



REMOTE LEARNING

Grade 7

Coursework for May 4-15

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/>.

	8 AM	8:30 AM	9 AM	9:30 AM	10 AM	10:30 AM	11 AM	11:30 AM	12 PM
MORNING									
Monday	Story Time Kindergarten Math	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

Hamlet 1.3.78

By Gary Soto
2016

Gary Soto is an American poet, novelist, and memoirist. "Hamlet 1.3.78" comes from a collection called **You Kiss By Th' Book**. Soto begins every poem in this collection with a line from Shakespeare's plays, but then takes the poem in new and often surprising directions. As you read, take notes on the poem's use of imagery.

This above all: to thine own self be true.¹

[1] **Alas, I confess that I am not true to myself but to
you —**

**The stars reveal this, the mighty oak and the rose,
The flinty² rocks I skipped across a brook.**

**I have walked my loneliness to the sea,
And the sea roared in both ears.**

[5] **I swallowed and tasted sadness.
I lay in the grass and closed my eyes —
I saw only you, in a dress white as a cloud.**

**Admittedly, I'm not as tall as thee,
Neither smart as thee, nor rich as thee.**

[10] **Yet, my dear lamb,
Let me be your admirer.**

**I am a stable boy,
You a rich farmer's daughter.**

[15] **Let me be like wheat in wind, bending just so,
Not the weak-stemmed daffodil, bent in rain,**



"Story" by rossyume is licensed under CC BY-NC-ND 2.0.

Dipping its face in mud churned³ by a workman's clogs

From *You Kiss By Th' Book* © 2016 by Gary Soto. Used with permission of Chronicle Books LLC, San Francisco. Visit www.chroniclebooks.com.

Consider the final image of the poem in lines 16-18. How does this image contribute to the theme of the poem?

1. "This above all: to thine own self be true" is a famous line from Act I Scene 3 of William Shakespeare's *Hamlet*.
2. "Flinty" means containing or resembling flint, a hard gray rock.
3. Churn (*verb*): to stir or mix something with force

The Taming of the Shrew-Induction 1.12

By Gary
Soto2016

Gary Soto is an American poet, novelist, and memoirist. "The Taming of the Shrew-Induction 1.12" comes from a collection called You Kiss By Th' Book. Soto begins every poem in this collection with lines from Shakespeare's plays, but then takes the poems in new and often surprising directions. As you read, take notes on how the speaker uses hyperbole.

- [1] I'll not budge an inch —¹
Nay, not an inch if you insist on two.
A coward I am not, or a lily of a man.
Still, I could spare six inches,
- [5] Perhaps a foot for good cause,
Three feet, the width of a doorway,
The length of a long fence,
A pathway with afternoon shadows,
The span of a bridge over a tame river...
- [10] A neighborhood I'll budge,
A borough,² the whole of London,
The expanse of a Sussex³ estate,
Unfenced Stratford, a portion of Wales,
The highlands of Scotland.
- [15] I have pride, restraint, and a lion's roar!
I'm determined not to budge an inch,
Unless, little kitty,⁴ that inch of my lap belongs to
thee.



["Taming-of-the-shrew-1"](#) by Georges Nijs is licensed under CC BY-NC-ND 2.0.

From *You Kiss By Th' Book* © 2016 by Gary Soto. Used with permission of Chronicle Books LLC, San Francisco. Visit www.chroniclebooks.com

1. This line comes from the Induction to *The Taming of the Shrew*, the frame-story of the play, in which lower-class drunk, Christopher Sly, is tricked into believing he is a nobleman, and made to watch a play. Sly says this line when the owner of a tavern asks the drunk Sly to leave, and he refuses, ready to take on the authorities.
2. a town or district
3. a historic county in southeast England
4. most likely a reference to *The Taming of the Shrew*, as the "shrew" character was named "Kate"

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following best identifies the central theme of this poem? [RL.2]
 - A. Stubborn people usually cannot be convinced to change.
 - B. Desire can motivate even stubborn individuals to do as others wish.
 - C. Love encourages people to change for the better.
 - D. Individuals are often willing to lie to impress their loved ones.

2. PART B: Which phrase from the text best supports the answer to Part A? [RL.1]
 - A. "I'll not budge an inch — / Nay, not an inch if you insist on two." (Lines 1-2)
 - B. "A pathway with afternoon shadows, / The span of a bridge over a tame river..." (Lines 8-9)
 - C. "A neighborhood I'll budge, / A borough, the whole of London," (Lines 10-11)
 - D. "I'm determined not to budge an inch, / Unless, little kitty, that inch of my lap belongs to thee." (Lines 16-17)

3. PART A: What does the phrase "lily of a man" most closely mean as it is used in line 3? [RL.1]
 - A. a romantic lover
 - B. a French nobleman
 - C. an anxious weakling
 - D. a roguish scoundrel

4. PART B: Which phrase from the text best supports the answer to Part A? [RL.1]
 - A. "not an inch if you insist on two" (Line 2)
 - B. "A coward I am not" (Line 3)
 - C. "for good cause" (Line 5)
 - D. "a tame river" (Line 9)

In "Hamlet 1.3.78" and "The Taming of the Shrew - Induction," who has more control over the romantic situation: the men or the women? Why? [RL.9]

SCSD Strong Art Project

May 4-8, 2020

A heart is a symbol for love and strength. Create a heart with whatever you would like. Draw it, paint it, make it in sidewalk chalk, make a heart shape cookie, or even draw it below. Make a heart out of anything you would like! Put your name, nickname or initials on the inside. If you can, send a picture of it to your art teacher or return this with you completed packet to school. We would like to show the love and strength of our SCSD school community by displaying all of our collective hearts in one art piece.

Be a Music Producer Project

May 4-8, 2020

Create an album or playlist of 4-5 songs that would tell someone's story. It could be your story, a family member's story, a friend's story or a fictional character's story. The story could be about their whole life or just a small part of it. For each song, write the title and artist, why you chose it and how it helps to tell the person's story.

Review

A **population** is a set of people or things that we want to study. Here are some examples of populations:

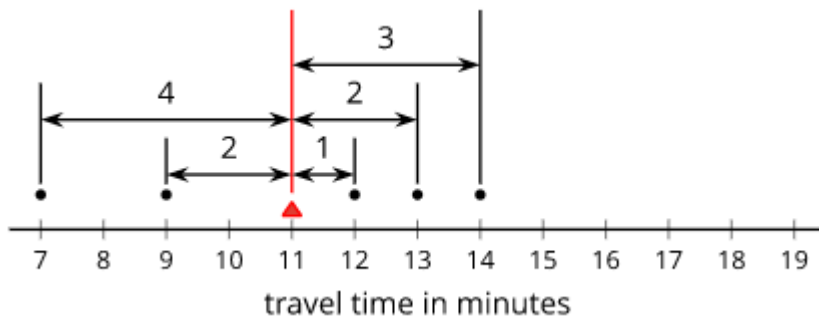
- All people in the world
- All seventh graders at a school
- All apples grown in the U.S.

A **sample** is a subset of a population. Here are some examples of samples from the listed populations:

- The leaders of each country
- The seventh graders who are in band
- The apples in the school cafeteria

When we want to know more about a population but it is not feasible to collect data from everyone in the population, we often collect data from a sample.

The **mean** is one way to measure the center of a data set. We can think of it as a balance point. For example, for the data set 7, 9, 12, 13, 14 the mean is 11.



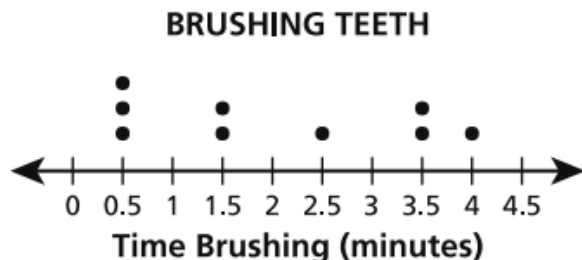
To find the mean, add up all the numbers in the data set. Then divide by how many numbers there are. $7 + 9 + 12 + 13 + 14 = 55$ and $55 \div 5 = 11$.

The **median** is one way to measure the center of a data set. It is the middle number when the data set is listed in order.

For the data set 7, 9, **12**, 13, 14, the median is 12

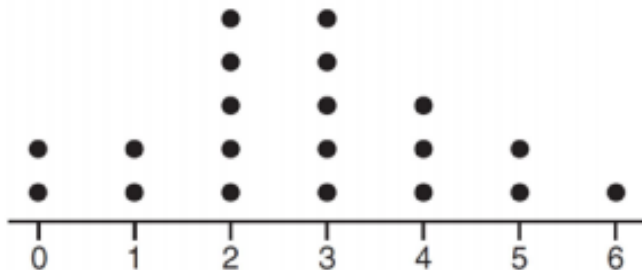
For the data set 3, 5, 6, 8, 11, 12, there are two numbers in the middle. The median is the average of these two numbers. $6 + 8 = 14$ and $14 \div 2 = 7$.

1. The students in a class collected data on the number of minutes per day some kids spend brushing their teeth. Their data is shown in the dot plot below.



Which statement correctly describes these data?

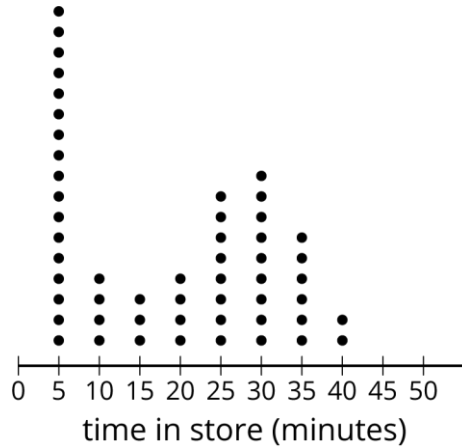
- A The median is 0.5 and the mean is less than the median.
 - B The median is 0.5 and the mean is greater than the median.
 - C The median is 1.5 and the mean is less than the median.
 - D The median is 1.5 and the mean is greater than the median.
2. The dot plot shown below represents the number of pets owned by students in a class.



Which statement about the data is *not* true?

- 1) The median is 3.
- 2) The interquartile range is 2.
- 3) The mean is 3.
- 4) The data contain no outliers.

3. Here is a dot plot showing how much time customers spent in a store, rounded to the nearest five minutes.



Which of the following is a representative sample of this population?

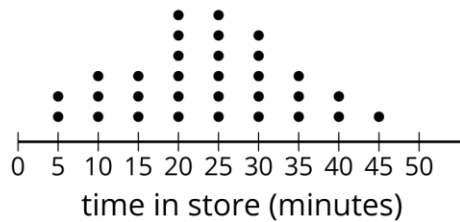
A



B



C



D



- A. A
- B. B
- C. C
- D. D

4. For each question, identify the **population** and a possible **sample**.
- a. What is the mean number of hours spent playing video games by 7th graders in 2019?
Population:

Sample:
- b. What fraction of new cars sold between August 2010 and October 2016 were built in the United States?
Population:

Sample:
- c. What is the median income for teachers in North America?
Population:

Sample:
- d. What is the average lifespan of a black bear?
Population:

Sample:
5. An administrator of a large middle school is installing some vending machines in the school. She wants to know what type of machine would be most popular.
- a. What is the population for the administrator's question?
- b. Give an example of a sample the administrator could use to help answer her question.

6. Students from seventh grade and ninth grade were selected at random to answer the question, “How many pencils do you have with you right now?” Here are the results:

how many pencils each seventh grade student had

4	1	2	5	2	1	1	2	3	3
---	---	---	---	---	---	---	---	---	---

How many pencils each ninth grade student had

9	4	1	14	6	2	8	8	2	5
---	---	---	----	---	---	---	---	---	---




Use the sample data to calculate the mean (average) and median number of pencils carried by:

- a. all the seventh grade students in the whole school.
 - i. Mean
 - ii. Median

- b. all the ninth grade students in the whole school.
 - i. Mean
 - ii. Median

- c. A student, who was not in the survey, has 5 pencils with them. If this is all you know, can predict which grade they are in?

Reflection:

Learning Target			
I can identify the population and sample of a data set.	I am not there yet. I need some help.	I am getting there. I need to practice more.	I've got it! I can teach someone.
I can find the mean and median of a data set	I am not there yet. I need some help.	I am getting there. I need to practice more.	I've got it! I can teach someone.

Questions I need to ask my teacher:

Grade 7 Refresh and Review – Equivalent Ratios

Week of May 4, 2020

Equivalent ratios

Two ratios are equivalent if you can multiply each of the numbers in the first ratio by the same factor to get the numbers in the second ratio. For example, 8:6 is equivalent to 4:3, because $8 \cdot \frac{1}{2} = 4$ and $6 \cdot \frac{1}{2} = 3$.

A recipe for lemonade says to use 8 cups of water and 6 lemons. If we use 4 cups of water and 3 lemons, it will make half as much lemonade. **Both recipes taste the same**, because 8:6 and 4:3 are equivalent ratios.

Cups of water	Number of lemons
8	6
4	3

An infinite number of equivalent ratios can be formed by multiplying each side of a ratio by the same scale factor as seen in the example below:

grape juice (cups)	peach juice (cups)
5	2
10	4
30	12
2.5	1

The amounts of grape juice and peach juice in each of these batches form equivalent ratios.

Proportional relationship (doubling the recipe):

$$\begin{array}{l} \underline{2 \text{ cups of peach juice}} \cdot 2 = 4 \text{ cups of peach juice} \\ \underline{5 \text{ cups of grape juice}} \cdot 2 = 10 \text{ cups of grape juice} \end{array}$$

Practice:

1. Make a ratio table and solve the following:

a.) Using the recipe “for every 5 cups of grape juice, mix in 2 cups of peach juice”

i. How much peach juice would you mix with *15 cups* of grape juice?

Grape juice (cups)	Peach juice (cups)
5	2

ii. How much grape juice would you mix with 8 cups of peach juice?

2. A lemonade recipe calls for the juice of 4 lemons, 3 cups of water, and 1 tablespoon of honey.

Invent four new versions of this lemonade recipe:

- a.) One that would make more lemonade but taste the same as the original recipe.
- b.) One that would make less lemonade but taste the same as the original recipe.
- c.) One that would have a stronger lemon taste than the original recipe.
- d.) One that would have a weaker lemon taste than the original recipe.

3.)




The table shows the weights of apples at a grocery store.

Complete the table so that there is a proportional relationship between the number of apples and their weight.

Type your answer in each box below.

number of apples	weight in kilograms
2	<input type="text"/>
5	0.60
12	<input type="text"/>

Reflection:

Learning Target			
I can use tables to create equivalent ratios that help to answer real life problems.	I am not there yet. I need some help.	I am getting there. I need to practice more.	I've got it! I can teach someone.

Questions I need to ask my teacher:



Topic:

Name:

Class:

Date:

Essential Question:

Questions:

Notes:

Summary:

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.**

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	<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 2	-Make 3 sock balls by balling up your socks. Create three different paper targets and practice your throwing and kicking skills to hit you target.	
Day 3	-Write a list of 5 things that you are grateful for. List people, places, or important events - It's important to use positive language when we talk to others as well as in our own self-talk. Write 5 positive words or phrases you can use today.	
Day 4	-Wall Push-ups are just like push-ups but are done standing against a wall. Do 10 sets of 10.	
Day 5	-Go outside and play. Get active!	
Day 6	<u>Create Your Own Workout:</u> - 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.*	
Day 7	-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 8	-Grab a jump rope or an invisible jump rope and create a routine that includes at least 4 different "tricks."	
Day 9	-Pick 5 different muscles to stretch. Hold each stretch for 20 seconds. -You're going to practice breathing into your belly: <ul style="list-style-type: none"> • 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 10	-Write/talk about 5 things you can do to help your mind and body relax. -If you could choose one place in the world where you could go to relax, where would it be and why did you choose this place?	
Day 11	-Play 10 games Rock Paper Scissor with a family member. The winner of each game picks an exercise for both of you to complete.	
Day 12	-How many jumping jacks can you do in 15 minutes? Do your 'jacks in sets of 25 with a break in between.	
Day 13	Create an indoor or outdoor obstacle course. What are different ways you can maneuver throughout the course?	
Day 14	<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.*	

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

Week 5.4 - 7th Grade - Engineering

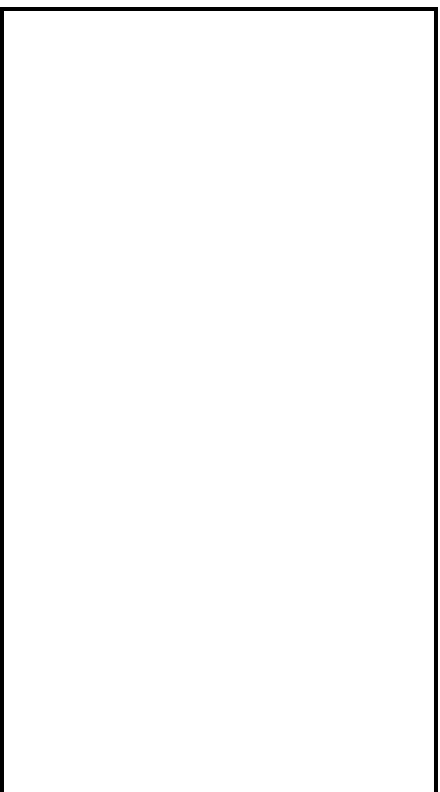
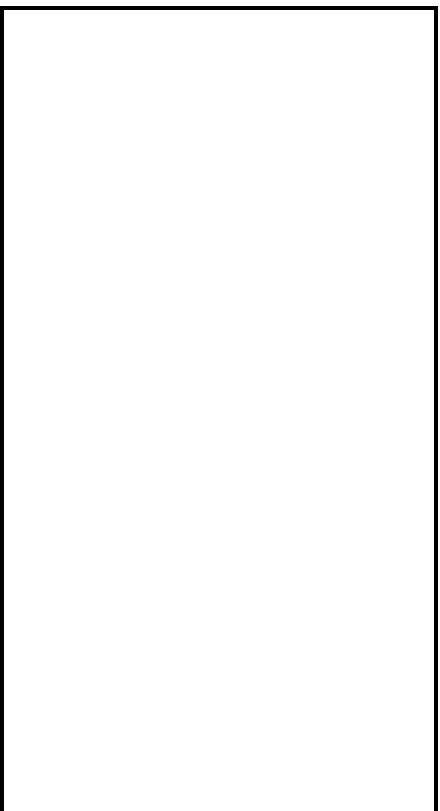
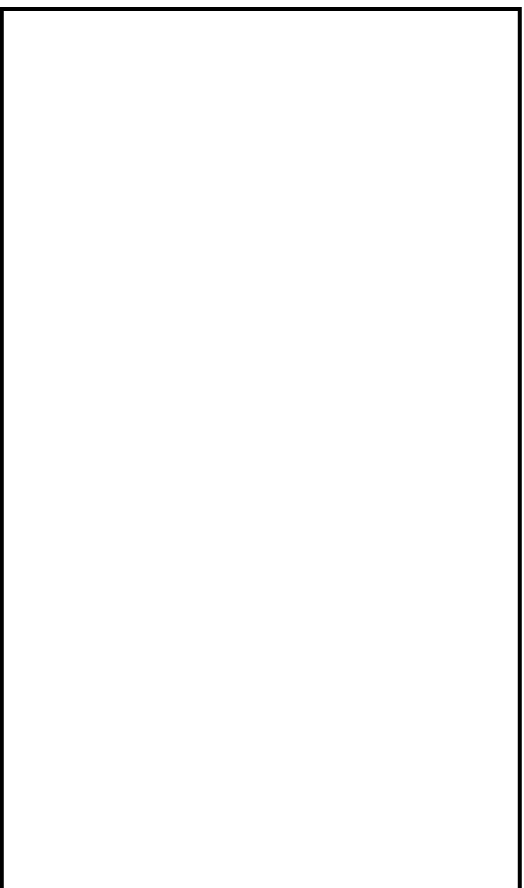
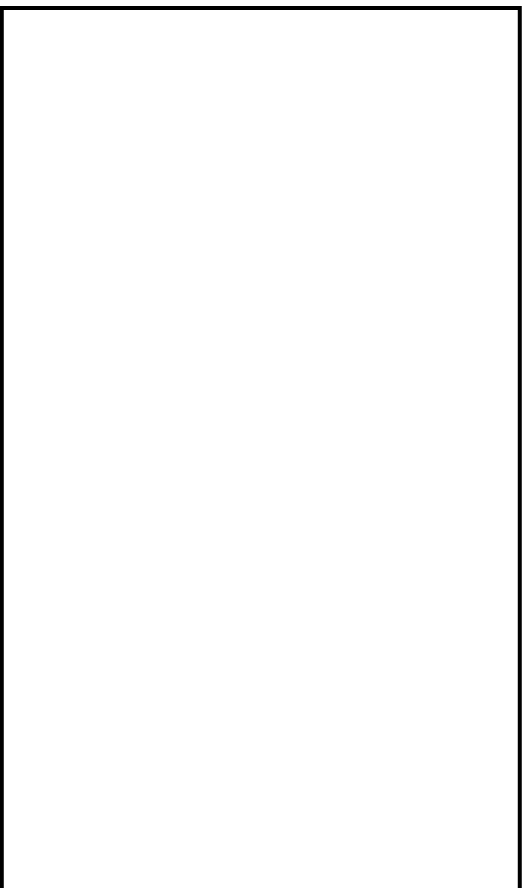
NAME: _____ Period: ____

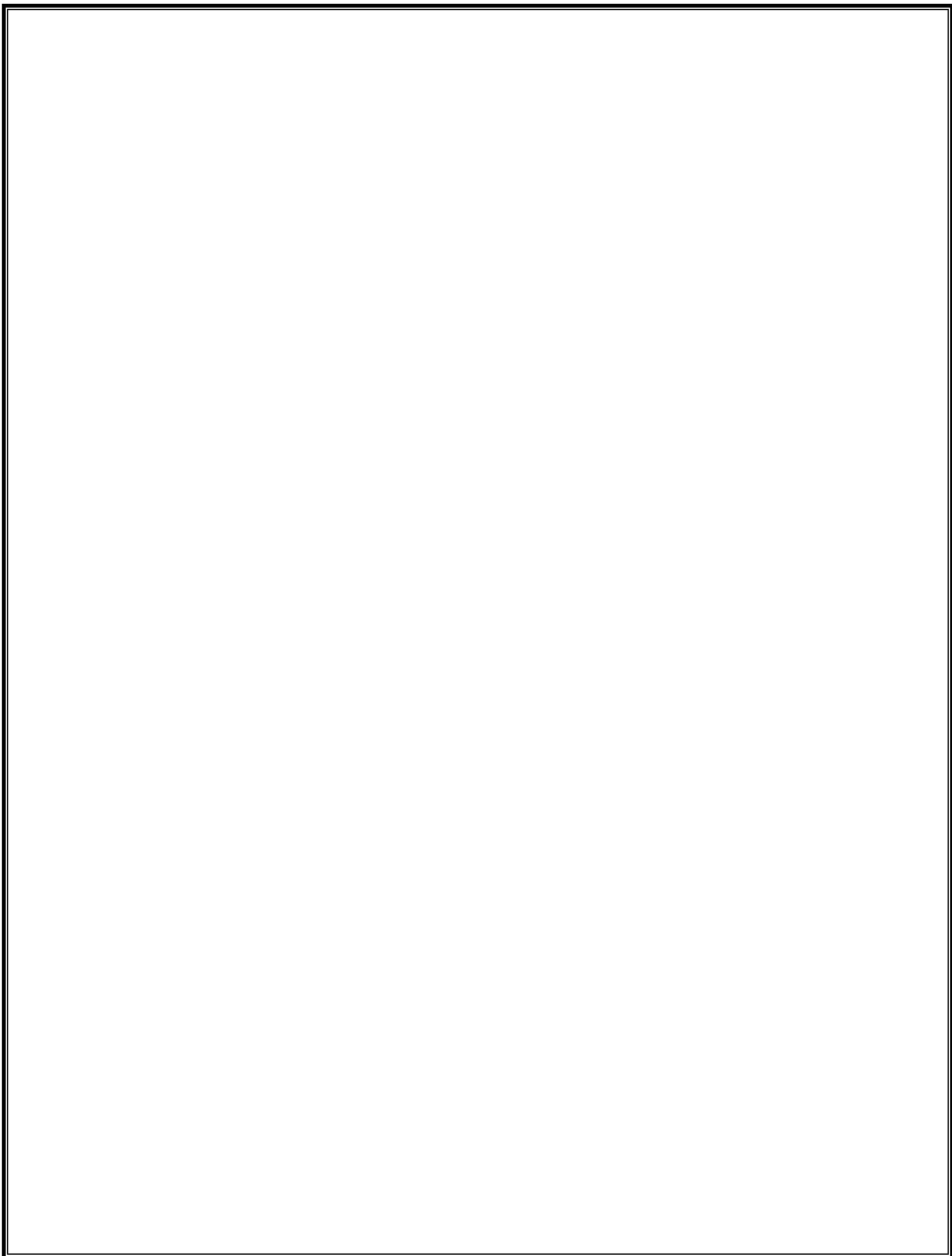
STEP 1: IDENTIFY the NEED OR PROBLEM

We have been ordered to wear face masks in public to protect us from the CORONA Virus. You must find the best material to make facemasks with to protect us from the Virus. What material will you test to make the most protective mask?

Some Examples: Fabric, paper towels, napkins, plastic

STEP 4: IMAGINE SOLUTIONS- What would be the best facemask? Write and/or draw





Name: _____

- By the end of the week I will be able to explain how:
 - ✓ Enslaved African Americans resisted slavery in various ways in the 19th century.
 - ✓ The abolitionist movement also worked to raise awareness of and generate resistance to the institution of slavery.
 - ✓ Examine ways in which enslaved Africans organized and resisted their conditions.
 - ✓ Explore the efforts of William Lloyd Garrison, Frederick Douglass, and Harriet Tubman to abolish slavery.



Inquiry

18th and 19th Centuries: Abolitionists and the Underground Railroad



Many youth were among the 19th century abolitionists and the people who were active on the Underground Railroad. For example, **Sarah Parker Remond**, a member of the Salem Female Anti-Slavery Society, gave her first abolitionist speech at the age of sixteen. **Frederick Douglass** fought his overseer for freedom at the age of 16. In 1834, **Henry Highland Garnet** and some of his classmates formed their own club, the Garrison Literary and Benevolent Association. More than 150 African Americans under 20 attended the first meeting. It is estimated that 80% of those who bravely embarked on the Underground Railroad were in their teens or early 20s.

What kind of source did my teacher use to spark interest and inquiry?

--

What kind of questions have about the source?

--

Divide the questions into open ended and close ended questions.

Open Ended Questions

Close Ended Questions

--

--

List one open ended question and close ended question you want to share with the class for this week.



Building Knowledge through Reading and Note -Taking

Setting the stage to help you understand the time period:

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

Then Skim the article again and consider the question, "**What were the different avenues taken that encouraged the abolition of slavery?**" Then read the article a second time. Underline details that show the different avenues (methods) take, label these details with an "A." After annotating complete the Abolitionist Chart

Abolitionist	Harriet Tubman	Frederick Douglass	William Lloyd Garrison
Image			
Effort to Abolish Slavery			<p>Started anti-slavery newspaper, <i>The Liberator</i></p> <p>Called for the immediate freeing of enslaved people</p> <p>Started New England Anti-Slavery Society and American Anti-Slavery Society</p>

SLAVERY AND EMANCIPATION

THE UNITED STATES GOVERNMENT SUPPORTED slavery.

As the economy of the South grew, so did the number of enslaved people. Between 1790 and 1860, the amount of cotton that the South produced rose from one thousand tons a year to 1 million tons a year. In that same period, the number of slaves rose from half a million to 4 million. Slavery was so well established that only something enormous—something like a full-scale war—could end it.

Slavery in the American South

THE UNITED STATES GOVERNMENT MADE it illegal to import new slaves in 1808. Previously, many northern port cities had benefited from the slave trade. From 1808 on, slavery in the U.S. was supposed to be limited to Africans who were already enslaved

and their children. But the demand for new slaves was great, so the law was often broken. In his book *From Slavery to Freedom*, historian John Hope Franklin estimates that a quarter of a million slaves were illegally imported before the Civil War began in 1861. How can slavery be described? Maybe only people who have experienced it can say what it was like. People like John Little, a former slave, who wrote: They say that slaves are happy, because they laugh, and are merry. I myself and three or four others, have received two hundred lashes in the day, and had our feet in fetters; yet, at night, we would sing and dance, and make others laugh at the rattling of our chains. Happy men we must have been! We did it to keep down trouble, and to keep our hearts from being completely broken: that is as true as the gospel!

Desperation drove some slaves to revolt. Probably the largest revolt in the United States took place near New Orleans in 1811. It involved four to five hundred slaves. The U.S. Army and militia forces attacked them and ended their revolt. In 1822 a free black man named Denmark Vesey tried to launch a revolt in South Carolina, but authorities found out about it and hanged him, along with thirty-four others. Then, in Virginia, in the summer of 1831, a slave named Nat Turner led about seventy others on a rampage from plantation to plantation. They murdered at least fifty-five men, women, and children. As their ammunition ran out, they were captured. Turner and others were hanged. Other slaves ran away. Each year during the 1850s, about a thousand slaves escaped into the North, Canada, and Mexico. One famous escaped slave, Harriet Tubman, made nineteen dangerous trips back into slave territory, helping slaves escape on the Underground Railroad. She told them, "You'll be free or die."

Whites sometimes helped slaves, and that worried the authorities. Some feared that poor whites would encourage slave revolts—not just because they felt sorry for the slaves, but because they hated the rich planters and wanted to see their property destroyed. Fanny Kemble, a famous actress who married a Southern planter, wrote in her journal that black slaves and white Irish workers were kept apart when they were building a canal in Georgia. The Irish were a "warm-hearted, generous people," she said, who "might actually take to sympathy with the slaves."

The Abolition Movement

SOME WHITE AMERICANS DID "TAKE TO sympathy with the slaves." They were called abolitionists because they called for the abolition, or end, of slavery. They bravely wrote newspaper articles and made speeches against slavery. They also helped many slaves escape on the Underground Railroad, a network of people who worked together to conduct runaway slaves to free territory, providing "safe houses" for them along the

way. But black abolitionists were the backbone of the movement against slavery. The North had about 130,000 free blacks in 1830.

Twenty years later there were 200,000. Many of them worked to free those who remained enslaved in the South. One of them was David Walker, son of a slave, who sold old clothes in Boston. He wrote a pamphlet called *Walker's Appeal*, urging blacks to fight for their freedom: Let our enemies go on with their butcheries, and at once fill up their cup. Never make an attempt to gain our freedom or natural right . . . until you can see your way clear—when that hour arrives and you move, be not afraid or dismayed. . . . God has been pleased to give us two eyes, two hands, two feet and some sense in our heads as well as [the whites]. They have no more right to hold us in slavery than we have to hold them. . . . "Every dog must have its day," the American's is coming to its end.

The *Appeal* made southern slaveholders so angry that one of them offered a reward for David Walker's murder or capture. One summer day in 1830 Walker was found dead near the doorway of his shop. Frederick Douglass was born into slavery, learned to read and write, and escaped into the North at the age of twenty-one. He became the most famous black man of his time, speaking and writing against slavery. Douglass called "the idea of being a free man some day" a dream that "all the powers of slavery" could not destroy. After the war with Mexico, the U.S. government brought California and other new territories into the Union as nonslave states. In return, the government had to do something for the slave states, so it passed the Fugitive Slave Act of 1850. This law made it easy for slave owners to recapture runaway slaves even after they had fled to the Northern states. It made it easy for slave owners to just pick up free blacks they claimed had run away.

