6th - 8th Music
Activities

Please use the menu of options below to engage in music exploration.

Read the four quotes and reflect on their meaning.

- In what ways do you agree or disagree with the quotes below?
- How does music continue to connect us to each other during this time of social distancing?
- How does music connect you to people across cultures or ages?

Listen to a piece of music (anything you want) and draw a picture of what you think it is about or what it made you feel.

Create a Music Soundtrack:

- Choose your 4 favorite songs
- Write a letter to your younger OR older self about why these are your favorite songs right now and what they mean to you.
- Draw a picture to serve as your ‘cover art’ for your soundtrack.

Ask someone in your household: What’s your favorite song and why? Listen to it together.
Outcome: Students will be able to define the five freedoms of the First Amendment and provide examples of how they exercise these freedoms in their own lives

First Amendment Basics

Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

The First Amendment is:
- Part of the Bill of Rights (the first 10 amendments to the U.S. Constitution).
- More than 200 years old. (It was ratified — made part of the Constitution — in 1791.)
- Our nation’s blueprint for freedom of expression and religious liberty.
- A statement of freedoms that apply to everyone legally on U.S. soil. (The Supreme Court has not ruled on whether the First Amendment also applies to those in the country illegally.)

Religion: The First Amendment protects the right to freely exercise any religious faith, or no religious faith. You can believe whatever you want to believe and practice your religion openly without fear of persecution.

The First Amendment also prohibits the government from establishing an official religion. That is why, for example, public school teachers are not allowed to lead their students in prayer. The Supreme Court has ruled that public school teachers leading prayers could make it appear that the government favors one religion over another.

These protections are often referred to as the Establishment Clause of the First Amendment.

Speech: The First Amendment protects the right to express your beliefs and ideas through words — written or spoken — and through symbolic speech. Symbolic speech uses images, actions or other non-verbal methods to communicate an idea. The First Amendment protects the right to express even unpopular or controversial ideas.

Press: The First Amendment protects the right to publish information in print, on television or on the Internet. For the most part, the news media are free to publish any information or opinion they desire. The government cannot force them to publish something against their will or punish them for publishing truthful information.

Assembly: The First Amendment protects individuals’ freedom to gather together peacefully in groups. Working together, groups can have a much greater impact than an individual working alone.

Petition: The First Amendment protects the right to ask government at any level — local, state or federal — to change a policy, right a wrong or correct a problem. Individuals can petition the government using any legal, nonviolent method of communicating their concerns, from traditional signed petitions to phone calls to Twitter.

If we didn’t have the First Amendment …
- Religious minorities could be persecuted.
- The government could establish a national religion.
- Individuals could be punished for expressing unpopular ideas.
- Protesters could be silenced.
- The press could be banned from criticizing government.
- Citizens could be prevented from gathering together to work for or against social change.

How are the five freedoms important in your life? Describe ways in which you have already used each freedom and ways in which you could use these freedoms in the future. Try to come up with at least three ideas for each freedom.
1) **Counting to 20 Game**
Here is a counting game to try with a partner.
- The first person must start at “1”
- For each turn, you can say one, two, or three numbers in order.
- For example, the first person could say “1” or “1,2” or “1,2,3”
- If the first person says “1,2” then the second person could say “3” or “3,4” or “3,4,5”
- Keep taking turns saying one, two, or three numbers in order.
- Whoever says “20” wins the game.

Play many times and try to discover a winning strategy. Describe it to a family member or below.

2) **Number Puzzle** *(Source: https://openupresources.org/math-curriculum/)*
Tyler says he invented a number puzzle. He asks Clare to pick a number, and then asks her to do the following:
- Triple the number
- Subtract 7
- Double the result
- Subtract 22
- Divide by 6

Clare says she now has a $-3$. Tyler says her original number must have been a 3. How did Tyler know that? Explain your reasoning.

3) **Perfect Squares** *(Source: https://www.openmiddle.com/)*
Using the digits 1-9, at most one time each, to fill in the boxes to make each expression equal to a perfect square number.

Extension/Challenge: What is the largest/smallest square number you can make? How many different perfect square numbers could be made?
4) **Moldy Math** (Source: *Critical Thinking Puzzles*, Michael A. DiSpezio, 1996)
You look behind the stove and discover a slice of bread that you misplaced several weeks ago. Needless to say, it is covered with mold. Since the mold started growing, the area it has covered has doubled each day. By the end of the 8th day, the entire surface of the bread is covered. When was the bread half-covered with mold?

