



REMOTE LEARNING

Grade 8

Coursework for June 1-12

Set Goals | Schedule Your Time | Keep Learning!

Name _____

How to Use this Packet

We hope that each of you and your families are healthy and adapting as we all navigate these unprecedented times. We miss each one of our students and the energy they bring to each school day. We truly appreciate your continued enthusiasm for learning during these weeks of remote learning from home.

The focus of this packet is to maintain and deepen existing skills and content, while introducing key concepts and skills from the fourth quarter curriculum. There are activities and tasks for the next two weeks. For each week, there is a coursework menu that highlights what learning you should focus on in each subject area. We encourage you to plan out your week and make a schedule of the bottom of the weekly coursework page.

We know this packet cannot replicate the interactions between teachers and students in a classroom, yet we are hopeful that these activities will keep students engaged and allow them to have meaningful learning experiences while at home.

Please take care of yourself! Check out the SCSD webpage for Daily Social Emotional Learning Tips

What if my teacher gives me different work?

You should prioritize any work that your teacher provides. Your teacher knows you best and knows what you should be working on! If you are in regular contact with your teacher, they will guide you on how to best use this packet.

Where should I turn in my packet when I am done?

Each school has established a way to collect completed materials. Reach out to your school or teacher and they will give you instructions on the process.

How can I get help?

A copy of this packet has been shared with your teacher. They will be able to help you if you have questions or are unable to complete any of the work.

What online learning resources are available?

Syracuse City School District students have a variety of high-quality online resources available to them to continue their learning beyond the four walls of the classroom. You can log into these resources from any device with internet access. Go to www.bit.ly/scsdclever to log in and access the various digital content available for you!

ADDITIONAL RESOURCES

syracusecityschools.com/coronavirus

This web page was created to provide resources and keep the Syracuse City School District community informed. This is the official source of information on COVID-19 for the District. The page will be updated frequently, so please check back regularly for information on cancellations, learning at home, and meal pick-ups. Please also check out the Social Emotional Learning Tip of the Day!

[Cancellations](#)

[Learning at Home](#)

[Meal Pick-Up](#)



WCNY's TV Classroom

In order to provide students at home with opportunities for continual learning, WCNY has partnered with the Syracuse City School District to create the TV Classroom network. WCNY's TV Classrooms are targeted for students in grades K-12 and provide curriculum in the subjects of English language arts, math, science, health and physical education, and social studies. With schools closed, WCNY and SCSD are committed to providing educational opportunities to audiences of all ages. WCNY's "TV Classroom" will allow children to continue to connect with staff and have the continuity of a classroom experience at home in Syracuse and across the 19 counties in Central New York.

The TV Classroom network will be aired from 8 a.m. to 5 p.m. weekdays on WCNY's GLOBAL CONNECT channel, and will be simulcast from wcnyc.org and WCNY's Facebook page via a live stream on YouTube. The classes will also be published on demand on <https://www.wcnyc.org/tvclassroom/>.

	MORNING	8 AM	8:30 AM	9 AM	9:30 AM	10 AM	10:30 AM	11 AM	11:30 AM	12 PM
Monday	Story Time	Kindergarten Math	Grade 2 Math	Text	PE and Health	Elementary Social Studies	PBS Shows – Social Studies	Grade 6 Science		
Tuesday	Story Time	Grade 3 Math	Grade 4 Math	Grade 5 Math	PE and Health	Elementary Social Studies	PBS Shows – Social Studies	Grades 3-5 Science		
Wednesday	Story Time	Kindergarten Math	Grade 1 Math	Grade 7 Math	PE and Health	Elementary Social Studies	PBS Shows – Social Studies	Grade 7 Science		
Thursday	Story Time	Grade 3 Math	Grade 4 Math	Grade 8 Math	PE and Health	Elementary Social Studies	PBS Shows – Social Studies	Grades 3-5 Science		
Friday	Story Time	Grade 5 Math	Grade 1 Math	Algebra	PE and Health	Secondary Social Studies	PBS Shows – Social Studies	Grade 8 Science		
AFTERNOON	12:30 PM	1 PM	1:30 PM	2 PM	2:30 PM	3 PM	3:30 PM	4 PM	4:30 PM	
Monday	PBS Shows -- Science	Regents Review	Early Literacy	Story Time	Grades 6-8 ELA	Grades K/1 Music	Virtual Field Trip			
Tuesday	PBS Shows -- Science	Regents Review	Early Literacy	Story Time	Grades 3-5 ELA	Grades 1/2 Music	Virtual Field Trip			
Wednesday	PBS Shows -- Science	Regents Review	Early Literacy	Story Time	Grades 6-8 ELA	Grades 2/3 Music	Virtual Field Trip			
Thursday	PBS Shows -- Science	Regents Review	Early Literacy	Story Time	Grades 3-5 ELA	Grades 3/4 Music	Virtual Field Trip			
Friday	PBS Shows -- Science	Regents Review	Early Literacy	Story Time	Grades 6-8 ELA	Grades 4/5 Music	Virtual Field Trip			

Dear Families,

We want to start by saying, “Thank you.” This has been a challenging time away from school. Each of us has had to cope with the stresses that have come with this school closure. It is likely your child has been feeling those stresses also. The last couple of weeks of the calendar school year, we would like students to think and talk and write about those feelings and practice some strategies to manage their emotions. Please support your students through the activities outlined in this learning packet to identify, manage, and release any strong emotions they may be feeling. We want to thank you for all that you have done to support your child through this difficult time. We can’t wait to get back to school with them as soon as we can!

Along with a series of activities we have outlined to support students’ social and emotional skills, we are asking each student to do some kind of writing project to culminate this remote learning experience and to help them process their own experience with the pandemic. See below for details about the writing project and then an outline of the activities we have outlined for the month of June.

SCSD Writing Project, Grades 6-8

What: A 2019-20 Culminating Writing Project. You choose the genre. Many pieces that are submitted will be shared via social media platforms and a few students may even be selected to read (or have someone read) their piece on WCNY TV Classroom!

Why: The end of this school year has been unlike anything any of us have experienced before. It’s important to capture this moment in a way that feels best to you. You already know so much about how to write well. Now you can use everything you know to create a piece that reflects this moment in history.

How:

1. Read through the options below to determine the type of piece you would like to write.
2. Use the guide to support your writing process.
3. Submit your final draft by:
 - a. Taking a photo and emailing it to your teacher or principal
 - b. Scanning and emailing it to your teacher or principal
 - c. Reading your piece to your teacher or principal on the phone
 - d. Videotaping yourself reading your piece and sharing it with your teacher or principal
 - e. Dropping your piece off at your school-refer to your school’s procedures for this

All entries must be submitted to your child’s teacher or administrator by 12:00 pm on **Wednesday, June 10th**.

Genre Choice	Supporting Details
Personal narrative	Write a personal narrative about a moment from the quarantine. You can: <ul style="list-style-type: none">● Think of a strong feeling you experienced (sadness, worry) and tell the story of what happened.<ul style="list-style-type: none">○ Example: <i>The moment you learned you wouldn’t be going back into the school building</i>● Think of a person you’ve spent time with during this time and write about a specific thing or moment with that person

ELA G6-8 June Home Learning Packet

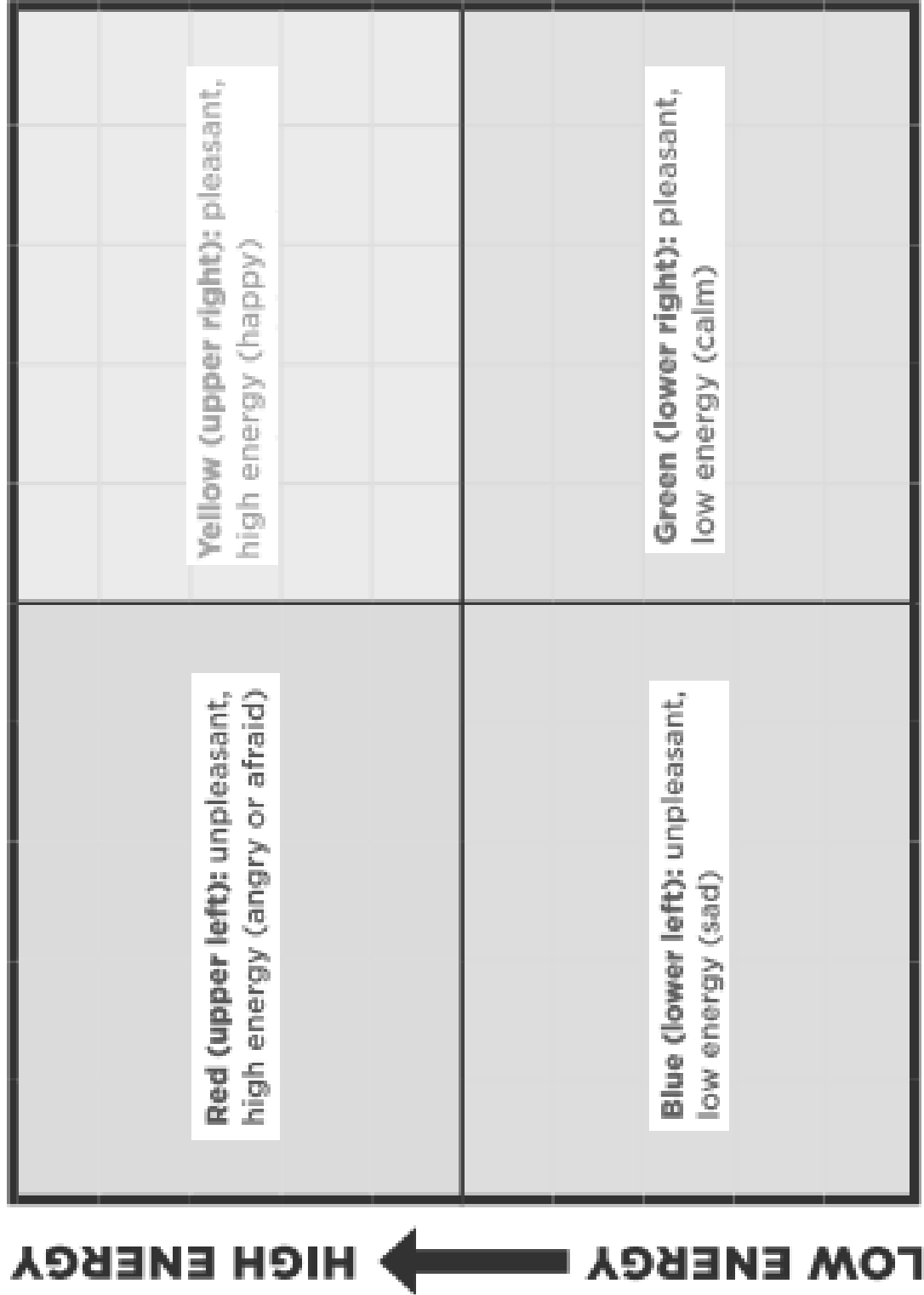
Comic strip	Choose a moment from your quarantine experience or imagine one. Draw and write it across comic boxes. (Remember, comic strips don't have to be funny.)
Poem	Write a poem that captures a feeling – or a combination of feelings – you have experienced during this time at home (connected to the work in this Home Learning Packet).
Article	<p>Write a news article describing some event from the past two months. Remember to include all of the important information:</p> <ul style="list-style-type: none"> ● <i>Who was involved?</i> ● <i>What happened?</i> ● <i>When did it happen?</i> ● <i>How did the events transpire?</i> ● <i>Why was it happening?</i>
How-to	<p>Write a step-by-step guide that could help someone through a pandemic. Possible ideas:</p> <ul style="list-style-type: none"> ● <i>How to learn from home</i> ● <i>How to avoid boredom</i>
Persuasive Letter	<p>Write a letter to your teacher or principal with a point of view related to schooling during a pandemic. Possible questions to help you make a claim:</p> <ul style="list-style-type: none"> ● <i>What/who is essential?</i> ● <i>Who should be in charge of determining what's closed?</i> ● <i>Should distance learning continue?</i>
Thank You Letter	<p>Think about a person in your life who has helped and supported you through this difficult time (connected to the activities in this Home Learning Packet). Write a letter to express your gratitude (thankfulness) to this person. Make sure to include details around the following:</p> <ul style="list-style-type: none"> ● <i>What did this person do?</i> ● <i>How did they make you feel?</i> ● <i>How have they changed your life for the better?</i>
Scenario/Skit	<p>Write a scenario about empathy for others (connected to the activities in this Home Learning Packet). Think about a situation that a friend or someone you know might find themselves in. For example:</p> <ul style="list-style-type: none"> ● <i>a classmate is sitting alone in the cafeteria or on the playground and looks lonely</i> ● <i>a friend just found out that his or her pet is sick</i> ● <i>a teammate is upset after losing a sports game</i> <p>What might you say to this person to help them to identify and manage their feelings/emotions? What strategies might you encourage them to try? Write out the situation and then the dialogue between you and the other person. If you have someone available to help you, you could even videotape yourselves acting it out!</p>

