



REMOTE LEARNING

Grade 8

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/>.

	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			

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,**



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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.

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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.

Grade 8 Scientific Notation "Give It A Go" – WCNY Lesson from April 30th – Week of May 4, 2020

Scientific Notation- Rewriting Numbers with Powers of 10

Scientific notation is a way to write very large or very small number. We write these numbers by multiplying a number between 1 and 10 by a power of 10.

Take a look at these numbers:

Standard Form	425,000,000	0.0000000000783
Written Form	4 hundred 25 million	7 hundred 83 trillionths
Scientific Form	4.25×10^8	7.83×10^{-11}

Check out the place value connections:

The 7 is in the one-hundred billionth place

$10^8 = 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 = 100,000,000$ or **one-hundred million**.

$10^{-11} = \frac{1}{10} \times \frac{1}{10} \times \frac{1}{10} \times \frac{1}{10} \times \frac{1}{10} \times \frac{1}{10} \times \frac{1}{10} \times \frac{1}{10} \times \frac{1}{10} \times \frac{1}{10} \times \frac{1}{10} = \frac{1}{100,000,000,000}$ or **one-hundred-billionth**

	$\cdot 10$	$\cdot 10$	$\cdot 10$	$\cdot 10$	$\cdot 10$	$\cdot 10$	$\cdot 10$
	Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths
Exponent	10^3	10^2	10^1	10^0	$10^{-1} = \frac{1}{10^1}$	$10^{-2} = \frac{1}{10^2}$	$10^{-3} = \frac{1}{10^3}$
Expanded	$10 \cdot 10 \cdot 10$	$10 \cdot 10$	10	1	$\frac{1}{10}$	$\frac{1}{10 \cdot 10}$	$\frac{1}{10 \cdot 10 \cdot 10}$
	$\cdot \frac{1}{10}$	$\cdot \frac{1}{10}$	$\cdot \frac{1}{10}$	$\cdot \frac{1}{10}$	$\cdot \frac{1}{10}$	$\cdot \frac{1}{10}$	$\cdot \frac{1}{10}$

- The place value chart helps us to make connections between exponents and its expanded form.
- To make an exponent larger, multiply by 10
 - To make an exponent smaller, multiply by $\frac{1}{10}$
 - Negative exponents do NOT mean the value is negative. Instead, the negative exponent suggests a fraction that is less than 1.
 - An exponent equal that is 0 (i.e. 10^0) is 1

Practice:

1. Write each number in scientific notation.

a. 14,700

b. 0.00083

c. 760,000,000

d. 0.038

e. 0.38

f. 3.8

g. 3,800,000,000,000

h. 0.0000000009

State whether each of the following is in scientific notation. If not, write it in scientific notation.

2. 5.23×10^8

3. 48,200




4. 0.00099

5. 36×10^5

6. 8.7×10^{-12}

7. 0.78×10^{-3}

Reflection:

Learning Target			
I can write a number in scientific notation.	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.

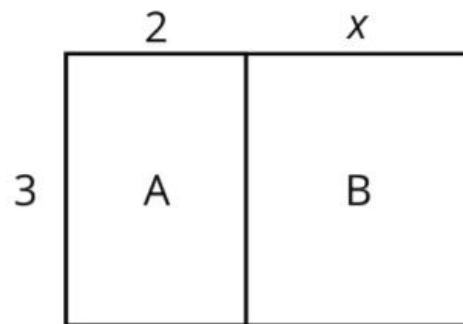
Questions I need to ask my teacher:

Grade 8 Refresh and Review – The Distributive Property

Week of May 4, 2020

The Distributive Property

$$5(x + 2) = 5 \cdot x + 5 \cdot 2$$



In this diagram, we can say one side length of the large rectangle is 3 units and the other is $x + 2$ units. So, the area of the large rectangle is $3(x + 2)$. The large rectangle can be partitioned into two smaller rectangles, A and B, with no overlap. The area of A is 6 and the area of B is $3x$. So, the area of the large rectangle can also be written as $3x + 6$. In other words,

$$3(x + 2) = 3x + 3 \cdot 2$$

This is an example of the distributive property.

Evaluating Expressions

A variable is a letter, for example x , y or z , that represents an unspecified number.

$$6 + x$$

To evaluate an algebraic expression, you have to substitute a number for each variable and perform the arithmetic operations. Suppose $X = 7$. In the example above, if $x = 7$, then to evaluate the expression we would substitute 7 for x and would have $6 + 7 = 13$.

If we know the value of our variables, we can replace the variables with their values and then evaluate the expression.

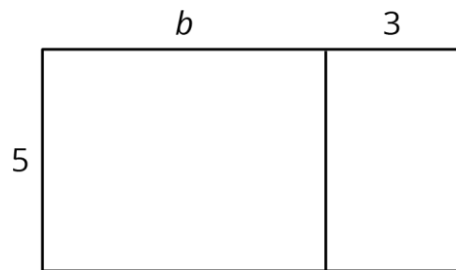
Practice:

Write a number or expression in each empty box to create true equations.

1. $7(3 + 5) = \square + \square$

2. $15 - 10 = \square(3 - 2)$

3. Select **all** the expressions that represent the large rectangle's total area.



- a. $3(5+b)$
- b. $5(b+3)$
- c. $5b + 15$
- d. $15 + 5b$
- e. $3 \cdot 5 + 3b$

4. For each expression, use the distributive property to write an equivalent expression.

- a. $4(x + 2)$
- b. $(6 + 8) \cdot x$
- c. $4(2x + 3)$
- d. $6(x + y + z)$

5. Priya rewrites the expression $8y - 24$ as $8(y - 3)$. Han rewrites $8y - 24$ as $2(4y - 12)$. Are Priya's and Han's expressions each equivalent to $8y - 24$? Explain your reasoning. Draw an area model if that helps.

