

	Day 1	Day 2	Day 3	Day 4	Day 5
Math (45 Minutes)	<p>Topic: The Pythagorean Theorem Khan Academy Videos: "Pythagorean Theorem Example" "Pythagorean Theorem with Isosceles Triangle"</p> <p>Activity: Prove the Converse of the Pythagorean Theorem (11.2 Reteach)</p>	<p>Topic: The Pythagorean Theorem Khan Academy Videos: "Pythagorean Theorem Word Problem: Carpet" "Pythagorean Theorem Word Problem: Fishing Boat"</p> <p>Activity: Apply the Pythagorean Theorem (11.3 Reteach)</p>	<p>Topic: The Pythagorean Theorem Khan Academy Video: "Distance Formula"</p> <p>Activity: Apply the Pythagorean Theorem in the Coordinate Plane (11.4 Reteach)</p>	<p>Topic: The Pythagorean Theorem</p> <p>Activity: Apply the Pythagorean Theorem in the Coordinate Plane (11.4 Additional Practice)</p>	<p>Topic: The Pythagorean Theorem</p> <p>Activity: Learn the Math (Use Roots to Solve Equations Skill 11)</p>
Physical Education (15 Minutes)	<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 	<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 	<p>Physical Activity –</p> <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kids Workout

<p>English Language Arts (60 Minutes)</p>					
	<p>Reading Comprehension: Wit and Wisdom Module 4 Lesson 4 part 1 Khan Academy ELA Readworks: “Before Jackie: How Strikeout King Satchel Paige Struck Down Jim Crow” Text and Comprehension Questions (printed in packet) Grammar Practice: Khan Academy – If you are new to Khan Academy Grammar, start with the Introduction; if you have been working on grammar already, move on to another part of the course. Follow it in order.</p> <p>Independent Novel Reading: (Novels available at meal sites and activities in printed packet) Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each day.</p>	<p>Reading Comprehension: Wit and Wisdom Module 4 Lesson 4 part 2 Khan Academy ELA Readworks: “When the Empire State Building Was New” Text and Comprehension Questions (printed in packet) Vocabulary Practice: Spend 15 minutes on Membean: If you are a first time user, follow this link: Click Here for Membean.com and enter code: CJNQBPN Watch the video at this link to help you enroll https://vimeo.com/405243332/66aca78165</p> <p>Independent Novel Reading: (Novels available at meal sites and activities in printed packet) Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each day.</p>	<p>Reading Comprehension: Wit and Wisdom Module 4 Lesson 5 part 1 Khan Academy ELA Readworks: “the Astronaut Wives Club” Text and Comprehension Questions (printed in packet) Vocabulary Practice: Spend 15 minutes on Membean: If you are a first time user, follow this link: Click Here for Membean.com and enter code: CJNQBPN</p> <p>Independent Novel Reading: (Novels available at meal sites and activities in printed packet) Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to do each day.</p>	<p>Reading Comprehension: Wit and Wisdom Module 4 Lesson 5 part 2 Grammar Practice: Khan Academy Grammar Vocabulary Practice: Spend 15 minutes on Membean: If you are a first time user, follow this link: Click Here for Membean.com and enter code: CJNQBPN Writing Practice: Writable Writing Task 4: Select the assignment titled Information Skills Activities: Middle School: Skill: Introduce a Topic. Follow the prompt direction, read the student writing samples, use the graphic organizer to analyze the samples and plan for your own writing. *This assignment will take 2 days. (Printed in packet).</p> <p>Independent Novel Reading: (Novels available at meal sites and activities in printed packet) Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each day.</p>	<p>Reading Comprehension: Wit and Wisdom Module 4 Lesson 6 part 1 Grammar Practice: Khan Academy Grammar Writing Practice: Writable Writing Task 4: Select the assignment titled Information Skills Activities: Middle School: Skill: Introduce a Topic. Follow the prompt direction, read the student writing samples, use the graphic organizer to analyze the samples and plan for your own writing. *This assignment will take 2 days. (Printed in packet).</p> <p>Independent Novel Reading: (Novels available at meal sites and activities in printed packet) Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each day.</p>

<p>Fine Arts (15 Minutes)</p>	<p>Art Read about Edward Hopper & respond in written statement</p>	<p>Music Read about & listen to samples of Jazz (instrumental) & respond in written statement</p>	<p>Art Create original artwork inspired by Hopper & write a response/reflection from prompt on solitude</p>	<p>Music Listen to several samples of major Jaz artists & write reflection/critique</p>	<p>Art Continue with your Photo Journal, with theme of Cabin Fever.</p>
<p>Science (30 Minutes)</p>	<p>The History of Life on Earth: Partner with a Paleontologist <i>This week you will work as if you are a Paleontologist who has been selected to join other scientists at a remote site where fossils of dinosaurs and other organisms have been discovered.</i> 1. On Monday, Tuesday and Wednesday complete the first three activity boxes below. 2. On Thursday and Friday, you will select and complete only one activity from the second and third row. Check the boxes you plan to complete. Terrestrial Thing You discovered a fossil of an unnamed animal that lived on land. Sketch the creature; give it a name; and draw a close-up detail of one adaptation that allowed this animal to survive on land.</p>	<p>The History of Life on Earth: Partner with a Paleontologist _ Timeless Tree Sap Write a text message to a scientist about an insect you found embedded in amber. What questions would you ask about the remains of this ancient winged creature?</p>	<p>The History of Life on Earth: Partner with a Paleontologist _ Dinosaur Debate A group of students is debating whether birds are “living dinosaurs.” Write a persuasive paragraph that states your position on the topic.</p>	<p>The History of Life on Earth: Partner with a Paleontologist <i>Thursday & Friday (Choose One)</i> _ The Ediacarans Research the Ediacarans and create a pamphlet that summarizes what is known about them and what remains unknown. or _ Soft Bodied Research these unusual organisms and choose one. Prepare a poster or a multimedia presentation about the organism. or _ Diorama Design Make a diorama representing the Precambrian, Paleozoic, Mesozoic, or Cenozoic. or</p>	<p>The History of Life on Earth: Partner with a Paleontologist <i>Thursday & Friday (Choose One)</i> _ Paleozoic Poster Research possible causes of the Permian mass extinction, then design a poster spotlighting a natural disaster that may have contributed to the mass extinction. or _ Trilobite Traits Design an exhibit of trilobites, hard-shelled animals that lived in Earth’s oceans for 300 million years. or _ Pre-Penguin Journal Write a journal entry describing a toothed bird that swam through the seas instead of flying through the air.</p>

<p>Social Studies (30 Minutes)</p>	<p>Introducing Baby Yoda Have you ever considered what factors are needed to design and produce a new toy or game? Read Baby Yoda and complete the “Introducing Baby Yoda” activity.</p>	<p>Think About It!</p> <ol style="list-style-type: none"> 1. Reread Baby Yoda 2. Answer the questions that follow the article. 3. Highlight the section of the article that aided with your answering the questions. 	<p>The Concept</p> <ol style="list-style-type: none"> 1. Draw or illustrate your toy or game. 2. Give your product a name. 3. Label the product’s parts. 4. Be sure to color your product. 5. Either explain how the toy will work or explain the object/purpose of your game. 	<p>The Proposal</p> <p>One thing that an entrepreneur has to do when attempting to sell a new product is to write a proposal. Customer base, competition, product evaluation, resources, and location are factors that should be considered when writing a proposal.</p> <p>Complete the “Proposal” activity.</p>	<p>The Pitch</p> <p>Now it’s time to pitch your new toy or game. On a separate sheet of paper, either draw an advertisement or to write a speech to persuade future customers to purchase your product.</p> <p>Complete the “Pitch” activity.</p>
<p>Social Emotional Learning/ Reflection (15 Minutes)</p>	<p>Self-Awareness Anger is a normal emotion. It is how you act on that emotion that matters. Positive self-talk keeps anger from taking over by using the “thinking” part of the brain (the cortex) Journal about a time when you were able to get your anger under control.</p>	<p>Self-Awareness Take a few deep breaths and think about a family member or friend you care about. Take a few minutes to wish that person well.</p>	<p>Self-Awareness Avoiding stress leaves the situation unchanged and usually makes people feel worse. Coping with stress involves changing the situation or doing something to feel better and more in control. List some stressful things in your life. How do you know you feel stressed?</p>	<p>Self-Awareness Think about three activities you enjoy doing while you are at home during this time of social distancing. Think about the upcoming week and schedule time to enjoy these activities.</p>	<p>Self-Awareness List 3 good things that happened this week and explain how you contributed to the good things.</p>



Weekly Enrichment Plan: Week of April 27

Grade: 8

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
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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
2:15-2:30pm	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 महत्त्वपूर्ण छ! तलका लिंकहरू / स्रोतहरू विद्यार्थीहरूको लागि दैनिक भाषा सिक्ने पहुँचको लागि उपलब्ध छ न।

مهم ! الروابط /
الموارد التالية متاحة للطلاب
للوصول إلى تعلم اللغة اليومي.