Northern abolitionists, black and white, fought against the act. The year after Congress passed the law, a runaway slave named Jerry was captured and put on trial. A crowd broke into the Syracuse, New York courthouse to set him free. On July 4, 1852, Frederick Douglass gave a speech that placed the shame of slavery on the whole nation, not just the South. He said:

"Fellow Citizens: What to the American slave is your Fourth of July? I answer, a day that reveals to him more than all other days of the year, the gross injustice and cruelty to which he is the constant victim. . . . There is not a nation of the earth guilty of practices more shocking and bloody than are the people of these United States at this very hour."

The government of the United States did not strongly enforce the law that ended the slave trade, yet it enforced runaway slave laws. The government under President Andrew Jackson worked with the South to keep abolitionist newspapers from being mailed in Southern states. The nation's Supreme Court declared in 1857 that the slave Dred Scott, even though he had lived for some time in free territories, could not sue for his freedom because he was property, not a person.

That government would never accept an end to slavery through rebellion. Slavery would end only under conditions controlled by whites, and only when it suited the business and political needs of the North. Abraham Lincoln was the perfect figure to bring about the end of slavery. Lincoln understood the needs of business. He shared the political ambition of the new Republican political party. Finally, he spoke the language of doing good, and he could argue with passion against slavery on moral grounds. At the same time, he acted with caution in the world of politics, politics, and he feared that abolition would cause new problems. Although Lincoln believed that slavery was unjust, he could not see blacks as the equals of whites. The best thing to do, he thought, would be to free the slaves and send them back to Africa.

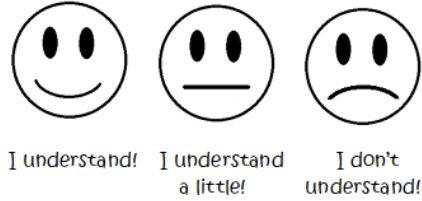


EVIDENCE OF LEARNING







What broad themes or values were used to support the abolitionist and pro-slavery arguments?

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.

 Inquiry		 Building Knowledge		 Evidence of Learning	
Parts of Lesson		Parts of Lesson		Parts of Lesson	
Lists of Questions		Annotating		Referred back to text to help me answer questions	
Determining most Important Questions		Answering Questions			Completed all questions
		Completing Graphic Organizers			

What do I need help with next week?

What goal do I have for myself for next week?

Unit Overview

Outside Looking In

In this unit, students will read several texts that speak to the theme of being an “outsider.” Throughout the unit, students will revisit the essential question: “What makes someone an outsider?” Students will read thematically-paired texts and complete a graphic organizer that will help them track their own understanding of this theme to prepare for a synthesis essay.

VISION OF MASTERY

By the end of this unit, students will analyze several texts that answer the essential question: “What makes someone an outsider?” They will write a synthesis essay that uses evidence from multiple texts to answer the essential question.

SKILLS COVERED

- Synthesizing information across multiple texts
- Comparing and contrasting ideas across genres
- Writing a synthesis essay
- Citing evidence from the text to support claims
- Writing fluid explanations

Outside Looking In Unit: Graphic Organizer

Text	Take notes on the following prompts as you read:	In the context of this text, what makes someone an outsider?
<p>“The Worst Birthday” from Harry Potter and the Chamber of Secrets</p>	<ul style="list-style-type: none"> • Take notes on how each character responds to magic 	
<p>The Scholarship Jacket</p>	<ul style="list-style-type: none"> • Take notes on the descriptive language and word choice that help reveal Marta’s point of view 	
<p>Hello, My Name Is _____</p>	<ul style="list-style-type: none"> • Take notes on how Kim’s experiences shaped his feelings about his identity 	

“The Worst Birthday” from Harry Potter and the Chamber of Secrets

By J.K. Rowling
1998

Joanne “Jo” Rowling, pen name J.K. Rowling, is a British novelist, screenwriter, and film producer best known for creating the Harry Potter series. The title character, Harry Potter, is an orphan who attends a boarding school to learn about magic. On his summer vacation, he is forced to live with his non-magical extended family. As you read, take notes on how each character responds to magic.

[1] Not for the first time, an argument had broken out over breakfast at number four, Privet Drive. Mr. Vernon Dursley had been woken in the early hours of the morning by a loud, hooting noise from his nephew Harry’s room.

“Third time this week!” he roared across the table. “If you can’t control that owl, it’ll have to go!”

Harry tried, yet again, to explain. “She’s bored,” he said. “She’s used to flying around outside. If I could just let her out at night —”

“Do I look stupid?” snarled Uncle Vernon, a bit of fried egg dangling from his bushy mustache. “I know what’ll happen if that owl’s let out!”

[5] He exchanged dark looks with his wife, Petunia.

Harry tried to argue back but his words were drowned by a long, loud belch from the Dursleys’ son, Dudley.

“I want more bacon.”

“There’s more in the frying pan, sweetums,” said Aunt Petunia, turning misty eyes on her massive son. “We must build you up while we’ve got the chance... I don’t like the sound of that school food...”

“Nonsense, Petunia, I never went hungry when I was at Smeltings,” said Uncle Vernon heartily. “Dudley gets enough, don’t you, son?”



["Where Has That Dog Gone Now?"](#) by Dennis D is licensed under CC BY-NC-ND 2.0.

1. **Massive** (adjective): enormous

[10] Dudley, who was so large his bottom drooped over either side of the kitchen chair, grinned and turned to Harry.

“Pass the frying pan.”

“You’ve forgotten the magic word,” said Harry irritably.

The effect of this simple sentence on the rest of the family was incredible: Dudley gasped and fell off his chair with a crash that shook the whole kitchen; Mrs. Dursley gave a small scream and clapped her hands to her mouth; Mr. Dursley jumped to his feet, veins throbbing in his temples.

“I meant please!” said Harry quickly. “I didn’t mean —”

[15] “WHAT HAVE I TOLD YOU,” thundered his uncle, spraying spit over the table, “ABOUT SAYING THE ‘M’ WORD IN OUR HOUSE?”

“But I —”

“HOW DARE YOU THREATEN DUDLEY!” roared Uncle Vernon, pounding the table with his fist.

“I just —”

“I WARNED YOU! I WILL NOT TOLERATE MENTION OF YOUR ABNORMALITY UNDER THIS ROOF!”

[20] Harry stared from his purple-faced uncle to his pale aunt, who was trying to heave Dudley to his feet.

“All right,” said Harry, “all right...”

Uncle Vernon sat back down, breathing like a winded rhinoceros and watching Harry closely out of the corners of his small, sharp eyes.

Ever since Harry had come home for the summer holidays, Uncle Vernon had been treating him like a bomb that might go off at any moment, because Harry Potter wasn’t a normal boy. As a matter of fact, he was as not normal as it is possible to be.

Harry Potter was a wizard — a wizard fresh from his first year at Hogwarts School of Witchcraft and Wizardry. And if the Dursleys were unhappy to have him back for the holidays, it was nothing to how Harry felt.

[25] He missed Hogwarts so much it was like having a constant stomachache. He missed the castle, with its secret passageways and ghosts, his classes (though perhaps not Snape, the Potions master), the mail arriving by owl, eating banquets in the Great Hall, sleeping in his four-poster bed in the tower dormitory, visiting the gamekeeper, Hagrid, in his cabin next to the Forbidden Forest in the grounds, and, especially, Quidditch, the most popular sport in the wizarding world (six tall goal posts, four flying balls, and fourteen players on broomsticks).

All Harry's spellbooks, his wand, robes, cauldron, and top-of-the-line Nimbus Two Thousand broomstick had been locked in a cupboard under the stairs by Uncle Vernon the instant Harry had come home. What did the Dursleys care if Harry lost his place on the House Quidditch team because he hadn't practiced all summer? What was it to the Dursleys if Harry went back to school without any of his homework done? The Dursleys were what wizards called Muggles (not a drop of magical blood in their veins), and as far as they were concerned, having a wizard in the family was a matter of deepest shame. Uncle Vernon had even padlocked Harry's owl, Hedwig, inside her cage, to stop her from carrying messages to anyone in the wizarding world.

Harry looked nothing like the rest of the family. Uncle Vernon was large and neckless, with an enormous black mustache; Aunt Petunia was horse-faced and bony; Dudley was blond, pink, and porky. Harry, on the other hand, was small and skinny, with brilliant green eyes and jet-black hair that was always untidy. He wore round glasses, and on his forehead was a thin, lightning-shaped scar.

It was this scar that made Harry so particularly unusual, even for a wizard. This scar was the only hint of Harry's very mysterious past, of the reason he had been left on the Dursleys' doorstep eleven years before.

At the age of one year old, Harry had somehow survived a curse from the greatest Dark sorcerer of all time, Lord Voldemort, whose name most witches and wizards still feared to speak. Harry's parents had died in Voldemort's attack, but Harry had escaped with his lightning scar, and somehow — nobody understood why — Voldemort's powers had been destroyed the instant he had failed to kill Harry.

[30] So Harry had been brought up by his dead mother's sister and her husband. He had spent ten years with the Dursleys, never understanding why he kept making odd things happen without meaning to, believing the Dursleys' story that he had got his scar in the car crash that had killed his parents.

And then, exactly a year ago, Hogwarts had written to Harry, and the whole story had come out. Harry had taken up his place at wizard school, where he and his scar were famous... but now the school year was over, and he was back with the Dursleys for the summer, back to being treated like a dog that had rolled in something smelly.

The Dursleys hadn't even remembered that today happened to be Harry's twelfth birthday. Of course, his hopes hadn't been high; they'd never given him a real present, let alone a cake — but to ignore it completely...

At that moment, Uncle Vernon cleared his throat importantly and said, "Now, as we all know, today is a very important day."

Harry looked up, hardly daring to believe it.

[35] "This could well be the day I make the biggest deal of my career," said Uncle Vernon.

Harry went back to his toast. *Of course*, he thought bitterly, *Uncle Vernon was talking about the stupid dinner party*. He'd been talking of nothing else for two weeks. Some rich builder and his wife were coming to dinner and Uncle Vernon was hoping to get a huge order from him (Uncle Vernon's company made drills).

"I think we should run through the schedule one more time," said Uncle Vernon. "We should all be in position at eight o'clock. Petunia, you will be —?"

"In the lounge," said Aunt Petunia promptly. "Waiting to welcome them graciously to our home."

"Good, good. And Dudley?"

