



Luis P. Untalan Middle School **CALENDAR OF LEARNING ACTIVITIES**

Hafa adai, Wildcats! This is a calendar of middle school level mini-lessons that any student or family can use. It was made to develop creativity, curiosity, character, family connection and love of learning. It is not mandatory and you do not have to turn in work, but we hope you try out these fun activities and continue learning new things at home.

If you wish to share your work, you can submit to the main office (care of: Anna Bermudes) at LPUMS when school reopens or you can email to ambermudes@gdoe.net . If you have access to the internet, you can find more resources on our school website www.gdoe.net/ums. We would love to see your work.

Take care Wildcats, stay safe, and continue learning!

Week 1: Guam Language, Culture, and History

PALÁBRAN CHAMORU: respetu - respect; taotao - people; lengguahi - language



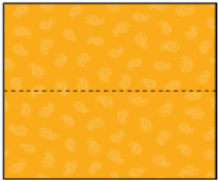




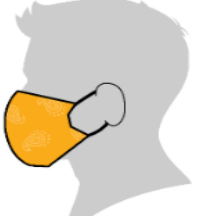
MON	TITIYAS
	<p>INGREDIENTS: 2 cans of coconut milk, 1 stick of butter, 1 cup of sugar, 4 teaspoons of baking powder and 10 cups of flour.</p>
	<p>DIRECTIONS: Mix wet and dry ingredients separately, then combine. Knead dough and roll into 4-6 inch circles. Cook on a griddle or pan at a medium heat. Rewrite the recipe, but double the ingredients for a larger batch. How much of each would you need? Now rewrite the recipe again, but make it a half recipe for a smaller batch.</p>
	<p>CALCULATOR PRACTICE: In most countries they use the metric system. Instead of measuring in cups, they measure in milliliters. One cup is equal to 250 mL. How many milliliters of sugar would you need, instead of cups? How many milliliters of flour?</p>
	<p>STEP IT UP: Ask an adult to help you cook the titiyas. Measure the ingredients thoughtfully.</p>
	<p>REFLECT: Write a paragraph about how a recipe changes when you double it or half it. Include keywords divide, multiply, measure and precision.</p>
	<p>REFLECT (ADAPTED): Write a few sentences about the titiyas. Did it taste good? What did you eat with it? Why should you ask an adult to help you cook the titiyas?</p>
TUE	LEGENDS
	<p>Legends are stories about people that usually take place in the past and are exaggerated but with a possible basis of truth. Legends feature heroic character(s) with an emphasis on bravery and daring deeds like battles or other kinds of confrontations. They usually feature a traditional ending where good defeats evil. Traditionally, they are passed down from generation to generation and encompass the beliefs of a culture.</p>
	<p>EXAMPLE: “The Maidens Who Saved Guam,” explains why the island is narrow in the middle. Long ago, a giant fish tried to chew through the island of Guam. The men of Guam tried to catch the fish but could not. The young women of the island would gather in the Agana Springs to wash their hair and rinse it with lemon peels. One day a girl noticed the peels floating on the other side of the island, in Pago Bay. She figured out that the giant fish had tunneled under one side of the island to the other and was hiding there. She told the other maidens. They came up with a plan to weave a net with their long black hair and catch the fish themselves. They sang while they waited for the fish. It was attracted to the singing and once it surfaced, the maidens captured it with their net. The giant fish was caught and that is how the maidens saved Guam.</p>
	<p>STEP IT UP: 1) Try creating a skit/movie/puppet show/script for this legend. 2) Share this legend with your family and ask them to share any legends they may know.</p>

