

Weekly Enrichment Plan: Week of April 20

Grade: 8

	Day 1	Day 2	Day 3	Day 4	Day 5
Math (45 Minutes)	Topic: Angle Relationships Read from cK-12: “Alternate Interior Angles” Watch embedded videos and complete the <i>Alternate Interior Angles activity</i> .	Topic: Angle Relationships Read from cK-12: “Triangle Sum Theorem” Watch embedded videos and complete the Triangle Sum Theorem activity.	Topic: Angle Relationships Read from cK-12: “Angle-Angle Similarity” Watch embedded videos and complete the Angle-Angle Similarity activity.	Topic: Angle Relationships Read from cK-12: “Exterior Angle Theorems” Watch embedded videos and complete Exterior Angle Theorem activity.	Topic: The Pythagorean Theorem Khan Academy Video: “Intro to the Pythagorean Theorem” Complete Prove the Pythagorean Theorem activity.
Physical Education (15 Minutes)	Physical Activity – <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kids Workout 	Physical Activity – <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kids Workout 	Physical Activity – <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kids Workout 	Physical Activity – <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kids Workout 	Physical Activity – <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kids Workout

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<p>English Language Arts (60 Minutes)</p>	<p>Reading Comprehension: Wit and Wisdom Module 4, Lesson 2 part 1 Readworks: "Respecting the Flag" Text and Comprehension Questions (Print copies available at meal sites). Khan Beta ELA Key Ideas: Realistic Fiction. Create a free login; Follow the link and select "Go to lesson page" near the top right; read the passage and answer questions.</p> <p>Grammar Practice: Springboard -Verbals and Verb phrases (Print copies available at meal sites). Vocabulary Practice: Membean: If you are a first time user, follow this link: Click Here for Membean.com and enter code: CJNQBP</p> <p>Independent Novel Reading: Novels available at meal sites Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each day. You can write a summary of what you read, write a critique or review, or call a friend and tell him or her about what you read as well.</p>	<p>Reading Comprehension: Wit and Wisdom Module 4, Lesson 2 part 2 Commonlit: "An Obstacle" Text and Comprehension Questions and Pairing Questions: Emma Watson's United Nations Speech ad "An Obstacle" (Print copies available at meal sites). Khan Beta ELA Key Ideas: Drama Vocabulary Practice: Membean: If you are a first time user, follow this link: Click Here for Membean.com and enter code: CJNQBP</p> <p>Independent Novel Reading: Novels available at meal sites Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each day. You can write a summary of what you read, write a critique or review, or call a friend and tell him or her about what you read as well.</p>	<p>Reading Comprehension: Wit and Wisdom Module 4, Lesson 3 part 1 Grammar Practice: Khan Grammar Writing Practice: Writabe 8th grade join code is WNZEW.This week's assignment is Informational Skills Activities: Middle School: Skill: Develop a Topic (Print copies available at meal site) * This assignment will take more than one day.</p> <p>Independent Novel Reading: Novels available at meal sites Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each day. You can write a summary of what you read, write a critique or review, or call a friend and tell him or her about what you read as well.</p>	<p>Reading Comprehension: Wit and Wisdom Module 4 Lesson 3 part 2 Grammar Practice: Khan Grammar Writing Practice: Writabe 8th grade join code is WNZEW.This week's assignment is Informational Skills Activities: Middle School: Skill: Develop a Topic (Print copies available at meal site) * This assignment will take more than one day.</p> <p>Independent Novel Reading: Novels available at meal sites Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each day. You can write a summary of what you read, write a critique or review, or call a friend and tell him or her about what you read as well.</p>
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Fine Arts (15 Minutes)	Art Read the article "Andy Warhol, pop art painter, director and photographer." Answer questions. Learn more by visiting the https://www.theartstory.org/movement/pop-art/	Music Watch the Brief History of Ragtime video and write a reflection on this musical style. Connect it to modern music.	Art Read about Andy Warhol time capsule. Use Andy Warhol's time capsule as an inspiration to create your own.	Music Listen and respond to at least 3 of the suggested Ragtime musical offerings. Write your response/reflection.	Art Continue with your Photo Journal, with theme of Normalcy.
	Science (30 Minutes)	Theory of Evolution by Natural Selection Climb the Pyramid: Evolving Activities Show what you've learned about Darwin's observations and the theory of evolution by natural selection. • Complete the Scientific Section	Theory of Evolution by Natural Selection Climb the Pyramid: Evolving Activities Complete one of the following: • Darwin's Journal • Book Cover • Galapagos Comic	Evidence of Evolution Tic-Tac-Toe: Prove It! Imagine you are on a research team that is studying two species believed to share a common ancestor. Over the next two days choose three activities from the game. • Into the Past • It's in the Bones • Silence Doubts • Eureka • Breaking News • Frozen in Time • Scientific Conference • Evolution Song • Interesting Develops	Evidence of Evolution Tic-Tac-Toe: Prove It! Imagine you are on a research team that is studying two species believed to share a common ancestor. See Thursday's Activities.

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Social Studies (30 Minutes)	Census 2020	Census 2020	Census 2020	Census 2020	Census 2020	Census 2020
	<p>Read the Census Facts to learn facts about the Census</p> <p>After reading the census facts, create a poster to explain the importance of the 2020 Census to your peers and family members.</p>	<p>Reread the Census Facts from 4/2/20 and imagine the task of developing questions for the Census questionnaire.</p> <p>Create nine questions that could be used to obtain information needed to accomplish the tasks given in the Census facts.</p>	<p>Examine 2020 Census questionnaire and do the following:</p> <ul style="list-style-type: none"> • Compare your questions with the 2020 Census questionnaire. • Write how your questions are like the questionnaire. • Write how your questions are different from the questionnaire. 	<p>Examine the Census questionnaires of 2000, 2010 and 2020 and answer the following:</p> <ul style="list-style-type: none"> • How has the definition of race changed? • How do the questions about race and ethnicity differ in 2000 and 2020 Census questionnaires? • What groups identified as white in 2000? • What groups identified as black in 2000? • How many questions are on the 2000, 2010, and 2020 Census questionnaires? 	<p>The questions on the 2020 Census questionnaire, ask about age, ethnicity, race, relationships (of each person in the household to a central person), sex, tenure (whether the central persons a renter or homeowner), operational (the number of people in the house).</p> <ul style="list-style-type: none"> • On a separate sheet of paper explain how the answers from the questions will help the federal government decide how to spend \$675 million dollars. 	<p>Self-Awareness</p> <p>Make a list of things for which you are grateful.</p>
	<p>Self-Awareness</p> <p>Write about a unique quality you have that makes you special.</p>	<p>Self-Awareness</p> <p>Write a letter introducing yourself to your favorite fictional character. Tell him or her about yourself and describe a few things you have in common.</p>	<p>Self-Awareness</p> <p>Think of a stressful situation that happens to you repeatedly. List 3 examples of things you'd like to try as ways of coping with the situation.</p>	<p>Empathy & Communication</p> <p>Leave a kind note somewhere for a family member to find.</p>		
Student Daily Check-Off (check off each activity that you completed)	<ul style="list-style-type: none"> ● Math ● English ● Physical Ed. ● Fine Arts ● Science ● Social Studies ● SEL/Reflection 	<ul style="list-style-type: none"> ● Math ● English ● Physical Ed. ● Fine Arts ● Science ● Social Studies ● SEL/Reflection 	<ul style="list-style-type: none"> ● Math ● English ● Physical Ed. ● Fine Arts ● Science ● Social Studies ● SEL/Reflection 	<ul style="list-style-type: none"> ● Math ● English ● Physical Ed. ● Fine Arts ● Science ● Social Studies ● SEL/Reflection 	<ul style="list-style-type: none"> ● Math ● English ● Physical Ed. ● Fine Arts ● Science ● Social Studies ● SEL/Reflection 	<ul style="list-style-type: none"> ● Math ● English ● Physical Ed. ● Fine Arts ● Science ● Social Studies ● SEL/Reflection

Suggested Daily Schedule: Grades 6-8



Weekly Enrichment Plan: Week of April 20

Grade: 8

Time	Activity
8:00 – 9:00 am	Wake up, make your bed, eat breakfast and get ready for an awesome day!
9:00 – 9:45 am	Mathematics
9:45- 10:00 am	Physical Activity
10:00– 10:45 am	English Language Arts – Reading Comprehension
10:45 – 11:00 am	15-Minute Break
11:00 – 11:15 am	Art
11:15 am – 12:00 pm	English Language Arts - Novel
12:00 – 1:00 pm	Lunch
1:00 – 1:30 pm	Science
1:30-1:45 pm	15-Minute Break
1:45-2:15 pm	Social Studies
2:15-2:30pm	Social-Emotional Learning/Reflection



Family Suggestions

Parent Suggestions	Student Suggestions
<p>How can I support my student as a learner outside of school?</p> <ul style="list-style-type: none">€ Familiarize yourself with your child's learning calendar.€ Encourage your child to do their best when completing tasks and assignments.€ Contact your child's teacher or the district's homework hotline when you or your child have questions or need feedback.€ Support your child in starting the daily work early in the day. Waiting until the late afternoon or evening to start work adds unnecessary stress and creates missed opportunities for collaboration and feedback.€ Remind your child to take frequent breaks to stay focused.€ Consider designating a dedicated workspace to maximize time on task and facilitate learning.	<p>How can I continue learning outside of school?</p> <ul style="list-style-type: none">€ Complete work on your suggested learning calendar.€ Put in your best effort when completing tasks and assignments.€ Ask an adult to contact your teacher when you need help. Teachers are available via e-mail, your school's online learning program or on the district's homework hotline.€ Let your teacher know if you have access to a phone or computer. <p>How can I stay organized?</p> <ul style="list-style-type: none">€ Start your work early. Waiting until the late afternoon or evening to start work adds unnecessary stress and creates missed opportunities for collaboration and feedback.€ Take short breaks to increase focus and stay motivated to complete tasks on time.€ Find a quiet place to complete your work.

Individual Support	Individualizing Supports
	<ul style="list-style-type: none">• See "Individualizing Supports for Students" for more information on how to support your child at home with these assignments.• Additional materials are available online and at school meal sites:<ul style="list-style-type: none">• "Specially Designed Instruction for Students with IEPs" packets with instructional routines that can be used at home to address students' IEP goal areas.• Materials and resources for students with life skills needs and significant disabilities will also be available.

English Language Learners

Enrichment Packet

- Daily language learning is important! The following links/resources are available for students to access daily.
- ¡El aprendizaje diario de idiomas es importante! Los siguientes enlaces/recursos están disponibles para que los estudiantes accedan al aprendizaje diario de idiomas.
- Kujifunza lugha ya kila siku ni muhimu! Viungo vifuatavyo/rasilimali vinapatikana kwa wanafunzi kupata mafunzo ya lugha ya kila siku.
- दैनिक भाषा सिक्न महत्वपूर्ण छ! तलका लिंकहरू / स्रोतहरू विद्यार्थीहरूको लागि उपलब्ध छन्।

مهم ! الروابط /

الموارد التالية متاحة للطلاب

للوصول إلى تعلم اللغة اليومى.

