

8th Grade Students & Parents,

What a unique situation we have found ourselves in! We will do our best to guide you all through the instructional part. First of all, you have the CHOICE between doing the paper packet or doing your work through google classroom. As long as you complete one, you've accomplished your instructional goal for the week in our classes.

On the following page, you will see a list of assignments/instructions for the week of 3/16. You will receive an additional packet next week with assignments/instructions.

The assignments will be graded, so you need to complete the work with that in mind. We did our best to assign work that will keep your brain connected to the content we teach. Your teachers know that you may have questions, so please contact us. We look forward to hearing from you.

You will have access to ALL of your teachers throughout the school day. You can contact us each at the following emails or through google classroom.

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We look forward to seeing your smiling faces in a few weeks. Stay healthy!

Sincerely,

Your 8th Grade Teachers

## Class Expectations for the Week of 3/16/20

### Social Studies:

Complete the Mexican-American War Debate packet. There are pages to read, analyze, and answer questions. Use the information you learn to complete the DBQ (document-based question) question on the front of the packet. Lined paper has been included. Your response should read like a well written ERQ using the documents included in the packet. This assignment is also on google classroom for both Mr. Jackson & Mrs. Kennedy.

### Math (Ms. Phelps classes):

- If you have internet capabilities, complete the assignments on Google Classroom for March 17, 18, 19, 20 {two total assignments}
- If you do NOT have internet capability, complete the math questions in this week's packet for Ms. Phelps Classes.

### Math (Mr. Buynaks 6th period): Google Classroom Code: 5wnehrr

- If you have internet capabilities, complete the assignments on Google Classroom for March 17, 18, 19, 20.
- If you do NOT have internet capability, complete the math questions in this week's packet for Buynak 6th Period.

### Algebra: (1st, 2nd, and 4th Periods):

- If you have internet capabilities, complete the assignments on Google Classroom for March 17, 18, 19, 20. Google Classroom has the notes, examples, and videos to help with each lesson.
- If you do NOT have internet capability, complete the math questions in this week's packet for Buynak 1st, 2nd, and 4th Periods.
- Reminds will be sent daily containing the notes, examples, and videos to help with the lessons.
- Google Classroom Codes: 1st Period: 2vo64qw 2nd Period: ste7tfa 4th Period: kntv2fj

### Language Arts:

During these NTI days, our expectation is that you will read the first 8 chapters of The Giver...chapters one through four between March 17 and March 23, and chapters five through eight between March 23 and when we return April 7. (You should only have to do any work over our Spring Break if you've allowed yourself to fall behind during the NTI days.) You will be given a copy of the book with this packet, and the audio for the book will be accessible through Google Classroom. You will have worksheets to complete either on paper in the provided packet, or online through Google Classroom--your choice. (The work is the same in both places.) There will be 2 worksheets to complete along with the reading each week, so a total of 4 worksheets to complete before we return on April 7. In addition to the reading and worksheets, you will also be expected to complete vocabulary lists related to the novel. You can do so online at Vocabulary.com if you have access (the assignments will show up for you automatically); if you do not have internet access, you'll find the word lists in the provided packet each week, along with blank copies of the Frayer model. If you cannot complete the online practice, you will need to complete a Frayer square for each vocabulary word on both lists over the 2 week period.

### Science:

If you have internet access there is an online assignment for you to complete in google classroom. It will be titled Unit Conversions Worksheet. If you do not have internet access then there is a paper copy of the Unit Conversion worksheet in this packet. This needs to be completed on google classroom or the paper copy by the end of the week 3/20.

Frantz Google classroom codes: Period 1:(5j473wh) Period 2:(p36bcge) Period 4:(aycrssn) Period 6:(td27rjy)

### 5th Period/Reading:

Read your AR book 30 minutes daily! Choose one day this week to do the following:

\*If you're reading a fiction book: Describe the characters using complete sentences. Illustrate the setting. Describe the plot. Illustrate the solution.

\*If you're reading a non-fiction book answer the following questions: What is the author's purpose? What are the text features that are in this non-fiction text? Illustrate the main idea of the text.

Journal Prompt: Choose one day this week to write about the following prompt-

Write about a historical figure who you feel truly changed the world. Why was this person significant? What traits would you like to have in common with this person? Explain.

### Arts and Humanities Class:

Please look for the instructions below pertaining to your child's two arts and humanities classes. Once the student has completed their Arts and Humanities assignment for the week, they will need a parent/guardian signature.

### Spanish:

Complete at least three 20 minute sessions on Edgenuity this week and at least two 15 minute sessions on the Quizlet vocabulary study set posted on Google Classroom.

### P.E:

PE students should be doing each day at least 15-20 minutes of exercise that will get your heart rate up a workout range. 160 beats per minute. These can be done indoor or outdoor weather permitting. Example- Play basketball, ride a bike around the neighborhood, take the family dog for a brisk jog, play tag, or bump a volleyball with a family member.

Here are some other activities for indoor.

- Jumping Jacks. Count out 10 jumping jacks or as many as you can do!
- Scissor Jumps. Position one leg in front of the other. ...
- Touch Your Toes. Stretch up to the sky on tippy toes and then bend down to touch the ground. ...
- Ball It and Bounce. ...
- Push Ups

- Crunches
- Mountain Climbers.

Here is a video students can follow or parents can come up with their own workout for students.

<https://www.youtube.com/watch?v=dhCM0C6GnrY>

### Playwriting/Film:

Please watch a movie, tv show, or recorded play and answer the following questions:

1. What is the theme (message/lesson) of the story?
2. How did the actors' costumes help to communicate character?
3. What props (objects) do the actors use?
4. How did the scenery help to show the audience the setting and tell the story?

### 8th Grade Advanced Drama:

Please draw and design a T-Shirt that could be used to help publicize Big Top: Scooby Doo. Please use color in your design. The shirt can be 2 sided (front and back), but does not have to be.

### 8th Grade Computer Skills 4 Classes:

Log into typing.com and practice correct keyboarding skills for 20 minutes. Also remember that Tech Readiness and Career Prep is due by the end of the year. If you are unable to log into the Internet please practice with the attached keyboard copy by typing the lyrics to your favorite song for 20 minutes.

### 8th Grade Computer Literacy Class:

Complete at least 20 minutes sessions on Edgenuity daily. If you are unable to log into the Internet please do the following assignment for this week. Pick a Computer Science career from your lesson one study guide. (Examples: System Analysts Software or Hardware Engineers, Computer Support Specialists) Write a one page report including: What type of education is required for that career? What type of job responsibilities would that person perform daily? Also include if you could see yourself being involved with a Computer Science career.

### Social and Emotional Learning (Mindfulness)

Complete a journal entry daily and at least 10-15 minutes of the emotions worksheet packet.

### Choir:

Practice 30 mins of music a day for the spring concert. The link below is of the arrangement from the song they received at school.

<https://www.youtube.com/watch?v=FaKq5m2Xiz4>

[https://www.youtube.com/watch?v=7\\_-BX0-ghow](https://www.youtube.com/watch?v=7_-BX0-ghow)

## 8th Grade Band

**Warm Up: Concert F with a Tuner (Google Search or App Store for tuner). New Warm-Ups will be posted in Google Classroom**

**Assignment: Practice your scales in half notes at 60 bpm making it all the way to the release of each note with good air and tone while playing at least four notes per breath. ALSO! Be able to spell your scales using correct flat, natural, or sharp for each note, in time with a metronome. Once you can do both of these you can move up to quarter notes**

**Scales: Concert Bb Major, Concert F Major, Concert Eb Major, Concert Ab Major, Concert C Major, Concert G Major, Concert Db Major, Concert D Major. Extra scales will be uploaded to Google Classroom**

**Music: You are free to work on ANYTHING from the Yellow or Red Book (Essential Elements: Book 1 or Book 2) or the Gold Book.**

**If you are able to access Google Classroom from home there will be additional optional assignments from the Yellow Book (EE: Book 1) and other sources.**

**Google Classroom Code: k4rxwqh**

## General Music

**Assignment is to get a notebook, find a radio (not streaming: Pandora, Spotify, YouTube, etc), and put it on a station you NEVER listen to. Listen for one hour without stopping and record the following things in your notebook:**

- 1) What channel? (Ex. 90.5 FM WUOL or 103.5 WAKY-FM)**
- 2) What time are you listening? (You will get different content at different times!)**
- 3) What is the genre of the station? (Country, Rap, Classic Rock, Talk Radio, etc)**
- 4) Write down the name of the song & artist and what time it starts and ends.**
- 5) Write down how many commercials happen between the songs AND what product they're advertising.**
- 6) Write down your thoughts or feelings about anything that you've heard while listening and at the end reflect on those thoughts. Do you like it? Do you dislike it? Why? What are some interesting observations you've had while listening to this new station that you've never listened to?**

**Do this two times this week and turn in your notes when Transportation comes to get them or upload them to Google Classroom to get your grade.**

If you are able to access Google Classroom from home there will be additional optional assignments/resources and media for you all to interact with.