	<p>REFLECT: Legends and myths are similar. Myths usually involve supernatural elements (magic, gods, etc.) while legends are often about heroic deeds and overcoming obstacles. Cultures all over the world have similar stories with only minor differences like the setting and names of characters.</p>
WED	<p style="text-align: center;">INA'FA MAOLEK</p> <p>Inafa'maolek is a CHamoru phrase meaning "to make good." In our culture, inafa'maolek describes how the people of Guam help and look out for one another, not just themselves or their family. Brainstorm some ways you practice inafa'maolek in your home, school or community. Create a four square on a paper with 1) Key term INAFA' MAOLEK, 2) definition, 3) 3 examples, and 4) a drawing demonstrating the key term.</p> <p>STEP IT UP: Talk to a friend or family member about inafa'maolek, why it is important and why it makes our community unique.</p> <p>REFLECT: (Persuasive Writing) Think of someone you might know who has done something hurtful. Write a friendly letter to that person to convince him or her to "do the right thing." Include strong reasons and maybe even suggestions to solve the problem.</p>
THU	<p style="text-align: center;">FLYING PROA VS. SPANISH GALLEON</p> <p>Cut out boat silhouettes from the milk carton, Styrofoam tray, or index card. The Flying Proa will be thin and 1-3 inches in length. The Spanish Galleon should be 5-10 inches long. Cut a small notch at the back of the boats in the middle of the rear edge. Place the boats near the edge of the container or sink full of water. The boats should float because of surface tension of the water or having less density. Now add 1-2 drops of liquid soap to the notch. The boats should move forward. Observe how fast they move.</p> <p>STEP IT UP: Try with different kinds of liquids (i.e. milk, vinegar) or different shapes or sizes of boats.</p> <p>REFLECT: In a paragraph, answer the following: Was the Flying Proa faster than the Spanish Galleon? Why? Use the keywords in your explanation: surface-tension, density, and force</p>
FRI	<p style="text-align: center;">DIARY OF ...</p> <p>Write a five day diary from the perspective of a person who lived in Guam from the past. Include day- to- day activities and events that took place in their life that are historically relevant.</p> <p>IDEAS: Chief Quipuha, Chief Gadao, Pale' San Vitores, a teenager sighting Magellan's ship, or a chamorrta during WWII</p> <p>STEP IT UP: Talk to an elder about what Guam was like when they grew up. What things have changed? What stayed the same?</p>