Individualizing Support for Students in Grades 6-12

For Students Who Struggle with Reading

Before Reading:

- For content area reading (nonfiction), provide some background information about the topic addressed in the text. The scholar can go online to look up information on the topic. Have scholar find resources in his/her preferred learning modality (videos, simplified text, activities) and summarize the new information learned.
- Look through the reading passage or book and look at pictures, graphics, and text features such as headings, captions, bolded words, etc. Discuss what you see and make a prediction about what you think will happen. During and after reading, adjust the prediction based on what you read.
- Look through the reading passage or book and identify difficult or unusual words. Have scholar practice decoding these words (reading them aloud). Provide meanings for these words. Create a vocabulary dictionary of these words to refer to later.

During Reading:

- **Accommodations:** Allow scholar to read aloud if they need to. Provide an audio recording of the text if available.
- **Chunking:** Read one paragraph or section at a time, and check for understanding by asking student to summarize or paraphrase what was read before moving to the next section.
- Make real-world connections (does the book remind you of something in your life? Another book, a movie, etc.)
- Stop and ask questions while reading. Ask questions with answers that can either be found in the reading or could be predictions about what might happen after the passage/story ends.

After Reading:

- For literature/fiction reading, have your scholar summarize what they read. Use the “5 W’s”
 - Who was the story/passage about?
 - What was the story/passage about? Make sure to include the main idea, some details, and how the story/passage ended
 - What did the character(s) learn?
 - What would be a good title for the story/passage? If one is provided already, what would be a different title you would give the story/passage?
 - When did the story/passage occur? This would be most important for informative and historical passages
 - Where did the story/passage occur?
 - Why? This can be many things, why did a specific character act in a certain manner? Why was a decision made? etc.
 - How? If there was a problem discussed ask how your scholar would have solved the problem differently, or how did that make you feel?
- For nonfiction reading/content area reading, have your scholar summarize what he/she has learned from the text and how he/she would apply the learning to real life.
- Allow an “open book” policy. Make sure that the scholar shows exactly where in the text he/she is getting the information to answer whatever question has been posed.

For Students Who Struggle with Written Assignments

- Have scholar dictate assignments into a phone's "notes" app or computer with speech-to-text technology. Most speech-to-text will also respond to commands to add punctuation (by saying "comma," "period," etc.). Student can then print out their writing, or copy it into their own handwriting.
- Write one sentence at a time, then have someone read it aloud to make sure it makes sense.
- Provide examples of quality writing that meets the task criteria.
- Accept a written assignment that is shorter than what is expected, as long as the task criteria are met.

For Students Who Struggle with Math Assignments

- Find a video of someone completing a similar task and have scholar watch it multiple times. Excellent resources for this are YouTube, Khan Academy, and LearnZillion.
- **Talk about math:** Have student explain a problem and its solution in mathematical terms. Have student teach a skill to another student. If they can teach it, they understand it.
- **Accommodations:** For tasks that require problem-solving, allow use of a calculator. Teach student how to use the calculator to accurately solve problems with multiple steps. Also provide access to anchor sheets for math procedures that may not be memorized, such as formulas.
- **Chunk assignments for easier completion/to ease frustration:** If there are 20 math problems to solve, complete 10 and take a break to move around. After the break go back and finish the other 10
- **Fractions:** use round food items to discuss fractions. Example: Cut a frozen pizza into 8 pieces and talk about pieces individually (1 piece is $\frac{1}{8}$) or in parts together (2 pieces is $\frac{2}{8}$ or $\frac{1}{4}$). Compare and contrast pieces of different sizes.
- **Graph paper:** use graph paper to organize work and problems, and to model mathematical situations visually.
- **Manipulatives:** any small item can be used as a manipulative to help with basic facts. Examples: coins, blocks, pieces of paper cut into smaller pieces. There are also virtual manipulatives online (Google "virtual math manipulatives").
- **Measurement, Money, and Time:**
 - Bake something and have your child measure out all of the ingredients for the recipe.
 - Have your child measure different items around the house and compare the sizes (What is bigger? What is smaller? How many ___ does it take to measure the couch?)
 - Take a walk outside for a movement break. While walking have them time how long it takes to go for the walk and get back home. Pick something outside like houses and have them count how many they pass while walking. You can also practice skip counting while you walk (example: for each step you take count by 2s, or 5s, or 10s).
 - Create a store using items around your house. Label each item with a dollar amount and have your child "shop" in your store or have them act as the cashier and make change.
 - Create a schedule for the day with times attached. Start with times on the hour and then get progressively more difficult with times on the half hour and quarter hour. Give a specific time they can play a game or use tech. This will help work on math skills and will also help keep your child focused on different tasks throughout the day!
- **Reference materials:** create a number line, hundreds chart, or anchor charts (worked examples) to help with math calculation, counting, and problem-solving.
- **Patterns:** use blocks or toys of similar colors to make a pattern. Example: 3 red Legos, 2 blue Legos, 3 yellow Legos, repeat.
- **Sorting:** Gather a group of toys and have your child sort them based on similar attributes (color, size, shape, etc.). Do the same with a set of books and have your child sort them based on fiction vs. nonfiction, type of book, etc.

- **Make it fun!** Practice math skills using games and things you might already have around the house and turn real-life activities into mathematical opportunities.
 - A deck of cards: each person draws 2 cards and then adds, subtracts, or multiply the numbers reflected on the cards.
 - Dice: can be used the same way as a deck of cards to work on basic facts or create multi-digit problems to solve.
 - Yahtzee: basic addition
 - Connect Four, Othello: problem solving, and strategic thinking
 - Puzzles: perfect for working on spatial awareness, which is key to geometry
 - Monopoly: have your child be the “banker” to work on money skills
 - Battleship: graphing coordinates
 - Uno: use numbers on cards to create calculation problems

For Students Who Struggle with Focus, Attention, and/or Study Skills

- Given scholar very clear written (or visual) directions of what to work on and what successful completion of the task looks like. Have scholar self-monitor whether or not he/she has completed all parts of the task.
- Use a timer, starting with a very brief amount of time (even 5-10 minutes is ok). After the timer “beeps,” provide student with a brief break (5 minutes) before continuing. Work to increase the amount of time for each work interval, up to 25 minutes.
- Provide a reward, such as a sticker or carrot, for every successful interval of on-task behavior.
- Only give one assignment or task at a time, but also provide scholar with a calendar or daily schedule to refer to so it is clear what to expect next.
- Have older students model study skills for younger children.

Respecting the Flag

This text has been provided courtesy of the Department of Veterans Affairs, Office of Public Affairs.

"I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

Important Things to Remember

The Pledge of Allegiance to the Flag should be rendered by standing at attention facing the flag with the right hand over the heart. If not in uniform, a person should remove his or her hat with the right hand and hold it at the left shoulder, with the hand over the heart. Persons in uniform should remain silent, face the flag, and render the military salute.

Display the U.S. flag every day, but especially on national and state holidays. On Memorial Day, the flag should be flown at half-staff in the forenoon (sunrise until noon), then raised to its normal position at the top of the staff. When raising the flag to half-staff, first raise it to the top of the staff, then lower it half-way. When lowering a flag that has been flying at half-staff, first raise it to the top of the staff, then lower it all the way. The U.S. flag should be displayed on or near the main building of every public institution, in or near every school on school days, and in or near every polling place on election days. Always hoist the U.S. flag briskly. Lower it slowly and ceremoniously.

Things Not to Do

Never show disrespect to the U.S. flag. Never dip (lower quickly and then raise) the U.S. flag to any person or thing. Regimental colors, state flags and organization or institutional flags are dipped as a mark of honor. Never display the U.S. flag with the field of stars at the bottom, except as a distress signal. Never let the U.S. flag touch anything beneath it - ground, floor, water or merchandise. Never carry the U.S. flag horizontally, but always aloft and free.

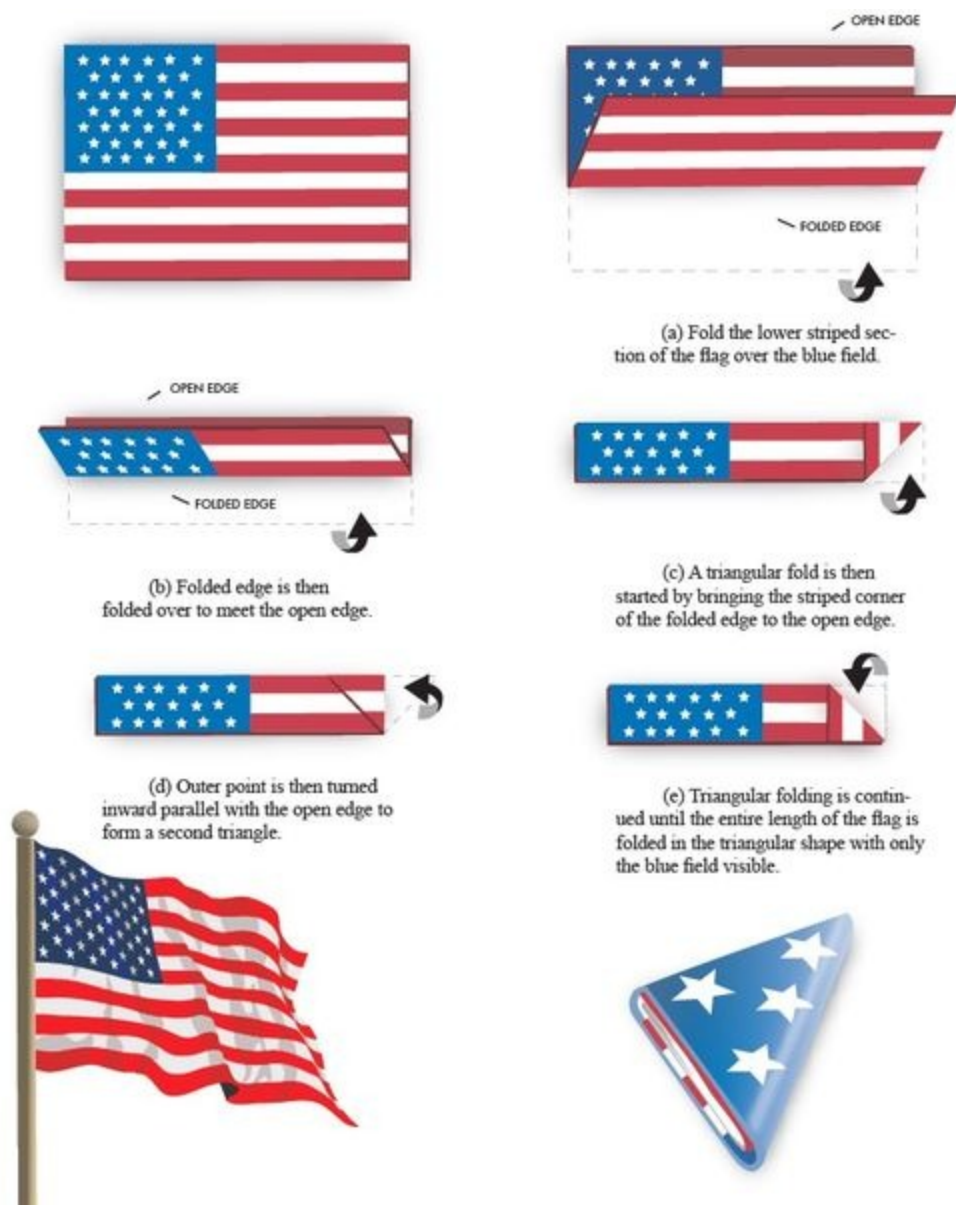
Always allow the U.S. flag to fall free - never use the U.S. flag as drapery, festooned, drawn back or up in folds. For draping platforms and decoration in general, use blue, white and red bunting. Always arrange the bunting with blue above, the white in the middle and the red below. Never fasten, display, use or store the U.S. flag in a manner that will permit it to be easily torn, soiled or damaged in any way. Never use the U.S. flag as a covering or drape for a ceiling. Never place anything on the U.S. flag and never have placed upon it, or on any part of it, or attached to it, any mark, insignia, letter, word, figure, design, picture or drawing of any nature.

