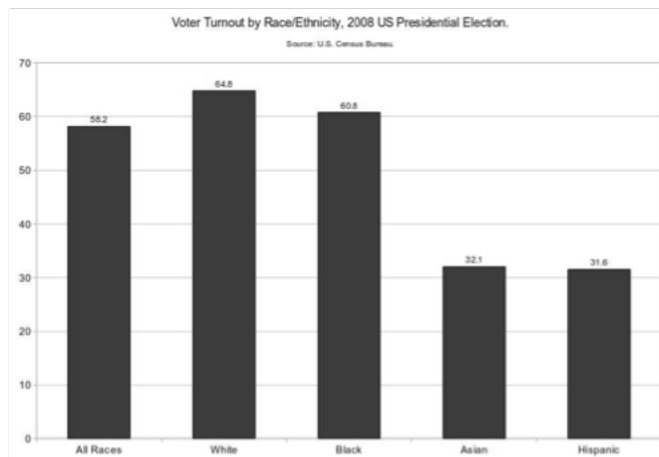
What is your opinion? Do you think voting by mail is good or bad? Use comparative and superlative language (-er, -est, more, most) to write your response.

Finding Your Voice

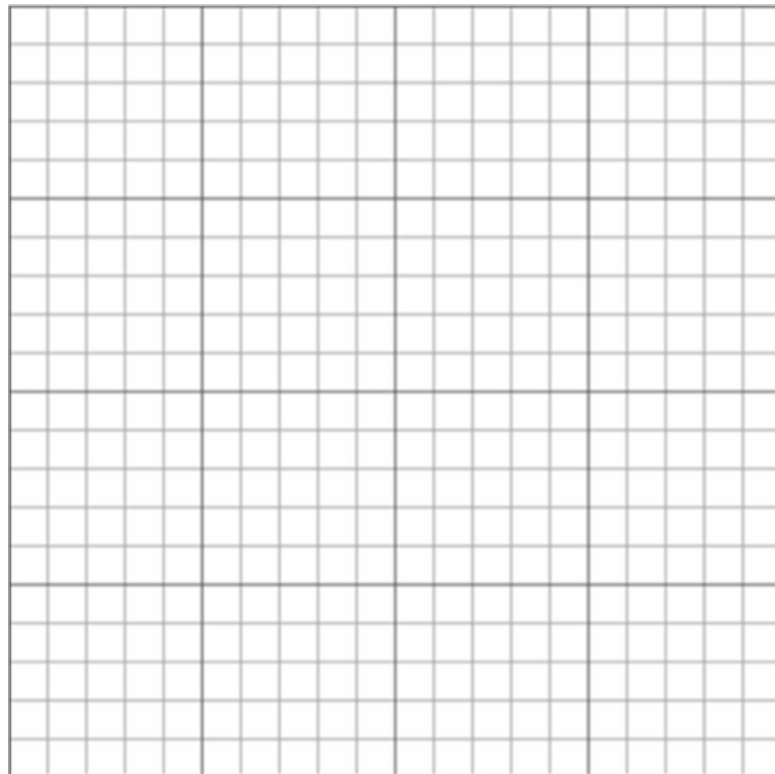
Mathematics of Voting

Read through each of the following word problems about past elections and calculate the answer.

1. In 2016, 138,000,000 Americans voted in the presidential election. That is only 58.1% of people who could have voted. How many people could have voted in the 2016 presidential election?
2. In 2008, 61.6% of people who could vote, did. How many more people voted in 2008 than in 2016?
3. Look at the graph below. What percent of Asian people voted in the 2008 election? If there were 25,000,000 Asian people in the United States, how many people voted?



4. There are 750 students in your high school. Jose, Makayla, and Shen are running for school president. Each student gets to vote for who they want to be the school president. Makayla got 32% of the votes. Jose got 135 votes. How many votes did Shen get?
5. From the question above, who won the school election? How do you know?
6. Create a bar graph showing how many votes each candidate (Jose, Makayla, and Shen) got.





Day 4

Finding Your Voice

2020 Presidential Election Issues

When people vote, they do not just randomly pick something or someone. They decide your own beliefs and opinions when voting for something or someone.

Below is a description of the top issues that people will think about this year when they vote for the president. Read each description and then write your opinion on the right.

