

**8th Grade
Lesson Plan
Packet**

5/4/2020-5/8/2020

Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

May 4-8, 2020

Course: Art

Teacher(s): Ms. Clare Frank

Weekly Plan:

Monday, May 4

- Watch instructional video “The Window”
- Read through and look at the pictures from the NY Times article.

Tuesday, May 5

- Draw “the world outside” from three places in your home.

Wednesday, May 6

- Draw “the world outside” from one place in your home.
- Write notes about the view, and what you see, hear and smell.

Thursday, May 7

- Compositional sketches for project
- Begin a full page drawing of your view of the world outside as seen through the window (or door, porch or balcony).

Friday, May 8

- attend office hours
- catch-up or review the week’s work

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

Monday, May 4

In places throughout the United States and around the world there are people who have not left their home in many weeks. The view of the world outside our home, as seen through a window, has occupied a special place in the human imagination likely since the first windows, but when confined to our homes it acquires a heightened significance. Throughout this week and into next week you will be contemplating your view of the world through the windows of your home. You may also use the view through a door or from a porch or balcony if you wish, but make sure to show something of the vantage point.

You have two assignments for today:

1. Watch the instructional video, found as a Material titled < Monday, May 4: Instructional Video “The Window” > in the Week 6 Packet on GoogleClassroom.
2. Your assignment today is to read through the excerpted New York Times article “17 Artists Capture a Surreal New York From Their Windows”, by Antonio de Luca, Sasha Portis and Adriana Ramic, April 16, 2020. The reading is in your Week 6 Packet. As you read, look thoughtfully at the artworks, taking part in the view in your imagination.

Tuesday, May 5

Select three locations in your home from which you have distinctly different views of the world outside - perhaps difference in height, direction, or type of space.

- Make a full page, 5-minute drawing from each of those three places.
- Label each drawing with your name, the date, the window or aperture through which you have the view, and what type of view it is.
- For example, one of my drawings would be inscribed “Clare Frank, May 5, 2020, view of the neighborhood street from the kitchen window”.

Drawing #1, 5 minutes

Drawing #2, 5 minutes

Drawing #3, 5 minutes

Wednesday, May 6

15 minutes: Select one location from which to view the world outside. Sketch your view, including the edges of your window frames to show that you are “looking through”.

- **As you draw**, notice birds or other animals passing by, people walking, jogging, biking or driving by, planes overhead, the effects of wind through the trees, and so forth.
- What do you hear? Birds singing or chirping, dogs barking, automobiles driving by or roaring down a highway, a train, children’s voices, a jet overhead, wind rustling through leaves...?
- What do you smell? What do you feel? If the sun is shining through your window, it may be warming your skin. If the window is open perhaps a breeze is wafting in.
- **Write notes** on the page of your drawing or on the page facing it, about what you hear, see, smell and feel. You can write these notes as you draw or after you draw.

Thursday, May 7

Today you will begin a full-page drawing of your view of the world outside as seen through the window (or door, porch or balcony). This drawing should be well-composed, so you will start with some quick compositional sketches before beginning the actual project. Then you will lightly begin the overall layout on a full fresh page of your sketchbook.

1. 8 minutes: Using one full page of your sketchbook, quickly draw 4 picture planes of the same proportions as your paper. Into each of these picture planes quickly sketch the window and view, varying placement, scale, and cropping to achieve a balanced, harmonious, and visually interesting composition.
 - Include the window frame and part of the interior wall in some of the compositions
 - If helpful you will be able to slightly “trim” your picture plane by lightly drawing a straight, even border along the bottom of the picture plane (and ultimately along the bottom of the page in your final drawing).
2. 7 minutes: Select your strongest composition, turn to a fresh sheet in your sketchbook, and lightly draw the overall compositional layout. Work from general to specific, being attentive to proportions and shape relationships.
 - Your drawing will be at least 8x8 inches - in general a square is difficult to work with compositionally, so plan to use a rectangle.
 - If cropping the picture plane along the bottom of the page, be sure to first use a ruler or crisply folded piece of paper to get a clean, straight line at right angles to the adjacent sides of the page.
 - For today start with light contour lines and only lightly shade areas, as your emphasis today should be on the shape relationships and proportions.
 - Use the approach we learned in drawing compositional studies, where we observe placement and proportion by looking at relationships to the edges of the picture plane and horizontal and vertical alignments. Here your window is a picture plane within the picture plane of your drawing!

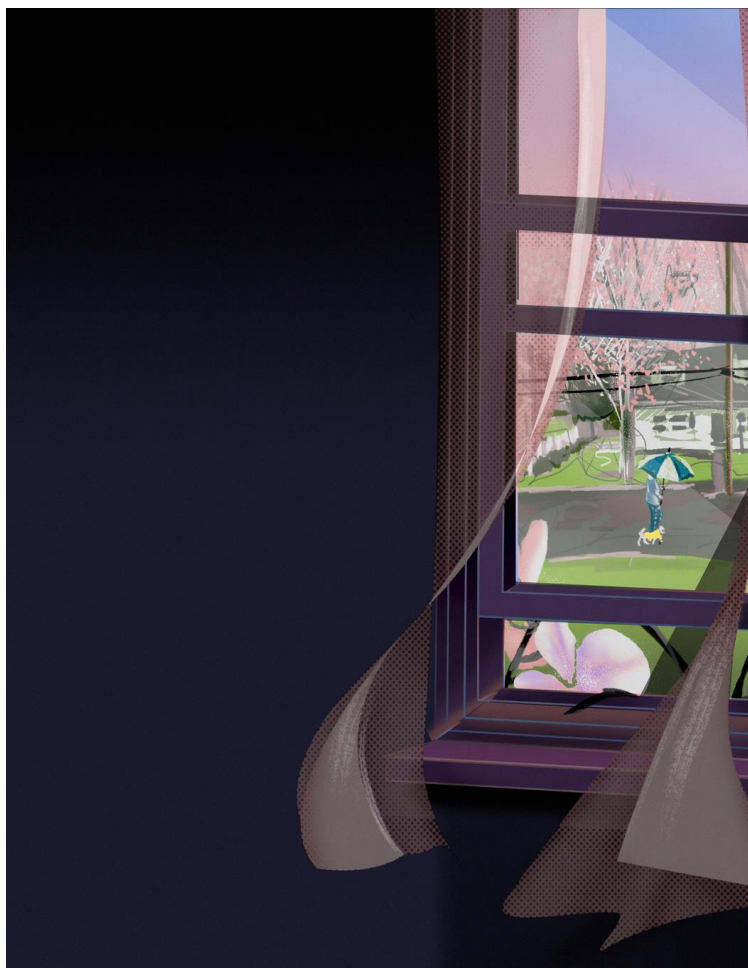
You will have the opportunity to use dry media of your choice in this project - so colored pencil or pen is also an option (and there are other possibilities depending on what you have at home). Of course, every media requires a certain investment of time and craft, so keep that in mind next week when you return to this drawing. As you consider what you would like to use, look back at the examples by the New York artists.

Friday, May 8: Use Friday to attend office hours or to catch up on the week’s work.

Reading for Monday, May 5, 2020: Excerpts from a NY Times Newspaper Article:

17 Artists Capture a Surreal New York From Their Windows

by Antonio de Luca, Sasha Portis and Adriana Ramic, April 16, 2020



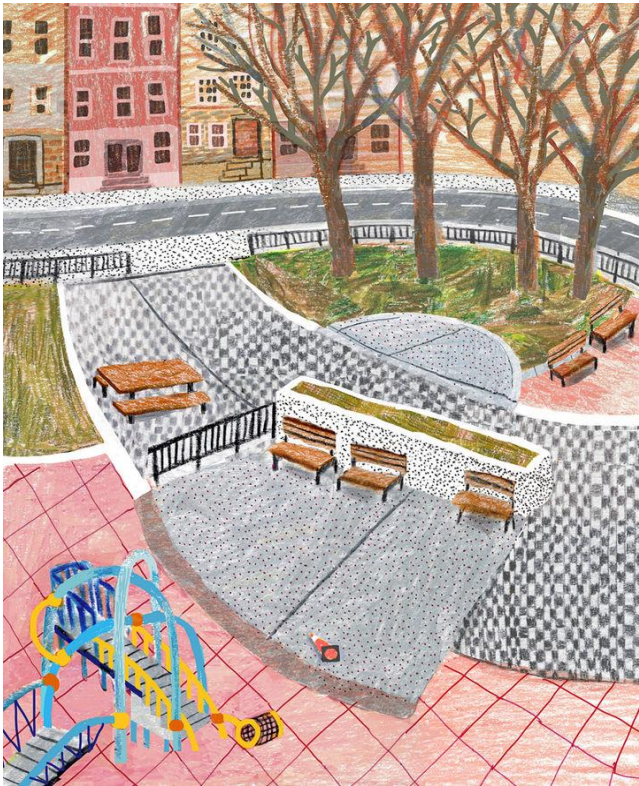
Mark Pernice, Hauppauge, Long Island

Windows are often described as the eyes of a building. They are a symbol of pondering, an aperture through which we can experience the world outside while remaining inside — an important feature now that millions of New Yorkers have had to move their lives indoors.

We reached out to 17 illustrators and artists currently sheltering in place in neighborhoods across the city and asked them to draw what they see out of their windows, and to show us what it feels like to be in New York at this rare moment in time.

We received images full of conflicting and immediately recognizable emotions: images that communicate the eerie stillness of the city and make connections to history, odes to essential workers and the changing of the seasons.

