

**AMI  
Day  
One**

Family & Consumer Science (FCS)

AMI Day #1

**"The Founder of Home Economics"**

*The Legacy of Ellen Swallow Richards*

1. Why was Ellen considered the foremost female industrial and environmental chemist in the 19th century?
2. How much did it cost to enroll at Vassar College? What types of jobs did Ellen do to save that much?
3. Why was her application to MIT met with resistance?
4. What scientific principles did Ellen bring to the World's Columbian Exposition in Chicago? What was the interactive exhibit known as?
5. What other domestic concerns did she apply scientific principles to?

## The Founder of Home Economics *The Legacy of Ellen Swallow Richards*



Ellen Swallow Richards was the foremost female industrial and environmental chemist in the United States in the nineteenth century, pioneering the field of sanitary engineering and founding the field of home economics. Richards was the first woman admitted to the Massachusetts Institute of Technology, and the first American woman to earn a degree in chemistry.

Born in Dunstable, Massachusetts to a family of modest means which prized education, Ellen taught, tutored, and cleaned for years in order to save the \$300 needed to enroll in Vassar College. She was admitted in 1868 and graduated with a bachelor's degree two years later. After failing to find employment as an industrial chemist after graduation, Ellen sought entrance to MIT. Her application was met with some resistance, but she was finally admitted in 1870 "it being understood that her admission did not establish a precedent for the general admission of females." Three years later she received a Bachelor of Science degree from MIT as well as a Master of Arts degree from Vassar. She continued her studies at MIT and would have been awarded its first doctoral degree, but MIT balked at granting this distinction to a woman. MIT did not award its first doctorate until 1886.

In 1875 Ellen Swallow married Robert H. Richards, chairman of the Mine Engineering Department at MIT. With his support she remained associated with MIT, volunteering her services to create programs for female students. In 1876, the MIT Women's Laboratory was created, where in 1879 Ellen became an assistant instructor in the fields of chemical analysis, industrial chemistry, mineralogy, and applied biology.

In 1890, Ellen opened the New England Kitchen to introduce affordable, healthy cooking to the immigrant families of Boston. She ended the experiment after three years and brought the scientific principles of nutrition and food preparation learned to the World's Columbian Exposition in Chicago through an interactive exhibit known as the Rumford Kitchen. The kitchen was originally going to be located in the fair's Women's Pavilion, "but Richards was clear that she didn't want nutrition and sanitary food preparation to be considered just for women."

During the two months of the Columbian Exposition, the Rumford Kitchen was a great success. It served 10,000 people, charging 30 cents for a choice of two or three luncheon menus. In addition to offering menus with nutritional information, the kitchen provided cooking demonstrations by having the food prepared in sight of the customers. Customers could read pamphlets of food and nutrition information prepared by professors at Johns Hopkins and Yale Universities.

In addition to nutrition, Richards' passions also included applying scientific principles to other domestic concerns, such as clothing, physical fitness, sanitation, and efficient home management. In an effort to further education in these areas, Richards created the field of Home Economics. "Perhaps the fact that I am not a Radical and that I do not scorn womanly duties but claim it as a privilege to clean up and sort of supervise the room and sew things is winning me stronger allies than anything else," Ellen wrote to her parents. Ellen published *The Chemistry of Cooking and Cleaning: A Manual for House-keepers* in 1882, designed and demonstrated model kitchens, wrote curricula, and organized conferences. In 1908, she was chosen to be the first president of the newly formed American Home Economics Association.

AMI

Day

Two

# Chapter 10 Family Challenges

## Section 10.2 Abuse and Addiction in the Family



### English Language Arts What Would You Do?

NCTE 4 Use written language to communicate effectively.

**Directions** Dealing with abuse and addiction in the family is tough, but finding good solutions to problems can help you manage. Read the problems. Then, on the lines provided, write how you would respond to each problem to try to solve it.

1. Imagine that one of your close friends has been starting to behave differently. She is acting withdrawn, but at the same time, never wants to spend any time at her home. She has been very moody and needy, but every time you try to talk about it, she refuses. You think it is possible that she might be being abused.

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2. Imagine that your brother has started drinking a lot of alcohol, often when he is alone. When he has a stressful day, the first thing he does when he comes home is have a drink. He has started missing work, which is something he has never done before, and he has become very moody. Your parents do not seem to have noticed.

