

Week 4

Community

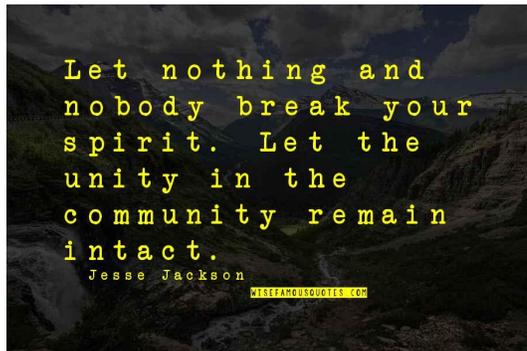
Day 4

NAME:_____

Day 4 Agenda

Topic	Activity
Warm-Up!	
English Language Arts	<ul style="list-style-type: none"> • Read the article Jose Andres Fed Puerto Rico and May Change How Aid Is Given by Kim Severson at the <u>New York Times</u>. • Answer questions about the text. • Complete a graphic organizer on the responsibilities of belonging to a community.
Science	<ul style="list-style-type: none"> • Read about How Predators May Affect Communities • Answer questions about what you read • Draw a picture and describe
Mindfulness Moment!	
Math	<ul style="list-style-type: none"> • Real World Math: Paycheck math: Understanding your basic deductions and (what is FICA, Medicare, state and federal taxes deductions), and how these relate to our collective sense of community • Practice Problems
Mindfulness Moment!	
Civics/Social Studies	<ul style="list-style-type: none"> • A New Community: Learn about Iceland and its culture
PE	<ul style="list-style-type: none"> • Bingo!

Warm-up Activity: Write a journal entry around the daily quote on identity.



Day 4: Our Responsibility to Our Community

English Language Arts

What is this lesson about?

Today, you will learn about someone who felt a strong responsibility to help people in a community. As you read and think about this article, think about what your role and responsibility is in the different communities you belong to.

Before you read:

On September 6, 2017, Hurricane Irma, hit the island of Puerto Rico with flooding rains and 100 mph winds. The storm killed 4 people and cut off power to nearly 2/3 of the population and a little more than 30% of the population lost access to clean water. Two weeks later, on September 20th, Hurricane Maria made landfall in Puerto Rico as a Category 4 hurricane with winds of 155 mph. Parts of Puerto Rico experienced 30 inches of rain in one day.

Over the next couple of weeks, over 50% or 1.87 million people of the population lost access to clean water and the island lost power virtually everywhere. Hospitals were destroyed and 34 people were killed. Throughout this disaster, the U.S. Federal Government delayed in sending help and support to Puerto Rico. In reaction, many private citizens in the U.S. and elsewhere reached out to Puerto Rico to provide support. This is the story of Jose Andres, a famous chef, who decided to go to Puerto Rico to provide meals to the victims of the hurricane. The article has been adapted for length from its original text in the [New York Times](#).



Step 1: Read the article

José Andrés Fed Puerto Rico, and May Change How Aid Is Given

By Kim Severson

Oct. 30, 2017

SAN JUAN, P.R. — José Andrés was walking along a dark street in a stained T-shirt and a ball cap, trying to decompress after another day of feeding an island that has been largely without electricity since Hurricane Maria hit a month ago.

He'd gone barely half a block before two women ran over to snag a selfie. A man shouted out his name from a bar running on a generator and offered to buy him a rum sour.

The reaction is more subdued in rural mountain communities like Naguabo, where Mr. Andrés and his crew have been delivering supplies so cooks at a small Pentecostal church can make 5,000 servings of arroz con pollo and carne guisada every day. There, people touch his sleeve and whisper, "Gracias." They surround him and pray.

"He's much more than a hero," said Jesus R. Rivera, who was inside a cigar store watching Mr. Andrés pick out one of his daily smokes. "The situation is that still some people don't even have food. He is all that is keeping them from starving."

It's overwhelming, even for Mr. Andrés, the larger-than-life, Michelin-starred Spanish chef with a prolific, unfiltered social media presence, who got into a legal fight with the Trump Organization after Donald Trump made disparaging comments about Mexicans.

"Every day I have this personal anxiety inside," Mr. Andrés said during a Jeep ride through the countryside in late October. "We only came here to try to help a few thousand because nobody had a plan to feed Puerto Rico, and we opened the biggest restaurant in the world in a week. That's how crazy this is."

Since he hit the ground five days after the hurricane devastated this island of 3.4 million on Sept. 20, he has built a network of kitchens, supply chains and delivery services that as of Monday had served more than 2.2 million warm meals and sandwiches. No other single agency — not the Red Cross, the Salvation Army nor any government entity — has fed more people freshly cooked food since the hurricane, or done it in such a nurturing way.

Mr. Andrés's effort, by all accounts the largest emergency feeding program ever set up by a group of chefs, has started winding down. But it illustrates in dramatic fashion the rise of chefs as valuable players in a realm traditionally left to more-established aid organizations.

With an ability to network quickly, organize kitchens in difficult circumstances and marshal raw ingredients and equipment, chef-led groups are creating a model for a more agile, local response to catastrophes.

"It's part of a larger trend we're starting to see with corporations and individuals who are applying their unique skill sets to solve problems after a disaster," said Bob Ottenhoff, the president and chief executive of the Center for Disaster Philanthropy, which helps donors make strategic contributions related to domestic and international emergencies.

In addition to sending money or showing up to hand out blankets or boxes of food, companies like UPS and IBM are designing ways to quickly supply logistical and technical aid.

