



11th – 12th grade • English Level 3

LEARNING PACKET #4



Theme: Belief and Doubt

International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear District/School Personnel:

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

The breakdown of packets is as follows:

Level 1 – Entry into English

Emphasis on developmentally appropriate interesting/challenging tasks

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

Level 2 – Building Background

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

Level 3 – Interdisciplinary Inquiry

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

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

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

We designed these activities based around several big ideas:

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

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

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

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

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

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Katie Loughrist** in collaboration with Lauren Gatti and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

English Language Arts

- **CCSS.ELA-LITERACY.L.11-12.1**
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **CCSS.ELA-LITERACY.W.11-12.2**
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, or organization, and analysis of content
- **CCSS.ELA-LITERACY.L.11-12.6**
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **CCSS.ELA-LITERACY.SL.11-12.6**
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- **CCSS.ELA-LITERACY.W.11-12.2.D**
Use precise language, domain-specific vocabulary and objective tone while attending the norms and conventions of the discipline in which they are writing.
- **CCSS.ELA-LITERACY.W.11-12.4**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-LITERACY.W.11-12.9**
Draw evidence from literary or informational texts to support analysis, reflection, and research.

History & Social Studies

- **CCSS.ELA-LITERACY.RH.11-12.8**
Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Science & Technical Subjects (ELA)

- **CCSS.ELA-LITERACY.RST.11-12.2**
Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **CCSS.ELA-LITERACY.RST.11-12.9**
Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon or concept, resolving conflicting information when possible.

Physical Education (Nebraska Standards)

- **PE.HS.5.2b**
Identifies and uses the major muscle groups in specific exercises
- **PE.HS.5.2c**
Applies the terminology associated with exercise and participation in beginning strength and conditioning activities
- **PE.HS.1.2b**
Analyzes and improves performance of self and/or others in a selected skill using movement concepts and principles (e.g., force, motion rotation)



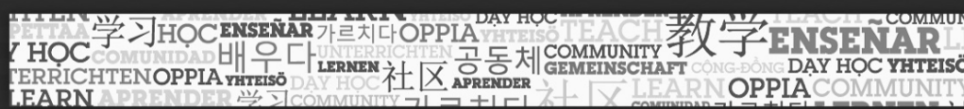
11th – 12th grade • English Level 3

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Theme: Belief and Doubt

International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear Families:

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

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

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

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

In this packet, you will find:

1. **Table of Contents:** This will provide you with a general pacing guide to help your student stay on track.
2. **Topic Vocabulary & Game Prep:** This activity includes a glossary with many of the terms they will encounter in the packet. It includes the word, definition, an example sentence, an instructional image, and a space for them to write how they will remember the word. Students should learn these words well, as they will see them in the packet texts, and they will also use them to play a game in Lesson 4! Consider playing that game with them!

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3. **Belief & Justification:** This text introduces your student to the study of philosophy, specifically epistemology (the study of knowledge). This text includes several examples of why it is so important to have justification for their beliefs.
4. **PE: They Did WHAT?:** This information in this activity should inspire your student! They will read about young people around the world who have broken world records by training hard and believing in themselves. Your student should choose one of the physical activities listed (or choose one of their own) and practice improving their performance each day. The exercise instructions are only listed in one place, but please encourage your student to engage in the exercises each and every day. They are only beneficial when they are done repeatedly on a daily schedule.
5. **History: Stranger than Fiction:** This text provides your student with some fascinating historical facts that are pretty hard to believe. Your student should be asking themselves, “What is very common in our world today that someone in the future might find to be strange?” Feel free to have this conversation with your student!
6. **Vocab Game: Two Truths & a Lie:** This game requires your student to refer back to the vocabulary they have learned in this packet. They will use the vocabulary to play a game in which they write three sentences using the vocabulary word. Two of the sentences should be the truth, but one sentence should be a lie. Hopefully you both will be able to learn more about each other when you play this game together!
7. **Reflection:** This activity asks your student to reflect on everything they have learned in the packet and apply it to their own lives. This would be a great opportunity for you to sit with your student and ask them to go through each activity of the packet with you and explain what they learned and how it has changed their opinions or perceptions.

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

Sincerely,

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

This packet was designed and created by **Katie Loughrist**
in collaboration with Lauren Gatti and Alexa Yunes.

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15 de agosto del 2020

Estimadas familias:

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

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

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

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

En este paquete, encontrará:

1. **Tabla de contenido:** Esto le proporcionará una guía general para ayudar a su estudiante a mantenerse en el camino correcto.

