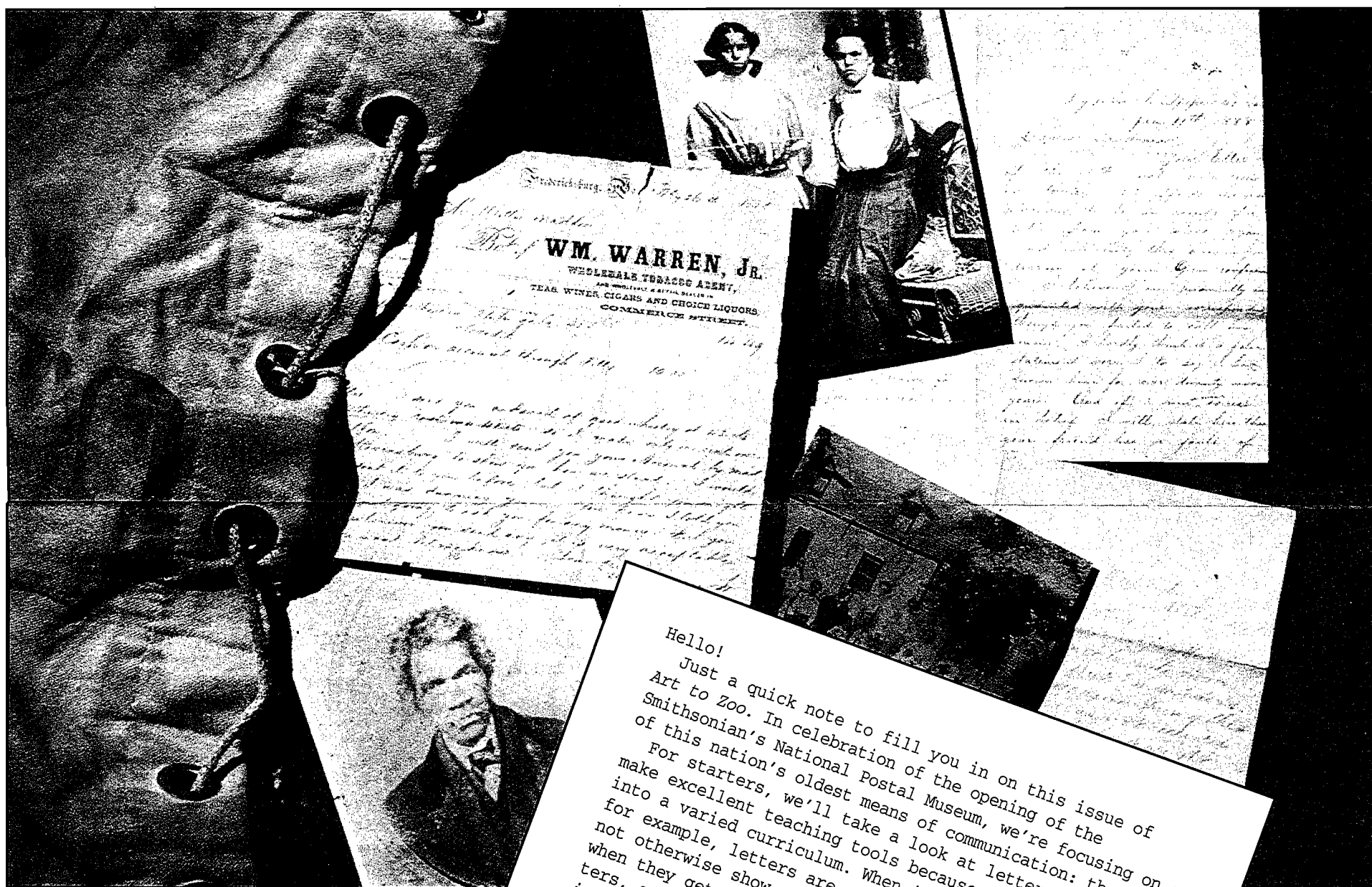


ART to ZOO

News for Schools from the Smithsonian Institution, Office of Elementary and Secondary Education, Washington, D.C. 20560 September 1993

Magic in Your Mailbox: *Learning from Letters and Other Mail*



The correspondence of the Madden family, an African American family whose letters trace back five generations (1740-1992), will be on display for one year at the National Postal Museum.
Photo by Eric Long, Smithsonian Institution, courtesy of National Postal Museum.

Hello!

Just a quick note to fill you in on this issue of Art to Zoo. In celebration of the opening of the Smithsonian's National Postal Museum, we're focusing on one of this nation's oldest means of communication: the mail. For starters, we'll take a look at letters. Letters make excellent teaching tools because they fit easily into a varied curriculum. When it comes to language arts, for example, letters are a natural. Students who might not otherwise show a lot of interest in reading perk up when they get a letter - and by writing their own letters, students can learn how to clearly express their ideas, opinions, and feelings.

Letters can also breathe new life into history and social studies lessons. Historical letters can give the study of past eras and events a personal, often poignant touch. As publisher M. Lincoln Schuster said in the introduction to his anthology of correspondence by notable people, "letters remind us that history was once real life."

Besides letters, we'll also take a look at some of the other kinds of mail we get (bet you didn't know that you can put all that advertising mail to use as a math activity!), and at how all this mail gets to its destination. We'll also introduce you to the National Postal Museum, an exciting and innovative addition to the Smithsonian "family."