Google Classroom Codes: Jqs7wp5

**Art Class:**

Keep a Sketch Journal. Draw daily 15-20 minutes. Look closely at objects to see all lines, shapes, textures, and colors. Carefully record details in your drawing. Pick an object to observe and draw from the list below:

A growing plant. Something shiny. A shoe. Something with curves. Food on a dish. A toy or game piece. A crumpled wrapper for a product.

**Advance Art Class:**

Create a collection of 3 artworks that are connected by either a theme, a process or the type of media to create. Write a very brief artist statement that describes your inspiration for the pieces and how your creativity developed as you created them.

OR

Continue to work on your picture book. Write/revise your story for your picture book and draft illustrations for it.

**Arts and Humanities courses:**

Please sign the statement below and return to school at the end of the week.

My student has performed their Arts and Humanities assignments for this school week 3/16 - 3/20

Print Student Name \_\_\_\_\_

Parent Signature \_\_\_\_\_

Print Parent Name \_\_\_\_\_

## **RTI STUDENTS**

If you have a computer and internet access, you may work on Reading Plus and Vocab.com. We have a Google Classroom set up so you can read stories and videos I have posted there for this week. The Google Classroom codes are below (if you never signed up for our classroom) as well as the Scholastic codes to read stories online and watch videos.

**6<sup>th</sup> Grade:** 2uhxo5h

**7<sup>th</sup> Grade:** pitbkqk

**8<sup>th</sup> Grade:** ycm4vv5

**Scholastic News Classroom Code:** rugsnow743

Stay healthy!

♥ Mrs. Sztanya

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# Anticipation Guide for The Giver

Directions: Before reading *The Giver*, respond to the following statements. You may respond with a simple true or false, and then give a few more details why you feel that way.

1. Sometimes it is okay to lie. Circle one: True False
  
2. Life would be better if there were no pain. Circle one: True False
  
3. Life would be better if we could control our climate and weather, eliminating the cold of winter and the heat of summer. Circle one: True False
  
4. We really don't need to study history. Circle one: True False
  
5. Ignorance is bliss. (It's just easier to not know about some things.) Circle one: True False

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6. It is better to be free than to be safe. Circle one: True False
  
7. It is better to be part of a group than it is to be alone. Circle one: True False
  
8. Sometimes there are just too many choices to make, and I'd rather have someone make the choices for me. Circle one: True False
  
9. It is important to have grandparents and other extended family besides your parents and brothers and sisters. Circle one: True False
  
10. The good of the community is more important than the good of the individual. Circle one: True False

Directions: Write a response and then discuss whether you agree or disagree with each statement and why.

1. A society where there is no jealousy because everyone is given their jobs and given enough food everyday is a perfect place to live.
2. If parents are not emotionally attached to their children, it is easier to raise them.
3. A society where there are only humans is safer than a society that includes animals.
4. A job should be assigned to everyone at the age of 12, so people do not have to worry about how to spend the rest of their lives.
5. There should be no need for money if everyone possesses the same things.
6. Families would be much closer if they had to share all their feelings out loud and their dreams.
7. Bad memories should be taken away. Our lives would be much smoother if all bad things were forgotten.
8. Families should have two children at most.
9. Disobeying rules should lead to an expulsion from the community.
10. Without rules, we would be living in a world of chaos.

Name \_\_\_\_\_

# Strategic Reading

1

SECTION 1, CHAPTERS 1-4

## Identifying Character Traits

Chapters 1-4 introduce Jonas, the central character of the novel. What kind of a person is he? Fill in the character map below to sort out what you learn about him. On each line, write a short sentence or a few words describing one of his character traits. One has been done to help you get started.

**Trait: Intelligent**  
Jonas has been at the top of his class all through his school days.

**Trait:**

**Trait:**

**Trait:**

**Trait:**

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LOIS LOWRY ▶ THE GIVER

## Chapters 1-4

✓ Vocabulary.com

Twelve-year-old Jonas lives in a regimented community that is free from pain and suffering — but also free from joy, independence, and even color. When he is appointed the community's Receiver of Memory, Jonas begins to question everything he has been taught.

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## intrigue

✓ cause to be interested or curious

*Occasionally, when supplies were delivered by cargo planes to the landing field across the river, the children rode their bicycles to the riverbank and watched, **intrigued**, the unloading and then the takeoff directed to the west, always away from the community.*

## jeer

✓ laugh at with contempt and derision

*Even the children were scolded if they used the term lightly at play, **jeering** at a teammate who missed a catch or stumbled in a race.*

The children would also be scolded for showing any feelings of contempt or derision (synonyms that mean "open disrespect for a person or thing"). In this community that relies on cooperation, cheering happens more often than jeering.

# palpable

✓ capable of being perceived

*Now, thinking about the feeling of fear as he pedaled home along the river path, he remembered that moment of **palpable**, stomach-sinking terror when the aircraft had streaked above.*

# distraught

✓ deeply agitated especially from emotion

*I guess I just got **distraught**, watching them.*

Here, Asher is using the wrong word to describe his feeling, since he wasn't upset but distracted with salmon-watching. This sentence would be more fitting if it had been Jonas describing his feeling in watching an airplane streak twice above the community; it could also foreshadow a later scene involving Jonas and airplanes.

# wheedle

✓ influence or urge by gentle urging, caressing, or flattering

*But like all parents—all adults—they didn't fight and **wheedle** for their turn.*

# complicated

✓ difficult to analyze or understand

*His feelings were too **complicated** this evening.*

# sift

✓ check and sort carefully

*He wanted to share them, but he wasn't eager to begin the process of **sifting** through his own complicated emotions, even with the help that he knew his parents could give.*

# defiant

✓ boldly resisting authority or an opposing force

*She held up a clenched fist and the rest of the family smiled at her small **defiant** gesture.*

The family could smile at Lily's defiant gesture because she is only a Seven whose clenched fist is not opposing but supporting the community, since it is directed at a visiting Seven who didn't obey the rules. Even so, the family helps Lily to resolve her anger, and she apologizes for making the fist. This scene can be contrasted with Jonas's later acts of defiance, which increasingly require more boldness.

# resolve

✓ understand the meaning of

*Lily's feelings were always straightforward, fairly simple, usually easy to **resolve**.*

"Resolve" also means "reach a conclusion after a discussion or deliberation"--both definitions fit the purpose of the "evening telling of feelings" ritual; this sounds like a healthy way for families to bond, but as Jonas is discovering, it is also uncomfortably forced, since feelings can be too complicated or private to resolve in an after-dinner discussion.

# sympathetic

✓ expressing compassion or friendly fellow feelings

*"Oh, no," Mother murmured sympathetically. "I know how sad that must make you feel."*

*Jonas and Lily both nodded sympathetically as well.*

# capacity

✓ capability to perform or produce

*Most of the people on the night crew had not even been given spouses because they lacked, somehow, the essential **capacity** to connect to others, which was required for the creation of a family unit.*

# overwhelming

✓ very intense

*To see him brought before her a second time caused her **overwhelming** feelings of frustration and anger. And even guilt, that she hadn't made a difference in his life.*

# soothe

✓ cause to feel better

*Soon she smiled, thanked them, and murmured that she felt **soothed**.*

# apprehensive

✓ mentally upset over possible misfortune or danger

*"I'm feeling **apprehensive**," he confessed, glad that the appropriate descriptive word had finally come to him.*

# fortunate

✓ having unexpected good luck

*I felt very **fortunate**.*

# envy

✓ set one's heart on

*And he didn't **envy** Laborers at all.*



# reassured

having confidence restored; freed from anxiety

*Though he had been **reassured** by the talk with his parents, he hadn't the slightest idea what Assignment the Elders would be selecting for his future, or how he might feel about it when the day came.*

# chastisement

✓ verbal punishment

*Lily, he decided, would have to learn that soon, or she would be called in for **chastisement** because of her insensitive chatter.*

# self-conscious

✓ excessively aware of your appearance or behavior

*He felt **self-conscious**, realizing that he, too, had that look.*

# petulant

✓ easily irritated or annoyed

*"I think I'd like that," Lily said petulantly.*

# humiliation

✓ strong feelings of embarrassment

*Everyone had known, he remembered with **humiliation**, that the announcement attention, this is a reminder TO MALE ELEVENS THAT OBJECTS ARE NOT TO BE REMOVED FROM THE RECREATION AREA AND THAT SNACKS are TO BE eaten, not hoarded had been specifically directed at him, the day last month that he had taken an apple home.*

"Humiliation" also means "state of disgrace or loss of self-respect"--both definitions fit because Jonas knew he'd done something wrong, everyone had known he'd done something wrong, and the public announcement called attention to the fact that he'd done something wrong.