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2. **Vocabulario temático y preparación del juego:** Esta actividad incluye un glosario con muchos de los términos que encontrarán en el paquete. Incluye la palabra, la definición, una imagen instructiva y un espacio para que escriban cómo recordarán la palabra. Los estudiantes deben aprender bien estas palabras, ya que las verán en los textos del paquete, ¡y también las usarán para jugar un juego en la Lección 4! ¡Considere jugar ese juego con ellos!
3. **Creencias y justificación:** Este texto introduce a su estudiante al estudio de la filosofía, específicamente a la epistemología (el estudio del conocimiento). Este texto incluye varios ejemplos de por qué es tan importante tener una justificación para sus creencias.
4. **Educación Física: ¿Ellos hicieron QUÉ ?** ¡La información en esta actividad debe inspirar a su estudiante! Leerán sobre jóvenes de todo el mundo que han batido récords mundiales al entrenar duro y creer en sí mismos. Su estudiante debe elegir una de las actividades físicas enumeradas (o elegir una propia) y practicar mejorando su desempeño cada día. Las instrucciones de los ejercicios sólo se enumeran en un lugar, pero anime a su estudiante a participar en los ejercicios todos los días. Solo son beneficiosos cuando se realizan repetidamente en un horario diario.
5. **Historia: Más extraño que la ficción.** Este texto le brinda a su estudiante algunos hechos históricos fascinantes que son bastante difíciles de creer. Su estudiante debería preguntarse: "¿Qué es muy común en nuestro mundo de hoy que alguien en el futuro pueda encontrar extraño?" ¡No dude en tener esta conversación con su estudiante!
6. **Juego de vocabulario: Dos verdades y una mentira.** Este juego requiere que su estudiante consulte el vocabulario que ha aprendido en este paquete. Usarán el vocabulario para jugar un juego en el que escribirán tres oraciones usando la palabra del vocabulario. Dos de las oraciones deben ser verdad, pero una oración debe ser mentira. ¡Esperamos que ambos puedan aprender más el uno del otro cuando jueguen juntos a este juego!
7. **Reflexión:** Esta actividad le pide a su estudiante que reflexione sobre todo lo que ha aprendido en el paquete y lo aplique a sus propias vidas. Esta sería una gran oportunidad para que se sienta con su estudiante y le pida que repase cada actividad del paquete con usted y le explique lo que aprendió y cómo ha cambiado sus opiniones o percepciones.

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

Sinceramente,

Kara Mitchell Viesca, PhD
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Teaching, Learning and Teacher Education
PI: International Consortium for Multilingual Excellence in Education

ICMEE is housed within:





Share your learning!