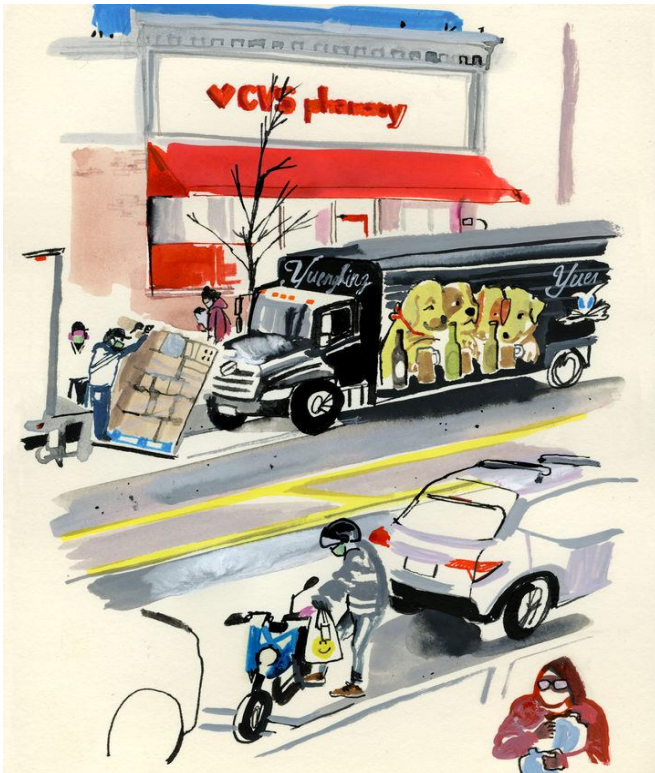
The act of drawing offers a different kind of truth than photography can. It is an additive form where images are built up from a blank surface. Illustration can evoke empathy and bring shared experiences into view as millions of people around the world find themselves in a similar position: staring out their windows, wondering what's ahead.



JooHee Yoon, Prospect Heights, Brooklyn



Yuko Shimizu, Morningside Heights, Manhattan



Lauren Tamaki, Park Slope, Brooklyn

“My sense of time seems to stretch and shrink in weird ways....”

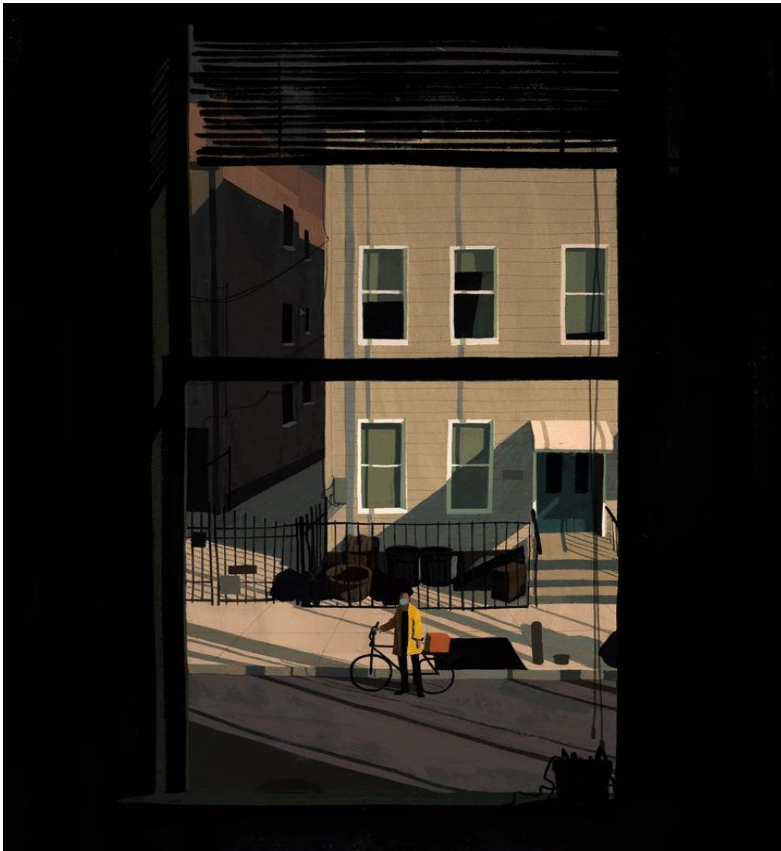
—JooHee Yoon

For three weeks, I have not seen anything move.

—Yuko Shimizu

This drawing is my little ode to delivery people. They’re putting themselves at great risk to keep this city running while medical staff are on the front lines. If you’re able, tip very generously.

—Lauren Tamaki



Katherine Lam, Ridgewood, Queens

It's as if I'm in a place that looks like New York, but I don't recognize it at all.

—Katherine Lam

There's a tree outside our window that seems like it's in the apartment with us. Throughout the day I feel a bunch of different things: disconnected, disappointed, sad, angry.

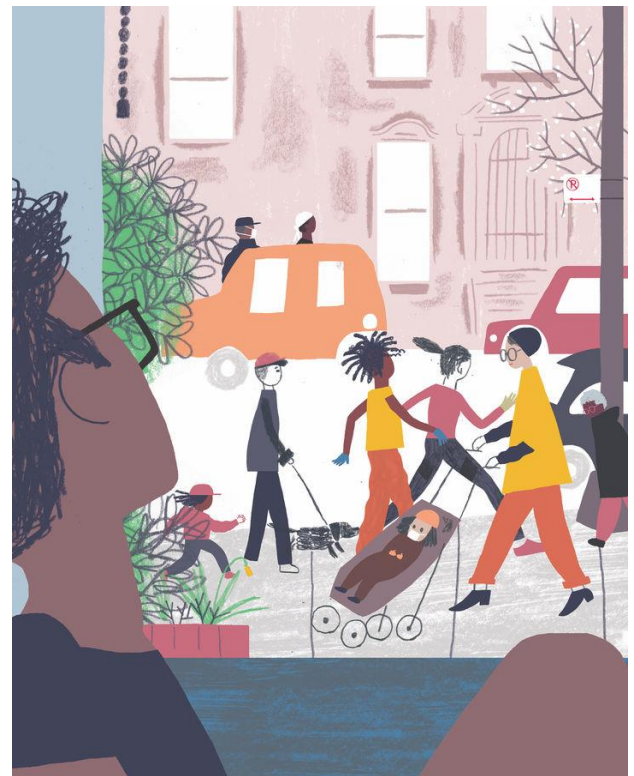
—Daniel Salmieri

Looking out the window feels like we're at a human zoo watching the wild outdoors from the safety of our couch.

—Christopher Silas Neal



Daniel Salmieri, Bed-Stuy, Brooklyn



Christopher Silas Neal, Bed-Stuy, Brooklyn

My feelings go from a dull, low-level stress to a heightened sense of connection with all of my neighbors.

—Josh Cochran

I have been simultaneously enjoying and being disturbed by the silence at the moment.

—Peter Arkle

“Everything feels ghostly, and every movement through the neighborhood seems unique and important.”

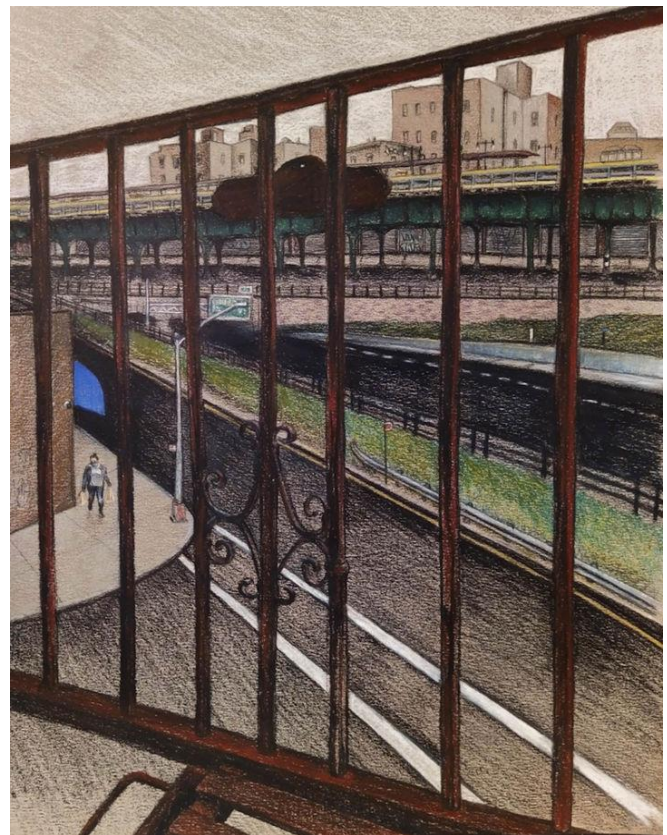
—Patrick Edell



Cindy Ji Hye Kim, Mott Haven, the Bronx



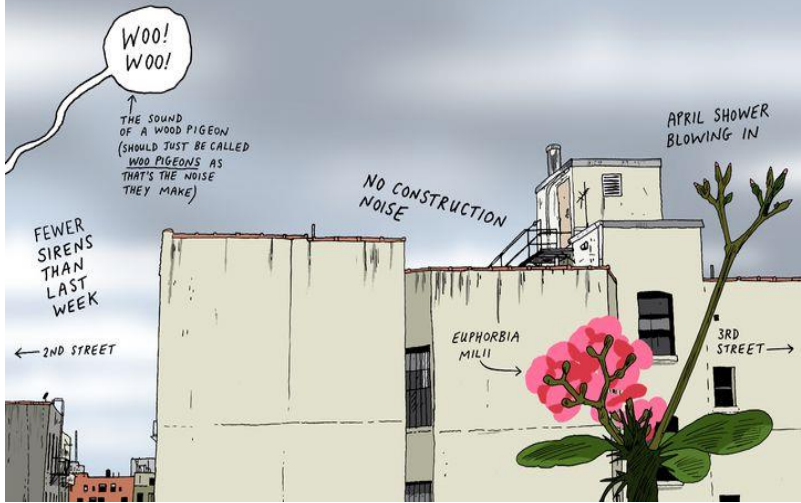
Normandie Syken, Forest Hills, Queens



Shellyne Rodriguez, Parkchester, the Bronx

APRIL 10TH 2020
10:30am

EMPTY SKY (NO AIRPLANES)



Peter Arkle, East Village, Manhattan

01. THE MORE YOU SEE THE MORE IS SEEN.

02. A MIRACLE—AN ANTIDOTE.

03. SMALL IS STILL BEAUTIFUL.

—Maziyar Pahlevan, Astoria, Queens

Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

May 4-8, 2020

Course: U.S. History to 1877

Teacher(s): Mrs. Jimenez (margaret.cousino@greatheartsirving.org)

