April 3, 2020

To: Families and Caregivers of CMSD Students:

CMSD continues to send regular updates on the services and supports we are providing during the unprecedented closure of schools, as part of a state-wide effort to contain the spread of the COVID-19 virus.

In addition to the grab-and-go meals we are providing at 22 school sites each day, CMSD is also distributing learning packets, and I want to personally emphasize the value of these academic enrichment materials that are handed out with meals and posted on the CMSD website: ClevelandMetroSchools.org.

Research shows that children learn best when learning is continuous, which is why CMSD educators are working hard to produce interesting and thought-provoking materials that will keep students engaged and that will keep their minds active during this long break from school.

Recognizing that students are used to a consistent school schedule, I strongly encourage you to work with your child to develop a routine at home, to make time and space for quiet reading and active engagement with their learning materials and to praise them for their attention to their studies and their personal growth.

CMSD’s Academic Enrichment Plan, posted on CMSD’s website, includes lessons and a recommended daily schedule for students at every grade level, from PreK to 12. Digital lessons can be accessed online and print materials are available for pickup at all meal sites.

Thank you for the opportunity to emphasize the importance of academic enrichment in our students’ experience during this unprecedented time away from school. And thank you for the important role you play every day in our shared commitment to the safety, growth and future of Cleveland’s children.

Thank you.

Eric S. Gordon
CEO
# Weekly Enrichment Plan: Week of April 6

## Grade: 8

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong> (45 Minutes)</td>
<td><strong>Math</strong> (45 Minutes)</td>
<td><strong>Math</strong> (45 Minutes)</td>
<td><strong>Math</strong> (45 Minutes)</td>
<td><strong>Math</strong> (45 Minutes)</td>
</tr>
</tbody>
</table>
| Topic: Angle Relationships  
Angles, Parallel Lines & Transversals Khan Academy Video  
Develop Angle Relationships for Triangles Activity  
Investigate Angle-Angle Symmetry Activity | Topic: Angle Relationships  
Parallel & Perpendicular Lines Khan Academy video  
Explore Parallel Lines Cut by a Transversal | Topic: Angle Relationships  
Missing Angles with a Transversal Khan Academy video  
Learn the Math Angle Relationships Skills Activity | Topic: Angle Relationships  
Measures of Angles Formed by a Transversal Khan Academy video  
Learn the Math Similar Figures Skill Activity | Good Friday |
| **Physical Education** (15 Minutes) | **Physical Education** (15 Minutes) | **Physical Education** (15 Minutes) | **Physical Education** (15 Minutes) | **Physical Education** (15 Minutes) |
| Physical Activity – Go for walk/run. Youtube JustDance/workouts if weather is bad. Maybe 15 minutes of Yoga with Adrien | Physical Activity – Go for walk/run. Youtube JustDance/workouts if weather is bad. Maybe 15 minutes of Yoga with Adrien | Physical Activity – Go for walk/run. Youtube JustDance/workouts if weather is bad. Maybe 15 minutes of Yoga with Adrien | Physical Activity – Go for walk/run. Youtube JustDance/workouts if weather is bad. Maybe 15 minutes of Yoga with Adrien | Good Friday |
| **English Language Arts** (60 Minutes) | **English Language Arts** (60 Minutes) | **English Language Arts** (60 Minutes) | **English Language Arts** (60 Minutes) | **English Language Arts** (60 Minutes) |
| Reading Comprehension: Wit and Wisdom [Click Here](#) for Lesson 1  
Reading Comprehension: Commonlit Unit 1 – Improving Society: “The Blue-eyed, Brown-eyed Exercise” (Print copies available at meal sites).  
Springboard Grammar Practice 1: phrases (Print copies available at meal sites).  
Grammar Practice: [Click Here](#) for Khan Academy Grammar * Start by taking the course challenge a | Reading Comprehension: Wit and Wisdom [Click Here](#) for Lesson 2  
Reading Comprehension: Commonlit Unit 1 – Improving Society: poem “Jabari Unmasked” by Nikki Grimes (Print copies available).  
Springboard Grammar Practice 2: Active and Passive Voice (Print copies available).  
Grammar Practice: [Click Here](#) for Khan Academy Grammar | Reading Comprehension: Wit and Wisdom [Click Here](#) for Lesson 3  
Reading Comprehension: Commonlit Unit 1 – Improving Society: Cross-textual Questions (Print copies available).  
Springboard Grammar Practice 3: Mood (Print copies available).  
Word Work and Vocabulary Practice: [Click Here](#) for Membean.com and enter code CJNQ8PN Membean can be accessed from any device – including a smartphone. Follow directions to enroll in your | Reading Comprehension: Wit and Wisdom [Click Here](#) for Lesson 4  
Grammar Practice: [Click Here](#) for Khan Academy Grammar.  
Writing Practice: [Click Here](#) for Writable writing assignment 1 – Opinion/Editorial Writing and Using Transitions (Print copies also available). | Good Friday |
<table>
<thead>
<tr>
<th>Art</th>
<th>Photo Journal</th>
<th>Music</th>
<th>Music</th>
<th>Photo Journal</th>
<th>Good Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Begin creating a photo journal</td>
<td>Begin creating a playlist of songs to</td>
<td>Listen to a piece of music and respond.</td>
<td>Continue working on your photo journal</td>
<td>Good Friday</td>
</tr>
<tr>
<td></td>
<td>of your time practicing social</td>
<td>listen to while practicing social</td>
<td>How does this piece of music make you feel?</td>
<td>of your time practicing social</td>
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<tr>
<td></td>
<td>distancing.</td>
<td>distancing Write why each song was</td>
<td></td>
<td>distancing.</td>
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<td>selected.</td>
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<tr>
<td><strong>Science</strong></td>
<td><strong>Erosion &amp; Deposition by Water</strong></td>
<td>**Erosion &amp; Deposition by Wind, Ice</td>
<td>**Erosion &amp; Deposition by Wind, Ice</td>
<td>**Topographic Maps Tic-Tac-Toe Activity</td>
<td><strong>Good</strong></td>
</tr>
<tr>
<td>(30 Minutes)</td>
<td>Mix and Match Activity</td>
<td>and Gravity Tic-Tac-Toe Activity</td>
<td>and Gravity Activity</td>
<td></td>
<td><strong>Friday</strong></td>
</tr>
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</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>*Read the Judge Carr article</td>
<td>Use the Judge Carr article to complete</td>
<td>Use the Judge Carr article to complete</td>
<td><em>Use the Judge Carr article to complete</em></td>
<td><strong>Good</strong></td>
</tr>
<tr>
<td>(30 Minutes)</td>
<td>from cleveland.com and respond to the questions.</td>
<td>“Say What” activity</td>
<td>“Sum It Up” activity</td>
<td>“Boil It Down” activity</td>
<td><strong>Friday</strong></td>
</tr>
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</tbody>
</table>
### Weekly Enrichment Plan: Week of April 6

