

STUDENT'S BOOK WALK-THROUGH

UNIT OPENER uses a high-interest photograph to introduce the age-appropriate and engaging theme.

- QUOTE** from a well-known writer, philosopher, scientist, or explorer spurs discussion related to the unit theme.
- QUESTIONS** build visual literacy and guide students to make connections with what they already know.
- CAPTION** provides rich background information about the photograph.



4 Happiness

"There can be no happiness if the things we believe in are different from the things we do." —FREYA STARK, ANGLIO-ITALIAN TRAVEL WRITER

Do you agree with the quote? Why or why not?

Look at the photo and caption. Discuss the questions.

- Do the people in the photo look happy? How do you know?
- If you were planning a happiness festival, what activities would you include?

People celebrate happiness at the Masikara Festival in the Philippines.

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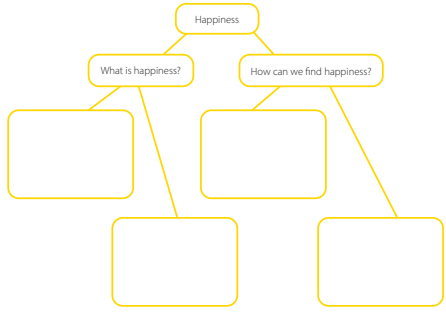
UNIT LAUNCH introduces the unit's Essential Question and the Academic Vocabulary that will be used throughout the unit.

- ESSENTIAL QUESTION** sparks critical thinking, inspires debate, and invites curiosity.
- DISCUSSION FRAMES** provide support for academic discussions and presentations.
- ACADEMIC VOCABULARY** introduces unit-specific, high-utility words and provides varied practice opportunities.

UNIT LAUNCH

ESSENTIAL QUESTION 1
How can we achieve happiness?

Explore the Essential Question
Think Write your ideas about the Essential Question in the Unit Concept Map.



Academic Vocabulary 3
Use these words to express your ideas throughout the unit.
PRACTICE 1 Use context to determine the meaning of each word in blue. Then match the word to its definition.

Happiness is a **concept** that everyone talks about, but people do not always agree on its definition. **Surveys** of people around the world have shown that ideas about happiness **vary** from person to person and even from country to country. A **factor** that is important to one person's happiness may not affect someone else's happiness. Scientists have recently discovered that happiness is partly genetic. They claim that about 50% of our happiness is genetic, and the other 50% comes from our **environment**.

Word	Definition
vary	to be different from something else
	to change someone or something
	the conditions that surround a person
	a general idea
	a set of questions designed to measure the opinions of a group of people
	something that contributes to a result or outcome

PRACTICE 2 Work with a partner. Take turns being the reader and the listener.
Reader: Read the paragraph above. Read one sentence at a time. Don't say the blue word. Instead, say "beep."
Listener: Listen to your partner read the sentence. Say the blue word.

Example
Reader: Happiness is a "beep" that everyone talks about, but people do not always agree on its definition.
Listener: Concept?
Reader: Yes!

Respond Write one or two sentences to respond to the Essential Question.
Discussion Frames
In my opinion, ...
It seems to me that ...
How do you think we can ...?

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PREPARE TO READ provides the groundwork for the critical thinking, vocabulary, and reading skills and strategies students will apply to a selection.

- GUIDING QUESTION** focuses students' thinking on a text-specific aspect of the Essential Question.
- KEY VOCABULARY** introduces selection vocabulary that students need in order to read the text, discuss it, and write about it.
- READING SKILL/ STRATEGY** helps students develop the language and thinking needed to support strategic reading. An annotated model shows students the skill or strategy in action.

PREPARE TO READ: The King and the Shirt

What contributes to people's happiness? 1

First Thoughts
How much do these factors affect your happiness? Rate them from 1 (least) to 6 (most). Then discuss your ideas with a partner.

Factor	Rank
Free time	
Friends	
Family	
Sleep	
Money	
Exercise	

Key Vocabulary
PRACTICE Use context to determine the meaning of each word in bold. Then match the word to its definition.