Weekly Plan:

Monday, May 4

- Read Chapter 18 Lesson 2 (pgs. 508-514)
- Answer reading questions (worksheet)
- Optional: Watch video on First Battle of Manassas - <https://safeyoutube.net/w/hlB8>

Tuesday, May 5

- Read and annotate Lesson: Early Strategies and Battles
- Answer reading questions (worksheet)
- Optional: Watch video on the War in the West - <https://safeYouTube.net/w/t1bA> (short version) or on Battle of Shiloh <https://safeYouTube.net/w/wNbA> (long version)

Wednesday, May 6

- Read and annotate Lesson: Campaigns of 1862
- Answer reading questions (worksheet)
- Optional: Watch video on Battle of Antietam - <https://safeYouTube.net/w/15bA> (short version) <https://safeYouTube.net/w/txbA> (long version)

Thursday, May 7

- Read and annotate the Emancipation Proclamation
- Answer reading questions (worksheet)
- Watch Mrs. Jimenez's video on Google Classroom (not optional!)
- Optional: Watch video on the War in the East - <https://safeYouTube.net/w/f3bA>

Friday, May 8

- Attend office hours & Zoom class discussion on the War and the Proclamation
- Catch-up or review the week's work

Statement of Academic Honesty

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I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

Monday, May 4

1. Read the assigned pages (508-514)
2. Answer the questions on these readings in this week's worksheet for Monday. Restate the question and respond in complete sentences. If you are not able to print the sheet, you may write your answers on a piece of lined paper. Be sure to include your heading and clearly mark the chapter, lesson, and question numbers.

Tuesday, May 5

1. Read and annotate today's Lesson: Early Strategies and Battles
2. Answer the questions on these readings in this week's worksheet for Tuesday. Restate the question and respond in complete sentences. If you are not able to print the sheet, you may write your answers on a piece of lined paper. Be sure to include your heading and clearly mark the lesson name/question numbers.

Wednesday, May 6

1. Read and annotate today's Lesson: Campaigns of 1862
2. Answer the questions on these readings in this week's worksheet for Wednesday. Restate the question and respond in complete sentences. If you are not able to print the sheet, you may write your answers on a piece of lined paper. Be sure to include your heading and clearly mark the lesson name/question numbers.

Thursday, May 7

1. Read and annotate today's Lesson: The Emancipation Proclamation
2. Answer the questions on these readings in this week's worksheet for Wednesday. Restate the question and respond in complete sentences. If you are not able to print the sheet, you may write your answers on a piece of lined paper. Be sure to include your heading and clearly mark the lesson name/question numbers.
3. Watch Mrs. J's take on the Civil War. Video on Google Classroom.

Friday, May 8

1. Review or catch up on this week's work
2. Attend Zoom office hours at noon if you have questions and to join the class discussion!

Name/Section:
US History to 1877
Mrs. Jimenez
May 4-8, 2020

The Early Years of the Civil War

Be sure to restate the questions and respond in complete sentences.

Monday: Chapter 18 Lesson 2 (508-514)

1. Identify the significance of the following terms to the subject of th Civil War:
a) tributary b) ironclad c) casualty

2. What were the two main fronts in the Civil War? Why were these important targets?

3. Why was the outcome of the Battle of Bull Run surprising to Northerners?

4. What was the outcome of the Battle of Antietam?

5. How did Lincoln's view on the war and its cause change in 1862? Why did he change his view?

6. Compare the effect of the Emancipation Proclamation on enslaved people in the Confederate states to its effect on enslaved persons in the border states.

Tuesday: Early Strategies and Battles

1. How did the South view their cause? Why? How did the North view their cause? Why?

2. What caused the other four Confederate states to secede?

3. How did the two sides view the war at first? Why and how did that view change?

4. How did First Manassas affect the Union and the Confederacy?

Wednesday: Campaigns of 1862

1. How did General Grant help carry out the Anaconda Plan? How did his leadership affect the Union?

2. Why was New Orleans an important target? How did the Union take it?

3. Compare generals Lee and McClellan. How were these two leaders different? How did their choices affect their armies in the eastern campaign?

4. What was the outcome of the Battle of Antietam? How did Lincoln use this battle politically?

Thursday: Emancipation Proclamation

1. Why did Lincoln announce the Emancipation Proclamation?

2. What did the Proclamation say?

3. What were the effects of the Proclamation?

Tuesday's Lesson: Early Strategies and Battles

The Civil War: An Introduction

The American Civil War was not quite like any war that had ever happened before. Half the nation fought against the other half over the freedom of a small minority. Southerners did not see themselves simply as slave owners fighting to preserve their property, or as rebels trying to tear the Union apart. Instead they imagined they were fighting the American Revolution all over again. White Southerners, they said, were oppressed by Yankee tyrants. If the British had no right to force American colonists to stay inside their empire, why did the United States government have the right to force Southern states to stay inside the Union? Southerners said they were fighting for self-government, but that left out the whole question of slavery. Self-government--for *whom* and by *whom*? While fighting for the right to govern themselves, white Southerners were also fighting *against* the right of millions of blacks to have any control over their own lives.

The North, on the other hand, were fighting to preserve their country and for the right of every person--regardless of their race--to be free. Abraham Lincoln, in his first Inaugural Address, told the South there was no right under the Constitution for a state to leave the Union. The North sacrificed men in order to keep the nation united. And Lincoln would later say in his Gettysburg Address, the United States, a nation "...conceived in Liberty, and dedicated to the proposition that all men are created equal...", was torn in a civil war precisely over the question of liberty and equality for all, that is, whether or not the United States would allow the atrocity of slavery to continue, covered by hypocrisy in the highest degree.

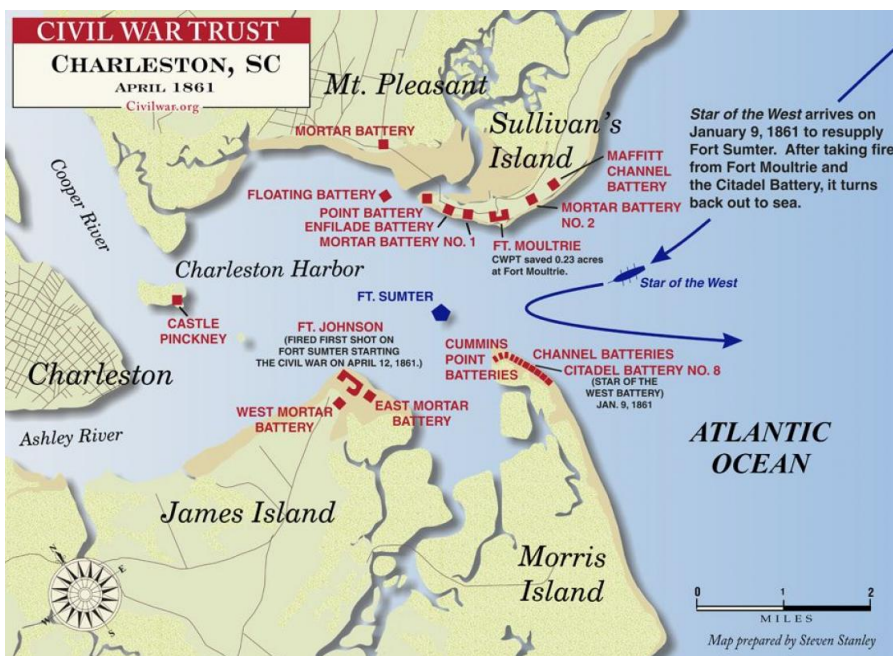
Fort Sumter

As you read about before, the fighting at Fort Sumter in Charleston Harbor of South Carolina marks the first shots of the Civil War. Once South Carolina and the other Southern states began to secede and to form the Confederate States of America, they viewed themselves as an independent nation and that, therefore, the United States was a foreign country. They could no longer allow the United States to

keep federal arsenals, forts, or troops within their borders, so they began seizing those federal posts. Most U.S. troops gave up in order to avoid bloodshed, but Major Robert Anderson, the commander stationed at Fort Sumter, did not surrender the fort and waited for direction from the president.

The outgoing "lame duck" president, James Buchanan, did not give Anderson any clear directions, so Anderson had to wait three months, from South Carolina's secession in December to Lincoln's inauguration in March, for Lincoln to help with the

situation. Lincoln learned of the situation immediately on March 4, 1861 and had to make one of the great decisions in American history. He discovered that if Fort Sumter did not receive food soon, it would have



to surrender. What should he do? Should he let the South have Fort Sumter and go its own way? That would mean no civil war, but it would also mean the end of the Union. Or should he send the needed supplies and risk a fight that might go on for years to keep all the states inside one great nation?

Lincoln decided to stand firm for the Union. He would not give up Fort Sumter. He would fight if necessary, but he would let the South fire the first shot. He notified South Carolina that he was sending supplies to Fort Sumter. South Carolina decided to take the fort. At 4:20am on April 12, 1861, Confederate General P.G.T. Beauregard began bombarding Fort Sumter from the Charleston shore batteries. At 2:30 the next afternoon Major Robert Anderson, who had studied with Beauregard at West Point and fought alongside him during the Mexican War, surrendered the fort. No one had been wounded, but war had begun. The first, the quickest, and the most bloodless battle of the war was over.

Call to Arms & More Secession

After the fall of Fort Sumter, President Lincoln at once called for 75,000 militia to help put down what he termed an insurrection. With Lincoln's call for troops, the states of the upper South seceded: Virginia on April 17; Arkansas, May 6; North Carolina, May 20; and Tennessee, June 8 of 1861. Although the citizens of these states had been divided over the issue of secession, with the president calling for armed suppression of the rebellious states, these other Southern states felt they could not fight against their fellow Southerners and refused to send troops to Lincoln. Each held conventions in which they voted to secede and join the Confederacy. The slave states of Maryland, Delaware, Kentucky, and Missouri remained in the Union. These are known as the "border states." Although the states did not secede, some held secession conventions and the citizens were bitterly divided against each other over the issue.

