

		Easter Monday	
Math (45 Minutes)	<p>Activity: Know and Apply</p> <p>Facts about Angles in Triangles and Angle Pairs</p>	<p>Read from cK-12: "Alternate Exterior Angles"</p> <p>Watch embedded videos and do review problems</p>	<p>Read from cK-12: "Same Side Interior Angles"</p> <p>Watch embedded videos and do review problems</p>
Physical Education (15 Minutes)	<p>Physical Activity –</p> <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kidz Bop Dance YouTube – Kids Workout 	<p>Physical Activity –</p> <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kids Workout 	<p>Physical Activity –</p> <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kids Workout
English Language Arts (60 Minutes)	<p>Reading Comprehension: Wit and Wisdom lesson 4 part 2</p> <p>Reading Comprehension: Commonlit "A Teen and A Trolley Reveal Society's Dark Side" text and questions (print copies available at meal sites).</p> <p>Springboard Grammar: clauses (print copies available at meal sites).</p>	<p>Reading Comprehension: Wit and Wisdom lesson 5 part 1</p> <p>Reading Comprehension: Commonlit "Little Things are Big" text and comprehension questions</p> <p>And (print copies available at meal sites)</p> <p>Springboard Grammar: Commas with nonessential elements</p>	<p>Reading Comprehension: Wit and Wisdom lesson 5 part 2</p> <p>Reading Comprehension: Commonlit (print copies available at meal sites)</p> <p>Vocabulary Practice: membean.com/enroll?i=CLEVMID and enter code: CLEVMID</p> <p>Membean can be accessed from any device – including a smartphone. Follow directions to enroll in your class, and answer the "calibration" questions to get your own personalized word list.</p>
		<p>Reading Comprehension: Wit and Wisdom Module 4 lesson 1</p> <p>Text Read aloud can be accessed below video link on Wit and Wisdom page</p> <p>Vocabulary Practice: Click Here for Membean.com and continue working with your personalized vocabulary list.</p>	

		<p>Grammar Practice: Click Here for Khan Academy</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>(print copies available at meal sites).</p> <p>Grammar Practice: Click Here for Khan Academy</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>Writing Practice: Access Writable.com and select Argument Skills Activities Middle School: Support with Reasons and Evidence (Print copies available at meal sites). * This assignment will take more than 1 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>Writing Practice: Access Writable.com and select Argument Skills Activities Middle School: Support with Reasons and Evidence (Print copies available at meal sites). * This assignment will take more than 1 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>Art</p>
						<p>Art</p>

<p>(15 Minutes)</p>		<p>Listen to a piece of music. Reflect on how this new music makes you feel. Do you like it? Why or why not?</p>	<p>Free draw/paint/build something new from imagination or take inspiration from objects you see every day.</p>	<p>Listen to a piece of music. Reflect on how this new music makes you feel. Do you like it? Why or why not?</p>	<p>Free draw/paint/build something new from imagination or take inspiration from objects you see every day.</p>
<p>Science (30 Minutes)</p>		<p>Topic: Earth's Surface</p>	<p>Topic: Topic: Earth's Surface</p> <p>Images of Earth's Surface</p> <p>Click Here to read and complete Visual Distortion Worksheet</p>	<p>Topic: Topic: Earth's Surface</p> <p>Surface Earth's Surface</p> <p>Features</p> <p>Click Here to read and complete Iron Words & Images Worksheet</p>	<p>Topic: Topic: Earth's Surface</p> <p>Methods of Analysis</p> <p>Read the following editorial in favor of social distancing. Do you agree with the article? Explain your answer.</p> <p>Social Distancing Required, Emotional Connections Needed</p>
<p>Social Studies (30 Minutes)</p>		<p>Topographic Maps</p> <p>Read the text below and then complete the Symbol and Metaphor Handout</p> <p>Political Cartoons</p> <p>Political cartoons are expressions of opinions that use all sorts of emotional appeals and other techniques to persuade others to accept those opinions.</p>	<p>Self-Awareness</p> <p>Write a compliment to yourself and keep it to look at later.</p>	<p>Empathy & Communication</p> <p>Leave a kind note somewhere for a family member to find.</p>	<p>Self-Awareness</p> <p>Make a list of things for which you are grateful.</p>
<p>Social Emotional Learning/ Reflection (15 Minutes)</p>		<p>Emotion Check-In</p> <p>Share your feelings with someone or journal about school being closed.</p>	<p>Math <input type="checkbox"/></p> <p>English <input type="checkbox"/></p> <p>Physical Ed. <input type="checkbox"/></p> <p>Fine Arts <input type="checkbox"/></p> <p>Science <input type="checkbox"/></p> <p>Social Studies <input type="checkbox"/></p> <p>SEL/Reflection <input type="checkbox"/></p>	<p>Math <input type="checkbox"/></p> <p>English <input type="checkbox"/></p> <p>Physical Ed. <input type="checkbox"/></p> <p>Fine Arts <input type="checkbox"/></p> <p>Science <input type="checkbox"/></p> <p>Social Studies <input type="checkbox"/></p> <p>SEL/Reflection <input type="checkbox"/></p>	<p>Math <input type="checkbox"/></p> <p>English <input type="checkbox"/></p> <p>Physical Ed. <input type="checkbox"/></p> <p>Fine Arts <input type="checkbox"/></p> <p>Science <input type="checkbox"/></p> <p>Social Studies <input type="checkbox"/></p> <p>SEL/Reflection <input type="checkbox"/></p>
<p>Student Daily Check-Off (check off each activity that you completed)</p>		<p>Math <input type="checkbox"/></p> <p>English <input type="checkbox"/></p> <p>Physical Ed. <input type="checkbox"/></p> <p>Fine Arts <input type="checkbox"/></p> <p>Science <input type="checkbox"/></p> <p>Social Studies <input type="checkbox"/></p> <p>SEL/Reflection <input type="checkbox"/></p>	<p>Math <input type="checkbox"/></p> <p>English <input type="checkbox"/></p> <p>Physical Ed. <input type="checkbox"/></p> <p>Fine Arts <input type="checkbox"/></p> <p>Science <input type="checkbox"/></p> <p>Social Studies <input type="checkbox"/></p> <p>SEL/Reflection <input type="checkbox"/></p>	<p>Math <input type="checkbox"/></p> <p>English <input type="checkbox"/></p> <p>Physical Ed. <input type="checkbox"/></p> <p>Fine Arts <input type="checkbox"/></p> <p>Science <input type="checkbox"/></p> <p>Social Studies <input type="checkbox"/></p> <p>SEL/Reflection <input type="checkbox"/></p>	<p>Math <input type="checkbox"/></p> <p>English <input type="checkbox"/></p> <p>Physical Ed. <input type="checkbox"/></p> <p>Fine Arts <input type="checkbox"/></p> <p>Science <input type="checkbox"/></p> <p>Social Studies <input type="checkbox"/></p> <p>SEL/Reflection <input type="checkbox"/></p>

Suggested Daily Schedule: Grades 6-8

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
2:15-2:30 pm	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"> <input type="checkbox"/> Familiarize yourself with your child's learning calendar. <input type="checkbox"/> Encourage your child to do their best when completing tasks and assignments. <input type="checkbox"/> Contact your child's teacher or the district's homework hotline when you or your child have questions or need feedback. <input type="checkbox"/> 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. <input type="checkbox"/> Remind your child to take frequent breaks to stay focused. <input type="checkbox"/> 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"> <input type="checkbox"/> Complete work on your suggested learning calendar. <input type="checkbox"/> Put in your best effort when completing tasks and assignments. <input type="checkbox"/> 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. <input type="checkbox"/> 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"> <input type="checkbox"/> 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. <input type="checkbox"/> Take short breaks to increase focus and stay motivated to complete tasks on time. <input type="checkbox"/> Find a quiet place to complete your work.

<p>Individual Support</p>	<p>Individualizing Supports</p> <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.
<p>English Language Learners</p>	<p>Enrichment Packet</p> <ul style="list-style-type: none"> • 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 ku pata mafunzo ya lugha ya kila siku. • दैनिक भाषा सिक्न महत्त्वपूर्ण छ! तलका लिंकहरू / स्रोतहरू विद्यार्थीहरूको लागि दैनिक भाषा सिक्ने पहुँचको लागि उपलब्ध छन्। <p>مهم ! الروابط / الموارد التالیه متاحة للطلاب للوصول إلى تعلم اللغة اليومي.</p>

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.

Name: _____ Class: _____

A Teen and A Trolley Reveal Society's Dark Side

By Bethany Brookshire
2015

In 2015, a high school senior named Tiffany Sun conducted a social science experiment and presented her results at the Intel Science Talent Search in Washington, D.C. The results of her experiment shed light on an age-old question: are people naturally good or evil? As you read, take notes on Sun's social experiment and how the results support her claims.