- She **possessed** many cars, but she hardly ever drove them.
- There are some **concoctions**, like honey, ginger, and mint, that may make you feel better when you are sick.
- Although her **advisors** warned against doing the interview, the prime minister decided to do it.
- My boss **summoned** me to his office yesterday afternoon.
- Although her job requires very long hours, she is paid **handsomely**.
- Fresh fruits and vegetables will **nourish** your body.

a. to a large degree (adv.)
b. to call or send for (v.)
c. to provide with food or cause to grow (v.)
d. a mixture of various ingredients (n.)
e. someone who gives advice on what to do (n.)
f. to own or have (v.)

Discussion Frames
The most important factor to me is ...
This is because ...
... isn't a very important factor because ...
In your opinion, what is ...?

Reading Skill: Analyze an Allegory 3
An **allegory** is a story with a message. Usually, the message is not stated directly. The author uses symbols to help the reader figure it out. The symbols can be characters, events, or other details in the story. To analyze an allegory:
1. Determine the subject of the allegory, or what the story is about.
2. Identify symbols. A symbol is a character, event, or detail in the story that represents something else. To figure out if something is a symbol, pay attention to how it is described and what happens in the story, including what the characters do and say. Consider what the symbol may mean.
3. Use the symbols you have identified to determine the author's message. Ask yourself: What is the author trying to say?

Skill in Action
Study the model. Discuss the analysis with a partner. Do you think the author's message is correct? If not, what do you think the message is?

The Tortoise and the Hare
There once was a hare who bragged about how fast he was. Tired of his bragging, a tortoise challenged the hare to a race. The hare gladly accepted the challenge. A slow tortoise could never win a race against a fast hare. On the day of the race, all the animals in the forest gathered to watch. The hare ran as fast as he could for a bit. He stopped to look back at the tortoise and cried out, "How do you expect to win when you are moving so slowly?" Tired of running so fast, the hare stopped to take a nap. Meanwhile, the tortoise moved slowly and steadily toward the finish line. By the time the hare woke up from his nap, the tortoise had crossed the finish line.

This detail tells me that the story is about a race.
The hare is fast but too confident. He stops to take a nap. I think the hare symbolizes a fast and careless approach.
I think the author's message is that it's better to take your time and keep going rather than to be fast but overconfident.

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READING SELECTIONS in each unit include one fiction and two nonfiction texts, representing a variety of genres. Each selection focuses on an aspect of the unit theme.

- FIRST READ FOCUS** sets a purpose for reading and guides students to annotate the text as the first step of the close reading process.
- VOCABULARY SUPPORT** includes Key Vocabulary used in context and on-page glosses.
- ABOUT THE AUTHOR** provides information about the classic or well-known authors in the program.

1 Read and answer the questions: What is the king's problem? How do his advisors try to solve it? As you read, underline any parts of the text you have questions about or find confusing.

The King and the Shirt

by Leo Tolstoy

1 Many years ago, in a land very far away, a mighty king suddenly became weak with illness. He could not command the royal army from his golden throne. He could not ride his graceful black stallion.¹ He could barely even raise his head from his purple and satin pillow.

2 The royal physician tried every medicine he **possessed**—potions, pills, and poultices²—but the king's health did not improve. The royal magician tried every cure he could conjure up—charms, chants, and **concoctions**³—but the king did not get well.

3 The royal **advisors** whispered among themselves at the king's bedside. "What's to be done? We must have a cure for the king!"

Footnote: 1. saddle, 2. soft, moist materials held to the body with a cloth to help reduce pain.

4 "king!" they said. Then, for a long time, they stood and thought in silence.

5 Finally, the youngest of the advisors—the short one whose wispy golden curls escaped from under his tall advisor's hat—stepped forward. He spoke in a strong, bold voice that echoed off the marble walls of the king's bedchamber.⁴ "We must find a happy man, take his shirt, and put it on the king. Then the king will be well again."

6 His royal highness⁵ slowly turned his aching head in the direction of the young man's voice. With eyes fogged from fever, he struggled to see who had spoken the promise of a cure. "So be it," he whispered. Then he fell into a restless sleep.

7 The king's most trusted advisor—the gray-bearded one whose wide belly struggled to stay inside his long scarlet robe—**summoned** the royal messengers. "Search the kingdom for a happy man," he ordered. "When you find one, take his shirt and bring it back to the royal castle. Tell the happy man that he will be **handsomely** rewarded for his trouble."⁶

8 The royal messengers traveled far; they traveled wide. They traveled throughout the kingdom from one end to the other, from side to side. But try as they might, they could not find a truly happy man. No one was ever completely satisfied with his lot in life. If he was rich, he argued with his wife. If his marriage was joyful, his children caused him no end of worry. It was one thing, or it was another. No one was without complaint.

9 Over many days, the king's health did not change. Concerned for his father, the royal son—the one who had been running the kingdom during his father's illness—decided to join in the search. He hadn't traveled far from the castle when he passed by a tiny hut.

10 From inside the house of sticks, he heard a clear voice say, "I am truly blessed. I have completed my work. I have **nourished** my body. Now I can relax and enjoy the quiet at the end of the day. What more could anyone ever require?"

11 Excited, the royal son thought, "I must go inside and take this man's shirt for the king!" As he prepared to knock at the door of the humble cottage, he fingered the sack of gold pieces at his side. For his generous gift, this happy man would be richly rewarded.

12 As the door opened, the king's son could only stand and stare. This happy man—the only happy man in the entire kingdom—had almost nothing he could call his own. Not even a shirt.

Footnote: 4. bedchamber bedroom (This is an old word that we don't often use anymore).
5. his royal highness king

About the Author: Leo Tolstoy was a Russian author who is considered one of the greatest writers of all time. Tolstoy wrote realistic novels about Russian society. He also wrote short stories, essays, and plays.

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STUDENT'S BOOK WALK-THROUGH, continued

FOCUS ON UNDERSTANDING provides a comprehension review for the reading selection.

FOCUS ON LANGUAGE introduces a vocabulary strategy or language convention.

1. APPLY THE SKILL/ STRATEGY

allows students to demonstrate understanding of the reading skill or strategy.

2. SHARE YOUR PERSPECTIVE

encourages students to make personal connections to the selection.

3. VOCABULARY or LANGUAGE CONVENTION

introduces a strategy or skill and provides a model and practice.

FOCUS ON UNDERSTANDING

Close Read
Work with a partner.
1. Determine the meanings of your underlined words and phrases.
2. Discuss the questions:
What is the king's problem?
How do his advisors try to solve it?

Understand and Analyze
Respond to the questions. Support your responses with evidence from the text.
1. **Comprehend** Reread lines 1–5. What does it mean that the king becomes “weak with illness”?
2. **Comprehend** Reread lines 32–35. What does the text mean when it says, “No one was ever completely satisfied with his lot in life”?
3. **Analyze** Reread lines 40–43. What does the man mean when he says, “I am truly blessed”?
4. **Draw conclusions** Why does the youngest advisor think wearing the shirt will cure the king?
5. **Interpret** Why is the king's son surprised that the man does not have a shirt?

Apply the Skill: Analyze an Allegory
Complete the chart for “The King and the Shirt.”

Symbol	What happens with this symbol in the allegory?	Symbolic meaning (the bigger meaning behind the simple thing)
the king	The king is sick. His advisors search for a cure.	feeling unhappy in life but wanting to feel better
the search for a happy man's shirt		
the man without a shirt		
(your idea)		

Message:

Share Your Perspective
Discuss these questions in a small group.
1. Do you agree with the central idea of “The King and the Shirt”? Why or why not?
2. Who is the happiest person you know? What factors do you think affect that person's happiness?

Discussion Frames
I believe that the most important factors are ...
One reason is ...
Another reason is ...
Would you agree that ...?