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3. Imagine that you know that your cousin has gotten involved with some kids at school who are a bad influence. They dare each other to steal things from stores, and they smash car windows. You know he is a good person, but you are really afraid he is going to get in trouble.

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4. Imagine that one of your family members started abusing drugs. The family intervened, and he has since stopped. However, you are still very upset by the situation, and cannot stop thinking about it. You are having trouble dealing with the situation.

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**AMI  
Day  
Three**

# Chapter 8 You and Your Peers

## Section 8.2 Enjoying Friendships

**NCTE 9** Develop an understanding of diversity in language across cultures.



### English Language Arts Friendship in Any Language

**Directions** Read the case study involving friendship. Then read the list of actions that Alejandro might take. Place a **Y** in the blanks next to the actions that could help Alejandro make friends and an **N** in the blanks next to the actions that will probably not help him make new friends.

#### Alejandro's Story

Alejandro is very lonely. He is from Costa Rica and attends Lincoln High as an ESL (English as a Second Language) student. It is hard to make new friends because there are no other native Spanish-speaking students in the school. He speaks some English, but he is shy and nervous that other students will make fun of him behind his back when they hear his accent. He tends to keep to himself, and he is having a lot of trouble meeting people and making new friends.

### Chapter 8

- \_\_\_\_\_ 1. Alejandro avoids the popular places where he is likely to see students from his school.
- \_\_\_\_\_ 2. Alejandro offers to help students with their Spanish homework.
- \_\_\_\_\_ 3. Alejandro laughs at himself, rather than getting angry or embarrassed, when he pronounces words incorrectly in English.
- \_\_\_\_\_ 4. Alejandro answers in Spanish when someone speaks to him in English, because he is afraid that he will make a mistake.
- \_\_\_\_\_ 5. When someone offers to help Alejandro with his English, he turns that student down because he is shy.
- \_\_\_\_\_ 6. Alejandro brings food from his native Costa Rica to share with his classmates.
- \_\_\_\_\_ 7. Alejandro joins a club at school that is involved in a volunteer program in the community.
- \_\_\_\_\_ 8. Alejandro waits for other students to reach out to him.
- \_\_\_\_\_ 9. Alejandro gives sincere compliments to others and tries to be nice to everyone.
- \_\_\_\_\_ 10. Alejandro tries out for Lincoln High's soccer team.

# Chapter 8 You and Your Peers

## Section 8.1 Dealing with Peer Pressure



### Test Prep Self-Reflection

**Directions** Read the tips for self-reflection. Then take the sample multiple-choice test. Fill in the bubble beside the term or phrase that does not relate to the concept in **bold**.

#### Tips for Self-Reflection

Self reflection means examining oneself. Understanding how your personality, strengths, and weaknesses influence the way you take tests can help you improve. To encourage self-reflection, ask yourself these questions:

- What has been my most stressful school-related experience?
- How do I handle stress?
- What tools do I use to manage my time?
- What do I usually do to prepare for tests?
- How do I feel in the hours and minutes leading up to a test?
- How do I feel during a test?
- In what ways might my personality influence my test-taking style?
- What stress and time management tools can I use to improve the way I take tests?

**1. peer**

- pressure
- parent
- classmate
- friend

**2. role model**

- positive
- inspiration
- negative
- example

**3. manipulation**

- agreement
- influence
- pressure
- control

**4. bully**

- friendly
- teasing
- power
- aggressive

**5. passive response**

- back down
- pushover
- submissive
- aggressive

**6. confidence**

- power
- assurance
- certainty
- fear

**7. flattery**

- manipulation
- honest
- insincere
- false praise

**8. gangs**

- illegal
- dangerous
- safe
- violent



**AMI  
Day  
Four**

FCS  
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Day 4

# Chapter 7 Conflict Resolution

## Section 7.2 Working Through Conflicts



### English Language Arts Constructive versus Destructive Conflict

NCTE 3 Apply strategies to interpret texts.

**Directions** Conflict can be constructive or destructive, depending on whether those involved attack the issue or attack each other. Read the statements, and if you think the comment is part of a constructive argument, write **C** in the blank next to the comment. If you think the comment is part of a destructive argument, write **D** in the blank. The first one has been completed for you.

