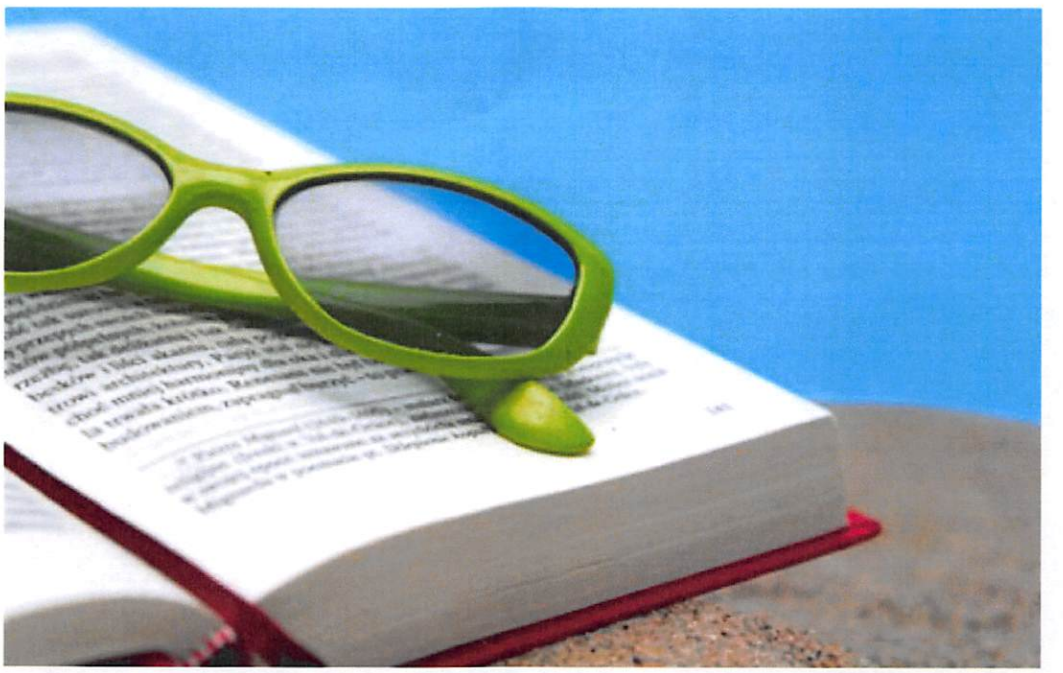
GPA

A UCSD Partnership



Summer Reader

Class of 2023

Gompers Preparatory Academy

Per Discipulus Primoris

MMIX

Incoming 6th Grade Summer Reader - Checklist

Check off the articles once you read and annotate them. Once you complete them all - reflect in writing on the following page. You are expected to read and annotate ALL of the articles in this reader. Thank you! This will be collected and graded your first week of school! Be ready! :)

Date	Article Title (Always put article titles in quotes)	Read and Annotated	Notes (Anything that helps you remember main ideas)
3/16	***Example:*** *"Your School Loves You"*	***Ex:*** ✓	***Example:*** • *GPA supports students by making sure all are learning.* • *Gratitude is the KEY.*
	"Students Wonder How People Running for President Can Be so Rude"		
	" 1947 Jackie Robinson"		
	"You Can Grow Your Intelligence"		
	"The Superior Skills of Bilinguals"		
	"It's Way to Hard too Hard to Find Statues Notable Women in the U.S. "		
	"Top Mathlete"		
	"Caffeine Crisis!"		
	"Help! I Can't Put Down My Phone"		
	"I, Too"		
	Enter your own reading choice here (book, article, song lyrics, poem, recipe, etc.) Add title below... _____		
	Reading Reflection (Always use your best writing skills)		

Don't forget to complete your reading reflection at the end of your reader using your BEST writing skills. We are so proud of you!

Your Name _____

Parent/Guardian Signature _____

Student Name: _____ Evaluator Name: _____

2016 Summer Reader Grading Rubric - Grades 6 -11

Categories for Evaluation	5	4	3
Annotation Skills	Text has been thoroughly annotated with questions, observations, and reflections of the content as well as the writing. Comments demonstrate analysis and interpretation – thinking goes beyond the surface level of the text. Thoughtful connections are made to other texts, life experiences. Marginal comments accomplish a great variety of purposes. Consistent markings appear throughout text (not bunched).	Text has been annotated reasonably well with questions, observations, and/or reflections of the content as well as the writing. Comments demonstrate some analysis and interpretation – thinking somewhat beyond the surface level of the text. Attempts at making connections are evident. Marginal comments accomplish a variety of purposes. Some lapses in entries exist; may be sporadic.	Text has been briefly annotated. Commentary remains mostly at the surface level. The commentary suggests thought in specific sections of the text rather than throughout. There is little or no attempt to make connections
Written Reflection	Demonstrate a thoughtful understanding of the writing prompt and the subject matter. Use relevant examples from the texts studied to support claims in your own writing, making applicable connections between texts.	Demonstrate a basic understanding of the writing prompt and the subject matter. Use examples from the text to support most claims in your writing with some connections made between texts.	Demonstrate a limited understanding of the writing prompt and subject matter. This reflection needs revision. Use incomplete or vaguely developed examples to only partially support claims with no connections made between texts.

Point Conversion Chart (ADDING the two categories together):

Points Possible: 10 (A) 9 (A-) 8 (B) 7 (C) 6 (D) *Circle Student Score

Students wonder how people running for president can be so rude

By Associated Press, adapted by Newsela staff on 03.09.16
Word Count **682**

Teacher Kelly Gasior (left) and students (from left) Olivia Mashtaire, Ryan Lysek, Christian Vazquez and Tyler Lysek stand with a statue of a buffalo that's been emblazoned with anti-bullying messages outside Lorraine Academy, Public School No. 72, in Buffalo, New York. Photo: AP/Carolyn Thompson

BUFFALO, N.Y. — Ryan Lysek is the new vice president of his fifth-grade class in Buffalo, New York. His classmate lost the job for breaking the school's anti-bullying rules. So Ryan wonders how people running for president can get away with name-calling and foul ? Bad? language.

Donald Trump

The nasty personal tweets and TV ads of Republicans running for president are being heard everyday. They go against the anti-bullying policies that were set in place after some tragic suicides.

David Arenstam is a high school teacher in Saco, Maine. His students ask how can ? a leader ban groups, like Muslims, from coming to America. They wonder why hate groups, like the KKK, are talked about. Why?

There's Donald Trump calling Ted Cruz a "loser" and a "liar. " He also puts down Mexicans. * many people are upset about this!
Marco Rubio says Trump has the "worst spray tan in America." He calls Trump a "con artist" or thief.

Democrats Don't Insult Each Other

Cindy Lysek, Ryan's mother said she wants to hear about plans for the future of the country, not spray tans.

Cruz has been careful not to answer back when Trump calls him names. That changed during the Jan. 28 Republican debate. Trump was not there. Cruz said: "Let me say I'm a maniac and everyone on this stage is stupid, fat and ugly." Cruz joked that he was just saying things Trump would have said. → doesn't make it okay!

The Democrats have two people running for president, Hillary Clinton and Bernie Sanders. They talk more about plans they have for the country. They do not constantly insult each other. → good!