Strategies

Secession and war meant different things to the two sides. The South merely wanted to leave the United States, form their own country, and go their merry way. All they would have to do is defend their land should the North attack and hopefully resist long enough that the North would tire and give up. The South also hoped for the support of Great Britain and France whose economies depended on the southern cotton supply. If these two nations joined the war, the North would not stand a chance. The North, on the other hand, would have to fight an offensive war, *forcing* the Southern states to stay in the Union. The North would have to invade the South, occupy it, and subjugate it.

The war was fought on two fronts: the eastern front centering around Richmond, VA (the Confederate capital) and Confederate invasions into Maryland and Pennsylvania; the western front centered around gaining control of the Mississippi River and its tributaries. The western front followed General Winfield Scott's Anaconda Plan to blockade Southern ports and to take control of the Mississippi, thereby cutting off transportation and trade for the South and starving them economically into submission. It was the more successful Union front. The eastern front saw the bloodier conflicts and more Confederate victories, the Union underestimating the power of the Confederate army under the able leadership of generals Robert E. Lee and Thomas "Stonewall" Jackson.

One Big Battle

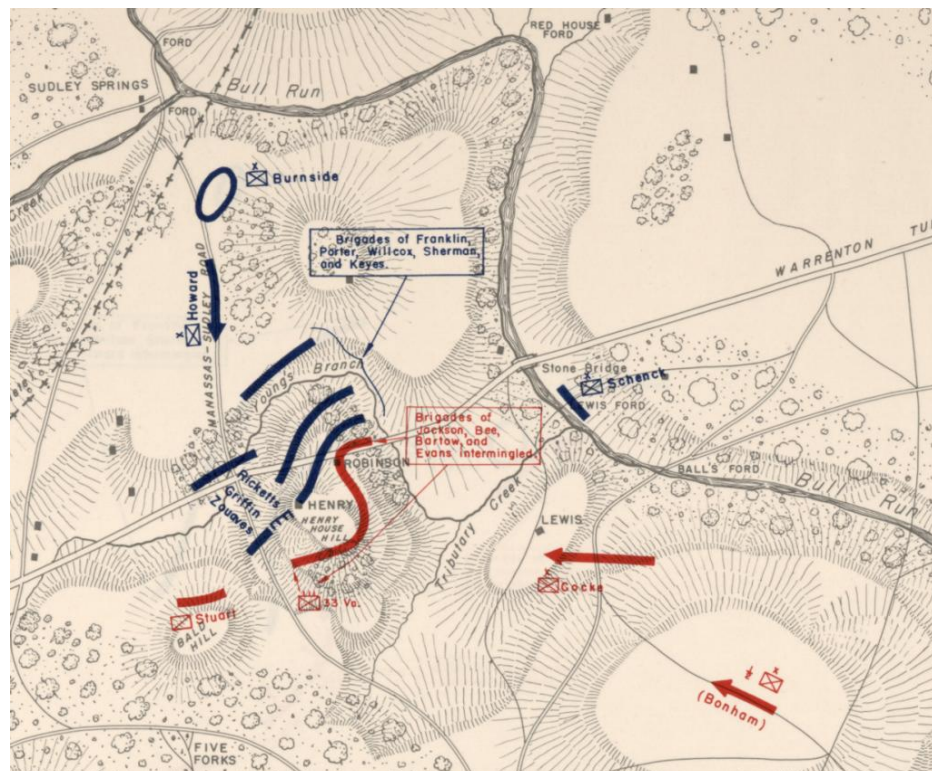
At the beginning, many Northerners optimistically called it "the six months war." They expected it to be over in short order, for the North seemed stronger in every way: the Union's population was 20 million compared to the Confederate's 9 million (3.6 of whom were slaves), they had 22,000 miles of

railroad compared to the South's 9000, and they had more factories, more money, more ships, more locomotives, more steel, more iron, and more firearms. They believed in a textbook victory: mass your forces, invade your enemy's land, and win the war by a decisive battle or the capture of their capital. They thought one big battle between the two sides would settle the dispute once and for all. Most generals in this war--both Union and Confederate--had gone to the U.S. military academy of West Point and served in the Mexican War. Little did they know they were starting a long, bloody, and devastating war. It would last four years, claim over 600,000 American lives, employ new weapons and tactics, and leave the country united but broken. It became a war of exhaustion, destroying all the enemy's resources until the will to resist was gone.

Battle of First Manassas (aka Bull Run) - July 21, 1861

The first major conflict of the Civil War was the Battle of First Manassas (also known as the First Battle of Bull Run). This was the conflict both sides thought would be the major, decisive battle to settle the dispute. Though the Civil War began when Confederate troops shelled Fort Sumter on April 12, 1861, the fighting didn't begin in earnest until the Battle of Bull Run, fought in Virginia just 35 miles from Washington DC, on July 21, 1861. General Winfield Scott advised against the attack, advocating for his Anaconda Plan, but popular fervor to end the war in 90 days led President Lincoln to push a cautious Brigadier General Irvin McDowell, commander of the Union Army of Northeastern Virginia, to attack the Confederate forces commanded by Brigadier General P.G.T. Beauregard and then to march on the Confederate capital of Richmond, VA. Lincoln figured that both armies were green and inexperienced, so they would be well matched. The popular cry of the North was, "On to Richmond!"

Beauregard held a relatively strong position along Bull Run creek, two miles northeast of Manassas Junction. The railroads that met there connected the strategically important Shenandoah Valley with the Virginia interior. Another Confederate army under Gen. Joseph E. Johnston operated in the Valley and could potentially reinforce



Beauregard, who blocked the Union army route to the rebel capital at Richmond. McDowell's plan was to make quick work of Beauregard's force before Johnston could join him, open the road to Richmond, and march on the Confederate government.

Both sides skirmished along Bull Run on July 17 at Blackburn's Ford near the center of Beauregard's line. The inconclusive fight caused McDowell to revise his attack plans which inexplicably required three days of further planning. Meanwhile, Joe Johnston's men in the Valley slipped away from

the Federals watching them and marched for the trains to join Beauregard's force at Manassas. This is the first time trains were used to transport soldiers during a war; this became a key feature of the Civil War.

The morning of July 21 dawned with both commanders planning to outflank their opponent's left flanks. McDowell's early-morning advance up Bull Run creek to cross behind Beauregard's left was hampered by an overly complicated plan. Constant delays on the march by the green officers and their troops, as well as effective scouting by the Confederates, gave McDowell's movements away. Beauregard sent three brigades to handle what he thought was only a distraction, while planning his own flanking movement of the Union left.

Fighting raged throughout the morning as Confederate forces were driven back from Matthews Hill. After the Federals took Matthews Hill, McDowell did not follow up on his victory and continue pursuing the enemy; instead he paused to re-organize his troops. Had he followed them at this moment he could have routed the Confederates; instead, this fateful delay gave the Confederates the time they needed to strengthen their defense. The retreating Confederates rallied on an open hilltop near the home of the widow Judith Henry. Just arrived there was a brigade of Virginia regiments led by Brig. Gen Thomas J. Jackson. Jackson formed the scattered Confederate artillery into a formidable line of pieces on the eastern slope of the hill with his infantry hidden in the tall grass behind the guns. Jackson's command was part of Joe Johnston's Shenandoah army, which had begun arriving by railroad during the morning.

Meanwhile, McDowell had his forces occupy Chinn Ridge, west of Henry Hill. McDowell blundered by placing two rifled artillery batteries on the western side of Henry Hill within 300 yards of Jackson's guns, where their longer range was negated. Their placement there also required Union infantry regiments to protect them, which soon became targets of Jackson's nearby artillery. An infantry and artillery slugfest erupted atop Henry House hill, accidentally killing Judith Henry in the crossfire as she hid in her home. Jackson's men held firm. Sometime during the fighting, Confederate Brig. Gen. Bernard Bee called out to his own brigade to rally with Jackson and his Virginia men, who he said were standing like a stonewall, earning Jackson the nickname, "Stonewall."

Late in the afternoon, more Confederate reinforcements extended the Confederate line and attacked the Union right flank on Chinn Ridge. Jackson's men advanced across the top of Henry Hill and pushed back the Federal infantry, capturing some of the guns. The withdrawal of the Union center quickly spread to the flanks. At the battle's climax, Virginia cavalry under Colonel James Ewell Brown "Jeb" Stuart arrived on the field and charged into a confused mass of Union regiments, sending them fleeing to the rear. The Federal retreat rapidly deteriorated as narrow bridges, overturned wagons, and artillery fire added to the confusion. The calamitous retreat was further impeded by the hordes of fleeing civilian onlookers who had come down from Washington to enjoy the spectacle.

Confederate President Jefferson Davis arrived on the battlefield from Richmond and conferred with Beauregard and Johnston. Although victorious, their forces were too disorganized to pursue. By July 22, the remnants of the shattered Union army reached the safety of Washington DC. The Battle of Bull Run convinced the Lincoln administration and the North that the war would be a long and costly affair while the Southerners now thought it would be easy to defeat the North. McDowell was relieved of his command and replaced by Major General George B. McClellan, who set about reorganizing and training what would become the Army of the Potomac.

Wednesday's Lesson: Campaigns of 1862

Western Campaign

The goal of the Union's western campaign was to gain control of the Mississippi River. The Tennessee and the Cumberland Rivers pointed like pistols at the heart of the Confederacy, while the Mississippi cut it in two. On these rivers the fate of the Confederate States of America would be decided. The operations in the West brought to prominence the greatest Union general, Ulysses S. Grant.

Battles of Fort Henry (February 6), Fort Donelson (February 16), and Shiloh (April 6-7, 1862)

Grant's first successes came in Tennessee. There he showed that by a clever combination with naval forces he could make the riverways of the South serve as highways for Northern victory. Confederate forts guarded the lower Tennessee and Cumberland Rivers. On February 6, 1862, with the vital aid of a fleet of ironclad gunboats under Flag Officer A. H. Foote, Grant captured Fort Henry and so opened the Tennessee River all the way to Alabama. Within ten days Foote had taken his gunboats back to the Ohio and up the Cumberland. In another joint military and naval operation, Grant compelled the surrender of Fort Donelson with all its 14,000 defenders. Then defenseless Nashville fell without a blow to the Union Army under General D.C. Buell, opening the interior of the Confederacy to the Union army.