#### Grade: 8

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

### Suggested Daily Schedule: Grades 6-8

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### Family Suggestions

#### Parent Suggestions

**How can I support my student as a learner outside of school?**
- 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.

#### Student Suggestions

**How can I continue learning outside of school?**
- 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.

**How can I stay organized?**
- 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

See Individualizing Support for Students” for more information on how to provide additional support to your child while at home.

#### 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 ku pata mafunzo ya lugha ya kila siku.
- दै#नक भाषा सिक्न महत्वपूर्ण छ। तलका लिंकहरू / स्रोतहरू विद्यार्थीहरूको लागि दै#नक भाषा सिक्ने पहुँचको लागि उपलब्ध छन।

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 1/8) or in parts together (2 pieces is 2/8 or ¼). 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.
The Blue-Eyed, Brown-Eyed Exercise
By CommonLit Staff
2014

After the assassination of Martin Luther King, Jr. in April of 1968, a third-grade teacher named Jane Elliot decided to try a social experiment to help her students understand prejudice. As you read, take notes on how the teacher performed the experiment, and what its results meant for her students.

On April 4, 1968, Martin Luther King, Jr., was assassinated. On April 5, Steven Armstrong was the first child to arrive in Jane Elliott's third-grade classroom in Riceville, Iowa. He immediately asked why "that King" (referring to Martin Luther King, Jr.) was murdered. After the rest of the class arrived, Elliott asked what they knew about black people. She then asked the children if they would like to try an exercise to feel what it would be like to be treated the way a person of color is treated in America. Jane Elliott decided to make the exercise based on eye color instead of skin color to see what segregation would be like. The children agreed to try the exercise.

On that first day of the exercise, she designated the blue-eyed children as the superior group. Elliott provided brown fabric collars and asked the blue-eyed students to wrap them around the necks of their brown-eyed peers as a method to easily identify the minority group. She gave the blue-eyed children extra privileges, such as second helpings at lunch, access to the new jungle gym, and five extra minutes at recess. The blue-eyed children sat in the front of the classroom, and the brown-eyed children were sent to sit in the back rows. The blue-eyed children were encouraged to play only with other blue-eyed children and to ignore those with brown eyes. Elliott would not allow brown-eyed and blue-eyed children to drink from the same water fountain, and often chastised the brown-eyed students when they did not follow the exercise's rules or made mistakes. She often exemplified the differences between the two groups by singling out students and would use negative aspects of brown-eyed children to emphasize a point.

At first, there was resistance among the students in the minority group to the idea that blue-eyed children were better than brown-eyed children. To counter this, Elliott lied to the children by stating that the melanin, responsible for making children blue-eyed, was also linked to their higher intelligence and learning ability. Shortly thereafter, this initial resistance fell away. Those who were deemed "superior" became arrogant, bossy and otherwise unpleasant to their "inferior" classmates. Their grades also improved, doing mathematical and reading tasks that seemed outside their ability before. The "inferior" classmates also transformed – into timid and subservient children who even during recess isolated themselves, including those who had previously been dominant in the class. These children's academic performance suffered, even with tasks that had been simple before.
The next Monday, Elliott reversed the exercise, making the brown-eyed children superior. While the brown-eyed children did taunt the blue-eyed in ways similar to what had occurred the previous day, Elliott reports it was much less intense. At 2:30 on that Wednesday, Elliott told the blue-eyed children to take off their collars. To reflect on the experience, she asked the children to write down what they had learned.
Text-Dependent Questions

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

1. PART A: In paragraph 3, what does the word “subservient” mean? [RI.4]
   A. More important; high-class
   B. Overriding; loud
   C. Equal to; balanced
   D. Less important; subordinate

2. PART B: Which TWO details from the text best support the answer to Part A? [RI.1]
   A. “…they did not follow the exercise’s rules or made mistakes.” (Paragraph 2)
   B. “…arrogant, bossy and otherwise unpleasant…” (Paragraph 3)
   C. “…linked to their higher intelligence and learning ability.” (Paragraph 3)
   D. “…during recess isolated themselves…” (Paragraph 3)
   E. “…previously been dominant in the class…” (Paragraph 3)
   F. “…it was much less intense.” (Paragraph 4)

3. Which of the following best explains why the “superior” group of students performed better academically than the “inferior” group? [RI.3]
   A. Melanin, which determines eye color, also determines intelligence and learning ability.
   B. The “superior” group was praised and told they were more gifted, which increased their self-confidence.
   C. The teacher, Jane Elliot, inflated the “superior” students’ grades as part of her experiment.
   D. The “superior” students were given easier tasks to complete than the “inferior” students.

