

# ADVANCED LEARNING LABS

Collaboration between NC Department of Public Instruction and AIG Teachers across the state

TO ENGAGE, ACTIVATE, AND GROW OUR STUDENTS

GRADES  
10-12

## Diversity



### ENGLISH LANGUAGE ARTS

Conflict may arise during difficult times, turning groups of people against one another. Read and listen to an excerpt from *The Book of Sir Thomas More* written by Shakespeare:

<https://www.williamlanday.com/2017/02/28/shakespeares-speech-on-immigrants/>

- What is More trying to accomplish?
- How do the allusions, historical references, or kinds of words used place this in a certain time and location?
- Did the oral presentation have more of an effect than reading the text? Explain why.
- What parts of the text exhibit powerful or persuasive rhetoric?

Rewrite More's speech to address the immigration crisis in the 21st century. Provide details relevant to the current issues and use valid reasoning to persuade your audience.



### SOCIAL STUDIES

Nations are protesting in solidarity despite their differences against racism, social injustices, and the attitudes that allow them to continue. Protests have spread across the world: from the small islands of Samoa, to northern tips of Sweden. Creosote maps have continuously documented the protests: <https://www.creosotemaps.com/blm2020/>

If you had to take a stand against something, what would it be? Design a symbol or slogan for your advocacy. Explain what it means to you and what it represents.

1. How does it make you feel to see the world come together in unity?
2. What makes these protests different from previous ones in U.S. history?
3. What legal changes would you recommend to support your advocacy?



### SCIENCE

Biodiversity is the variety of life on Earth. It comprises several different levels, starting with genes, then specific species, to communities and finally ecosystems.

A species biodiversity is a collection of species in one ecosystem. Subsequently, there are species that aren't native to a particular ecosystem, which happens intentionally or unintentionally by humans. The invasive species negatively affects the habitats they enter environmentally, economically, or ecologically.

Research a species that is considered invasive in your state. Create an educational outreach product such as video, presentation, or poster, to increase public awareness.



### MINDFULNESS

*"Look at other people and ask yourself if you are really seeing them or just your thoughts about them."*— Jon Kabat-Zinn

Using the Mirror, Microscope, and Binoculars levels of reflection, think about yourself. When you pass a stranger on the street, are you really seeing people who they are as opposed to who we think they are?

- Mirror - what you've learned about yourself passing a stranger
- Microscope - what you've learned about the experience
- Binoculars - what is the bigger picture as a whole

Write a reflective journal entry to include what you think Kabat-Zinn is trying to infer, your thoughts about the quote, and how the quote makes you feel?



## LOGIC PUZZLE

An Arab Sheikh tells his two sons to race their camels to a distant city to see who will inherit his fortune. The one whose camel is slower wins. After wandering aimlessly for days, the brothers ask a wise man for guidance. Upon receiving the advice, they jump on the camels and race to the city as fast as they can.

What did the wise man say to them?



## FIELD STUDIES

If you could explore a custom or culture different than your own, where would you like to travel? What would you like to see and learn? What would you like to experience?

Design a travel brochure to the destination of your choice. The brochure should include:

- Name and map of your destination
- Itinerary highlighting places of interest to visit
- Historical facts about your destination
- Conversational phrases in the native language - how to say hello, thank you, and goodbye
- Food and traditions
- Currency exchange used by locals

Reflect on what you've learned. How is their culture different from the American culture? What traditions intrigue you the most? What is one thing the culture has contributed to the world?



## RESEARCH EXPLORATIONS

College tours aid many students in making the big decision. The YouVisit website provides a virtual campus tour of over 600 colleges: <https://www.youvisit.com/>

Take part in this college scavenger hunt to explore different campuses. Visit a college that is:

1. Oldest in the U.S.
2. Youngest in the U.S.
3. Historically Black College/University (HBCU)
4. Major in Bagpiping
5. Unique mascot
6. Mormon College
7. Unusual design

Create a chart which compares at least three schools of your choice in these five areas: Areas of study, Tuition rates, Admission requirements, Campus life, Student support services.



## MATH

Ethnomathematics is the integration of culture and mathematics. During the Kharif cropping season in India, rice and maize are two of the main crops planted. Farmers conduct crop meetings to discuss what crop is best for the community to plant. The more farmers who attend, the better the outcome. During a recent meeting, some farmers wanted to plant more rice than maize. Other farmers wanted to plant more maize over rice and the remaining farmers wanted to plant an equal amount of both.

If each farmer chose at least one of these crops, how many farmers attended the meeting? Assign variables and expressions to develop your equations.

Solve the problem using a Venn diagram: <https://www.onlinemathlearning.com/venn-diagram-word-problems.html>



North Carolina Department of  
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GRADES

**K-12**

## Diversity Reference Guide

### **K-1 Logic Puzzle:**

Solution: I can bring things that have double letters.

### **2-3 and 4-5 Logic Puzzles:**

Online source of additional information and solutions:

<https://www.brainzilla.com/logic/logic-grid/agility-competition/>

### **10-12 Logic Puzzle**

Solution: The wise man told them to switch camels.

<http://brainden.com/logic-puzzles.htm>

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## Diversity NC Standards Alignment

Grade Span	English/ Language Arts	Social Studies	Science	Math
<b>K-1</b>	W.1.2	1.C.1	K.P.2	NC.1.G.3
<b>2-3</b>	RL.3.2	3.C.1.1 3.B.1.1 3.B.1.2	2.L.2.2	NC.2.MD.8
<b>4-5</b>	RL.4.9	5.C.1.4 5.I.1.7 5.I.1.8 5.I.1.9 5.I.1.10 5.I.1.11	5.L.3.1	NC.4.G.1
<b>6-7</b>	L.6.1-8.1	7.C.1.1	7.L.2.1 7.L.2.2	RP.3
<b>8-9</b>	RI.9.6-10.6	8.H.3.1	EEn.2.7.2	NC.M1.S-ID.8
<b>10-12</b>	RI.11-12.6 W.11-12.1	WH.H.2.8 AH2.H.4.4 AH.C&G.1.3	EEn.2.7.2 EEn.2.7.3	DCS.N.3.4