"Chefs are part of that trend now, too," Mr. Ottenhoff said. "They're starting to say, 'Look, people are in need of not just food but good food, and we know how to serve large quantities of good food very quickly.'"

Restaurateurs have long offered food when trouble hit their communities.

Kitchens near the World Trade Center in New York served thousands of meals each day to emergency workers after 9/11. In response to the 2004 earthquake off the coast of Sumatra, Indonesia, the celebrity chef Cat Cora started Chefs for Humanity. Competition barbecue teams that headed to Joplin, Mo., after the 2011 tornadoes organized themselves into Operation BBQ Relief, a nonprofit group that has since responded to more than 40 disasters.

Two weeks ago, a food writer in Northern California tapped the region's best chefs to provide a steady stream of meals for people who had lost homes to wildfires. The restaurateur and TV personality Guy Fieri, who had to evacuate his Santa Rosa residence, organized a team of volunteers and began serving mashed potatoes and pork loin to firefighters and others in a parking lot.

Mr. Andrés helped out after Hurricane Sandy, but his first big lesson in emergency food relief came in August, when he rallied local chefs in Houston to help feed survivors of Hurricane Harvey.

Other Houston chefs and caterers started a website called “I Have Food I Need Food” and used social media to create a system to organize donations, cook food and get it delivered. They codified their effort in a manual and sent it to chefs in Miami who were staring down Hurricane Irma, which landed 16 days later.

But nothing prepared Mr. Andrés for what he faced in Puerto Rico. After taking one of the first commercial flights to the island after the storm, he realized that things were worse than anyone knew.

He found his friend Jose Enrique, the chef who had no electricity to run his Restaurant Jose Enrique, in the Santurce district of San Juan. Rain poured through the roof. But he had food in the freezer. Other chefs did, too. Someone had a generator.

“We decided we would just start cooking,” Mr. Enrique said.

The next morning, Mr. Andrés went to a food distributor and loaded up his car. “I was already smart enough to know I would need aluminum pans, so I bought every aluminum pan I could,” he said.

They began cooking big pots of the classic island stew called sancocho on the street in front of Mr. Enrique’s small restaurant. Word spread and the lines grew. They sent food to people waiting in 10-hour lines at gas stations. They heard that workers at the city’s biggest medical clinic were going hungry, so they added it to what was now a makeshift delivery schedule. “Every day it would just double,” Mr. Enrique said.

Mr. Andrés didn’t realize that his was the biggest hot-food game on the island until a week or so after they started. Someone from the Salvation Army pulled up and asked for 120 meals.

“In my life I never expected the Salvation Army to be asking me for food,” he said. “If one of the biggest NGOs comes to us for food, who is actually going to be feeding Puerto Rico? We are. We are it.”

More cooks arrived to help. Partnerships were forged with other aid groups and large food companies. Sandwiches and fruit were added to their repertory of rice dishes.

The team moved its base of operation to the island’s largest arena. To pay for it all, at least in the beginning, they used Mr. Andrés’s credit cards, or cash from the pockets of the vest he wore like a battle jacket.

Mr. Andrés left the island only a few times, the first after 11 days on the ground. He had lost 25 pounds and became dehydrated.

His team deployed food trucks, like a strike force, to isolated neighborhoods and towns that needed help. Agents of Homeland Security Investigations, a division of United States Immigration and Customs Enforcement, were serving as emergency workers, and staying in the same hotel as Mr. Andrés’s crew. The chef persuaded them to load food into their vehicles every morning as they headed out to patrol.

With limited ability to communicate, the crew organized everything with satellite phones, WhatsApp and a big paper map of all the feeding stations on the island, which Mr. Andrés carried like a general at war.

He negotiated with a chain of vocational schools around the island to let culinary students cook there. During visits to his kitchens, 18 in all, he admonished volunteers to add more mayonnaise to sandwiches, keep the temperature up on the pans of rice or serve bigger portions.

Mr. Andrés recruited his own chefs, too. David Thomas, accustomed to making \$540 suckling pigs as the executive chef at Mr. Andrés's Bazaar Meat restaurant in Las Vegas, suddenly found himself trying to figure out how to make meals out of donations that might include 5,000 pounds of lunch meat one day and 17 pallets of yogurt the next.

Eventually, the effort would cost World Central Kitchen about \$400,000 a day, paid for by donations from foundations, celebrities and a flood of smaller donors, as well as two FEMA contracts — one early on to cover the cost of 140,000 meals, and another for \$10 million to cover two weeks' worth of meals while Mr. Andrés's team scaled down the operation.

Mr. Andrés, who often rolls right over regulations and ignores the word "no," clashed more than once with FEMA and other large organizations that have a more-seasoned and methodical approach. In meetings and telephone calls, FEMA officials reminded him that he and his people lacked the experience needed to organize a mass emergency feeding operation, he said.

"I am doing it without red tape and 100 meetings."

FEMA officials contacted for this article were quick to point out that many other groups and agencies besides World Central Kitchen were feeding Puerto Rico; a spokesman would not publicly discuss Mr. Andrés or his operation.

Late last week, the system that was serving more than 130,000 meals a day became much smaller. A core crew will most likely keep things going until Thanksgiving, with one main kitchen and a handful in some of the neediest regions.

Mr. Andrés flew home to Washington, D.C., on Thursday. "This has been like my little Vietnam, but now I need to go back to normal life," he said.

He never intended to stay as long as he did, he said. Or to feed an island.

"At the end, I couldn't forgive myself if I didn't try to do what I thought was right," he said. "We need to think less sometimes and dream less and just make it happen."

