

# BEARCAT DAY 21

Monday, April 20, 2020

GRADE 7  
ANDERSON COUNTY SCHOOLS



ANDERSON COUNTY MIDDLE SCHOOL

## 7TH GRADE BEARCAT DAY 21

LANGUAGE ARTS	<b>POINT OF VIEW TYPES</b> Use the information on the <a href="#">Powerpoint slides</a> to complete questions 1-8.
MATH	<b>INTRO TO PROBABILITY</b> If you are able to, please watch the Youtube video, Intro to Probability. The link is on the math pages. Then, answer the <a href="#">questions</a> .
SCIENCE	<b>CORONA VIRUS DAY 1</b> Read the <a href="#">article</a> and answer the quiz questions. Please return to school or email your responses to your teacher <a href="mailto:kristy.bowan@anderson.kyschools.us">kristy.bowan@anderson.kyschools.us</a> <a href="mailto:kim.chrisman@anderson.kyschools.us">kim.chrisman@anderson.kyschools.us</a>
SOCIAL STUDIES	<b>THE RENAISSANCE BEGINS</b> Read the <a href="#">chapter</a> and answer the questions on the <a href="#">worksheet</a> .
PE/HEALTH	<b>FOCUSING ON FITNESS</b> Exercise for 30-45 minutes. Write your activity on your <a href="#">log from Monday</a> . Remember to snap a picture of your log on Fridays and email it to <a href="mailto:brian.glass@anderson.kyschools.us">brian.glass@anderson.kyschools.us</a> .
LITERACY	<b>CONSERVATION ESSAY DAY 1</b> Over the course of the week we will be working on completing an informational essay using the 2019 Conservation Writing and Jim Claypool Art Contest materials. Students should write from the perspective of an informed writer to a less informed reader and may be in the form of a letter, article, editorial or speech. It should persuade the reader to take action toward good wildlife conservation practices. The work should be from the student author and avoid plagiarism from this source or other sources. Sources should be cited. Do not use the Conservation Writing and Jim Claypool Art tabloid as your only source. You need two other sources. You will not submit something for each day. The 5 paragraph rough draft will count for your weekly grade. Mrs. Knight will be on google Meets each day at 11 to walk through the day's task and help with your rough draft. If you have a smartphone you can download the Google Meets app.  Today's task, read through the <a href="#">Conservation Writing and Jim Claypool Art tabloid</a> . Select your topic and begin researching.



### *Point of View*

*The story can be told from several different points of view...*

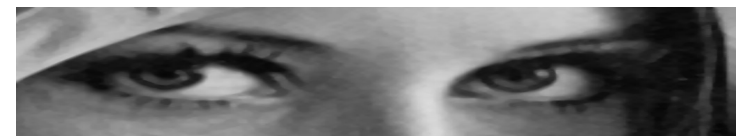
- 1st Person
- 3rd Person



### *In 1st Person Point of View...*

The reader is seeing the story from one of the character's eyes!

The narrator is always "I"

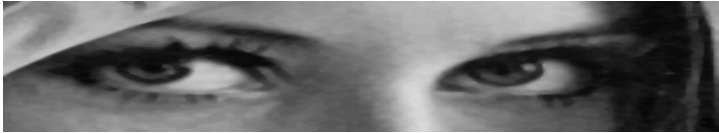


### *Point of View is...*

The vantage point or perspective from which a story is told!  
Whose EYES are you seeing the story through?

## *In 2nd Person Point of View...*

The writer is talking directly to the reader, encouraging them to put themselves in the story. The author often uses "you" or the implied you.



## *3rd Person Point of View Can Be...*

- Limited
- Omniscient

## *In 3rd Person Point of View...*

The narrator watches the characters from a distance and tells the reader what's happening!

## *Limited Point of View means...*

The narrator tells the reader what one character is saying, doing, thinking, and feeling in the story!

## *Omniscient means all knowing! So Omniscient Point of View means...*

The narrator is telling the reader what more than one character is **saying, doing, thinking, and feeling!**

## *In Summary...*

- Point of View is the vantage point from which the story is told!
- In 1st Person point of view, the narrator is "I"
- In 2nd Person point of view, the narrator speaks directly to the reader and often uses "you."
- In 3rd Person point of view, the narrator is watching the characters from a distance.
- In 3rd person limited point of view, the narrator is telling the reader what one character is saying, thinking, feeling, and doing .
- In 3rd person omniscient point of view, the narrator tells the reader what more than one character is saying, doing, thinking, and feeling.

1. Tommy went to the store. Jessica, the girl that Tommy had a crush on, went with him. He bought lots of spicy chips. He ate too many and got sick. Tommy felt really embarrassed.

What is the point of view of this passage?

- a. First person
- b. Third person limited
- c. Third person omniscient

The Patchwork Girl of Oz by Lyman Frank Baum

2. Last summer, I wanted a new bike. I also wanted some new shoes. "Luis, we can't buy everything," my dad said. "Money doesn't grow on trees." My dad told me they had to pay for food and bills first. Despite my frustration, I decided to work to make the money. I painted Mr. Marroquin's fence. I got Mr. Dunbar's car squeaky-clean. It was the cleanest it had ever been. It took a long time, but I made enough money for my bike and shoes.

The reader can tell that this story is written from a first-person point of view because...

- a. There is only one character
- b. There is a lesson to learn
- c. It is a fictional story
- d. The narrator tells what he experienced

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The Wizard of Oz by L Frank Baum

3. The Scarecrow found a tree full of nuts and filled Dorothy's basket with them, so that she would not be hungry for a long time. She thought this was very kind and thoughtful of the Scarecrow, but she laughed heartily at the awkward way in which the poor creature picked up the nuts. His padded hands were so clumsy that he dropped almost as many as he put in the basket. But the Scarecrow did not mind how long it took him to fill the basket, for it enabled him to keep away from the fire, as he feared a spark might get into his straw and burn him up.

Identify the point of view in the passage above.

- a. first-person
- b. second-person
- c. third-person limited
- d. third-person omniscient

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Tuck Everlasting by Natalie Babbitt

5. At dawn, Mae Tuck set out on her horse for the wood at the edge of the village of Treegap. She was going there, as she did once every ten years, to meet her two sons, Miles and Jesse, and she was feeling at ease. At noon time, Winnie Foster, whose family owned the Treegap wood, lost her patience at last and decided to think about running away.

Identify the point of view in the passage above.

- a. first-person
- b. second-person
- c. third-person limited
- d. third-person omniscient

Holes by Louis Sachar

4. The next morning Mr. Sir marched the boys to another section of the lake, and each boy dug his own hole, five feet deep and five feet wide. Stanley was glad to be away from the big hole. At least now he knew just how much he had to dig for the day. And it was a relief not to have other shovels swinging past his face, or the Warden hanging around.

Identify the point of view in the passage above.

- a. first-person
- b. second-person
- c. third-person limited
- d. third-person omniscient

The Zombie Survival Guide by Max Brooks

6. Travelling light is essential to your journey. Before packing anything, ask yourself, "Do I really need this?" Once you have compiled your gear, go down the list and ask that question again. Of course, traveling light does not mean just holstering a .45, grabbing some beef jerky and a water bottle, and heading down the road. Equipment will be vital, more so than in any other scenario where you are holed up in a place is a prison, a school, your own home where supplies are in abundance. The equipment you take with you may be all you have.

Identify the point of view in the passage above.

- a. first-person
- b. second-person
- c. third-person limited
- d. third-person omniscient

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7. What does the term "omniscient" mean?