The Republicans are different. This worries Buffalo school leader Will Keresztes. Some Republican speeches go against rules of conduct and laws for fairness. He said students need to taught new ways to understand what is happening. → a bad example for young people

Iowa School Allowed A Trump Rally

Sioux City, Iowa, had problems too. Superintendent Paul Gausman had to decide if Trump could have a rally in a school. Students protested. They used anti-bullying rules to stop it.

Protest leader Ismael Valadez said, "He makes people at his events think that saying the kinds of things he does to other people is OK. It's not OK." ? should you be allowed to say hateful things?

In the end, Gausman let the school be used. He said free speech and the right to have a meeting were the reasons. He was proud of the students. They protested, but were respectful. They were part of a 2012 documentary movie, "Bully."

Mean Words Need To Be Talked About

Other campaigns have been mean. Teachers and parents, however, say this one is harder to explain. So much of what is heard goes against the way students should respect one another.

Kris Owen is a Ohio school counselor. She was honored at the White House for being a good counselor. She say students should be told that colleges and employers won't find mean Twitter feeds funny. She says the mean words need to be talked about. can affect your future!

She asks them, "How would you feel if someone was saying these things about you?" She asks them to think of different ways to say things. Positive, fair words should be used ★ instead of negative, mean words.

REACH!

Student Candidates Had No Rude Comments

Ryan's teacher worries about the bullying prevention programs. Some started after President Obama's 2011 White House anti-bullying meetings. In 2010, a YouTube video for the "It Gets Better" project was aimed at bullied gay youth.

"Now we have these people that want to be president that are completely turning it around and sending this horrible message to all of America that I'm a bully and that's how I want to get into the presidency," said teacher Kelly Gasior. Gasior organizes an anti-bullying 5K at the school each year. "What are they going to do with the bullying problem that's going on in schools?" Kids might think bullying is okay

During a debate before the fifth-grade class elections, candidates were asked to say nice things about a rival's ideas. Olivia Mashtaire, another of Gasior's students, praised a classmate's idea to clean up the courtyard. Good idea!

The 10-year-old was elected president.

"I didn't have any rude comments in my head," she said. "I liked everybody's ideas."

TIMES PAST

1947

Jackie Robinson

Sixty-five years ago, an African-American took the field in a Major League Baseball game, paving the way for the civil rights movement and America's first black president

BY SUZANNE BILYEU

Robinson slides back to first base during a game against the Boston Braves in 1948.

I have read about this. Jim Crow Laws Segregation

ts

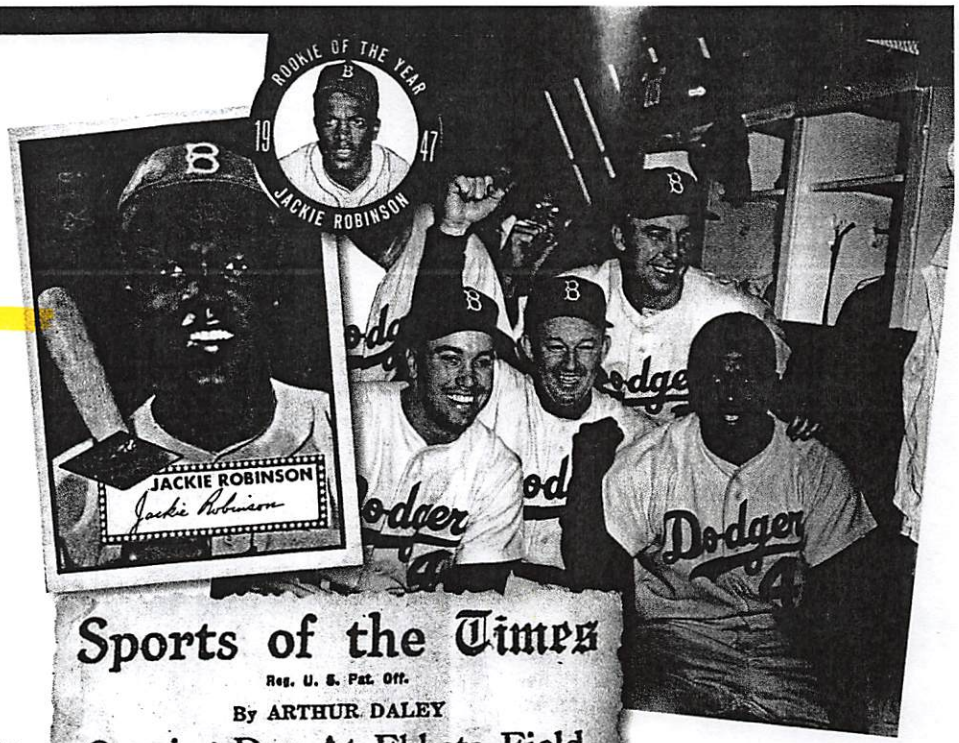
one of the first CR events

In 1947, blacks and whites couldn't legally marry each other in most Southern states. Restaurants, hospitals, and schools were racially segregated. And poll taxes, literacy tests, and other restrictions prevented most blacks from voting.

But on April 15 of that year, one of the events that helped change racial attitudes in the U.S. took place not in the courts or in Congress, but on a baseball field in Brooklyn, New York. Twenty-eight-year-old Jackie Robinson made his debut as first baseman for the Brooklyn Dodgers on opening day against the Boston Braves, and America's pastime was officially no longer segregated.

It wasn't front-page news the next day—*The New York Times* mentioned it in its sports pages—but it later came to be seen as a civil rights milestone: Robinson took the field a year before President Harry S. Truman ordered the integration of the military, seven years before the U.S. Supreme Court outlawed school segregation, and more than a decade before the civil rights movement became the focus of the nation's attention *(see timeline, p. 20)*.

"He embodied the realization of the American Dream," says John Wilson, a history professor at Vanguard University in California and author of a book about Robinson. "Robinson was really an instrumental factor in us getting beyond our prejudices and coming closer to realizing our national ideals."



Sports of the Times

Reg. U. S. Pat. Off.

By ARTHUR DALEY

Opening Day At Ebbets Field

The muscular Negro minds his own business and shrewdly makes no effort to push himself. He speaks quietly and intelligently when spoken to and already has made a strong impression. "I was nervous in the first play of my first game at Ebbets Field," he said with his ready grin, "but nothing has bothered me since."

A veteran Dodger said of him, "Having Jackie on the team is still a little strange, just like anything else that's new. We just don't know how to act with him. But he'll be accepted in time. You can be sure of that. Other sports have had Negroes. Why not baseball? I'm for him, if he can win games. That's the only test I ask." And that seems to be the general opinion.

So brave

The New York Times' April 16, 1947, story about Jackie Robinson's debut with the Dodgers; a 1952 Topps baseball card; a 1947 Rookie of the Year button; and the team celebrating in Brooklyn's locker room after a victory over the New York Yankees in 1952.

No wonder Jackie was brave.