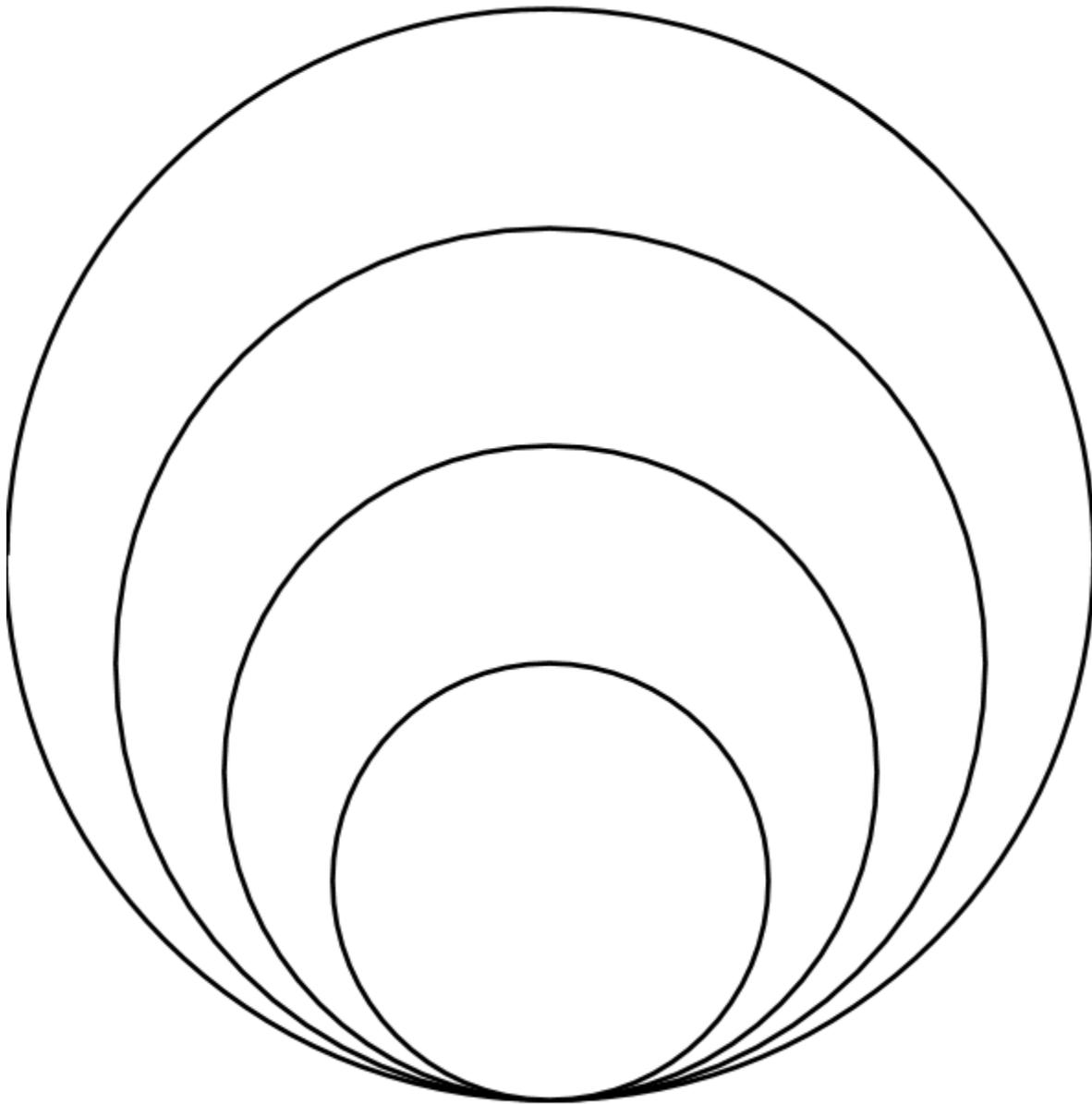
Step 2. Answer the following questions.

1. What were some of the logistical (involving organization and planning) problems/challenges that Andres faced when he got to Puerto Rico with the intention of helping feed people.

2. List at least 2 examples of other places and other disasters where chefs have been able to help feed people in need.
3. How did the people of Puerto Rico respond to Mr. Andres' efforts? Give examples from the text.
4. Mr. Andres states that he felt that helping feed others during this disaster was the "right" thing to do. Do you believe that it is the responsibility of others to help or is something that is a "nice" thing to do for others? Why or why not?
5. The title of the article is: *José Andrés Fed Puerto Rico, and May Change How Aid Is Given*. Andres is only one example of private citizens and companies who are stepping in to help others during disasters. What reason does the article give for this? What are some of the ways that private companies can help in a better way than the government can?
6. Explain the last quote in the article: "We need to think less sometimes and dream less and just make it happen."

Step 3: Complete the Graphic Organizer

This week's theme is community. The article discusses the importance of a sense of responsibility within a community. Think about 2 communities that you belong to (family, religion, facility, friends, culture, team, etc.) Write them into the graphic organizer with the one that you feel most connected to in the circle closest to the center circle and the one you feel second most connected to in the third circle. Think about the responsibilities that you have for each, starting with yourself. (For example, you might feel you have the responsibility to stay healthy, if so, write that in.). For each circle, write in the name of the community and your responsibilities to that community, ending with the outer circle that represents the larger community of society.



