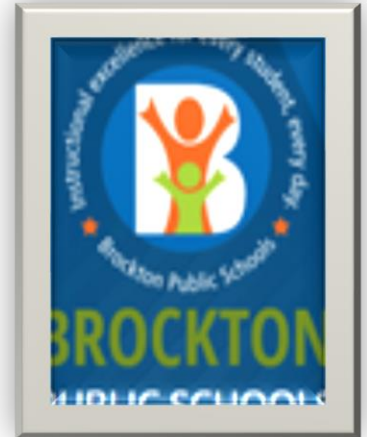


**Social Science Department  
Senior Elective Courses  
May 25-29**



**Greetings Senior Social Science Students!** We hope you are safe and well with your families! Below are weekly learning opportunities for this week:

**Sociology Assignment Choices:**

- *Facing History: The Individual and Society*
- Culture, Subculture, and Counterculture Research
- Cultural Country Destination Project

**Psychology Assignment Choices:**

- A new boredom study is anything but boring

**Ancient American Civilization Assignment Choices:**

- Mayan Math Activities

**African American History Assignment Choices:**

- “*Becoming*” Michelle Obama Netflix Documentary Analysis

**Additional Resources:**

- **YouTube: Obama's Virtual Commencement Speech To Class Of 2020: 'This Is Your Generation's World To Shape':** <https://www.youtube.com/watch?v=ta5anRPf8rQ>
- **The Magical Mathematical World of the Ancient Mayans:** <https://theculturetrip.com/north-america/mexico/articles/the-magical-mathematical-world-of-the-ancient-mayans/>

**Note to students:** Your Social Science teacher will contact you with specifics regarding the above assignments in addition to strategies and recommendations for completion. Please email your teacher with specific questions and/or contact during office hours.

## **Facing History: *The Individual and Society***

**SWBAT** – Examine what identity is and how it influences our decisions and roles in our community.  
Contemplate our own identity and how it is shaped.  
Discuss how our identity influences our decisions.

**Essential Questions** - What factors shape our identities? What dilemmas arise when others view us differently than we view ourselves? How do our identities influence our choices?

### **Intro** –

This past week we discussed in groups and out groups, groups we feel we belong to and those who we do not. Our connections to these groups help shape our identity or who we think that we are. It also shapes how we look at the world, situations and different groups. It plays a major role in the decisions that we make and how we view the decisions of others.

Our identity is shaped through the socialization process and through our interactions with others. Our identity can shift throughout our life, it is never static, it changes as we interact more and as our group memberships change. For example, I hated running when I was growing, now I run for fun. You, as senior (in group) are not very concerned with what happens that impacts the freshman class (out group). However, when you were a freshman (in group), you were not concerned about the seniors (out group). Your in group changed and your priorities and concerns changed. We make decisions based on our identities, our priorities and on what we feel is our in group and our out group.

### **Assignments:**

1. Create an ID chart for yourself. Think of 10 aspects of identity.  
For example, race, gender, age, religion, ethnic group, neighborhood, nationality, hobbies, groups/teams, jobs. For example, my ID chart would read – Erin – mother, wife, teacher, loves to read, runner, Massachusetts, US, Irish, etc. List at least 10 aspects of your ID.
2. After creating your ID chart read the short story, *The Bear that Wasn't* and answer the connection questions that follow:

<https://www.facinghistory.org/holocaust-and-human-behavior/chapter-1/bear-wasnt>

### **Connection Questions**

- Create an identity chart for the bear. Which labels on the chart represent how he sees his own identity? Which ones represent how others in the story see him? When you are finished, create an identity chart for yourself.

- Why do you think Frank Tashlin titled this story *The Bear That Wasn't*? Why didn't the factory officials recognize the Bear for what he was? Why did it become harder and harder for the Bear to maintain his identity as he moved through the bureaucracy of the factory?
- What were the consequences for the Bear of the way others defined his identity?
- Whose opinions and beliefs have the greatest effect on how you think about your own identity?
- How does our need to be part of a group affect our actions? Why is it so difficult for a person to go against the group?

## Subculture/Counterculture Research Assignment

A **subculture** is a group whose values and related behaviors distinguish its members from the larger culture but are still part of the overall culture. They can be:

- Vocational subcultures [truckers],
- Recreational subcultures [trekkers or motorcycle clubs]
- Ethnic subcultures [Mormons]
- Lifestyle choices [vegans or body builders].

A **counterculture** is a group whose values, beliefs, norms and related behaviors run against those of the larger society. Typically, they are seen as dangerous but that is not so, since many counterculture have deemed themselves beneficial.

---

For this research assignment, you will choose **ONE** of the listed groups (you may choose one not on list if you get approval from me). You will do your research on one topic only, so you might pick either one subculture or one counterculture. You will conduct your own research and answer the questions below on your chosen topic.

- Identify if they are a counterculture or subculture
- If they are a subculture, which type are they [vocational, recreational, ethnic, or lifestyle]
- **Values/Beliefs:**
  - Identify what shared values/ideology the group embraces.
  - What are the main ideas or beliefs they have.
  - How do they practice their values/beliefs...
  - Explain the traditions, customs, rituals, routines, ceremonies, or holidays they do
- **Characteristics:**
  - How large is the group?
  - Who belongs to the group? Is everyone allowed in? Is membership official and requires authentication or not?
  - Identify what shared characteristics the group embraces (music, dress, hairstyles, body modifications, pastimes, clothing, symbols, literature, etc.)
- **Language:**
  - Identify what shared vernacular (language) the group uses (slang terms or specialized language)

▪ **Reactions:**

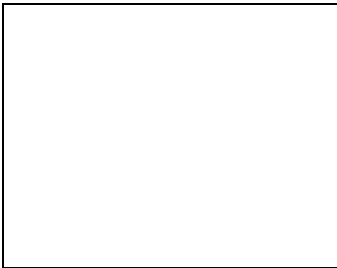
- How is the group viewed by “mainstream” culture? To what degree does the larger society embrace or accept these people? Are they accepted? Why or Why not?
- Examples of stories of people within this group and their experiences with the larger society [if you stumble upon a story, cite it or if you choose to interview someone]

**You must complete a Works Cited page as well. Please follow the outline/directions below.**

▪ **Works Cited**

- A list of all of the books, websites, articles that you used for this paper... WIKIPEDIA SHOULD NOT be one since it is not a credible website
- Bibliography should be in MLA format
  - Visit this website...put in the information [make sure you pick the right type- website, newspaper, book, journal, database, website], and it makes your MLA works cited for you... then you just copy/paste <http://www.easybib.com/>
  - **Must have at least 3 different sources**

Subculture			Counterculture	
Motorcycle Club- like Hells Angels	Deaf Culture	Cowboys	Neo Nazi	Klu Klux Klan
Mormon	Emo	Goth	Hippies	Skinheads
Heavy Metal	Wicca	Vegan	Beatniks	PETA
Bohemians	Furries/Furry Fandom	Mennonite	Punkers	Hare Krishna Religious Movement
Bodybuilding	Hip Hop Culture/B-boy/Graffiti Artists	Body Modification		
Role-playing Gamers	Juggalo	Scientology		
Cybergoth	Hackers	Otherkin		
Comica	Vampirism	Steampunk		



Cultural Destination: \_\_\_\_\_  
 Continent: \_\_\_\_\_  
 Land Area: \_\_\_\_\_  
 Population: \_\_\_\_\_  
 Capital: \_\_\_\_\_  
 Largest cities: \_\_\_\_\_  
 Monetary unit: \_\_\_\_\_  
 Major Geographic Features:

Flag and its significance: [Include copy of flag]

<p><b>Food</b>  <i>What types of food do they eat; how is the food prepared; customs/traditions associated with eating</i></p>	
<p><b>Shelter</b>  <i>Where do people live; kinds of homes; how are they arranged; who lives together; special household furniture or decorations</i></p>	
<p><b>Traditional Clothing</b>  <i>Clothing styles; who makes it; are there special rules or regulations regarding what people can wear; what is the national dress</i></p>	
<p><b>Religion</b>  <i>What religions can be found; what are the beliefs about creation and death; certain religious symbols, or leaders; special funeral rites</i></p>	

<p><b>Art/Music</b>  <i>Types of art; any masters of art; value/status of art</i></p>	
<p><b>Government*</b>  <i>What type of government; who are the leaders; how are they selected, by whom, and according to what qualifications; how are laws decided and enforced; what services does the government provide its people</i></p>	
<p><b>Economy *</b>  <i>What are the major industries of the country; are they agricultural or industrial; natural resources they have; percent unemployment</i></p>	
<p><b>Coming of Age</b>  <i>ceremonies        Any kinds of celebrations or rituals or ceremonies for young people who become adults</i></p>	
<p><b>Family</b>  <i>Family traditions for passage into adulthood or courtship or marriage; who makes up the family; who is in charge</i></p>	

<p><b>Transportation</b>  <i>what types are used; is there status associated with certain transportation; effects on society; who controls it</i></p>	
<p><b>Education</b>  <i>Who teaches; where are schools located; what is taught; levels of education; major universities;</i></p>	
<p><b>Recreation</b>  <i>What do people do for fun; are activities separated by gender or age; any national sports; famous athletes</i></p>	
<p><b>Holidays/Celebrations</b>  <i>Famous dates or holidays they observe; what do they do to celebrate; significance of holidays</i></p>	
<p><b>Norms/Mores/Folkways</b>  <i>Any special kinds of social taboos within these societies that people should know before visiting this country</i></p>	

<p><b>Values</b>  <i>What kinds of values do they place a lot of importance on</i></p>	
<p><b>Symbols</b>  <i>Material and nonmaterial things that they are really famous for as a country</i></p>	

## **PART 2 OF ASSIGNMENT:**

### **CULTURAL COLLAGE**

To include a collection of images that represent all of the cultural universals you discovered about the group you were assigned. Collage must be made on a computer so that it is in color and can either be printed [in color] or emailed to me. Images must be from the country you were assigned.

# A new boredom study is anything but boring

By Los Angeles Times, adapted by Newsela staff on 11.22.13

Word Count **709**

Level **1180L**



Alex Austin, 14, listens while in Cristi Derow's eighth-grade American History class at Forestwood Middle School in Flower Mound, Texas, Sept. 21, 2012. Mona Reeder/Dallas Morning News/MCT

It turns out boredom isn't boring after all. There's a lot more to it than scientists had thought.

A new study of students in Germany reveals that there are five distinct types of boredom. That's one more than researchers had expected.

The newly discovered type is called "apathetic boredom." As it turns out, this is quite common among high school students, according to the study.

And boredom isn't just boring. It can be dangerous, either for the person who is bored or for the people around him or her. For instance, people who are bored are more likely to smoke, drink or use drugs. Kids who are bored are more likely to drop out of school and get into trouble with the law. Studies have also linked boredom with stress and other health problems.

## **Students Tested For Boredom**

Given how common boredom is, and the problems it can cause, "it is rather surprising that to date there has been little research conducted on this specific emotion," the researchers noted.



To correct this, a team led by education researcher Thomas Goetz recruited two sets of test subjects: 63 college students and 80 high school students.

The researchers gave the students personal digital assistant (PDA) devices that beeped six times throughout the day. When the PDAs beeped, students were asked to complete a questionnaire about what they were doing and how they felt about it.

By gathering information about real-life situations, Goetz's team hoped to confirm psychological outlines of four distinct types of boredom:

- Indifferent boredom, a relaxing and slightly positive type of boredom that reflects "a general indifference to, and withdrawal from, the external world";
- Calibrating boredom, the slightly unpleasant state of having wandering thoughts and "a general openness to behaviors aimed at changing the situation";
- Searching boredom, the kind that makes you feel restless and leaves you "actively seeking out specific ways of minimizing feelings of boredom"; and
- Reactant boredom, which is so bad that it prompts sufferers "to leave the boredom-inducing situation and avoid those responsible for this situation (for example, teachers)."

### **A Very Boring Life**

The short PDA surveys first asked student volunteers what they were doing. Were they in the middle of an "achievement activity," such as attending a lecture or studying for a test? Or were they doing something else, like eating, napping or having fun?

Students were then asked how they felt about what they were doing. If they felt bored, they were asked to rate their feelings of boredom, using a five-point scale that ranged from "calm" to "fidgety."

What researchers found is that the life of a German student can be very boring indeed.

During the two-week period of the study, the college students were bored 28 percent of the time. Life was even more dull for the high school students — they were bored 39 percent of the time.

Slightly more than half — 53 percent — of the boring experiences had by college students occurred during an achievement activity, compared with 66 percent for the high school students. This difference can perhaps be explained by the fact that college students have more freedom to walk away from a boring situation.

### **A Troubling Discovery**

The big surprise for researchers was the discovery of a fifth type of boredom. Apathetic boredom accounted for 10 percent of all boredom among the college students, and 36 percent of all boredom among the high-schoolers.

This was a troubling discovery. Students found apathetic boredom even more unpleasant than reactant boredom, but they were far less likely to do anything about it. Apathetic boredom, the researchers concluded, shares some features with learned helplessness and depression.

“Apathetic boredom seems to be as bad as reactant boredom,” Goetz explained in an email. “Reactant boredom seems to be related to aggression, apathetic boredom more to depression. From this perspective, reactant boredom might be ‘dangerous’ (for other people) while apathetic boredom might be” dangerous for the people experiencing it.

The researchers hope to extend their studies of boredom to younger students, as well as to adults in the workplace. But Goetz said he didn’t expect any more boring surprises.

“I don’t think that there are more than the five types of boredom,” he said.