[40] "I'll be waiting to open the door." Dudley put on a foul, simpering smile. "May I take your coats, Mr. and Mrs. Mason?"

"They'll love him!" cried Aunt Petunia rapturously.²

"Excellent, Dudley," said Uncle Vernon. Then he rounded on Harry. "And you?"

"I'll be in my bedroom, making no noise and pretending I'm not there," said Harry tonelessly.

"Exactly," said Uncle Vernon nastily. "I will lead them into the lounge, introduce you, Petunia, and pour them drinks. At eight-fifteen —"

[45] "I'll announce dinner," said Aunt Petunia. "And, Dudley, you'll say —"

"May I take you through to the dining room, Mrs. Mason?" said Dudley, offering his fat arm to an invisible woman.

"My perfect little gentleman!" sniffed Aunt Petunia.

"And you?" said Uncle Vernon viciously to Harry.

"I'll be in my room, making no noise and pretending I'm not there," said Harry dully.

[50] "Precisely. Now, we should aim to get in a few good compliments at dinner. Petunia, any ideas?"

"Vernon tells me you're a wonderful golfer, Mr. Mason... Do tell me where you bought your dress, Mrs. Mason..."

"Perfect... Dudley?"

"How about — 'We had to write an essay about our hero at school, Mr. Mason, and I wrote about you.' This was too much for both Aunt Petunia and Harry. Aunt Petunia burst into tears and hugged her son, while Harry ducked under the table so they wouldn't see him laughing.

"And you, boy?" Harry fought to keep his face straight as he emerged. "I'll be in my room, making no noise and pretending I'm not there," he said.

2. **Rapturous** (*adjective*): full of joy

[55] "Too right, you will," said Uncle Vernon forcefully. "The Masons don't know anything about you and it's going to stay that way. When dinner's over, you take Mrs. Mason back to the lounge for coffee, Petunia and I'll bring the subject around to drills. With any luck, I'll have the deal signed and sealed before the news at ten. We'll be shopping for a vacation home in Majorca³ this time tomorrow."

Harry couldn't feel too excited about this. He didn't think the Dursleys would like him any better in Majorca than they did on Privet Drive.

"Right — I'm off into town to pick up the dinner jackets for Dudley and me. And you," he snarled at Harry. "You stay out of your aunt's way while she's cleaning."

Harry left through the back door. It was a brilliant, sunny day. He crossed the lawn, slumped down on the garden bench, and sang under his breath:

"Happy birthday to me... happy birthday to me..."

[60] No cards, no presents, and he would be spending the evening pretending not to exist. He gazed miserably into the hedge. He had never felt so lonely. More than anything else at Hogwarts, more even than playing Quidditch, Harry missed his best friends, Ron Weasley and Hermione Granger. They, however, didn't seem to be missing him at all. Neither of them had written to him all summer, even though Ron had said he was going to ask Harry to come and stay.

Countless times, Harry had been on the point of unlocking Hedwig's cage by magic and sending her to Ron and Hermione with a letter, but it wasn't worth the risk. Underage wizards weren't allowed to use magic outside of school. Harry hadn't told the Dursleys this; he knew it was only their terror that he might turn them all into dung beetles that stopped them from locking him in the cupboard under the stairs with his wand and broomstick. For the first couple of weeks back, Harry had enjoyed muttering nonsense words under his breath and watching Dudley fearing out of the room as fast as his fat legs would carry him. But the long silence from Ron and Hermione had made Harry feel so cut off from the magical world that even taunting Dudley had lost its appeal — and now Ron and Hermione had forgotten his birthday.

What wouldn't he give now for a message from Hogwarts? From any witch or wizard? He'd almost be glad of a sight of his archenemy, Draco Malfoy, just to be sure it hadn't all been a dream...

Not that his whole year at Hogwarts had been fun. At the very end of last term, Harry had come face-to-face with none other than Lord Voldemort himself. Voldemort might be a ruin of his former self, but he was still terrifying, still cunning,⁴ still determined to regain power. Harry had slipped through Voldemort's clutches for a second time, but it had been a narrow escape, and even now, weeks later, Harry kept waking in the night, drenched in cold sweat, wondering where Voldemort was now, remembering his livid⁵ face, his wide, mad eyes —

Harry suddenly sat bolt upright on the garden bench. He had been staring absent-mindedly into the hedge — and the hedge was staring back. Two enormous green eyes had appeared among the leaves.

[65] Harry jumped to his feet just as a jeering⁶ voice floated across the lawn.

3. an island off the coast of Spain and a popular vacation spot
4. **Cunning** (*adjective*): clever
5. **Livid** (*adjective*): furiously angry

"I know what day it is," sang Dudley, waddling toward him. The huge eyes blinked and vanished.

"What?" said Harry, not taking his eyes off the spot where they had been.

"I know what day it is," Dudley repeated, coming right up to him.

[70] "Well done," said Harry. "So you've finally learned the days of the week."

"Today's your birthday," sneered Dudley. "How come you haven't got any cards? Haven't you even got friends at that freak place?"

"Better not let your mum hear you talking about my school," said Harry coolly.

Dudley hitched up his trousers, which were slipping down his fat bottom.

"Why're you staring at the hedge?" he said suspiciously.

[75] "I'm trying to decide what would be the best spell to set it on fire," said Harry.

Dudley stumbled backward at once, a look of panic on his fat face.

"You c-can't — Dad told you you're not to do m-magic — he said he'll chuck you out of the house — and you haven't got anywhere else to go — you haven't got any friends to take you —"

"Jigger pokery!" said Harry in a fierce voice. "*Hocus pocus — squiggly wiggle —*"

"MUUUUUU!" howled Dudley, tripping over his feet as he dashed back toward the house. "MUUUUU! He's doing you know what!"

[80] Harry paid dearly for his moment of fun. As neither Dudley nor the hedge was in any way hurt, Aunt Petunia knew he hadn't really done magic, but he still had to duck as she aimed a heavy blow at his head with the soapy frying pan. Then she gave him work to do, with the promise he wouldn't eat again until he'd finished.

While Dudley lolled around watching and eating ice cream, Harry cleaned the windows, washed the car, mowed the lawn, trimmed the flowerbeds, pruned and watered the roses, and repainted the garden bench. The sun blazed overhead, burning the back of his neck. Harry knew he shouldn't have risen to Dudley's bait, but Dudley had said the very thing Harry had been thinking himself... maybe he *didn't* have any friends at Hogwarts...

Wish they could see famous Harry Potter now, he thought savagely as he spread manure on the flower beds, his back aching, sweat running down his face.

It was half past seven in the evening when at last, exhausted, he heard Aunt Petunia calling him.

6. **Jeer** (*verb*): to mock or taunt

"Get in here! And walk on the newspaper!"

[85] Harry moved gladly into the shade of the gleaming kitchen. On top of the fridge stood tonight's pudding⁷; a huge mound of whipped cream and sugared violets. A loin of roast pork was sizzling in the oven.

"Eat quickly! The Masons will be here soon!" snapped Aunt Petunia, pointing to two slices of bread and a lump of cheese on the kitchen table. She was already wearing a salmon-pink cocktail dress.

Harry washed his hands and bolted down his pitiful supper. The moment he had finished, Aunt Petunia whisked away his plate. "Upstairs! Hurry!"

As he passed the door to the living room, Harry caught a glimpse of Uncle Vernon and Dudley in bow ties and dinner jackets. He had only just reached the upstairs landing when the doorbell rang and Uncle Vernon's furious face appeared at the foot of the stairs.

"Remember, boy — one sound —"

[90] Harry crossed to his bedroom on tiptoe, slipped inside, closed the door, and turned to collapse on his bed.

The trouble was, there was already someone sitting on it.

Harry Potter and the Chamber of Secrets. Copyright © J.K. Rowling 1998

7. a British word for dessert

Directions: For the following questions, choose the best answer or respond in complete sentences.

- PART A: What is the central idea of the passage?

 - Harry feels alone because his family fears his powers, and he can't be around his friends where he feels comfortable expressing himself.
 - Harry completes chores for Petunia because he believes that being obedient is important to supporting a strong and united family.
 - Harry behaves and decides not to cast any spells because he cannot use magic outside of school and he is afraid the Dursleys will find out about his magical powers.
 - Harry argues with Uncle Vernon because he believes his uncle's hatred of people who are different is unfair, and he wants his uncle to treat all people fairly.
- PART B: What evidence from the text best supports the answer from Part A?

 - "Harry tried to argue back but his words were drowned by a long, loud belch from the Dursleys' son, Dudley." (Paragraph 6)
 - "Ever since Harry had come home for the summer holidays, Uncle Vernon had been treating him like a bomb that might go off at any moment, because Harry Potter wasn't a normal boy." (Paragraph 23)
 - "Aunt Petunia knew he hadn't really done magic, but he still had to duck as she aimed a heavy blow at his head with the soapy flying pan." (Paragraph 80)
 - "While Dudley lolled around watching and eating ice cream, Harry cleaned the windows, washed the car, mowed the lawn, trimmed the flowerbeds, pruned and watered the roses, and repainted the garden bench." (Paragraph 81)

Contrast the Dursleys' perception of magic with Harry's perception of magic in this passage. Cite examples from the text to support your claim.

How does the point of view contribute to how the events are described in the passage?

Selfie from Home Project

May 11-15, 2020

Create a self-portrait that shows you with the items that have been most important to you during this time when all of us are staying at home. For example, is there a game you have been playing? A favorite book? Food? TV Show? You can make this self-portrait how ever you would like. You can draw it, paint it, or have someone take a picture of you with these important things. Share a picture of it with your art teacher or return this with your completed packet to school.

Be a Music Critic Project

May 11-15, 2020

Choose a song that you hear on TV, the radio or from your own playlists. Be a music critic and write about the song. First, give some information about the song (title, artist, when was it released? or any other interesting information about the song). Second, write whether you like or dislike the song (this is your claim). Next, find two or three details or evidence from the song to support your opinion. Finally, write why that evidence supports your opinion of liking or not liking the song.

Math Grade 7 Unit 8

1. A spinner with seven equal-sized sections was used to play a game.
- It was used 250 times in the first game.
 - Of those 250, the arrow landed on section 7 a total of 35 times.
 - The same spinner was used 150 times in the second game.

How many times did the spinner **most likely** land on section 7 in the second game?