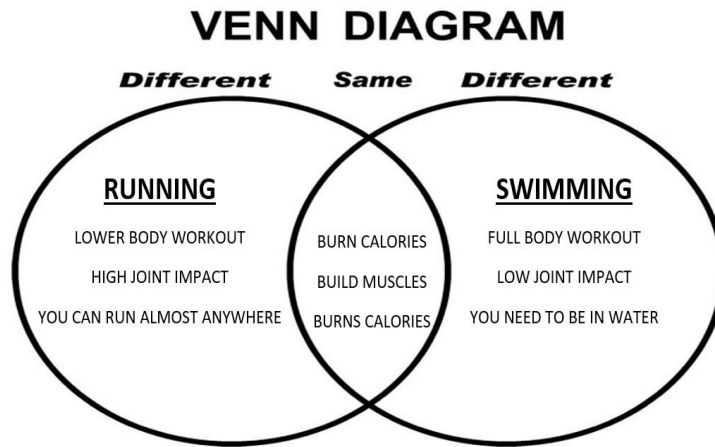
Week 2: Health, Wellness, and Sports

PALÁBRAN CHAMORU: falagu - run; metgot - strong; chaddek - fast



<p>MON</p>	<p style="text-align: center;">DAILY EXERCISE LOG</p> <p>Challenge yourself with a daily exercise log. Choose an exercise you can perform comfortably. Let's use squats as an example. Every day, stretch first, then time yourself for one minute and do as many squats as you COMFORTABLY can. Create a daily bar graph to show your progress and on each day write the changes, such as +2 squats or -1 squat.</p> <p>STEP IT UP: Perform the activity with 2 or more exercises. Examples include push-ups, sit ups, jumping jacks and burpees. Make sure you stretch first, stay hydrated and rest in between sets.</p> <p>CALCULATOR PRACTICE: At the end of the week calculate your mean (average). Add the total amount you did (example: 125 squats total) and divide by number of days.</p> <p>REFLECT: Write a paragraph about your exercise comparing the first and last day. Include keywords progress, physical, and graph.</p>
<p>TUE</p>	<p style="text-align: center;">NO SEW FACE MASK</p> <p>Materials: Bandana or old cotton t-shirt (approximately 20"x20"), rubber bands (or hair ties)</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <p>1. </p> <p>Fold bandana in half.</p> </div> <div style="width: 33%;"> <p>2. </p> <p>Fold top down. Fold bottom up.</p> </div> <div style="width: 33%;"> <p>3. </p> <p>Place rubber bands or hair ties about 6 inches apart.</p> </div> </div> <div style="display: flex; flex-wrap: wrap; margin-top: 20px;"> <div style="width: 33%;"> <p>4. </p> <p>Fold side to the middle and tuck.</p> </div> <div style="width: 33%;"> <p>5. </p> </div> <div style="width: 33%;"> <p>6. </p> </div> </div> <p style="text-align: center; font-size: small;"><i>(Retrieved from: https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html)</i></p>
<p>WED</p>	<p style="text-align: center;">DIFFERENT-DIFFERENT-SAME</p> <p>Comparing and contrasting is looking at what is the same and what is different between two things. Comparing is looking at what is similar, and Contrasting is looking at the differences. Graphic organizers like a Venn Diagram can be used to write down and visually show comparing and contrasting. Come up with two things related to health to compare and contrast like FRUITS & VEGETABLES vs. JUNK FOOD, EXERCISE vs. NOT EXERCISING, SOCIAL DISTANCING vs. NOT SOCIAL DISTANCING.</p>

ACTIVITY: Write 1-2 paragraphs to **Compare & Contrast** the two ideas. Then using the paragraph(s) you wrote, create a Venn diagram to **Compare & Contrast** the two concepts. Example of a Venn diagram:



STEP IT UP: 1) Use magazines/newspapers/drawings to create a collage to go with your write-up and chart. 2) Do the activity with other family members and see if you come up with the same similarities and differences. 3) Sharpen your skills by comparing and contrasting other things like movies, fictional characters, sports, personality traits, restaurants...the possibilities are endless.

REFLECT: Think about how **analyzing** similarities and differences can **benefit** everyone. The skill encourages **higher-order thinking**, boosts memory, and increases **comprehension**.

THU

GUAHAN MINI OLYMPICS

In a room or hallway clear of obstruction, participants will get 3 attempts each to: throw a dry cotton ball (Bolan Åtgidon), paper plate (Platun Papet), and empty straw (ngasan) the farthest. Measure distance using a ruler. If one is not available, be creative and use what you have at home: floor tiles, boxes, shoes, your feet or arms. (If throwing is not possible, roll or blow on the objects; or they may be dropped down an inclined plane. Be creative but remember, always think of safety first.)

STEP IT UP: Record each distance and compare results to determine the winner. Organize the data into charts or graphs. Still want more challenge? Find who had the best average for each event.

REFLECT: (expository writing) Write a paragraph explaining the rules created to allow each person to compete in the Guahan Mini Olympics. What games can you create that can be performed safely in your home? Use the key words: Olympics, competition, and fair-play.

FRI

LET'S GET CREATIVE

Create a new game or sport. Include a name, instructions and rules, number of players, objective, how to score, and point system. Draw pictures of equipment and uniforms.