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

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



iPhone Instruction Icons



Write a text message
写短信
Escribe un mensaje



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



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



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



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

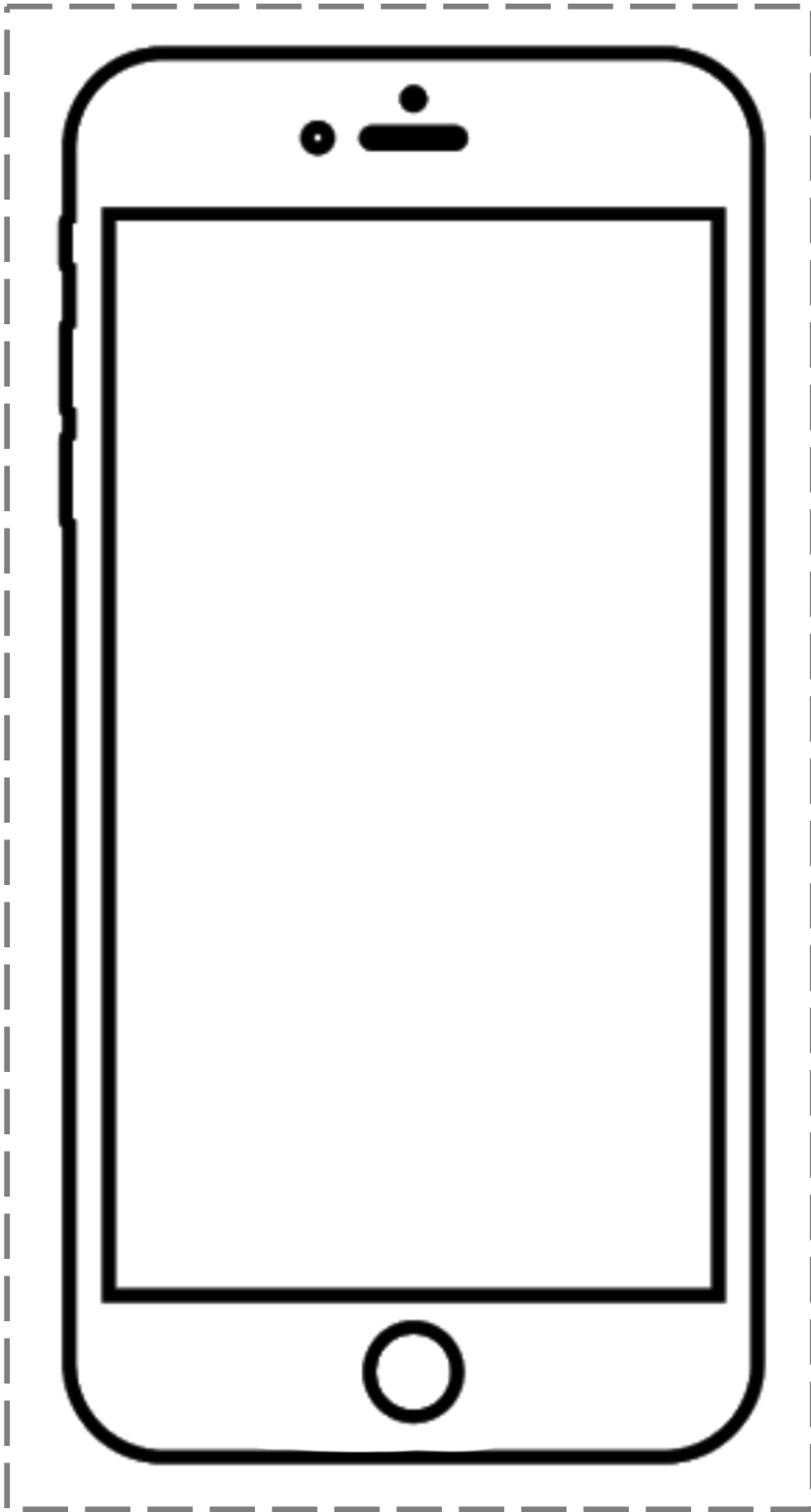


Record a voice message
录制语音留言
Graba un mensaje de voz



Make a phone call
打个电话
Haz una llamada





Packet 4: Belief & Doubt

Table of Contents

What will you find in this packet?



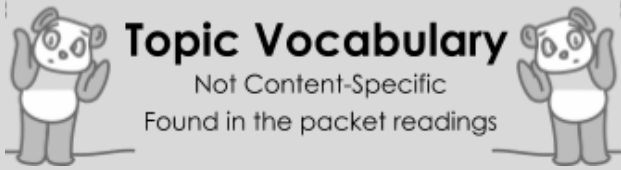




Suggested Schedule


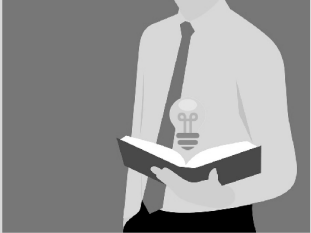

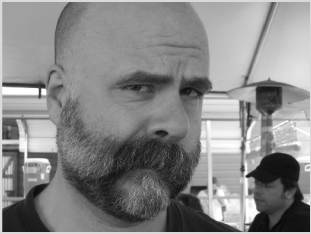


+	Lesson	Activities	Description
1 Week	Lesson 1	Vocabulary Preview	Learn the vocabulary you will see throughout the packet. You will use it later to play a game called <i>Two Truths & a Lie</i> .
	Lesson 2	Belief & Justification	Learn about the study of knowledge and why justification for belief is important.
		PE: They Did WHAT?	You'll never believe what humans are capable of! Read about what World Record holders have done, & then you try!
	Lesson 3	Stranger than Fiction	Our world can be pretty weird...Read strange but true stories from history!
		PE: They Did WHAT?	Refer to the PE activity and continue trying to beat your own personal fitness record!
	Lesson 4	Two Truths & a Lie	Practice using the new vocabulary while playing this game of truth and lies!
		PE: They Did WHAT?	Refer to the PE activity and continue trying to beat your own personal fitness record!
	Lesson 5	PE: They Did WHAT?	Refer to the PE activity and continue trying to beat your own personal fitness record!
		Reflection	Make meaningful connections to what you've learned. Write to learn!