4. How do the results of the experiment contribute to Jane Elliott’s lesson to her students? [RI.3]
   A. After being treated like a member of the “inferior” group, students were less inclined to treat their peers that way.
   B. Students preferred being part of the “superior” group over the “inferior” group.
   C. After being part of both the "superior"and "inferior"? groups, students were able to better reflect on how prejudice negatively impacts individuals.
   D. After becoming aware of their differences, students became more likely to self-segregate into their own groups.
5. What elements of Jane Elliott's exercise paralleled the experiences of African Americans during the Civil Rights Movement?
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. What are your reactions to this experiment?

2. Do you believe this experiment was ethical? Why or why not?

3. Why is it significant that this experiment was conducted with third-grade children? Explain your answer.

4. Do you believe the experiment would have turned out the same way if it had been performed with adults?

5. How does prejudice emerge? Use evidence from this text, your own experience, and other art or literature to answer this question.

6. What are the effects of prejudice? Use evidence from this text, your own experience, and other art or literature to answer this question.
Lesson: Phrases

Learning Target

• Explain the function of phrases in general and their function in specific sentences.

In English, sentences are made of words, phrases, and clauses. A phrase is a word group that does NOT have both a subject and a verb and that functions as a part of speech, such as a noun or modifier (adjective or adverb). There are many different kinds of phrases. Two common kinds are prepositional phrases and appositive phrases.

Prepositional Phrases

A preposition is a word that shows how two or more other words relate to each other. Many prepositions show relationships involving time or location.

A prepositional phrase includes a preposition, a noun or pronoun that is the object of the preposition, and any modifiers of that object.

<table>
<thead>
<tr>
<th>Common Prepositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>about, across, after, at, before, behind, below, from, in, into, like, of, out of, over, to, toward, under, upon, with, without</td>
</tr>
</tbody>
</table>

Prepositional phrases usually act as adjectives and adverbs. They can make writing more specific and detailed.

The house **across the lake** is empty. [The phrase acts as an adjective telling *which one.*]

A nugget **of gold** lay in the creek bed. [The phrase acts as an adjective telling *what kind.*]

The actor stands **below the trap door.** [The phrase acts as an adverb telling *where.*]

We seek those who act **with justice.** [The phrase acts as an adverb telling *how.*]
Appositive Phrases
An appositive phrase is a word group that acts as a noun and renames or identifies another noun or pronoun. Appositive phrases often add information to a sentence. If an appositive phrase is not necessary to the basic meaning of a sentence, it is set off with commas.

Daniel, my twin brother, is getting married today. [The phrase identifies Daniel.]

A long wait, at least an hour, came next. [The phrase adds information about wait.]

Check Your Understanding
Identify each boldface word group below as a prepositional phrase or an appositive phrase. Explain how the phrase functions in the sentence.

1. Benjamin, my cousin, likes to learn about dinosaurs.
2. That video about dinosaurs is his favorite.
3. Please hold that fossil with two hands so you don’t drop it.
4. A new study, a very interesting one, says that many dinosaurs may have had feathers.
5. How many fossils with feathers have been found?
“Hiding” by Nick Perrone is licensed under CC BY 2.0.

Jabari Unmasked
By Nikki Grimes
2017

Nikki Grimes is an African American author, poet, and journalist. Grimes is well known for her award-winning books written for children and young adults. This poem appeared in her book One Last Word, a collection inspired by poems from the Harlem Renaissance that follow the "Golden Shovel" form. In this poetic form, the poet takes a "striking line" from an inspirational poem and uses words from that inspirational line or stanza in a new poem. The striking line then appears, word for word, at the end of the lines in the new poem. This poem uses the first stanza of Paul Laurence Dunbar’s “We Wear the Mask,” as a speaker describes why they conceal their identity. As you read, take notes on what and why the speaker is hiding from the world.

[1] Fresh out of middle school, we all understand the rules: wear whatever’s in, scowl on cue to convince the world we’re fearless — anything to mask the million insecurities that pockmark¹ our skin like acne. Gone the grins when we strut down the hall. We talk tough and hope to God it’s enough to get us by. It’s all lies.

[5] We despise the masquerade.² It may disguise our fears, but also hides our kind and tender hearts, our agile minds, the wit that sits behind our cheeks — who’d guess that some of us are geeks and nerds and poets, too? Clothed in shades of chocolate skin, our color works to camouflage our character and promise — at least, in certain eyes.

[10] One look, and we are neatly judged this gang, these thugs, these dark delinquents³ in debt to society. Meanwhile, you fail to see that we are college-bound (more than a few), prepared to pay attention to psychology, the sciences, the arts, to thoughtfully unfurl the scrolls of human history. Instead, you see a thief who uses guile.⁴

¹ to cover or disfigure with pockmarks, pitted scars or marks on the skin  
² a false show  
³ a usually young person who regularly performs illegal or immoral acts  
⁴ Guile (noun): the use of clever and usually dishonest methods to achieve something
Is such unfairness what the world is filled with? The evidence is seen in spirits ripped and torn. Still, the world needs the dreams we offer, and should we leave those dreams bleeding on the road, we'd shrink our own hearts down to nothing, and that we would regret. Better to let our anger go, and smile.

The ignorant ignore as best you can, and in the end, mask aside, freshen your mouth with ferocious lines of potent poetry, with metaphors that mightily reveal the myriad of emotions you feel – yet, in all their subtleties.

"Jabari Unmasked" from One Last Word: Wisdom from the Harlem Renaissance by Nikki Grimes. Copyright © 2017 by Bloomsbury Publishing Inc.

5. **Myriad (noun)**: a countless or great number
Text-Dependent Questions

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

1. PART A: Which of the following best identifies a theme of the poem? [RL.2]
   A. People of color often hide their identity due to the negative expectations of society.
   B. Children are often shamed for characteristics that make them unique or stand out.
   C. Society often judges a person's worth and promise by the color of their skin.
   D. People often don't contribute their ideas because they're too afraid to speak up.