6. Use the distributive property to write an expression that is equivalent to $12 + 4x$.

7. Draw a diagram that shows the two expressions are equivalent.

8. Evaluate the expressions below when $y = 10$.

a.) $6(5y+1)$




b.) $6 \cdot 5y + 6 \cdot 1$

9. Evaluate the expressions below when $y = 3$.

a.) $-2(4y+1)$

b.) $-2 \cdot 4y + (-2) \cdot 1$

10. Evaluate $8(2t + 3)$ when $t = -3$

Learning Target			
I can use a diagram of a split rectangle to write different expressions with variables representing its area.	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 write equivalent expressions using the distributive property.	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 evaluate expressions given the specified value of a variable.	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

Name: _____




- By the end of this week I will gain an understanding of how the civil rights movement was an attempt by people and the government to address major social problems in the United States.
- By the end of this week I will be able to understand how Syracuse played a role in this movement to help equality for African Americans.



Building Knowledge through Reading and Note -Taking

Setting the stage to help you understand the time period:

Instructions: Before embarking on the reading *study the information below to help you understand basic information about the time period you are about to study.*

Presidents of the United States from 1945-1963	Harry S. Truman	Dwight D. Eisenhower	John F. Kennedy
			
<i>Years in Office</i>	1945-1953	1953-1961	1961-1963
<i>Political Party</i>	<i>Democrat</i>	<i>Republican</i>	<i>Democrat</i>
<i>War or Conflict During that time</i>	<i>World War II</i> <i>Korea</i>	<i>Korea</i> <i>Vietnam</i>	<i>Vietnam</i> <i>Cuban Missile Crisis</i>
<i>Important aspects of life during this era</i>	<ul style="list-style-type: none"> • <i>Baby Boom</i> • <i>Suburbs & consumerism</i> • <i>Rock n roll, youth culture, juvenile delinquency</i> • <i>Beginning of Civil Rights Movement (Brown v BOE)</i> • <i>Red Scare (McCarthyism)</i> 		<ul style="list-style-type: none"> • <i>Victory of nonviolent protest in achieving Civil Rights for African-Americans</i> • <i>Counter-culture, Free Speech movement</i>

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 complete the note catcher/graphic organizer that checks to see if you understood what you read. **You may need to use the glossary on the last page to help you define some words.**

DOCUMENT 1

Type of Source: _____ Author _____
Date Written: _____ Title (if available): _____

U.S. History: Birth of the Civil Rights Movement, 1941-1963

By National Park Service, adapted by Newsela staff

Published:05/08/2017

America changed tremendously during World War II, creating a driving force for civil rights that transformed American life. African-Americans migrated to the North, where they had the right to vote. New government policies laid the groundwork for the end of racial segregation. Civil rights became a national issue for the first time since the Reconstruction era, the period after the Civil War between North and South.

Question 1: Read the sentence from the first paragraph of the article.

“New government policies laid the groundwork for the end of racial segregation.”

What is the meaning of the phrase "laid the groundwork" as it is used above?

Minorities, such as African-Americans, served in the military but fought in units that were segregated from white soldiers. However, the defense industry also created new jobs that eventually brought about social and legislative reform. Millions of married women and mothers worked outside the home for the first time, and some remained employed after the war was over.

Approximately 65,000 Native Americans left their reservations to work in wartime industries and serve in the armed forces. African-Americans demanded their fair share of jobs and an end to segregation in government departments and the military. President Franklin D. Roosevelt

responded by banning discrimination in defense industries. To assure that companies complied, he formed the Federal Employment Practices Committee (FEPC). This committee held hearings to expose racial discrimination and helped African-Americans in the North find work. The formation of the FEPC also led to the first civil rights case regarding equal employment for Latinos. Protests were held before the FEPC to expose the fact that Latinos were still denied jobs in many war industries. Despite their American citizenship, they were considered "aliens" by employers.

African-Americans were denied mortgages and loans

Even as people of color served in the military, those at home still faced racial discrimination from federal and local governments. African-Americans were refused home loans partly because of the government's support for a practice called redlining. Beginning in the late 1930s, lines were drawn on government maps around black neighborhoods. Within these neighborhoods, banks refused to give out any mortgages or loans. Redlining prevented investments from flowing in, and made poor neighborhoods poorer. It also prevented African-Americans from owning their own homes, the most important way of building wealth in the 20th century.

Other minorities had to fight for equal rights as well. During World War II, nearly 110,000 people of Japanese descent from Oregon, Washington and California were sent to internment camps. In 1942, Federal Executive Order 9066 ordered civilians cleared from "military areas," but only Japanese-Americans were forced to leave. In the Zoot Suit Riots of 1943, police did not protect Latino teenagers who were attacked by white servicemen for wearing zoot suits, a fashion of the time. Many Chinese also struggled against anti-Chinese racism and were only allowed to immigrate to the U.S. in 1943. Native Americans were denied the right to vote in six states. They were accused of not being able to read, not being citizens and not paying taxes.

NAACP blasts segregation

World War II spurred a strong sense of injustice among African-Americans. The National Association for the Advancement of Colored People (NAACP) began major attacks against discrimination and segregation. It was encouraged by the record of black servicemen in the war and financial support from white donors.

Social pressure to end segregation also increased during and after the war. In 1944 the Swedish economist Gunnar Myrdal published "An American Dilemma," which gives a blunt account of the history of racial injustice in the U.S. The book became extremely influential. In 1946, President Harry S. Truman established a federal civil rights committee that called for an end to segregation in America.

In 1948, based on the committee's findings, Truman issued Executive Order 9981, desegregating the military. It also led to the 1954 Supreme Court decision ending segregation in the country's schools. Many scholars consider it the birth of the modern civil rights movement.

Question 2: Read the four statements below. Circle which statement shows the order of government action during and after World War II?

- A. Executive Order 9981; formation of the federal civil rights committee; formation of the FEPC; Executive Order 9066
- B. Executive Order 9066; formation of the FEPC; formation of the federal civil rights committee; Executive Order 9981
- C. Formation of the FEPC; Executive Order 9066; formation of the federal civil rights committee; Executive Order 9981
- D. Formation of the FEPC; Executive Order 9066; Executive Order 9981; formation of the federal civil rights committee.