FOCUS ON LANGUAGE

Vocabulary: Identify Multiple-Meaning Words L.7.4.A, L.7.4.C

When you see a familiar word that doesn't make sense in a sentence, that word may have more than one meaning. Use context to figure out the correct meaning for **multiple-meaning words**. The context is the words and sentences near where the word appears. To figure out a word's meaning:

1. Read the sentence where the word appears. If you are still unsure of the word's meaning, read the whole paragraph.
2. Think about how the word is used in the sentence. Is the word a noun, verb, or an adjective?
3. Use a dictionary if necessary. Read each definition of the word and decide which definition makes the most sense in the sentence.

Example

When you cause trouble, you cause problems. Why would someone get a reward for that? Maybe “trouble” has another meaning.

The king's most trusted advisor—the gray-bearded one whose wide belly struggled to stay inside his long scarlet robe—summoned the royal messengers. “Search the kingdom for a happy man,” he ordered. “When you find one, take his shirt and bring it back to the royal castle. Tell the happy man that he will be handsomely rewarded for his **troubled**.”

When I read this sentence, I see that the man will have to go away his shirt. Maybe “troubled” here means “a thing you would rather not do.”

Apply the Strategy
Look at the story again. Use context clues to help you choose the correct definition for each word.

1. In line 4, what does the word **rise** mean?
 - a. an increase in the amount of your pay
 - b. to lift up
2. In line 18, what does the word **bold** mean?
 - a. having a strong or bright appearance
 - b. showing bravery or confidence
3. In line 27, what does the word **ordered** mean?
 - a. commanded something to be done
 - b. requested something to be supplied
4. In line 40, what does the word **clear** mean?
 - a. easy to perceive or understand
 - b. easily seen through

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SHARE OPINIONS focuses on the deeper analysis and reflection that comes after rereading.

1. REFLECT AND RESPOND

helps students organize text evidence that will support their academic discussion.

2. RESPOND TO THE GUIDING QUESTION

asks students to apply their in-depth analysis to a written response.

3. CREATE AND PRESENT

or **RESEARCH** provides a theme-centered culminating activity.

SHARE OPINIONS

Read Again
Read “The King and the Shirt” again. As you read, circle details from the text that help you respond to this question:
What contributes to the shirtless man's happiness?

Reflect and Respond
Choose three details you circled in the story to complete the idea web.

What contributes to the shirtless man's happiness?

Use your idea web to respond to the question: What contributes to the shirtless man's happiness?

Discuss Your Response
Share your ideas with the class. Write one new idea you hear.

Respond to the Guiding Question
Write a response to the question:
What contributes to people's happiness?
Use evidence from the text, your discussion, and your life. Use the Discussion Frames to help you. Use the rubric to check your response.

Create and Present: A Story Ending
Imagine what happens next in “The King and the Shirt.” Then do one of these activities:

OPTION 1: Write an Ending
Write your imagined ending to the story. Then read it to your classmates.

OPTION 2: Perform a Skit
Work with a partner. Write a short skit about your imagined ending.

Here's an example of the first few lines of a skit:
HAPPY MAN: Hello. How can I help you?
KING'S SON: Are you truly a happy man?
HAPPY MAN: Well, I ...

Practice your skit, and then perform it for the class. If there are more than two characters, ask other students to perform with you.

Classmates practice a skit.

The King and the Shirt 173

UNCOVER THE STORY builds visual literacy skills through powerful National Geographic photographs, detailed infographics, and classic and contemporary fine art.

1. EXAMINE THE PHOTO/ GRAPHIC/PAINTING

challenges students to study, describe, and ask questions about a high-impact image.

2. FIND OUT

guides students to watch a video and listen to a photographer or artist reveal the inspiration for their work.

3. REFLECT

provides an opportunity for students to connect to what they've learned and relate it to the unit theme.

UNCOVER THE STORY



Examine the Photo

1. Look at the photo. Describe what you see.
2. Do you think the girl is happy? Give evidence to support your opinion.
3. Write 3–5 questions about the photo. Discuss your questions with a small group.

Find Out L.4.1
Watch photographer Evgenia Arbugaeva talk about her photo.