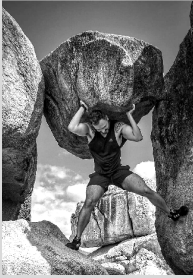




Photo by Aliis Sinisalu on Unsplash





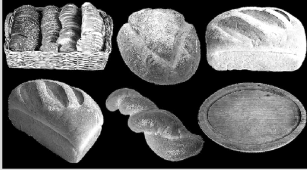

Packet 4 Vocabulary

Directions: Study the vocabulary notes for Packet 4. Then, write a way you will remember the word (home language, connection, drawing). You will use your vocabulary later in Lesson 4 to play a game called **Two Truths and a Lie**. Don't worry; you won't get in trouble for telling these kinds of lies. :)

 <p style="text-align: center;">Topic Vocabulary Not Content-Specific Found in the packet readings</p>			
Word	Definition	Visual	How I Remember This Word
acquire	to get something (a new skill, ability, resource, etc.) usually with effort <i>She studied hard and quickly acquired fluency in Spanish.</i>		
adapt	to change something so that it functions better or is better suited for a purpose <i>She adapted the old curtains to make a new dress for her daughter.</i>		
altruistic	feelings and behavior that show a lack of selfishness and a desire to help other people <i>Her kindness and good deeds for others in the community were seen as genuinely altruistic.</i>		
appeal to someone	to be liked by someone, to be pleasing or attractive to someone <i>It is difficult for me to choose which donut I want because they <u>all</u> appeal to me!</i>		

<p>backfire</p>	<p>to have the opposite result of what was wanted or expected</p> <p><i>Wile E. Coyote had many creative ideas to catch the Roadrunner, but they all backfired.</i></p>		
<p>content</p>	<p>the ideas, facts, or concepts that are in a subject area</p> <p><i>Although I enjoy the content of my history classes, I would prefer to work in advertising when I graduate college.</i></p>		
<p>“dig into”</p>	<p>to look for information about something</p> <p><i>If you really want to understand his politics, you'll need to dig into the history of his career.</i></p>		
<p>doubt</p>	<p>to believe that something may not be true, a feeling of being uncertain or unsure about something</p> <p><i>Even though she was telling him the truth, he still doubted her, as she had lied in the past.</i></p>		
<p>dubbed / to dub</p>	<p>to give someone or something a name or title</p> <p><i>The massacre in Ireland that killed 14 people was dubbed “Bloody Sunday.”</i></p>		
<p>evidence</p>	<p>something which shows that something exists or is true</p> <p><i>As evidence, the lawyer presented fingerprints that placed the woman at the scene of the crime.</i></p>		

<p>feat</p>	<p>an act or achievement that shows courage, strength, or skill</p> <p><i>His most amazing feat was lifting a giant boulder out of the canyon.</i></p>		
<p>gain</p>	<p>to get something, usually something that is wanted or valued</p> <p><i>She gained valuable experience by working for the CEO of the company.</i></p>		
<p>justification / justify</p>	<p>to provide or be a good reason for something; to prove or show something to be right or reasonable</p> <p><i>The man tried to justify his business decisions by showing how much money the company made.</i></p>		
<p>logic / logical</p>	<p>a proper or reasonable way of thinking about or understanding something; the science that studies the formal process used in thinking and reasoning</p> <p><i>Some games and puzzles are designed to help you practice your logical reasoning skills.</i></p>		
<p>official / officially</p>	<p>describes something that is done in a public and often formal way</p> <p><i>Barack Obama was officially sworn in as the 44th President of the U.S. on January 20, 2009.</i></p>		

<p>philosopher</p>	<p>a person who studies ideas about knowledge, truth, the nature and meaning of life, etc.</p> <p>Famous philosophers include Socrates, Aristotle, and Plato.</p>		
<p>“set out”</p>	<p>to begin to do something</p> <p>He set out to walk the 30 miles to find his lost sister.</p>		
<p>standardize</p>	<p>to change things so that they are similar and consistent and agree with rules about what is proper and acceptable</p> <p>Car parts have become standardized, so they can be quickly and easily replaced.</p>		
<p>vegan</p>	<p>a person who does not eat any food that comes from animals and who often also does not use animal products (leather)</p> <p>Some vegans choose this diet for health reasons, while others make the choice to prevent animal suffering.</p>		
<p>variation</p>	<p>something that is similar to something else but different in some way</p> <p>Although they all have the same basic ingredients, the variation among breads is huge!</p>		
<p>wear away (wore away)</p>	<p>to gradually disappear or to cause something to gradually disappear or become thinner, smaller, etc., because of use</p> <p>The wind and rain wore away the paint on this ancient piece of art.</p>		

“Doubt” by Fuzzyjay, licensed under CC BY-NC-SA, “Standardize” by Aaron “Tango” Tang, licensed under CC BY
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Don't lose this vocab sheet! You'll need it to play Two Truths & a Lie in Lesson 4!