WASHINGTON, D.C. — A runaway trolley is barreling[1] down a track. It's headed toward five helpless people who can't possibly get out of the way in time. But you've seen it coming. If you throw a single switch, you can put the trolley on a different track. Unfortunately, there's someone standing on that second track who will now get hit. What do you do? Throw the switch and doom one person? Or do nothing and watch five die?

Thankfully, this situation isn't real. It is a thought problem known as "the trolley problem." Tiffany Sun, 17, used it to explore biases[2] in people against certain types of appearance, of apparent income or of disability. Her results show some of our darkest behaviors. But knowing that those dark sides exist might help us fight to counter them, she says.



"Looking Into the Past, Commercial Street Trolley" by Corey Templeton is licensed under CC BY-NC-ND 2.0

A senior at Roslyn High School in Roslyn, N.Y., Tiffany presented her results at the Intel Science Talent Search run by Society for Science and the public. Sponsored by Intel, this competition brings 40 high school seniors here to Washington every year. These young researchers present their projects to the public and compete for huge cash awards.

A philosopher first described the trolley problem in 1967. Tiffany came across it in a class on ethics — codes of conduct for how people interact with each other. It immediately fascinated her. "There was genuinely no correct answer," she says.

Tiffany thought the trolley problem might be a good way to study biases — or the prejudices[3] people have. Biases are often something that we try to hide. We may not even be fully aware that they color our interactions or decisions.

But a scenario like the trolley problem might bring such a bias to light. So Tiffany tried an experiment in social science — a field studying how people act toward each other. She surveyed almost 300 people. She asked each to decide what they would do in the trolley problem. Would they throw the switch and kill one person, or do nothing and allow five to die?

Tiffany varied the identity of the woman waiting on the track. Sometimes the woman was well off, wearing a suit and carrying a briefcase. Other times she wore a waitress uniform. Sometimes she was very attractive. Other times she was plain. And in one condition she no longer was standing, but instead sitting in a wheelchair.

If a woman looks somewhat wealthy — as represented by the business suit — only 24 percent of her participants would sacrifice her. But if she was dressed as a waitress, 59 percent of the people offered to sacrifice her to save the other five. If the woman was attractive, 44 percent of people would sacrifice her. That share climbed to 68 percent if she was plain. And while 54 percent of people would throw the switch to sacrifice a standing woman, the number jumped to 74 percent if she was described as sitting in a wheelchair.

Tiffany is not sure why there were such notable differences in choosing between people who are attractive or plain, rich or poor, disabled or not. But without a doubt, she says, it appears “that we as a society tend to view some lives as less valuable than others.”

The results don't make our society look very nice, she observes. Still, understanding these hidden biases can be very important. With this information, she explains, “we can target those biases and create a more equal society.”

“A Teen and A Trolley Reveal Society's Dark Side” from [societyforscience.org](https://www.societyforscience.org) by Bethany Brooksire. Copyright © 2015 by Society for Science. Reprinted with permission, all rights reserved. This article is intended only for single-classroom use by teachers. For rights to republish Science News for Students articles in assessments, course packs, or textbooks, visit: <https://www.societyforscience.org/permission-republish>.

Text-Dependent Questions

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

1. PART A: Which of the following best describes the central idea of the article?
 - A. Humans are evil by nature and must actively do good in order to resist their evil impulses.
 - B. The trolley problem does not accurately reflect human nature because there is no right answer to the problem.
 - C. Biases affect how people value others, but awareness can help reduce unequal treatment.
 - D. Society places value on people based on how well they can make tough choices for the greater good.

2. PART B: Which of the following quotes best supports the answer to Part A?
 - A. "What do you do? Throw the switch and doom one person? Or do nothing and watch five die?" (Paragraph 1)
 - B. "Tiffany came across it in a class on ethics... It immediately fascinated her. 'There was genuinely no correct answer,' she says." (Paragraph 4)
 - C. "54 percent of people would throw the switch to sacrifice a standing woman, the number jumped to 74 percent if she was described as sitting in a wheelchair." (Paragraph 8)
 - D. "understanding these hidden biases can be very important. With this information, she explains, 'we can target those biases and create a more equal society.'" (Paragraph 10)

3. How does paragraph 1 contribute to the author's explanation of "the trolley problem"?
 - A. It is designed to spark a classroom discussion about what the trolley problem represents.
 - B. It describes a situation and asks questions similar to what can be found in the trolley problem.
 - C. It asks the reader to consider how they value others' lives and what biases affect this.
 - D. It shows that the trolley problem is just an exercise and doesn't determine how someone would actually react.

4. Which statement best describes the relationship between ethics and the trolley problem, as shown in the article?
 - A. The trolley problem is an experiment that tests one's moral principles by posing a difficult decision.
 - B. The trolley problem is an experiment that teaches people how to accept scenarios no one can win.
 - C. The trolley problem forces people to confront their own biases both in daily life and regarding larger moral principles.
 - D. The trolley problem proves that ethics is not an unbiased study but one that changes from person to person.

5. Summarize Tiffany Sun's findings. How do these findings contribute to or support her claims?

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. In the final paragraph, Tiffany claims that understanding people's hidden biases can help us create a more equal society. How? Explain this idea in your own words.
2. Imagine that you are going to enter the Intel Science Talent Search, and you are required to present the results of an experiment. What kind of an experiment would you design, and what would it test?
3. What can "the trolley problem" teach us about human morality? Are people basically good, evil, or a little bit of both? Explain your answer.

Lesson: Clauses

Learning Target

- Use different types of clauses to convey specific meanings and add variety and interest to writing.

Sentences are made of clauses. **Clauses** contain subjects and verbs and may contain modifiers, objects, complements, and other sentence parts. Different kinds of sentences contain different numbers and kinds of clauses. You can use various kinds of clauses to express different relationships among ideas, to create a more mature style, and to increase reader or listener interest.

An **independent clause** contains a subject and a verb and expresses a complete thought. It can stand alone as a complete sentence.

EXAMPLE: This is an independent clause.

A **dependent (or subordinate) clause** contains a subject and a verb but does not express a complete thought. It cannot stand alone as a complete sentence.

EXAMPLE: because this is a dependent clause

There are different kinds of dependent clauses. Using a variety of dependent clauses can enliven your writing and help you vary syntax.

A **noun clause** can act as a subject, object, appositive, or any other sentence part that a one-word noun can.

What you see is what you get. [*What you see* is the subject of the sentence. *What you get* is a predicate nominative.]

I don't know **whether the train is late.** [*Whether the train is late* is the object of the verb *know*.]

An **adjectival clause** (often called a **relative clause**) acts as a modifier of a noun or pronoun.

The paint set **that he donated** is very nice. [The clause modifies *paint set*.]

An **adverbial clause** acts as a modifier of a verb, adjective, or other adverb.

Although we thought we left early enough, we still didn't get there in time. [The clause modifies the verb *did get*.]

Hungry **even though we had had a big lunch,** Trevor asked for a snack. [The clause modifies the adjective *hungry*.]

Check Your Understanding

- A. For each of the following five sentences, identify each of the boldface clauses, and label it *independent* or *dependent*. If the clause is dependent, tell whether it is a *noun clause*, *adjectival (relative) clause*, or *adverbial clause*.
1. **After Tristan woke up**, he went to the kitchen for breakfast.
 2. The house **that is on the corner** belongs to Nikki.
 3. Ellie has a pet frog, and **Diego has a dog**.
 4. **What I heard** is that rehearsal has been canceled.
 5. The ice chest, **which is full of ice and water**, is too heavy for me to carry.
- B. Write a simple sentence, with just one subject and one verb: an independent clause. Then rewrite that sentence, adding at least one adjectival clause. Rewrite the new sentence, adding at least one adverbial clause. Finally, rewrite the sentence to include at least one noun clause. Underline and identify the clauses as shown in the example.

EXAMPLE

Simple sentence (independent clause): We watched a movie.

With adjectival clause: We watched a movie that was about an orphan.

With adverbial clause: After we got home, we watched a movie that was about an orphan.

With noun clause: After we got home from where we spent the afternoon, we watched a movie that was about an orphan.

Name: _____ Class: _____

Little Things Are Big

By Jesús Colón
1961

Jesús Colón (1901-1974) was a Puerto Rican writer of African descent who moved to Brooklyn, New York, at age 16. Colón wrote about his experiences as an immigrant and discussed how racism influences American culture. In the following story, Colón recalls one such experience on a subway car during the 1950s. As you read, take notes on how Colón presents his point of view in the passage.