# remorse

✓ a feeling of deep regret, usually for some misdeed

*No one had mentioned it, not even his parents, because the public announcement had been sufficient to produce the appropriate **remorse**.*

The role the apple plays here could be compared to the fruit in the story of Eve in the Garden of Eden: both knew the rule, yet were tempted to break it by the possibility of a strange knowledge; both experienced feelings of shame and disgrace. Unlike Jonas, no amount of remorse or apologizing could help Eve regain her place; unlike Eve, Jonas soon discovers that his place is not paradise.

# bewilderment

✓ confusion resulting from failure to understand

*He probably should have brought up his feeling of **bewilderment** that very evening when the family unit had shared their feelings of the day.*

# mystified

✓ totally perplexed and mixed up

*Jonas had been completely **mystified**.*

# reflective

✓ deeply or seriously thoughtful

*The evening proceeded as all evenings did in the family unit, in the dwelling, in the community: quiet, **reflective**, a time for renewal and preparation for the day to come.*

# awkward

✓ hard to deal with, especially causing pain or embarrassment

*He knew him, of course, since they had always been groupmates, but they had never talked about the boys' accomplishments because such a conversation would have been **awkward** for Benjamin.*

# serene

✓ not agitated

*It was a **serene** and slow-paced place, unlike the busy centers of manufacture and distribution where the daily work of the community occurred.*

# mischievous

✓ naughtily or annoyingly playful

*But to be honest," she whispered with a mischievous look, "some of the tellings are a little boring.*

# fond

✓ having a strong preference or liking for

*I've never been **fond** of public speaking.*

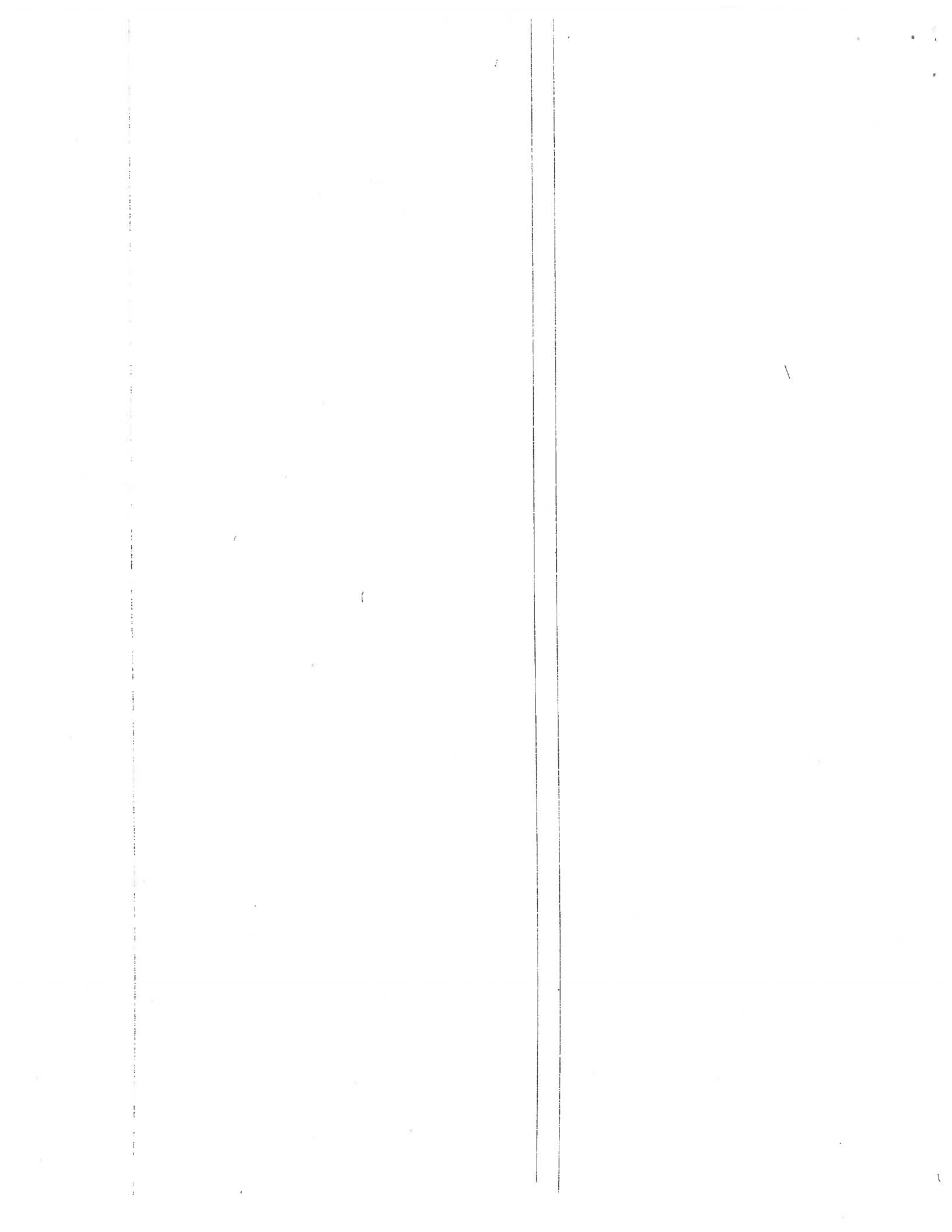
# chortle

✓ laugh quietly or with restraint

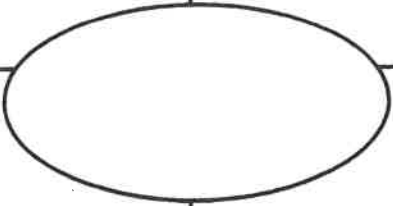
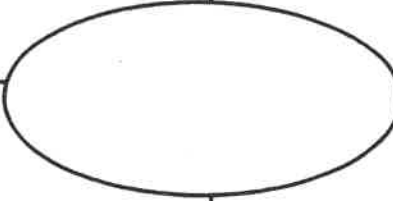
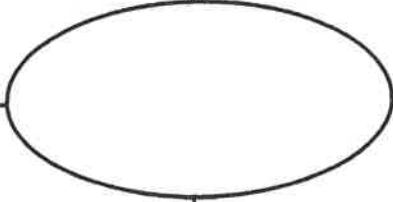
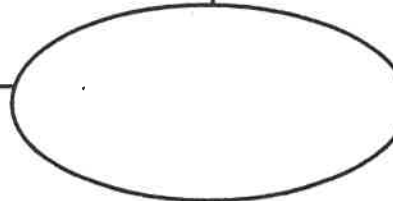
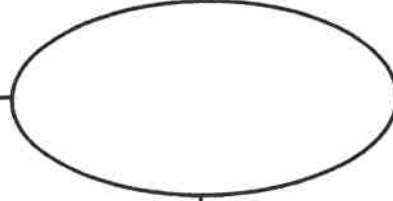
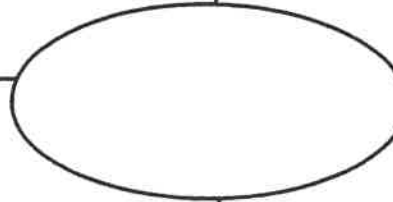
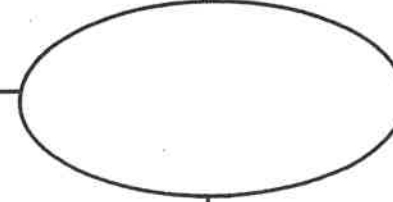
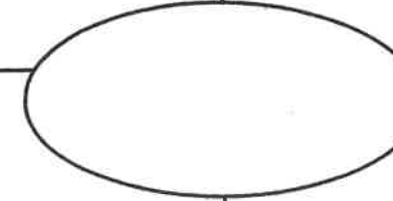
*Maybe they'd study it," Jonas said slyly, and Larissa **chortled** with laughter.*