2. PART B: Which quote from the poem best supports the answer to Part A? [RL.1]
   A. “anything to mask / the million insecurities that / pockmark our skin like acne.”
      (Lines 4-6)
   B. “agile minds, the wit that sits behind our cheeks — / who'd guess that some of us are geeks” (Lines 12-13)
   C. “One look, and we are neatly judged this / gang, these thugs, these dark delinquents” (Lines 17-18)
   D. “we'd shrink our own hearts / down to nothing, and that we / would regret. Better to let our anger go, and smile.” (Lines 28-30)

3. What does the phrase “our color works to camouflage our / character and promise — at least, in certain eyes” mean as it is used in the poem (Lines 15-16)? [RL.4]
   A. The speaker and their peers wear dark colors in hopes of blending in.
   B. People judge the speaker, and people like them, because of the color of their skin.
   C. The kids hide their capabilities out of fear of what others will think of them.
   D. People don't expect as much from the kids because of their young age.

4. PART A: How does the word choice in the last two stanzas of the poem contribute to the tone (Lines 24-35)? [RL.4]
   A. It portrays the speaker’s approach to the future as pessimistic.
   B. It emphasizes the speaker’s hope that things will improve.
   C. It conveys the speaker’s frustration at the injustice they experience.
   D. It stresses the speaker’s resigned tone towards the injustices described.

5. PART B: Which quote from the text best supports the answer to Part A? [RL.1]
   A. “Is such unfairness what the world is filled with? / The evidence is seen in spirits ripped and torn.” (Lines 24-25)
   B. “Still, the world needs the dreams we offer, and / should we leave those dreams bleeding” (Lines 26-27)
   C. “we'd shrink our own hearts / down to nothing, and that we / would regret.” (Lines 28-30)
   D. “in the end, mask aside, freshen your mouth / with ferocious lines of potent poetry” (Lines 32-33)
6. What does the “masquerade” represent in the poem (Line 9)? [RL.3]
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. How do you relate to the experiences that Nikki Grimes describes in the poem? Do you think that the speaker’s suggestion to use poetry to deal with oppression is a helpful one? Why or why not?

2. Can you change your identity? To what extent does the speaker change their identity?

3. In the context of the poem, why do people follow the crowd? Why does the speaker feel compelled to hide their identity or present it in a certain way? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

4. In the context of the poem, what are the effects of prejudice? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
Lesson: Active and Passive Voice

Learning Targets

• Form and use verbs in the active and passive voice.
• Recognize and correct inappropriate shifts in verb voice.
• Use verbs in the active and passive voice to achieve particular effects (e.g., emphasizing the actor or the action).

Active and Passive Voice

Voice tells you whether the subject of the verb performs or receives the action of the verb. If the subject performs the action, the verb is in active voice. In passive voice, the subject of the verb receives the action or is the object of the action.

Active voice: The squirrel buries a pecan. [The subject, squirrel, performs the action of burying.]

Passive voice: The pecan is buried by the squirrel. [The subject, pecan, does not perform the action of burying. It is the object of the action, which means that it receives the action.]

A verb in the passive voice includes a form of the verb be, a past participle of a verb, and any needed helping verbs.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Examples of Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>The pecan is buried. The pecans are buried.</td>
</tr>
<tr>
<td>Past</td>
<td>The pecan was buried. The pecans were buried.</td>
</tr>
<tr>
<td>Future</td>
<td>The pecan (or pecans) will be buried.</td>
</tr>
<tr>
<td>Present Perfect</td>
<td>The pecan has been buried. The pecans have been buried.</td>
</tr>
<tr>
<td>Past Perfect</td>
<td>The (pecan or pecans) had been buried.</td>
</tr>
<tr>
<td>Future Perfect</td>
<td>The pecan (or pecans) will have been buried.</td>
</tr>
</tbody>
</table>
Active voice is usually more direct and clear. In most sentences, you should use active voice. However, you may use passive voice when you want to emphasize the action or the recipient of the action, or when you do not know who performed the action. You may also use passive voice to avoid pointing fingers or naming names.

**Active voice:** John Smith made several mistakes.

**Passive voice:** Several mistakes were made.

Use the voice that best achieves your purpose with the fewest words. Do not shift between active and passive voice unnecessarily.

**Unnecessary shift:** We worked in the yard, and several bags of leaves were raked up.

**Better:** We worked in the yard and raked up several bags of leaves.

**Check Your Understanding**
Revise the following sentences, changing passive voice verbs to active voice verbs.

**EXAMPLE:** The trees were climbed by Max and Ben.

Max and Ben climbed the trees.

1. The main dish was made by Olivia.

2. The virus will have been detected by my computer by then.

3. Our cat has been chased by the neighbor’s dog.

4. The fog was produced by rapidly warming temperatures and high humidity.

5. Several assignments were missed by Gavin when he was out sick.
Pairing Questions for "The Blue-Eyed, Brown-Eyed Exercise" and "Jabari Unmasked"

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. In "Jabari Unmasked," the speaker claims that prejudice creates “spirits ripped and torn” (Line 25). Which of the following quotes from "The Blue-Eyed, Brown-Eyed Exercise" support this claim? [RI.1]
   A. “The blue-eyed children sat in the front of the classroom, and the brown-eyed children were sent to sit in the back rows.” (Paragraph 2)
   B. “She often exemplified the differences between the two groups by singling out students and would use negative aspects of brown-eyed children to emphasize a point.” (Paragraph 2)
   C. “At first, there was resistance among the students in the minority group to the idea that blue-eyed children were better than brown-eyed children.” (Paragraph 3)
   D. “The ‘inferior’ classmates also transformed – into timid and subservient children who even during recess isolated themselves, including those who had previously been dominant in the class.” (Paragraph 3)

2. How are the brown-eyed children in “The Blue-Eyed, Brown-Eyed Exercise” affected by prejudice similarly to the speaker in “Jabari Unmasked”? [RI.3, RI.9, RL.3, RL.9]
Lesson: Mood

Learning Targets

• Recognize and correct inappropriate shifts in verb mood.
• Use verbs in the conditional and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact).