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.

Before Jackie: How Strikeout King Satchel Paige Struck Down Jim Crow

by Larry Tye

This essay is provided courtesy of the Gilder Lehrman Institute of American History.



St. Louis Brown's pitcher Satchel Paige, 1952. (Library of Congress Prints and Photographs Division)

Satchel Paige was pitching in the Negro Leagues in California when he got the news he had been anticipating for two decades. Brooklyn Dodgers president Branch Rickey had just signed a Negro to a big-league contract—the first Negro in modern times. Word tore through America's clubhouses and grandstands that October afternoon in 1945: a black man was going to be in the minors, then the Major Leagues. Jackie Robinson would topple baseball's color bar. And Leroy "Satchel" Paige would not.

Earthshaking—almost like the emancipation of the slaves, integration supporters proclaimed. It was fitting "that the end of baseball's Jim Crow law should follow the conclusion of a great war to preserve liberty, equality and decency," wrote Lee Dunbar of the *Oakland Tribune*. A desecration of the natural order, segregationists shot back. "We live happier with segregation in athletics as well as all other activities," argued Bud Seifert of South Carolina's *Spartanburg Journal*. Bob Feller, the Cleveland Indians flamethrower with a golden arm and a tin ear, told reporters that if Jackie "were a white man, I doubt if they would consider him as big league material."

The public listened to the cacophony of voices, but the one it wanted to hear most of all was Satchel's. What did America's best-loved black ballplayer—the man everyone had assumed would be first-make of the Dodgers' historic move? "They didn't make a mistake by signing Robinson," Satchel said. "They couldn't have picked a better man." The words ate at him even as he uttered them. Not only was he being bumped, he was being bumped by his Negro Leagues teammate, an untested rookie who could not hit a curve, gun a throw to first, or land the job as the Kansas City Monarchs' second baseman until an injury forced out the incumbent.

Other seasoned Negro Leaguers were resentful that the young slugger had never served his time in the sandlots and barnyards, eating dust and fending off slurs. Robinson had not proven himself against the best white ballplayers the way Satchel would do again that next night in San Diego against Feller's All-Stars from the all-white majors. Rather than show deference to the old hands who had proven themselves, Jackie showed disdain. He complained about the seedy hotels. He objected to puny paychecks and uneven umpiring.

Satchel tried to be philosophical. He understood that he was aging and old-school, while the twenty-six-year-old Robinson was a college boy and Army veteran who Rickey felt could bear the ruthless scrutiny of being first. Jackie did not balk at Rickey's plan to start him in the minors, in faraway Montreal. Satchel never could have abided the affront. Jackie had the table manners whites liked; Satchel was rough-hewn and ungovernable. Satchel realized he was a specter from the past rather than the harbinger of the more racially tolerant future the Dodgers wanted.

Still, it hurt. It was Paige who had proved during two decades of barnstorming across America and pitching in the shadow world of the Negro Leagues that white fans along with black would come to see great black

ballplayers, and that proof was what pushed Rickey to rip down baseball's racial barricades. Satchel threw so hard that his catchers tried to soften the sting by cushioning their gloves with beefsteaks, and had control so precise that he used a hardball to knock lit cigarettes out of the mouths of obliging teammates. Satchel was so dominating-especially when his teams were beating the best of the white big leaguers-that even good ol' boys like Dizzy Dean could not help but be impressed. Major League owners noticed, too. One of them-flamboyant Bill Veeck of the Cleveland Indians-said he tried to sign Paige and other blacks in 1944, a year before Rickey's deal with Robinson, but was blocked by the baseball commissioner. It was Satchel who brought this spotlight to the Negro Leagues, the amazing Kansas City Monarchs, and their first-year second-baseman Jackie Robinson.

Paige was savvy enough to know that Americans have room for just one hero at a time. If Jackie became the knight who slew Jim Crow, the roles of the real pioneers would be lost. Satchel felt sorry for all the great black ballplayers of the segregated era-from Fleetwood Walker and Rube Foster to Josh Gibson, the black Babe Ruth-and sorrier still for himself. He worried that he would be remembered as a Stepin Fetchit or worse, an Uncle Tom. Satchel never saw himself going to war over every racial slight, but he had stood up. He refused to play in a town unless it supplied lodging and food to him and his teammates, a defiance for which young civil rights workers would get arrested and lionized a generation later. Only a player of his stature and grace could manage that without getting his skull cracked open. It was painful, after all those years of hearing "if only you were white," to be told now "if only you were younger."

"I'd been the guy who'd started all that big talk about letting us in the big time," Satchel wrote in his memoir. "I'd been the one who everybody'd said should be in the majors." To be denied that chance hurt as badly as "when somebody you love dies or something dies inside you."

When the pain ran that deep only one person could ease it: his girlfriend and confidante, Lahoma Brown. So cherished was her advice that Satchel recalled it word-for-word seventeen years afterward, when she'd become his wife and mother to his seven children. "They took that kid off our team and didn't even look at me," Satchel told her. "He's young, Satchel," Lahoma answered. "Maybe that's why." "He's no Satchel Paige." "Everybody knows that, Satchel . . . If they let one colored player into their leagues, they'll be letting others. Maybe the major leaguers'll come to you." "They'll have to come real pretty-like. They've been puttin' me off too long to just wiggle their fingers at me now." "Don't you go sounding like you're sour. When they come for you, you know you'll go. You've been wanting it real bad for too long not to." "Well, it still was me that ought to have been first."

The sense of having been wronged never left him. Satchel Paige had etched his legend as a ballplayer and performer, but he was right about the public's memory: when it comes to integrating baseball there is only one name that today's children or even their grandparents know-Jackie Robinson. Satchel Paige had been hacking away at Jim Crow decades before the world got to know Jackie Robinson, laying the groundwork for him the way A. Philip Randolph, W. E. B. Du Bois, and other early civil rights leaders did for Martin Luther King Jr. Paige was as much a poster boy for black baseball as Louis "Satchmo" Armstrong was for black music and Paul Robeson was for the black stage-and much as those two became symbols of their art in addition to their race, so Satchel was known not as a great black pitcher but a great pitcher. Satchel Paige led blackball to the promised land of big-time baseball. He opened the national pastime to blacks and forever changed his sport and this nation.

Larry Tye, a former reporter at the *Boston Globe*, is author of five books, including *Satchel: The Life and Times of an American Legend* (www.larrytye.com)

Name: _____ Date: _____

1. Who was Satchel Paige?

- A. the first black baseball player in the Major Leagues
- B. a pitcher for the Brooklyn Dodgers baseball team
- C. a talented baseball pitcher in the Negro Leagues in California
- D. a major civil rights activist in the 1940s

2. What does the author describe throughout most of the text?

- A. the reasons why Jackie Robinson was signed to the Major Leagues, rather than Satchel Paige
- B. the way Satchel Paige felt about not being the first black baseball player in the Major Leagues
- C. the significance of the integration of Major League baseball to the civil rights movement
- D. the personal relationship between Satchel Paige and Jackie Robinson

3. Read this statement.

Major League team owners were worried about how white baseball fans would react to a black baseball player joining their league.

What evidence from the text supports this statement?

- A. "Jackie did not balk at Rickey's plan to start him in the minors, in faraway Montreal. Satchel never could have abided the affront."
- B. "It was Paige who had proved [...] that white fans along with black would come to see great black ballplayers, and that proof was what pushed Rickey to rip down baseball's racial barricades."
- C. "[Paige] refused to play in a town unless it supplied lodging and food to him and his teammates, a defiance for which young civil rights workers would get arrested and lionized a generation later."
- D. "Satchel realized he was a specter from the past rather than the harbinger of the more racially tolerant future the Dodgers wanted."

4. What was a main reason why Satchel Paige felt that he should have been the first black baseball player in the Major League, instead of Jackie Robinson?

- A. He was older than Jackie Robinson, and therefore could better handle being the first black Major League baseball player.
- B. He was a better baseball player than Jackie Robinson, and had proven himself against the best white players.
- C. He cared about civil rights issues and racial tolerance much more than Jackie Robinson did.
- D. He was already prepared to be the first black Major League player because the Cleveland Indians had tried to sign him.