Step 5: Share

Pair work- Share what you wrote in one of the circles. Use this sentence starter to discuss: *I belong to the community of _____ (my family, my friends, etc..) and my responsibilities to this community are _____.*

Did your partner and you have any responsibilities in common? If so, which ones?

Student Feedback:

<p>Circle the emojis that best represents how this activity made you feel.</p>	
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Day 4: Climate Change Impact on Community Science

What is this lesson about?: Today you will read through an article about how most Americans say climate change impacts their community, but effects vary by region. You will answer a few questions about what you read. You will complete a climate change activity.

Step 1: Read the passage

Most Americans say climate change impacts their community, but effects vary by region

BY MEG HEFFERON (Pew Research Center)



Dry, cracked earth near a Firebaugh, California, almond orchard in 2015. A majority in Pacific states say climate change is affecting their community at least some, and most in this group cite droughts or water shortages as a specific example. (Justin Sullivan/Getty Images)

Roughly six-in-ten U.S. adults (62%) say climate change is currently affecting their local community either a great deal or some, according to a new Pew Research Center survey. This finding is consistent with a 2018 Center survey, in which 59% of Americans said global climate change was affecting their local community at least some.

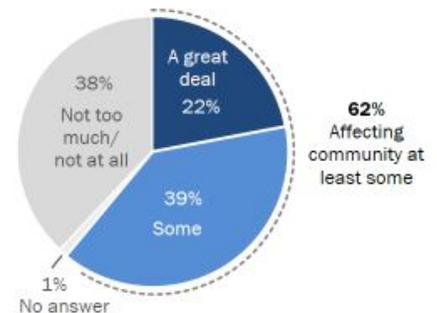
As is the case on many climate change questions, perceptions of climate change effects in one's local community are closely tied with political party affiliation. About eight-in-ten Democrats (82%, including those who lean to the Democratic Party) say climate change is affecting their local community at least some, while about half as many Republicans say this (38%, including leaners).

But politics is not the only factor related to these views.

Americans' beliefs about the overall effect of climate change on their local community vary by geographic region. Around seven-in-ten Americans living in the Pacific region (72% in California, Washington, Oregon, Hawaii and Alaska) report at least some effect

A majority of U.S. adults say climate change is affecting their local community at least some

% of U.S. adults who say global climate change is affecting their local community ...



Source: Survey conducted Oct. 1-13, 2019.
"U.S. Public Views on Climate and Energy"

PEW RESEARCH CENTER

of climate change in their local community. In contrast, 54% of those living in Mountain states (Arizona, Colorado, Nevada, Utah, New Mexico, Idaho, Montana and Wyoming) say the same. Although the share of Democrats living in the Pacific region is higher than the share living in Mountain states, Pacific residents remain significantly more likely than those in the Mountain region to say they see climate change effects locally, even after controlling for party.

Americans living in close proximity to a coastline are modestly more likely to report climate change is affecting their local community. Two-thirds of Americans who live within 25 miles of a coastline (67%) say climate change is affecting their local community at least some. In comparison, 59% of those who live 300 miles or more from the coast say the same.

In the new survey, the Center also asked those who said climate change is affecting their local community to identify major ways their local area has been affected. About eight-in-ten of this group (79%, which represents 49% of all U.S. adults) say long periods of unusually hot weather are a major effect. And around seven-in-ten of those who see climate effects in their community cite severe weather (70%), harm to animal wildlife and their habitats (69%) or damage to forests and plant life (67%) as major effects. Equal shares (56%) say more frequent wildfires or rising sea levels that erode beaches and shorelines have been major effects locally.

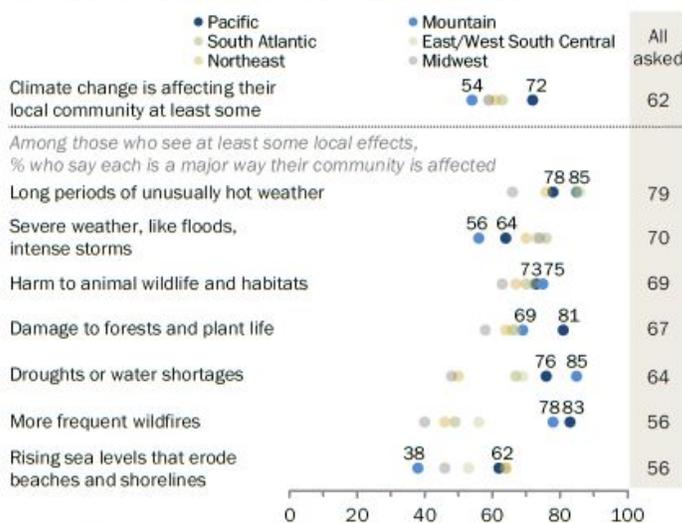
Although majorities of Americans across regions who say they see at least some local impact of climate change cite long periods of hot weather as a major effect, responses vary widely by region when it comes to other kinds of environmental impacts.

As areas in the Pacific and Mountain regions have gotten hotter and drier, the length of the fire season and the sizes of fires have grown. Americans living in the Pacific and Mountain regions stand out as especially likely to point to frequent wildfires along with drought or water shortages as major effects. Among those who say they see local impacts of climate change in their community, 83% of Pacific region and 78% of Mountain region residents say increasing wildfire activity is a major effect. This compares with about half or fewer of those living in the Southern (52%), Northeastern (46%) or Midwestern (40%) regions of the United States who say the same.