The U.S. flag should not be embroidered on such articles as cushions, handkerchiefs, and the like; printed or otherwise impressed on paper napkins or boxes or anything that is designed for temporary use and discarded; or used as any portion of a costume or athletic uniform. However, a flag patch may be affixed to the uniform of military personnel, fire fighters, police officers and members of patriotic organizations. Advertising signs should not be fastened to a staff from which the flag is flown.



Folding the Flag

Many Marines gave their lives to raise the American flag on Mt. Suribachi on the island of Iwo Jima in 1945. Based on a photograph by Joseph Rosenthal, the Marine Corps War Memorial depicts this sacrifice. Located near Arlington National Cemetery, it is a tribute to all the Marines who have fallen in combat.



When the U.S. flag is no longer in suitable condition for display, it should be destroyed in a dignified way, preferably by burning. Many Veterans groups perform this service with dignified, respectful flag retirement ceremonies.

Name: _____ **Date:** _____

1. According to the article, what should be displayed on or near the main building of every public institution?

- A. blue, white, and red bunting
- B. regimental colors
- C. an institutional flag
- D. the U.S. flag

2. What does the author enumerate and describe in "Respecting the Flag"?

- A. things to do and not do to the U.S. flag
- B. occupations of people who work in public institutions
- C. the uniforms worn by officers of the U.S. military
- D. the wars in which American veterans have fought

3. Read these sentences from the text:

"Never show disrespect to the U.S. flag. Never dip (lower quickly and then raise) the U.S. flag to any person or thing. Regimental colors, state flags and organization or institutional flags are dipped as a mark of honor. Never display the U.S. flag with the field of stars at the bottom, except as a distress signal. Never let the U.S. flag touch anything beneath it - ground, floor, water or merchandise."

Based on this information, what can you conclude about letting the U.S. flag touch the ground?

- A. Letting the flag touch the ground shows respect to the flag.
- B. Letting the flag touch the ground shows disrespect to the flag.
- C. Letting the flag touch the ground shows neither respect nor disrespect to the flag.
- D. Letting the flag touch the ground shows more respect to the flag than letting it touch water.

4. Review the "Folding the Flag" section of the article. What can you infer about the folding method described there?

- A. The folding method described there shows respect to the flag.
- B. The folding method described there shows disrespect to the flag.
- C. The folding method described there shows neither respect nor disrespect to the flag.
- D. The folding method described there shows less respect to the flag than drawing the flag up in folds.

5. What is the main idea of this text?

- A. The U.S. flag should be displayed in or near every polling place on election days.
- B. The U.S. flag should never have a picture or drawing attached to it.
- C. The U.S. flag should always be treated in a manner that shows respect.
- D. Many Marines gave their lives to raise the American flag on Iwo Jima in 1945.

6. Read these sentences from the text:

"When the U.S. flag is no longer in suitable condition for display, it should be destroyed in a **dignified** way, preferably by burning. Many Veterans groups perform this service with **dignified**, respectful flag retirement ceremonies."

Based on these sentences, what does the word "**dignified**" probably mean?

- A. wild, noisy, and causing a disturbance
- B. silly, fun, and likely to make people laugh
- C. violent, scary, and likely to cause harm
- D. calm, serious, and deserving respect

7. Read this sentence from the text:

"The U.S. flag should not be embroidered on such articles as cushions, handkerchiefs, and the like; printed or otherwise impressed on paper napkins or boxes or anything that is designed for temporary use and discarded; or used as any portion of a costume or athletic uniform."

How could this sentence best be broken in two?

- A. The U.S. flag should not be embroidered. It should not be on such articles as cushions, handkerchiefs, and the like; printed or otherwise impressed on paper napkins or boxes or anything that is designed for temporary use and discarded; or used as any portion of a costume or athletic uniform.
- B. The U.S. flag should not be embroidered on such articles as cushions, handkerchiefs, and the like. It should not be printed or otherwise impressed on paper napkins or boxes or anything that is designed for temporary use and discarded, or used as any portion of a costume or athletic uniform.
- C. The U.S. flag should not be embroidered on such articles as cushions, handkerchiefs, and the like; printed. It should not be otherwise impressed on paper napkins or boxes or anything that is designed for temporary use and discarded; or used as any portion of a costume or athletic uniform.
- D. The U.S. flag should not be embroidered on such articles as cushions, handkerchiefs, and the like; printed or otherwise impressed on paper napkins or boxes or anything that is designed for temporary use and discarded; or used as any portion of a costume. It should not be used as any portion of an athletic uniform.

8. What did many Marines give their lives to raise on Mt. Suribachi in 1945?

9. Explain whether the Marines on Mt. Suribachi in 1945 showed respect to the American flag. Support your answer with evidence from the text.

10. Explain why respecting the American flag is important. Support your answer with evidence from the text.

Unit 4

Lesson: Verbals and Verbal Phrases

Learning Target

- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

Verbals and Verbal Phrases

A **phrase** is a word group that does NOT have both a subject and a verb and that functions as a part of speech, such as a noun or modifier (adjective or adverb). There are many different kinds of phrases. You can enliven your writing by using phrases to vary your syntax and add detail.

A **verbal** is a verb form that is used as a noun, adjective, or adverb. A **verbal phrase** is a word group that contains a verbal and its modifiers and complements and that acts as a noun, adjective, or adverb.

A **participle** is a verb form, often ending in *-ing*, that can be used as an adjective. A **participial phrase** includes a participle and any modifiers or objects of the participle.

There are eight planets revolving around the sun. [The phrase modifies *planets*.]

Casting a silvery light, the stars glow brightly tonight. [The phrase modifies *stars*.]

A **gerund** is a verb form ending in *-ing* that is used as a noun. A **gerund phrase** includes a gerund and any modifiers or objects of the gerund.

The twinkling of stars is caused by the passing of light through different layers of an atmosphere in motion. [*The twinkling of stars* is a gerund phrase acting as the subject of the sentence. The gerund phrase *the passing of light* is the object of the preposition *by*.]

An **infinitive** is a verb form that is preceded by *to* and that can be used as a noun, adjective, or adverb. An **infinitive phrase** includes an infinitive and any modifiers or objects of the infinitive.

To study astronomy is my goal. [The phrase is a noun that is the subject of the sentence.]

We will use a telescope to see the rings of Saturn. [The phrase is an adverb modifying *will use*.]

Subjects to study include galaxies and our solar system. [The phrase is an adjective that modifies *subjects*.]

Check Your Understanding

Identify each boldface word group below as a *participial phrase*, a *gerund phrase*, or an *infinitive phrase*. Then say whether it functions as a *noun*, *adjective*, or *adverb*.

1. **Shaking with laughter**, Jack replayed the video.
2. Are you willing **to help out at the fundraiser**?
3. **Going to the store** should take less than an hour.
4. The hummingbirds **flying around the garden** are beautiful.
5. Let's find something **to wedge under the short table leg**.

Name: _____ Class: _____

Emma Watson's United Nations: "HeForShe: Gender Equality is Your Issue, Too" Speech

By Emma Watson
2014

Emma Watson is a British actress, model, and activist, most widely known for her portrayal of Hermione Granger in the Harry Potter film series. In 2014 Watson became a UN Women Goodwill Ambassador and helped launch the campaign HeForShe. Watson presented the speech below at the Headquarters of the United Nations in New York. As you read, take notes on why Emma Watson believes the roles of men are important in ending gender inequality.

- [1] Today we are launching a campaign called "HeForShe."

I am reaching out to you because I need your help. We want to end gender inequality—and to do that we need everyone to be involved.

This is the first campaign of its kind at the UN: we want to try and galvanize¹ as many men and boys as possible to be advocates for gender equality. And we don't just want to talk about it, but make sure it is tangible.²



["UN Women launched HeForShe IMPACT 10x10x10 Initiative"](#) by UN Women is licensed under CC BY-NC-ND 2.0.

I was appointed six months ago and the more I have spoken about feminism the more I have realized that fighting for women's rights has too often become synonymous with man-hating. If there is one thing I know for certain, it is that this has to stop.

- [5] For the record, feminism by definition is: "The belief that men and women should have equal rights and opportunities. It is the theory of the political, economic and social equality of the sexes."

I started questioning gender-based assumptions when at eight I was confused at being called "bossy," because I wanted to direct the plays we would put on for our parents—but the boys were not.

When at 14 I started being sexualized³ by certain elements of the press.

When at 15 my girlfriends started dropping out of their sports teams because they didn't want to appear "muscly."

When at 18 my male friends were unable to express their feelings.

1. **Galvanize (verb):** to cause people to become excited or concerned about an issue or idea, so that they want to do something about it
2. **Tangible (adjective):** able to be touched or felt
3. to make sexual, often in a way that treats the individual as an object rather than a person

- [10] I decided I was a feminist and this seemed uncomplicated to me. But my recent research has shown me that feminism has become an unpopular word.

Apparently I am among the ranks of women whose expressions are seen as too strong, too aggressive, isolating, anti-men and, unattractive.

Why is the word such an uncomfortable one?

I am from Britain and think it is right that as a woman I am paid the same as my male counterparts.⁴ I think it is right that I should be able to make decisions about my own body. I think it is right that women be involved on my behalf in the policies and decision-making of my country. I think it is right that socially I am afforded the same respect as men. But sadly I can say that there is no one country in the world where all women can expect to receive these rights.

No country in the world can yet say they have achieved gender equality.

- [15] These rights I consider to be human rights but I am one of the lucky ones. My life is a sheer privilege because my parents didn't love me less because I was born a daughter. My school did not limit me because I was a girl. My mentors didn't assume I would go less far because I might give birth to a child one day. These influencers were the gender equality ambassadors⁵ that made me who I am today. They may not know it, but they are the inadvertent⁶ feminists who are changing the world today. And we need more of those.

And if you still hate the word—it is not the word that is important but the idea and the ambition behind it. Because not all women have been afforded the same rights that I have. In fact, statistically, very few have been.

In 1995, Hilary Clinton made a famous speech in Beijing about women's rights. Sadly many of the things she wanted to change are still a reality today.

But what stood out for me the most was that only 30 percent of her audience were male. How can we affect change in the world when only half of it is invited or feel welcome to participate in the conversation?

Men—I would like to take this opportunity to extend your formal invitation. Gender equality is your issue too.

- [20] Because to date, I've seen my father's role as a parent being valued less by society despite my needing his presence as a child as much as my mother's.

I've seen young men suffering from mental illness unable to ask for help for fear it would make them look less "macho"⁷—in fact in the UK suicide is the biggest killer of men between 20-49 years of age; eclipsing⁸ road accidents, cancer and coronary heart disease. I've seen men made fragile and insecure by a distorted⁹ sense of what constitutes male success. Men don't have the benefits of equality either.