2020 Presidential Elections Issues	My Opinion
Immigration: The United States is made up of people from all over the world. Some people have come here to be safe from war in their country. Some people are here to find a better life. Some people are here with documentation. Some people do not have documentation. The process to get documentation is often very long and difficult. For some people, there is no process to get legal documentation for their immigration. Do you think the USA should make the process easier for people to live here? Or, should the USA keep the difficult process we currently use?	"Some people are here with documentation. Some people do not have documentation. The process to get documentation is often very long and difficult. For some people, there is no process to get legal documentation for their immigration
Gun Control: The Constitution of the United States has an Amendment that allows people to carry a gun if they want. There are very few regulations on what type of gun or how many guns people can own. There are rules about who can own a gun. People who want to buy a gun need to pass a background check. Do you think we need more regulations on guns? Or, do you think our current laws about guns are good?	
Climate Change: Scientists believe that the Earth's atmosphere is heating up. This is causing a lot of problems across the Earth. Some of these problems are killing animals, increasing air pollution, and changing the weather. There are people who disagree with the scientists and believe that these changes are a natural pattern and are not caused by humans. Do you think climate change is real? Do you think we need to worry about the environment? Or do you think we are doing enough to protect the Earth?	
Universal Healthcare: The United States has private health care. That means, each person can choose and pay for their own health care. Some people do not have any insurance to help pay for health care. The United States is one of the only countries that does <u>not</u> provide free health care for its citizens. Some people believe that providing free health care to everyone will make seeing the doctor more difficult. Do you think we should all pay for our own health care? Or do you think we should have free health care?	

Finding Your Voice

Taking a Stand

There are many people and organizations who are very passionate about the issues you just read about. There are also people and organizations concerned about issues that are not presidential issues. For example, Black Lives Matter, Save the Earth, and people against bullying.

Many of these people and organizations use art to help share their opinion. Look at the art below. What does it make you think or feel?



What does this image (art) make you think of or feel?



What does this image (art) make you think of or feel?



What does this image (art) make you think of or feel?

Finding Your Voice

Taking a Stand (part 2)

What are you passionate about? What is an issue that you are concerned about? Art is one way that you can help other people understand your perspective. In the space below, create a piece of art that expresses your thoughts about an issue that is important to you.



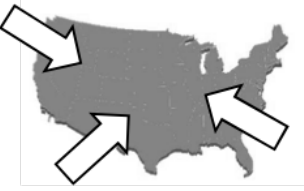







Day 5

Finding Your Voice

Comparing the Presidential Candidates

Usually, the top candidates for president are a Republican Candidate and a Democratic Candidate. Please read about how they vote on some of the important issues.

Election Issue	Republican Candidate 	Democratic Candidate 
Immigration & DACA  *DACA – Deferred Action for Childhood Arrivals	<ul style="list-style-type: none"> -Wants to continue building a wall between USA and Mexico. -Wants to deport all illegal immigrants to protect American jobs for legal immigrants and Americans. -Wants to eliminate support for DACA. 	<ul style="list-style-type: none"> -Wants to increase technology to monitor the USA and Mexico border. -Wants to only deport illegal immigrants with a felony. -Wants to continue DACA.
Gun Control  	<ul style="list-style-type: none"> -Wants to allow people to own any type of gun. -Wants people to own as many guns as they want. -Wants background checks to be for the entire USA (not just by state). 	<ul style="list-style-type: none"> -Wants to eliminate the sale of assault weapons. -Wants to limit the number of weapons a person can own. -Wants to require background checks to own a gun.
Climate Control 	<ul style="list-style-type: none"> -Wants to remove rules that cost companies money to use clean energy. -Wants to follow the recommendations of corporations to support their profits. 	<ul style="list-style-type: none"> -Wants the USA to use 100% clean energy. -Wants to follow the recommendations of scientists.
Universal Healthcare 	<ul style="list-style-type: none"> -Wants to lower the cost of health care. -Wants people to be able to choose if they want insurance or not. -Wants to continue to focus on drug use rehabilitation. 	<ul style="list-style-type: none"> -Wants to lower the cost of health care. -Wants to ensure all people have affordable insurance. -Wants to lower the age for Medicare (free government insurance) to 60.
Minimum Wage:  Current minimum wage (how much someone gets paid for their job) for the USA is \$7.25 per hour.	<ul style="list-style-type: none"> -Wants to raise minimum wage but does not have a number set. 	<ul style="list-style-type: none"> -Wants to raise minimum wage to \$15 per hour.

Finding Your Voice

Who would you choose for our next president?

After reading about both presidential candidates, who would you vote for as president? As you answer the question, be sure to use evidence from the information in the previous activity. Also use the comparative and superlative language that we learned earlier this week.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]UNIVERSITY OF
Nebraska
Lincoln®

Reference Sheet

LENGTH

Metric

1 kilometer = 1000 meters
 1 meter = 100 centimeters
 1 centimeter = 10 millimeters

Customary

1 mile = 1760 yards
 1 mile = 5280 feet
 1 yard = 3 feet
 1 foot = 12 inches

CAPACITY AND VOLUME

Metric

1 liter = 1000 milliliters

Customary

1 gallon = 4 quarts
 1 gallon = 128 ounces
 1 quart = 2 pints
 1 pint = 2 cups
 1 cup = 8 ounces

MASS AND WEIGHT

Metric

1 kilogram = 1000 grams
 1 gram = 1000 milligrams

Customary

1 ton = 2000 pounds
 1 pound = 16 ounces

TIME

1 year = 365 days
 1 year = 12 months
 1 year = 52 weeks
 1 week = 7 days
 1 day = 24 hours
 1 hour = 60 minutes
 1 minute = 60 seconds



ICMEE is housed within:

