



REMOTE LEARNING

Grade 7

Coursework for May 18-29

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	



The Scholarship Jacket

By Marta Salinas

1986

“The Scholarship Jacket” is one of the best-known stories by Mexican American author Marta Salinas. It describes a difficult situation that Marta, called “Martha” by her teacher, is faced with after she earns excellent grades in school.

As you read this story, take notes on the descriptive language and word choice that help reveal Marta’s point of view.

Text	Questions to answer to help you understand each section.	Glossary
<p>1 The <i>small Texas school</i> that I went to had a tradition carried out every year during the eighth grade graduation: a beautiful gold and green jacket (the school colors) was awarded to the class valedictorian, the student who had maintained the highest grades for eight years. The scholarship jacket had a big gold S on the left front side and your name written in gold letters on the pocket.</p>	<p><i>What is the setting?</i></p> <p><i>What happens every year during 8th grade graduation?</i></p>	
<p>2 My oldest sister, Rosie, had won the jacket a few years back, and I fully expected to also. I was fourteen and in the eighth grade. I had been a straight A student since the first grade and this last year had looked forward very much to owning that jacket. My father was a farm laborer who couldn’t earn enough money to feed eight children, so when I was six I was given to my grandparents to raise. We couldn’t participate in sports at school because there were registration fees, uniform costs, and trips out of town; so, even though our family was quite agile and athletic there would never be a school sports jacket for us. This one, the scholarship jacket, was our only chance.</p>	<p><i>What does the narrator want?</i></p> <p><i>What details do we learn about the narrator?</i></p>	<p>farm laborer- someone who works on a farm</p> <p>agile and athletic- able to move quickly and play sports</p>
<p>3 In May, close to graduation, spring fever had struck as usual with a vengeance. No one paid any attention in class; instead we stared out the windows and at each other, wanting to speed up the last few weeks of school. I despaired every time I looked in the mirror. Pencil thin, not a curve anywhere. I was called “beanpole” and “string bean,” and I knew that’s what I looked like. A flat chest, no hips, and a brain; that’s what I had. That</p>	<p><i>What other details do we learn about the narrator?</i></p>	<p>Vengeance- in a very strong way</p> <p>Despaired- felt very sad</p>

<p>really wasn't much for a fourteen-year-old to work with, I thought, as I absent-mindedly wandered from my history class to the gym.</p>		
<p>4 Another hour of sweating in basketball and displaying my toothpick legs was coming up. Then I remembered my P.E. shorts were still in a bag under my desk where I'd forgotten them. I had to walk all the way back and get them. Coach Thompson was a real bear if someone wasn't dressed for P.E.</p>		<p>P.E.- gym class</p> <p>was a real bear- someone angry</p>
<p>5 I was almost back at my classroom door when I heard voices raised in anger as if in some sort of argument. I stopped. I didn't mean to eavesdrop, I just hesitated, not knowing what to do. I needed those shorts and I was going to be late, but I didn't want to interrupt an argument between my teachers. I recognized the voices: Mr. Schmidt, my history teacher, and Mr. Boone, my math teacher. They seemed to be arguing about me. I couldn't believe it. I still remember the feeling of shock that rooted me flat against the wall as if I were trying to blend in with the graffiti written there.</p>	<p><i>Who is the narrator listening to?</i></p>	<p>Eavesdrop- listen to others and they don't know you are there</p> <p>rooted me flat- standing still against the wall, can't move</p>
<p>6 "I refuse to do it! I don't care who her father is, her grades don't even begin to compare to Martha's. I won't lie or falsify records. Martha has a straight A-plus average and you know it." That was Mr. Schmidt and he sounded very angry. Mr. Boone's voice sounded calm and quiet. "Look. Joann's father is not only on the Board, he owns the only store in town: we could say it was a close tie and—"</p>	<p><i>What is the narrator's name?</i></p> <p><i>What do you think the math teacher wants to do?</i></p>	<p>Falsify- make something untrue</p> <p>on the Board- a group of people that make decisions about schools</p>
<p>7 The pounding in my ears drowned out the rest of the words, only a word here and there filtered through. "... Martha is Mexican ... resign ... won't do it..." Mr. Schmidt came rushing out and luckily for me went down the opposite way toward the auditorium, so he didn't see me. Shaking, I waited a few minutes and then went in and grabbed my bag and fled from the room. Mr. Boone looked up when I came in but didn't say anything. I went home very sad and cried into my pillow that night so Grandmother wouldn't hear me.</p>	<p><i>Why do you think Martha is upset and crying?</i></p>	<p>only a word here and there filtered through- she's so upset she's not hearing everything they say</p>
<p>8 The next day when the principal called me into his office I knew what it would be about. He looked uncomfortable and unhappy. I decided I wasn't going to make it any easier for him, so I</p>	<p><i>How is the principal feeling?</i> <i>What words tell you how he is feeling?</i></p>	

<p>looked him straight in the eyes. He looked away and fidgeted with the papers on his desk.</p>		
<p>9 “Martha,” he said, “there’s been a change in policy this year regarding the scholarship jacket. As you know, it has always been free.” He cleared his throat and continued. “This year the Board has decided to charge fifteen dollars, which still won’t cover the complete cost of the jacket.”</p> <p>“So if you are unable to pay the fifteen dollars for the jacket it will be given to the next one in line.” I didn’t need to ask who that was.</p>	<p><i>What does the principal want to do?</i></p> <p><i>Why do you think he wants to do this?</i></p>	
<p>10 Standing with all the dignity I could muster, I said, “I’ll speak to my grandfather about it, sir, and let you know tomorrow.” I cried on the walk home from the bus stop. The dirt road was a quarter mile from the highway, so by the time I got home, my eyes were red and puffy.</p>		
<p>11 “Where’s Grandpa?” I asked Grandma, looking down at the floor so she wouldn’t ask me why I’d been crying. She was sewing on a quilt as usual and didn’t look up.</p> <p>“I think he’s out back working in the field.”</p>		
<p>12 I went outside and looked out at the fields. There he was. I could see him walking between the rows, his body bent over the little plants, hoe in hand. I walked slowly out to him, trying to think how I could best ask him for the money. I wanted that jacket so much. It was more than just being a valedictorian and giving a little thank you speech for the jacket on graduation night. It represented eight years of hard work and expectation. I knew I had to be honest with Grandpa; it was my only chance. He saw my shadow and looked up.</p>	<p><i>Why does Martha want the jacket?</i></p>	
<p>13 He waited for me to speak. I cleared my throat nervously and clasped my hands behind my back so he wouldn’t see them shaking. “Grandpa, I have a big favor to ask you,” I said in Spanish, the only language he knew. He still waited silently. I tried again. “Grandpa, this year the principal said the scholarship jacket is not going to be free. It’s going to cost fifteen dollars, and I have to take the money in tomorrow, otherwise it’ll be given to someone else.” He looked out over the field that was filled with the tiny green bean plants. I</p>		

<p>waited, desperately hoping he'd say I could have the money.</p>		
<p>14 He turned to me and asked quietly, "What does a scholarship jacket mean?"</p> <p>I answered quickly; maybe there was a chance. "It means you've earned it by having the highest grades for eight years and that's why they're giving it to you." Too late I realized the significance of my words.</p> <p>Grandpa knew that I understood it was not a matter of money. It wasn't that. He went back to hoeing the weeds. Finally he spoke again as I turned to leave, crying.</p>	<p><i>What does getting the jacket mean?</i></p> <p><i>Should someone have to pay for getting the jacket?</i></p>	<p>Significance- how important some thing is</p>
<p>15 "Then if you pay for it, Marta, it's not a scholarship jacket, is it? Tell your principal I will not pay the fifteen dollars."</p> <p>I walked back to the house and locked myself in the bathroom for a long time. I was angry with Grandfather even though I knew he was right, and I was angry with the Board, whoever they were. Why did they have to change the rules just when it was my turn to win the jacket? Those were the days of belief and innocence.</p>	<p><i>Why won't Grandpa pay \$15?</i></p>	
<p>16 It was a very sad girl who dragged into the principal's office the next day. This time he did look me in the eyes.</p> <p>"What did your grandfather say?"</p> <p>I sat very straight in my chair.</p> <p>"He said to tell you he won't pay the fifteen dollars."</p>	<p><i>What does Martha tell the principal?</i></p>	
<p>17 The principal muttered something I couldn't understand under his breath and walked over to the window. He stood looking out at something outside. He looked bigger than usual when he stood up; he was a tall, thin man with gray hair, and I watched the back of his head while I waited for him to speak.</p> <p>"Why?" he finally asked. "Your grandfather has the money. He owns a two-hundred acre ranch."</p>		

