

Tuesday, May 19

Language & Literature	
6 th Grade:	<p>Hi, 6th graders! We hope you and your families are all doing well and staying safe.</p> <p>It's hard to believe that we are so close to the end of our school year! As we move into this week, we would like you to reflect on how this quarantine has affected you.</p> <p>Think about: How has it affected your family? Time with friends? Sports? Social life? School? Favorite activities? AND MOST IMPORTANTLY...YOU and your well-being?</p> <p>Please write your reflection answering these questions and include anything else you would like to share. Then send us your response in an email, so we can read it!</p> <p>Thinking forward to summer...we want to encourage you to check out the local public libraries online to continue reading and to participate in their summer reading challenges.</p> <p>West Des Moines- wdmlibrary.org Des Moines- dmpl.org Urbandale- urbandalelibrary.org</p> <p>Have a great week and take care of yourselves! We miss you!!!</p> <p>Shanna Freeman shanna.freeman@dmschools.org Kristin Vogel kristin.vogel@dmschools.org Gabrielle Smithman gabrielle.smithman@dmschools.org</p>
7 th Grade:	<p>Hi, 7th Graders,</p> <p>As you move forward this week, you should be finishing your final copies of your research paper and sharing them with us. If you are finished, you can feel free to move onto the Canvas modules. Another option is to take this time and learn about something that really has your interest. We'd love to see you write up something about what you decided to learn.</p> <p>As a reminder, Teams meetings as a class have ended for this year, but we are available for individual chats as needed. We are also available via email and will get back to you within 24 hours. We miss you and hope you are all doing well!</p> <p>Mr. Severson, Mrs. Cooney, and Ms. Nielsen</p>

8th Grade:

Hello, 8th Graders!

The 8th Grade Team hopes this email finds all of you doing well and staying safe as we move towards finishing up the rather unique 2020-2021 school year. Many of you have been working hard to stay busy, practice your academic skills, and have also dedicated yourselves to helping your community in whatever way you can. As you know, we were not able to complete the MYP Community Project as planned, but that doesn't mean that you haven't been using this opportunity to connect and serve your communities in new and innovative ways.

For the next two weeks, we would like to celebrate YOU and what you have been doing to get involved and interact with your community during these challenging times. So, take some pictures, make a video, create a poster to share with us what you've been working on...

- Have you been sewing masks for frontline workers and people in your community?
- Have you been writing letters/cards or using technology to communicate with people who can't have visitors in this time?
- Have you been helping keep outdoor areas clean and clear for people to be able to use freely?
- Have you made birdhouses for a local park?
- Have you volunteered to pack meals for people who do not have enough to feed their families?
- Have you created artwork for a purpose—mental health awareness, raising awareness of COVID-19 safety, etc.?
- Have you written thank you notes to people who have been working to keep things safe during this time? Medical workers, Police Officers, Firefighters, Delivery Folks, Truckers, Military Personnel, Grocery workers, Mail carriers, etc.?

This list is not all-inclusive--you can tell us what you have been doing when you send your pictures and videos! Just include a short description (3-4 sentences) in your email.

Ultimately, we just want to celebrate YOU and the wonderful spirit of service that you are sharing with your communities each day. Thank you for your efforts to make the world a better place and "be the change that you wish to see in the world" (Mahatma Gandhi, <https://www.goodreads.com/quotes/24499-be-the-change-that-you-wish-to-see-in-the>)

Until next week--Be safe, make good choices, and keep in touch!

Your 8th Grade Language & Literature Team,

- Ms. Johnson--katie.johnson@dmschools.org
- Mrs. Cooney--hillari.cooney@dmschools.org
- Mrs. Overland--ashley.overland@dmschools.org
- Mrs. Stringer--susan.stringer@dmschools.org

Individuals & Societies

6th Grade:

Hi, 6th graders!

Please continue to check and work on the Canvas work. If you have any questions, don't hesitate to email us!

Your challenge this week is to watch an episode of CNN10 and email us responding to the following questions:

- 1) What were you surprised about?
- 2) How does the information from the news segment impact you?
- 3) What do you want to know more about and how can you find that information?

Mrs. Sereg- BreAnne.sereg@dmschools.org

Miss Tharp- Christina.tharp@dmschools.org

7th Grade

Dear Almost 8th Graders,

We've loved having you in Global Studies this year and looking at the big issues that are affecting our world. We discovered a sweet website called GapMinder. It's a perfect re-cap of so much that we studied this year.