[1] I've been thinking; you know, sometimes one thing happens to change your life, how you look at things, how you look at yourself. I remember one particular event. It was when? 1955 or '56... a long time ago. Anyway, I had been working at night. I wrote for the newspaper and, you know, we had deadlines. It was late after midnight on the night before Memorial Day. I had to catch the train back to Brooklyn; the West Side IRT.¹ This lady got on to the subway at 34th and Penn Station, a nice looking white lady in her early twenties. Somehow she managed to push herself in with a baby on her right arm and a big suitcase in her left hand. Two children, a boy and a girl about three and five years old trailed after her.



"Do Not Lean" by Jens Schott Knudsen is licensed under CC BY-NC 2.0.

Anyway, at Nevins Street I saw her preparing to get off at the next station, Atlantic Avenue. That's where I was getting off too. It was going to be a problem for her to get off; two small children, a baby in her arm, and a suitcase in her hand. And there I was also preparing to get off at Atlantic Avenue. I couldn't help but imagine the steep, long concrete stairs going down to the Long Island Railroad and up to the street. Should I offer my help? Should I take care of the girl and the boy, take them by their hands until they reach the end of that steep long concrete stairs?

Courtesy² is important to us Puerto Ricans. And here I was, hours past midnight, and the white lady with the baby in her arm, a suitcase and two white children badly needing someone to help her.

1. West Side IRT is another name for the IRT Broadway-Seventh Avenue Line, one of the many subway routes in New York City.
2. **Courtesy** (*noun*): polite and kind behavior

I remember thinking; I'm a Negro³ and a Puerto Rican. Suppose I approach this white lady in this deserted subway station late at night? What would she say? What would be the first reaction of this white American woman? Would she say: 'Yes, of course you may help me,' or would she think I was trying to get too familiar or would she think worse? What do I do if she screamed when I went to offer my help? I hesitated. And then I pushed by her like I saw nothing as if I were insensitive to her needs. I was like a rude animal walking on two legs just moving on, half running along the long the subway platform, leaving the children and the suitcase and the woman with the baby in her arms. I ran up the steps of that long concrete stairs in twos and when I reached the street, the cold air slapped my warm face.

- [5] Perhaps the lady was not prejudiced⁴ after all. If you were not that prejudiced, I failed you, dear lady. If you were not that prejudiced I failed you; I failed you too, children. I failed myself. I buried my courtesy early on Memorial Day morning.

So, here is the promise I made to myself back then: if I am ever faced with an occasion like that again, I am going to offer my help regardless of how the offer is going to be received. Then I will have my courtesy with me again.

"Little Things Are Big" by Jesús Colón. Copyright © 1961 by International Publishers. Reprinted with permission, all rights reserved.

3. The word "Negro" was used up to the mid-20th century to refer to African Americans and people of African heritage. It is no longer commonly used.

4. **Prejudice (noun):** an unfair feeling of dislike for a person or group

Text-Dependent Questions

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

1. PART A: Which statement best expresses a central idea of the passage?
 - A. People need to remain guarded in unfamiliar or scary situations in order to protect themselves.
 - B. Puerto Rican culture stresses that people should be kind and friendly towards one another.
 - C. It is important not to lose sight of one's values in an uncertain situation, even when one is afraid of the outcome.
 - D. Little events can have big impacts on people but they rarely change how people act in the moment.

2. PART B: Which of the following quotes best supports the answer to Part A?
 - A. "I remember one particular event. It was when? 1955 or '56... a long time ago... I had to catch the train back to Brooklyn" (Paragraph 1)
 - B. "Courtesy is important to us Puerto Ricans." (Paragraph 3)
 - C. "I ran up the steps of that long concrete stairs in twos and when I reached the street, the cold air slapped my warm face." (Paragraph 4)
 - D. "if I am ever faced with an occasion like that again, I am going to offer my help regardless of how the offer is going to be received." (Paragraph 6)

3. Which statement best describes the relationship between the author and the woman on the train?
 - A. The woman on the train is afraid of the author and is prejudiced towards him because of his race.
 - B. The author is worried about the woman on the train because she looks overwhelmed and needs someone to talk to.
 - C. The author and the woman have no relationship whatsoever because they are strangers on a train and never interact.
 - D. The author wants to offer the woman help but is afraid to do so because he doesn't know what her reaction will be.

4. PART A: What does the phrase "I buried my courtesy" mean as it is used in paragraph 5?
 - A. He forever loses the part of himself that was polite and thoughtful and will never be able to get it back.
 - B. He hides his courtesy from this woman and the world, fearing that they will take it from him.
 - C. He resists the urge to help another and later feels mournful regret at the temporary loss of his polite nature.
 - D. He realizes that he has lost his sense of courtesy long ago after coming to America, and he mourns its loss by burying it.

5. PART B: Which quote from the text best supports the answer to Part A?
- A. "And here I was, hours past midnight, and the white lady with the baby in her arm" (Paragraph 3)
 - B. "What do I do if she screamed when I went to offer my help?" (Paragraph 4)
 - C. "I failed you, dear lady... I failed myself." (Paragraph 5)
 - D. "Then I will have my courtesy with me again." (Paragraph 6)

6. The author asks himself a series of questions throughout the passage. How do these questions develop or convey the author's point of view?

Name: _____ Class: _____ Date: _____

Pairing Questions for "A Teen and A Trolley Reveal Society's Dark Side" and "Little Things Are Big"

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. What does the experiment in "A Teen and a Trolley Reveal Society's Dark Side" suggest about Jesús Colón's doubts in "Little Things are Big"? [RI.3, RI.9]
 - A. The experiment suggests that Jesús Colón might have been correct in worrying that the white woman would perceive him as a threat.
 - B. The experiment suggests that Jesús Colón should not have worried that the white woman would perceive him as a threat.
 - C. The experiment suggests that Jesús Colón was correct to worry that the white woman needed help.
 - D. The experiment suggests that Jesús Colón should not have worried that the white woman needed help.

2. The experiment in "A Teen and a Trolley Reveal Society's Dark Side" shows that people tend to have negative biases toward certain members of society. How did these biases affect Jesús Colón in "Little Things are Big"? [RI.3, RI.9]

Lesson: Commas with Nonessential Elements

Learning Target

- Use commas correctly to set off nonessential elements.

Commas are used to set off certain nonessential grammatical elements, such as nonrestrictive appositives, interrupting elements, and introductory elements.

Nonrestrictive Appositives and Appositive Phrases

If an appositive or appositive phrase is **nonrestrictive** (that is, not essential to the basic meaning of the sentence), it is set off with commas. If leaving out the appositive or appositive phrase would change the meaning of the sentence, it is not set off.

The American author **Madeleine L'Engle** wrote *A Wrinkle in Time*. [The appositive *Madeleine L'Engle* is essential to the basic meaning of the sentence. It **restricts** the meaning of author. Without the appositive, the reader does not know which American author is meant.]

Madeleine L'Engle, **an American author**, wrote *A Wrinkle in Time*. [The appositive *an American author* adds extra information; it is nonessential.]

Interrupting Elements

Nouns of **direct address** are set off:

Isabelle, have you read *A Swiftly Tilting Planet*?

Have you read *A Swiftly Tilting Planet*, **Isabelle**?

Parenthetical expressions are usually set off:

By the way, that's my favorite book.

The books, **as I recall**, include interesting ideas about time travel.

Introductory Elements

When **yes**, **no**, **well**, or a **mild interjection** begins a sentence, it is set off with a comma:

Yes, I have read that book. **Boy**, did I love it!

When a **long prepositional phrase** or a **series of two or more short prepositional phrases** begins a sentence, it is set off with a comma:

Of all the books that you have read this year, which is your favorite?

In the library at our school, there is a book that I have read at least five times.

When an **adverb clause** begins a sentence, it is set off with a comma:

When I read, it is as if I am visiting another world.

Because the library is closed on Thursday, we plan to go on Friday.

Other Nonessential Elements

Nonessential participial phrases (those that add information that is not necessary to the basic meaning of the sentence) are set off with commas:

Sitting down to Thanksgiving dinner, Meg's family learns of a serious threat to the world.

Charles Wallace, **reciting an ancient Irish rune**, summons the unicorn Gaudior.

Nonessential adjectival clauses are set off with commas:

Meg's family, **who are sitting down to Thanksgiving dinner**, learns of a serious threat to the world.

Charles Wallace, **who recites an ancient Irish rune**, summons the unicorn Gaudior.

Check Your Understanding

Read the following sentences. Add any missing commas. If a sentence is already correct as is, write *Correct*.

1. We have had our boat a sixteen-foot aluminum canoe for over twenty years.
2. On the surface of the bay you can sometimes see fish jumping.
3. There's a particular kind of fish the mullet that frequently jumps out of the water.
4. Standing on the pier Walter saw a jellyfish.
5. Although we applied sunscreen we still got a little sunburned.
6. Did you see the jetty Chris?
7. Yes we walked there yesterday.
8. Watching the sunset Frank saw a flock of pelicans fly overhead.
9. My friend Eliana likes stargazing.
10. By the way I hope we get to camp on the beach.