<p>I looked at him, forcing my eyes to stay dry. “I know, sir, but he said if I had to pay for it, then it wouldn’t be a scholarship jacket.”</p> <p>I stood up to leave. “I guess you’ll just have to give it to Joann.” I hadn’t meant to say that, it had just slipped out. I was almost to the door when he stopped me.</p> <p>“Martha—wait.”</p> <p>I turned and looked at him, waiting. What did he want now? I could feel my heart pounding loudly in my chest and I was afraid I was going to be sick. I didn’t need any sympathy speeches. He sighed loudly and went back to his big desk. He watched me, biting his lip.</p>		
<p>18 “Okay. We’ll make an exception in your case. I’ll tell the Board, you’ll get your jacket.”</p> <p>I could hardly believe my ears. I spoke in a trembling rush. “Oh, thank you, sir!” Suddenly I felt great. I wanted to yell, jump, run the mile, do something. I ran out so I could cry in the hall where there was no one to see me.</p> <p>At the end of the day, Mr. Schmidt winked at me and said, “I hear you’re getting the scholarship jacket this year.”</p> <p>His face looked as happy and innocent as a baby’s, but I knew better. Without answering I gave him a quick hug and ran to the bus.</p>	<p><i>What does the principal decide to do?</i></p>	
<p>19 I cried on the walk home again, but this time because I was so happy. I couldn’t wait to tell Grandpa and ran straight to the field.</p> <p>“The principal said he’s making an exception for me, Grandpa, and I’m getting the jacket after all. That’s after I told him what you said.”</p> <p>Grandpa didn’t say anything; he just gave me a pat on the shoulder and a smile</p> <p>“Better go see if your grandmother needs any help with supper.”</p> <p>I gave him a big grin. He didn’t fool me. I skipped and ran back to the house whistling some silly tune.</p>		

Text-Dependent Questions

1. PART A: Which of the following best identifies a major theme of this story?

- A. It is best to focus on one's education without worrying about recognition.
- B. Being an American means acting with respect for hard work and justice.
- C. One should respect the wisdom of elders when solving problems.
- D. It is difficult but important to stand up for what is fair and right.

2. PART B: Which quote from the text best supports the answer to Part A?

- A. "I had been a straight A student since the first grade and this last year had looked forward very much to owning that jacket." (Section 2)
- B. "My father was a farm laborer who couldn't earn enough money to feed eight children, so when I was six I was given to my grandparents to raise." (Section 2)
- C. "It was more than just being a valedictorian and giving a little thank you speech for the jacket on graduation night. It represented eight years of hard work and expectation." (Section 12)
- D. "Then if you pay for it, Marta, it's not a scholarship jacket, is it? Tell your principal I will not pay the fifteen dollars." (Section 15)

3. In section 8, why is it significant that the principal cannot look Marta in the eyes?

- A. It reveals that he knows what he is doing is wrong, and he is ashamed.
- B. It reveals that he is blind to justice and does not believe he is doing anything wrong.
- C. It reveals that he is actually distracted by more important things than who gets the jacket.
- D. It reveals that he doesn't care about what the scholarship jacket means to Marta.

4. How do Marta's feelings change over the course of the story? Cite evidence from at least 3 examples in the story.

First feeling _____

Text detail _____

Second feeling _____

Text detail _____

Third feeling _____

Text detail _____

5. How does the principal's point of view towards Marta change throughout the story? Cite evidence from the story in your response.

First the principal feels _____ about Marta.

Text detail

At the end he feels _____ about Marta.

Text detail

Discussion Questions

Directions: Choose 2 questions to answer. Brainstorm your answers to the following questions on a separate sheet of paper. Share your ideas with a parent or sibling.

1. Have you ever experienced injustice or discrimination based on how much money you – or someone else – had? How did it feel? What did you do?

2. According to the story, the principal wanted to make a special rule preventing Marta from getting the scholarship jacket. This is considered discrimination. In the context of this story, where does prejudice and discrimination come from? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

3. Would it have been fair if the school had given the jacket to Joann? Why or why not?

4. In your opinion, what makes a situation fair? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

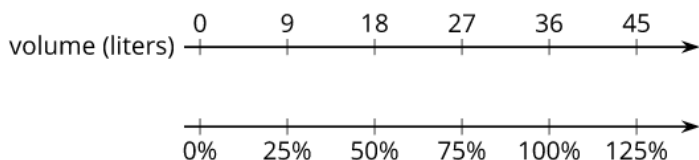
5. In the context of this story, what can – and can't – money buy? Do you believe money can lead to happiness? Why or why not? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Review and Refresh: May 18th

Percent's

A percentage is a rate per 100.

For example, a fish tank can hold 36 liters. Right now there is 27 liters of water in the tank. The percentage of the tank that is full is 75%.

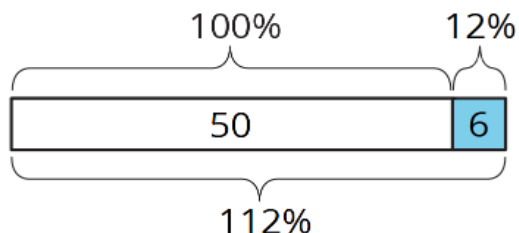


Percent Increase

A percentage increase tells how much a quantity went up, expressed as a percentage of the starting amount.

For example, Elena had \$50 in the bank on Monday. She had \$56 on Tuesday. The amount went up by \$6.

This was a 12% increase, because 6 is 12% of 50.

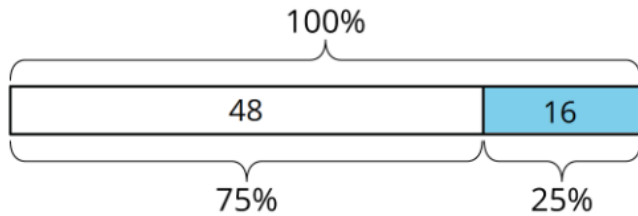


Percent Decrease

A percentage decrease tells how much a quantity went down, expressed as a percentage of the starting amount.

For example, a store had 64 hats in stock on Friday. They had 48 hats left on Saturday. The amount went down by 16.

This was a 25% decrease, because 16 is 25% of 64.



Percent Error

Measurement error is the positive difference between a measured amount and the actual amount.

For example, Diego measures a line segment and gets 5.3 cm. The actual length of the segment is really 5.32 cm. The measurement error is 0.02 cm, because $5.32 - 5.3 = .02$

Percent error is a way to describe error, expressed as a percentage of the actual amount.

For example, a box is supposed to have 150 folders in it. Clare counts only 147 folders in the box. This is an error of 3 folders. The percent error is 2%, because 3 is 2% of 150.

Sales Tax

The price tag on a jacket says \$24. The customer must also pay a sales tax equal to 7.5% of the price. What is the total cost of the jacket, including tax?

$$24 \cdot 1.075 = 25.80$$

The customer will pay 107.5% of the price listed on the tag, which is \$25.80.

Tip

A restaurant bill is \$18.75. If you paid \$22, what percentage tip did you leave for the server?

Solution:

17.3%. Possible strategy: You paid 117.3% of the bill, because $22 \div 18.75 = 1.173$. You left a 17.3% tip, because $117.3 - 100 = 17.3$.

Discount / Sale Price

A backpack originally cost \$22.50, but is on sale for \$18.99. The discount is what percentage of the original price?

$$\begin{aligned}22.50x &= 18.99 \\x &= 18.99 \div 22.50 \\x &= 0.844\end{aligned}$$

The sale price is 84.4% of the original price. The discount is $100 - 84.4$, or 15.6% of the original price.

Practice:

1. Select the word from the list that best describes each situation.
 - a. You deposit money in a savings account, and every year the amount of money in the account increases by 2.5%.
 - b. For every car sold, a car salesman is paid 6% of the car's price.
 - c. Someone who eats at a restaurant pays an extra 20% of the food price. This extra money is kept by the person who served the food.
 - d. An antique furniture store pays \$200 for a chair, adds 50% of that amount, and sells the chair for \$300.
 - e. The normal price of a mattress is \$600, but it is on sale for 10% off.
 - f. For any item you purchase in Texas, you pay an additional 6.25% of the item's price to the state government

Tax
Commission
Discount
Markup
Tip or gratuity
Interest

2. Andre wants to buy a backpack. The normal price of the backpack is \$40. He notices that a store that sells the backpack is having a 30% off sale. What is the sale price of the backpack?
3. Select **all** expressions that show x increased by 35%.
- a. $1.35x$
 - b. $\frac{35}{100}x$
 - c. $x + \frac{35}{100}x$
 - d. $(1 + 0.35)x$
 - e. $\frac{100+35}{100}x$
 - f. $(100 + 35)x$
4. Write each percent increase or decrease as a percentage of the initial amount. The first one is done for you.
- a. This year, there was 40% more snow than last year.
The amount of snow this year is 140% of the amount of snow last year.
 - b. This year, there were 25% fewer sunny days than last year.
 - c. Compared to last month, there was a 50% increase in the number of houses sold this month.
 - d. The runner's time to complete the marathon was a 10% less than the time to complete the last marathon.
5. A bakery used 25% more butter this month than last month. If the bakery used 240 kilograms of butter last month, how much did it use this month?