We hope you enjoy this issue of Art to Zoo. As always, we'd love to know how you used the ideas we've presented. So don't hesitate to drop us a line or two sometime - we love getting mail!

Sincerely,
The Editors

Step 1: The Write Stuff

Objectives:

- ☐ compare letters with other forms of communication
- ☐ identify situations in which a letter is a preferable form of communication
- ☐ set up a system for delivering mail in the classroom

Materials:

- ☐ paper and pencils (or pens)
- ☐ art supplies

Subjects:

- ☐ language arts; social studies

There's something special about letters. True, they lack the immediacy of spoken communication—but the words we write in a letter can often convey our feelings, thoughts, and opinions with more accuracy and expressiveness than a conversation can. Try this two-part activity to introduce your students to the value of letter writing and to encourage them to write their own letters.

Procedure:

Part A—When Is a Letter Better?

1. Ask the students how many of them have written a letter or post card within the last several months. Also ask how many of them have received a letter or post card within that same period of time. Chances are only a few students will raise their hands. Explain that, in the past, letters were a more common method of communication than they are now. Ask why this is the case. (The main reason is that, before telephones were in common usage, letters were often the only way people had of getting in touch with one another. Students may also come up with other possible explanations, such as the idea that people had more time in the past [it's true that the pace of life has gotten faster] or that people were once "better" at writing than they are now. ["Better" is a relative term. Though many people communicated through letters, not all letter writers were particularly literate. People with limited educations often wrote phonetically, or had someone else write their letters for them.]
2. Now lead a discussion about the benefits of writing and receiving letters. Start by having the students think about how they feel when they get a letter. Are there times when they'd rather get a letter than a phone call from the same person? Why or why not? Next ask the kids why they write letters

From two children to two others—This condolence letter was written after the assassination of President John F. Kennedy.
Courtesy of John F. Kennedy Library, Boston, Massachusetts.

- themselves. List their ideas on the board.
3. Discuss the following situations. In each case, ask the students whether or not they think a letter is the best way to communicate—and why.
 - ☐ A friend's grandmother has died and you want to tell your friend how sorry you are.
 - ☐ You bought a warm-up jacket with your favorite baseball team's decal on it. You washed the jacket once and the decal peeled off. You want to let the jacket manufacturer know how disappointed you are.
 - ☐ You are in favor of a law that would help protect endangered species, but you heard your state senator speak out against the law.
 - ☐ You'd like to let your favorite singer know how you feel about his or her work.
 - ☐ While riding your bike, you hit a hole in the pavement and lose control. You fall off your bike and you hit your head on the pavement. Luckily, you are wearing your new helmet! You decide to let the helmet company know that their product might have saved your life.
 4. After discussing the value of letters, try the following activity to encourage students to write their own letters.

Part B—Classroom Correspondence

For this activity you'll need to work with one or two other educators in your school to arrange a letter exchange program between your classroom and at least one other classroom. (If you're planning to have the students write letters from the point of view of literary

MAIL MOVERS, LOVE LETTERS, AND RARE STAMPS:
The National Postal Museum has it all!

Did you ever wonder...

- ...what gives the thin layer of glue on a stamp its unique flavor? (In the past, sweet potatoes, corn, and cassavas were among the ingredients of stamp gum, but today the gum is mostly made out of synthetics. Stamp gum must meet strict kosher and vegetarian diet standards.)
- ...what your ZIP code tells marketers about who you are and how you spend your money? (Marketers use ZIP code information, along with other information, to develop spending portraits of consumers and to target direct-mail advertising.)
- ...what it would have been like to be a passenger on a mail stagecoach? (Mail coaches often took on passengers, but by most accounts the long trips were less than elegant: Mailbags made for crowded conditions as coaches full of passengers, some of whom were in great need of a bath, bounced over rutted roads.)

At the new National Postal Museum in Washington, D.C., there's no shortage of fascinating facts like these. Housed in an early-twentieth-century postal building, the museum presents postal lore and mail-related Americana in creative and exciting ways. Interactive exhibits invite you to climb aboard a real mail stagecoach, test your mail-sorting skills in a railway mail car, and solve a postal crime. There are computer games that put you in the pilot's seat of an early airmail plane and challenge you to create an original mail route using topographical maps. And there are more than a dozen video presentations, including one about the Pony Express and another about a stray pooch named Owney who became a railway-mail mascot.

Some of the world's rarest and most valuable stamps are on display at the National Postal Museum. There are also dozens of historical letters—letters that give visitors a compelling peak back in time. Providing firsthand accounts of history in the making, these letters chronicle the story of a young and growing nation. It's a story that was shaped by the postal service itself: Communications and transportation networks were developed and refined in large part through a need to move the mail quickly and efficiently.

If visiting the National Postal Museum inspires you to write your own letter, you can pause at one of several writing desks to jot a line or two to a friend. Mail boxes near the writing areas make it convenient for you to mail the letter right from the museum. Just keep in mind that, someday in the distant future, your words may become a little piece of American history!

Note: School group tours will be offered starting in January 1994. Until then, self-guided tours are available. Call 202/357-2991.

or historical characters [see number 3 in the directions], make sure the classroom with which you'll be corresponding is studying the same books or historical period.)

