

KID WISDOM



SPREADING JOY

Teachers and students in California created a public art project that has attracted a global audience for its positive message.

LEXILE: 1000L (840L alternate reading level)

SOCIAL STUDIES (NCSS) STANDARD: Production, Distribution, Consumption
COMMON CORE (CCSS) STANDARDS: RI.6-8.1, RI.6-8.3, RI.6-8.4, W.6-8.2

ENGAGE THE READER

Tell students that they will read about a public art project created by students. First, discuss the following: What is public art and what is its purpose? How is experiencing art in public different from seeing it in a museum or gallery? Have students scroll through the photos in the article for ideas, or do a quick search online for public art in their area. Continue the discussion by asking: What does public art contribute to a community? Do we need public art? Explain.

QUESTIONS FOR CLOSE READING AND DISCUSSION

- Describe the two parts of the PepToc art project. What can PepToc teach us about public art and its function? How does PepToc compare to other artworks that you know about?
- How would you describe the value of the PepToc project to its creators? What do artists get out of their work?
- Why do you think PepToc has gotten so much attention? Do you think art can usually have this kind of effect? Explain.

EXTEND LEARNING

Challenge students to plan their own public art project. Point out that PepToc was a project that every student could contribute to, and that it required few materials. But since students are just planning their project (for now), they should let their imaginations and aspirations run free.

First, have groups brainstorm potential projects. They should ask: What would we like our public art project to achieve? What values would it express? Where will it appear, and how will it affect the landscape? What materials would we need to create the project? How much time would we need to complete the project? Encourage students to draw up a proposal. Then have the groups present their proposals to the class and invite questions and suggestions. Have students consider whether one, or all, of these projects might be achieved.

COVER STORY QUIZ + ANSWER KEY

The cover quiz can be found on page 3 of this guide.
For the Google Forms quiz, click [here](#).

1. C (RI.2) 2. D (RI.1) 3. B (RI.5) 4. A (RI.7) 5. B (RI.5)
6. A (RI.1) 7. Answers will vary. (W.8)



A SYMBOL OF PEACE

People around the world are displaying sunflowers to show their support for Ukraine.

LEXILE: 1080L (970L alternate reading level)

SOCIAL STUDIES (NCSS) STANDARD: Time, Continuity, and Change

COMMON CORE (CCSS) STANDARDS: RI.6-8.1, RI.6-8.3, RI.6-8.6, RI.6-8.7

BEFORE READING

Have students scroll through the photographs in the article. Ask: What do you see? Why are the people in the photographs displaying sunflowers? Why would an object, such as a sunflower, take on meaning? What makes symbols effective in communicating ideas? Have you seen signs of support for Ukrainians in your community? Explain. If you would like to provide background on the war in Ukraine, have students read [“War in Ukraine”](#) (March 4, 2022) and [“News, Interrupted”](#) (March 11, 2022).

DISCUSSION QUESTIONS

- According to the article, what meanings have people associated with sunflowers? Why do you think the world has adopted the sunflower as an image for communicating its response to the war in Ukraine?
- What does the article tell us about Ukraine’s history? Why is history essential to understanding the meaning of sunflowers today?



WHY WE REMEMBER MUSIC AND FORGET EVERYTHING ELSE

SOCIAL STUDIES (NCSS) STANDARD: Science, Technology, and Society

COMMON CORE (CCSS) STANDARDS: RI.6-8.3, RI.6-8.4, RI.6-8.8, W.6-8.2

BEFORE READING

Open the lesson with a discussion. Ask: Have you ever had a song stuck in your head? Why does that happen? How does it make you feel? What might that experience tell us about music and its effect on our minds?

DISCUSSION QUESTIONS

- Describe what an earworm is. Where does an earworm come from? What can it tell us about musical memory?
- Music psychology professor Kelly Jakubowski says, “Music is inherently bound up with personal identity.” What does that mean? Illustrate this concept with an example from your own experience with music.

WRITING

Psychology professor Andrea Halpern says, “Orienting yourself towards the emotional message actually helps you remember the actual music better.” Have students write an essay about a song that has emotional meaning for them. Encourage students to think about how the song’s emotional meaning reflects their life experiences, in addition to thinking about the music and lyrics themselves. Students might tell stories, as well as describe the musical qualities of the song.

Name _____ Date _____

Use this week's cover story, "Spreading Joy," to answer the questions below. For questions 1–6, circle the letter next to the best answer. If you need more space to write your response to question 7, you may use the back of this page.

<p>1. Which quote from the article best reflects the author's choice of title, "Spreading Joy"?</p> <p>A. "We initially intended for this project to be just for our little town."</p> <p>B. "It's about adding something unexpected to an otherwise mundane environment."</p> <p>C. "PepToc is so popular because most people need something to make them feel good in these times."</p> <p>D. "If you have an idea, just try to do it and see what happens."</p>	<p>4. According to the article's photographs, students advertised the PepToc Hotline by</p> <p>A. posting flyers and artwork on telephone poles.</p> <p>B. painting murals.</p> <p>C. recording messages.</p> <p>D. none of the above</p>
<p>2. According to the article, why did the students in Healdsburg create their art project?</p> <p>A. A public art project was a requirement of the arts curriculum at their school.</p> <p>B. They were inspired by other artists who created publicly displayed works.</p> <p>C. They wanted to create a kind of art that doesn't typically appear in a museum.</p> <p>D. They wanted to help their community heal from events such as the pandemic and wildfires.</p>	<p>5. Sources in the story include mostly</p> <p>A. parents.</p> <p>B. teachers and students.</p> <p>C. people who have encountered PepToc artwork on the street.</p> <p>D. people who have called the PepToc Hotline.</p>
<p>3. The section of the article titled "Getting Creative" is mostly about</p> <p>A. the purpose of public art.</p> <p>B. how the teachers at West Side School helped students create the art project.</p> <p>C. how the Healdsburg community helped kids become resilient during tough times.</p> <p>D. the global popularity of PepToc.</p>	<p>6. According to the article, PepToc has fans in places such as</p> <p>A. France, Germany, and Mexico.</p> <p>B. France, Germany, and Russia.</p> <p>C. the Philippines.</p> <p>D. the Netherlands, New Zealand, and Namibia.</p>

7. In your opinion, what role should public art perform?