Week 3: Food

PALĀBRAN CHAMORU: nengkanno - food; hineksa - rice; gollai - vegetable



MON	LET'S SHOP
	<p>Write down a list of 10-15 common grocery items such as bread, eggs, detergent, etc. Draw a chart with 4 columns: item, estimated cost, actual cost, and difference. Take a guess how much each item costs and fill in the estimated cost column. Now ask an adult for the actual cost. It doesn't have to be exact. Did you overestimate or underestimate? Subtract your guess and actual cost to calculate the difference.</p> <p>STEP IT UP: Write the difference between your guess and actual cost as a positive integer (overestimate) or a negative integer (underestimate)</p> <p>CALCULATOR PRACTICE: Create a pretend shopping list and see what you can buy with \$50. Try it again but this time with \$80. What would you buy?</p> <p>REFLECT: Write a paragraph about how well you were able to guess the prices. Use keywords: cost, estimate, and difference.</p>
TUE	MAKING A MAP-GROCERY STORE
	<p>Design your idea of the perfect grocery store. Draw a map of your favorite grocery store or the best store you can come up with. Include and label aisles for people to walk through, frozen food sections, produce, and details about what foods are in each aisle. You can add and label extra features like a deli, coffee shop, arcade, pharmacy, and anything else you want. Make sure to include a MAP KEY to explain all the symbols used in your map (exit, restrooms, water fountains, cashiers, etc.)</p> <p>STEP IT UP: Interview your family members. Ask what their favorite/wish list features are in a grocery store and include them in your map.</p> <p>REFLECT: Think about the grocery stores that your family shops at. Compare & Contrast what they sell and how the stores are arranged.</p>
WED	SECRET RECIPE
	<p>Think about the things that make up your personality. Are you sporty? Shy? A good listener? Then create a recipe for you. Make sure you include at least 5 ingredients and measurements (ex: 2 cups of Gaming) and make up directions to cook the secret recipe for you and a drawing of the final product... YOU!</p> <p>STEP IT UP: Pretend you are the host of a cooking show. Write a script for your show where you create the recipe for you. Make sure you use descriptive words to interest viewers.</p> <p>REFLECT: Go back to the picture of yourself, include drawings or pictures of all the things that make you YOU. Include, if you wish, things that you hope to have.</p>

THU

SUGAR, SUGAR, EVERYWHERE!

Investigate the amount of sugar in the packaged food we eat. Choose 10-15 food or drink items at home. Read the nutrition labels for the Total Sugar in grams and number of Servings. Determine the real amount of sugar for each food or drink by multiplying the Total Sugar by the number of Servings or you may keep adding the Total Sugar to itself as the number of Servings. Arrange the foods from greatest to least amounts of sugar.

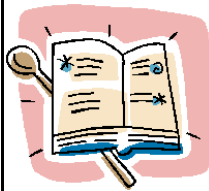
Nutrition Facts	
servings per container	
Serving size	2 Tbsp (30ml)
Amount per serving	
Calories	110
	% Daily Value*
Total Fat 0g	0%
Sodium 0mg	0%
Total Carbohydrate 27g	10%
Total Sugars 25g	
includes 25g Added Sugars	50%
Protein 0g	
Calcium 42mg	4%
Not a significant source of saturated fat, trans fat, cholesterol, dietary fiber, vitamin D, iron and potassium.	
<small>*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.</small>	

STEP IT UP: Create a visual representation for the amounts of sugar using sandwich bags, paper cups or plates. Use a teaspoon to measure out the real Total Sugar for each food item. One teaspoon is equal to 5 grams. You may use: sugar, baking flour, rice, or sand to represent the sugar.

REFLECT: Explain your findings in a paragraph and write about how much sugar you eat in a day? Use the key words: nutrition, sugar, and servings.

FRI

LET'S COOK



STEP IT UP: Create a recipe book of your favorite cultural foods, minimum of three. If you have the ingredients, prepare one of the recipes for your family.


REFLECT: In a paragraph explain why these foods are important to its culture?