## Quiz

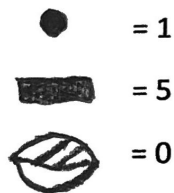
- 1 How does the author make a distinction between the four original types of boredom?
  - (A) notes them separately
  - (B) provides an illustrative anecdote for each type
  - (C) illustrates how each boredom type relates to each other
  - (D) notes them separately in bullet format and provides a basic explanation of each
  
- 2 How does the author explain the data collection method the researchers used?
  - (A) in chronological order
  - (B) via each category of boredom
  - (C) data collection method is not explained
  - (D) through comparisons with other studies' data collection
  
- 3 How does the author show the connection between reactant boredom and apathetic boredom?
  - (A) both are dangerous
  - (B) the discoveries are troubling
  - (C) one is more unpleasant than the other
  - (D) one is related to aggression, and one is related to depression
  
- 4 Select the paragraph that explains the distinction between the percentage of time high school students are bored and the percentage of time college students are bored.

# MAYA MATH

## ANCIENT AMERICAS

MR. SAVERY

### IMPORTANT SYMBOLS TO REMEMBER IN MAYA MATH;



### THE VALUE OF PLACE VALUE;

It is very important to understand place value in order to be successful with Maya Math. We use the DECIMAL system which is based on ten. So, when you see a number like 1,263 you don't even think about it – you know that there are 3 ones, 6 tens, 2 hundreds and 1 thousand.

The Maya, however, did not use the decimal system they used the VIGESIMAL system which is based on 20. Therefore to perform Maya Math you must remember a base-twenty place value. Use the chart below to help with your calculations.

- I have limited the number of places in order to simplify the assignment

160,000's
8,000's
400's
20's
1's

### HOW THE MAYA WROTE THEIR NUMBERS;

Most of the time the Maya wrote their numbers vertically and not horizontally like we do. If you remember that the 1's are always in the bottom (first) box and on top of that box are the 20's and then the 400's and so on then all you will need to do is determine what number is represented in each box and multiply that number by its place value. Once you have done that then it's just a matter of adding the boxes (if there are more than one) together to determine the number written. The highest number in any ONE box is 19 because once you hit 20 then you have to go to the next place value.

PRACTICE MAKES PERFECT;

Try out these practice problems to see if you can do Maya Math - some are completed for you and the answers for the rest are on the next page so you can check your work.

1)

	+		=	
22		46		68

2)

	x		=	
?		7		?

3)

	-		=	
?		?		?

← YOU TRY WRITING IN MAYAN

4) PICKLES THE CAT HAS LIVES BUT WOKE UP MR. SAVERY TIMES. HOW MANY LIVES DOES PICKLES HAVE LEFT?  —

ANSWERS FROM PAGE 2 PRACTICE PROBLEMS:

#2  $500 \times 7 = 3,500$

#3  $2,411 - 1,329 = 1,082$

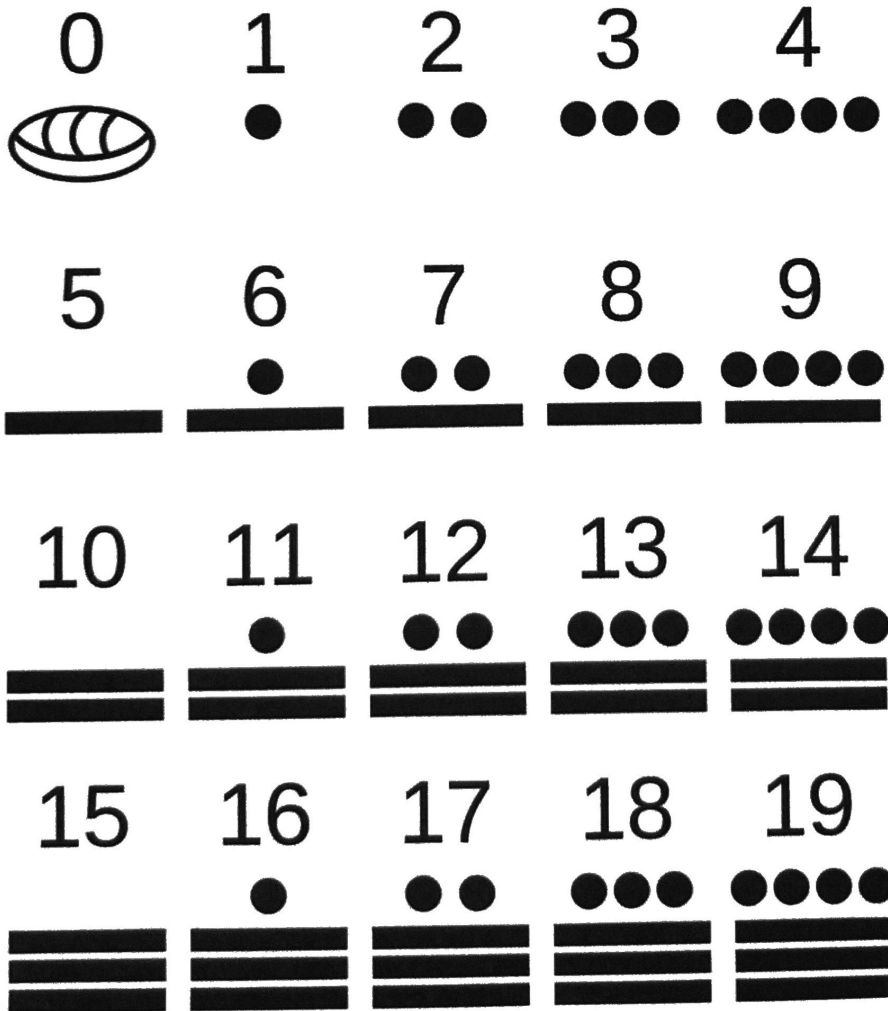


#4  $\boxed{9} - \boxed{4} = \boxed{\text{shaded}} \underline{\underline{5}}$

\* DON'T FORGET TO MULTIPLY THE NUMBER IN THE BOX BY ITS PLACE VALUE (1's, 20's, 400's, ETC) THEN ADD ALL BOXES IN THAT INDIVIDUAL NUMBER TOGETHER.

## MAYA MATH ASSIGNMENT

- You will create 10 Maya Math problems (5 numerical problems and 5 word problems) - Please, only use addition, subtraction, multiplication and division in your problems and limit the place value to no higher than the 8,000's (like the ones on page 2 Practice)
- Also, you must actually answer each problem and write the answer in both Maya and in our own numbers.
- Complete the problems on a separate document and you can email the finished product to me for credit.



## Michelle Obama: *Becoming* Netflix Documentary

### Mr. Hazelwood: African American History

These Assignments can be completed the weeks of:

May 18<sup>th</sup> to the 22<sup>nd</sup> (Choose “two” to complete); May 25<sup>th</sup> to the 29<sup>th</sup> (Choose another “two” to complete)

You can also focus on the Options also: (Option 1 for one week and Option 2 for the week after)

**DO THE BEST YOU CAN: NO STRESS!!**

### Option 1

Pre-Viewing:

- What do you know about Michelle Obama (prior knowledge, school, etc.)?
- What type of topics do you think will be focused on in the film?

While/Post Viewing questions

Early life

- What is the role of family in Michele Obama’s life? (Mother, Father, Brother, Grandfather, Uncle, Husband, children, etc.)
- What were the expectations her family had for her?
- What were some obstacles she had in her early life and going into college?
- What was her experience at Princeton University like?