- a. Knowing very little
- b. All-knowing
- c. Knowing only the thoughts of one character
- d. Telling it from the author's point of view

8. You walk in to the cave, not knowing what to expect. "It's so dark in here," you think. You turn on your headlamp, to get a better view of the dark area you are now in. As you shine your light on the walls and ceiling, you notice a family of bats hanging from a corner of the wall. You count three, maybe four.

What point of view is this?

- a. first-person
- b. second-person
- c. third-person limited
- d. third-person omniscient

## Bearcat Day 21 Grade 7 Math

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### Bearcat Day 21

Describing the Likelihood of an Event

\* Required

1. Email address \*

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2. Name \*

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Please watch video and take notes prior to completing the quiz.



[http://youtube.com/watch?v=eFM5twmpu\\_c](http://youtube.com/watch?v=eFM5twmpu_c)

3. Choose the description that best describes the probability of the following event occurring: snowing when it is 75 degrees. 1 point

Mark only one oval.

- impossible
- unlikely
- equally likely
- likely
- certain

4. Choose the description that best describes the probability of the following event occurring: a coin landing on heads when it is flipped. 1 point

Mark only one oval.

- impossible
- unlikely
- equally likely
- likely
- certain

5. Choose the description that best describes the probability of the following event occurring: rolling a dice and getting the number 5. 1 point

Mark only one oval.

- impossible
- unlikely
- equally likely
- likely
- certain

6. Choose the description that best describes the probability of the following event occurring: the day after Thursday will be Friday. 1 point

Mark only one oval.

- Impossible
- unlikely
- equally likely
- likely
- certain

7. Choose the description that best describes the probability of the following event occurring: forecast predicts an 80% chance of rain. 1 point

Mark only one oval.

- impossible
- unlikely
- equally likely
- likely
- certain

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Google Forms

## Play it safe: What kids should know about the coronavirus outbreak

By Jason Bittel, Washington Post on 03.25.20  
Word Count 977  
Level MAX



Image 1. Children draw a rainbow and the slogan of hope being shared in Italy, "Andrà tutto bene" (Everything will be alright), during quarantine measures amid the novel coronavirus COVID-19 pandemic on March 13, 2020, in Milan, Italy. Photo: Pietro D'Aprano/Getty Images

With schools closing across the nation in response to coronavirus concerns, many students may be jumping for joy. Others are worried, scared or confused. But as the American essayist Ralph Waldo Emerson wrote, "Knowledge is the antidote to fear."

With that in mind, let's answer a few common questions about coronavirus. Let's start with its name.

### Everybody keeps talking about "coronavirus" and "covid-19." Which is it?

Technically, either of these terms could be correct, depending on how they are used. The actual virus that appeared in China at the end of 2019 and has since hopped across the world is called "SARS-CoV-2." This is short for "Severe Acute Respiratory Syndrome" and "coronavirus." Once the virus gets into a person, it can cause an illness known as "Coronavirus Disease 2019," or covid-19. Also, you might hear it referred to as a "novel coronavirus." This means that scientists already

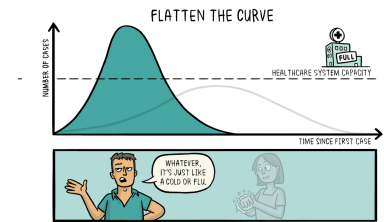
This article is available at 5 reading levels at <https://newsela.com>.

knew about other coronaviruses, such as the one that caused an outbreak of SARS in Asia in 2003, but that this one is new.

### How does covid-19 affect people?

The most common symptoms of covid-19 include fever, cough and/or shortness of breath. A person might develop one or more of these symptoms in as few as two days after being exposed to the virus. But they may also not feel sick for up to two weeks after contact.

Scientists say most people who get the virus will be able to fight it as they might a bad case of the flu. However, some people will have a harder time than others. Elderly people seem to be especially vulnerable. So are those with other conditions such as heart disease, lung disease or diabetes. Some people who have the virus won't even realize it but in the worst cases, covid-19 can result in death. Fortunately, death is extremely unlikely to happen in infected children and teenagers.



### Can pets get covid-19?

So far, one dog in Hong Kong has tested positive for the coronavirus. However, it isn't showing any symptoms. So it's unclear whether the virus can have a negative effect on pets. According to the World Health Organization, there is no evidence yet that dog owners can catch the virus from their pets. Of course, if you keep your animals inside and avoid walking them in public places, they will be even more unlikely to come into contact with the virus.

### Why are schools, stores and restaurants closing?

Because SARS-CoV-2 is new, our immune systems haven't had a chance to learn how to fight it off. This allows the virus to move around quickly, infecting many new people for each group it comes into contact with. This makes schools, stores, restaurants and other public gatherings the perfect places for the virus to spread.

The biggest concern now is that if enough people get sick at the same time, hospitals might not be able to keep up with the demand for treatment. This concern comes from what happened in Italy. This is a problem for those who need treatment because of covid-19. This is also a problem for anyone else who might need medical services for everything from a twisted ankle or a cut requiring stitches to more serious conditions.

### Can this coronavirus be stopped?

There are many scientists around the world working to develop a vaccine. This could be used to halt the spread of this coronavirus for good. However, it will take time to develop that vaccine. There are measures communities and families can adopt in the meantime to help slow the virus' spread.

### Why do we have to wash our hands so often?

This article is available at 5 reading levels at <https://newsela.com>.

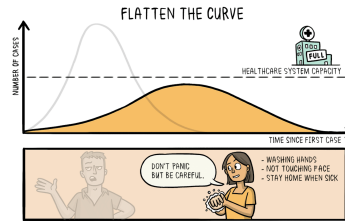


First, washing your hands after going to the restroom or before handling food is a great practice in general. It can help you avoid catching all sorts of nasty illnesses. But hand-washing has become even more important as this coronavirus spreads. This is the easiest way to ensure you're washing your hands well enough: Use warm or cold water and soap and keep scrubbing every inch of your fingers, thumbs, palms and wrists. Scrub for the time it takes to sing "Happy Birthday to You" twice. The Centers for Disease Control and Prevention (CDC) has more tips at [cdc.gov/handwashing](https://www.cdc.gov/handwashing). (Also, remember to cover your cough with a tissue or at least your inner elbow.)

**What is "social distancing"?**

Your parents might not want you to play basketball with your neighbors. Or they might not want you to go to a party that was scheduled for next weekend. This is because of something called "social distancing." And while it seems like a bummer, experts say it's another way everyone can work together to limit the impact of this coronavirus.

The idea behind social distancing is simple. The fewer people we have close contact with each day, the fewer opportunities the virus has to spread. (The CDC says "close" is six feet or less.) And that means not only will you and your family have better chances of avoiding covid-19, but so will your grandparents, your Scout group and the person you sit next to in a bus. Any of these people might be at a higher risk to have a more serious reaction from the virus.



**How long will this last?**

Unfortunately, no one can answer that question yet. The CDC recommends that large events be canceled or postponed for at least the next eight weeks. Your parents, teachers and KidsPost will be coming up with creative ways to pass the time.

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**Quiz**

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- Which sentence from the article shows hospitals' MAIN problem?
  - (A) Some people who have the virus won't even realize it but in the worst cases, covid-19 can result in death.
  - (B) This makes schools, stores, restaurants and other public gatherings the perfect places for the virus to spread.
  - (C) The biggest concern now is that if enough people get sick at the same time, hospitals might not be able to keep up with the demand for treatment.
  - (D) And that means not only will you and your family have better chances of avoiding covid-19, but so will your grandparents, your Scout group and the person you sit next to in a bus.

2 Read the conclusion below.

*Social distancing might be the key to stopping the coronavirus.*

Which sentence from the article provides the BEST support to the statement above?