Week 4: Career and Finance

PALÁBRAN CHAMORU: salape' - money; cho/cho/ - job; tenda - store



MON	WORK IT
	<p>The 2020 minimum wage on Guam is \$8.75 an hour. This is the starting pay for jobs that might include server, barista, cashier and attendant. Calculate how much salary a minimum wage worker earns after working an 8 hour day. Now calculate how much they earn after one pay period (14 days), one month (30 days) and a year (365 days). In 2021, the minimum wage will rise to \$9.25 an hour. Calculate how much will be earned in a day, pay period, month and year. Compare the 2021 income and 2020 income. *If possible, try to get an adult to assist you.</p> <p>CALCULATOR PRACTICE: When a worker gets paid, about 15% of the money goes to taxes. Calculate how much tax by taking the income earned in a month, multiply this dollar amount by 15. Then divide by 100. This is the tax they pay each month. Subtract it from the monthly pay and that is the amount of money the worker actually receives.</p> <p>STEP IT UP: Discuss with a grown up how much is usually spent on gas, groceries, electricity, water, and other bills every month. Try writing an imaginary budget and share with a grown up.</p> <p>REFLECT: Write a paragraph reflecting on the career you want and how you will spend your money. Include keywords income, budget, and sum.</p>
TUE	KNOW IT BY HEART
	<p>There are some information that everyone should have memorized. You will need this information to apply for jobs, open bank accounts, and countless other tasks. Ask your parents for some or all of the following information and work on memorizing them. You can make flashcards or write it over and over again then quiz yourself or have a family member quiz you.</p> <p>EXAMPLES: Your full name, date of birth (DOB), mailing address, street address, parents' full names and DOB, contact phone numbers for your house and close family members.</p> <p>STEP IT UP: Having a signature is also important when it comes to these same tasks. You want to have a signature that is unique to you but that you can write the same way over and over again. Ask family members to show you their signatures. Notice how it looks the same every time they write it. Create a signature for your name. Practice it over and over again.</p> <p>REFLECT: Think about why this information is important to memorize. Talk with your family about that and why it is not advised to post or keep this kind of information where others may find it.</p>

WED	YOU'RE HIRED!
	
	<p>Pretend you are preparing for a job interview. Decide which job you wish to apply for. List four reasons why you would make an excellent employee. Then list two goals you have for the future. Write and practice a two to three minute speech to persuade an employer to hire you.</p>
	<p>STEP IT UP: Give your speech to a family member or friend and ask for constructive input.</p> <p>REFLECT: 1) Draw a picture of yourself at your dream job. 2) Write a friendly letter to your middle school self, telling him or her what to do to prepare for a successful life.</p>
THU	BE A TEACHER FOR A DAY!
	<p>Now is the time to show off what you have learned. Choose a topic that interests you. Some examples: parts of the atoms, body systems, water-cycle, or parts of a cell, or layers of the earth, a science experiment, etc. Create a poster detailing as much information as you can recall. You may use your notebooks, magazines, books or even ask an adult for help. Be sure to decorate your poster and give it a title. Review your information with an adult, checking for mistakes, and practice teaching the information using the poster. When ready, choose another family member(s) to be your student(s). Remember to be positive and provide encouragement.</p>
	<p>STEP IT UP: Create a list of 3-5 questions to quiz your students after the lesson. Challenge your students to make their own posters. Identify 3-5 words you think are important for them to know.</p> <p>REFLECT: Write a paragraph on your experience on being a teacher. Use key-words: details, information, and education in your writing.</p>
FRI	BLAST FROM THE PAST
	<p>Look back through history, before computers and technology, and choose a job that you think was important or you would have liked to have.</p> <p>REFLECT: Explain the job, the significance of it and why you would choose this profession.</p>