8th Grade Week 2 Writing: Support with Reasons and Evidence

Directions: *Read* the prompt below, and then *read and analyze* the text titled “World Hunger is on the Rise”. Use the Graphic Organizer to *take notes* in the Analyze the Selection boxes. Then, using the planning prompts in the graphic organizer plan your speech being mindful of your audience and your task to persuading your audience to agree with your claim. After you complete the planning boxes on the graphic organizer, write your argumentative speech.

▼ Prompt

Imagine you have a chance to speak to a group of wealthy donors who are considering making a donation to the cause of ending world hunger. Write a two- to three-paragraph Persuasive Speech explaining why they should support this cause. Focus on supporting your claim with valid reasons and relevant evidence. Use information from the selection in your speech.

1. **Read** and review the selection.
2. **Collect** facts and evidence to support your claim.
3. **Write** your Persuasive Speech.

Video Link

Optional: Add a video link...





A United Nations study found that hunger has increased across the world.

World Hunger Is on the Rise for the Third Year in a Row

Improvements in agricultural practices and food distribution have steadily decreased hunger rates. This has been true in nations across the globe for decades. But progress has been bumped off the tracks. That's according to Jason Beaubien reporting for NPR.

New data has been put together by the United Nations Food and Agriculture Organization (F.A.O.). Other agencies helped with the report. It found that hunger has increased across the world. It has gone up for the third year in a row.

The recent report is somewhat surprising. As of 2015, the rate of undernourishment in the developing world had fallen from 23.3 percent of people between the years 1990 to 1992 to 12.9 percent.

But just as that percentage dropped by almost half, the numbers began to reflect global hunger on the rise. There were 783.7 million people affected by hunger in 2014. That that number increased to 784.4 in 2015. And it increased to 804.2 in 2016. The latest report bumps the number of those affected to 820.8 million.

So what's causing the increase in hunger? The report points to two main culprits. The first culprit is conflicts around the globe. The second culprit is extreme weather events likely powered by climate change. The endless conflicts in Yemen, Afghanistan, Syria and Somalia have led to food issues. These impact millions of people. The drop in crude oil prices has led to economic problems in South America. This is particularly true in Venezuela. More than 2.3 million people have fled the country mainly due to food issues.



Fresh food is often more expensive than fat- and sugar-filled processed foods.

In Africa, some of the worst droughts ever seen have occurred in the last decade. The droughts are affecting nations all over the continent. This includes parts of West Africa and the Horn of Africa. It also includes Southern Africa. They have decimated agriculture and impacted food availability in the region.

“[T]he underlying problem with hunger and why we see so much hunger is also poverty, income inequalities and the marginalization of populations,” editor Cindy Holleman told Zipporah Nyambura at Deutsche Welle. Holleman is senior economist for food security and nutrition at the F.A.O.

“But what's new is we're seeing increasing climate variability. Africa has been hard hit. In the last 10 years, Africa has been especially hit with climate variability and extremes.”

The impacts of hunger can be severe. For instance, 151 million children under the age of 5 experience stunted growth due to malnourishment. This is according to the report.

And 50.5 million experience wasting, or being severely underweight. It may seem odd but, hunger also leads to increased rates of obesity. This leads to other health problems like diabetes.

The global percentage of obese people had reached 13.2 percent in 2016. That's according to an F.A.O. press release. This was true even in nations where hunger was on the rise. The reasons for this are complex. Fresh food is often expensive, so people are drawn toward fat- and sugar-filled processed foods. This creates a “feast-or-famine” style of eating. In this scenario, people gorge when food is available. Then people go hungry when it is not. This is also believed to lead to metabolic changes. These could cause unwanted weight gain.

The reversal in hunger rates isn't just a temporary blip and experts don't see the trend reversing on its own. In fact, they fear that it will get worse without intervention. The report suggests that efforts must be made to end global conflicts and stop climate change. Nations need to be more resilient against natural disasters like flood and drought. Changes are needed to get things back on track.

If the trend continues, the UN will fail to achieve one of its most important sustainable development goals. The UN's agenda of projects included ending poverty and improving health and education by 2030. This agenda was ratified in 2015.

“The alarming signs of increasing food insecurity and high levels of different forms of malnutrition are a clear warning that there is considerable work to be done to make sure we 'leave no one behind' on the road towards achieving the SDG goals on food security and improved nutrition,” the study’s authors write.

By Jason Daley, Smithsonian.com, November 8, 2018

Analyze the Selection

Analyze the information in the article and gather reasons, facts, and details. Highlight facts in the text that answer the questions. Then copy and paste them below.

How serious is the problem of world hunger?

What are some effects of the world hunger problem?

Plan Your Persuasive Speech

Use the chart below to plan your Persuasive Speech. When you are finished, use your answers to help you write your speech.

What is your claim?

Claim: Your claim should persuade your audience to support ending world hunger.

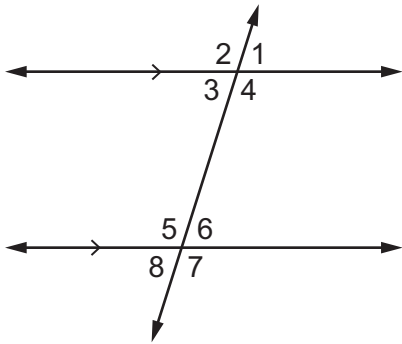
What reasons support your claim?

Reasons: List two or three reasons it is important to end world hunger.

What evidence can you give to support your reasons?

Evidence: Include relevant facts, statistics, and examples from the text.

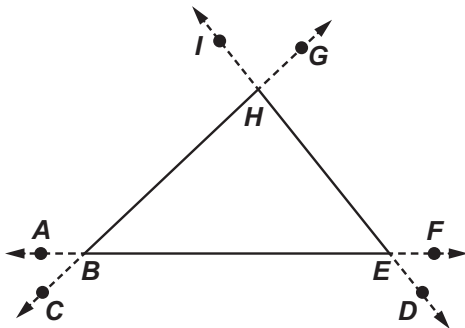
- 1** The figure shows two parallel lines intersected by a transversal.



Which is a pair of congruent angles?

- (A) $\angle 1$ and $\angle 2$
- (B) $\angle 2$ and $\angle 5$
- (C) $\angle 3$ and $\angle 7$
- (D) $\angle 5$ and $\angle 8$

- 2** In the figure, $\triangle BHE$ is shown.



Place an X in the table to show whether each angle is an exterior angle of the triangle.

	Yes	No
$\angle GHE$		
$\angle ABH$		
$\angle DEB$		
$\angle FED$		

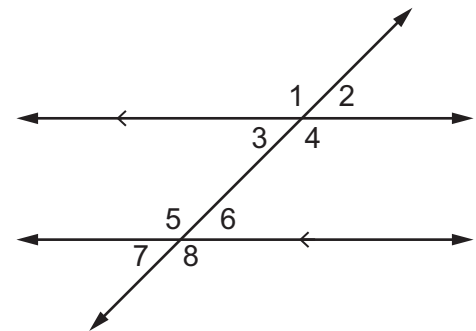
- 3** Which set of angles does not form a triangle?

- (A) 76° , 52° , and 52°
- (B) 90° , 37° , and 51°
- (C) 37° , 65° , and 78°
- (D) 120° , 12° , and 48°

- 4** $\triangle ABC$ and $\triangle DEF$ are similar triangles. If $m\angle A = 104^\circ$ and $m\angle E = 36^\circ$, what is $m\angle C$?

- (A) 36°
- (B) 40°
- (C) 76°
- (D) 104°

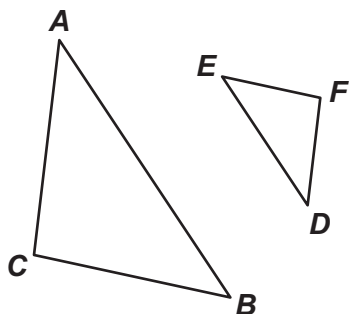
- 5** In the figure shown, two parallel lines are cut by a transversal.



Place an X in the table to show whether each pair is a pair of alternate exterior angles.

	Yes	No
$\angle 7$ and $\angle 4$		
$\angle 2$ and $\angle 6$		
$\angle 8$ and $\angle 1$		
$\angle 2$ and $\angle 7$		

6 In the figure, $\triangle ABC$ and $\triangle DEF$ are shown.



Which of the following guarantees that $\triangle ABC$ and $\triangle DEF$ are similar triangles?

