LINWOOD
PUBLIC SCHOOLS
Belhaven Middle School
Seaview Elementary School

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March 13, 2020

Dear Linwood Schools' Families:

These are challenging times and uncharted territory for our schools, our community, our state, and the world. The health and well-being of all our students is of the utmost importance, and we are closely monitoring the current COVID-19 situation. We will continue to keep you up to date on any new information that we receive.

Attached are three days worth of lessons intended to be used in case of a school closure. Please take note of the cover page and headers for each section to identify the work to follow. If your child does not have a particular course in their current school schedule, they may skip the work for that area. The work provided covers standards that have been previously taught and should be able to be completed independently. These activities are academic maintenance activities to reinforce skills covered to this point in the year. The chart below indicates the approximate amount of time students should be expected to work daily.

Grade Levels	Time (Total Time to work on all areas combined)	Additional Daily Reading or Read To
Pre- K	Varies	20-30 minutes
K-2	45 minutes total per day (cumulative)	20-30 minutes
3-4	75 minutes total per day (cumulative)	20-30 minutes
5-8	90-120 minutes total per day (cumulative)	30-45 minutes

Please have your child do their best to complete all work for each day. If your child is unable to complete portions of the work or has questions, teachers may be contacted by email. If there is a closure, teachers and staff will be available via email. Please allow time for teachers to check their email and respond.

Thank you for your cooperation and support during this time.

♡ Dr. Luff

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Instructional Continuity Progress Monitoring Checklist

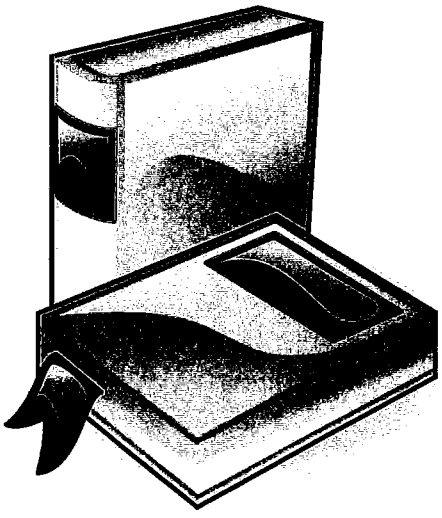
As daily work is completed for each subject area, please check the appropriate box. Once all work is complete for a given day, both student and parent/guardian will sign. By signing the checklist, you acknowledge that work has been completed to the best of the student's ability. Please return this checklist along with the completed work when school resumes.

Date	Core Areas	R.A.	Read	Other	Student Signature	Parent Signature
___	☐	☐	☐	☐	_____	_____
___	☐	☐	☐	☐	_____	_____
___	☐	☐	☐	☐	_____	_____

Core Areas= Language Arts, Math, Science, Social Studies. **R.A.=** Related Arts. **Read=** Independent reading in addition to the core area work. **Other=** If your child has completed extension activities or work from related service providers, please check the "Other" box. Not all students are expected to have the "Other" box checked daily.

Eighth Grade

Language Arts



2 COACHED EXAMPLE

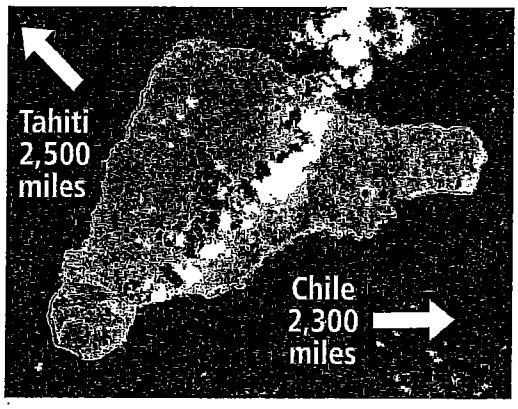
Read the passage.

Easter Island

Why do so many tourists flock to Easter Island every year? Easter Island, known as Rapa Nui to its inhabitants, is a small, isolated island in the South Pacific Ocean. It has beautiful landscapes and an intriguing history. Friendly Rapanuis are happy to show off their island.

Easter Island is one of the youngest inhabited territories on Earth. It is only about sixty-three square miles, a little larger than Washington, D.C. The island's nearest population center, Chile, is more than 2,300 miles to the east. Tahiti, another population center, is about 2,500 miles to the northwest. That is about the distance between San Francisco and New York. Easter Island's tropical climate, blue waters, cave paintings, and craters are major attractions.

Most historians agree that Polynesian seafarers first inhabited the island. But opposing theories exist. Thor Heyerdahl, an anthropologist and explorer from Norway, thought that the first inhabitants were from Peru. He based his theory on the similarity between Rapanuian and Incan stonework. Furthermore, he found many cultural similarities between the Rapa Nui and South American Indian cultures. These included carved writing on wood tablets. Ancient Polynesians had no such writing. In addition, Heyerdahl built a balsa-wood raft, the *Kon Tiki*, based on a Peruvian design. He then sailed from South America to Easter Island to prove that it could be done. Others think that Easter Island is the remnant of a lost continent. One wacky theory even suggests that the island was formed by extraterrestrial intervention.



Easter Island, known as Rapa Nui, is an isolated island in the South Pacific Ocean, thousands of miles away from the nearest population center.

Based on Heyerdahl's findings, most scientists agree that Rapa Nui was first inhabited around 400 CE. More recently, however, scientists have used radiocarbon dating to suggest that the island was not inhabited until 700–800 CE. Also using radiocarbon dating, others think the island was first inhabited as recently as 1200 CE.

The inhabitants' ancestry and the settlement date are still a mystery, but there is no doubt that the island once supported an advanced civilization. This included tattooing and petroglyphs[1]. And then, of course, there are the moai. The moai are giant monoliths[2] carved into human forms. They are the main attraction on Easter Island.

Even though Easter Island is small and remote, its beautiful land features and mysterious past attract many visitors. A visit to Easter Island is a once-in-a-lifetime experience.

[1] **petroglyph:** a rock carving
[2] **monolith:** a statue carved out of one solid piece of rock

Answer the following questions.

1. According to the information in the passage, why is the origin of Easter Island's first inhabitants and the date of the island's settlement still in question?

   Write your answer on the lines provided.

Hint Explain the conflicting evidence historians have discovered. Be sure to address their questions about both the inhabitants and the settlement date.

2 Which word could be substituted for wacky to maintain the formal style of the passage?

A. weird

B. off-the-wall

C. unusual

D. awesome

Hint Remember that when you write with a formal style, you should avoid the use of slang words and phrases. Choose the word above that is most appropriate for academic writing.

3 Below are three claims that one could make based on the passage "Easter Island."

Claims	Easter Island is a small, isolated island in the Pacific Ocean with an intriguing history.
	Easter Island was first settled by Polynesian seafarers in 400 CE.
	A visit to Easter Island is a once-in-a-lifetime experience.

Part A

Circle the claim above that is supported by the evidence in passage.

Part B

Underline two facts in the passage that **best** support the claim you circled in Part A.

Part C

Explain how the map helps support the claim you circled in Part A.

Hint This question asks you to do three things. Part A asks you to identify the main claim of the passage. Think about what most of the details in the passage are about. Parts B and C ask you to identify supporting details in the passage and map that directly relate to this claim.

3 LESSON PRACTICE

Use the Reading Guide to help you understand the passage.

The Mysteries of Easter Island

Reading Guide

What are the three most important mysteries that are addressed in this passage?

How have scientists tried to solve the mysteries over the years?

If you had to use this passage as a source for writing an informative text, what facts would be most important?

What draws people to visit a small, isolated island in the South Pacific Ocean that is thousands of miles away from any population center? The mysterious stone statues that dot Easter Island have piqued the curiosity of travelers for centuries, ever since Europeans first set foot on the island in 1722. Explorers wanted to know how and why the statues were carved. More important, they wanted to know how these huge monoliths were moved over rough terrain from the quarry where they were carved to their final destinations. Scientists have been trying to solve the mysteries of Easter Island for years and have come up with conflicting theories.

The mysterious stone statues, known as moai, vary greatly in size. The smallest ones are no more than six feet in height. However, the largest one found to date is thirty-two feet in height and weighs in at a whopping eighty tons. The statues are carved with humanlike features with large heads sitting atop a torso and thighs. Facial features include eyes, pursed lips, and ears. Some of the ears are short, while others are long. No one knows for sure why the moai were carved this way. But it is believed that the features reflect the early ethnic groups, known as Short Ears and Long Ears.

Another mystery surrounding the statues is how they were carved by people who had no metal tools. Recently archaeologists have unearthed about 500 stone tools. The early inhabitants probably used big, heavy picks to carve out the head and body and finer obsidian and basalt tools to sketch in the facial features and finer details. Archaeologists also found a petroglyph of a Polynesian-style canoe under one of the heads. According to Jo Anne Van Tilburg, director of the Easter Island Statue Project, the petroglyph indicates that it "was meant to identify the statue [as belonging] to a family group or subgroup, either carvers of the family unit or the carvers [they] came from." In contrast, other theories propose that the statues were made to honor ancestors, chiefs, and other important community figures. Still others theorize that the statues were erected as guardians to protect the people of the island.

Reading Guide

Look for transition words that help connect ideas.

What kind of language does the author use? Is the style formal or informal?

Study the photograph and the caption. What does it contribute to the passage?

Perhaps the biggest mystery about the moai of Easter Island is how these gigantic statues were moved without the use of wheels, cranes, or even work animals. There are conflicting theories about how this was done. Most of the statues were carved at Rano Raraku, a huge quarry inside one of the three extinct volcanoes that form the island. Then, they were moved to various locations on the island, some of them more than eleven miles away. When asked how the statues were moved, native Rapanuis say, "They walked." In 1986 Norwegian explorer-anthropologist Thor Heyerdahl and Czech engineer Pavel Pavel tried to prove this theory. Working with seventeen helpers, the men tried to move a thirteen-foot, nine-ton moai forward in an upright, "walking" position with twisting motions. In the process, they damaged the moai's base and had to stop the experiment.

One commonly held belief about how the statues were moved is that they were placed on wooden sleds and rolled over logs. This theory received much support after 1987 when U.S. archaeologist Charles Love and a team of twenty-five workers used a wooden sledge to move a nine-ton, thirteen-foot model over log rollers. Doing so, they moved the model 148 feet in two minutes. Many historians think this practice contributed to the deforestation of the island and to the eventual ruin of its ecosystem.

Almost 900 moai, ranging in size from six feet to thirty-two feet, dot the landscape of Easter Island.

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Reading Guide

Does the author come across as a knowledgeable source? Why?

Notice how the conclusion summarizes the information the author has presented.

In 2011, Terry Hunt of the University of Hawaii and Carl Lipo of California State University, Long Beach again tried to prove that the statues "walked." They started by building a mold of an average moai. It was ten feet tall and weighed about five tons. Working with native Rapanui archaeologist Sergio Rapu and eighteen helpers, they tied ropes around the statue. After much trial and error, they got the statue upright and made it "walk." Chanting "Heave-ho," the workers twisted the ropes back and forth in a rocking motion. Eventually, they were able to move the statue more than one hundred yards in just forty minutes. The scientists say that they could move any size moai with the same technique because the statues were engineered to walk.

The mysteries of Easter Island have fascinated scientists and explorers for hundreds of years, and conflicting theories have emerged to solve them. Will modern technologies be able to determine the ancestry of the original inhabitants, how the moai were carved, and how they were moved from the quarry?

Answer the following questions.

1. What is the author's main idea in this passage?

   A. The Rapanui developed an advanced civilization with well-engineered statues to prove it.

   B. There are conflicting theories about how the moai were carved and how they were moved.

   C. Cutting down trees on which to roll the moai caused deforestation and eventually led to the ruin of the island's ecosystem.

   D. It is possible to move giant statues without the use of wheels, cranes, or work animals.

4 Which of the following sentences is written in the **passive** voice?

A. The mysterious stone statues that dot Easter Island have piqued the curiosity of travelers for centuries, ever since Europeans first set foot on the island in 1722.

B. Most of the statues were carved at Rano Raraku, a huge quarry inside one of the three extinct volcanoes that form the island.

C. They started by building a mold of an average moai that was ten feet tall and weighed about five tons.

D. Eventually, they were able to move the statue more than one hundred yards in just forty minutes.

5 Is the conclusion of this passage effective? Explain using details from the passage.

Write your answer on the lines provided.

2 Match each person or pair of people on the left with the corresponding theory on the right.

A. Charles Love

B. Jo Anne Van Tildburg

C. Carl Lipo and Terry Hunt

1. The moai were placed on wood sledges and rolled across logs to their final destinations.

2. The moai could be made to walk by attaching ropes and rocking the statue back and forth.

3. The petroglyphs on the moai indicate that the statues were carved by different family groups.

3 Read these sentences from the passage.

The mysterious stone statues, known as moai, vary greatly in size. The smallest ones are no more than six feet in height. However, the largest one found to date is thirty-two feet in height and weighs in at a whopping eighty tons.

Which word does **not** belong in a text written in the formal style? Circle that word in the excerpt above. Then, explain why it seems out of place in this passage.

Imagine that you are a member of the Easter Island tourist board. Your job is to prepare a brochure for new visitors to your island. Use facts from "Easter Island" and "The Mysteries of Easter Island" to support your ideas.

Be sure to include background on your island's history, some places of interest, and a description of what visitors can expect to see at each site.

Your brochure should be colorful, creative, and include photos that will appeal to your audience.

2 COACHED EXAMPLE

Read this article from a Web site.

WWII Posters

Propaganda uses a variety of persuasive techniques to influence one's thoughts and actions. One of the most notable propaganda campaigns in American history took place during World War II when the federal government used posters to gain civilian support for the war effort. The posters had three main objectives: monetary investment, production of wartime materials, and conservation of valuable resources.

Investment

World War II was an expensive undertaking, yet the United States was still emerging from an economic depression. The government turned to its people for help in the form of war bonds. These were investments—essentially loans—that civilians gave to their country. People bought $25 bonds at a reduced cost of $18.75. In ten years' time, they could redeem the bonds at full price and earn a profit of $6.25 per bond. The idea benefited the government by providing much-needed money, and it benefited the individual by securing an improved financial future. Posters encouraged civilians to buy as many war bonds as possible in the name of patriotism.

This poster depicts patriotic children overshadowed by a menacing Nazi symbol. Its message is simple: buy war bonds to protect your family from the enemy. It is just one of many similar posters that were enormously successful. By the end of the war, more than half the American population had bought war bonds that served to fund almost half the cost of the war.

Production

Throughout the war, the United States was under constant pressure to produce machinery for its troops. Airplanes, tanks, ships, and artillery were in high demand. Because many men had been drafted for the war, the nation looked to its women for help. Suddenly, housewives and mothers were thrust into a working world that required long hours and hard labor, only to return home to care for their children while their husbands were away fighting. It was a difficult time, and the government once again used posters for encouragement and support.

This poster shows a beautiful woman flexing her muscles while saying, "We Can Do It!" It exemplifies the changing role of women and indicates that the modern woman could be both glamorous and strong. The poster's message empowered women and made them feel that they could (and should) take care of themselves and their families.

The United States produced a total of 14,000 ships, 88,000 tanks, and 300,000 airplanes by the end of World War II. Much of that was due to the efforts of women.

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Conservation

The war resulted in government-imposed shortages of important resources, such as certain foods, gasoline, and even types of clothing. Production focused mainly on war materials, so other manufactured goods fell by the wayside. Gasoline was a necessity overseas, so the government encouraged civilians to join a car-share program to conserve the precious resource.

This poster shows a man driving alone instead of participating in a car-share program. The outline of Hitler next to him suggests that he is supporting the enemy when he does not support his own government. Civilians worked hard to become self-reliant and to further the war effort. They grew their own food and made their own clothes. They also shared cars and did not drive unless necessary.

All in all, these and many other posters were a huge success. By the end of the war, people were creating their own posters and doing the government's work for them. As a result, World War II posters are widely considered one of the most successful propaganda campaigns in history.

Answer the following questions.

1 Horatio is writing a report on government-imposed shortages and propaganda during WWII. Read the paragraph from "WWII Posters" and the directions that follow.

> **The war resulted in government-imposed shortages of important resources, such as certain foods, gasoline, and even types of clothing. Production focused mainly on war materials, so other manufactured goods fell by the wayside. Gasoline was a necessity overseas, so the government encouraged civilians to join a car-share program to conserve the precious resource.**

Horatio read an additional source and made a list of information based on his research. Circle the **most** relevant information from this new source as it relates to the paragraph above.

During World War II, some U.S. Marines in the Pacific contracted malaria.

Posters encouraged the public to make their own clothing.

There was never a shortage of war-effort posters, though.

The objectives of the war effort were in line with the principles of democracy.

Hint Identify the main idea in the paragraph above. Compare the new information with the paragraph. Which new detail supports the main idea?

2 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

A student is writing a research paper for history class about the role of American women during World War II. He is using the article "WWII Posters" for his research. Which conclusion can the student make based on the evidence in the text?

A. World War II promoted a reversal in the traditional roles of men and women.

B. The role of women had changed and was then questioned by the propaganda at the time.

C. World War II initiated a new way of thinking that encouraged women to view themselves differently.

D. The role of women was previously in a state of change, but the war helped to define women's traditional roles.

Part B

Which sentences from the passage provide evidence for your answer to Part A? Circle **all** that apply.

A. Throughout the war, the United States was under constant pressure to produce machinery for its troops.

B. Because many men had been drafted for the war, the nation looked to its women for help.

C. Suddenly, housewives and mothers were thrust into a working world that required long hours and hard labor, only to return home to care for their children while their husbands were away fighting.

D. It was a difficult time, and the government once again used posters for encouragement and support.

E. This poster shows a beautiful woman flexing her muscles while saying, "We Can Do It!"

F. The United States produced a total of 14,000 ships, 88,000 tanks, and 300,000 airplanes by the end of World War II.

Hint Look at the poster of the woman in the article. What message does the poster send? Look for sentences that support that answer in Part B.

3 A student is writing a research report about war bonds. She has read "WWII Posters" and gathered information from an additional source.

Read the paragraph from each source and the directions that follow.

WWII Posters

World War II was an expensive undertaking, yet the United States was still emerging from an economic depression. The government turned to its people for help in the form of war bonds. These were investments—essentially loans—that civilians gave to their country. People bought $25 bonds at a reduced cost of $18.75. In ten years' time, they could redeem the bonds at full price and earn a profit of $6.25 per bond. The idea benefited the government by providing much-needed money, and it benefited the individual by securing an improved financial future. Posters encouraged civilians to buy as many war bonds as possible in the name of patriotism.

Additional Source

War bonds were promoted by almost everyone—cartoon characters, superheroes, even celebrities. Frank Sinatra, Bette Davis, and other superstars of the time would travel around the country and perform to promote war bond sales. Children played an important role, too. Schools held war bond drives to raise money in an effort to support the war. Children would save up their nickels and dimes to contribute as much as possible.

Circle **two** points the student could include in her report based on evidence in both sources.

A. Promoting war bonds guaranteed that the public would purchase them.

B. The majority of the public did not understand the merits of the war bond.

C. The government used different approaches to help promote war bonds.

D. Even though people made only a small profit on war bonds, they bought them anyway.

E. The government did not expect a positive response for a bond that cost so much to purchase.

Hint Combine information from the two sources to develop a new understanding. What new details does the additional source provide? How does this affect your understanding of war bonds?

4 Jacob is writing a report about how the images on WWII propaganda posters influence the viewer.

Part A

Read this excerpt from "WWII Posters." Then, read the directions that follow.

> **This poster depicts patriotic children overshadowed by a menacing Nazi symbol. Its message is simple: buy war bonds to protect your family from the enemy. It is just one of many similar posters that were enormously successful. By the end of the war, more than half the American population had bought war bonds that served to fund almost half the cost of the war.**

Underline the details from the paragraph that describe the poster.

Part B

Paraphrase this information so that it could be included in Jacob's report.

_____

_____

_____

_____

Hint Look for details that tell what the poster looked like and what its message was. Then, rewrite the excerpt in your own words.

Use the Reading Guide to help you understand the passage.

The Role of Propaganda in World War II

Reading Guide

How does the author define propaganda? Why were posters the preferred medium for propaganda?

What information does the author provide about war bonds?

Does the author seem to be a knowledgeable source on the topic of WWII propaganda? Why or why not?

One cannot think of World War II without picturing the poster of "Rosie the Riveter" proudly flexing her muscles as she boldly states, "We Can Do It!" These posters and many other types of WWII propaganda were part of a federal government campaign to have "citizen soldiers" help the United States fight the war. But how did the government do it, and why was it so successful?

What is propaganda?

Propaganda consists of information and ideas (whether true or false) that are meant to influence what people think and do. During WWII, the government often used radio, movies, and billboards to spread its message across the nation, but posters were undoubtedly the most successful format at that time. Posters could "work a 24-hour shift," and they were free advertising for the government. As a result, they became the preferred medium for the country's propaganda campaign.

How was propaganda used during WWII?

The United States was going through a challenging economic period when World War II began. It was just coming out of the Great Depression, and the last thing the public wanted was to fight in a war. People wanted to focus on their families and improving the job situation in the United States. When Pearl Harbor was attacked, the nation was forced to take part in the war despite the fact that it was economically unstable and did not have sufficient funds. So, the government devised a campaign to ask American civilians to do their part on the home front. Using a variety of posters and other media, it urged people to invest their money and time, as well as to conserve their resources, all in the name of the war effort.

Many posters promoted the sale of war bonds. The U.S. Treasury Department financed a large part of the war through the sale of these bonds. People bought the bonds at a reduced price and then sold them years later at full price. The benefits of the bonds were twofold: they provided immediate war funds for the government and an eventual profit for individuals.

Reading Guide

Which poster is discussed in relation to the conservation of resources?

What quote does the author include? Think about why the Works Progress Administration would make this statement.

Posters and other propaganda were also used to encourage greater productivity in the United States. Wartime was a time of urgency. American troops relied on tanks, ships, and other machinery to continue their efforts overseas, but many of the men who created that machinery were now fighting the war. Who would take their place in the factories? The government looked to the women who were left at home, and so posters, cartoons, and radio messages were used to encourage women to take on a more modern role that broke with tradition.

Civilians were also encouraged through the same media to be more self-reliant and to conserve their resources. The government limited grocery and gasoline purchases and promoted car-sharing clubs that reduced the consumption of gas. Posters were created to remind Americans that there were shortages in the nation due to the war effort; everyone played an important role in making sure that nothing went to waste.

Why did propaganda work?

The propaganda campaign worked mainly because of the techniques that the posters, cartoons, and other advertising employed. They relied on emotional and patriotic messages, as well as appealing to the average person's sense of fear. Many of the ads and posters preached about the consequences of inaction in a time when help was needed.

The propaganda often tried a "bandwagon" approach, stating that everyone else was doing something, so you should, too. Catchy slogans and even name calling were common. Many posters used images of Hitler to personify all that was bad about the Nazis. For example, a poster might include a picture of Hitler sitting next to a man in a car to show that the man's actions would have terrible consequences.

In addition, famous celebrities and authors of the time aided the campaign. Bob Hope and Lana Turner helped to sell war bonds, and Dr. Seuss drew political cartoons promoting the war effort. Average citizens even helped out by making their own posters to spread the government's messages. After all, the government-sponsored Works Progress Administration highly promoted poster-making, stating, "Anyone can make a poster."

Reading Guide

Think about what information in the text would be most useful in a research report. Which details should you paraphrase? Which details should you quote?

What happened as a result?

The nation benefited tremendously due to the public's positive reaction to the campaign. Celebrities and sports figures of the time helped to raise millions of dollars in war bond sales. By the end of the war, more than eighty-five million Americans bought the bonds, generating more than $100 billion for the government. The war bonds provided the main source of funds, and many believed that the United States could not have financed the war without the help of the public.

War production boosted the U.S. economy, as well. The United States was producing half of the world's manufactured goods by the end of the war, and U.S. farms had the highest production numbers in years. Thousands of ships, tanks, and airplanes were manufactured, in addition to millions of guns, often through the efforts of women who were practically transformed by the war.

Families learned to conserve and become more self-reliant, too, sharing cars and minimizing food intake. They also did things like growing their own fruits and vegetables, and saving bacon grease for its glycerin, which was used in ammunition and medicines.

The nation was indeed transformed by the government's campaign to involve civilians in the war effort. Although the United States may have used questionable methods to achieve its goal, no one can argue that the results significantly helped the nation and its allies win the war.

Answer the following questions.

1. Camille is writing a research report about WWII propaganda posters and would like additional information about war bonds. Select the one phrase she should enter into an Internet search engine to give her the **best** chance of finding this information.

   A. U.S. war bonds

   B. government bonds

   C. WWII propaganda posters

   D. WWII war bond posters

   E. propaganda war bonds

2 A student is using "The Role of Propaganda in World War II" as a source for her research report. What is the correct way for the student to restate the information that appears in the first paragraph under the heading "What happened as a result?"

A. Some celebrities and sports figures encouraged a positive reaction to the campaign by selling war bonds. They helped to raise millions of dollars for what was later called "the main source of funds" for the war effort.

B. Celebrities and sports figures encouraged a positive reaction to the campaign by raising millions of dollars in war bond sales. Many believe that our country "could not have financed the war without the help of the public."

C. Some celebrities and sports figures helped "more than" eighty-five million Americans buy war bonds. They generated more than $100 billion for the government.

D. Celebrities and sports figures generated more than $100 billion for the government when they helped to raise millions of dollars in "war bond sales" by the end of the war.

3 Arnold is writing a report on WWII propaganda and has narrowed the focus to "WWII Political Cartoons." He must use trustworthy and appropriate sources for this topic.

Circle the **best** source for Arnold to use in his report.

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Answer the following questions about both passages from this lesson.

4 A teacher has asked students to write opinion articles about whether or not the government should have utilized such strong persuasive techniques in its WWII posters. Read the following paragraphs from the two texts you have already read. Then, read the directions that follow.

WWII Posters

Propaganda uses a variety of persuasive techniques to influence one's thoughts and actions. One of the most notable propaganda campaigns in American history took place during World War II when the federal government used posters to gain civilian support for the war effort. The posters had three main objectives: monetary investment, production of wartime materials, and conservation of valuable resources.

The Role of Propaganda in World War II

The propaganda campaign worked mainly because of the techniques that the posters, cartoons, and other advertising employed. They relied on emotional and patriotic messages, as well as appealing to the average person's sense of fear. Many of the ads and posters preached about the consequences of inaction in a time when help was needed.

What evidence from each text could be used to support the opinion that the WWII propaganda posters should **not** have been used?

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5 You have read an article titled "WWII Posters" and a passage titled "The Role of Propaganda in World War II." Both include facts and opinions that describe WWII propaganda in the United States.

Consider the information each author provides about the use of posters as part of the WWII propaganda campaign.

Write an essay that answers the question, "During World War II, how were propaganda posters used to influence civilians' contributions to the war effort?" Remember to use evidence from both texts to support your ideas. Be sure to cite your sources correctly.

You may plan your essay in the space below. Write your essay on the following pages.

Plan

2 COACHED EXAMPLE

Read the passage.

Text-Speak Is Harming Teens' Writing Skills

Texting, or sending text messages, is having a negative effect on the writing skills of American students. The typical American teen sends about sixty texts a day, according to a survey for the Pew Internet and American Life Project. Often, when teens text, they use text-speak, such as *gr8* for "great." As you might expect, this informal use of language is seeping into teens' academic work with ill effects.

One reason texting is having a negative impact is because it affects students' overall language skills. In a study conducted by the University of Calgary, college students were asked about what they read and whether they texted. Then, the students read a number of words, both real and made up. The study found that the students who texted more were less likely to accept or acknowledge the given words as possible real words. The opposite was true for those who read more print media, such as books and newspapers.

"The people who accepted more words did so because they were better able to interpret the meaning of the word, or tolerate the word, even if they didn't recognize the words. Students who reported texting more rejected more words instead of acknowledging them as possible words," says researcher Joan Lee.

A second reason that texting is detrimental to teens' writing skills is that it leads to declining grammar skills. Researchers at Pennsylvania State University gave middle school students a grammar test. They found that teens who frequently used language shortcuts, such as *UR2K* for "you are too kind" or *LOL* for "laugh out loud," performed poorly. Routine use of text-speak by 13- to 17-year-olds "may serve to create the impression that this is a normal and accepted use of the language," the study said. "[It] may rob this age group of a fundamental understanding of standard English grammar."

Some experts claim that texting does not have a negative effect because students are able to "code-switch." That means they separate the language they use in texting from the language they use in academic writing. However, teens in the Pew survey say that despite their best intentions, the informal language they use in texting does find its way into their school writing. Nearly two-thirds of teens say they add some informal styles from their texting into their writing at school.

Given the extent to which teens text, text-speak is probably here to stay. But, based on the reasons and evidence above, texting is detrimental to students' formal writing and language use. And, as more teens get cell phones and texting becomes even more commonplace, the problem will only get worse. Consider this remark by Andrea Lunsford, director of Stanford University's Program in Writing and Rhetoric: "When it comes to hard things, I don't think it can be worked out in 140 characters."

Answer the following questions.

1 Read all the parts of the question before responding.

Part A

What is the writer's claim in the passage?

A. Text messaging should stop.

B. Texting is having a negative effect on the writing skills of American students.

C. Students are able to separate the language they use in texting from the language they use in academic writing.

D. The study found that those who texted more were less accepting of new words.

Part B

Find a sentence in the conclusion that restates the claim you identified in Part A. Rewrite the sentence below.

_____

_____

_____

Hint Think about how an argument is organized. Where would you look to find the writer's claim?

2 Which **two** sentences from the passage offer a rebuttal to the opposing claim?

A. Some experts claim that texting does not have a negative effect because students are able to "code-switch."

B. That means they separate the language they use in texting from the language they use in academic writing.

C. However, teens in the Pew survey say that despite their best intentions, the informal language they use in texting does find its way into their school writing.

D. Nearly two-thirds of teens say they add some informal styles from their texting into their writing at school.

Hint Writers address opposing claims to show that they have considered all sides of the argument. Look for transitions that set up a contrast between the opposing claim and the writer's claim.

3 Read these sentences.

This social media post from a tenth-grade student highlights the problem: "they said we have 2 wear uniforms. get ur parents to complain cuz they listen to parents."

Which statement about these sentences is **true**?

A. They could be used for evidence in the passage.

B. They cite statistics showing that texting is a problem.

C. The exact source of the quote is not cited.

D. The quote is an example of formal language.

E. They are irrelevant and should not be included in the passage.

Hint Consider how the information in these sentences relates to the passage. If they were added, would they help or hurt the author's argument?

4 Read the following paragraph from the passage. Circle one sentence that gives a reason for the author's claim. Underline one sentence that gives evidence to support that reason.

A second reason that texting is detrimental to teens' writing skills is that it leads to declining grammar skills. Researchers at Pennsylvania State University gave middle school students a grammar test. They found that teens who frequently used language shortcuts, such as *UR2K* for "you are too kind" or *LOL* for "laugh out loud," performed poorly. Routine use of text-speak by 13- to 17-year-olds "may serve to create the impression that this is a normal and accepted use of the language," the study said. "[It] may rob this age group of a fundamental understanding of standard English grammar."

Hint Look for clue words in the passage, such as the word *reason*. Once you have found the reason, look at how the paragraph is organized. Which sentence gives a fact that supports the reason?

3 LESSON PRACTICE

Use the Reading Guide to help you understand the passage.

Text-Speak Can Help Students

Reading Guide

How does the introduction reveal the author's perspective?

What is one reason text-speak is not harming students' writing skills?

What counter-argument does the author presents?

Look around at a mall or a public park, and you will likely spot at least one teenager typing into a cell phone. In recent years, text messaging has become the predominant mode of communication for the typical American teenager, and many teens say they can't live without their mobile devices. A recent survey by the Pew Internet and American Life Project even found that teens send an average of sixty texts a day. Overall, 75 percent of teens text. Often when teens text, they use text-speak, such as *G2G* for "got to go." Nearly two-thirds of teens say that they add some informal style from their texting into their writing at school. Many students and teachers debate whether texting harms students' writing skills. I believe that it does not. In fact, texting can improve students' writing and language skills.

One reason that texting is not harming writing skills is that students who text are able to do what researchers call "code-switch." Students distinguish between the informal language they use for friendly conversations and more formal language used for academic writing. Studies conducted by researchers Rebecca Wheeler and Rachael Swords show that teens are sophisticated users of language. They easily switch, depending on the audience and context. They might say, "Hey, what's up?" in the lunchroom or "how r u" in text speak. But they will switch and say, "How are you, Ms. King?" to the school principal and write with formal language in their school papers.

On the other hand, a study by Penn State University points to this same frequent use of electronic messaging as precisely the problem. "Routine use of textural adaptations by current and future generations of 13- to 17-year olds may serve to create the impression that this is a normal and accepted use of the language," the study said. "[It] may rob this age group of a fundamental understanding of standard English grammar."

Reading Guide

What rebuttal does the author offer to the counter-argument?

Consider the language the author uses to present the information. Is it formal or informal?

How effective are the author's additional reasons supporting the claim? Why?

Responding to this dire prediction, Richard Sterling, the retired director of the National Writing Project and a professor at the University of California, Berkeley, said, "I think this is not a worrying issue at all." Professor Sterling suggested instead that the use of text-speak in schoolwork is an opportunity for teachers to teach "code-switching" and for students to think carefully about when to use informal and formal language.

Text-speak can actually help students. That is because it enhances their writing skills and makes them more agile users of language. Researchers at Coventry University in the United Kingdom asked children to write text messages that described different situations. The children who texted often had a better vocabulary. They could also express their thoughts in writing more easily than children who did not text regularly.