1. Begin the activity by telling the students that they'll be exchanging letters with students in another classroom. Then tell them to imagine that their classroom, as well as the one they'll be exchanging letters with, is a town. Have them suggest names for their own town, then have them vote on their favorite name.
2. Tell the kids to pretend that in each town, the tables (or rows of desks, depending on how your classroom is set up) are streets, and each person's desk (or other work area) is an individual home. Then have several small groups of students complete the following tasks:
 - ☐ Name the streets and give each "home" an address.
 - ☐ Make a map of the classroom that includes all street names and individual addresses.
 - ☐ Construct a central mailbox for depositing outgoing letters.
3. To add interest to the actual letter writing, consider having the students write letters from different points of view. For example, one week they could write letters through the eyes of characters in a book both classes are reading. On another occasion they could write from the point of view of people living during a period of history the classes are studying. Another option would be to set up a "secret pen pal" arrangement. Each person could choose a fake name, and students could pick their pen pals' names out of a hat. In addition to other information, each letter could reveal one or more clues to the person's real identity.
4. Review the rules for addressing a letter. Show students where the recipient's and sender's addresses and the stamp must appear. (Students can draw stamps for their envelopes or use stickers.)
5. Have the students take turns delivering the mail. Give the mail carrier a shopping bag or backpack to use as a mail satchel, and provide a map of the classroom that he or she is to deliver the mail to.

Step 2: Family Ties

Objective:

- ☐ describe daily experiences and express feelings in letters to family members

Materials:

- ☐ stationery
- ☐ copies of "Letter Idea Sheet" (on Pull-Out Page)

Subjects:

- ☐ language arts; social studies

It seems as though it's getting harder and harder for families to keep in touch these days. Busy schedules and homes separated by many miles often keep cousins, aunts, uncles, brothers, sisters, and other kin apart. By writing letters to relatives—even if they're only brief, occasional notes—kids can help reinforce family ties while strengthening their writing skills. Writing to relatives can also be a good way to learn about family history.

Procedure:

1. Discuss the value of keeping in touch with family members through letter writing. What effects might letters have on family members that differ from the effects of visits and phone calls?
2. Explain to the kids that they will be writing to several family members—preferably those they don't get to see very often. Explain that a letter is a kind of conversation on paper. Asking questions gives the receiver of a letter a good reason to answer. The most interesting letters often mix questions with information about what the writer does and thinks.
3. Distribute copies of the Letter Idea Sheet on the Pull-Out Page and give the kids time to fill them out.
4. Have the kids bring in the addresses of at least two family members (or other people



The caption of this circa 1917 photo reads "POSTWOMEN STARTING OUT ON THEIR DAILY ROUNDS IN NEW YORK, RELEASING MEN FOR MORE ARDUOUS WAR SERVICE." Courtesy of National Postal Museum.

12-21-74

Mr. Walter Hays

MY NAME IS KEITH KEMP-
PAINE. I'M 30 YRS. OLD, I
AM 5'10" AT 200 - I'M A
CONSTRUCTION WORKER IN THE
DETROIT AREA -

THE REASON FOR THIS LETTER
IS TO THANK THE PEOPLE AT
LEVI STRAUSS & CO. FOR MAKING
LEVI SHIRTS, ESPECIALLY THE
ONE THAT SAVED MY LIFE!!!

THE COMPANY I WORK FOR
WAS BUILDING THE NEW J.C.
PENNEY'S STORE, LOCATED IN
THE DETROIT AREA EASTLAND
MALL, WHILE PUTTING UP THE
FORMS FOR THE CONCRETE
CONCRETE WALLS & PUTTING
THE RE-ENFORCING STEEL RODS
IN THE CONCRETE, I FELL!

THE REASON I'M ABLE TO
WRITE THIS LETTER TODAY
IS THAT INSTEAD OF FALLING
THREE STORIES TO MY CERTAIN

DEATH, IS THAT MY LEVI
SHIRT WHICH I ALWAYS LEAVE
HANGING OUT (INSTEAD OF TUCKED
IN MY PANTS) (WHICH ON THAT
DAY HAPPENED TO BE OUTTENSE)
CAUGHT ON A PIECE OF RE-
INFORCING STEEL.

THE SHIRT SEAMS SPLIT
AS YOU CAN SEE ONLY TO THE
ARM PIT, AND THERE I
HUNG, ALL TWO-TEEN OF ME.
AS SAFE AS ONE COULD BE
HANGING THREE STORIES OFF
THE GROUND.

I AM SENDING YOU THE
SHIRT SO YOU CAN SEE FOR
YOURSELF (ONLY WASHED) WHAT A
FINE STURDY PRODUCT YOU HAVE.
I HAVE BEEN WEARING LEVI'S
SINCE THE DAY'S WHEN YOU
COULD BUY THEM FOR FIVE DOLLARS
AND I BELIEVE THOUGH THEY
COST MORE TODAY, THEY ARE
"ONE OF THE FEW PRODUCTS
YOU CAN BUY THAT ARE AS

Good AS THEY WERE IN
THE GOOD OLD DAYS -

I WISH TO THANK YOU
AGAIN FOR THE FINE PRO-
DUCTS WHICH MY FAMILY
& MYSELF WILL CONTINUE TO
USE ALWAYS

THANK YOU AGAIN

KEITH KEMPAINEN
14750 HUBBARD RD.
LIVANIA, MICHIGAN
48154

Lucky Keith Kempainen wrote to thank the Levi Strauss Co. for saving his life. Courtesy of Levi Strauss and Co. Archives.

they feel close to, but don't get to see very often). To stimulate ideas for letter writing, you might want to provide the kids with some ideas, such as the following:

- ☐ Write to the oldest and youngest relatives, the one you most resemble and the one you least resemble, one who lives nearby and the one who lives farthest away.
- ☐ Write letters to all the relatives who knew an ancestor, such as a great grandparent, whom you want to know more about.
- ☐ Send copies of the same letter to all your relatives, asking them to tell you interesting stories about the family. Gather those stories into a booklet and make a gift of it to the relatives who answered your letter.
- 5. Ask students to tell you when they get a letter or to bring it to class. Perhaps they'd be willing to read a section of it. As a motivator, you might consider sponsoring a contest. For example, you could give prizes for the person who writes the most letters, receives the most letters, or receives letters from the farthest locations.