Question 3: Based on Truman's Executive Order 9981, what can we assume about the findings of the federal civil rights committee?

Question 4: Circle what would be one of the long-term effects of redlining on African-American families?

- A. They accumulated wealth through work rather than by owning homes, meaning African-Americans owned small businesses.
- B. Large numbers of African-Americans would migrate to northern cities, meaning that the South became largely white.
- C. They participated in the FEPC in order to find better housing options, leading to them moving into the suburbs.
- D. They failed to accumulated wealth that could be passed on to their children, keeping many African-Americans in poverty.

Civil Rights in Syracuse in the Early 1960's

The 1960s were a time of racial unrest not only in the south, but throughout the country. Desegregation of schools and discrimination in housing and jobs, were also a problem. The problem was in Syracuse, too, even though many chose to deny the inequality.

CORE, the "Committee on Racial Equality" was created through monetary contributions and was dedicated to informing the citizens of the reality of the situation. This booklet was published in 1963.

One hundred individuals protesting for civil rights were arrested in September of that year. The next year "Toward Social Justice Project 101" was published. It was a study of the social problems faced by African-Americans in Syracuse and proposals to deal with those problems.



Sourcing Instructions: Source the document and complete the graphic organizer.

Type of Source: _____ Author _____

Date Written: _____ Title (if available): _____

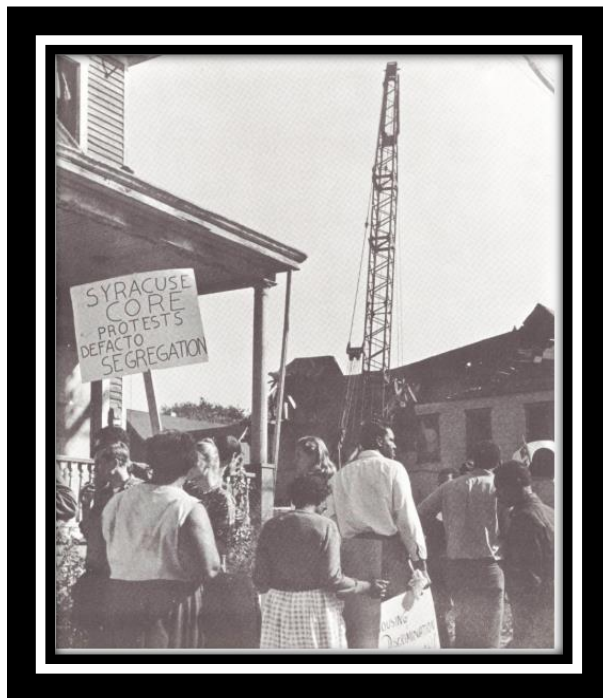





Figure 1 Syracuse. NY 1963

Author	Who are they? What groups of people is the author/creator associated with?	
		

Purpose 	What is the purpose of the document?	
	Why did the author create it?	
	Are they giving you information?	
	Are they trying to convince you of something?	

Audience 	Who is the intended audience?	
	Who did he or she write or create it for?	
Point of View 	What is the point of view?	
	<p>How is the author using language or images to show a viewpoint on something specific?</p> <p>Are they trying to convince you of something? Are they showing more than one side to the story?</p>	



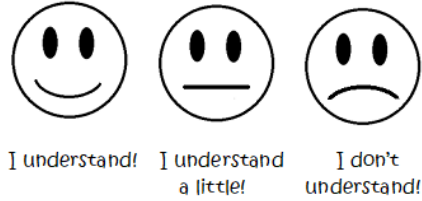
EVIDENCE OF LEARNING

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













Writing Prompt: Discrimination was a problem while World War II was in progress. Who were some of the targets of discrimination? What was done about this problem? Cite evidence from the article and the document to support your answers.

Self- Reflection

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



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

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

What do I need help with next week?

What goal do I have for myself for next week?

GLOSSARY OF CONTENT TERMS

WORD	DEFINITION
Civil Rights	the rights of citizens to political and social freedom and equality
Civil Disobedience	the refusal to comply with certain laws or to pay taxes and fines, as a peaceful form of political protest
Non-Violent Protest	is the practice of achieving goals such as social change through symbolic while being nonviolent
segregation	the enforced separation of different racial groups in a country, community, or establishment
De Facto Segregation	A term to describe that a law was not segregating students but in actuality schools were still segregated in the United States.
racism	the belief that all members of each race possess characteristics or abilities specific to that race, especially so as to distinguish it as inferior or superior to another race or races.
discrimination	the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, sex or sexual orientation

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.

1. PART A: What is the central idea of the passage?
 - A. Harry feels alone because his family fears his powers, and he can't be around his friends where he feels comfortable expressing himself.
 - B. Harry completes chores for Petunia because he believes that being obedient is important to supporting a strong and united family.
 - C. 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.
 - D. 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.

2. PART B: What evidence from the text best supports the answer from Part A?
 - A. "Harry tried to argue back but his words were drowned by a long, loud belch from the Dursleys' son, Dudley." (Paragraph 6)
 - B. "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)
 - C. "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)
 - D. "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.

Comparing Numbers Written in Scientific Notation

Numbers written in scientific notation are just like regular numbers. Remember, the power of 10 indicates the place value of the number.

Here are some speeds of different vehicles written in scientific notation to make some comparisons.

Vehicle	Speed in kilometers per hour
Sports Car	$4.15 \cdot 10^2$
Apollo Command/Service Module	$3.99 \cdot 10^4$
Jet boat	$5.1 \cdot 10^2$
Autonomous drone	$2.1 \cdot 10^4$

To put the speeds in order from fastest to slowest

- begin with the highest exponent (that gives the largest place value)
- if the exponents are the same, compare the coefficients.

In order from fastest to slowest:

Apollo Command, Drone, Jet boat, Sports car

$$3.99 \cdot 10^4 \quad 2.1 \cdot 10^4 \quad 5.1 \cdot 10^2 \quad 4.15 \cdot 10^2$$

Notice the exponents are in order. Then the coefficients are in order

How much faster is the Apollo Command than the Drone?

$$3.99 \cdot 10^4 - 2.1 \cdot 10^4 = (3.99 - 2.1) \cdot 10^4 = 1.89 \cdot 10^4$$

When we have the same exponent, we can subtract the coefficients and the power of ten stays the same.

How much faster is the Apollo than the Jet Boat?

$$3.99 \cdot 10^4 - 5.1 \cdot 10^2 = 3.99 \cdot 10^4 - 0.051 \cdot 10^4 = (3.99 - 0.051) \cdot 10^4 = 3.939 \cdot 10^4$$

We can check by expanding the numbers then subtracting.

$$39900 - 510 = 39,390$$

$$39,390 = 3.939 \cdot 10^4$$

Rewrite one of the numbers so that the exponents are the same. Then subtract the coefficients.

About how many times faster in the Apollo Command than the sports car?

To find about how many times faster, we need to divide the numbers.

$$\frac{3.99 \cdot 10^4}{4.15 \cdot 10^2} = \frac{4 \cdot 10^4}{4 \cdot 10^2} = \frac{4 \cdot 10 \cdot 10 \cdot 10 \cdot 10}{4 \cdot 10 \cdot 10} = \frac{4}{4} \cdot \frac{10}{10} \cdot \frac{10 \cdot 10}{1} = 1 \cdot 1 \cdot 1 \cdot \frac{100}{1} = 100$$

The Apollo is about 100 times faster than the car.

We rounded the coefficient and then expanded the powers. Then divide.

What about multiplying numbers in scientific notation?

Let's look at a problem.

$$(1.4 \cdot 10^4) \cdot (2.4 \cdot 10^2)$$

$$(1.4 \cdot 2.4) \cdot (10^4 \cdot 10^2)$$

$$3.36 \cdot 10^{4+2} = 3.36 \cdot 10^6$$

If you look at this all of the terms are being multiplied. We can use the commutative property to rearrange the problem to make it easier. Multiply the coefficients and multiply the powers of 10 using our rules of exponents.

Practice Problems:

1. Evaluate each expression, giving the answer in scientific notation:

a. $5.3 \times 10^4 + 4.7 \times 10^4$

b. $3.7 \times 10^6 - 3.3 \times 10^6$

c. $4.8 \times 10^{-3} + 6.3 \times 10^{-3}$

2. Elena wants to add $(2.3 \times 10^5) + (3.6 \times 10^6)$ and writes the following $(2.3 \times 10^5) + (3.6 \times 10^6) = 5.9 \times 10^6$.

Explain to Elena what her mistake was and what the correct solution is.

3. Evaluate each expression. Use scientific notation to express your answer.

a. $(1.5 \times 10^2)(5 \times 10^{10})$

b. $\frac{4.8 \times 10^{-8}}{3 \times 10^{-3}}$




c. $(5 \times 10^8)(4 \times 10^3)$

d. $(7.2 \times 10^3) \div (1.2 \times 10^5)$

4. Estimate how many times larger 6.1×10^7 is than 2.1×10^{-4} .

5. Estimate how many times larger 1.9×10^{-8} is than 4.2×10^{-13} .

Reflection:

Learning Target			
I can add and subtraction numbers in scientific notation.	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 multiply numbers written in scientific notation.	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 numbers written in scientific notation.	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.

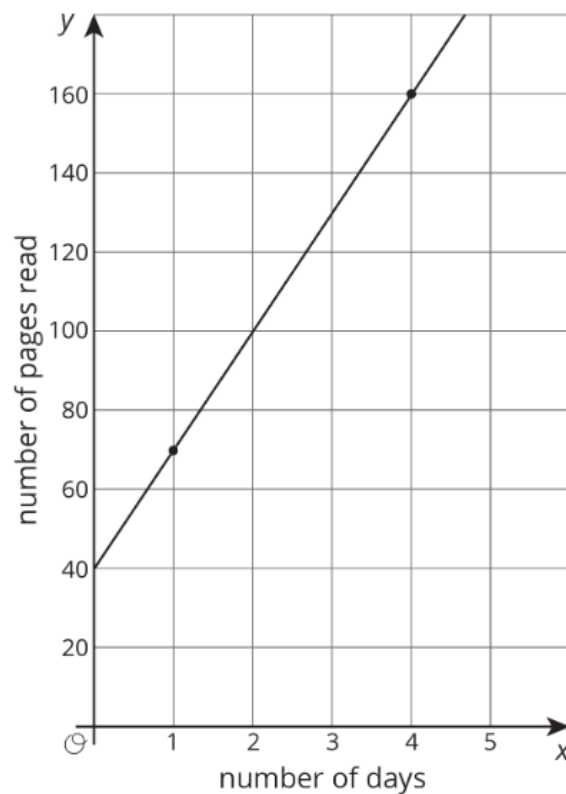
Questions I need to ask my teacher:

Grade 8 Refresh and Review – Linear Relationships

Week of May 11, 2020

Linear Relationships

A linear relationship between two quantities means they are related like this: When one quantity changes by a certain amount, the other quantity always changes by a set amount. In a linear relationship, one quantity has a constant rate of change with respect to the other.



The relationship is called linear because its graph is a line.

The graph shows a relationship between number of days and number of pages read.

When the number of days increases by 2, the number of pages read always increases by 60. The rate of change is constant, 30 pages per day, so the relationship is linear.

Linear Relationships in the Real World

Example: Tony is running a 5K race on Sunday for charity. He collected pledges from three different people.

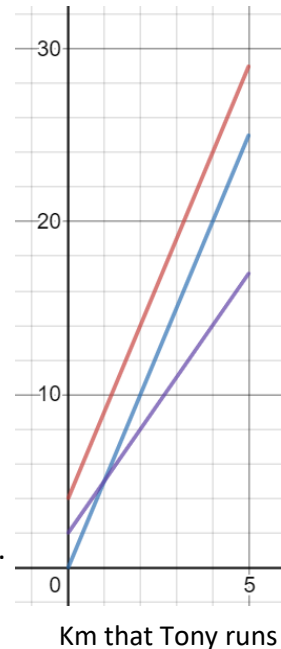
Tony's mom: \$4 for running the race and an additional \$5 for each kilometer he runs.