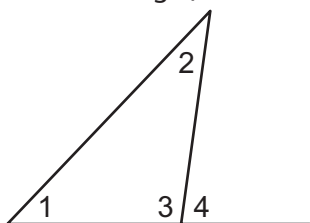
- (A) $\angle B$ is congruent to $\angle E$, and \overline{BC} is congruent to \overline{EF} .
- (B) $\angle C$ is congruent to $\angle F$, and \overline{AC} is congruent to \overline{DF} .
- (C) $\angle B$ is congruent to $\angle E$, and $\angle C$ is congruent to $\angle F$.
- (D) \overline{BC} is congruent to \overline{EF} , and \overline{AC} is congruent to \overline{DF} .

7 Suppose two parallel lines are cut by a transversal. What angle relationships always describe congruent angles in this context?

Select all the correct answers.

- (A) linear pair
- (B) corresponding angles
- (C) alternate interior angles
- (D) alternate exterior angles
- (E) same-side interior angles
- (F) same-side exterior angles

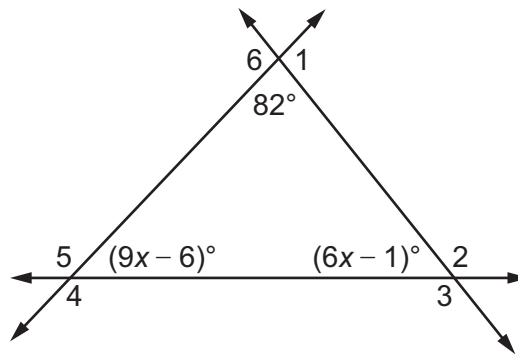
8 In the triangle, $m\angle 1 = 42^\circ$ and $m\angle 4 = 81^\circ$.



What is $m\angle 2$?

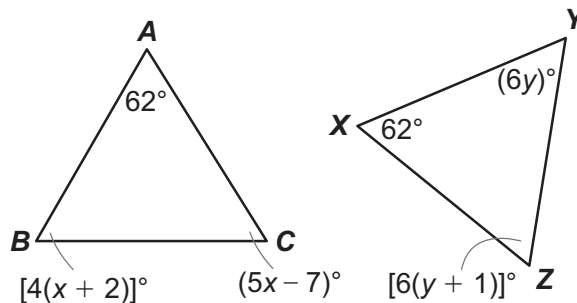
- (A) 39°
- (B) 57°
- (C) 99°
- (D) 123°

9 The lines shown form a triangle.



What is the measure in degrees of $\angle 2$?

10 Two triangles are shown.

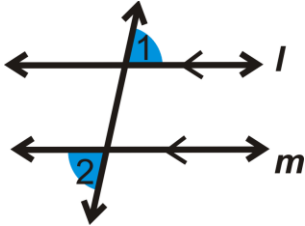


Which statement is true?

- (A) The triangles are similar because $\angle A$ is congruent to $\angle X$ and $\angle B$ is congruent to $\angle Y$.
- (B) The triangles are similar because $\angle A$ is congruent to $\angle X$ but $\angle B$ is not congruent to $\angle Z$.
- (C) The triangles are not similar because $\angle A$ is congruent to $\angle X$ and $\angle A$ is congruent to $\angle Z$.
- (D) The triangles are not similar because $\angle A$ is congruent to $\angle X$ but $\angle B$ is not congruent to $\angle Y$.

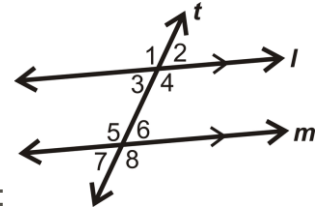
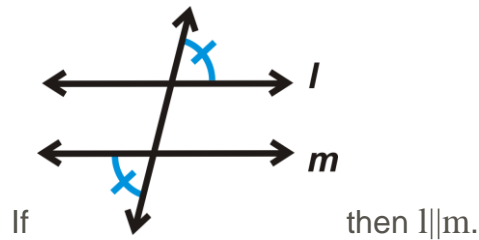
Alternate Exterior Angles cK-12 Review Problems

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



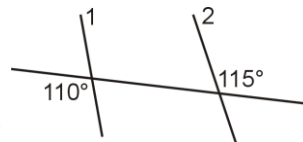
If $l \parallel m$, then $\angle 1 \cong \angle 2$.

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

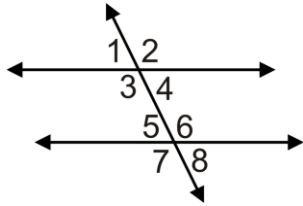


1. Find the value of x if $m\angle 1 = (4x + 35)^\circ$, $m\angle 8 = (7x - 40)^\circ$:

2. Are lines 1 and 2 parallel? Why or why not?



For 3-6, what does the value of x have to be to make the lines parallel?



[Figure1]

3. $m\angle 2 = (8x)^\circ$ and $m\angle 7 = (11x - 36)^\circ$.
4. $m\angle 1 = (3x + 5)^\circ$ and $m\angle 8 = (4x - 3)^\circ$.
5. $m\angle 2 = (6x - 4)^\circ$ and $m\angle 7 = (5x + 10)^\circ$.
6. $m\angle 1 = (2x - 5)^\circ$ and $m\angle 8 = (x)^\circ$.

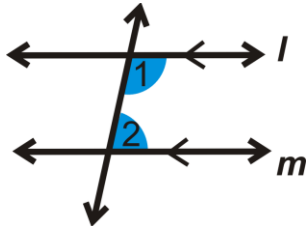
For 7-10, determine whether the statement is true or false.

7. Alternate exterior angles are always congruent.
8. If alternate exterior angles are congruent then lines are parallel.
9. Alternate exterior angles are on the interior of two lines.
10. Alternate exterior angles are on opposite sides of the transversal.

Same Side Interior Angles

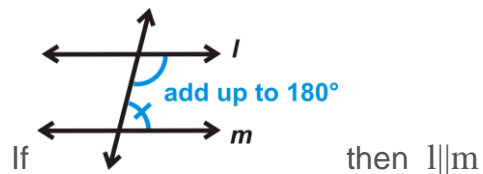
cK-12 Review Problems

Same Side Interior Angles Theorem: If two parallel lines are cut by a transversal, then the same side interior angles are supplementary.

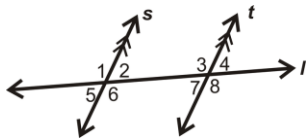


If $l \parallel m$, then $m\angle 1 + m\angle 2 = 180^\circ$.

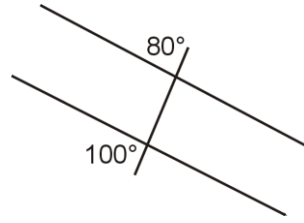
Converse of the Same Side Interior Angles Theorem: If two lines are cut by a transversal and the same side interior angles are supplementary, then the lines are parallel.



For questions 1-2, use the diagram to determine if each angle pair is congruent, supplementary or neither.

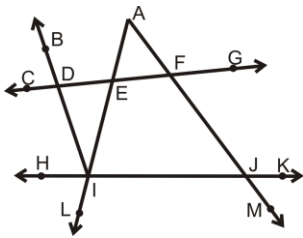


1. $\angle 5$ and $\angle 8$
2. $\angle 2$ and $\angle 3$



3. Are the lines parallel? Justify your answer.

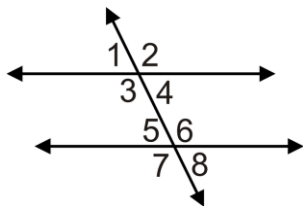
In 4-5, use the given information to determine which lines are parallel. If there are none, write none. Consider each question individually.



4. $\angle AFD$ and $\angle BDF$ are supplementary

5. $\angle DIJ$ and $\angle FJI$ are supplementary

For 6-8, what does the value of x have to be to make the lines parallel?



[Figure1]

6. $m\angle 3 = (3x + 25)^\circ$ and $m\angle 5 = (4x - 55)^\circ$

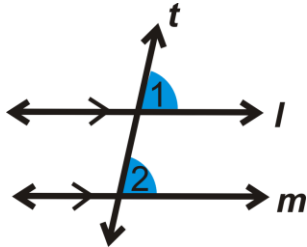
7. $m\angle 4 = (2x + 15)^\circ$ and $m\angle 6 = (3x - 5)^\circ$

8. $m\angle 3 = (x + 17)^\circ$ and $m\angle 5 = (3x - 5)^\circ$

Corresponding Angles

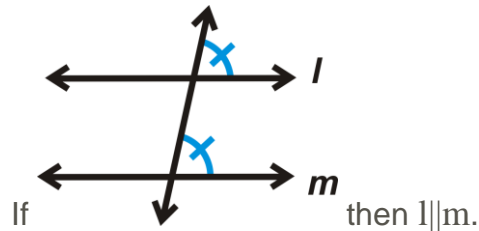
cK-12 Review Problems

Corresponding Angles Postulate: If two parallel lines are cut by a transversal, then the corresponding angles are congruent.