Grant next moved an army of 40,000 men up the Tennessee River to Pittsburg Landing near the Mississippi state border. They marched inland as far as a meeting-house called Shiloh Church. Here his



men, who had not yet learned to dig defensive positions, were surprised on April 6, 1862, by a Confederate army under the able and experienced General Albert Sidney Johnston. Brig. Gen. William T. Sherman, the senior division commander at Pittsburg Landing while Grant was downriver at his headquarters, had dismissed reports warning of a Confederate advance, refusing to believe that Johnston would leave Corinth, an important railway junction in

Mississippi. Intense fighting circled around Shiloh Church as the Confederates swept Sherman's line from that area. Despite heavy fire on their position, Sherman's men counterattacked but slowly lost ground and fell back northeast toward Pittsburg Landing. At the edge of the river, the Yankees dug in and held. The Confederates had won the day, but at a heavy cost. When General Johnston was killed in that battle, they lost one of their boldest and most seasoned military leaders. P.G.T. Beauregard led in his stead.

Grant was not so easily stopped. Confident that his army was not completely routed, Grant ordered a new defensive line built along a low ridge stretching west from Pittsburg Landing to Owl Creek. Fortified with over 50 pieces of heavy artillery, this formidable position allowed Grant to hold his line during the night. Finally reinforced, Grant had nearly 54,000, outnumbering Beauregard's army of around 30,000. Grant formed plans to go on the offensive the next morning. He attacked and drove the

Confederate troops from the field. There were appalling losses on both sides--13,000 dead and wounded for the North, 11,000 for the South.

The Confederate defeat at Shiloh ended any hopes of blocking the Union advance into Mississippi. Johnston's loss was a damaging blow to Confederate morale, particularly for President Jefferson Davis, who held Johnston high in personal and professional esteem. After the war Davis wrote, "When Sidney Johnston fell, it was the turning point of our fate; for we had no other hand to take up his work in the West." A succession of Confederate commanders in the region through 1862 and 1863 would fail to earn Davis's confidence as Johnston had. Although vilified in the press after being caught unprepared on April 6, Grant's victory at Shiloh added to his growing reputation as a successful field commander. Grant was praised by Abraham Lincoln for not giving up after being nearly destroyed: "I can't spare this man, he fights," Lincoln said after the battle. With the railway junction in Corinth in Union control by the end of May, Grant could now turn his attention to gaining control of the Mississippi River.

Capture of New Orleans (April 26, 1862)

While Grant was fighting his western campaign, Foote and General John Pope were working down the Mississippi River, opening it as far as the Confederate base at Vicksburg. At the other end of the river a bold move by the amazing David Glasgow Farragut captured New Orleans for the Union.

At the start of the American Civil War New Orleans was the largest city in the Confederacy. Her position near the mouth of the Mississippi had turned her into a major international port, where the goods of the north-west and cotton from Louisiana and

Mississippi could be transferred to ocean-going ships. The city's defences were concentrated downriver, at Fort Jackson and Fort St. Philip, themselves thirty miles upstream from the many mouths of the river.

Farragut, the son of a naval officer, had been commissioned a midshipman at the age of nine. His orders now commanded him as he entered the river from the Gulf of Mexico first to capture the two forts at the mouth of the Mississippi that protected New Orleans. But disregarding orders, he raced past the two forts (losing only three of his seventeen ships). He defeated the astounded Confederate fleet, sinking eleven of its ships. Then at one blow he seized the coveted prize--New Orleans, queen city of the South. Farragut took the city on April 26, 1862, almost before anyone knew he was in the neighborhood. Now the South could no longer support its troops in the West with supplies brought in from the Gulf of Mexico.

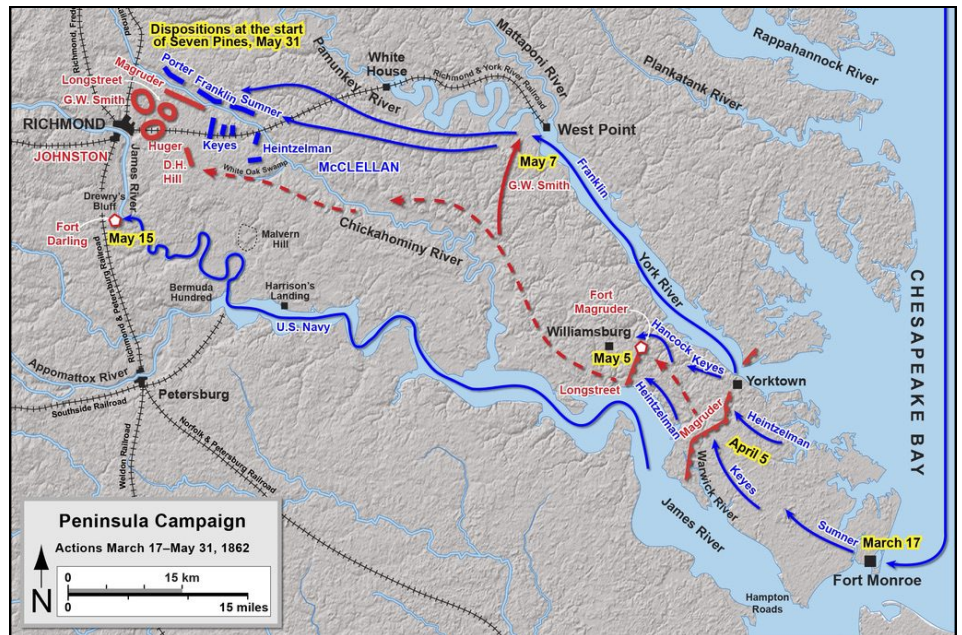


Eastern Campaign

In the East, things were not going so well for the Federal forces. Northern operations were paralyzed by the caution and indecision of General McClellan. Although he commanded an army of 180,000 men, he wanted more from the government before proceeding with an attack. Confederate General Joseph Johnston had about 60,000 men well entrenched on the old Bull Run battlefield. After continual prodding by Lincoln, McClellan finally made up his mind to move. Following the West Point textbooks, he decided to try to take Richmond by a classic maneuver. He transported his troops to the peninsula between the James and the York rivers. Proceeding slowly, he worked his way to within a few

miles of Richmond. The church steeples of the town were visible from the Union front lines.

Then McClellan's weakness showed again. Instead of advancing swiftly to fulfill his plan before the enemy could get their bearings, he halted long enough to give the Confederates time to figure out how to beat him. In a series of battles, during which Ge. Johnston was injured and Gen. Robert E. Lee took command, McClellan saved his army from near defeat but did not succeed in his mission. He finally ended up in a strong defensive position--protected by the Union navy and with his back to the James River, but surrounded by Confederate troops, unable to advance. McClellan's peninsular campaign was a failure and the Confederate Army of Northern Virginia was now in the command of the tactical genius of the war, Robert E. Lee, who would dominate in the eastern theater.



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Second Battle of Manassas (aka Bull Run) - August 28-30, 1862

After compelling Union Gen. McClellan to withdraw from the outskirts of Richmond to Harrison's Landing on the lower James River, Gen. Lee turned his attention to the threat posed by the newly formed Union Army of Virginia, under the command of Gen. John Pope. The Lincoln administration had chosen Pope to lead the reorganized forces in northern Virginia with the dual task of shielding Washington and operating northwest of Richmond to take pressure off McClellan's army. To counter Pope's movement into central Virginia, Lee sent Gen. "Stonewall" Jackson to pursue Pope, hoping to move his army north and threaten Washington DC before Union forces could regroup.

Lee's commanders, Maj. Gens. "Stonewall" Jackson and James Longstreet, did succeed in bringing Lee's army within 35 miles of the Union capital by the end of August. Jackson, who burned the Federal supply depot at Manassas Junction on August 27, waited for the arriving Union army just west of the old Bull Run battlefield. Longstreet, trailing Jackson, fought his way eastward through Thoroughfare Gap the next day. To draw Maj. Gen. John Pope's new Union Army of Virginia into battle, Jackson ordered an attack on a Federal column that was passing across his front on the Warrenton Turnpike late on the 28th. The fighting there at Brawner Farm lasted several hours and resulted in a stalemate. Pope became convinced he had trapped Jackson and concentrated the bulk of his army against him. On the 29th, Pope launched a series of assaults against Jackson's position along an unfinished railroad grade. The attacks were repulsed with heavy casualties on both sides. At noon, Longstreet arrived on the field and took a position on Jackson's right. The afternoon of the 30th, Pope renewed his attacks, seemingly unaware that Longstreet was on the field. When massed Confederate artillery devastated a Union assault by Maj. Gen. Fitz John Porter's V Corps, Longstreet counterattacked in the largest, simultaneous mass assault of the war. The Union left was crushed and the army was driven back to Bull Run. Only an effective Union rearguard action prevented a replay of the First Manassas disaster.