1. Did she answer any of your questions? Which ones?
2. According to Arbugaeva, is the girl happy? Why or why not?
3. What important ideas does she share about the girl's community?
4. What do these ideas help you understand about the girl in the photo?

Reflect
Imagine you are the girl in the photo. Write a journal entry for the day this photo was taken. Tell what you did and how you felt.

Share Your Story
Take or find a photo that shows your idea of happiness. Tell your classmates the story about the photo.

ABOUT THE PHOTOGRAPHER



Evgenia Arbugaeva loves to take photographs of her Arctic homeland and the people who live there.

Uncover the Story 175

VIDEO CONNECTION provides an opportunity for students to hone their viewing skills while watching and analyzing a theme-related video.

1. VIEWING SKILL

helps students perfect their media literacy skills.

2. APPLY THE SKILL


encourages students to use the skill as they watch the video.

3. SHARE YOUR PERSPECTIVE

allows students to offer opinions about the topic and make connections.

VIDEO CONNECTION

How can being thankful make you happy?



First Thoughts
Complete the chart with people, places, and things you're grateful for. Write at least two or more ideas for each category. Share your responses with a small group. Did you list any of the same ideas as your classmates?

People	Places	Things

Viewing Skill: Take Notes
When you watch an informational presentation, it's a good idea to take notes. Taking notes helps you remember what you see and hear. When you take notes, just write words and phrases; you don't need to write complete sentences.

Apply the Skill
Watch the video “The Amazing Effects of Gratitude.” Take notes below.

Definition of gratitude: the quality or condition of _____

Three basic emotions:	Mental benefits of a gratitude journal:	Physical benefits of a gratitude journal:
1. _____	after 1 month: _____%	1. _____
2. _____	after 6 months: _____%	2. _____
3. _____		3. _____

Understand and Analyze
Watch again. Answer the questions. Support your responses with evidence from the video.

1. **Compare** What do people who are hardened to feel more gratitude have in their bodies that other people do not have?
2. **Explain** What things can people do to get the benefits of feeling grateful?
3. **Summarize** Explain the second scientific study. How did it work? What were the results?
4. **Evaluate** Why is it important for scientists to study gratitude?

Share Your Perspective

1. Do you think keeping a gratitude journal is a good idea? Why or why not?
2. Do you ever express gratitude? How and in what situations?

Discussion Frames
In my opinion, _____
The way I see it, _____
What are your thoughts about ...?

Video Connection 189

STUDENT'S BOOK WALK-THROUGH, continued

PERFORMANCE TASK: WRITING provides an opportunity to expand and strengthen writing skills through a thematic assignment.

- 1. ASSIGNMENT** defines the kind of writing students will produce and describes key elements to include in the writing.
- 2. STUDENT MODEL** provides an inductive approach to learning as students read and annotate the on-level model of the writing form they will follow.
- 3. CALLOUTS** highlight key features in the model that students will use in their writing.

PERFORMANCE TASK: WRITING

1 Assignment: Write an Informational Report W.2.2
An informational report summarizes key information from an interview, a survey, or a scientific study. For this assignment, you will write a report to summarize your happiness interview. Your report should be five paragraphs and include:

- an introductory paragraph that introduces the person you interviewed and why you chose that person
- three paragraphs that summarize important ideas from the interview, supported by quotations. Quotations should restate the person's words exactly. Remember to use quotation marks at the beginning and end of a quote
- a concluding paragraph that explains what you learned from the interview

Explore the Model
Carlos interviewed his grandmother about happiness. Read his report. Underline each quotation and circle its beginning and end punctuation.

Monarch butterflies feeding from flowers

2 The introductory paragraph introduces the person that was interviewed and why he/she was chosen.

— My grandmother, Yolanda, has always been an important person in my life. Yolanda is 82 years old and is still very active. She has three children and has lived her whole life in Chiapas, Mexico. I interviewed my grandmother because she has lived a long and happy life.