Becoming Our Best Selves-Identifying and Managing Difficult Emotions: A Series of Activities

<p>Activity 1: Reflecting on Emotions</p>	<p><i>Mood Meter</i></p> <p><i>Red</i> (upper left): unpleasant, high energy (angry or afraid) <i>Blue</i> (lower left): unpleasant, low energy (sad) <i>Yellow</i> (upper right): pleasant, high energy (happy) <i>Green</i> (lower right): pleasant, low energy (calm)</p>	<p>A Mood Meter is a tool you can use to think about different types of feelings. There are two axes:</p> <ul style="list-style-type: none"> • Level of pleasantness (horizontal) • Level of energy (vertical) <p>Each quadrant in the Mood Meter is represented with a different color: red, yellow, blue, and green.</p>
<p>Activity 2: Tuning Into Emotions</p>	<p><i>Mood Meter (cont)</i></p> <p>Complete the writing activity on the <i>Mood Meter Activity Sheet</i></p> <p><i>Be sure to add feeling words and images to the Mood Meter</i></p>	<p>On at least 4 different days, choose an emotion from the Mood Meter.</p> <p>Act out the emotion:</p> <ul style="list-style-type: none"> ▪ What does your face look like? ▪ How does your body move? ▪ How does your voice sound? <p>Whenever you feel a strong emotion, tune in to the emotion:</p> <ul style="list-style-type: none"> ▪ How are you feeling right now? Where does it fall on the Mood Meter? ▪ Why do you think you are feeling that way? ▪ Do you want to stay in this feeling or change your feeling? How can you do that?
<p>Activity 3: Identify Feelings</p>	<p><i>Vocabulary Cards</i></p> <p>Complete the <i>Feelings Activity Sheet</i></p>	<p>In this activity, you will be introduced to some vocabulary words that you may or may not have heard before. These are good words to practice and use to describe your feelings.</p> <p>*Once you have looked at each of the pictures and the words that go with each, think about which quadrant each of these pictures and words would go in the Mood Meter. Think of times when you have had each of these feelings.</p>
<p>Activity 4: Building Empathy Through Perspective Taking</p>	<p><i>Empathizing</i></p> <p>Complete the <i>Empathy Interview</i></p> <p>Complete the <i>Character Activity Sheet</i></p>	<p>In Activity 4, you are going to be thinking about empathy and how to build empathy by listening to people you know and also by thinking about the characters that you read about (or even watch on TV!).</p>

<p>Activity 4: Building Empathy Through Perspective Taking</p>	<p>Empathizing Complete the <i>Empathy Interview</i></p> <p>Complete the <i>Character Activity Sheet</i></p>	<p>In Activity 4, you are going to be thinking about empathy and how to build empathy by listening to people you know and also by thinking about the characters that you read about (or even watch on TV!).</p>
<p>Activity 5: Strategies for Managing Emotions</p>	<p>Strategies for Managing Emotions</p> <ul style="list-style-type: none"> ▪ <i>Belly Breathing</i> ▪ <i>Guided Relaxation</i> ▪ <i>Shake It Off!</i> 	<p>When you are feeling strong, not so positive emotions, you can try any of these three strategies to shift your mood.</p>
<p>Activity 6: Strategies for Managing Emotions (cont.)</p>	<p>Managing Emotions (cont.) Complete the <i>Strategy Activity Sheet</i></p>	<p>Read the scenario about Makayla and answer the questions in the boxes about the strategies that she could use to manage her feelings. Journal: What are some strategies you use to control or manage your emotions?</p>
<p>Activity 7: Creating a Community of Support</p>	<p>Support Systems</p> <ul style="list-style-type: none"> • Complete the <i>Community Activity Sheet</i> • Write a thank-you letter to someone who has supported you • Review the <i>Family Take Home Sheet</i> with those closest to you 	<p>Think about a time when you faced a difficult situation and someone showed you support. Brainstorm a list of strategies for supporting others. Think about the people in your lives that you trust that provide support to you. These are the people that help form your <i>support system</i>.</p>
<p>Activity 8: Keeping Track of Your Emotions</p>	<p>Tracking Emotions Complete the <i>Data Collection Sheet</i></p>	<p>Think: Why is it important for us to look at patterns in math? What types of patterns can we notice in daily life? Spend three days tracking your emotions at different times of day.</p> <ul style="list-style-type: none"> • On day one, stop at five points throughout the day and record how you are feeling on your Data Collection Sheet • Repeat the same process for two more days <p>What patterns do you notice? Are there things you would like to be different? If so, what strategies could you try to manage your emotions/moods?</p>
<p>Activity 9: Positive Self-Talk and Personal Affirmations</p>	<p>Using Positive Self-Talk and Affirmations Complete the <i>Affirmation Activity Sheet</i></p>	<p>People often “talk” with themselves in their minds throughout the day-and how we do that can greatly influence how we feel. What are some examples of positive and negative self-talk? If you have a task to complete and you tell yourself, “I’ll never this this done!” or “Ugh, this is the worst!” then you will feel different than if you say, “I can do this! I’ll find time and work through it, one step at a time.” Positive self-talk (or affirmations) can really help to get ourselves through difficult experiences. It can help us to feel more powerful and capable of handling challenges. Make a list of possible affirmations that you could say to yourself if you were faced with a difficult task or situation. Try to be super creative (sometimes inspiration can be found in songs).</p>

MOOD METER



LOW ENERGY ← **HIGH ENERGY**

UNPLEASANT → **PLEASANT**

MY NAME

MY MOOD TODAY (CIRCLE)

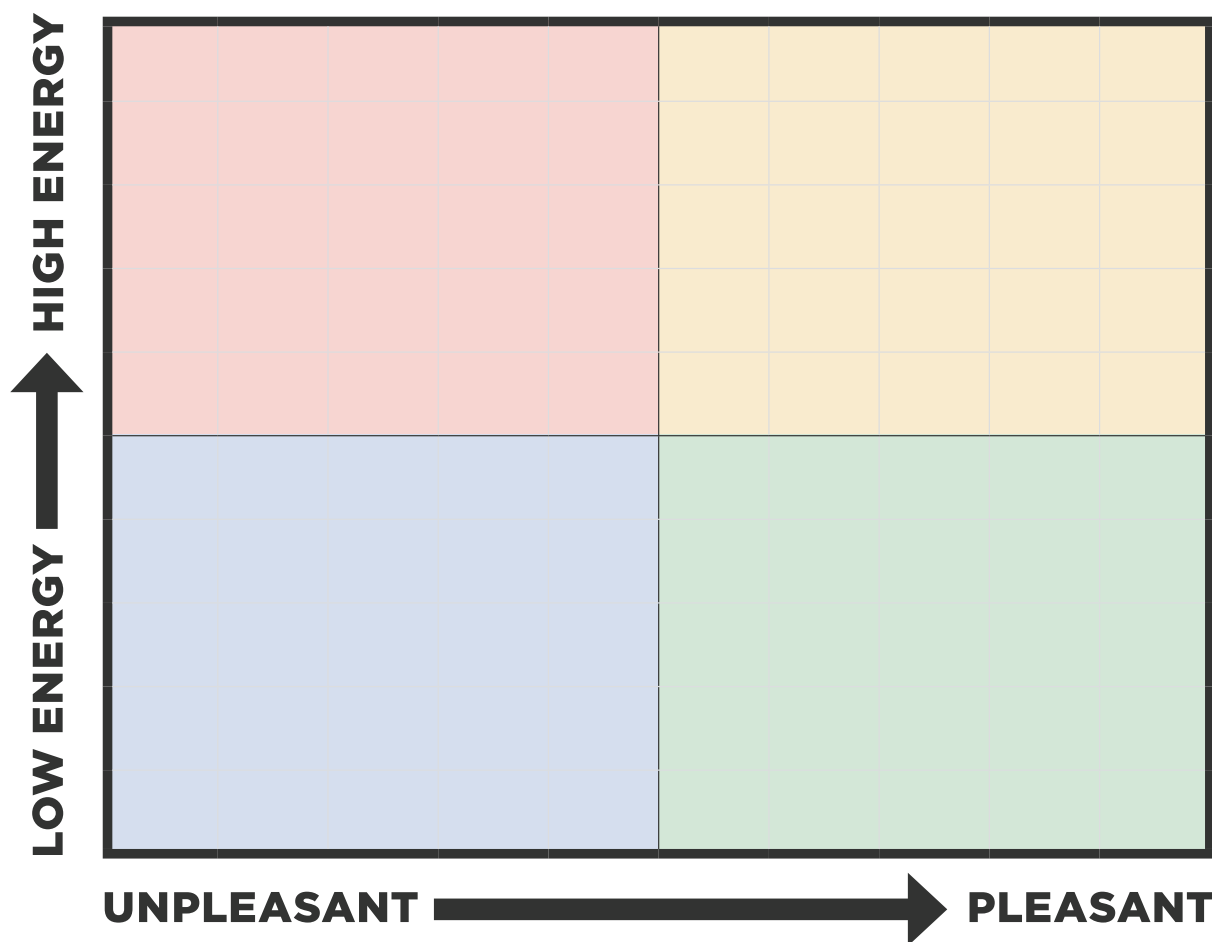


HOW ARE YOU FEELING TODAY?

DAILY WRITING PROMPT: Writing about your feelings is a great way to check in with yourself and to help manage your emotions. Write a paragraph about how you are feeling today on a separate sheet of paper. Use the following prompts to get started:

- How are you feeling today? Where does that fall on the Mood Meter?
- What is causing you to feel that way?
- What is your emotion goal for the day? (Do you want to shift your feelings to a different part of the Mood Meter, or do you want to stay in the same part?)
- What strategy can you use today to achieve that goal?

DIRECTIONS: The Mood Meter is a helpful way to think about different types of feelings and emotions. Add feelings words that you know to the correct part of the Mood Meter. Use a picture or emoji to show what the feelings word means.



Look at each of the pictures below and the words used to label/describe the feelings that the person might be having in the picture. What other words might you use to describe the feelings of each person?



Anxious, worried



Irritated, annoyed



Ecstatic, excited



Discouraged, disappointed



Content, satisfied



Terrified, afraid

MY NAME

MY MOOD TODAY (CIRCLE)



WHAT'S THE FEELING?

DIRECTIONS: Choose a word from the word bank that describes the feeling the character is experiencing. There may be more than one possible answer, so explain your thinking!

anxious content discouraged ecstatic irritated terrified

1. Maria just moved to a new town. It is her first day at a new school. She feels “butterflies” in her stomach.

2. Nathan is playing video games with his friends but his little brother keeps interrupting.



3. Kayla’s soccer team just won the championship game. She has a huge smile on her face and is running around the field with her arms in the air.

4. Ricky’s friends convinced him to ride a roller coaster with them at the carnival. Ricky is afraid of heights and feels his heart beating faster as he gets onto the ride.



5. Zoe is having a relaxing Saturday at home. She gets to do some of her favorite activities, like painting a picture and helping her dad cook dinner.

6. Noah is trying to do his math homework, but he cannot figure out the solution to the last problem. He puts his head down on his desk.

BUILDING EMPATHY THROUGH PERSPECTIVE-TAKING

Learning Tasks: Empathy Interview


- In Lesson 3, you are going to be thinking about empathy—understanding someone else’s feelings and experiences.
- Talk with a relative or friend in your home or over the phone; ask them about a time when they experienced a certain emotion (e.g., frustration, worry, pride, excitement)
 - Be sure to use active listening, use kind words and ask open-ended questions
 - Provide specific questions to help guide the conversation
 - When did you feel this emotion?
 - What was the situation?
 - Who was involved?
 - How did you deal with this feeling?
 - Be sure to thank your relative or friend for sharing their stories with you.
 - What did you learn about your friend or relative? How did listening to them make you feel? Listening to others can help build empathy.
 - Even when we read, we try to understand what a character is going through and that helps to build empathy too.
- On the next page, you are going to try empathy out with a character from a book you have read. If you can’t think of any, watch an episode of Story Time on WCNY TV Classroom channel every weekday at 8:00 am or 3:00 pm. You can find episodes on-demand at wcnyc.org/tvclassroom/.



MY NAME _____

MY MOOD TODAY (CIRCLE)




CHARACTER
ACTIVITY
SHEET

READ WITH EMPATHY



EMPATHY is understanding and sharing other people's feelings. Understanding other people's feelings starts with looking at situations from their perspective. When you read, you can grow your empathy skills by paying close attention to what a character is feeling.

DIRECTIONS: Choose a character in a book you are reading. Write your answers to the following questions as you empathize with the character. Use evidence from the text in your responses.

Title of Book: _____ **Name of Character:** _____

1. What is an event in the book that causes the character to have a strong emotion?

2. How does the character feel? Use specific emotion words to describe the feeling.

3. How do you know that the character is feeling that way? Identify clues in his or her expressions, thoughts, words, actions, or appearance.

4. Do other characters understand how the character is feeling? How do you know?

5. How do you think you would feel in that situation? Would your response be the same as the character's response?

6. What could the character do to be more comfortable with this feeling? What would you do to support the character?

REFLECT: Write your responses on a separate sheet of paper.

1. How did empathy help you understand the story better?
2. How can empathy help you understand yourself and others better?

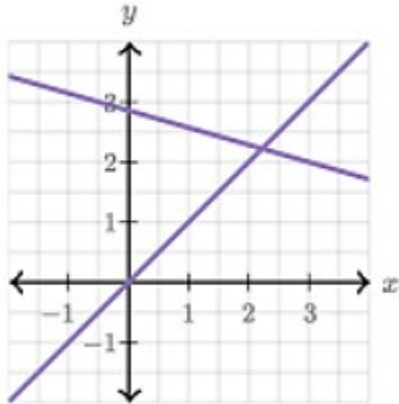


Review and Refresh: Solving systems algebraically - Notes

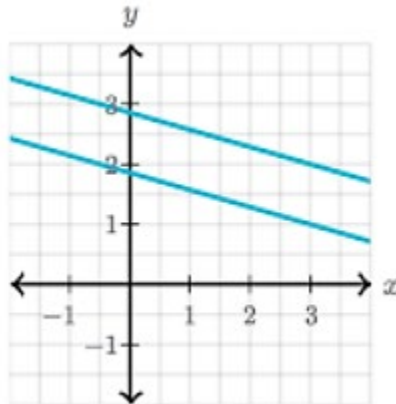
Week of June 1st

A **solution** to a system of linear equations are ordered pairs that make all equations in the system true.

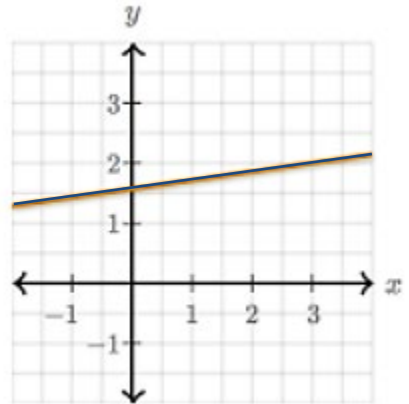
A system of two equations can have **one solution**, **no solution**, or an **infinite** number of solutions. This is most easily seen on a graph.



One solution - There is exactly one point that satisfies both equations and it is the point of intersection of the lines.



No solution - There are no points that satisfy both equations. The lines are parallel and will never intersect.



Infinite solutions - All points that satisfy one equation also satisfy the other. The lines coincide over their entire graphs.

Verifying a solution using substitution

If an ordered pair is a solution to a system of equations, it will satisfy both equations. You can check the validity of a solution by **substituting** values in for the variables.

The solution must make both relationships in the system true.

Example: Diego bought a combination of 12 roses and daisies for his mother. Roses are \$3, daisies are \$2, and Diego spent \$31 total. How many roses and daisies could he have purchased?

Maybe he bought 4 roses and 8 daisies. That would give him 12 total flowers as stated above. ✓
 But 4 roses would cost $\$3 \times 4 = \12 and 8 daisies would cost $\$2 \times 8 = \16 for a total of \$28, not \$31. ✗
 So 4 roses and 8 daisies is not a solution because it doesn't fit both relationships.

Could (6,6) be a solution?

$6 + 6 = 12$ ✓
 $3(6) + 2(6) = 18 + 12 = 30 \neq 31$ ✗
 Not a Solution...

Could (7,5) be a solution?

$7 + 5 = 12$ ✓
 $3(7) + 2(5) = 21 + 10 = 31$ ✓
 Solution!

Review and Refresh: Solving systems algebraically - Notes Week of June 1st

Verifying a solution using tables and graphs

This situation could be modeled by a system of two equations.

Let r = # of roses
Let d = # of daisies.

$$r + d = 12 \quad (\text{The total number of flowers is 12.})$$

$$3r + 2d = 31 \quad (\text{The total amount spent is \$31.})$$

The chart shows all possible combinations of 12 flowers and their total cost. There is one option that results in Diego paying \$31: (7,5)

r	d	$3r + 2d$
0	12	24
1	11	25
2	10	26
3	9	27
4	8	28
5	7	29
6	6	30
7	5	31
8	4	32
9	3	33
10	2	34
11	1	35
12	0	36

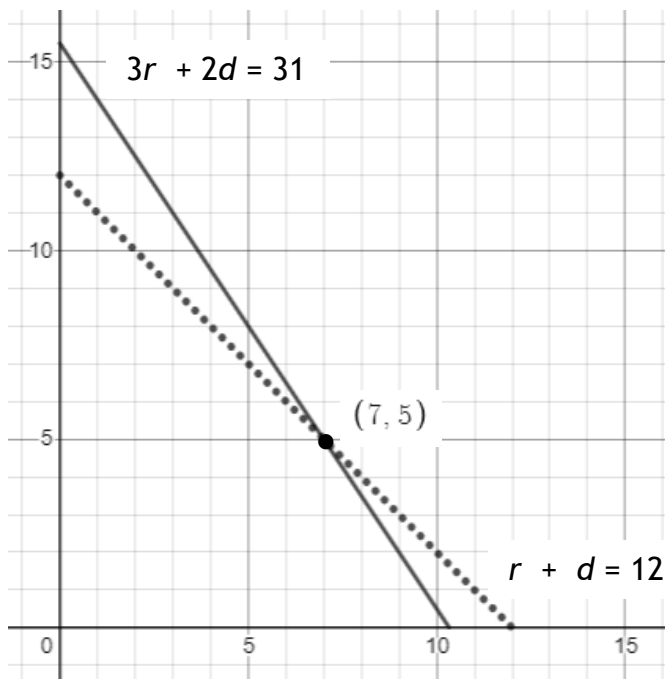
In the context of this problem, Diego bought 7 roses and 5 daisies. *Verify using substitution.

$$r + d = 12 \qquad 3r + 2d = 31$$

$$7 + 5 = 12 \qquad 3(7) + 2(5) = 31$$

$$12 = 12 \checkmark \qquad 31 = 31 \checkmark$$

On a graph, the point where the equations meet is the solution to the system. It is the only point that lies on both graphs.



Review and Refresh: Solving systems algebraically - Notes Week of June 1st

Systems of equations can be solved *algebraically* using **Properties of Equality**. There are two methods used to solve linear systems algebraically: **Substitution** and **Elimination**.

Properties of Equality

Addition Property of Equality
Subtraction Property of Equality
Multiplication Property of Equality
Division Property of Equality

(I can keep two sides of an equation equal using properties of equality.)

Solving Systems Using Substitution

The goal of the **substitution** method is to replace one of the two variables in the linear system with an equivalent expression in terms of the other variable, resulting in a one variable equation. Just like we can **substitute a number** in for a variable, we can also **substitute an entire expression** in for a variable.

Example: Solve the linear system $y = x + 2$
 $2y + 3x = 19$

$$\begin{array}{l}
 y = \mathbf{x + 2} \\
 2y + 3x = 19 \\
 2(\mathbf{x + 2}) + 3x = 19 \quad \text{*Substitution} \\
 2x + 4 + 3x = 19 \quad \text{*Distributive Property} \\
 5x + 4 = 19 \quad \text{*Combine like terms} \\
 \quad -4 \quad -4 \quad \text{*Subtraction Property of Equality} \\
 \hline
 5x = 15 \\
 \frac{5x}{5} = \frac{15}{5} \quad \text{*Division Property of Equality} \\
 x = 3
 \end{array}$$

$$\begin{array}{l}
 y = x + 2 \\
 y = (3) + 2 \\
 y = 5
 \end{array}$$

Substitute x = 3 into the first equation to find the value of y.
*Substitution

$$\begin{array}{l}
 2y + 3x = 19 \\
 2(5) + 3(3) = 19? \\
 19 = 19 \quad \checkmark
 \end{array}$$

Verify the solution (3,5) in the second equation.
*Substitution

$$x = 3, y = 5 \quad \checkmark$$

$$(3,5)$$

Refresh and Review: June 1st
Solving Systems of Equations Part 2

Substitution

1. Desmond has two employees at Flower Power, Andrea and Max. He wants to pay Andrea \$5 more an hour than he pays Max. Desmond has a budget of \$250. He has decided Andrea will work 10 hours and Max will work 15 hours.

a. Create a system of equations that will help Desmond determine Andrea's hourly rate, a , and Max's hourly rate, m .



b. Could $a=10$, $m=5$ be a solution to this system? Justify your answer.

c. Solve this system using the substitution method.

d. Check your solution in both equations.

e. What does the solution represent in the context of the problem?

2. Jared solved this system of equations through substitution:

$$y = 2x - 5$$

$$4x + 3y = 25$$

Here is his work:

$$4x + 3(2x - 5) = 25$$

$$4x + 6x - 5 = 25$$

$$10x = 30$$

$$x = 3$$

$$y = 2 \times 3 - 5$$

$$y = 1$$

Did Jared solve the problem correctly? If not, explain where he made a mistake and then solve the problem correctly.

3. Mai measures a bean plant to be 10 inches high and estimates it grows $\frac{1}{2}$ of an inch per week. At the same time, Lin measures her bean plant to be 6 inches tall, and growing 1 inch per week. Write and solve the system using the substitution method to determine when the two plants will be the same height.



4. Last week, you wrote a system of equations to represent Desmond's missing record sheet at Flower Power. The only thing Desmond remembered about his sales was that he received \$240 for selling 12 bouquets that week, \$15 per daisy bouquet, x , and \$30 per rose bouquet, y . Solve this system of equations using the substitution method.

$$\begin{cases} x + y = 12 \\ 15x + 30y = 240 \end{cases}$$

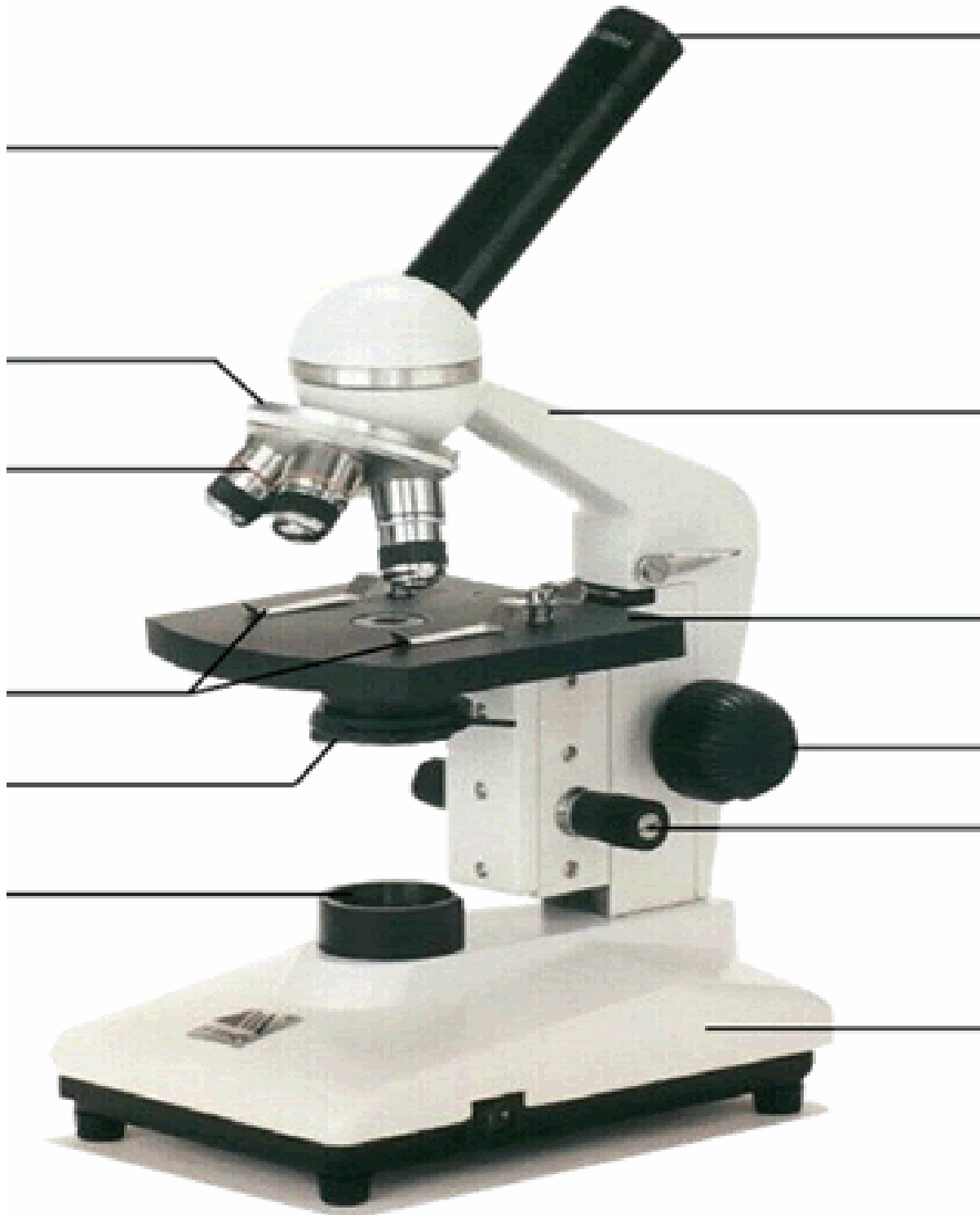
Reflection:

Learning Targets			
I can write and solve systems of linear equations in two variables algebraically using substitution.	I am not there yet. I need some help.	I am getting there. I need more practice.	I've got it! I can teach someone.
I can explain what it means for an ordered pair to be a solution to a system.	I am not there yet. I need some help.	I am getting there. I need more practice.	I've got it! I can teach someone.
I can interpret the solution to a system that represents a real-world situation using tables, graphs and equations.	I am not there yet. I need some help.	I am getting there. I need more practice.	I've got it! I can teach someone.

Name: _____

Period: _____

1. Label the parts of the microscope.





SYRACUSE CITY SCHOOL DISTRICT
SOCIAL STUDIES LEARN AT HOME
LESSON

GRADE 8 SOCIAL STUDIES

June 1-5 2020

Name: _____

- By the end of this week I will be able to examine the struggles for equality and factors that enabled or limited success on behalf of women in the United States.



Building Knowledge through Reading and Note -Taking

Instructions: Read the document and annotate the text by marking up the text using the following annotation symbols:

?? I don't understand

!! This is important

X Thought differently

+ new information

As you read through the material answer the questions throughout the reading using evidence from the text and your prior knowledge of social studies.

The Women's Rights Movement

Like African Americans, women had long been denied equal rights in the United States. The successes of the African American civil rights movement in the 1960s highlighted the need for organized action by women to achieve similar goals.

Past Successes, New Goals

The women's rights movement was not just a product of the 1960s. The struggle for equality had been a long one. Some of the key events in the struggle are listed below.

- 1848** The Seneca Falls Convention marked the beginning of the organized women's rights movement in this nation.
- 1870** Passage of the Fifteenth Amendment granted the vote to African American men but not to any women. Susan B. Anthony arranged to have a women's suffrage amendment introduced in Congress. It was defeated there, but Anthony and others continued the fight for the right to vote.
- 1920** Ratification of the Nineteenth Amendment gave women the right to vote.
- 1940s** Thousands of women took jobs in war-related industries during World War II.

By the 1960s, women had exercised the right to vote for 40 years, yet women still had not achieved equal status with men economically and socially. Women's groups renewed demands for a variety of goals, including more job opportunities, equality of pay with men, and an end to discrimination based on sex.

Presidents Kennedy and Johnson appointed no women to major posts in their administrations. Yet, in those years, fundamental changes occurred.

- More and more women entered fields that men had traditionally dominated, such as law, medicine, engineering, and the sciences.
- In 1963, **Betty Friedan** wrote ***The Feminine Mystique***, a book arguing that society had forced American women out of the job market and back into the home after World War II. The book was influential because it energized a new women's rights movement. Friedan said that not all women were content with the role of homemaker and that more job opportunities should be open to women.
- Title VII of the Civil Rights Act of 1964 barred job discrimination on the basis of sex as well as race.
- The National Organization for Women (NOW) formed in 1966 to push for legislation guaranteeing equality for women.
- Congress approved the **Equal Rights Amendment** (ERA) in 1972 and sent it to the states for ratification. This proposed amendment has never been ratified,

although there has been renewed interest lately. The amendment stated "equality of rights under the law shall not be denied or abridged by the United States or any state on account of sex."

- The Equal Opportunity Act of 1972 (**Equal Pay Act**) required employers to pay equal wages for equal work.
- **Title IX** of the Educational Amendments Act of 1972 gave female college athletes the right to the same financial support as male athletes.

Women's Rights Vocabulary The term *feminism* refers to the belief that women should have the same economic, social, and political rights as men. The women's rights movement is sometimes called the feminist movement.

The term *sexism* refers to beliefs or practices that discriminate against a person on the basis of sex. The women's movement directed its efforts at removing sexist terminology, practices, and literature from American business and education.

List five important events of the Women's Rights Movement in the 1960's and 1970's.

1.

2.

3.

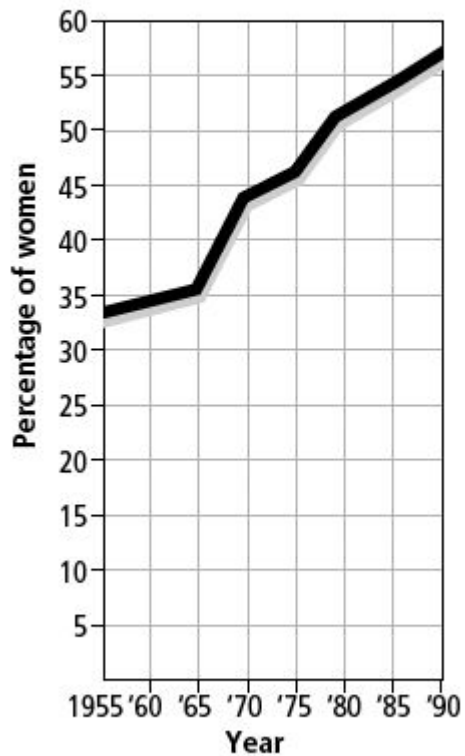
4.

5.

Which event do you consider the most significant? Tell us why and use evidence from the text to do so.

DOCUMENT 1

Women Working Outside the Home, 1955–1990



Source: *Statistical Abstract of the United States*

1. According to the line graph, between which years did the number of women working outside the home first exceed 50 percent?

2. What factors may have caused that change?

Document 2

Median Income of Men and Women, 1965–2015



During the period of 1965-2015 did the gap between men's and women's income appear to be widening or narrowing?

What might explain this trend?



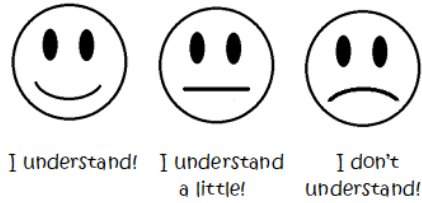
EVIDENCE OF LEARNING

Instructions: Write a complete response to the prompt. Use the space below to write your response or on a separate sheet of paper that you attach to the packet.













Writing Prompt: Explain the historical significance of the modern Women's Rights Movement of the late 1960's and 1970's. Use evidence from the text and your knowledge of social studies to answer this writing prompt in complete sentences.

Self- Reflection

Self -Reflect by using the following key for each part of the lesson you completed this week.



Then list one thing you think you need help with next time and a goal for yourself for next week on completing your work.

 Building Knowledge		 Sourcing		 Evidence of Learning	
Parts of Lesson	   <small>I understand! I understand a little! I don't understand!</small>	Parts of Lesson	   <small>I understand! I understand a little! I don't understand!</small>	Parts of Lesson	   <small>I understand! I understand a little! I don't understand!</small>
Annotating		Completing Graphic Organizers		Use of Complete Sentences in Writing	
Answering Questions		Understanding Purpose of Document		Use of Evidence from text	
Completing Graphic Organizers		Understanding Point of View of Document		Answering the question fully in prompt	

What do I need help with next week?

What goal do I have for myself for next week?

Re-Imagining Project

June 1-5, 2020

Recall, read, or watch one of your favorite books, TV shows or movies. Who were the main characters? What was the plot? Why do you like the story? Now reimagine the ending. Change the ending of the story however you want. Draw, paint, or collage your new re-imagined ending. You may use any paper, including the space below, or drawing materials you have available. Write a few sentences describing what you changed and why. If you can, send a picture of it to your art teacher or return this with you completed packet to school.

Film Music Project

June 1-5, 2020

In a movie, music can ramp up the tension or make a happy moment explode with joy. Music in a movie or film can be the deciding factor of success or failure. Think about a movie you have seen that you remember music from (maybe the foreboding music of the shark theme in *Jaws* or the themes in *Star Wars*). If you can, watch some scenes from the movie you are thinking of with the volume on and with the volume off. Think about how the music contributes to the scene. What is the mood of the scene with the music and how does that change without the music? Below write about your thoughts. First, give some information about the movie scene and music (title of movie, describe the scene, describe the music in the scene). Second, write how you think the music influences, positively or negatively, the movie (this is your claim). Next, find two or three details or evidence from the movie and music to support your opinion. Finally, write why that evidence supports your opinion of liking or not liking the song.

Physical Education

Fitness Journal



Name: _____

This wellness journal is your instructional guide through a 2-week wellness home study. It has been designed with a focus on the following core competencies for social and emotional learning:

– **Self-Awareness and Self-Management.**

In addition, you will be working toward physical education grade-level outcomes in the areas of fitness knowledge and personal and social responsibility.

-Follow the instructions on each page, complete the exercises and writing prompts, and then if you are able to please return your finished journal to your teacher.

This is a 2-week home study focused on:

1. Understanding self-awareness and self-management as it relates to physical activity, goal setting, and stress management
2. Exploring personal thoughts and emotions as they relate to physical activity and examine how these thoughts affect our behaviors and routines
3. Achieving personal activity goals aimed at reducing stress and boosting our body's ability to fight disease

There are 3 components to this journal:

1. First, you will **complete daily physical activity and social emotional learning challenges** designed to prepare our minds and body for optimal performance and creativity.
2. Second, you will use **Tabata-style activity intervals** to help you progress toward a daily physical activity goal of 60 minutes of moderate to vigorous physical activity.
3. Third, you will **tune into WCNY for wellness and health activities:** <http://www.wcny.org/tvclassroom/>

Your 2-week SMART goal is:

Remember: A SMART goal is Specific, Measurable, Achievable, Realistic, and Time-bound.

- **During the next two weeks, I will be physically active for at least 60 minutes per day for a minimum of 12 of 14 days. I will track my activity using the activity log provided in this journal.**
- **REMEMBER TO HAVE FUN!**

Week 1:

Day	Activity 1	Activity 2	Activity 3	Total
Sample Day	Daily Health/Fitness/SEL Challenge	Tabata	Get Active By Watching The Daily WCNY Wellness Lesson	How Many Minutes Did You Do?
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				

Week 2:

Day	Activity 1	Activity 2	Activity 3	Total
Sample Day	Daily Health/Fitness/SEL Challenge	Tabata	Get Active By Watching The Daily WCNY Wellness Lesson	How Many Minutes Did You Do?
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				

Daily Activity Challenges

Complete each challenge. When finished, mark an **X** next to that day's challenge.

Day	Challenge	Complete
Day 1	-Stick 5 post-it notes or paper notes on mirrors at your home that share a positive message unrelated to body-talk/appearances. -Step Jumps: Find a step or a bench and jump up and down 50 times. Be careful. Take a break if you need to.	
Day 2	-Pick 5 different muscles to stretch. Hold each stretch for 20 seconds. -You're going to practice breathing into your belly: Find a comfortable place to lay flat on your back. Place a light object (like a small book) on your belly. Close your eyes and focus on breathing. As you inhale and exhale, stay mindful of the position of the object. Is it moving? Focus on making the object move up when you inhale and down when you exhale. If the object falls off your belly, simply pick it up and place it back in position	
Day 3	-Write/talk about 5 things you can do to help your mind and body relax. -Mindful Senses What do you notice around you? Find: 5 things you see 4 things you feel 3 things you hear 2 things smell 1 thing you taste	
Day 4	-Take a walk, jog or bike ride with a family member -List 3 words or phrases that describe how you feel each time you finish being physically active	
Day 5	-Go outside and play. Get active! -Card Fitness Take a deck of cards, flip the top card. Complete exercises based on the suit & number on the card. Face cards are worth 15. Spades- jumping jacks, Clubs- squats, Hearts mountain climbers, Diamonds- Your choice	
Day 6	-Abs!: 10 knee to elbow planks, 10 crunches, 10 superman poses -Flutter Kicks: Lie on your stomach. Keeping your legs straight kick them up and down while holding your glutes tight.	
Day 7	<u>Create Your Own Workout</u> - Choose any 8 exercises. - Do 10 repetitions of each exercise. - How many times can you complete the routine in 15 minutes? * Ideas: Jumping Jacks, Arm Circles, Ski- Jumps, Butterfly Stretch, Mountain Climbers, Crab Kicks, Burpees, Push-Ups, Curl-Ups, Jog in Place.*	
Day 8	-4 Walls Face each wall in a room and do a different exercise for 30 seconds -side shuffle -grapevine to left then right -wide stance punches -vertical jumps -Crane Pose Here's a challenge! Put your hands on the ground, lean forward & balance your knees on your elbows	
Day 9	-Core Challenge Plank 10 seconds 10 crunches 10 sit ups Repeat 5 times with no rest! Shuffle Squat Take 4 shuffle steps to your right and squat, then take 4 shuffle steps to your left and squat. -Set the Menu Talk with who takes care of you about choosing the dinner menu. Pick items that are healthy and yummy.	
Day 10	-Perform squats while someone calls out math problems for you to answer. -Identify strategies for staying active and describe to a family member why you enjoy being active.	
Day 11	-Why is it important for you to fuel your body with nutritious foods? -Design a healthy snack or meal to share with your family. How many different vegetables, fruits, whole grains and proteins are in the meal?	
Day 12	-Positive Talk: Be sure to talk to yourself today like you would talk to someone you love. -Power Knees: Bring hands over your head and have your hands and left knee meet in the middle as fast as you can. Repeat 10 times on each leg.	
Day 13	-Find a song you like that is about being proud of who you are and doesn't mention body talk or appearance at all. Write it down and share with a family member. -Jump rope to music!:Can you jump to an entire song without stopping?	
Day 14	Create Your Own Workout: - Choose any 10 exercises. - Do 15 repetitions of each exercise. - How many times can you complete the routine in 15 minutes? * Ideas: Jumping Jacks, Arm Circles, Ski- Jumps, Butterfly Stretch, Mountain Climbers, Crab Kicks, Burpees, Push-Ups, Curl-Ups, Jog in Place.* Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back	