BRUCE BENNETT STUDIOS/GETTY IMAGES (ROBINSON SLIDING INTO BASE); THE TOPPS COMPANY (CARD); DAVID J. & JANICE L. FRENT COLLECTION/CORBIS (BUTTON); BETTMANN/CORBIS (DODGERS IN LOCKER ROOM); THE NEW YORK TIMES (NEWSPAPER ARTICLE)

Right Man for the Job

Robinson's early life seemed to prepare him well for his role as a trailblazer. Born in 1919 in Cairo, Georgia, he grew up mostly in Pasadena, California. He was raised by his mother, Mallie, who took in washing and ironing to support her five children. (Robinson's father, a sharecropper, abandoned the family when Jackie was an infant.)

When the Robinsons moved to an all-white neighborhood in 1922, someone burned a cross on their front lawn. But the way Mallie Robinson handled such incidents left a lasting impression on Jackie.

"My mother never lost her composure," Robinson recalled in his autobiography, *I Never Had It Made*. "She didn't allow us to go out of our way to antagonize the whites, and she still made it perfectly clear to us and to them that she was not at all afraid of them."

must have been the KKK.

Robinson excelled at sports from childhood. In 1940, he became the first athlete at UCLA to earn a letter in four sports—football, basketball, baseball, and track—in a single season.

With the U.S. fighting Germany and Japan during World War II, Robinson was drafted in 1942. In a segregated Army, he became one of the first blacks to attend Officer Candidate School and graduated as a second lieutenant.

Another milestone!

One incident nearly derailed his military career. While stationed at Camp Hood, Texas, he refused to move to the back of the bus, as blacks were supposed to do, on a trip to the neighboring town of Temple. The driver summoned the military police, and the incident led to a court martial. But Robinson was acquitted of all charges and received an honorable discharge in 1944.

Fought back

Though the major leagues had no written rule against black players, the "color line" had been observed since the 1880s. Team owners feared that white players would quit rather than play with blacks.

But Branch Rickey, general manager of the Brooklyn Dodgers, hated baseball's whites-only policy. The war had created a shortage of baseball talent, and Rickey figured it was the right time to sign some promising black players.

Robinson, a good ballplayer who had experience playing alongside white

TIMELINE
The Civil Rights Era

1947
Baseball

Jackie Robinson joins the Brooklyn Dodgers, breaking the color barrier in Major League Baseball.

1948
The Military

President Harry S. Truman signs executive orders integrating the military and banning racial discrimination in federal employment.

1954
Public Schools

The Supreme Court rules in *Brown* v. *Board of Education* that segregated schools are unconstitutional, overturning the doctrine of "separate but equal."

1955
Montgomery Bus Boycott

Rosa Parks is arrested in Montgomery, Alabama, for refusing to give up her seat to a white passenger, setting off a yearlong bus boycott led by Martin Luther King Jr.

Rickey warned Jackie what he would be up against.

athletes, was Rickey's first choice. In 1945, he was invited to Brooklyn to meet Rickey.

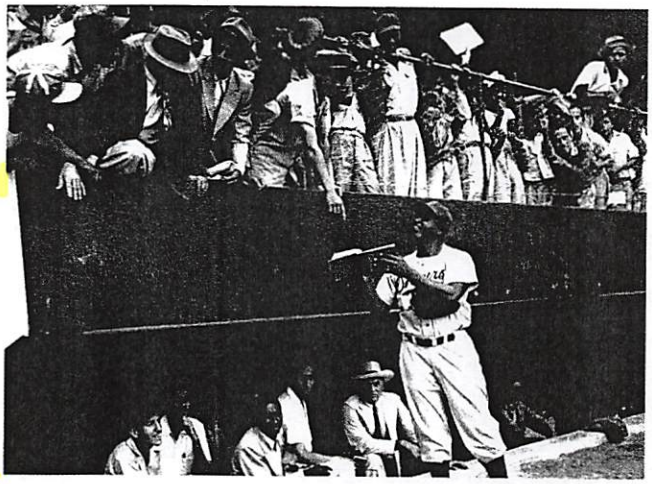
No Fighting Back

"I'm looking for a ballplayer with guts enough not to fight back," Rickey told Robinson, and he acted out situations Robinson might encounter: He pretended to be an opponent shouting racial epithets. He swung his fist at Robinson's head. No matter what happened, Rickey said, Robinson must not react.

That's hard

Robinson signed a contract with the Dodgers and in 1946 joined a Dodgers farm team, the Montreal Royals, where he led the International League in batting. The team's manager, who initially opposed integrated baseball, told *Newsweek* that Robinson was "a player who must go to the majors."

But not all Dodgers were ready to accept Robinson: Some threatened to strike if he joined. By April 1947, Robinson was still playing for the Royals, and sportswriters were wondering whether he'd be promoted. "Only Rickey knows," wrote Arthur Daley in *The New York Times*, "and he ain't talkin'."



Jackie Robinson signing autographs for fans in Havana, Cuba, before a spring training game in March 1947.

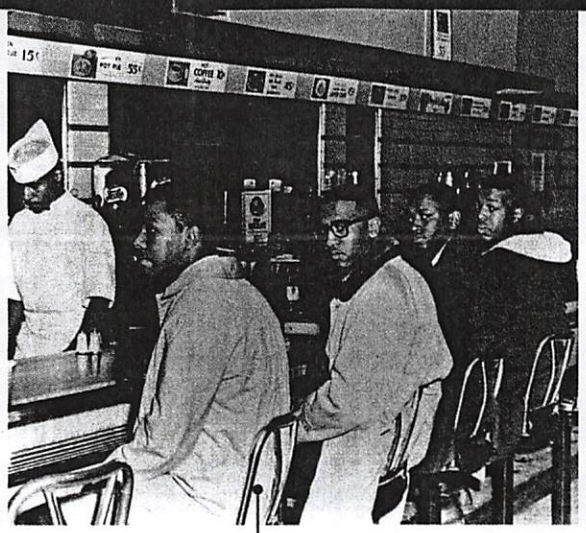
On April 10, days before the start of the 1947 season, Robinson got the call: He was now a Brooklyn Dodger.

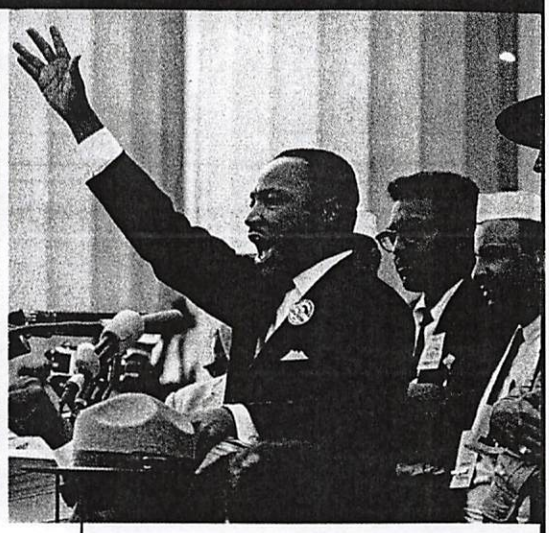
A few of the Dodgers, especially shortstop Pee Wee Reese, supported and befriended Robinson. But many gave him the cold shoulder at first, prompting a sportswriter at the *New York Post* to call Robinson "the loneliest man I have ever seen in sports."