- (A) Your parents might not want you to play basketball with your neighbors.
  - (B) And while it seems like a bummer, experts say it is another way everyone can work together to limit the impact of this coronavirus.
  - (C) The fewer people we have close contact with each day, the fewer opportunities the virus has to spread.
  - (D) Any of these people might be at a higher risk to have a more serious reaction from the virus.
- How does the author build understanding of the coronavirus pandemic?
    - (A) by discussing the difference between "coronavirus" and "covid-19"
    - (B) by listing the symptoms of covid-19 and noting how long it might take to develop them
    - (C) by providing a timeline of the coronavirus pandemic
    - (D) by listing and answering common questions about the coronavirus

4 Read the following selection introducing the effect of the coronavirus on pets.

*According to the World Health Organization, there is no evidence yet that dog owners can catch the virus from their pets. Of course, if you keep your animals inside and avoid walking them in public places, they will be even more unlikely to come into contact with the virus.*

What does the author MOST LIKELY want the reader to think about the effect of the coronavirus on pets based on this selection?

- (A) Though it is not likely that pets can spread the virus, pet owners should still take precautions.
- (B) Pet owners should practice social distancing with their pets, as animals are the main carriers of the virus.
- (C) Even though there is no evidence showing dog owners can catch the virus from their pets, it is very likely.
- (D) When social distancing, people should avoid both people and animals.

**Bearcat Day 21 Grade 7 Science**

Raphael painted this Renaissance mural,  
*The School of Athens*, around 1510 C.E.

# The Renaissance Begins page 1 of 10

## 28.1 Introduction

Toward the end of the Middle Ages, a great flowering of culture called the **Renaissance** began in Italy and spread throughout Europe. In this chapter, you will learn what the Renaissance was and how it began.

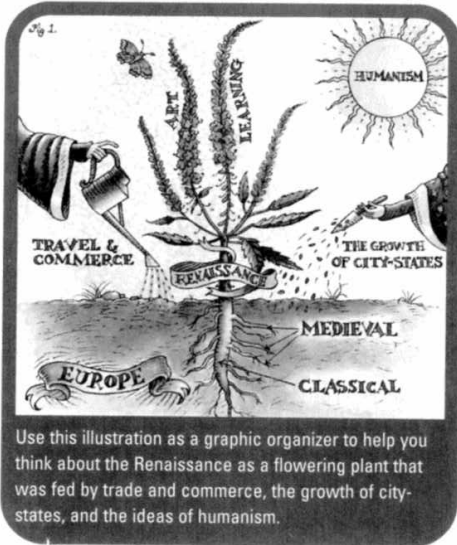
Renaissance is a French word that means “rebirth.” The Renaissance got its name from a rebirth in interest in **classical art** and **learning** that took place from the 1300s through the 1500s C.E. (*Classical* refers to the cultures of ancient Greek and Rome.) Although there was no sudden break with the Middle Ages, the Renaissance changed many aspects of people’s lives over time.

You may recall from Unit 1 that medieval European society was based on feudalism. Most people lived on feudal manors in the countryside. The Roman Catholic Church encouraged people to think more about life after death than about daily life on Earth. Except for the clergy, few people were educated.

By the Late Middle Ages, changes were occurring that helped pave the way for the Renaissance. Trade and commerce increased, and cities grew larger and wealthier. Newly wealthy merchants and bankers supported the growth of the arts and learning. A renewed interest in classical culture started a flood of new ideas. Greek and Roman examples inspired new styles of architecture, new approaches to the arts, and new ways of thinking.

Beginning in Italy, a philosophy called **humanism** developed. Humanists believed in the worth and potential of all individuals. They tried to balance religious faith with belief in the power of the human mind. Humanists took a fresh interest in human society and the natural world. This way of thinking contributed to the burst of creativity during the Renaissance.

In this chapter, you’ll explore how the Renaissance differed from the Middle Ages and classical times. Then you’ll look at some changes in European life that led to the Renaissance.



## 28.2 What Was the Renaissance?

The Renaissance began in Italy in the mid 1300s and spread to other parts of Europe in the 1400s and 1500s. Let’s look more closely at this “great rebirth” of interest in classical art and learning. Then we’ll use art to explore the link between the Renaissance and the classical world.

**Renewed Interest in the Classical World** The Renaissance began with the rediscovery of the classical world of ancient Greece and Rome. After the fall of Rome in the fifth century C.E., classical culture was never entirely forgotten. The Roman Catholic Church helped keep knowledge of ancient times alive by copying documents that survived from the classical period. Still, this knowledge reached relatively few people during most of the Middle Ages.

In the Late Middle Ages, merchants and crusaders brought back goods and ideas from the East, including classical learning that had been preserved in the Byzantine Empire. Europeans also read classical works that came to them by way of Muslim scholars.

This flow of ideas led to a rediscovery of Greek and Roman culture. Scholars started collecting and reading ancient manuscripts from monasteries. Artists and architects studied classical statues and buildings. The renewed interest in classical culture led to the great flowering of art and learning that we call the Renaissance.

### Exploring the Rebirth of Classical Ideas Through Art

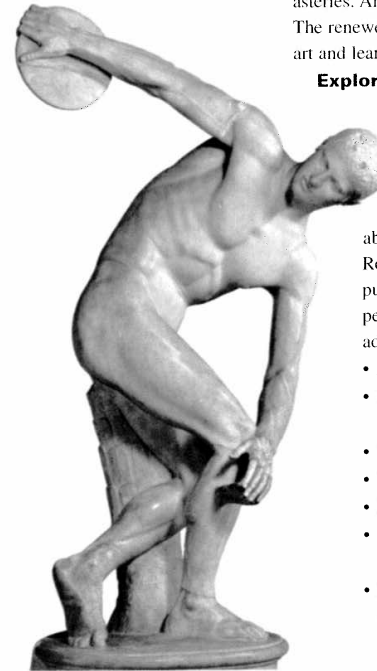
We can trace the link between the classical world and the Renaissance by looking at art. Let’s explore some of the characteristics of art from classical, medieval, and Renaissance times.

**Classical Art** The classical period lasted from about 500 B.C.E. to 500 C.E. The classical artists of Greece and Rome created sculptures, pottery, murals, and mosaics. The purpose of much of their art was to show the importance of people and leaders, as well as gods and goddesses. Here are additional characteristics of classical art:

- Artists valued balance and harmony.
- Figures were lifelike but often idealized (more perfect than in real life).
- Figures were nude or draped in togas (robes).
- Bodies looked active, and motion was believable.
- Faces were calm and without emotion.
- Scenes showed either heroic figures or real people doing tasks from daily life.
- In paintings, there was little background or sense of **perspective** (for example, showing people and objects bigger or smaller to make them look closer or farther away).

**perspective** the appearance of distance or depth on a flat surface, as in a painting

This example of classical art was created in 450 B.C.E. A Roman statue of a discus thrower, it celebrates the classical ideals of balance and power.



**Medieval Art** The medieval period lasted from about 500 to 1300 C.E. Medieval artists created stained glass windows, sculptures, illuminated manuscripts, paintings, and tapestries. The purpose of much medieval art was to teach religion to people who could not read or write. Here are additional characteristics of medieval art:

- Most art was religious, showing Jesus, saints, people from the Bible, and so on.
- Important figures in paintings were shown as larger than others around them.
- Figures looked stiff, with little sense of movement.
- Figures were fully dressed in stiff-looking clothing.
- Faces were serious and showed little feeling.
- Painted figures were two-dimensional, or flat.
- Paint colors were bright.
- Backgrounds were mostly one color, often gold.