5. What is the main idea of this text?

- A. Branch Rickey chose to sign Jackie Robinson to his Major League baseball team rather than Satchel Paige because Jackie was a stronger player and a more likeable person.
- B. Satchel Paige was such a talented pitcher that his catchers had to cushion their gloves in order to handle his pitches.
- C. Although Jackie Robinson was the first black baseball player in the Major League, most other black baseball players were resentful of his success.
- D. Satchel Paige was a talented black baseball pitcher who laid the groundwork for Major League baseball to include black players like Jackie Robinson.

6. Read this quote from the text.

"I'd been the guy who'd started all that big talk about letting us in the big time,' Satchel wrote in his memoir. 'I'd been the one who everybody'd said should be in the majors.' To be denied that chance hurt as badly as 'when somebody you love dies or something dies inside you.'"

Why might the author have included this quote from Satchel Paige's memoir?

- A. to encourage the reader to read Satchel Paige's memoir
- B. to prove that Satchel Paige would have been a better Major League player than Jackie Robinson
- C. to indicate that somebody Satchel Paige loved had died very recently
- D. to show how strongly Satchel Paige felt about not being chosen to play in the majors

7. Choose the answer that best completes the sentence.

Jackie Robinson was the first black baseball player signed from the Negro Leagues to the Major Leagues, _____ it was Satchel Paige who brought the spotlight to the Negro Leagues.

- A. even though
- B. because
- C. before
- D. for instance

8. How did Satchel Paige help bring the spotlight of Major League team owners' attention to the Negro Leagues?

9. Why did Branch Rickey, president of the Dodgers, most likely choose to sign Jackie Robinson? Give at least two details from the text to support your answer.

10. Did the Dodgers make a mistake by choosing Jackie Robinson over Satchel Paige to be their first black baseball player? Use evidence from the text to support your argument.

April 27 – May 1: Middle School Activities for Independent Novel

Directions: Choose one of the activities below when you get to the midpoint of your novel.

★ **Thinking differently**

Choose 3 important events from the text and explain how you would have handled them differently to the characters in the story.

Explain how it may have changed the outcome of the story in either a small or major way.



THINKING DIFFERENTLY

Choose 3 important events from the text and explain how you would have handled them differently to the characters in the story.

Explain how it may have changed the outcome of the story in either a small or major way.

Be insightful here and think of the cause and effect. Sometimes your smallest action can have a major impact on others.

★ **"You have three wishes"**



A genie lands in the midpoint of the story you have just read and grants the two main characters three wishes.

What do they wish for and why?
Finally, would their wishes have changed anything about the story? How so?

YOU HAVE THREE WISHES

A genie lands in the midpoint of the story you have just read and grants the two main characters three wishes.

What do they wish for and why?

Finally, would their wishes have changed anything about the story? How so?

Again think about the cause and effect relationship and how this may have altered the path of the book you have been reading.

When the Empire State Building Was New

by W.M. Akers



Today, New York's Empire State Building is one of the most famous structures in the world. It stands hundreds of feet taller than the skyscrapers that surround it, and is visible from far away in New Jersey and Long Island. But it isn't the tallest building in the world. In fact, since the recent completion of One World Trade Center, it isn't even the tallest building in New York City!

But when the Empire State Building was constructed, it was more than just another skyscraper. It was the tallest, most remarkable building on the earth-and it stayed that way for close to forty years. To understand what people thought about the Empire State Building when it was first constructed, we can look at original newspaper reports from *The New York Times*. These are called primary sources, because they were written by people who witnessed history first-hand. With these *New York Times* reports, we can see the building through the eyes of the past, and perhaps have a chance to appreciate this most famous skyscraper as though it were new.

* * *

The Empire State Building was built at the site of the famous Waldorf-Astoria Hotel, a lavish structure that, by 1929, was no longer up to the demands of the modern world. A corporation headed by former New York governor Alfred E. Smith proposed to build an office building there-not just any office building, but the greatest in the world. At this time, there was fierce competition to see who could build the tallest building on the earth. The nearby Chrysler Building was set to claim the title, but Smith and his company wanted to steal it from them, by building something so big that it would be years before anyone could top it.

There was just one little problem: the Great Depression. The stock market crashed at the end of 1929, destroying banks, emptying savings accounts and leaving millions out of work. But the men behind the Empire State Building would not be stopped. They finished tearing down the old Waldorf-Astoria by the beginning of 1930, and on March 17-St. Patrick's Day-the work on the skyscraper began.

"Time was an essential element," wrote Smith, to complete "the greatest structural accomplishment" the city had ever seen.

Because height was of the utmost importance, the building was designed from the top down. At the very top would be a "dirigible mooring mast." A dirigible is a kind of giant blimp, built to fly across the Atlantic Ocean in the days before jets. Although now that may seem silly, at the time, dirigibles were cutting edge technology, and the mooring mast, according to Smith, was "a logical development of this day of air transportation." Moreover, the 200-foot mast would allow the building to solidly surpass the Chrysler Building in height.

The mooring mast was planned to reach nearly 1,300 feet above Fifth Avenue. Below that was the building-as wide as a city block on the first floor, but narrower as it went up. The places where it got narrower are called "setbacks," and they started at the sixth floor, a design the architects said, "will save space and assure light and air to neighbors."

"We believe we have solved the problem of light and air in congested districts," said Mr. Smith.

Construction began on the bottom floors even before the designs for the top floors had been finalized. Once it started, it went fast. *Times* reporter C. G. Poore described the process as "a chase up into the sky, with the steel workers going first and all the other trades following madly after them." To illustrate this, Poore produced "some staggering figures":

The building of the skyscraper represents an investment of \$50,000,000 and all other figures are in proportion. More than 50,000 tons of steel, 10,000,000 bricks, and 200,000 cubic feet of stone will be used before the frame is completed. There will be seventy-five miles of water mains and 2,000,000 feet of electric light and power wiring...More than 3,000 men are daily at work...Among them are 225 carpenters, 290 bricklayers, 384 brick laborers, 328 arch laborers, 107 derrick men.

Each day, those men walked to work past long unemployment lines, which reminded them how lucky they were to have such well-paying jobs. Building the Empire State Building was a dangerous job, performed without hardhats, harnesses, or any of the safety equipment required today. Imagine walking out on a narrow steel beam, 1,000 feet above the street, and then having to work up there all day!

On each floor, Poore tells us, there was "a miniature railway system," to haul the steel, wood and

marble brought up from street level. And to keep the men from having to go all the way down to eat lunch, there were "restaurants at various levels of the building" designed for the workers. At night, when the bosses went home, the workers could relax. They would pick a specific floor of the building and throw a party—laughing and having fun, knowing that they were higher above the city than any of the richest men in town.

* * *

The building was finished in just over a year. Of all the words written afterwards, perhaps the most interesting come from Mrs. Alice Liddell Hargreaves, an elderly English woman who visited the tower soon after its completion. Seventy years earlier, Mrs. Hargreaves had known a quiet country pastor named Lewis Carroll, who used her as the inspiration for his most famous book: *Alice's Adventures in Wonderland*. Now much older than the character she inspired, Mrs. Hargreaves "seemed almost as excited with her newest adventures in the wonderland of New York."

The Empire State Building, she said, was "just like the tumble down [the] rabbit hole."

Name: _____ Date: _____

1. Which of the following statements is true about the Empire State Building when it was built?

- A. It was the tallest building in London.
- B. It was the tallest building on earth.
- C. It was the first building built in New York City.
- D. It was the only building made out of steel.

2. The passage explains the sequence of events that led to the completion of the Empire State Building. According to the passage, what happened *after* construction was started on the Empire State Building?

- A. The Great Depression started.
- B. The Chrysler Building was completed.
- C. The Waldorf-Astoria Hotel was torn down.
- D. The design for the top floors was finalized.

3. Working on the Empire State Building was a dangerous job.

Which evidence from the text best supports this conclusion?

- A. There were restaurants at various levels of the building designed for the workers.
- B. The workers were well paid.
- C. The workers would throw a party at night when the bosses went home.
- D. The men worked on narrow beams 1,000 feet above the street.

4. The Empire State Building was built during the Great Depression. Why might this have been a problem?

- A. It might have been more difficult to find enough workers to build the Empire State Building during the Great Depression.
- B. It might have been more difficult to find a location to build the Empire State Building during the Great Depression.
- C. It might have been more difficult to find enough money to build the Empire State Building during the Great Depression.
- D. It might have been more difficult to find enough steel to build the Empire State Building during the Great Depression.

