

## Lesson 2

### What Is A Community?

#### Lesson Overview:

- **Purpose:**
  - To have students develop a working definition of the term “community”
  - To introduce to the students that all things in a community are interconnected
- **Objectives:**
  - The students will know the definition of the term “community”
  - The students will be able to identify the school’s community
  - The students will be able to define what it means to make a positive difference in their school’s community
  - The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
  - The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- **Student Outcomes:**
  - Creation of a community picture
  - Understanding of the term “community”

#### Activities

##### 1. What is a Community?

#### Teacher Information:

- **Objectives:**
    - 1.1 The students will know the definition of the term “community”
    - 1.2 The students will be able to identify the school’s community
      - 2.1.4 The students will be able to express how abiotic, biotic, and cultural aspects of a community interact and depend on each other
    - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
    - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
  - **EALR:** ARTS 3.1; SCIENCE 1
  - **Duration:** 20 minutes
  - **Materials:** Paper, pencils, and markers
  - **Prep:**
    - Draw the blank community chart on butcher paper
- 
- Tell the students that one of the main goals of IslandWood is to have the students develop a project that will make a positive difference in their school’s community. Tell the students that they will be doing two activities to help them understand a community.
    - Tell the students they can learn the definition of the word community by learning the ABC’s of a community and drawing a community picture
  - **ABC’s of a Community:**
    - Draw an ABC Community Chart on the board
    - Tell the students that the class is going to categorize everything that can be found in a community into the three categories
    - Tell the students it is their job to try to guess the titles of the categories

- Tell the students to think of something that can be found in a community and raise their hand to add it to the chart
- Place each item into its appropriate place on the chart
- Example of blank community chart:

<b>Things Found In A Community</b>		
<b>?</b>	<b>?</b>	<b>?</b>

- Once the students have one or two items in each column challenge them to suggest an item and tell you which column they think it belongs in and why
  - The students should start to see patterns among the items in each of the columns. As they verbalize patterns write them on the chart. Some patterns the students should notice include
    - All the items in the *Abiotic* category are nonliving
    - All the items in the *Biotic* category are living
    - All the items in the *Cultural* category are human made
  - Once the students determine the patterns, have them add one more item to each category
- Tell the student that scientists have given each of these categories a name
  - **BIOTIC:** Tell the students that the category with the living items is called “Biotic” and write “**B**iotic” at the top of the column
    - Ask the students if they have ever seen the prefix “Bio.” A good example to use is the word “biography.” Ask the students what a biography is. Explain to them that “bio” means living.
  - **ABIOTIC:** Tell the students that the category with the non-living items is called “Abiotic” and write “**A**biotic” at the top of the column
    - Ask the students if they have ever seen the prefix “A.” A good example to use is the word “asymmetrical.” Ask the students what asymmetrical means. Explain to them that “a” means not. Ask the students what they think Abiotic means.
    - **The LAWS:** Tell the students that abiotic items include things that are **L**ight, **A**ir, **W**ater, or **S**oil (write these subcategories on the chart). Ask the students to match the items in the abiotic category with the LAWS.
  - **CULTURAL:** Tell the students that the category with the human-made items is called “Cultural” and write cultural at the top of the column.
  - Tell the students that they now know the **ABC’s** of a community. Tell them that everything in a community can fall into one of these three categories.

- Example of a completed community chart:

<b>Things Found In A Community</b>		
<b>A</b> biotic <i>(Nonliving)</i>	<b>B</b> iotic <i>(Living)</i>	<b>C</b> ultural <i>(Human made)</i>
<p><b>(Light)</b></p> <p>Sun Light</p> <p><b>(Air)</b></p> <p>Air Breath</p> <p><b>(Water)</b></p> <p>Ocean River</p> <p><b>(Soil)</b></p> <p>Dirt Mountain Rocks</p>	<p>Big Leaf Maple Grass Tree Person Banana slug Mushroom</p>	<p>Pencil Desk House Video games Road School Shirt Bird's nest car</p>