4. A "counterpart" is a person or shares a similar role as another.

5. a representative or messenger

6. **Inadvertent (adjective):** not intended or planned

7. manly or masculine in a very noticeable or exaggerated way

8. surpassing

We don't often talk about men being imprisoned by gender stereotypes¹⁰ but I can see that that they are and that when they are free, things will change for women as a natural consequence.

If men don't have to be aggressive in order to be accepted women won't feel compelled¹¹ to be submissive.¹² If men don't have to control, women won't have to be controlled.

Both men and women should feel free to be sensitive. Both men and women should feel free to be strong... It is time that we all perceive gender on a spectrum¹³ not as two opposing sets of ideals.

- [25] If we stop defining each other by what we are not and start defining ourselves by what we are—we can all be freer and this is what HeForShe is about. It's about freedom.

I want men to take up this mantle.¹⁴ So their daughters, sisters and mothers can be free from prejudice but also so that their sons have permission to be vulnerable and human too—reclaim those parts of themselves they abandoned and in doing so be a more true and complete version of themselves.

You might be thinking who is this Harry Potter girl? And what is she doing up on stage at the UN. It's a good question and trust me, I have been asking myself the same thing. I don't know if I am qualified to be here. All I know is that I care about this problem. And I want to make it better.

And having seen what I've seen—and given the chance—I feel it is my duty to say something. English Statesman¹⁵ Edmund Burke said: "All that is needed for the forces of evil to triumph is for enough good men and women to do nothing."

In my nervousness for this speech and in my moments of doubt I've told myself firmly—if not me, who, if not now, when. If you have similar doubts when opportunities are presented to you I hope those words might be helpful.

- [30] Because the reality is that if we do nothing it will take 75 years, or for me to be nearly a hundred before women can expect to be paid the same as men for the same work. 15.5 million girls will be married in the next 16 years as children. And at current rates it won't be until 2086 before all rural African girls will be able to receive a secondary education.

If you believe in equality, you might be one of those inadvertent feminists I spoke of earlier.

And for this I applaud you.

We are struggling for a uniting word but the good news is we have a uniting movement. It is called HeForShe. I am inviting you to step forward, to be seen to speak up, to be the "he" for "she". And to ask yourself if not me, who? If not now, when?

9. **Distort (verb):** to twist something out of its original shape, form, or meaning

10. **Stereotype (noun):** a widely held but fixed and oversimplified image or idea of a type of person or thing

11. **Compel (verb):** to force

12. **Submissive (adjective):** willing to obey someone else

13. Used to classify something, or suggest that it can be classified, in terms of its position on a scale between two extreme or opposite points.

14. an important role or responsibility that passes from one person to another

15. a skilled, experienced, and respected political leader or figure

Thank you.

Emma Watson's United Nations: "HeForShe: Gender Equality is Your Issue, Too" Speech by Emma Watson is in the public domain.

Text-Dependent Questions

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

1. PART A: Which statement identifies the central idea of the text?
 - A. The term “feminism” to describe the movement of gender equality is too strong a word, which is why Emma Watson has adopted the term “HeForShe.”
 - B. Emma Watson believes that gender inequality should not only be a concern for women, but men as well.
 - C. Gender inequality is an issue that effects women alone, as women have been denied equal rights and men have not.
 - D. The help of men in achieving gender equality is necessary because their voices and opinions are more respected than women’s.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. “I was appointed six months ago and the more I have spoken about feminism the more I have realized that fighting for women’s rights has too often become synonymous with man-hating.” (Paragraph 4)
 - B. “I started questioning gender-based assumptions when at eight I was confused at being called ‘bossy,’ because I wanted to direct the plays we would put on for our parents—but the boys were not.” (Paragraph 6)
 - C. “How can we affect change in the world when only half of it is invited or feel welcome to participate in the conversation?” (Paragraph 18)
 - D. “I’ve seen men made fragile and insecure by a distorted sense of what constitutes male success. Men don’t have the benefits of equality either.” (Paragraph 21)

3. PART A: How do the experiences of men with gender inequality compare to women?
 - A. Men are more privileged than women but are still negatively impacted by gender stereotypes.
 - B. Men do not experience society’s gender expectations until later in life, while women experience them from girlhood.
 - C. Men are more accepting of gender inequality than women because they have monetary advantages and this is something that is unlikely to change.
 - D. Men are less likely than women to help end gender inequality because they would lose some of their rights to women.

4. PART B: Which quote from the text best supports the answer to Part A?
 - A. “This is the first campaign of its kind at the UN: we want to try and galvanize as many men and boys as possible to be advocates for gender equality.” (Paragraph 3)
 - B. “When at 15 my girlfriends started dropping out of their sports teams because they didn’t want to appear ‘muscly.’” (Paragraph 8)
 - C. “We don’t often talk about men being imprisoned by gender stereotypes but I can see that that they are and that when they are free, things will change for women as a natural consequence.” (Paragraph 22)
 - D. “Because the reality is that if we do nothing it will take 75 years, or for me to be nearly a hundred before women can expect to be paid the same as men for the same work.” (Paragraph 30)

5. What is the impact of Emma Watson sharing her own experiences with inequality, as a woman?

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Have you ever felt limited by your gender or the stereotypes associated with it? If so, how?
2. Why do you think it's difficult for people to let gender stereotypes go?
3. In the context of the text, how do we define the roles of men and women? Why are men's participation in the HeForShe movement necessary to create change? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Name: _____ Class: _____

An Obstacle

By Charlotte Perkins Gilman
1884

Charlotte Perkins Gilman (1860-1935) was a writer and lecturer for social reform. Gilman was a feminist during a time when it was not socially acceptable to be one. As you read "An Obstacle," consider the context of the poem and what it was like to live as a woman with in the late 19th century. Take notes on the figurative language and personification used in the poem, and how they contribute to the poem's message.

- [1] I was climbing up a mountain-path
With many things to do,
Important business of my own,
And other people's too,
[5] When I ran against a Prejudice
That quite cut off the view.

- My work was such as could not wait,
My path quite clearly showed,
My strength and time were limited,
[10] I carried quite a load;
And there that hulking Prejudice
Sat all across the road.

- So I spoke to him politely,
For he was huge and high,
[15] And begged that he would move a bit
And let me travel by.
He smiled, but as for moving! —
He didn't even try.

- And then I reasoned quietly
[20] With that colossal¹ mule:
My time was short — no other path —
The mountain winds were cool.
I argued like a Solomon;²
He sat there like a fool.

- [25] Then I flew into a passion,
and I danced and howled and swore.
I pelted and belabored him
Till I was stiff and sore;
He got as mad as I did —
[30] But he sat there as before.



"Thursday Walking" by Der Wunderbare Mandarin is licensed under CC BY-NC-ND 2.0.

1. **Colossal (adjective):** extremely large
2. A wise person

And then I begged him on my knees;
I might be kneeling still
If so I hoped to move that mass
Of obdurate³ ill-will —

[35] As well invite the monument
To vacate Bunker Hill!⁴

So I sat before him helpless,
In an ecstasy⁵ of woe —
The mountain mists were rising fast,
[40] The sun was sinking slow —
When a sudden inspiration came,
As sudden winds do blow.

I took my hat, I took my stick,
My load I settled fair,
[45] I approached that awful incubus⁶
With an absent-minded air —
And I walked directly through him,
As if he wasn't there!

"An Obstacle" by Charlotte Perkins Gilman (1884) is in the public domain.

3. **Obdurate** (*adjective*): stubborn

4. The Bunker Hill Monument was built to commemorate the Battle of Bunker Hill, one of the first major battles in the American Revolutionary War. The monument is a towering, granite obelisk.

5. **Ecstasy** (*noun*): an overwhelming state of emotion, usually joy or rapture

6. A male demon known for attacking women

Text-Dependent Questions

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

1. How does the setting of the poem contribute to its central theme?
 - A. The winding path implies that the speaker is lost, literally and figuratively, emphasizing the theme of identity.
 - B. The speaker climbs a mountain path, which suggests an upward struggle; thus, the setting underscores the central theme of resilience in the face of adversity.
 - C. The misty forest setting (as well as Prejudice's strange appearance) suggests some sort of supernatural element, contributing to the theme of fear.
 - D. The poem takes place over the course of a day and ends as the sun begins to set; thus the linear setting (a day coming to a close) contributes to the theme of death.

2. Summarize how the speaker responds to Prejudice over the course of the poem. Be sure to include any figurative interpretations or meaning of these reactions.

3. PART A: Which of the following statements best explains the reference to the monument of Bunker Hill in lines 35-36?
 - A. The reference to the monument of Bunker Hill is an indication that the poem takes place in the Bunker Hill region (i.e. Massachusetts).
 - B. The reference to the monument of Bunker Hill foreshadows the speaker's eventual defeat of the looming enemy (i.e. Prejudice).
 - C. The speaker compares Prejudice to the monument of Bunker Hill to describe Prejudice's physical size.
 - D. The speaker compares Prejudice to the monument of Bunker Hill to describe Prejudice's level of stubbornness; like the massive monument, he cannot be moved.
4. PART B: Which of the following phrases best supports the answer to Part A?
 - A. "that hulking Prejudice / Sat all across the road" (Lines 11-12)
 - B. "I might be kneeling still / If so I hoped to move that mass / Of obdurate ill-will--" (Lines 32-34)
 - C. "The mountain mists were rising fast, / The sun was sinking slow--" (Lines 39-40)
 - D. "And I walked directly through him, / As if he wasn't there!" (Lines 47-48)

5. How does the final stanza contribute to the speaker's developing point of view?
- A. The final stanza reveals that Prejudice was only in her head.
 - B. The final stanza reveals the speaker's own stubborn nature, contributing to the poet's characterization of her.
 - C. The final stanza shows the speaker overcoming Prejudice by how she views him (i.e. by electing to ignore him).
 - D. The final stanza develops the speaker's point of view because she can suddenly handle carrying the heavy load she bears.

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Consider the context of this work. What does this poem teach us about women and men in the late nineteenth century? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
2. What does the author imply about the nature of prejudice in this poem? How does the author suggest one should react to prejudice?
3. Have you ever faced prejudice in your life? What, in your opinion, is an effective way to deal with prejudice?
4. In the context of this poem, how does a person overcome adversity? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Name: _____ Class: _____ Date: _____

Pairing Questions for "Emma Watson's United Nations: "HeForShe: Gender Equality is Your Issue, Too" Speech" and "An Obstacle"

Directions: After reading the texts, choose the best answer for the multiple-choice questions below and respond to the writing questions in complete sentences.

1. PART A: What tone do the speaker in "An Obstacle" and Emma Watson share? [RI.4, RL.4]
 - A. timid
 - B. determined
 - C. caring
 - D. cooperative

2. PART B: Select TWO quotations that best support the answer to Part A. [RI.1, RL.1]
 - A. "I am reaching out to you because I need your help." (Emma Watson, Paragraph 2)
 - B. "Apparently I am among the ranks of women whose expressions are seen as too strong, too aggressive, isolating, anti-men and, unattractive." (Emma Watson, Paragraph 11)
 - C. "In my nervousness for this speech and in my moments of doubt I've told myself firmly—if not me, who, if not now, when. " (Emma Watson, Paragraph 29)
 - D. "My strength and time were limited, / I carried quite a load" ("An Obstacle," Lines 9-10)
 - E. "And then I reasoned quietly / With that colossal mule: / My time was short — no other path —" ("An Obstacle," Lines 19-21)
 - F. "I approached that awful incubus / With an absent-minded air — / And I walked directly through him, / As if he wasn't there!" (An Obstacle, Lines 45-48)

3. What would Emma Watson and the speaker in "An Obstacle" disagree with regarding the path to equality? [RI.9, RL.9]

8th Grade Week 3 Writing: Informational Skills Activities:

Middle School: Skill: Develop a Topic

Directions: Read the prompt below, then read the poem “O Captain! My Captain” and use the provided graphic organizer to analyze the poem. Then, plan a job description for job of president. What qualities does a good leader need to have? Use the graphic organizer to help you brainstorm. Then, write your three-paragraph job description.