Dr. Beverley Plester, the lead author of the Coventry study, also believes as I do, that texting is beneficial to children. "The more exposure you have to the written word, the more literate you become, and we tend to get better at things that we do for fun," she said. Dr. Plester also observed, "The alarm in the media is based on selected anecdotes, but actually when we look for examples of text-speak in essays we don't seem to find very many."

Other studies concur. A study published in the *Journal of Computer Assisted Learning* found that college students' spelling improved after they were exposed to "textisms." A study in the *Australian Journal of Educational Development and Psychology* found that the abbreviation of words in texting helps students to understand how words are built.

Kristen Hawley Turner of Fordham University has a formal name for text-speak: "digitalk." Turner and Troy Hicks of Central Michigan University contend that digitalk exhibits a complex understanding of language. They say its use improves students' language skills. Addressing educators, they write, "Discussing students' use of digitalk may serve as an opportunity to talk about audience, purpose, and appropriate uses of language in different situations."

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Reading Guide

What types of evidence does the author provide? Is the evidence credible and relevant?

How does the author conclude the passage?

Texting is fun and creative, and it *is* writing. This makes it worthy of educators' attention. After all, who would want to discourage students from playing with words? Textisms also have historical roots. "OK" —the most popular American word in the world—was invented during the age of the telegraph as a shortcut. Texting is certainly more playful and spontaneous than other forms of writing. Its character constraints are like the tight metrical and rhyming patterns that poets use.

Today's students are writing more than anyone before them. A Michigan State University study found that students write for their own satisfaction nearly as much as they do for school. Their writing tool of choice is often the cell phone. In addition to texting, they use it for digital writing such as e-mails, status message updates, instant messaging, and comments. They also use their cell phones for lists and even occasionally for academic writing.

All this writing is helping improve students' overall skills. As technology opens up new avenues and forms for writing—including texting—I believe we should embrace them and use them to build on the old ways for a richer future.

Answer the following questions.

1. Which sentence provides the **best** example of a credible source?

   A. Often when teens text, they use text-speak, such as *G2G* for "got to go."

   B. Kristen Hawley Turner of Fordham University has a formal name for text-speak: "digitalk."

   C. Many students and teachers debate whether texting harms students' writing skills.

   D. Their writing tool of choice is often the cell phone.

2. The following question has two parts. First, answer Part A. Then, answer Part B.

   Part A

   Why did the author **most likely** write this passage?

   A. to convince others that texting negatively affects students' writing skills by using biased information

   B. to convince others that texting positively affects students' writing skills by presenting a well-supported argument

   C. to inform others about the two sides of the issue concerning the relationship between texting and students' writing skills

   D. to entertain others with interesting stories about students' texting habits

   Part B

   Identify **two** sentences from the passage that support your response to Part A. Rewrite the sentences below.

3 Reread the passage. Select **two** transition words or phrases that help clarify the relationships among claim(s), counterclaims, reasons, and evidence. On the lines below, explain how these transitions connect ideas.

4 Read this sentence a student has written about the impact of texting on language skills. Then answer the question that follows.

If teens text routinely, then they will think that texting is "a normal and accepted use of the language."

Which mood is used in this sentence?

A. indicative

B. imperative

C. interrogative

D. conditional

5 The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which reason supports the claim that texting does **not** harm students' writing skills? Choose all that apply.

A. The study found that texting routinely "may rob this age group of a fundamental understanding of standard English grammar."

B. Students who text are able to distinguish between the informal language they use for friendly conversations and more formal language used for academic writing.

C. Text-speak can help students because it enhances their writing skills and makes them more agile users of language.

D. A Michigan State University study found that students write for their own satisfaction nearly as much as they do for school.

Part B

Find one piece of evidence that is given in the text to support the reason or reasons you identified in Part A.

Rewrite the sentence on the lines below.

6 Consider the claims, reasons, and evidence presented in both passages. Then, write your own argument supporting or opposing the claim that text-speak is harming students' writing skills. Include your own insights and observations, and provide supporting evidence from both sources. Be sure to address at least one opposing claim.

* Planner only:
Use the attached argument planner to map out your essay. Be sure to include specific text evidence.

Argument Planner

Topic: _____

Background:

-
-
-
-
-

Thesis: _____

_____

_____

****

Reason #1 _____

_____

- ***Evidence*** _____

  _____

  _____

- *Explanation* _____

  _____

  _____

- ***Evidence*** _____

  _____

  _____

- *Explanation* _____

  _____

  _____

****

Argument Planner

Reason #2 _____

_____

- ***Evidence*** _____

  _____

  _____

- *Explanation* _____

  _____

  _____

- ***Evidence*** _____

  _____

  _____

- *Explanation* _____

  _____

  _____

****

Counter argument

_____

_____

- Rebuttal _____

_____

_____

****

Conclusion:

Restate your claim in a powerful way

_____

_____

Paraphrase your **2** main arguments.

_____

_____

Call to action: Urge the reader to take a specific action or recommend a remedy that reflects your stance

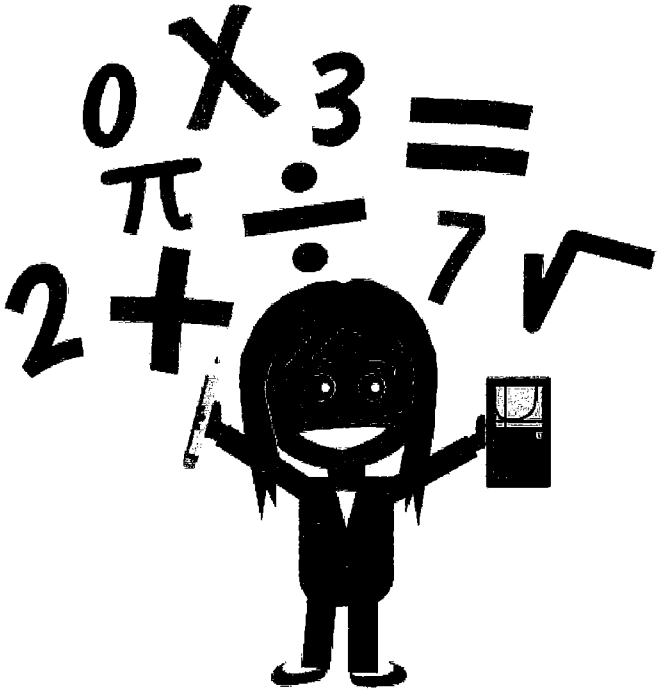
_____

_____

Math

Mr. Truax Period 2/3 ÷ 7/8

Mr. Grimley Period 5/6



Edulastic

8th Grade At-Home Review (1st Half)

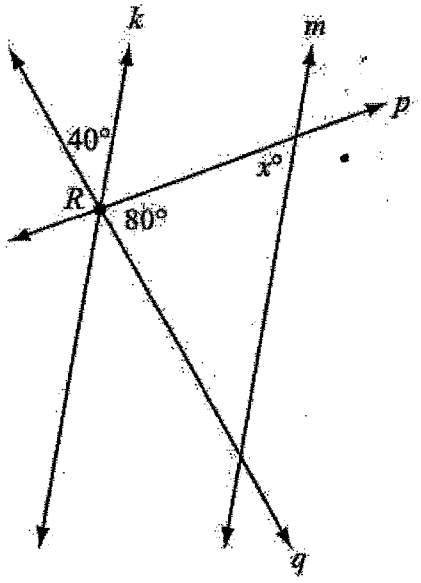
Collection: **Private**

Created by Daniel Truax

Q1:

$5x = 35$

Q2: Parallel lines k and m are intersected by lines p and q. The diagram below shows the lines and the measures of some of the angles formed by the intersections of the lines.



Lines k, p, and q intersect at point R. Based on the diagram, what is the value of x?

(A) 40

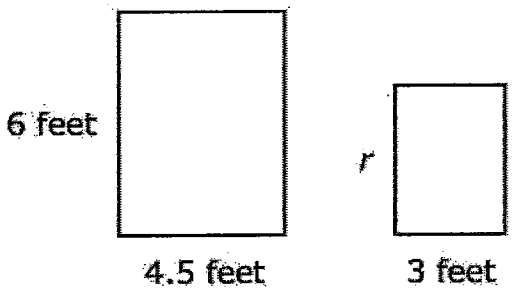
(B) 50

(C) 60

(D) 80

Typesetting math: 81%

Q3: Two rectangles and some of their dimensions are shown.



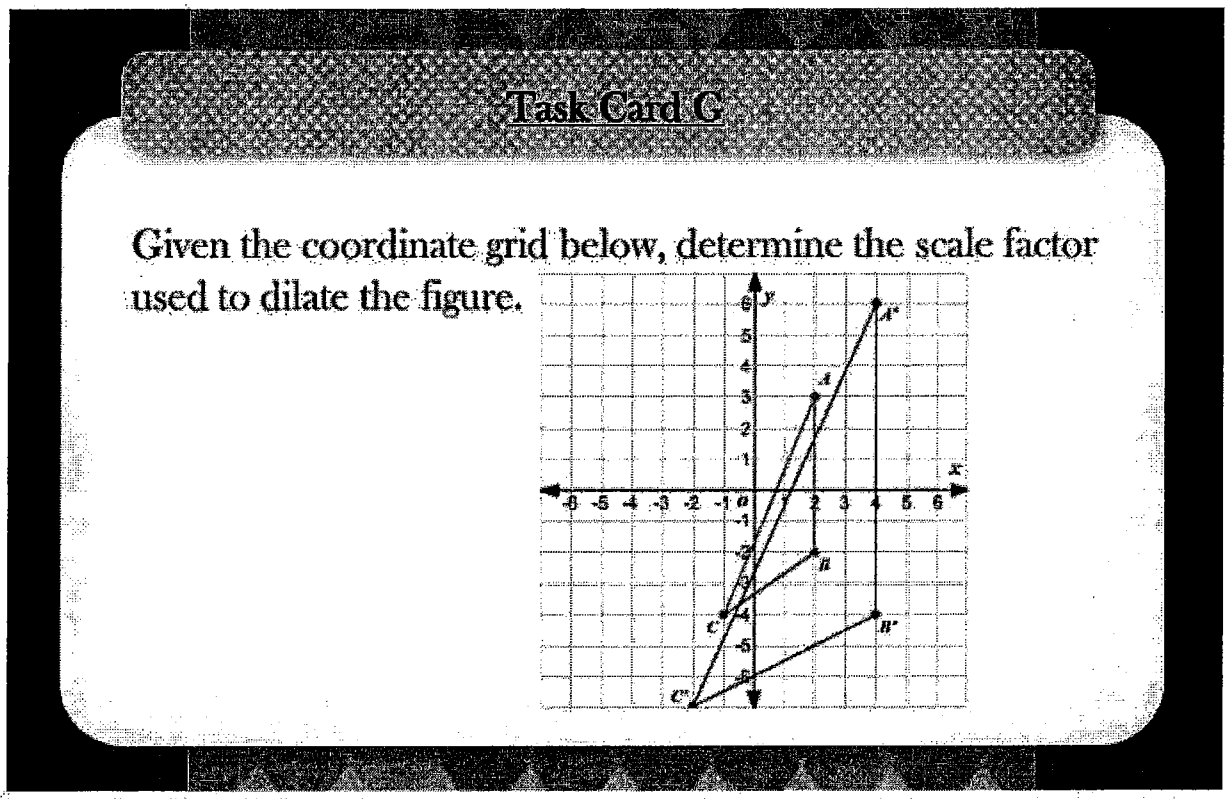
The rectangles are similar. What is r, the length in feet of the smaller rectangle?

Enter your answer in the box.

[ ] feet

Typesetting math: 81%

Q4:



Part A

The dilation illustrated above is an example of a(n) a so the scale factor has to be greater than 1.

Part B

The scale factor is

a.
- reduction
- enlargement
- Enter Value

Q5: Directions - Find the slope and y-intercept. Write the slope as a fraction in simplest form.

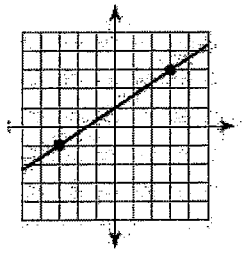
$2x - 4y = 12$

slope=

y-intercept =

Typesetting math: 81%

Q6:



Select ALL the equations that represent the graph.

A $y = \frac{3}{2}x + 1$

B $y = \frac{2}{3}x + 1$

C $2x - 3y = -3$

D $2x + 3y = -3$

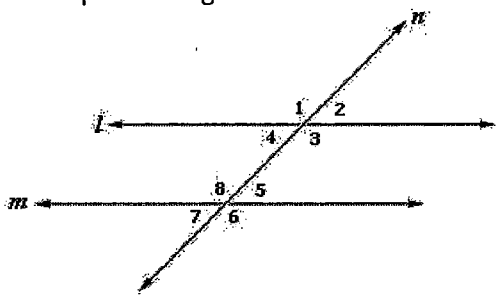
E $y + 3 = \frac{3}{2}\left(x + 3\right)$

F $y + 1 = \frac{2}{3}\left(x + 3\right)$

Q7: Write an equation in point-slope form for a line with slope $\frac{4}{9}$ that passes through $(2, -1)$.

Slope: $m = \frac{y_2 - y_1}{x_2 - x_1}$ Slope-Intercept: $y = mx + b$ Point-Slope: $y - y_1 = m\left(x - x_1\right)$

Q8: Which pairs of angles are alternate exterior angles?



A ∠1, ∠6

B ∠2, ∠4

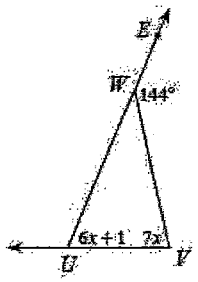
C ∠2, ∠7

D ∠3, ∠6

E ∠3, ∠8

F ∠4, ∠8

Q9:



What is $m\angle V$? (the diagram may not be drawn to scale)

A 11°

B 36°

C 67°

D 77°

Typesetting math: 81%

Q10: Directions: Convert the equation to Standard Form (Ax + By = C). The lead coefficient (A) should be a positive number.

$y - 2 = 5(x - 3)$

Standard Form: [ ]

Q11: If point A (5,10) is translated up 3 and left 10, what are the coordinates of A'?

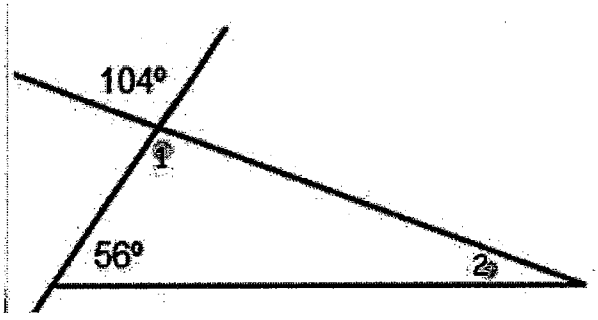
(A) (-5,13)

(B) (8,0)

(C) (15,7)

(D) (15,13)

Q12: Find the missing angles in the following diagram:

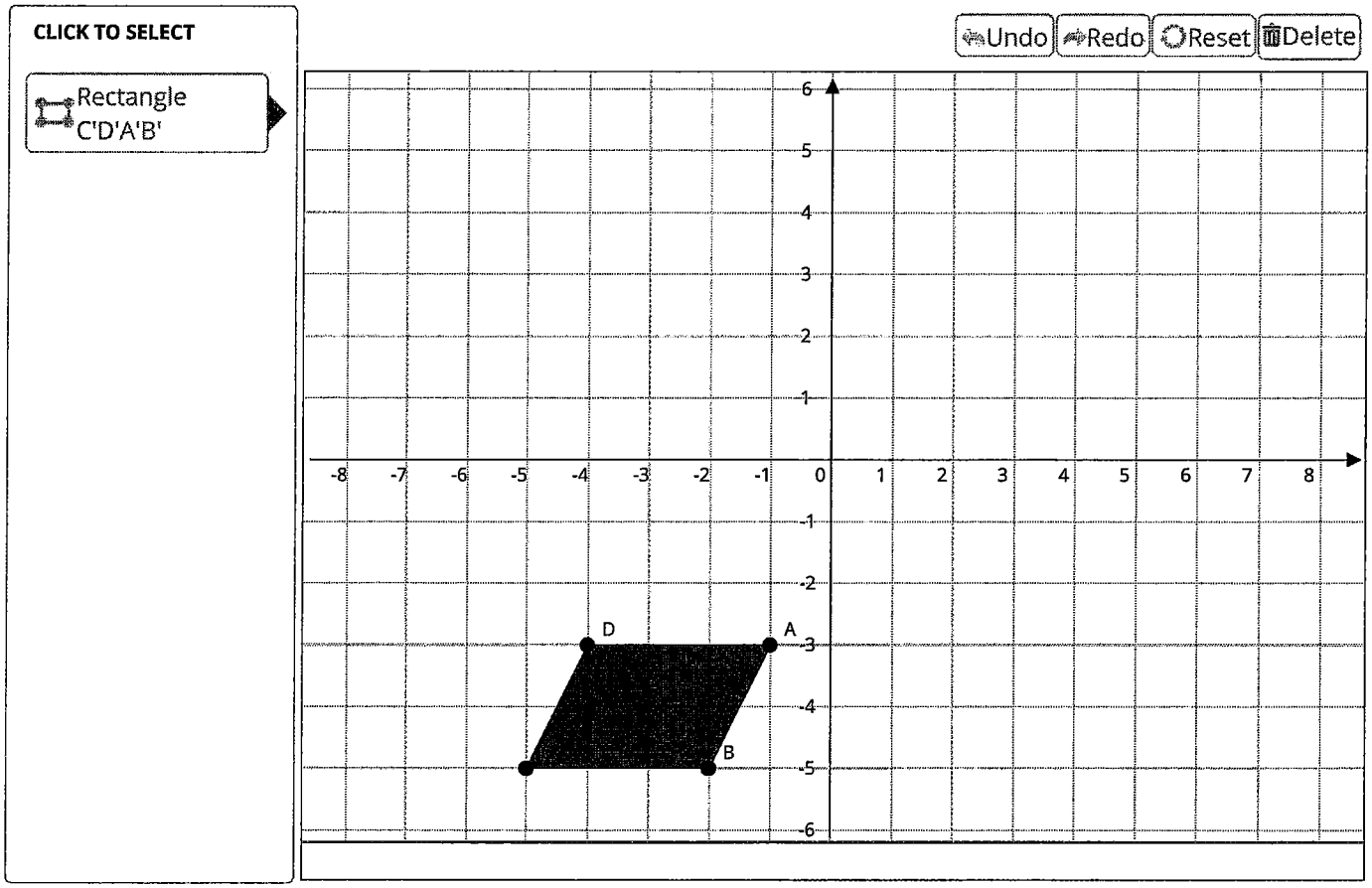


Angle 1 = [ ]

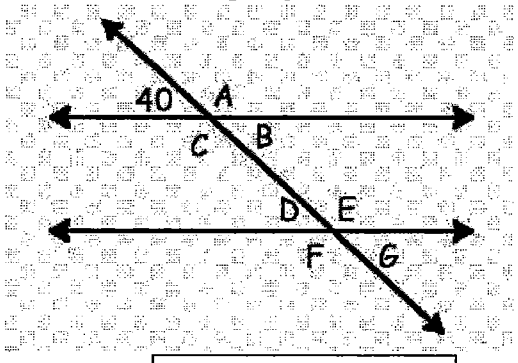
Angle 2 = [ ]

Typesetting math: 81%

Q13: Rotate the preimage 90° counterclockwise about the origin.



Q14: Given the following diagram, find the missing angles:



angle A = angle B=

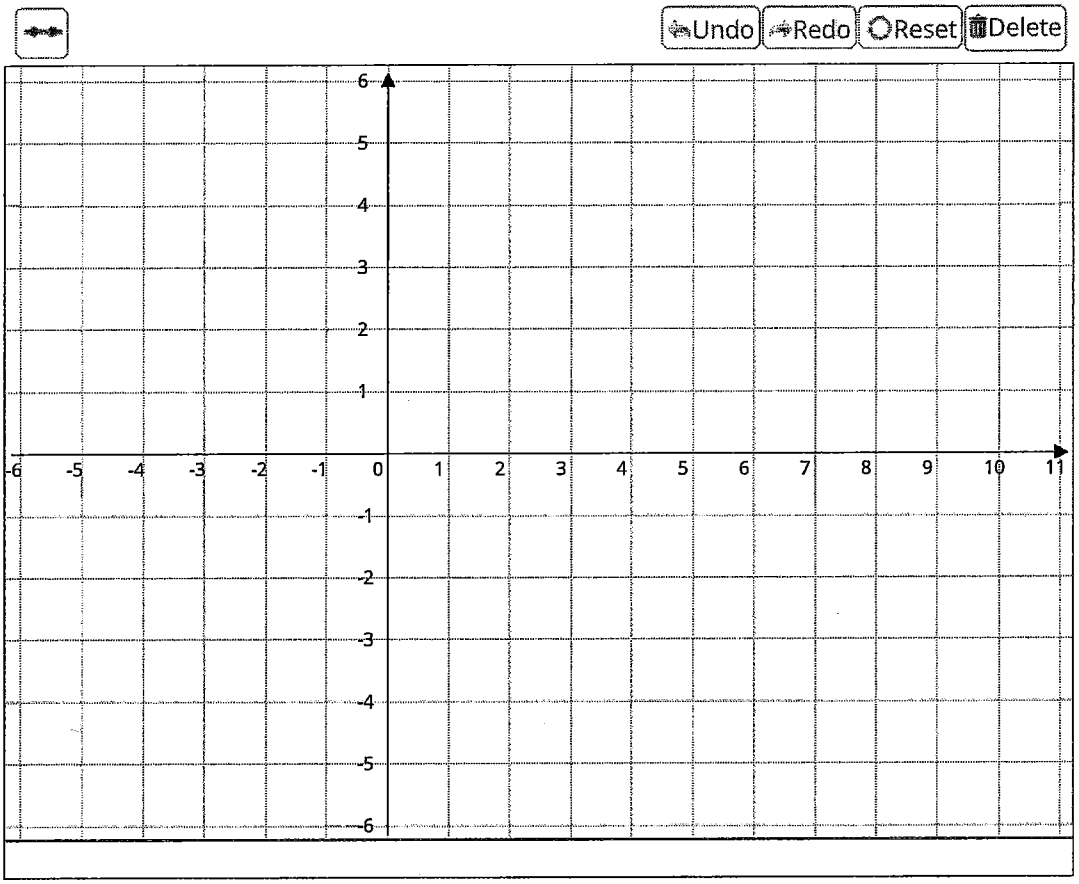
angle C = angle D =

angle E = angle F =

angle G =

Typesetting math: 81%

Q15: Graph: $y = -2x + 5$



Q16: Determine the slope of a line perpendicular to the line that passes through (6, - 5) and (-4, - 3).

slope: $m = \frac{y_2 - y_1}{x_2 - x_1}$ Point-slope: $y - y_1 = m(x - x_1)$ Slope-intercept: $y = mx + b$

$\perp m =$ [ ]

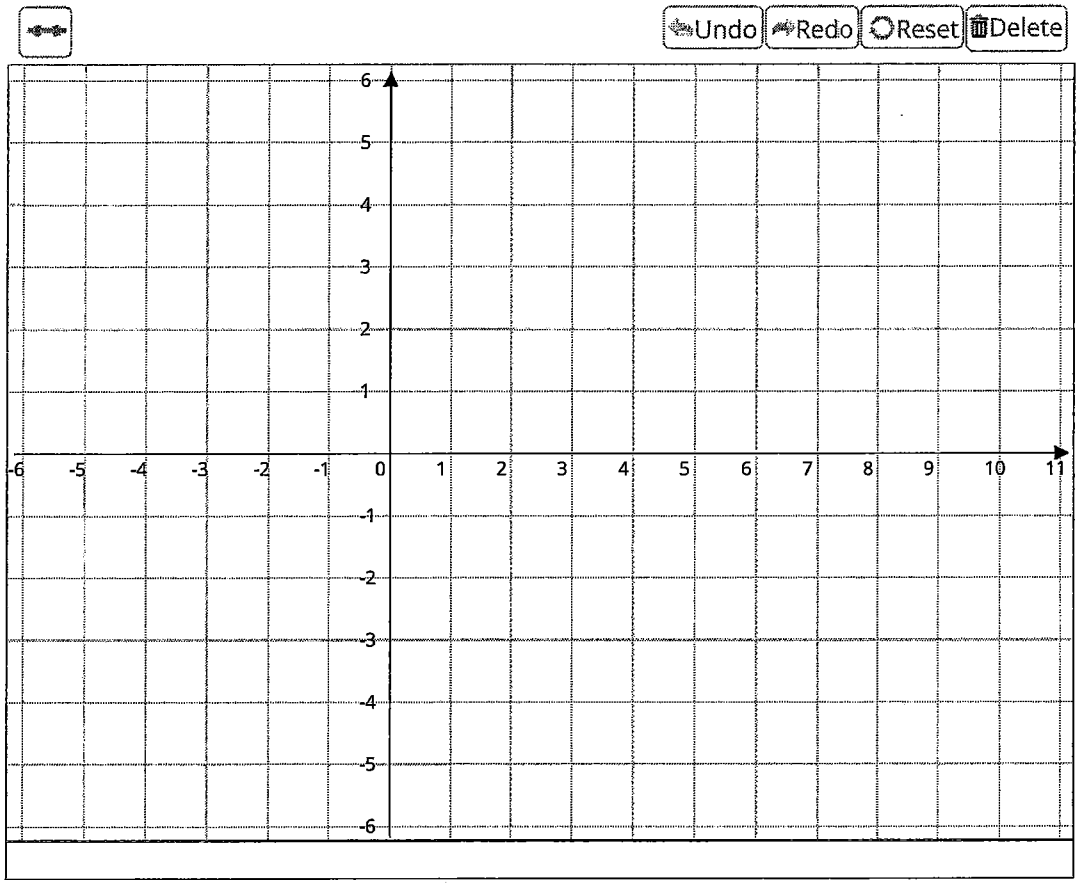
Q17: Write an equation in point-slope form for a line with slope $\frac{7}{2}$ that passes through (5, - 9).

Slope: $m = \frac{y_2 - y_1}{x_2 - x_1}$ Slope-Intercept: $y = mx + b$ Point-Slope: $y - y_1 = m(x - x_1)$

[ ]

Typesetting math: 81%

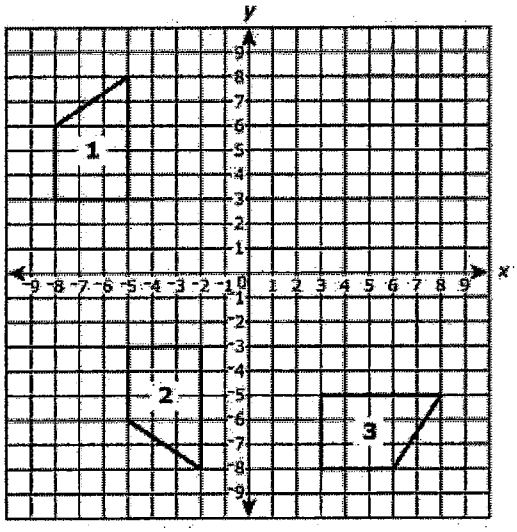
Q18: Graph: $y = -\frac{2}{3}x + 4$



Typesetting math: 81%

Q19: Use the information for Part A and Part B

Three congruent figures are shown in the coordinate plane.



Part A

Which statement describes a possible sequence of transformations that transforms figure 1 into figure 2?

(A) a reflection across the x-axis, followed by a translation 2 units to the left

(B) a reflection across the x-axis, followed by a translation 3 units to the right

(C) a rotation 180 degree clockwise about the origin, Followed by a translation 2 units to the left

(D) a rotation 180 degree clockwise about the origin, Followed by a translation 3 units to the right

Part B

Figure 3 can also be created by transforming figure 1 with a sequence of two transformations.

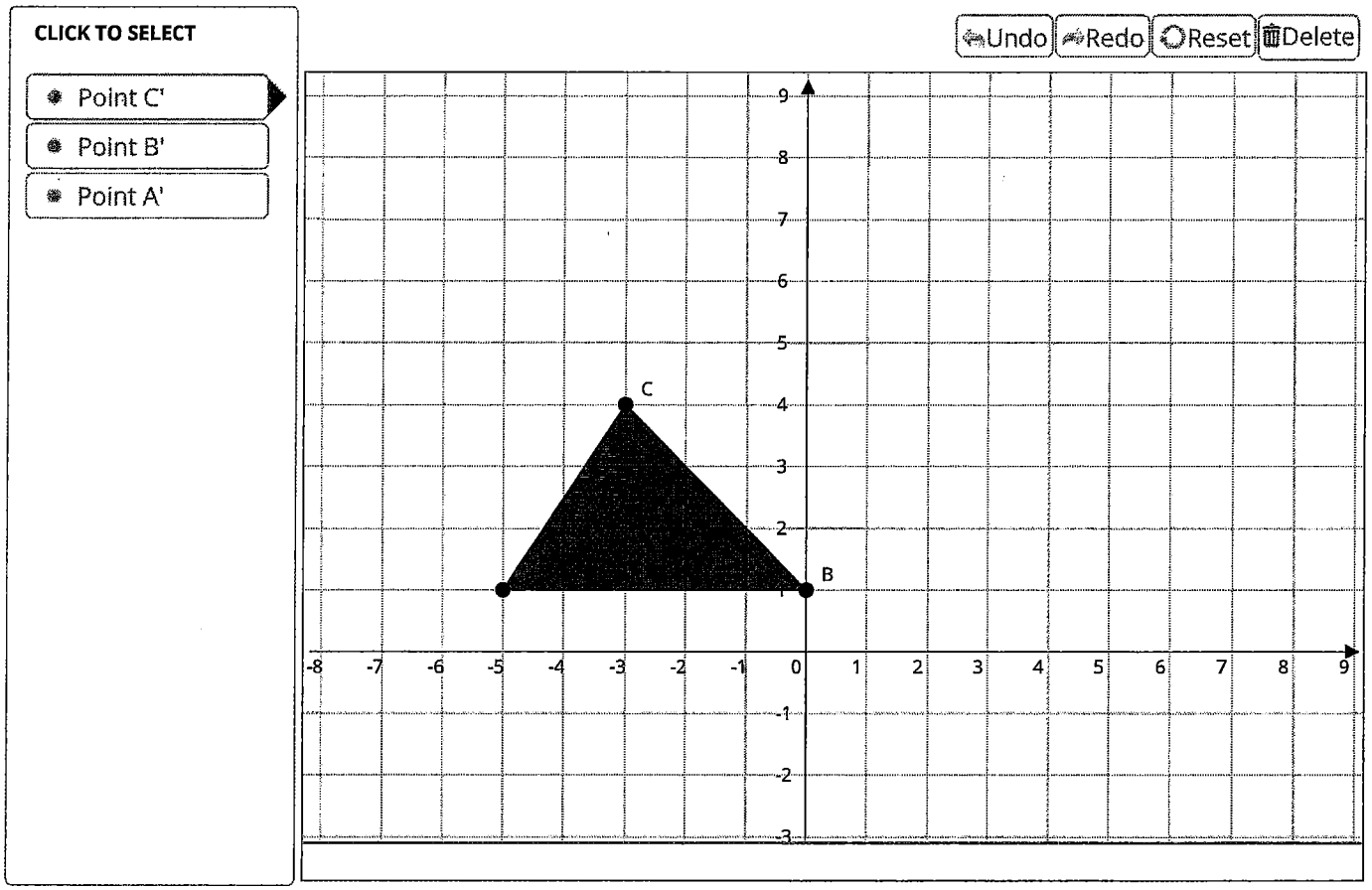
(A) a rotation 180 degree clockwise about the origin, Followed by a translation 2 units to the left

(B) a rotation 90 degree clockwise about the origin, Followed by reflection across the x-axis

(C) a rotation 180 degree clockwise about the origin, Followed by reflection across the y-axis

(D) a rotation 90 degree clockwise about the origin, Followed by translation 3 units to the right

Q20: Translate ABC using the coordinate rule (x,y) -> (x-2, y+4)



Typesetting math: 81%

Q21: Part A

Choose the correct option:

The slope intercept form of an equation with slope m and y-intercept as b is

(A) y=x+mb

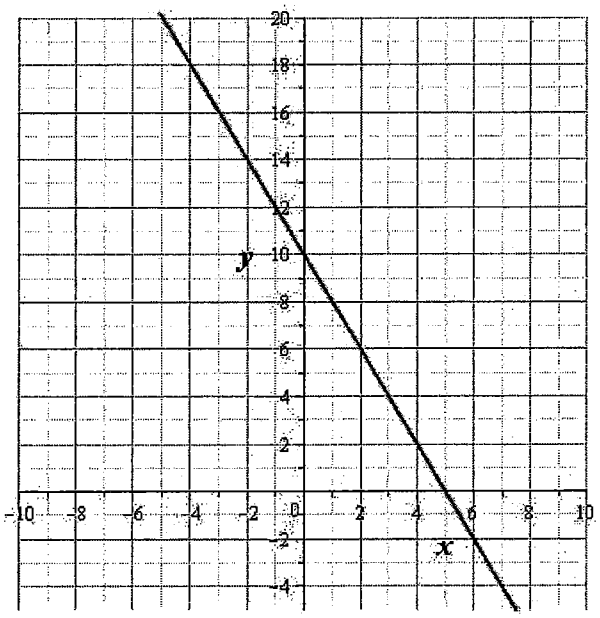
(B) y=mx+b

(C) y=mx-b

(D) None of the above

Part B

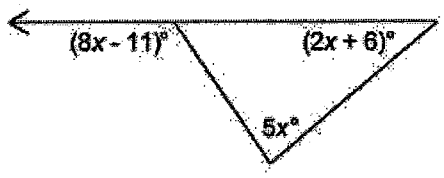
Using the following graph, determine the slope of the line,



The slope of the line is [ ] .