Life with Barack Obama and her children (Sasha and Malia)

- What was it like for her dating/meeting Barack Obama?
- How did Michelle Obama “navigate” (**meaning how did she handle**) being a wife and mother to a politician/future president (How did she view herself?)

Life in the White House

- Describe some of her personal relationships with her “staff” (Secret Service and Assistant)
- What type of obstacles did Michelle Obama face during the Barack Obama presidential campaign? And during the time where they were the first “Black family” at the White house?
- What were some positive changes Michelle Obama brought to the White House as the First Lady?

Post White House

- Two students Michelle Obama visited while on her book tour were profiled: How do you think their lives connected to Michelle Obama’s?



- What does Michelle Obama feel her role is now after being a “First Lady”?

Michelle Obama Netflix Documentary Analysis  
Option 2  
Michelle Obama through Images



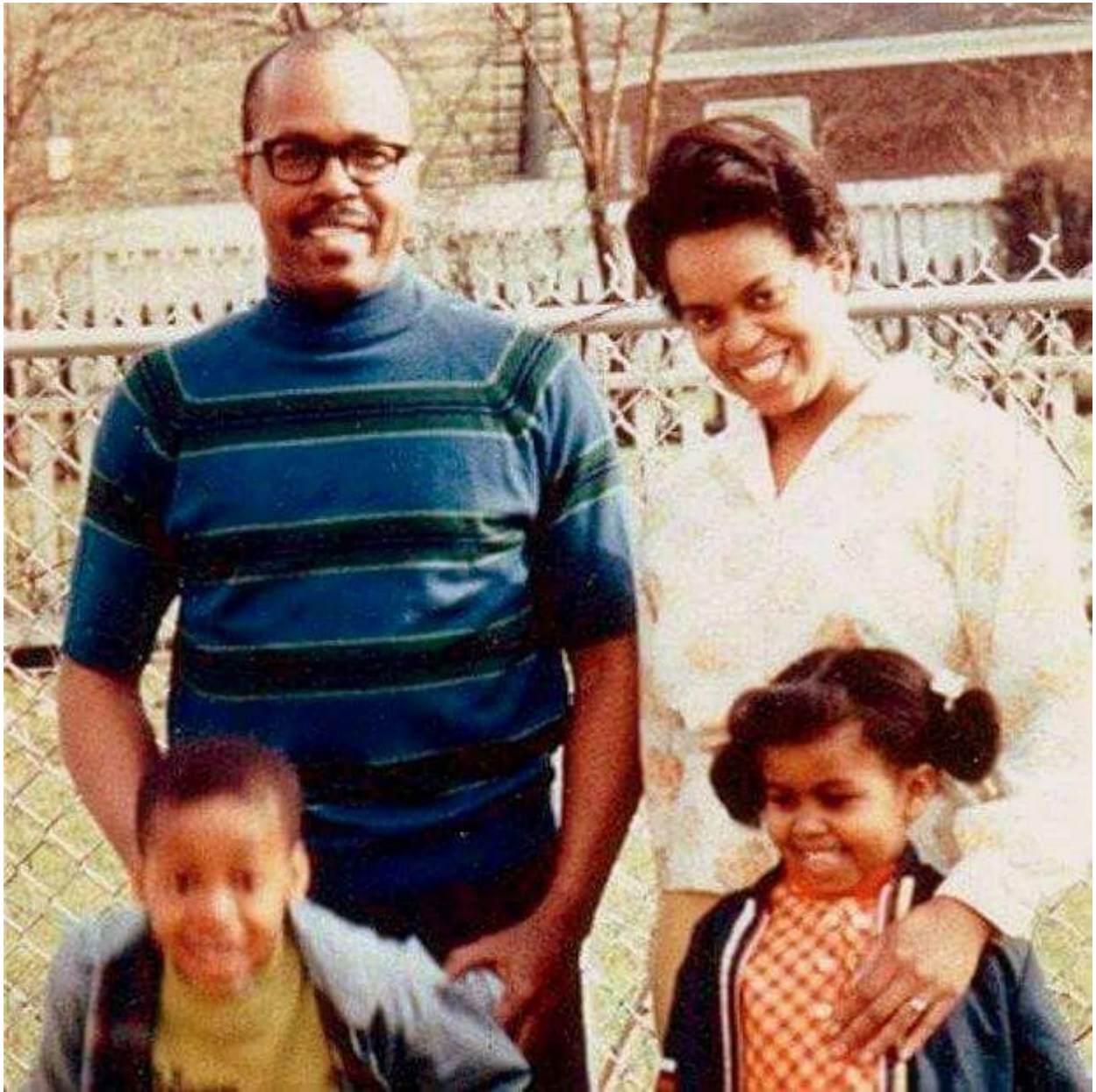
*The gray skin in Michelle Obama’s portrait feels at first like a loss, and then like a real gain.* © Amy Serald

<https://www.newyorker.com/culture/annals-of-appearances/the-mystery-of-amy-sheralds-portrait-of-michelle-obama>



President Obama, First Lady Michelle Obama, and daughters Malia (L) and Sasha (R) pose for a family portrait in the Rose Garden of the White House on Easter Sunday in 2015. (Handout/Getty Images)  
[https://www.washingtonpost.com/local/the-obamas-were-a-master-class-in-dignity-and-civility-did-we-learn-what-they-taught/2017/01/19/8fb24586-de3a-11e6-ad42-f3375f271c9c\\_story.html](https://www.washingtonpost.com/local/the-obamas-were-a-master-class-in-dignity-and-civility-did-we-learn-what-they-taught/2017/01/19/8fb24586-de3a-11e6-ad42-f3375f271c9c_story.html)