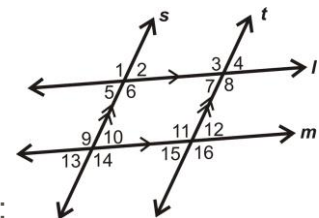
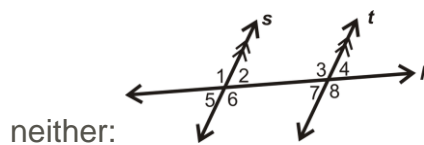


If $l \parallel m$, then $\angle 1 \cong \angle 2$.

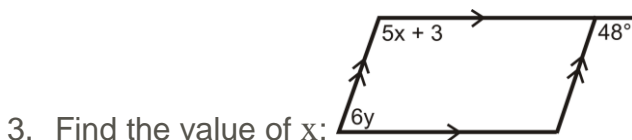
Converse of Corresponding Angles Postulate: If corresponding angles are congruent when two lines are cut by a transversal, then the lines are parallel.



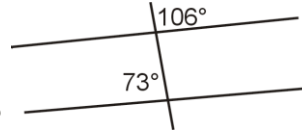
- Determine if the angle pair $\angle 4$ and $\angle 2$ is congruent, supplementary or



- Give two examples of corresponding angles in the diagram:

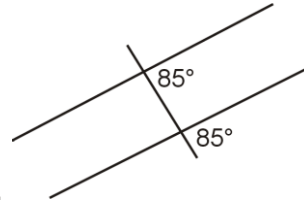


4. Are the lines parallel? Why or why not?

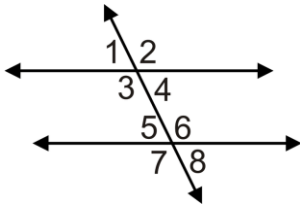


[Figure1]

5. Are the lines parallel? Justify your answer.



For 6-10, what does the value of x have to be to make the lines parallel?



[Figure2]

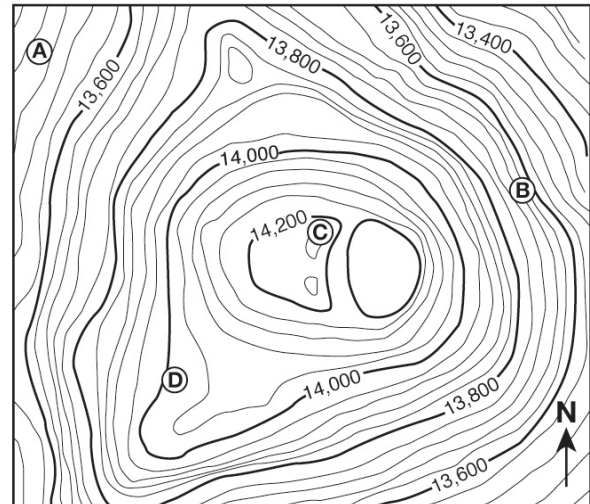
6. If $m\angle 1 = (6x - 5)^\circ$ and $m\angle 5 = (5x + 7)^\circ$.
7. If $m\angle 2 = (3x - 4)^\circ$ and $m\angle 6 = (4x - 10)^\circ$.
8. If $m\angle 3 = (7x - 5)^\circ$ and $m\angle 7 = (5x + 11)^\circ$.
9. If $m\angle 4 = (5x - 5)^\circ$ and $m\angle 8 = (3x + 15)^\circ$.
10. If $m\angle 2 = (2x + 4)^\circ$ and $m\angle 6 = (5x - 2)^\circ$.

Topographic Maps

Choose the letter of the best answer.

- Which type of map would be the most useful to study the shape and size of an erosional land feature?
 - economic map
 - political map
 - road map
 - topographic map
- In regards to a topographic map, what is relief?
 - the average elevation on a map
 - the connection between points of equal elevation on a map
 - the difference between the highest and lowest elevations on a map
 - the relationship between sizes on a map and actual sizes on Earth's surface
- Which provides the best definition of a topographic map?
 - a map showing natural and human-made features and the shape of Earth's surface by using lines to represent different elevations
 - a map showing the shape of the Earth's surface by using shading to represent different elevations and land features
 - an image of Earth's surface, taken by aircraft, that displays Earth's natural and human-made features
 - a map showing roads, cities, and other political features using different colors and lines

- A landslide formed a huge erosional feature on the side of a hill called a scarp. You want to learn more about this feature's shape and size, but you cannot go to the site. Which of the following maps would be the best option to learn this information?
 - an economic map
 - a geologic map
 - satellite images
 - a topographic map
- Look at the topographic map below.



Which area is best represented by the letter *B* on this map?

- a valley near a mountain
- a peak
- a slope on the side of a mountain
- a depression

Images of Earth's Surface

Choose Your Meal: *Mapping a Meal*

Complete the activities to show what you've learned about satellite views of land features.

1. Choose one item from each section of the menu, with an optional dessert. Check your choices.
2. Plan to submit or present your results to your classmates and teacher when you return to school.

Appetizers

- _____ **Pilot for a Day** Imagine you are a pilot that flies planes that photograph Earth's surface and you have been asked to come in to a school for Career Day. Practice presenting a monologue in which you talk about your job and the things you study.
- _____ **GPS vs. GIS** Make a Venn diagram that compares and contrasts the terms GPS and GIS. Be sure to include the definitions of each and include how it is used.

Main Dish

- _____ **A Menu of Maps and Images** Provide a written or oral summary of some of the different types of remote-sensing images. Find examples of maps with satellite or aerial images that include other layers. Make a list of some of the layers you could add to a map using GIS.

Side Dishes

- _____ **Identifying Images** Obtain at least three types of satellite images of Earth's surface. Create a poster with these images and label each. Describe the benefits of using the various images for various reasons.
- _____ **Finding Your Way** Use a GPS device to type in two addresses and watch as the device is able to find a path between these points. Explain how the device is able to do this.

Desserts (optional)

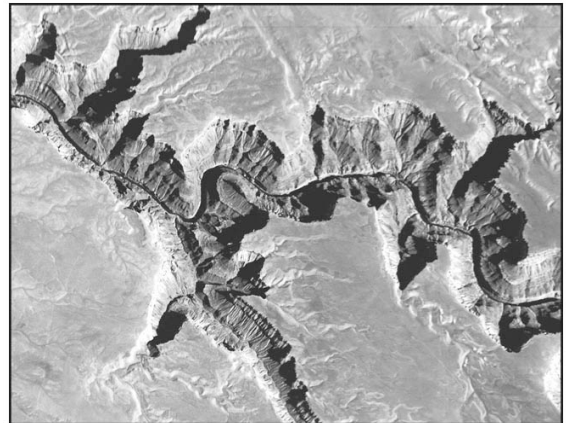
- _____ **Go Exploring** Locate or download Google Earth software onto a computer or tablet device. Use this program to investigate and explore the world using remote-sensing images. Try out using the different layers to identify various features.

Earth's Surface Features

Choose the letter of the best answer.

1. An aerial photograph of Earth shows Earth's surface exactly as it looks to the human eye. What do the sensors that take aerial photographs most likely detect?
 - A. infrared radiation
 - B. temperature differences
 - C. ultraviolet radiation
 - D. visible light
2. Which of the following images of Earth's surface can only be taken from space?
 - A. aerial photograph
 - B. satellite image
 - C. infrared image
 - D. microwave image
3. Which type of image would be expected to provide the greatest level of detail for someone studying vegetation types in a small region?
 - A. an aerial photograph taken from space
 - B. an aerial photograph taken from an airplane
 - C. a photograph taken from the ground
 - D. a satellite image taken from space

4. Satellites are able to use sensors to detect infrared and visible radiation. What type of information collected from a satellite would be most beneficial to a meteorologist making a weather forecast in a given area?
 - A. visualization of elevation changes
 - B. type of vegetation present
 - C. shape and height of clouds
 - D. shape of the sea floor
5. The image below represents a satellite view.



What type of land features are pictured in this image?

- A. canyons
- B. hills
- C. rivers
- D. volcanoes

Methods of Analysis

Mix and Match: *Analyzing Technology*

Mix and match ideas to show what you've learned about how scientists and engineers evaluate technology.

1. Choose one information source from Column A, two ways to analyze the technology from Column B, and one option to communicate your analysis from Column C. Check your choices.
2. Be prepared to submit or share your results when you return to school.