Typesetting math: 81%

Q22: Find the measure of the exterior angle. (The diagram may not be drawn to scale.) Be sure to do your work on paper...



(A) 17°

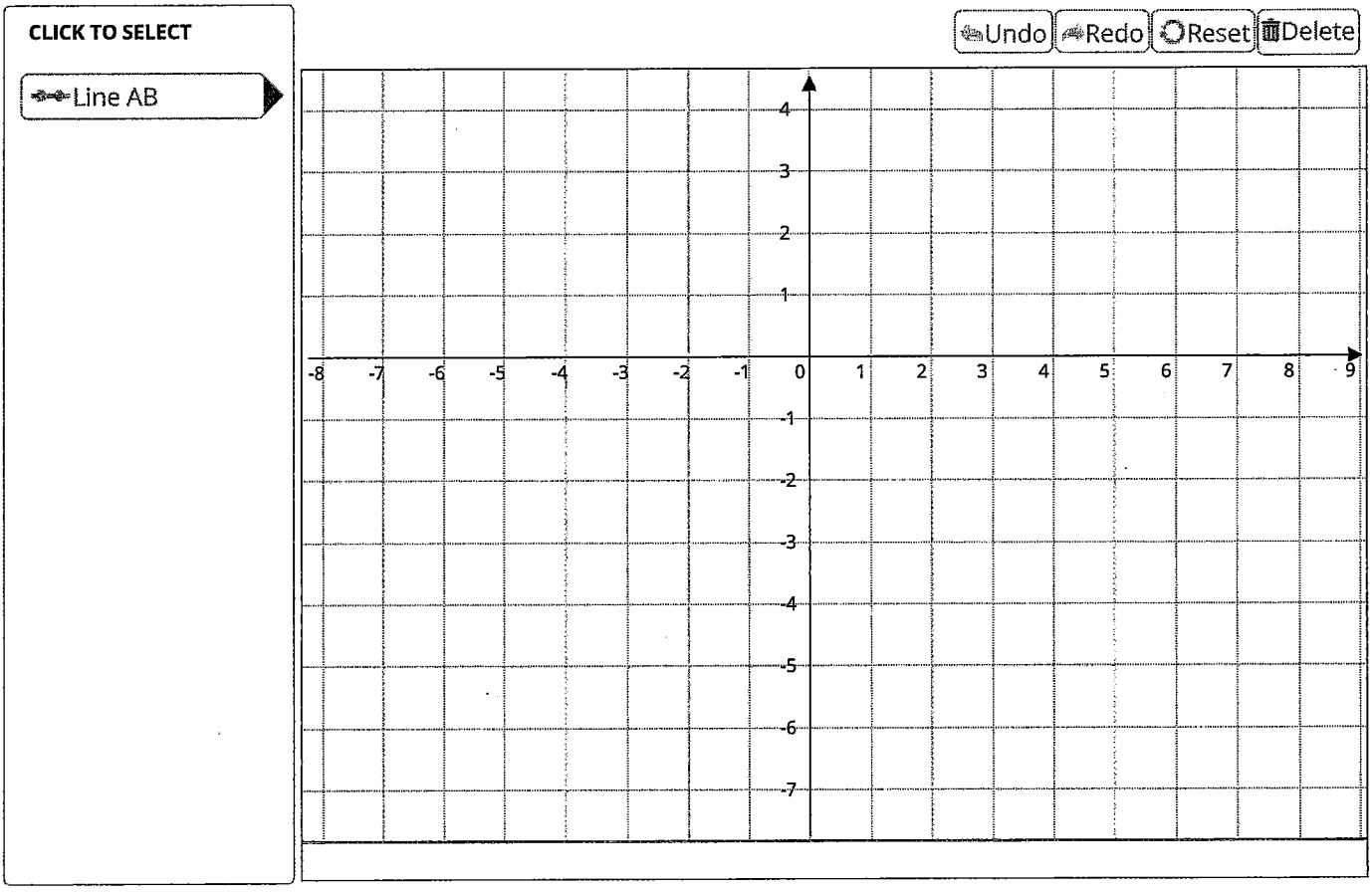
(B) 40°

(C) 85°

(D) 125°

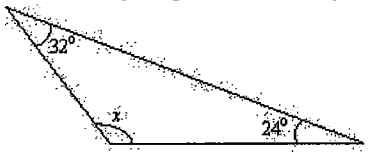
Q23: **Directions - Graph the equation.**

$y = -7$



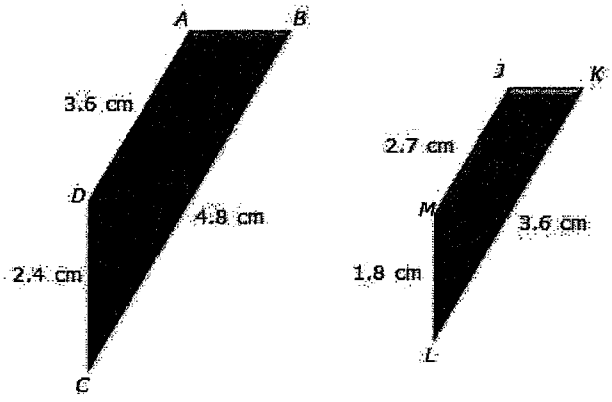
Typesetting math: 81%

Q24: How many degrees does angle x measure?

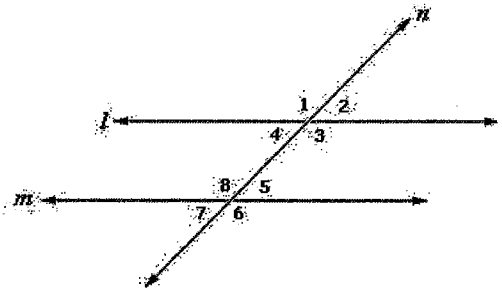


Q25: *If* $m\angle A = 144°$, *what is the* $m\angle J$ *if the quadrilaterals are similar and the scale factor is* $\frac{3}{4}$?

(Do not include the degree symbol, just the value.)



Q26: Based on the following diagram showing two parallel lines cut by a transversal, which pairs of angles are corresponding?



A ∠1 *and* ∠8

B ∠2 *and* ∠5

C ∠3 *and* ∠6

D ∠4 *and* ∠5

E ∠5 *and* ∠8

F ∠5 *and* ∠7

Q27: Write the equation of a line in point-slope form that passes through (6, 5) and (-3, 2).

Slope: $m = \frac{y_2 - y_1}{x_2 - x_1}$ Point-slope: $y - y_1 = m(x - x_1)$ Slope-intercept: $y = mx + b$

Q28: Use the distributive property to solve the following equation:

$z + 4(2z + 3) = 15$

A z=1/4

B z=1/3

C z=3

D z=-1

Typesetting math: 81%

Q29: Identify the following Angle Measures of a Regular 34-gon:

Part A

What is the Sum of the Interior Angles of a 34-gon?

Part B

What is the measure of one Interior Angle of a Regular 34-gon? (Round to the nearest tenth)

Part C

What is the Sum of the Exterior Angles of a 34-gon?

Part D

What is the measure of one Exterior Angle of a Regular 34-gon? (Round to the nearest tenth)

Q30: Directions - Find the x and y-intercepts from the Standard Form equation. Write your answers as ordered pairs.

-5x - 2y = 10

x-intercept =

y-intercept =

Q31: $\frac{1}{4}\left(20x - 28\right) = 13$

$x =$

Q32: Beth was given the equation $2(6x+3)=3(4x+3)$.

Select the options that correctly complete the sentences.

She simplified $2(6x+3)$ to [a] and $3(4x+3)$ to [b].

She determined the equation had [c]

a.
- 6x + 6
- 8x + 5
- 12x + 3
- 12x + 6

b.
- 4x + 9
- 7x + 6
- 12x + 3
- 12x + 9

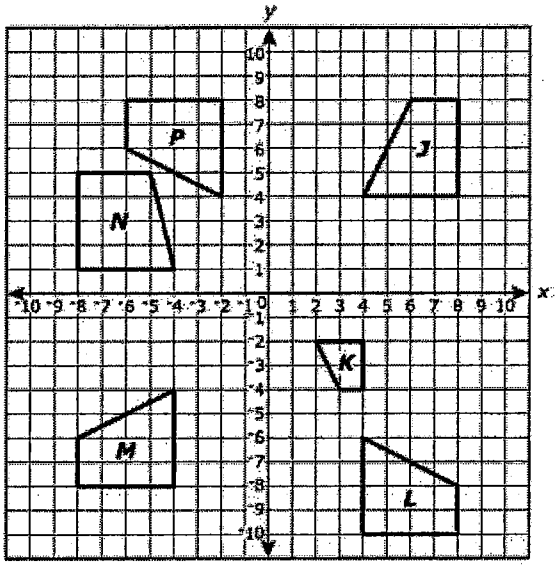
c.
- infinite solutions
- no solution
- a solution of 1
- a solution of 0

Q33: Select whether each equation has no solution, one solution, or infinitely many solutions.

	No solution	One solution	Infinitely many solutions
2x+10=7x+10			
-4x-3=4x+3			
5x+3=3+ 5x			
8x+8=8x			

Typesetting math: 81%

Q34: Figures J,K,L.M, N, and P are shown on the coordinate plane.



Part A

Which figure can be transformed **into** figure P by a translation 2 units to the right followed by a reflection across the x- axis?

(A) figure J

(B) figure K

(C) figure L

(D) figure M

Part B

Which figure can be transformed **into** figure L by a 90° rotation clockwise about the origin followed by a translation 2 units down?

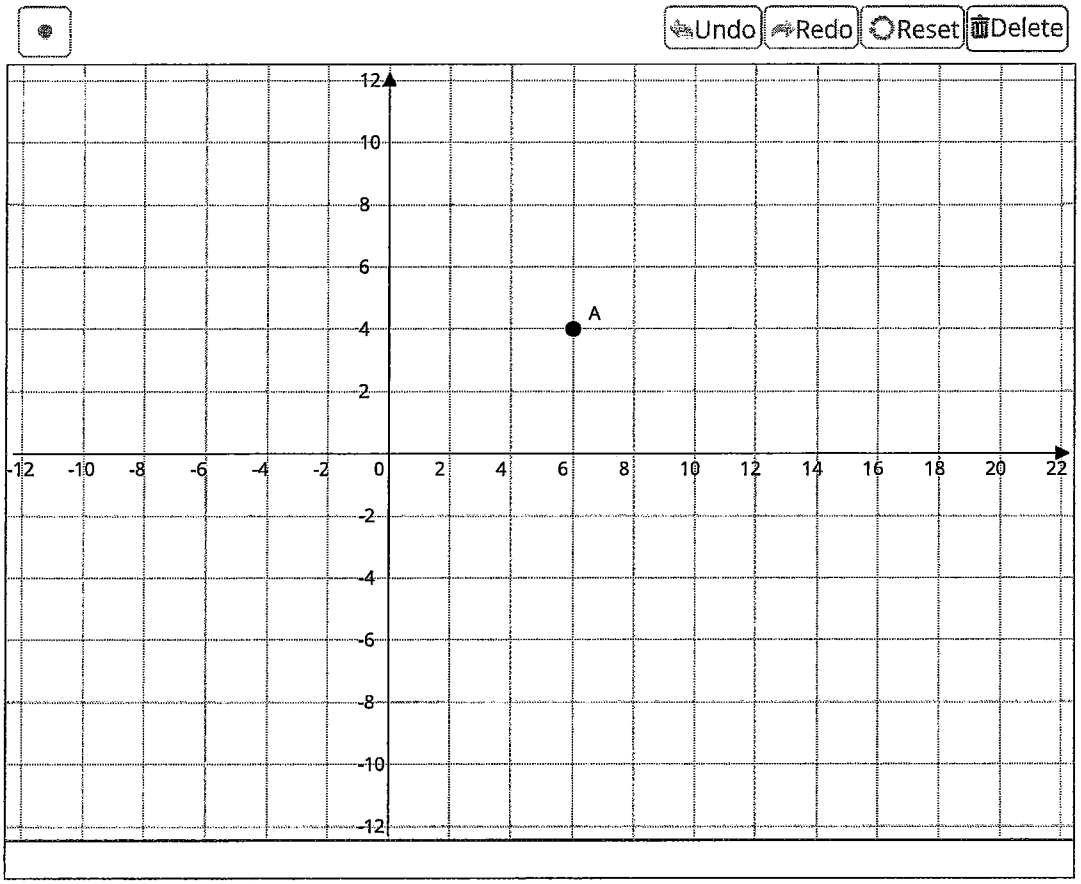
(A) figure J

(B) figure M

(C) figure N

(D) figure P

Q35: Find the location of the point A after a rotation of 90° around the origin.



Q36: The point (-21,20) undergoes a translation of 9 units right and 10 units down. What are the coordinates of the new point?

(A) (-12, 10)

(B) (-12, 5)

(C) (6, 10)

(D) (6, 5)

Typesetting math: 81%

Q37: Which set of angle measures could be the interior angles of a triangle?

(A) 90°, 90°, 90°

(B) 80°, 80°, 200°

(C) 40°, 50°, 60°

(D) 15°, 30°, 135°

Q38: A bookstore sold 525 copies of dictionaries and 705 copies of cookbooks. A total of $7500 was spent on the purchase. Write an equation in Standard Form to model the problem where dictionaries are (x) and cookbooks are (y). Then answer the question that follows.

A) Standard Form equation: [ ]

B) If dictionaries sold for $10 each, what price did the cookbooks sell for? (Round to the penny)

Cookbooks = $ [ ]

Q39: The point (3,4) is reflected over the y-axis. What are the coordinates of the new point?

(A) (3,4)

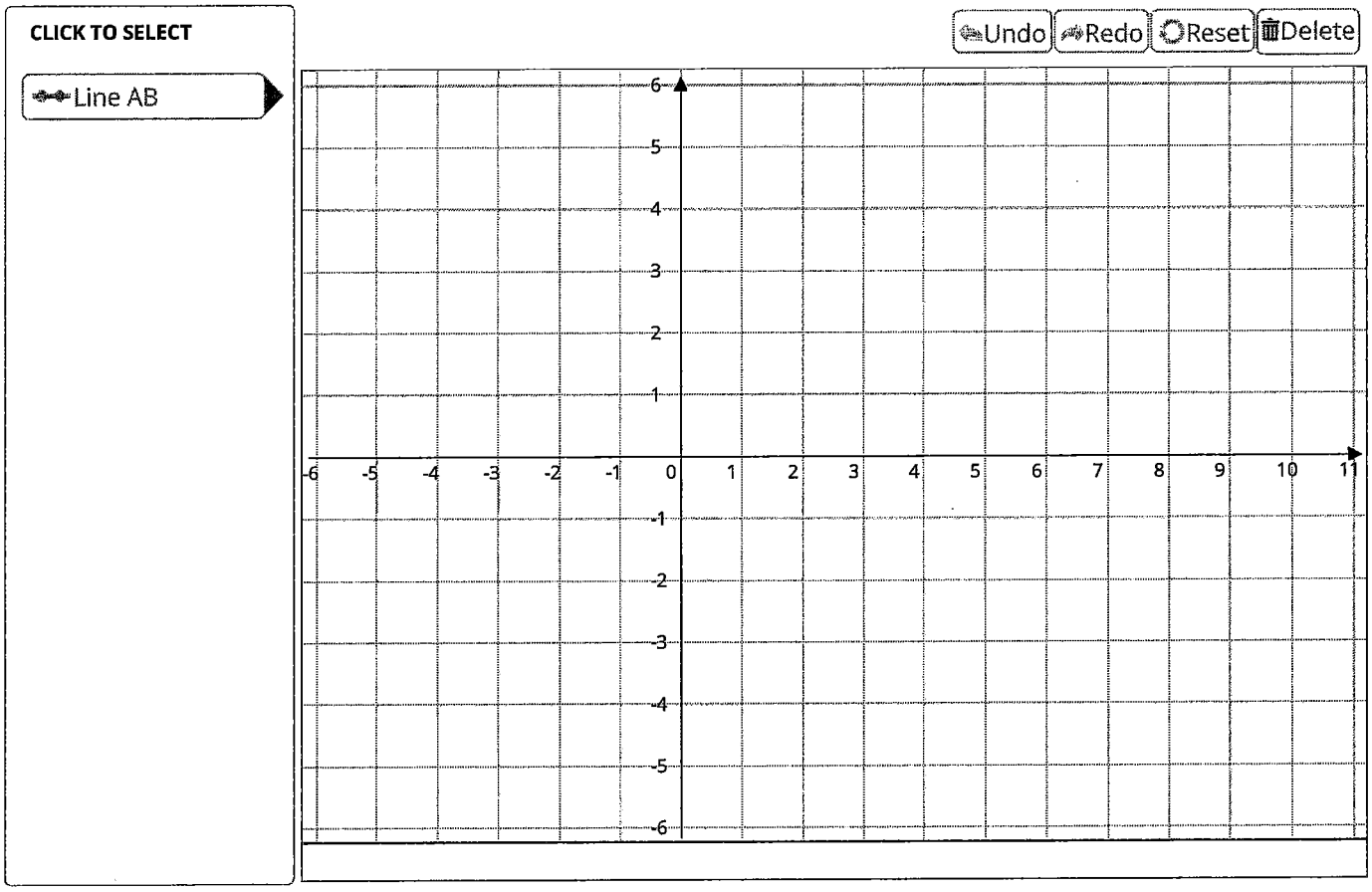
(B) (-3,4)

(C) (-3,-4)

(D) (-4,3)

Q40: Directions - Graph the equation.

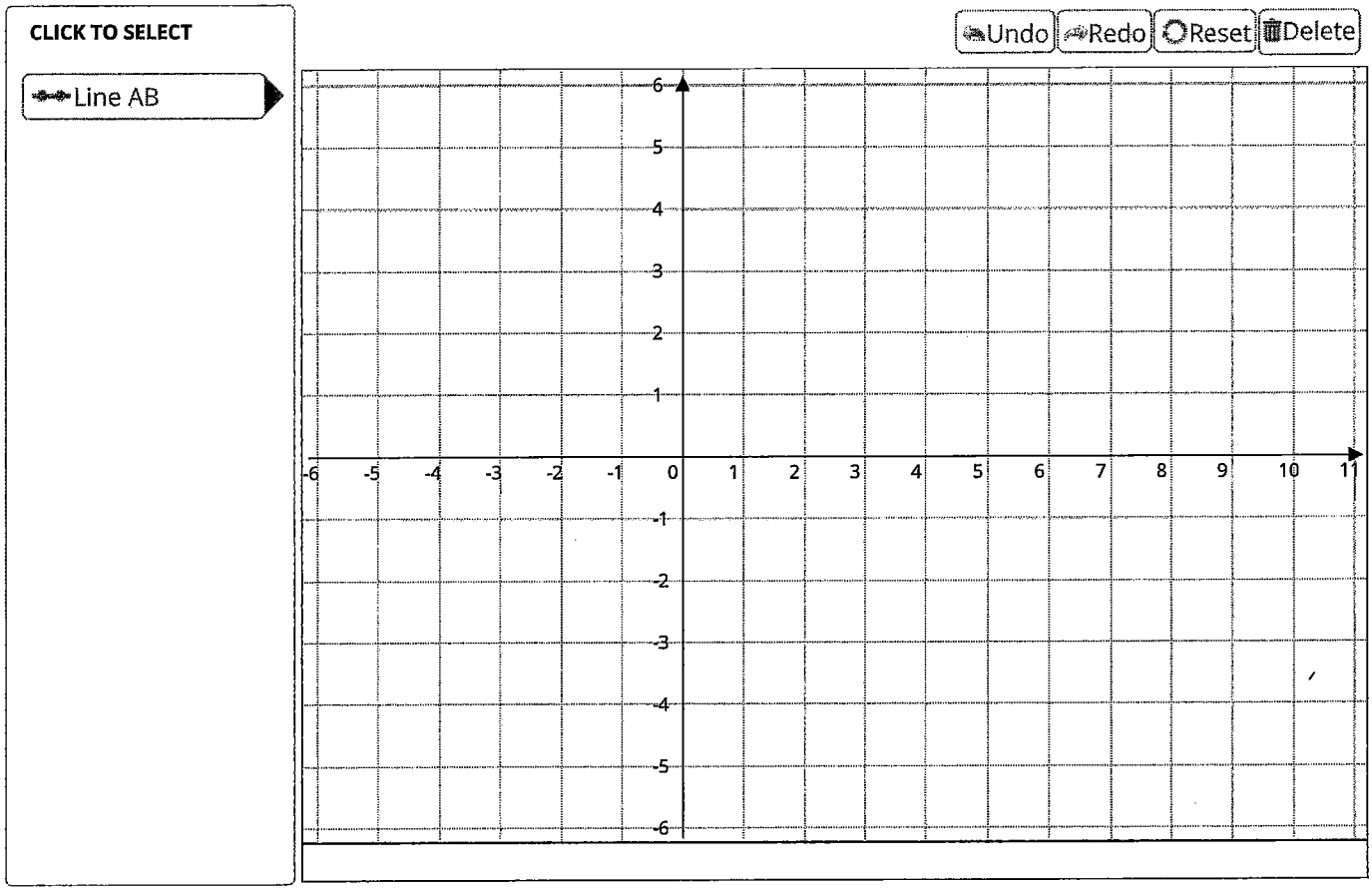
$x = 3$



Typesetting math: 81%

Q41: Directions - Graph the Standard Form equation.

$2x + 3y = -6$



Q42: Directions - Find the x and y-intercepts from the Standard Form equation. <u>Write answers as ordered pairs.</u>

$2x + 3y = -6$

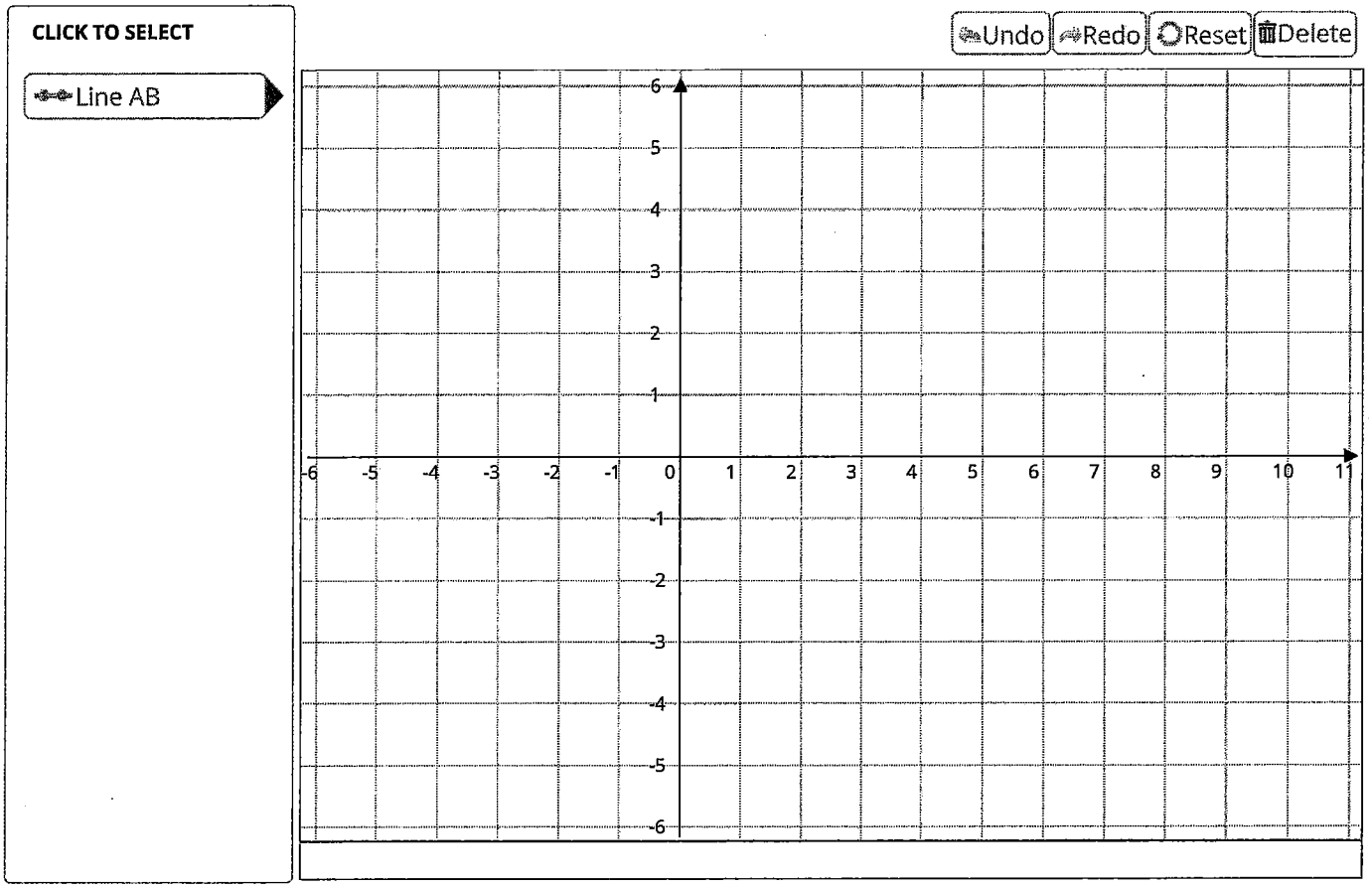
x-intercept = ____

y-intercept = ____

Typesetting math: 81%

Q43: Directions - Graph the following Standard Form equation.

$3x + 4y = 12$



Q44: Directions: Convert the equation to Standard Form (Ax + By = C). The lead coefficient (A) should be a positive number.

$y - 7 = -2(x + 3)$

Standard Form:

Q45: Find the equation of a line in slope-intercept form that passes through the points $(3, 5)$ and $(7, -11)$.

Slope: $m = \frac{y_2 - y_1}{x_2 - x_1}$ Slope-Intercept: $y = mx + b$

Q46: What is the y-intercept of the following linear equation?

$2x + 9y = 18$

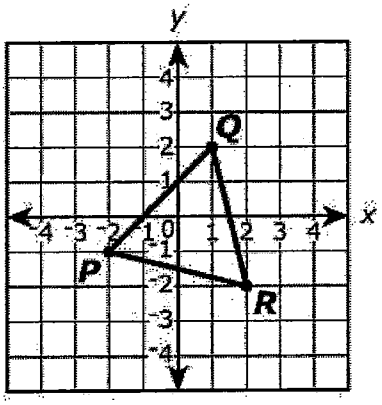
(A) (0,18)

(B) (9,0)

(C) (9,2)

(D) (0,2)

Q47: Triangle PQR is shown on the coordinate plane.



Triangle PQR is rotated 90° counterclockwise about the origin to form the image triangle P'Q'R'(not shown). The triangle P'Q'R' is reflected across the x-axis to form triangle P"Q"R" (not shown).

Part A

What are the signs of the coordinates x,y of point P'?

(A) Both x and y are positive.

(B) x is negative and y is positive

(C) Both x and y are negative.

(D) x is positive and y is negative.

Part B

What are the signs of the coordinates x,y of point Q" ?

(A) Both x and y are positive.

(B) x is negative and y is positive.

(C) Both x and y are negative.

(D) x is positive and y is negative.

Q48: Write the equation of the line parallel to $y = \frac{1}{2}x - 7$ that passes through $(8, -15)$.

slope: $m = \frac{y_2 - y_1}{x_2 - x_1}$ slope-intercept: $y = mx + b$ point-slope: $y - y_1 = m(x - x_1)$

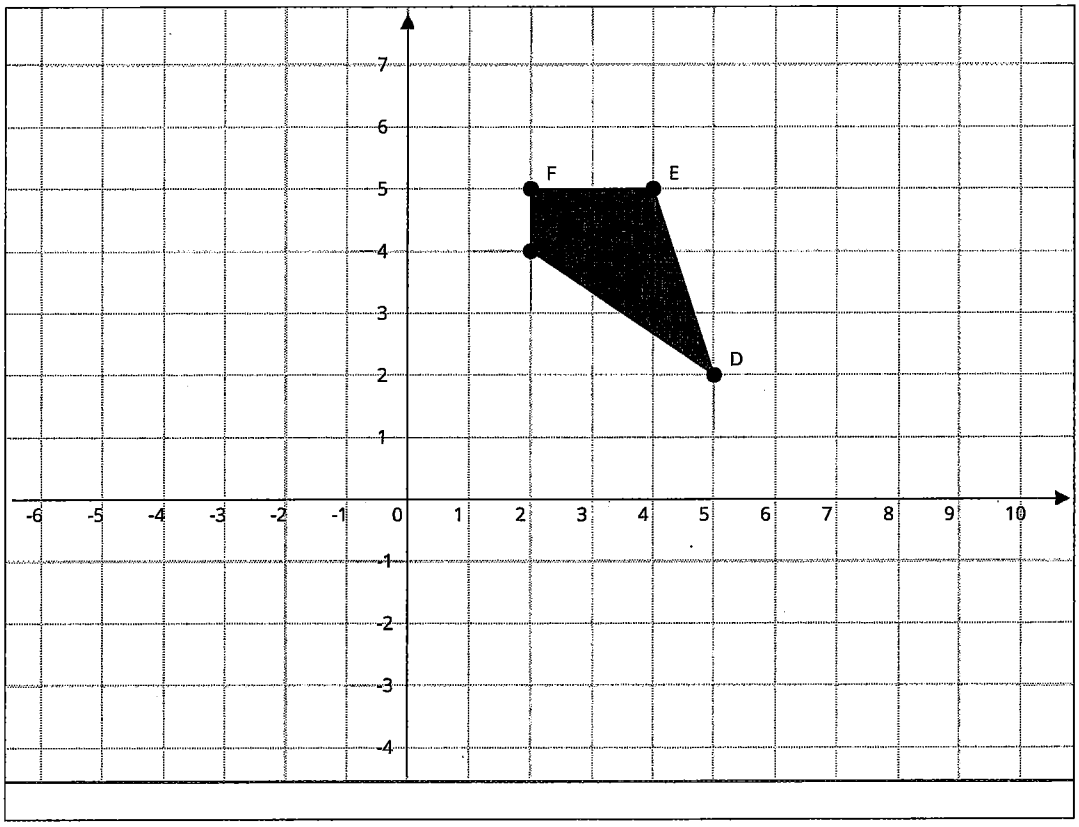
Typesetting math: 81%

Q49: Reflect the polygon CDEF across the y-axis.

CLICK TO SELECT

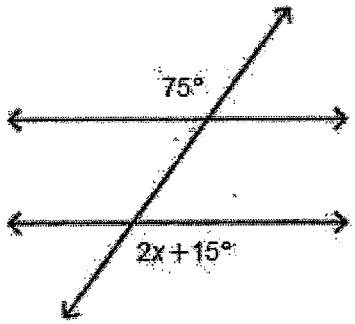
Rectangle E'F'C' D'

Undo Redo Reset Delete



Typesetting math: 81%

Q50: Find the value of x in the figure below.
Assume that the lines are parallel.



(A) 45

(B) 120

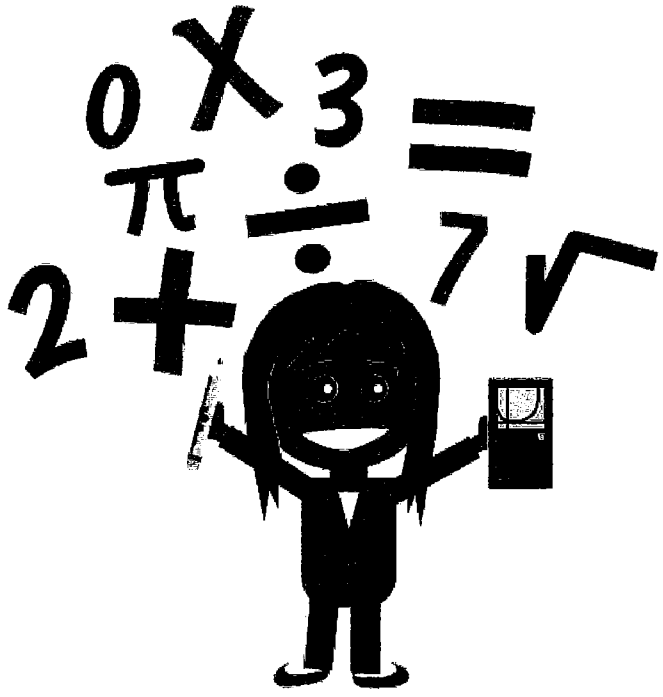
(C) 30

(D) 90

Typesetting math: 81%

Math

Mr. Grimley Period 2/3 ; 7/8



Name: _____ Date: _____

Algebra 1 – Supplemental Assignment

- Please complete the attached problems while you are not in school.
- Problems represent previously learned material.
  - If you don't remember the concept, feel free to consult your notes, the text book or other resources (web pages, you tube videos, etc).
  - Complete work on a separate sheet of paper.
  - Complete graphs on graph paper.
- If you have questions, please email me at keithgrimley@linwoodschools.org

Name_____ Date_____

Chapter 7 Cumulative Review

Solve the equation and check your answer.

1. $3(4w - 5) = \frac{1}{2}(4w + 10)$ **2.** $-9\pi = \pi - 2t$ **3.** $4x + 9 - 7x = 12$

Solve the inequality. Graph the solution, if possible.