**Renaissance Art** The Renaissance lasted from the 1300s to the early 1600s. Renaissance artists created sculptures, murals, drawings, and paintings. The aim of much Renaissance art was to show the importance of people and nature, not just religion. Here are additional characteristics of Renaissance art:

- Artists showed religious and nonreligious scenes.
- Art reflected a great interest in nature.
- Figures were lifelike and three-dimensional, reflecting an increasing knowledge of anatomy.
- Bodies looked active and were shown moving.
- Figures were either nude or clothed.
- Scenes showed real people doing everyday tasks.
- Faces expressed what people were thinking.
- Colors were shown responding to light.
- Paintings were often symmetrical (balanced, with the right and left sides having similar or identical elements).
- Full backgrounds showed perspective.



This example of medieval art was created for a church in France in 110 C.E. The sculpture shows Jesus sending his apostles out to preach.



This example of Renaissance art is a mural titled *The School of Athens*. It was painted by Raphael around 1510. Ancient Greek philosophers, such as Plato and Aristotle, are shown surrounded by some of the Renaissance artists they inspired centuries later.

If you compare these lists, you can see that Renaissance artists were inspired more by classical art than medieval art. Like classical artists, Renaissance painters and sculptors depicted subjects that were not always religious. They tried to show people as lifelike and engaged in everyday activities. They also tried to capture the way things look in the real world.

Renaissance art reflects a rebirth of interest in the classical world. What changes brought about this revival of classical culture? Let's find out.

### 28.3 The Growth of Trade and Commerce

One reason for the flowering of culture during the Renaissance was the growth of trade and commerce. Trade brought new ideas as well as goods into Europe. A bustling economy created prosperous cities and new classes of people who had the wealth to support art and learning.

Starting in the 11th century, the Crusades strengthened contacts between western Europe and Byzantine and Muslim cultures. Traders brought goods and ideas from the East that helped to reawaken interest in classical culture. In the 13th century, the Mongol conquests in Asia made it safer for traders to travel along the Silk Road to China.

The tales of the Italian traveler Marco Polo sparked even greater interest in the East. Food, art, and such luxury goods as silk and spices moved along the trade routes linking Europe to Africa and Asia.

Italian cities like Venice and Genoa were centrally located on the trade routes that linked the rest of western Europe with the East. They became bustling trading centers that attracted traders, merchants, and customers. So did cities in the north like Bruges and Brussels. Trading ships carried goods to England, Scandinavia, and present-day Russia by way of the English Channel and the Baltic and North Seas. Towns along the routes connecting southern and northern



This 15th-century French illustration shows the exchange of goods and money in a Renaissance town.

Europe, such as Cologne and Mainz in Germany, provided inns and other services for traveling merchants.

The increase in trade led to a new kind of economy. During the Middle Ages, people bartered, or traded goods for other goods. During the Renaissance, people began using coins to buy goods, creating a money economy. Coins came from many places, so moneychangers were needed to convert one type of currency into another.

As a result of all this activity, craftspeople, merchants, and bankers became more important in society. Craftspeople produced goods that merchants traded all over Europe. Bankers exchanged currency, loaned money to merchants and rulers, and financed their own businesses.

Some merchants and bankers grew very rich. With their abundant wealth, they could afford to make their cities more beautiful. Wealthy **patrons** commissioned (ordered and paid for) new buildings and art. They also helped to found (start) universities. Prosperous Renaissance cities grew into flourishing educational and cultural centers.

**patron** a person who supports the arts or other activities by supplying money for them

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### 28.4 The Influence of Italian City-States

The Renaissance began in northern and central Italy. One reason it began there was the prosperity of Italian **city-states**.

In the Late Middle Ages, most of western Europe was made up of fiefs ruled by nobles. Above the nobles were monarchs. In Italy, however, growing towns demanded self-rule and developed into independent city-states. Each city-state consisted of a powerful city and the surrounding towns and countryside.

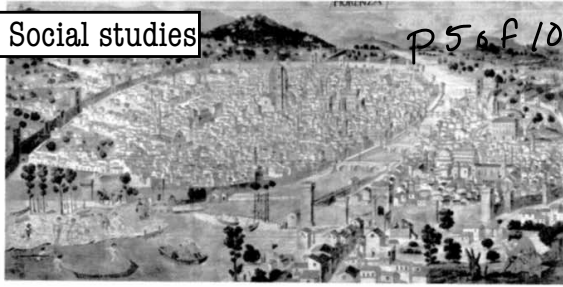
The Italian city-states conducted their own trade, collected their own taxes, and made their own laws. Some city-states, such as Florence, were **republics** that were governed by elected councils. Council members included commoners as well as nobles.

In theory, the power in republics belonged to the people. In fact, it often lay in the hands of rich merchants. During the Middle Ages, guilds of craftspeople and merchants became very powerful. During the Renaissance, groups of guild members (called *boards*) often ruled Italian city-states. Boards were supposed to change members often. However, wealthy families often gained long-term control. As a result, some city-states were ruled by a single family, like the fabulously rich Medicis in Florence.

Trade made the Italian city-states wealthy. Italy's central Mediterranean location placed its cities in the middle of the trade routes that connected distant places with the rest of western Europe. People from all over Europe came to northern Italy to buy, sell, and do their banking.

Some Italian city-states developed specializations. Florence became a center for cloth making and banking. Milan produced metal goods and armor. The port city of Genoa was a trading center for ivory and gold from northern Africa. Venice, the most powerful city-state, had hundreds of ships that controlled the trade routes in the Mediterranean Sea. Silk, spices, and perfume from Asia flowed into Venice.

The city-states' wealth encouraged a boom in art and learning. Rich families paid for the creation of statues, paintings, beautiful buildings, and elegant avenues. They built new centers of learning, such as universities and hospitals. From the city-states of Italy, Renaissance ideas spread to the rest of Europe.

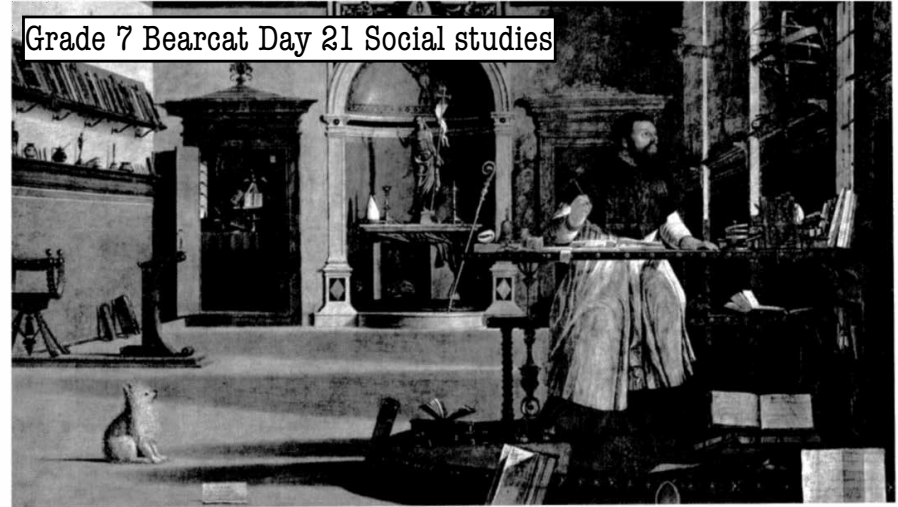


This is a late-15th-century map of Florence, one of Italy's most powerful city-states. Notice the man on a hill in the lower right corner; the artist drew himself looking over Florence.

**city-state** an independent state consisting of a city and its surrounding territory  
**republic** a form of government in which people elect representatives to rule in their name



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Humanist scholars in the 15th century spent time reading, studying, and writing about classical culture.