3 These three paragraphs summarize important ideas from the interview, supported by quotations.

— My grandmother's happiest memory is a simple one about an afternoon she spent with her mother. "I remember one day when I was about your age. My mother packed a picnic lunch, and we ate outside in our garden. The sun was shining, and there were no clouds in the sky. I remember feeling happy, peaceful, and safe. Maybe that is why working in my garden makes me so happy today."

— Many of the things that made my grandmother happy when she was younger are the same things that make her happy now. She said, "When I was younger, I was happy when I was with my friends and family. That still makes me happy." She thinks that a key to a happy life is surrounding yourself with people you care about.

— My grandmother has learned a lot about being happy in her 82 years. For example, she believes it's important to notice the little things in life and to find joy in each day. She says that everyone should smell a beautiful flower or smile at a neighbor. "Life goes quickly, and we should try to appreciate the time we have." That is something that my grandmother thinks about every day.

— My grandmother has taught me that our happiest moments are not always the biggest or most important events in life. Sometimes our happiest moments are the quiet days we spend with loved ones, laughing with friends, or doing an activity we enjoy. I think that the key to happiness is appreciating what you have.

Quotation marks should be placed at the beginning and end of a quote.

The concluding paragraph explains what the interviewer learned from the interview.

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- 4. PLAN** provides a graphic organizer to help students structure their writing.
- 5. WRITE AND REVISE** through **PUBLISH** guide students through the steps of the writing process.

PERFORMANCE TASK: WRITING

4 Plan Your Report
Listen to your interview again. As you listen, pause to take notes about important ideas you want to include in your report. Add quotations from your interview to support these ideas. Make sure to write down the exact words the person said. Complete the outline below.

OUTLINE

Introduction
Information about the person I interviewed:
Why I chose this person:

Body
Important idea from question 1:
Quotation:
Important idea from question 2:
Quotation:
Important idea from question 3:
Quotation:

Conclusion
What I learned from the interview:

5 Write and Revise
Write Use your outline to write a first draft of your report. Use formal language to express your ideas. Use a variety of transitional words and phrases to connect sentences and paragraphs in your report.

- To begin,
- For example,
- Therefore,
- Also,
- In other words,
- Finally,
- In conclusion,

Revise Exchange reports with a partner. Use the checklist to review your partner's work and give feedback. Refer to your partner's feedback as you revise your draft.

Feedback Frames
I really enjoyed ... about your interview report. I suggest you add more details about ... You could improve the report by ...

6 Proofread your writing several times, focusing on one type of error each time. For example, first proofread only for capitalization errors. Then proofread again and look for spelling mistakes.

Publish
Share your report according to your teacher's instructions. Read at least two of your classmates' reports.

6 Reflect
Discuss the questions with a small group.

- What surprised you about the interview you conducted?
- What was your biggest challenge in writing the report?
- How was your partner's feedback helpful?
- What was something you learned from one of your classmates' reports?

204 Unit 4 Happiness Performance Task 205

PERFORMANCE TASK: SPEAKING builds speaking and listening skills through an authentic theme-based task.

- 1. ASSIGNMENT** offers an overview of the assignment.
- 2. PLAN** guides students in organizing and preparing for their Performance Tasks.
- 3. PRACTICE** guides students to rehearse with a partner or group and incorporate peer feedback.
- 4. PRESENT** provides tips for delivering a focused and dynamic presentation.

PERFORMANCE TASK: SPEAKING

1 Assignment: Conduct a Personal Interview SL.2.1, SL.2.4, SL.2.5
When you interview someone, you ask them questions about a specific topic. Conduct an interview with someone about what makes them happy. Record your interview to share with the class.

- Pick someone to interview who you think will have an interesting story to tell or useful knowledge to share.
- Prepare questions that are open ended. The person should not be able to answer with a simple yes or no. Use words such as who, what, when, where, why, and how.
- Ask follow-up questions to find out more about what the speaker is telling you. For example, you can ask questions to clarify a confusing answer or to learn more about something you find interesting.