5. What is the passage mainly about?

- A. New York City in the 1930s
- B. how to build skyscrapers safely
- C. the tallest buildings in the world today
- D. the construction of the Empire State Building

6. Why did the author most likely include Mrs. Alice Liddell Hargreaves's quote about the Empire State Building in the passage?

- A. to prove the point that the Empire State Building was not very impressive when it was built
- B. to show that the English were more impressed by the Empire State Building than Americans were
- C. to provide the perspective of someone who had seen the Empire State Building when it was new
- D. to make the reader think about Lewis Carroll's book, *Alice's Adventures in Wonderland*

7. Choose the answer that best completes the sentence below.

Even though there are taller buildings now, the Empire State Building _____ lost the ability to amaze.

- A. for example
- B. in closing
- C. never
- D. so

8. What time period does most of the information in the article come from?

9. "Each day, those men walked to work past long unemployment lines, which reminded them how lucky they were to have such well-paying jobs."

What conclusions about the Great Depression can you draw from this evidence?

10. The Empire State Building would have been impressive if it were built at any time. What about the time period in which it was built made it even more impressive? Use information from the passage to support your answer.

The Astronaut Wives Club

by Valorie Sands



aerial view of Johnson Space Center in Houston, Texas

There are few moments as exciting as watching a manned rocket take off into space. Even more memorable were the sights and sounds of man's first steps on the moon.

Less than one-third of today's Americans were alive during the first moon landing. But history will long remember the unforgettable words Neil Armstrong spoke when he succeeded in landing the Apollo 11 on the moon. With a cool head and extraordinary skill, when he saw the lunar module was heading toward an unsafe landing area, he took over manual control and landed the lunar module with only enough fuel to keep it going for about 15 seconds. When he announced, "The Eagle has landed," people who were following the mission from earth breathed a sigh of relief.

It's easy to see why early astronauts captured the nation's love and admiration. Even though most are only dimly remembered heroes, astronauts like John Glenn, Gus Grissom, and Neil Armstrong served as shining examples of courage under pressure, mental and physical excellence, and the value of teamwork.

Many films were made about space missions, most famously *The Right Stuff* (1983) and *Apollo 13* (1995). Books were written about the brave and brainy men who were selected for the ultimate adventure. But until recently, little has been said about the wives who waited for them back on earth. Now a new book, *The Astronaut Wives Club* by Lily Koppel, has changed that. Koppel's bestseller tells the stories of the strong women behind the men who pioneered space travel.

The book begins in the late 1950s, when a man's family is seen as a reflection of his work life: a good home with a pretty wife and adorable children translated into a good career. An important part of an astronaut's wife's job was to maintain the perfect image of domestic happiness. Astronaut wives were pressured by NASA, their husbands, and their own sense of duty to display an outward image of family perfection. They had to smile their way through dealing with the fears for their spouses' safety and the challenges of maintaining a home and children with almost no help. It was a difficult path, but also served as the basis for the strong friendships that grew between the women. The astronauts' wives were in it together.

The Houston suburbs where the wives made a home for their heroic husbands were called the "Spaceburbs," or sometimes "Togetherville." Along with triumph, the town was also the scene of tragedy. Seven of the first 30 astronaut wives lost their husbands during the Mercury, Gemini, and Apollo missions. After astronaut Ed White perished in a capsule blaze, his wife Pat fell into a deep depression. In an interview with the author, another astronaut wife described Mrs. White: "She just worked at being Ed's wife. She was wonderful at it. That's all."

Ms. Koppel called the wives' accounts "the emotional story of the space race." She said, "Why I was so excited about writing this book was because it really was the heart of the American space adventure." It tells a story about female friendship, about how these women comforted each other while their husbands catapulted through space.

She recalled her inspiration for writing *The Astronaut Wives Club* as struck-by-lightning chance. After she saw a *Life* magazine photo of the wives in their skyrocketing beehives and outfitted in their swirling candy-colored mini-dresses, the author turned to her husband, who is also a writer, and asked, "Has a book ever been written about the wives?" She said she had always loved *The Right Stuff* and *Apollo 13*, but never realized how much she wanted to know more about the women until seeing that picture. "When I found out they actually have a club, and that they raised their families in the Houston spaceburbs near NASA's operations, in a community known as Togetherville-the whole thing was just amazing!"

She began gathering information for the book by visiting wives scattered all across the country. Most of the women who Ms. Koppel interviewed were in their 70s and finally ready to talk freely. "They told me about their friendships with Jackie Kennedy." Meeting with the elegant First Lady was often their reward after their husbands had completed a successful mission. They talked about how unprepared they were to have the eyes of the world upon them. With constant attention from the press, "they were like America's first reality stars," Koppel said. "They all felt young and inexperienced, thrown into this role."

Joan Aldrin, wife of the second man to walk on the moon, gave the author her diary. It told the story of Buzz Aldrin's Apollo 11 world tour. It was a difficult time; her husband's life had started to spiral out-of-control. In the 1970s, their marriage ended in divorce. After enduring divorce and retiring from NASA, the former astronaut returned to studies involving space. He won several patents on space-related inventions and also founded the ShareSpace Foundation, whose stated mission is to "share the

wonders of space with children of all ages and to foster affordable space travel opportunities for all people."

"What I wanted to communicate in *The Astronaut's Wives Club* is that the women behind the astronauts were almost in their own crazy NASA space program. They had this equally challenging role of keeping the home fires burning bright and projecting this perfect American family image to the world," said Ms. Koppel. "These were very different, complicated women."

When asked why she thought the astronaut wives' stories were ignored for so long, she said, "The wives saw their devotion as part as their duty. They weren't outspoken; they weren't heroes. We can now take a look back and see that it wasn't just about the guys in the silver suits. There was this whole community of engineers, and there was this whole story at home. These wives were basically single mothers during the week who were mowing the lawn, keeping the checkbook balanced; making sure their husbands weren't overly stressed at home, according to NASA's recommendations."

Although being an astronaut's wife required an independent and courageous spirit, space travel strained most of their marriages. Yet most of the wives would not have traded places with anyone. "I haven't heard one person say they would do it another way," Koppel said.

Looking back, Apollo 13 astronaut Jim Lovell's wife Marilyn said, "It was the best time of my life." She recalled that the wives sacrificed as much as their husbands. "If he couldn't make it home for two or three weekends in a row because he was training, it was just part of the mission. But then there were incredible things like round-the-world tours after your husband came back, and meeting heads of State, and feeling like you were higher-than-high society and royalty. Your husband had gone where none of this international jet set could even dream of going."

While gathering information for the book, Ms. Koppel met and spoke with many of the former astronauts. All expressed appreciation for the significant role these women played in the space race. One of the astronauts said, "We could not have done it without them. We could not have landed on the moon without them."

Name: _____ Date: _____

1. What is Lily Koppel's book about?

- A. the wives of astronauts
- B. the Apollo 11 moon landing
- C. the life of Neil Armstrong
- D. pioneers of space travel

2. How does the passage describe the wives of America's first astronauts?

- A. examples of mental and physical excellence
- B. perfect American wives and homemakers
- C. strong, courageous, and independent
- D. overwhelmed by responsibility and pressure

3. While the astronaut wives faced many difficulties and challenges, they also had opportunities and privileges that other women didn't. What evidence from the passage best supports this conclusion?

- A. The wives all lived together in a community called Togethersville.
- B. The wives got to meet Jackie Kennedy and go on world tours.
- C. The wives ran their households as single mothers a lot of the time.
- D. The wives made sure their astronaut husbands weren't too stressed.

4. Based on the passage, how did most of the wives deal with the stress of their husbands being in space?

- A. They became depressed and kept to themselves.
- B. They relied on support from NASA employees.
- C. They toughed it out on their own.
- D. They relied on the friendship and support of other wives.

5. What is this passage mostly about?

- A. movies about famous space missions, such as *Apollo 13*
- B. the problems and difficulties faced by American astronauts
- C. the strong wives who supported the first astronauts
- D. the Houston "spaceburbs" where astronauts' families lived

6. Read the following sentences: "They had to smile their way through dealing with the fears for their spouses' safety and the challenges of maintaining a home and children with almost no help. It was a difficult path, but also served as the **basis** for the strong friendships that grew between the women. The astronauts' wives were in it together."

As used in this sentence, what does the word "**basis**" most nearly mean?

- A. the starting point of something
- B. something that divides people
- C. the ending point of something
- D. something challenging or hard

7. Choose the answer that best completes the sentence below.

Astronaut wives had the difficult job of caring for homes and children with little or no help, _____ they were expected to display the image of family perfection.

- A. thus
- B. yet
- C. like
- D. before

8. What was an important part of an astronaut wife's job, according to the passage?

9. What were some of the challenges or difficulties faced by astronaut wives? Give two examples from the passage.

10. Explain why strong friendships formed between the astronaut wives, and how these friendships may have affected the wives as they faced challenges. Support your answer using information from the passage.

Middle School Week 4 Writing Activity: Information Skills Activity: Introduce a Topic

Directions: Read the prompt below. Read and analyze the provided student writing samples. Use the graphic organizer to catch your notes as you read and think. Choose a topic connected to a historical event that interests you, and try to find some information through searching online or talking to family and friends. Use the graphic organizer to plan for your writing, and write your article introduction.

▼ Prompt

Imagine that you are writing an informative article about an event from Modern History that you know about. Some possible topics include:

- * wars such as the American Civil War, World War I, or World War II
- * protest movements such as the Civil Rights Movement of the 1960s or the Woman Suffrage Movement
- * issues around culture and science such as space missions and the Internet

Write just the Introduction to your article, focusing on hooking your reader, giving some background information, and introducing your topic clearly. You may wish to briefly research your topic to search for important details you can use in your introduction.

1. **Read** and analyze the Student Samples, noticing how each writer introduces the topic and evaluating which introduction is the strongest.
2. **Choose** a topic (a historical event) and do some brief research. Create a hook and plan how you'll introduce your topic.
3. **Write** your Article Introduction.





Student Samples: Grades 6-8

Below are the introductory paragraphs of three Student Sample essays. In this assignment, students were asked to explain the effects of the Great Depression on people who lived through it. The first Student Sample was written by a sixth-grader.

Effects of The Great Depression

The Great Depression affected the people that lived through it in many ways. The things at I am going to explain are some of the things that affected the people who lived through the Great Depression. Having barely any money was one of the things that affected them. Also having less supplies affected them too. Having to take care of kids too also might have affected the people during the Great Depression.



The second Student Sample was written by a seventh-grader.

Living Through The Great Depression

The Great Depression affected many people especially those who lived through it. With that said the main point of this essay is how people who lived through the Depression were affected during it.



The third Student Sample was written by an eighth-grader.

Dignity and Hope

The Great Depression. This notorious event put America's hope to the test, leaving Americans economically and mentally drained. The Great Depression devastated America and will never be forgotten. If not for Franklin Delano Roosevelt and his beneficial "New Deal", who knows what horrid ruins would remain as a result of The Great Depression?

Analyze the Student Samples

Use this chart to analyze the strength of each introductory paragraph.

Student Sample 1
Hook: How does the writer try to hook the reader?
Copy & Paste: Copy the hook from the text and paste it here if you can.
Reflect: Did it hook you? Why or why not?
Copy & Paste: Highlight background information (if you can find it) and paste it here.
Reflect: Does the introduction give you a clear sense of what the essay will be about? Why or why not?
Word Choice Is the language confusing, repetitive, or clear? Why? Include an example.

Student Sample 2
Hook: How does the writer try to hook the reader?
Copy & Paste: Copy the hook from the text and paste it here if you can.
Reflect: Did it hook you? Why or why not?
Copy & Paste: Highlight background information (if

you can find it) and paste it here.

Reflect: Does the introduction give you a clear sense of what the essay will be about? Why or why not?

Word Choice Is the language confusing, repetitive, or clear? Why? Include an example.

Student Sample 3

Hook: How does the writer try to hook the reader?

Copy & Paste: Copy the hook from the text and paste it here if you can.

Reflect: Did it hook you? Why or why not?

Copy & Paste: Highlight background information (if you can find it) and paste it here.

Reflect: Does the introduction give you a clear sense of what the essay will be about? Why or why not?

Word Choice Is the language confusing, repetitive, or clear? Why? Include an example.

Plan Your Article Introduction

Use this chart to plan your Article Introduction. Then use your answers to help write your introduction

Article Introduction Planner

Topic: Choose a historical event that you know about.

What is your topic?

What was the effect of this historical event?

Main Idea: Write a few details answering this question. Do some brief research if you need to refresh your memory.

How will you hook your reader?

Hook: Use an interesting fact, anecdote, or statement to grab the reader's attention.

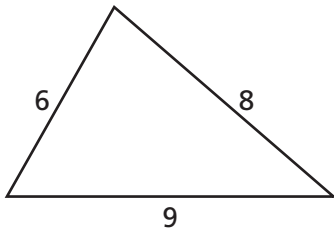
How will you introduce your topic and hint at what is to come?

Background and Preview: List some information that would be good to include so your topic is clear.

Prove the Converse of the Pythagorean Theorem

The first step in verifying that a triangle is a right triangle is to name the three sides. One side is the hypotenuse, and the other two sides are legs. The hypotenuse is longer than either leg.

If the lengths of the hypotenuse and the two legs satisfy the conditions of the Pythagorean Theorem, then the triangle is a right triangle. If they do not satisfy the Pythagorean Theorem, the triangle is not a right triangle.

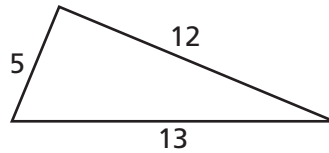


$$6^2 + 8^2 \stackrel{?}{=} 9^2$$

$$36 + 64 \stackrel{?}{=} 81$$

$$100 \neq 81$$

This triangle IS NOT a right triangle



$$5^2 + 12^2 \stackrel{?}{=} 13^2$$

$$25 + 144 \stackrel{?}{=} 169$$

$$169 = 169$$

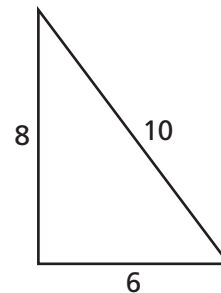
This triangle IS a right triangle

Determine if the triangle is a right triangle.

A. Use the Pythagorean Theorem.

$$6^2 + 8^2 \stackrel{?}{=} 10^2 \quad 36 + 64 \stackrel{?}{=} 100 \quad 100 = 100$$

Because the Pythagorean Theorem holds true, this triangle is a right triangle.



Use the given measures to determine if the triangle is a right triangle.

1. 9 meters, 15 meters, 17 meters

2. 8 inches, 15 inches, 17 inches

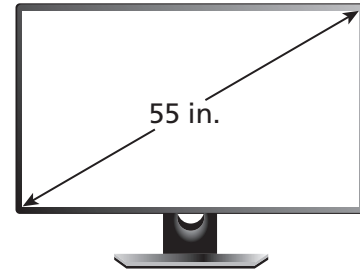
3. 3 centimeters, 13 centimeters, and 15 centimeters

4. 12 millimeters, 16 millimeters, 20 millimeters

Apply the Pythagorean Theorem

You can use the Pythagorean Theorem to solve real-world problems.

Televisions are measured diagonally, from corner to corner. If a 55-inch television is 47.9 inches wide, what is the height? Round to the nearest inch.



A. Use the Pythagorean Theorem.

$$\begin{array}{r}
 47.9^2 + x^2 = 55^2 \quad 2294.41 + x^2 = 3025 \\
 - 2294.41 \quad - 2294.41 \\
 \hline
 x^2 = 730.59 \\
 x = \sqrt{730.59} \\
 x \approx 27
 \end{array}$$

The width of the television is about 27 inches.

Use the Pythagorean Theorem to solve. Round your answers to the nearest hundredth.

- The bottom of a ladder must be placed 3 feet from a wall. The ladder is 12 feet long. How far above the ground does the ladder touch the wall?

- A soccer field is a rectangle 90 meters wide by 120 meters long. The coach asks players to run from one corner to the corner diagonally across. What is the distance?

- The area of a square is 169 cm^2 . What is the length of the diagonal of the square?

- Kevin rides his bike 7 km south and then 11 km west. How far is he from his starting point?

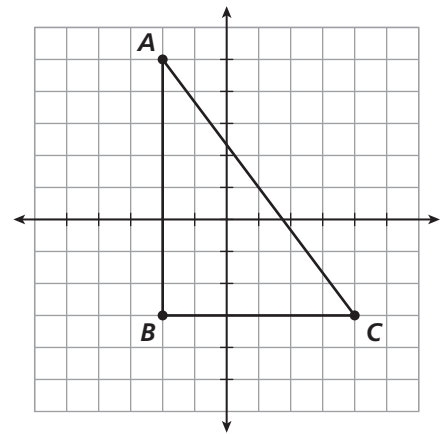
Apply the Pythagorean Theorem in the Coordinate Plane

The Pythagorean Theorem can be used to find the distance between two points on a coordinate plane when the x - and y -coordinates of the two points are different.