### 28.5 The Growth of Humanism

The interest in learning during the Renaissance was spurred by humanism. This way of thinking sought to balance religious faith with an emphasis on individual dignity and an interest in nature and human society.

Humanism first arose in Italy as a result of the renewed interest in classical culture. Many early humanists eagerly hunted for ancient Greek and Roman books, coins, and other artifacts that could help them learn about the classical world.

One of the first humanists was an Italian poet named Francesco Petrarch. Petrarch especially loved old books. He searched for them all over Europe and encouraged his friends to bring him any they found. Eventually, he created a large collection of ancient Latin and Greek writings, which he made available to other scholars.

Scholars from all over Europe traveled to Italy to learn about the new ideas inspired by classical culture. They studied such subjects as art, architecture, government, and language. They read classical history and poetry. They began to ask probing questions. What did classical artists find most beautiful about the human body? How did the Romans construct their buildings?

In their studies of classical culture, humanists discovered a new way of looking at life. They began to create a philosophy based on the importance and dignity of each individual. Humanists believed that all people had the ability to control their own lives and achieve greatness. In education, they stressed study of the **humanities**—a group of subjects that focused on human life and culture. These subjects included grammar, rhetoric (the study of persuasive language), history, poetry, and ethics (the study of moral values and behavior).

**humanities** areas of study that focus on human life and culture, such as history, literature, and ethics

## Grade 7 Bearcat Day 21 Social studies

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Humanists tried to put ancient ideas into practice. Architects, for example, studied Greek and Roman ruins. Then they designed buildings with pillars, arches, and courtyards like those of classical buildings.

The humanists did not simply imitate the past. They also tried to improve on the work of the Greeks and Romans. In universities, scholars began to teach methods of observation and experimentation. Renaissance scientists proposed new ideas about stars and planets. Artists and students of medicine closely studied human anatomy. Poets wrote about religious subjects and everyday experiences such as love. Writers produced works of history and studies of politics.

The influence of classical ideals changed ideas about government. Humanists separated the state and its right to rule from the church. In doing so, they helped lay the foundation for modern thinking about politics and government.

Humanist ideals also affected people's thinking about social standing. In feudal times, people were born into a certain status in society. If someone was born a peasant, he or she would always have less status than a noble. Renaissance thinkers prized individual achievement more than a person's class or family. This emphasis on individualism was an enormous shift from medieval thinking.

The humanists' new ideas sometimes brought them into conflict with the Catholic Church. The church taught that laws were made by God and that those who broke them were sinful. It encouraged people to follow its teachings without question in order to save their souls. For the church, life after death was more important than life on Earth. In contrast, humanists believed that people should use their minds to question everything. Most tried to balance religious faith and its emphasis on the afterlife with an active interest in daily life. Some directly challenged teachings that were dear to the church. An Italian humanist, Giordano Bruno, paid for his ideas by being burned at the stake.

### 28.6 Chapter Summary

In this chapter, you explored the beginnings of the Renaissance. The Renaissance was a flowering of art and learning that was inspired by a rediscovery of classical culture. It began in Italy and spread throughout Europe.

Several factors contributed to the Renaissance. The growth of trade and commerce created prosperous cities and classes of people with the wealth to support education and the arts. Italian city-states helped spread Renaissance ideas. The new philosophy of humanism spurred interest in learning and fresh ways of thinking. In the next chapter, you will explore some of the advances that came out of the Renaissance.





Francesco Petrarca is considered the founder of Italian Renaissance humanism. A well-known poet, he wears a laurel wreath in this portrait to symbolize his crowning as poet laureate in Rome in 1341.


## Grade 7 Bearcat Day 21 Social studies

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1. Review the information in Section 28.2 to determine in which historical period—classical, medieval, or Renaissance—the work was likely created. Circle (or highlight if using the computer) the period you believe is correct, and write three reasons you chose that period.

Art	Time Period (Circle or Highlight)	Three Reasons For Choosing This Time Period
	<p>Classical</p> <p>Medieval</p> <p>Renaissance</p>	
	<p>Classical</p> <p>Medieval</p> <p>Renaissance</p>	

	<p>Classical</p> <p>Medieval</p> <p>Renaissance</p>	
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2. 28.3 The Growth of Trade and Commerce

- a. Why did towns become more important as trade grew?
- b. How did the growth of trade and commerce help the Renaissance begin?

3. 28.4 The Influence of Italian City-States

- a. What were city-states? How were they governed?
- b. How did Italian city-states become so powerful?
- c. How did Italian city-states contribute to a boom in art and learning?

4. 28.5 The Growth of Humanism

- a. What did humanists believe about people's abilities?
- b. What subjects from ancient times did humanists study and explore?
- c. How did humanists' studies and ideas affect Renaissance life?

# Bearcat Day Physical Fitness Log

page 1 of 9

Student: \_\_\_\_\_

Class Period: \_\_\_\_\_

Directions: Staying active is very important. There are lots of things that you can do to get exercise. Take a walk, play basketball, ride your bike, create your own workout with sit-ups, jumping jacks, and squats. Each day, aim to get 30 minutes of physical activity. Write in what you did on the log below. On Fridays, take a picture of your log and email it to [brian.glass@anderson.kyschools.us](mailto:brian.glass@anderson.kyschools.us). Keep going with this log through the remainder of our Bearcat Days.

Date:	Activity

\*Keep this and add to it for the week.

## Bearcat Day 21-25 Grade 7 Literacy



CELEBRATING 75 YEARS!  
 Kentucky Farm Bureau Federation // Kentucky Association of Conservation District  
 Kentucky Division of Conservation

# PLANT THEM AND THEY WILL COME

If you want to see and hear birds around your home, swap some of your manicured lawn for some trees that will have your yard bursting with bird songs. To attract birds to your home, it's all about location, location, location...of food and shelter. Birds need native plants, which host native insects, to thrive. If you plant some trees, the birds will come.

Kay Charter, Founder and Executive Director of Saving Birds Tnu Habitat, has some encouraging words on every individual's effort to attract birds and provide habitat:

"Every single person who owns a piece of property of any size can make a difference. They can begin by removing non-native plant species on their land and replacing them with natives. Why for native plants? Native plants are important for many reasons, but they are essential as virtually the only hosts for many native insects. Insects are essential food for many birds, particularly nesting songbirds. ... A small yard, even in the heart of a city, can provide these crucial sites."

Here are some insect-friendly native trees that you can plant on your property that will attract birds and make your home a wintering, migrating, breeding habitat for our feathered friends.

## OAKS

Beautiful oaks are host to more caterpillars than any other tree. Therefore, no other plant genus supports more species of butterflies and moths, a key food source for birds. Blue jays and crows also enjoy the high-protein of the oaks' acorns. There are over 20 species of oaks in Kentucky so you're sure to find a favorite.

## CHERRIES

Native cherries, such as black cherry, provide not only food for birds but leaves that feed many types of caterpillars, from the large and striking cecropia moth to the abundant eastern tent caterpillar. Cuckoos, orioles, and many other woodland birds feed on tent caterpillars, while gnatcatchers pull away some of the caterpillar nest's silk for their own cup nests.

## BIRCHES

The sap from birches are a feast for some winged wildlife, especially butterflies like mourning cloaks, anglingwings and wood nymphs. Insects attracted to the sap become a meal for nuthatches, woodpeckers, chickadees and other insect-eaters that search roots and crannies for grubs, ants and other bugs. The birch is the host plant for more than 400 species of butterflies and moths. The adaptable river birch is one of our favorites.