Verbs

Verbs express being or action. A verb tells you what is or what happens, and it is one of the most important parts of a sentence. Verbs have tense, voice, and mood. In this lesson, we will be exploring mood.

Mood shows the mode or manner in which an action or state of being is expressed. You should use mood appropriately, avoiding unnecessary shifts. However, varying mood wisely and purposefully can create specific effects and enliven your writing.

For instance, when you are writing for school, you will mostly use indicative mood. However, you can use interrogative mood or imperative mood to catch the reader’s attention by asking a question, giving a command, or making a request.

You can also use conditional mood to express actions that depend on certain conditions or subjunctive to express wishes or situations contrary to fact.

<table>
<thead>
<tr>
<th>Mood</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>indicative (facts and ordinary statements)</td>
<td>Taylor <strong>plays</strong> saxophone.</td>
</tr>
<tr>
<td></td>
<td>She <strong>practices</strong> every day.</td>
</tr>
<tr>
<td>imperative (commands)</td>
<td><strong>Play</strong> saxophone.</td>
</tr>
<tr>
<td></td>
<td><strong>Practice</strong> every day.</td>
</tr>
<tr>
<td>interrogative (questions)</td>
<td><strong>Will you play</strong> saxophone?</td>
</tr>
<tr>
<td></td>
<td><strong>Do you practice</strong> every day?</td>
</tr>
<tr>
<td>conditional (situations that involve certain conditions)</td>
<td>I <strong>should play</strong> an instrument.</td>
</tr>
<tr>
<td></td>
<td>I <strong>would like</strong> to play the trumpet.</td>
</tr>
<tr>
<td>subjunctive (statements about wishes or situations contrary to fact)</td>
<td>If I <strong>were playing</strong> in the band, I would play the trumpet.</td>
</tr>
<tr>
<td></td>
<td>I wish I <strong>were</strong> in the band.</td>
</tr>
</tbody>
</table>
Check Your Understanding
Fill in the blanks with verbs or helping verbs in an appropriate mood.

(1) _____________ me a story, please.

What kinds of stories (2) _____________ you (3) _____________?

My favorite stories (4) _____________ myths and folktales.

If I (5) _____________ a writer, I (6) _____________ try to write imaginative short stories.

(7) _____________ it true that every culture (8) _____________ made-up stories?

I wish I (9) _____________ a character in The Thousand and One Nights.

(10) _____________ you like to go back in time?
Directions: Read the prompt below, and then read and analyze the text titled “Are We Living in the Plastic Age?” Use the Graphic Organizer to take notes about the article in the Demonstrate Comprehension section. Then, using the planning prompts in the graphic organizer plan your own Op-Ed (Opinion-Editorial) piece persuading your audience to agree with your claim. After you complete the planning boxes on the graphic organizer, write your Op-Ed piece, and remember to use logical transitions between ideas.
Every plastic bottle you have used exists somewhere on this planet, in some form or another.

Are We Living in the Plastic Age?

For centuries, historians and archaeologists have defined periods of human history. They have defined these periods by the technologies or materials that made the greatest impact on society. Examples include the Stone Age and the Bronze Age. Another example is the Iron Age. But what age are we in now? For some researchers, that question can be answered with one word. Plastics. That's according to Atlas Obscura's Cara Giamo.

The idea of named ages is not to be confused with geologic subdivisions of time like the Holocene. Nor should it be confused with the proposed Anthropocene. This proposed age is a period resulting from massive human impact on the planet. This most recent geologic epoch is not yet official. But there have been many calls for its designation. A recent study argued that the Anthropocene began during the mid-20th century with the detonation of the first nuclear bombs. That's according to Ker Than, writing for Smithsonian.com.
The last geologic epoch was the Holocene. It is thought to encompass both the Bronze and Iron Ages. But we do not yet have a tool or material to define our current age. Scientists point to a few specific changes that humans have wrought on the planet. These changes include nuclear fallout and the rapid spread of materials like aluminum, concrete, and silicon. These materials offer forensic proof of humanity's influence on Earth.

Plastic “has redefined our material culture and the artifacts we leave behind.” It "will be found in stratified layers in our trash deposits." That's according to archaeologist John Marston.

There is no place on Earth that plastics are naturally made. The wide variety of synthetic polymers would not exist if it weren’t for human action. About six billion tons of plastics have been made and spread around the planet. These plastics have been spread from forests to oceans since the first plastic polymers were invented. Plastics are one of the most significant changes that humans have made to the Earth’s makeup along with the first nuclear detonations in 1945. So reports Andrew C. Revkin for the New York Times.

Most plastics don’t easily degrade. This only adds to the problem. Recycling isn’t an adequate solution. Not all types of plastic are easily recyclable. And there are only a few recycling plants in the United States that can process all varieties of plastic.

This means that much of the materials thrown into recycling bins can crisscross the planet several times. This is before they are processed to produce rugs, sweaters, or other bottles. That's according to Debra Winter writing for The Atlantic. Millions of tons of plastic are recycled every year. But millions more end up in landfills or the ocean. The problem has reached the point where it’s possible that in just a few decades there might be more plastic in the world’s oceans than fish.
“With a presumed life span of over 500 years, it’s safe to say that every plastic bottle you have used exists somewhere on this planet, in some form or another,” Winter writes.

Even if human populations worldwide change their plastic-using ways, the damage may already be done. Plastics are filling landfills and washing up on coastlines around the world. So the Plastic Age might soon take its place next to the Bronze Age and the Iron Age in the history of human civilization.

By Danny Lewis, Smithsonian.com, March 29, 2018
Demonstrate Comprehension

Fill in the Concept Map with information from the article to use in your Op-Ed. Write at least one complete sentence in each square.

What are the problems that plastics are causing?

Plan Your Op-Ed

Use the chart below to plan your Op-Ed.