The distance can be found by drawing a right triangle using the horizontal and vertical lines of the grid. The line that connects the two given points is used as the hypotenuse.

What is the length of \overline{AC} ?

$$\begin{aligned} AB &= 8 \text{ units} \\ BC &= 6 \text{ units} \\ 8^2 + 6^2 &= (AC)^2 \\ 64 + 36 &= (AC)^2 \\ 100 &= (AC)^2 \\ 10 &= AC \end{aligned}$$



The distance between points A and C is 10 units.

- In Adams, the school is 16 kilometers due south of the library and 12 kilometers due west of the firehouse. What is the distance between the library and the firehouse?

- On a grid map, each unit represents 1 mile. An island is located at $(4, 5)$. A boat travels in a straight line from $(2, 0)$ to the island. How far does the boat travel? Round your answer to the nearest tenth.

Find the distance between the two points.

3. $(1, -9), (-4, 3)$

4. $(2, 3), (8, 11)$

Apply the Pythagorean Theorem in the Coordinate Plane

1. The towns of Melvin and Hemsley are shown on the map. If the distance between grid lines represents 1 kilometer, what is the distance between the two towns? Round your answer to the nearest tenth.

2. On your own paper, plot the points $(-4, 2)$ and $(9, -6)$. Find the distance between these two points. Round to the nearest tenth.

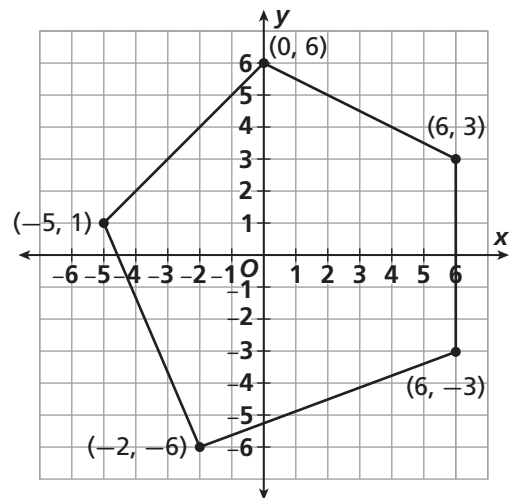
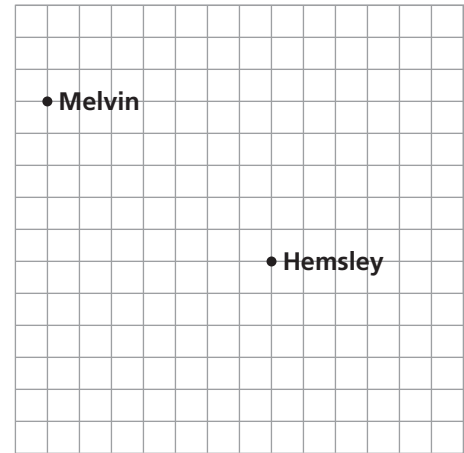
3. What is the perimeter of the pentagon?

4. The endpoints of the hypotenuse of a right triangle are $(4, 6)$ and $(-1, -4)$.

- A. What coordinate pair represents the third vertex of this triangle?

- B. What is the distance between the given points? Round to the nearest tenth.

- C. What is the perimeter of the triangle? Round to the nearest tenth.



Learn the Math**One Example**

Matt's bedroom is shaped like a square. It has an area of 196 square feet. The bathroom next to his room is also square shaped. It has an area of 70 square feet. What is the length of each side of Matt's bedroom and bathroom?

To find the length of each side of the bedroom, find the number that when multiplied by itself is equal to 196.

Vocabulary

square root
perfect square
irrational number
principal square root
cube root

Write an equation for each room.	Bedroom: $x^2 = \underline{\hspace{2cm}}$	Bathroom: $x^2 = \underline{\hspace{2cm}}$
Write a square root.	$x = \pm \sqrt{\underline{\hspace{2cm}}}$	$x = \pm \sqrt{\underline{\hspace{2cm}}}$
Find the number that when multiplied by itself is each number.	196 is a perfect square. $196 = \underline{\hspace{1cm}} \times \underline{\hspace{1cm}}$ $196 = \underline{\hspace{1cm}} \times \underline{\hspace{1cm}}$	70 is not a perfect square. $\sqrt{70}$ is an irrational number.
Determine whether to use the principal square root or both square roots.	A side length _____ be negative. Use the principal square root.	

The length of each side of the bedroom is _____ feet.

The length of each side of the bathroom is _____ feet.

Another Example A block in the shape of a cube has a volume of 64 cubic inches. What is the length of each edge?

Write an equation. The length must be positive.	$x^3 = \underline{\hspace{2cm}}$
Write a cube root.	$x = \sqrt[3]{\underline{\hspace{2cm}}}$
Find the number when used as a factor 3 times is equal to 64.	$\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = 64$ $x = \underline{\hspace{2cm}}$

The length of each edge of the block is _____ inches.

REASONING Why does each positive square root have two solutions, but each cube root has only one solution?

Do the Math

1. A blacktop is in the shape of a square. It has an area of 625 square meters. What is the length of each side of the blacktop?
- Write an equation. Use the principal square root, because a length cannot be negative.

$$x^2 = \underline{\hspace{2cm}}$$

$$x = \sqrt{\underline{\hspace{2cm}}}$$

- Find the number that when multiplied by itself is equal to 625.

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = 625$$

The length of each side of the blacktop is _____ meters.

Find the square roots.

2. $\sqrt{25}$ _____

3. $\sqrt{49}$ _____

4. $\sqrt{144}$ _____

5. $\sqrt{256}$ _____

6. $\sqrt{576}$ _____

7. $\sqrt{100}$ _____

Determine if each square root is rational or irrational.

8. $\sqrt{4}$ _____

9. $\sqrt{15}$ _____

10. $\sqrt{24}$ _____

11. $\sqrt{32}$ _____

12. $\sqrt{64}$ _____

13. $\sqrt{88}$ _____

Find the cube root.

14. $\sqrt[3]{27}$ _____

15. $\sqrt[3]{125}$ _____

16. $\sqrt[3]{512}$ _____

17. A fenced-in region in a backyard has an area of 324 meters. What is the length of each side of the fence? _____
18. A container in the shape of a cube has a volume of 8 feet. What is the length of each edge of the container? _____

Remember

- A square root is a number that when multiplied by itself produces a product.
- Each square root has a positive and a negative pair of factors.
- If a square root is an irrational number, leave the number as a square root.

The History of Life on Earth: *Partner with a Paleontologist*

This week you will work as if you are a Paleontologist who has been selected to join other scientists at a remote site where fossils of dinosaurs and other organisms have been discovered.

1. On Monday, Tuesday and Wednesday complete the first three activity boxes below. On Thursday and Friday, you will select and complete only one activity from the second and third row. Check the boxes you plan to complete.
2. Save your work from each completed activity, and be prepared to share your results when you return to school.

<p>___ Terrestrial Thing (Monday)</p> <p>You discovered a fossil of an unnamed animal that lived on land. Sketch the creature; give it a name; and draw a close-up detail of one adaptation that allowed this animal to survive on land.</p>	<p>___ Timeless Tree Sap (Tuesday)</p> <p>Write a text message to a scientist about an insect you found embedded in amber. What questions would you ask about the remains of this ancient winged creature?</p>	<p>___ Dinosaur Debate (Wednesday)</p> <p>A group of students is debating whether birds are “living dinosaurs.” Write a persuasive paragraph that states your position on the topic.</p>
<p>___ The Ediacarans</p> <p>Organisms called Ediacarans were among the first multicellular life-forms to evolve in Precambrian time. Research the Ediacarans and create a pamphlet that summarizes what is known about them and what remains unknown.</p>	<p>___ Soft Bodied</p> <p>The Burgess Shale fossils are traces of soft-bodied animals, and give science a rare glimpse into the past. Research these unusual organisms and choose one. Prepare a poster or a multimedia presentation about the organism.</p>	<p>___ Diorama Design</p> <p>Make a diorama representing the Precambrian, Paleozoic, Mesozoic, or Cenozoic. Include at least three different life forms common in the chosen time period. Use a box with a cover and other art materials.</p>
<p>___ Paleozoic Poster</p> <p>Research possible causes of the Permian mass extinction, when 90 percent of Earth’s marine species became extinct. Then design a poster spotlighting a natural disaster that may have contributed to the mass extinction.</p>	<p>___ Trilobite Traits</p> <p>Design an exhibit of trilobites, hard-shelled animals that lived in Earth’s oceans for 300 million years. With more than 20,000 trilobite species to consider, which interesting facts will your exhibit spotlight about this diverse group of extinct animals?</p>	<p>___ Pre-Penguin Journal</p> <p>Some ancient animals resemble a jigsaw puzzle of various parts. Write a journal entry describing a toothed bird that swam through the seas instead of flying through the air.</p>

Baby Yoda toys are finally arriving

By Washington Post, adapted by Newsela staff on 03.25.20

Word Count **508**

Level **580L**



Image 1. "The Mandalorian" merchandise, whose release was delayed to avoid spoilers, makes its debut before Toy Fair New York. Photo by: Devin Doyle/The Washington Post

This past holiday season, many people wanted Baby Yoda toys as gifts. There were none available, though. Star Wars fans have been waiting. The wait will be over this spring.