## DOGWOODS

Giant silk moths and several species of butterflies favor dogwoods as host plants. The trees' spring flowers also provide nectar to bees and other pollinating insects, including spring azure butterflies. American robins, northern mockingbirds and sparrows will build nests on the trees' horizontal branches, and many others seek shelter in leaves. Moreover, there's the high-fat, fleshy and red fruit that more than 35 species of birds will eat, including northern cardinals, tufted titmice, bluebirds, juncos and waxwings. There are many native dogwoods in Kentucky including the flowering, silky, rough-leaved and grey.

## HOLLIES

These evergreen trees provide year-round shelter, nesting places, and berries that ripen in the late fall and even into winter, making it a favorite food source for overwintering birds. This tree is a favorite of robins, cedar waxwings, eastern bluebirds, catbirds, mockingbirds, cardinals, and the hermit thrush. The American holly is native to Kentucky. (Although birds love them, remember that holly berries are toxic to humans and pets.)



## MULBERRY

One of the quickest ways to invite birds to your yard is to plant a mulberry. In summer, birds flock to the fruits, after insects have crowded spring flowers. The trees also make excellent places for birds to nest. Choose the native red, not the invasive, introduced white mulberry.

## EASTERN REDCEDAR

These trees are important because they are in the conifer family meaning they keep their needles all year. These trees produce berry-like fruiting booles and year-round cover. Eastern redcedar fruits are a staple for cedar waxwings. The indigo bunting and the catbird use strands of cedar bark in their nests. In spring, various birds seek out the redcedar as a nesting spot because of the dense cover it provides. In winter, it provides a sheltered roosting place for many songbirds, including juncos, sparrows and myrtle warblers.

## VIBURNUMS

These shrubby trees grow in the forest understory. Many butterflies and moths host on viburnums during their caterpillar phase and overwinter in the leaf litter. The fruits are popular with cardinals. Eastern bluebirds, robins and cedar waxwings. Plant a native nannyberry viburnum, and you will have plenty of birds.



## SERVICEBERRY

It's hard to beat the downy serviceberry for beauty and bird appeal. The succulent berries have a blueberry-like flavor and are a staple to cedar waxwings, robins, catbirds, mockingbirds and thrashers. The birds will put on a show when the berries ripen that will be worth the effort of planting this native tree.

## PINES

These trees are also in the conifer family. Birds and other animals will use pines in the winter for protection from harsh weather. These trees provide food, shelter and nesting sites for many birds. Chickadees, warblers, yellow-bellied sapsuckers, goldfinches, turkey doves, and the white-breasted nuthatch enjoy the seeds. Carolina chickadees, nuthatches, and woodpeckers because of its soft bark that makes excavating a nest hole quick and easy, favor it. Tall mature pines are a favorite nest site of American bald eagles. Plant an eastern white, shortleaf or Virginia pine for all year bird watching.



Photo courtesy of Getty Images



Photo courtesy of iStock by Getty Images

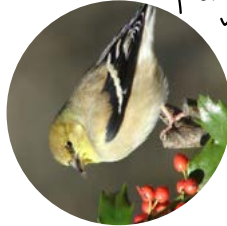


Photo courtesy of iStock by Getty Images

# DRAGONFLIES AND DAMSELFLIES: THE MYTH AND THE REALITY

Reprinted with permission, Kentucky Afield, summer 2006 issue



With huge compound eyes, long spiny legs and needle-like bodies, it's understandable how dragonflies and damselflies have been the subject of so much myth and folklore. Names like "Devil's darning needle," "Devil's horse," and "horse stinger" have followed these insects throughout history. Yet they do not sting, nor do they sew up the mouths and ears of bad boys as legend has it. In fact, they are not only harmless, but they actually are extremely beneficial. Both dragonflies and damselflies have a voracious appetite for mosquitoes,

gnats, deerflies and horseflies. In turn, they are food for fish, birds and frogs.

In Kentucky, there are many common dragonfly and damselfly species of various colors and sizes, all with similar habits. Most deposit their eggs in the water. After hatching, their nymphs live underwater until they mature, climb out of the water and emerge from their casing. After their body and wings dry and harden, they fly away to hunt and mate.

Dragonflies spend most of their adult lives in the air. With all four wings able to move independently, their aerial antics are impressive as they fly at high speed, sideways or backward, pivot and hover. Everything is done while airborne, including eating and mating.

Dragonflies will often find any convenient rest to watch for their next victim. A dragonfly's wings open horizontally when they are at rest.



Photo courtesy of iStock by Getty Images

Dragonfly nymphs are aquatic and have internal gills, through which they can draw in water then expel it. The expelling of water also serves as a form of propulsion. Damselfly nymphs have external gills at the tip of the abdomen. Both are aggressive ambush hunters equipped with a modified lower jaw that shoots out to spear insects and other small creatures.

Damselflies adults are often brilliantly colored, slender and delicate, with an uncertain, fluttering flight. They fold their wings back over their bodies when at rest.

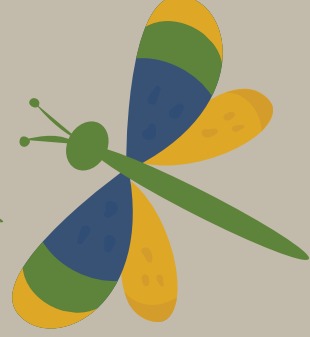


Photo courtesy of iStock by Getty Images



Photo courtesy of iStock by Getty Images



# WILDLIFE AND SOILS

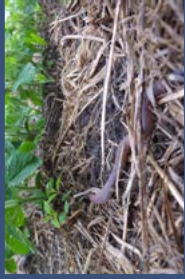
Wildlife and soils. Did you ever think that they went together? And how are they dependent on one another? Let's take a look. Soil is much more than sand, silt, and clay. Soil also contains organic material such as plant roots, stems, and leaves, both growing and decaying. Soil also contains billions of living microscopic organisms such as bacteria, fungi, algae, and protozoa.

Soils also contain larger organisms including earthworms, mites, nematodes, ants, and other insects that spend a lot of their life in the soil. Larger animals may even call soil their home, such as rabbits, moles, mice, snakes, ground hogs, badgers, foxes and coyotes. There is even one species of owl that nest in the ground.

Soils not only provide homes and shelter to animals, they also provide the essential components to grow plants which in part provides shelter, food, oxygen, warmth in the winter and coolness in the summer. As you can see, soil is responsible for much of the habitat in which the animals live.

When animals dig burrows and dens in the soil, this allows for oxygen

and air to flow easily through the soil. When gophers and other ground dwelling animals use these holes for protection, they are also performing functions which allow our agriculture crops to grow better. They mix soil, left air reach the plant roots, allow for water drainage and generally make our plants healthier.



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# HOME FOR AMERICAN WOODCOCK:

Reprinted with permission, Kentucky Afield, summer 2011 Issue

The American woodcock requires four distinct habitat types to survive and reproduce in Kentucky. The following habitat types need to be in relatively close proximity to each other for maximum benefit to woodcock:

1. Small clearings provide space for courtship where males can display and attract females in late winter and early spring.
2. Large clearings or fields are required for nighttime roosting.
3. Immature hardwood forests provide nesting and brood-rearing cover.
4. Dense areas of young hardwoods or shrubs provide woodcock feeding cover where the soil is moist and rich. These daytime feeding thickets also serve as important cover for migrating woodcock in the spring and fall. Without this cover, woodcock would be easy prey for predators.



Photo courtesy of Scott Freebairn

Of the four habitat types, daytime feeding cover is probably the most limited type on Kentucky's landscape. Dense thickets of trees and shrubs generally endure for about 20 years before forest succession or competition from trees shade them out of existence.