- A 14
- B 21
- C 30
- D 35

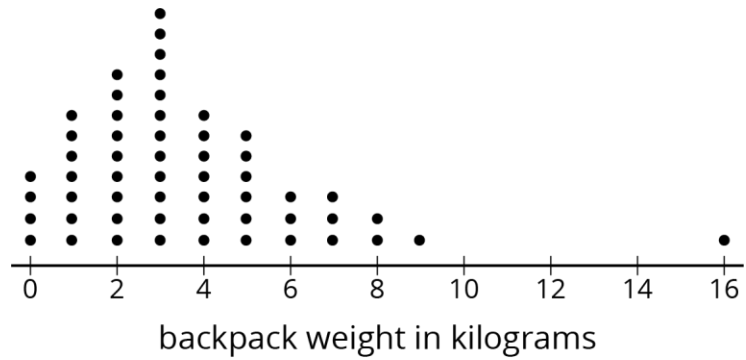
Explain how you decided on your answer above.

2. A seventh grade English Language Arts teacher wants to order books for all the seventh grade classes. He wants to determine the favorite type of book among the seventh grade students. Which sample would be the most appropriate for this survey?
- A 7 girls in each of his classes
 - B every fifth student in the seventh grade
 - C 1 out of 7 students in his middle school
 - D all of the boys in one of his seventh grade classes

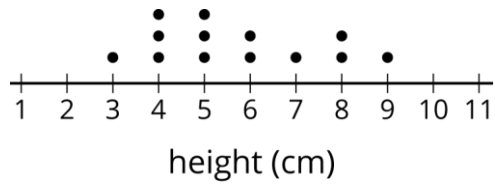
Explain how you decided which sample would be the most appropriate for the study

3. Select **all** of the data sets for which you would use the mean to describe the center of the data.

A.

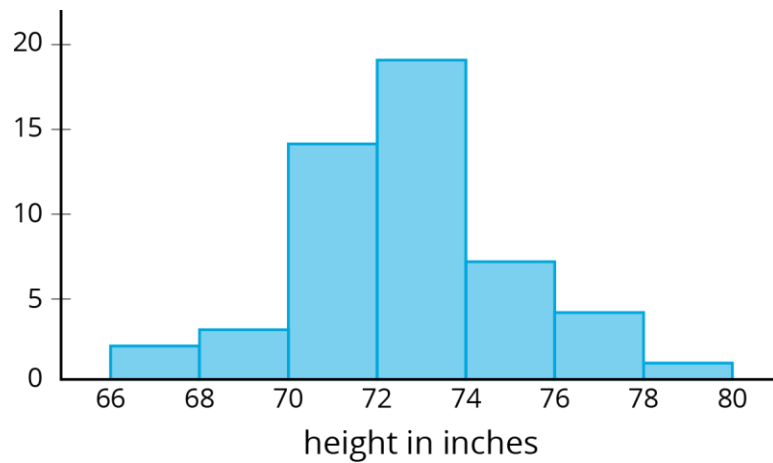


B.



C. blue, red, blue, yellow, blue

D.



E. 71, 73, 75, 72, 78, 79, 70

4. A museum employee surveys a random sample of 350 visitors to the museum. Of those visitors, 266 stopped at the gift shop. Based on these results, about how many people out of 2,300 visitors to the museum would be expected to stop at the gift shop?

Show your work.




5. You and a friend decide to conduct a survey at your school to see whether students are in favor of a new dress code policy. Your friend stands at the school entrance and asks the opinions of the first 100 students who come to campus on Monday. You obtain a list of all the students at the school and randomly select 60 to survey.

Your friend finds 34% of his sample in favor of the new dress code policy, but you find only 16%. Which do you believe is more likely to be representative of the school population? Explain your choice.

6. At a store, customers are randomly selected to participate in a survey. On Friday, there were 500 customers at the store. Of those, 90 were selected to participate in the survey. On Saturday, the store manager expects 700 customers in the store. If the probability of being selected to participate in the survey on Saturday is the same as it was on Friday, how many customers will be selected to participate in the survey on Saturday?

Show your work.

Reflection:

Learning Target			
I can identify random ways of selecting a sample.	I am not there yet. I need some help.	I am getting there. I need to practice more.	I've got it! I can teach someone.
I can identify the appropriate measure of center given the data set.			

Questions I need to ask my teacher:

Proportional Relationships

In a proportional relationship, the values for one quantity are each multiplied by the same number to get the values for the other quantity.

s	The math	p
2	$4 \bullet 2$	8
3	$4 \bullet 3$	12
5	$4 \bullet 5$	20
10	$4 \bullet 10$	40
s	$4 \bullet s$	p

For example, in this table every value of p is equal to 4 times the value of s on the same row.

We can write this relationship as $p = 4s$. This equation shows that s is proportional to p .

Constant of Proportionality

In a proportional relationship, the values for one quantity are each multiplied by the same number to get the values for the other quantity. This number is called the constant of proportionality.

In this example, the constant of proportionality is 3, because $2 \cdot 3 = 6$, $3 \cdot 3 = 9$, and $5 \cdot 3 = 15$. This means that there are 3 apples for every 1 orange in the fruit salad.

number of oranges	number of apples
2	6
3	9
5	15

Representing Proportional Relationships with Equations

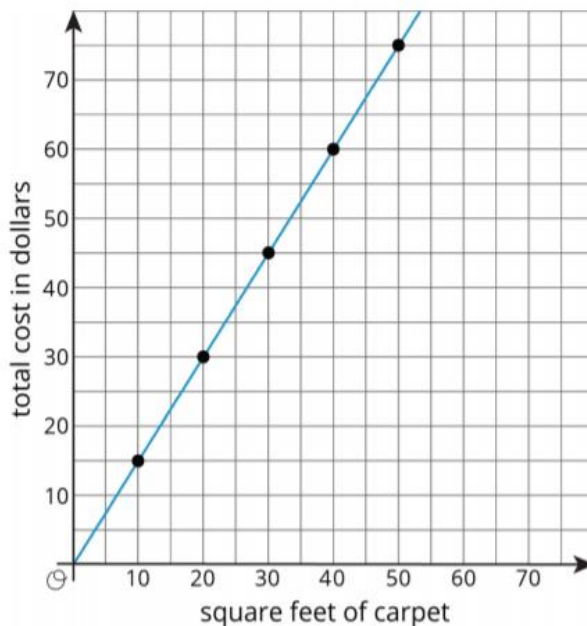
The *constant of proportionality* in this situation is 1.5. We can multiply by the constant of proportionality to find the cost of a specific number of square feet of carpet.

carpet (square feet)	cost (dollars)
10	15.00
20	30.00
50	75.00

•1.5
•1.5
•1.5

We can represent this relationship with the equation $c = 1.5f$, where f represents the number of square feet, and c represents the cost in dollars. Remember that the cost of carpeting is always the number of square feet of carpeting times 1.5 dollars per square foot. This equation is just stating that relationship with symbols.

Representing Proportional Relationships with Graphs



Each square foot of carpet costs \$1.50. The point (10, 15) on the graph tells us that 10 square feet of carpet cost \$15.

Notice that the points on the graph are arranged in a straight line. If you buy 0 square feet of carpet, it would cost \$0. Graphs of proportional relationships are always parts of straight lines including the point (0, 0).

Practice:

1. Mai is filling her fish tank. Water flows into the tank at a constant rate. Complete the table as you answer the questions.

How many gallons of water will be in the fish tank after 3 minutes? Explain your reasoning.

How long will it take to fill the tank with 40 gallons of water? Explain your reasoning.

What is the constant of proportionality?

time (minutes)	water (gallons)
0.5	0.8
1	
3	
	40

2. Each table represents a proportional relationship. For each, find the constant of proportionality, and write an equation that represents the relationship.

s	P
2	8
3	12
5	20
10	40

Constant of proportionality:

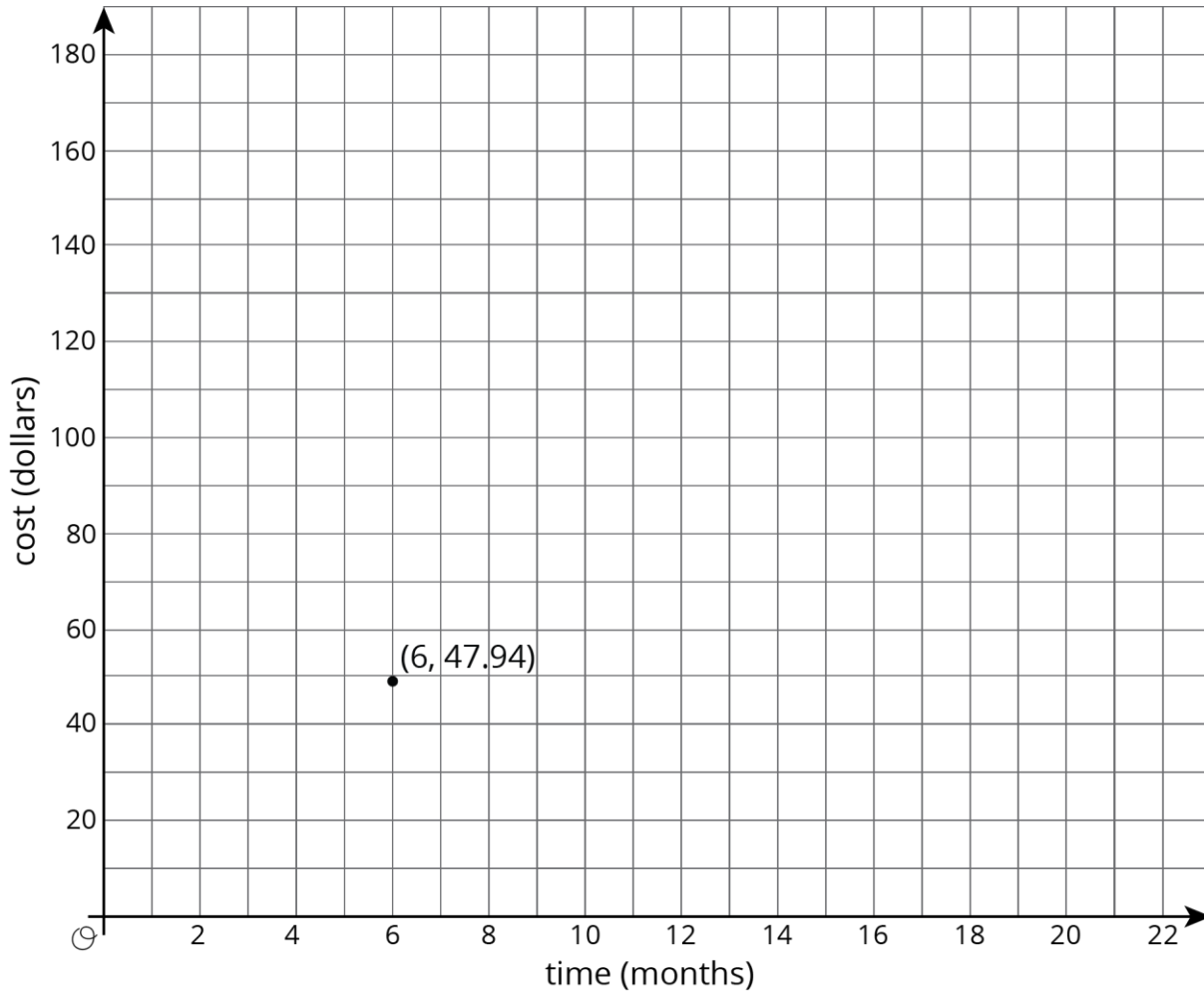
Equation: $P =$

d	C
2	6.28
3	9.42
5	15.7
10	31.4

Constant of proportionality:

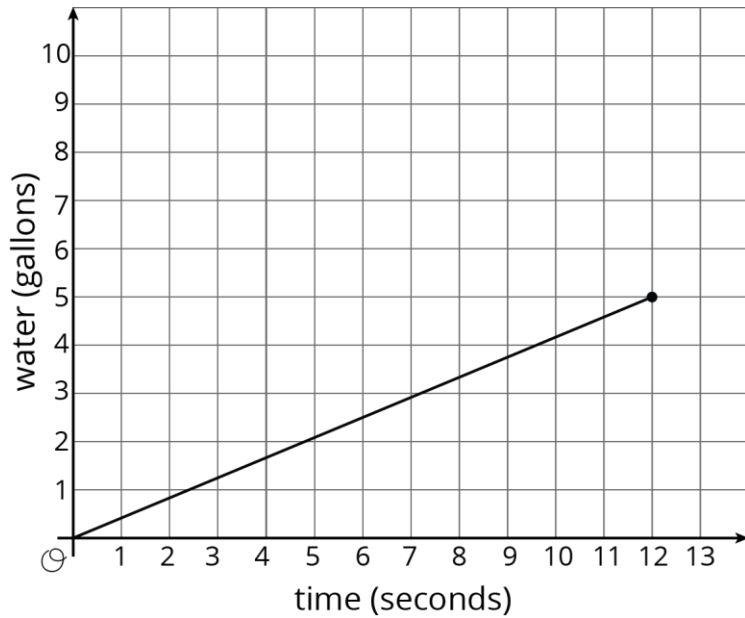
Equation: $C =$

3. There is a proportional relationship between the number of months a person has had a streaming movie subscription and the total amount of money they have paid for the subscription. The cost for 6 months is \$47.94. The point $(6, 47.94)$ is shown on the graph below.



- What is the constant of proportionality in this relationship?
- What does the constant of proportionality tell us about the situation?
- Add at least three more points to the graph and label them with their coordinates.
- Write an equation that represents the relationship between C , the total cost of the subscription, and m , the number of months.

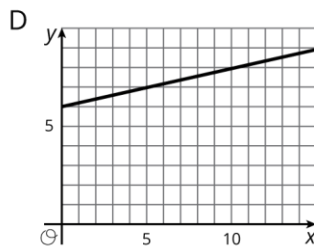
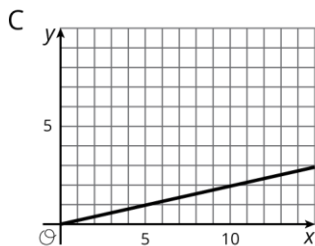
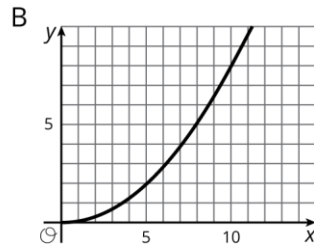
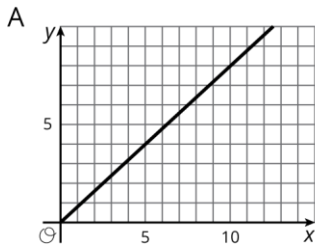
4. Water runs from a hose into a bucket at a steady rate. The amount of water in the bucket for the time it is being filled is shown in the graph.



The point (12,5) is on the graph. What do the coordinates tell you about the water in the bucket?

How many gallons of water were in the bucket after 1 second? Label the point on the graph that shows this information.

5. Which graphs could represent a proportional relationship? Select all that apply. Explain how you know.



Reflection:

Learning Target	★	★ ★	★ ★ ★
<p>Tables: I can find missing information in a proportional relationship using a table. I can find the constant of proportionality from information given in a table.</p>	<p>I am not there yet. I need some help.</p>	<p>I am getting there. I need to practice more.</p>	<p>I've got it! I can teach someone.</p>
<p>Equations: I can write an equation of the form $y=kx$ to represent a proportional relationship described by a table or represented in a graph.</p>	<p>I am not there yet. I need some help.</p>	<p>I am getting there. I need to practice more.</p>	<p>I've got it! I can teach someone.</p>
<p>Graphs: I can describe what the graph of a proportional relationship looks like. I can identify the constant of proportionality from the graph of a proportional relationship. I can interpret points on the graph of a proportional relationship.</p>	<p>I am not there yet. I need some help.</p>	<p>I am getting there. I need to practice more.</p>	<p>I've got it! I can teach someone.</p>

Questions I need to ask my teacher:



Topic:

Name:

Class:

Date:

Essential Question:

Questions:

Notes:

Summary:

5.11 Week - 7th Grade NYSSLS Energy

Name: _____

Period: _____

Date: _____

EXPERIMENT:

In this lab we will explore the effect of the mass of an object on the kinetic energy of 3 different balls.

Hypothesis:

As the mass increases, kinetic energy will.....

Materials

- 3 balls (different mass) Golf ball, ping-pong ball, wooden ball
- ramp (a piece of plywood)
- meter stick
- stop watch

Procedure

1. Draw a starting line from the top of the plywood.
2. Place two blocks (2 books) under the end of the plywood to make a ramp. Measure the height of the ramp (m) and record it.
3. Place one of the balls on the starting line.
4. Release the ball and start the stop watch.
5. When the ball comes to a complete stop, record the time.
6. Measure and record the distance (in meters) that the ball traveled.
7. Repeat steps 4-7 for 3 trials with the first ball.
8. Repeat steps 4-7, completing 3 trials, with the other two balls.

Ping-Pong Ball	Mass (grams)	Distance (m)	Time (secs)	Velocity (m/s) (Distance/Time)
Trial 1	2.7g			V= _____
Trial 2	2.7g			V= _____
Trial 3	2.7g			V= _____

Average Velocity: _____

Golf Ball	Mass (grams)	Distance (m)	Time (secs)	Velocity (m/s) (Distance/Time)
Trial 1	46.0g			V= _____
Trial 2	46.0g			V= _____
Trial 3	46.0g			V= _____

Average Velocity: _____

Wooden Ball	Mass (grams)	Distance (m)	Time (secs)	Velocity (m/s) (Distance/Time)
Trial 1	11.2g			V= _____
Trial 2	11.2g			V= _____
Trial 3	11.2g			V= _____

Average Velocity: _____

Questions

1. When did each ball have kinetic energy?

2. What is the relationship between kinetic energy and mass for the different balls?

3. What evidence do you have that supports your hypothesis?

4. As the mass of the ball increased, did the balls speed up or slow down? _____

Why? _____

Name: _____

- By the end of the next two weeks I will be able to source documents regarding the abolitionist movement in the United States.
- By the end of the next two weeks I will be able to explain the role Syracuse, New York had and its significance in defying the Fugitive Slave Act of 1850.



Build Background Knowledge through Reading and Note Taking

Instructions: *The following text is here to assist you in reviewing and gaining knowledge before you source the documents. Read the information 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

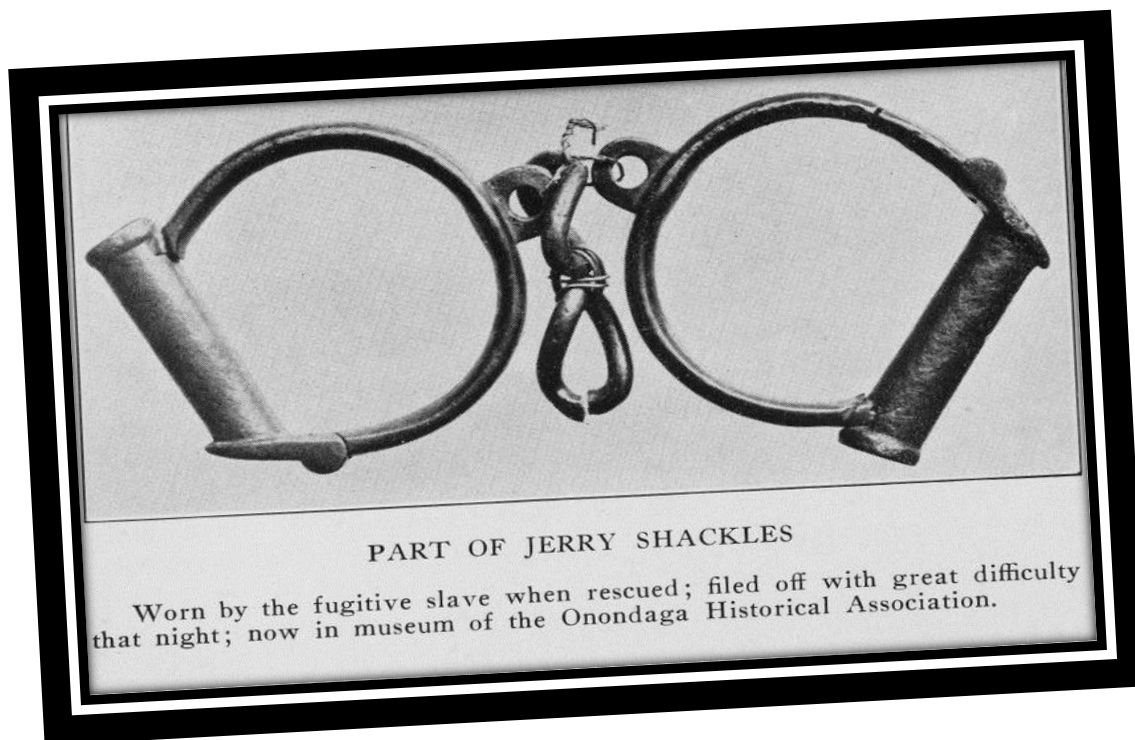
In the **1800's** compromise was used as a political tool to appease the growing tension over the issue of slavery in the United States. The **Compromise of 1850** was one such concession. It enabled California to enter the Union as a free state but contained a provision to satisfy southern slaveholders. This provision was the **Fugitive** (a person who has escaped from a place or is in hiding, especially to avoid arrest or persecution.) Slave Law, a law that placed harsh penalties on any citizen who did not cooperate with the apprehension of runaway slaves. In essence, anyone residing in the United States or any Organized Territory was to be held accountable for slavery.

