



Packet for Grades 6-8

Grades 6-8 Packet

Essential Questions:

- 🐾 What are the best practices for animal welfare?
- 🐾 How can I use my voice for animals?

Enduring Understandings:

- 🐾 Animals are a crucial element to humanity, both now and in the past
- 🐾 The animal kingdom is complex, helpful,

Grades 6-8 Packet

Math	Science	Language Arts	Social Studies
<p>🐾 Activity: Budgeting for a Pet</p> <p>🐾 Standards:</p> <ul style="list-style-type: none"> 🐾 CCSS.MATH.CONTENT.6.NS.B.3: Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. 🐾 CCSS.MATH.CONTENT.6.R.P.A.3: Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. 	<p>🐾 Activity: Punnet Squares</p> <p>🐾 Standards:</p> <ul style="list-style-type: none"> 🐾 CCSS.ELA-LITERACY.WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. 	<p>🐾 Activity: Book of Choice Selection</p> <p>🐾 Standards:</p> <ul style="list-style-type: none"> 🐾 CCSS.ELA-LITERACY.RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 🐾 CCSS.ELA-LITERACY.RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). 	<p>🐾 Activity: Animals in Ancient Civilizations WebQuest</p> <p>🐾 Standards:</p> <ul style="list-style-type: none"> 🐾 CCSS: CCSS.ELA-LITERACY.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources. 🐾 CCSS.ELA-LITERACY.RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
Animal Welfare	Intro to Careers	Ways You Can Help	Art Project
<p>🐾 Activity: Goats for Good!</p> <p>🐾 Standards:</p> <ul style="list-style-type: none"> 🐾 CCSS.ELA-LITERACY.RST.6-8.6: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. 	<p>🐾 Activity: Research Project</p> <p>🐾 Standards:</p> <ul style="list-style-type: none"> 🐾 CCSS.ELA-LITERACY.WHST.6-8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 	<p>🐾 Activity: Engage with your Local Shelter</p> <p>🐾 Standards:</p> <ul style="list-style-type: none"> 🐾 CCSS.ELA-LITERACY.WHST.6-8.: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 🐾 CCSS.ELA-LITERACY.WHST.6-8.: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 	<p>🐾 Activity: Art Project of Your Choice!</p> <p>🐾 Standards:</p> <ul style="list-style-type: none"> 🐾 CCSS.ELA-LITERACY.SL.6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Name _____ Date _____

Budgeting for a Pet

You go to your local rescue/shelter and see the most purrrfect pet for you (you and this animal are immediate besties!) But before you can bring them home, you need to make sure that you can responsibly care for your new bestie! Today, you are going to build a budget for owning a pet. The pet can be any animal you want! To complete this project you will need access the internet for background research. Then, you will need to do all math *without* the use of a calculator.

1. What pet are you planning on building this budget for? _____
2. First, we need to plan for some one-time expenses, so we can bring the pet home to a house that is ready for them! Fill out the chart below for everything your pet will need.

Item	Price	Total Cost
Items for Eating	Needs 2 bowls at \$4.99 a piece Needs mat at \$1.89	\$11.87
Items for Eating		
Items for Sleeping		
Items for Play		
Items for Safety		
Total =		_____



3. Using a device, look up estimates on each of the following items to take care of the pet. Use the example below as a guide.

Item	Price	How often?	Monthly Cost:
ex. Dog Food	\$47.00 per 30 lb bag	One large dog will need one and a half bags a month	$\$47.00 \times 1.5 = \70.50 a month
Food			
Vet Bills and Medicines			
Grooming and Hygiene			
Exercise (may not be applicable—examples are dog walkers, kennels, etc)			
			Total = _____

Now that you have calculated all the costs for your pet, complete the following questions:

1. How much do you need to save up for the first month of adoption with your pet? _____
2. How much do you need to save up for the first six months? _____
3. How much will it cost you to keep your pet happy and healthy in the first year? _____
4. What about the year after that? _____



Name _____ Date _____

Biology: Punnett Squares

Have you ever wondered why some people have blue eyes? Or brown hair? We have genes in our bodies that decide what we look like. A Punnett Square is a way that people can guess the probability of certain traits being seen in the offspring of two pairs. Today, we are going to learn how to guess the probability of traits in dogs. (Still confused? Watch [this video](https://www.youtube.com/watch?v=PyP_5EgQBmE) (https://www.youtube.com/watch?v=3f_eisNPpnc) to help explain!)