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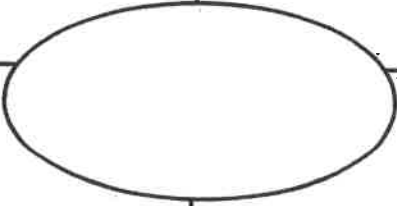
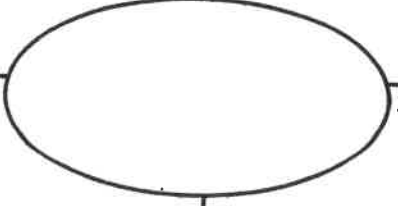
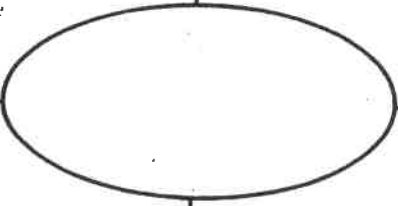
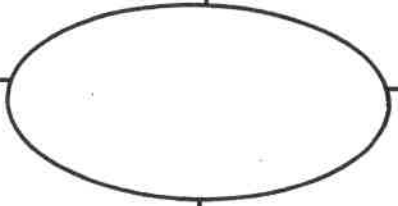
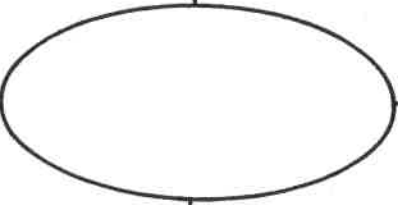
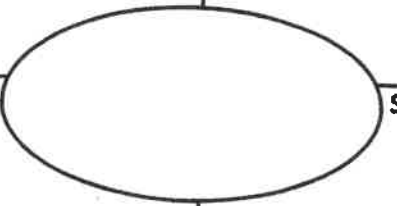
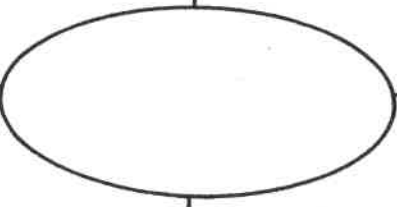
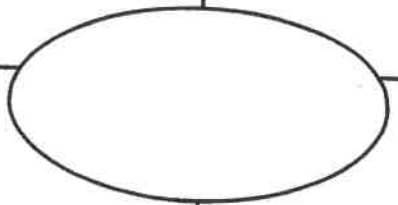
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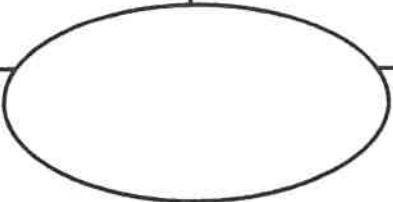
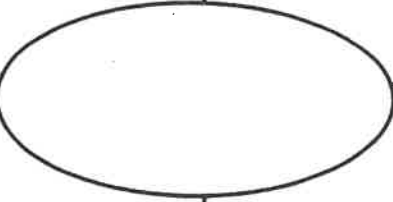
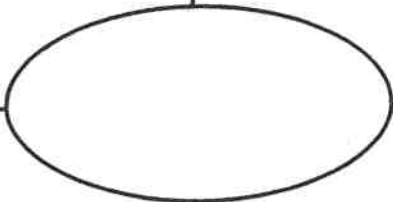
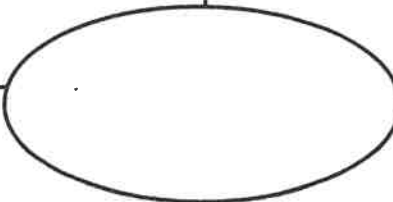
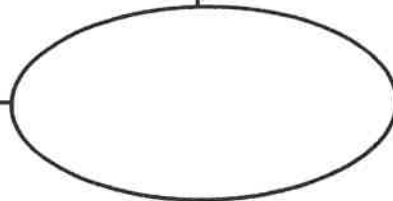
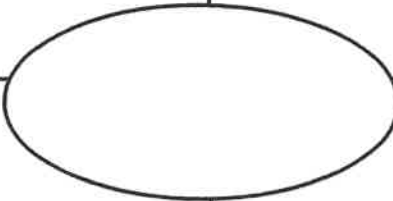
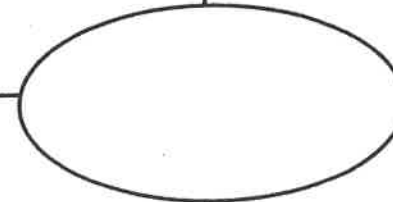
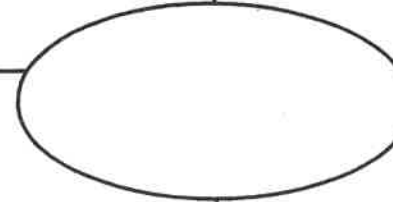
# Vocabulary Quiz Corrections

DEFINITION	PICTURE	DEFINITION	PICTURE		
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DEFINITION	PICTURE	DEFINITION	PICTURE		
SYNONYM/ ANTONYM		SENTENCE	SYNONYM/ ANTONYM		SENTENCE
DEFINITION	PICTURE	DEFINITION	PICTURE		
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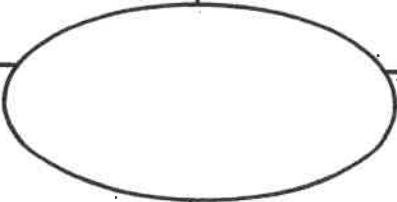
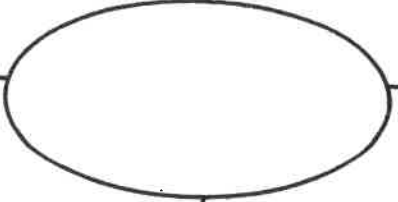
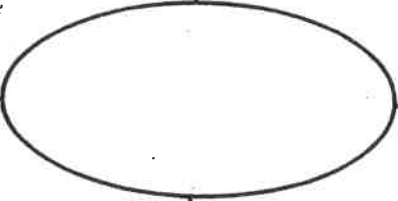
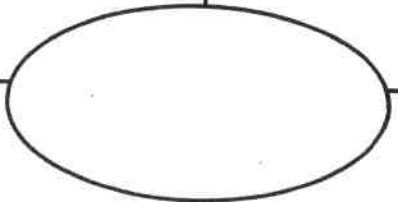
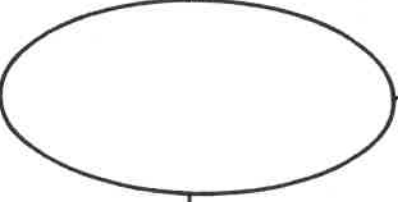
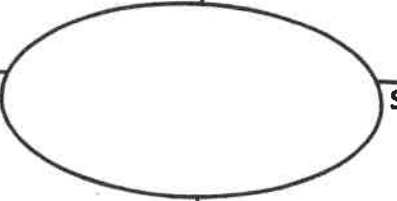
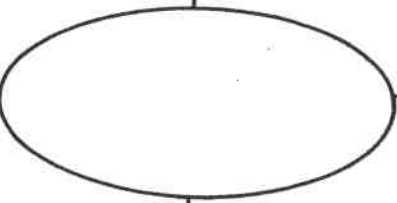
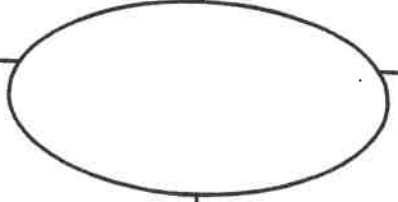
# Vocabulary Quiz Corrections

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DEFINITION	PICTURE	DEFINITION	PICTURE		
SYNONYM/ ANTONYM		SENTENCE	SYNONYM/ ANTONYM		SENTENCE
DEFINITION	PICTURE	DEFINITION	PICTURE		
SYNONYM/ ANTONYM		SENTENCE	SYNONYM/ ANTONYM		SENTENCE

# Vocabulary Quiz Corrections

DEFINITION	PICTURE	DEFINITION	PICTURE		
SYNONYM/ ANTONYM		SENTENCE	SYNONYM/ ANTONYM		SENTENCE
DEFINITION	PICTURE	DEFINITION	PICTURE		
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DEFINITION	PICTURE	DEFINITION	PICTURE		
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DEFINITION	PICTURE	DEFINITION	PICTURE		
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# Vocabulary Quiz Corrections

DEFINITION	PICTURE	DEFINITION	PICTURE		
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DEFINITION	PICTURE	DEFINITION	PICTURE		
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DEFINITION	PICTURE	DEFINITION	PICTURE		
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DEFINITION	PICTURE	DEFINITION	PICTURE		
SYNONYM/ ANTONYM		SENTENCE	SYNONYM/ ANTONYM		SENTENCE



# Science

## Unit Conversion Worksheet

Name: \_\_\_\_\_

Remember back to the beginning of the year for **Science** class we worked on conversions. This worksheet is to reinforce and practice that skill of converting. (King Henry Drinks \_\_ Dirty Chocolate Milk) The blank is the base unit such as grams or meters or liters.

1. 24.92 kg = \_\_\_\_\_ g

6. 2.132 km = \_\_\_\_\_ m

2. 7,298 g = \_\_\_\_\_ kg

7. 260 g = \_\_\_\_\_ kg

3. 0.652 L = \_\_\_\_\_ ml

8. 15,115 g = \_\_\_\_\_ kg

4. 1.8 kg = \_\_\_\_\_ g

9. 2.2 kg = \_\_\_\_\_ g

5. 16.28 kg = \_\_\_\_\_ g



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Linear Equations Worksheet

Ms.PhelpsClassesMarch16-20

<b>1 a.</b> $5(x + 2) + 11x = 11$	<b>1 b.</b> $9 = 3z - 4$
<b>2 a.</b> $4(s + 6) + 2 = 2s - 4$	<b>2 b.</b> $12 = \frac{v}{11}$
<b>3 a.</b> $\frac{4 - v}{10} = 7$	<b>3 b.</b> $\frac{p + 5}{4} = 2$
<b>4 a.</b> $10 - y = 12$	<b>4 b.</b> $7 = \frac{k + 6}{3}$
<b>5 a.</b> $11 + 3 = 8n$	<b>5 b.</b> $8c - 1 = 7$
<b>6 a.</b> $6k - 4k = 8$	<b>6 b.</b> $8(a + 8) + 3 = 2a - 7$



## Slope

Date \_\_\_\_\_

Period \_\_\_\_\_

Find the slope of the line through each pair of points.