Another difference in perceptions of local climate change effects emerges between regions with differing sizes of coastline. Among those who see climate change effects locally, majorities of residents in Northeastern (64%), South Atlantic (64%) and Pacific states (62%) – regions with significant lengths of coastline – cite rising sea levels that erode beaches and shorelines as a major local effect. (The South Atlantic region includes Florida, North Carolina, Georgia, Virginia, Maryland, South Carolina, West Virginia, Delaware and the District of Columbia.) In comparison, 46% of those

Majorities in Western states report experiencing more frequent wildfires, droughts locally due to climate change

% of U.S. adults living in each region who say the following



Note: Respondents who gave other responses or who did not give an answer are not shown. Source: Survey conducted Oct. 1-13, 2019. "U.S. Public Views on Climate and Energy"

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asked in the Midwest and 38% in Mountain states cite this as a major effect.

Similarly, those living within 25 miles of a coast are especially likely to cite rising sea levels as a major climate change impact. Among those living close to a coast who see at least some local effects of climate change, about seven-in-ten (72%) say this, compared with fewer than half of those who live at least 300 miles inland and see at least some effects of climate change locally (45%).

Step 2: Answer the questions

1. What people are more likely to agree that climate change is affecting their community?
2. What are some examples of climate change noted in the text?

Step 3: Draw a picture and describe

How has climate change impacted your community?

Student Feedback:

<p>Circle the emojis that best represents how this activity made you feel.</p>	
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Mindfulness Moment!

Try out this little experiment to test out the concept of meditation.

Sit in silence for 15-30 seconds and notice your breath as it flows in and out of your body.

Acknowledge your thoughts and feelings as they arise, but just let them float by, not attaching yourself to them.

Try to continue this practice for another 30-60 seconds and notice how you feel after.

Day 4: Taxes Math

What is this lesson about?: Today we will look at a paycheck and learn how to read the various parts of a paycheck. We will also use that knowledge to talk about taxes and shared responsibility for community needs.

But first: Today's Warm-Up

Do you think people held in prison should have the right to vote? Yes/No. Explain your answer-

Do you think that people who return home from prison should have the right to vote? Yes/No. Explain.

- Do you think their right to vote should be based on what they were convicted of?
- Should their right to vote be impacted by whether they remain on parole?

Step 1/Activity 1: Review the sample pay stub below and answer questions.

Marcus Smart/Line Cook - Pay stub			
		Week ending April 3	Year to date
Week ending April 3, 2020			
Hours worked		40	520
Hourly wage		12.00	12.00
Gross Wages		480.00	6,240.00
Deductions			
FICA (Social Security/Medicare)	6.75%	32.40	421.20
State Taxes	5.00%	24.00	312.00
Federal Taxes	15.00%	72.00	936.00
Total Deductions		128.40	1,669.20
Net Pay (amount deposited)		351.60	4,570.80

How many hours did Marcus work last week?

What is his hourly wage?

What was his Gross Wages for last week?

How much did he pay toward social security and medicare?

How much did he pay in state income taxes?

How much did he pay in federal taxes?

What is his Net Pay (Income) for 1 week?

What are Marcus' Gross Wages for the 2020 year so far?

How much did he pay in FICA and all taxes so far?

What is his Net Pay so far this year?

Marcus has worked approximately 3 months. There are 12 months in the year.

- Approximately how much money will he earn in Gross Wages in 12 months?
- Approximately how much money will he earn in Net Pay in 12 months?

FICA (Federal Insurance Contribution Act) payments are your contributions to social security and medicare. Social Security is our government-sponsored retirement fund and medicare is our government funded health care for senior citizens. We all pay **7.65%** of our wages into this fund, so that there will be money for elderly people.

- Does this seem like a good thing that we all should contribute to? Yes/No. Explain.
- Do you think it would work to make it optional to contribute to these programs? Yes/No Explain your answer.
- If it was optional to contribute, what do you think most people would choose?
- What would then happen when those people were old, not working and didn't have any income?

Step 2/Activity 2: Review the sample pay stub below and answer questions.

Marcus Smart/Electrician - Pay stub			
		Week ending April 3	Year to date
Week ending April 3, 2020			
Hours worked		40	520
Hourly wage		36.00	36.00
Gross Wages		1,440.00	18,720.00
Deductions			
FICA (Social Security/Medicare)	6.75%	97.20	1,263.60
State Taxes	5.00%	72.00	936.00
Federal Taxes	20.00%	288.00	3,744.00
Total Deductions		457.20	5,943.60
Net Pay (amount deposited)		982.80	12,776.40

How many hours did Marcus work last week?

What is his hourly wage?

What was his Gross Wages for last week?

How much did he pay toward social security and medicare?

How much did he pay in state income taxes?

How much did he pay in federal taxes?

What is his Net Pay (Income) for 1 week?

What are Marcus' Gross Wages for the 2020 year so far?

How much did he pay in FICA and all taxes so far?

What is his Net Pay so far this year?

Marcus has worked approximately 3 months. There are 12 months in the year.

- Approximately how much money will he earn in Gross Wages in 12 months?

- Approximately how much money will he earn in Net Pay in 12 months?

Do you see that Marcus the Electrician earns 3xs as much per hour as Marcus the Line cook (\$36/hour compared to \$12/hour).

- At the end of the year does he take home in Net Pay 3xs as much money as Marcus the Line Cook? Yes/No?

- If no, why not?

Compare the percentage that Marcus the Electrician Pays in Federal Taxes to the percentage that Marcus the Line Cook pays. Who pays a **higher percentage** of his wages in taxes?

- Why do people who earn more money pay a higher percentage of their wages in taxes?