- D   1. "I told you to watch your sister for five minutes, and you let her mess up the living room! Weren't you paying attention? Can't you do anything right?"
- 2. "I wouldn't ever take your advice. The decisions you make in your own life are really bad, so why would I ever listen to you?"
- 3. "I'm upset with you because we were supposed to be cleaning the house together, but I've been cleaning for half an hour, and you've been on the phone. I think that's unfair."
- 4. "If we're trying to save money, why did you buy such expensive items at the supermarket? I told you to clip coupons. Everyone knows you should do that."
- 5. "I'm angry because I came home from work early to make you dinner, and you didn't come home in time to eat it, and you didn't call to tell me you'd be late."
- 6. "I'm really hurt that you told your friend my secret, because she's been teasing me about it. I expected you to keep my secret."
- 7. "I get really worried when you don't call to say you'll be late. I imagine that you've gotten into an accident or something else bad has happened."
- 8. "Your grades are horrible. Are you even trying?"
- 9. "I get so angry when my art supplies are messed up. I've asked you not to touch them, and you need to respect that."
- 10. "Please stop looking at my paper during tests. I study hard, and I don't want to give you the answers."

Chapter 7

# Chapter 7 Conflict Resolution

## Section 7.2 Working Through Conflicts



### Study Skills Handling Conflict

**Directions** When you face a conflict with another person, it is important to understand how your actions can affect the outcome to ensure that you are not escalating the conflict through your actions. Read the tips for handling conflict in relationships. Then determine which of the actions will escalate the conflict and which will help resolve it, and mark an "X" in the appropriate column. Finally, answer the short answer question.

Ways to Handle Conflict	
<ul style="list-style-type: none"> <li>• Try to head off problems before they start.</li> <li>• Learn to control your anger.</li> <li>• Practice good communication skills to help you handle conflicts well.</li> <li>• Use compromise to find a solution to the conflict.</li> <li>• Negotiate to process the conflict and reach a compromise.</li> </ul>	

Action	Escalate	Resolve
letting all your anger out		
taking what the other person says very personally		
listening carefully		
thinking your solution is the only solution		
finding a quiet place to talk without distractions		
using "I" statements to clarify how you feel		

Why is peer mediation a successful way for students to work out their conflicts?

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Chapter 7

# Chapter 7 Conflict Resolution

## Content and Academic Vocabulary



### English Language Arts Multiple Choice

**NCTE 12** Use language to accomplish individual purposes.

**Directions** Circle the letter of the phrase that best completes each sentence.

1. **Conflict resolution** is
  - a. peace negotiation.
  - b. the process of settling a conflict through cooperation and problem solving.
  - c. winning an argument.
  - d. when a group works together to brainstorm.
2. If you find something **invaluable**, you think that it is
  - a. useless.
  - b. something that someone else might find important.
  - c. extremely useful and valuable.
  - d. very funny.
3. When you are involved in a **conflict** and you **compromise**, you
  - a. let the opposition have his or her way.
  - b. take a break.
  - c. give in on some points and get your way on others.
  - d. mediate.
4. **Tolerance** is
  - a. the ability to accept and respect other people's customs and beliefs.
  - b. a cause of conflict.
  - c. avoiding arguments.
  - d. seeking a win-win solution.
5. **Internal conflict** and **external conflict** differ because the first occurs
  - a. in your head, and the second occurs between you and someone else.
  - b. between you and someone else, and the second occurs in your head.
  - c. inside your house, and the second occurs outside of your house.
  - d. outside of your house, and the second occurs inside your house.
6. You would seek **mediation** when
  - a. you have an illness.
  - b. you are confident of your point of view.
  - c. you need a third party to help reach a solution.
  - d. you want someone else to make a decision.
7. If you have let your conflict **escalate**, it has
  - a. gotten much worse.
  - b. been settled.
  - c. been eliminated.
  - d. resolved itself.
8. Criticism that is **constructive** is
  - a. negotiable.
  - b. positive.
  - c. conflicting.
  - d. a solution.
9. When two sides reach a **deadlock**, they
  - a. agree to continue.
  - b. find it impossible to continue their discussions.
  - c. come to a resolution.
  - d. have agreed upon a solution.