TABATA Time!

- ✓ Tabata workouts combine 20 seconds of vigorous activity with 10 seconds of rest in between each set.
- ✓ We may adjust our timing and intensity throughout the module,
- ✓ 4-minute workouts using his timing formula can have positive results on a person’s overall fitness.

We’ll focus on 2 types of Tabata activity routines – “**One and Done**”, and “**Double or Nothing.**” Then, you can use the blank routine chart to create your own workout.

One and Done

This format is called “one & done” because each exercise is only done 1 time during the routine.

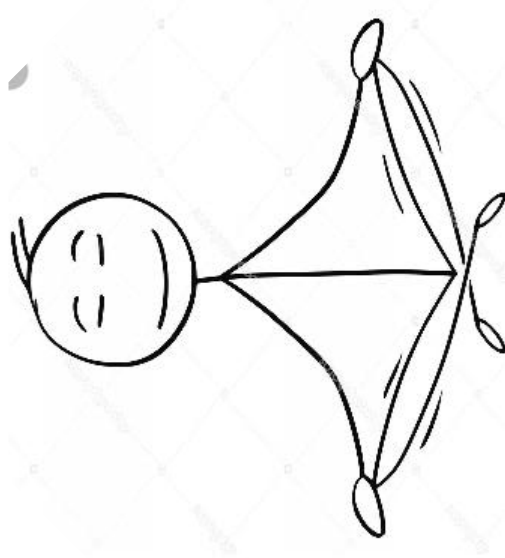
Set #	Exercise Name	Interval Start
1	Jumping Jacks (20 seconds) Rest 10 seconds	0:00
2	Lunges (20 seconds) Rest 10 seconds	0:30
3	Hold Plank Position (20 seconds) Rest 10 seconds	1:00
4	Invisible Jump Rope (20 seconds) Rest 10 seconds	1:30
5	Squats (20 seconds) Rest 10 seconds	2:00
6	Plank Leg Raises (20 seconds) Rest 10 seconds	2:30
7	Jog in Place with High Knees (20 seconds) Rest 10 seconds	3:00
8	Plank Arm Raises (20 seconds) Rest 10 seconds	3:30

Double or Nothing

This format is “Double or Nothing” because each exercise is done twice in a row.

Set #	Exercise Name	Interval Start
1	Lunges (20 seconds) Rest 10 seconds	0:00
2	Lunges (20 seconds) Rest 10 seconds	0:30
3	Hold Plank Position (20 seconds) Rest 10 seconds	1:00
4	Hold Plank Position (20 seconds) Rest 10 seconds	1:30
5	Squats (20 seconds) Rest 10 seconds	2:00
6	Squats (20 seconds) Rest 10 seconds	2:30
7	Jumping Jacks (20 seconds) Rest 10 seconds	3:00
8	Jumping Jacks (20 seconds) Rest 10 seconds	3:30

Guided Relaxation



- Sit quietly and comfortably, closing your eyes.
- Focus on your breath. Breathe in... and out...
- Focus on your feet
- Focus on your legs
- Focus on your hips
- Focus on your back
- Focus on your shoulders
- Focus on your arms
- Focus on your hands
- Focus on your face
- Continue to breathe in... and out... in... and out...
- Enjoy the relaxation of your body!

Belly Breathing

- Stand quietly and comfortably, or lie down on the ground
- Place both hands on your belly
- When you slowly breathe in, feel your belly expanding like a balloon
- When you breathe back out, feel your belly deflate like a balloon letting go of all its air
- Continue breathing this way for three minutes
- Try to make your breath slow and steady
- Each time you breathe out, imagine letting go of stress and tension
- Do this every time you're stressed or anxious
- Enjoy the relaxation of your body!



Shake It Off!



- Make sure you have space
- Pick your favorite fun, upbeat song
- When you hear the music... SHAKE! SHAKE! SHAKE!
- When the music stops... CLAP! CLAP! CLAP!
- Keep your hands together on the third clap and bring them to your heart.
- Breath in... and out... in... and out... in... and out.

MY NAME

MY MOOD TODAY (CIRCLE)



STRATEGY
ACTIVITY
SHEET

MANAGING EMOTIONS



We all feel many different emotions each day. Some of these feelings can be very strong. It helps to have **strategies**—things we can think about or do—so we can use our emotions wisely. This will help us to stay healthy and be kind to ourselves and others.

DIRECTIONS: Read the situation below. Then, answer the questions in the boxes about the strategies that Makayla can use.



Makayla decides to try out for the basketball team at her school. She loves to play basketball, but she has never played on a team before. She doesn't sleep well the night before tryouts because she is so nervous. At tryouts, she has trouble keeping up with the instructions that the coach is giving to the players. At one point, when she misses a pass, two of the other players roll their eyes at her. After the tryouts are over, Makayla finds out that she did not make the team. She feels like she is going to cry, and she sits alone to wait for her dad to pick her up from the school.

<p>What feelings do you think Makayla is having?</p> <hr/> <hr/> <hr/> <hr/>	<p>What could Makayla say to herself to manage these feelings?</p> <hr/> <hr/> <hr/> <hr/>
<p>What could Makayla do to help her with her feelings?</p> <hr/> <hr/> <hr/> <hr/>	<p>If you knew Makayla was feeling this way, what could you do to support her?</p> <hr/> <hr/> <hr/> <hr/>

MY NAME

MY MOOD TODAY (CIRCLE)



COMMUNITY
ACTIVITY
SHEET

CREATING A COMMUNITY OF SUPPORT



We all need support. You can help build a community of support wherever you are by recognizing the feelings of others and practicing empathy.

DIRECTIONS: Read the following scenes, and try to see the situation through each character's eyes. Answer the questions that follow on a separate sheet of paper.

Support Scene 1:

Gavin is a student in your class. You invite him to play basketball with you at recess, but he says no. At lunch, you see him sitting on his own, just picking at his food. You know that his younger sister has been in the hospital recently and wonder if that is the reason he is so quiet today.



1. What might Gavin be feeling?
2. How could you help Gavin deal with his feelings?
3. What could you do or say to show support?

Support Scene 2: Bettina is a student in your class. When she got to school today, she seemed quieter than usual. She forgot her homework and had to miss morning recess to make it up. Later, during science time, she accidentally knocked over the tray of sand her group was using. Her group members complained loudly, and she had to clean up the mess. When you asked her a question on your way to lunch, she responded angrily and stomped away.

4. What might Bettina be feeling?
5. How could you help Bettina deal with her feelings?
6. What could you do or say to show support?

Thanks for the Support!

Now, think about a person in your life who has helped and supported you. On a separate sheet of paper, write a letter to express your gratitude (thankfulness) to this person. Make sure to include the following:

- What did this person do?
- How did they make you feel?
- How have they changed your life for the better?



After you write your letter, you can deliver it to the person who supported you.


**FAMILY
TAKE-HOME**

OUR BEST SELVES

Lessons on Social-Emotional Learning With ELA

SOCIAL-EMOTIONAL LEARNING AT HOME

In school, we've been learning about social-emotional skills and how to be our best selves. Use the activities on this sheet as an opportunity to sit down as a family and speak openly about how we can support ourselves and others.



Photo: © iStockphoto

Mix-and-Match Emotions

Do your family members “read” situations the same way? As a family, take a look at the following situations on the following cards. Discuss which emotion each family member thinks would best match. Does everyone agree? Why do you think people might see the same situation differently?

BONUS:
Draw an
emoji for each
emotion

SITUATIONS

Your family is running late for a doctor's appointment. Once you arrive at the doctor's office, you spend 45 minutes sitting in the waiting room.

Your family has decided to go on a vacation to another state for two whole weeks. You will get to do lots of outdoor activities like camping and hiking while you are there.

You usually spend a lot of time with your close friend, but recently he or she has not been returning your calls. Your birthday is coming up, but you're not sure if he or she remembers.

EMOTIONS

disappointed
bored
content
worried
irritated
thrilled

Keep the Conversation Going!

Conversations at home can be a great way to help children build their social-emotional understanding. Try these conversation starters with your child and other family members:

Managing Emotions

- It looks like you are feeling _____ right now.
- I understand why that would be _____
(frustrating, exciting, disappointing)
- Have you tried...
 - Taking some deep breaths?
 - Writing down how you feel?
 - Exercising?

Providing Support and Empathy

- How do you think he or she is feeling right now?
- Can you remember a time when you felt that way?
- What helps you when you are feeling that way?
- What do you think we should do to help?

MY NAME

MY MOOD TODAY (CIRCLE)



DATA COLLECTION SHEET

KEEPING TRACK OF YOUR EMOTIONS

DIRECTIONS: Use the following data table to track your emotions at different times in the day.