A few weeks into the season, the Philadelphia Phillies came to Brooklyn. The team and their manager, Ben Chapman, taunted Robinson with racial epithets. "Chapman did more than anybody to unite the Dodgers," Rickey later said. "When he poured out that stream of unconscionable abuse, he solidified and unified 30 men."

Robinson faced other hardships. On the road, he was often barred from staying in the same hotel as the rest of the

MARK RUCKER/TRANSCENDENTAL GRAPHICS, GETTY IMAGES (ROBINSON IN CUBA); BETTMANN/CORBIS (1948); DON CRAVENS//TIME LIFE PICTURES/GETTY IMAGES (1955)





1957
Little Rock Nine

Federal and National Guard troops intervene on behalf of nine black students blocked from entering all-white Central High School in Little Rock, Arkansas.

1960
Greensboro

Four black college students stage a sit-in at a segregated Woolworth's lunch counter in Greensboro, North Carolina. Six months later, the store begins serving blacks.

1963
'I Have a Dream'

More than 200,000 people participate in the March on Washington, where Martin Luther King Jr. gives his most famous speech.

1964-65
Civil Rights Laws

President Lyndon B. Johnson signs the Civil Rights Act of 1964, outlawing segregation in public places and employment. The Voting Rights Act of 1965 bans literacy tests, poll taxes, and other obstacles to black voter registration.

discrimination on the road

GPA motto: Give back to the community.

team or eating in the same restaurants. He roomed with a black sportswriter who traveled with the team. Pitchers threw at his head, and runners hit him with spikes. He received hate mail, even death threats.

Some of these problems subsided as Robinson gained acceptance and other black players joined the majors. Eleven weeks after Robinson became a Dodger, the Cleveland Indians signed Larry Doby, who became the second black Major Leaguer. By 1951, there were 14 black players, and the color barrier was falling in other sports as well. *(See chart, right.)*

became less intense

Civil Rights Hero

Robinson went on to win the Rookie of the Year award in 1947. In 1949, as the Dodgers' second baseman, he led the National League in batting (with a .342 average) and stolen bases and was voted the league's MVP.

He would lead the Dodgers to six pennants and a World Series title before retiring from baseball in 1957. In 1962, he was elected to the Hall of Fame in his first year of eligibility.

Robinson became a business executive and continued to support civil rights, participating in voter-registration drives in the South and working with Martin Luther King Jr. to raise money for rebuilding black churches that had been burned in Georgia.

Like King, Robinson dreamed of a race-blind society. In his 1972 autobiography, he wrote that "a life is not important except in the impact it has on other lives," and that he couldn't consider his work complete "until hatred is recognized as a disease" and "every man can vote and any man can be elected if he qualifies."

The day a black man would hold the highest office in the U.S. would come 36 years after Robinson wrote his book, when Barack Obama was elected president in 2008. But Robinson didn't live to see that day. His last public appearance was at the 1972 World Series in Cincinnati. Diabetes had taken a toll on his health; he walked with a cane and was nearly blind. He died that October of a heart attack. He was 53.

Integration of Major Sports in the U.S.

SPORT	YEAR INTEGRATED
Football	1946
Baseball	1947
Basketball	1950
Tennis	1950
Hockey	1958
Golf	1961

SOURCES: NFL, MAJOR LEAGUE BASEBALL, NBA, UNITED STATES TENNIS ASSOCIATION, NHL, PGA

Robinson would also miss out on another baseball milestone involving his old team, the Dodgers. This past March, nearly 65 years to the month since Jackie Robinson desegregated baseball, former L.A. Lakers basketball star Magic Johnson bought the Dodgers (who moved to L.A. in 1958), becoming the first African-American to own a Major League Baseball franchise.

another milestone

Robinson was certainly on Magic Johnson's mind when he closed the deal.

"I take very seriously," Johnson told the *Los Angeles Times*, "the honor of being a minority owner in an organization where Jackie Robinson played." •

Additional reporting by Veronica Majerol.

MARK RUCKER/TRANSCENDENTAL GRAPHICS, GETTY IMAGES (ROBINSON IN CUBA); BETTMANN/CORBIS (1949); CRAVENS/TIME LIFE PICTURES/GETTY IMAGES (1955)

BETTMANN/CORBIS (1957); JOHN G. MOEBES/CORBIS (1960); BOB ADELMAN/CORBIS (1964)

Reading for Activity Option 1 or 2

You Can Grow Your Intelligence

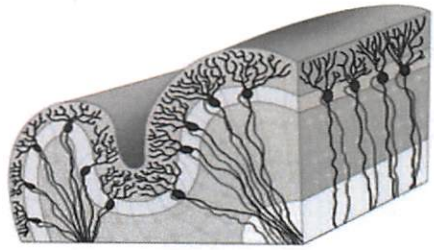
New Research Shows the Brain Can Be Developed Like a Muscle

Many people think of the brain as a mystery. They don't know much about intelligence and how it works. When they do think about what intelligence is, many people believe that a person is born either smart, average, or dumb—and stays that way for life.

But new research shows that the brain is more like a muscle—it changes and gets stronger when you use it. And scientists have been able to show just how the brain grows and gets stronger when you learn.

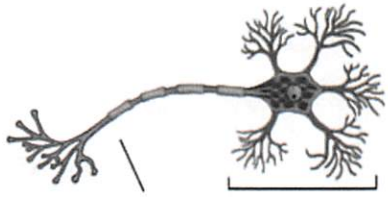
Everyone knows that when you lift weights, your muscles get bigger and you get stronger. A person who can't lift 20 pounds when they start exercising can get strong enough to lift 100 pounds after working out for a long time. That's because the muscles become larger and stronger with exercise. And when you stop exercising, the muscles shrink and you get weaker. That's why people say "Use it or lose it!"

But most people don't know that when they practice and learn new things, parts of their brain change and get larger a lot like muscles do when they exercise.



A section of the cerebral cortex

Inside the cortex of the brain are billions of tiny nerve cells, called neurons. The nerve cells have branches connecting them to other cells in a complicated network. Communication between these brain cells is what allows us to think and solve problems.



A typical nerve cell

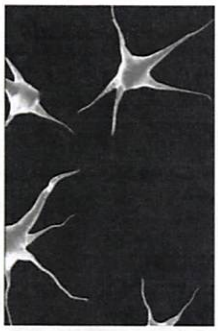
When you learn new things, these tiny connections in the brain actually multiply and get stronger. The more that you challenge your mind to learn, the more your brain cells grow. Then, things that you once found very hard or even impossible to do—like speaking a foreign language or doing algebra—seem to become easy. The result is a stronger, smarter brain.

How Do We Know the Brain Can Grow Stronger?

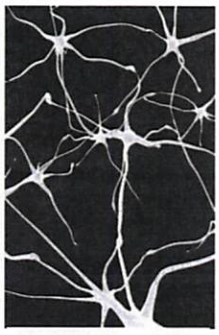
Scientists started thinking that the human brain could develop and change when they studied animals' brains. They found out that animals who lived in a challenging environment, with other animals and toys to play with, were different from animals who lived alone in bare cages.

While the animals who lived alone just ate and slept all the time, the ones who lived with different toys and other animals were always active. They spent a lot of time figuring out how to use the toys and how to get along with the other animals.