5) **Equations Practice** (Source: [https://openupresources.org/math-curriculum/](https://openupresources.org/math-curriculum/))
Solve each of these equations. Explain or show your reasoning.

A. \(2(x + 5) = 3x + 1\)
B. \(3y - 4 = 6 - 2y\)
C. \(3(n + 2) = 9(6 - n)\)

6) **Put Them in Order** (Source: [brilliant.org](https://brilliant.org))
For two vehicles to be next to each other, they have to satisfy these rules:

- Their names share at least one letter.
- Their names do not have the same number of letters.

How many different orderings are possible?
7) **Which One Doesn’t Belong?** (Source: wodb.ca)
Choose a graph in this picture that you don’t think belongs with the rest. Explain why. Can you pick another graph and give a different reason?

![Graphs](image.png)

8) **Linear Graph** (Source: https://openupresources.org/math-curriculum/)
Here is the graph of a linear equation.

Select **all** true statements about the line and its equation.

A. One solution of the equation is $3, 2$.
B. One solution of the equation is $-1, 1$.
C. One solution of the equation is $1, \frac{3}{2}$.
D. There are only 2 solutions.
E. There are infinitely many solutions.
F. The equation of the line is $y = \frac{1}{4}x + \frac{5}{4}$.
G. The equation of the line is $y = \frac{5}{4}x + \frac{1}{4}$.
9) **Visual Pattern** (Source: visualpatterns.org)  
Below is a pattern of cylinders in stages 1-3 below.  
A. Draw what you think stage 4 might look like.  
B. Draw or describe what you think stage 10 might look like.  
C. Label how many cylinders are in each stage.  
D. Try to write an equation to describe the relationship between the stage number $n$ and the number of cylinders $C$.

![Pattern of Cylinders](image)

10) **Would You Rather** (Source: https://www.wouldyourathermath.com/)  
Would you rather have a cube of gold that measures 25 mm on each side, or two cubes of gold, one is 24 mm per side, and one is 7 mm per side?  
Whichever option you choose, justify your reasoning with mathematics.

![Gold Cubes](image)

**For Math Answers – Flip to the Science page**  
Science Answer Key:  
Ted- since the water had a temperature this was a clue it does have energy in it. The cold water molecules are just slow moving so low energy.
Wonder of Warmed Water

Two friends put a bowl of very cold water outside on a hot sunny day. The Sun warmed the water. They wondered about the energy of the water. This is what they thought:

Ted: “The very cold water had energy. The Sun gave more energy to warm the water.”

Ambra: “The very cold water did not have energy. All the energy in the warm water came from the Sun.”

Which friend do you agree most with and why? Write or draw to describe your thinking.

Share this situation with your family. Listen for how their thinking is like or different than yours. Check the math page for which possibility most like currently supported science.

I most agree with ________________ because...

For Science Answers – Flip to the Math page
Math Answer Key
2) Explanations will vary. Try it with another number!
3) 18x[9]x2
[2x]14x[7]
[3x]15x3
2x[8]
4) By the end of the 7th day
5) A: x=9, B: y=2, C: n=4
6) Ferry-Unicycle-Truck-Tugboat-Barge-Cab OR Ferry-Unicycle-Barge-Tugboat-Truck-Cab
7) Could choose any – give a good argument!
8) A,B,C,E,F
9) A: 14, B: 32, C: C=3n+2
ENGLISH/LANGUAGE ARTS

Read the poem “Empty Spaces” by Ernest Hemingway, the article “The Power of Solitude, and observe the images below. What places do you wish you could have all to yourself? Respond in any way that you choose; draw a sketch, journal, or construct a poem about your thoughts.

Empty Spaces: By The Learning Network, The New York Times

In recent weeks, the world’s busiest thoroughfares have become desolate. Airports are ghost towns. Stadiums sit empty. Even Disneyland has closed.

But the barren landscapes provoke a more playful question: What typically-crowded places have you dreamed of having all to yourself?

Would you visit an amusement park without having to wait in lines; run wild on a mall shopping spree; explore a renowned museum with free rein — or is there some other place or activity you’d love to enjoy in solitude?

Poem: “Empty Spaces” by Ernest Hemingway

“If there's empty spaces in your heart,
They'll make you think it's wrong,
Like having empty spaces,
Means you never can be strong,
But I've learned that all these spaces,
Means there's room enough to grow,
And the people that once filled them,
Were always meant to be let go,
And all these empty spaces,
Create a strange sort of pull,
That attract so many people,
You wouldn't meet if they were full,
So if you're made of empty spaces,
Don't ever think it's wrong,
Because maybe they're just empty,
Until the right person comes along.”
The Power of Solitude

Spending time alone with ourselves may not be easy or even desirable. But it’s key to getting to know who we really are.