6. Last week, the price of oranges at the farmer's market was \$1.75 per pound. This week, the price has decreased by 20%. What is the price of oranges this week?

7. In a city in Ohio, the sales tax rate is 7.25%. Complete the table to show the sales tax and the total price including tax for each item.

item	price before tax (\$)	sales tax (\$)	price including tax (\$)
pillow	8.00		
blanket	22.00		
trash can	14.50		

8. Here are the prices of some items and the amount of sales tax charged on each in Nevada.

cost of item (\$)	sales tax (\$)
10	0.46
50	2.30
5	0.23

a. What is the sales tax rate in Nevada?

b. Write an expression for the amount of sales tax charged, in dollars, on an item that costs c dollars.

At a dinner, the meal cost \$22 and a sales tax of \$1.87 was added to the bill.

9. How much would the sales tax be on a \$66 meal?

10. What is the tax rate for meals in this city?




11. A car dealership pays \$8,350 for a car. They mark up the price by 17.4% to get the retail price. What is the retail price of the car at this dealership?

12. A store has a 20% off sale on pants. With this discount, the price of one pair of pants before tax is \$15.20. What was the original price of the pants? (multiple choice)
- a. \$3.04
 - b. \$12.16
 - c. \$18.24
 - d. \$19.00

A soccer field is 120 yards long. Han measures the length of the field using a 30-foot-long tape measure and gets a measurement of 358 feet, 10 inches.

13. What is the amount of the error?

14. Express the error as a percentage of the actual length of the field.

Learning Targets			
I can find the percentage increase or decrease when I know the original amount and the new amount.	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 understand and can solve problems about sales tax and tip.	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 understand and can solve problems about commission, interest, markups, and discounts.	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 represent measurement error as a percentage of the correct measurement. I can solve problems that involve percent error.	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 for my teacher:



Topic:

Name:

Class:

Date:

Essential Question:

Questions:

Notes:

Summary:

Name _____ Date _____

Energy vs. Mass vs. Velocity

Storyline: Could an asteroid colliding with Earth cause a mass extinction? The asteroid will be traveling very fast when it hits the surface of the planet. We must consider:

- *How much energy will be transferred to the asteroid at impact?*
- *How does it change with the size and speed of the asteroid?*
- *Which is the more IMPORTANT factor.*
- *Should we focus on the mass of the asteroid or worry about its VELOCITY?*

In **physics**, **KINETIC ENERGY** is the energy an object has BECAUSE of its **motion**. Kinetic energy is also a measure of how much change an object can cause.

- a *larger* moving object will do more damage (cause more change) than a *smaller* moving object.
- a *faster* moving object will do more damage (cause more change) than a *slower* moving object.

Graphing Data

You will receive some experimental data that our NASA research scientists determined for the KINETIC ENERGY (measured in kilojoules (kJ) = 1000 Joules) of the impact of an asteroid.

1. Create **two** LINE graphs, one for MASS vs. ENERGY and one for VELOCITY vs. ENERGY
2. Draw and label the axes for your data on the graph paper and create a title
3. Label your axes with a proper SCALE so that your data will FILL the graph
4. Plot the points on your own paper
5. Connect the dots to see the relationship
6. When you are finished, answer the questions

Graph 1

Graph 2

MASS (kg)	Energy (kJ)
200 kg	250 kJ
400 kg	500 kJ
600 kg	750 kJ
800 kg	1,000 kJ
1000 kg	1,250 kJ
1200 kg	1,500 kJ
1400 kg	1,750 kJ
1600 kg	2,000 kJ

VELOCITY (m/s)	Energy (kJ)
10 m/s	50 kJ
20 m/s	200 kJ
30 m/s	450 kJ
40 m/s	800 kJ
50 m/s	1,250 kJ
60 m/s	1,800 kJ
70 m/s	2,450 kJ
80 m/s	3,200 kJ

Directions: Answer the following questions in complete sentences.

1. What happens to the kinetic energy when you increase the mass?

2. What happens to the kinetic energy when you increase the speed?

3. How can a small object (small mass) have the same energy as a large object (large mass)?

4. What is the relationship of the MASS vs ENERGY graph?

5. What happens when you DOUBLE the mass in the MASS vs. ENERGY graph?

6. What is the relationship of the VELOCITY vs ENERGY graph?

7. What happens when you DOUBLE the velocity in the VELOCITY vs. ENERGY graph?

8. Which makes a bigger difference: a 100 kg increase in the mass or a 100 meter/sec rise in velocity?

Directions: Write TRUE or FALSE on the line next to each statement based on the graphs you made.

1. _____ Kinetic energy increases when mass increases.

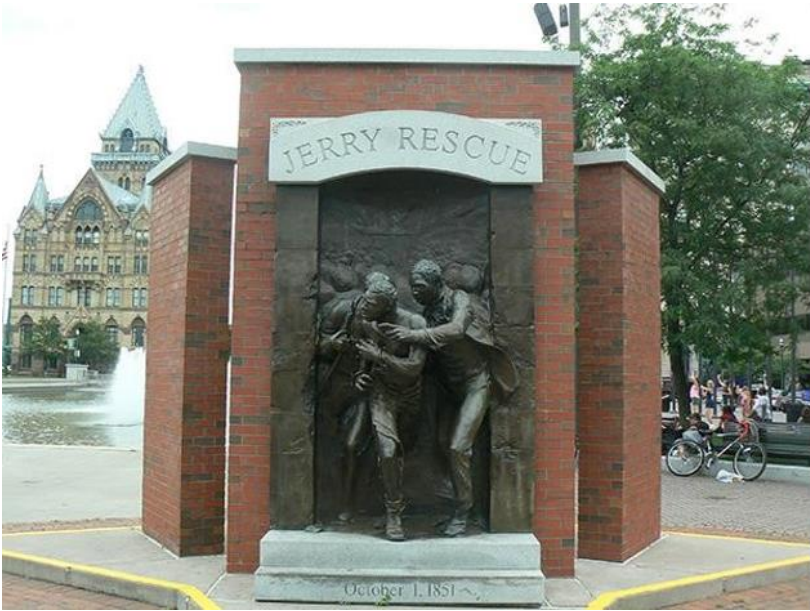
2. _____ Kinetic energy decreases when speed increases.

3. _____ A small object (small mass) can have the same kinetic energy as a large object (large mass) IF its velocity is large enough.

4. _____ The shape of the MASS vs ENERGY graph has a *NON-LINEAR RELATIONSHIP*.

5. _____ The VELOCITY vs ENERGY graph shows a *NON-LINEAR RELATIONSHIP*.

6. _____ An increase in velocity of 100 m/s leads to a LARGER increase in kinetic energy than an increase of 100 kg.



SYRACUSE CITY SCHOOL DISTRICT
SOCIAL STUDIES LEARN AT HOME LESSON

GRADE 7 SOCIAL STUDIES

May 11-22 2020

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

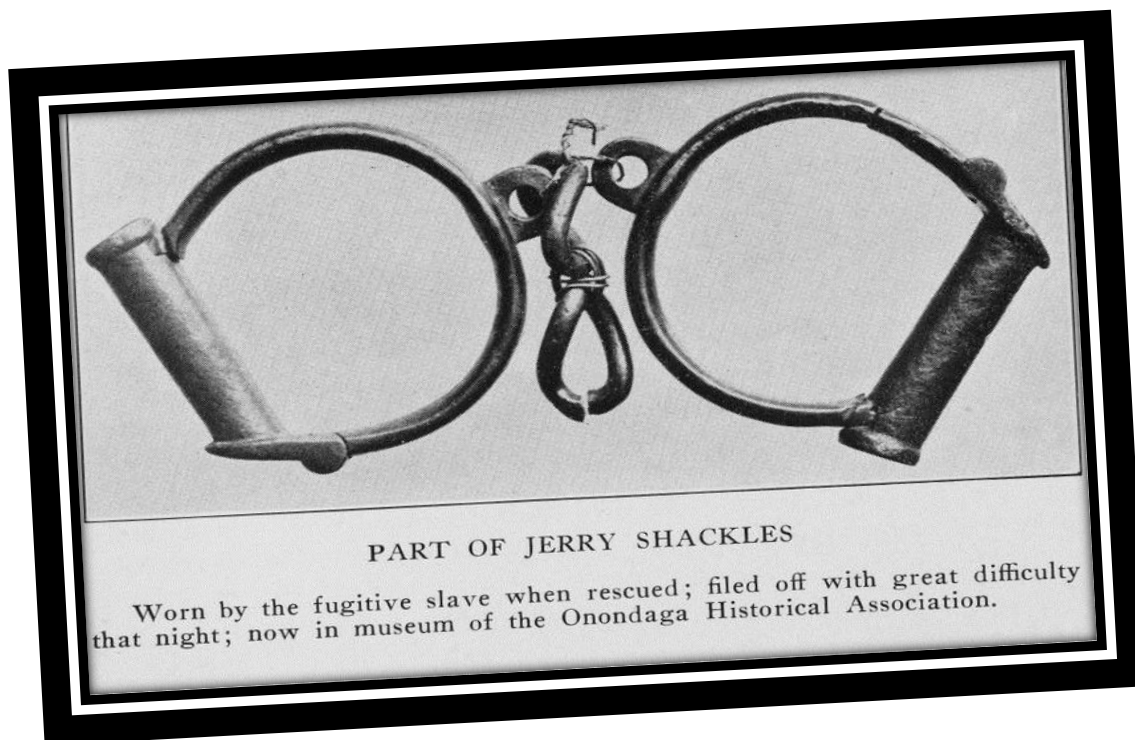
In the **1800's** compromise was used as a political tool to appease the growing tension over the issue of slavery in the United States. The **Compromise of 1850** was one such concession. It enabled California to enter the Union as a free state but contained a provision to satisfy southern slaveholders. 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.