1)  $(-14, -5), (-18, -5)$

A)  $-\frac{1}{5}$       B) Undefined

C) 0      D)  $\frac{1}{5}$

2)  $(0, 14), (19, -16)$

A)  $-\frac{19}{30}$       B)  $-\frac{30}{19}$

C)  $\frac{30}{19}$       D)  $\frac{19}{30}$

3)  $(9, -16), (-13, 3)$

A)  $-\frac{19}{22}$       B)  $\frac{22}{19}$

C)  $-\frac{22}{19}$       D)  $\frac{19}{22}$

4)  $(14, -11), (-14, 15)$

A)  $\frac{13}{14}$       B)  $-\frac{13}{14}$

C)  $\frac{14}{13}$       D)  $-\frac{14}{13}$

5)  $(-16, 0), (-5, -6)$

A)  $-\frac{11}{6}$       B)  $\frac{6}{11}$

C)  $-\frac{6}{11}$       D)  $\frac{11}{6}$

6)  $(-8, -2), (-9, -19)$

A) -17      B)  $-\frac{1}{17}$

C) 17      D)  $\frac{1}{17}$

7)  $(-5, -17), (9, -16)$

A)  $-\frac{1}{14}$       B) 14

C) -14      D)  $\frac{1}{14}$

8)  $(-4, 17), (-15, -9)$

A)  $\frac{26}{11}$       B)  $-\frac{11}{26}$

C)  $\frac{11}{26}$       D)  $-\frac{26}{11}$

9)  $(14, 2), (-12, -2)$

A)  $\frac{2}{13}$       B)  $-\frac{2}{13}$

C)  $\frac{13}{2}$       D)  $-\frac{13}{2}$

10)  $(4, 4), (13, 12)$

A)  $-\frac{9}{8}$       B)  $\frac{8}{9}$

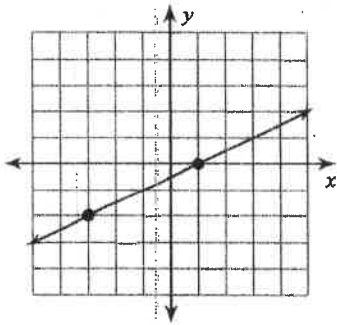
C)  $-\frac{8}{9}$       D)  $\frac{9}{8}$

## Slope - Graph

Date \_\_\_\_\_ Period \_\_\_\_\_

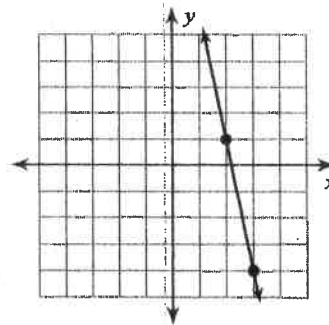
Find the slope of each line.

1)



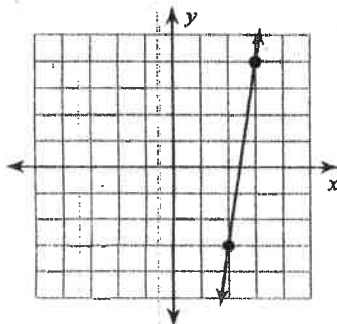
- A)  $\frac{1}{2}$       B) 2  
C)  $-\frac{1}{2}$       D) -2

2)



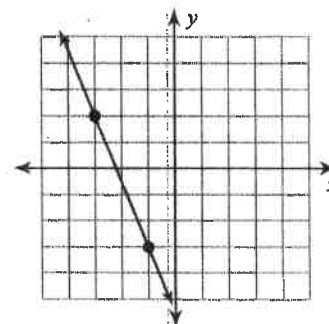
- A)  $\frac{1}{5}$       B)  $-\frac{1}{5}$   
C) -5      D) 5

3)



- A)  $\frac{1}{7}$       B) -7  
C) 7      D)  $-\frac{1}{7}$

4)



- A)  $-\frac{2}{5}$       B)  $-\frac{5}{2}$   
C)  $\frac{5}{2}$       D)  $\frac{2}{5}$

## Order of Operations and Substitution

Evaluate each expression.

1)  $5 \times 2 - 3 \div 3$

- A) 11      B) 13  
C) 5        D) 9

2)  $(4 \times 6 - 4) \times 2$

- A) 39      B) 40  
C) 42      D) 35

3)  $4^3 - 4 - 5$

- A) 55      B) 49  
C) 59      D) 61

4)  $(2 + 5) \times 2 + 6$

- A) 19      B) 17  
C) 20      D) 14

5)  $2^3 + 2 - 6$

- A) 4        B) 9  
C) 6        D) 8

Evaluate each using the values given.

6)  $3k + j - h \div 5$ ; use  $h = 5$ ,  $j = 6$ , and  $k = 3$

- A) 16      B) 9  
C) 14      D) 17

7)  $a + c(b^3 + 6)$ ; use  $a = 1$ ,  $b = 1$ , and  $c = 5$

- A) 35      B) 33  
C) 36      D) 32

8)  $6 - (r - p) - r \div 5$ ; use  $p = 5$ , and  $r = 5$

- A) 5        B) 3  
C) 11      D) 9

9)  $(5 - y + x) \div 2 + z$ ; use  $x = 2$ ,  $y = 5$ , and  $z = 4$

- A) 1        B) 5        C) 11      D) 10

10)  $(r(p - 2) - r) \div 3$ ; use  $p = 6$ , and  $r = 5$

- A) 5        B) 3  
C) 6        D) 11

## Solving for a Variable

Date \_\_\_\_\_ Period \_\_\_\_\_

Solve each equation.

1)  $7n - 3n = -24$

- A) {10}      B) {-6}  
C) {-10}     D) {7}

2)  $-4x - 5 - 4 = 15$

- A) {-6}      B) {10}  
C) {-7}      D) {-4}

3)  $-4x + 3x = 5$

- A) {-4}      B) {-2}  
C) {-5}      D) {14}

4)  $-2(-7 - 5x) + 6x = 142$

- A) {8}      B) {16}  
C) {7}      D) { All real numbers. }

5)  $-8(8r + 3) = -344$

- A) {-1}      B) {5}  
C) {-16}     D) No solution.

6)  $8(1 - 2m) = -88$

- A) {6}      B) {-7}  
C) {4}      D) { All real numbers. }

7)  $8(r - 4) - 2(7 + 4r) = -46$

- A) {1}  
B) {15}  
C) {16}  
D) { All real numbers. }

8)  $4(r + 3) - 2(8r + 2) = 56$

- A) {4}      B) {-11}  
C) {-4}     D) {-7}

9)  $-2(7 - 8m) - 4(-8m + 3) = 22$

- A) {-11}     B) {-13}  
C) {1}        D) {-3}

10)  $-8(n - 4) - 4(-7n + 5) = 12$

- A) {13}      B) {-6}  
C) {0}        D) {-15}

11)  $-(2 - v) - 7(-3 + 7v) = 19$

- A) {14}      B) {-6}  
C) {-12}     D) {0}



## Division Property of Exponents

Simplify. Your answer should contain only positive exponents.

1)  $\frac{2^3}{2^2}$

- A) 1      B) 2  
C)  $2^5$     D)  $\frac{1}{2}$

2)  $\frac{4}{4^{-2}}$

- A)  $4^3$       B)  $4^6$   
C)  $4^2$       D) 1

3)  $\frac{2^{-2}}{2^4}$

- A)  $\frac{1}{2^6}$       B)  $2^7$   
C)  $\frac{1}{2^3}$       D)  $2^6$

4)  $\frac{n^{-1}}{n^{-4}}$

- A)  $\frac{3n^6}{2}$       B)  $n^3$   
C)  $\frac{3}{2n}$       D)  $n^2$

5)  $\frac{a^0}{a^4}$

- A)  $\frac{1}{4a^5}$       B)  $\frac{1}{a^4}$   
C)  $\frac{a^6}{2}$       D)  $\frac{1}{4a^2}$

6)  $\frac{x^4 y^{-4}}{3x^{-2} y^2}$

7)  $\frac{3m^0 n^{-2}}{2m^{-3} n^{-1}}$

- A)  $\frac{3m^3}{2n}$       B)  $\frac{4n^4}{m^7}$   
C)  $\frac{3n^3 m}{4}$       D)  $\frac{3m^2}{4n^3}$

8)  $\frac{2y^{-2}}{y}$

- A)  $y^5$       B)  $\frac{3y}{4x}$   
C)  $\frac{2}{y^3}$       D)  $\frac{1}{xy^3}$