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# WILDLIFE AND SOILS

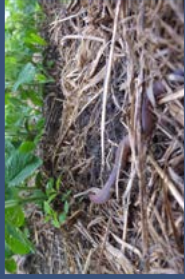
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## BATS INSIDE: DO NOT DISTURB

Of Kentucky's 14 bat species, three are federally endangered: the Indiana bat, gray bat and Virginia big-eared bat. These rare bats hibernate in caves during winter from as early as September and generally until April.

Bats need to hibernate because insects, their food source, are scarce during winter. It is important not to disturb bats during hibernation because each arousal could cost an individual bat as much as two to three weeks' worth of energy reserves. Repeated disturbances can cause bats to die.

Some bats bear young in caves, forming what is called a maternity colony. Maternity colonies may begin forming in April and stay together until October, depending on the species. Most female bats give birth to only one pup per year. Disturbing a maternity colony may cause mothers to abandon young or drop flightless newborns to their deaths.

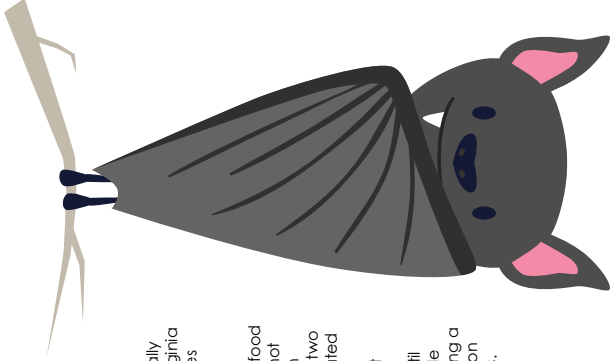


Photo courtesy of Jahn MacGregor

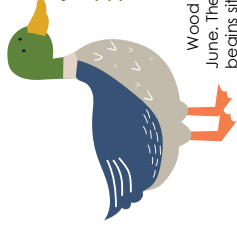


Photo courtesy of Jahn MacGregor

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## WOOD DUCK BOXES: HELP NATURE BY CREATING YOUR OWN NESTS

Reprinted with permission, Kentucky Afield, spring 2007 issue



Wood ducks begin nesting in Kentucky from late February through June. The hen usually lays one egg a day, for a total of 10-12 eggs, and begins sitting on them after laying the last egg. Incubation lasts around 30 days.

Wood ducks need suitable cavities in which to nest. Without these cavities, they cannot nest even if other habitat conditions are excellent. Because the number of hollow trees is limited, building your own nest box can help a wood duck hen and her brood.

There are several designs for wood duck boxes that will work, but all boxes need to have certain features. You can build nest boxes out of 1/2-inch rough-cut cedar, oak, poplar, hemlock or cypress. You can also use plywood.

The wood should not be painted, stained or chemically treated. Use galvanized wood screws or nails to assemble the boxes to keep boards from pulling apart. The dimensions should be approximately 10 inches by 10 inches inside. The entrance hole should be a 3-inch by 4-inch oval. It is important to attach a piece of 1/4-inch hardware cloth below the entrance hole. Ducklings will use this as a ladder to exit the box. Otherwise, the young ducklings will die because they cannot get out of the box. Your box should include a door or lid to allow you to clean it and add nesting material, such as wood shavings, to the box.

Nest boxes can be erected in several ways. We recommend using a 4-by-4 inch post equipped with a predator guard. Mount boxes near wetlands, ponds, rivers, creeks, sloughs and other natural waterways that have emergent and overhanging vegetation, but do not erect boxes under tree limbs or near other objects that may allow predators such as raccoons or rat snakes to gain access to the nest. Mount the box 6- to 12-foot high, keeping in mind you will need to clean out the box each year.



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# SAVE THE MONARCHS: HABITAT CAN HELP REVIVE THIS IMPORTANT POLLINATOR

Reprinted with permission, Kentucky Afield, summer 2017 issue

## 3,000 MILES

Contemplating the journey the Eastern North American monarch makes each fall – a trip that may last up to 3,000 miles – is one of the most awe-inspiring feats of the natural world. Just imagine those tiny, delicate wings carrying the monarchs on a journey that begins as far north as Canada all the way to their wintering grounds in Central Mexico.

The length of the journey alone is astounding, but then consider that the generation making the arduous trip has never been there before. Researchers believe that the magnetic pull of the earth and the position of the sun, among other factors, help them find their overwintering site.



Aside from their beauty and intriguing natural history, monarch butterflies and other pollinators play a critical role in the production of our food. Insects comprise most of the 200,000 species that pollinate plants. Pollinators sustain plant species all over the world, including many of our most essential food crops. One in three bites of food and roughly three-quarters of all flowering plants trace directly back to the work of a pollinating species.



As people learn more about the plight of the monarch and other pollinators, a broad effort amongst citizens, government agencies, non-profit organizations and others has emerged to help this incredible butterfly species.

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# A VICTORY FOR HABITAT IMPROVEMENT:

## SHORT-EARED OWLS APPEAR AT PERRYVILLE BATTLEFIELD

Reprinted with permission, Kentucky Afield, spring 2017 issue

The Perryville Civil War battlefield in Boyle County received some unexpected visitors in February 2017: a group of short-eared owls. An ongoing habitat improvement project at the site helped make this possible.

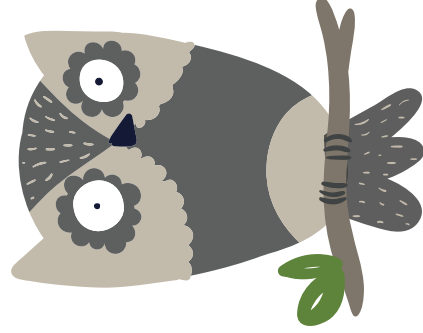
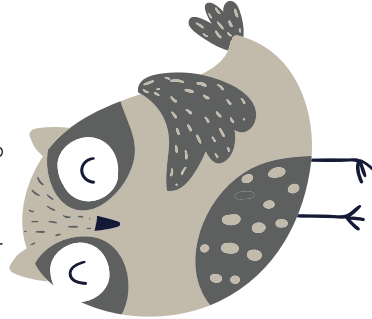
The Friends of Perryville Battlefield, Kentucky State Parks, Natural Resources Conservation Service and Kentucky Department of Fish and Wildlife Resources have teamed up to plant 625 acres of native grass and wildflowers at the Perryville Battlefield State Historic Site. It is the single largest native grass establishment effort ever tackled by Kentucky Fish and Wildlife. The Perryville project sought to enhance the authenticity of the Civil War landscape – including the replacement of modern fescue with native grasses – while improving wildlife habitat.

These owls typically winter in southern states, including Kentucky. They spend their summers in the northern United States and Canada.

Kentucky Fish and Wildlife lists short-eared owls as a species of greatest conservation need. Wildlife on this list require special attention to ensure the protection of their populations.

Short-eared owls are beautiful creatures. They have black-rimmed yellow eyes, a pale facial disk and very small ear tufts. Unlike most owls, they hunt during the day. Their prey includes mice, voles and birds, hunted over open grasslands and marshes. Birders see them mostly around dawn and dusk.

Short-eared owls often form communal groups on the ground in grassy fields. They sometimes fly with northern harriers, as they have similar habitat and food requirements. Harriers resemble owls. However, harriers have a white rump patch and smaller head.



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↓ Monarch populations have declined drastically in the past 20 years. The causes include habitat loss, habitat fragmentation, pesticides and a changing climate, which has intensified weather events and affected monarch populations.

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Restoring the landscape of the monarch's native range is critical to the survival of this species. One vital component of that restoration effort is establishing populations of native milkweed plants.