- Is this something you agree with? Yes/No. Discuss your reason.

Review this example below-

Flat Tax Rate			Progressive Tax Rate		
Annual Salary	20,000	200,000	Annual Salary	20,000	200,000
Tax Rate	15%	15%	Tax Rate	15%	30%
Taxes Paid for Common Good	3,000	30,000	Taxes Paid for Common Good	3,000	60,000
After Tax Earning	17,000	170,000	After Tax Earning	17,000	140,000

Compare the two charts. In the chart on the left, the person who earns \$20,000 and the person who earns \$200,000 both pay 15% of their earnings in taxes. In the chart on the right, the person who earns \$200,000 pays 30% of their earnings in taxes.

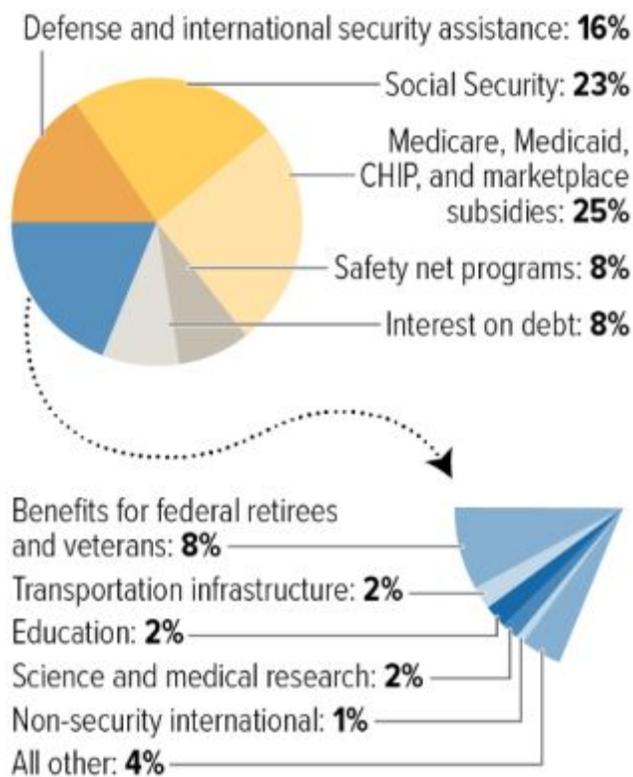
- Compare the After tax earnings in the two charts. What do you see?

- Compare the amount contributed/paid in taxes in the two charts. What do you see?

- Discuss/Consider
 - Which one of these taxes will raise more money for the government?
 - Which one of these lets individuals keep more of their salary?
- Overall, do you have a preference? Yes/No. Discuss.

Step 3/Activity 3: What Federal Taxes are used for.
This chart below breaks down how our federal taxes are spent

Most of Budget Goes Toward Defense, Social Security, and Major Health Programs



Note: Does not add to 100% due to rounding.

Source: 2019 figures from Office of Management and Budget, FY 2021 Historical Tables

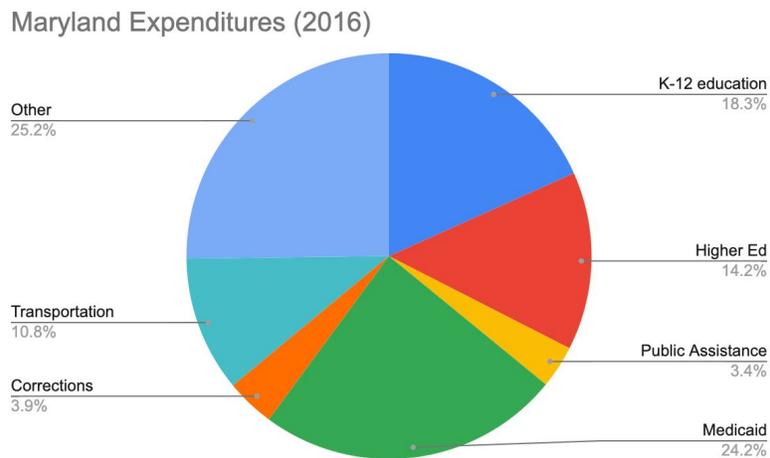
CENTER ON BUDGET AND POLICY PRIORITIES | CBPP.ORG

For every **\$100** you pay in federal taxes, about how much goes to pay for:

- Military/defense?
- Education?
- Science and medical research?
- Social security, medicare and other similar programs?
- Does this seem like a good split of the way the federal (national) government should spend

your taxes? Yes/No. Explain

The chart below summarizes how the state of Maryland spent tax payments.



For every **\$100** you pay in state taxes--if you lived in Maryland, about how much goes to pay for:

- K-12 education (pre-k, elementary, middle, high school)
- Higher education (community colleges/colleges)
- Transportation (busses, roads, etc.)
- Corrections (prisons, parole, etc.)
- Medicaid (health care coverage)
- Does this seem like a good split of the way a state government should spend your taxes?