4. $|4x - 8| < 44$ **5.** $\frac{|7y + 16|}{3} + 1 \leq -2$ **6.** $-3|14 - 7x| < -21$

7. A company that makes table tennis balls needs to ship bags of balls that contain 690 balls. The most a bag can be off is 6 balls.

a. Write an absolute value inequality for this situation.

b. Solve the absolute value inequality.

Graph the linear equation or linear inequality.

8. $y = \frac{5}{2}x - 4$ **9.** $y > -2x + 3$ **10.** $14x - 7y \leq 21$

Write an equation of the line in point-slope form that passes through the given point and is parallel to the given line.

11. $(5, 1); y = -7x - 14$ **12.** $(-4, 2); y = \frac{1}{5}x - 1$ **13.** $(-7, -1); 2x + 2y = 2$

Solve the system of linear equations by graphing, substitution, or elimination.

14. $-4x + 9y = 9$
$x - 3y = -6$

15. $y = 4x + 3$
$y = -x - 2$

16. $-3x - 3y = 3$
$y = -5x - 17$

17. The difference of two numbers is 3. Their sum is 13. Find the numbers.

18. You are saving money for your first car. You have \$2000 in your account. You can deposit \$100 every week. You want at least \$5000.

a. Write an inequality that represents this situation.

b. What is the minimum number of weeks for which you must save?

Simplify the expression. Write your answer using only positive exponents.

19. $\frac{2^3 x^{-2}}{z^{-8}}$ **20.** $\frac{10^{-3} r^3}{z^{-6}}$ **21.** $\frac{1^{-3} x^{-2} y^0}{7^{-1} z^{-4}}$

Name _____ Date _____

Chapter 7 Cumulative Review (continued)

Evaluate the expression.

22. $\sqrt[3]{512}$ **23.** $\sqrt[4]{1}$ **24.** $\sqrt[5]{-16{,}807}$

25. $216^{2/3}$ **26.** $81^{3/4}$ **27.** $243^{7/5}$

Use the formula $r = \left(\frac{F}{P}\right)^{1/n} - 1$ to find the annual inflation rate to the nearest tenth of a percent.

28. A classic car increases in value from \$5000 to \$20,000 over a period of 30 years.

29. The cost of a gallon of gas increases from \$0.49 to \$2.99 over a period of 50 years.

Evaluate the function for the given value of x.

30. $y = 2^x; x = -3$ **31.** $y = -2(5)^x; x = 0$ **32.** $f(x) = \frac{1}{3}(5)^x; x = -2$

Write a function that represents the situation.

33. A \$2000 computer decreases in value by 40% every year.

34. Your savings account has \$2500 and increases 3.5% every year.

35. A population of 900 deer is decreasing by 12% every year.

Solve the equation. Check your solution.

36. $7^{x+3} = 7^9$ **37.** $11^{3x+24} = 11^{15}$ **38.** $4^{5x-6} = 16^{x+3}$

Write the next three terms of the geometric sequence.

39. 648, 216, 72, ... **40.** 1, 2, 4, 8, ... **41.** 24, 12, 6, ...

Write the first six terms of the sequence.

42. $a_1 = 2, a_n = a_{n-1} - 2$ **43.** $a_1 = 4, a_n = 7a_{n-1}$

Write the polynomial in standard form. Then classify the polynomial by the number of terms.

44. $7x^2 - 12x^3$ **45.** $7w + 16w^7 - 3w^4$ **46.** $\frac{3}{8}z^2 + \pi z^3 - 8z^8$

Name_____ Date_____

Chapter 7 Cumulative Review (continued)

Find the sum.

47. $(-12g - 4) + (14g + 7)$

48. $(4h + 3) + (-7h - 8)$

49. $(3v^2 + 4v - 5) + (-4v^2 + 7v - 12)$

50. $(t^3 - 2t^2 + 7) + (7t^2 - 13t^3 - 5t)$

Find the difference.

51. $(x - 7) - (3x + 8)$

52. $(10y + 4) - (-3y - 34)$

53. $(x^2 + 2x - 8) - (2x^2 - 5x + 9)$

54. $(-w - 7) - (-7w^4 + 3w^2 + 9w)$

Use the Distributive Property, a table, or the FOIL Method to find the product.

55. $(x - 5)(x + 3)$

56. $(y - 5)(y + 2)$

57. $(n - 10)(n - 3)$

58. $(2r - 5)(r + 9)$

59. A rectangular flower bed has a width of $(2x + 5)$ and a length of $(x + 10)$.

a. Write a polynomial that represents the area of the flower bed.

b. Find the area of the flower bed when the length is 25 feet.

Find the product.

60. $(x + 4)^2$

61. $(3y - 5)^2$

62. $(-7x - 3y)^2$

63. $(w - 2)(w + 2)$

64. $(2m - 4)(2m - 4)$

65. $(9h + 2t)(9h - 2t)$

66. A square has a side length of $3x + 2$.

a. Write a polynomial that represents the area of the square.

b. Find the area if $x = 3$.

Solve the equation.

67. $(3x - 9)(2x + 10) = 0$

68. $(7x - 14)(5x + 25) = 0$

69. $(7x - 8)^2 = 0$

70. $(2 - 5g)(2 + 5g) = 0$

Solve the equation.

71. $5x^2 - 15x = 0$

72. $21p^2 + 14p = 0$

73. $18g - 6g^2 = 0$

Name _____ Date _____

Chapter 7 Cumulative Review (continued)

Factor the polynomial.

74. $y^2 + 7y + 10$ **75.** $x^2 + 6x + 8$ **76.** $w^2 + 11w + 18$

77. $x^2 - 6x + 8$ **78.** $d^2 - 7d + 12$ **79.** $z^2 - 12z + 20$

80. $m^2 + 2m - 15$ **81.** $z^2 + 2z - 24$ **82.** $x^2 - 10x - 11$

Solve the equation.

83. $t^2 + 5t + 4 = 0$ **84.** $y^2 - 3y - 44 = 10$

Factor the polynomial.

85. $2x^2 + 22x + 60$ **86.** $5y^2 + 25y + 20$ **87.** $6w^2 + 66w + 60$

88. $2t^2 + 5t + 2$ **89.** $3u^2 - 8u + 4$ **90.** $-6z^2 - 25z - 25$

91. $4x^2 - 17x + 4$ **92.** $4r^2 - 35r + 49$ **93.** $5g^2 - 18g + 9$

94. You throw a ball off the top of a building. The height h (in feet) of the ball above the ground is modeled by $h = -16t^2 + 76t + 20$, where t is the time (in seconds). How long is the ball in the air?

Factor the polynomial.

95. $x^2 - 100$ **96.** $h^2 - 36$ **97.** $9b^2 - 25$

98. $k^2 + 8k + 16$ **99.** $a^2 - 30a + 225$ **100.** $100g^2 + 180g + 81$

Solve the equation.

101. $z^2 - 64 = 0$ **102.** $y^2 - 14y + 49 = 0$

Factor the polynomial completely.

103. $25x^3 + 5x^2 + 30x + 6$ **104.** $28y^3 + 16y^2 - 21y - 12$

105. $8w^3 - 64w^2 + w - 8$ **106.** $15x^3 + 21x^2 - 10x - 14$

Name _____ Date _____

Chapter 8 Cumulative Review

Solve the equation.

1. $1 + 5x - 10 = 7x - 9 - 2x$

2. $|4y + 4| = |20 + 2y|$

Solve the inequality.

3. $8h + 3 \geq 2(4h + 1)$

4. $-2|y - 3| - 5 \geq -4$

5. $|2x + 9| + 1 > 6$

6. Your local bank offers free checking for accounts with a balance of at least \$500. You have a balance of \$516.46, and you write a check for \$31.96. How much do you need to deposit to avoid being charged a service fee?

7. A number x plus 32 is no more than 38. Write this sentence as an inequality.

Graph the linear equation or linear inequality.

8. $2x - 3y = 6$

9. $y > -4.5$

Write an equation of the line in slope-intercept form that passes through the given point and is parallel to the given line.

10. $(-3, 2); y = x - 1$

11. $(0, -5); y - 1 = \frac{2}{3}(x - 1)$

12. $(-4, -6); 6x - 3y = 9$

Solve the system of linear equations by graphing, substitution, or elimination.

13. $y = 5x + 3$
$y = -2$

14. $-2x - 9y = -25$
$-4x - 9y = -23$

15. $x + 3y = 1$
$-3x - 3y = -15$

16. Your school is selling tickets for a musical. On the first day, three children's tickets and nine adult tickets are sold for a total of \$75. On the second day, eight children's tickets and five adult tickets are sold for a total of \$67. How much does one children's ticket and one adult ticket cost?

Simplify the expression. Write your answer using only positive exponents.

17. $\frac{2x^4y^{-4}z^{-3}}{3x^2y^{-3}z^4}$

18. $\frac{3m^{-4}}{m^3}$

19. $\frac{3x^3y^{-1}z^{-1}}{x^{-4}y^0z^0}$

Evaluate the expression.

20. $\sqrt[3]{64}$

21. $32^{4/5}$

22. $\sqrt[5]{-243}$

Evaluate the function for the given value of x.

23. $y = 4^x; x = -1$

24. $y = -7(-2)^x; x = 0$

25. $f(x) = \frac{7}{4}(7)^x; x = -2$

Name_____ Date_____

Chapter 8 Cumulative Review (continued)

Write a function that represents the situation.

26. A \$1000 investment increases in value by 5% every year.

27. A \$60 video game decreases in value by 80% every year.

Solve the equation. Check your solution.

28. $2^{x-5} = 2^{12}$

29. $4^{5x+3} = 4^{28}$

30. $3^{4x-8} = 9^{x+8}$

Find the sum or the difference.

31. $(-2g - 5) + (4g + 9)$

32. $(3h + 4) + (-11h - 2)$

33. $(x - 1) - (5x + 14)$

34. $(9y + 8) - (-7y - 6)$

Find the product.

35. $(x - 6)(x + 4)$

36. $(y - 8)(y + 5)$

37. $(x + 2)^2$

38. $(3m - 5)(3m - 5)$

39. $(-11x - 5y)^2$

Solve the equation.

40. $(4x - 12)(7x + 28) = 0$

41. $24g - 3g^2 = 0$

Factor the polynomial.

42. $m^2 + 14m - 15$

43. $z^2 + 5z - 24$

44. $x^2 - 16x - 17$

45. $5x^2 - 30x + 40$

46. $2y^2 + 2y - 4$

47. $4w^2 - 4w - 8$

48. A rock is thrown from the top of a tall building. The distance d (in feet) between the rock and the ground t seconds after it is thrown is given by $d = -16t^2 - 4t + 382$. How long after the rock is thrown is it 370 feet from the ground?

Factor the polynomial.

49. $x^2 - 121$

50. $a^2 - 24a + 144$

51. $4b^2 - 36$

Solve the equation.

52. $z^2 - 81 = 0$

53. $y^2 - 26y + 169 = 0$

Name _____ Date _____

Chapter 8 Cumulative Review (continued)

Factor the polynomial completely.

54. $2x^3 + 8x^2 - 3x - 12$

55. $5y^3 - 10y^2 + 7y - 14$

Graph the function. Compare the graph to the graph of $f(x) = x^2$.

56. $h(x) = 4x^2$

57. $t(x) = 0.2x^2$

58. $n(x) = -\frac{2}{5}x^2$

59. $a(x) = -7x^2$

60. $r(x) = -0.625x^2$

61. $m(x) = \frac{1}{2}x^2$

62. $g(x) = x^2 + 3$

63. $h(x) = x^2 + 10$

64. $p(x) = x^2 - 10$

65. $s(x) = -x^2 - 2$

66. $p(x) = 4x^2 + 2$

67. $q(x) = -\frac{1}{5}x^2 - 5$

Find the zeros of the function.

68. $y = x^2 - 4$

69. $f(x) = -9x^2 + 36$

70. $f(x) = 50x^2 - 18$

71. The function $f(t) = -16t^2 + s_0$ represents the approximate height (in feet) of an object falling t seconds after it is dropped from an initial height s_0 (in feet). A watermelon is dropped from a height of 100 feet.

a. After how many seconds does the watermelon hit the ground?

b. Suppose the initial height is adjusted by k feet. How will this affect the answer for part (a)?

Find (a) the axis of symmetry and (b) the vertex of the graph of the function.

72. $y = -10x^2 - 40x - 9$

73. $f(x) = 4x^2 - 24x - 30$

Graph the function. Describe the domain and range.

74. $f(x) = -2x^2 - 16x + 9$

75. $f(x) = -x^2 + 18x - 1$

Tell whether the function has a minimum value or a maximum value. Then find the value.

76. $f(x) = -3x^2 - 24x + 5$

77. $f(x) = 5x^2 + 40x - 14$

78. $f(x) = -7x^2 + 28x - 10$

79. $f(x) = 9x^2 - 36x + 21$

Name_____ Date_____

Chapter 8 Cumulative Review (continued)

Determine whether the function is *even*, *odd*, or *neither*.

80. $f(x) = 4x$ **81.** $g(x) = x^2 + 5$ **82.** $h(x) = 4x^2 + 8x - 5$

Find the vertex and the axis of symmetry of the graph of the function.

83. $f(x) = \frac{1}{4}(x - 2)^2$

84. $g(x) = 3(x - 1)^2$

85. $h(x) = (x + 3)^2$

86. $f(x) = -3(x - 7)^2 - 8$

87. $g(x) = 8(x + 2)^2 + 9$

Graph the function. Compare the graph to the graph of $f(x) = x^2$.

88. $g(x) = 2(x - 3)^2$ **89.** $g(x) = 4(x + 1)^2 + 5$

Graph the quadratic function.

90. $f(x) = 2(x - 5)(x + 1)$ **91.** $y = -3(x + 2)(x - 7)$

92. $f(x) = x^2 - 36$ **93.** $h(x) = x^2 - 2x - 15$

Find the zero(s) of the function.

94. $y = -3(x + 7)(x - 1)$ **95.** $g(x) = x^2 + 15x + 26$

96. $f(x) = (x + 3)(x^2 - 9)$ **97.** $h(x) = 2x^2 - 6x - 20$

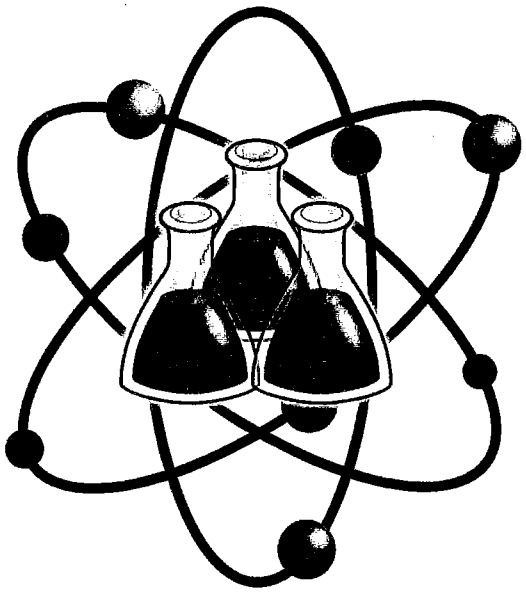
Tell whether the data represents a *linear*, an *exponential*, or a *quadratic* function. Then write the function.

98. $(-2, 4), (-1, 7), (0, 10), (1, 13), (2, 16)$

99. $(-2, -5), (-1, -8), (0, -9), (1, -8), (2, -5)$

100. $(0, 1), (1, 3), (2, 9), (3, 27), (4, 81)$

Science



Cats-ish vs Dogs-ish Due Dates:

Round 1 Recaps/Round 2 Previews – March 19

Round 2 Recaps/Round 3 Previews – March 25

Round 3 Recaps/Round 4 Previews – March 29

Round 4 Recaps/Final Roar Previews (BOTH MATCHUPS) – March 30

Final Roar Recaps/Championship Preview – April 1

Tiny Terrors Due Dates:

Round 1 Recaps/Round 2 Previews – March 20

Round 2 Recaps/Round 3 Previews – March 25

Round 3 Recaps/Round 4 Previews – March 29

Round 4 Recaps/Final Roar Previews (BOTH MATCHUPS) – March 30

Final Roar Recaps/Championship Preview – April 1

Double Trouble Due Dates:

Round 1 Recaps/Round 2 Previews – March 25

Round 2 Recaps/Round 3 Previews – March 29

Round 3 Recaps/Round 4 Previews – March 30

Round 4 Recaps/Final Roar Previews (BOTH MATCHUPS) – April 1

Final Roar Recaps/Championship Preview – April 1

AnthropoSCENE Due Dates:

Round 1 Recaps/Round 2 Previews – March 23

Round 2 Recaps/Round 3 Previews – March 29

Round 3 Recaps/Round 4 Previews – March 30

Round 4 Recaps/Final Roar Previews (BOTH MATCHUPS) – April 1

Final Roar Recaps/Championship Preview – April 1

EVERYONE: *Championship Recap/Final Individual Animal Report/Final Project* – April 9th

1 **Insects**

3/19/19

Mr. Faia

8th Grade Science

2 **Insects**

- There are over 900,000 species of insects
  - Ants, bees, wasps – 200,000
  - Beetles, weevils – 300,000
  - Butterflies, moths – 150,000
  - Flies, mosquitoes – 100,000
  - Other insects – 150,000

3 **The Insect Body**

- Insect bodies are different than other arthropods:
  - 3 Body sections
  - 6 Legs
  - 1 Pair of antennae
  - 1 or 2 pairs of wings (usually)

4 **The Insect Body**

- 3 Body Sections:
  - Head
  - Thorax
  - Abdomen

5 **The Insect Body**

- Sense organs are on the head
- Legs and wings are attached to the thorax
- Internal organs are in the abdomen

6 **The Insect Body**

- Insects usually have 2 large compound eyes

- Compound eyes are very useful in detecting movement
-
- Why might this be important?

7 **The Insect Body**

- Insects have a system of tubes to breathe
-
- These tubes take oxygen directly to cells

8 **From Egg to Adult**

- Insects hatch from small, hard-shelled eggs
-
- They then go through a major body change
-
- What is a name for this process?

9 **From Egg to Adult**

- There are 2 types of metamorphosis
  - Complete Metamorphosis
  - Gradual Metamorphosis

10 **From Egg to Adult**

- Complete metamorphosis has 4 different stages:
  - Egg
  - Larva
  - Pupa
  - Adult

11 **From Egg to Adult**

- Gradual Metamorphosis has 3 stages:
  - Egg
  - Nymph
  - Adult

12 **How Insects Feed**

- If it is alive, was alive, or made from something that was alive, insects will eat it

13 **How Insects Feed**

- Insects will eat plants and plant parts
-
- Also things made from plants
  - Can you think of an example?

14 **How Insects Feed**

- Insects will also feed on animals; living, dead, and otherwise
  - Fleas
  - Mosquitoes

15 **How Insects Feed**

- Insects' mouthparts are where insects differ
- They are adapted to get food
  - What is an adaptation?

16 **REVIEW**

- What are the names of the 3 sections of an insect's body?
- How do all insect's begin their lives?
- How many species of insects are there?
- What do insects feed on?
- What are the 2 different types of metamorphosis?
- What are the stages for each type of metamorphosis?
- What is found on each of an insect's body sections?

17 **Defending Themselves**

- Hard exoskeleton
- Quick speed or flight
- Stingers

18 **Defending Themselves**

- One of the most common defenses is camouflage
  - Protective coloration

- Insects can blend in with surroundings or look like other animals

19 **Insects and Humans**

- For every human, there are AT LEAST 200 million insects
- Some species will damage crops

- ⊙
- ⊙Other species can cause disease

20 **Insects and Humans**

- ⊙Most insects are helpful
  - Bees make honey
  - Silkworm moth spins fibers for silk
  - Insects prey on harmful insects

NAME:_____ DATE:_____

INSECTS

- There are _____ of insects
  - Ants, bees, wasps –
  - Beetles, weevils –
  - Butterflies, moths –
  - Flies, mosquitoes –

  Other insects –

INSECT BODIES

- Insect bodies are different than other arthropods:
  -
  -
  -
  -
- 3 Body Sections:
  -
  -
- _____ organs are on the _____
- _____ are attached to the _____

  _____ are in the _____
- Insects usually have _____ eyes
- Compound eyes are very useful in detecting _____
  - Why might this be important?

FROM EGG TO ADULT

- Insects have a _____ to breathe
  - What do these tubes do?
- Insects hatch from _____
- They then go through a _____
  - What is a name for this process?

- There are 2 types
  -
  -
- Complete metamorphosis has _____ different stages:
  -
  -
  -
  -
- Gradual Metamorphosis has _____ stages:
  -
  -
  -

HOW INSECTS FEED

- If it is alive, was alive, or made from something that was alive, insects will eat it
- Insects will eat _____

  Also things _____ from plants

- Insects will also feed on animals; living, dead, and otherwise
  -
  -
- Insects' _____ are where insects differ
- They are _____ to get food
  - What is an adaptation?

Defending Themselves

- Hard _____
- Quick _____
-
- One of the most common defenses is _____
  - _____
- Insects can blend in with _____

INSECTS AND HUMANS

- For every human, there are AT LEAST _____
- Some species _____
- Other species can _____
- Most insects are helpful
  -
  -
  -

1) How do all insects begin their lives?

2) What are the 2 different types of metamorphosis?

3) What are the stages for each type of metamorphosis?

4) What are the names of the 3 sections of an insect's body?

5) How do Insects defend themselves? (4 ways)

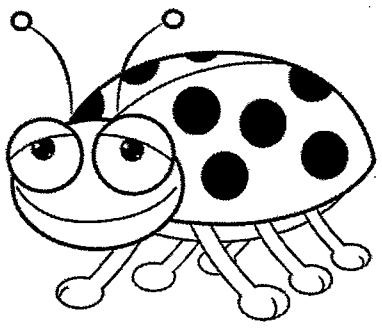
6) How can insects harm humans?

7) How can insects be helpful to humans?

8) How many species of insects are there?

9) What is found on each of an insect's body sections?

10) What types of eyes do insects have?



1 **ECHINODERMS**

3/25/18

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8th Grade Science

2 **"Spiny Skinned" Animals**

- Echinoderms include:
  - Sea stars
  - Sea urchins
  - Sand Dollars
  - Sea Cucumbers

3 **"Spiny Skinned" Animal**

- The name comes from the spiny endoskeleton
  - What is an endoskeleton?
  -
- Endoskeleton is made of plates composed of calcium

4 **"Spiny Skinned" Animal**

- Echinoderms have radial symmetry
  - Most often 5 point
  -
- When the legs or body sections are counted, you almost always get a multiple of 5

5 **"Spiny Skinned" Animal**

- Water vascular system
  - Fluid filled tubes inside the body
- Tubes contract, squeezing water into other parts of the body

6 **"Spiny Skinned" Animal**

- Water will reach tube feet
  - This allows the tube feet to act like suction cups
-
- Tube feet allow for:
  - Movement
  - Capturing food

7 **"Spiny Skinned" Animal**

- Sexually Reproduce
  - Fertilized eggs develop into swimming larva
  - Metamorphosis occurs to reach adult state

8 **Sea Stars**

- Predators:

- Mollusks
- Crabs
- Other Echinoderms
- All 5 arms grasp prey
- 1 Stomach absorbs the food
- 2nd Stomach digests food

9. **Sea Stars**
   - Sea stars can regenerate lost arms
   - Some species can grow a whole animal from 1 arm
10. **Other Echinoderms**
    - Brittle stars are close relatives of sea stars
    - Main differences:
      - Long and slender arms
      - Tube feet have no suction cups
11. **Other Echinoderms**
    - Sand dollars
      - No arms
      - Short spines allow them to burrow
12. **Other Echinoderms**
    - Sea Urchins
      - Movable spines that protect the body
      - Tube feet extend between the spines
      - 5 strong teeth
13. **Other Echinoderms**
    - Sea Cucumber
      - Soft, flexible bodies
      - Tube feet on underside to move
      - Mouth surrounded by tentacles
      - Filter feeder
14. **REVIEW**
    - Define regeneration.
    - How do sea stars use regeneration?
    - How are brittle stars different from sea stars?

- What are the main characteristics of sea urchins?
- What is an endoskeleton?
- How is an endoskeleton different from a exoskeleton?
- What type of symmetry do echinoderms have?
- What is a water vascular system composed of?
- How does a water vascular system work?
- What are tube feet?

NAME:_____ DATE:_____

ECHINODERMS

"Spiny Skinned" Animals

- Echinoderms include:
  -
  -
  -
  -
- The name comes from the _____ endoskeleton
  - What is an endoskeleton?
  - Endoskeleton is made of plates composed of _____
- Echinoderms have _____ symmetry
  -
  - When the _____ are counted, you almost always get a multiple of 5
- Water vascular system
  - _____ inside the body
- Tubes _____, squeezing water into other parts of the body
- Water will reach tube feet
  - This allows the tube feet to act like _____
- Tube feet allow for:
  -
  -
- Sexually Reproduce
  - Fertilized eggs develop into _____
  - _____ occurs to reach adult state

Sea Stars

- Predators:
  -
  -
  -
- All 5 arms grasp prey
- _____ absorbs the food
- Sea stars can _____ lost arms
- Some species can grow a _____ from 1 arm

Other Echinoderms

- _____ are close relatives of sea stars
- Main differences:
  -
  -
- Sand dollars
  -
  -
- Sea Urchins
  - _____ that protect the body
  - _____ extend between the spines
  - _____ strong teeth
- Sea Cucumber
  -
  - _____ on underside to move
  - Mouth surrounded by _____ (_____ feeder)

1 **VERTEBRATES**

3/27/19

Mr. Faia

8th Grade Science

2 **ANIMAL REVIEW**

- What are 3 things all animals need to live?
- What are the 3 phylum of worms?
- What do sponges use to capture food?
-
- What is the difference between an open and closed circulatory system?
-
- What are the 3 types of mollusks?
- What senses do a mollusks tentacles have?
- What are the 5 types of arthropods?
- Name the 3 body sections of insects.

3 **Chordate Phylum**

- Vertebrates are a subgroup of the phylum

4 **Chordate Phylum**

- Chordates have 3 things in common at some point in life:
  - A notochord
  - A nerve cord
  - Slits in throat area

5 **Chordate Phylum**

- Notochord is a flexible rod that supports the back
  - Cartilage is softer than bone, but very flexible and strong

6 **Chordate Phylum**

- Vertebrates notochord gets replaced with a backbone early

7 **Chordate Phylum**

- All chordates have a nerve cord
  - You would call it what?

8 **Chordate Phylum**

- Chordates also have pharyngeal slits
  - Aka throat slits
- They aid in the breathing process
-
  - Name an animal that keeps these slits

9 **Backbone and Endoskeleton**

- What is an endoskeleton?
-
- The endoskeleton:
  - Supports
  - Protects
  - Gives the body shape
  - Place for muscles to attach

10 **Backbone and Endoskeleton**

- Backbone is made of many bones
  - Called vertebrae
  -
- Joints allow flexibility
-
- Spine fits through vertebrae

11 **Backbone and Endoskeleton**

- What do you think are 2 advantages of an endoskeleton?

12 **Backbone and Endoskeleton**

- Endoskeleton can grow
-
- Supports against gravity

13 **Maintaining Body Temperature**

- 2 types:
  - Ectotherms
  - Endotherms

14 **Maintaining Body Temperature**

- Ectotherms have body temperatures close to their environments
- Often called "cold-blooded"
  - What are examples of ectotherms?

15 **Maintaining Body Temperature**

16 **Maintaining Body Temperature**

- Endotherms control body temperature internally
- Often called "warm-blooded"
  - What are examples of endotherms?
  - What adaptations do endotherms have to help regulate temperature?

17 **Maintaining Body Temperature**

18 **REVIEW**

- What 3 things do all chordates have in common?
- How does an endotherm regulate body temperature?
- What is cartilage?
- What is a vertebrae?
- How does an ectotherm regulate body temperature?
- What are 2 advantages of an endoskeleton?
- What is another name for an ectotherm?
- What is another name for an endotherm?

19 **Evolution of Vertebrates**

- Evidence shows that fish were the earliest vertebrates
  - About 530 million years ago

20 **Evolution of Vertebrates**

- Amphibians came next
  - About 380 million years ago

21 **Evolution of Vertebrates**

- Amphibians gave rise to reptiles
  - 320 million years ago

22 **Evolution of Vertebrates**

- Both mammals and birds descended from reptiles
  - Mammals 220 million years
  - Birds 150 million years

23 **Evolution of Vertebrates**

- What pattern did you see develop with vertebrate evolution?

24 **Evolution of Vertebrates**

- However...

NAME:_____ DATE:_____

Vertebrates

Chordate Phylum

- Vertebrates are a _____ of the phylum
- Chordates have 3 things in common at some point in life:
  -
  -
  -
- _____ is a flexible rod that supports the back
  - _____ is softer than bone, but very flexible and strong
- Vertebrates notochord gets replaced with a _____ early
- All chordates have a _____ cord
  - What would you call it?
- Chordates also have _____ slits
  - Aka throat slits
- They aid in the _____ process
  - Name an animal that keeps these slits

Backbone and Endoskeleton

- What is an endoskeleton?

- The endoskeleton:
  -
  -
  -
  -

- Backbone is made of many bones
  -
  - _____ allow flexibility
- _____ fits through vertebrae
- What do you think are 2 advantages of an endoskeleton?
  - Endoskeleton can _____
  - _____ against gravity

Maintaining Body Temperature

- 2 types:
  -
  -
- _____ have body temperatures close to their environments
- Often called _____
  - What are examples of ectotherms?
- _____ control body temperature internally
- Often called _____
  - What are examples of endotherms?
  - What adaptations do endotherms have to help regulate temperature?

1 **Fish**

3/12/20

Mr. Faia

8th Grade Science

2 **Before you Start...**

- List the different types of vertebrates
- How long have they been on Earth?
- What are the advantages of an endoskeleton?
- Name a type of endotherm.
- Name a type of ectotherm.
- What does a notochord become in vertebrates?
- What does a nerve cord become?
- What animal keeps its pharyngeal slits for its whole life?

3 **Fish**

- Fish are:
  - Ectothermic vertebrates
  - Live in water
  - Have fins and scales
  - Most use gills to breathe
-

4 **Fish**

- How long have fish been on Earth?
  - Oldest vertebrates
-
- Almost half of all vertebrates are fish
  - Largest group
-

5 **Obtaining Oxygen**

- As a fish swims, its mouth takes in water
-
- Water then passes over the gills

6 **Obtaining Oxygen**

- As water flows over the gills:
  - Oxygen enters the blood
  - Carbon dioxide leaves the blood

7 **Obtaining Oxygen**

- Blood travels from gills throughout the body
-

- Fish have a closed circulatory system
  - How is the path similar to a human?

8 **Moving and Feeding**
- Fins aid swimming
-
- Thin membrane that stretches across a bony support
  - Similar to a canoe paddle
  - Larger surface helps push against the water
  -

9 **Moving and Feeding**
- Most time and movement is spent on eating
- Adaptations for eating depend on what fish eat:
  - Carnivores
  - Insects
  - Filter Feeders

10 **Moving and Feeding**
- Fish have highly developed sense and nervous systems
  - What does this aid in?
  -
- Very high sense of touch, smell, and taste

11 **REVIEW**
- What is the waste product of a fish's respiration?
-
- How long have fish been around?
-
- List the common traits of a fish.
-
- What type of circulatory system do fish have?
-
- Explain how a fish's gills work.
-
- Describe a fish's fin.
-
- How is most fish movement used?
-
- Name adaptations fish have for feeding.
-

12 **Types of Fish**

- There are 3 types of fish classified by biologists
  - Jawless Fish
  - Cartilaginous Fish
  - Bony Fish

13 **Jawless Fish**

- Earliest vertebrates
  - Only about 60 species left
  -
- Jawless fish have:
  - No scales
  - Cartilage skeletons
  - No pairs of fins

14 **Jawless Fish**

- NO JAWS
  - Mouths made for scraping, stabbing, and sucking
  -

15 **Jawless Fish**

- Hagfish are wormlike
-
- Feed on dead or dying fish

16 **Jawless Fish**

- Lampreys are parasitic
  - Feed on tissues and blood of other organisms

17 **Cartilaginous Fish**

- Skeletons made of cartilage
-
- Have jaws
-
- Tooth like scales cover the body

18 **Cartilaginous Fish**

- 3 types of cartilaginous fish:
  - Sharks
  - Skates
  - Rays

19 **Cartilaginous Fish**

- All cartilaginous fish are carnivores
- Rays and skates will:

- Filter feed
- Feed on small mollusks/crustaceans

20 ☐ **Cartilaginous Fish**

- Sharks are streamlined to move quickly through water
-
- Mouth on bottom of head
-
- Contains jagged rows of teeth
  - Teeth in back are replacements

21 ☐ **Cartilaginous Fish**

- Sharks cannot pump water over gills
  - Need to keep moving
  -
- Sleep in currents

22 ☐ **Bony Fish**

- Most familiar fish
  - 95% of fish species
-
- Bodies covered with scales
-
- Hard skeletons made of bone

23 ☐ **Bony Fish**

- Bony fish have a swim bladder
  - Internal gas filled sac that stabilizes fish

24 ☐ **Bony Fish**

- Buoyant Force – force exerted by water upward toward fish
-
- Caused by change in gas volume in swim bladder

25 ☐ **REVIEW**

- Name the 3 types of fish.
- What are the skeletons made of for each type?
- What type of eaters are all cartilaginous fish?
- What is a swim bladder?
- What does a swim bladder do for a fish?
- What type of fish have a swim bladder?
- Define buoyant force.
- What percentage of fish are bony fish?
- Why do sharks have rows of teeth?