AMI

Day

Five

FCS  
AmI  
Day 5

# Chapter 6 Communication with Others

## Section 6.1 Speaking, Writing, and Listening Skills

 **Mathematics**  
**Tracking Communications**

**NCTM Data Analysis and Probability**  
Select and use appropriate statistical methods to analyze data.

**Directions** Lucy frequently communicates with her friends by phone. The table displays a portion of Lucy's most recent cell phone bill, including the length of each call. Study the information in the table, and then answer the questions.

**Math Concept Averages** Various statistical measurements are used to summarize a set of numeric data. To calculate an average, or mean, add all of the amounts, and divide that sum by the number of amounts. A median is the middle number when the individual amounts are arranged in order from lowest to highest. If the number of amounts is even, find the median by taking the average (mean) of the two numbers in the middle. The mode is the number that appears most frequently in the set of data. It is possible to have more than one mode.

Date	Call Type	Minutes
3/13	Incoming	12
3/13	Incoming	2
3/13	Outgoing	16
3/13	Incoming	5
3/14	Outgoing	19
3/15	Incoming	18
3/15	Outgoing	1
3/15	Outgoing	1
3/15	Incoming	2
3/17	Incoming	31
3/18	Outgoing	1
3/18	Outgoing	44
3/19	Outgoing	18
3/19	Incoming	7
3/20	Incoming	4
3/22	Incoming	4
3/22	Outgoing	1

- What is the average (mean) amount of time Lucy spent on:
  - all calls on 3/22? \_\_\_\_\_
  - all calls on 3/13? \_\_\_\_\_
  - all outgoing calls? \_\_\_\_\_
- What is the median length of time Lucy spent on:
  - all calls after 3/17? \_\_\_\_\_
  - all outgoing calls? \_\_\_\_\_
  - all calls on 3/13? \_\_\_\_\_
- What is the mode for:
  - all incoming calls? \_\_\_\_\_
  - all outgoing calls? \_\_\_\_\_
  - all calls? \_\_\_\_\_

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## Chapter 6 Communication with Others

### Section 6.1 Speaking, Writing, and Listening Skills



#### **Test Prep** **Essay Questions**

**Directions** Read the tips for answering essay questions. Then, keeping the tips and what you learned in Section 6.1 in mind, answer the essay question.

#### **Essay Question Tips**

- Longer is not necessarily better. Answer the question as precisely as possible. However, if there is a specified length, be sure you write to that length, not longer or shorter.
- Give specific information and facts, cite details, and provide examples to support your answer.
- In the first paragraph, answer the question directly and state your thesis, or main point.
- In the next two or three paragraphs, support your thesis statement with two or three specific examples or supporting arguments.
- In the final paragraph, summarize the main point and reiterate your thesis statement.
- Review what you have written. Check for spelling, punctuation, and clarity.

What is nonverbal communication, and why is it important? Be sure to give specific examples.

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# Chapter 4 Workplace Skills

## Section 4.2 Navigating the Workplace



### English Language Arts Getting Along with Others

NCTE 4 Use written language to communicate effectively.

**Directions** Several situations are presented that involve two possible reactions to a conflict. On the lines after each, explain both sides, which solution you would choose, and why you would choose that solution.

1. You have promised your boss that you will restock the shelves in the shoe store before you leave for the day. A large shipment has arrived, and by quitting time, you have not finished. You have made plans with a friend to go to a movie after work that evening. Would you stay late to finish stocking the shelves or meet your friend instead?

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2. Everyone on your team at work is working hard to finish a presentation for an important client. The deadline is tomorrow, and the job must be finished. Your coworker is the first one to finish his part of the presentation. Even though everyone else on the team must stay late to finish, your coworker puts on his jacket and announces that he is going home. Would you complain to your boss about your coworker's lack of team spirit?

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3. It is an election year, and you learn that there will be a large rally for the candidate you support in the neighborhood park that afternoon. However, you are scheduled to work a shift at the pizza parlor at the same time as the rally. When you ask your boss, who supports the other candidate, if you can switch shifts with someone to attend the rally, she tells you that you cannot. Would you skip work and attend the rally?

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