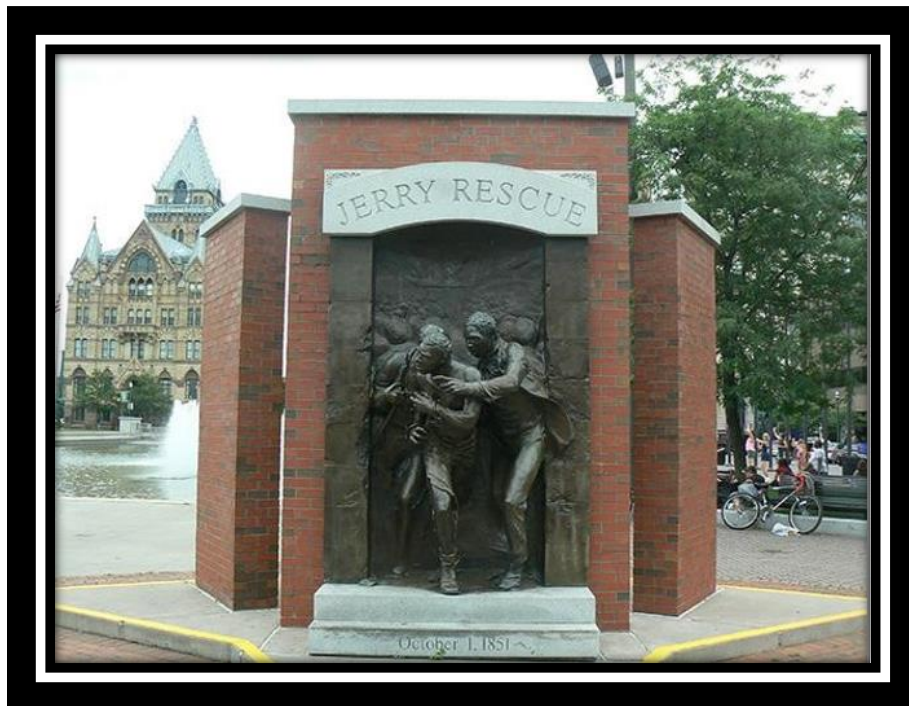
SYRACUSE, Wednesday, Oct. 1.

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)



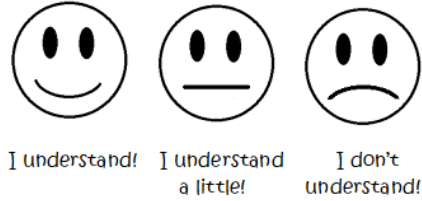
EVIDENCE OF LEARNING

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?

Make Your Own Museum Project

May 18-22, 2020

Museums show art work together in art exhibits. The items chosen for the exhibit are connected in some way (theme, medium, or time period). We want you to collect three to five things in your house that are special to you. Display them together. Take a picture, or draw or paint them below. Write why you think these items are special or beautiful and why you put them in your museum exhibit. How are these items connected to one another? Do they tell a story? If you can, send a picture of it to your art teacher or return this with you completed packet to school.

Be a Lyricist Project

May 18-22, 2020

A lyricist is someone that writes the words to songs. Take a song that you know and are familiar with the words. Rewrite new lyrics to the song below – it could be about similar topic or a completely new topic (**please keep the lyrics or words appropriate for school**). Be sure to include the name of the original song as well. Write about your experience creating new words or lyrics for a song. Was it easy or difficult? Why?

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 **complete tune into WCNY:** <http://www.wcny.org/tvclassroom/>

Your 2-week SMART goal is:

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	-Skip 3 Laps around your house outside OR Do as many shoulder touch push-ups as you can in 2 minutes -Dance for 10 Minutes OR Stretch for 10 Minutes	
Day 2	-Family Fun: Play your favorite physical education activity with your family. -Pick 5 different muscles to stretch. Hold each stretch for 20 seconds. -Family Fun: Build an obstacle course together.	
Day 3	<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 4	-Mindful Snack: When eating a snack or any meal today, really pay attention, to the taste, feel, sound, smell and look of the snack you're eating. What do you notice? - Write/talk about 5 things you can do to help your mind and body relax.	
Day 5	-Go outside and play. Get active! Be adventurous. -Sidewalk Chalk Balance: Draw different kinds of lines on the ground with chalk. Walk along them one foot in front of the other balancing.	
Day 6	-Create an indoor or outdoor obstacle course. What are different ways you can maneuver throughout the course? -List 3 words or phrases that describe how you feel each time you finish being physically active. Write 3 sentences that you could use to convince a friend or family member to be physically active with you.	
Day 7	-Positive Talk: Be sure to talk to yourself today like you would talk to someone you love. -Write a single statement of encouragement to yourself. This statement should encourage you to keep working toward daily activity goals.	
Day 8	-Read a book or a text. Jot down all the verbs that you read and physically act them out. -List 3 words or phrases that describe how you feel each time you finish being physically active. Ask your family what 3 words or phrases they feel about when being physically active.	
Day 9	-Balance: Stand on your right leg and lift your left knee at a 90 degree angle. Touch your toe without falling repeat 10 times then switch sides -Jump, Jump: Jump side-to-side over an object or line for 1 minute straight. Go again but jump front to back. Repeat each jump twice.	
Day 10	- Practice running backwards. Stay low, and stay on the balls of your feet. -Fitness Intervals: 10 squats 10 broad jumps 10 second sprints 10 pushups 10 sit-ups	
Day 11	- Put your favorite song on and make up a dance or fitness routine! - Wild Arms As fast as you can complete: 10 Arm Circles front & back 10 Forward punches 10 Raise the Roof's Repeat 3x	
Day 12	-Dribble Challenge Dribble a ball 100 times with each hand. Can you successfully dribble 100 times with each hand while moving? -Chest Pass Practice your chest passes against a brick wall. Remember to step towards your target.	
Day 13	-Jump as high as you can for 30 seconds. Repeat. -Jab, Jab, Cross: Jab twice with your right fist then punch across your body with your left. Complete 10 times then switch sides.	
Day 14	-Take a walk, jog or bike ride with a family member - Try and sprint from one end of your street to the other. Have a family member time you. - Before Bed Breathing: While lying in bed, place your hands on your stomach and pay attention to the up and down of your belly as you breathe.	

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

Name _____ Class: _____

Hello My Name Is

Jason Kim
2017

Jason Kim is an Asian American screenwriter and playwright. In this personal account, Kim discusses his experiences emigrating from Korea at a young age and his struggle to fit into American culture while maintaining his identity. He is telling about what happened to him when he was younger. As you read, take notes on how Kim's experiences shaped his feelings about his identity.

1 I will never forget the day I picked a new name. I was standing in front of my class on my first day of school at Craig Elementary in St. Louis, Missouri. I had, only a day before, landed at Lambert airport after a 16-hour flight from Seoul, South Korea. I was 10 years old. I was nervous, terrified, and **jet-lagged**.

For my entire life, everyone, including me, had known me by my Korean name: Jun Hyuk. But here, in this new country, in a brand-new classroom full of foreign faces, I had to pick a new, easy-to-pronounce, American name.

Jason. Jason Kim.



4 How did I settle on Jason? Because I didn't speak any English. Because my teacher didn't speak any Korean. And because it was either going to be Aladdin, from my favorite childhood Disney tale, or Jason, from the Mighty Morphin Power Rangers.