- Name the 2 types of jawless fish.
- Name the 3 types of cartilaginous fish.
-
-
-
-

NAME: _____ DATE: _____

FISH

Fish

- Fish are:
  -
  -
  -
  -
- How long have fish been on Earth?
  -
- Almost _____ of all vertebrates are fish
  -

Obtaining Oxygen

- As a fish swims, its _____ takes in water
- Water then passes over the _____
- As water flows over the gills:
  -
  -
- _____ travels from gills throughout the body
- Fish have a _____
  - How is the path similar to a human?

Moving and Feeding

- _____ aid swimming
- _____ that stretches across a bony support
  - Similar to a canoe _____

- Larger surface helps _____ the water
- Most time and movement is spent on _____
- Adaptations for eating depend on what fish eat:
  -
  -
  -
- Fish have highly developed _____ systems
  - What does this aid in?
  - Very high sense of _____

Types of Fish

- There are 3 types of fish classified by biologists
  -
  -
  -

Jawless Fish

- Earliest vertebrates
  - Only about _____ species left
- Jawless fish have:
  -
  -
  -
- NO JAWS
  - Mouths made for _____
- _____ are wormlike
- Feed on dead or dying fish

- _____ are parasitic
    - Feed on tissues and blood of other organisms

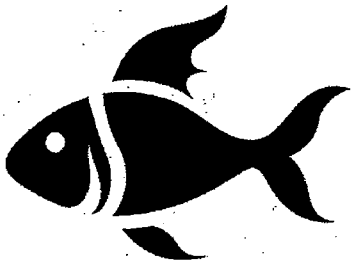
Cartilaginous Fish

- Skeletons made of _____
- Have _____
- Tooth like _____ cover the body
- 3 types of cartilaginous fish:
    -
    -
    -
- All cartilaginous fish are _____
- Rays and skates will:
    -
    -
- Sharks are _____ to move quickly through water
- Mouth on _____ of head
- Contains jagged rows of teeth
    - Teeth in back are _____
- Sharks cannot pump water over gills
    -
    -

Bony Fish

- Most familiar fish
    - _____ of fish species

- Bodies covered with _____
- Hard skeletons made of _____
- Bony fish have a _____
    - Internal gas filled sac that _____ fish
- _____ – force exerted by water upward toward fish
- Caused by change in gas _____ in swim bladder



NAME:_____ DATE:_____

Worm, Sponge, Cnidarian [redacted] Review

1) What supports the body of a sponge?
   a) Spikes
   b) Bones
   c) Pores
   d) Square pants

2) How do sponges feed?
   a) Stinging cells kill prey
   b) Tentacles capture food
   c) Filter Feeders
   d) Crabby Patties

3) Which cnidarian body type do jellyfish have?
   a) Polyp
   b) Medusa
   c) Umbrella
   d) Bilateral

4) What do cnidarians use to capture food?
   a) Collar Cells
   b) Stinging Cells
   c) Filters
   d) Mandibles

5) Which choice is NOT an example of a cnidarians?
   a) Hydra
   b) Jellyfish
   c) Coral
   d) Sponge

6) What type of symmetry do worms have?
   a) Bilateral
   b) Radial
   c) None

7) Which of the following is NOT 1 of the 3 phyla of worms?
   a) Annelida
   b) Nematoda
   c) Cnidaria
   d) Platyhelmenthes

8) Earthworms are classified as what when it comes to getting food?
   a) Scavengers
   b) Parasites
   c) Herbivores
   d) Carnivores

9) Tapeworms and roundworms are classified as what when it comes to getting food?
   a) Scavengers
   b) Parasites
   c) Herbivores
   d) Carnivores

10) What do sponges use to capture food?
   a) Stinging cells
   b) Collar cells
   c) Tentacles
   d) Pores

11) What is the most common type of asexual reproduction in cnidarians?
   a) Binary fission
   b) Multiple Fission
   c) Budding
   d) Conjugation

12) Which choice best describes the body of a sponge?
   a) Unsegmented body with an outer shell
   b) Segmented body with a nerve cord
   c) Irregular shape with pores
   d) Segmented body with jointed appendages

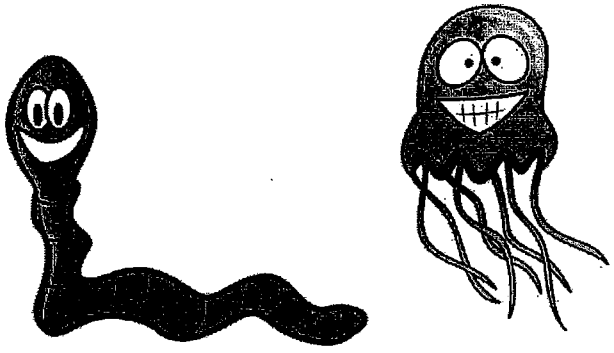
13) Some worms have the ability to regrow body parts, what is the term for this ability?

a) Regeneration
b) Asexual Reproduction
c) Regrowth
d) Replacement

14) Which region are you researching for your March Mammal Madness Project?

a) Waterfalls
b) Jump Jump
c) Tag Team
d) Cat-e-gory

15) Please write down the animal that you are researching for your Individual Animal Report for the MMM Project.



NAME:_____ DATE:_____

MOLLUSK Pre-Quiz

1) Name 2 examples of gastropods.

2) What does a mantle do for a mollusk (2 things)?

3) What is a radula?

4) How long have mollusks been on the planet?

5) List 3 examples of bivalves?

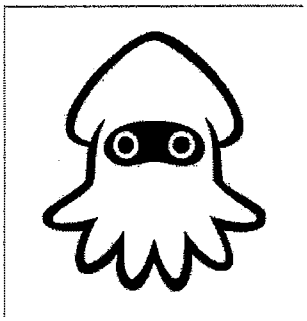
6) What senses do the tentacles of cephalopods have? (It's 2)

7) How do cephalopods swim in water?

8) What do gastropods and bivalves use to move around?

9) List 3 examples of cephalopods.

10) Where are the internal organs of mollusks found? (Throughout the body ***or*** in 1 location?)



NAME: _____ DATE: _____

ARTHROPOD PRE-QUIZ

1) How many species of arthropods are there?

2) What are examples of appendages?

3) What is an open circulatory system?

4) What does an exoskeleton do?

5) How do arthropods grow?

6) What is chitin?

7) How are arthropod segments different from earthworm segments?

8) How long have arthropods been on Earth?

9) Identify 4 characteristics that all arthropods share.

10) List the major groups of arthropods.

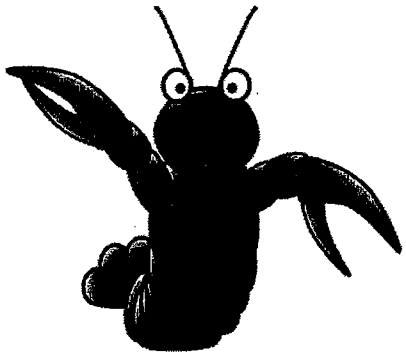
11) What characteristic distinguishes crustaceans from other arthropods?

12) What is molting?

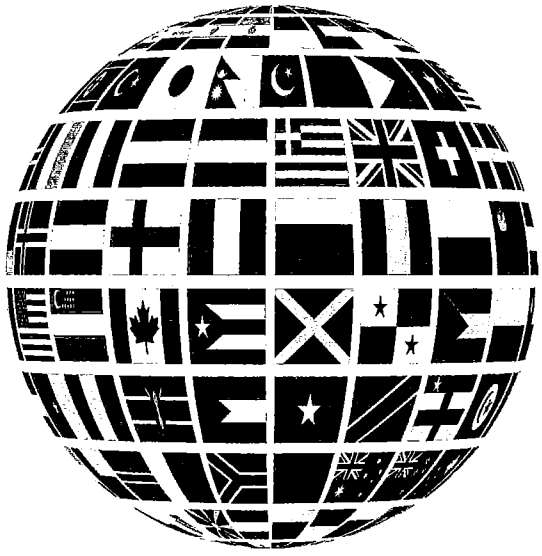
13) What are the main characteristics of arachnids?

14) How do spiders feed?

15) What are the pincers of arthropods called?



Social Studies



A Clash of Cultures

Main Idea People from the United States and Mexico settled Texas.

History and You If someone from a different culture offered you a large amount of land on the condition that you adopt his or her language and customs, would you take it? Read to find out how settlers in Texas reacted to a similar situation.

Conflict over Texas began in 1803, when the United States bought the Louisiana Territory from France. Americans claimed that the land in present-day Texas was part of the purchase. Spain protested. In the Adams-Onís Treaty, the United States agreed to drop its claim to the region.

Land Grants

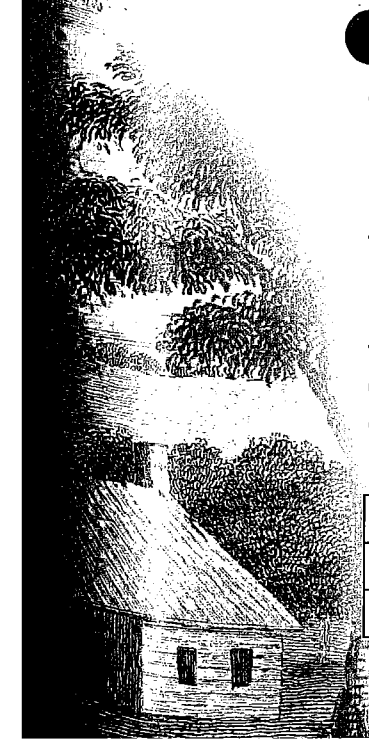
At the time, few people lived in Texas. Most residents—about 3,000—were **Tejanos** (teh•HAH•nohs), or Mexicans who claimed Texas as their home. Native Americans, such as the Comanches, Apaches, and Kiowas, also lived in the area. Because the Spanish wanted to promote the growth of Texas, they offered vast tracts of land to people who agreed to bring families to settle there. The people who obtained these grants and recruited the settlers were called **empresarios.**

American Moses Austin received the first land grant in 1821. He died, however, before he could **establish,** or set up, his colony. Mexico won its independence from Spain in 1821. Austin's son, **Stephen F. Austin,** received permission from the new Mexican government to organize the colony. Austin recruited 300 American families to settle in Texas. Austin's success made him a leader among the American settlers.

From 1823 to 1825, Mexico passed laws offering new settlers land at extremely low prices. In return the colonists agreed to learn Spanish, become Mexican citizens, convert to Catholicism—the religion of Mexico—and obey Mexican law. Mexican leaders hoped to attract settlers from all over, but most settlers came from the United States.

Growing Tension

By 1830 Americans in Texas far outnumbered Mexicans. Further, these American colonists had not adopted Mexican ways. In the meantime, the United States had twice offered to buy Texas from Mexico.



Primary Source Migration to Texas

Texas's Appeal By 1830 there were 4,000 members of Austin's colonies and approximately 16,000 Americans in Texas—four times the Mexican population. Inexpensive land drew many to Texas. The efforts of Mary Austin Holley, a cousin and close friend of Stephen F. Austin, also helped. Holley's books and letters provided information for settlers. Her descriptions of Texas as a land of "surpassing beauty . . . a *splendid* country—an enchanting spot" attracted many settlers.

Cost of Land in 1825	
Land in the U.S.	$1.25 per acre
Land in Texas	4¢ per acre

Critical Thinking

Predicting How do you think settlers made a living in Texas?

The Mexican government viewed the growing American influence in Texas with alarm. In 1830 the Mexican government issued a **decree,** or official order, that stopped all immigration from the United States. At the same time, the decree encouraged the immigration of Mexican and European families with generous land grants. Trade between Texas and the United States was discouraged by placing a tax on goods that were imported from the United States.

These new policies angered the Texans. The prosperity of many citizens depended on trade with the United States. Many had friends and relatives who wanted to come to Texas. In addition, those colonists who held slaves were uneasy about the Mexican government's plans to end slavery.

Attempt at Reconciliation

Some of the American settlers called for independence. Others hoped to stay within Mexico but on better terms. In 1833 General **Antonio López de Santa Anna** became president of Mexico. Stephen F. Austin traveled to Mexico City with the Texans' demands to **remove,** or take away, the ban on American settlers and to make Texas a separate state of Mexico.

Santa Anna agreed to the first request but refused the second. Austin sent a letter back to Texas, suggesting that plans for independence get underway. The Mexican government intercepted the letter and arrested Austin.

While Austin was in jail, Santa Anna named himself dictator and overthrew Mexico's constitution of 1824. Without a constitution to protect their rights, Texans felt betrayed. Santa Anna placed Texas under greater central control. This loss of local power dismayed many people. Even Austin, finally released from prison, now saw that dealing with Santa Anna was impossible. He concluded that war was unavoidable.

Reading Check **Explaining** What role did empresarios play in colonization?

Chance & Error in History

What If the Defenders Had Abandoned the Alamo?

William Travis and almost 200 other defenders—mostly volunteers—were determined to hold the Alamo for a cause in which they believed. In February 1836, Travis wrote several unsuccessful letters, asking the people of Texas and the United States for help.

Travis's Appeal for Aid at the Alamo, February 24, 1836

To the People of Texas & all Americans in the world—
Fellow citizens & compatriots—I am besieged, by a thousand or more of the Mexicans under Santa Anna—I have sustained a continual Bombardment & cannonade for 24 hours & have not lost a man. . . . I shall never surrender or retreat. Then, I call on you in the name of Liberty, of patriotism & everything dear to the American character, to come to our aid, with all dispatch. . . . If this call is neglected, I am determined to sustain myself as long as possible & die like a soldier who never forgets what is due to his own honor & that of his country—

Victory or Death
William Barret Travis
Lt. Col. comdt

General Antonio López de Santa Anna, Mexico's president, hoped the fall of the Alamo would convince other Texans that it was useless to resist his armies. Instead, the heroism of those in the Alamo inspired Texans to carry on the struggle. "Remember the Alamo!" became the battle cry of the Texas army.

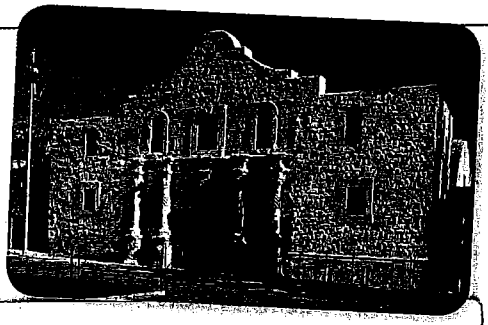
The Struggle for Independence

Main Idea Texans fought for their independence from Mexico.

History and You Did you know that Texas was once a nation? Read why Texas remained independent before it became a state.

During 1835 unrest among Texans sometimes erupted in open conflict. Santa Anna sent an army into Texas to punish the rebels. In October some Mexican troops tried to seize a cannon held by Texans at the town of Gonzales. The Texans taunted the Mexicans. They put a white flag on the cannon, bearing the words "Come and Take It." After a brief battle, the Texans drove back the Mexican troops. Texans consider this to be the first fight of the Texan Revolution.

The Texans called for volunteers. Many answered, including African Americans and Tejanos. In December 1835, the Texans freed San Antonio from a larger Mexican force.



Santa Anna's Letter Explaining the Attack

[Travis's] responses were insulting, which made it imperative to assault the fort before it could be reinforced by Samuel Houston. . . . The obstinancy [stubbornness] of Travis and his soldiers was the cause of the death of the whole of them, for not one would surrender."

Critical Thinking

1. **Identifying Cause and Effect** What effect did the defeat of the Alamo have on the Texas independence movement?
2. **Speculating** What do you think might have happened to the independence movement had the defenders of the Alamo abandoned the fort?

Despite these victories, problems arose. Various groups argued over who would lead and what actions to take. In early 1836, when Texas should have been preparing to face Santa Anna, plans had stalled.

The Battle of the Alamo

Santa Anna marched north, furious at the loss of San Antonio. When his army reached San Antonio in late February 1836, it found a small Texan force barricaded inside a nearby mission called the **Alamo.**

Although the Texans had cannons, they lacked gunpowder. The Texans were at a further disadvantage because they had only about 180 soldiers to take on Santa Anna's army of several thousand. The Texans had brave leaders, however, including Davy Crockett and a tough Texan named Jim Bowie. The commander, William B. Travis, who was only 26 years old, was determined to hold his position at the Alamo. Travis managed to send messages through Mexican lines. Several messages appealed to the people of Texas and the United States for aid.

For 12 long days, through several attacks, the defenders of the Alamo kept Santa Anna's army at bay with rifle fire. On March 6, 1836, Mexican cannon fire smashed the Alamo's walls.

The Mexicans were too numerous to hold back. They entered the fortress, killing all the defenders, including Travis, Crockett, and Bowie. Only a few women and children and some servants survived to tell of the battle.

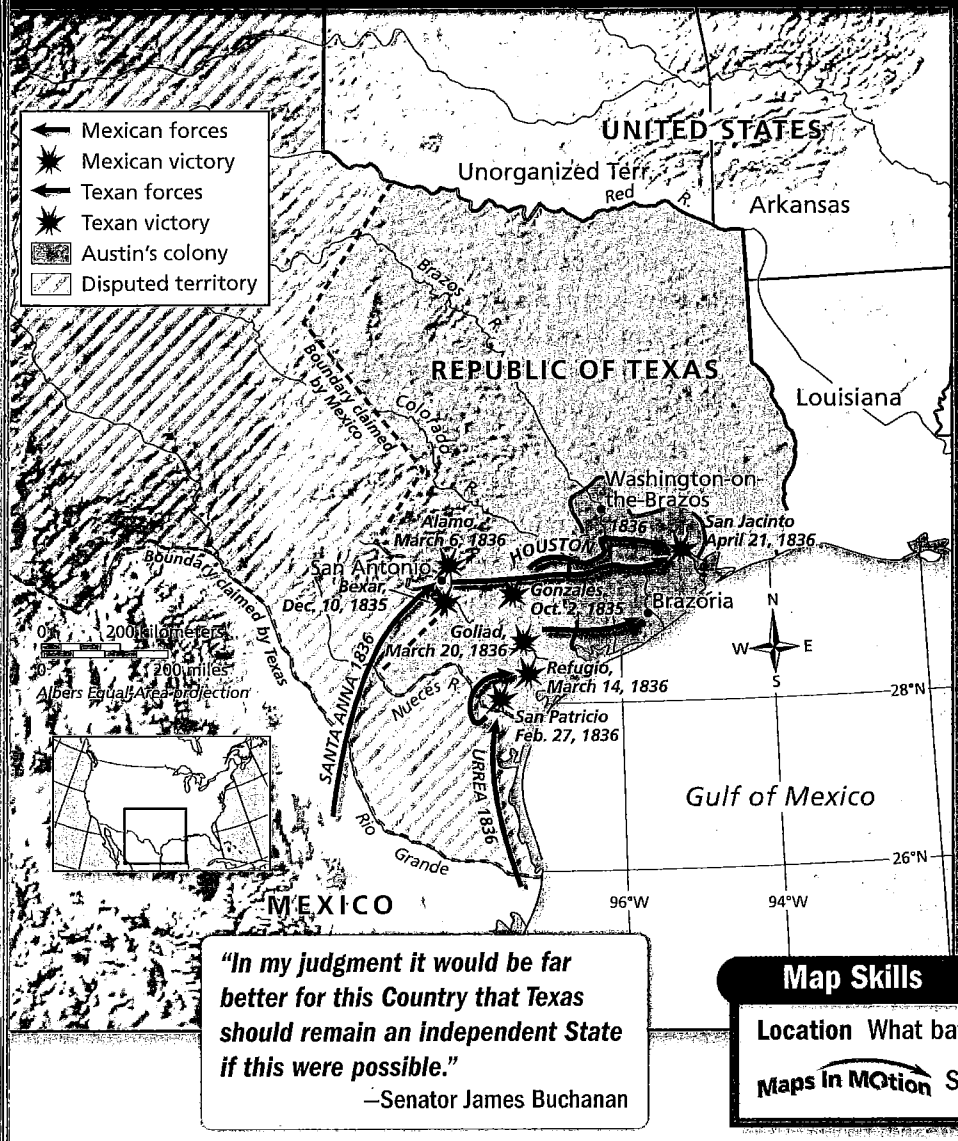
Although the defenders at the Alamo had been defeated, they had bought the Texans time to gather troops and supplies.

Texas Declares Its Independence

During the siege at the Alamo, Texan leaders were meeting at Washington-on-the-Brazos, where they were writing a new constitution. There, on March 2, 1836—four days before the fall of the Alamo—American settlers and Tejanos declared independence from Mexico. They then established the Republic of Texas.

Texas War for Independence, 1835–1836

NATIONAL GEOGRAPHIC



From Independence to Statehood Texas remained independent for several years. At first the United States refused to annex Texas. To pressure the United States, Texas threatened to form an alliance with Great Britain. The United States did not want the British near its southern border, and in 1845 Texas was admitted to the Union as a slave state.

The Republic of Texas had a three-branch government. Its first Congress met in 1837 at this house in present-day Houston. ▼

▲ Texas banknote, 1838

"In my judgment it would be far better for this Country that Texas should remain an independent State if this were possible."

—Senator James Buchanan

Map Skills

Location What battle was fought northeast of Brazoria?

Maps In MOtion See StudentWorks™ Plus or glencoe.com.

The Texas Declaration stated that the government of Santa Anna had violated the Mexican Constitution. It noted that the Texans' protests against these violations were met with force. The declaration proclaimed the following:

PRIMARY SOURCE

"The people of Texas, in solemn convention assembled, appealing to a candid world for the necessities of our condition, do hereby resolve and declare, that our political connection with the Mexican nation has forever ended, and that the people of Texas do now constitute a free, Sovereign, and independent republic."

—The Declaration of Independence of Texas

With Mexican troops in Texas, it was not possible to hold an election to ratify the constitution and vote for leaders. Texas leaders set up a temporary government.

The government named **Sam Houston** as commander in chief of the Texas forces. Houston wanted to prevent the Mexicans from overrunning other forts. He ordered the troops at Goliad to abandon their position. As they retreated, however, they came face to face with Mexican troops. After a fierce fight, several hundred Texans surrendered. On Santa Anna's orders, the Texans were executed. This action outraged Texans, who called it the "Goliad Massacre."

The Battle of San Jacinto

Houston gathered an army of about 900 at San Jacinto (SAN huh•SIHN•toh), near the site of present-day Houston. Santa Anna was camped nearby with an army of more than 1,300. On April 21, the Texans launched a surprise attack, shouting, "Remember the Alamo! Remember Goliad!" They killed more than 600 soldiers and captured about 700 more—including Santa Anna. On May 14, 1836, Santa Anna signed a treaty that recognized the independence of Texas.

The Lone Star Republic

In September 1836, Texans elected Sam Houston as their president. Mirabeau Lamar, who had fought at the Battle of San Jacinto, served as vice president. Houston sent a delegation to Washington, D.C., asking the United States to **annex,** or take control of, Texas.

Andrew Jackson, however, refused their request. An addition of another slave state would upset the balance of slave and free states in Congress. For the moment, Texas would remain an independent country.

The Road to Statehood

After winning independence, Texas still had difficulties with Mexico, and it faced a mounting debt. Many Texans wanted to join the United States. Southerners favored Texas annexation, but Northerners opposed admitting another slave state to the Union. President Martin Van Buren did not want to inflame the slavery issue or risk war with Mexico. He put off the question of annexing Texas. John Tyler, who became president in 1841, supported Texas annexation. The Senate, however, was still divided over the slavery issue and failed to ratify the annexation treaty.

The situation changed with the 1844 presidential campaign. Manifest Destiny was a popular idea at the time. The South wanted Texas. The North favored gaining all of Oregon. Candidate James K. Polk supported both actions. After Polk won, Congress passed a resolution to annex Texas. In 1845 Texas joined the Union.

Reading Check **Identifying** What was the role of Sam Houston in Texas history?

Section 2 Review

History ONLINE
Study Central™ To review this section, go to glencoe.com.

Vocabulary

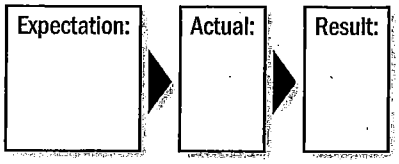
1. Write a short paragraph in which you use all of the following vocabulary terms: Tejano, empresario, establish, decree, remove, annex.

Main Ideas

2. **Explaining** How did Stephen Austin try to resolve tensions with the Mexican government?
3. **Specifying** Why was the Battle of San Jacinto important?

Critical Thinking

4. **Contrasting** In a diagram like the one below, describe the Mexican government's expectations for the settlement of Texas. Describe how the actual settlement differed from these expectations and the result.



5. **Synthesizing** How did the Texan defeats at the Alamo and Goliad affect Texans?
6. **Persuasive Writing** Take the role of Stephen Austin. Write what you would say to President Santa Anna to persuade him to agree to Texans' demand for independence.

Answer the Essential Question

7. Why did Texans fight for their independence from Mexico?

Name _____

Chapter 12 Section 2: *Independence for Texas*
Page 366-371

1. How did Stephen Austin try to resolve tensions with the Mexico government?

2. *Contrasting:* In a diagram like the one below, describe the Mexican government's expectations for the settlement of Texas. Describe how the actual settlement differed from these expectations and the result.

Expectations:	Actual:	Result:

3. How did the Texans at the Alamo and the Goliad affect Texas?

4. Why was the Battle of San Jacinto important?

The New Mexico Territory

Main Idea The Santa Fe Trail was a busy trade route from Missouri to the large Mexican province of New Mexico.

History and You Can you imagine finding your way from Missouri to New Mexico without roads? Read how a trader established the Santa Fe Trail.

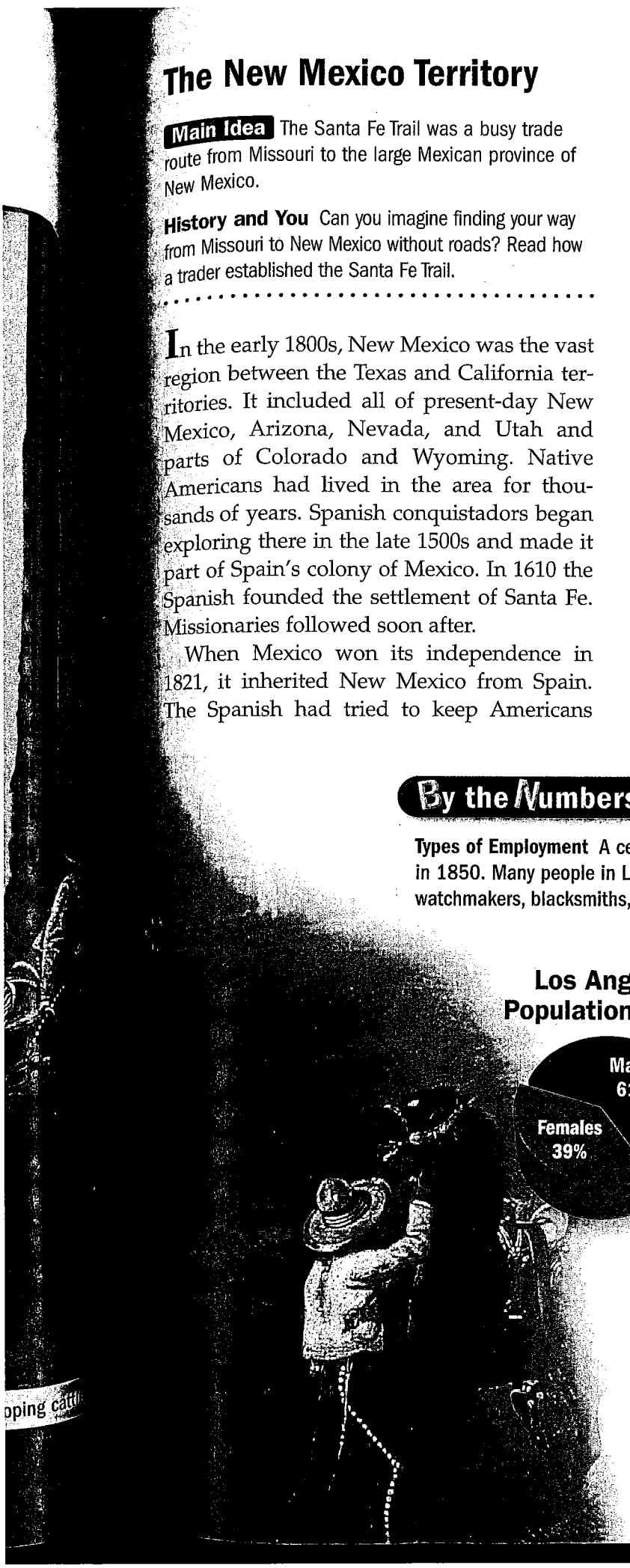
In the early 1800s, New Mexico was the vast region between the Texas and California territories. It included all of present-day New Mexico, Arizona, Nevada, and Utah and parts of Colorado and Wyoming. Native Americans had lived in the area for thousands of years. Spanish conquistadors began exploring there in the late 1500s and made it part of Spain's colony of Mexico. In 1610 the Spanish founded the settlement of Santa Fe. Missionaries followed soon after.

When Mexico won its independence in 1821, it inherited New Mexico from Spain. The Spanish had tried to keep Americans away from Santa Fe, fearing that Americans would want to take over the area. The Mexican government, however, welcomed American traders. It hoped that the trade would boost the economy of the province.

William Becknell, the first American trader to reach Santa Fe, arrived in 1821 with a supply of goods. Becknell's route came to be known as the **Santa Fe Trail.** The trail started near Independence, Missouri, and crossed the prairies to the Arkansas River. It followed the river west toward the Rocky Mountains before turning south into New Mexico. The trail was mostly flat, and Becknell used wagons to transport his goods.

Other traders followed Becknell, and the Santa Fe Trail became a busy trade route. As trade with New Mexico increased, Americans began settling in the area. Many saw New Mexico as part of the Manifest Destiny of the United States.

Reading Check **Describing** Where did the Santa Fe Trail begin and end?

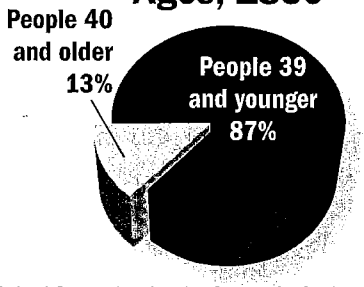


By the Numbers / Los Angeles in 1850

Types of Employment A census of Los Angeles County, California, was taken in 1850. Many people in Los Angeles were farmers, miners, merchants, watchmakers, blacksmiths, and physicians.

Los Angeles Population, 1850

Los Angeles Ages, 1850



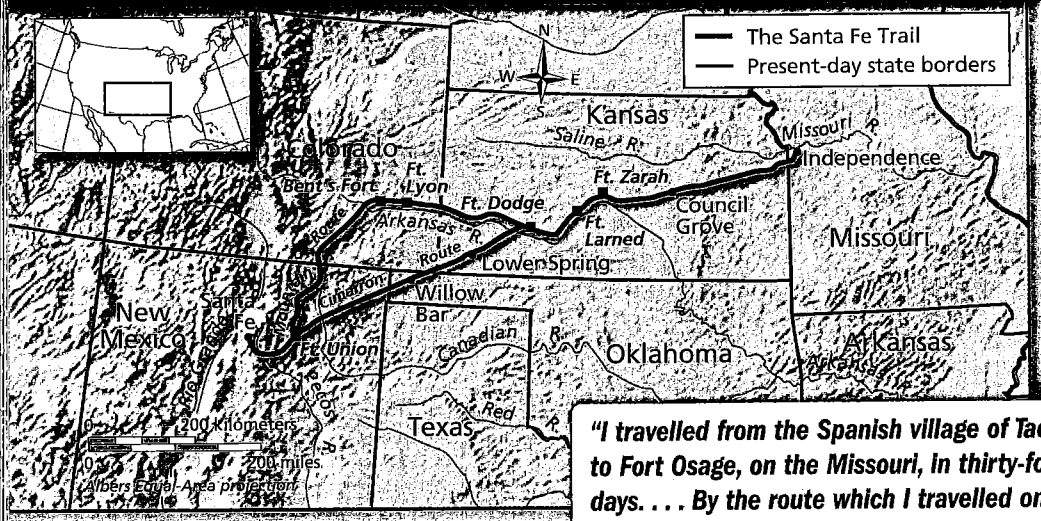
Source: 1850 Federal Census Los Angeles County, California

Critical Thinking

Analyzing Describe the characteristics of Los Angeles' population.

The Santa Fe Trail

NATIONAL GEOGRAPHIC

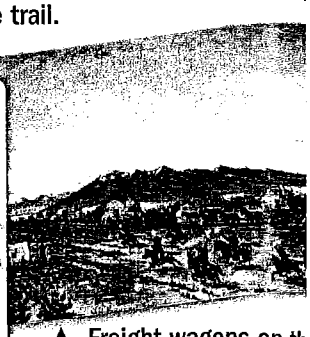


▲ The 900-mile-long Santa Fe Trail served as the main highway between Missouri and New Mexico. Unlike the Oregon Trail, it was used mainly by traders and the military.

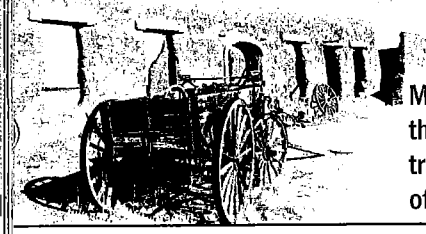
Westward Trade When Mexico gained its independence from Spain in 1821, trade also open up in New Mexico. That year, William Becknell set out from Missouri to trade with the Nativ Americans and traveled on to Santa Fe. By 1860, $3.5 millio in goods were transported alon the trail.