Step 3: Words of Praise

Objectives:

- ☐ express opinions in a letter to businesses
- ☐ describe how letters can provide valuable information from consumers

Materials:

- ☐ Keith Kempainen's letter (see above)

Subjects:

- ☐ language arts; social studies

Here's a way to help students learn how to effectively voice their opinions in writing.

Procedure:

1. Make an overhead transparency of Keith Kempainen's letter and read it with the class.* Ask the kids what they like about the letter. What makes it fun to read?
2. Have the kids make a list of some of their favorite products.
3. Have them choose the product they feel most strongly about and compose a letter to its manufacturer. To help them along, you might want to make the following suggestions:
 - ☐ State how long you've used or owned the product.
 - ☐ Explain why you think the product is a good one.
 - ☐ If possible, tell the manufacturer about a specific experience you've had involving the product.

* Students might be interested to learn that the Levi Strauss Co. asked Keith if they could keep his shirt and display it in the Levi's Museum. They also told him that a construction worker in Ft. Worth outdid him—he hung by a crane caught on his Levi's jeans 52 stories up!

- ☐ Are there other products you'd like the manufacturer to offer? If so, describe them.
- 4. Tell the students to look for the manufacturer's name and address on the product box or label. If they can't find the address they can call the Consumer Directory of Toll-Free Numbers at 1-800-555-1212. Once they get the manufacturer's toll-free number, they can call for the address. (As an alternative, you might want to have a *Consumer's Resource Handbook* on hand. Published by the United States Office of Consumer Affairs, this free handbook includes a directory of corporate consumer contacts. For a copy, write to "Handbook," Consumer Information Center, Pueblo, Colorado 81009.)

Extend the Activity!

In addition to being a good way of letting manufacturers know when you're pleased with their products, letters can be very effective at communicating disappointment or dissatisfaction. If any of your students have a well-founded complaint or other concern about a product (or about an organization or political figure, for that matter), encourage them to speak up by formulating an appropriate letter stating their opinions. Point out that most manufacturers are concerned about what their customers think of their products, and will usually respond to such letters. Tell the students that, when writing a letter of complaint, they should briefly explain their concerns and avoid unnecessary nastiness. (A complaint letter can be firm and matter-of-fact, but name-calling won't do much for the writer's credibility.) Letting the manufacturer know what you expect—a refund or replacement of a faulty product, for example—is also a good idea.

If students receive responses to their letters, have them share the letters with the class.

Step 4: Dear Occupant...

Objectives:

- ☐ describe the different types of mail people receive
- ☐ discuss the environmental impact of advertising mail

Materials:

- ☐ advertising mail

Subjects:

- ☐ math; social studies

Most of us can count on getting mail every day—whether we want it or not! The bulk of this daily dose is advertising mail. Here are some ideas for how to put advertising mail to use as an educational tool.

Procedure:

1. Bring in an example of each of the following types of mail to show the students: Personal mail (cards or letters), magazines, bills, business correspondence (such as bank statements), and advertising mail (catalogues, solicitations for contributions, and so on).
2. Tell the kids they'll be predicting the percentage of each type of mail their household gets and comparing their predictions to the actual amounts. Have each person devise a chart for recording this information. Then have them record their predictions in the chart.
3. Now tell the kids that they'll be keeping track of their household's mail for a week. Have each student create a tally sheet for recording the types of mail and numbers of each type their household receives during that time.
4. Based on the information they've gathered, have the students calculate the percentage of their household's total mail each type of mail represents. You might also want to have them calculate average percentages for the class.
5. Discuss the students' results. Which type of mail makes up the highest percentage? (Advertising mail will probably come out on top.) Then discuss the pros and cons of advertising mail. On the "pro" side, explain that advertising mail is an effective means of communication. For example, many consumers find mail-order shopping convenient and enjoyable. Also, many charity organizations advertise their existence by sending out letters to people who might not otherwise be familiar with them. Such letters often describe the work the organization is doing, and many also ask for contributions to the

organization. The mail-solicited contributions many charities receive help these organizations to continue their work.

On the down side is the fact that consumers often receive advertising mail they don't want. This unwanted mail represents a waste of natural resources: Much of it is made from virgin paper (which means trees have been cut to make it, as opposed to the paper being recycled from other paper), and most of it ends up in landfills—many of which are already overflowing.

6. Have the students create a visual picture of the amount of advertising and other mail people receive by using their calculations to create bar graphs. One graph could portray their predictions, another could portray actual percentages, and a third could represent class averages.

Extend the Activity!