A. Choose One Information Source	B. Choose Two Things to Analyze	C. Choose One Way to Communicate Analysis
<p>___ observations of a technology</p> <p>___ print or Internet technological specifications of a product</p> <p>___ print or Internet consumer information about a technology</p> <p>___ an interview with an individual who is knowledgeable about a type of technology</p> <hr/>	<p>___ the expected, unexpected, favorable, and unfavorable effects of the technology</p> <p>___ trade-offs associated with the manufacture or use of the technology</p> <p>___ risk-benefit analysis of the use of the technology</p> <p>___ life cycle analysis of the technology from production through disposal</p> <p>___ Pugh chart comparing the technology to other similar technologies</p>	<p>___ poster with both text and illustrations</p> <p>___ pamphlet designed to share information with others</p> <p>___ newspaper-style article about the technology, with illustrations</p> <p>___ multimedia presentation</p> <hr/>

Day One—Read the text below and complete the Symbol and Metaphor Handout

Political Cartoons

Political cartoons are expressions of opinions that use all sorts of emotional appeals and other techniques to persuade others to accept those opinions. Most political cartoons are created to highlight problems or defend a political position. They cannot be treated as evidence either of the way things actually are or how everyone else feels about the subject of the cartoon. They are only a point of view, often a heavily biased point of view. Political cartoons use the following to express the viewpoint of the cartoonist: symbolism, exaggeration, labeling, analogy and irony.

Symbolism -- an illustration to represent the issue

Exaggeration—body parts are overdone to make a point

Labeling—write text to make sure that the reader understands what the symbol represents

Analogy—a comparison between unlike things (person, objects)

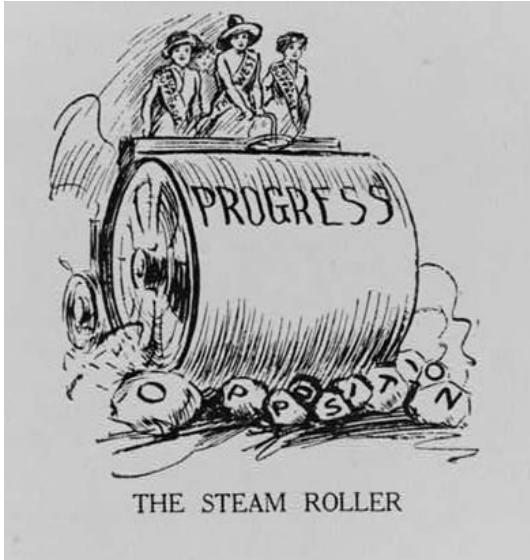
Irony—the difference between what things are and what they should be

<https://www.youtube.com/watch?v=BNkJNNuxsuQ>

[https://www.teachinghistory.org/sites/default/files/2018-08/Political Cartoon Docs 1-3 1.pdf](https://www.teachinghistory.org/sites/default/files/2018-08/Political%20Cartoon%20Docs%201-3%201.pdf)

Sample Lesson – Handout 1 Symbol and Metaphor

The Cartoon: This cartoon on the drive for women’s suffrage appeared along with an article in the magazine *Judge*, March 3, 1917. The cartoon shows four women backing the drive for female suffrage riding on a steamroller crushing rocks labeled "opposition."



Library of Congress, Prints and Photographs Division,
LC-USZ62-128029

Background: By March of 1917, an energized women’s suffrage movement was in the last stages of its push to win the right to vote for all women in the United States. Women began winning voting rights in some western states in the late 1800s. The reform movement known as “Progressivism” further boosted the drive for female suffrage in the early 1900s. The effective roles women played during World War I may have finally pushed President Woodrow Wilson in 1917 to agree to back a Constitutional amendment guaranteeing women the right to vote. The 19th amendment was passed in 1919 and sent to the states. The states ratified it in 1920.

Checklist Item – Symbol and Metaphor in Cartoons: A visual symbol in a cartoon is any image that stands for some other thing, event, person, abstract idea or trend in the news. For example, a dollar sign may stand for the entire economy. An octopus may stand for a powerful corporation with “tentacles” controlling many other institutions. Metaphors are like symbols in that they describe one thing as something else entirely. Shakespeare used a metaphor when he wrote “All the world’s a stage.” (A cartoon would simply show the world as a stage.)

- Begin any cartoon analysis by describing all the details in it that are symbols and metaphors.

Source: <http://teachinghistory.org/teaching-materials/teaching-guides/21733>

Handout 1: Cartoon Analysis Worksheet

(Take brief notes to use in a class discussion)

1. What is this cartoon about?

(a one sentence summary of its main point)

2. What elements in the cartoon can be called symbols?

3. How are these symbols drawn? Are they drawn in specific ways that add to the point the cartoon makes? Why or why not?

4. What other objects might have been used instead of a steamroller and the rubble it is crushing?

5. Notice how the three women are drawn. Are these figures also symbols? Why or why not?

6. Why is one woman wearing a banner labeled "West"?

7. How might an opponent of this cartoon's point of view have altered the symbols in it?

Source: <http://teachinghistory.org/teaching-materials/teaching-guides/21733>

Sample Lesson – Handout 2 Visual Distortion

The Cartoon: The Library of Congress records no exact date or location for this cartoon on child labor by artist Herbert Johnson. It is a part of a collection attributed to photographer Lewis Hine. Based on photos near it, it is dated to approximately 1912.



Library of Congress, Prints and Photographs Division,
LC-DIG-nclc-04783

Background: Child labor existed throughout American history. As the nation industrialized, child labor moved from the farm to the factory. Children were seen as cheaper and easy to control. They were hired in large numbers to work in mines and factories, often in extremely unhealthy and dangerous conditions. In the early 1900s, labor unions and other national reform organizations began to seek legislation regulating or limiting child labor and promoting free, compulsory education as a substitute.

Checklist Item – Visual Distortion: Changes or exaggerations in size, shape, emotions or gestures often add extra meaning to the symbols the cartoon includes. For example, a dragon is often used as a symbol for China. But a huge, snorting dragon will make a different point about China from a tired, limping, meek dragon. Every detail in a cartoon, especially one that is distorted in some way, is likely to be a part of the cartoon's meaning.

- Identify the cartoon's symbols and notice how they are drawn.

Source: <http://teachinghistory.org/teaching-materials/teaching-guides/21733>

Handout 2: Cartoon Analysis Worksheet

(Take brief notes to use in a class discussion)

1. What big problem is this cartoon concerned with?

(a one sentence summary of its main point)

2. What are the key symbols in the cartoon and how are they distorted?

3. How do the distortions help the cartoon make its point?

4. Is there anything else about this huge hand besides its size that helps the cartoon make its point?

5. How are the children in the cartoon drawn? How does this add to the visual effect of the huge hand in the cartoon?

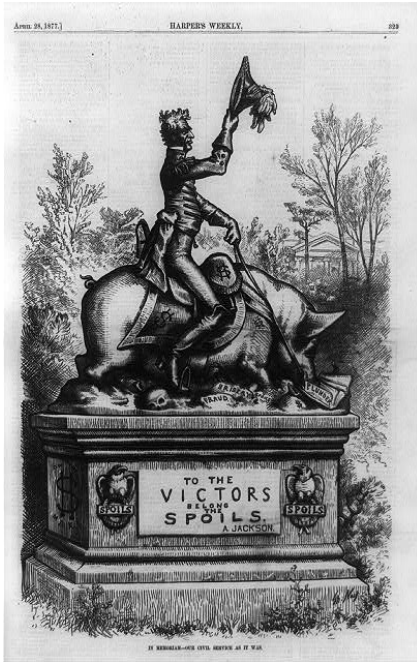
6. What else besides a hand might the artist have used to create an effective cartoon on this topic?

7. How might an opponent of this cartoon's point of view have altered the symbols in it or changed the way these symbols are distorted?

Source: <http://teachinghistory.org/teaching-materials/teaching-guides/21733>

Sample Lesson – Handout 3 Irony in Words and Images

The Cartoon: This cartoon on the evils of political patronage is by one of America’s most famous cartoonists, Thomas Nast. It appeared in *Harper’s Weekly*, April 28, 1877.



Library of Congress, Prints and Photographs Division,
LC-USZ62-89864

Background: This cartoon shows a statue of Andrew Jackson on pig. The statue is titled “To the Victors Belong the Spoils,” a phrase used to explain why election winners were entitled to hand out government jobs (patronage) to their loyal followers. Jackson was president from 1829-1837. However, Thomas Nast drew the cartoon in 1877, when he was battling machine politicians in New York City who in his view had proved how corrupt the patronage principle “to the victors belong the spoils” really was.

Checklist Item – Irony in Words and Images: Irony is a form of humor in which something is said in a way that undercuts or mocks its own apparent meaning. In other words, what is said seems to mean one thing, but it will be taken to mean the opposite. Irony is well suited to political cartoons, which often seek to mock something and show how false, unfair or dangerous it is. Irony always entails a contradiction. Often, an amusing image undercuts and reverses the meaning of the words in a caption. Sometimes, however, the image alone conveys the double meaning.