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you hook your readers?</td>
</tr>
</tbody>
</table>

| What is your claim? |

<p>| What background information will you include to set up your topic? |</p>
<table>
<thead>
<tr>
<th>Body Paragraph 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is one reason that supports your claim?</td>
</tr>
<tr>
<td>What evidence backs up this reason?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body Paragraph 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is another reason that supports your claim?</td>
</tr>
<tr>
<td>What evidence backs up this reason?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you wrap up?</td>
</tr>
<tr>
<td><strong>What idea or insight can you leave your readers?</strong></td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Transitional Words</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are some transitions you can use to connect your ideas?</strong></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
</tbody>
</table>
Develop Angle Relationships for Triangles

Triangle Sum Theorem
The sum of the measures of the interior angles of a triangle is 180°.

Exterior Angle
The angle formed by one side of a triangle with the extension of another side

Remote Interior Angles
The two angles that are not adjacent to the exterior angle of a triangle

Exterior Angle Theorem
The measure of an exterior angle of a triangle is equal to the sum of the measures of the two remote interior angles.

Find the unknown measures in \( \triangle ABC \).

- Use the Exterior Angle Theorem to solve for \( \angle BAC \).
  \[(3x + 5) = 85 + x; x = 40; \angle BAC = 40°\]
- Use the Triangle Sum Theorem to solve for \( \angle BCA \).
  \[\angle BCA° + 85° + 40° = 180°\]
  \[\angle BCA = 55°\]

1. Determine the measure of \( \angle x \).
   \[x = 47°\]

2. Determine the measure of \( \angle h \).
   \[h = 148°\]

3. Determine the measure of \( \angle m \).
   \[m = 26°; m = m\]
Investigate Angle–Angle Similarity

The Angle–Angle Similarity Postulate states that two triangles are similar if they have two pairs of corresponding angles that are congruent and their sides are proportional.

Are the two triangles similar? Explain how you know.

A

Yes; both triangles have corresponding angles measuring 105°, 40°, and 35°.

B

No; the triangles do not have two pairs of corresponding angles.

1. Are the triangles shown similar? How do you know?

2. Are the triangles similar? How do you know?

3. Circle the two triangles that are similar.
Explore Parallel Lines Cut by A Transversal

A transversal is a line, or line segment, that intersects two or more other lines. When a transversal intersects two parallel lines, it creates four pairs of congruent corresponding angles.

Alternate interior angles are angles on opposite sides of the transversal inside the parallel lines. \( \angle H \) and \( \angle B \) are alternate interior angles.

Alternate exterior angles are angles on opposite sides of the transversal outside the parallel lines. \( \angle F \) and \( \angle D \) are alternate exterior angles.

Alternate interior angles or alternate exterior angles are congruent to each other.

Same side interior angles are on the same side of the transversal and between the parallel lines. \( \angle H \) and \( \angle C \) are same side interior angles.

Same side exterior angles are on the same side of the transversal, but outside the parallel lines. \( \angle D \) and \( \angle G \) are same side exterior angles.

Same side interior angles or same side exterior angles are supplementary angles.

Corresponding angles are angles in the same position when a transversal intersects parallel lines. \( \angle B \) and \( \angle F \) are corresponding angles. Corresponding angles are congruent to each other.

The diagrams show two parallel lines cut by a transversal. Find the measures of the angles.

\[
\begin{align*}
\angle t &= 75^\circ \\
\angle u &= 75^\circ \\
\angle v &= 105^\circ \\
\angle w &= 105^\circ \\
\angle x &= 75^\circ \\
\angle y &= 75^\circ \\
\angle z &= 105^\circ
\end{align*}
\]

The diagrams show two parallel lines cut by a transversal. Find the measures of the two labeled angles.

1.

2.
Learn the Math

Use the information in the figure to determine the measure of each angle.

\[ \angle ABC \text{ and } \angle CBD \text{ are adjacent angles whose non-shared sides form a line, so they are } \underline{\text{ }} \underline{\text{ }} \underline{\text{ }} \underline{\text{ }} \text{angles. Therefore, the sum of their measures is } \underline{\text{ }} \underline{\text{ }} \underline{\text{ }} \underline{\text{ }} . \]

\[ \angle ABE \text{ and } \angle CBD \text{ are } \underline{\text{ }} \underline{\text{ }} \underline{\text{ }} \underline{\text{ }} \text{angles. Therefore, their measures are } \underline{\text{ }} \underline{\text{ }} \underline{\text{ }} \underline{\text{ }} . \]

\[ \angle ABE \text{ and } \angle EBF \text{ are adjacent angles whose non-shared sides form a right angle, so they are } \underline{\text{ }} \underline{\text{ }} \underline{\text{ }} \underline{\text{ }} \text{angles. Therefore, the sum of their measures is } \underline{\text{ }} \underline{\text{ }} \underline{\text{ }} \underline{\text{ }} . \]

**Another Example**  Lines \( l \) and \( m \) are intersecting lines. Find the values of \( x \) and \( y \).

\[ \angle ABD \text{ and } \angle CBE \text{ are } \underline{\text{ }} \underline{\text{ }} \underline{\text{ }} \underline{\text{ }} \text{angles. Therefore, their measures are } \underline{\text{ }} \underline{\text{ }} \underline{\text{ }} \underline{\text{ }} . \]

Use this fact to write an equation and find \( x \).

Solve your equation for \( x \).

\[ \angle ABC \text{ and } \angle CBE \text{ are } \underline{\text{ }} \underline{\text{ }} \underline{\text{ }} \underline{\text{ }} \text{angles. } \underline{\text{ }} \underline{\text{ }} . \]

Use this fact to write an equation and find \( y \). Solve your equation for \( y \).

**REASONING** In the first example, how do you know that \( \angle ABF \) is a right angle?
Do the Math

1. Find the value of $x$.
   - The angles form a right angle, so they are complementary angles. The sum of the measures of the angles is 90°. Use this relationship to write and solve an equation.