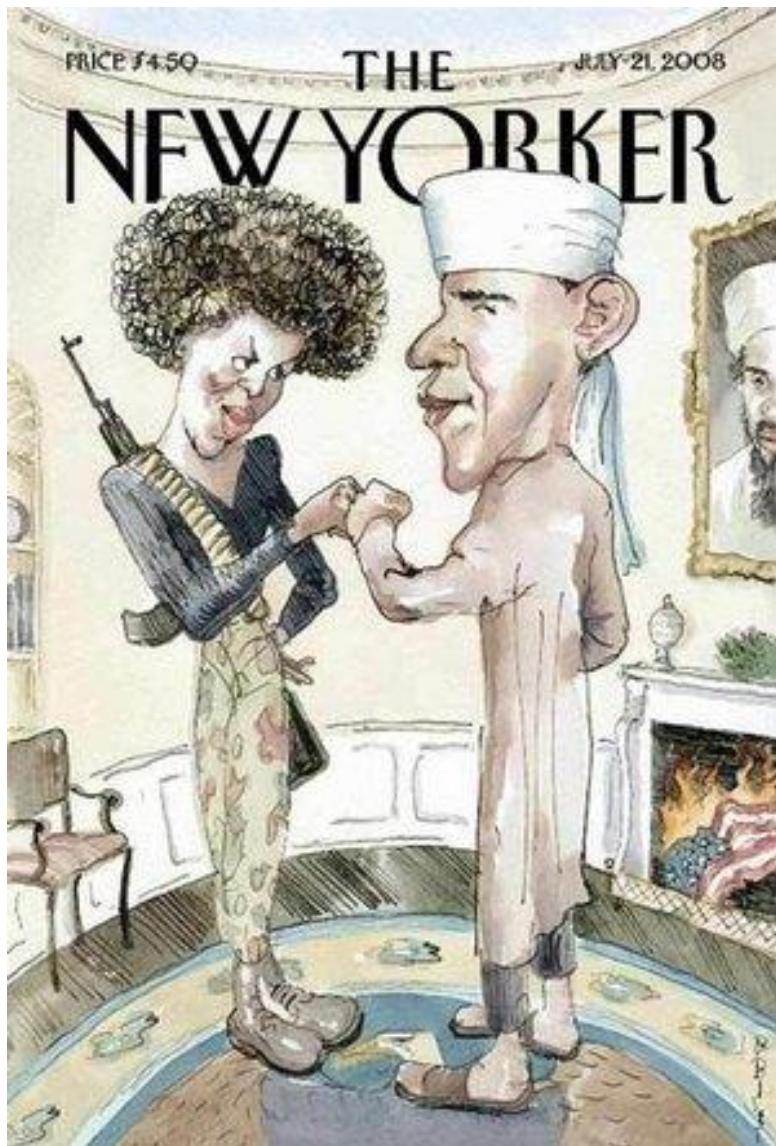


“Michelle Obama with her Mother (Marian), Brother (Craig), and Father (Fraser) Image from Pinterest



“Barack and Michelle Obama on Wedding day October 3<sup>rd</sup>, 1992

<http://pennypinchingbride.com/barack-obama-michelle-obama-wedding-photos-a-look-back-at-their-wedding-day/>



Blitt's 2008 *New Yorker* cover, "Fistbump: The Politics of Fear," was inspired by the rumors that circulated about the Obamas during that year's presidential campaign.

<https://www.npr.org/2017/10/20/558777025/im-just-trying-to-make-myself-laugh-new-yorker-artist-shares-his-cover-stories>





First lady Michelle Obama is expanding her Let's Move campaign way beyond the White House garden.  
*Alex Wong/Getty Images*  
<https://www.npr.org/sections/health-shots/2011/07/20/138544907/first-lady-lets-move-fruits-and-veggies-to-food-deserts>



Michelle Obama embraces Nariah, a Philadelphia high school sophomore, during a surprise visit to the African American Museum in Philadelphia. A dozen girls in the beGirl.world program, which encourages African American girls to travel, were treated to an intimate question and answer session with the former First Lady. (Emma Lee/WHYY)

<https://whyy.org/articles/michelle-obama-gives-advice-hugs-to-philly-girls/>

Analysis for Visual Assignment "Sheet"  
Adapted from actively reading visuals  
**Choose 3 out of 7 visuals to complete**  
**Answer each question for each**

1. Type of Visual (Photography? Painting? Cartoon? Etc.)
2. Topic of Visual
3. Predictions, Deductions, Inferences, Conclusions (Choose one of the points)
4. \*\*\*\*If you are confused about what do the terms mean in number 3? Here they are below  
**Prediction** -Statement about what will happen in the future -Future of our lesson  
• **Deduction** -To make a judgment about something based on the information you have. -Use subtle clues within the text for meaning making  
• **Inference** -To form an opinion/hypothesis that something is probably true because of other information that you already know. -Read between the lines. Inference uses prior knowledge, personal engagement and clues scattered throughout the text.  
• **Conclusion** -Statement of facts drawn from source
5. Follow up questions about the visuals



Michelle Obama Becoming Netflix Documentary

Option 3

Analysis of Primary Sources

Choose from the 1 of the Speeches

**I will write down the directions for the Analysis at the end**

I will also have a video link \*\*\*

\*\*\*I will also have the “transcript” of the speeches at on the following pages

Speech # 1

1. June 07<sup>th</sup>, 2014

Remarks by the First Lady at Memorial Service for Dr. Maya Angelou

Wait Chapel at Wake Forest University

Winston-Salem, North Carolina

- <https://obamawhitehouse.archives.gov/the-press-office/2014/06/07/remarks-first-lady-memorial-service-dr-maya-angelou>
- <https://www.youtube.com/watch?v=fTrqFE1nblc>

Speech #2

2. July 25<sup>th</sup>, 2016

Democratic National Convention Speech

Wells-Fargo Center

Philadelphia, Pennsylvania

- <https://www.cnn.com/2016/07/26/politics/transcript-michelle-obama-speech-democratic-national-convention/index.html>
- Video part of link

Speech #3

3. January 6<sup>th</sup>, 2017

Final Remarks as first lady where counselors and School Counselor of the year were recognized

East Room of the White House

1600 Pennsylvania Avenue, Washington D.C.

- <https://time.com/4626283/michelle-obama-final-remarks-transcript/>
- <https://www.youtube.com/watch?v=KoTTBq2OhjM>

Questions to answer

**1. Write one sentence summarizing this document.**

**2. Why did the author write it?**

**3. Quote evidence from the document that tells you this.**

**4. What was happening at the time in history this document was created?**

**5. What did you find out from this document that you might not learn anywhere else?**

**6. What other documents or historical evidence are you going to use to help you understand this event or topic?**

## Speech # 1

MRS. OBAMA: Thank you so much. (Applause.) My heart is so full. My heart is so full. Bebe -- Oprah, why did you do that? Just why did you put me after this? (Laughter.)

To the family, Guy, to all of you; to the friends; President Clinton; Oprah; my mother, Cicely Tyson; Ambassador Young -- let me just share something with you. My mother, Marian Robinson, never cares about anything I do. (Laughter.) But when Dr. Maya Angelou passed, she said, you're going, aren't you? I said, well, Mom, I'm not really sure, I have to check with my schedule. She said, you are going, right? (Laughter.) I said, well, I'm going to get back to you, but I have to check with the people, figure it out. I came back up to her room when I found out that I was scheduled to go, and she said, that's good, now I'm happy. (Laughter.)

It is such a profound honor, truly, a profound honor, to be here today on behalf of myself and my husband as we celebrate one of the greatest spirits our world has ever known, our dear friend, Dr. Maya Angelou.

In the Book of Psalms it reads: "I praise you, for I am fearfully and wonderfully made. Wonderful are your works; my soul knows it very well. My frame was not hidden from you when I was being made in secret, intricately woven in the depths of the Earth." What a perfect description of Maya Angelou, and the gift she gave to her family and to all who loved her.

She taught us that we are each wonderfully made, intricately woven, and put on this Earth for a purpose far greater than we could ever imagine. And when I think about Maya Angelou, I think about the affirming power of her words.