9)  $\frac{3x^{-2} y^{-1}}{2x^4}$

- A)  $4y^6$       B)  $4x^2$   
C)  $\frac{x^4 y^3}{3}$       D)  $\frac{3}{2x^6 y}$

10)  $\frac{3mn^2 p^2}{m^4 p^{-1}}$

- A)  $\frac{3m^3}{4np^4}$       B)  $\frac{3p^3 n^2}{m^3}$   
C) 1      D)  $\frac{n^8}{4m^2}$

## Multiplying and Dividing Scientific Notation

Date \_\_\_\_\_

Period \_\_\_\_\_

**Simplify. Write each answer in scientific notation.**

1)  $(3.8 \times 10^6)(2.71 \times 10^5)$

- A)  $1.03 \times 10^{15}$       B)  $1.03 \times 10^{13}$   
C)  $1.03 \times 10^{12}$       D)  $1.03 \times 10^{14}$

2)  $(4.9 \times 10^{-2})(2.46 \times 10^{-6})$

- A)  $1.205 \times 10^{-8}$   
B)  $1.205 \times 10^7$   
C)  $1.205 \times 10^8$   
D)  $1.205 \times 10^{-7}$

3)  $(6.4 \times 10^6)(1.3 \times 10^5)$

- A)  $4.923 \times 10^{-1}$   
B)  $4.923 \times 10^1$   
C)  $49.23 \times 10^1$   
D)  $8.32 \times 10^{11}$

4)  $(2.3 \times 10^{-2})(4.78 \times 10^{-4})$

- A)  $0.1099 \times 10^{-5}$   
B)  $4.812 \times 10^1$   
C)  $1.099 \times 10^{-5}$   
D)  $0.01099 \times 10^{-5}$

5)  $(6 \times 10^{-1})(9.1 \times 10^1)$

- A)  $5.46 \times 10^{-1}$   
B)  $6.593 \times 10^{-3}$   
C)  $5.46 \times 10^1$   
D)  $5.46 \times 10^0$

6)  $\frac{3.5 \times 10^0}{6 \times 10^3}$

- A)  $2.1 \times 10^4$   
B)  $0.5833 \times 10^{-3}$   
C)  $5.833 \times 10^{-3}$   
D)  $5.833 \times 10^{-4}$

7)  $\frac{8.1 \times 10^5}{2.9 \times 10^{-3}}$

- A)  $0.2793 \times 10^8$   
B)  $2.793 \times 10^8$   
C)  $2.793 \times 10^7$   
D)  $0.2793 \times 10^7$

8)  $\frac{2.11 \times 10^{-5}}{1.8 \times 10^{-5}}$

- A)  $3.798 \times 10^{-8}$   
B)  $1.172 \times 10^{-1}$   
C)  $3.798 \times 10^{-10}$   
D)  $1.172 \times 10^0$

9)  $\frac{7.5 \times 10^3}{8 \times 10^6}$

- A)  $6 \times 10^{10}$   
B)  $60 \times 10^{10}$   
C)  $9.375 \times 10^{-4}$   
D)  $9.375 \times 10^{-3}$

10)  $\frac{2 \times 10^{-1}}{1.89 \times 10^{-1}}$

- A)  $3.78 \times 10^{-3}$   
B)  $3.78 \times 10^{-2}$   
C)  $0.1058 \times 10^0$   
D)  $1.058 \times 10^0$

## Power to a Power

Simplify. Your answer should contain only positive exponents.

1)  $(3^3)^4$

A)  $3^{12}$

B)  $3^{16}$

C) 1

D)  $\frac{1}{3^4}$

2)  $(4^3)^4$

A)  $\frac{1}{4^8}$

B)  $4^2$

C)  $4^{12}$

D)  $4^9$

3)  $(3n^3)^0$

A) 1

B)  $\frac{1}{4n^4}$

C)  $n^3$

D)  $\frac{n^8}{81}$

4)  $(2n^4)^3$

A)  $8n^{12}$

B)  $\frac{8}{n^9}$

C)  $\frac{1}{64n^{12}}$

D)  $9n^2$

5)  $(3y^2)^3$

A)  $\frac{x^2}{16y^4}$

B) 1

C)  $27y^6$

D)  $\frac{1}{16x^4y^4}$

6)  $(2ba^4)^4$

A)  $16b^4a^{16}$

B)  $81a^{12}$

C)  $\frac{64a^3}{b^{12}}$

D)  $\frac{16b^6}{a^2}$

7)  $(x^3y^2)^{-2}$

A)  $x^{16}y^{12}$

B)  $81x^4y^8$

C)  $256y^8$

D)  $\frac{1}{x^6y^4}$

8)  $(4u^3v^2)^2$

A)  $v^3u^{12}$

B)  $\frac{16}{u^{16}}$

C)  $16u^6v^4$

D)  $\frac{v^4}{256u^4}$

9)  $(rp^2q^{-3})^{-4}$

A)  $\frac{q^{12}}{r^4p^8}$

B)  $\frac{1}{2pqr^2}$

C)  $\frac{p^6}{27q^{12}r^9}$

D)  $\frac{16p^{12}q^{12}}{r^4}$

10)  $(2p^4q^2)^3$

A)  $\frac{p^4}{q^4m^{12}}$

B)  $\frac{64m^9q^9}{p^9}$

C)  $8p^{12}q^6$

D)  $\frac{1}{q^4}$

## Naming Polynomials

Date \_\_\_\_\_ Period \_\_\_\_\_

Name each polynomial by degree and number of terms.

1)  $-10p$

- A) cubic monomial
- B) quintic monomial
- C) linear monomial
- D) quintic trinomial

2)  $9n - 9$

- A) linear binomial
- B) quintic binomial
- C) linear monomial
- D) quadratic monomial

3)  $-3r^5 - 5$

- A) quadratic monomial
- B) quadratic polynomial with five terms
- C) constant trinomial
- D) quintic binomial

4)  $3k^5 - 7k^3 - 10k^2 - 7k$

- A) cubic polynomial with four terms
- B) quintic binomial
- C) quintic polynomial with four terms
- D) constant polynomial with four terms

5)  $-5b^3 - 3$

- A) cubic monomial
- B) quadratic trinomial
- C) cubic trinomial
- D) cubic binomial

6)  $4x^3 + 7x^2 + 4$

- A) cubic trinomial
- B) cubic binomial
- C) quintic trinomial
- D) quartic trinomial

7)  $6n^2$

- A) quintic monomial
- B) linear binomial
- C) quadratic monomial
- D) quartic monomial

8) 5

- A) constant trinomial
- B) quadratic trinomial
- C) constant monomial
- D) linear polynomial with 0 terms

9)  $2x^3$

- A) cubic trinomial
- B) linear binomial
- C) linear trinomial
- D) cubic monomial

10)  $-4m^3 + 8m^2 + 3m$

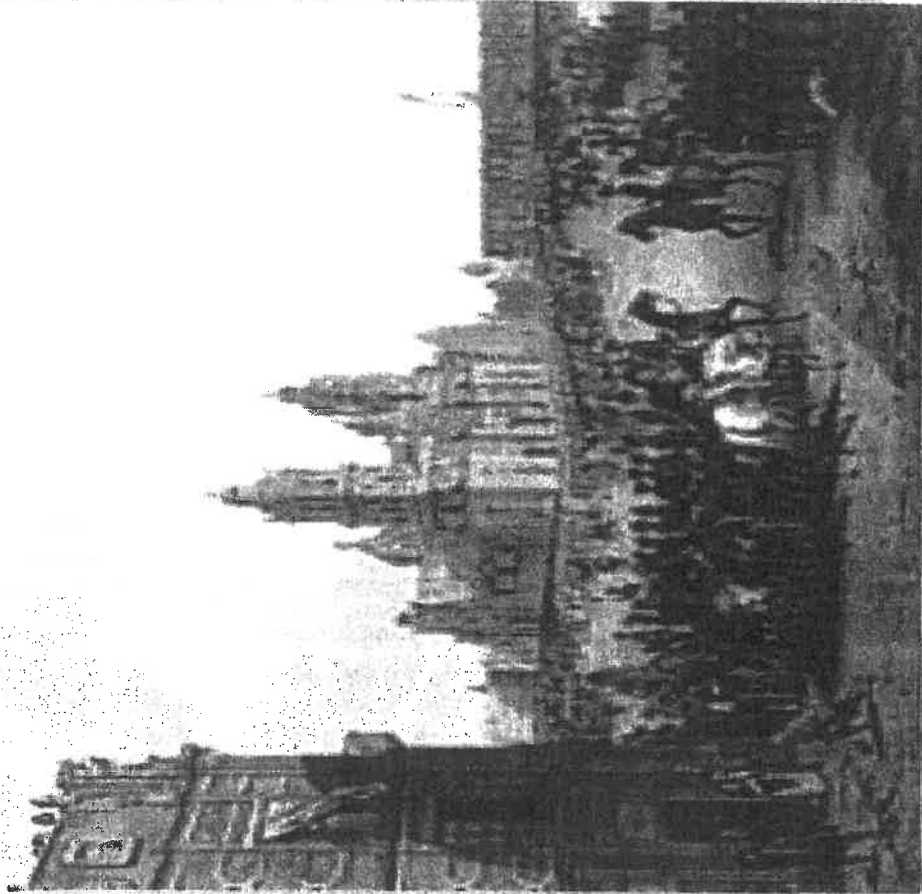
- A) constant monomial
- B) cubic trinomial
- C) cubic monomial
- D) constant binomial

# Mexican-American War

## DEBQ

**Situation:** In 1846 the United States went to war with Mexico. Like several wars the United States has fought, this war had its strong supporters and its critics. Compared to the Civil War, which was fought just fifteen years later, the Mexican War sometimes seems like a small thing. But it was not! Thousands of Mexicans and Americans died, and half of the country of Mexico was taken by the United States as a war prize.