Effect of an Enriched Environment



Nerves in brain of animal living in bare cage



Brain of animal living with other animals and toys

These animals had more connections between the nerve cells in their brains. The connections were bigger and stronger, too. In fact, their whole brains were about 10% heavier than the brains of the animals who lived alone without toys.

The animals who were exercising their brains by playing with toys and each other were also "smarter"—they were better at solving problems and learning new things.

Even old animals got smarter and developed more connections in their brains when they got the chance to play with new toys and other animals. When scientists put very old animals in the cage with younger animals and new toys to explore, their brains also grew by about 10%!

3

Children's Brain Growth

Another thing that got scientists thinking about the brain growing and changing was babies. Everyone knows that babies are born without being able to talk or understand language. But somehow, almost all babies learn to speak their parents' language in the first few years of life. How do they do this?

The Key to Growing the Brain: Practice!

From the first day they are born, babies are hearing people around them talk—all day, every day, to the baby and to each other. They have to try to make sense of these strange sounds and figure out what they mean. In a way, babies are exercising their brains by listening hard.

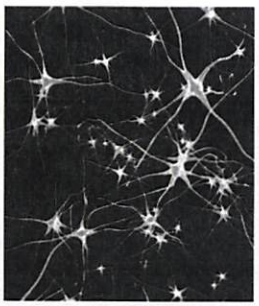
Later, when they need to tell their parents what they want, they start practicing talking themselves. At first, they just make goo-goo sounds. Then, words start coming. And by the time they are three years old, most can say whole sentences almost perfectly.

Once children learn a language, they don't forget it. The child's brain has changed—it has actually gotten smarter.

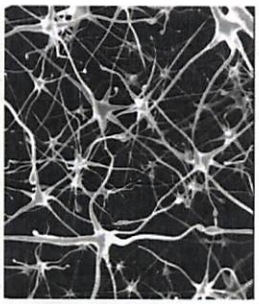
This can happen because learning causes permanent changes in the brain. The babies' brain cells get larger and grow new connections between them. These new, stronger connections make the child's brain stronger and smarter, just like a weightlifter's big muscles make them strong.

4

Growth of neuron connections in a child from birth to 6 years old



At birth



At age 6

The Real Truth About "Smart" and "Dumb"

No one thinks babies are stupid because they can't talk. They just haven't learned how to yet. But some people will call a person dumb if they can't solve math problems, or spell a word right, or read fast—even though all these things are learned with practice.

At first, no one can read or solve equations. But with practice, they can learn to do it. And the more a person learns, the easier it gets to learn new things—because their brain "muscles" have gotten stronger!

The students everyone thinks as the "smartest" may not have been born any different from anyone else. But before they started school, they may have started to practice reading. They had already started to build up their "reading muscles." Then, in the classroom, everyone said, "That's the smartest student in the class."

They don't realize that any of the other students could learn to do as well if they exercised and practiced reading as much. Remember, all of those other students learned to speak at least one whole language already—something that grownups find very hard to do. They just need to build up their "reading muscles" too.

5

What Can You Do to Get Smarter?

Just like a weightlifter or a basketball player, to be a brain athlete, you have to exercise and practice. By practicing, you make your brain stronger. You also learn skills that let you use your brain in a smarter way—just like a basketball player learns new moves.

But many people miss out on the chance to grow a stronger brain because they think they can't do it, or that it's too hard. It does take work, just like becoming stronger physically or becoming a better ball player does. Sometimes it even hurts! But when you feel yourself get better and stronger, all the work is worth it!

6

The New York Times | http://nyti.ms/1UZdtFv

SundayReview

The Superior Social Skills of Bilinguals

Gray Matter

By KATHERINE KINZLER MARCH 11, 2016

BEING bilingual has some obvious advantages. Learning more than one language enables new conversations and new experiences. But in recent years, psychology researchers have demonstrated some less obvious advantages of bilingualism, too. For instance, bilingual children may enjoy certain cognitive benefits, such as improved executive function — which is critical for problem solving and other mentally demanding activities.

Now, two new studies demonstrate that multilingual exposure improves not only children's cognitive skills but also their social abilities.

One study from my developmental psychology lab — conducted in collaboration with the psychologists Boaz Keysar, Zoe Liberman and Samantha Fan at the University of Chicago, and published last year in the journal Psychological Science — shows that multilingual children can be better at communication than monolingual children.

We took a group of children in the United States, ages 4 to 6, from different linguistic backgrounds, and presented them with a situation in which they had to consider someone else's perspective to understand her meaning. For example, an adult said to the child: "Ooh, a small car! Can you move the small car for me?" Children could see three cars — small, medium and large — but were in position to observe that the adult could not see the smallest car. Since the adult could see only the medium and large cars, when she said "small" car, she must be referring to the

child's "medium."

We found that bilingual children were better than monolingual children at this task. If you think about it, this makes intuitive sense. Interpreting someone's utterance often requires attending not just to its content, but also to the surrounding context. What does a speaker know or not know? What did she intend to convey? Children in multilingual environments have social experiences that provide routine practice in considering the perspectives of others: They have to think about who speaks which language to whom, who understands which content, and the times and places in which different languages are spoken.

Interestingly, we also found that children who were effectively monolingual yet regularly exposed to another language — for example, those who had grandparents who spoke another language — were just as talented as the bilingual children at this task. It seems that being raised in an environment in which multiple languages are spoken, rather than being bilingual per se, is the driving factor.

You might wonder whether our findings could be explained as just another instance of the greater cognitive skills that bilingual children have been observed to have. We wondered that, too. So we gave all the children a standard cognitive test of executive function. We found that bilingual children performed better than monolingual children, but that the kids who were effectively monolingual yet regularly exposed to another language did not. These "exposure" children performed like monolinguals on the cognitive task, but like bilinguals on the communication task. Something other than cognitive skills — something more "social" — must explain their facility in adopting another's perspective.

In a follow-up study, forthcoming in the journal Developmental Science, my colleagues and I examined the effects of multilingual exposure on even younger children: 14- to 16-month-old babies, who are hardly speaking at all. In this study, led by Zoe Liberman and in collaboration with Professor Keysar and the psychologist Amanda Woodward, babies were shown two versions of the same object, such as a banana, one of which was visible to both the infant and an adult, the other visible to the baby yet hidden from the adult's view. When the adult asked the baby for "the banana," the baby might hand her either object — both were bananas, after all — yet if the baby understood the social context, he would

reach more often for the banana that the adult could see.

We found that babies in monolingual environments reached equally often for the two bananas. Babies in multilingual environments, including those who were exposed to a second language only minimally, already understood the importance of adopting another's perspective for communication: They reached more often for the banana that the adult could see.

Multilingual exposure, it seems, facilitates the basic skills of interpersonal understanding. Of course, becoming fully bilingual or multilingual is not always easy or possible for everyone. But the social advantage we have identified appears to emerge from merely being raised in an environment in which multiple languages are experienced, not from being bilingual per se. This is potentially good news for parents who are not bilingual themselves, yet who want their children to enjoy some of the benefits of multilingualism.

Katherine Kinzler is an associate professor of psychology and human development at Cornell University.

A version of this op-ed appears in print on March 13, 2016, on page SR10 of the National edition with the headline: Bilinguals' Superior Social Skills.