Milkweed plants are the only food source for larval monarchs. Monarch caterpillars feed on the milkweed's thick, gooey sap – which is poisonous to most vertebrates – making monarchs unpleasant to birds and other predators. Similarly, without nectar from flowers, these fall migratory monarch butterflies would be unable to make their long journey to overwintering grounds in Mexico. The need for host plants for larvae and energy sources for adults is key to their survival.



No matter who you are or where you live, if you want to help monarchs, you can get involved today. Start by planting milkweed and native nectar-producing plants. Do not use pesticides. Instead, garden organically to minimize your impacts on monarchs, their food plants and other pollinators.



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The fact that short-eared owls have chosen the fields of Perryville to hunt indicates that small mammals have increased due to the habitat changes. These fields were previously fescue, in which very few small mammals live.

Native grasses provide much-needed habitat for a variety of wildlife. White-tailed deer, turkey, quail, rabbits, grassland songbirds, small mammals and even owls benefit from native grass plantings. Biologists expect to see an increase in numbers for many of these species in the future.



Photo courtesy of Rob Schmidt

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# MYSTIQUE OF MIGRATION.

Reprinted with permission, Kentucky Afield, Spring 2017 issue

Migration seems mysterious, almost magical. Gazing at gathering flocks passing overhead, we wonder about the birds' ultimate destination.

How can it be that most birds, traveling under the cover of darkness, are able to navigate their way to far away places by the position of the stars and moon – or polarized light from the setting sun, the earth's magnetic field or wind direction? Some or all of these may play a part in nocturnal travels. Considering other elements, such as the availability of food before and during migration and severe weather conditions, it's a wonder the migrants are capable of surviving at all.

Neotropical songbirds that nest in Kentucky and winter in Mexico and Central and South America make these long journeys annually.



## BOBOLINK

Bobolinks make one of the longest of all migrations. These birds fly south of the equator to the tropical regions of South America and live in the grasslands east of the Andes Mountains in southwestern Brazil, Paraguay and Argentina.



## PURPLE MARTIN

Purple martins fly from the U.S. across the Gulf to the West Indies. Then they travel on to South America where they winter primarily in the Amazon Basin. Purple martins may also be found living in southern and eastern Brazil and northern Bolivia during winter.



## HOODED WARBLER

Many hooded warblers fly over the Gulf of Mexico to southern and eastern Mexico, wintering in the humid and semi-humid lowland forest and scrub of the Yucatan Peninsula. Fewer warblers spend winter in Bermuda, Cuba, Puerto Rico, the Virgin Islands, Guadeloupe and Martinique.



## RUBY-THROATED HUMMINGBIRD

Ruby-throated hummingbirds usually migrate along the Gulf Coast during winter travels, saving the Gulf crossing until the return trip in spring. These hummingbirds can be found wintering in the tropical deciduous forest of Jalisco, Mexico; the tall tropical dry forest near Palenque, Mexico; the citrus groves of central Belize; and along the edges, gaps and rivers in the lowlands of Costa Rica.

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# START AN ENVIROTHON TEAM

Are you interested in environmental issues? If so, then you and your friends should form an Envirothon team. The statewide competition allows high school students to team up on a series of hands-on outdoor contests to solve environmental problems and test their knowledge of natural resources.

The event is made up of teams of five high school students competing in five different areas: aquatics, forestry, soils, wildlife and a current issue. The 2020 current issue is "Water Resources Management: Local Control and Local Solutions." At each site, students will use their knowledge to participate in hands-on activities to complete a test.

The Kentucky Envirothon consists of two regional competitions. Top scoring teams from each regional competition will move on to the state competition. Regional competitions are held each year in April, and the state competition is held in May. Registration for next year's competition will begin in December.



## CONTACT INFORMATION:

Your local conservation district:  
<https://sec.ky.gov/Natural-Resources/Conservation/Pages/Conservation-Districts.aspx>

Division of Conservation Envirothon:  
<https://sec.ky.gov/Natural-Resources/Conservation/Pages/Envirothon.aspx>

Johanna McHugh: 502-782-6703 or [johanna.mchugh@ky.gov](mailto:johanna.mchugh@ky.gov)

FLYING WILDLIFE | 2019 CONSERVATION WRITING AND JIM CLAYPOOL ART CONTEST # 18

# Bearcat Day 21-25 Grade 7 Literacy

## THINGS THAT FLY

2019 Conservation Writing and Jim Claypool Art Contest | Rules

STATE WINNERS: First: \$250; Second: \$150; Third: \$50

REGIONAL WINNERS: \$50

COUNTY LEVEL WINNERS: \$25

\* State/Regional winners will receive a personalized certificate. County winners that win regional or state awards will only receive one check for the top prize.

### RULES

1. Kentucky students grades 6-12 are eligible to compete in the writing contest. Students up to grade 5 may compete in the art contest.
2. A student may not enter both the art contest and the writing contest during the same contest.
3. An entry must be created by one and only one student. Any entry submitted by more than one student will be disqualified.
4. All entries become the property of the contest sponsors. The decisions of the judges at all levels of competition are final.
5. Top three writing entries and/or artworks from your school must be submitted to your local county conservation district by Dec. 1, 2019.
6. The entry form below must be completed and secured to the back of your entry.

Artwork: Student entries shall be 8 1/2" X 11". Entries may be submitted on any color or thickness of art board (poster board, mat board, etc.) or may be on art paper, which is firmly affixed to art board. All artwork must be two-dimensional (2-D). Three-dimensional (3-D) artwork will not be accepted. Artwork may be rendered in any medium: pencil, ink, charcoal, pastel, crayon, paint, photography, etc. Mixed media and collage work is acceptable as long as all pieces are securely glued to the surface of the work. Entries should not be laminated. All entries must convey at a glance the theme of the competition to persuade the viewer to take action toward good wildlife conservation practices. All entries must be the original work of the student.

Writing: Entry may not exceed 1,000 words printed single sided. No photographs or artwork may be included with the written work. It is suggested that the written entry take the form of persuasive or informative/explanatory. Students should write from the perspective of an informed writer to a less informed reader and may be in the form of a letter, article, editorial or speech. It should persuade the reader to take action toward good wildlife conservation practices. The work should be from the student author and avoid plagiarism from this source or other sources. Sources should be cited. Do not use the Conservation Writing and Jim Claypool Art tabloid as your only source.

### POINT SYSTEM FOR ART

- 50 points: Purpose/Audience (appropriate communicate style, establishes and maintains a purpose, hold to subject in community, theme is clearly conveyed)
- 30 points: Composition/Creativity/Craftsmanship (layout, originality, and quality of work, such as neatness)
- 20 points: Language/Correctness (word choice, usage, spelling, punctuation, capitalization)

### POINT SYSTEM FOR WRITING

- 30 points: Purpose/Audience (establishes and maintains a purpose, communicates with audience, employs a suitable tone)
- 20 points: Organization (logical order, coherence, transition organizational signals)
- 20 points: Idea Development/Support and Evidence of Research (student's original work shows sources of research)
- 30 points: Language/Correctness/Sentences (word choice, usage, spelling, punctuation, capitalization, sentences varied in structure and length and constructed effectively)

### Conservation Writing and Jim Claypool Art Contest Entry

Student Name (Miss, Mr) \_\_\_\_\_

Home Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone ( ) \_\_\_\_\_

Age \_\_\_\_ Grade \_\_\_\_ Teacher \_\_\_\_\_

County \_\_\_\_\_

School \_\_\_\_\_

School Phone ( ) \_\_\_\_\_

Parent(s) Name \_\_\_\_\_

I hereby certify that I have read the rules and this entry is the original work of:

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature (required)

\_\_\_\_\_  
Teacher or Principal's Signature (required)