The first time I read "Phenomenal Woman", I was struck by how she celebrated black women's beauty like no one had ever dared to before. (Applause.) Our curves, our stride, our strength, our grace. Her words were clever and sassy; they were powerful and sexual and boastful. And in that one singular poem, Maya Angelou spoke to the essence of black women, but she also graced us with an anthem for all women -- a call for all of us to embrace our God-given beauty.

And, oh, how desperately black girls needed that message. As a young woman, I needed that message. As a child, my first doll was Malibu Barbie. (Laughter.) That was the standard for perfection. That was what the world told me to aspire to. But then I discovered Maya Angelou, and her words lifted me right out of my own little head.

Her message was very simple. She told us that our worth has nothing to do with what the world might say. Instead, she said, "Each of us comes from the creator trailing wisps of glory." She reminded us that we must each find our own voice, decide our own value, and then announce it to the world with all the pride and joy that is our birthright as members of the human race.

Dr. Angelou's words sustained me on every step of my journey -- through lonely moments in ivy-covered classrooms and colorless skyscrapers; through blissful moments mothering two splendid baby girls; through long years on the campaign trail where, at times, my very womanhood was dissected and questioned. For me, that was the power of Maya Angelou's words -- words so powerful that they carried a little black girl from the South Side of Chicago all the way to the White House. (Applause.)

And today, as First Lady, whenever the term "authentic" is used to describe me, I take it as a tremendous compliment, because I know that I am following in the footsteps of great women like Maya Angelou. But really, I'm just a beginner -- I am baby-authentic. (Laughter.) Maya Angelou, now she was the original, she was the master. For at a time when there were such stifling constraints on how black women could exist in the world, she serenely disregarded all the rules with fiercely passionate, unapologetic self. She was comfortable in every last inch of her glorious brown skin.

But for Dr. Angelou, her own transition was never enough. You see, she didn't just want to be phenomenal herself, she wanted all of us to be phenomenal right alongside her. (Applause.) So that's what she did throughout her lifetime -- she gathered so many of us under her wing. I wish I was a daughter, but I was right under that wing sharing her wisdom, her genius, and her boundless love.

I first came into her presence in 2008, when she spoke at a campaign rally here in North Carolina. At that point, she was in a wheelchair, hooked up to an oxygen tank to help her breathe. But let me tell you, she rolled up like she owned the place. (Laughter.) She took the stage, as she always did, like she'd been born there. And I was so completely awed and overwhelmed by her presence I could barely concentrate on what she was saying to me.

But while I don't remember her exact words, I do remember exactly how she made me feel. (Applause.) She made me feel like I owned the place, too. She made me feel like I had been born on that stage right next to her. And I remember thinking to myself, "Maya Angelou knows who I am, and she's rooting for me. So, now I'm good. I can do this. I can do this." (Applause.)

And that's really true for us all, because in so many ways, Maya Angelou knew us. She knew our hope, our pain, our ambition, our fear, our anger, our shame. And she assured us that despite it all -- in fact, because of it all -- we were good. And in doing so, she paved the way for me and Oprah and so many others just to be our good, old, black-woman selves. (Applause.)

She showed us that eventually, if we stayed true to who we are, then the world would embrace us. (Applause.) And she did this not just for black women, but for all women, for all human beings. She taught us all that it is okay to be your regular old self, whatever that is -- your poor self, your broken self, your brilliant, bold, phenomenal self.

That was Maya Angelou's reach. She touched me. She touched all of you. She touched people all across the globe, including a young white woman from Kansas who named her daughter after Maya, and raised her son to be the first black President of the United States. (Applause.)

So when I heard that Dr. Angelou had passed, while I felt a deep sense of loss, I also felt a profound sense of peace. Because there is no question that Maya Angelou will always be with us, because there was something truly divine about Maya. I know that now, as always, she is right where she belongs.

May her memory be a blessing to us all. Thank you. God bless. (Applause.)

END

## **Speech #2**

Thank you all. Thank you so much. You know, it's hard to believe that it has been eight years since I first came to this convention to talk with you about why I thought my husband should be president.

Remember how I told you about his character and convictions, his decency and his grace, the traits that we've seen every day that he's served our country in the White House?

I also told you about our daughters, how they are the heart of our hearts, the center of our world. And during our time in the White House, we've had the joy of watching them grow from bubbly little girls into poised young women, a journey that started soon after we arrived in Washington.

When they set off for their first day at their new school, I will never forget that winter morning as I watched our girls, just 7 and 10 years old, pile into those black SUVs with all those big men with guns.

And I saw their little faces pressed up against the window, and the only thing I could think was, what have we done?

See, because at that moment I realized that our time in the White House would form the foundation for who they would become and how well we managed this experience could truly make or break them. That is what Barack and I think about every day as we try to guide and protect our girls through the challenges of this unusual life in the spotlight, how we urge them to ignore those who question their father's citizenship or faith.

How we insist that the hateful language they hear from public figures on TV does not represent the true spirit of this country.

How we explain that when someone is cruel or acts like a bully, you don't stoop to their level. No, our motto is, when they go low, we go high.

With every word we utter, with every action we take, we know our kids are watching us. We as parents are their most important role models. And let me tell you, Barack and I take that same approach to our jobs as president and first lady because we know that our words and actions matter, not just to our

girls, but the children across this country, kids who tell us I saw you on TV, I wrote a report on you for school.

Kids like the little black boy who looked up at my husband, his eyes wide with hope and he wondered, is my hair like yours?

And make no mistake about it, this November when we go to the polls that is what we're deciding, not Democrat or Republican, not left or right. No, in this election and every election is about who will have the power to shape our children for the next four or eight years of their lives

And I am here tonight because in this election there is only one person who I trust with that responsibility, only one person who I believe is truly qualified to be president of the United States, and that is our friend Hillary Clinton.

That's right.

See, I trust Hillary to lead this country because I've seen her lifelong devotion to our nation's children, not just her own daughter, who she has raised to perfection...

...but every child who needs a champion, kids who take the long way to school to avoid the gangs, kids who wonder how they'll ever afford college, kids whose parents don't speak a word of English, but dream of a better life, kids who look to us to determine who and what they can be.

You see, Hillary has spent decades doing the relentless, thankless work to actually make a difference in their lives...

...advocating for kids with disabilities as a young lawyer, fighting for children's health care as first lady, and for quality child care in the Senate.

And when she didn't win the nomination eight years ago, she didn't get angry or disillusioned.

Hillary did not pack up and go home, because as a true public servant Hillary knows that this is so much bigger than her own desires and disappointments.

So she proudly stepped up to serve our country once again as secretary of state, traveling the globe to keep our kids safe.

And look, there were plenty of moments when Hillary could have decided that this work was too hard, that the price of public service was too high, that she was tired of being picked apart for how she looks or how she talks or even how she laughs. But here's the thing. What I admire most about Hillary is that she never buckles under pressure. She never takes the easy way out. And Hillary Clinton has never quit on anything in her life.

And when I think about the kind of president that I want for my girls and all our children, that's what I want.

I want someone with the proven strength to persevere, someone who knows this job and takes it seriously, someone who understands that the issues a president faces are not black and white and cannot be boiled down to 140 characters.