"I travelled from the Spanish village of Taos, to Fort Osage, on the Missouri, in thirty-four days. . . . By the route which I travelled on my return, I avoided the so much dreaded sand hills, where adventurers have frequently been forced to drink the blood of their mules, to allay their thirst."

—from the journal of William Becknell



▲ Freight wagons on th Santa Fe Trail



Military forts were built along the Santa Fe Trail to protect travelers. These are the ruins of Fort Union in New Mexico.

Map Skills

Movement Which forts would you pass if you traveled from Independence to Fort Dodge?

Maps In Motion See StudentWorks™ Plus or glencoe.com

California's Spanish Culture

Main Idea California was settled by Mexicans.

History and You Did you know that *Los Angeles* means "the angels" in Spanish? Read to learn about California's Spanish heritage.

Spanish explorers and missionaries from Mexico settled California in the 1700s. Captain Gaspar de Portolá and Father Junípero Serra built a chain of missions that eventually extended from San Diego to Sonoma.

The missions were used to convert Native Americans to Christianity. Native Americans also farmed the land and worked at weaving and other crafts. American mountain man Jedediah Smith described the missions as "large farming and grazing establishments."

After Mexico gained its independence from Spain in 1821, California became a state in the new Mexican nation. Mexican settlers bought available mission lands and set up huge estates called **ranchos.** Native Americans worked the land in return for food and shelter. **Rancheros**—ranch owners—treated Native Americans almost like slaves.

In the 1840s, more Americans reached California. **John C. Frémont,** an army officer, wrote of the region's mild climate and vast natural **resources.** Americans began to talk about adding California to the Union. They argued that the nation would then be safely bordered by the Pacific Ocean rather than by a foreign country. Shippers also hoped to build ports on the Pacific coast for trade with East Asia.

Reading Check **Examining** What was the purpose of the California missions?

History ONLINE

Student Web Activity Visit glencoe.com and complete the Chapter 12 Web Activity about California missions.

War With Mexico

Main Idea War broke out between the United States and Mexico.

History and You Think about how important California is to the United States. Read to find out how the United States acquired this land from Mexico.

President Polk saw New Mexico and California as belonging to the United States. After Mexico refused to sell the lands, Polk plotted to gain them through war. Polk, however, wanted to provoke Mexico to strike first so that he could justify a war.

Relations between the two countries were strained. Mexico still claimed Texas as its own. The two nations also disagreed about the Texas-Mexico border. The United States insisted that the Rio Grande formed the border. Mexico claimed that the border lay along the Nueces (nu•AY•suhs) River, 150 miles (241 km) farther north.

Conflict Begins

Polk sent John Slidell to Mexico to propose a deal. Slidell was authorized to offer $30 million for California and New Mexico in return for Mexico's acceptance of the Rio Grande as the Texas boundary. In addition the United States would take over payment of Mexico's debts to American citizens. The Mexican government refused to discuss the offer and announced its intention to reclaim Texas for Mexico.

Polk ordered General Zachary Taylor to march his soldiers across the disputed borderland. On April 25, 1846, Mexican soldiers attacked Taylor's force. Taylor sent the report the president wanted to hear: "Hostilities may now be considered as **commenced** [begun]."

On May 11, the president told Congress that Mexico had "invaded our territory and shed American blood upon the American soil." Congress passed a declaration of war against Mexico.

People IN HISTORY

John C. Frémont

Western Explorer and Supporter of the Bear Flag Revolt

John C. Frémont was a mapmaker who led several western expeditions. He set out on his third expedition in 1845 when the United States was on the verge of a war with Mexico over the annexation of Texas. In June 1846, during the Bear Flag Revolt, he supported a small group of Americans who declared the area independent. They named it the Bear Flag Republic. Frémont later wrote that he saw their actions as *"movements with the view of establishing a settled and stable government, which may give security to their persons and property."*

CRITICAL Thinking

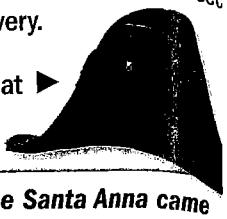
1. **Theorizing** Based on Frémont's quotation, how do you think the Mexican government treated California settlers?
2. **Speculating** Why do you think Frémont supported the revolt?

War With Mexico, 1846–1848

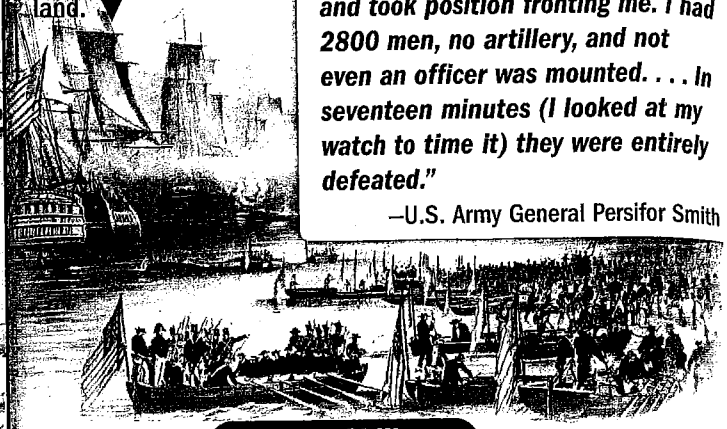
NATIONAL GEOGRAPHIC

The American people were divided over war. Polk's party, the Democrats, generally supported the war. Many Whigs opposed it, calling Polk's actions aggressive and unjust. Northerners accused Democrats of waging the war to spread slavery.

U.S. Army officer's hat ▶



United States naval forces blockaded Mexican ports and supported troops on land. ▼



"In the meantime Santa Anna came out from [Mexico City] with 12000 men about 5000 of them cavalry, and took position fronting me. I had 2800 men, no artillery, and not even an officer was mounted. . . . In seventeen minutes (I looked at my watch to time it) they were entirely defeated."

–U.S. Army General Persifor Smith

After the war, Mexico was forced to give up half of its territory.

Map Skills

Movement What information on the map can you use to infer which side won the war?

Maps In Motion See StudentWorks™ Plus or glencoe.com.

Polk's War Plan

Polk's war plan had three parts. First, American troops would drive Mexican forces out of the disputed border region in Texas and secure the border. Second, the United States would seize New Mexico and California. Finally, American forces would take Mexico City, the capital of Mexico.

Zachary Taylor accomplished the first goal. By early 1847, his army had captured the towns of Matamoros, Monterrey, and Buena Vista. The Texas border was secure.

While Taylor made progress in northern Mexico, American forces also advanced farther west. General Stephen Watts Kearny led about 1,500 troops along the Santa Fe Trail from Fort Leavenworth to New Mexico. The Mexican governor fled, allowing the Americans to capture New Mexico's capital, Santa Fe, on August 18, 1846, without firing a shot. Kearny then led his army across the deserts toward California.

The Bear Flag Republic

In June 1846, a small group of Americans seized the town of Sonoma north of San Francisco and proclaimed the independent Republic of California. They called the new country the Bear Flag Republic.

John C. Frémont and mountain man Kit Carson also met in Sonoma. Frémont declared that he would conquer California. Many **Californios,** the Mexicans who lived in California, were outraged by his declaration.

They might have supported a revolt for local control, but they opposed what looked like an attempt to seize land.

In July 1846, a United States Navy force under Commodore John Sloat captured the ports of Monterey and San Francisco. Sloat declared California annexed to the United States. Sloat's fleet sailed for San Diego, carrying Frémont and Carson. The Americans captured San Diego and moved north to Los Angeles.

After Sloat's ships left, many Californios in San Diego rose up against the Americans who had taken over the city. General Kearny and his troops put down the revolt. By January 1847, California was fully controlled by the United States.

The Capture of Mexico City

President Polk gave the task of capturing Mexico City to General **Winfield Scott.** In March 1847, Scott's army landed near the Mexican port of Veracruz. The army captured Veracruz after a three-week siege and then fought its way some 300 miles to Mexico City. By mid-September 1847, the Americans had taken Mexico City. The Mexican government surrendered. It would also be forced to surrender half of its territory.

The United States Expands

The **Treaty of Guadalupe Hidalgo** (GWAH•duhl•oop hih•DAL•goh) was signed in February 1848. Mexico gave up Texas and agreed to the Rio Grande as the border between Texas and Mexico. In what was called the **Mexican Cession,** Mexico **ceded,** or gave, California and New Mexico to the United States for the price of $15 million.

In 1853 the United States paid Mexico $10 million for the **Gadsden Purchase,** a strip of land along the southern edge of present-day Arizona and New Mexico. With the Gadsden Purchase, the U.S. mainland reached its present size.

Reading Check **Evaluating** Was President Polk's war plan successful? Explain.

Section 3 Review

History ONLINE
Study Central™ To review this section, go to glencoe.com.

Vocabulary

1. Define each of the following terms in a sentence: rancho, ranchero, resource, commence, Californios, cede.

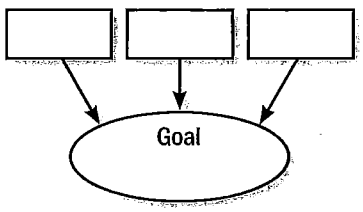
Main Ideas

2. **Identifying** What was the original purpose of the Santa Fe Trail?
3. **Explaining** Why did Americans want to acquire California?
4. **Identifying** What issues existed between the United States and Mexico before they went to war?

Critical Thinking

5. **Analyzing** Describe how trade promoted United States territorial growth.
6. **Organizing** Use a diagram like the one below to describe each part of Polk's war plan and the goal he was trying to achieve.

Polk's War Plan



7. **Creative Writing** Write the words to a short national anthem for the Bear Flag Republic. Include details designed to evoke pride among the citizens of the country.

Answer the Essential Question

8. How did Mexican lands in the West become part of the United States?

The War with Mexico

How did Mexican lands in the West become part of the United States? Read Chapter 12 Section 3 (pages 372-377)

1. **Identify the Following people:**
    a. **Zachary Taylor**

    b. **John Slidell**

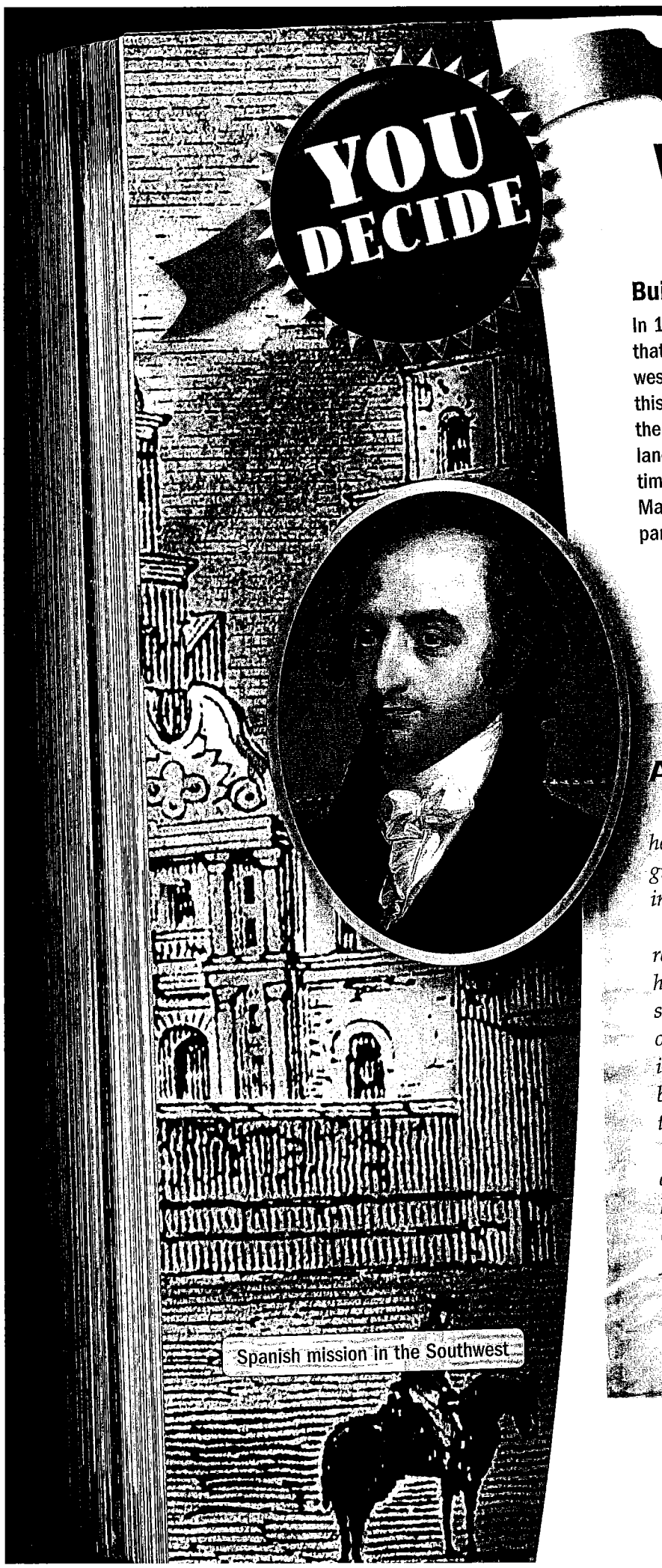
    c. **Winfield Scott**

    d. **John Fremont**

2. Where did the Mexican War start and why? (Make sure you explain the border dispute between Mexico and Texas)

3. Explain Polk's War plan

4. Explain the Treaty of Guadalupe Hidalgo.



Spanish mission in the Southwest

Was Manifest Destiny Justified?

Building Background

In 1845 a magazine editor named John L. O'Sullivan declared that it was the "manifest destiny" of Americans to expand westward to the Pacific Ocean. Many Americans believed in this concept of Manifest Destiny—the idea that God had given the continent to Americans and wanted them to settle western land. Manifest Destiny did have its opponents, however. Longtime public servant Albert Gallatin expressed his opposition to Manifest Destiny and to war with Mexico in an 1847 pamphlet *Peace with Mexico*.

NO

ALBERT GALLATIN

It is said, that the people of the United States have a hereditary superiority of race over the Mexicans, which gives them the right to subjugate[1] and keep in bondage the inferior nation. . . .

Is it compatible with the principle of Democracy, which rejects every hereditary claim of individuals, to admit a hereditary superiority of races? . . . Can you for a moment suppose, that a very doubtful descent from men, who lived one thousand years ago, has transmitted to you a superiority over your fellow-men? . . . At this time, the claim is but a pretext for covering and justifying unjust usurpation[2] and unbounded ambition. . . .

Among ourselves, the most ignorant, the most inferior, either in physical or mental faculties,[3] is recognized as having equal rights, and he has an equal vote with any one, however superior to him in all those respects. This is founded on the immutable[4] principle that no one man is born with the right of governing another man.

[1] **subjugate** conquer
[2] **usurpation** seizure
[3] **faculties** abilities
[4] **immutable** unchanging

YES

JOHN L. O'SULLIVAN

Texas is now ours. Already, before these words are written, her convention has undoubtedly ratified the acceptance, by her congress, of our proffered[5] invitation into the Union. . . . Her star and her stripe may already be said to have taken their place in the glorious blazon[6] of our common nationality. . . .

The next session of Congress will see the representatives of the new young state in their places in both our halls of national legislation, side by side with those of the old Thirteen. . . .

Other nations have undertaken to intrude themselves into [the question of Texas. They have come] between us and the proper parties to the case, in a spirit of hostile interference against us, for the avowed[7] object of thwarting[8] our policy and hampering our power, limiting our greatness and checking the fulfillment of our manifest destiny to overspread the continent allotted by Providence for the free development of our yearly multiplying millions.

Texas celebrates entering the Union.

[5] **proffered** offered
[6] **blazon** showy display
[7] **avowed** declared openly
[8] **thwarting** stopping

Document-Based Questions

1. **Summarizing** According to O'Sullivan, what was Manifest Destiny?
2. **Making Inferences** Why do you think O'Sullivan mentions Texas's future representation in Congress?
3. **Analyzing** What does Albert Gallatin think is the real motivation underlying the idea of Manifest Destiny?
4. **Evaluating** Imagine you could interview Gallatin and O'Sullivan. Write a list of three questions you could ask each man about his views on Manifest Destiny.

Was Manifest DestinyJustified?
The Mexican War: Yes or No?

How did Mexican lands in the West become part of the United States? Read Chapter 12 (pages 364-365)

Building Background: In 1845 a magazine editor name John L. O'Sullivan declared that it was the *"Manifest Destiny"* of Americans to expand westward to the Pacific Ocean. Many Americans believed in the concept of Manifest Destiny--the idea that God had given the continent to Americans and wanted them to settle western land. Manifest Destiny did have opponents who believed that taking land that was not our was morally wrong. Long time public servant Albert Gallatin expressed his opposition to Manifest Destiny and to the war with Mexico in an1847 pamphlet *Peace with Mexico?*

Below are politicians who believed in Manifest Destiny and others who supported *Peace with Mexico..After reading the different opinions* **Assess your agreement with the following statement:** *The United States government acted morally in its acquisition of the land of the present-day continental United States.*

John O'Sullivan

*"Mexico, that America's claim is by the right of our **manifest destiny** to overspread and to possess the whole of the continent which Providence has given us for the development of the great experiment of liberty and federated self-government entrusted to us."*

Was Manifest DestinyJustified?
The Mexican War: Yes or No?

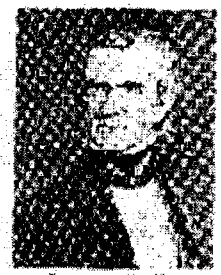
How did Mexican lands in the West become part of the United States?
Assess your agreement with the following statement: *The United States government acted morally in its acquisition of the land of the present-day continental United States.*

Going to war with Mexico stirred up lively debate in the United States. Here are portions of it.

President Polk's war message to Congress (1846)

Now, after reiterated menaces, Mexico has passed the boundary of the United States, has invaded our territory and shed American blood upon the American soil. She has proclaimed that hostilities have commenced, and that the two nations are now at war.

As war exists, and, notwithstanding all our efforts to avoid it, exists by the act of Mexico herself, we are called upon by every consideration of duty and patriotism to vindicate with decision the honor, the rights, and the interests of our country.


James Polk

Congressman Abraham Lincoln (1848)

If the president can show that the soil was ours where the first blood of the war was shed then I am with him for his justification. But if he cannot or will not do this then I shall be fully convinced of what I more than suspect already—that he is deeply conscious of being in the wrong; that he feels the blood of this war ... is crying to heaven against him; that originally having some strong motive ... to involve the two countries in a war, and trusting to escape scrutiny by fixing the public gaze upon the exceeding brightness of military glory—that attractive rainbow that rises in showers of blood—that serpent's eye that charms to destroy—he plunged into it, and has swept on and on till, disappointed in his calculation of the ease with which Mexico might be subdued, he now finds himself he knows not where.

Senator John M. Berrien (1846)

The proposition of the senator is that war exists. How does he prove it? Why, by the presence of a Mexican army around the United States army.... I beg to ask how [did the U.S. come to possess that territory]? It was by the march of the United States army into the territory.... If our possession was derived from marching our army there, cannot Mexico exercise the same right? Does priority in an act of hostility vest a national right? The argument of the senator is that the march of the Mexican army was an act of hostility. If so, I have demonstrated that the march of the United States army was an equal act of hostility.

Going to war with Mexico stirred up lively debate in the United States. Here are portions of it.

Was Manifest DestinyJustified?
The Mexican War: Yes or No?

Congressman Columbus Delano (1846)

We are in the midst of a war which we have engaged in without authority of law and without being in the right, yet now that war has begun, on the principle of "My country, may she be always right, but, right or wrong, my country," I am ready to adopt purely defensive measures.

Congressman Joshua R. Giddings (1846)

...The President must have known, and we all know, that those military posts were established for the sole purpose of protecting the country, and the sending of our army there must have been done with the moral certainty that war would ensue. The truth is most obvious to the casual reader. The President obviously intended to involve us in war with Mexico.

...It is said, "We must stand by our country." The man who would do otherwise would be unworthy of any country. He only is a true friend of his country who maintains her virtue and her justice; and he is not a true friend to his country who will knowingly support her in doing wrong. Tomorrow this nation will probably be in a state of war with Mexico. It will be an aggressive, unholy, and unjust war. It will then be my duty to use my efforts to restore peace at the earliest practical moment that it can be done on just and honorable principles.

...This war is waged against an unoffending people, without just or adequate cause, for the purposes of conquest; with the design to extend slavery; in violation of the Constitution, against the dictates of justice, of humanity, the sentiments of the age in which we live, and the precepts of the religion we profess.

Senator Thomas Corwin (1847)

What is the territory, Mr. President, which you propose to wrest from Mexico? It is consecrated to the heart of the Mexican by many a well-fought battle with his old Castilian [Spanish] master. His Bunker Hills, and Saratogas, and Yorktowns are there. The Mexican can say, "There I bled for liberty! And shall I surrender that consecrated home of my affections to the Anglo-Saxon invaders?" ..."I want room' Sir, look at this pretense of want of room. With twenty millions of people you have about one thousand millions of acres of land inviting settlement by every conceivable argument.... If I were a Mexican I would tell you, "Have you not room in your own country to bury your dead men?"

Was Manifest DestinyJustified?
The Mexican War: Yes or No?

General and Senator Samuel Houston (1846)

Was not the crossing of the Rio Grande by the Mexican forces of itself an act of war? Was not the entering our territory by an armed force an act of war? However the decision might hereafter be in regard to the precise extent of our territory, the Mexicans knew full well that the river had been assumed as the boundary. Up to the time of annexation it had been so considered, and, more than that, the Mexicans had never once established a military encampment on the east side of the river.

Congressman Stephen A. Douglas (1846)

A friend of his country in war will feel, speak, and act for his country; will revere his country's cause and hate his country's enemies. America wants no friends, acknowledges the fidelity of no citizen who, after war is declared, condemns the justice of her cause or sympathizes with the enemy.

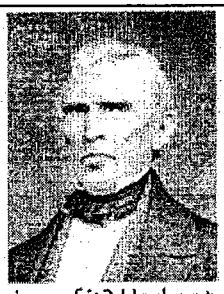
...The Republic of Texas held the country by a more glorious title than can be traced through the old maps and musty records of Spanish and French courts. She held the country by the same title that our forefathers of the Revolution acquired our territory and achieved the independence of this republic. She held it by virtue of her Declaration of Independence, setting forth the inalienable rights of man.

Congressman John H. Lumpkin (1846)

The boundary of the United States is now extended to the western limit of Texas; her soil is our soil, her people our people; and her resources contribute to our greatness in peace and to our defense in war.

...It is enough for us to know that our soil has been desecrated; that our country has been invaded; that a hostile band of armed soldiers have killed and wounded our citizens; and that the American army, under General Taylor, is in a hazardous situation and in need of assistance.

Senator John J. Crittenden (1846)



I see no reason for the advance of the troops to the Rio Grande. It was not for a moment to be imagined that the angry armies of two angry and quarreling nations should, day after day, face each other with cannons pointed at each other, and only a fordable river between them, and conflict not result. It was conceded that this was disputed territory. What right had the United States to take possession of it? Had not the other disputing claimant an equal right?

Was Manifest DestinyJustified?
The Mexican War: Yes or No?

Response starts here: Make believe you are a politician in 1845. Please take a position for or against the War with Mexico and the idea of Manifest Destiny. Support your ideas with examples from the reading.

California Gold Rush

Main Idea The discovery of gold led to rapid growth and eventual statehood for California.

History and You Do you think searching for treasure would be an exciting life? Read what life was like during the California Gold Rush.

When gold was discovered in California in 1848, people from all over the world traveled to the region in search of riches. Those who arrived in 1849 were called **forty-niners.** As one official reported, "the farmers have thrown aside their plows, the lawyers their briefs, the doctors their pills, the priests their prayer books, and all are now digging gold." Many people arrived by sea. Others traveled on the Oregon Trail or the Santa Fe Trail.

Americans made up about 80 percent of the forty-niners. Others came from Mexico, South America, Europe, and Australia. About 300 men arrived from China, the first large group of Asian immigrants to settle in America. Although some eventually returned to China, others remained and established California's Chinese American community.

The Californios

The Treaty of Guadalupe Hidalgo ended the war with Mexico and made Californios citizens of the United States. The treaty also guaranteed them the rights to their lands. The Land Law of 1851, however, established a group of reviewers who examined the Californios' land rights. When a new settler claimed a Californio's land, the two parties would go to court, and the Californio had to prove that he or she owned the land. Some Californios were able to prove their claims. Many, however, lost their land.

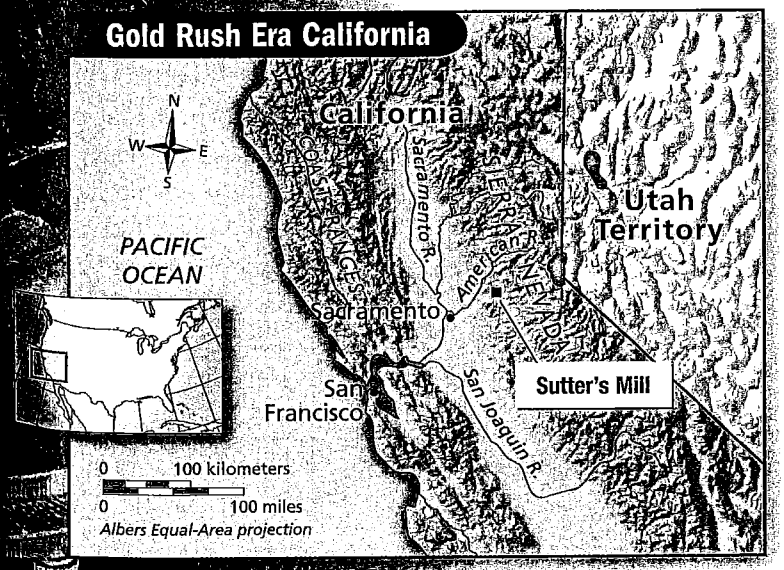
Life in California

As people rushed to a new area to look for gold, they built new communities, called **boomtowns,** almost overnight. At one site on the Yuba River where only two houses stood in September 1849, a miner arrived the next year to find a town of 1,000 people "with a large number of hotels, stores, groceries, bakeries, and . . . gambling houses."

Cities also flourished during the Gold Rush. As ships arrived daily with gold seekers, San Francisco grew from a tiny village to a city of about 20,000 people.

By the Numbers / Gold Rush Prices

Costs Miners might mine $10 worth of gold one day but $2,000 the next day. Even though their income was unpredictable, miners still had to buy supplies. What did goods cost in San Francisco in 1849?

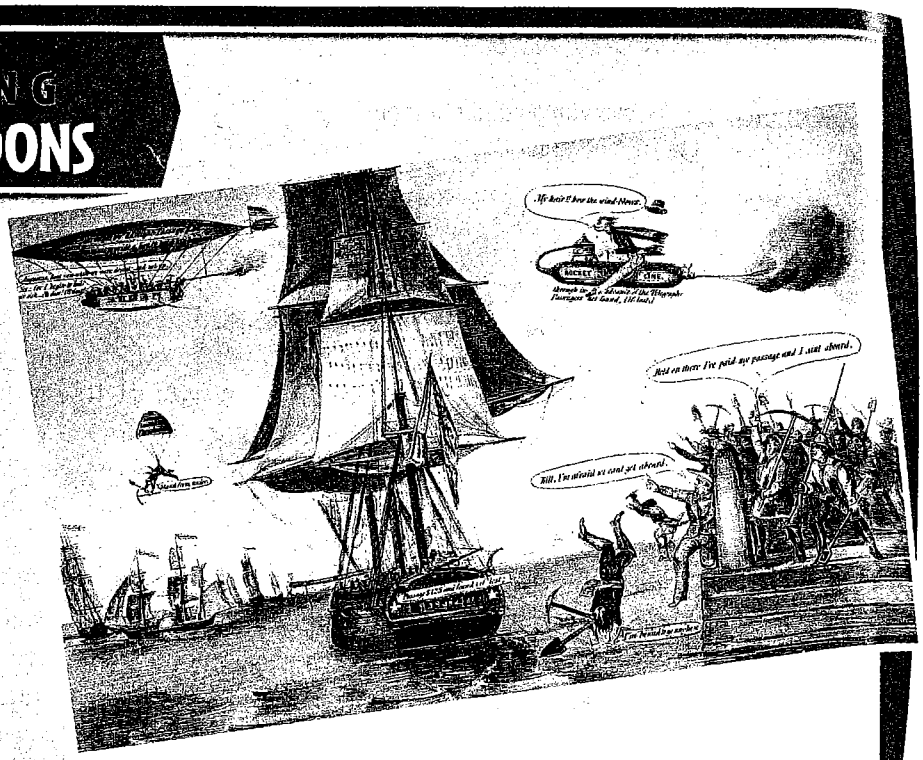


Item	Cost
Flour	$18 per pound
Coffee	$16 per pound
Butter	$1 per pound
Rice	$10 per pound
Wood	$20 per cord
Sleeping Room	$12 per week
Labor (earned money)	$6–10 per day

Critical Thinking

Analyzing San Francisco's prices were 20 times higher than those in the rest of the country. Why would miners pay high prices?

Primary Sources
INTERPRETING
POLITICAL CARTOONS



People from all over the world traveled to California in search of gold.

1. **Interpreting** Describe how people in the cartoon acted as they left for California.
2. **Drawing Conclusions** Do you think the cartoonist views the California Gold Rush as favorable? Why or why not?

Most forty-niners had no experience in mining. Whenever they heard that gold had been discovered at a particular site, they rushed to it and attacked the hillsides with pickaxes and shovels. They spent hours bent over streambeds, "washing" or "panning" the water for gold dust and nuggets.

The California Gold Rush more than doubled the world's supply of gold. For all their hard work, however, very few forty-niners achieved lasting wealth. Most found little or no gold. Many of those who did lost their riches through gambling or wild spending.

Boomtown merchants, however, made huge profits. They could charge whatever they liked for food and other essential items because there were no other nearby stores that sold these products. For example, an immigrant named **Levi Strauss** sold the miners sturdy pants made of denim. His "Levi's" made him rich.

Gold Rush Society

Mining camps contained men of all backgrounds, but few women. Lonely and suffering hardships, many men spent their free hours drinking, gambling, and fighting. Mining towns had no police or prisons. As a result, citizens formed committees of groups known as **vigilantes** (VIH•juh•LAN•teez) to protect themselves. Vigilantes took the law into their own hands and acted as police, judge, jury, and sometimes executioner.

Economic and Political Progress

The Gold Rush had lasting effects on California. Agriculture, shipping, and trade grew to meet the demand for food and other goods. Many people who had arrived looking for gold stayed to farm or run a business.

Rapid growth brought the need for better government. In 1850, Californians applied for statehood and wrote a **constitution**—a list of laws to support the government. The constitution's ban on slavery, however, caused a crisis in Congress. Southern states opposed California's admission. California did not enter the Union until a compromise was reached later that year.

Reading Check **Explaining** Why did the forty-niners travel to California?

A Religious Refuge in Utah

Main Idea The Mormons settled in Utah.

History and You Think about how you would plan to build a city in a desert. Learn how the Mormons created a thriving city in the harsh terrain of a desert.

A visitor to the Utah Territory in the 1850s wrote admiringly: "The whole of this small nation occupy themselves as usefully as the working bees of a hive." This account described the **Mormons,** or members of the Church of Jesus Christ of Latter-day Saints. Mormons settled in Utah to fulfill their vision of the godly life.

The First Mormons

The Church of Jesus Christ of Latter-day Saints was among a number of religious movements that sprang up during the religious awakenings of the 1830s and 1840s. The founder of the Mormon Church was **Joseph Smith,** a New Englander living in western New York. Smith claimed that he had received visions that led him to build a new Christian church. He began preaching Mormon ideas in 1830.

Smith published *The Book of Mormon* that year, announcing that it was a translation of words written on golden plates that he had received from an angel. The text told of the coming of God and the need to build a kingdom on Earth to receive him.

Smith hoped to use his visions to build an ideal society. He believed that property should be held in common. He also supported polygamy, the idea that a man could have more than one wife. This angered a large number of people. Mormons eventually gave up this practice.

Smith formed a community in New York, but unsympathetic neighbors disapproved of the Mormons' religion and forced them to leave. The Mormons eventually settled in Illinois. In 1839 they bought the town of Commerce, Illinois, and renamed it Nauvoo. Nauvoo became a prosperous community.

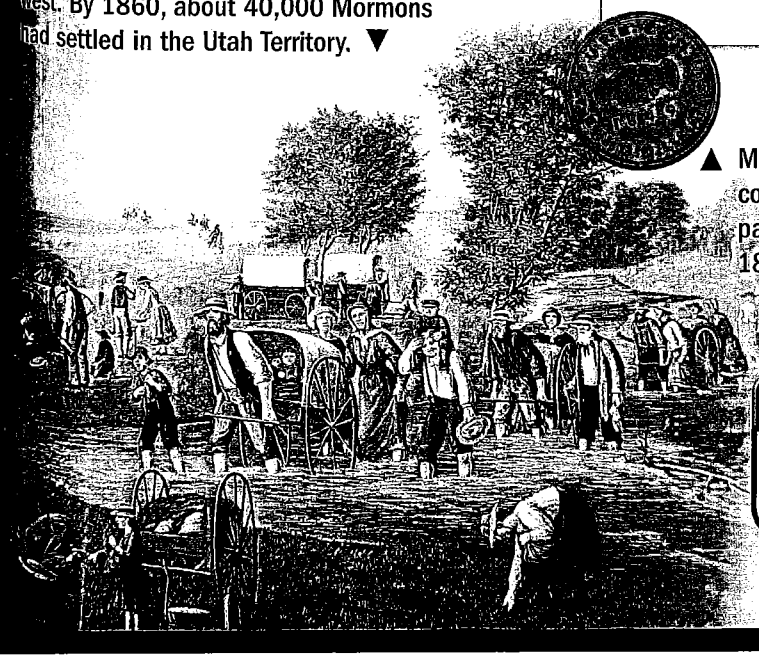
Primary Source The Mormons

West to Utah Strong anti-Mormon feelings in the United States convinced Brigham Young to lead Mormons west. Young hoped to settle in a place where his people could live and worship freely.