Tony's sister: \$5 for each kilometer he runs.

Tony's friend Sam: \$2 for running the race and \$3 for each kilometer he runs.

We can show what is happening in each scenario using a table, a graph or an equation.

Kilometers (Km)	Mom's pledge	Sister's pledge	Sam's pledge
0	4	0	2
1	9	5	5
2	14	10	8
3	19	15	11
4	24	20	14
5	29	25	17



To write an equation for each pledge, we will use the form

$$y = mx + b$$

y = the amount of \$\$ collected for each pledge (find on the y-axis).

m = the slope of the line or the amount Tony is given for each km he runs.

x = the number of km that Tony runs. (find these on the x-axis)

b = the starting value of the pledge. Tony's mom gave him \$4 to start. His sister didn't give him any money to start and Sam gave him \$2 to start. You can find this value on the graph by finding where the line begins at $x=0$.

Mom's pledge: $y = 5x + 4$

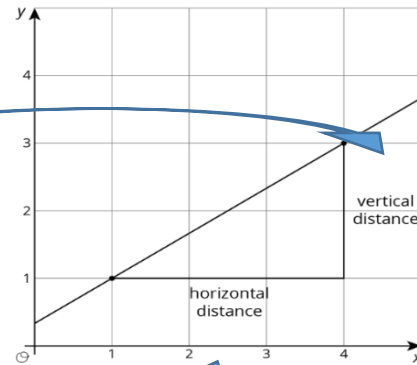
Sister's pledge: $y = 5x$

Sam's pledge: $y = 3x + 2$

Slope

The **slope** of a line is a number we can calculate using any two points on the line. To find the slope, divide the vertical distance between the points by the horizontal distance.

$$\frac{\text{vertical distance}}{\text{horizontal distance}} \text{ OR } \frac{\text{rise}}{\text{run}} = \frac{2}{3}$$



We can also find the slope on a table:

As the x-value increases by 1, the y value increases by $\frac{2}{3}$

x	y
0	$\frac{1}{3}$
1	1
2	$1\frac{2}{3}$
3	$2\frac{1}{3}$
4	3

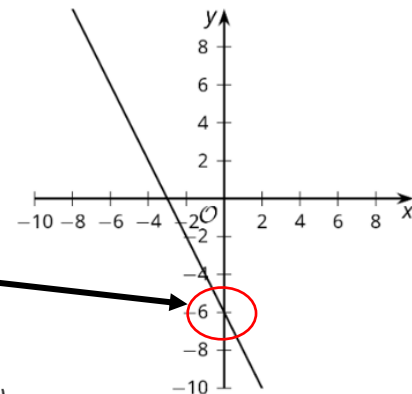
> $+\frac{2}{3}$
> $+\frac{2}{3}$
> $+\frac{2}{3}$
> $+\frac{2}{3}$

Vertical Intercept (Also called the y-intercept)

The **vertical intercept** (or the **y-intercept**) is the point where the graph of the line crosses the vertical axis. (the y-axis).

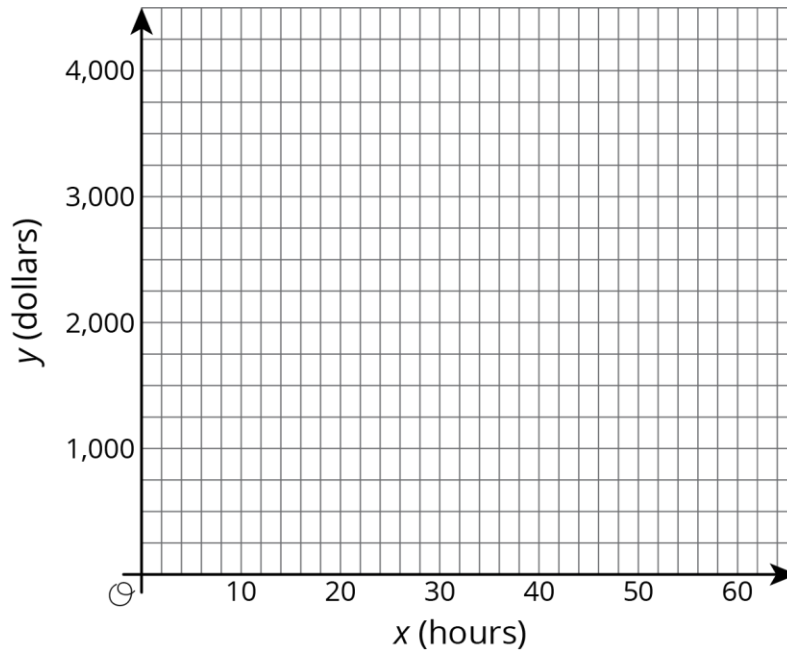
The vertical intercept of this line is (0,-6) or just -6.

The **vertical intercept**, or the **y-intercept** can be found where the line crosses the y-axis

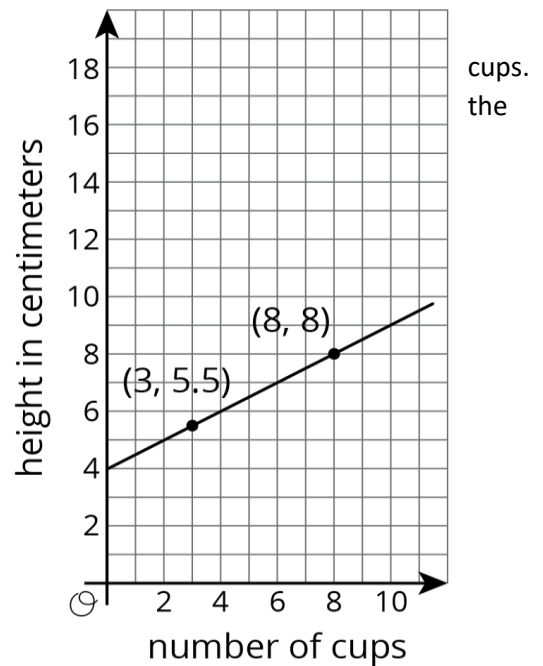


Practice:

1. To paint a house, a painting company charges a flat rate of \$500 for supplies, plus \$50 for each hour of labor.
 - a. How much would the painting company charge to paint a house that needs 20 hours of labor? A house that needs 50 hours?
 - b. Draw a line representing the relationship between x , the number of hours it takes the painting company to finish the house, and y , the total cost of painting the house. Label the two points from the earlier question on your graph.