Vocabulary to Know:

- 🐾 Genotype = The Gene combination
 - 🐾 Heterozygous means that the gene combination is mixed (example: Rr)
 - 🐾 Homozygous means that the gene combination is not mixed (example: RR or rr)
- 🐾 Phenotype = Physical Appearance
 - 🐾 If RR, then you will see the dominate trait

For example: If you see a cat with green eyes in the shelter, what are the odds that it would have happened based on their parents?

🐾 For this Punnett Square, let's have the brown eye color cat be the dominant trait and represented with "R" and the green eye cat to be the recessive trait and represented with "r."

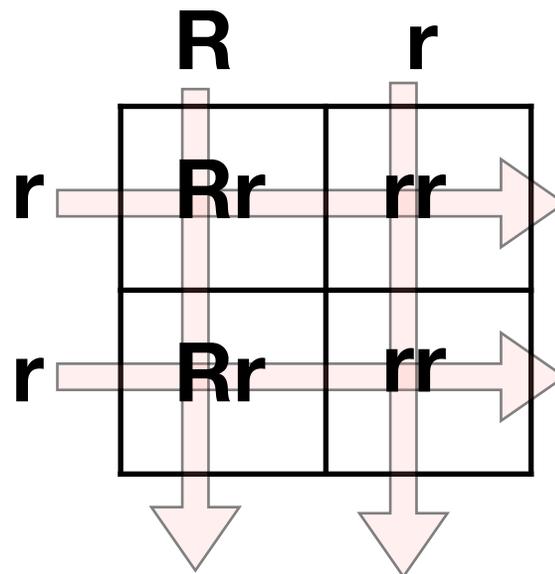
Let's set-up our Punnett Square!

Step 1: Add the first cat parent's traits to the top two boxes on the Punnett Square. (Let's assume his traits are heterozygous).

Step 2: Add the second cat's traits (let's assume there are homozygous recessive) to the other side of the Punnett square.

Step 3: Put the letter that is in that row in the box, until you have two letters in each box.

Step 4: Calculate the probability of phenotype.



How many? RR _____ Rr _____ rr _____

So, what is the likelihood of this cat having green eyes from these parents?? _____



Let's Practice!

1. What if both parents had green eyes?
Complete the Punnett Square.

- A) What is the likelihood of green eyes from this pair? _____
- B) What is the likelihood of brown eyes?

2. What if both parents were homozygous brown eyed cats? Complete the Punnett Square.

- A) What is the likelihood of green eyes from this pair? _____
- B) What is the likelihood of brown eyes?

3. What if both parents were heterozygous brown eye colored cats? Complete the Punnett Square.

- A) What is the likelihood of green eyes from this pair? _____
- B) What is the likelihood of brown eyes?

Answer Key

1. What if both parents had green eyes?
Complete the Punnett Square.

- A) What is the likelihood of green eyes from this pair? 100%
- B) What is the likelihood of brown eyes? 0%

	r	r
r	rr	rr
r	rr	rr

2. What if both parents were homozygous brown eyed cats? Complete the Punnett Square.

- A) What is the likelihood of green eyes from this pair? 0%
- B) What is the likelihood of brown eyes? 100%

	R	R
R	RR	RR
R	RR	RR

3. What if both parents were heterozygous brown eye colored cats? Complete the Punnett Square.

- A) What is the likelihood of green eyes from this pair? 25%
- B) What is the likelihood of brown eyes? 75%

	R	r
R	RR	Rr
r	Rr	rr

Name _____ Date _____

Ways I Can Help

Today, you are going to engage with the local shelters/rescues in your area! For this, please ask a parent/guardian's permission in access social media accounts.

1. Google the nearest animal shelter or animal rescue to you. What is the name of the organization?
2. Go to their website. Find their mission statement or an "about us" tab. Read this and summarize what the mission of the shelter is (ie. What is their goal?)
3. See if they have a social media presence. Search Facebook, Instagram, and TikTok to see if they have an account. Write the handles below.
4. Then go through the accounts. What do you see? What do they post? Do they respond to people's comments under posts?



Chapter Note-Catcher

1. Chapter # _____
2. Below, bullet three things you noticed (key takeaways, things you found interesting, etc) in this chapter, and three wonders (questions you had in your head as you read this chapter).