Selected for Students

Imagine a presidential election is coming up and you'd like to encourage the right kind of leader to run. Write a three-paragraph Job Description that explains the leadership qualities needed for this important role. What would be the top qualities this person should have? Develop your ideas with details and examples.



1. **Read** the selection and think about how the poem conveys Lincoln. Consider what leadership qualities a president needs.
2. **Plan** a Job Description. Decide what details and examples you'll include.
3. **Write** your Job Description.

[Edit](#) [Hide from Students](#)

[Create Model](#)



ABRAHAM LINCOLN.

Edwin M. Davis, 1865

Abraham Lincoln was the 16th president of the United States, from March 1861 until his assassination in April 1865.

President Abraham Lincoln was assassinated in April 1865, just days after the end of the American Civil War. Many people mourned his death, including poet Walt Whitman. He published this poem lamenting the fallen leader.

“O Captain! My Captain!”

by Walt Whitman

O Captain! my Captain! our fearful trip is done;
The ship has weather'd every rack, the prize we sought is won;
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring:
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up-for you the flag is flung-for you the bugle trills;
For you bouquets and ribbon'd wreaths-for you the shores a-crowding;
For you they call, the swaying mass, their eager faces turning;
Here Captain! dear father!
This arm beneath your head;
It is some dream that on the deck,
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still;
My father does not feel my arm, he has no pulse nor will;

The ship is anchor'd safe and sound, its voyage closed and done;

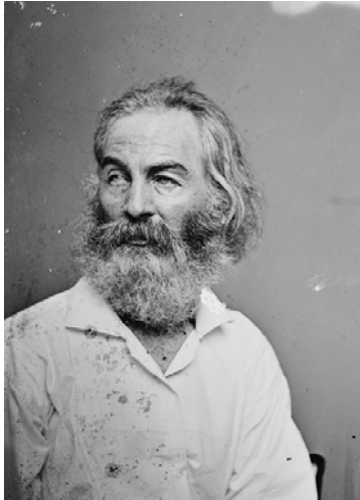
From fearful trip, the victor ship, comes in with object won;

Exult, O shores, and ring, O bells!

But I, with mournful tread,

Walk the deck my Captain lies,

Fallen cold and dead.



Walt Whitman (1819-1892)

Analyze the Selection

Use this chart to analyze the poem's imagery and theme.

Imagery: What imagery does Whitman use in the poem?	
Copy and Paste: Copy and paste words from the text that appeal to the five senses (sound, sight, smell, taste, touch).	
Reflect: What emotions does this imagery evoke?	
Theme: What theme or themes does this poem convey?	
Reflect: What is Whitman's message about President Lincoln?	

Plan Your Job Description

Use the chart below to plan your Job Description. When you are finished, use your answers to help you write.

Write a one- or two-sentence description of the job of president.		
Leadership Qualities	Leadership Qualities	Leadership Qualities
Details & Examples	Details & Examples	Details & Examples

How are these leadership qualities important for the job you described above?

Prove the Pythagorean Theorem

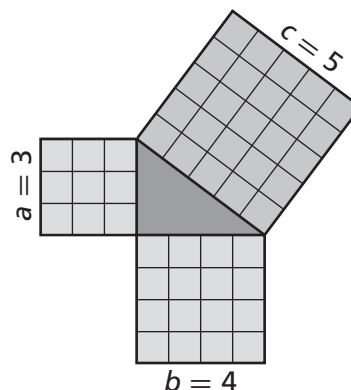
In a right triangle,

the sum of the areas of the squares of each leg
is equal to
 the square of the length of the hypotenuse

$$a^2 + b^2 = c^2$$

$$3^2 + 4^2 = 5^2$$

$$9 + 16 = 25$$



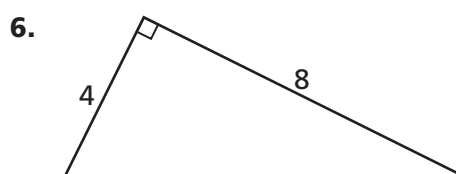
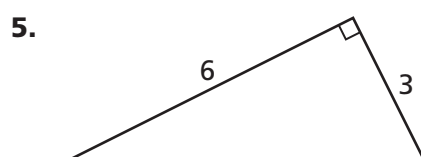
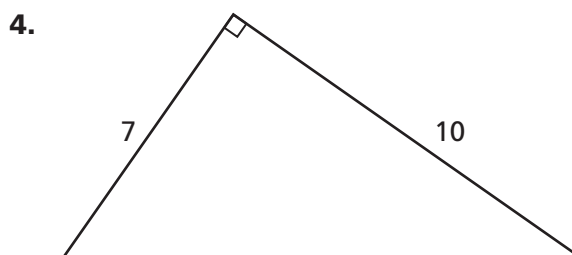
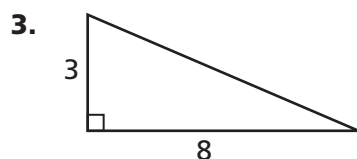
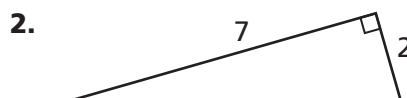
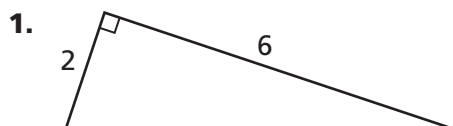
Find the hypotenuse of the right triangle.

**A.** Use the Pythagorean Theorem to find the hypotenuse.

$$3^2 + 7^2 = c^2 \quad 9 + 49 = c^2 \quad c^2 = 58 \quad c = \sqrt{58} \approx 7.62$$

The hypotenuse of a right triangle with leg measures of 3 and 7 is
 approximately 7.62.

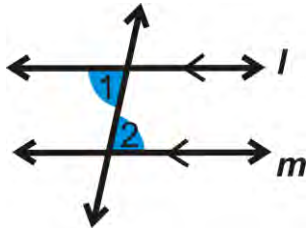
Find each missing length to the nearest tenth.



Alternate Interior Angles

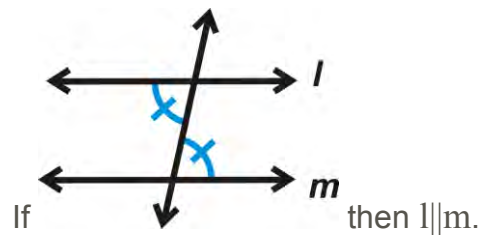
cK-12 Review Problems

Alternate Interior Angles Theorem: If two parallel lines are cut by a transversal, then the alternate interior angles are congruent.

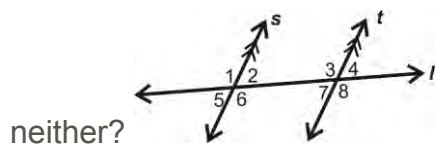


If $l \parallel m$, then $\angle 1 \cong \angle 2$

Converse of Alternate Interior Angles Theorem: If two lines are cut by a transversal and the alternate interior angles are congruent, then the lines are parallel.



1. Is the angle pair $\angle 6$ and $\angle 3$ congruent, supplementary or



neither?

2. Give two examples of alternate interior angles in the

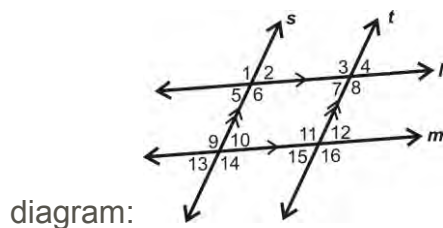
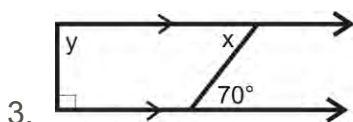
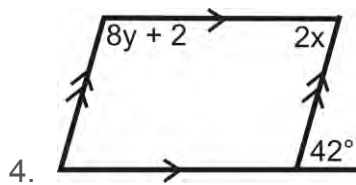


diagram:

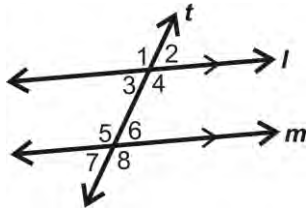
For 3-4, find the values of x .



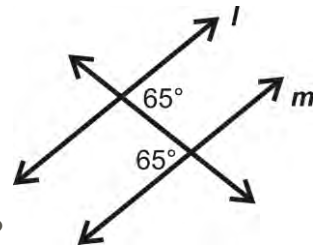
3.



For question 5, use the picture below. Find the value of x .

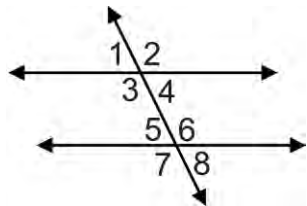


5. $m\angle 4 = (5x - 33)^\circ$, $m\angle 5 = (2x + 60)^\circ$



6. Are lines l and m parallel? If yes, how do you know?

For 7-10, what does the value of x have to be to make the lines parallel?



[Figure1]

7. $m\angle 4 = (3x - 7)^\circ$ and $m\angle 5 = (5x - 21)^\circ$

8. $m\angle 3 = (2x - 1)^\circ$ and $m\angle 6 = (4x - 11)^\circ$

9. $m\angle 3 = (5x - 2)^\circ$ and $m\angle 6 = (3x)^\circ$

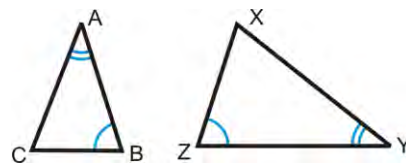
10. $m\angle 4 = (x - 7)^\circ$ and $m\angle 5 = (5x - 31)^\circ$

Angle-Angle Similarity

cK-12 Review Problems

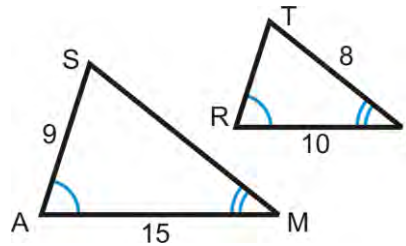
By definition, two triangles are similar if all their **corresponding angles** are congruent and their corresponding sides are proportional. It is not necessary to check all angles and sides in order to tell if two triangles are similar. In fact, if you only know that two pairs of corresponding angles are congruent that is enough information to know that the triangles are similar. This is called the **AA Similarity Postulate**.

AA Similarity Postulate: If two angles in one triangle are congruent to two angles in another triangle, then the two triangles are similar.



If $\angle A \cong \angle Y$ and $\angle B \cong \angle Z$, then $\triangle ABC \sim \triangle YZX$.

Use the diagram to complete each statement.