Week 5: Practical Life Skills

PALÁBRAN CHAMORU: ayuda - help; guma' - house; lina'la - life





MON	ACTIVITY TRACKER
	<p>Keep track or estimate how much time you spend in a day doing the following: sleeping, screen time, being with friends/family, and chores. Round it to the nearest hour. Let's use 8 hours of sleep as an example. Write a ratio for each activity. For 8 hours of sleep in one day we write: Sleep = $\frac{8 \text{ hours}}{24 \text{ hours}}$</p> <p>Now we change the sleep ratio to a percent and use this formula: (8 hours of sleep) divided by (24 hours total), then multiply by 100. This equals the percent of time you spend on that activity daily. You might get a decimal, which is ok. Create a chart of your results.</p> <p>STEP IT UP: Have a family member track his/her activity too. Discuss both of your results. How are they similar and different?</p> <p>CALCULATOR PRACTICE: There are 8,760 hours in a year. Calculate about how many hours a year you spend doing each activity. Use the formula (hours spent doing activity) divided by (24 hours). Multiply by 8,760 hours.</p> <p>REFLECT: Write a paragraph discussing thoughts on how you are spending your time. Include keywords activity, schedule, ratio and percent.</p>
TUE	I-MESSAGE
	<p>An I-message is a way to talk to family and friends during a problem: "I feel (emotion) when you (action) because (reason). I would rather you would (different action)." Brainstorm a situation when you were frustrated with a friend or family member. Write it down, then write what you would usually say ("Why do you always use my things without asking?!") Finally, write an I-message you can use instead. ("I feel angry when you use my things without asking because I like to keep track of my things. I would rather you ask first.")</p> <p>STEP IT UP: Wait for an opportunity and try using the I-message in real life.</p> <p>REFLECT: Why are I-messages usually more helpful than what we might normally say? Write a paragraph using keywords emotion, reason and conflict.</p>
WED	WHAT'S A MANNER WITH YOU??
	<p>Having good manners will help you develop better relationships with others like family, friends, and people in the community. When you are considerate and polite to others, they are likely to treat you the same way. Make a chart and list examples of how to show good manners in different situations: at home, at school, on the phone, in restaurants, etc. Post and share the chart with your whole family. Some key points for good manners include:</p> <p>Show Respect (listen to your parents, follow rules, ask for permission, and refrain from</p>



	<p>teasing.) Be a Good Communicator: (say “Good Morning/Afternoon”, use “Please” and “Thank you”, listen until it is your turn to talk, use appropriate language.) Be Considerate (Share, hold the door open for people, offer your seat to a person who needs it more than you, and apologize.)</p> <p>STEP IT UP: 1) Promote good manners in a poster/video/slideshow/poem/skit to share with your friends or extended members of your family. 2) Create “Good Manners Awards” to recognize good manners practiced within your household.</p> <p>REFLECT: Everyone should be familiar with “THE GOLDEN RULE: Do unto others as you would have done to you.” It means that you should treat people the way that you want to be treated. Imagine a world where everyone follows that rule. Then imagine a world where nobody follows that rule. Which world would you rather live in?</p>
THU	SPRING CLEANING with vinegar
	<p>Children must work under adult supervision. Floors will be slippery when wet. Take precautions and work carefully. (Other areas that may be cleaned instead: countertops, tables, bookshelves, walls.)</p> <p>STUDENT: First make a hypothesis (prediction) about what will happen with each cleaner. To clean the floor, mix 1 cup of white distilled vinegar with 1 gallon of water in one bucket. Use a mop, rag, or towel to mop/wipe down the floor in one room with the vinegar solution. When done rinse the mop or rags well. Make sure to keep the cleansers separate. Now It is important to never mix chemicals</p> <p>ADULT: Prepare the commercial, store bought, cleanser according to the directions, and put it in a clean bucket. Mop or wipe down the floor in a different room in the house.</p> <p>EVERYONE: Make and record observations by comparing (how they are the same) and contrasting (how they are different) the results of the two cleansers.</p> <p>STEP IT UP: Interview your elders and ask them how they used to clean their homes before commercial cleaners were available.</p> <p>REFLECT: In a paragraph, was the hypothesis correct? What else can vinegar clean? Use the key words: hypothesis, investigation, and observation.</p>
FRI	YOUR FUTURE
	<p>BRAINSTORM: “How do your daily decisions affect your future?”</p> <p>STEP IT UP: Answer the following questions. 1) How do your daily decisions make an impact on your future? 2) Do daily decisions have a long term or a short term impact? Examples? 3) What goals do you have for the future? 4) What are some things that you can start doing now that can positively affect your future and help you reach your goals?</p> <p>REFLECT: In a paragraph, explain if these questions have changed your outlook for your future.</p>