Notices (3)	Wonders (3)

3. Write a quote from this chapter that stood out to you.

Quote

4. After you are done reading, write a 5-7 sentence summary of what happened in this chapter.



Name _____ Date _____

Animals in Ancient Civilizations

Today, you are going to learn the importance of animals in many ancient civilizations! This is by no means the full story, but rather a small glimpse of the history and culture of these great civilizations! Read and annotate each article in order to answer the questions that correlate at the end of each article. Be sure to answer each question in complete sentences!

Source #1: How Cats Became Divine Symbols in Ancient Egypt¹

How Cats Became Divine Symbols in Ancient Egypt

By ELIZABETH YUKO

Along with hieroglyphics, obelisks and geometric patterns, cats feature prominently in ancient Egyptian art, reflecting the animal's unique status among the people who dwelled along the Nile River. The animals were initially adopted as useful predators in ancient Egypt and gradually became symbols of divinity and protection.

"Though it is hard to say the Egyptians thought one thing or another, since so much change happened across their 3,000+ years of history, the ancient Egyptians, in general, did not worship animals," says Julia Troche, an Egyptologist, assistant professor of history at Missouri State University, and author of *Death, Power, and Apotheosis in Ancient Egypt: The Old and Middle Kingdoms*. "Rather, [they] saw animals as representations of divine aspects of their gods."

Whether or not they were worshiped as deities, cats were an integral part of ancient Egyptian life. And, based on mummified cats discovered in tombs alongside humans, they carried an important role in the afterlife, as well.

Cats Provided Companionship and Pest Control

For most of the civilization's history, ancient Egyptians saw cats as mutually beneficial companions, according to Troche. "Cats might come inside when it was hot, and they in turn would chase away dangerous animals, such as snakes—many of which were venomous—and scorpions," she explains. Some of what we know about the function of cats in ancient Egyptian society comes from scenes of everyday life depicted in paintings on the walls of tombs. "In tombs scenes, cats are shown laying or sitting below chairs, chasing birds and playing," Troche says. "In some mortuary texts, they are shown with a dagger, cutting through Apopis: the snake deity who threatens Ra (the sun) at night in the Underworld."

¹ Yuko, E. (2021, August 17). *How Cats Became Divine Symbols in Ancient Egypt*. History.com. Retrieved October 2021, from <https://www.history.com/news/cats-ancient-egypt>.



Companionship in the Afterlife

After keeping a cat as a live-in pet during their lives, ancient Egyptians continued that relationship into the afterlife. “The tomb was one’s posthumous house for eternity,” Troche explains. “In your tombs you would depict your family, your greatest titles and awards and the things you enjoyed doing. So, to see cats included in these tableaus speaks to their importance both in the daily lives of ancient Egyptians and in their hope that they continued with them into the Hereafter.”

On walls from the Tomb of Nebamun, now housed at the British Museum, one painting features a cat accompanying Nebamun while he is out fishing and fowling. The cat has caught a bird in its mouth and grasps two other birds in its claws. One of the eyes of the cat is embellished with gold leaf gilding, which, according to the British Museum, is “the only known example of gilding on wall paintings in Theban tomb chapels.”

The presence of cats in tombs wasn’t limited to paintings—sometimes cats were mummified and placed inside their human companion’s tomb, according to the Carnegie Museum of Natural History. One reason this was done is that when cats were mummified, they could then be used as funerary goods. “This meant that the deceased person could inhabit the body of the mummified cat in the afterlife,” explains Monique Skidmore, a professor of anthropology at Deakin University and editor of *Trip Anthropologist*.

1. What was the significance of cats to the Ancient Egyptians?
2. Why were animals mummified?
3. What were the beliefs of the Egyptians that related to the importance of animals in their culture?

Source #2: Animals in Inca Culture²

A llama has much in common with a camel. In fact, llamas are members of the camel family. The Inca did not have horses or cows. Llamas were the important animal high in the Andes mountains. Llamas provided the Inca with wool, food, and a way to transport goods. Llamas were not worshipped, but they were well cared for.

The Inca believed that once upon a time, llamas could talk.

Flood Story**(loosely based on an Incan myth)**

There was a time when some people forgot the gods. They were greedy, and spent all their time fighting with each other instead of working in the fields and worshipping their gods. Only people high in the Andes Mountains behaved as people should.

The gods were not angry at the people who lived high in the mountains. They were not angry with the good llamas who served these people well. But they were very angry with the greedy people who lived in the valley below.

One day, the good people who lived high in the Andes Mountains noticed that their llamas were staring up at the sky. The llamas told the good people that the gods had told them that a terrible flood was coming and to hide as high in the mountains as they could.