Statues of a lady and girl sitting beside manicured bush. (Thinkstock)

It's way too hard to find statues of notable women in the U.S.

By Danny Lewis *Smithsonian.com* March 04, 2016

When you walk the streets of cities like New York and Washington, D.C., it's hard to miss the sculptures. Many mark parks and neighborhoods. Historic figures often can be seen standing upright. Or they can be seen sitting on their horses, stoically striking a pose. More often than not, these statues have another thing in common. It's their gender. The majority of public statues in the United States are of men.

Of the estimated 5,193 public statues depicting historic figures on display throughout the U.S., only 394 are of women. This is according to a story written in 2011 by The Washington Post's Cari Shane. Compounding this number, none of the 44 memorials maintained by the National Parks Service, like the Lincoln Memorial or the Jefferson Memorial, specifically focuses on women.

A group is looking to change this ratio. The group is called, Where Are The Women? Recently, it successfully campaigned to have statues of women's rights pioneers Susan B. Anthony and Elizabeth Cady Stanton added to New York's Central Park. The park, notoriously, had no statues of non-fictional women on its grounds. The group is raising funds to build the suffragettes.

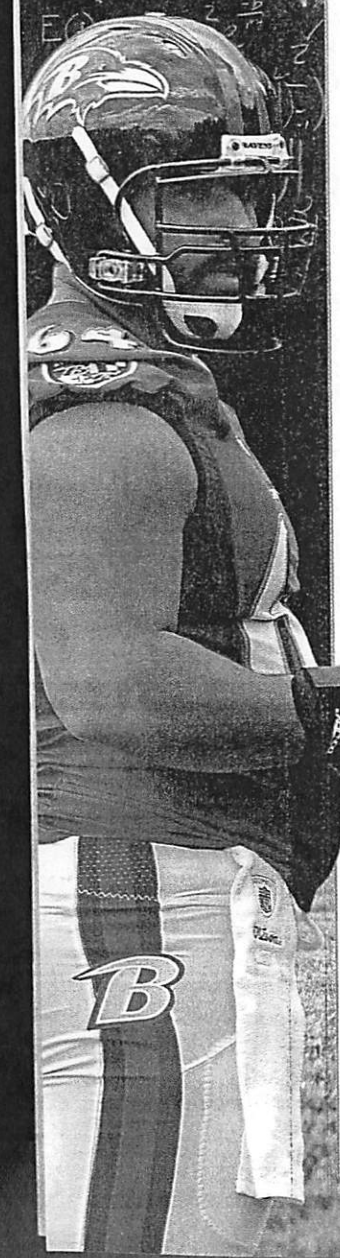
The lack of women's representation is poses a problem. Leaving their stories out from public art takes away from the significant roles that women have played in history.

As Shane writes: "U.S. history is not just the record of the Revolutionary War and the Civil War, as told through the stories of their ranking officers. But that's largely what it looks like in Washington, D.C., where military equestrian statues occupy virtually every circle and square in the L'Enfant Plan. They're inoffensive. But these public spaces are wasted on statues that over-tell one story to a people who have long grown oblivious to hearing it."

Currently, few of the statues that do show women on city streets are modeled on historic figures. This is according to Kriston Capps. She was writing for CityLab. Instead, women often appear as archetypes. They are symbols of abstract concepts. Or they are nameless figures in a memorial.

One campaign isn't enough to solve ongoing issues of gender discrimination and inequality in the U.S. But by pressing to honor real women from history, cities can restore them to a story that has ignored them for so long. After all, as it stands now, only five public statues of historic women remain in New York City. The statues are of Joan of Arc, Golda Meir, Gertrude Stein, Eleanor Roosevelt and Harriet Tubman.

Top Mathlete



NFL player John Urschel is also a mathematician!

John Urschel fits right in at the line of scrimmage. He's 6 feet, 3 inches tall and weighs 305 pounds, so it's no surprise to learn he's an offensive lineman for the Baltimore Ravens. What's unexpected is how the 24-year-old spends his downtime. He's not only an NFL athlete—he's also a mathematician.

Urschel loves math as much as he loves football. He has two math degrees, and he's published papers in mathematical journals. As a student-athlete at Pennsylvania State University, he even taught calculus classes!

What inspired him to pursue both math and football? Urschel says his love of math came first. His interest was sparked "by the challenge of solving the unknown," he says. "When I was a kid, I always wanted to try to find the answer to things. Math was like a puzzle to me, and that's what I really took to."

When Urschel started playing football in high school, he fell for the sport just as hard. Working to become a professional athlete (or a mathematician!) doesn't leave much time for other interests. But Urschel refused to give up either passion.

"I never stopped doing both, never stopped loving both, never stopped focusing on both," he says. And though they seem wildly different, Urschel says that balancing football and math makes him better at both.

"Math helps train my brain to make quick decisions, and that is extremely useful as a football player," he says. Meanwhile, football inspires a competitive approach to math—which helped him maintain a 4.0 GPA in college and graduate school.

Some people have worried that Urschel could injure his powerful brain in a game. Football results in more brain injuries than any other sport in the U.S.; in 2014, 202 concussions were diagnosed among NFL players. Urschel knows this, but he loves the game too much to quit. Eventually, he says, his body will tell him when to stop. Then he'll pick up his mathematical career.

No matter what, "both math and football will continue to be a part of my life," he says. "I'll have to stay close to the game—I love it very much."

—Jacqueline Barba

> "Math is an exercise in training your brain to think originally. It's about taking what you know and using it to face something you haven't seen before."
>
> *—John Urschel*

Help! I Can't Put Down!

nMy Phone

By MARGARET KAMINSKI

If you feel frantic at just the thought of being digitally disconnected, you're not alone. Find out how your phone is changing the way your brain works. (Sorry, there's no app that can stop it.)

Shaky hands. Sweaty palms. Seventeen-year-old Oliver is restless, can't focus, and keeps reaching into his empty pockets as his heart pounds with panic. But why—is he on the run from zombies? Vampires? Werewolves? Or all three? Actually, it's a much more ordinary situation: Oliver accidentally left his phone at home.

Oliver isn't proud of it, but he's the first to admit his dependence: Even a five-minute trip to the store without his device is enough to fill him with unease, **paranoia**, and fear. But he's not alone in this feeling—the stress and separation anxiety of going phone-free is so common, it's been given a name: nomophobia (short for no-mobile-phone phobia).

Yes, technology helps us stay connected and informed. Who can even imagine life without the Internet in their hands or being able to text Mom to say "running late, don't worry"? When technology does everything, however, it's easy to become dependent on it. And now, scientists are beginning to wonder if our tech addiction is giving us a leg up, or putting obstacles (in many cases invisible ones!) in our path.

RING THE ALARM

With your phone in your hand, you can look up a date for a history paper without cracking a book or trucking to the library. (Thanks, Wikipedia!) But despite having these shortcuts, students are still spending the same amount of time on homework today

as they were 30 years ago, when smartphones were about as common as flying cars. So where's all that time going? The answer may be at your fingertips. "I usually keep my phone on the desk or in my pocket while I'm doing homework," says Oliver. "I'll check any notifications I get, just as a little break."