Battle of Antietam (Sharpsburg, MD) - September 16-18, 1862

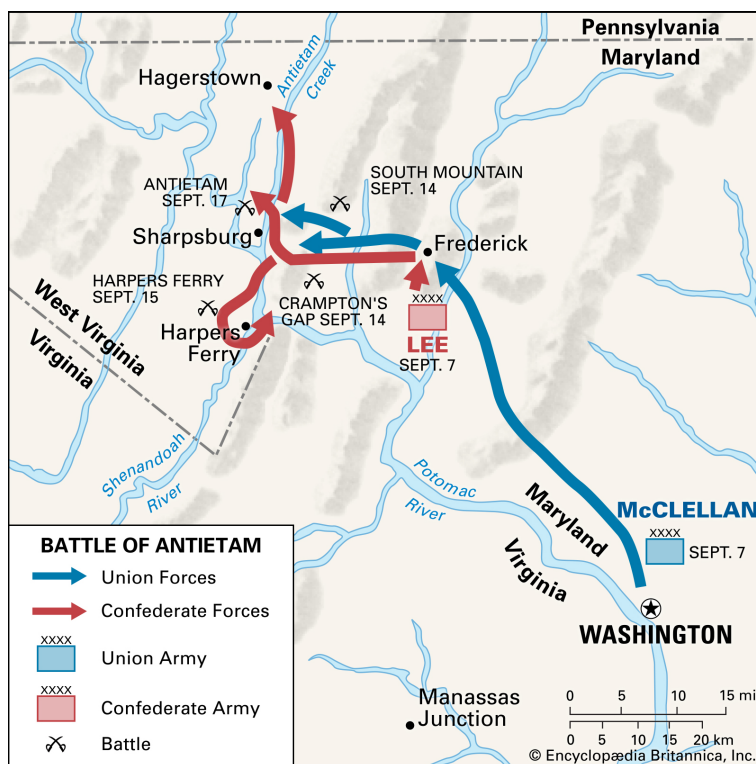
After his success at Second Manassas, Gen. Robert E. Lee led the Army of Northern Virginia north across the Potomac River on an invasion of Maryland in early September of 1862. Defeated in his attempt to hold Gen. McClellan and his Army of the Potomac on the east side of South Mountain, Lee was forced to consolidate his outmanned force. Rather than return to Virginia, the typically aggressive Lee chose to make a stand on ground of his choosing in the hopes of defeating the cautious McClellan.

West of the mountain, Lee and Gen. James Longstreet awaited the arrival of Gen. Jackson's men from Harper's Ferry 12 miles away. Lee had chosen a new defensive position carefully. First, he needed a position that would be difficult to attack. Second, Longstreet and Jackson's wings must unite and support each other. Third, to return safely to Virginia, Lee needed a secure Potomac River crossing. The small village of Sharpsburg met all of Lee's requirements. A mile east of the town, Antietam Creek meandered through the hilly but open countryside, good for long-range artillery and moving infantry. The creek was deep, swift and crossable only at three stone bridges, making it a natural, defensible position. At Sharpsburg, the north-south turnpike to Hagerstown was crossed by numerous farm roads, providing routes that Longstreet and Jackson could use to unite and move reinforcements. And at Boteler's Ford, three miles west of the town, Lee could use the only fordable crossing of the Potomac between Harper's Ferry and Williamsport. On September 15, Lee placed his army behind Antietam Creek and waited for McClellan to arrive.

On September 16, 1862, McClellan's army of around 65,000 confronted Lee with about 40,000 men across the Antietam. That afternoon, McClellan revealed his plans to attack Lee's left by moving Gen. Joseph Hooker's I Corps across the northern bridge. Hooker's men briefly clashed with some of Longstreet's men near the East Woods. That evening, the vanguard of Jackson's wing arrived on the field and held Lee's left, while Longstreet shifted to the south on the right.

At dawn on September 17, Hooker's corps mounted a powerful assault on Lee's left flank that began the battle. Repeated Union attacks and equally vicious Confederate counterattacks swept back and forth across farmer David Miller's cornfield and the Hagerstown Turnpike. Thousands of attacking Federals were cut down in the tall corn rows. Hooker committed his I Corps, while Gen. Joseph Mansfield ordered his XII Corps toward the Dunker Church. Reinforcements for Jackson were sent from the right. Despite the great Union numerical advantage, Jackson's forces in the woods and near the church held their ground.

Further south, in the early afternoon, Gen. Ambrose Burnside's IX Corps pushed across the southernmost bridge after several aborted attempts. Burnside's men managed to imperil the Confederate right and pushed forward toward Sharpsburg and Lee's escape route to the Potomac. At a crucial moment,



Gen. A.P. Hill's division, the last Confederates of Jackson's wing, arrived from Harpers Ferry and counterattacked, driving back Burnside and saving the day for the Army of Northern Virginia.

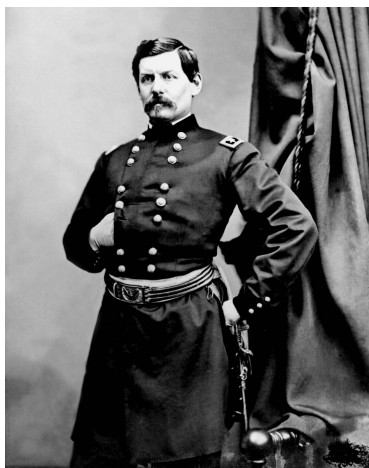
Despite being outnumbered nearly two-to-one, Lee committed his entire army at Antietam, while McClellan sent in around three-quarters of his Federal force. McClellan's piecemeal approach to the battle failed to fully leverage his superior numbers and allowed Lee to shift forces from threat to threat. During the night, both armies tended to their wounded and consolidated their lines. About 23,000 men from both sides were killed, wounded, or missing, making September 17 the bloodiest single day in American military history, before or since. Lee held his ground through the 18th but no Federal attack came. That night and the next day, Lee pulled out of his lines and moved the bulk of his army across the river to the safety of the Virginia shore.

McClellan, much to the chagrin of President Abraham Lincoln, did not vigorously pursue the wounded Confederate army. While the Battle of Antietam is considered a tactical draw, Abraham Lincoln claimed a strategic victory. This hard-fought battle, which drove Lee's forces from Maryland, gave Lincoln the "win" that he needed to deliver the Emancipation Proclamation — a document that would forever change the course of the Civil War.

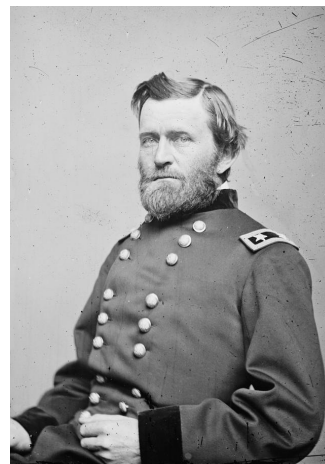
Union Generals



Irvin McDowell

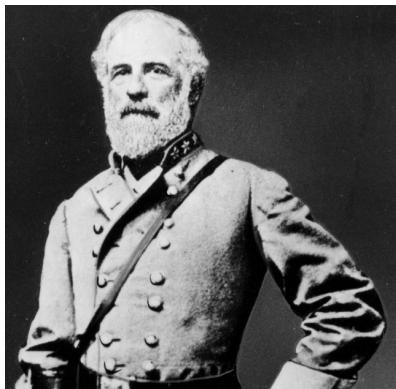


George B. McClellan

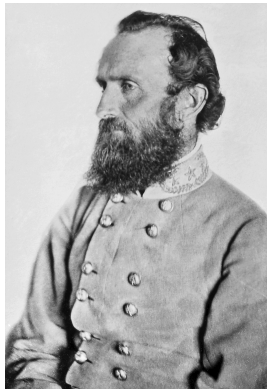


Ulysses S. Grant

Confederate Generals



Robert E. Lee



Thomas "Stonewall" Jackson



P.G.T. Beauregard

Sources:

A History of the United States by Boorstin and Kelley
The Civil War 1861-1865: A History Podcast

American Battlefield Trust: battlefields.org

http://www.historyofwar.org/articles/battles_new_orleans_1862.html

Thursday's Lesson: Emancipation Proclamation

Introduction

Although in the past Abraham Lincoln had made known his objections to slavery as a moral evil, as president during the Civil War, his focus and priority was saving the Union, not ending slavery. He was a politician, not a crusader. He wrote in response to Abolitionist criticisms, "My paramount object in this struggle is to save the Union, and is not either to save or destroy slavery." Not only was it his primary duty as president of the United States to preserve, protect, and defend the Constitution and the Union, but he also realized the hope for ending slavery was if the South stayed as part of the country; if they succeeded in seceding, the Confederacy would build a country founded on slavery.

Lincoln, however, began to shift his public position as the war continued and by 1863 he was ready to shift the focus of the Northern cause from union to ending slavery. He issued his preliminary emancipation proclamation on September 22, 1862 in the wake of the Antietam victory, preparing the nation for January 1's Emancipation Proclamation. He warned that anyone held as a slave any state where people were "in rebellion against the United States, shall be then, thenceforward, and forever free." The Proclamation did not free all slaves, but only those in the Confederate states. Slaves in the border states were still legal property. What is more, the slaves in the Confederacy were not freed by their masters and many did not even know President Lincoln made such an announcement. But it was an important political declaration in which Lincoln drew a line between North and South which he had been hesitant to do before. Now, officially, the North was also fighting to end slavery in the United States.

The Emancipation Proclamation (January 1, 1863)

(<http://www.ourdocuments.gov/doc.php?doc=34&page=transcript>)

By the President of the United States of America:

A Proclamation.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

"That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong

countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States."

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth), and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby **enjoin** upon the people so declared to be free to **abstain** from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, **warranted** by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

By the President: ABRAHAM LINCOLN

WILLIAM H. SEWARD, Secretary of State

Vocabulary

Enjoin - instruct or urge (someone) to do something.

Abstain - restrain oneself from doing something.

Warranted - justify or necessitate (a certain course of action).

Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

May 4-8, 2020

Course: Latin II

Teacher(s): Ms. Silkey erin.silkey@greatheartsirving.org

Ms. Mueller mariel.mueller@greatheartsirving.org

Supplemental Link: [CLC Unit 3 Dictionary](#)

Weekly Plan:

Monday, May 4

- Read “The origins of Rome” on page 148
- Answer the questions on the “Stage 29: The origins of Rome” worksheet
- Watch Monday’s short instructional video on Google Classroom

Tuesday, May 5

- Read “The Roman Forum” on pages 160-162
- Answer the questions on the “Stage 29: The Roman Forum” worksheet

Wednesday, May 6

- Review the answer keys the “Present Passive Conjugations Quiz” and “Arcus Titi II Comprehension Questions”
- Complete parts I-III of the “Stage 29 Review” worksheet

Thursday, May 7

- Review the answer keys the “Purpose Clauses with *qui* and *ubi*: Practice Sentences” and model Sentences
- Complete part IV of the “Stage 29 Review” worksheet

Friday, May 8

- No new assignments, attend office hours and/or get caught up on previous work

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

Monday, May 4

1. Read “The origins of Rome” on page 148.
2. On a separate sheet of notebook paper or in a google doc, answer the questions on the “Stage 29: The origins of Rome” worksheet provided. Be sure to title your paper or doc “The origins of Rome” and use a full header.
3. Watch Monday’s short instructional video on Google Classroom.