So all the good people, and all the llamas packed food for a long stay, and climbed to the top of the mountain peaks, where the gods lived. They were just in time. The very next day, a big wave came. It was so big and so high that it almost reached the mountain peaks. The big wave swept all the bad people away.

1. Who is the llama related to in the animal kingdom? What was their significance to the Inca?

2. Summarize the origin story on the page in your own words. What characteristics do the llama have in this story? What does this tell you about the way the Inca viewed the animal?

² Donn, L. (n.d.). *Inca Empire for Kids/llama Legends*. Llama Legends - The Inca Empire for Kids. Retrieved October 2021, from <https://incas.mrdonn.org/llamalegends.html>.

Source #3: Ancient Guardians of the Sky³

The Regions of the Sky

The Chinese sky was divided into five great regions or palaces called *gong* 宮. These were equated with the directions north, south, east and west and also with a middle region. The middle region was the most important as it housed among its stars the celestial image of the emperor surrounded by his family and civil and military officials. This part of the sky has constellations such as 'the prince', 'the concubine', and 'the throne' and is a reflection of life on earth.

The rest of the sky contains the equatorial constellations grouped in the four directions, each associated with an animal and a colour. In addition, Chinese astronomers identified twenty-eight segments in the sky known as mansions or lunar lodges and called *xiu* 宿 in Chinese. The exact origin of the mansions is not known. It is possible that they once marked coordinates through which the moon passed during its monthly journey around Earth and served as a way of tracking the its progress. However, later the mansions were used rather to measure the coordinates of celestial bodies along the equator in the Chinese system. Many of the most important Chinese constellations are situated within these twenty-eight mansions.

The Chinese tradition of associating animals with the four points of the compass has a long history. The animals of the four directions are first mentioned in an ancient Chinese manual of divination, *The Book of Changes* (Yijing 易经). Here, a map of the heavens, *Sifang* 四方, shows mystical animals holding court over not only the directions of the earth, but also over the seasons of the year.

On a Chinese star map each of the four directions contains seven of the twenty-eight mansions and together with the central region of the sky, synonymous with the emperor, and therefore China itself, these regions make up what are known as the five cardinal points. It is important to note that these four animals are entirely unrelated to the twelve animals of the Chinese zodiac but they do have their own important associations and properties:

- The Black Tortoise, *Xuan wu* (玄武), represents both north and the winter; A symbol of longevity, the tortoise of the north is often depicted together with a snake. The union of these two creatures was thought to have created the earth. It is also associated with the element water.
- The Blue Dragon, *Qing long* (青龙), represents both east and the spring; Unlike in western mythology, the dragon is rarely depicted as a malevolent force but generally considered to be both benevolent and auspicious. It is also often associated with the emperor and therefore linked to the Red Bird, whose own association is with the empress. The dragon is associated with the element wood.

- The Red Bird, *Zhu que*, (朱雀) represents the south and the summer; The bird is sometimes seen as a phoenix and associated with good fortune. It is also often paired with the dragon. It is associated with the element fire.
- The White Tiger, *Bai hu*, (白虎) represents the west and the autumn; The tiger is often seen as a protector and was thought to guard over the armies of the emperor and protect the spirits of the dead. It is associated with the element metal.

1. How did Chinese mythology divide the sky?
2. What animal represents the north? What season goes with it? What are the characteristics that this animal possesses?
3. What animal represents the west? What season goes with it? What are the characteristics that this animal possesses?
4. What animal represents the east? What season goes with it? What are the characteristics that this animal possesses?
5. What animal represents the south? What season goes with it? What are the characteristics that this animal possesses?

Below is the Ashtanti story of Anansi the Spider. The Ashanti people lived in present day Ghana in Africa.

Once upon a time, a long time ago, there lived a spider named Anansi. Anansi's wife was a very good cook. But always, Anansi loved to taste the food that others in the village made for themselves and for their families.

One day, he stopped by Rabbit's house. Rabbit was his good friend.

"There are greens in your pot," cried Anansi excitedly. Anansi loved greens.

"They are not quite done," said Rabbit. "But they will be soon. Stay and eat with me."

"I would love to, Rabbit, but I have some things to do," Anansi said hurriedly. If he waited at Rabbit's house, Rabbit would certainly give him jobs to do. "I know," said Anansi. "I'll spin a web. I'll tie one end around my leg and one end to your pot. When the greens are done, tug on the web, and I'll come running!"