Jet-lagged- tired from flying in an airplane and having time changes

Think about what you have read. Can you answer these questions? If not, go back and reread it again slowly.

Who is telling the story?

Where is he from?

Why does he need a new name?

5 I still vividly remember my first time at **recess**, a confusing experience for several reasons, in large part because hanging off monkey bars and making each other cry during dodgeball were not **educationally sanctioned** activities in Asia. What was so fun about waiting in line, running up the steps, and going down a tiny slide over and over again?



dodgeball

What was the value in **sprinting** after your classmate like a person with rabies, screaming, "TAG!"

Why didn't anyone look, sound, or act like me?

8 I spent most days at recess sitting alone on the sidelines, eating the special snack that my mother had packed. The snack, a rice cake or a piece of candy from Korea, was always accompanied by a note, usually a joke, and sometimes with a drawing, which was meant to be a sketch of our beloved **deceased poodle**.

A month had passed when a teacher finally tapped me on the shoulder.

10 "Are you OK, sweetie?"

Before I could answer, another teacher rang out, "Maybe he likes sitting alone. Maybe that's the Asian way."

But in truth, I wanted to participate. I wanted to run up to Timmy like a crazy person and yell, "YOU'RE IT!" I just didn't know how.

Outside on the playground, sitting alone at recess, I learned to hate being Asian. I wanted desperately, more than anything, to be white.

Recess- free or play time during school

educationally sanctioned- were not allowed during school

sprinting- running

deceased poodle- dead dog

Think about what you have read. Can you answer this question? If not, go back and reread it again slowly.

How is Jason feeling? How do you know?

I immediately forced my parents to stop calling me Jun Hyuk at home. I named myself after some guy in a live-action children's television series, and by God, they were going to call me by that name. I got rid of my fitted vests for loose-fitting basketball jerseys. I bought tickets to an Incubus concert and threw away my **K-pop** CDs. I stopped reading Korean children's books in order to figure out what the hell was going on with **James and his giant peaches**.

15 At the dinner table, I committed the two **worst sins** that a Korean son could possibly commit: I stopped speaking Korean and I stopped eating Korean food. My parents would try to talk to me over a bowl of kimchi stew, and I would pout and ask, in English, if we could order the **Meat Lover's pie** from Pizza Hut. For my 11th birthday, my mom made me my favorite Korean dish, oh jing uh bokkeum (spicy stir-fried squid), and I looked at her with **disdain** as I said, "This is disgusting." The next day for dinner, she made me a cheeseburger. I promptly told her it tasted inauthentic and made her drive me to McDonald's. Oh, and no more special snacks either. Unless they were artificially flavored and made by Kraft. (I was a **heinous** child. Sorry, Mom.)

16 I graduated from high school and moved to New York City for college, where my primary goal was to **blend in**. But more and more, my new friends wanted to know about all the things that made me uncomfortable in the Midwest. To them, being an immigrant made me interesting. At dinner parties, people would fawn over the Korean food and ask for my mom's recipes. They even wanted to know about my childhood in Seoul. And at karaoke, people were genuinely excited that I could sing American songs. All of a sudden, being different was an **asset**, not a risk. In New York, I didn't have to be ashamed about being an Asian immigrant. I could just be ashamed about everything else in my life.



basketball jersey

K-pop- Korean music

James and his giant peaches- an English children's book

worst sins- bad things to do

Meat Lover's pie- an American pizza

Disdain- disrespectfully

Heinous- terrible, mean

Blend in- be like others around him

Asset- something good

Think about what you have read. Can you answer these questions? If not, go back and reread it again slowly.

What did Jason do to be more like American children?

What did people think about him when he was older?

17 A year after I finished graduate school in playwriting, almost **two decades** after I'd landed at Lambert airport, Lena and Jenni cast me as an Asian American graduate student on the fourth season of **Girls**. Almost immediately after the episodes aired, I began receiving emails, tweets, and Facebook messages from young Asian American writers, actors, and performers, who were excited to see a fellow Asian face on TV.

I was shocked. How could this be? I appeared on the show for, like, a millisecond, and my Beyoncé sweatshirt was definitely doing more work than I did onscreen. It was genuinely **baffling** to think that anyone could look at my very Korean face and feel a sense of connection, much less react in a positive way to the very features I hated about myself for so long.

19 We are at the point in our culture where people are finally beginning to talk about Asian identities in the media. I have not been at the front talking about those issues. I have been in the back, hiding in the corner, watching people like Margaret Cho, Daniel Dae Kim, Ali Wong, George Takei, Constance Wu, and Aziz Ansari courageously speak up about the various **issues** that Asian Americans face in Hollywood.

20 The issues exist both in front of the camera and behind the scenes. There are barely any **roles** written for Asian actors. And in general, the roles that can be played by a person of any race do not tend to go to Asian actors. Worst of all, the few roles that should go to Asian actors — some very high-profile — are being portrayed by white actors. Behind the camera, there are equally few Asian American writers, producers, studio executives, authors, and editors, and while there are certainly a significant number of people struggling to make it, their efforts seem to go largely unrecognized.

I have always been terrified of speaking up on behalf of **diversity**. I have been terrified because I grew up in a country without many visible Asian Americans in the culture, and I learned to hate every part of myself that felt foreign and strange. Unfortunately, years later, this is a problem that many young Asian Americans continue to face.

At one point during my 20s, I took a long, dramatic look in the mirror and realized, you will be Korean for the rest of your life. As a teenager growing up in the Midwest, that thought made me **cringe**. Now, it makes me happy and deeply proud.

23 My dream now as a 30-year-old is for our country to become a place where a face like mine would go completely unnoticed. And to see every third-grade teacher tell his or her students, "Keep your name. You don't have to change a thing."

two decades- 20 years later

Girls- a show on TV

Baffling- surprising

Issues- problems

Roles- characters on tv shows

Diversity- **being different**

Cringe-hate myself

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 main claim Kim develops in the text?
 - A. Asian Americans should be encouraged to embrace and celebrate their identities in America.
 - B. The difficulty Kim experienced accepting his identity as a child was due to the lack of Asian American actors he saw on television.
 - C. Asian American actors continue to be denied opportunities in the media because of their Asian identity.
 - D. Kim pursued playwriting in college with the objective of increasing the presence of Asian American actors in entertainment.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "I spent most days at recess sitting alone on the sidelines, eating the special snack that my mother had packed." (Paragraph 8)
 - B. "At the dinner table, I committed the two worst sins that a Korean son could possibly commit: I stopped speaking Korean and I stopped eating Korean food." (Paragraph 15)
 - C. "We are at the point in our culture where people are finally beginning to talk about Asian identities in the media." (Paragraph 19)
 - D. "My dream... is for our country to become a place where a cameo like mine would go completely unnoticed. And to see every third-grade teacher tell his or her students, 'Keep your name. You don't have to change a thing.'" (Paragraph 23)

3. PART A: How does Kim's talking about his experiences as a child contribute to the text?
 - A. It shows how difficult it can be to adjust to a new school and make friends.
 - B. It encourages readers to celebrate the diversity of their peers.
 - C. It shows how Kim felt ashamed of and rejected his Asian identity.
 - D. It shows the difficult relationship that Kim had with his family while growing up.

4. PART B: Which quote from the text best supports the answer to Part A?
 - A. "I still vividly remember my first time at recess, a confusing experience for several reasons, in large part because hanging off monkey bars and making each other cry during dodgeball were not educationally sanctioned activities in Asia." (Paragraph 6)
 - B. "Before I could answer, another teacher rang out, 'Maybe he likes sitting alone. Maybe that's the Asian way.'" (Paragraph 11)
 - C. "My parents would try to talk to me over a bowl of kimchi stew, and I would pout and ask, in English, if we could order the Meat Lover's pie from Pizza Hut." (Paragraph 15)
 - D. "At dinner parties, people would fawn over the Korean food and ask for my mom's recipes. They even wanted to know about my childhood in Seoul." (Paragraph 16)

5. How did Jason Kim's ideas about being Asian changed from when he was a child to being an adult?

When Jason was a child he felt _____

Text detail _____

As an adult Jason feels _____

Text detail _____

Discussion Questions

Directions: Jot your ideas to the following questions in the space provided. Try to find a classmate or family member to talk to about your thoughts (and theirs!).

1. When have you ever felt like a part of your identity was not accepted or encouraged? What did you do?

2. Can you change your identity? How did Kim attempt to change his Asian identity? Was he successful in this? Why or why not?

Refresh and Review: May 25th

Rational Numbers

Vocabulary

A **rational number** is a fraction or the opposite of a fraction.

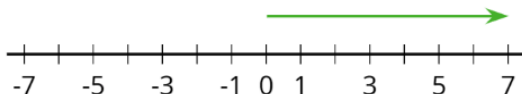
For example, 8 and -8 are rational numbers because they can be written as $\frac{8}{1}$ and $-\frac{8}{1}$.