A "little break" may sound harmless, but more is happening during that brief **digression** than you think. Experts say each beep, chime, or chirp seizes your attention, triggering your fight-or-flight response, which is like a fire alarm for your brain. It's designed to pull your thoughts away from whatever you're doing so you can focus on the "life-or-death" situation in front of you. This response is vital if you smell smoke or come across a bear in the woods—but not so much when you get a text that says: "I'm SOOOOO bored." After that false alarm pumps **adrenaline** through your body it takes your brain up to 30 minutes to regain focus—if it ever gets focus back at all.

That's why texting-while-homeworking isn't simply a casual distraction, it's a major hindrance to getting stuff done. With a million apps bleeping for your attention, "you feel frustrated, pressured, stressed," says Dr. David Strayer, a leading neuroscientist from the University of Utah. "It takes 50 percent longer to accomplish a single task, and you make up to 50 percent more errors." Yikes!

UNWRAPPING ADDICTION

We *should* just put our phones down when we're busy—but it's not that simple. In fact, the constant alerts are purposefully designed to be irresistible. "If I hear a buzz or see a notification on my phone, I have to check it," says Shane, 15. "It's not even a choice." And that's not an **exaggeration**. These apps

Take Back Your Life

We help 7 kids power down—and challenge you to do the same!

DONG! DING

TIME WASTER

124 MINUTES*

"If I didn't have a phone, I feel like I would be bored all the time." —Oliver, 17

POWER DOWN

Try a real-life hobby that forces you to put down your phone. Something like knitting or drawing will challenge your brain and entertain you, while actually improving your skills too.

*Time spent per day

SEE MONSTER

140 MINUTES

"If my phone is there, it's all I think about. If I see it, I want to use it." —Jonathan, 17

POWER DOWN

Studies show that students with their phones tucked away score higher on tests! So when you're trying to focus, always keep your phone out of sight and out of mind!

DIGI-DISTRACTION

179 MINUTES

"My phone causes distractions that make me procrastinate." —Quanasia, 17

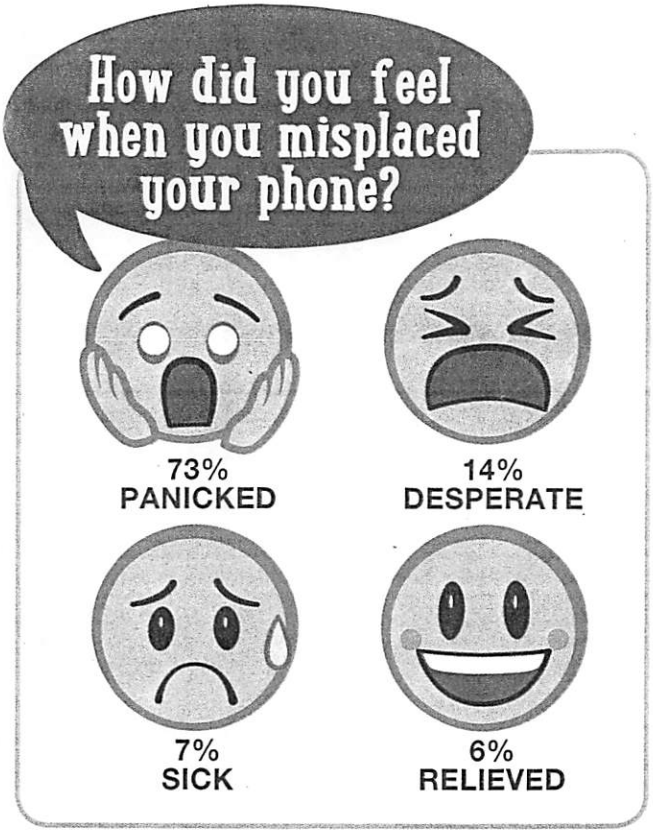
POWER DOWN

Institute tech-free times during the day so that you can stay focused on work, and turn off notifications for the apps most likely to distract you the rest of the time.

kes your
it ever

isn't
ıdrance
ɔleeping
ɜssured,
;
ı. "It takes
ask, and
Tikes!

N
n we're
constant
sistible.
ıy phone,
ıt even a
These apps



are not only panicking you, they're also triggering your brain's reward center.

Think of each notification as a beautiful present from a relative with terrible taste. The festive ribbons and neat wrapping make your heart beat a little faster—even though you know from bitter experience that what's inside will be a regift at best. The same reaction happens when those enticing chimes are **beckoning** you. What awaits is surely a friend asking for the homework or a selfie of your sister, but your brain still jumps with joy because of the more improbable possibilities. "Hold up!" it says. "What if this is Alex asking me out, or Ariana Grande following me on Instagram?"

That excitement comes from a chemical called dopamine, which tells your brain, "Dude, that felt good—do it again!" even if it all ends in crushing disappointment. (You think: "Maybe next time will be different?) Teens are the most susceptible to this

Briing!

RACTION

179 MINUTES

causes
that make
inate."
7

DOWN
-free times
ıy so that
focused
l turn off
for the apps
ɔ distract you
e time.

BRAIN BREAK

238 MINUTES

"When I'm stuck on an assignment, I use my phone to give my mind a break." —Sonya, 14

POWER DOWN

Your phone isn't the best way to clear your head. If you really need a break from homework, take a walk. The combo of moving your body and resting your mind will reinvigorate you for real.

PHONE-Y FRIENDS

269 MINUTES

"I hate eating with friends when they just sit there checking their phones."—Shane, 15

POWER DOWN

Suggest a no-phone policy during meals, and if you want your friends to take the rule seriously, give it some stakes. (One idea: The first person to check their phone has to buy dessert!)

APP ADDICT

284 MINUTES

"Honestly, I was expecting 500 minutes. I feel like I'm *always* on my phone."—Justina, 17

POWER DOWN

If you feel addicted to your phone, you need to cut back. Download an app like Moment for iPhone or Break Free for Android to track your usage, and put a timer on it to keep you in check.

SLEEP SUCKER

339 MINUTES

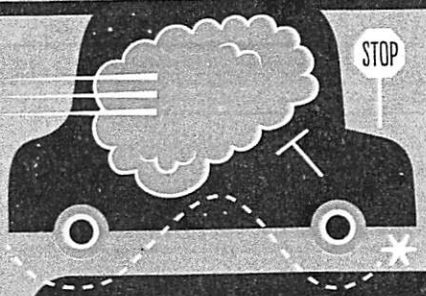
"Even getting *out* of bed is hard when there are 100 notifications to look at."—Hannah, 14

POWER DOWN

Sleeping next to a screen can inhibit the release of melatonin, a hormone that helps your body know when it's time to snooze. Always put your phone out of your reach before you go to bed.

DING

THE FACTS THAT MATTER: TECH ADDICTION



TEXTING WHILE DRIVING IS **6X** MORE DANGEROUS THAN DRIVING WHILE DRUNK.

THE AVERAGE TEEN'S SCREEN TIME PER DAY.

96% OF TEENS CONSIDER CELL PHONES VITAL TO THEIR LIVES.