**Prompt:** To what extent was the war with Mexico justified? In your response provide three specific reasons supported by evidence from the documents that follow.





Student Mini-Q Lined Paper

EV

Lined paper for student response.





Student Mini-Q Lined Paper

EV

Lined writing area consisting of 25 horizontal lines.

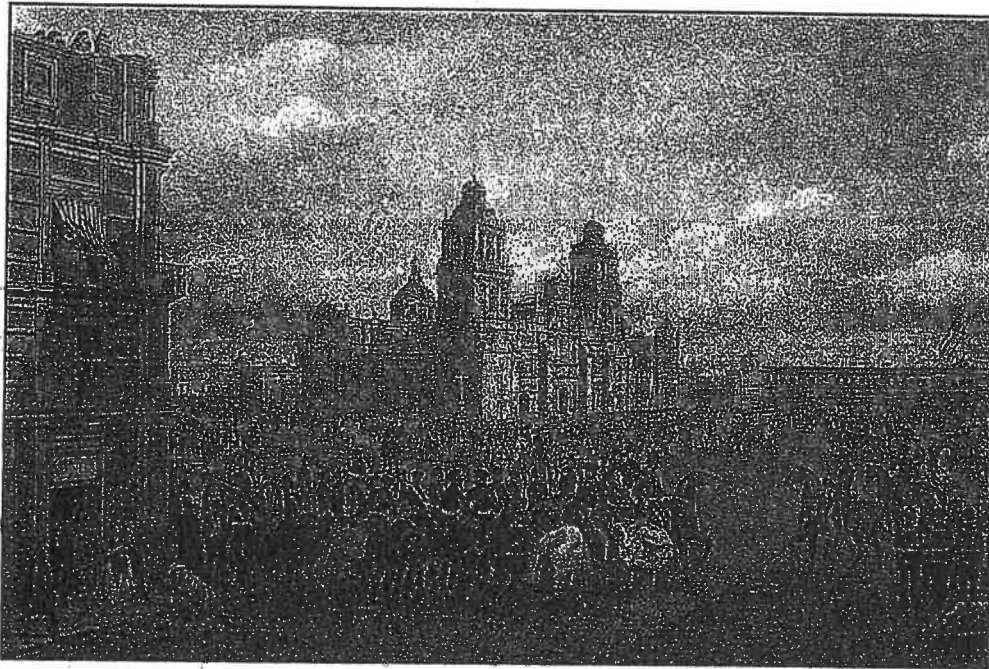


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# Was the United States Justified in Going to War With Mexico?

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**Overview:** In 1846 the United States went to war with Mexico. Like several wars the United States has fought, this war had its strong supporters and its critics. Compared to the Civil War, which was fought just fifteen years later, the Mexican War sometimes seems like a small thing. But it was not! Thousands of Mexicans and Americans died, and half of the country of Mexico was taken by the United States as a war prize. This Mini-Q asks the simple question: Was the United States justified in going to war with Mexico?

## The Documents:

Document A: John O'Sullivan and Manifest Destiny

Document B: President James Polk's War Declaration

Document C: A Mexican Viewpoint

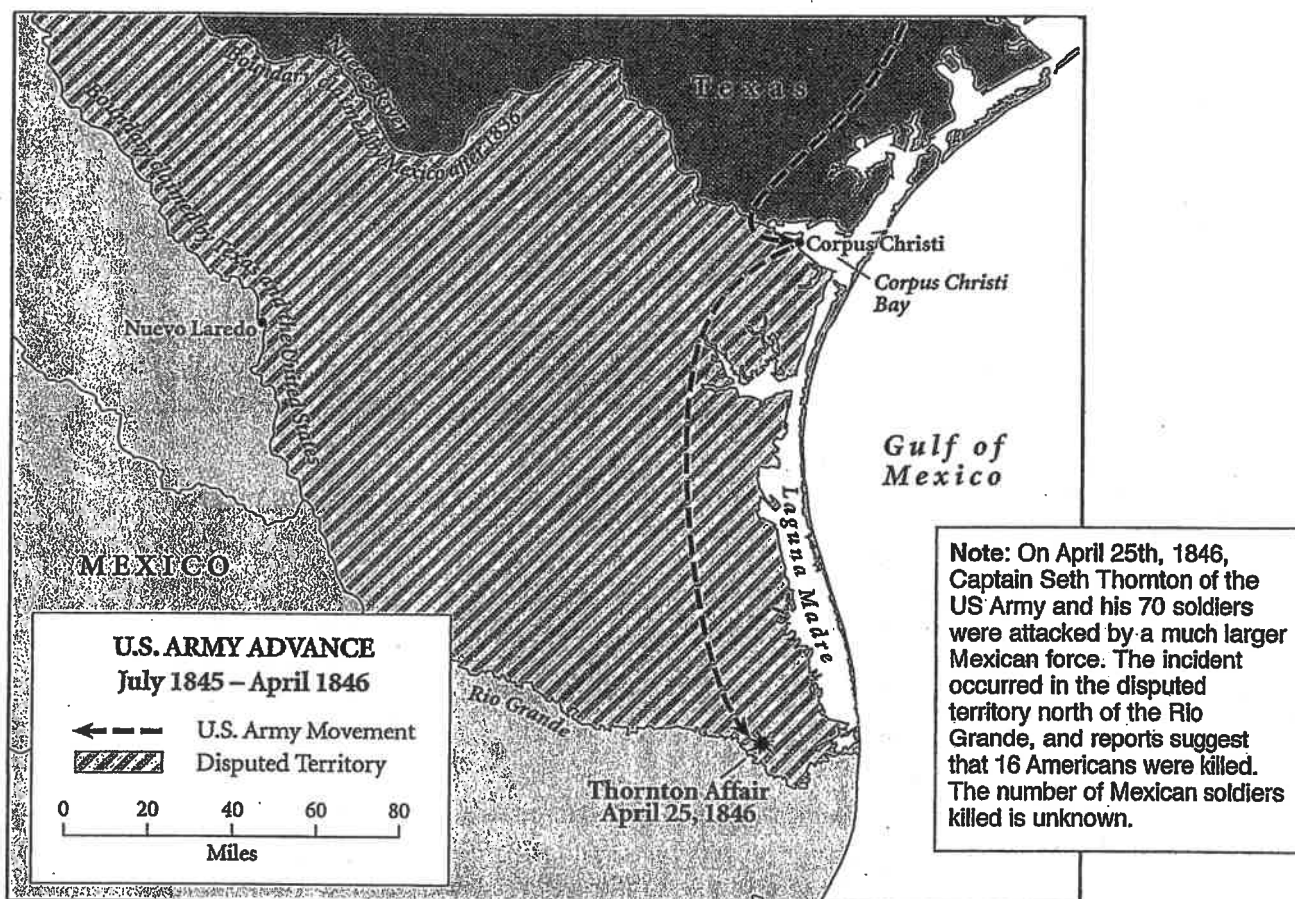
Document D: Charles Sumner: Objections to the Mexican-American War

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A Mini Document Based Question (Mini-Q)

## Hook Exercise: Mexican-American War

**Directions:** Examine the map below and answer the questions that follow.



Source: Map created from various sources.

### Questions

1. What river did Texas and the US believe was the proper border between Mexico and Texas?
2. What river did Mexico believe was the proper border between Texas and Mexico?
3. Where were General Zachary Taylor's and Captain Thornton's soldiers attacked?
4. Imagine that you are a journalist reporting on the Thornton Affair the week after it happened. Discuss with a partner how you will report the incident differently if you are a:
  - pro-American journalist
  - pro-Mexican journalist

## Was the United States Justified in Going to War With Mexico?

America's wars have often been controversial. The American Revolution had the support of only one-third of the American colonists. The War of 1812 caused several New England states to threaten secession. Entry into World War I was vigorously opposed. More recently, Vietnam, and then Iraq, divided the nation. It should come as no surprise, then, that America's war with Mexico had both its supporters and its critics.