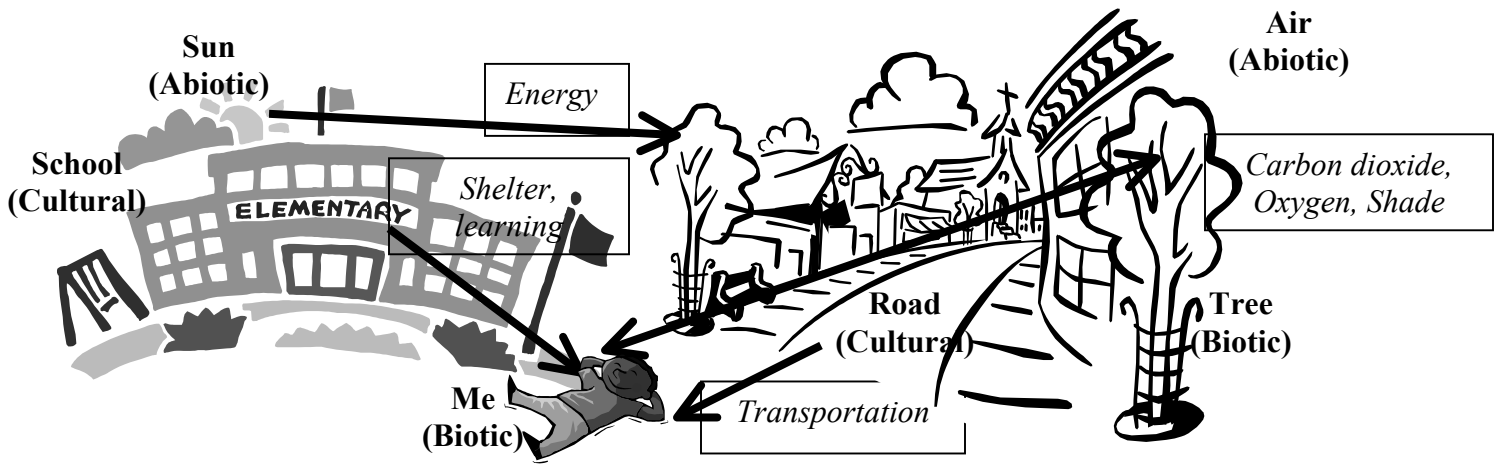
- Tell the student that next they are going to find out how things within a community are connected
- **Reflection Questions & Projects:**
  - How do you think the things found in our school's community will differ from things found in the IslandWood community?
  - What would happen to a community if you removed all of the abiotic, biotic, or cultural elements?
  - Using newspapers and magazines make an ABC's of the Community collage. Label what category each item in your collage fits into.

*Created by Joseph Petrick, Spring 2004*

## 2. Community Picture

### Teacher Information:

- **Objectives:**
  - 1.1 The students will know the definition of the term “community”
  - 1.2 The students will be able to identify the school’s community
    - 2.1.2 The students will be able to express how abiotic, biotic, and cultural aspects of a community interact and depend on each other
  - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
  - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- **EALR:** ARTS 3.1; SCIENCE 1
- **Duration:** 20 minutes
- **Materials:** Paper, pencils, and markers
- **Prep:**
  - Determine an area to be included in a definition of your school’s community (see Appendix B). The area will guide the students in evaluating the school’s community and choosing a *Make A Difference Project*. The school’s community may include any of the following:
    - The school building and everything inside it
    - The school property
- Define the physical area of the school’s community
  - Tell the students the area to be included in the school’s community (this area should include the area that the students will consider for their *Make A Difference Project*).
- Ask the students for examples of abiotic, biotic, and cultural items in the school’s community.
  - Draw and label each item on the board.
  - Ask the students how the different aspects on the board interact.
  - Draw arrows between aspects that interact with each other and write on the line how they interact.
- Tell the students that they are going to draw a picture of things that can be found in the school’s community and show how they are connected and interact.
  - Tell the students to include themselves in their community picture.
  - Tell the students to include at least 2 abiotic, 2 biotic, and 2 cultural aspects of the school’s community in their pictures.
  - Tell the students to draw and label at least three arrows that represent the *interactions* between items in their picture.
  - Have students share their community pictures with a partner and with the entire class.
- Have the students use the knowledge they gained from the lessons to develop a definition of community.
  - Once the students have developed their own definition for community tell them how IslandWood defines community.
    - IslandWood’s definition: A community is all the abiotic, biotic, and cultural elements of a place, and how they interact
    - Compare and contrast the two definitions
- Example picture with labeled arrows demonstrating interactions:



*Created by Joseph Petrick, Spring 2004*

## Lesson 3

### What Does It Mean To Make A Difference?

#### Lesson Overview:

- **Purpose:**
  - To introduce students to people who have made a positive difference in their community and how they did it
  - To have students think of themselves as people who can make a positive difference in their community
  - To get students excited about making a difference in their community
- **Objectives:**
  - 1.1 The students will know the definition of the term “community”
  - 1.2 The students will be able to identify the school’s community
  - 1.3 The students will be able to define what it means to make a positive difference in their school’s community
  - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
  - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- **Student Outcomes:**
  - Active participation in “Make a Difference Story” activity
  - Written thank you letter to a person who has made a positive difference
  - Completion of journaling activities

#### Activities

##### 1. Make A Difference Story

#### Teacher Information:

- **Objectives:**
  - 1.3 The students will be able to define what it means to make a positive difference in their school’s community
  - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
  - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- **EALR:** COMMUNICATION 1; CIVICS 4.3; READING 2, 3; SOCIAL STUDY SKILLS 3
- **Duration:** 20 minutes
- **Materials:** Choose one of the following stories about students making a difference in their community:
  - A reflection story/PowerPoint/art project from a former IslandWood student or class about their *Make A Difference Project*.
  - A personal story about how you have made a difference in your community
  - “Trash Bags Are For Trash” in *Chicken Soup For the Preteen Soul*, p 6
  - A story from *The Giraffe Heroes Program*
    - Darlene Rodriguez, p 319, 6-9 edition
    - Jason Crowe, p 327, 6-9 edition
    - The Earth Angels, p 103, 6-9 edition
    - Amber Coffman, p 67, 6-9 edition
    - Lyle Solla-Yates, p 129, 3-5 edition
    - Andy Lipkis, p 109, 3-5 edition
- **Prep:** Write the questions for students to think about on the board.

- Explain to the students that you are going to read them a story about a person that has done a *Make A Difference Project* and that you want them to think about the following questions while you are reading:
  - How old is the person(s) making a difference in the story?
  - What challenges or obstacles did the person(s) face?
  - How did the person(s) overcome these challenges or obstacles?
  - How did the person(s) come up with the idea for their project?
  - What did the person(s) in the story do to make a difference in their community?
  - Could the project have been successful if the person(s) did not work well with others?
  - How did the project make the community a better place?
  - How do you think the person(s) who made a difference felt when they had accomplished their goals?
  - Does this story make you feel like you can make a difference in your community?
  - Can you think of ways you have made a difference in your community?
- Following the story discuss the questions with the students
- **Reflection Questions & Projects:**
  - Write a short newspaper article about the person(s) in the story.
  - Draw a picture of what the community from the story looked like before the *Make A Difference Project* and a picture of what it looked like after the project.

## 2. Thank You Letter

### Teacher Information:

- **Objectives:**
    - 1.3 The students will be able to define what it means to make a positive difference in their school's community
    - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
  - **EALR:** CIVICS 4.3; WRITING 1, 2
  - **Duration:** 30 minutes
  - **Materials:** paper and pencils
  - **Prep:** Write the list of information on the board that students should include in their letters
- Ask the students to write a thank you letter to the person(s) in the story (Activity 1)
    - Display the following list of information for students to include in their thank you letters:
      - Who you are
      - Why you are writing the thank you letter
      - How the person(s) actions made you feel
      - Why you are thankful the person made a difference
      - What you have learned from the person(s)
      - Why you think it is important to make a difference
  - If possible, have the students send their letters. Letters that cannot be sent can be displayed in the classroom.
  - **Reflection Questions & Projects:**
    - Write a letter to a friend, newspaper, or organization that recognizes people who make a difference and tell them about the person(s) from activity 1 that made a positive difference.
    - Create a skit about the person(s) from activity 1 that has made a difference.

*Created by Joseph Petrick, Spring 2004*

**Segue:** The students have studied how other people have made a difference in their communities. Now the students will create a poster that demonstrates their understanding of the mission of IslandWood. The students will create the poster in school, take it with them to IslandWood, and then use it as they plan their *Make A Difference Project* back at school.

## Lesson 4

### The Sea Star Poster

#### Lesson Overview:

- **Purpose:**
  - The students will create a poster that will be brought to IslandWood and used for their *Make A Difference Project* ideas
- **Objectives:**
  - 1.3 The students will be able to define what it means to make a positive difference in their school's community
- **Student Outcomes:**
  - Contribution to the *Sea Star Poster*
  - Completion of journaling activities
- **IMPORTANT:**
  - This activity should be done for **each classroom** that is coming to IslandWood, unless the classes are going to be working together on their *Make A Difference Project*
  - Completed poster needs to be **brought to IslandWood** with the students

#### Activities:

##### 1. Introduction to the *Make A Difference Project*

#### Teacher Information:

- **Objectives:**
  - 1.3 The students will be able to define what it means to make a positive difference in their school's community
- **Duration:** 5 minutes

- Introduction to the *Make A Difference Project*:
  - Tell the students that they will be doing projects just like the ones they heard about in the *Make A Difference Story* in the last lesson. They are going to be using the knowledge, skills, and experiences they gain at IslandWood to do a *Make A Difference Project*.
  - Emphasize that the *Make A Difference Project* is student-directed; the students will be the ones choosing, planning, and doing the project. Explain that you will guide them through the steps and be there to help out and make suggestions, but it will be the students' responsibility to use their knowledge, skills, and experiences to make the decisions.

##### 2. Sea Star Skit

#### Teacher Information:

- **Objectives:**
  - 1.3 The students will be able to define what it means to make a positive difference in their school's community
- **EALR:** READ 2, 3; ART 3.1, 3.2; CIVICS 4.3; COMMUNICATION 1, 2, 3
- **Duration:** 1 hour
- **Materials:**
  - *Sea Star Skit* scripts or copies of the *Sea Star Story*
- **Prep:**
  - Copy scripts
  - Assign roles
  - Prepare supplies and materials
  - Write the *Sea Star Skit* questions on the board

- Ask the students if they know anything about sea stars
  - Has anyone ever seen a sea star?
  - Where have you seen a sea star?
  - Where do sea stars live?
  - What do sea stars look like?
  - **IMPORTANT:** Explain to the students that it is natural for sea stars to be in tidal zones on the beach. Explain to them that they should not throw sea stars.
- Perform the *Sea Star Skit* or read the *Sea Star Story*
- *Sea Star Skit/Story* questions
  - Ask the students to write responses to the following questions in their IslandWood journals:
    - What is the theme (the lesson to be learned) of this story?
    - Why doesn't the boy in the skit just quit when the man tells him there is no way he can save all the sea stars?
    - What does the man learn from the boy?
    - How was Tyler's/Natasha's walk home at the beginning of the story different from Tyler's/Natasha's walk home at the end of the story?
    - What words would you use to describe Tyler/Natasha?
    - In what ways are you like the boy/girl in the story?
    - Do you think you can make a difference in your community?
  - Ask the students to talk about their responses in small groups
  - Have the groups share something about their conversation with the entire class
- Tell the students that the class is going to make a *Sea Star Poster* that they will:
  - Bring to IslandWood
    - At IslandWood everyone will write one way they can make a difference on a paper sea star and attach their sea star to the *Sea Star Poster*
  - Bring back to the classroom and continue to add *Make A Difference Project* ideas
- **OPTIONAL:** Tell the students that they will have an opportunity to create and perform their own *Sea Star Skit* at IslandWood during the campfire:
  - Students may perform the *Sea Star Skit* or develop their own skit about making a difference in their school's community. Encourage the students to be creative!
  - The skits should be no longer than five minutes

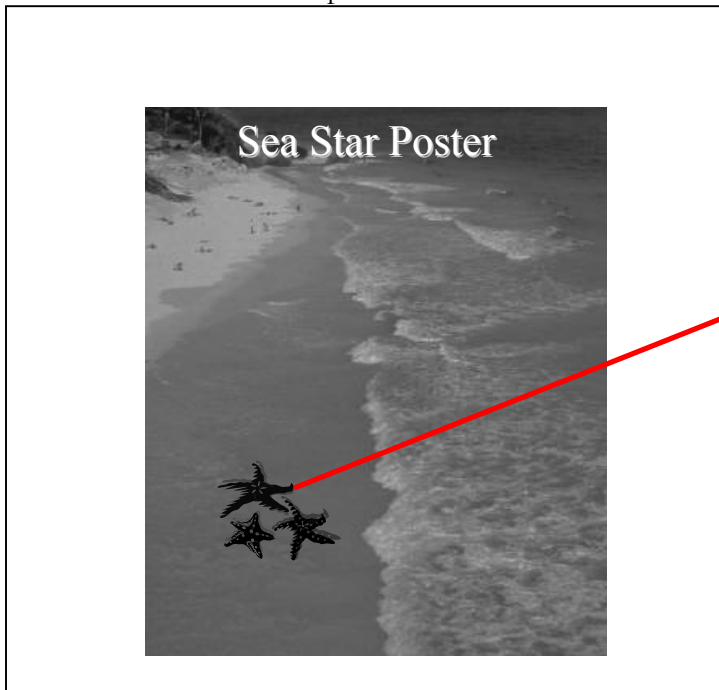
### 3. Creating the *Sea Star Poster*

#### Teacher Information:

- **Objectives:**
  - 1.3 The students will be able to define what it means to make a positive difference in their school's community
- **EALR:** ART 3.1, 3.2; CIVICS 4.3
- **Duration:** 30 minutes
- **Materials:**
  - Markers, colored pencils, crayons, or paint
  - Long sheet of butcher paper (60inx36in)

- Tell the students that they are going to create a *Sea Star Poster* of the beach in the *Sea Star Skit/Sea Star Story*
  - Have the class work together to create a beach scene on the butcher paper
    - Do **not** include the sea stars in the beach scene

- Example *Sea Star Poster*.



**Sea Stars:** Represent ideas about how students can make a difference in the school's community

**(To be done during and after the students visit IslandWood)**

- Tell the students that they are now going to bring the Sea Star Poster to IslandWood to represent their class and the *Make A Difference Project!*
  - The sea stars will be created and added at IslandWood.

*Created by Joseph Petrick, Spring 2004*

**Segue:** The students have been introduced to the *Make A Difference Project* and have created the *Sea Star Poster*. Now the students will go to IslandWood and gain knowledge, skills, and experiences that will help them develop ideas for their *Make A Difference Project*.

## Sea Star Story

The little girl walked dejectedly down the cracked sidewalk. Her backpack was heavy and her feet were slow. She stayed to her path, pausing every now and then only to pick out a new can or wad of paper to kick as she went along her way. Her heart felt as heavy as her backpack as she opened the door to her house and went inside.

Her mother was in the kitchen, taking banana slug pie out of the oven. She smiled as she turned around but stopped when she saw Natasha's face. "Natasha, what happened? Is everything okay?" "Nothing is okay, mom. Nothing will ever be okay again." She stood in the middle of the kitchen as her mother came over to the kitchen table. "Sounds like you had a rough day, Natasha. Is there anything I can do to help?" "That's just the thing, Mom. We can't help. There's nothing we can do." She sat down at the table and put her head in her hands. Her mother sat down and waited a moment until Natasha began to speak again.

"Today, in science, the teacher was talking about Earth Day (April 22nd) and the environment. Earth Day is supposed to be a day when every person promises to do something to help take care of our world. Mrs. Green was telling us how many companies are not careful about how they get rid of their industrial waste. She said that our world is getting dirtier and that many animals and plants are dying. She wants us to think of something we can do to help and I thought all the way home and there is nothing I can do. I can't stop the companies from polluting our air and water and I can't save all of the animals! There is not anything that I can do to make a difference."

Her mother sat for a minute, thinking. "You sound like this really concerns you and that you have put a lot of thought into it, Natasha." Natasha nodded. "Let me tell you a story that your grandfather told me. I don't know where he heard it, but I think that it might help you think about your problem in a different way." She began, "one morning a man was walking down a beach that was covered in dying sea stars. The tide the night before had been especially strong and thousands of sea stars had been washed up on shore, too far up for them to make it back into the water by themselves. The man shook his head as he trudged along thinking what a shame it was that all of those sea stars would die on the beach. He came upon a girl who was throwing sea stars back into the ocean as fast as she could. She was out of breath and it was obvious that she had been at this task for a while. "Hello," the man said, "you might as well quit. There are thousands of them. They are washed up all over the beach as far as you can see. There is no way you can make any sort of a difference." The girl did not even pause in what she was doing. She kept bending and throwing but as she did, she spoke to the man, "I can make a difference to this one, and this one, and this one." And the man thought, and he knew the girl was right. He began to help return the animals to their home, smiling at how life's biggest lessons sometimes came from the smallest people."

Natasha stared intently at her mother. "But she did make a difference, didn't she? To every sea star that she threw back in?" Her mother nodded, smiling. She sat for a moment, thinking about what her mother had said. "So, what it means is that even though I can't change everything, I can make a big difference by doing the little things that matter?" "That," she said, sliding her the plate of banana slug pie, "is exactly what I am saying." Natasha grinned and took a bite of the banana slug pie. "That gives me an idea." Her mother smiled even bigger and said, "I kind of thought that it might."

The next morning on the way to school, her feet hardly touched the ground. She told her teacher the story of the sea stars and her idea. Mrs. Green thought it was a great idea, and decided to let Natasha share the story and her idea with the class. Everyone got to work immediately, cutting out the paper sea stars.

Everyone in Natasha's class wrote one thing they could do that could make a difference in their community on a paper sea star. Then everyone attached his or her paper sea star to a poster they made of a beach.

Soon the beach was covered with sea stars. Natasha and her class read many of them as they attached them to the beach. "I will walk to school." "I will use both sides of my paper to save trees." "I will plant a tree every year." "I will start recycling my newspapers." Natasha thought, and bent to write her promise on her sea star. Soon, the beach was beautiful and covered with the sea stars. People were laughing and talking as they left, thinking of what they had promised to do.

When the dismissal bell rang, Natasha got her backpack and began the short walk home. As she reached the sidewalk, she pulled an old grocery bag from her backpack. She began picking up the trash as she made her way home, instead of kicking it. She smiled all the way, thinking of the difference they had made.

*The story, originally from the book "The Star Thrower" by Loren Eiseley, appeared in an article in Reader's Digest back in 1991 and later was included in the first addition of Chicken Soup for the Soul in 1993. This version of the story is adapted by Joe Petrick from a story written by Kim Moon that appears on the following website:*

<http://www.kidsdomain.com/holiday/earthday/cando.html>

## The Sea Star Skit

### Cast:

Narrator (can be shared)  
Mother

Tyler  
Man

Boy  
Mrs. Hemlock

### Props:

Backpack  
Soda can  
Wad of paper

Rubber chicken  
Plate  
Laminated starfish

Plastic grocery bag  
Costumes for characters

*The characters should act out what the narrator is saying.*

**Narrator:** The little boy walked dejectedly down the cracked sidewalk. His backpack was heavy and his feet were slow. He stayed to his path, pausing every now and then only to pick out a new can or wad of paper to kick as he went along his way. His heart felt as heavy as his backpack as he opened the door to his house and went inside.

His mother was in the kitchen, taking a chicken out of the oven. She smiled as she turned around but stopped when she saw his face.

**Mother:** Tyler, what happened? Is everything okay?

**Tyler:** Nothing is okay, mom. Nothing will ever be okay again.

**Mother:** Sounds like you had a rough day, Tyler. Is there anything I can do to help?

**Tyler:** That's just the thing, Mom. We can't help. There's nothing we can do.

**Narrator:** He sat down at the table and put his head in his hands. His mother sat down and waited a moment until Tyler began to speak again.

**Tyler:** Today, in science, the teacher was talking about Earth Day and the environment. Earth Day is supposed to be a day when every person promises to do something to help take care of our world. Mrs. Hemlock was telling us how many companies are not careful about how they get rid of their industrial waste. She said that our world is getting dirtier and that many animals and plants are dying. She wants us to think of something we can do to help and I thought all the way home and there is nothing I can do. I can't stop the companies from polluting our air and water and I can't save all of the animals! There is not anything that I can do to make a difference.

**Narrator:** His mother sat for a minute, thinking.

**Mother:** You sound like this really concerns you and that you have put a lot of thought into it, Tyler.

**Narrator:** Tyler nodded.

**Mother:** Let me tell you a story that your grandfather told me. I don't know where he heard it, but I think that it might help you think about your problem in a different way:

*The characters in the mother's story should act out what she is saying. The mother and Tyler should stay where they are.*

*One morning a man was walking down a beach that was covered in dying sea stars. The tide the night before had been especially strong and thousands of sea stars had been washed up on shore, too far up for them to make it back into the water by themselves. The man shook his head as he trudged along thinking what a shame it was that all of those sea stars would die on the beach. He came upon a boy who was throwing sea stars back into the ocean as fast as he could. He was out of breath and it was obvious that he had been at this task for a while.*

**Man:** Son, you might as well quit. There are thousands of them. They are washed up all over the beach as far as you can see. There is no way you can make any sort of a difference.

**Mother:** *The boy did not even pause in what he was doing. He kept bending and throwing but as he did, he spoke to the man,*

**Boy:** I can make a difference to this one, and this one, and this one.

**Mother:** *And the man thought, and he knew the boy was right. He began to help return the animals to their home, smiling at how life's biggest lessons sometimes came from the smallest people.*

### ***Exit Boy and Man***

**Narrator:** Tyler stared intently at his mother.

**Tyler:** But he did make a difference, didn't he? To every sea star that he threw back in?

**Narrator:** His mother nodded, smiling. He sat for a moment, thinking about what his mother had said.

**Tyler:** So, what it means is that even though I can't change everything, I can make a big difference by doing the little things that matter?

**Mother:** That is exactly what I am saying

**Narrator:** Tyler grinned and took some chicken from the plate.

**Tyler:** That gives me an idea.

### ***Exit Mom and Tyler.***

### ***Mrs. Hemlock is sitting on stage and Tyler enters.***

**Narrator:** The next morning on the way to school, his feet hardly touched the ground. He told his teacher the story of the starfish and his idea. Mrs. Hemlock thought it was a great idea, and decided to let Tyler share the story and his idea with the class.  
With great enthusiasm Tyler began to tell the class.

**Tyler:** I was thinking about a way I could make a difference, and it was frustrating because I didn't think that I could do anything. The problems seemed too big for me to do anything about them. But I decided that together, even the little things we do could add up to mean a lot to our world.

**Narrator:** Tyler began passing out paper sea stars and pens to the class.

**Tyler:** We want every person to think of one thing they can do that could make a difference to our world. Even if it seems like something small, it will matter. Then we will post all of our ideas on a poster.

**Narrator:** The class began writing, and soon the poster was covered with the sea stars. Tyler and his class read many of them as they attached them to the tree.

When the dismissal bell rang, Tyler got his backpack and began the short walk home. As he reached the sidewalk, he pulled an old grocery bag from his backpack. He began picking up the trash as he made his way home, instead of kicking it. He smiled all the way, thinking of the difference everyone will make.

*The story, originally from the book "The Star Thrower" by Loren Eiseley, appeared in an article in Reader's Digest back in 1991 and later was included in the first edition of Chicken Soup for the Soul in 1993. This skit is adapted by Ann Baker and Joe Petrick from a story written by Kim Moon that appears on the following website:*

<http://www.kidsdomain.com/holiday/earthday/cando.html>