Week 6: Fine Arts

PALÁBRAN CHAMORU: kanta - song; bunitu - beautiful; baila - dance



MON	PERSONALITY CIRCLE GRAPH
	<p>Use a medium plate to trace a circle and cut it out. Fold the circle in half, and repeat folding it in half another 3 times. Open it up and you will have 16 equal slices. List 4-6 parts of your personality likes (example: goofy, musical, grouchy, nacho fries, memes). Create a circle graph of your personality. Are you mostly goofy? It will take up several slices, a large section of the circle graph. Only a little grouchy? It will only take up a couple slices, a small section. Label each section (example: goofy) and draw an emoji or picture that matches that part of your personality.</p> <div style="float: right; text-align: center;">  </div> <p>STEP IT UP: Each of the 16 slices of the circle graph is equal to 6.25%. Add up the number of slices in the area of your personality to find the percent. Do this for each section. <i>Example: 2 slices for grouchy = 6.25+6.25 = 12.5% grouchy.</i></p> <p>CALCULATOR PRACTICE: You can do the STEP IT UP with or without a CALCULATOR.</p> <p>REFLECT: Write a paragraph about the parts of your personality and how you assigned each a size in your circle graph. Include keywords circle graph, area, and measure.</p>
TUE	TIKTOK
	<p>Choreograph/make a dance for a TikTok that expresses how you feel about being cooped up (stuck in your house). It can be funny or graceful and emotional. The dance should have at least five different movements. It does not have to be posted on TikTok but is inspired by it</p> <p>STEP IT UP: Add movements or parts of the dance for more than one person and have them join in, or try teaching the dance to an older or younger person.</p> <p>REFLECT: Write a paragraph about how much fun you had and how hard this activity was.</p>
WED	PICTURE THIS
	<div style="display: flex; align-items: center;">  <p>Draw a picture of you and your best friend(s), doing something you would be doing right now if we were not staying home.</p> </div> <p>STEP IT UP: Extend the activity by making a comic strip instead, including multiple panels and word bubbles with dialogue.</p> <p>REFLECT: Write a friendly letter to your best friend(s), explaining what's going on with you and how you're feeling right now.</p>

THU	Mnemonics through Song
	 <p>Choose a topic that interests you (a different topic from two weeks ago). Some examples: parts of the atoms, body systems, water-cycle, or parts of a cell, or layers of the earth, a science experiment, etc. Gather as much information as you can recall. You may use your notebooks, magazines, books, or ask an adult for help. Review your information with an adult and correct any mistakes. Now choose a song or beat that you like. Organize the information into a song or rap using the music’s rhythm and tempo. If you can play an instrument, practice singing and playing at the same time. Otherwise, softly play the song or beat in the background, or just sing <i>a capella</i>. Teach your family and sing and learn together!</p>
	<p>STEP IT UP: Create original songs, poems, chant, or beat that can be shared with your family.</p>
	<p>REFLECT: Reflect on the following question: How does music help you to remember facts? Use KEY WORDS: rhythm, tempo, and <i>a capella</i>.</p>
FRI	RECYCLED ART/INSTRUMENTS
	
	<p>Make a piece of art or musical instrument with recycled materials that you know about from your own family history or culture. Some examples for art: collages, mosaics, sculptures. Some examples for instruments: drums, shakers, stringed instruments.</p>
	<p>STEP IT UP: Make multiple art pieces and create an art gallery. Make multiple instruments/ Have a jam session and play them together with your family.</p>
<p>REFLECT: Write a paragraph about how the art/instrument is part of the culture you chose. Also explain why you used the colors and materials you used.</p>	