Rabbit thought that was a great idea. And so it was done.

"I smell beans," Anansi sniffed excitedly as he ambled along. "Delicious beans, cooking in a pot."

"Come eat our beans with us," cried the monkeys.

"They are almost done."

"I would love to, Rabbit, but I have some things to do," Anansi said hurriedly. If he waited at Rabbit's house, Rabbit would certainly give him jobs to do. "I know," said Anansi. "I'll spin a web. I'll tie one end around my leg and one end to your pot. When the greens are done, tug on the web, and I'll come running!"

Rabbit thought that was a great idea. And so it was done.

"I smell beans," Anansi sniffed excitedly as he ambled along. "Delicious beans, cooking in a pot."

"Come eat our beans with us," cried the monkeys. "They are almost done."

"I would love to Father Monkey," said Anansi. And again, Anansi suggested he spin a web, with one end tied around his leg, and one end tied to the big bean pot.

Father Monkey thought that was a great idea. All his children thought so, too. And so it was done.

"I smell sweet potatoes," Anansi sniffed happily as he ambled along. "Sweet potatoes and honey, I do believe!"

"Anansi," called his friend Hog. "My pot is full of sweet potatoes and honey!"



"I would love to," said Anansi. And again, Anansi suggested he spin a web, with one end tied around his leg, and one end tied to the sweet potato pot.

His friend Hog thought that was a great idea. And so it was done.

By the time Anansi arrived at the river, he had one web tied to each of his eight legs.

"This was a wonderful idea," Anansi told himself proudly. "I wonder whose pot will be ready first?"

Just then, Anansi felt a tug at his leg. "Ah," said Anansi. "That is the web string tied to Rabbit's greens." He felt another. And another. Anansi was pulled three ways at once.

"Oh dear," said Anansi as he felt the fourth web string pull.

Just then, he felt the fifth web string tug. And the sixth. And the seventh. And the eighth. Anansi was pulled this way and that way, as everyone pulled on the web strings at once. His legs were pulled thinner and thinner. Anansi rolled and tugged himself into the river. When all the webs had washed away, Anansi pulled himself painfully up on shore.

"Oh my, oh my," sighed Anansi. "Perhaps that was not such a good idea after all."

To this day, Anansi the Spider has eight very thin legs. And he never got any food that day at all.

Source #4: Anansi the Spider⁴

1. Below, bullet point the major events from the story.

2. What is the moral of the story?

⁴ Donn, L. (n.d.). *Why Anansi Has Eight Thin Legs*. Why Anansi Has Eight Thin Legs (fable story) - Africa for Kids. Retrieved October 2021, from <https://africa.mrdonn.org/anansi.html>.



Name _____ Date _____

Ancient Egyptian Canopic Jars

You recently learned about Ancient Egyptians and their mummification process. Today, you are going to create a canopic jar for your tomb! The Ancient Egyptians believed that the sons of Horus helped their king go to heaven using ladders. The names of the sons of Horus were Imsety, Duamutef, Hapi and Qebehsenuf. Three of them were in the shape of animals. Egyptians used these gods in burial. They made them in the shapes of jars and buried them with the mummies. They created jars in the shape of the sons of Horus and they would contain parts of the body while they prepared the body for burial. You can pick one of the Sons of Horus, or another animal head to go on top of your canopic jar! Follow the steps below to make your jar!

Items Needed:

- 🐾 Empty Pringles can
- 🐾 Newspaper
- 🐾 Scissors
- 🐾 Bowl
- 🐾 Glue
- 🐾 Water
- 🐾 Marker/Paint
- 🐾 Masking Tape

Steps:

1. Cut newspaper into 1 inch strips
2. Make paper mache mix (Mix one part flour with one part of water (eg, 1 cup flour and 1 cup water, or 1/2 cup flour and 1/2 cup water) until you get a thick glue-like consistency. Add a bit more water if it's too thick. Mix well with a spoon to get rid of all the lumps.)
3. Remove lid from Pringles can, and cover the the can with paper mache
4. Using masking tape, and paper mache, build the animal head and attach the the top of the lid
5. Leave to dry
6. When dry, paint and decorate!



Name _____ Date _____

Introduction to Careers

Have you ever thought about having a career that helps animals? There are so many more opportunities to help take care of our animals and our world than just being a veterinarian! Today, you are going to do a research project on different careers and responsibilities! Complete the graphic organizer below to learn more!