RED: angry, nervous	YELLOW: happy, excited
BLUE: sad, lonely	GREEN: calm, relaxed



	DAY 1		DAY 2		DAY 3	
Time	Mood (COLOR)	What Was Happening?	Mood (COLOR)	What Was Happening?	Mood (COLOR)	What Was Happening?
Early Morning						
Late Morning						
Noon						
Afternoon						
After School						

1. When did you **most** enjoy your mood, and what was happening at that time?

2. When did you **least** enjoy your mood, and what was happening at that time?

3. Look at the data you collected. What **patterns** do you notice? (To start, look at the data for the same time slot on Day 1, 2, and 3, and see if there are similarities.)

4. If you want to change your mood or keep it the same, what **strategies** could you use?



MY NAME

MY MOOD TODAY (CIRCLE)



MY PERSONAL AFFIRMATION



Self-talk is a powerful way to help manage your emotions. An **affirmation** is a **positive personal statement that you can say to yourself** each day, whenever you need it.

DIRECTIONS: Use the prompts below to create your own affirmation.

1. What is a message that you can repeat each day to feel more confident or calm? Brainstorm a few ideas below. Say each one to yourself and see how it makes you feel. Circle your favorite. _____

2. Is there a more powerful word you could swap into your affirmation? Check a resource like a thesaurus. Example: Replace “do” with “achieve.” _____

3. Why is this message important to you? When (or in what situations) might this affirmation be helpful for you to use? _____

4. Use the space below to create a bookmark with your affirmation statement. Then, cut it out. You can use it every day when you read!

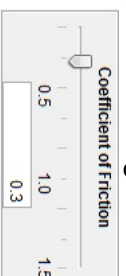


BONUS: If you'd like, decorate your bookmark with stickers or color. Or punch a hole on top of your bookmark and knot a ribbon through it.

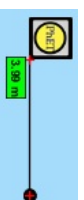
The Ramp—PHET Inclined Plane Mechanical Advantage Simulation Activity

Name: _____

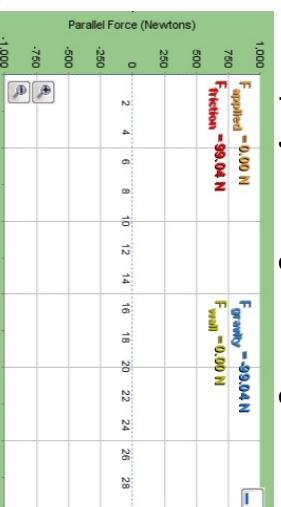
1. Choose one of the objects to push up the ramp.
2. Record its name and mass in kg on the chart.
3. For the first trials, set the height of the ramp to 1.5 meters. If using the “More Features” tab, be sure that the Coefficient of



Friction is set to 0.3.

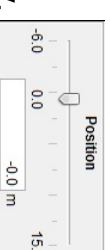


4. Turn on the Measuring Tape, use it to measure the LENGTH of the ramp. Record this in the chart. Calculate the Ideal Mechanical Advantage of this ramp by dividing the Length of the ramp by the height. Record this in the chart.



5. Turn on the Parallel Force Graph.

You can minimize the other graphs.



6. Set the Position of the object to 0—you can use the slider on the right and type in “0” if necessary.
7. Click “Clear” to clear all of the graphs before each trial.
8. Increase the Applied Force until the object begins to move up the ramp. Record this applied force on the chart. See the Parallel Force Graph—it should record the same value for the Applied Force.
9. You can click “Pause” to stop the object or just stop it when it reaches the end of the ramp.
10. Read the Parallel Force Graph and record the Friction Force (N) on the chart below.
11. Calculate the Output Force by subtracting the Friction Force from the Applied Force. Record this value in the chart as Output Force (N).
12. Calculate the Actual Mechanical Advantage by dividing the Output Force by the Applied (Input) Force. Record this in the chart below.
13. Calculate the Efficiency of this ramp with this object by dividing the Actual Mechanical Advantage by the Ideal Mechanical Advantage. Record this value in the chart.
14. Repeat this procedure for one additional object at this height, then change the height to 3.0 m and repeat for these same objects. Be sure to calculate the Mechanical Advantages and the Efficiencies for each object on the ramp.

Object	Mass (kg)	Height of Ramp (m)	Length of Ramp (m)	IMA = Length/Height	Applied Force (N)	Friction Force (N)	Output Force (N)	AMA = Output Force/Input Force	Efficiency = AMA/ IMA
		1.5							
		1.5							
		3.0							
		3.0							

Analysis Questions:

1. What is the relationship between the height of the ramp and it's Ideal Mechanical Advantage?

2. What affected the efficiency of the ramp? How did it affect it?

3. Turn on the Work graphs and repeat some of the trials. How did changing the height of the ramp affect the amount of work done?

4. What is the relationship between the height of the ramp and the Actual Mechanical Advantage?

5. Choose a DIFFERENT object from those used before and use it to complete the chart below. Use several different heights of the ramp. For this object, if the force is kept constant, how does changing the height of the ramp affect the speed at which it can be pushed up the ramp?

Object	Mass (kg)	Height of Ramp (m)	Length of Ramp (m)	IMA = Length/Height	Applied Force (N)	Friction Force (N)	Output Force (N)	AMA = Output Force/Input Force	Efficiency = AMA/ IMA

Extension (Phases 2 and 3):

Turn on the Energy and Work graphs. Repeat one of the trials. What do you notice about the Thermal Energy and the Friction Work? Explain.

Extension (Phase 3)

How can you use this simulation to get an object to move without pushing it? Try it, explain and what does this show?

Name: _____

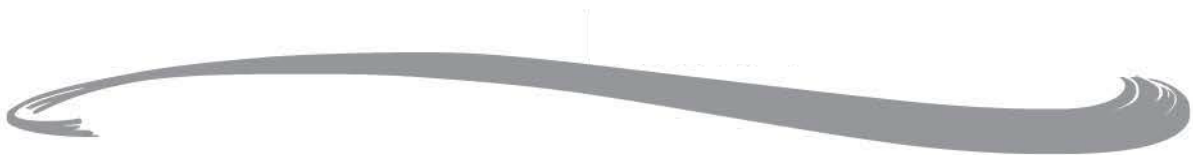
Social Studies CER

Standard 8.9a

Stonewall Riots



Grade 8



Directions

Read documents. Then answer questions in complete sentences.

Document A: Modified Excerpt from *New York Daily News*

by Jerry Lisker

In the early hours of Saturday, June 28, 1969, a riot broke out during a police raid of the Stonewall Inn, an LGBT bar. Like most gay bars in New York, it was owned by the Mafia, an organized crime group. The Stonewall is located in the New York City neighborhood of Greenwich Village, which had a sizable LGBTQ community and was known as a center of the city's counter-culture. During the riot, a crowd of 400-600 people formed, and the police barricaded themselves inside the bar with their guns drawn. The police inside the bar had to call reinforcements in order to get out. Confrontations continued outside, with rioters throwing things at the police and police hitting rioters with batons. At the end of the night, thirteen people were arrested and several police officers were injured.

- 1 According to reports, the Stonewall Inn . . . was a center for the homosexual **element** in the **village** who wanted nothing but a private little place where they could **congregate**, drink, dance and do whatever people do when they get together.
- 2 Last Friday the privacy of the Stonewall was invaded by police from the First Division. It was a raid. They had a warrant. After two years, police said they had been informed that liquor was being served on the premises. Since the Stonewall was without a license, the place was being closed. It was the law. . . .
- 3 Two participants recently recalled the battle and issued a warning to the cops: "If they close up all the gay joints in this area, there is going to be all out war."
- 4 Bruce and Nan: Both said they were refugees from Indiana and had come to New York where they could live together happily ever after. . . . "I'll bet you didn't see what they did to the Stonewall. Did the pigs tell you that they smashed everything in sight? Did you ask them why they stole money out of the cash register and then smashed it with a sledge hammer? Did you ask them why it took them two years to discover that the Stonewall didn't have a liquor license?" . . . "They let us operate just as long as the payoff is regular," Nan said bitterly. "I believe they closed up the Stonewall because there was some trouble with the payoff to the cops. I think that's the real reason. It's a shame. It was such a lovely place. We never bothered anybody. Why couldn't they leave us alone?" . . .

GO ON

5 The men of the First Division were unable to find any humor in the situation, despite the comical overtones of the raid. “They were throwing more than lace hankies,” one inspector said. “I was almost decapitated by a slab of thick glass. It was thrown like a discus and just missed my throat by inches. The beer can didn’t miss, though. It hit me right above the temple.” Police also believe the club was operated by Mafia connected owners. The police did confiscate the Stonewall's cash register as proceeds from an illegal operation. . . .

element: a distinct group within a larger community

village: Greenwich Village, a neighborhood in New York City known as a center of counter-culture in the 1960s and 1970s

congregate: gather into a crowd; come together

Source: Jerry Lisker, *The New York Daily News*, July 6, 1969.

1 Who was Jerry Lisker? Was he present at the Stonewall Riots? Use details from the document to support your response. Identify the paragraph numbers where the details are located.

2 According to the individuals interviewed in Document A (Modified *Excerpt from New York Daily News*), what was the real reason the police raided the Stonewall Inn? Use details from the document to support your response. Identify the paragraph numbers where the details are located.

GO ON

3 What is the tone of the author of Document A (Modified *Excerpt from New York Daily News*) toward the patrons of the Stonewall Inn? Use details from the document to support your response. Identify the paragraph numbers where the details are located.

4 How might author's tone toward the patrons of the Stonewall Inn help to explain what caused the riots? Use details from the document to support your response. Identify the paragraph numbers where the details are located.

5 Is Document A (Modified *Excerpt from New York Daily News*) a reliable source on the riots? Why? Why not? Use details from the document to support your response. Identify the paragraph numbers where the details are located.

GO ON

Document B: Excerpt from
*Speech to the
Latino Gay Men of New York 2001*

by Sylvia Rivera

Born and raised in New York City, Sylvia Rivera participated in the Stonewall Riots as a teenager. Throughout her life, she fought for equal rights for LGBTQ people. This is an excerpt of a speech she gave at a meeting of the Latino Gay Men of New York, a community organization.