BY ELAINE SMOOKLER, JULY 26, 2017 WELL-BEING

Most of us are afraid to be alone. I’m talkin’ no cell phone, no Wi-Fi alone. When was the last time you were by yourself and didn’t try to sweeten, avoid, or supercharge the moment? Were you fearful, anxious, or hungry for something more?

We are awash in studies telling us that we need each other to survive and to be happy. And it’s true, we do. But when we lose the ability to be alone with ourselves, our overstimulated nervous systems suffer from no place to rest and recharge. Self-imposed solitude triggered by social anxiety, schizophrenia, or other psychological disorders can constitute a health risk, says psychiatrist and researcher Dr. Mary V. Seeman in a review published in 2016 in the journal Psychosis. “But,” she writes, “[solitude] can also reap benefits such as recovery of a sense of self, renewed harmony with nature, escape from sensory overload, stimulation of creativity, or awakening to spirituality.”

Our mind is expert at taking bits of information and creating a storyline. One of those stories is that being alone is so terrifying, anything else is preferable.

Mindfulness helps cultivate this beneficial solitude, which has psychological and physiological perks. When we practice anchoring our attention to a single focus like the breath, the body and nervous system gear down from operating in relentlessly high-stress states. Without cortisol and adrenaline pumping you into high alert your body has better conditions to relax. In this more peaceful state you can enjoy a slower pace to look around and experience a wider array of life. You’re able to let go, to not feel afraid to be alone, which means you’re no longer grasping at ways to push away your fear. You can begin to enjoy what it’s like to be with yourself and feel calm. And as you learn to be alone you can learn how to be brave and honest with how things are right now. If you can cultivate your ability to be OK with being alone, you may come to appreciate that you can create all the conditions you need to be content with yourself and in life.

Sometimes the unfamiliarity of being alone can feel awkward, painful, or just plain wrong. You may feel like Groucho Marx, who said that he didn’t want to belong to any club that would have him as a member. The thought of making friends with yourself may feel weak or silly. That’s just another form of fear, which has many faces.

Spend enough time by yourself and you’ll notice all kinds of thoughts bubble up and pass away. Hateful thoughts. Painful thoughts. Fearful thoughts. Our mind is expert at taking bits of information and creating a storyline. One of those stories is that being alone is so terrifying, anything else is preferable.

That’s where time and patience come in. When you first approach this idea it’s natural that you might feel the same aloofness or hesitation you experience in any new relationship, so take it slowly. As you train your ability to be alone, without suspicion or disdain, you may begin to relax. Spending more time with
yourself increases your ability to recognize the forces at play in your life. When you contemplate being alone, what do you feel? Are you holding your breath? Are you clenching your stomach, right now, or your jaw? Which emotions are being triggered by your lonely movie? It’s OK to have these feelings; you don’t have to like them.

The next time that the tight squeeze of loneliness commands your attention, let that feeling be your cue: first take a breath; develop an attitude of gentleness and kindness. Be present to whatever you are feeling. Lean into your sadness, your pain, your joy. Let yourself be shy as you gently get to know you. There is nothing to fear when you come to yourself with an understanding heart. Allow yourself the freedom to discover how unlonely being alone can be.

**Images:** What do these images make you think of? Where would you go if you could have the entire space to yourself?

**Image 1: Empty Theatre**
*“Theater” by Peter Peter is licensed under CC BY 2.0.*

**Image 2: Empty Beach**
*“Caribbean beach series - Cuba” by Nick Kerrick is licensed under CC BY-NC-SA 2.0.*

**Image 3: Empty Boardwalk**
*“Coney Island Blues (17)” by Bjørn Giesenbauer is licensed under CC BY-NC-SA 2.0.*

**Image 4: Empty Park**
*“Swing back to childhood” by mi_chael is licensed under CC BY-NC-SA 2.0.*

**Image 5: Empty Stadium**
*“Empty seats - Berlin Olympic Stadium” by City Clock Magazine is licensed under CC BY-NC-SA 2.0.*
Scenario 1 — Nico studied hard for a test, but still didn’t get a good grade. He began to think to himself, “You’re so dumb you can’t even study and get a good grade. What’s wrong with you? If everyone knew how long you studied, they would probably think you’re stupid too.”

Q1: What could Nico say to himself instead?

Q2: What are some things Nico could do to encourage himself?

