

The Task Card

Objective: To create a visual representation of YOUR group's THINKING around the math.

Akeelah gets on the T-train by her house at **La Salle and 3rd Street**. She takes the train **SOUTH 6 blocks** to get seafood at Let's Eat BBQ and More at Revere Street and 3rd Street. She buys shrimp there, but they have no crab. She gets back on the train **NORTH 38 blocks** to go to Safeway at 4th Street and King Street to buy fresh crab meat on sale. Safeway is out of okra, so she gets back on the train and takes it **48 blocks SOUTH** to Duc Loi Supermarket near Carroll and 3rd Street to buy the okra she needs. Finally, she takes the train **NORTH** back to her house, but the train breaks down after **13 blocks** at the Oakdale Street stop.

Don't forget: You are using a vertical NUMBER LINE. North of zero are positive numbers and south of zero are negative numbers.

Math Goal Checklist (What you are asked to produce by the end of the task)

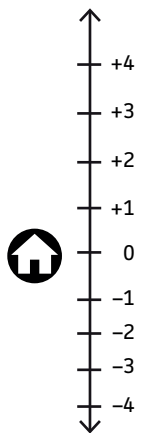
1. Summarize.
2. Draw a diagram showing her TRIP throughout the day.
3. Label the stop by her house as ZERO, because that is where she started.
4. Label all of the distances on the trip in numbers and what she purchased: crab, okra, and shrimp.
5. Use a different color for each part of her trip.
6. Identify where she ended her trip in relation to her house, which is ZERO.
7. Make sure you label the positive and negative numbers on the number line.
8. Write a number sentence (expression and/or equation) for each trip segment.

Mathematical Thinking (What mathematical reasoning will you uncover?)

1. How many total blocks would she need to travel?
2. Akeelah traveled the longest distance between which two stores?
3. What other mathematics did you notice when mapping out Akeelah's journey?
4. Summarize Akeelah's journey for the poster. Make sure people can understand what is being asked.

Social Justice Thinking

1. How might Akeelah's journey affect her?
2. Akeelah is young. Who in her community might be more affected by food apartheid? Use your knowledge from your own community and what you learned in the video to help support your thinking.
3. Using the videos and definitions, write three facts about food apartheid.



Visual Goal Checklist

1. Make sure that there is a title. Make it creative.
 2. Is everyone's name on the poster?
 3. Is your poster information presented clearly for anyone to be able to read?
 4. Is there a visual representation of the different stores on the poster? Create icons to represent each store. Make sure to use a key to help identify your icons.
- * Ready for more? Create a route that is more efficient for Akeelah. Create a "journey" for your classmates to track. Use a familiar recipe and have them get all the ingredients.