Your final challenge for Global Studies is to find out the answers to these questions and email them to Mr. Thomas (barry.thomas@dmschools.org) or Ms. McCormick (kathryn.mccormick@dmschools.org).

Good luck in this and absolutely everything that comes after!

First, get to the website by clicking → <https://www.gapminder.org/tools/>

- 1.) The graph you'll see is a complicated one because it shows 6 things at once! (Whoa!). Let's figure them all out:

- First, we see that there are lots of dots and the dots are one of 4 colors to represent different landmasses on earth. Blue represents _____ & red represents _____ & _____, green represents _____ & _____ and yellow represents _____.
- Second, hover your mouse over some of the dots to see what pops up. After you do this, you know that each dot represents a _____
- Third, of these many dots, you can see that they vary in size. There are 2 dots that are bigger than all the rest. What can you figure out the size of the dot means? _____
- Fourth, when a country's dot moves up or down on the y-axis/vertical it shows _____ (check the label)
- Fifth, How far over the country's dot is on the x-axis/horizontal line shows _____ (check the label)

- And sixth, as you push “play” we see that this graph is also a timeline showing us from ____ to ____.

Ok, now that we understand all the info packed in here, let’s see what it’s telling us. Push “play” on the graph and watch what happens to the countries of the world over time.

- 2.) What are three *overall* trends that you see happening over time in this graph for pretty much every country on earth? The world gets... _____, & _____ & _____
- 3.) How does this relate/remind you of what we’ve studied this year in Global Studies?

Now, pick the United States by searching for it on the right side of the screen. This will highlight the U.S. so you will be able to see the U.S.’s path over time. Now “play” the graph to find out these things.

- 4.) The life expectancy in about 1900 is _____ and 100 years later in 2000 it is _____.
- 5.) Around what years do you see 2 definite downward drops in the U.S. dot? _____ and _____
- 6.) What was happening in the U.S. during the years to cause the downward drops on life expectancy? (Feel free to search online to find out).

Now, deselect the United States and pick any other country that is on a different continent. Now “play” the graph to find out these things for the country you picked.

- 7.) The life expectancy in about 1900 is _____ and 100 years later, in 2000, it is _____.
- 8.) What is something that could cause this change in life expectancy?
- 9.) The Income per person in 1900 was \$ _____ and 100 years later, in 2000, it is \$ _____.
- 10.) What do you think could explain this change in income (\$) over time?

8th Grade:

Hello, 8th Graders:

Only two weeks to go in the strangest of all school years. Thank you for staying engaged with learning and keep pushing until the end. We continue to miss you and hope you and your families are well.

This week’s Canvas course looks at the end game of the Civil War in Part 1 and then allows you to explore Emancipation in Part 2.

The learning opportunity we are providing this week allows for a deeper dive into Part 1 concerning General William Tecumseh Sherman's infamous March to the Sea, that essentially led to the surrender of the Confederacy.

As the short video in the Canvas course indicates, Gen. Sherman's March to the Sea has come to be seen as controversial due to the brutal tactics that he employed. To better understand the tactics employed by Gen. Sherman and the philosophy behind the March to the Sea, please read the following article and answer the questions below in a Word document that you will send to us:

<https://www.battlefields.org/learn/articles/scorched-earth>

Questions:

1. In one sentence, describe the guiding philosophy of the March to the Sea.
2. Describe some of the key tactics ("carefully planned actions designed to achieve a specific end") employed by the Union Army under Sherman's command in carrying out the March to the Sea.

Finally, read the following two articles and write at least one paragraph to answer the question below. Submit this in the same Word document to your teacher.

<http://discerninghistory.com/2014/12/was-sherman-a-war-criminal/>

<https://emergingcivilwar.com/2013/05/12/fateful-lightning-was-shermans-march-to-the-sea-a-war-crime-part-i-2/>

QUESTION: Was Sherman's March to the Sea a war crime?

Reflect on the following in your answer:

- ✓ What is a war crime? How is a war crime defined? You will have to consult other sources here.
- ✓ What specific examples or quotations provided in the two articles support the idea that the March to the Sea was a war crime? Explain them.
- ✓ What specific examples or quotations provided in the two articles support the idea that the March to the Sea was NOT a war crime? Explain them.
- ✓ Answer the question. State and defend YOUR POSITION with evidence and analysis.

If you have any questions along the way, email Mr. Thomas or Mr. O'Connor.

Be well.

Mr. Thomas (barry.thomas@dmschools.org)

Mr. O'Connor (david.oconnor@dmschools.org)