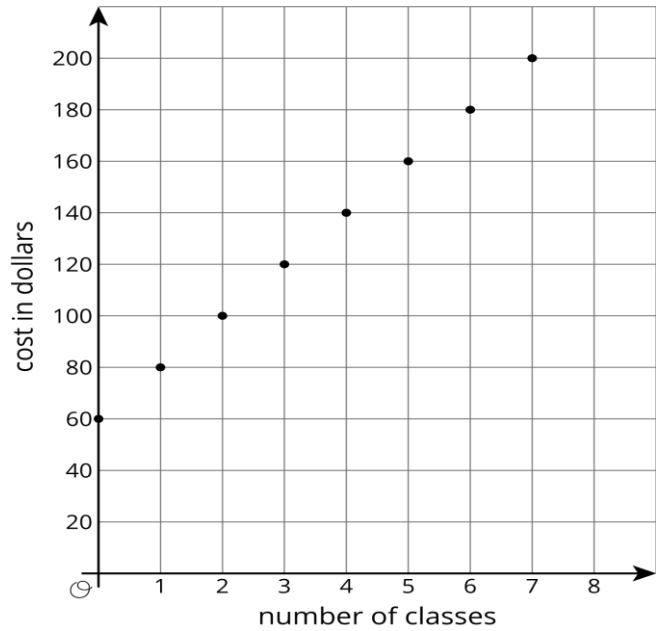
2. A shorter style of cup is stacked tall. The graph displays the height of the stack in centimeters for different numbers of cups. How much does each cup after the first add to the height of stack? Explain how you know.



3. Customers at the gym pay a membership fee to join and then a fee for each class they attend. Here is a graph that represents the situation.

a. What does the slope of the line shown by the points mean in this situation?

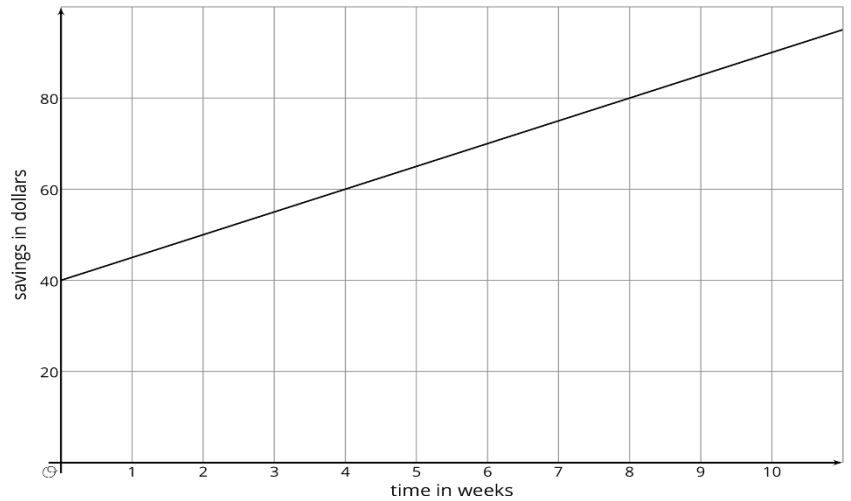
b. What does the vertical intercept mean in this situation?






4. The graph shows the savings in Andre's bank account.

a. Explain what the slope represents in this situation.

b. Explain what the vertical intercept represents in this situation.



Reflection:

Learning Target			
I can find the rate of change of a linear relationship by figuring out the slope of the line representing the relationship.	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 interpret the vertical intercept of a graph of a real-world situation.	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:

Simple Machines Worksheet

1. Match the simple machine with its correct definition by writing the corresponding number in the answer column.

Simple Machines	Answer
Lever =	
Inclined plane =	
Wedge =	
Screw =	
Wheel and axle =	
Pulley =	

Definitions
1. Something that reduces the friction of moving something.
2. Something that can hold things together or lift an object.
3. A ramp.
4. Something that uses a rope and can change the direction of a force
5. Something similar to a see-saw that can lift an object.
6. Something that can split an object apart.

2. On the line by each picture, write the type of simple machine.



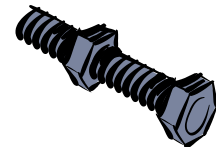




_____ and _____

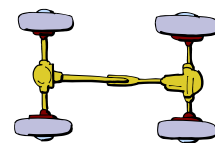


















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Name: _____

- By the end of this week I will be able to compare and contrast the strategies used by civil rights activists, such as Rosa Parks, Martin Luther King, Jr., and Malcolm X.
- By the end of this week I will be able to understand and explain the significance of the 1954 Brown v. Board of Education Supreme Court Decision



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 complete the questions asked by answering them to the best of your ability.