Because when you have the nuclear codes at your fingertips and the military in your command, you can't make snap decisions. You can't have a thin skin or a tendency to lash out. You need to be steady and measured and well-informed.

I want a president with a record of public service, someone whose life's work shows our children that we don't chase form and fortune for ourselves, we fight to give everyone a chance to succeed.

And we give back even when we're struggling ourselves because we know that there is always someone worse off. And there but for the grace of God go I.

I want a president who will teach our children that everyone in this country matters, a president who truly believes in the vision that our Founders put forth all those years ago that we are all created equal, each a beloved part of the great American story.

And when crisis hits, we don't turn against each other. No, we listen to each other, we lean on each other, because we are always stronger together.

And I am here tonight because I know that that is the kind of president that Hillary Clinton will be. And that's why in this election I'm with her.

You see, Hillary understands that the president is about one thing and one thing only, it's about leaving something better for our kids. That's how we've always moved this country forward, by all of us coming together on behalf of our children, folks who volunteer to coach that team, to teach that Sunday school class, because they know it takes a village.

Heroes of every color and creed who wear the uniform and risk their lives to keep passing down those blessings of liberty, police officers and the protesters in Dallas who all desperately want to keep our children safe.

People who lined up in Orlando to donate blood because it could have been their son, their daughter in that club.

Leaders like Tim Kaine...

...who show our kids what decency and devotion look like.

Leaders like Hillary Clinton who has the guts and the grace to keep coming back and putting those cracks in that highest and hardest glass ceiling until she finally breaks through, lifting all of us along with her.

That is the story of this country, the story that has brought me to this stage tonight, the story of generations of people who felt the lash of bondage, the shame of servitude, the sting of segregation, but who kept on striving and hoping and doing what needed to be done so that today I wake up every morning in a house that was built by slaves.

And I watch my daughters, two beautiful, intelligent, black young women playing with their dogs on the White House lawn.

And because of Hillary Clinton, my daughters and all our sons and daughters now take for granted that a woman can be president of the United States.

So, look, so don't let anyone ever tell you that this country isn't great, that somehow we need to make it great again. Because this right now is the greatest country on earth!

And as my daughters prepare to set out into the world, I want a leader who is worthy of that truth, a leader who is worthy of my girls' promise and all our kids' promise, a leader who will be guided every day by the love and hope and impossibly big dreams that we all have for our children.

So in this election, we cannot sit back and hope that everything works out for the best. We cannot afford to be tired or frustrated or cynical. No, hear me. Between now and November, we need to do what we did eight years ago and four years ago.

We need to knock on every door, we need to get out every vote, we need to pour every last ounce of our passion and our strength and our love for this country into electing Hillary Clinton as president of the United States of America

So let's get to work. Thank you all and God bless.

### **Speech #3**

OBAMA: Hey! (Applause.) What's going on? (Applause.) Thank you all so much. You guys, that's a command — rest yourselves. (Laughter.) We're almost at the end. (Laughter.) Hello, everyone. And, may I say for the last time officially, welcome to the White House. Yes! (Applause.) Well, we are beyond thrilled to have you all here to celebrate the 2017 National School Counselor of the Year, as well as all of our State Counselors of the Year. These are the fine women, and a few good men — (laughter) — one good man — who are on this stage, and they represent schools from across this country.

And I want to start by thanking Terri for that wonderful introduction and her right-on-the-spot remarks. I'm going to say a lot more about Terri in a few minutes, but first I want to take a moment to acknowledge a few people who are here.

First, our outstanding Secretary of Education, John King. (Applause.) As well as our former Education Secretary, Arne Duncan. (Applause.) I want to take this time to thank you both publicly for your dedication and leadership and friendship. We couldn't do this without the support of the Department of Education under both of your leadership. So I'm grateful to you personally, and very proud of all that you've done for this country.

I also want to acknowledge a few other special guests we have in the audience. We've got a pretty awesome crew. As one of my staff said, "You roll pretty deep." (Laughter.) I'm like, well, yeah, we have a few good friends. We have with us today Ted Allen, La La Anthony, Connie Britton, Andy Cohen — yeah, Andy Cohen is here — (laughter) — Carla Hall, Coach Jim Harbaugh and his beautiful wife, who's a lot better looking than him — (laughter) — Lana Parrilla, my buddy Jay Pharoah, Kelly Rowland, Usher —

AUDIENCE MEMBER: Woo!

MRS. OBAMA: Keep it down. (Laughter.) Keep it together, ladies. Wale is here. And of course, Allison Williams and her mom are here.

And all these folks are here because they're using their star power to inspire our young people. And I'm so grateful to all of you for stepping up in so many ways on so many occasions. I feel like I've pestered you over these years, asking time and time again, "Well, where are you going to be?" "I'm going to be in New York." "Can you come? Can you come here? Can you do this? Can you take that? Can you ask for that? Can you come? Can we rap? Can we sing?" (Laughter.) So thank you all so much. It really means the world to this initiative to have such powerful, respected and admired individuals speaking on behalf of this issue. So congratulations on the work that you've done, and we're going to keep working.

And today, I especially want to recognize all these — extraordinary leadership team that was behind Reach Higher from day one. And this isn't on the script so they don't know this. I want to take time to personally acknowledge a couple of people. Executive Director Eric Waldo. (Applause.) Where is Eric? He's in the — you've got to step out. (Applause.) Eric is acting like he's a ham, but he likes the spotlight. (Laughter.) He's acting a little shy. I want to recognize our Deputy Director, Stephanie Sprow. Stephanie. (Applause.) And he's really not going to like this because he tries to pretend like he doesn't exist at all, but our Senior Advisor, Greg Darnieder. (Applause.) There you go. Greg has been a leader in education his entire life. I've known him since I was a little organizer person. And it's just been just a joy to work with you all. These individuals, they are brilliant. They are creative. They have worked miracles with hardly any staff or budget to speak of — which is how we roll in the First Lady's Office. (Laughter.) And I am so proud and so, so grateful to you all for everything that you've done. So let's give them a round of applause. (Applause.)



And finally, I want to recognize all of you who are here in this audience. We have our educators, our leaders, our young people who have been with us since we launched Reach Higher back in 2014. Now, when we first came up with this idea, we had one clear goal in mind: We wanted to make higher education cool. We wanted to change the conversation around what it means and what it takes to be a success in this country. Because let's be honest, if we're always shining the spotlight on professional athletes or recording artists or Hollywood celebrities, if those are the only achievements we celebrate, then why would we ever think kids would see college as a priority?

So we decided to flip the script and shine a big, bright spotlight on all things educational. For example, we made College Signing Day a national event. We wanted to mimic all the drama and excitement traditionally reserved for those few amazing football and basketball players choosing their college and university teams. We wanted to focus that same level of energy and attention on kids going to college because of their academic achievements. Because as a nation, that's where the spotlight should also be — on kids who work hard in school and do the right thing when no one is watching, many beating daunting odds.

Next, we launched Better Make Room. It's a social media campaign to give young people the support and inspiration they need to actually complete higher education. And to really drive that message home, you may recall that I debuted my music career — (laughter) — rapping with Jay about getting some knowledge by going to college. (Laughter and applause.)