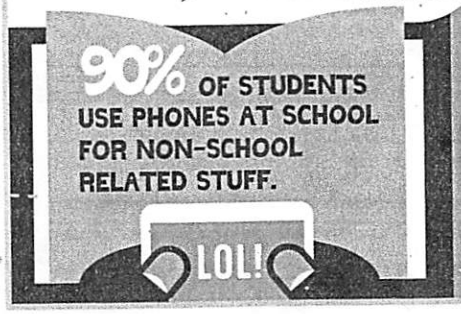
ONLY **92%** CONSIDER THEIR TOOTHBRUSH TO BE VITAL.

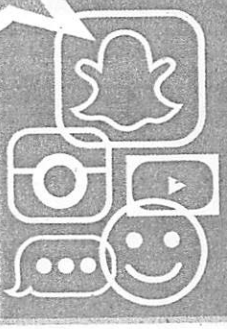
4 OUT OF 5 TEENS SLEEP WITH THEIR PHONE.

3,339 NUMBER OF TEXTS TEENS SEND PER MONTH.

90% OF TEXTS ARE READ WITHIN 3 MINUTES.

90% OF STUDENTS USE PHONES AT SCHOOL FOR NON-SCHOOL RELATED STUFF.





150 THE NUMBER OF TIMES AN AVERAGE PERSON CHECKS THEIR PHONE EACH DAY.

INFOGRAPHIC (LEFT) BY TRACY WALKER; APP ICON ILLUSTRATIONS BY ISABELLE DERVAUX; SHUTTERSTOCK (GIRL)

feedback loop—they get a bigger hit of dopamine from the new or exciting, and that feeling can be addictive. To feed your craving for this feel-good jolt, you download more apps, join more social media networks, and send more texts—trapping you in an endless cycle of joy and letdowns.

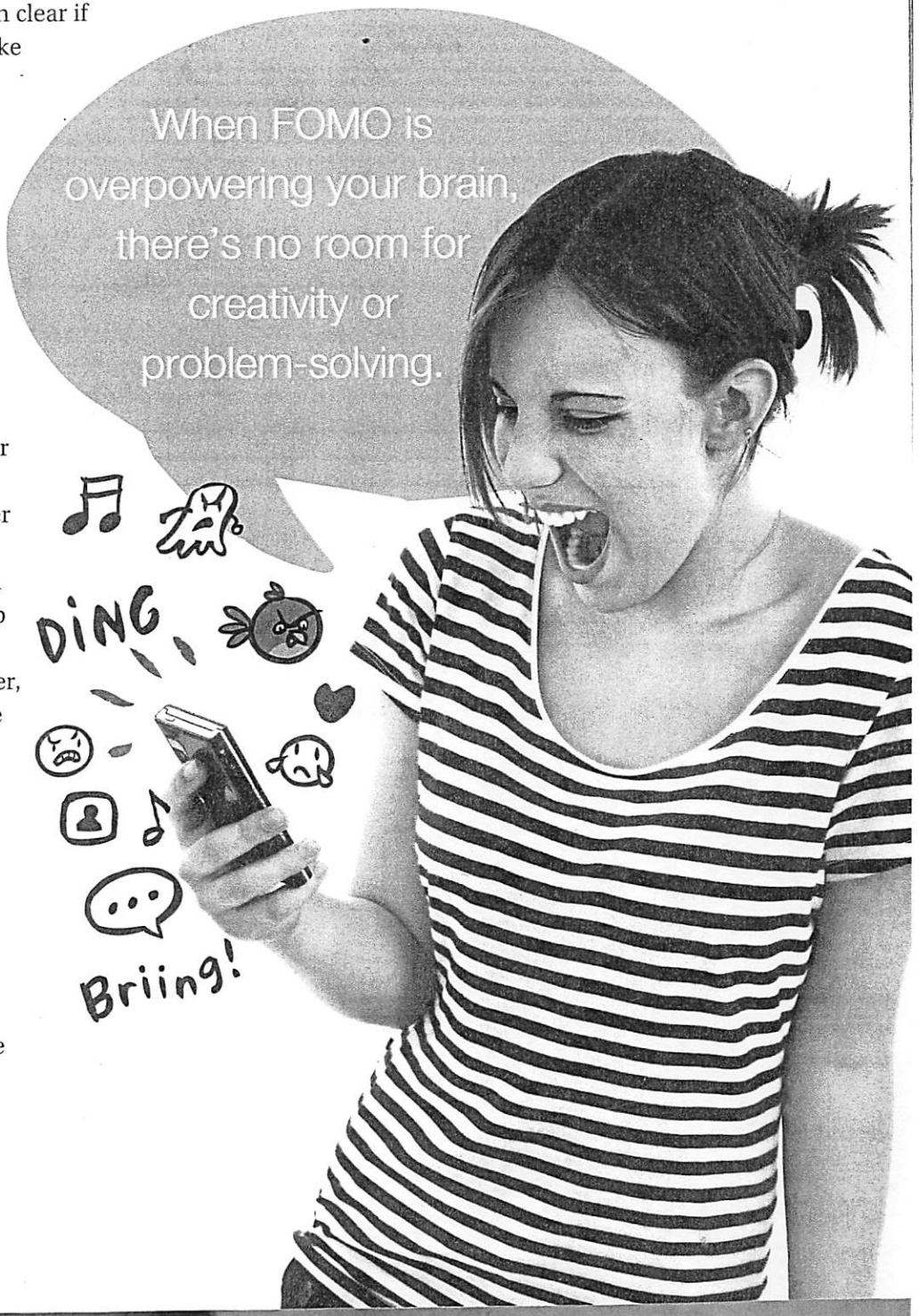
ATTENTION DETENTION

Sometimes it seems like our phones have us in such a tight grip, it's not even clear if we enjoy having them. "I feel like I'm programmed to always be wondering what's going on," says Oliver. Shane agrees, "It's stressful to be with my phone, but it's stressful to be without it." There's pressure to be available 24/7 for fear of missing out on the party, the gossip, or simply the connection. But when FOMO is overpowering your brain, there's no room for creativity or problem-solving.

So what can you do? Consider this scenario: Have you ever stayed up late **grappling** with a tough problem? You go to sleep and the next morning you're groggy. You hop into the shower, and miraculously—somewhere between the shampoo and conditioner—you find your answer. Is it magic water?

Yes and no. Showers are a great way to wake you up, but they also force you to put down your phone. And when you're finally free from the phone's feedback loop, your mind can wander—often to the answer you were looking for. "Technology is very addictive and very distracting," says Dr. David Greenfield, founder of The Center for Internet and Technology Addiction at the University of Connecticut School of Medicine. "When you're using it, [it's keeping you from] doing something else."

And whether that "something else" is homework, hang time with your friends, or anything in-between, it's important to realize that your phone could be getting in the way—maybe even more than it's helping you out.



I, Too

BY LANGSTON HUGHES

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed—

I, too, am America.

Source: *The Collected Poems of Langston Hughes* (Vintage Books, 2004)

Reading Reflection

After reading, annotating, and questioning the texts, write a reflection that shares your connections, main ideas, thoughts, questions, and themes. Please be sure to support your thinking by using specific examples from the texts. Remember to ALWAYS write in paragraphs using your BEST punctuation, spelling, and grammar skills.

**Review your rubric to be sure you are reaching for EXCELLENCE and fulfilling the expectations of this assignment!

Parent/Guardian Signature _____