DOCUMENT 1

Type of Source: _____ Author _____

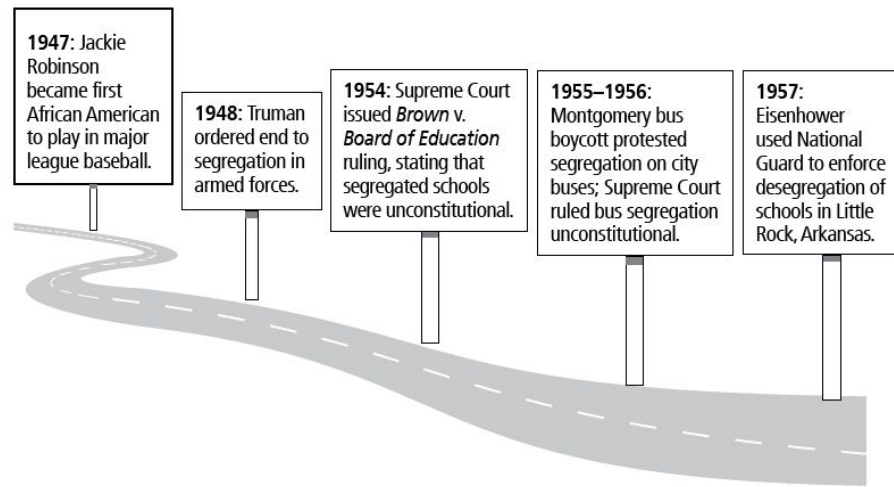
Date Written: _____ Title (if available): Zinn, Howard. A Young People's History of the United States

Toward Civil Rights

PRESIDENT HARRY TRUMAN KNEW THAT THE United States had to do something about race for two reasons. One reason was to calm the frustrated black people of the United States. The other reason had to do with America's image in the world.

Nonwhite people around the world were accusing the United States of being a racist society. America's Cold War with the Soviet Union was on, and each side wanted to gain influence around the globe. But the poor **civil rights** record of the United States could hold it back in world politics.

Civil Rights Milestones 1947–1957



Question 1: Look at the diagram above. Based on your knowledge so far and the diagram; what milestone in Civil Rights do you think is most important and why? Use textual evidence to support your answer.

Truman created a **Committee on Civil Rights in 1946**. The committee recommended laws against lynching and against **racial discrimination** in jobs and voting. Congress took no action. However, Truman did order the armed forces to desegregate, or end racial separation. It took ten years, but the military was finally integrated, with blacks and whites no longer separated. The nation's public schools remained segregated until courageous southern blacks took on the Supreme Court in a series of lawsuits. In 1954, in a decision called **Brown v. Board of Education**, the Court ordered the nation's public schools to stop the "separate but equal" treatment of children separated by race. The Court's big decision sent a message around the world—the U.S. government had outlawed **segregation**. But change came slowly. Ten years later, more than three-fourths of the school districts in the South were still segregated.

Question 2: What was the significance of the 1954 Brown v. Board of Education Decision? Do you think this decision still impacts you today? Why or why not?

For blacks, progress wasn't fast enough. In the early 1960s black people rose in rebellion all over the South. By the late 1960s there were wild uprisings in a hundred northern cities, too. What triggered this angry revolt? A forty-three-year-old black woman named **Rosa Parks** sat down one day in the "white" section of a city bus. She had long been active in the **NAACP**, which was determined to challenge segregated seating on Montgomery buses.

Organization	Date of Founding	Background
National Association for the Advancement of Colored People (NAACP)	1909	Organized by black and white progressives; W. E. B. Du Bois an early leader; favored court challenges to segregation; appealed primarily to the professional and college-educated

She was arrested. Montgomery's blacks called a mass meeting. They **boycotted** the city buses, refusing to ride. Instead, they walked or organized car pools. The city was losing a lot of income from bus fares. It arrested a hundred of the boycott leaders. White segregationists turned to violence. They exploded bombs in four black churches. They fired a shotgun through the front door of the home of **Dr. Martin Luther King Jr.**, a minister who helped lead the **boycott**. But the black people of Montgomery kept up the **boycott**, and in November 1956 the Supreme Court made segregation on local bus lines illegal.

Question 3: Was Rosa Parks method of protest for civil rights an orderly and peaceful one? Explain why or why not?

MARTIN Luther King showed the gift of speech making that would soon inspire millions of people to work for racial justice. He said:

“We have known humiliation, we have known abusive language, we have been plunged into the abyss of oppression. And we decided to raise up only with the weapon of protest. . . . We must use the weapon of love. We must have compassion and understanding for those who hate us. King called on African Americans to practice nonviolence—to seek justice without doing harm to others. “

This message won him followers among whites as well as blacks. Yet some blacks thought that King’s message was too simple.

Some of those who oppressed them, they believed, would have to be bitterly fought. Still, in the years after the **Montgomery bus boycott**, southern blacks stressed nonviolence. One **nonviolent movement** started in 1960, when four first-year students at an African American college in North Carolina decided to sit down at a drugstore lunch counter where only whites ate. The store wouldn’t serve them, but they did not leave. They came back, joined by others, day after day, to sit at the counter.

Sit-ins spread to other southern cities. The sit-inners experienced violence. But they inspired more than fifty thousand people—mostly blacks, some whites—to join demonstrations in a hundred cities. By the end of 1960, lunch counters were open to blacks in many places.

Major Civil Rights Protests, 1954–1965

Year	Event	Outcome
1954	<i>Brown v. Board of Education</i>	Supreme Court ruled that separate educational facilities for whites and African Americans are inherently unequal.
1955–1956	Montgomery Bus Boycott	Alabama bus company was forced to desegregate its buses. Martin Luther King, Jr., emerged as an important civil rights leader.
1961	Freedom Rides	Interstate Commerce Commission banned segregation in interstate transportation.
1963	James Meredith sues University of Mississippi for admission	Supreme Court upheld Meredith’s right to enter the all-white institution.
1963	Protest marches in Birmingham, Alabama	Violence against peaceful demonstrators shocked the nation. Under pressure, Birmingham desegregated public facilities.
1963	March on Washington	More than 200,000 people demonstrated in an impressive display of support for civil rights.
1965	Selma March (Alabama)	State troopers attacked marchers. President Johnson used federal force to protect route from Selma to Montgomery and thousands joined march. On the 50th anniversary of the March (2015) President and Mrs. Obama led lawmakers and civil rights activists in a march in the same location. In a speech that day the President said that "our march is not yet finished" and cited the need for the full restoration of the Voting Rights Act which has been weakened in some states.