Belief & Justification

Why Do We Believe What We Do?

We have all heard the question, "What do you believe?" What we do not hear as often, however, is the question, "Why do you believe it?" For most people, this is a difficult question to answer. Many of us are taught by society that a belief is something that requires no **justification**, no **logical** reasons of any kind.



We are told that beliefs are just like opinions, that we can think what we want, and no one can argue with us. After all, it would be silly to fight over what flavor of ice cream is the best. I like chocolate, and you like vanilla; our tastes and opinions are different, so I guess we'll just have to "agree to disagree."

But not everyone has this view. Many people claim we must be able to **justify** our beliefs. Providing reasons, evidence, and **logic** for what we believe makes us better thinkers and, in turn, better people.

Epistemology: The Study of Knowledge



Epistemology (pronounced "uh-PIS-dem-ology") is the study of knowledge. Yup. You read that correctly. You might be thinking:

*"But wait...I **gain** knowledge in every class I take: Math, Science, English, Social Studies, P.E., Health, Music, Art...how can someone study all of those things?"*

Epistemology doesn't study the **content** of other subject areas. Instead, it seeks to answer the questions "What is knowledge?" and "How is knowledge **acquired**?" The professionals who study epistemology are called epistemologists; they are **philosophers** who are interested in questions such as:

- Is it even possible to know something?
- What kind of knowledge is there?
- How do people come to know things?

One of the first philosophers to make a clear statement on these questions was Xenophanes (570–470 BC). The following saying was, and still is, famous: "Certain truth has no man... for even if he ever succeeds in saying what is true, he will never know it."



Ok. Ok. If this is your first time hearing about these concepts, this might not make much sense. Let's **dig into** some examples that will clarify the idea.

Justification Example 1:

Jakobi and Marlana both want to travel to the city of Toth. Jakobi **sets out** on his own without any directions or guidance. When he comes to a fork in the road (a place where two paths split), he has to make a decision. Which path will he take? He simply guesses and chooses Path A.

He believes Path A is the correct path to Toth.



Marlana, on the other hand, acquires a map before she sets out on her journey. Her map came from someone who had traveled to Toth before, so she is confident that it is **accurate**. She follows the map carefully, also choosing Path A. **She believes Path A is the correct path to Toth.**

It turns out that they *both* took the correct path and reached Toth with no difficulty. They both believed that they were on the correct path, and they were both right in the end. Jakobi simply guessed, while Marlana used a map. They both had a *true belief*, but **only Marlana had justification** for her belief. Jakobi just got lucky.

Justification Example 2:

Nyasha and Omar are serving on a **jury**. They are responsible for determining whether a man is innocent or guilty of a crime. Omar pays attention to all of the evidence presented in the case: the fingerprints, the security camera footage, the traces of DNA left at the crime scene. Based on all the credible evidence presented at the trial, **Omar believes that the man is guilty** and should be convicted of the crime.



Nyasha does not pay attention to the evidence. Instead, she focuses on the man's "mean-looking face." Based on the feeling she gets when she looks at the man's face, **Nyasha believes that the man is guilty** and should be convicted of the crime.

It turns out that the man was guilty of the crime. He admitted it later on. Both Omar and Nyasha believed the man was guilty, and they were both right in the end. Omar based his beliefs on reliable evidence, while Nyasha merely followed her "gut feeling." They both had a *true belief*, but **only Omar had justification** for his belief. Nyasha just got lucky.

Why Does Justification Matter?

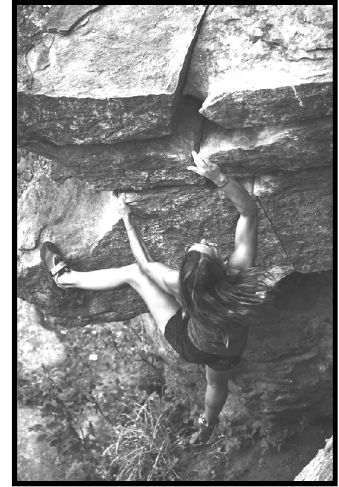
You might think, "I want to make wise decisions, so I should base my beliefs on evidence." And that's great, but as you may have noticed in the examples above, people *can* make the right decision without having any valid justification. What it comes down to is this: Do you want to truly understand the world, rather than just stumbling through it and maybe getting lucky? It's technically possible to guess correctly in every decision and be "right" each time, but you won't really *know* what's going on. And what is life other than to understand the true nature of the world?