Q3: What would you do in this situation?

Q4: If Nico talked negatively to himself all the time, what effect do you think it would have on him?

Scenario 2 — Melissa wants to try out for the volleyball team but is nervous.

Q1: What are some examples of positive self-talk Melissa could use?

Q2: Why would it be important for Melissa to talk to herself positively instead of negatively?

Q3: Can you think of a time where you used positive self-talk and it helped you?

Q4: How does positive self-talk help a person’s self-esteem?
<table>
<thead>
<tr>
<th>The Color Wheel Challenge (4th-8th)</th>
<th>Gather items in bright, solid colors from around your home, assemble them into the circular color wheel order (red, orange, yellow, green, blue, and violet). Snap a pic and share your creation on social media using the hashtag #colorwheelchallenge. For an additional challenge, complete a FULL color wheel by adding the tertiary colors (yellow-orange, red-orange, yellow-green, blue-green, blue-violet, and red-violet).</th>
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</thead>
<tbody>
<tr>
<td>Automatic Drawing (3rd-8th)</td>
<td>With 2 or more people, grab a sheet of paper and fold it into 3-4 equal sections. Have one person start drawing in the top section (Don’t let anyone else see!). Afterward, fold the paper (or cover it up) so that the next drawer can only see a couple of guiding lines for what the previous person has drawn. Repeat this process until everyone has drawn and each section is filled. Unfold to reveal the entire drawing!</td>
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<td>Paper Telephone (3rd-8th)</td>
<td>This game involves drawing and writing. Start with a piece of paper and a pencil and write a sentence (any sentence will work!). Then, pass the paper to the next person. They draw what the sentence says. When they’re done, fold over the original sentence so it’s not visible and just the drawing remains. Give the paper to someone else, who writes a sentence about the drawing. Repeat this sequence until the paper is full, and then unfold to see the results!</td>
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<tr>
<td>Blind Contour Drawing (6th-8th)</td>
<td>A blind contour drawing is a sketch that is completed while only looking at your subject (no peeking!) and keeping your pencil/pen on the paper. For added amusement, find a partner and draw the same subject at the same time. Compare artworks afterward!</td>
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<tr>
<td>Blindfold Drawing (3rd-8th)</td>
<td>Following the instructions of a partner, the drawer must complete a drawing while blindfolded. For an added challenge, have the person describing the subject utilize only directional, shape, and line type directions (for example: up/down/left/right, circle/square/triangle, and straight/curved/wavy/zig-zag).</td>
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<td>Texture Guessing Game (PK-2nd)</td>
<td>Place different objects in an opaque bag. Take turns placing your hand in the bag, grab an object and then drawing a picture of what you think the object is. For a twist on this game, place your hand in the bag and grab an object (but don’t look at it) and then try finding a different object from your house or outside that has a similar texture.</td>
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<tr>
<td>Shadow Tracing (PK-3rd)</td>
<td>Place an object (toy animals work great!) at the edge of a piece of paper so that it casts a shadow on the paper and then trace the shadow with your pencil (it’s that simple!). Add details to your tracing. For added challenge, trace the object at different times of day or with multiple light sources from different angles and compare the results.</td>
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<tr>
<td>Sketchbook/Drawing Prompts (PK-8th)</td>
<td>Use one of the following prompts to guide the creation of a drawing: 1) Draw a portrait of yourself from 20 years in the future, 2) Draw an animal playing a musical instrument, 3) Draw a creature that is a combination of at least 3 different animals, 4) Draw each step in the preparation of your favorite food, 5) Draw an egg (this is harder than it sounds!), 6) Draw your interpretation of an emotion, 7) Draw an illustration of your favorite song lyrics, 8) Draw an illustration of the last dream that you had, 9) Draw your favorite character from a book, 10) Draw a self-portrait while looking in the mirror, 11) Draw the same object 3 days in a row, 12) Draw a sink full of dirty dishes before and after they get washed.</td>
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<tr>
<td>Random Monster Drawing Game (K-3rd)</td>
<td>Find a 6 sided dice. Assign a specific body part to each number (example: 1=Eye, 2=Mouth, 3=Ear, 4=Nose, 5=Leg &amp; Foot, and 6=Arm &amp; Hand). Start by drawing a simple shape for the head and body of your creature then roll the dice and add the body part associated with the number that you rolled. For more variety, try adding additional dice and more drawing prompts!</td>
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</tbody>
</table>

Grade level suggestions are flexible. With guidance and/or support, these activities and prompts are appropriate for children of any age.