   So, $x = \underline{31}$.

Find the value of each variable.

2. $5x^\circ = 110^\circ$
   - $x = \underline{22}$

3. $(3z + 14)^\circ$
   - $z = \underline{10}$

4. $12a^\circ$
   - $a = \underline{1}$
   - $b = \underline{2}$
   - $c = \underline{5}$

5. $4x^\circ$
   - $x = \underline{2}$
   - $y = \underline{0}$

6. An artist is cutting pieces of glass for a stained-glass window. An angle on one of the pieces is complementary to an angle with measure 55° and supplementary to a third angle. What is the measure of the third angle? $\underline{65}$°
Learn the Math

John uses a template to make two triangular sails for a model sailboat. One sail has a base and height of 3 inches and the other sail has a base and height of 6 inches.

The template is placed on sailcloth material and is adjusted to the length and height of the sail being cut out. It can also be flipped, moved, or rotated so that both sails have matching patterns from the material.

A dilation is a transformation that changes the size of a figure without changing its orientation or shape. Multiplying the x- and y-coordinates of a figure by a scale factor to make a new figure of a different size is called mapping.

- If John adjusts the template to make the large sail after cutting out the small sail, what are the base and height multiplied by to map the small sail to the large sail? _______
- If John adjusts the template to make the small sail after cutting out the large sail, what are the base and height multiplied by to map the large sail to the small sail? _______

Another Example

John needs to make triangular sails for several boats. He begins with a sail that has a base of 8 inches and a height of 10 inches.

Map the original sail to a new sail by multiplying by a scale factor of 4. Draw the new sail on the coordinate plane starting at the origin. What are the base and height of the new sail?

__________________________

REASONING Is a triangle that is dilated similar to the new triangle that it is mapped onto? Why or why not?

__________________________

__________________________

__________________________

Vocabulary

similar
dilation
mapping
Do the Math

1. Describe a sequence of transformations that can be used to map parallelogram A to parallelogram B.
   • Describe the first transformation in the sequence.
   • Describe the second transformation in the sequence.

2. Describe a sequence of transformations that can be used to map triangle A to triangle B.

3. Describe a sequence of transformations that can be used to map rectangle A to rectangle B.

4. Describe a sequence of transformations that can be used to map trapezoid A to trapezoid B.

5. Describe two different sequences of a combination of three transformations that can be used to map square A to square B.

Remember
A translation moves a figure along a straight line. A reflection flips a figure across a line. A rotation turns a figure around a point. A dilation enlarges or reduces a figure by a scale factor.
Erosion and Deposition by Water

Mix and Match: Pathways of Erosion and Deposition
Mix and match ideas to show what you’ve learned about erosion and deposition.

1. Choose one information source from Column A, two topics from Column B, and one option from Column C. Check your choices.

2. Be prepared to share your results with the class when you return to school.

<table>
<thead>
<tr>
<th>A. Choose One Information Source</th>
<th>B. Choose Two Things to Analyze</th>
<th>C. Choose One Way to Communicate Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ photograph of a landform</td>
<td>____ pathway, size, and speed of water</td>
<td>____ diagram or illustration</td>
</tr>
<tr>
<td>____ observations of a stream or coast</td>
<td>____ origin and destination of material</td>
<td>____ colors, arrows, or symbols marked on a visual, with a key</td>
</tr>
<tr>
<td>____ an aerial photograph of an alluvial fan</td>
<td>____ past history</td>
<td>____ model, such as drawings or simulations with sand or clay</td>
</tr>
<tr>
<td>____ observations of a local farm</td>
<td>____ future prediction</td>
<td>____ booklet, such as a field guide, travel brochure, playbook, or set of instructions</td>
</tr>
<tr>
<td>____ website describing national parks</td>
<td>____ speed of landform change and why</td>
<td>____ game</td>
</tr>
<tr>
<td>____ descriptions or photographs of a flood</td>
<td></td>
<td>____ story, song, or poem, with supporting details</td>
</tr>
<tr>
<td>____ topographical map</td>
<td></td>
<td>____ skit, chant, or dance, with supporting details</td>
</tr>
<tr>
<td>____ descriptions or photographs of a coastline before and after a big storm</td>
<td></td>
<td>____ Multimedia presentation</td>
</tr>
<tr>
<td>____ geological map</td>
<td></td>
<td>____ mathematical depiction</td>
</tr>
</tbody>
</table>
Erosion and Deposition by Wind, Ice, and Gravity

**Tic-Tac-Toe: Make a Board Game**

You are designing a board game in which players must explain forms of erosion and deposition situations. You must test your game’s questions before your game is manufactured.

1. Choose three quick activities from the game. Check the boxes you plan to complete. They must form a straight line in any direction.

2. Do each activity, and turn in your results when you return to school.

<table>
<thead>
<tr>
<th></th>
<th>Desert Pavement</th>
<th>Dunes</th>
<th>Loess</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Your game includes an area of harsh desert pavement. Game questions: What does desert pavement look like? Why does it look this way?</td>
<td>Your players must cross areas of dunes. Game questions: Do dunes stay the same over time? Why or why not?</td>
<td>In your game, there is an area of loess your players must go around. Game question: How did this loess get so fertile?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Alpine Glacier</th>
<th>Continental Glacier</th>
<th>Glacial Drift</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Players must cross an area with an alpine glacier and all of the features it can create. Game questions: What features can an alpine glacier create? How does this happen?</td>
<td>A continental glacier covers part of your board. Game questions: How big can a continental glacier be? Where can you find a continental glacier? How is a continental glacier different than an alpine glacier?</td>
<td>Glacial drift makes some areas of your game board difficult to move across. Game question: How did all this material get here?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Creep</th>
<th>Rock Fall and Landslides</th>
<th>Mudflows and Lahars</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Players can only cross slopes experiencing creep if they explain what it is. Game question: What is creep?</td>
<td>Rock falls and landslides form some difficult terrain for players. Game question: What conditions are perfect for creating rock falls and landslides?</td>
<td>Hazardous areas of your game include mudflows and lahars. Game questions: Why is a mudflow dangerous? Where can a mudflow occur? What is the difference between a mudflow and a lahar?</td>
</tr>
</tbody>
</table>
Erosion and Deposition by Wind, Ice, and Gravity

Choose the letter of the best answer.

