

# WORKING TOGETHER



## THE ART OF WORK

**A new mural celebrates the American worker. To make it, artist Ellen Griesedieck had help from thousands of students.**

**LEXILE:** 950L (790L alternate reading level)

**SOCIAL STUDIES (NCSS) STANDARD:** Individuals, Groups, and Institutions

**COMMON CORE (CCSS) STANDARDS:** RI.6-8.1, RI.6-8.3, RI.6-8.4, R.6-8.9

### ENGAGE THE READER

Start a discussion by asking: What examples of public art have you seen? What makes public artworks different from the art you see in museums? Then tell students that they will read about a public artwork, and have them look at the photo at the top of the page. Ask: What do you see? What purpose might this artwork serve? As they read, have them record information that supports or challenges their ideas about public art.

### QUESTIONS FOR CLOSE READING AND DISCUSSION

- Artist Ellen Griesedieck says, “There’s somebody real behind every piece of this [artwork].” What does she mean? Why are the personal stories behind the artwork important to her?
- Why do you think Griesedieck enlists students to help create the mural?
- If you were to design a mural for your community, what would it show, and why?

### EXTEND LEARNING

Challenge students to create their own mural. First, have them generate a list of people, landmarks, and other things that would populate their mural. Then, for each of these items, have students write down what story they would tell: Who is this person, and what will the mural tell viewers about that person? Why is this place important in the community, and how might it be depicted in the mural? Which objects help tell a story about the community, and how will they be shown in the mural? Next, have students sketch out a plan for the mural. This might be done on a large piece of paper, such as butcher paper, or on the board. Finally, in groups, students can begin creating sections of the mural, which will be assembled later into the larger artwork. To motivate students, tell them the mural will be displayed in the classroom, or arrange to have it displayed in a prominent spot at the school.

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



## QUEEN ELIZABETH DIES

She served as Great Britain's head of state for 70 years.

**LEXILE:** 1050L (890L alternate reading level)

**SOCIAL STUDIES (NCSS) STANDARD:** Individuals, Groups, and Institutions

**COMMON CORE (CCSS) STANDARDS:** RI.6-8.1, RI.6-8.4, RI.6-8.9, SL.6-8.1

### BEFORE READING

Ask students: Which members of the British royal family can you name? What do you know about Queen Elizabeth II? Why do you think countries like England have a monarch? Why might monarchy be important to a country? Students might look at the photograph at the top of the page for ideas. Then, as they read the article, have students note information that can help them expand on their initial thoughts about the British monarchy.

### DISCUSSION QUESTIONS

- The article refers to the queen as “head of state.” What does that title mean? What does the article tell us about the queen’s power?
- Elizabeth’s son Charles is now king of Great Britain. Why is succession an important part of a monarchy? Why do you think Great Britain has kept this tradition?



## BY THE NUMBERS

A sports statistician shapes broadcasts from behind the scenes.

**LEXILE:** 1010L (860L alternate reading level)

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

**COMMON CORE (CCSS) STANDARDS:** RI.6-8.1, RI.6-8.4, RI.6-8.5, W.6-8.2

### BEFORE READING

Tell students that they will read about a sports statistician at ESPN. Ask: What do you think a sports statistician does? How do you think a person gets that job?

### DISCUSSION QUESTIONS

- What role do statistics play in producing a sports-television broadcast?
- Gil Bransford says, “If you’re interested in a specific job, you might have to take a different path to get there.” How does that statement apply to his career? What can his experience tell us about how to pursue a career?

### CLOSING ACTIVITY

Invite students to think about their future careers. First, have them write down their dream job, and what would make them a good candidate for it. Then, have students make a list of their skills and interests, even if these have nothing to do with their dream job, and generate a list of jobs for which these skills and interests might be good preparation. Tell students that these jobs could be ones they know about, but that they can invent dream jobs, as well.

Name \_\_\_\_\_ Date \_\_\_\_\_

Use this week's cover story, "The Art of Work," 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><b>1.</b> Ellen Griesedieck created the American Mural Project in order to</p> <p><b>A.</b> celebrate working people.</p> <p><b>B.</b> tell the stories of American children.</p> <p><b>C.</b> renovate an old mill.</p> <p><b>D.</b> all of the above</p>	<p><b>4.</b> Based on the article, which words best describe the process of making a mural?</p> <p><b>A.</b> <i>individualistic</i> and <i>toilsome</i></p> <p><b>B.</b> <i>large-scale</i> and <i>collaborative</i></p> <p><b>C.</b> <i>expensive</i> and <i>boring</i></p> <p><b>D.</b> <i>relaxing</i> and <i>sentimental</i></p>
<p><b>2.</b> Griesedieck says, "There's somebody real behind every piece of this [mural]." Which sentence from the article best supports this statement?</p> <p><b>A.</b> "To create the mural, Griesedieck met workers in small towns and cities all over the United States."</p> <p><b>B.</b> "AMP has worked with 15,000 students, from preschool to high school, in 17 states."</p> <p><b>C.</b> "In New Mexico, kids made ceramic tiles."</p> <p><b>D.</b> "The AMP building is a former mill."</p>	<p><b>5.</b> Which detail from the article best indicates the size of Griesedieck's mural?</p> <p><b>A.</b> She tells kids, "When you come here, we're working together on something bigger than we are."</p> <p><b>B.</b> Students worked with a glassblower to create an image of water for the mural.</p> <p><b>C.</b> A mechanical lift is used to hoist pieces of the mural into place.</p> <p><b>D.</b> Pieces of the marble resemble a jigsaw puzzle.</p>
<p><b>3.</b> Michelle Begley calls the American Mural Project "a work in progress." That's because</p> <p><b>A.</b> the mill that houses the mural is still under renovation.</p> <p><b>B.</b> AMP hasn't found enough schoolkids to help complete the mural.</p> <p><b>C.</b> the project's work in schools will continue for many years.</p> <p><b>D.</b> the mural may never be finished.</p>	<p><b>6.</b> "The only way you can do something like this is if you work with other people," Griesedieck says. The author likely ends the article with this quote because</p> <p><b>A.</b> it expresses one of the main purposes for creating the mural.</p> <p><b>B.</b> it is the only quote in which Griesedieck discusses the mural.</p> <p><b>C.</b> it describes the materials used to make the mural.</p> <p><b>D.</b> none of the above</p>

**7.** What do students learn from working on the American Mural Project? Explain.

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