1. $\triangle SAM \sim \triangle$ _____

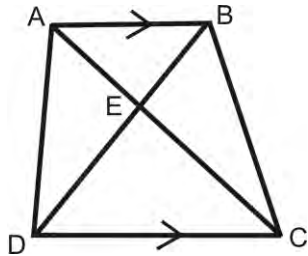
2. $SA = SM = RI$

3. $SM =$ _____

4. $TR =$ _____

5. $9 = 8$

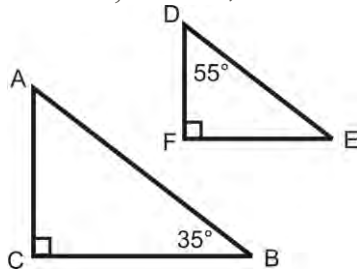
Answer questions 6-9 about trapezoid ABCD.



6. Name two similar triangles. How do you know they are similar?
7. Write a true proportion.
8. Name two other triangles that might *not* be similar.
9. If $AB=10$, $AE=7$, and $DC=22$, find AC . Be careful!

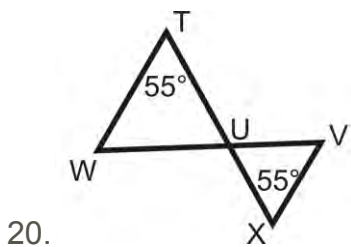
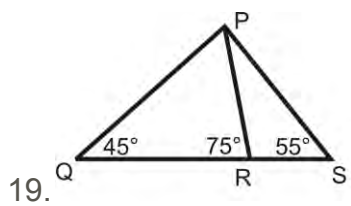
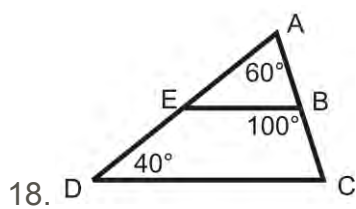
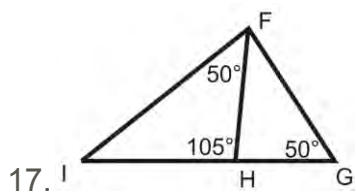
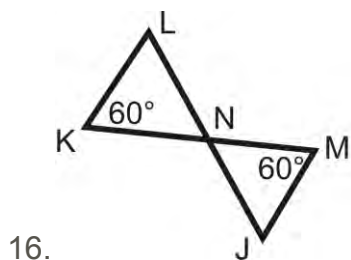
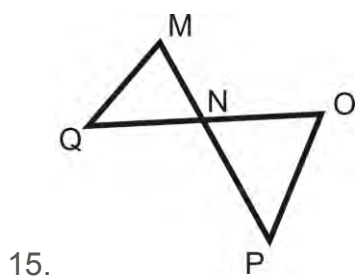
Use the triangles to the left for questions 10-14.

$AB=20$, $DE=15$, and $BC=k$.



10. Are the two triangles similar? How do you know?
11. Write an expression for FE in terms of k .
12. If $FE=12$, what is k ?
13. Fill in the blanks: If an acute angle of a _____ triangle is congruent to an acute angle in another _____ triangle, then the two triangles are _____.
14. **Writing** How do [congruent triangles](#) and similar triangles differ? How are they the same?

Are the following triangles similar? If so, write a similarity statement.

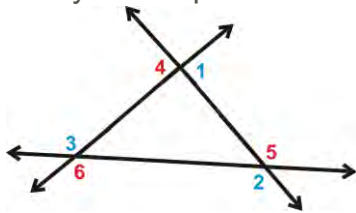


Exterior Angle Theorems

cK-12 Review Problems

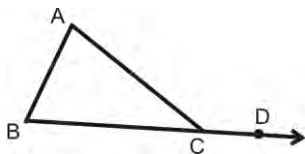
There are two important theorems to know involving exterior angles: the **Exterior Angle Sum Theorem** and the Exterior Angle Theorem.

The **Exterior Angle Sum Theorem** states that the exterior angles of any polygon will always add up to 360° .



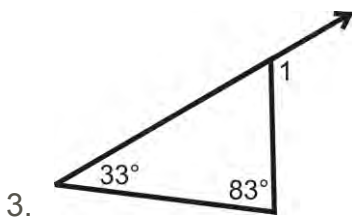
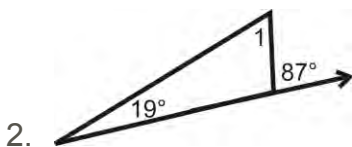
$$m\angle 1 + m\angle 2 + m\angle 3 + m\angle 4 + m\angle 5 + m\angle 6 = 360^\circ = 360^\circ.$$

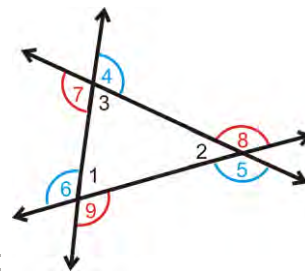
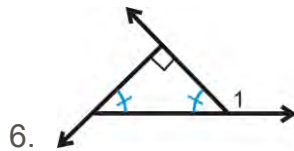
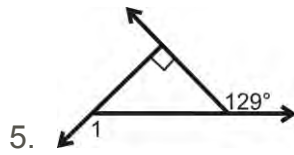
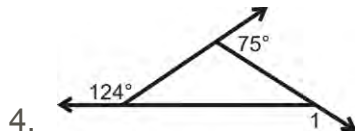
The **Exterior Angle Theorem** states that an exterior angle of a triangle is equal to the sum of its **remote interior angles**. (**Remote Interior Angles** are the two interior angles in a triangle that are not adjacent to the indicated exterior angle.)



$$m\angle A + m\angle B = m\angle ACD$$

Determine $m\angle 1$.





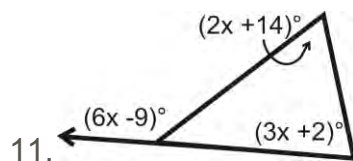
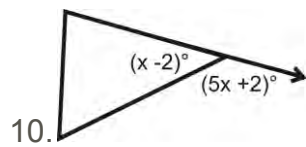
Use the following picture for the next three problems:

7. What is $m\angle 1 + m\angle 2 + m\angle 3$?

8. What is $m\angle 4 + m\angle 5 + m\angle 6$?

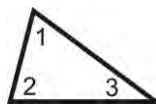
9. What is $m\angle 7 + m\angle 8 + m\angle 9$?

Solve for x .



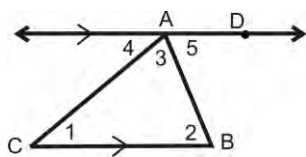
Triangle Sum Theorem cK-12 Review Problems

The **Triangle Sum Theorem** says that the three interior angles of any triangle add up to 180° .



$$m\angle 1 + m\angle 2 + m\angle 3 = 180^\circ.$$

Here is one proof of the Triangle Sum Theorem.

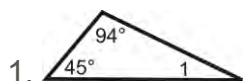


Given: $\triangle ABC$ with $AD \leftrightarrow \parallel BC$

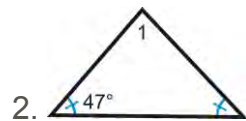
Prove: $m\angle 1 + m\angle 2 + m\angle 3 = 180^\circ$

<i>Statement</i>	<i>Reason</i>
1. $\triangle ABC$ with $AD \leftrightarrow \parallel BC$	Given
2. $\angle 1 \cong \angle 4$, $\angle 2 \cong \angle 5$	Alternate Interior Angles Theorem
3. $m\angle 1 = m\angle 4$, $m\angle 2 = m\angle 5$	\cong angles have = measures
4. $m\angle 4 + m\angle CAD = 180^\circ$	Linear Pair Postulate
5. $m\angle 3 + m\angle 5 = m\angle CAD$	Angle Addition Postulate
6. $m\angle 4 + m\angle 3 + m\angle 5 = 180^\circ$	Substitution PoE
7. $m\angle 1 + m\angle 3 + m\angle 2 = 180^\circ$	Substitution PoE

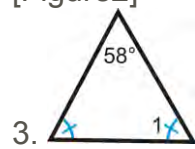
Determine $m\angle 1$ in each triangle.



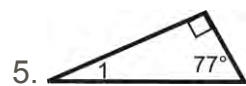
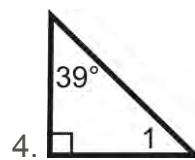
[Figure1]



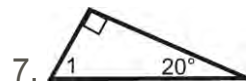
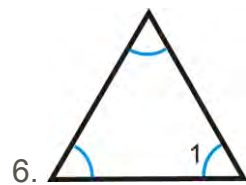
[Figure2]



[Figure3]



[Figure4]

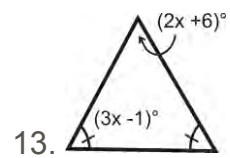
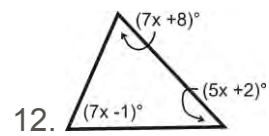
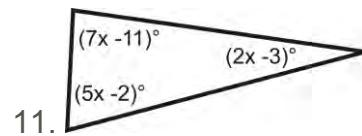


8. Two interior angles of a triangle measure 32° and 64° . What is the third interior angle of the triangle?

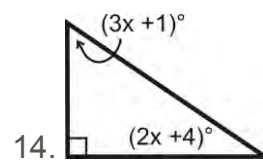
9. Two interior angles of a triangle measure 111° and 12° . What is the third interior angle of the triangle?

10. Two interior angles of a triangle measure 2° and 157° . What is the third interior angle of the triangle?

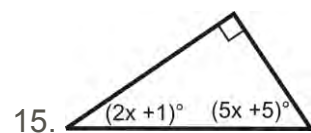
Find the value of x and the measure of each angle.



[Figure5]



[Figure6]



[Figure7]

Theory of Evolution by Natural Selection

Climb the Pyramid: *Evolving Activities*

Climb the pyramid to show what you've learned about Darwin's observations and the theory of evolution by natural selection.

1. Each day choose and complete one item from each layer of the pyramid.
2. Be prepared to present your results to your teacher and classmates when you return to school.

Monday

___ Scientific Dialogue

Work with a group to write a dialogue in which Jean Baptiste Lamarck, Charles Lyell, Thomas Malthus, and Charles Darwin discuss and compare their theories. Perform your dialogue for the class.

Tuesday

(choose & complete only one activity)

___ Evolution Quiz

Write a quiz that could be used to test knowledge of natural selection. Remember to write an answer key for the quiz.

___ Evolution Story

Write a fictional story about several generations of any type of organism during an environmental change. Stories may feature extinction.

Wednesday

(choose & complete only one activity)

___ Darwin's Journal

Imagine you are Charles Darwin. Write two or three journal entries about your discoveries and the ideas they inspired.

___ Book Cover

Design a cover for Charles Darwin's book about his theory of evolution, *The Origin of Species*. The cover should have an image on the front appropriate to the subject matter. Text on the back should summarize Darwin's theory in as few words as possible.

___ Galápagos Comic

Draw a comic strip that illustrates Darwin's discoveries during his voyage on the HMS *Beagle*. Be creative, but include factual details about what Darwin did and what he discovered on the islands.

Evidence of Evolution

Tic-Tac-Toe: *Prove It!*

Imagine you are on a research team that is studying two species believed to share a common ancestor.

1. Work over the next two days (Thursday & Friday) and choose three quick activities from the game. Check the boxes you plan to complete. They must form a straight line in any direction.
2. Do each activity and be prepared to turn in or share your results when you return to school.