1. The landform shown in the following picture can be found on every continent; they are even found in Africa.

![Landform Image]

What conditions are necessary for this landform to form?

A. It must be below freezing and very dry.
B. It must be cold, and more snow must fall than melts.
C. It must be mild, and there must be lots of precipitation.
D. It must be below freezing, and more snow must melt than falls.

2. Which of the following is a type of mass movement caused by gravity?

A. dune
B. loess
C. glacier
D. mudslide

3. Loess is a very valuable resource. What characteristic of loess makes it so valuable?

A. Loess is rich in minerals.
B. Loess contains bits of rock.
C. Loess does not erode easily.
D. Loess is very difficult to find.

4. The tallest sand dunes in North America are found in Great Sand Dunes National Park and Preserve in Colorado. These dunes were formed from the sand at the bottom of a dry lake bed. Which of the following agents is most likely responsible for the formation of the sand dunes?

A. ice
B. wind
C. water
D. gravity

5. When glaciers retreat, they leave behind huge blocks of ice. When these ice blocks melt, they can form kettle lakes. Why is it important for sediment to build up around the ice blocks in order for kettle lakes to form?

A. Without the sediment, the water in the lake would dry up.
B. Without the sediment, the water would not stay contained.
C. Without the sediment, vegetation would not be able to grow.
D. Without the sediment, the ice blocks would not warm enough to melt.
Topographic Maps

Tic-Tac-Toe: Mapping Uncharted Territory
You are a geographer on a team discovering new land. You will create a topographic map of this land following the instructions below.

1. Choose three activities from the game. Check the boxes you plan to complete. They must form a straight line either vertically or at a diagonal.
4. Do each activity, and turn in your resulting map.

<table>
<thead>
<tr>
<th>Signs of Depression</th>
<th>Slippery Slope</th>
<th>I Just Need Some Relief!</th>
</tr>
</thead>
<tbody>
<tr>
<td>You should include at least one depressed area on your topographic map. Be sure to include the depression contours using the proper symbols.</td>
<td>The slope measures the steepness of a surface from one point to another. It represents the change in elevation divided by the horizontal distance between two points. Include this information in your map and use it to calculate a slope.</td>
<td>Your topographic map should include an area of either high or low relief. This can be indicated through the contour intervals and lines, this is usually determined by the type of land features present in the map.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contour Lines</th>
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<th>Contour Lines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw a topographic map of this discovered area. Draw contour lines to connect points of equal elevation. Include enough contour lines so there are at least 3 index contours. Be sure the elevation change between each contour line is the same.</td>
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<tr>
<th>Interval &amp; Index</th>
<th>Land Feature Formation</th>
<th>Interval &amp; Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every 5th contour line should be an index contour; it should be a bold line labeled with elevation. Determine the contour interval between each contour line on your map.</td>
<td>You should include at least one land feature on your topographic map, such as a plateau, mountain, or valley. Be sure to adjust and use correct symbolization to depict this land feature.</td>
<td>Every 5th contour line should be an index contour; it should be a bold line labeled with elevation. Determine the contour interval between each contour line on your map.</td>
</tr>
</tbody>
</table>
Monday—Read the article and respond to the items below.

By Cory Shaffer, cleveland.com

Updated Mar 21, 2020; Posted Mar 21, 2020

CLEVELAND, Ohio — Three days before the Ohio Supreme Court temporarily stripped Cleveland Municipal Court Judge Pinkey S. Carr of her authority to hold hearings, Carr called an assistant public defender a “little idiot” after he asked whether she would follow an order to postpone proceedings to limit the spread of the novel coronavirus.

Assistant Cuyahoga County Public Defender Mark Jablonski stood before Carr on Tuesday after watching the judge order several arrest warrants filed for people free on bond who did not show up to court hearings, even though an order from the court’s chief judge said such hearings would be postponed.

The two-minute exchange between Carr and Jablonski came during a week in which Carr, in her ninth year on the bench, issued arrest warrants for 33 defendants who failed to show up for hearings, despite an administrative order from Judge Michelle Earley, a news release from the court and a notice posted on the court’s website telling the public that all such court hearings are postponed.

Jablonski asked whether his office could tell its clients who are not in jail that they would not need to come to the courthouse. “Don’t call people and tell them not to show up,” she said. “If they show up, I’m here.”

Jablonski asked, "in light of the pandemic, there’s no concern?” “Hi,” she said. “For the third time, I will be here. If people show up, I am here.” Six minutes after Jablonski thanked Carr and walked out of the room, the judge turned to her courtroom staff and brought up his request again. “I’m gonna call them and tell them don’t come,” Carr mocked. “I’m sure he is. Little idiot.”

Ohio Supreme Court Chief Justice Maureen O’Connor on Friday stripped Carr of her authority to hear any criminal and traffic cases until the justice rules on an emergency motion filed by the county’s public defender seeking to temporarily disqualify her from all such cases.
Ian Friedman, President of Cleveland Metropolitan Bar Association, said everyone in the legal profession — including judges — should make the safety of the community a priority.

Questions and Activities:

1. Who are Pinky Carr, Mark Jablonski, Michelle Farley, Maureen O’Connor?

2. Identify the organization that is mentioned in this article.

3. Would you have decided to keep your court date or would you have decided not to come to court? Explain your decision.

4. Create a headline for this article.

5. Summarize the events in this article with a song, poem, or a rap.

6. Illustrate the courtroom scene. Don’t forget to label the people in your drawing.