In 1821, Mexico declared itself free from its mother country, Spain. Mexico was huge. It stretched from Guatemala to Oregon and was equal in size to the United States.

Mexican leaders were aware of the near emptiness of their northern lands. One way to increase the population was to welcome settlers from the United States. A special effort was made to encourage American farmers to settle in the Mexican province of Texas.

For Mexico, this turned out to be a bad idea. Mexico was **Catholic**, anti-slavery, and wanted to keep Texans under their control. The American settlers were mostly **Protestant**, pro-slavery, and largely ignored Mexican authority. It did not take long for these differences to boil into revolt. Following bloody encounters at places like the Alamo, the Texans won their independence from Mexico in 1836.

Two times over the next nine years, Texas applied to the United States Congress for **annexation**. Both times Congress said "no." Some Congressmen did not want to anger Mexican officials who still regarded Texas as part of their country. Other Congressmen,

especially in the Northeast, did not want a large slave territory to be added to the United States.

Then things changed. In late 1844, James K. Polk was elected President of the United States. Polk was a strong supporter of **Manifest Destiny**. He believed it was God's plan that America extend its territory all the way to the

Pacific Ocean. Polk did not just want to annex Texas. He also had his eye on California.

After Polk's election, but before he took office, Congress reversed itself and voted to annex Texas. Polk was delighted. In July 1845 he sent American troops under General Zachary Taylor into the disputed area of southern Texas. He also sent John Slidell, a special envoy, to Mexico City to try to buy California. The combination of American troops at the Rio Grande and the attempt to buy a large part of their country angered the Mexican government.

Slidell was asked to leave Mexico City.

Polk saw Mexico's treatment of Slidell as an opportunity. He felt America's honor had been challenged. When word arrived on May 9, 1846, that Mexican soldiers had fired upon Americans on the "Texas side" of the Rio Grande, President Polk had a reason for going to war.

Examine the four documents that follow. Then answer the question of this Mini-Q: *Was the United States justified in going to war with Mexico?*



## Background Essay Questions

1. In what year did Mexico win its independence from Spain?
2. In what year did Texas win its independence from Mexico?
3. Define or explain each of these terms:
  - a. Catholic
  - b. Protestant
  - c. annexation
  - d. Manifest Destiny
4. Why would Mexican officials have been upset by the annexation of Texas by the United States?

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- 1836** – Texas declares its independence from Mexico
  - 1840** – First baseball diamond laid out in Cooperstown, New York
  - 1844** – Invention of Morse Code
  - 1846-48** – Mexican War
  - 1848** – Mexican cession increases size of US by 50%
  - 1849** – California admitted to Union
  - 1852** – Massachusetts established minimum 12 week school year

## Document A

Source: John L. O'Sullivan, "Annexation," *The United States Magazine and Democratic Review*, Vol. XVII, July, 1845.

It is time for opposition to the Annexation of Texas to cease.... Texas is now ours.... Let their reception into the "family" be frank, kindly, and cheerful....

(O)ther nations have undertaken ... hostile interference against us, ... hampering our power, limiting our greatness and checking the fulfillment of our manifest destiny to overspread the continent allotted by Providence (God) for the free development of our yearly multiplying millions.

California will, probably, next fall away from (Mexico).... Imbecile and distracted, Mexico never can exert any real governmental authority over such a country.... The Anglo-Saxon foot is already on (California's) borders ... armed with the plough and the rifle, and marking its trail with schools and colleges, courts and representative halls, mills and meeting-houses.... All this (will happen) in the natural flow of events....

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## Document Analysis

1. How does John O'Sullivan feel about the United States annexing Texas?
2. In your own words, what does O'Sullivan mean when he says it is "our manifest destiny to overspread the continent allotted by Providence"?
3. After Texas, what is the next likely candidate for American annexation?
4. What does O'Sullivan have to say about Mexico's ability to govern?
5. What do you suppose O'Sullivan means by "the Anglo-Saxon foot"?
6. How can this document be used to justify America's going to war with Mexico?
7. How can this document be used to argue against America going to war with Mexico?

## Document B

Source: War Message of President James Polk, Washington, May 11, 1846.

**To the Senate and  
House of Representatives:**

(In an earlier message) I informed you that ... I had ordered an efficient military force to take a position "between the Nueces and the Del Norte (Rio Grande)." This had become necessary, to meet a threatened invasion of Texas by the Mexican forces.... The invasion was threatened solely because Texas had determined ... to annex herself to our Union; and, under these circumstances, it was plainly our duty to extend our protection over her citizens and soil.

... The Congress of Texas, by its act of December 19, 1836, had declared the Rio del Norte to be the boundary of that republic.... The country between that river and the Del Norte ... is now included within one of our congressional districts.... It became, therefore, of urgent necessity to provide for the defense of that portion of our country....

(On the 24th of April) a party ... of sixty-three men and officers, were ... dispatched from the American camp up the Rio del Norte, on its (North) bank, to ascertain whether the Mexican troops had crossed, or were preparing to cross, the river.... (They) became engaged with a large body of these (Mexican) troops, and, after a short affair, in which some sixteen (Americans) were killed and wounded, appear to have been surrounded and compelled to surrender....

We have tried every effort at reconciliation. The cup of forbearance had been exhausted even before the recent information from the frontier of the Del Norte. But now, ... Mexico has passed the boundary of the United States, has invaded our territory and shed American blood upon the American soil.

**Note:** War Vote, May 13, 1846:  
US Senate: 40 Yes, 2 No  
House of Rep: 174 Yes, 14 No

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### Document Analysis

1. What river did Texas and President Polk regard as the Texas-Mexico border?
2. Would Mexico have viewed a Mexican advance north of the Rio Grande an invasion of the US?
3. Where did the April 24 fight between Mexican and American soldiers occur?
4. What was the response of Congress to Polk's war message?
5. How does this document help answer the Mini-Q question: Was the United States justified in going to war with Mexico?



## Document C

Source: Jesus Velasco-Marquez, Instituto Tecnológico Autónomo de México, "A Mexican Viewpoint on the War With the United States," *Voices of Mexico*, Issue #41, Center for Research on North America (CISAN), National Autonomous University of Mexico, 2006.

The most dramatic event in the history of relations between Mexico and the United States took place a century and a half ago. US historians refer to this event as "The Mexican War," while in Mexico we prefer to use the term "The U.S. Invasion."...

From Mexico's point of view, the annexation of Texas to the United States was inadmissible for both legal and security reasons. Thus, when the Mexican government learned of the treaty signed between Texas and the United States in April 1844, it ... would consider such an act "a declaration of war." ...

(In early 1846, on Polk's orders) the troops commanded by General Zachary Taylor arrived at the Río Grande, across from the city of Matamoros, thus occupying the territory in dispute and increasing the possibilities of a confrontation.... In the eyes of the (Mexican) government, the mobilization of the US army was an outright attack on Mexico.... As a consequence, the Mexican government reaffirmed the instruction to protect the border, meaning the territory located between the Río Grande and the Nueces River – an order which led to the battles of Palo Alto and Resaca de la Palma....

... (One article) in the daily *El Tiempo* ... stated: "The American government acted like a bandit who came upon a traveler."

### Document Analysis

1. Whose point of view is held by the author of this document?
2. How did the Mexican government feel about the annexation of Texas by the United States?
3. According to the author, why did a Mexican force attack Zachary Taylor's troops when they arrived at the Rio Grande River?
4. How does this document help answer the question: Was the United States justified in going to war with Mexico?

## Document D

**Source:** Charles Sumner, "Objections to the Mexican-American War," adopted by the Mass. State Legislature, 1847.

**Note:** Sumner was a young state legislator from Massachusetts who later served 24 years in the US Senate.

Mexico, on achieving her independence of the Spanish Crown ... decreed the abolition of human slavery within her dominions, embracing the province of Texas....

At this period, citizens of the United States had already begun to (move) into Texas.... The idea was ... that this extensive province ought to become a part of the United States....

A current of emigration soon followed from the United States. Slaveholders crossed the Sabine (river between Louisiana and Texas) with their slaves, in defiance of the Mexican ordinance of freedom. Restless spirits, discontented at home ... joined them.... The work of rebellion sped. Our newspapers excited the lust of territorial robbery in the public mind.... Certainly (Mexico) ... might justly charge our citizens with disgraceful robbery, while, in seeking extension of slavery, (our own citizens denied) the great truths of American freedom....

**Note:** According to an early Texas census, there were 103,000 whites and 38,000 slaves in the state in 1847.

### Document Analysis

1. After achieving independence from Spain in 1821, did Mexico make slavery legal or illegal?
2. Sumner mentions a "disgraceful robbery." Who robbed what from whom?
3. Did Charles Sumner have the support of the people of Massachusetts? Provide evidence and explain your thinking.
4. How does this document help answer the question: Was the United States justified in going to war with Mexico?