___ Into the Past Write a poem about the common ancestor of the two species. Include details about how the form of the common ancestor is similar to and different from its descendants.	___ It's in the Bones Draw and label a body part, such as a leg or leaf, from each of the two species that displays a shared body structure. You may wish to color-code the parts, such as bones, to indicate corresponding structures.	___ Silence Doubts Write a persuasive letter to another scientist who thinks the two species are too different to be related. Use evidence to convince the scientist of your team's findings.
___ Eureka! Imagine your team has just made an important discovery. You have found evidence that the two species share a common ancestor. Discuss your findings and what they might mean.	___ Breaking News Write a newspaper article that outlines your team's findings for an everyday audience. The article should explain all the evidence that points to the two species sharing a common ancestor.	___ Frozen in Time Build a model of a fossil dig site. The model should depict layers of rock, one of which includes a fossil of the common ancestor of the two species.
___ Scientific Conference Give a multimedia presentation to share your findings at a scientific conference. Your presentation should include genetic evidence that the two species share a common ancestor.	___ Evolution Song Write and perform a song about the two species and their common ancestor. Include details about the structural evidence for a common ancestor.	___ Interesting Developments Make an illustration that depicts embryological similarities between the two species. Label common structures and write a caption explaining the illustration.

The 2010 census asked the following ten questions:

1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2010?
2. Were there any additional people staying here April 1, 2010 that you did not include in Question 1?
3. Is this house, apartment, or mobile home: owned with mortgage, owned without mortgage, rented, occupied without rent?
4. What is your telephone number?
5. Please provide information for each person living here. Start with a person here who owns or rents this house, apartment, or mobile home. If the owner or renter lives somewhere else, start with any adult living here. This will be Person 1. What is Person 1's name?
6. What is Person 1's sex?
7. What is Person 1's age and Date of Birth?
8. Is Person 1 of Hispanic, Latino, or Spanish origin?
9. What is Person 1's race?
10. Does Person 1 sometimes live or stay somewhere else?

United States Census 2000

U.S. Department of Commerce • Bureau of the Census



This is the official form for all the people at this address. It is quick and easy, and your answers are protected by law. Complete the Census and help your community get what it needs — today and in the future!

Start Here

Please use a
black or blue pen.

1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2000?

Number of people

INCLUDE in this number:

- foster children, roomers, or housemates
- people staying here on April 1, 2000 who have no other permanent place to stay
- people living here most of the time while working, even if they have another place to live

DO NOT INCLUDE in this number:

- college students living away while attending college
- people in a correctional facility, nursing home, or mental hospital on April 1, 2000
- Armed Forces personnel living somewhere else
- people who live or stay at another place most of the time

2. Is this house, apartment, or mobile home — Mark ☒ ONE box.

- ☐ Owned by you or someone in this household with a mortgage or loan?
- ☐ Owned by you or someone in this household free and clear (without a mortgage or loan)?
- ☐ Rented for cash rent?
- ☐ Occupied without payment of cash rent?

3. Please answer the following questions for each person living in this house, apartment, or mobile home. Start with the name of one of the people living here who owns, is buying, or rents this house, apartment, or mobile home. If there is no such person, start with any adult living or staying here. We will refer to this person as Person 1.

What is this person's name? Print name below.

Last Name

First Name

MI

4. What is Person 1's telephone number? We may call this person if we don't understand an answer.

Area Code + Number

5. What is Person 1's sex? Mark ☒ ONE box.

☐ Male ☐ Female

6. What is Person 1's age and what is Person 1's date of birth?

Age on April 1, 2000

Print numbers in boxes.

Month Day Year of birth

→ **NOTE:** Please answer BOTH Questions 7 and 8.

7. Is Person 1 Spanish/Hispanic/Latino? Mark ☒ the "No" box if **not** Spanish/Hispanic/Latino.

- ☐ No, not Spanish/Hispanic/Latino ☐ Yes, Puerto Rican
- ☐ Yes, Mexican, Mexican Am., Chicano ☐ Yes, Cuban
- ☐ Yes, other Spanish/Hispanic/Latino — Print group. ↗

8. What is Person 1's race? Mark ☒ one or more races to indicate what this person considers himself/herself to be.

- ☐ White
- ☐ Black, African Am., or Negro
- ☐ American Indian or Alaska Native — Print name of enrolled or principal tribe. ↗

- ☐ Asian Indian ☐ Japanese ☐ Native Hawaiian
- ☐ Chinese ☐ Korean ☐ Guamanian or Chamorro
- ☐ Filipino ☐ Vietnamese ☐ Samoan
- ☐ Other Asian — Print race. ↗ ☐ Other Pacific Islander — Print race. ↗

- ☐ Some other race — Print race. ↗

Person 2

Your answers are important!
Every person in the Census counts.



1. What is Person 2's name? *Print name below.*

Last Name

First Name

MI

2. How is this person related to Person 1? Mark ☒ ONE box.

☐ Husband/wife

If NOT RELATED to Person 1:

☐ Natural-born son/daughter

☐ Roomer, boarder

☐ Adopted son/daughter

☐ Housemate, roommate

☐ Stepson/stepdaughter

☐ Unmarried partner

☐ Brother/sister

☐ Foster child

☐ Father/mother

☐ Other nonrelative

☐ Grandchild

☐ Parent-in-law

☐ Son-in-law/daughter-in-law

☐ Other relative — *Print exact relationship.*

3. What is this person's sex? Mark ☒ ONE box.

☐ Male

☐ Female

4. What is this person's age and what is this person's date of birth? *Print numbers in boxes.*

Age on April 1, 2000

Month

Day

Year of birth

➔ NOTE: Please answer BOTH Questions 5 and 6.

5. Is this person Spanish/Hispanic/Latino? Mark ☒ the "No" box if **not** Spanish/Hispanic/Latino.

☐ No, not Spanish/Hispanic/Latino

☐ Yes, Puerto Rican

☐ Yes, Mexican, Mexican Am., Chicano

☐ Yes, Cuban

☐ Yes, other Spanish/Hispanic/Latino — *Print group.*

6. What is this person's race? Mark ☒ one or more races to indicate what this person considers himself/herself to be.

☐ White

☐ Black, African Am., or Negro

☐ American Indian or Alaska Native — *Print name of enrolled or principal tribe.*

☐ Asian Indian

☐ Japanese

☐ Native Hawaiian

☐ Chinese

☐ Korean

☐ Guamanian or Chamorro

☐ Filipino

☐ Vietnamese

☐ Samoan

☐ Other Asian — *Print race.*

☐ Other Pacific Islander — *Print race.*

☐ Some other race — *Print race.*

➔ If more people live here, continue with Person 3.

Person 3

Census information helps your community get financial assistance for roads, hospitals, schools, and more.



1. What is Person 3's name? *Print name below.*

Last Name

First Name

MI

2. How is this person related to Person 1? Mark ☒ ONE box.

☐ Husband/wife

If NOT RELATED to Person 1:

☐ Natural-born son/daughter

☐ Roomer, boarder

☐ Adopted son/daughter

☐ Housemate, roommate

☐ Stepson/stepdaughter

☐ Unmarried partner

☐ Brother/sister

☐ Foster child

☐ Father/mother

☐ Other nonrelative

☐ Grandchild

☐ Parent-in-law

☐ Son-in-law/daughter-in-law

☐ Other relative — *Print exact relationship.*

3. What is this person's sex? Mark ☒ ONE box.

☐ Male

☐ Female

4. What is this person's age and what is this person's date of birth? *Print numbers in boxes.*

Age on April 1, 2000

Month

Day

Year of birth

➔ NOTE: Please answer BOTH Questions 5 and 6.

5. Is this person Spanish/Hispanic/Latino? Mark ☒ the "No" box if **not** Spanish/Hispanic/Latino.

☐ No, not Spanish/Hispanic/Latino

☐ Yes, Puerto Rican

☐ Yes, Mexican, Mexican Am., Chicano

☐ Yes, Cuban

☐ Yes, other Spanish/Hispanic/Latino — *Print group.*

6. What is this person's race? Mark ☒ one or more races to indicate what this person considers himself/herself to be.

☐ White

☐ Black, African Am., or Negro

☐ American Indian or Alaska Native — *Print name of enrolled or principal tribe.*

☐ Asian Indian

☐ Japanese

☐ Native Hawaiian

☐ Chinese

☐ Korean

☐ Guamanian or Chamorro

☐ Filipino

☐ Vietnamese

☐ Samoan

☐ Other Asian — *Print race.*

☐ Other Pacific Islander — *Print race.*

☐ Some other race — *Print race.*

➔ If more people live here, continue with Person 4.



United States®
**Census
2020**

U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

This is the official questionnaire for this address.
It is quick and easy to respond, and your answers are protected by law.

Para completar el cuestionario en español, dele la vuelta y complete el lado verde.

FOR
OFFICIAL
USE ONLY



Start here OR go online at my2020census.gov to complete your 2020 Census questionnaire.

Use a blue or black pen.

Before you answer Question 1, count the people living in this house, apartment, or mobile home using our guidelines.

- Count all people, including babies, who live and sleep here most of the time.
- If no one lives and sleeps at this address most of the time, go online at my2020census.gov or call the number on page 8.

The census must also include people without a permanent place to live, so:

- If someone who does not have a permanent place to live is staying here on April 1, 2020, count that person.

The Census Bureau also conducts counts in institutions and other places, so:

- Do not count anyone living away from here, either at college or in the Armed Forces.
- Do not count anyone in a nursing home, jail, prison, detention facility, etc., on April 1, 2020.
- Leave these people off your questionnaire, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice.

1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2020?

Number of people =

2. Were there any additional people staying here on April 1, 2020 that you did not include in Question 1?

Mark ☒ all that apply.

- ☐ Children, related or unrelated, such as newborn babies, grandchildren, or foster children
- ☐ Relatives, such as adult children, cousins, or in-laws
- ☐ Nonrelatives, such as roommates or live-in babysitters
- ☐ People staying here temporarily
- ☐ No additional people

3. Is this house, apartment, or mobile home — Mark ☒ ONE box.

- ☐ Owned by you or someone in this household with a mortgage or loan? *Include home equity loans.*
- ☐ Owned by you or someone in this household free and clear (without a mortgage or loan)?
- ☐ Rented?
- ☐ Occupied without payment of rent?

4. What is your telephone number?

We will only contact you if needed for official Census Bureau business.

Telephone Number

- -



Person 1

5. Please provide information for each person living here. If there is someone living here who pays the rent or owns this residence, start by listing him or her as Person 1. If the owner or the person who pays the rent does not live here, start by listing any adult living here as Person 1.

What is Person 1's name? *Print name below.*

First Name

MI

Last Name(s)

6. What is Person 1's sex? Mark ☒ ONE box.

☐ Male ☐ Female

7. What is Person 1's age and what is Person 1's date of birth? *For babies less than 1 year old, do not write the age in months. Write 0 as the age.*

Age on April 1, 2020 *Print numbers in boxes.*

--	--	--	--	--	--	--	--	--	--

years

--	--	--	--	--	--	--	--	--	--

Month

--	--	--	--	--	--	--	--	--	--

Day

--	--	--	--	--	--	--	--	--	--

Year of birth

--	--	--	--	--	--	--	--	--	--

→ NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.

8. Is Person 1 of Hispanic, Latino, or Spanish origin?

- ☐ No, not of Hispanic, Latino, or Spanish origin
- ☐ Yes, Mexican, Mexican Am., Chicano
- ☐ Yes, Puerto Rican
- ☐ Yes, Cuban
- ☐ Yes, another Hispanic, Latino, or Spanish origin – *Print, for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc.* ↴

9. What is Person 1's race?

Mark ☒ one or more boxes **AND** print origins.