Disney and Lucasfilms are the companies that make Star Wars and the TV show "The Mandalorian." In February, they announced that Baby Yoda merchandise is coming soon. They gathered news reporters in New York City at a hotel. They showed off all the types of Baby Yoda toys. There were pajamas and PopSockets.

The event showed off products from two shows. One is the "The Mandalorian" TV series. The other is the animated movie, "Star Wars: The Clone Wars." Many think these two Disney hits are the best of the Star Wars galaxy since "Star Wars: The Rise of Skywalker."

Baby Yoda Toys

Everyone was at the toy event for mostly one reason. They wanted to see Baby Yoda toys. Baby Yoda became famous in the fall. Strangely, the new toys had not made it into stores by then.

Baby Yoda's name is actually just "the Child." The character has not yet been named on the show. Fans have been calling him Baby Yoda. Yoda is the legendary Jedi master in "Star Wars."

The Child became a hit in November. After the show aired, the Child became famous through memes and GIFs. A popular one showed The Child sipping soup.

On February 20, the Child was in many forms of toys. There were Baby Yoda Legos and action figures. There were also backpacks, hats and shirts. Socks and wallets were shown, too.

Famous Scene

In the first episode of "The Mandalorian," there is a famous scene. In it, Baby Yoda reaches out of its capsule. It is reaching toward the Mandalorian. It has the cutest little finger. You can now buy a framed picture of this scene. Baby Yoda's capsule is for sale, too. It includes an animated Baby Yoda. The toy blinks and coos.

A Build-A-Bear Baby Yoda will be available soon. It makes noises. If you squeeze its left hand, it makes baby noises. If you squeeze the right hand, the TV show theme song plays.

Keeping The Character A Secret

Baby Yoda does not appear in "The Mandalorian" until the end of the first episode. The makers of the show wanted to keep the character a secret. The show creators wanted to surprise fans with Baby Yoda. The only way to do that was to not have any toys made. Otherwise, people would see the toys online.

The makers of the show asked Disney to wait to make toys. They wanted to wait until the first episode was released. This meant toys were not made in time for the holidays.

JoAnn McLaughlin works at Lucasfilm. She said some Disney parks will have Mandalorian-themed stuff soon, too.

The Baby Yoda toys will be available to buy in March.



Quiz

1 Read the following paragraph from the section "Baby Yoda Toys."

On February 20, the Child was in many forms of toys. There were Baby Yoda Legos and action figures. There were also backpacks, hats and shirts. Socks and wallets were shown, too.

What is the main idea of this paragraph?

- (A) The actual name of Baby Yoda is the Child.
- (B) Some Legos and action figures are Baby Yodas.
- (C) There are many different forms of Baby Yoda toys.
- (D) Many types of clothes come in the form of Baby Yoda.

2 Which sentence from the article states a main idea of the entire article?

- (A) Disney and Lucasfilms are the companies that make Star Wars and the TV show "The Mandalorian."
- (B) In February, they announced that Baby Yoda merchandise is coming soon.
- (C) Many think these two Disney hits are the best of the Star Wars galaxy since "Star Wars: The Rise of Skywalker."
- (D) Baby Yoda's name is actually just "the Child."

3 According to the section "Keeping The Character A Secret," why was the character of Baby Yoda kept a secret on a TV show?

- (A) because the maker of Baby Yoda toys wanted to keep Baby Yoda a secret
- (B) because the makers of the TV show wanted to wait until Baby Yoda toys were made
- (C) because the makers of the TV show wanted to surprise fans with the Baby Yoda character
- (D) because the maker of Baby Yoda toys was upset about having Baby Yoda on a TV show

4 Why did Disney and Lucasfilms want news reporters to gather at a hotel?

- (A) They wanted to tell reporters Baby Yoda was in a Star Wars movie.
- (B) They wanted to introduce reporters to the Baby Yoda character.
- (C) They wanted to tell reporters why Baby Yoda toys were hard to find.
- (D) They wanted reporters to see the new Baby Yoda toys and products.

Introducing Baby Yoda

Have you ever considered what factors are needed to design and produce a new toy or game? Read Baby Yoda to find out.

Today, do the following:

1. Imagine that you were given a chance to produce a new toy or game. What factors would you need to consider?

2. Read the article and highlight the words that you don't know.
3. Summarize the article in 50 words or less.

Day 2—Think About It!

1. Reread the Baby Yoda article.
2. Answer the questions that follow the article.
3. Use a different color to highlight the section of the article that aided with your answering the questions.

Day 3—The Concept

1. Draw or illustrate your toy or game.
2. Give your product a name.
3. Label the product's parts.
4. Be sure to color your product.
5. Either explain how the toy will work or explain the object / purpose of your game.

Day 4—The Proposal

One thing that an entrepreneur has to do when attempting to sell a new product is to write a proposal. Customer base, competition, product evaluation, resources, and location are factors that should be considered when writing a proposal. Go back to day one and review the factors that you listed when you first began to imagine your new product. Did you list any of the factors listed above? Which factors did you list? Which did you factors did you forget?

Answer the following questions about your new product and write a proposal that includes your answers.

- a. **Customer Base:** Who will purchase your product?
- b. **Competition:** Is there another product that is like yours? If yes, who is the producer?
- c. **Evaluate:** Is your product a good product? Why/why not?
- d. **Resources:** What productive resources will you need?
- e. **Location:** Where will you get your resources?

Day 5—The Pitch

After considering the factors listed in day four, an entrepreneur would have to consider the finances:

- How much will it cost to make each toy/game?
- How much will you sell your product for?
- How much profit will you make for each product per unit sold?

Now it's time to pitch your new toy or game. Use the space below to either draw an advertisement or to write a speech to persuade future customers to purchase your product.

Grade 6-8 Art & Music Week 4 D 1-5

Art M-W

Artist of the week: Edward Hopper:

Mon: Read about and view the work of Edward Hopper: <https://www.edwardhopper.net/>

Write a reflection on the solitude present in the works of Hopper and how they relate to today in your opinion. What does solitude mean to you? Can you really be “alone” when surrounded by others? Why or why not?

Wed: Using materials available to you, create a new work in the style of Hopper, and write a paragraph about why you selected the subject matter.

Music T-Th

Listen suggested music style for week 4: Jazz--and take time to reflect on how this music makes you feel. Do you like it? Why or why not? Do you hear any “root” in modern music from Jazz? Do you hear a connection in Blues and Ragtime?

Tue: History of Jazz <https://www.youtube.com/watch?v=BMgKXbtQwoo>

Top 10 Influential Jazz Musicians <https://www.youtube.com/watch?v=XYGq-AA8Ksk>

Thu: Listen to one or more instrumental Jazz greats.

<https://www.youtube.com/watch?v=8IjzYAda1wA&list=PL6DC9F41EBC5695D1> Louis Armstrong

<https://www.youtube.com/watch?v=zqNTItOGh5c> Miles Davis

<https://www.youtube.com/watch?v=GHHd4PD75zY> Herbie Hancock

Practice good audience behavior. Make a written reflection on your experience and the music. Critique the form using music language.

Fri Art: Photo Journal

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 4 theme: Cabin Fever

Being stuck in one place when you are used to getting out and about can be frustrating. In places with a cold climate like ours, we call that feeling “cabin fever”. How does this make you feel? How does being with the same people in the same space for so long change your behavior? Why or why not?

Edward Hopper Biography

Painter (1882–1967)

Artist Edward Hopper was the painter behind the iconic late-night diner scene *Nighthawks* (1942), among other celebrated works.

Synopsis

Born in 1882, Edward Hopper trained as an illustrator and devoted much of his early career to advertising and etchings. Influenced by the Ashcan School and taking up residence in New York City, Hopper began to paint the commonplaces of urban life with still, anonymous figures, and compositions that evoke a sense of loneliness. His famous works include *House by the Railroad* (1925), *Automat* (1927) and the iconic *Nighthawks* (1942). Hopper died in 1967.