"In our Mountain home we feel not the withering sources of influence of political or even fashionable [tyranny]. . . . I have found the satisfaction of having been [very] successful, and peace again smiles upon all our settlements, and that too without a resort to arms."

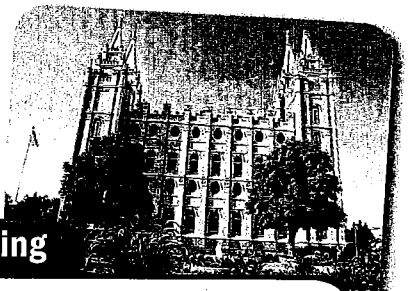
—Brigham Young

Mormons gave people carts to help them carry their possessions on the journey west. By 1860, about 40,000 Mormons had settled in the Utah Territory. ▼



▲ Mormons minted coins and issued paper money in the 1840s and 1850s.

The Mormon Temple, Salt Lake City, Utah ▼



Critical Thinking

Analyzing Why did Young feel satisfied after the Mormons' journey west?

Persecution of the Mormons, however, continued. In 1844 a mob of local residents killed Joseph Smith. After Smith's death, **Brigham Young** took over as head of the Mormons. Young decided that the Mormons should move again to escape persecution and find religious freedom. This time, the Mormons would move west to the Great Salt Lake in present-day Utah. Although part of Mexico at the time, no Mexicans had settled in the region because of its harsh terrain.

A Haven in the Desert

The Mormon migration began in 1846. About 12,000 Mormons made the trek. It was the largest single migration in American history. The Mormons forged their way along a path that became known as the Mormon Trail. Like the Oregon Trail, the Mormon Trail served as a valuable route into the western United States.

In 1847 the Mormons finally reached the Great Salt Lake. It was there that Young declared that the Mormons would build a new settlement. The land was dry and wild. Nevertheless, the Mormons staked a claim on the land they called Deseret. Soon they had set up farming communities.

At first life was difficult for the settlers. The Mormons, however, made Deseret flourish because of their hard work and determination to succeed. They planned their towns, such as Salt Lake City, carefully and built irrigation canals to water their farms. Property was taxed, and the use of water, timber, and other natural resources was regulated. Mormons also founded industries so they could be self-sufficient. Mormon merchants sold supplies to the forty-niners who passed through Utah on their way to California.

In 1848 the United States acquired the Salt Lake area as part of the settlement with the war with Mexico. In 1850 Congress established the Utah Territory. President Millard Fillmore made Brigham Young the governor of the Utah Territory.

By 1860 there were numerous Mormon communities throughout the Utah region. Utah was not easily **incorporated,** or included, into the United States. The Mormons often had conflicts with federal officials. In 1857 and 1858, war almost broke out between the Mormons and the United States Army. Utah did not become a state until 1896.

Reading Check **Identifying** Who founded the Church of Jesus Christ of Latter-day Saints?

Section 4 Review

History ONLINE
Study Central™ To review this section, go to glencoe.com.

Vocabulary

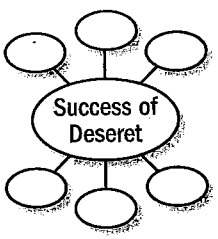
1. Define each of the following terms and use them in a paragraph about the California Gold Rush: forty-niner, boomtown, vigilante, constitution, incorporate.

Main Ideas

2. **Explaining** Why was California's entry into the Union delayed?
3. **Explaining** Why did the Mormons leave New York?

Critical Thinking

4. **Making Connections** How did the Gold Rush affect California's population?
5. **Organizing** In a diagram like the one below, list the reasons Deseret was able to flourish.



6. **Creative Writing** You are living in a California boomtown in the mid-1800s. Write a journal entry that describes what your daily life is like.

Answer the Essential Question

7. What factors affected the settlement of California and Utah in the West?

Guided Reading Activity

Section 4

Reading for Accuracy DIRECTIONS: Use your textbook to decide if a statement is true or false. Write **T** or **F** in the blank. If a statement is false, rewrite it to make it true.

1. Because gold was discovered in California in 1848, people who went there to seek gold were called forty-eighters.

_____

2. New communities called boomtowns sprang up almost overnight.

_____

3. Most miners found gold and achieved lasting wealth.

_____

4. Because mining towns were typically lawless, citizens formed groups called vigilantes to protect themselves.

_____

5. California's constitution permitted slavery.

_____

6. The founder of the Mormon Church was Brigham Young.

7. Joseph Smith wanted to build an ideal society where property would be held in common.

_____

8. The destination of the Mormon migration westward was the Great Salt Lake.

_____

Related Arts

Carrasquillo/Coyle

$7^{th}/8^{th}$ grade work

Directions:

- Choose a physical activity to research
- Create a PowerPoint or Prezi presentation on your activity
- The PowerPoint must include a minimum of
    - 20 pictures
    - 10 rules
    - 10 historical facts
    - 20 slide minimum
- The pictures, rules and facts should be spread throughout the presentation
    - (ex. 1 picture + 1 fact per slide)
- The PowerPoint must be printed out or emailed to your teacher on the due date
-
- Be creative

Option #1- Research Paper

Select a topic related to PE that you will research (see teacher's for list of sources)

- Use only 12 point font
- Double spaced
- Minimum of two pages including an introduction, body, and conclusion

Introduction – Explanation of why you chose the topic that you will be researching. Please make sure you use a topic sentence.

Body – Details of topic, for example, history, rules (if applicable), strategies (if applicable), how the topic pertains to your everyday life.

Conclusion – Recap of main points, what can you do to improve upon your knowledge and skills in this area.

Option #2 Media Presentation

Select a topic that applies to Physical Education and create a media presentation (i.e. PowerPoint, iMovie, podcast, etc.)

Requirements:

- Minimum 10 slides not including intro slide and references
- Each slide must include at least one fact, an example of how the fact is or can be included in your everyday life, and one graphic.
- Be creative—use transitions and color!!

Healthy and Unhealthy Foods

Cut out the food pictures. Decide if the food in each picture is healthy or unhealthy. Glue each picture in the correct column.

Healthy Foods	Unhealthy Foods

Aerobic VS Anaerobic

Under each column define Aerobic and Anaerobic, then list 20 different exercises, activities or sports. Tell why each activity, exercise or sport is either Aerobic or Anaerobic.

AEROBIC **ANAEROBIC**

SPORTS MOVIE

Watch a movie based on a **true story** that involves some sport and/or physical activity (i.e. *Remember the Titans, Hoosiers, or Glory Road*) and explain the affect it had on history (past, present & future), cultures, political movements, and the people involved?

Name:_____ Period:_____

Directions:
Read an article that is sports or health related. After thoroughly reading the article, complete the graphic organizer below.

The graphic organizer should include the 3 main ideas of the article along with evidence that supports these main ideas. Once you have completed the graphic organizer you need to write a summary of the article on a separate sheet of paper.

The summary should include information about the main ideas as well as how you could relate the information to your own life.

TITLE OF ARTICLE:_____

MAIN IDEAS	**Explanation:** List 2 supporting themes from the article that support each of the main ideas that you have listed.
1.	1._____ 2._____
2.	1._____ 2._____
3.	1._____ 2._____

You need to hand in the article, graphic organizer and summary of article!!

DEFINING FITNESS CONCEPT TERMS

Define the following terms and give an example of each.

Cardio-Respiratory Endurance

Muscular Endurance

Muscular Strength

Flexibility

Balance & Agility

Body Composition

Name_____Period_____

Go to the link below. Read the short article and answer the questions below.

http://www.kidshealth.org/kid/stay_healthy/fit/work_it_out.html

1. **What does aerobic exercise mean?**_____

_____

_____

_____

2. **What activities are aerobic exercises?**_____

_____

_____

_____

3. **What are the activities given to build strong muscles?**_____

_____

_____

_____

4. **What does it mean to be flexible?**_____

_____

_____

_____

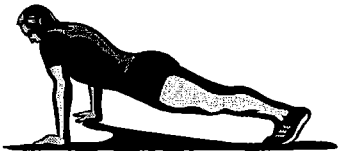
5. **What are endorphins?**_____

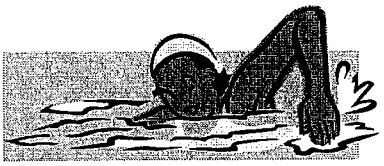
_____

_____

_____

6. **Label what type of exercise these athletes are demonstrating.**





_____ _____ _____

KidsHealth in the Classroom

Personal Health Series

Fitness

Name: Date:

Fitness Island

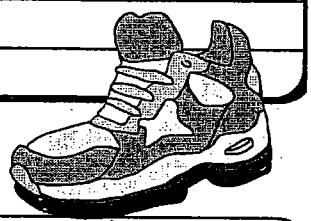
Instructions: As a contestant on a new reality show called "Fitness Island," you'll compete in physical tasks to win fame and fortune. Because the physical challenges require strength and endurance, the TV show's producers want to make sure you're in top physical shape. Write your plan for how you'll train before arriving at Fitness Island.

Training Plan for Fitness Island

Aerobic Exercise	How will these activities improve your fitness level?

Strength Training	How will these activities improve your fitness level?

Flexibility Training	How will these activities improve your fitness level?



Sample Training Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Time:	Time:	Time:	Time:	Time:	Time:	Time:
Activity:	Activity:	Activity:	Activity:	Activity:	Activity:	Activity:
Duration:	Duration:	Duration:	Duration:	Duration:	Duration	Duration:
Time:	Time:	Time:	Time:	Time:	Time:	Time:
Activity:	Activity:	Activity:	Activity:	Activity:	Activity:	Activity:
Duration:	Duration:	Duration:	Duration:	Duration:	Duration:	Duration:

A note from Mrs. Moore

Hello Artists,

Here are a couple of Art activities to keep your mind in the Artistic gear.

Included in this packet are:

365 days of drawing

A drawing prompt for every day of the year! If drawing isn't your favorite thing, be creative and create a medium (type of art) that is! If you are able to take a photo of the art/ or create it digitally and post it on our Google classroom. Bring the work in when we are back, so we can create a gallery!

Materials needed: Pencil, paper, other media by your choice, and your creativity and imagination

Zentangle

Zentangle is a fun, relaxing way to doodle. Follow the eleven steps and get lost in the most fun you've ever had in a doodle!

Materials needed: Paper, pencil, black pen

Other activities to consider that we've done in class.

Aesthetics- pick something to focus on and find the beauty in it. Draw an image of it/ take a photo and write a simple paragraph using similes and metaphors to make comparisons. If you love this, do it more than once with many different subjects!

Create a piece of art based on the concept that we were just learning about in class.

5th Grade: Symmetry and pattern
6th Grade: One point linear perspective and Value scale in color
7th Grade: Proportions of the Face and Value scale in gray tones
8th Grade: Any of the Elements or Principles

Art

365 days of drawing

Day/ Month	September	October	November	December
1	Summer's End	Vampire	Dia de Muertos	Holiday lights
2	School Shopping	Zombie	Autumn	Wreath
3	Hurricane	Mythological animal	Election Day	Apple Pie
4	Early Autumn Sunday	Favorite classic horror movie	Corn	Holiday cookies
5	Labor Day	Mummy	Bonfire/ campfire	Holly
6	First Day of School	Jack o lantern	Native American	Menorah
7	Self Portrait	Amulet	Leaves	Hanukkah
8	Insert School theme here	Spider	Harvest	Dreidel
9	Clock	Witches	Acorn	Latkes
10	Map	Ghosts	Apple	Donuts
11	Football	Goblins	Feast	Oil lamp
12	September Flower	Skeletons	Favorite baseball team	Candle
13	Indian summer	Dragon	Squash	Star of David
14	**Symmetry**	Favorite horror movie	Tee Pee	Matza
15	Steampunk	Skull	Football	The Elf On The Shelf
16	Club/ Sport sign ups	Moon	Mayflower	Reindeer
17	Owl	Raven	Pie	Ornament
18	**Pattern**	Haunted House	Jacket	Star Wars
19	Favorite place to be in September	Cemetery	Rake	Christmas Tree
20	Something ate your homework	Mask	Cranberries	Santa Claus
21	**Sparkle**	Tarot cards	Yams	Hot cocoa
22	Autumn starts	Devil	Family	Winter
23	Apple	Bat	Cornucopia	Mawlid Un Nabi
24	Renaissance faire	Pumpkin Patch	Pilgrim	Gingerbread house
25	Chipmunk preparing for winter	Scarecrow	Turkey	Christmas
26	Rhythm	Favorite Urban legend	Thanksgiving	Kwanzaa
27	Autumn Fairytale	Werewolves	Black Friday	Fruit cake
28	A September Wish	The Great Pumpkin	Parade	Fireplace
29	Fall Sunset	Aliens	Farm	Presents
30	Oktoberfest	Candy corn	Favorite Hockey team	Sleigh
31		Halloween		New Years Countdown

Art

January	February	March	April
New Year's Day	A surrealist dream	Lion	Kite
New Year's resolution	Groundhog Day	Abstract expressionism	Daffodil
First day Back after winter break	**Positive Space**	Favorite Dr. Seuss character	Rain shower
Favorite pet or animal	**Negative Space**	Favorite Musician/ music group	Umbrella
Favorite cartoon character	**Nothing but circles**	The wind	**Organic shapes**
Favorite book character	A couple in love	**3-D**	Cherry Blossom
Favorite Actor/ Actress	Hearts	Pansy	Tulips
Your horoscope sign	Cupid	Something rough	Impressionism
Winter beach/ bay scene	Chocolates	**A picture made of triangles**	Rain boots
Favorite hiding place	An angel	Flower show	**Emphasis**
Favorite fairy tale scene	Roses	**Zentangle**	Basket
Original character	Romance	Shamrock	Chick
Favorite brand name logo	Sweetheart	What it means to be Irish	Thomas Jefferson
Favorite Manga character	Valentine's Day	Rainbow	Spring Break
World Religion Day	Susan B Anthony	Pot of Gold	Bunny
Martin Luther King Jr.	What inspires you	Leprechaun	Easter egg
Favorite Mythological god	George Washington	St. Patrick's Day	Lily
Your best friend	What you like to do on a 4 day weekend	**Something fuzzy**	**Contrast**
Your favorite superhero	Winter landscape	Music	Spring landscape
An action hero eating breakfast	Abraham Lincoln	Spring Equinox	Art museum
A child character all grown up	Sledding	**Monochromatic**	Ranunculus
Robot	Snowball fight	Dahlia	Draw yourself like a Greek sculpture
Something with tenacles	A scene from a book	Optical illusion	**Value Scale**
A short comic strip	Something soft	Theater	Puddles
The ultimate snowman	A scene from a tv show	Kindness	An element of nature
Favortie video game character	**Radial balance**	Favorite technology	Sky
Asymmetry	Draw your name in graffiti	**Colorful**	Take your son/ daughter to work
Chinese New Year	Mardi Gras	Cubism	Hope
A place you want to visit	Leap year	Lamb	A sunny spot
Star Trek		**Intensity**	An oxymoron
Favorite Snow day activity		Crocus	

Art

May	June	July	August
Pop Art	Gerber Daisy	An awesome doodle	Sunflower
Dramatic shadows	Field trip	Fireworks	Realism
Squares and rectangles	**Unity**	Independence Day	Dinosaur
Return of leaves on the trees	Fauvism	Zinnia	Creativity
Something prickly	Watermelon	Barbeque	Watersport on a river
Nurse	D-Day	**Variety**	A cool glass of iced tea
Favorite place to be in the spring	Iris	Summer landscape	Orchid
Proportion	A superhero villain	Futurism	favorite amusement park
Imaginary creature	Dance	Pineapple	Ice cream treat
Hidden word picture	Concentric circles	Rollercoaster	Stargazer Lily
Complementary colors	Fox	Fireflies	Water skiing
Maypole	Alstromeria	Favorite place to be in the summer	**Movement**
Catepillar	Army	Campfire	Hiking
Mother	Flag	Lemonade	Sand castle
Butterfly	Self Portrait	Lisianthus	Thunderstorm
Daisy	Garden	Starry summer night	Lifeguard
Chirping birds	**Analogous colors**	Luau	Lazy summer day
Freesia	Father	How you deal with the heat	Cricket
Spring fairy	Beach	A trip to the lake	Road trip
Armed forces	American Eagle	Navy	Snapdragon
Peonies	Calla Lily	Belly flop	Favorite summer sport
Duckling	Sunglasses	Heat lightning	Waves
Babbling brook	Favorite beach towel	Magnolia	Surfing
Marine	Outdoor concert	Sun 'n fun	Official beach bum
Mother nature	Unicorn	Boardwalk	Summer sunset
Pink flamingo	Waterpark	Tent	Constellations
Cornflower	Ladybug	Popsicle	Coast Guard
Picnic	Happiness	Road trip	Dandelions
Memorial Day	Pool party	Smores	Something hiding in the dark
Parade	Delphimium	Beach volleyball	Water ice
A perfect spring day		Sailboat	Farmer's market

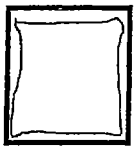
Art

WHAT IS ZENTANGLE?

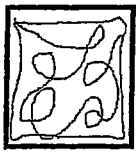
The Zentangle Method is an easy-to-learn, relaxing, and fun way to create beautiful images by drawing structured patterns.
Almost anyone can use it to create beautiful images. It increases focus and creativity, provides artistic satisfaction along with an increased sense of personal well being. The Zentangle Method is enjoyed all over this world across a wide range of skills, interests and ages.
We believe that life is an art form and that our Zentangle Method is an elegant metaphor for deliberate artistry in life.

How to start drawing a zentangle tile

1. With a pencil, draw a border

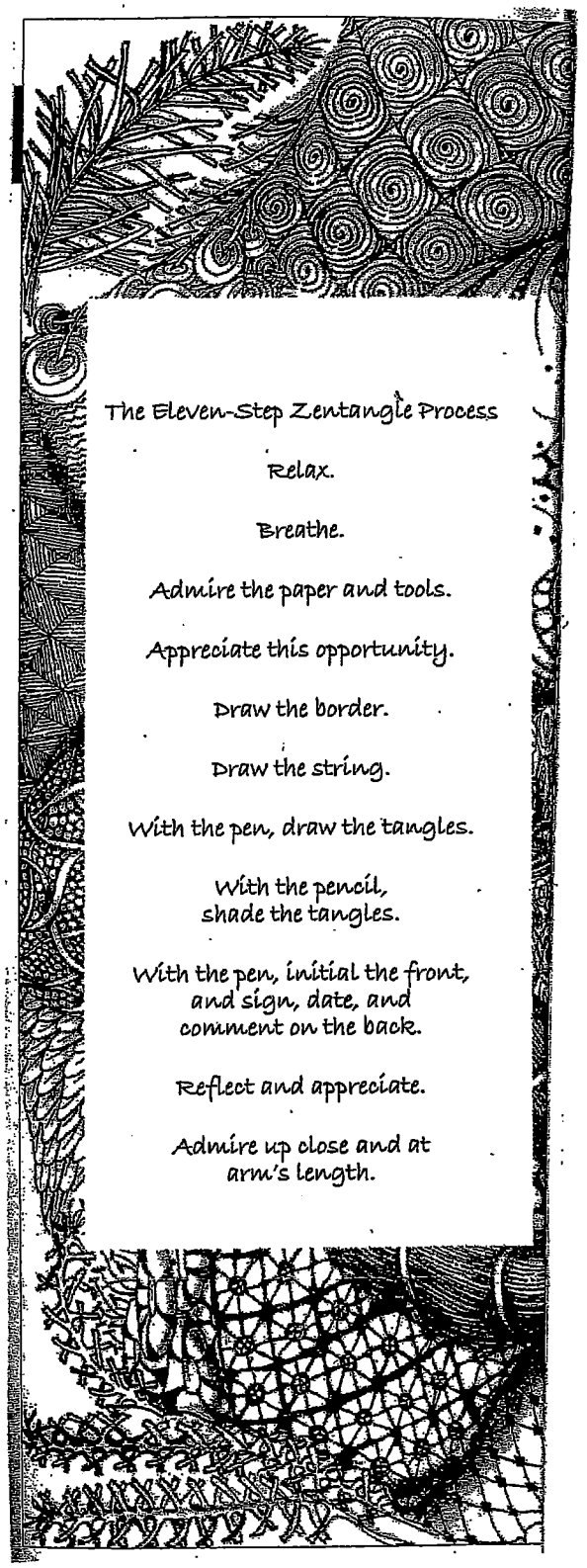


2. With the pencil, draw the string



3. With the fine tip black pen or marker, outline the border and the string. Then start the tangles.

4. After all the tangles are filled, use a pencil to shade areas (value) to create a 3-D appearance



Day 1: Complete attached Cornell Notes 8th

Fluid Power

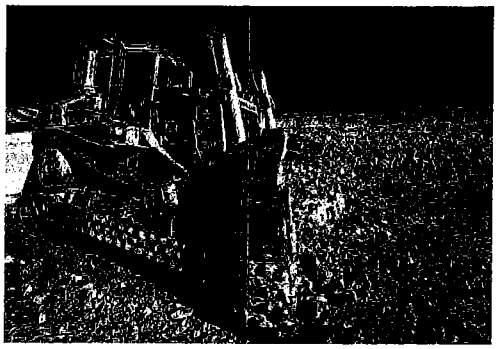


Figure 2. The use of fluid power, such as the hydraulics in this bulldozer, helps people do jobs more quickly, safely and economically.

Have you ever seen a bulldozer or excavator move a lot of dirt where a new project is being built (see Figure 2)? Have you been in a chair that you could raise or lower by pushing a lever? Did you ever open a screen door and notice it closes smoothly and by itself? Did a dentist ever use a drill on your teeth? When you are riding in a car or truck and the driver pushes the brake pedal, do you start to slow down? These are all examples of how **fluid power** is used in our everyday lives.

Fluid power uses either a gas (pneumatics) or a liquid (hydraulics). Do you know what the previous examples used? Most people do not even realize that fluid power is helping people to perform jobs more quickly, efficiently, accurately and powerfully than ever before. Can you imagine if we didn't have fluid power and someone had to move a bunch of dirt without bulldozers that use hydraulics? How long would it take to move it another way? How much energy would be needed? Years ago, a chair that today uses pneumatics to move up and down easily with the push of a lever was raised or lowered by spinning it around over and over – very time consuming! Before dentists had the precision and control of pneumatic drills, they worked with much less precise and controlled drills, which were less comfortable for patients. Going to the dentist today is really not so bad compared to what people went through years ago. What about the brakes in your car or truck? How did people stop their vehicles before we had hydraulic braking systems? How effective were those systems? How safe were those older systems? These examples are just a few of the many ways fluid power improves our everyday lives.

What do you think makes up a fluid power system? Think of some of the examples we just talked about . What can you recall about how these devices and machines look? How do the pieces move in relation to one another? How do you think a front-end loader can lift so much dirt (note the bucket size in Figure 3) so easily? How much power is needed to lift something that large? The power is generated through the use of fluid power.

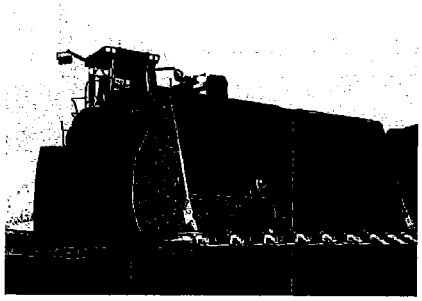


Figure 3. Heavy machinery such as this front-end loader use hydraulic power to move heavy material. Fluid power is ideal for high speed, high force and high power applications such as this.

INDUSTRIAL TECH - ONEUEY

Before going on further, let's learn about where the concept of fluid power began. Many years ago, in the 1600s, a French scientist and mathematician named Blaise Pascal (*pas KALZ or PAS kulz*) stated a physical law that describes the effect of applying pressure on a fluid (whether gas or liquid) in a closed container. Pascal's law states that pressure applied to an enclosed fluid is transmitted with equal force throughout the container. So what does that really mean to you?

Do you think you have ever seen Pascal's law in action? How many of you have ever tried to step onto a balloon? What do you think will happen when you step on the balloon? Why do you think it would do that? When pressure is placed on the top of the balloon, the air within is dispersed to the rest of the balloon resulting in either a misshapen balloon or one that distorts to the point of failure, and then breaks under the pressure. This proves that Pascal's law is still in effect!

Now that we know some fluid properties, what must be in place to have a fluid power system? Four components are needed: reservoir or receiver, pump or compressor, valve, and cylinder. As seen in Figure 4, these components are represented graphically in the PFPD schematic. Later, you will learn what some of these symbols represent. Can you guess where the reservoir that holds the air is? What symbol might represent the motor that runs the compressor? Can anyone find all four symbols that represent the four valves (switches)? Where are all four cylinders (things that move on the PFPD) on the schematic?

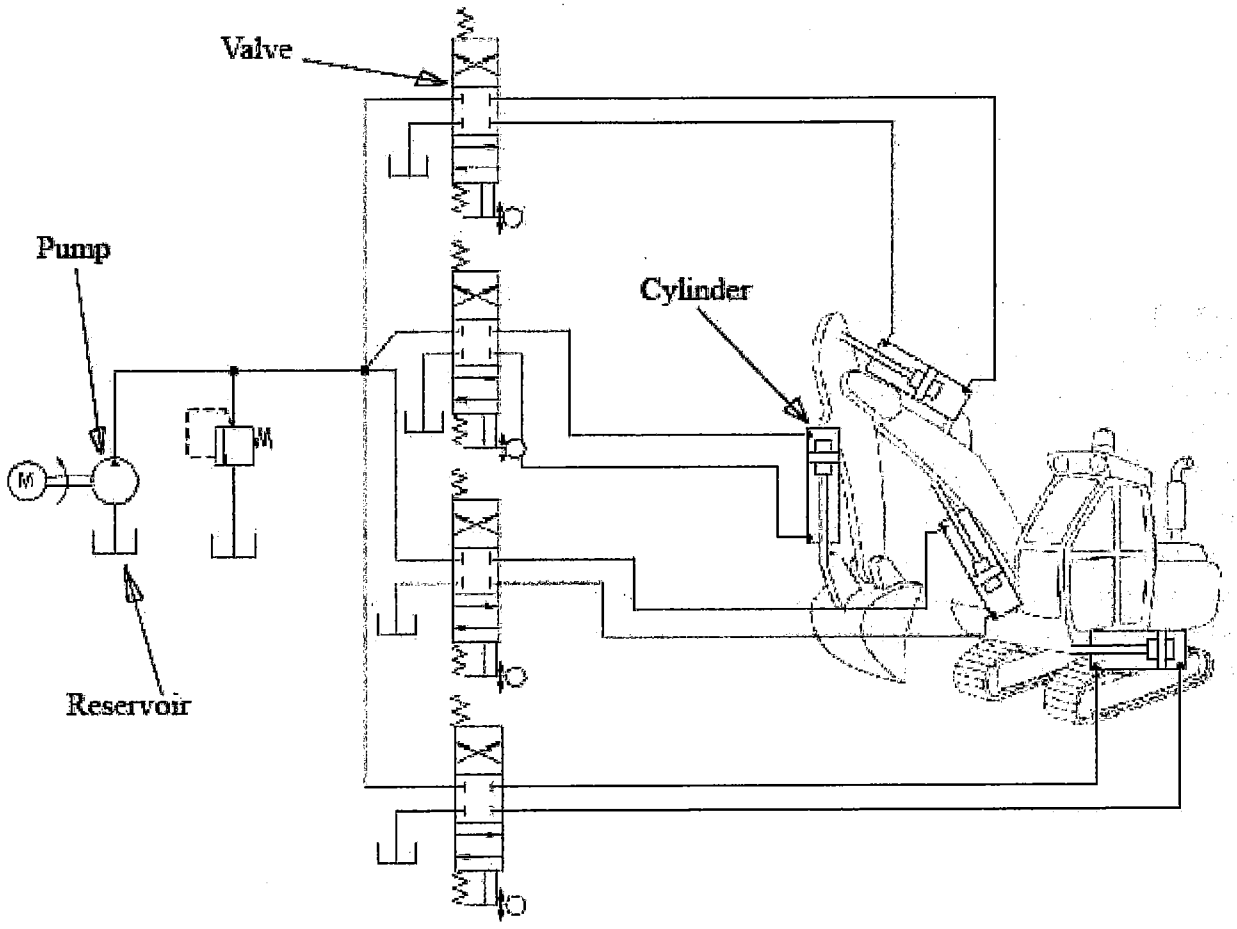


Figure 4. The four components of the PFPD can be seen in the schematic: 1 reservoir, 1 pump, 4 valves, and 4 cylinders.

How are fluid power systems being designed for use in the future? The Center for Compact and Efficient Fluid Power (CCEFP) is researching four areas that focus on increasing efficiency of fluid power applications, expanding the use in transportation sector to reduce fuel consumption, developing human-scaled fluid power applications, and making fluid power safe, quiet, clean and simple to use. Can you think of any other ways fluid power can be improved or used in a new way?

Fluid power incorporates the generation, control and application of smooth, effective power of pumped or compressed fluids, gas or liquid, when this power is used to provide force and motion to mechanisms. This force and motion may be in the form of pushing, pulling, rotating, regulating or driving. If the compressed fluid is a gas, it is called **pneumatics**, while if the compressed fluid is a liquid, it is called **hydraulics**.

The word hydraulics is a derivative of the Greek words **hydro** (meaning water) and **aulis** (meaning tube or pipe). Originally, the science of hydraulics covered the physical behavior of water at rest and in motion. This dates back several thousand years to when water wheels, dams and sluice gates were first used to control the flow of water for domestic use and irrigation. Use has broadened its meaning to include that area of hydraulics in which confined liquids are used under controlled pressure to do work. Hydraulics can be defined as **the engineering science that pertains to liquid pressure and flow**. This study includes the manner in which liquids act in tanks and pipes, dealing with their properties and with ways of utilizing these properties. It includes the laws of floating bodies and the behavior of liquids under various conditions, and ways of directing this flow to useful ends, as well as many other related subjects and applications.

Several other terms are used to more precisely describe the behavior of liquids at rest and in motion. These terms are generally considered separate branches of science and include: hydrostatics, the branch of science pertaining to the energy of liquid flow and pressure; and hydrokinetics, which pertains to motions of liquids or the forces that produce or affect such motions.

Why should fluid power be used? Fluid power systems provide many benefits to users, including:

- *Multiplication and variation of force:* Linear or rotary force can be multiplied from a fraction of an ounce to several hundred tons of output.
- *Easy, accurate control:* You can start, stop, accelerate, decelerate, reverse or position large forces with great accuracy. Analog (infinitely variable) and digital (on/off) control are possible. Instantly reversible motion, within less than half a revolution, can be achieved.
- *Multi-function control:* A single hydraulic pump or air compressor can provide power and control for numerous machines or machine functions when combined with fluid power manifolds and valves.
- *High horsepower / low weight ratio:* Pneumatic components are compact and lightweight. You can hold a 5 horsepower hydraulic motor in the palm of your hand.
- *Low speed torque:* Unlike electric motors, air or hydraulic motors can produce large amounts of torque (twisting force) while operating at low speeds. Some hydraulic and air motors can even maintain torque at zero speed without overheating.
- *Constant force or torque:* This is a unique fluid power attribute.
- *Safe in hazardous environments:* Fluid power can be used in mines, chemical plants, near explosives and in paint applications because it is inherently spark-free and can tolerate high temperatures.

Fluid Power Applications

- *Mobile:* Fluid power is used to transport, excavate and lift materials as well as control or power mobile equipment. End use industries include construction, agriculture, marine and the military. Applications include backhoes, graders, tractors, truck brakes and suspensions, spreaders and highway maintenance vehicles.
- *Industrial:* Fluid power is used to provide power transmission and motion control for industrial machinery. End use industries range from plastics working to paper production. Applications include metalworking equipment, controllers, automated manipulators, material handling and assembly equipment.
- *Aerospace:* Fluid power is used for both commercial and military aircraft, spacecraft and related support equipment. Applications include landing gear, brakes, flight controls, motor controls and cargo loading equipment.
- Source: NFPA's What Is Fluid Power? http://www.nfpa.com/fluidpower/whatisfluidpower.aspx

Fluid power systems consist of **four basic components**: reservoir/receiver (fluid storage); pump/compressor (converts mechanical power to fluid power); valve (controls direction and amount of flow); and actuators (converts fluid power to mechanical power, that is, cylinder and pistons). The connectors for these components consist of pipe, tube or hoses so the fluid can flow to/from the components.