Make the most out of advertising mail by trying these activities:

- ☐ Have students weigh a week's worth of advertising mail and use the calculation to figure out how much a year's worth would weigh.
- ☐ Have them measure the volume of a week's worth of advertising mail, then calculate the volume of one year's worth, ten years' worth, and so on. Point out that most advertising mail currently ends up taking up space in landfills. Compare the calculated volumes to the volumes of common objects, such as a sofa, car, or anything else for which kids would have a sense of size. (You may want to have the kids calculate these "object" volumes themselves.)
- ☐ Find out whether your community recycles marketing mail. If there is a center for



Marines from the 1st Marine Division, stationed in the desert west of Kuwait International Airport, read their mail March 3, 1991 during the first mail call since the beginning of the Iraqi ground war. Courtesy of United States Navy.

taking mail but no curbside pick-up program at individual homes, consider having the kids set up and monitor a collection center at your school. (It might also be interesting for the kids to find out what happens to mail that is to be recycled. Where does it go? What is it recycled into?) If there is no mail recycling program, have the students work with local authorities to get such a program established.

☐ Sponsor a contest for creative, practical, or outlandish uses for marketing mail.

Step 5: Decode the Barcode

Objectives:

- ☐ describe how the postal service uses barcodes to get mail to the correct destination
- ☐ translate a mail barcode into the ZIP code it represents

Materials:

- ☐ envelopes from advertising or business mail
- ☐ copies of "Decode the Barcode," sheets A and B (on Pull-Out Page)

Subject:

- ☐ math

How does a letter or other piece of mail get from Point A to Point B? Here's a fun way for your students to find out.

Procedure:

1. Bring in several envelopes from advertising or business mail and show students the pre-printed barcodes that appear on these envelopes. Explain that mail barcodes are used to sort the mail and get it to the correct destination. Each barcode represents a particular ZIP code. Special machines that are designed to read these codes quickly (at a rate of about 30,000 pieces of mail per hour)



Even when great distance separate us, a letter can make us feel close to friends and family. *Courtesy of National Postal Museum.*

- sort the mail into bins. A single piece of mail may be sorted several times in this way. The first reading determines the region of the country it's destined for. After being delivered to a post office in this region, a machine reads the barcode to determine which post office is closest to the letter's destination. A third reading in the final post office may be used to determine which street a piece of mail must be delivered to.
2. Ask students where they have seen other uses of barcoding. Some familiar examples include products at the grocery store, books at the library, and videos at the video store. But there are many other uses of barcodes as well. For example, hospitals attach barcodes to blood samples to track them as they move from patient to lab.
 3. Pass out copies of "Decode the Barcode" (from the Pull-Out Page) and help students decode and encode a ZIP code. (The answer is 20560, the ZIP code for the Smithsonian Institution.)

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The Smithsonian Institution

- Anacostia Neighborhood Museum
- Arthur M. Sackler Gallery
- Arts and Industries Building (Experimental Gallery)
- Cooper-Hewitt National Museum of Design
- Freer Gallery of Art
- Hirshhorn Museum and Sculpture Garden
- National Museum of African Art
- National Museum of the American Indian
- National Air and Space Museum
- National Museum of American Art and Renwick Gallery
- National Museum of American History
- National Museum of Natural History
- National Portrait Gallery
- National Postal Museum
- National Zoological Park
- Smithsonian Environmental Research Center
- Smithsonian Tropical Research Institute

ART TO ZOO brings news from the Smithsonian Institution to teachers of grades three through eight. The purpose is to help you use museums, parks, libraries, zoos, and many other resources within your community to open up learning opportunities for your students.

Our reason for producing a publication dedicated to promoting the use of community resources among students and teachers nationally stems from a fundamental belief, shared by all of us here at the Smithsonian, in the power of objects. Working as we do with a vast collection of national treasures that literally contain the spectrum from "art" to "zoo," we believe that objects (be they works of art, natural history specimens, historical artifacts, or live animals) have a tremendous power to educate. We maintain that it is equally important for students to learn to use objects as research tools as it is for them to learn to use words and numbers—and you can find objects close at hand, by drawing on the resources of your own community.

Our idea, then, in producing *ART TO ZOO* is to share with you—and you with us—methods of working with students and objects that Smithsonian staff members have found successful.

Special thanks to the following people for their help in developing this issue of *ART TO ZOO*:

Wendy Aibel-weiss, Nancy Pope, and Shannon Voirol—National Postal Museum


Sherry Watkins—Fairfax County Public Schools, Fairfax, Virginia

Smithsonian Online

A new way to receive Smithsonian publications and services is now available through your computer. Materials for teachers, answers to frequently asked questions, photographs of museum objects, announcements about exhibitions—these are just a few of the services offered by Smithsonian Online. For more information and free start-up software, call America Online at 1-800-827-6364, ext. 7822.

Smithsonian Resource Guide for Teachers

The 1993/94 edition of this guide to over 400 publications from the Smithsonian and affiliated organizations such as the National Gallery of Art is now available. Up to 9 copies are free of charge. Every additional copy is \$2 apiece. Write to OESE, Resource Guide, A & I 1163 MRC 402, Washington, D.C. 20560.