We are also very proud of all that this administration has done to make higher education more affordable. We doubled investments in Pell grants and college tax credits. We expanded income-based loan repayment options for tens of millions of students. We made it easier to apply for financial aid. We created a College Scorecard to help students make good decisions about higher education. And we provided new funding and support for school counselors. (Applause.) Altogether, we made in this administration the largest investment in higher education since the G.I. Bill. (Applause.) And today, the high school graduation rate is at a record high, and more young people than ever before are going to college.

And we know that school counselors like all of the folks standing with me on this stage have played a critical role in helping us get there. In fact, a recent study showed that students who met with a school counselor to talk about financial aid or college were three times more likely to attend college, and they were nearly seven times more likely to apply for financial aid.

So our school counselors are truly among the heroes of the Reach Higher story. And that's why we created this event two years ago, because we thought that they should finally get some recognition. (Applause.) We wanted everyone to know about the difference that these phenomenal men and women have been making in the lives of our young people every day. And our 2017 School Counselor of the Year, Terri Tchorzynski, is a perfect example.

As you heard, Terri works at the Calhoun Area Career Center, a career and technical education school in Michigan. And here's what Terri's principal said about her in his letter of recommendation. He said, "Once she identifies a systemic need, she works tirelessly to address it."

So when students at Terri's school reported feeling unprepared to apply for higher education, Terri sprang into action to create a school-wide, top-to-bottom college-readiness effort. Under Terri's leadership, more students than ever before attended workshops on resume writing, FAFSA completion — yes, I can now say FAFSA — (laughter) — and interview preparation. I can barely say it. (Laughter.) They did career and personal — personality assessments. They helped plan a special college week. And they organized a Military Day, hosting recruiters from all branches of our armed forces. And because of these efforts, today, 75 percent of Calhoun's seniors now complete key college application steps, and Terri's school has won state and national recognition.

And all of this is just one small part of what Terri does for her students each day. I can go on and on about all the time she spends one-on-one with students, helping them figure out their life path. Terri told us — as you heard, she told us about one of those students, so we reached out to Kyra. And here's what Kyra had to say in her own words. Kyra wrote that "Mrs. Tchorzynski has helped me grow to love myself. She helped me with my doubts and insecurities." She said, my life has changed "for the better in all aspects." Kyra said, "She held my hand through my hardest times." She said, "Mrs. Tchorzynski is my lifesaver." That's what Kyra said. (Laughter.)

And this is what each of you do every single day. You see the promise in each of your students. You believe in them even when they can't believe in themselves, and you work tirelessly to help them be who they were truly meant to be. And you do it all in the face of some overwhelming challenges — tight budgets, impossible student- counselor ratios — yeah, amen — (laughter) — endless demands on your time.

You all come in early, you stay late. You reach into your own pockets — and see, we've got the amen corner. (Laughter.) You stick with students in their darkest moments, when they're most anxious and afraid. And if anyone is dealing with a college [high school] senior or junior, you know what this feels like. These men and women show them that those kids matter; that they have something to offer; that no matter where they're from or how much money their parents have, no matter what they look like or who they love or how they worship or what language they speak at home, they have a place in this country.

And as I end my time in the White House, I can think of no better message to send our young people in my last official remarks as First Lady. So for all the young people in this room and those who are watching, know that this country belongs to you — to all of you, from every background and walk of life. If you or your parents are immigrants, know that you are part of a proud American tradition — the infusion of new cultures, talents and ideas, generation after generation, that has made us the greatest country on earth.

If your family doesn't have much money, I want you to remember that in this country, plenty of folks, including me and my husband — we started out with very little. But with a lot of hard work and a good education, anything is possible — even becoming President. That's what the American Dream is all about. (Applause.)

If you are a person of faith, know that religious diversity is a great American tradition, too. In fact, that's why people first came to this country — to worship freely. And whether you are Muslim, Christian, Jewish, Hindu, Sikh — these religions are teaching our young people about justice, and compassion, and honesty. So I want our young people to continue to learn and practice those values with pride. You see, our glorious diversity — our diversities of faiths and colors and creeds — that is not a threat to who we are, it makes us who we are. (Applause.) So the young people here and the young people out there: Do not ever let anyone make you feel like you don't matter, or like you don't have a place in our American story — because you do. And you have a right to be exactly who you are. But I also want to be very clear: This right isn't just handed to you. No, this right has to be earned every single day. You cannot take your freedoms for granted. Just like generations who have come before you, you have to do your part to preserve and protect those freedoms. And that starts right now, when you're young.

Right now, you need to be preparing yourself to add your voice to our national conversation. You need to prepare yourself to be informed and engaged as a citizen, to serve and to lead, to stand up for our proud American values and to honor them in your daily lives. And that means getting the best education possible so you can think critically, so you can express yourself clearly, so you can get a good job and support yourself and your family, so you can be a positive force in your communities.

And when you encounter obstacles — because I guarantee you, you will, and many of you already have — when you are struggling and you start thinking about giving up, I want you to remember something that my husband and I have talked about since we first started this journey nearly a decade ago, something that has carried us through every moment in this White House and every moment of our lives, and that is the power of hope — the belief that something better is always possible if you're willing to work for it and fight for it.

It is our fundamental belief in the power of hope that has allowed us to rise above the voices of doubt and division, of anger and fear that we have faced in our own lives and in the life of this country. Our hope that if we work hard enough and believe in ourselves, then we can be whatever we dream, regardless of the limitations that others may place on us. The hope that when people see us for who we truly are, maybe, just maybe they, too, will be inspired to rise to their best possible selves.

That is the hope of students like Kyra who fight to discover their gifts and share them with the world. It's the hope of school counselors like Terri and all these folks up here who guide those students every step of the way, refusing to give up on even a single young person. Shoot, it's the hope of my — folks

like my dad who got up every day to do his job at the city water plant; the hope that one day, his kids would go to college and have opportunities he never dreamed of.

That's the kind of hope that every single one of us — politicians, parents, preachers — all of us need to be providing for our young people. Because that is what moves this country forward every single day — our hope for the future and the hard work that hope inspires.

So that's my final message to young people as First Lady. It is simple. (Applause.) I want our young people to know that they matter, that they belong. So don't be afraid — you hear me, young people? Don't be afraid. Be focused. Be determined. Be hopeful. Be empowered. Empower yourselves with a good education, then get out there and use that education to build a country worthy of your boundless promise. Lead by example with hope, never fear. And know that I will be with you, rooting for you and working to support you for the rest of my life.

And that is true I know for every person who are here — is here today, and for educators and advocates all across this nation who get up every day and work their hearts out to lift up our young people. And I am so grateful to all of you for your passion and your dedication and all the hard work on behalf of our next generation. And I can think of no better way to end my time as First Lady than celebrating with all of you.

So I want to close today by simply saying thank you. Thank you for everything you do for our kids and for our country. Being your First Lady has been the greatest honor of my life, and I hope I've made you proud