Job	What do they do?	What do I find interesting about this job?	What do I think would be a challenge of this career?
Veterinarian			
Veterinarian Technician			
Zoologist			



Job	What do they do?	What do I find interesting about this job?	What do I think would be a challenge of this career?
Wildlife Photography			
Animal Shelter Director			
Humane Law Enforcement			
Biologist			



Name _____ Date _____

Newsela Article and Questions

You will read an article originally published in Newsela about how Congress is using goats to help landscape! Read and annotate the article below and then complete the tasks after the article.



Four-legged landscapers eat on the job. Wait, that IS their job¹

'Eco-goats' begin clearing land adjacent to the historic Congressional Cemetery, Aug. 7, 2013 in Washington, DC. Goats are being used to clear a 1.6-acre plot of land covered with vines, poison ivy and other dense vegetation.

By McClatchy Washington, adapted by Newsela staff

Published:08/13/2013

Word Count:626

WASHINGTON — The bleating of the goats didn't disturb the residents of Congressional Cemetery, where hundreds of senators, congressmen, a couple of vice presidents and other well-known Washingtonians are buried.

¹ Washington, M. C. (2013, August 13). *Four-legged landscapers eat on the job. wait, that is their job*. Newsela. Retrieved October 2021, from <https://newsela.com/read/goat-landscaping/id/802/>.

The 70 goats — known as “eco-goats” — are eating the vines, poison ivy, dense vegetation and almost anything else they can reach to clean up a densely vegetated parcel on the cemetery grounds.

The group that cares for the cemetery wants to keep the plants from killing the trees, so they won't fall and break the historic headstones. Paul Williams, the group's president, said they don't want to use chemicals. The cemetery is next to the river and members walk dogs there without a leash.

About 25 percent of the graveyard's funding comes from local residents who pay a fee to walk their dogs there. Capital personalities such as FBI chief J. Edgar Hoover, composer John Philip Sousa and Civil War photographer Mathew Brady sleep for eternity below their pooper scoopers.

Herd Of Another Sort

The floppy-eared brown-and-white goats included Yoda, Buckaroo and Mimi. They were camera-shy environmental pioneers at first, refusing to leave their trailer. Then they emerged, only to run back into the trailer to avoid a throng of news crews.

After the cemetery and humane society officials moved the media herd away, the goats ran into the 1.6-acre enclosed area and started doing what they do best: chomping everything green and leafy in sight. The sight of them chewing vines and their constant bleating delighted about a half-dozen children.

“It's actually an ancient custom,” said Williams, who's trying to be innovative and bring new life and activities to the cemetery. “I kind of hope it opens people's minds to alternatives.”

Hiring the 70 goats was a thrifty move, too. They can reach vines as high as 7 feet, and the bill will be \$4,000 for six days of work. Williams said that worked out to be a bargain, at \$9.52 per day per goat.

“This is an exciting opportunity for us to demonstrate the positive aspects of using goats to help reduce and control problem vegetation,” said Brian Knox, the owner of Eco-Goats in Annapolis, Md.

The city of Paris began using sheep this past spring as eco-mowers. They keep the lawns trim outside the French capital's municipal buildings.

Goats Among The Headstones

Aside from the dense vegetation, Congressional Cemetery is quite tidy, dotted with small trees among the headstones, obelisks and memorials. A quaint chapel sits in the middle of the



grounds. There's also a public vault from 1832, where the bodies of many famous people were stored temporarily, including First Lady Dolley Madison.

Two hundred members of Congress and their families are buried at the cemetery, which is owned by Christ Church. The "congressional" in the name is because of its occupants; there's no official connection to the U.S. Congress.

Williams is trying to bring back the way people once thought of cemeteries.

"In the Victorian era, cemeteries used to be a regular picnicking spot," he said, "They were like the first park system." Well, the goats were certainly picnicking.

Chris Kennedy, a board member of the association that cares for the cemetery, lives nearby. He enjoys bringing his dogs to the park-like setting, which he called a "unique and a beautiful thing." Adding goats, he said, was "a cool thing. It's historical. It's ecological."

Hitting The Mall Next?

Might goats or sheep on the National Mall be not too far off?

"I would not expect that," said Carol Johnson, a National Park Service spokeswoman for National Mall and Memorial Parks. "As far as I know, it has never been considered. There could be unintended consequences of resource damage."

But, she added, "It's certainly an interesting idea."

Below, show your comprehension of the article by answering the question: What is the author's purpose? What is the main idea?