Early Life by the Hudson

Edward Hopper was born on July 22, 1882, in Nyack, New York, a small shipbuilding community on the Hudson River. The younger of two children in an educated middle-class family, Hopper was encouraged in his intellectual and artistic pursuits and by the age of 5 was already exhibiting a natural talent. He continued to develop his abilities during grammar school and high school, working in a range of media and forming an early love for impressionism and pastoral subject matter. Among his earliest signed works is an 1895 oil painting of a rowboat. Before deciding to pursue his future in fine art, Hopper imagined a career as a nautical architect.

After graduating in 1899, Hopper briefly participated in a correspondence course in illustration before enrolling at the New York School of Art and Design, where he studied with teachers such as impressionist William Merritt Chase and Robert Henri of the so-called Ashcan School, a movement that stressed realism in both form and content.

Darkness and Light

Having completed his studies, in 1905 Hopper found work as an illustrator for an advertising agency. Although he found the work creatively stifling and unfulfilling, it would be the primary means by which he would support himself while continuing to create his own art. He was also able to make several trips abroad—to Paris in 1906, 1909 and 1910 as well as Spain in 1910—experiences that proved pivotal in the shaping of his personal style. Despite the rising popularity of such abstract movements as cubism and fauvism in Europe, Hopper was most taken by the works of the impressionists, particularly those of Claude Monet and Edouard

Manet, whose use of light would have a lasting influence on Hopper's art. Some works from this period include his *Bridge in Paris* (1906), *Louvre and Boat Landing* (1907) and *Summer Interior* (1909).

Back in the United States, Hopper returned to his illustration career but also began to exhibit his own art as well. He was part of the Exhibition of Independent Artists in 1910 and the international Armory Show of 1913, during which he sold his first painting, *Sailing* (1911), displayed alongside works by Paul Gauguin, Henri de Toulouse-Lautrec, Paul Cézanne, Edgar Degas and many others. That same year, Hopper moved to an apartment on Washington Square in New York City's Greenwich Village, where he would live and work for most of his life.

Wife and Muse

Around this time, the statuesque Hopper (he stood 6'5") began making regular summer trips to New England, whose picturesque landscapes provided ample subject matter for his impressionist-influenced paintings. Examples of this include *Squam Light* (1912) and *Road in Maine* (1914). But despite a flourishing career as an illustrator, during the 1910s Hopper struggled to find any real interest in his own art. However, with the arrival of the new decade came a reversal of fortune. In 1920, at age 37, Hopper was given his first one-man show, held at the Whitney Studio Club and arranged by art collector and patron Gertrude Vanderbilt Whitney. The collection primarily featured Hopper's paintings of Paris.

Three years later, while summering in Massachusetts, Hopper became reacquainted with Josephine Nivison, a former classmate of his who was herself a fairly successful painter. The two were married in 1924 and quickly became inseparable, often working together and influencing each other's styles. Josephine also jealously insisted that she be the sole model for any future paintings featuring women and so inhabits much of Hopper's work from that time forward.

(Later information from Josephine's diaries presented by art scholar Gail Levin in the 1995 book *Edward Hopper: An Intimate Biography* presented the marriage as becoming highly dysfunctional and marked by abuse from Hopper, though another couple who knew the two challenged such claims.)

Josephine was instrumental in Hopper's transition from oils to watercolors and shared her art-world connections with him. These connections soon led to a one-man exhibition for Hopper at the Rehn Gallery, during which all of his watercolors were sold. The success of the show allowed Hopper to quit his illustration work for good and marked the beginning of a lifelong association between Hopper and the Rehn.

Sought After Art and 'Nighthawks'

At last able to support himself with his art, during the second half of his life Hopper produced his greatest, most lasting work, painting side by side with Josephine at their Washington Square studio or on one of their frequent trips to New England or abroad. His work from this period frequently indicates their location, whether it is the quiet image of the lighthouse at Cape Elizabeth, Maine, in his *The Lighthouse at Two Lights* (1929) or the lonely woman sitting in his New York City *Automat* (1927), which he first exhibited at his second show at the Rehn. He sold so many paintings at the show that he was unable to exhibit for some time afterward until he had produced enough new work.

Another notable work from this era is his 1925 painting of a Victorian mansion beside a railroad track titled *House by the Railroad*, which in 1930 was the first painting acquired by the newly formed Museum of Modern Art in New York. Further indicating the esteem in which the museum held Hopper's work, he was given a one-man retrospective there three years later.

But despite this overwhelming success, some of Hopper's finest work was still to come. In 1939 he completed *New York Movie*, which pictures a young female usher standing alone in a theater lobby, lost in thought. In January 1942 he completed what is his best-known painting, *Nighthawks*, featuring three patrons and a waiter sitting inside a brightly lit diner on a quiet, empty street. With its stark composition, masterful use of light and mysterious narrative quality, *Nighthawks* arguably stands as Hopper's most representative work. It was purchased almost immediately by the Art Institute of Chicago, where it remains on display to the present day.

Accolades in Later Years

With the rise of abstract expressionism near the middle of the 20th century, Hopper's popularity waned. In spite of this, he continued to create quality work and receive critical acclaim. In 1950 he was honored with a retrospective at the Whitney Museum of American Art, and in 1952 he was chosen to represent the United States in the Venice Biennale International Art Exhibition. Several years later he was the subject of a *Time* magazine cover story, and in 1961 Jacqueline Kennedy chose his work *House of Squam Light, Cape Ann* to be displayed in the White House.

Although his gradually failing health slowed Hopper's productivity during this time, works such as *Hotel Window* (1955), *New York Office* (1963) and *Sun in an Empty Room* (1963) all display his characteristic themes, moods and ability to convey stillness. He died on May 15, 1967, at his Washington Square home in New York City at the age of 84, and was buried in his hometown of Nyack. Josephine died less than a year later and bequeathed both his work and hers to the Whitney Museum.



Jazz is a distinctively American style of music that developed in the early decades of the 20th century. Its roots include many Afro-American folk music traditions, such as spirituals, work songs, and blues. It also borrowed from 19th century band music and the ragtime style of piano playing. The distinctive elements of jazz include characteristic rhythm patterns, harmonic practices related to, but not identical with, functional harmony, and the practice of improvisation. Jazz has influenced, and has been influenced by, traditional classical music and popular music. The boundaries are not always especially clear. Although jazz has a relatively short history, it has developed several distinct styles with which nonspecialists should be at least superficially familiar.

Important Styles

- The earliest style widely recognized as distinctly in the jazz tradition is **Dixieland**. This style is called "Dixieland" because the center of its development was in **New Orleans**. Dixieland jazz is typically performed by a small ensemble consisting of clarinet, trumpet, and trombone, accompanied by a rhythm section of drum set, banjo (or piano), and string bass or tuba.
- The next distinctive style was **Swing**. Swing music was performed by a larger ensemble consisting of saxophones (sometimes also clarinets), trumpets, and trombones. From three to five players on each instrument might be used. The rhythm section would typically include piano, string bass, drum set, with occasional additions of guitar or other chordal/melody instruments. The larger ensemble typical of the swing era required composed works or "charts" in which the tradition of improvisation could be incorporated.
- **Bebop**, or just **Bop**, marked a return to small ensemble jazz. This style is characterized by complex harmonies, often rapid tempos, and intense, frequently disjunct melodic lines. Ensembles could consist of one to three melody instruments (typically saxophone, trumpet, or trombone), with a rhythm section of piano, bass, and drums.
- The contemporary jazz scene is complex. All three styles previously mentioned continue to be cultivated. In addition, new stylistic developments have enriched the tradition. One style is "**cool jazz**," characterized by technical sophistication and expressive restraint. A radical extension of Bop resulted in "**free form jazz**," in which small ensembles (typically one melody instrument, bass, and drums) improvise freely without the support of a previously determined melody, harmony, or metrical pattern. Another style is "**fusion**" jazz, which incorporates many harmonic and rhythmic practices of rock music, and exploits the possibilities of electronic instruments in combination with traditional ones.

Some Significant Jazz Musicians

- **Louis Armstrong (1900-1971)** was a dominant artist in the Dixieland era who went on to become an international figure in popular culture as well.
- **Duke Ellington (1899-1974)** is perhaps the greatest genius of the jazz tradition to emerge so far. His compositions for his big swing band (including some extended forms), and the virtuosity and imagination of their performances, set an imposing standard of artistry.
- **Charles Parker (1920-1955)** was a leader in the Bop movement. He and others created this style in New York in the 1940's, and it was enthusiastically copied by musicians all over the country.