Question 4: Examine the chart and choose one of the major Civil Rights protests that occurred from 1954-1965. Explain why you think the one you chose was most significant (important)?

Black Power

THE NATIONAL GOVERNMENT HAD REFUSED, again and again, to defend blacks against violence. Still, the uproar about civil rights, and the attention it drew around the world, made Congress pass some civil rights laws, including the Civil Rights Act of 1964. These laws promised much but were ignored or poorly enforced. Then, in 1965, a stronger Voting Rights Act made a difference in southern voting. In 1952, only 20 percent of blacks who could vote had registered to do so. But by 1968, 60 percent were registered—the same percentage as white voters. The federal government was trying to control an explosive situation without making any basic changes. It wanted to channel black anger into traditional places, such as voting booths and quiet meetings with official support. One meeting like that had taken place in 1963, when Martin Luther King led a huge march on Washington, D.C. The crowd thrilled to King's magnificent "I Have a Dream" speech, but the speech lacked the anger that many blacks felt. John Lewis was a young SNCC leader who had been arrested and beaten many times in the fight for racial equality. Lewis wanted the meeting to express some outrage, but its leaders wouldn't let him criticize the national government.

Two months later, a black militant named **Malcolm X** gave his view of the March on Washington:

"The Negroes were out there in the streets. They were talking about how they were going to march on Washington. . . . It was the grass roots out there in the street. It scared the white man to death, scared the white power structure in Washington, D.C. to death. . . . This is what they did with the March on Washington. They joined it . . . became part of it, took it over. . . . It became a picnic, a circus. Nothing but a circus, with clowns and all. . . . It was a takeover . . . they told the Negroes what time to hit town, where to stop, what signs to carry, what song to sing, what speech they could make, and what speech they couldn't make, and then told them to get out of town by sundown."

People were still exploding bombs in black churches, killing children. The new “civil rights” laws weren’t changing the basic conditions of life for black people. Nonviolence had worked in the southern civil rights movement, partly by turning the country’s opinion against the segregationist South. But by 1965, half of all African Americans lived in the North. There were deep problems in the ghettos, the poor black neighborhoods, of the nation’s cities.

Question 5: Using textual evidence explain in your own words what life was like for African Americans by 1965.



CORROBORATING EVIDENCE

Instructions: Read the following two documents (quotes) that you also read in the text above, then corroborate both documents by completing the note catcher and the writing prompt.

Document 1

“We have known humiliation, we have known abusive language, we have been plunged into the abyss of oppression. And we decided to raise up only with the weapon of protest. . . . We must use the weapon of love. We must have compassion and understanding for those who hate us.”






Martin Luther King Jr.

Document 2

“The Negroes were out there in the streets. They were talking about how they were going to march on Washington. . . . It was the grass roots out there in the street. It scared the white man to death, scared the white power structure in Washington, D.C. to death. . . . This is what they did with the March on Washington. They joined it . . . became part of it, took it over. . . . It became a picnic, a circus. Nothing but a circus, with clowns and all. . . . It was a takeover . . . they told the Negroes what time to hit town, where to stop, what signs to carry, what song to sing, what speech they could make, and what speech they couldn’t make, and then told them to get out of town by sundown.”

Malcolm X

Corroboration Note Catcher

	SUPPORTING SCAFFOLDED QUESTIONS	DOCUMENT 1	DOCUMENT 2
Author 	<p>Who are they?</p> <p>What groups of people is the author/creator associated with?</p>		
 Purpose	<p>What is the purpose of the document?</p> <p>Why did the author state it?</p>		
Audience 	<p>Who is the intended audience?</p> <p>Who did he or she write or create it for?</p>		
Point of View 	<p>What is the point of view?</p> <p>How is the author using language or images to show a viewpoint on something specific?</p> <p>Are they trying to convince you of something?</p> <p>Are they showing more than one side to the story?</p>		
Bias 	<p>What is the author's bias?</p> <p>How is the author using language or images to show that they believe one side is better than the other?</p>		

Describe the historical context surrounding these documents. In other words what else was going on in history? Why would the authors be stating such things?		
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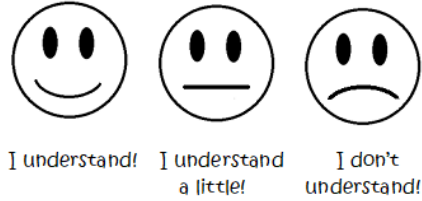
EVIDENCE OF LEARNING

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













Writing Prompt: Compare and contrast the views of Martin Luther King Jr. and Malcolm X by using evidence from the text and your knowledge of American history.

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		 Corroboration		 Evidence of Learning	
Parts of Lesson	   <small>I understand! I understand a little! I don't understand!</small>	Parts of Lesson	   <small>I understand! I understand a little! I don't understand!</small>	Parts of Lesson	   <small>I understand! I understand a little! I don't understand!</small>
Annotating		Completing Graphic Organizers		Use of Complete Sentences in Writing	
Answering Questions		Understanding Purpose of both Documents		Use of Evidence from text	
Completing Graphic Organizers		Understanding the historical circumstances (context) of both documents		Answering the question fully in prompt	

What do I need help with next week?

What goal do I have for myself for next week?

GLOSSARY OF CONTENT TERMS

WORD	DEFINITION
Civil Rights	the rights of citizens to political and social freedom and equality
Civil Disobedience	the refusal to comply with certain laws or to pay taxes and fines, as a peaceful form of political protest
Non-Violent Protest	is the practice of achieving goals such as social change through symbolic while being nonviolent
segregation	the enforced separation of different racial groups in a country, community, or establishment
De Facto Segregation	A term to describe that a law was not segregating students but in actuality schools were still segregated in the United States.
racism	the belief that all members of each race possess characteristics or abilities specific to that race, especially so as to distinguish it as inferior or superior to another race or races.
discrimination	the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, sex or sexual orientation