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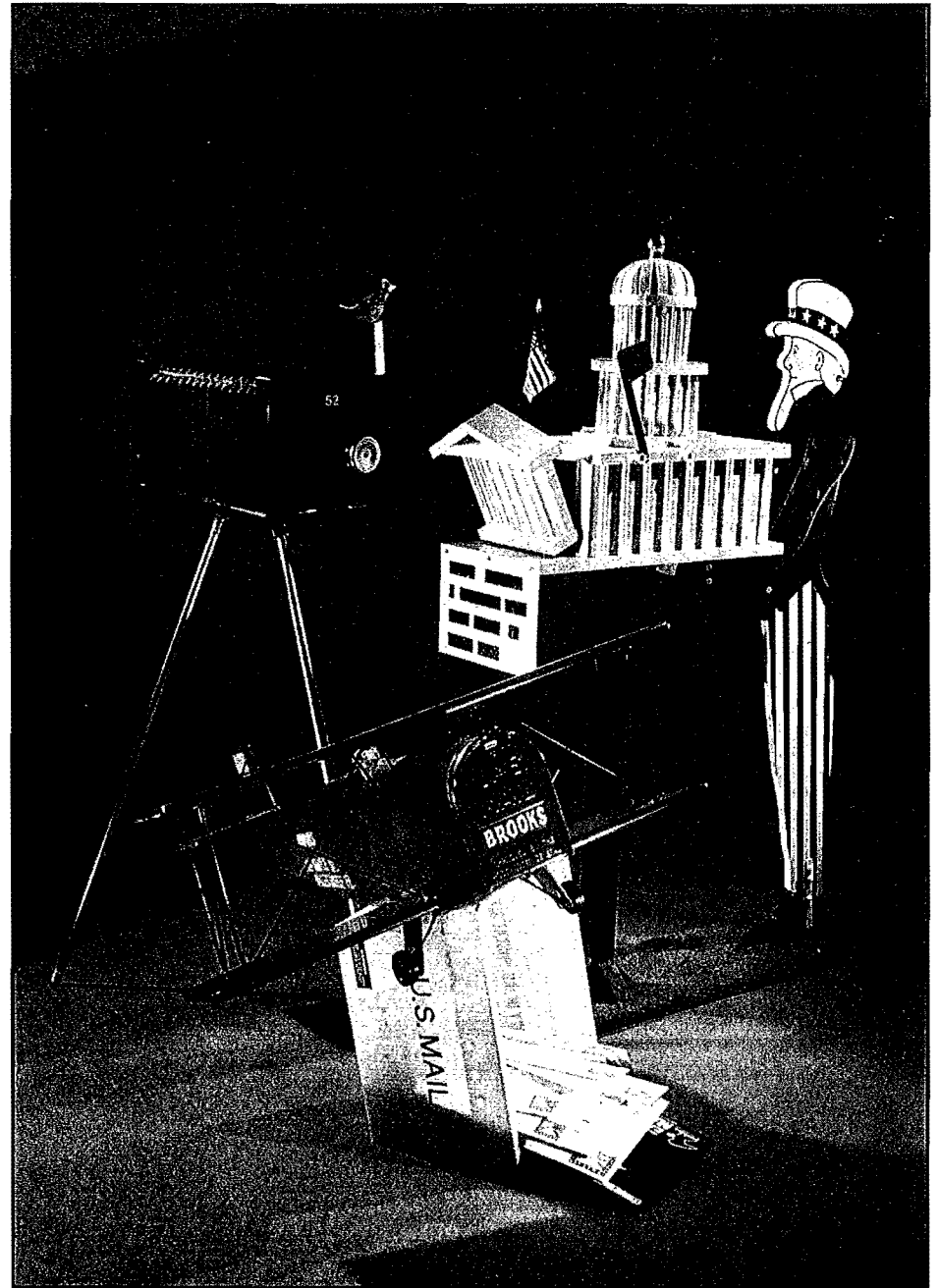


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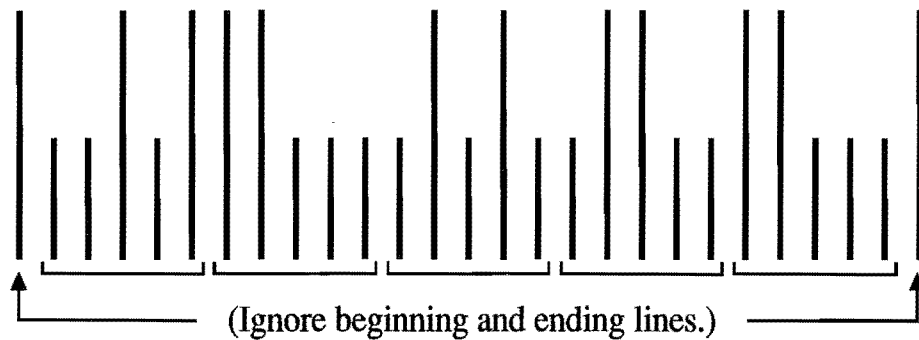


More than just the average mail box, these folk art beauties make a statement all their own.
Photo by Eric Long, Smithsonian Institution, courtesy of National Postal Museum.

Decode the Barcode — Sheet A

Here's how to translate the barcode on Sheet B into a ZIP code:

1. First, ignore the beginning and ending lines of the barcode—they don't count. Then divide the lines into groups of five. Here's an example of how you can do this:



2. In barcode, each line within a group of five lines stands for a certain number:

- ☐ The first line always stands for 7.
- ☐ The second line always stands for 4.
- ☐ The third line always stands for 2.
- ☐ The fourth line always stands for 1.
- ☐ The fifth line always stands for 0.

Write the correct number above each barcode line. (We've done the first group to get you started.)