Tuesday, May 5

1. Read “The Roman Forum” on pages 160-162.
2. On a separate sheet of notebook paper or in a google doc, answer the questions on the “Stage 29: The Roman Forum” worksheet provided. Be sure to title your paper or doc “The Roman Forum” and use a full header.

Wednesday, May 6

1. Review the answer keys to last week’s “Present Passive Conjugations Quiz” and “Arcus Titi II Comprehension Questions.” If you still have access to those assignments, I encourage you to compare your answers to those on the answer keys.
2. Complete parts I-III of the “Stage 29 Review” worksheet. We will have a Stage 29 Assessment Tuesday and Wednesday of next week (May 12th and 13th).

Thursday, May 7

1. Review the answer keys to last week’s “Purpose Clauses with *qui* and *ubi*: Practice Sentences” the Stage 29 Model sentences from week 1. If you still have access to those assignments, I encourage you to compare your answers to those on the answer keys.
3. Complete part IV of the “Stage 29 Review” worksheet. We will have a Stage 29 Assessment on Tuesday and Wednesday of next week (May 12th and 13th).

Friday, May 8

No new assignments! Use this day to attend office hours and/or get caught up on previous work from the week!

Read page 148 in your textbook and answer the following:

- 1 How did the Romans explain the name of their city? What is the traditional date for the founding of Rome?
- 2 What confirmation have archaeologists found for this tradition?
- 3 Who inhabited the surrounding area in the eighth century BC?
- 4 What were three advantages the city site had?
- 5 How did the site change from the sixth century onwards?
- 6 How many kings did Rome have? Who was the last king? What happened to him?
- 7 What changes in the government of Rome took place in 509 BC?
- 8 How did the government change again in the course of Augustus' life?

The Roman Forum

Read pages 160–162 in your textbook and answer the following:

- 1 Give four respects in which the Forum Romanum was the center of Rome.
- 2 What was the **miliarium aureum**? Who set it up?
- 3 Name at least four other **fora** eventually built in this area of Rome. Which was the most splendid?
- 4 List at least five things a person could do in the Forum.
- 5 What was a **basilica**? What two activities went on there?
- 6 What was the **cūria**?
- 7 What two types of procession went through the Forum?
- 8 Where was the Forum located?
- 9 What was the main building on the Capitoline? Why was it so special? What two activities took place there?
- 10 Where did the emperors live?
- 11 What was the **rostra**? Where was it located? From what did it get its name?
- 12 What famous event took place at the **rostra**? What was the result?
- 13 What were the distinguishing features of the Temple of Vesta? What was the important duty of the Vestal Virgins?
- 14 What was the Via Sacra? Where was it? What special events took place on it?
- 15 What monument was erected at the eastern end of the Via Sacra? Who commissioned it? What event did it commemorate?
- 16 What building was located between the **rostra** and the **cūria**? Who were held there?

Name: **KEY**

Stage 29: Present Passive Conjugations Quiz

Grade & Section:

Teacher:

Date:

Conjugate the following verbs in the **present passive indicative**:

1. adōrō, adōrāre

<i>1st person singular</i>	adōror
<i>2nd person singular</i>	adōrāris
<i>3rd person singular</i>	adōrātur
<i>1st person plural</i>	adōrāmur
<i>2nd person plural</i>	adōrāminī
<i>3rd person plural</i>	adōrantur

2. compleō, complēre

<i>1st person singular</i>	compleor
<i>2nd person singular</i>	complēris
<i>3rd person singular</i>	complētur
<i>1st person plural</i>	complēmur
<i>2nd person plural</i>	complēminī
<i>3rd person plural</i>	complentur

3. dūcō, dūcere

<i>1st person singular</i>	ducōr
<i>2nd person singular</i>	duceris
<i>3rd person singular</i>	ducitur
<i>1st person plural</i>	ducimur
<i>2nd person plural</i>	ducimini
<i>3rd person plural</i>	ducuntur

4. custōdiō, custōdire

<i>1st person singular</i>	custōdior
<i>2nd person singular</i>	custōdiris
<i>3rd person singular</i>	custōditur
<i>1st person plural</i>	custōdimur
<i>2nd person plural</i>	custōdini
<i>3rd person plural</i>	custōdiuntur

KEY

Name: **Stage 29: arcus Titi II Comprehension Questions**

Grade & Section:

Teacher:

Date:

Answer the following questions based on the arcus Titi II passage on page 154.

1. What was Domitian's purpose when he left his chariot (lines 1-2)?
Domitian left his chariot to make a sacrifice.
2. What did he do next (line 2)?
He greeted the senators and equites.
3. **admīrātiōne** (line 3). What caused this feeling? What did it prompt the emperor to do?
Seeing the arch moved him with admiration. This prompted him to summon Salvius and praise him very much.
4. What order did the emperor give to Salvius?
Domitian ordered Salvius to thank Haterius.
5. Why do you think the emperor did not wish to meet Haterius personally?
Answers will vary.
Some possible responses are: 1. He was too moved by the sight of the arch. 2. He was too busy with the sacrifice. 3. He felt he was too important to talk to a lowly builder even if he was an important one, etc.
6. **inde . . . obtulit** (lines 5-6). Describe how the victim was to be sacrificed.
The victim was to have its throat cut with a knife by Domitian himself.
7. To whom were the emperor's words addressed (lines 8-9)?
The emperor was addressing Titus.
8. What three points did he make in his speech (lines 8-9)?
The three points he makes in his speech are:
 1. That the victim (i.e. the bull) is being sacrificed to (the divine) Titus
 2. This arch is being dedicated to Titus.
 3. The greatest thanks are being given to Titus by the Roman people (i.e. The Roman people give Titus the greatest thanks).
9. **subitō . . . prōsiluit** (lines 10-11). Why did Simon's action at first pass unnoticed?
Simon's action at first was not noticed because all the Romans had their eyes fixed intently on the sacrifice.

KEY

10. **mediōs in sacerdotēs irrūpit** (line 11). Why did he do this?
He did it in order to seize the sacrificial knife.
11. Write down the Latin phrase that explains the reaction of the spectators (lines 12-13).
. . . *audacia eius attoniti*.
12. Why do you think Domitian was **pavōre commōtus** (line 13)?
Answers will vary.
Some possible responses are: 1. Domitian is the emperor and thinks this is an assassination attempt on his life. 2. Simon is a Roman prisoner and Domitian feels threatened by him, etc.
13. **mātrēm . . . interfēcit** (lines 18-20). Describe Simon's actions.
He killed his family with the knife: first his mother and grandmother, having hugged them beforehand, then his brothers and sisters.
14. Describe Simon's death (lines 20-22).
He killed himself with the knife after cursing the Roman people.
15. Look back at lines 16-22. In what ways did Simon's words and actions copy those of Eleazarus at Masada (Masada II, lines 2-12)?
Eleazar had made a speech about the Jews not being slaves to the Romans, that it's better for them to die instead, which influenced the men present to kill their wives and children after they had hugged them first. Then they killed themselves. Simon made a similar speech, hugged his mother and grandmother, killed them and his siblings, then himself.

Name: **KEY**

Purpose Clauses with *qui* and *ubi*: Practice Sentences

Grade & Section:

Teacher:

Date:

*Translate the following sentences containing purpose clauses with *qui* and *ubi*. Underline the purpose clause in each sentence, then translate the sentence:*

1. sacerdos haruspicem accessit qui victimam inspiceret.

The priest summoned the soothsayer to inspect the victim (*literally* “who was to inspect the victim”).

2. libertus donum quaerebat quod patronum delectaret.

The freedman was looking for a gift to please his patron (*literally* “that was to please his patron”).

3. Haterius quinque fabros elegit qui figurās in arcu sculperent.

Haterius chose five craftsmen to sculpt figures in the arch (*literally* “who were to sculpt figures in the arch”).

4. domum emere volebam ubi filius meus habitaret.

I was wanting to buy a house where my son might live.

5. senator gemmam pretiosam emit quam uxori daret.

The senator bought a precious gem to give to his wife (*literally* “which he was to give to his wife”).

6. feminae liberique locum invenerunt ubi latarent.

The women and freedmen found a place to hide (*literally* “where they might hide”).

Week 1 Key

Stage 29 Model Sentences Translations

Sentence 1

In the middle of Rome is a very well-known mountain, which is called the Capitoline. On the top of the Capitoline stands a temple, where the god Jupiter is worshiped.

Sentence 2

Under the Capitoline lies the Roman Forum. Every day/Daily the forum is filled by a huge crowd of citizens. Some do business; others stand in the colonnades and are greeted by their friends; others are carried through the forum on sedan-chairs. Everywhere a great din is heard.

Sentence 3

Sometimes splendid parades/processions are led through the forum.

Sentence 4

Near the middle of the forum is the temple of Vesta, where a sacred fire is cared for by the Vestal Virgins.

Sentence 5

In the furthest part of the forum the Rostra stand, where speeches are given/held among the people.

Sentence 6

Near the Rostra is the prison, where prisoners of the Roman people are guarded.