- Consider whether irony is used and if so, how?

Source: <http://teachinghistory.org/teaching-materials/teaching-guides/21733>

Handout 3: Cartoon Analysis Worksheet

(Take brief notes to use in a class discussion)

1. **This cartoon makes fun of one aspect of politics in the 1800s. Can you explain?** (a one sentence summary of its main point)

2. **In what ways does this image of a statue remind you of monuments dedicated to great or heroic figures?**

3. **Using your background knowledge, explain the term "To the Victors Belong the Spoils" in your own words.**

4. **What visual symbols in this cartoon undercut or go against the idea that this statue is meant to be heroic or admirable?**

5. **The pig on this statue is rooting around in some garbage labeled "fraud," "bribery," "spoils" and "plunder." How does this add to the ironic message of the cartoon?**

Source: <http://teachinghistory.org/teaching-materials/teaching-guides/21733>

Day Four-- Read the following editorial in favor of social distancing. Do you agree with the article? Explain your answer.

Social Distancing Required, Emotional Connections Needed

Grade 6-8 Art & Music Week 2 D 1-4

Art M-W

Free draw/paint/build—use the materials available to you—pen, pencil, apps, paint, clay, recyclables—it is up to you. Create something new from imagination, or take inspiration from objects you see every day.

Music T-Th

Listen to a piece of music-suggested music style for week 2: Blues--and take time to reflect on how this music makes you feel. Ask a friend or family member for suggestions. Reflect on how this new music makes you feel. Do you like it? Why or why not?

21 essential Blues songs link:

https://www.youtube.com/playlist?list=PLEFgBdod0r3QohHYbG2no75_ETtkQ2qW

Once weekly for art and music

Use the online music and art resource guides you received to virtually visit a museum or attend a concert. Practice good audience behavior. Reflect on your experience.

Art

1. What do you notice?
2. What do you think the artists intended?

Music

1. How did the music make you feel?
2. What do you think the artist intended?

Suggested Art: Dorthea Lange, MoMA NY <https://www.moma.org/artists/3373>

Suggested Music: B.B. King <https://www.pbs.org/video/austin-city-limits-bb-king/>

Photo Journal (as often as possible)

Materials: any camera (phone, tablet, regular camera, etc.)

Using a camera that you already have, take a daily image or set of images based on a theme, and use words to reflect on what the image means to you. Save all images and thoughts for a future share/presentation of your reflections of this time.

Week 2 theme: Sudden change

Perhaps you were going to visit family or take a vacation, or you are used to going to the park or a friend's house. Everything is different. Capture pictures with a camera that show how your world has changed and explain why with an artist's statement

An **artist's statement** is a written document that introduces you as an **artist**. It explains why and how you make your art, along with other facts about you and your art. ...**Artist's statements** typically **contain**: A few sentences on your personal relationship with art in general as well as why you do what you do, and thoughts on the art you created.

Quarantine Playlist

Curate your own playlist of music to use during the quarantine. Select songs to help you feel better when you are down, to get you up and moving, to represent your feelings (happiness, confusion, anger, love, etc.) Make a written reflection on why you selected the songs—there is no limit on how many you choose.

Online Music Resources for Students

McGraw-Hill Curriculum

GRADE LEVEL: K-5

WEBSITE: www.connected.mcgraw-hill.com

STUDENT USERNAME & PASSWORD: OHstudentsk5

Virtual Keyboard for computer or phone

GRADE LEVEL: All

WEBSITE: <https://www.onlinepianist.com/virtual-piano>

Free music tutorials for guitar, ukulele, voice, piano

GRADE LEVEL: 7-12

WEBSITE: <https://yousician.com/>

Rhythm Practice:

WEBSITE: <http://www.therhythmtrainer.com/>

Instruments of the Orchestra visual and aural identification:

WEBSITE: <http://www.musicgames.net/livegames/flyinginstruments/flyinginstruments1.htm>

Identify the notes on the treble clef staff:

WEBSITE: <http://musicteachersgames.com/trebleClefOne>

Various Music Activities Curated by CMSD's own Ms. Elardo

GRADE LEVEL: K-8

WEBSITE: <https://sites.google.com/site/musicroomtech/>

Rock & Roll Hall of Fame

GRADE LEVEL: K-12

WEBSITE: <https://edu.rockhall.com/>

Reflective essay on hip hop

GRADE LEVEL: 8-12

WEBSITE: <https://edu.rockhall.com/sites/default/files/2018-11/Hip%20Hop%20essay.pdf>

Online Music Resources for Teachers

McGraw-Hill Curriculum

GRADE LEVEL: K-5

WEBSITE: www.connected.mcgraw-hill.com

TEACHER USERNAME & PASSWORD: OHteachersk5

GRADE LEVEL: 6-12

WEBSITE: [Distance Learning & Music Studio](#)

HELP VIDEOS: [For teachers to give assignments](#) –AND- [For students to access content](#)

Online Visual Art Resources for Students

Live Drawing & Writing with Kennedy Center's Artist in Residence (weekdays at 1:00pm)

GRADE LEVEL: K-5

WEBSITE: https://www.kennedy-center.org/mowillems?fbclid=IwAR2STUDFsE424sGLY2gw2nl1vtd9jN7GZchwW9yahKh_UFuPuHdnJzdy-XU

ADDITIONAL (Printable) RESOURCES: <http://pigeonpresents.com/get-busy/>

Live Drawing & Illustration with Children's Book Author & Illustrator JJK (weekdays at 2:00pm)

GRADE LEVEL: K-12

WEBSITE: <https://www.youtube.com/channel/UCObbZ-lkhRQ203mtX9ZmgtA>

Wall Art & Poetry

GRADE LEVEL: K-3

WEBSITE: <https://kinderart.com/art-lessons/multic/a-box-of-crayons/>

Create Comics & Digital Paintings

GRADE LEVEL: 5-12

WEBSITE 1: <https://krita.org/en/>

WEBSITE 2: <https://medibangpaint.com/en/>

Drawing App

GRADE LEVEL: 8-12

WEBSITE: <https://sketchbook.com/education>

Virtual Museum Tours

GRADE LEVEL: ALL

WEBSITE 1: <https://www.louvre.fr/en/visites-en-ligne> (The Louvre - Paris, France)

WEBSITE 2: <https://www.metmuseum.org/art/online-features/met-360-project> (The Metropolitan Museum of Art – New York, NY)

WEBSITE 3: <http://www.museivaticani.va/content/museivaticani/en/collezioni/musei/cappella-sistina/tour-virtuale.html> (Sistine Chapel – Vatican City, Rome, Italy)

WEBSITE 4: https://artsandculture.google.com/streetview/solomon-r-guggenheim-museum-interior-streetview/jAHfbv3JGM2KaQ?hl=en&sv_lng=-73.95897540047744&sv_lat=40.78284373830581&sv_h=314.0433944528588&sv_p=-

[14.064051297192009&sv_pid=rfLOHTGWrOlcY4J1Oc_UzQ&sv_z=0.2739310462916821](https://www.guggenheim.org/new-york/exhibitions/14.064051297192009&sv_pid=rfLOHTGWrOlcY4J1Oc_UzQ&sv_z=0.2739310462916821)

(Guggenheim – New York, NY)

WEBSITE 5: <https://360stories.com/amsterdam/oldamsterdam/story/vincent-van-gogh> (Van Gogh Museum – Amsterdam, Netherlands)

WEBSITE 6: <https://www.thechinaguide.com/destination/great-wall-of-china> (Great Wall of China – Northern China)

WEBSITE 7: <https://naturalhistory.si.edu/visit/virtual-tour> (National Museum of Natural History – Washington, DC)

WEBSITE 8: <https://artsandculture.google.com/partner/moma-the-museum-of-modern-art> (Museum of Modern Art – New York, NY)

Games to Play with ONLY Pencil & Paper

GRADE LEVEL: K-12

WEBSITE: <https://raisingwonder.com/12-brain-boosting-pencil-and-paper-games/>

DIY Loom for Weaving

GRADE LEVEL: 3-12

WEBSITE: <https://www.brooklynraftcompany.com/blogs/news/how-to-make-a-diy-mini-loom-draft>

Online Visual Art Resources for Teachers

National Gallery of Art

GRADE LEVEL: K-12

WEBSITE: [Www.nga.gov](http://www.nga.gov)

Trash To Treasures Assemblage Art

GRADE LEVEL: 3-5

WEBSITE: https://www.incredibleart.org/lessons/elem/trash_treasures.html

Remote Teaching Resources

GRADE LEVEL:

WEBSITE: <https://www.artedguru.com/home/covid-19-remote-teaching-resources>

CMA's "open access" program

WEBSITE: <https://www.clevelandart.org/open-access>