Also, 0.75 and -0.75 are rational numbers because they can be written as $\frac{75}{100}$ and $-\frac{75}{100}$.

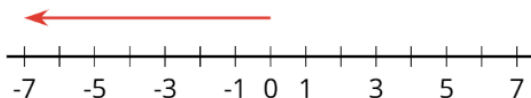
The **absolute value** of a number is its distance from 0 on the number line.

The absolute value of -7 is 7, because it is 7 units away from 0. The absolute value of 5 is 5, because it is 5 units away from 0.

A **positive number** is a number that is greater than zero. On a horizontal number line, positive numbers are usually shown to the right of 0.



A **negative number** is a number that is less than zero. On a horizontal number line, negative numbers are usually shown to the left of 0.



When you put money into an account, it is called a **deposit**.

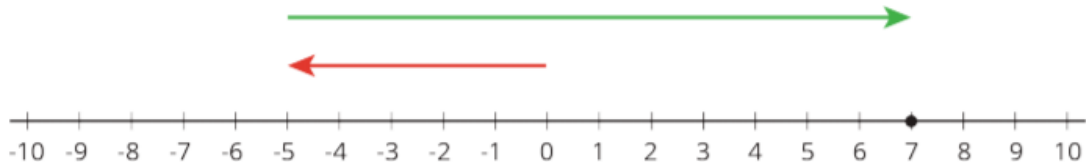
For example, a person added \$60 to their bank account. Before the deposit, they had \$435. After the deposit, they had \$495, because $435 + 60 = 495$.

When you take money out of an account, it is called a **withdrawal**.

For example, a person removed \$25 from their bank account. Before the withdrawal, they had \$350. After the withdrawal, they had \$325, because $350 - 25 = 325$.

We can represent adding and subtracting with negative numbers on a number line using arrows. The arrow for a positive number points right, and the arrow for a negative number points left. We add numbers by putting the arrows tail to tip.

For example, here is a number line that shows $-5 + 12 = 7$.



The first number is represented by an arrow that starts at 0 and points 5 units to the left. The next number is represented by an arrow that starts directly above the tip of the first arrow and points 12 units to the right. The answer is 7 because the tip of this arrow ends above the 7 on the number line.

Multiplying and Dividing Rational Numbers

- A positive times a negative is a negative.
- A negative times a positive is a negative.
- A negative times a negative is a positive.

Practice:

1. Compare using $>$, $=$, or $<$.

- 3 _____ -3
- 12 _____ 24
- -12 _____ -24
- 5 _____ $-(-5)$
- 7.2 _____ 7
- -7.2 _____ -7
- -1.5 _____ $\frac{-3}{2}$
- $\frac{-4}{5}$ _____ $\frac{-5}{4}$
- $\frac{-3}{5}$ _____ $\frac{-6}{10}$

2. The temperature is -2°C . If the temperature rises by 15°C , what is the new temperature?

3. At midnight the temperature is -6°C . At midday the temperature is 9°C . By how much did the temperature rise?

4. What is the final elevation if

- a. A bird starts at 20 m and changes 16 m?
- b. A butterfly starts at 20 m and changes -16 m?
- c. A diver starts at 5 m and changes -16 m?
- d. A whale starts at -9 m and changes 11 m?
- e. A fish starts at -9 meters and changes -11 meters?

5. Add.

- a. $14.7 + 28.9$
- b. $-9.2 + 4.4$
- c. $-81.4 + (-12)$
- d. $51.8 + (-0.8)$

6. The table shows five transactions and the resulting account balance in a bank account, except some numbers are missing. Fill in the missing numbers.

	transaction amount	account balance
transaction 1	200	200
transaction 2	-147	53
transaction 3	90	
transaction 4	-229	
transaction 5		0

7. Clare has \$54 in her bank account. A store credits her account with a \$10 refund. How much does she now have in the bank?

8. Mai's bank account is overdrawn by \$60, which means her balance is $-\$60$. She gets \$85 for her birthday and deposits it into her account. How much does she now have in the bank?

9. Tyler is overdrawn at the bank by \$180. He gets \$70 for his birthday and deposits it. What is his account balance now?

10. Andre has \$37 in his bank account and writes a check for \$87. After the check has been cashed, what will the bank balance show?

11. Find each difference. If you get stuck, consider drawing a number line diagram.

a. $9 - 4$

b. $4 - 9$

c. $9 - (-4)$

d. $-9 - (-4)$

e. $-9 - 4$

f. $4 - (-9)$

g. $-4 - (-9)$

h. $-4 - 9$

12. Find each difference.

a. $(-5) - 6$

b. $35 - (-8)$

c. $\frac{2}{5} - \frac{3}{5}$

d. $-4\frac{3}{8} - (-1\frac{1}{4})$

13. Fill in the missing numbers in these equations

a. $-2 \cdot (-4.5) = ?$

b. $(-8.7) \cdot (-10) = ?$

c. $(-7) \cdot ? = 14$

d. $? \cdot (-10) = 90$

14. Find the value of each expression.

a. $\frac{1}{4} \cdot (-12)$

b. $-\frac{1}{3} \cdot 39$

c. $(-\frac{4}{5}) \cdot (-75)$

d. $-\frac{2}{5} \cdot (-\frac{3}{4})$

e. $\frac{8}{3} \cdot -42$

15. Fill in the missing numbers in these equations

a. $(-7) \cdot ? = -14$

b. $? \cdot 3 = -15$

c. $? \cdot 4 = 32$

d. $-49 \cdot 3 = ?$

16. At one time the aircraft is 200 m above the surface, the submarine is 55 m below the surface, and the underwater robotic vehicle is 227 m below the surface.

a. What is the difference in height between the submarine and the aircraft?

b. What is the distance between the underwater robotic vehicle and the submarine?

17. Evaluate each expression:

a. $-12 \cdot \frac{1}{3}$

b. $-12 \cdot -\frac{1}{3}$

c. $12 \cdot (-\frac{5}{4})$

d. $-12 \cdot (-\frac{5}{4})$

18. Find the quotients:

a. $24 \div -6$

b. $-15 \div 0.3$

c. $-4 \div -20$

19. Find the quotients.

a. $\frac{2}{5} \div \frac{3}{4}$

b. $\frac{9}{4} \div \frac{-3}{4}$

c. $\frac{-5}{7} \div \frac{-1}{3}$

d. $\frac{-5}{3} \div \frac{1}{6}$

20. A submarine is only allowed to change its depth by rising toward the surface in 60-meter stages. It starts off at -340 meters.

a. At what depth is it after:

i. 1 stage

ii. 2 stages

iii. 4 stages

b. How many stages will it take to return to the surface?

Learning Targets			
I can compare rational numbers.	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 use rational numbers to describe temperature and elevation.	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 use a number line to add positive and negative numbers.	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 understand what positive and negative numbers mean in a situation involving money.	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 use a number line to subtract positive and negative numbers.	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 solve problems that involve adding and subtracting rational numbers.	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 solve problems that involve multiplying rational numbers.	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 divide rational numbers.	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 have for my teacher:



Topic:

Name:

Class:

Date:

Essential Question:

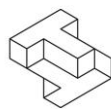
Questions:

Notes:

Summary:

Rubber Band Fling

Lab Related Activity: *Physics of Roller Coasters*



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This activity is meant to extend your students' knowledge of the topics covered in our Physics of Rollercoasters lab. Student teams will be investigating the correlation between stretched length of a rubber band (potential energy) to the distance it travels (kinetic energy).

Grade Levels: 2-8

Estimated Time: 30-40 minutes

Student Outcomes:

1. Students will be able to create a model that demonstrates both potential and kinetic energy.
2. Students will be able to graph the relationship between potential and kinetic energy.

Next Generation Science Standards:

Physical Sciences **Grade 3:** 3-PS2-2;

Grade 4: 4-PS3-1,2,4; **Grades 6-8:** MS-PS3-1,2,5

Engineering Design **Grade 2:** K-2-ETS1-3;

Grades 3-5: 3-5-ETS1-1; **Grades 6-8:** MS-ETS1-1-4

California State Science Standards

Physical Sciences **Grade 2:** 2.1.b; **Grade 3:** 3.1.b-c

Grade 8: 8.1.a, c-d

Investigation and Experimentation **Grade 2:** 2.4.a-b, g

Grade 3: 3.5.a, c-e; **Grade 4:** 4.6.b-d;

Grade 5: 5.6.f, g; **Grade 6:** 6.7.a-b; **Grade 7:** 7.7.a;

Grade 8: 8.9.a

Common Core ELA Standards

Grade 2: *Speaking and Listening* 2.SL.1a-c;
2.SL.2a;2.SL.3

Grade 3: *Speaking and Listening* 3.SL.1b-d;
3.SL.3

Grade 4: *Speaking and Listening* 4.SL.1b-d

Grade 5: *Speaking and Listening* 5.SL.1b-d

Grades 6-8: *Speaking and Listening* SL.1b-e

Common Core Math Standards

Grade 2: 2.MD.1 **Grade 3:** 3.MD.4

Vocabulary

Familiarity with these terms and concepts will enhance students' experience in the activity.