- 1 We were all involved in different struggles, including myself and many other transgender people. But in these struggles, in the civil rights movement, in the war movement, in the women’s movement, we were still outcasts. The only reason they tolerated the transgender community in some of these movements was because we were gung-ho. . . . We had nothing to lose. . . .
- 2 We were all in the bar, having a good time. Lights flashed on, we knew what was coming; it’s a raid. . . . The routine was that the cops get their payoff, they confiscate the liquor . . . a padlock would go on the door. What we did, back then, was disappear to a coffee shop or any place in the neighborhood for fifteen minutes. You come back, the Mafia was there cutting the padlock off, bringing in more liquor, and back to business as usual. . . .
- 3 The confrontation started outside by throwing change at the police. We started with the pennies, the nickels, the quarters, and the dimes. “Here’s your payoff, you pigs!” . . .
- 4 Once word of mouth got around that the Stonewall had gotten raided, and that there’s a confrontation going on, people came from the clubs. But we have to remember one thing: that it was not just the gay community and the street queens that really escalated this riot; it was also the help of the many radical straight men and women that lived in the Village at that time, that knew the struggle of the gay community and the trans community. . . .

GO ON

5 So then the tactical police force came and heads were being bashed left and right. But what I found very impressive that evening, was that the more that they beat us, the more we went back for. We were determined that evening that we were going to be a liberated, free community.

Source: Sylvia Rivera, speech to the Latino Gay Men of New York, June 2001.

6 Who was Sylvia Rivera? Was she present at the Stonewall Riots? Use details from the document to support your response. Identify the paragraph numbers where the details are located.

7 According to Document B (*Speech to the Latino Gay Men of New York 2001*), which groups of people helped to escalate the riots? Why did these groups become involved? Use details from the document to support your response. Identify the paragraph numbers where the details are located.

8 How does the information from Question 7 help to explain what caused the riots? Use details from the document to support your response. Identify the paragraph numbers where the details are located.

9

According to Document B (*Speech to the Latino Gay Men of New York 2001*), what other social and political movements were going on at the time of the riots? Use details from the document to support your response. Identify the paragraph numbers where the details are located.

10

How does the information from Question 9 help to explain what caused the riots? Use details from the document to support your response. Identify the paragraph numbers where the details are located.

11

How is the account in Document B (*Speech to the Latino Gay Men of New York 2001*) similar to Document A (*Modified Excerpt from New York Daily News*)? Use details from the documents to support your response. Identify the paragraph numbers where the details are located.

GO ON

12

How is the account in Document B (*Speech to the Latino Gay Men of New York 2001*) different from Document A (Modified *Excerpt from New York Daily News*)? Use details from the documents to support your response. Identify the paragraph numbers where the details are located.

13

Is Document B (*Speech to the Latino Gay Men of New York 2001*) a reliable source for learning about the riots? Why? Why not? Use details from the document to support your response. Identify the paragraph numbers where the details are located.



source: NY Daily News Archive June 28, 1969

GO ON

Document C: Excerpt from *Mattachine Society of New York Newsletter*

by Dick Leitsch

This is an excerpt from an article written by Dick Leitsch, a founder of the Mattachine Society of New York, an early gay rights organization. Leitsch wasn't present at the Stonewall Inn when the riot began, but he came to the scene when he heard a report of the conflict on the radio.

1 Coming on the heels of the raids of the Snake Pit and the Sewer, and the closing of . . . other clubs, the Stonewall raid looked to many like part of an effort to close all gay bars and clubs in the Village. . . . Since 1965 the homosexual community of New York has been treated quite well by the City Administration. . . . Now we've walked in the open and know how pleasant it is to have self-respect and to be treated as citizens and human beings. . . . Efforts to force us back in the closet could be disastrous for all concerned.

2 The above, while a true evaluation of the situation, does not explain why the raid on the Stonewall caused such a strong reaction. . . . The answer lies, we believe, in the unique nature of the Stonewall. This club was more than a dance bar, more than just a gay gathering place. It catered largely to a group of people who are not welcome in, or cannot afford, other places of homosexual social gathering. The "**drags**" and the "**queens**," two groups which would find a chilly reception or a barred door at most of the other gay bars and clubs, formed the "regulars" at the Stonewall. To a large extent, the club was for them. . . .

GO ON

3 Another group was even more dependent on the Stonewall: the very young homosexuals and those with no other homes. . . . There are hundreds of young homosexuals in New York who literally have no home. . . . They live in the streets, panhandling or shoplifting for the price of admission to the Stonewall. That was the one advantage to the place—for \$3.00 admission, one could stay inside, out of the winter's cold or the summer heat, all night long. . . . The Stonewall became “home” to these kids. When it was raided, they fought for it. That, and the fact that they had nothing to lose other than the most tolerant and broadminded gay place in town, explains why the Stonewall riots were begun, led and spearheaded by “queens.”

drags: a term used at the time to describe men who dressed in women’s clothing, often as part of a performance

queens: a term used at the time to describe transgender women

broadminded: open-minded

Source: Dick Leitsch, “The Stonewall Riots: The Gay View,” from the Mattachine Society of New York Newsletter, August 1969.

14 Who was Dick Leitsch? Was he present at the Stonewall Riots? Use details from the document to support your response. Identify the paragraph numbers where the details are located.

GO ON

15 According to Document C (Excerpt from *Mattachine Society of New York Newsletter*) which groups of people had strong attachments to the Stonewall Inn? Use details from the document to support your response. Identify the paragraph numbers where the details are located.

16 How does the information from Question 16 help to explain what caused the riots? Use details from the document to support your response. Identify the paragraph numbers where the details are located.

17 How is this account of Document C (Excerpt from *Mattachine Society of New York Newsletter*) **similar** to Document A (Modified *Excerpt from New York Daily News*) and Document B (*Speech to the Latino Gay Men of New York 2001*)? Use details from the documents to support your response.

GO ON

18 How is this account of Document C (*Excerpt from Mattachine Society of New York Newsletter*) **different** from Document A (*Modified Excerpt from New York Daily News*) and Document B (*Speech to the Latino Gay Men of New York 2001*)? Use details from the documents to support your response.

19 Is Document C (*Excerpt from Mattachine Society of New York Newsletter*) a reliable source for learning about the riots? Why? Why not? Use details from the document to support your response.



source: Stanford History Education Group

GO ON

Document D: Excerpt from *The Ladder*

by Gene Damon

This is an excerpt of an article that appeared in The Ladder, which was the first nationally distributed lesbian magazine in the United States.

1 Gay power—social and political power for homosexuals—has become a reality in New York, with the inadvertent help of the Police Department. At about 2 A.M. late Saturday night of June 29, the police raided the Stonewall Inn. . . . They had previously closed . . . gay bars within the territory of the Sixth Precinct; but this was the first raid during peak hours, when the bar was jammed.

2 The raid touched off a riot by approximately 400 homosexual men and women, who yelled “gay power” and threw pennies, garbage and even uprooted parking meters at the police. . . . the Mattachine Society of New York began leafleting the Village in order to organize protests against the conditions which sparked the riots. . . .

3 It is generally believed that the gay bars in New York City are controlled by the Mafia, in cooperation with the police. Reputable leaders of the gay community stated as much in private during the days following the riots . . . However, no solid evidence has yet been presented in court. It is also generally believed that in order to obtain a liquor license from the State Liquor Authority (SLA), a bribe ranging from \$10,000 to \$30,000 must be paid. . . .

4 Since the SLA refuses to issue licenses to gay bars, these bars are generally run without licensing . . . and are therefore a perfectly legitimate target of police raids. During ordinary times, the police have allowed these bars to operate, overlooking violations in return for a percentage of the take. During election years, these bars become the target for raids and round-ups of homosexuals.

5 The raids in the Sixth Precinct are believed to have been triggered off by the presence of a new captain, who wishes to make his reputation as a “law-and-order” man during a conservative year by “cleaning up the Village.”

inadvertent: unintentional

Source: Gay Power in New York City,” The Ladder, October-November 1969.

GO ON

20 What was *The Ladder*? Was the author present at the Stonewall Riots? Use details from the document to support your response.

21 According to Document D (Excerpt from *The Ladder*) what had been happening in the weeks leading up to the Stonewall Riots? Use details from the document to support your response.

22 How might the information from Question 21 help to explain what caused the riots? Use details from the document to support your response.

GO ON

25

How is this account of Document D (Excerpt from *The Ladder*) **different** from Document A (Modified *Excerpt from New York Daily News*), Document B (*Speech to the Latino Gay Men of New York 2001*), and Document C (Excerpt from *Mattachine Society of New York Newsletter*)? Use details from the documents to support your response.

26

Is Document D (Excerpt from *The Ladder*) a reliable source for learning about the riots? Why? Why not? Use details from the document to support your response.



source: Stanford History Education Group

GO ON

Name: _____

Date: _____

CER

In the space provided, answer the following central historical question prompt in complete sentences providing a claim, evidence and reasoning.

Central historical question prompt: **What caused the Stonewall Riots?**



In your response, be sure to

- write a clear topic sentence that makes a claim and answers the central historical question,
- support the claim of the topic sentence with evidence and reasoning,
- use details as evidence in quotations (“...”) from documents, Document A (Modified Excerpt from *New York Daily News*), Document B (*Speech to the Latino Gay Men of New York 2001*), Document C (Excerpt from *Mattachine Society of New York Newsletter*) (Excerpt from *The Ladder*) to support your response, and
- identify the documents used as evidence (Doc A, Doc B, Doc C, Doc D)

GO ON

Superpower Project

June 8-12, 2020

All of us are good at a few things. We have strengths such as bravery, patience, or a gift for music. Please write down three of your personal strengths. How could one of these become a personal superpower? Create a superhero based in this strength. Draw a cartoon superhero in any style you would like (for example manga) with whatever art supplies you have available. Think of symbols and actions your hero could wear or do that illustrates this power. Please give your hero a name and write a few sentences about the superpower they possess. Share your work with your art teacher or return this with your completed packet to school.

Music Therapy Project

June 8-12, 2020

Music touches all aspects of our lives – physical, emotional, psychological, and behavioral. As a form of therapy, music is a proven way to reduce stress and get into a mindful state of consciousness. Psychologists believe that music therapy also improves the quality of life and can help people deal with pain, loss, paying attention, relationships, and more. Below, write about what kind of music you like to listen to help you through a situation. You can include specific songs and artists if you would like. Describe details about the music that you find helpful – is it the volume, speed, instruments, or other parts of the music? Share how the music helps you – is it to relax, get pumped up, take your mind of things, or other ways? Then go listen to some music that makes you happy!