Epistemology info adapted from kids.kiddle.co/Epistemology ---- All other content is self-created
Photos by Nas Mato on Unsplash, Siora Photography, Nathan Dumlao, & Jens Lelie on Unsplash
"Jury" by Cali-Center for Computer Assisted Legal Instruction, licensed under CC BY-NC-SA 2.0

They Did **WHAT?**

Give It a Try, and Believe in Yourself!

You have learned about the concept of **justified** belief. Fortunately, the amazing **feats** you will read about here won't require much heavy thinking as far as **justification** goes. All of these athletes went through a **standardized** process in order to be **dubbed** a "World Record Holder." In order to **officially** break a world record, a person must submit an application to the Guinness World Records. They must also submit **evidence** that they can indeed do the skill they have signed up for.



You may have noticed that people often say "That's unbelievable!" when what they really mean is that it's fascinating, impressive, or surprising. So as far as world records are concerned, we can have no **doubt** that these people *really* did these things. It's OK, though, if after reading about them, you still want to say, "UNBELIEVABLE!" :)

⇒ Choose one of these activities that **appeals** to you. Return to that activity each day this week. The people who set these records no doubt practiced daily to accomplish these goals. See how much you can improve over the course of 7 days!

Most Knuckle Push-Ups in One Minute ⇒ 113

Jagdishram B Midle -- Kolkata, India (2019)



Jagdishram B Midle, a teenager in Kolkata, India, is passionate about calisthenics (gymnastic exercises). So passionate in fact, that he broke the world record for most knuckle push-ups in one minute in order to promote body fitness throughout his country.

Note: If knuckle push-ups hurt your hands, try a **variation** that feels more comfortable to you.

Most Jumping Jacks in One Minute ⇒ 116

Gaber Kahlawi Gaber Ali -- Cairo, Egypt (2019)

The record for most jumping jacks in one minute is 116, & was achieved by Gaber Kahlawi Gaber Ali in Cairo, Egypt in 2019.



Tidbit: He also broke the record in 2018 for most consecutive front head springs in a minute--56! This is like doing a quick headstand and then flipping over onto your feet again...56 times in one minute! If you really want to try this one, I would be careful! Ouch!

“Longest” Abdominal Plank ⇒ 1 hour 20 minutes

Gaby Uri -- Boulder, Colorado, USA (2019)



Ok ok. 16-year-old Gaby Uri doesn't *currently* hold the record for the longest plank. That was achieved by Canadian **vegan** yoga instructor and mom Dana Glowacak, who, in 2019, held a plank for a whopping 4 hours and 20 minutes! While that is impressive, credit should also be given to the **altruistic** young girl who overcame her physical challenges to raise money for her local hospital.

Gaby explains on her website: "I was born with VATER syndrome. VATER affects my spine, muscles, and limbs. I have pretty serious scoliosis [a curved spine] and am missing some of my muscles (calf, glutes, and part of my abs). I have had 14 major surgeries."



Despite these physical challenges, Gaby pursued her dream of breaking the world record for longest abdominal plank. While doing so, she raised thousands of dollars for the Denver Children's Hospital, where she underwent numerous surgeries herself. She *did* break the record, shattering the previous record of 40 minutes and 1 second by E. Bulzomi.



Have Pain or a Physical Challenge? Set Your Own Goal!

There are many people who are differently abled. This means that they have physical or mental challenges that prevent them from doing certain activities that other people can do. Take Ayesha Khan, a 19-year-old from Wales who is paralyzed (can't move) from the waist down. She did what many people told her she could never do; she completed the 2015 Cardiff Half Marathon (13.1 miles) in a wheelchair in only 3 hours!

Ayesha says, "The most important thing for me is raising money for Whizz Kids [a non-profit organization that raises money for wheelchairs] and helping to change the lives of 70,000 young disabled children who need a piece of equipment." As of 2015, Ayesha raised £1,000 (pounds, roughly \$2,000) for the organization.



So regardless of your abilities, there is always something you can work toward. You could **adapt** any exercise to meet your individual needs. Even strengthening your mind with puzzles, riddles, or memorization can improve your health and well-being. Remember that improvement is the goal, not perfection. Most importantly, believe in yourself!

-Content adapted from guinnessworldrecords.com, fitnessfirst.com, gabyuri.com, walesonline.co.uk, Climbing Photo by x) on Unsplash, All other photos from content sources or Public Domain

Stranger than Fiction

A Brief History of Our Weird World

You've learned about **justified** belief, **evidence**, and some incredible physical **facts** performed by young people around the globe. Now it's time to learn some jaw-dropping historical facts.

Dentures Were Made from Ivory & Human Teeth!