Pascal's law : if a confined fluid is at rest, pressure is transmitted undiminished in all directions and exerts equal force on all areas, in addition to right angles to them.

$$\mathbf{p = F / A}$$

p = pressure (lbs/in^2 or N/m^2); F = force (lbs or N); A= πr^2 = area (in^2 or m^2)

Boyle's law: The volume of gas at constant temperature varies inversely with the pressure exerted on it.

$$\mathbf{p_1(V_1) = p_2(V_2)}$$

V = volume (in^3 or m^3); p = pressure (lbs or N)

Charles' law: The volume of gas increases or decreases as the temperature increases or decreases, provided the amount of gas and pressure remain constant.

$$\mathbf{V_1 / T_1) = V_2 / T_2}$$

V = volume (in^3 or m^3); T = *absolute* temperature (°R)

Gay-Lussac's law: The absolute pressure of a gas increases or decreases as the temperature increases or decreases, provided the amount of gas and the volume remain constant.

$$\mathbf{p_1 / T_1) = p_2 / T_2}$$

p = *absolute* pressure (lbs/in^2 or N/m^2); T = *absolute* temperature (°R)

Flow is what operates the actuators in the cylinders. Flow rates, which determine actuator speed, are measured in in^3 per sec or gallons per minute, and are generated by a pump. When flow is given, the actuator volume displacement directly affects actuator speed. The less volume to displace in the cylinder leads to faster actuators. In general, pressure is the resistance to flow. Pumps produce flow, not pressure!

$$\mathbf{Q = VA}$$

Q = volumetric flow rate (in^3/sec); V = velocity (in/sec); A = area (in^2)

Torque is a *twisting force* that is found by multiplying the *force times the distance*. It is measured in foot pounds. Hydraulic and pneumatic pumps produce work to be used within the fluid power system. Given a specific motor torque and motor RPM, specifies energy usage or horsepower requirement.

Fluid power is all about moving energy from one location to another. Energy is the ability to do work. Energy transfer is the energy moving from the prime mover, or input source, to an actuator, an output device. **Work** is defined as *force multiplied by distance*. This is measured in *foot-pounds*. **Power** is the *rate of doing work*. It is found by *dividing work over time (in seconds)*. **Horsepower**, a unit measurement of energy, is a common term used to measure power. Horsepower can be calculated by the following:

flow (gallons per minute) X pressure (lbs/in2)

1714 (which is always constant)

The **law of conservation of energy** states that energy can neither be destroyed nor created but may change forms. Any energy that is not transferred to work takes the form of heat energy.

Vocabulary/Definitions

absolute pressure: The total pressure exerted on a system, including atmospheric pressure.

atmospheric pressure: The pressure exerted by the weight of the atmosphere above the point of measurement.

Boyle's law: The volume of a gas at constant temperature varies inversely with the pressure exerted on it.

Charles' law: The volume of a confined gas is proportional to its temperature, provided its pressure remains constant.

check valve: A valve that allows flow in one direction but prevents flow in the opposite direction.

compressor: An air pump that compresses air into a receiver tank.

crank: A part of an axle or shaft bent out at right angles, for converting reciprocal to circular motion and vice versa.

cylinder: A device used to convert fluid power into mechanical power in the form of linear motion.

directional-cntrol valve: Used to control which path fluid takes in a circuit.

double-acting cylinder: A cylinder that can act under pressure in both directions (extend and retract) to move a load.

filter: A device used to remove contamination from a fluid.

flow meter: A device used to measure flow rate.

flow rate: The volume of fluid that moves through a system in a given period of time.

flow velocity: The distance the fluid travels through a system in a given period of time.

flow-control valve: Used to start and stop flow in a circuit.

fluid power: The use of a fluid (liquid or gas) to transmit power from one location to another.

Gay-Lussac's law: The absolute pressure of a confined gas is proportional to its temperature, provided its volume stays constant.

hydraulics: The use of a liquid flowing under pressure to transmit power from one location to another.

lubricator: A device used to spray an oil mist into the stream of a pneumatic system.

Pascal's law: Pressure exerted by a confined fluid acts undiminished equally in all directions.

piston: A sliding piece moved by or moving against fluid pressure, which usually consists of a short cylindrical body fitting within a cylindrical chamber or vessel along which it moves back and forth.

pneumatics: The use of gas flowing under pressure to transmit power from one location to another.

pressure: The force per unit area exerted by a fluid against a surface.

pressure regulator: A type of pneumatic pressure control valve that controls the maximum pressure in a branch of a circuit.

pressure relief valve: A type of pressure control valve that limits the maximum pressure in a hydraulic or pneumatic circuit.

pump: A device used to create flow in a hydraulic system.

receiver tank: A device that holds the compressed air in a pneumatic system.

reservoir: The tank that holds the fluid in a hydraulic system.

single-acting cylinder: A cylinder that acts under pressure in one direction only and returns automatically when the pressure is released.

solenoid: A switching device that uses the magnetic field generated by an electrical current for actuation.

transmission Lines: Used to transport fluid in a circuit.

valve: Any device that controls, either automatically or manually, the flow of a fluid.

viscosity: A measure of a fluid's thickness or resistance to flow.

volume: The amount or quantity of something.The amount or quantity of something.

Cornell Notes

Topic / Objective:	Name:
	Class / Period:
	Date:

Essential Question:

Questions:	Notes:

Summary:

Cornell Notes

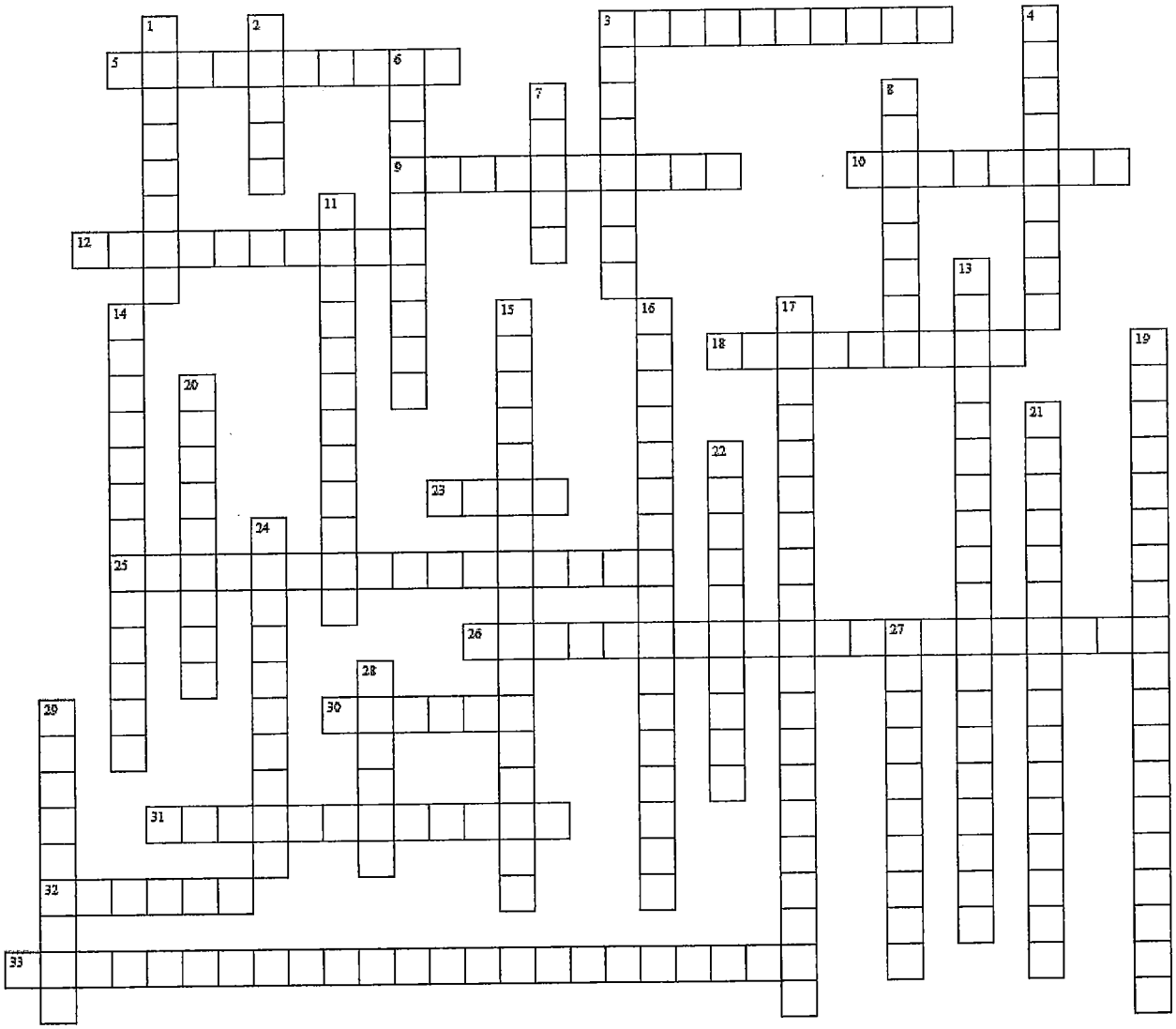
Questions:	Notes:

Summary:

Day 2

8th

Fluid Power Terms



ACROSS

3 The use of gas flowing under pressure to transmit power from one location to another.
5 The use of a liquid flowing under pressure to transmit power from one location to another.
9 Pressure exerted by a confined fluid acts undiminished equally in all directions.
10 A switching device that uses the magnetic field generated by an electrical current for actuation.
12 A valve that allows flow in one direction but prevents flow in the opposite direction.
18 A device used to measure flow rate.
23 A device used to create flow in a hydraulic system.
25 The total pressure exerted on a system, including atmospheric pressure.
26 A cylinder that acts under pressure in one direction only and returns automatically when the pressure is released.
30 A sliding piece moved by or moving against fluid pressure which usually consists of a short cylindrical body fitting within a cylindrical chamber or vessel along which it moves back and forth.
31 A device that holds the compressed air in a pneumatic system.
32 The amount or quantity of something.
33 Used to control which path fluid takes in a circuit.

DOWN

1 A device used to convert fluid power into mechanical power in the form of linear motion.
2 Any device that controls, either automatically or manually, the flow of a fluid.
3 The force per unit area exerted by a fluid against a surface.
4 A measure of a fluid's thickness or resistance to flow.
6 An air pump that compresses air into a receiver tank.
7 A part of an axle or shaft bent out at right angles, for converting reciprocal to circular motion and vice versa.
8 The volume of fluid that moves through a system in a given period of time.
11 The distance the fluid travels through a system in a given period of time.
13 A type of pressure control valve that limits the maximum pressure in a hydraulic or pneumatic circuit.
14 The absolute pressure of a confined gas is proportional to its temperature, provided its volume stays constant.
15 Used to transport fluid in a circuit.
16 A type of pneumatic pressure control valve that controls the maximum pressure in a branch of a circuit.
17 A cylinder that can act under pressure in both directions (extend and retract) to move a load.
19 The pressure exerted by the weight of the atmosphere above the point of measurement.
20 The volume of a gas at constant temperature varies inversely with the pressure exerted on it.
21 Used to start and stop flow in a circuit.
22 A device used to spray an oil mist into the stream of a pneumatic system.
24 The use of a fluid (liquid or gas) to transmit power from one location to another.
27 States that the volume of a confined gas is proportional to its temperature, provided its pressure remains constant.
28 A device used to remove contamination from a fluid.
29 The tank that holds the fluid in a hydraulic system.

Day 3

8th

SCIENCE 8 – CONSTRUCTED FLUID SYSTEMS WORKSHEET

NAME: _____

Vocabulary	
Compressors	Liquid
Fluid	Pneumatics
Gas	Pneumatic system
Hydraulics	Pressure
Hydraulic system	Pumps
Hydraulic manipulation	Valves

~~*Use your notes from pages 31 – 34*~~ *and the terms in the vocabulary box to fill in the blanks for the following eleven questions. You can use each term as many times as necessary. You will not need to use all the terms.*

1) A _____ system is something that makes use of a gas or a liquid to perform tasks.

2) The study of how liquids act when they are under pressure is called _____.

3) A _____ is a device that uses pressure to apply a force through a liquid to move something else.

4) You use a _____ when you turn on a hose or water tap.

5) In many hydraulic systems, _____ are used to put the liquid under pressure and _____ are used to control the passage of the fluid.

6) The pipes that bring water to your home are below the ground. The water must be put under _____ to move it against the force of gravity up to your sink.

7) In a hydraulic system, you put a _____ under pressure so it can move something else at the other end.

8) Mechanics use _____ to increase and transmit a force through a liquid from one place to another. This is used to lift cars and other heavy objects.

9) The study of how gases act when they are under pressure is called _____.

10) A _____ is a device that uses pressure to apply a force through a gas to move something else.

11) In many pneumatic systems, _____ are used to build up pressure in the gas. When the pressure is released, the gas exerts a strong, steady force

12) Match the **Term** on the left with the best **Descriptor** on the right. Each Descriptor may be used only once.

Term		Descriptor	
	Hydraulics	A.	A system in which an enclosed gas transmits a force, causing motion
	Pneumatics	B.	The study of pressure in liquids
	Hydraulic system	C.	A device that transmits an applied force using a liquid under pressure
	Pneumatic system	D.	The study of pressure in gases
	Hydraulic manipulation	E.	Something the makes use of gas or liquid to perform tasks
	Fluid system	F.	Using a liquid to increase and transmit a force from one point to another

Read the statements given below. If the statement is true, write "T" on the line in front of the statement. *If it is false, write "F"* ***and rewrite the statement to make it true.***

13) _____ Hydraulics is the study of pressure in solids.

_____

14) _____ Hydraulic systems produce pressure that moves through a gas.

_____

_____

15) _____ Water usually flows downwards due to the force of gravity, but it can also flow upwards if is placed under pressure.

_____

_____

16) _____ A hydraulic system uses a device to compress the air so pressure builds up.

_____

_____

17) _____ Pumps are important parts of pneumatic systems.

_____

18) _____ Hydraulic multiplication is used to increase and transmit a force through a liquid from one place to another.

_____

_____

19) _____ Pneumatic systems use liquid in an enclosed system under pressure.

_____

_____

SPEAK Assignment
Eighth Grade
Google Classroom Code: 35AJwsf

Hi Eighthth Graders,

Please spend 10 minutes each day interviewing someone. It could be a family member, a friend, a neighbor. You could interview them in person, use Facetime, or call them on the phone. Below are interview questions you should use to conduct your interview. You will only need to ask them 3-4 questions.

Finished Assignment Options:

Option 1: You can write the questions on paper and write down the person's answers.

Option 2: You can type the questions and answers into a google doc and turn it in on my google classroom (see code above).

Option 3: You can record your interview (use your phone), put the video in your google drive, and turn in the video on google classroom.

Possible interview Questions

GREAT QUESTIONS FOR ANYONE

- Who has been the most important person in your life? Can you tell me about him or her?
- What was the happiest moment of your life? Tell me about it.
- Who has been the biggest influence on your life? What lessons did that person teach you?
- Who has been the kindest to you in your life?
- What are the most important lessons you've learned in life?
- What is your earliest memory?
- What is your favorite memory of me?
- Are there any funny stories your family tells about you that come to mind?
- What are you proudest of?
- If you could hold on to one memory from your life forever, what would that be?
- How would you like to be remembered?
- What does your future hold for you?

SPEAK Assignment
Eighth Grade
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FRIENDS (questions for a good friend)

- If you could interview anyone from your life living or dead, who would it be and why?
- What is your first memory of me?
- What makes us such good friends?
- How would you describe me?
- Tell me a funny story about me that you remember?

GRANDPARENTS (questions for one of your grandparents)

- Where did you grow up?
- What was your childhood like?
- Who were your favorite relatives and why were they your favorite?
- How did you and grandma/grandpa meet?
- What was my mom/dad like growing up?
- Was she/he well-behaved?
- What is the worst thing she/he ever did?
- What were your parents like?
- What were your grandparents like?
- How would you like to be remembered?
- Are you proud of me?

PARENTS (questions for one of your parents)

- Do you remember what was going through your head when you first saw me?
- How did you choose my name?
- What was I like as a baby?
- Do you remember any of the songs you used to sing to me? Can you sing them now?
- What were my siblings like?
- What were the hardest moments you had when I was growing up?
- If you could do everything again, would you raise me differently?

SPEAK Assignment
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- What advice would you give me about raising my own kids?
- What are your dreams for me?
- Are you proud of me?

GROWING UP (questions for an older adult)

- When and where were you born?
- Where did you grow up?
- What was it like?
- Who were your parents?
- What were your parents like?
- Did you get into trouble? What was the worst thing you did?
- Do you have any siblings? What were they like growing up?
- What did you look like as a kid?
- How would you describe yourself as a child? Were you happy?
- What is your best memory of childhood? Worst?
- Did you have a nickname? How'd you get it?
- Who were your best friends? What were they like?
- How would you describe a perfect day when you were young?
- What did you think your life would be like when you were older?
- Do you have any favorite stories from your childhood?

SCHOOL (questions for a student in elementary, middle, or high school)

- Do you enjoy school?
- What kind of student are you?
- What is the best part of your school day?
- How would your classmates describe you?
- Tell me about your friends in school?
- What are your best memories from this school year? Worst memories?
- Did you ever have a teacher who had a strong influence on your life? Tell me about them.
- Do you have any favorite stories from school?

SPEAK Assignment
Eighth Grade
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MARRIAGE (questions for people who are married)

- How did you meet your husband/wife?
- How did you know he/she was "the one"?
- How did you propose?
- What advice do you have for young couples?
- Do you have any favorite stories from your marriage or about your husband/wife?

WORKING (questions for adults who work or have worked)

- What do you do for a living?
- Tell me about how you got into your line of work.
- Do you like your job?
- What did you think you were going to be when you grew up?
- What did you want to be when you grew up?
- What lessons has your work life taught you?
- If you could do anything now, what would you do? Why?
- Do you plan on retiring? If so, when? How do you feel about it?
- Do you have any favorite stories from your work life?

FAMILY HERITAGE (questions for parents, grandparents, aunts, or uncles)

- Where is your mom's family from? Where is your dad's family from?
- Have you ever been there? What was that experience like?
- What traditions have been passed down in your family?
- Who were your favorite relatives?
- Do you remember any of the stories they used to tell you?
- What are the classic family stories? Jokes? Songs?

What Elements of Music Do You Hear?

Directions: Listen to 3 songs of your choice.If on school property using Google Play Music. If at home use whatever music platform you like. Using the term key below, identify the elements of music for each song.

1. Song Title and Artist Who Performs It -
    a. Tempo - _____
    b. Dynamics - _____
    c. Melody-_____
    d. Pitch - _____
2. Song Title and Artist Who Performs It -
    a. Tempo - _____
    b. Dynamics - _____
    c. Melody-_____
    d. Pitch - _____
3. Song Title and Artist Who Performs It -
    a. Tempo - _____
    b. Dynamics - _____
    c. Melody-_____
    d. Pitch - _____

Term Key:
Tempo = Speed of song
Dynamics - Volume of song
Melody = The part of the song that gets stuck in your head
Pitch = Does the performance sound good or bad

How Is Music Used In A Movie?

Directions: Watch any movie that you like and answer the following questions. You may take a couple days to watch the movie.

1. What is the title of the movie?

2. Who wrote the music for the movie?

3. List the instruments that you hear throughout the movie....

4. What emotions does music add to your movie??

5. Do you think the movie would be different without music? Why or Why not?

Name_____ Grade _____

Belhaven Middle School
Instrumental Music – Mrs. Robinson
Band Instrument Practice Log

- Students are expected to practice their band instrument on a regular basis as they would at home or in school
- Belhaven band students rehearse 3 times a week, for 40 minutes. They also have one 45 minute in school lesson per week.
- Students are also expected to practice at home on an as-needed basis.
- All band students should be reviewing the following songs for the concert:
  1. Blaze
  2. Mucho Gusto
  3. Not Tu-Bad
  4. Disney's Magical Marches
  5. Star Wars
  6. Lion King
  7. Crossings in Time
  8. Kronos
- Jazz band students should also review: 1. Aftershock 2. That's All
- Once a practice session is complete, students and/or parents must sign off to ensure the information is accurate.

Date	Song	Length of Practice	Signature

Related Services

7th & 8th Grade Guidance Packet

This packet is for the purpose of providing counseling office service remotely if needed due to school closure.

Contents:

Mrs. Baltozer will be checking email periodically and can be reached at jacquelinebaltozer@linwoodschools.org

NEEDS Inventory

PHYSICAL NEEDS:

- ❑ Air
- ❑ Food/water
- ❑ Sleep
- ❑ Safety
- ❑ Shelter
- ❑ Touch
- ❑ Movement
- ❑ Health
- ❑ Space

EMOTIONAL NEEDS:

- ❑ Control
- ❑ Play/fun
- ❑ Quiet
- ❑ Creativity
- ❑ Privacy
- ❑ Rest
- ❑ Boundaries
- ❑ Time
- ❑ Hope

SOCIAL NEEDS:

- ❑ Connection
- ❑ Appreciation
- ❑ Validation
- ❑ Autonomy
- ❑ Attention
- ❑ Empathy
- ❑ Understanding
- ❑ Trust
- ❑ Respect

COGNITIVE NEEDS:

- ❑ Clarity
- ❑ Predictability
- ❑ Accountability
- ❑ Responsibility
- ❑ Challenge
- ❑ Confidence
- ❑ Purpose
- ❑ Importance
- ❑ Meaning

What are your top needs?

When my needs are met I feel/think...

- ❑ Satisfied
- ❑ Relaxed
- ❑ Happy
- ❑

When my needs are NOT met, I feel/ think...

- ❑ Angry
- ❑ Sad
- ❑ Scared
- ❑

Reasons my needs may not be met

- ❑ I haven't been aware of my needs.
- ❑ I didn't think I deserved to have my needs met.
- ❑ I haven't asked for my needs to be met before.
- ❑ I am still building trust with others to meet my needs.
- ❑ I have been asking the wrong way, (i.e. complaining...).
- ❑

Ways I can improve telling others know my needs

- ❑ I can share my needs with trusted people.
- ❑ I can ask for help or advice.
- ❑ I can ask to be listened too.
- ❑ I can let others know I need privacy or space.
- ❑ I can include myself.
- ❑ I can let others know when I am hurt.
- ❑

I can get my needs met by....

- ❑ Asking for _____ _____
- ❑ Sharing _____ _____
- ❑

People that will help me meet my needs

- ❑
- ❑
- ❑
- ❑

Reasons my needs are important

Physical Self-Care

- ❑ Eat balanced meals regularly
- ❑ Eat healthy foods
- ❑ Exercise (physical activity)
- ❑ Get preventative medical care
- ❑ Get medical care when needed
- ❑ Take time off when sick
- ❑ Get massages
- ❑ Attend to hair, skin, nails
- ❑ Get enough sleep
- ❑ Wear comfortable clothes
- ❑ Take care of personal hygiene
- ❑ Take medications as prescribed
- ❑ Avoid drugs and alcohol

Psychological Self-Care

- ❑ Take day trips or mini vacations
- ❑ Take time away from cell phone
- ❑ Make time for self reflection
- ❑ Notice thoughts
- ❑ Write in a journal
- ❑ Read for pleasure
- ❑ Minimize stress
- ❑ Be curious and ask questions
- ❑ Do something typically avoided
- ❑ Say NO to extra responsibilities
- ❑ Be present
- ❑ Spend time with others I enjoy
- ❑ Go outside in the daylight

Emotional Self-Care

- ❑ Reach out to others when upset
- ❑ Give myself affirmations/praise
- ❑ Use helpful self-talk
- ❑ Allow myself to cry
- ❑ Find things that make me laugh
- ❑ Share my feelings
- ❑ Give and accept hugs
- ❑ Use deep breathing
- ❑ Try yoga
- ❑ Be mindful of your 5 senses
- ❑ Visit your happy place
- ❑ Take time outs
- ❑ Spend time with pets

Spiritual Self-Care

- ❑ Make time for reflection
- ❑ Spend time in nature
- ❑ Find a spiritual connection
- ❑ Be open to inspiration
- ❑ Embrace optimism and hope
- ❑ Let go of control
- ❑ Be open to not knowing
- ❑ Pray, meditate, sing
- ❑ Contribute to causes you value
- ❑ Make proud choices
- ❑ Grow a plant or garden
- ❑ Practice gratitude
- ❑ Try mindful breathing

Relationship Self-Care

- ❑ Make time to see friends
- ❑ Call, check on, or see relatives
- ❑ Contact faraway friends
- ❑ Share my needs and wants
- ❑ Apologize and forgive others
- ❑ Enlarge my social circle
- ❑ Ask for help when I need it
- ❑ Set boundaries when needed
- ❑ Return phone calls and emails
- ❑ Leave the room when angry
- ❑ Tell others your true feelings
- ❑ Invite friends to hang out
- ❑ Give and accept compliments

Work/School Self-Care

- ❑ Take breaks
- ❑ Take time to chat with others
- ❑ Make quiet time to complete tasks
- ❑ Identify rewarding projects
- ❑ Set boundaries when needed
- ❑ Balance responsibilities
- ❑ Arrange comfortable work space
- ❑ Seek out guidance and advice
- ❑ Find solutions to satisfaction
- ❑ Use and follow a schedule
- ❑ Admit mistakes and future plan
- ❑ Challenge yourself to grow
- ❑ Check off list of accomplishments

Home Self-Care

- ❑ Have a clean living space
- ❑ Have groceries in the home
- ❑ Cook meals regularly
- ❑ Water plants and flowers
- ❑ Attending to pets needs
- ❑ Have laundry done and put away
- ❑ Clean sheets on your bed
- ❑ Remove clutter
- ❑ Display fresh flowers
- ❑ Have enough blankets
- ❑ Use fresh scents
- ❑ Display happy pictures
- ❑ Light candles or use a fireplace

Financial Self-Care

- ❑ Follow a budget
- ❑ Begin a savings plan
- ❑ Use a financial advisor
- ❑ Pay bills on time
- ❑ Make reasonable investments
- ❑ Review finances regularly
- ❑ Plan for retirement
- ❑ Choose suitable insurances
- ❑ Donate to causes you believe in
- ❑ Return/sell things you don't need
- ❑ Pay off credit card/s
- ❑ Monitor impulse buys
- ❑ Follow spending plan

Fun Self-Care

- ❑ Watch comedies/ funny videos
- ❑ Make silly faces
- ❑ Throw a party
- ❑ Tell jokes
- ❑ Travel with others
- ❑ Try new experiences
- ❑ Wear something out of the norm
- ❑ Be with friends
- ❑ Laugh often
- ❑ Enjoy your hobbies and passions
- ❑ Listen to upbeat music
- ❑ Get out of your comfort zone
- ❑ Dance until you sweat

SELF-CARE PLAN

Day: _____

Physical Self-Care

- ❑ Eat balanced healthy meals
- ❑ Stretch/Exercise (physical activity)
- ❑ Meal plan
- ❑ Get medical care
- ❑ Get a massage
- ❑ Attend to hair, skin, nails.
- ❑ Go to bed at a reasonable time
- ❑ Wear comfortable clothes
- ❑ Take care of personal hygiene
- ❑ Take medications as prescribed
- ❑ Avoid drugs and alcohol
- ❑

Emotional Self-Care

- ❑ Give myself affirmations/praise
- ❑ Use helpful self-talk
- ❑ Allow myself to cry
- ❑ Find things that make me laugh
- ❑ Share my feelings
- ❑ Give and accept hugs
- ❑ Use deep breathing
- ❑ Try yoga
- ❑ Be mindful of my 5 senses
- ❑ Visit my happy place
- ❑ Take time outs
- ❑

Mental Self-Care

- ❑ Take time away from cell phone
- ❑ Make time for self reflection
- ❑ Notice my thoughts and let them go
- ❑ Write in a journal
- ❑ Read for pleasure
- ❑ Find evidence against negative self talk
- ❑ Be curious and ask questions
- ❑ List my gratitude
- ❑ Be present
- ❑ Spend time with others I enjoy
- ❑ Go outside in the daylight
- ❑

Goals Self-Care

- ❑ Set alarm to wake up early
- ❑ Arrive on time to commitments
- ❑ Complete a short term goal
- ❑ Take a risk out of your comfort zone
- ❑ Learn something new
- ❑ Declutter and organize
- ❑ Do something I've been avoiding
- ❑ Do something that makes me proud
- ❑ Interact with others
- ❑ Be proactive about something
- ❑ Limit responsibilities to manage stress
- ❑

❑

SELF-CARE PLAN

Week: _____

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

SELF-CARE PLAN

Day: _____

Physical Self-Care

Emotional Self-Care

Mental Self-Care

Goals Self-Care

ASKING FOR HELP GOALS:

Identify 3 needs. Write each need in the boxes on the left. Then, choose a support person you would be willing to ask for their help in meeting your needs.

Need:	Support person:
Need:	Support person:
Need:	Support person:

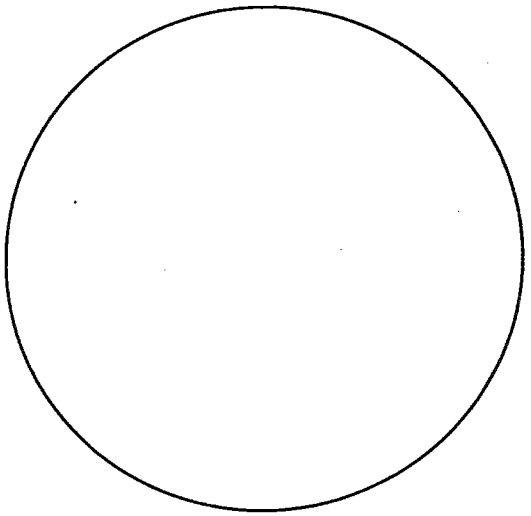
Balancing Your Day

1. CHECK WHAT ACTIVITIES ARE INCLUDED IN YOUR DAY:

- ☐ Work _____
- ☐ School _____
- ☐ Family _____
- ☐ Sleep _____
- ☐ Bad habits _____
- ☐ Relaxation _____
- ☐ Exercise _____
- ☐ Fun/hobbies _____
- ☐ Socializing _____
- ☐ Self-care _____
- ☐ Responsibilities _____
- ☐ _____

2. IN THE COLUMN, WRITE IN EACH SPACE WHAT PERCENTAGE OF THE TIME YOU ARE SPENDING IN EACH ACTIVITY.

3. FILL IN THE PIE CHART THE PERCENTAGE OF TIME YOU SPEND IN EACH ACTIVITY.

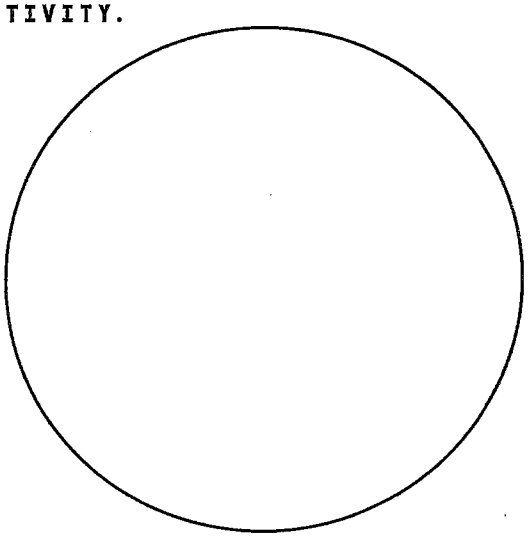


4. CHECK WHAT ACTIVITIES BELONG IN YOUR DAY:

- ☐ Work _____
- ☐ School _____
- ☐ Family _____
- ☐ Sleep _____
- ☐ Bad habits _____
- ☐ Relaxation _____
- ☐ Exercise _____
- ☐ Fun/hobbies _____
- ☐ Socializing _____
- ☐ Self-care _____
- ☐ Responsibilities _____
- ☐ _____

5. IN THE COLUMN, WRITE IN EACH SPACE WHAT PERCENTAGE OF THE TIME YOU PREFER TO SPEND IN EACH ACTIVITY. CONSIDER YOUR SELF-CARE.

6. FILL IN THE PIE CHART THE PERCENTAGE OF TIME YOU PLAN TO SPEND IN EACH ACTIVITY.



7. ON THE BACK PAGE, WRITE WHAT STEPS YOU WILL TAKE TO BALANCE YOUR DAY.

SIGHTS that help me feel better

SOUNDS that help me feel better

SMELLS that help me feel better

TASTES that help me feel better

TOUCHES that help me feel better

Things In My Control

To have power or influence to make change.

- ❑ What I wear
- ❑ What goes in my body
- ❑ How I react
- ❑ How I treat myself
- ❑ What I learn
- ❑ My personal space
- ❑ Who I spend time with
- ❑ How I spend money
- ❑ My perspective
- ❑ My mood
- ❑ My attitude
- ❑ My thoughts
- ❑ How I spend my time
- ❑ How I behave
- ❑ My effort
- ❑ What I listen too
- ❑ How I cope
- ❑ Who I trust
- ❑ What I do
- ❑ My self-talk
- ❑ My hobbies
- ❑ How I treat others
- ❑ My choices
- ❑ What I watch

Things NOT In My Control

To have no power or influence to make change.

- ❑ My health
- ❑ People's opinion of me
- ❑ People's reactions
- ❑ People's choices
- ❑ The weather
- ❑ Other's temperament
- ❑ My past
- ❑ My childhood
- ❑ Job requirements
- ❑ My family
- ❑ Other's mistakes
- ❑ Time

Circle one thing you DO NOT have control over and answer the following questions.

1: What good can still come from this situation? _____

_____

2. What ways can you cope with this? _____

_____

3. What else can you do to take care of yourself? _____

_____

4. How have you grown from this? _____

_____

Identify one thing you DO NOT have control over and answer the following questions.

1. What is NOT in your control? _____

_____

2. What good can still come from this situation? _____

_____

3. What ways can you cope with this?

_____

_____

4. What else can you do to take care of yourself? _____

_____

5. How have your grown from this?

_____

_____

Physical Goals

Emotional Goals

A picture of me achieving my goals

A picture of me achieving my goals

Social Goals

Career/Education Goals

Financial Goals