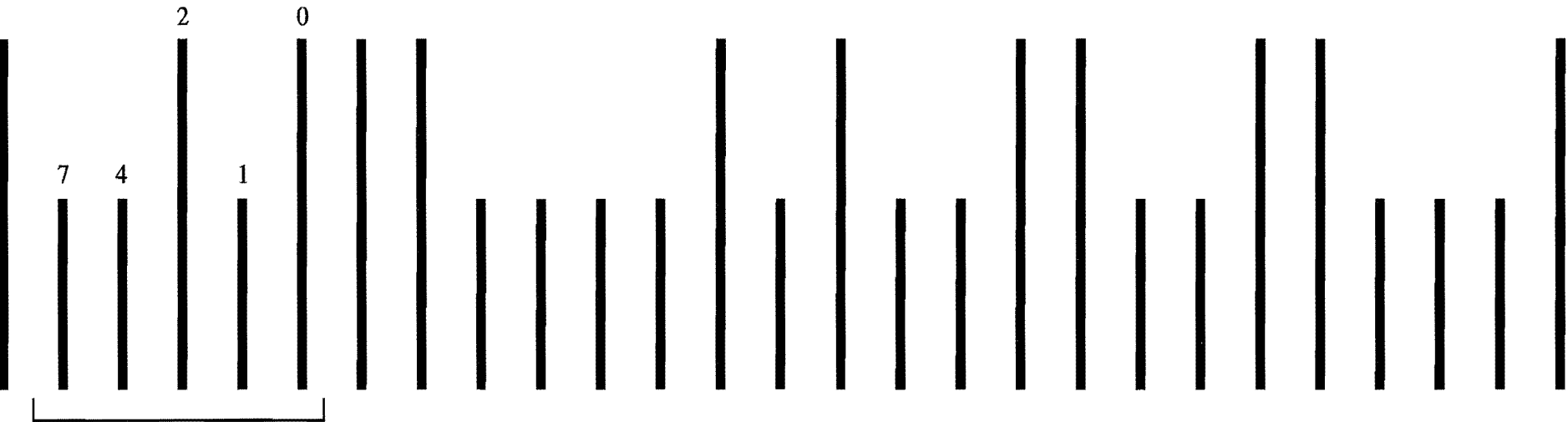
3. Each group of five lines in a barcode represents *one* of the numbers in a ZIP code. To begin cracking the code on Sheet B, look at the first group of five lines in the barcode. Add up the numbers assigned to the two tall lines in this group. Ignore the short lines.

Write the sum of the two numbers here: _____.

4. Before you can finish cracking the code, here's something else you need to know: In barcode, the sum of the numbers 7 and 4 doesn't stand for 11. Instead, it stands for zero! Now figure out the rest of the ZIP code in the same way that you figured out the first number. (*Remember: In barcode, $7 + 4 = 0$.*) Write the answer in the blanks under the barcode on Sheet B.

Decode the Barcode — Sheet B

Using the directions on Sheet A, figure out the ZIP code this barcode represents.



.....

Can you write your own ZIP code in barcode? Give it a try in the space below.

Letter Idea Sheet

Things I can say about myself:

My hobbies are _____.

My favorite subjects in school are _____.

My least favorite subject is _____ : My best friend is _____.

When my best friend and I get together, we like to _____.

Here's what the other members of my family have been doing lately: _____.

The books I've read and movies I've seen lately include _____.

This is what worries me or impresses me in current events or politics: _____.

Here's a story or joke you'll like: _____.

Things to ask:

☐ Turn any of the statements above into questions to ask the other person.

☐ If the person is older, ask him or her to share memories of the family from before you were born or from when you were very young.

☐ Ask about what your parents were like when they were younger.

☐ Ask about family ancestors and where they were from.

☐ Ask about "interesting" relatives.

☐ Ask for and send photographs.

Letter Idea Sheet

Tres cosas que puedo decir acerca de mi:

Mis pasatiempos son _____.

Las materias que yo prefiero en la escuela son _____.

La materia que menos me gusta es _____ . Mi mejor amigo es _____.

Cuando mi mejor amigo y yo nos juntamos, nos gusta _____.

Esto es lo que los otros miembros de mi familia han estado haciendo últimamente: _____.

Entre los libros que he leído y las películas que he visto últimamente se incluyen _____.

Esto es lo que me preocupa o me impresiona de los acontecimientos actuales o de la política: _____.

Este es un cuento o un chiste que les va a gustar: _____.

Preguntas que se pueden hacer:

☐ Convierte cualquiera de los comentarios de más arriba en preguntas que se podrían hacer a otra persona.

☐ Si la persona es mayor, pídele que comparta recuerdos de su familia de antes que tú nacieras o de cuando eras muy pequeño. Pregunta cómo eran tus padres cuando éstos eran más jóvenes.

☐ Pregunta acerca de los antepasados de la familia y de dónde vinieron.

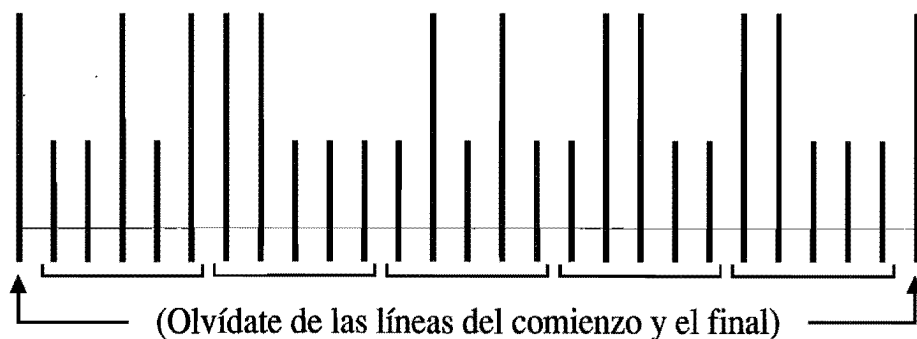
☐ Averigua sobre parientes “interesantes”.