Yes/No. Explain

Skill Builders and Review Problems

- See separate handout

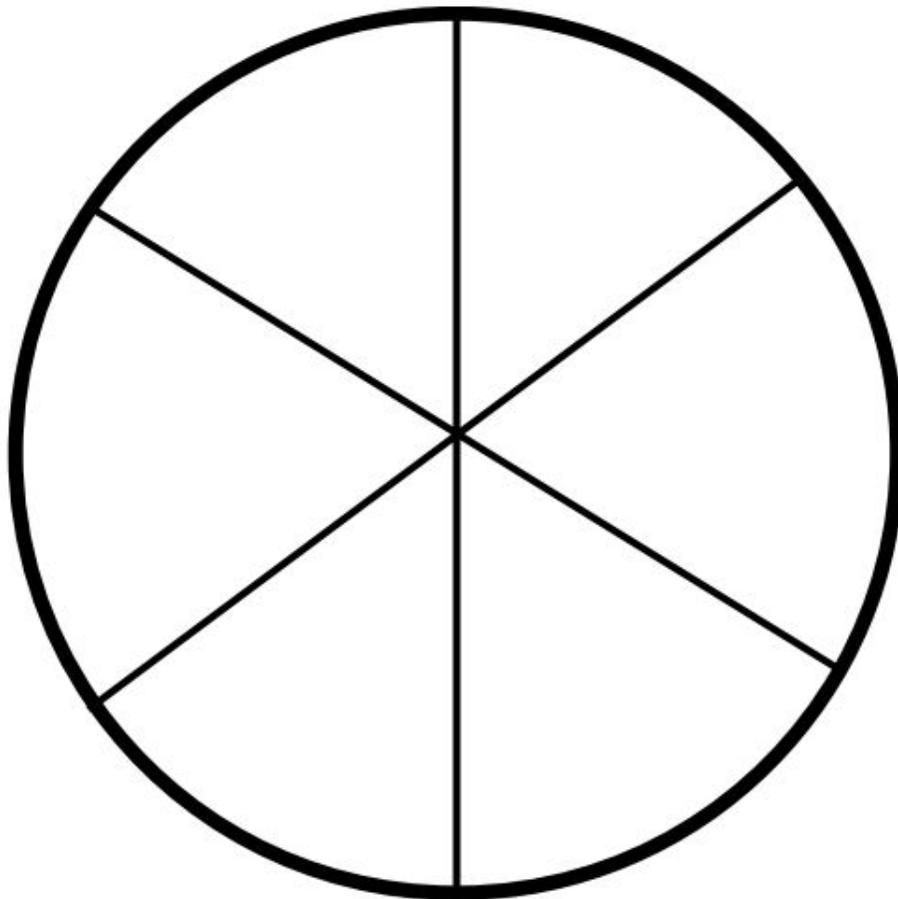
Student Feedback:

Circle the emojis that best represents how this activity made you feel.	
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Mindfulness Moment!

Values Circle Chart

In the chart below write the six things in your life that are most important to you right now. This can be anything. There are no wrong answers; it's about you. Examples include: getting enough sleep, having dinner with my family, basketball, volunteering at the shelter, taking care of my dog.



Day 4: Communities of the World: Iceland Social Studies

What is this lesson about?: In today's lesson you will learn about a community that differs from your own. Today we will focus on Iceland.

Step 1: Read the article

Countries Of The World: Iceland

Image to the right: Iceland is one of the places in the world where you can view the aurora borealis, a natural light phenomenon in the sky. Photo by: Getty Images/Hak Liang Goh.

Iceland is a small island nation that is Europe's westernmost country and home to the world's northernmost capital, Reykjavik. Eleven percent of the country is covered in glacial ice and is surrounded by water. If global warming continues, rising water levels and melting ice could be devastating to Iceland.



A volcanic island, Iceland experiences severe volcanic activity. In 2010, the Eyjafjallajökull volcano at an elevation of 5,466 feet (1,666 meters) erupted, blowing ash high into the atmosphere and disrupting European air traffic for weeks. Iceland is located between the Greenland Sea and the North Atlantic Ocean. It is northwest of the United Kingdom, and is slightly smaller than the state of Kentucky. The land is a plateau with mountain peaks, and ice fields, with a coastline marked by fjords, which are deep inlets carved by glaciers.

Nature

Foxes were the only land mammals in Iceland when it was settled. Newcomers brought in domesticated animals and reindeer. Most of the wildlife is under conservation and protection. There are four national parks and more than 80 nature preserves. Vatnajökull, or Vatna Glacier, is an extensive ice field in southeastern Iceland, which covers 3,200 square miles (8,400 square kilometers) with an average ice thickness of more than 3,000 feet (900 meters). Iceland contains about 200 volcanoes and has one third of Earth's total lava flow. One-tenth of the total land area is covered by cooled lava beds and glaciers. Because Iceland is volcanic, almost all of its electricity and heating comes from hydroelectric power and geothermal water reserves. The Gulf Stream current and warm

Iceland



NATIONAL FLAG



NATIONAL CAPITAL:
Reykjavik



NATIONAL ANIMAL:
Gyrfalcon

NATIONAL CURRENCY:
Icelandic króna (1928)



Source: WorldAtlas

southwesterly winds make the climate more moderate and pleasant than one might expect from a northern country. Iceland is known for explosive geysers, geothermal spas, glacier-fed waterfalls such as Gullfoss (Golden Falls) and whale watching. More than 270,000 tourists visit each year.

People and Culture

Icelanders are of Scandinavian descent and are generally tall, blonde and light-skinned. Because there is little diversity in the population, genetic researchers have studied diseases among Icelanders. These studies have helped find cures for many hereditary diseases.

Icelanders take care to preserve their traditions and language. Some Icelanders still believe in elves, trolls and other mythical characters that date back to their Celtic and Norse beginnings. Most Icelanders live in the southwest part of the country.

School is free for all Icelanders all the way through college. Every student is taught to speak both Danish and English in school. Handball and soccer are the two most popular sports for children, but they also enjoy swimming and horseback riding.