- ☐ White – *Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.* ↴

- ☐ Black or African Am. – *Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.* ↴

- ☐ American Indian or Alaska Native – *Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.* ↴

- | | | |
|---|--|--|
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Native Hawaiian |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Korean | <input type="checkbox"/> Samoan |
| <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Japanese | <input type="checkbox"/> Chamorro |
| <input type="checkbox"/> Other Asian – <i>Print, for example, Pakistani, Cambodian, Hmong, etc.</i> ↴ | <input type="checkbox"/> Other Pacific Islander – <i>Print, for example, Tongan, Fijian, Marshallese, etc.</i> ↴ | |

- ☐ Some other race – *Print race or origin.* ↴

→ If more people were counted in Question 1 on the front page, continue with Person 2 on the next page.

Artists: Andy Warhol, pop art painter, director and photographer

By TheArtStory.org, adapted by Newsela staff on 11.07.19



Image 1. Andy Warhol was a leading figure in the American pop art movement of the 1950s. Photo from: Getty Images/Francois Lochon.

Andy Warhol was born to Ondrej and Ulja (Julia) Warhola. They were immigrants from Czechoslovakia. He grew up in a working-class neighborhood of Pittsburgh. As a child, he was smart. He was also creative. His mother encouraged his art. For example, she gave him his first camera when he was 9. As a boy, the future artist suffered from a nervous disorder. He often had to stay home from school. During these times, he listened to the radio and collected pictures of movie stars. He later said these early interests shaped his fascination with pop culture and celebrities.

Early Training

He graduated from high school in 1945, at the age of 16. He then attended Carnegie Institute of Technology. Today, it's called Carnegie Mellon University. There he received training in graphic design. Graphic design uses images to communicate messages. Shortly after graduating, he moved to New York City. There, he found work as a commercial illustrator. He created art for magazines. He designed window displays for stores. He won awards for his commercial work.

In the early 1950s, he changed his last name from Warhola to Warhol. He also set out to become a serious artist. His paintings mixed art with popular culture. He exhibited them in places around New York City. In 1956, his work appeared at the famed Museum of Modern Art. Art fans were beginning to notice him.

Mature Period

Around 1960, Warhol entered a very productive period. He concentrated on pop art. Pop art uses images and ideas from popular culture. For example, he used familiar advertisements and comic strips in his paintings. In 1961, he started on his famous "Campbell's Soup Cans" series. The paintings themselves look like advertisements.

Warhol also tried his hand at silk-screening. This process transfers an image onto a screen. A rubber squeegee then spreads paint or ink across the screen. Silk-screening let him perfectly repeat an image, suggesting mass production, as in a factory. Often, he would first put down a layer of color. He then added the silk-screened image.

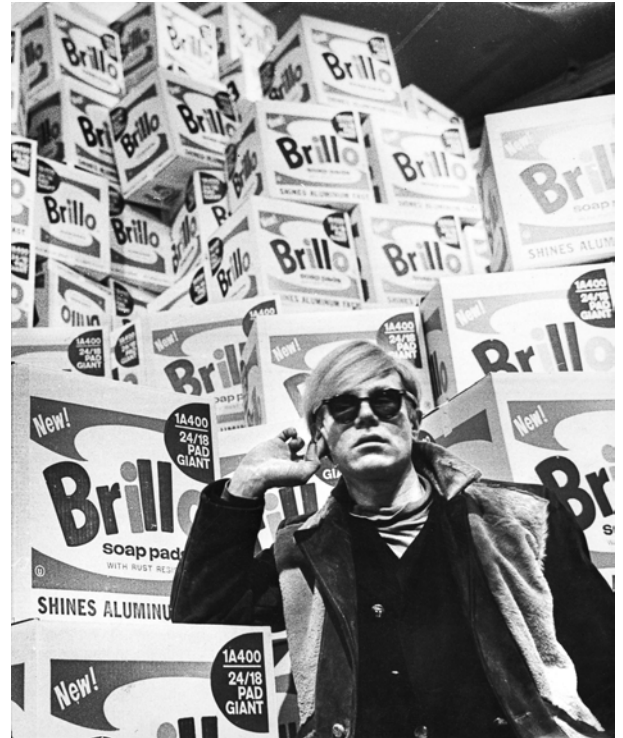
His first silk-screened paintings were of dollar bills. He later used the process to present Coca-Cola bottles, coffee can labels and cars. He then started reproducing photographs using the same steps. Some of the images were boring; others were shocking, such as car accidents. He was gaining more and more recognition.

In 1964, Warhol moved to a new workplace. He called it "the Factory." There, he hired several assistants who helped him produce his ideas. He now could create even more repeated images. He wanted people to look at his work and ask: "What makes art art?" This idea had been introduced by Marcel Duchamp, a French-American artist whom Warhol admired.

Warhol also had a lifelong fascination with Hollywood. He created colorful images of movie stars. They included Marilyn Monroe and Elizabeth Taylor.

Warhol kept exploring different artistic media. He began experimenting with film in 1963. He created about 600 in all. They ranged in length from a few minutes to 24 hours. Most starred his friends and acquaintances. He called them the Warholstars. They were an odd and unconventional mix of people who hung out at the Factory.

In 1968, one of Warhol's acquaintances tried to kill him. Warhol was shot and nearly died. It marked the end of the Factory period.



In the 1970s, Warhol created portraits of people from instant photographs. Many critics did not like his work. They accused him of selling out his talent for money. They wondered if his best days were gone. Warhol, though, saw financial success as a worthy goal.

Late Years And Death

In the late 1970s, Warhol returned to painting. He created works that were more abstract. The "Oxidation Painting" series is one example. He made these paintings by urinating on a canvas. It was covered with copper paint. By the 1980s, critics were again praising him. New interest in his art was due in part from working together with younger artists.

He began including religious subjects in his art. For example, he created more than 100 versions of "The Last Supper." It is a famous painting of Jesus and his disciples by Leonardo da Vinci. Warhol added logos of companies and popular products. The work combined the holy and worldly.



Andy Warhol died on February 22, 1987. He was 58. His memorial service was held in St. Patrick's Cathedral in New York City. More than 2,000 people attended. He was buried in Pittsburgh.

The Legacy Of Andy Warhol

Andy Warhol was a founder of the pop art moment. His ideas and techniques made him an important artist of his time. He challenged old ways of thinking about art.

He also created some of the most recognizable images ever made. His works played with popular culture. They used new production processes. Often, the result was art that appealed to the general public. His personal oddities and connections with celebrities made him famous as well. Being a megastar of the art world was important to him.

The Warhol Foundation for the Advancement of the Visual Arts was formed after his death. In 1994, the Warhol Museum opened in Pittsburgh. It contains a large collection of his work.

Quiz

- 1 Read the selection from the introduction [paragraph 1].

During these times, he listened to the radio and collected pictures of movie stars. He later said these early interests shaped his fascination with pop culture and celebrities.

What are "celebrities"?

- (A) art schools
- (B) art museums
- (C) famous people
- (D) famous paintings

- 2 Read the selection from the section "Early Training."

His paintings mixed art with popular culture. He exhibited them in places around New York City. In 1956, his work appeared at the famed Museum of Modern Art.

Which word could replace "exhibited" WITHOUT changing the meaning of the selection?

- (A) sold
- (B) created
- (C) changed
- (D) displayed

- 3 Which selection explains when Warhol started making movies?

- (A) In 1961, he started on his famous "Campbell's Soup Cans" series. The paintings themselves look like advertisements.
- (B) Warhol kept exploring different artistic media. He began experimenting with film in 1963.
- (C) In the 1970s, Warhol created portraits of people from instant photographs. Many critics did not like his work.
- (D) In the late 1970s, Warhol returned to painting. He created works that were more abstract.

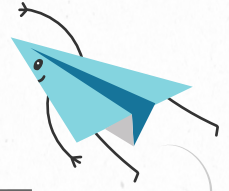
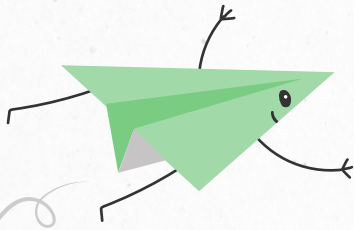
- 4 Read the paragraph from the section "Mature Period."

Warhol also tried his hand at silk-screening. This process transfers an image onto a screen. A rubber squeegee then spreads paint or ink across the screen. Silk-screening let him perfectly repeat an image, suggesting mass production, like in a factory. Often, he would first put down a layer of color. He then added the silk-screened image.

Which question is answered in this paragraph?

- (A) How does silk-screening work?
- (B) Did the public like silk-screened paintings?
- (C) When did Warhol start silk-screening?
- (D) What is Warhol's most famous silk-screened painting?

• TIME CAPSULE •



A NOTE TO ME, FROM ME

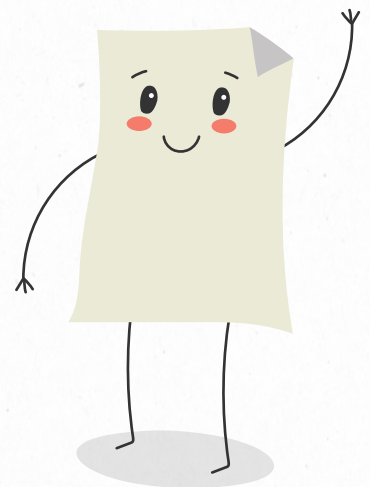
» A QUOTE TO LIVE BY «

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WHAT I EXPECT IN THE FUTURE

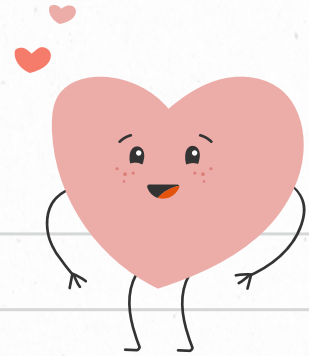
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• TIME CAPSULE •

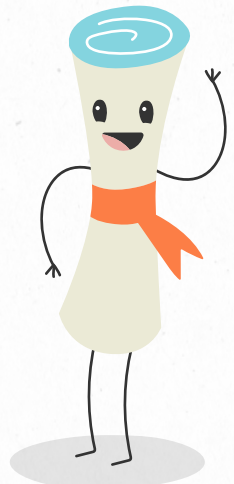
A MESSAGE FOR A WISER, OLDER YOU

WHAT I LOVE ABOUT YOU



HOPES I HAVE FOR YOUR FUTURE

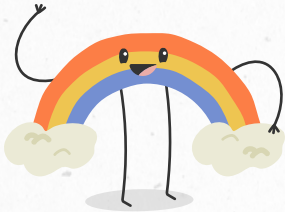
VALUES I HOPE YOU POSSESS



LOVE, 

• TIME CAPSULE •

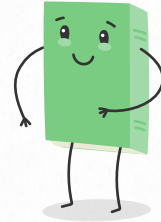
MY FAVORITES



COLOR



MOVIE



BOOK



EMOJI



TREAT



TOY



FRIEND



ACTIVITY

GOALS FOR THE YEAR



MY GOALS FOR

MY GOALS FOR THE NEXT 5 YEARS

MY GOALS FOR THE NEXT 10 YEARS