- Kinetic Energy: energy of motion; energy being expressed through movement
- Potential Energy: energy that is stored for later use; not currently being used
- Elastic Potential Energy: potential energy that has been stored by compressing or stretching an elastic object; i.e. a spring or rubber band
- Tension: the state of being stretched tight

Materials (one set per group of 4 students)

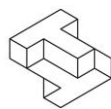
- At least 20 rubber bands of the same size and thickness (all students in the class should have the same size rubber bands)
- Ruler
- Popsicle stick or pencil
- Measuring tape or meter stick
- Masking Tape

Procedure

1. Begin by reviewing potential and kinetic energy. Discuss other places besides roller coasters where potential and kinetic energies can be found.
2. This activity should be done in a large open space either outside or in the gymnasium/cafeteria.
3. Tape or hot glue the Popsicle stick or pencil perpendicular to the zero end of the ruler so that only 1" of the popsicle stick is sticking up over the numbered side of the ruler. (This should form a lopsided "T" shape)

Rubber Band Fling

Lab Related Activity: *Physics of Roller Coasters*



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4. Place the ruler on the edge of a desk or table so that the popsicle stick is against the edge of the table. Tape the ruler down to the table.
 - If doing this activity outside, the ruler can be taped down to the ground. The bottom part of the popsicle stick will need to be cut off so that the ruler can lay flat on the ground.
5. Students will take turns shooting rubber bands that have been stretched different lengths to see the relationship between potential and kinetic energy.
6. To shoot the rubber band:
 - Place one end of the rubber band around the popsicle stick.
 - Pull the rubber band back to the desired distance using the ruler as a guide.
 - Let go of the rubber band and let it fly!
 - Try to keep the angle of launch the same for every shot to get the most accurate distance.
7. After each rubber band shot, a student team member should measure and record the distance the rubber band flew. Each stretch distance should be repeated 3-4 times to get more accurate results.
8. Shooting lengths:
 - 2 inches stretched
 - 4 inches stretched
 - 6 inches stretched
 - 8 inches stretched
 - 10 inches stretched (if possible)
 - 12 inches stretched (if possible)
9. Once all the data has been collected, teams will find the average distance for each stretched distance and graph their results (stretched distance (x) vs. travelled distance (y)). Younger students can pick the most common distance as opposed to finding the average.
 - A blank graph has been provided at the end of this lesson, but students are encouraged to create their own.
10. Once teams have finished graphing, have them compare their results with other teams and discuss the correlation.

Extended Learning

- Try out different sized rubber bands in addition to the different stretched distances. This activity would make a great pre-activity to Rubber Band Cars as a method for selecting the “best” rubber band to be featured in the car based on how it performs.

Rubber Band Fling

Lab Related Activity: *Physics of Roller Coasters*



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Stretched Length	Distance Flown			
	Trial #1	Trial #2	Trial #3	Average
2 inches				
4 inches				
6 inches				
8 inches				
10 inches				
12 inches				

Rubber Band Fling

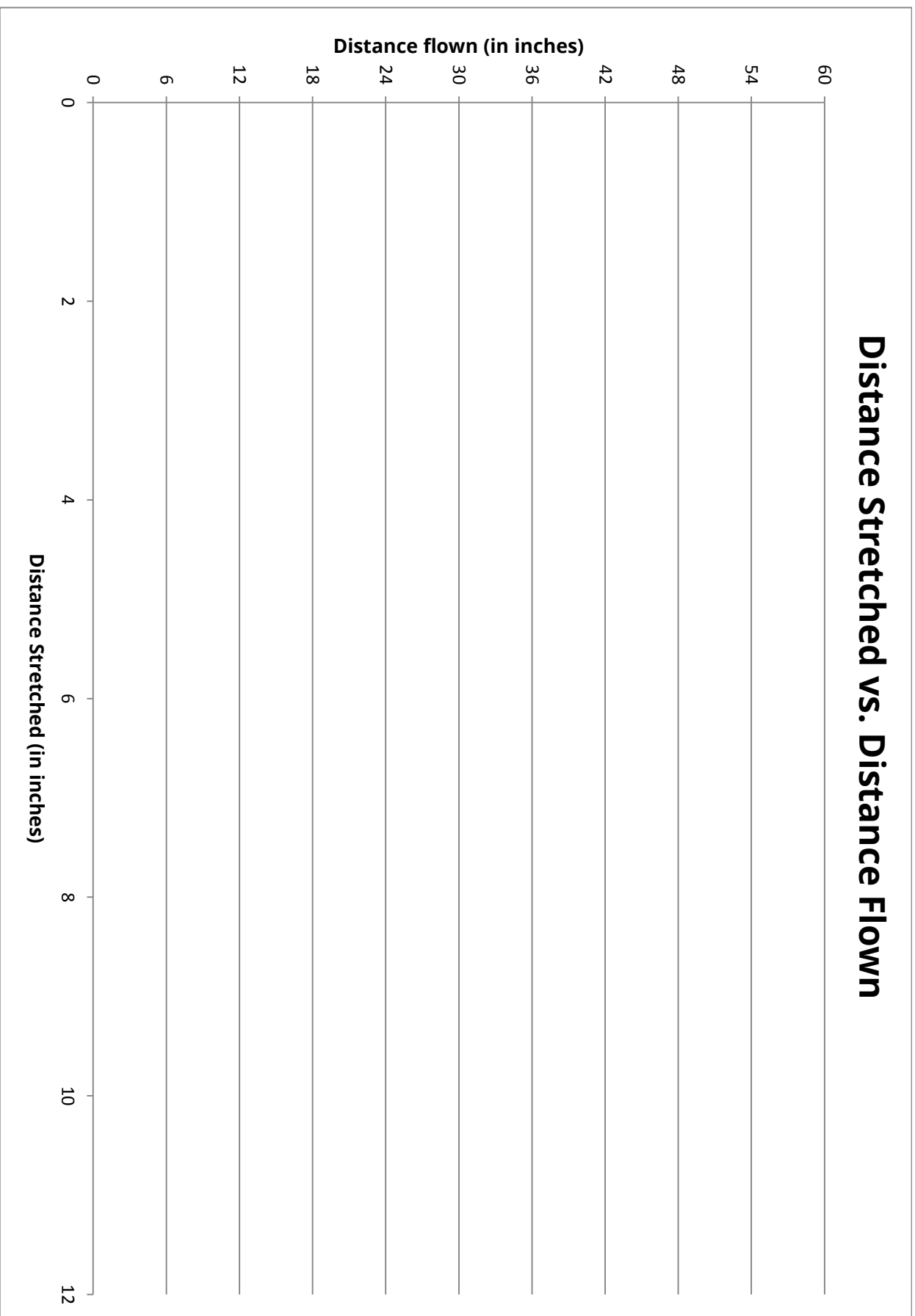
Lab Related Activity: *Physics of Roller Coasters*



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Distance Stretched vs. Distance Flown