In 1815, dentistry was still quite new, and the mouths of the rich were rotten. So rich British people took teeth for their dentures from the bodies of tens of thousands of dead soldiers on the battlefield at Waterloo. Wealthy people were eating more and more sugar, and their attempts to whiten their teeth with acid **wore away** their enamel

(protective layer on our teeth).



This picture shows full upper and lower ivory dentures, held together by piano wire springs. Although this was a brilliant idea at the time, they were very uncomfortable to wear, awkward to eat with, and fell out easily.



Great Boston Molasses Flood of 1919

Molasses is a dark sweetener made from sugarcane or sugar beets. It has been used for hundreds of years to make sweet baked goods and barbeque sauce. It doesn't normally kill people!

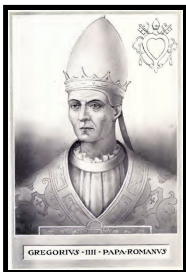


The Great Boston Molasses Flood of 1919 killed 21 people and injured 150. A large molasses tank belonging to the Purity Distilling Company burst, releasing

a wave of molasses through the streets that flowed at 35 mph over man, woman, child, and building. According to folklore, you can still smell the molasses on hot Boston days.



Pope Gregory IV (the 4th) Declared War...on Cats?



Pope Gregory IV declared war on cats in the 13th Century. He said that black cats were working for Satan (the devil). Because of this belief, he ordered the extermination (killing) of these felines (cats) throughout Europe. However, this plan **backfired**, as it resulted in an increase in the population of plague-carrying rats. (These rats carried a disease that killed millions of people.)

Lack of Sleep is Bad for You...and Can Kill Other People, Too.

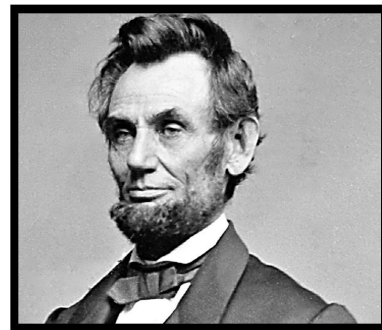


Start counting those sheep because sleep is so, so important. So many of history's largest disasters were the result of a lack of shut-eye, including: Chernobyl, Three Mile Island, the Challenger explosion, and the Exxon Valdez oil spill, to name a few. These disasters killed countless people and animals, and their negative environmental effects last to this day.

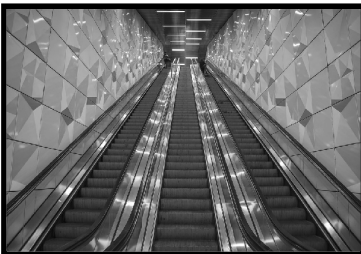


Abraham Lincoln was a Champion Wrestler

Before he became president, Abraham Lincoln was a champion wrestler, taking part in about 300 matches and earning a reputation as a tough fighter (also, being 6 feet, 4 inches tall didn't hurt). The Great Emancipator wasn't quite WWE material, but thanks to his long limbs, he was an accomplished wrestler as a young man. Being defeated only once in approximately 300 matches earned him an "Outstanding American" honor in the National Wrestling Hall of Fame.



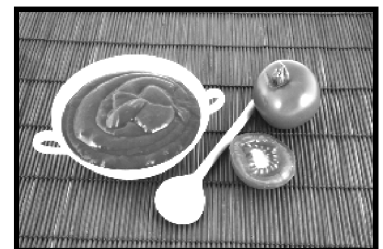
Escalators Terrified the Public



While escalators seem pretty harmless today, people used to really be frightened of them. When first introducing them on the London Underground (subway system), the creators of the escalators hired a one-legged man named William Harris to demonstrate how safe it was, riding up and down to show that those who took it were unlikely to lose their balance.

Ketchup Was Once Prescribed as Medicine

Forget Ibuprofen, Aspirin, or Advil. In the 1830s, when it came to popular medicine, ketchup was all the rage (super popular). In 1834, it was sold as a cure for indigestion (stomach ache) by an Ohio physician named John Cook. It wasn't popularized as a condiment until the late 19th century.



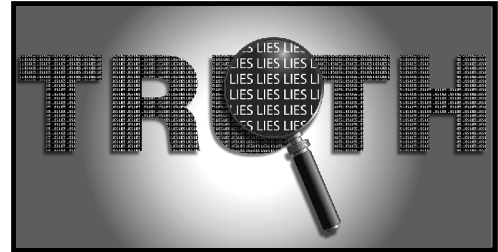
After reading all of these strange historical facts, ask someone else, "What is common in today's world that future generations will find extremely strange?" Only time will tell!