2 Plan Your Interview
Brainstorm a list of questions and follow-up questions. Then choose three of the questions to ask during your interview. Use the examples to get started.

Interview Plan

The person I will interview: _____
Why I chose this person to interview: _____

Questions:
What is your happiest memory?
When are you the happiest?

Follow-up Questions:
Why is it your happiest memory?

3 Practice Your Interview
Read the checklist below. Then practice your interview with a partner. Your partner should complete the checklist for you and use it to give you feedback before you conduct your interview.

Feedback Frames
I really enjoyed ... I suggest you ... You could improve the interview by ...

4 Present Your Interview
Share the information from your interview with your classmates.

- Give a brief introduction. Say who you interviewed and explain why you chose that person.
- Share the person's most interesting ideas about happiness.
- Share one new idea you learned from the interview and explain how that idea affected your own ideas about happiness.
- Invite your classmates to ask questions.

Conduct Your Interview
Interview the person you chose.

- You can conduct your interview in person or virtually.
- The interview should be 3–5 minutes long.
- Be sure to start recording your interview before you begin.

200 Unit 4 Happiness Performance Task 201

TAKE ACTION profiles a National Geographic Explorer who has taken action to improve the world. Explorers' stories serve as inspiration for students' own theme-related service-learning projects.

- 1. EXPLORER IN ACTION** invites students to read and watch a video about a National Geographic Explorer who is making a difference in the world.
- 2. HOW WILL YOU TAKE ACTION?** challenges students to take action in their own lives, schools, local communities, or in the world.
- 3. REFLECT** ends the unit with a self-assessment on students' learning, including the Take Action Projects, the Essential Question, and how they will use what they have learned.

TAKE ACTION

Creating the First National Park City EX.4

1 Research has shown that frequent contact with nature can improve people's well-being. However, because about 55% of the world's population lives in cities, many people don't have opportunities to connect with nature in their everyday lives. National Geographic Explorer Daniel Raven-Elision decided to help solve that problem. Raven-Elision had a dream of making his home city, London, into the world's first "National Park City." "People across London want to live in a city that is greener, healthier, and wilder, and where more of us spend more time enjoying our city's great outdoors," said Raven-Elision. "We want more birds' songs, more children playing in London's parks and streets, more clean air... more outdoor art, and more learning about nature in schools." With the help of 200 organizations, Raven-Elision worked for six years to reach his goal. In 2019, his dream became a reality. London's status as a National Park City is now inspiring people to continue making the city greener and to interact with nature.

2 Watch the video to learn more.

- What problem did Raven-Elision want to solve? Was he successful?
- Raven-Elision believes that nature improves people's well-being. Do you agree? Why or why not?

2 How Will You Take Action?
Choose one or more of these actions to do.

Personal
Keep a gratitude journal.
1. Every night for a week, write three things you experienced that day for which you're grateful.
Examples
My mother cooked my favorite meal for dinner.
I played soccer with my friends.
2. After a week, ask yourself, "Do I feel happier?" If your answer is "yes," maybe your journal is the reason!

School
Conduct a happiness survey at your school.
1. Work in a small group. Make a list of questions about what makes your classmates feel happy. Then ask the questions to other students.
2. Write a report about your findings.
3. Think of three ideas for helping students feel happier. Choose your favorite idea, and then take action!

Local
Improve the well-being of people in your city by helping them connect to nature.
1. Go to the "London National Park City" website. Read about actions that are helping people in London connect to nature.
2. With your classmates, choose one of those actions to do in your city.
3. Make a plan, and then take action!

Global
Propose an idea to make people around the world happier.
1. Think of an action that can increase the happiness of people around the world.
2. The Global Happiness Council is a group of experts that encourage actions to increase happiness and well-being. Write a letter to a member of the Council to propose your idea.

3 Reflect

- Reflect on your Take Action project(s). What was successful? What do you wish you had done differently? Why?
- Revisit your response to the Essential Question **How can we achieve happiness?** in Connect Across Tests. How did your Take Action project(s) change or add to your response?
- What will you do differently in your life because of what you learned in this unit?

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