This law was approved by Congress on **September 18, 1850**. **When the Fugitive Slave Act** of 1850 went into effect, the split between the North and the South became more pronounced. This law made the entire country responsible for slavery, whether they supported slavery or not. Slaves escaping to the North risked capture and free blacks feared for their freedom.

Fugitive slaves in the North joined the abolition movement to speak out against the horrors of this terrible condition in the South. One such place was **Syracuse, New York** where in 1851 when the community openly defied the **Fugitive Slave Act**

Jerry Rescue October 1st. 1851 Syracuse NY

On the first of October 1851, William "Jerry" Henry, an escaped slave residing in Syracuse, was apparently arrested for theft. Only after he had been placed in manacles (a metal band, chain, or shackle for fastening someone's hands or ankles), however, was it revealed that he had been arrested by federal marshals under the terms of the Fugitive Slave Law passed in September of 1850. Jerry at that point struggled furiously but was brought before the U.S. commissioner Joseph Sabine. A first attempt to free him by abolitionists occurred in that office, and he was able to escape from the building and flee to one of the bridges over the Erie Canal, where he was recaptured and then delivered to the Police Justice offices. It was in this location that the famous Jerry Rescue was affected when a crowd of approximately twenty-five hundred people surrounded and ultimately stormed the facility. A few shots from a pistol were fired, but the sheer force of the crowd was sufficient (enough) to daunt (make someone feel intimidated) the federal officers. Jerry was successfully hidden in the city until he was transported to freedom in Kingston, Ontario, Canada, where he remained until his death a few years later. The Jerry Rescue was celebrated as one of the greatest triumphs of the anti-slavery movement and became an important part of history and storytelling in Syracuse and across the United States.



Instructions: *Examine each document carefully and answer the questions to each document based on your knowledge of social studies and the evidence you gather by taking your own notes in the margin areas of this packet.*

DOCUMENT 1



\$200 Reward. Left the service of the subscriber on the evening of the 7th inst. A Bright Quadroon Servant-girl, about twenty four years of age, named HARRIET. Said girl was about 5 feet height of a full and well proportioned form, straight light brown hair, dark eyes, approaching to black, of a fresh complexion, and so fair that she would be taken for a white; prominent mouth with depressed nostrils and receding forehead, readily betrayed to the critical observer the leading traits of the African race. Her demeanor is very quiet and her deportment modest.

At the time of leaving, she had on a black dress of figured poplin. She took with her one green Merino dress; one pink Gingham (checked) do; one French Muslin figured do; one Buff and one light purple Calico do. She wore small rings (with stones) in her ears, and had three chased Gold Rings on her finger, two of which were set with green and the other with transparent chrystal....

It may be proper also to state that her conduct as a servant and her moral deportment so far as the same have come to the knowledge of the subscriber, have

hitherto been irreproachable. It is believed that she has been spirited away from the service of the undersigned, by the officious and persevering efforts of certain malicious and designing persons, operating through the agency of the colored people of Syracuse, at which place he has been induced to spend a few days. The subscriber would further add, that he has refused several importunate offers of \$2,500 for said girl, for the sole reason that he would never consent to part her from the other members of her family, and it is chiefly with the hope of restoring her to her aged mother and sister, who will be plunged in sorrow at the separation, that this notice is published. The above reward of Two Hundred Dollars will be paid to any person who will deliver said girl to the proprietor of Syracuse House, in Syracuse, or one hundred Dollars to anyone who will give such information as shall lead to her

Syracuse, October 9th [1839]

J DAVENPORT

1. Why did J Davenport provide such a detailed description of Harriet?
2. Why does Harriet's owner mention her mother and sister in the reward notice?
3. Based on the information provided in the document, did it appear that this was a spontaneous decision on Harriet's part?

DOCUMENT 2

Background Information: *In an attempt to appease the southern states regarding the issue of slavery, the Fugitive Slave Act was included in the Compromise of 1850. Northerners reacted with outrage as the law now made slavery a national issue. Citizens in Syracuse, New York, held a meeting on October 4, 1850 to discuss the new law. In attendance was Jarmain Wesley Loguen, a minister and escaped slave from Tennessee who gave this passionate speech imploring the citizens of Syracuse to make its city a safe have for fugitive slaves.*

I WAS A SLAVE; I knew the dangers I was exposed to. I had made up my mind as to the course I was to take. On that score I needed no counsel, nor did the colored citizens generally. They had taken their stand—they would not be taken back to slavery. If to shoot down their assailants [those trying to return them to slavery] should cause them to forfeit [give up] their lives, such result was the least of the evil. They will have their liberties or die in their defense. What is life to me if I am to be a slave in Tennessee? My neighbors! I have lived with you many years, and you know me. My home is here, and my children were born here. I am bound to Syracuse by pecuniary [money] interests, and social and family bonds. And do you think I can be taken away from you and from my wife and children, and be a slave in Tennessee? . . . Some kind and good friends advise me to quit my country, and stay in Canada, until this . . . is passed. I doubt not the sincerity of such counselors. But my conviction is strong, that their advice comes from a lack of knowledge of themselves and the case in hand. . . . I tell you the people of Syracuse and of the whole North must meet this tyranny and crush it by force, or be crushed by it. . . . The time has come to change the tones of submission into tones of defiance,—and to tell Mr. Fillmore and Mr. Webster, if they propose to execute this measure upon us, to send on their bloodhounds. . . . Whatever may be your decision, my ground is taken. I have declared it everywhere. It is known over the state and out of the state—over the line in the North, and over the line in the South. I don't respect this law—I don't fear it—I won't obey it! It outlaws me, and I outlaw it, and the men who attempt to enforce it on me. .

Rev. Jarmain Wesley Loguen, "I Won't Obey the Fugitive Slave Law"

Anti-Fugitive Slave Law Meeting: Syracuse, NY 1850

1. What does Jarmain Wesley Loguen mean by "I had made up my mind as to the course I was to take"?
2. To what extent were they willing to go to rather than be returned to slavery?
3. How is Loguen bound to Syracuse, New York?
4. What did some of his friends advise him to do after the Fugitive Slave Act was passed?
5. What does Loguen urge to citizens of Syracuse to do?

Arrest of a Fugitive Slave—His Rescue—Great Excitement—The Military called out, &c.

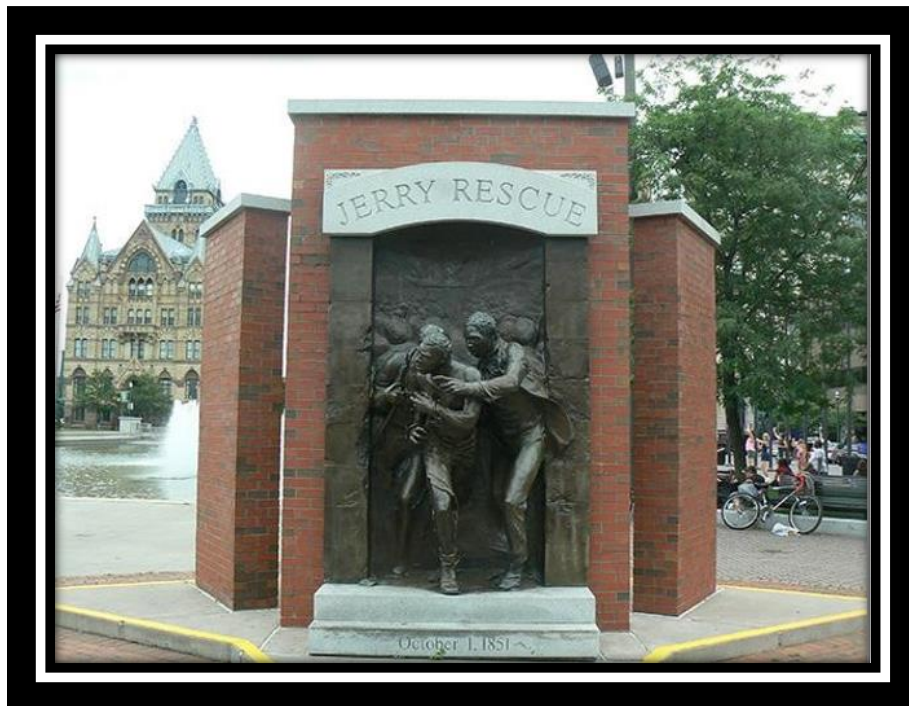
SYRACUSE, Wednesday, Oct. 1.

A colored man named W. Henry, who has resided in this city for some time past, was arrested this morning by U. S. Marshal Allen, as a fugitive slave. He is a cooper by trade, and was at work in his shop when he was arrested. The officer informed him that he was charged with some slight offence, and he allowed himself to be taken and handcuffed under that impression. He was taken before Commissioner Saline, and an examination gone into.

Considerable excitement was occasioned by the arrest, and a large crowd assembled in and about the office of the Commissioner. While the examination was progressing, the negro made his escape into the street, and was closely followed by a crowd of persons; some of whom were desirous to assist in his escape, and others were equally anxious to assist in his recapture. A carriage was speedily procured by the negro's friends, but not in season to be made available for the object in view. He was recaptured by the officers before he got out of the limits of the city. He was taken to the police office, followed by a large crowd, composed mostly of his friends. Nothing further was done with the examination up to 7 o'clock, but the military were ordered out, and all arrangements made to carry the law into effect. What will be the end no one can tell.

1. Why did Jerry go without resistance?

2. What does Mr. Crittenden want the DA of Northern NY to do?



The Jerry Rescue Monument, designed by Sharon BuMann, commemorates the dramatic 1851 rescue by local residents of a fugitive slave from federal marshals. William "Jerry" Henry, accused of escaping from slavery, was held in the police station that stood on this site. (Downtown Committee)



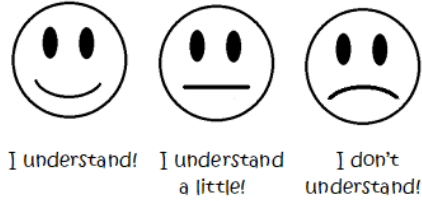
EVIDENCE OF LEARNING

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. Use information and evidence from the readings and the documents in this packet to answer the prompt.*







Writing Prompt: What was the impact of Syracuse, New York's defiance to the Fugitive Slave Act of 1850?

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 all the questions that follow each document		Use of Complete Sentences in Writing	
Taking my own notes in the margins		Understanding Purpose of each Document		Use of Evidence from text	
Circling central or main ideas		Understanding Point of View of each 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?