Content adapted from BBC.com/news/magazine, factinate.co/things, history.com, bestlifeonline.com
Dentures photo from British Dental Museum, Molasses photo by Marshall, licensed under CC BY

Two Truths and a Lie

A Guessing Game of Belief and Doubt

A fun way to get to know someone better is by playing a game called **Two Truths and a Lie**. In this game, you write three statements, three sentences that tell the person something about yourself. Two of the statements should be true, but one should be a lie.



Sounds easy, right? Well, it's not as simple as it seems. There is a special trick to this game. It is important to make all of the choices **equally believable** or **equally unbelievable**. You don't want the other person to guess the lie.

BAD Example:

- I once ran 13 miles for a charity raising money for cancer research.
- I have 47 brothers and 68 sisters. ← **HERE IS THE LIE.**
- I have traveled to LA, New York City, and Miami.



Although it is technically *possible* to have that many brothers and sisters, it doesn't seem very likely. It is much more likely that you ran 13 miles or visited three major cities in the U.S.

However, if you really **DO** have 47 brothers and 68 sisters, definitely use that truth to trick your opponents! If they don't know you well, they will **doubt** that it is true.

GOOD Example:

- I have never been in the ocean. ← **HERE IS THE LIE.**
- I ate horse meat once while visiting Germany.
- I drove a car when I was just 8 years old.

This is a better example because the two truths are actually pretty surprising facts about this person. Try to think of interesting facts about yourself, a family member, or a friend. You can always say "My brother ____" or "My sister-in-law ____." It doesn't have to be a fact about you. Then combine the interesting facts (truths) with one good lie.



Two Truths & a Lie

Use Your Vocabulary Knowledge to Play!

Choose five (5) of the **vocabulary words or phrases** from this packet. Write three (3) statements which include that vocabulary word. Make sure there are two (2) true statements and one (1) lie. When finished, you will have 15 statements (10 truths and 5 lies). **Find someone to play with you. See if you can trick them into believing your lie!**

Note: Do not always put the statements in the same order. You do not want your opponent (the person you are playing with) to know which one is which.

1. _____

2. _____

3. _____

4. _____

5. _____

-Photos by Christopher Campbell and Sam Burriss on Unsplash

Reflection

A Focus on Belief

You have now learned a lot about **belief**, **justification**, **evidence**, **logic**, and **doubt**. You began by learning some new vocabulary and making some connections of your own. You then learned about **philosophy**, specifically epistemology (the study of knowledge). You read about why it is so **important** to have justification for your beliefs. You then read true stories of **inspirational young people** who did amazing **physical feats** to break **world records**. Throughout the week, you practiced pushing your own physical limits to see what you're capable of achieving! Next, you learned some **unbelievable facts** about the **strange history** of our weird world. Have you thought about what we do today that will seem strange to people in the future? Finally, you learned to play a game called **Two Truths and a Lie**. You were able to have fun fooling a friend while also applying your vocabulary knowledge.



Now it is time to **reflect** (think back on) all that you have learned.

If you are struggling to begin, first try answering the following questions:

You are not required to write these; just think about them to help you get started.

- Did the activities in this packet challenge you socially, culturally, emotionally, or in some other way? If so, which activity? How? Why did it catch your attention?
- Have the activities changed your way of thinking? Did they conflict with beliefs you held previously, and what evidence did it provide you with in order to change your thought process on the topic?
- Did the activities leave you with any questions? Were these questions ones you had previously or ones you developed only after finishing?
- How do the ideas presented in this packet mesh (fit in) with your own experiences?

-Adapted from "How to Write a Reflection Paper" via *Wikihow* licensed under CC-BY-NC-SA 3.0

-Photo by Prince Akachi on Unsplash

International Consortium for Multilingual Excellence in Education



My Packet Journal

In this packet I learned _____

ICMEE is housed within:





Reference Sheet

LENGTH

Metric	Customary
1 kilometer = 1000 meters	1 mile = 1760 yards
1 meter = 100 centimeters	1 mile = 5280 feet
1 centimeter = 10 millimeters	1 yard = 3 feet
	1 foot = 12 inches

CAPACITY AND VOLUME

Metric	Customary
1 liter = 1000 milliliters	1 gallon = 4 quarts
	1 gallon = 128 ounces
	1 quart = 2 pints
	1 pint = 2 cups
	1 cup = 8 ounces

MASS AND WEIGHT

Metric	Customary
1 kilogram = 1000 grams	1 ton = 2000 pounds
1 gram = 1000 milligrams	1 pound = 16 ounces

TIME

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



ICMEE is housed within:

