Activity 1: Warm Up

What is the difference between a “good” question and a “bad” question?

- Do you believe that there is such a thing as a “dumb” question?
- Explain your response.

Activity 2:

DIRECTIONS: Look at the picture below. Take 3 minutes to brainstorm as many questions as you can about this picture. Write your questions in the box on the next page. Be sure to read the rules.
Step 1: Follow the rules

- Ask as many questions as you can
- Do not stop to discuss, judge, or answer
- Record exactly as stated
- Change statements into questions

Write your questions below:
Step 2: Now, go back to the questions you created and categorize each question as either open ended or closed ended. Place an (O) at the end of each open-ended question and a (C) at the end of each closed ended question. Review the following examples before you categorize:

- Open ended: require longer explanation

  Example:

  What is in the sky? (O)

  This is an open ended question because it cannot be answered with just a simple yes or no. A longer explanation is required.

- Close ended: answer with yes or no

  Example:

  Is the color of the vehicle blue? (C)

  This is a closed ended question because it can be answered with a simple yes or no.
Step 4: Now, go back to your questions once again and prioritize them in order of importance. Place the numbers in front of each question.

Step 5: What could you use these questions for? In other words, what’s the point in asking these questions? What purpose do they serve?

Step 6: Reflection: Rate your understanding of the process you went through for steps 1-5.

- 1 shows the least understanding
- 2 shows some understanding
- 3 shows that you got the idea
- 4 shows that you could teach someone else the process
- Then explain why you gave yourself this rating; be specific as possible

Activity 3:

DIRECTIONS: As you read, mark the places in the text where you want to know more information. You can highlight, underline, circle or otherwise annotate the text.

Who ruled the world? In ancient Egypt, oftentimes it was a woman
If you had 10 seconds to name a queen of ancient Egypt, who would it be? Probably Cleopatra. She was famous for her alliances with Roman leaders Julius Caesar and Marc Antony.

But who came before her? Nefertari, Isis, Ahmose and Hatshepsut are just a few queens of Egypt whose legacies aren't as widely known. A new exhibit at the National Geographic Museum in Washington, D.C., aims to change that.

"I only knew there was Cleopatra, I didn't know there were so many other queens," said Roxie Mazelan. She is a 9-year-old Girl Scout visiting the "Queens of Egypt" exhibit.

Roxie and her troop from Alexandria, Virginia, put on their 3-D glasses to explore the exhibit’s virtual-reality dome. They traveled back in time and walked through the virtual tomb of Queen Nefertari, principal wife of Ramsesses II.

Addison Hood, age 9, thought it was cool to see artifacts virtually. And to then come across them physically throughout the exhibit. Among the popular artifacts are Nefertari’s shoes. They were found in her tomb by an Italian archaeologist in 1904. Jewelry, makeup jars and mirrors that once belonged to Egypt's female rulers are also on display.

There are hands-on exhibit features, including jars that contain scents such as henna and lotus. You can pop them open and smell. Archaeologists found jars like these in tombs, and from the residue they could
extract the scents Egyptian women once wore. You can also play Senet, a board game similar to Chutes and Ladders that pharaohs played around 1550 B.C.

Queen Hatshepsut (pronounced hat-SHEP-soot) was the most influential Egyptian queen and known as a great diplomat during her 22-year reign. To gain respect, she dressed as a man, wore a false beard and created statues of herself with a pharaoh's headdress. When her stepson took the throne, he made sure people knew there was a new leader in town.

"Out of all the ancient civilizations, Egypt's was the only one that really valued women," says Lexie de los Santos. She helps promote National Geographic exhibits.

Egyptian women could own land, choose a husband, get divorced and even govern.

"But after their rule, [male leaders] just erase all memory of these women because they don't want them to have all that success," De Los Santos said.

Complete the chart below. Create 2 questions about this text that you have using the same process as the previous activity. Then, categorize each question as open ended (O) or closed ended (C). Lastly, number each question in order of importance.

<table>
<thead>
<tr>
<th>Prioritize</th>
<th>O/C</th>
<th>Question</th>
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<tbody>
<tr>
<td></td>
<td>O</td>
<td>Why were women so valued in Egypt?</td>
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Activity 4:
Robots Help Japanese Students "Attend" Graduation Ceremony

BY MEERA DOLASIA

Business Breakthrough University officials used avatar robots so students could experience graduation (Credit: BBT University)

Japan has always been at the forefront of robotic technology. Over the years, the androids have been deployed to work in banks, run hotels, and even serve as personal assistants to the elderly. Now, in what is being hailed as an "industry first," a Tokyo university has used avatar robots to enable students to "attend" their graduation ceremony without leaving home.

Professor Shugo Yanaka, Dean of Global Business Administration at Business Breakthrough University (BBT), came up with the brilliant idea after the coronavirus pandemic forced them to rethink the in-person spring graduation ceremony. He told Euronews Living, "We knew that there were lots of students who would like to attend the graduation ceremony but wouldn't be able to do so due to Coronavirus concern. I suddenly came up with an idea of the Avatar Graduation Ceremony."

The event, which was held at Tokyo's Hotel Grand Palace on March 28, 2020, started with university president Kenichi Omae delivering an uplifting commencement speech to the students attending via video-conferencing platform Zoom. Then began the virtual graduation ceremony.

Each time a student's name was called out by a moderator, one of the two remotely operated "Newme" avatar robots, dressed in graduation caps and gowns, motored to the podium to accept the diploma from the president. The graduate was able to experience the event, and hear the handful of school staff in attendance clap and shout-out their "congratulations," via a digital tablet attached to each Newme's head. Once Mr. Omae had placed the certificate on a rack, mounted on the Newme's midsection, the beaming students remotely posed with him for an official graduation photo.

Following the groundbreaking ceremony, a graduate of BBT University who graduated via Newme said, "When I enrolled, I never thought I would operate my avatar and attend the graduation ceremony. However, receiving a diploma in public is a novel experience."
Once the COVID-19 pandemic is over, Newme creator ANA Holdings has plans to deploy the slim, 4.9-foot (1.5-meter) tall machine to "travel" to destinations worldwide on behalf of humans. The company believes it will enable business people to attend meetings remotely, allow people with mobility issues to go on "vacation," and help doctors treat critically-ill patients in hard-to-reach places, such as Antarctica or the space station. The robots could also enable experts to access disaster-stricken areas or war zones without endangering themselves.

Resources: Business Insider.com, globetrender.com, bbt.ac

Complete the chart below. Create 3 questions about this text that you have using the same process as the previous activity. Then, categorize each question as open ended (O) or closed ended (C). Lastly, number each question in order of importance.

<table>
<thead>
<tr>
<th>Prioritize</th>
<th>O/C</th>
<th>Question</th>
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Reflection: Rate your understanding of the process you went through for Activities 3 & 4

- 1 shows the least understanding
- 2 shows some understanding
- 3 shows that you got the idea
- 4 shows that you could teach someone else the process
- Then explain why you gave yourself this rating; be specific as possible