Government And Economy

The country is governed by a president, who is elected by popular vote for a four-year term. There are no term limits so the president can stay in power until another is elected by the people.

The 2008 election was not held because no one ran against Ólafur Ragnar Grímsson, who served that term and was then re-elected in 2012.

History

The first settlers were Irish religious people who wanted to live a simple life. The country was prosperous in the Middle Ages. It established a national assembly, called Althingi, in 930. Althingi is the world's oldest continuous parliament.

Iceland was part of Norway and then was ruled by Denmark for more than 500 years, but the country became an independent republic in 1944.



The colors in the flag represent three of the elements that make up the island: Red is for the island's volcanic fires; white for the snow and ice fields of the island; and blue is for the surrounding ocean.

Step 2: Check out the historical food of Iceland.

Although you can find a whole range of culinary delights in Iceland, the nation has not forgotten the old ways of preparing food.

Still today you can find traditionally cured meat in grocery stores and restaurants, and once a year, a midwinter festival associated with a selection of historical food is held throughout the country. It is this traditional style of curing meat that people often think of when they hear the term 'Icelandic food'.



And it does sound scary; fermented shark, pickled ram's testicles and boiled sheep heads sound more like something out of a horror movie rather than things you put on the dinner plate. But these methods of preparing food were done out of pure necessity rather than for shock value.

Fresh food was rarely available during the winter months so to survive in this desolate and severe environment; the people had to preserve their food. Before refrigeration, methods like salting were used all over the world to preserve food.

To produce salt from the ocean, you need to let the water evaporate.

This can be done by letting the water sit out in the sunlight or by placing it over a fire. However, Iceland has precious little sunlight and even fewer trees to burn. The lack of vegetation also meant that animal products dominated Icelandic cuisine, and poverty prevented any part of the animal to be thrown away.

The meat and offal were preserved through the winter by using methods like pickling in fermented whey or brine, drying, and smoking, which gave the traditional country food its distinct flavour.

Step 3: Answer the question

Are you brave enough to try some Icelandic food? Which one(s)?

Step 4: What does the inside of a typical family home look like in Iceland?

The Thoroddsen Family posed with all of their possessions in front of their home, Hafnarfjordur, Iceland. Published in the book *Material World: A Global Family Portrait*, pages 162-163. The Thoroddsen family lives in a 2,000 square foot wooden frame house overlooking the harbor in Hafnarfjordur, Iceland (near Reykjavik). Bjorn is a pilot for Iceland Air and Margaret (called Linda) is a milliner.

Step 4: Explore the culture of the Norse Viking art symbols.

The first people to arrive in Iceland were Celtic monks, which are religious men from Ireland and Scotland, followed by the Vikings, who arrived in the 800s. The Viking community was a group of explorers, traders and warriors. While the Vikings have gotten the reputation of being destructive and associated with pirates, the Vikings were actually responsible for discovering new places.

RUNE ANGLOSASSONI

 01 FEHU - fehu - F MANDRIA	 02 UR - uruz - U BUFALO	 03 THORIN - thurisaz - TH SPINA	 04 OS - ansuz - A BOCCA	 05 RAD - raso - R VIAGGIO	 06 CEN - kauna - K TORCIA	 07 GIFU - gebo - G REGALO	 08 WYN - wunjo - W BANDIERA
 09 HAEGI - haglaz - H GRANDINE	 10 NYD - naudiz - N NODO	 11 IS - isaz - I GHIACCIO	 12 FER - jeran - J RACCOLTO	 13 EOH - isaz - E TASSO	 14 PEORTH - peorth - P NASCITA	 15 EOLHX - algiz - X - Z PROTEZIONE	 16 SIGEL sigello - S SOLE
 17 TH - thiaz - T STELLA	 18 BEORC - berkanan - B NUTRIZIONE	 19 EH - ethaz - Eh CAVALLO	 20 MAN - mannaz - M UMANITA	 21 LAUG - laguz - L ACQUA	 22 ING - ingaz - NG GERMOGLIO	 23 OTHEL - othallan - OE CASA	 24 DAG - dagaz - D GIORNO
 25 AC - A QUERCIA	 26 AESC - AE FRASSINO	 27 YS - Y ARCO	 28 IOR - IO IA ANFIBIO	 29 EAD - EA POLVERE	 30 CWEORTH - Q FUOCO SCACRO	 31 CALC - K CALICE	 32 STAN - ST PIETRA

The letters of the Viking alphabet are called runes. Runes were often carved into stones as a memorial to a person or special event. You can find old runes all over in Iceland!

Step : Create your own!

Try and create your own art from the symbols above

Step 5: Answer the questions below.

List two interesting things that you learned about Iceland?

Can you list three interesting things in the photo of the Icelandic family's house?

What else do you want to know about Iceland?

Student Feedback:

Circle the emojis that best represents how this activity made you feel.



Day 4: PE Health

What is this lesson about?: In today's lesson, you will work on your PE BINGO card.

Step 1: Try to complete the PE BINGO card.

PE BINGO

Try to complete all the squares Tuesday and Thursday.

60 Second Wall Sit	20 Burpees	20 Jumping Jacks	10 Jumps
10 Hops On One Foot	60 Second Stand on One Foot	60 Second Plank	15 Walking Lunges
10 Arm Circles	Run Fast in Place 30 Seconds	15 Sprinter Situp 	30 Bicycle Crunches
30 Bicycle Crunches	60 Second Superman 	Wheelbarrow Walk	20 Calf Raises
15 Pushups	10 Jumps	60 Second Stand on One Foot	1 Handstand