☐ Pide y envía fotografías.

Descifra la barra de código — Hoja A

Esta es la forma de convertir la barra de código de la Hoja B en un código postal:

1. Primero: olvídate de las líneas del comienzo y el final de la barra de código. No hay que tomarlas en cuenta. Luego divide las líneas en grupos de cinco. Este es un ejemplo de cómo puedes hacerlo:



2. En la barra de código, cada línea dentro de un grupo de cinco líneas representa cierto número:

- ☐ La primera línea siempre representa un 7
- ☐ La segunda línea siempre representa un 4
- ☐ La tercera línea siempre representa un 2
- ☐ La cuarta línea siempre representa un 1
- ☐ La quinta línea siempre representa un 0

Escribe el número correcto en cada línea de la barra de código.

(Ya hemos hecho el primer grupo para ayudarte a comenzar).

3. Cada grupo de cinco líneas en una barra de código representa uno de los números de un código postal. Para comenzar a descifrar el código de la Hoja B, mira el primer grupo de cinco líneas en la barra de código. Agrega los números asignados a las dos líneas altas de este grupo. Olvídate de las líneas bajas.

Escribe la suma de los dos números aquí: _____.

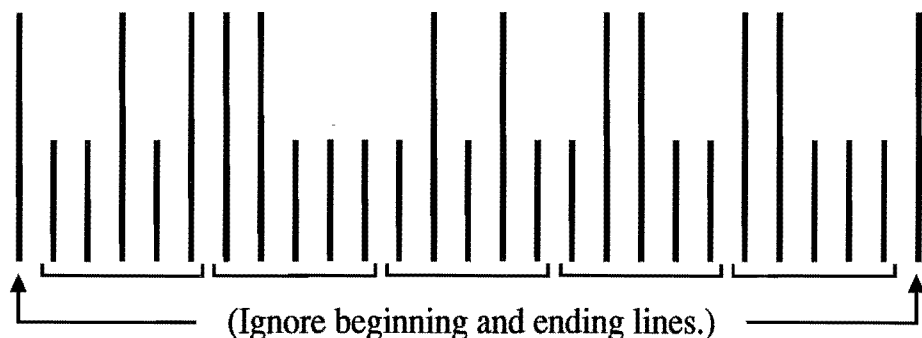
4. Antes de que puedas terminar de descifrar el código, esto es algo que necesitas saber: En una barra de código, la suma de los números 7 y 4 no representa 11. En realidad, corresponde al número 0.

Ahora descifra el resto del código postal en la misma forma en que descifraste el primer número. (No te olvides: en la barra de código, $7 + 4 = 0$. Escribe tu respuesta en los espacios en blanco que están bajo la barra de código en la Hoja B.

Decode the Barcode — Sheet A

Here's how to translate the barcode on Sheet B into a ZIP code:

1. First, ignore the beginning and ending lines of the barcode—they don't count. Then divide the lines into groups of five. Here's an example of how you can do this:



2. In barcode, each line within a group of five lines stands for a certain number:

- ☐ The first line always stands for 7.
- ☐ The second line always stands for 4.
- ☐ The third line always stands for 2.
- ☐ The fourth line always stands for 1.
- ☐ The fifth line always stands for 0.

Write the correct number above each barcode line. (We've done the first group to get you started.)

3. Each group of five lines in a barcode represents *one* of the numbers in a ZIP code. To begin cracking the code on Sheet B, look at the first group of five lines in the barcode. Add up the numbers assigned to the two tall lines in this group. Ignore the short lines.

Write the sum of the two numbers here: _____.

4. Before you can finish cracking the code, here's something else you need to know: In barcode, the sum of the numbers 7 and 4 doesn't stand for 11. Instead, it stands for zero! Now figure out the rest of the ZIP code in the same way that you figured out the first number. (*Remember: In barcode, $7 + 4 = 0$.*) Write the answer in the blanks under the barcode on Sheet B.

Letter Idea Sheet

Tres cosas que puedo decir acerca de mi:

Mis pasatiempos son _____.

Las materias que yo prefiero en la escuela son _____.

La materia que menos me gusta es _____ . Mi mejor amigo es _____.

Cuando mi mejor amigo y yo nos juntamos, nos gusta _____.

Esto es lo que los otros miembros de mi familia han estado haciendo últimamente: _____.

Entre los libros que he leído y las películas que he visto últimamente se incluyen _____.

Esto es lo que me preocupa o me impresiona de los acontecimientos actuales o de la política: _____.

Este es un cuento o un chiste que les va a gustar: _____.

Preguntas que se pueden hacer:

☐ Convierte cualquiera de los comentarios de más arriba en preguntas que se podrían hacer a otra persona.

☐ Si la persona es mayor, pídele que comparta recuerdos de su familia de antes que tú nacieras o de cuando eras muy pequeño. Pregunta cómo eran tus padres cuando éstos eran más jóvenes.

☐ Pregunta acerca de los antepasados de la familia y de dónde vinieron.

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