SYRACUSE CITY SCHOOL DISTRICT
SOCIAL STUDIES LEARN AT HOME LESSON

GRADE 7 SOCIAL STUDIES

May 25-29 2020

Name: _____

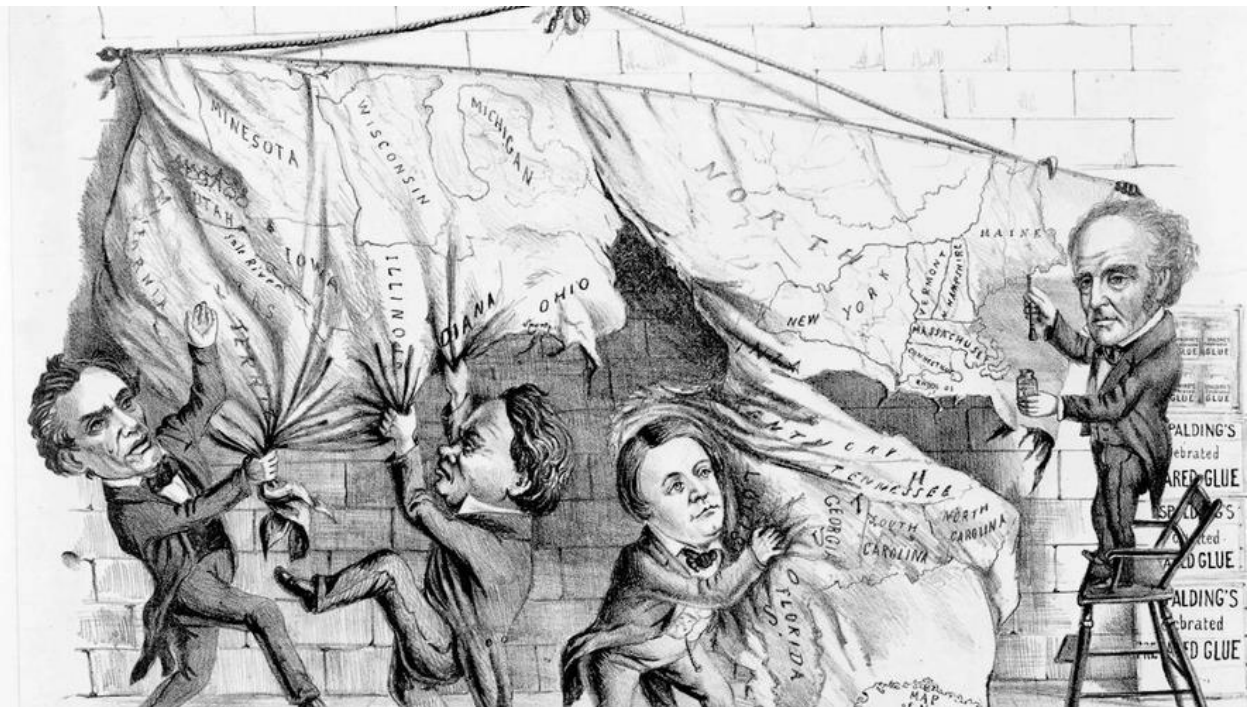
- By the end of the next two weeks I will be able to understand how the change in the United States with industrialization affected different parts of the country in different ways.
- I will also be able to explain how regional economic differences and values, as well as different opinions of the Constitution, laid the basis for tensions between states' rights advocates and supporters of a strong federal government which eventually led to a war between the north and the south in the United States.



Inquiry

Instructions: *Complete the note catcher to the best of your ability below after looking at the political cartoon.*

Political Cartoon Definition: *A political cartoon is a cartoon that is about social and political events, usually depicted in a humorous way.*



In this political cartoon, the presidential and vice presidential candidates in the 1860 election are shown tearing apart a map of the United States. From Library of Congress

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 was the turning point that forced the United States to debate slavery?**" Then read the article a second time. Underline details that show the Northern states' views on slavery and label them with the letter "N". Circle details that show the Southern states' views and label them with an "S".

DOCUMENT 1

Type of Source: _____ Author: _____

Date Written: _____ Title (if available): _____

By Chandra Manning, The Gilder Lehrman Institute of American History

Published:05/17/2017

As the U.S. Grew, the North-South Dispute over Slavery Led to Civil War

In 1857, future president Abraham Lincoln was making notes for an important speech. At the time, conflict was growing between the North and South over slavery. "A house

divided against itself can not stand," Lincoln wrote. "I believe this government can not endure permanently, half slave, and half free."

Long road to the Civil War

Lincoln's words turned out to be true. Only a few years later the North and South entered the Civil War, which lasted from 1861 to 1865. The bloody contest ultimately brought an end to slavery.

The years leading up to the war are known as antebellum. For most of this period, the North and South were able to avoid direct conflicts. Slavery was only legal in the South, but whites in both parts of the country shared a belief in the superiority of white people. They also shared a reluctance to talk about whether slavery was morally acceptable.

Slavery grows, some whites get rich

The country certainly had religious, ethnic and social differences within itself. These differences could be found in both the North and the South. Yet, when war came in 1861, it drew a hard line between Northern states and Southern states. The biggest difference between these two parts of the country was slavery. How did slavery become the problem that would split the nation in two?

Conflict began with the growth of slavery itself. In a very short time, the number of slaves exploded from 800,000 to 4,000,000. The Southern states were very wealthy because of slave labor. In the North, many people benefited from crops and goods produced by slaves. White Americans across the country relied on slavery for their wealth and comfort. Rather than face the problem, they preferred not to talk about it.

Should new U.S. territories have slaves?

The attitude changed when the United States began to expand to the west. Settlers moved into new land west of the Appalachian Mountains, which eventually became part of the United States. The land was divided into different regions known as territories. People were forced to debate whether slavery should be allowed there. During the 1850s,

white Northerners and Southerners came to great disagreement over the issue. Pro-slavery forces seemed to be gaining the upper hand. The spread of slavery looked as though it would be almost impossible to stop.

The growing power of the Southern states worried people in the North. This gave rise to a new political group called the Republican Party. Republicans worried that Southerners were trying to take over the federal government and spread slavery. One person who shared these ideas was Abraham Lincoln, a leading member of the Republican Party.

Slavery foe Abraham Lincoln becomes president

Meanwhile, white Southerners wanted the government to do more to protect slavery. Their demands split the Democratic Party in two right during the presidential election of 1860. Southern Democrats wanted the government to allow slavery in all new U.S. territories. Northern Democrats wanted to let the people in each territory decide whether or not to allow slavery.

It became clear that the Republican candidate for president, Abraham Lincoln, would win. White Southerners became worried. They said that if Lincoln won, the Southern states would break away from the United States.

Slave states break away

As expected, Lincoln won the presidential election of 1860. Shortly after, seven states from the Deep South broke away from the United States. They formed their own country called the Confederate States of America, or the Confederacy. Soon other Southern states threatened to join them. As Abraham Lincoln took office, the country was preparing to go to war.

Chandra Manning teaches history at Georgetown University and is the author of "What This Cruel War Was Over: Soldiers, Slavery, and the Civil War" (2007).



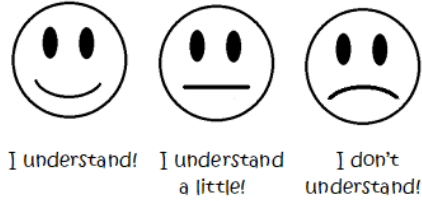
EVIDENCE OF LEARNING

Instructions: Circle the best answer to each question.













1. "A house divided against itself cannot stand. I believe this government cannot endure permanently, half slave, and half free."
Which statement supports this claim of President Lincoln's?
 - A. The United States settled the issue of slavery with the Civil War.
 - B. Northerners ignored the issue of slavery for many years before the Civil War.
 - C. The Democratic Party was splitting up before the election of 1860.
 - D. Western territories could vote on whether or not to permit slavery.
2. Why did Northerners and Southerners disagree on the issue of permitting slavery in the West?
 - A. The North and South could not agree on the total number of slaves. "In a very short time, the number of slaves exploded from 800,000 to 4,000,000."
 - B. The North had abolished slavery in many Western states. "Meanwhile, white Southerners wanted the government to do more to protect slavery."
 - C. Northerners wanted to stop slavery from spreading to the Western states. "The spread of slavery looked as though it would be almost impossible to stop."
 - D. Few Northerners ever benefited from slavery. "The Southern states were very wealthy because of slave labor."
3. How did the election of 1860 help cause the American Civil War?
 - A. The Democratic Party was splitting up. "Their demands split the Democratic Party in two right during the presidential election of 1860."
 - B. Western territories were allowed to vote on the issue of slavery. "Northern Democrats wanted to let the people in each territory decide whether or not to allow slavery."
 - C. A Republican won the election. "As expected, Lincoln won the presidential election of 1860. Shortly after, seven states from the Deep South broke away from the United States."
 - D. The number of slaves increase. "In a very short time, the number of slaves exploded from 800,000 to 4,000,000."
4. Why did the Republicans win the election of 1860?
 - A. The vast majority of voters opposed the expansion of slavery.
 - B. None of the Western territories had acquired statehood, so citizens in the West couldn't vote.
 - C. The Democratic Party split on the issue of slavery expanding into Western territories.
 - D. Abraham Lincoln's passionate speeches won over many Democrats.

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	   <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>
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?

Create Art Work of Something New You've Learned

May 25-29, 2020

While you have been at home what have you learned to do? Something outside of school work. What have you learned emotionally, physically or any other learning. For example, have you learned to be more patient? Have you learned to skateboard? Have you learned to cook a meal? Create a piece of art that illustrates your new learning. You can make a drawing, a collage or even a sculpture. Use whatever you have available. Write about what you have learned to do while at home. If you can, send a picture of it to your art teacher or return this with you completed packet to school.

Be a Music Publicist Project

May 25-29, 2020

A Music Publicist ensures that the musicians they represent get good publicity and media followings to increase their sales and performances. Choose a musician that you are familiar with. Below, write how you would introduce people to this person's music, how you would get people interested in their music and how you would publicize their music and concerts.