Nomen:
Classis:
Diēs:

Stage 29: Review

I. Conjugate the following verbs in the **present passive indicative**.

Remember that you must first determine the conjugation of each verb based on its infinitive (i.e. 1st conjugation → -āre, 2nd conjugation → -ēre, 3rd conjugation → -ere, and 4th conjugation → -īre) in order to conjugate it correctly:

	celebrō, celebrāre	teneō, tenēre
<i>1st Person Singular</i>		
<i>2nd Person Singular</i>		
<i>3rd Person Singular</i>		
<i>1st Person Plural</i>		
<i>2nd Person Plural</i>		
<i>3rd Person Plural</i>		

	agō, agere	serviō, servīre
<i>1st Person Singular</i>		
<i>2nd Person Singular</i>		
<i>3rd Person Singular</i>		
<i>1st Person Plural</i>		
<i>2nd Person Plural</i>		
<i>3rd Person Plural</i>		

II. Conjugate the following verbs in the **imperfect passive** indicative:

Again, remember that you must first determine the conjugation of each verb in order to conjugate it correctly:

	celebrō, celebrāre	teneō, tenēre
<i>1st Person Singular</i>		
<i>2nd Person Singular</i>		
<i>3rd Person Singular</i>		
<i>1st Person Plural</i>		
<i>2nd Person Plural</i>		
<i>3rd Person Plural</i>		

	agō, agere	serviō, servīre
<i>1st Person Singular</i>		
<i>2nd Person Singular</i>		
<i>3rd Person Singular</i>		
<i>1st Person Plural</i>		
<i>2nd Person Plural</i>		
<i>3rd Person Plural</i>		

III. **Review** the answer key provided for the “Interpreting the evidence” worksheet from week 1 (March 30th-April 3). If you still have your answers to this worksheet from week 1, check your answers against this worksheet.

IV. **Translate** the following sentences containing **present and imperfect passive** indicatives and **purpose clauses with *qui* and *ubi***:

1. diēs fēstus ab omnibus cīvibus celebrābātur.

2. Salvius, togam splendidam gerēns, locum quaerēbat ubi cōspiciuus esset.

3. āra ingēns, prō arcū exstrūcta, ā servīs flōribus ornābātur.

4. septem captīvī Iūdaeī, quī mediā in pompā incēdēbant, ā spectātōribus vehementer dērīdēbantur.

5. Imperātor Domitiānus ad āram prōgressus, culturum cēpit quō victimam sacrificāret.

6. “tibi, dīve Tite, hic arcus dēdicātur; tibi grātiaē maximae ā populō Rōmānō aguntur.”

Read pages 135–141 in your textbook and answer the following:

Knowledge of the Roman occupation of Britain is based on three types of evidence:

I Literary evidence

- 1 When did Julius Caesar come to Britain? Where did he land? How many times did he come? **He first arrived in 55 BC. He landed on the southeast coast. He came twice.**
- 2 About whom was Tacitus writing? What was this person's connection with Britain? How were Tacitus and this person related? **Tacitus was writing about his father-in-law, Agricola. Agricola has previously served as a member of the Roman army in Britain and became governor of the province.**
- 3 Explain the basis for bias in the writings of Julius Caesar and Tacitus. **Caesar wrote his account in order to justify his actions to the senate in Rome and to place himself in a favorable light. Tacitus was anxious to honor the memory of his father-in-law and to praise his success as a soldier and a governor.**

II Archaeological evidence

- 1 What is the task of the archaeologist? **To uncover and explain the remains of the past.**
- 2 Give two of the ways sites are located. **Some sites are already known but have not been completely excavated. Others are found by accident.**
- 3 How was Fishbourne discovered? **A workman digging a drain came across fragments of a mosaic floor which led to the discovery of the Roman palace.**
- 4 What two things do archaeologists watch for on a site? What does this accomplish? **The existence and position of any building foundations, and the way in which the various levels or layers of earth change color and texture. This helps them build up a picture of the main features on the site.**
- 5 What else do archaeologists look for? Why? **They also look for smaller pieces of evidence in the soil, such as bones, pottery, jewelry, and coins. The aim is not just to find precious objects but to discover as much as possible about the people who used the buildings, what their lives were like, when they lived there, and what happened to them.**
- 6 What two finds help in dating an excavation site? **Roman coins and pottery.**
- 7 What information can pottery also reveal? **It can reveal trade and travel patterns.**
- 8 Trace the three-part development archaeologists have discovered on many sites in Britain. **A gradual development from a simple timber-framed farmhouse building to a larger stone house to a grander, multi-roomed mansion with baths, mosaic pavements, and colonnades.**

- 9 What do excavations reveal about Roman activity in southeast Britain? about Roman activity in northwest Britain? **The presence of Romano-British villas suggest that the southeast of Britain was largely peaceful and prosperous whereas the military fortresses in the northwest suggest that hostile tribes were still a problem in that part of the province.**
- 10 What is revealed by the excavation of roads? the excavation of Romano-British towns? the excavation of military sites? **The excavation of roads shows how effective and numerous communications must have been. The excavation of towns shows how advanced urban life was. The excavation of military sites has shown the important role performed by the army in maintaining peace and protection for the province. It has also shown the movements of army personnel around the country and told us much about the lives of Roman soldiers.**

III Inscriptional evidence

- 1 What is the source for much of the inscriptional evidence about Roman Britain? **The tombstones of soldiers.**
- 2 Study the standard pattern for such inscriptions, given on page 140. Then examine the inscriptions on page 141 and answer the questions for each.
- (a) 1. **Caecilius Avitus** 2. **Optio** 3. **Twentieth Legion Valeria Victrix** 4. 34 5. 15
- (b) 1. **Gaius Lovesius Cadarus** 2. **Soldier** 3. **Twentieth Legion Valeria Victrix** 4. 25 5. 8

Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

May 4-8, 2020

Course: 8 Literature and Composition

Teacher(s): Mr. Garner ben.garner@greatheartsirving.org

Mr. McKowen robert.mckowen@greatheartsirving.org

Weekly Plan:

Monday, May 4

- Watch intro video on Google Classroom
- Read and Annotate Act I of *The Merchant of Venice*
- Write down 1 to 3 questions about the Act

Tuesday, May 5

- Read and Annotate Act II of *The Merchant of Venice*
- Write down 1 to 3 questions about the Act

Wednesday, May 6

- Read and Annotate Act III of *The Merchant of Venice*
- Write down 1 to 3 questions about the Act

Thursday, May 7

- Read and Annotate Act IV and Act V of *The Merchant of Venice*
- Write down 1 to 3 questions about the Act
- Watch a brief video on Google Classroom

Friday, May 8

- Submit this week's page of questions on the play. Then catch-up or review the week's work.
- Attend office hours at 11am to ask questions and/or share comments.

We are going to be reading *The Merchant of Venice* this week. Shakespeare's plays are meant to be seen live. We strongly recommend that you read this aloud with your family or a friend. Don't merely read it, but strive to get into character. Perform it! Even if you read a scene or two with your family, it will help. Further, please review the book summaries on the even number pages after you read an Act or Scene. They'll help!

As you read, you should be writing down questions that occur to you about the scene. There is a wide variety of questions you might ask, but aim towards questions that could prompt further discussion and analysis of the play (for example, "Should Antonio have agreed to lend Bassanio money so readily?" prompts further discussion, while "What does the word 'mirth' mean?" does not). Your questions will be collected as you submit them, and we will return to them after we finish reading through the text of the play. Cite your questions by writing down questions with Act.Scene.Line instead of page numbers. Example: **2.1.13-16** for Act 2, Scene 1, lines 13 to 16. If your question is more general for a particular scene, then simply write the Act and Scene Example: **2.1** for Act 2, Scene 1.

Monday, May 4

Read and Annotate Act I of *The Merchant of Venice*

As you read, please use the last page of the handout to gather reading questions.

Tuesday, May 5

Read and Annotate Act II of *The Merchant of Venice*

As you read, please use the last page of the handout to gather reading questions.

Wednesday, May 6

Read and Annotate Act III of *The Merchant of Venice*

As you read, please use the last page of the handout to gather reading questions.

Thursday, May 7

Read and Annotate Act IV and Act V of *The Merchant of Venice*

As you read, please use the last page of the handout to gather reading questions.

Watch a brief video on Google Classroom.

Friday, May 8

Attend office hours at 11am to ask questions and/or share comments.

As you read, you should be writing down questions that occur to you about the scene. There is a wide variety of questions you might ask, but aim towards questions that could prompt further discussion and analysis of the play (for example, "Should Antonio have agreed to lend Bassanio money so readily?" prompts further discussion, while "What does the word 'mirth' mean?" does not). Your questions will be collected as you submit them, and we will return to them after we finish reading through the text of the play. Cite your questions by writing down questions with Act.Scene.Line instead of page numbers. Example: **2.1.13-16** for Act 2, Scene 1, lines 13 to 16. If your question is more general for a particular scene, then simply write the Act and Scene Example: **2.1** for Act 2, Scene 1.

Reading Questions Act I:

1. _____

2. _____

3. _____

Reading Questions Act II:

4. _____

5. _____

6. _____

Reading Questions Act II:

7. _____

8. _____

9. _____

Reading Questions Act IV:

10. _____

11. _____

12. _____

Remote Learning Packet

NB: Please keep all work produced this week. Anything marked with PDF should be scanned and uploaded to your Google Classrooms account.

May 3rd - May 7th, 2020

Course: Algebra I

Teacher(s): Mr. Mapes steven.mapes@greatheartsirving.org
Ms. Frank leslie.frank@greatheartsirving.org

Weekly Plan:

Monday, May 3

- Read 11-5, Square Roots of Variable Expressions, pg. 525-526. Look through the Oral Exercises on pg. 526.
- HW 11-5, pp. 526-527, **Written Exercises** #3-36 Mod 3, and **Problems** 2-6, Even

Tuesday, May 4

- Read 11-6, The Pythagorean Theorem, pp. 529-531. Look through the Oral Exercises on pg. 531.
- HW 11-6, pp. 532-533, **Written Exercises** #1, 2, 7, 13-18, and **Problems** 2, 4

Wednesday, May 5

- Read 11-7, Multiplying, Dividing, and Simplifying Radicals, pp. 537-538. Look through the Oral Exercises on pg. 538.
- HW 11-7, pp. 538-539, **Written Exercises** #1-31, odd

Thursday, May 6

- Read 11-8, Adding and Subtracting Radicals, pg. 540. Look through the Oral Exercises on pg. 540.
- HW 11-8, pg. 541, **Written Exercises**, #1-16 **all**

Friday, May 7

- Catch up on Concepts / Homework
- Come to Office Hours so that I can see your bright smiling faces!

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

There are videos made by Mr. Mapes and Mrs. Frank, each working an example problem for each day's lesson in Google Classroom. Their titles are listed below. As always, please email me with questions, and I will get back with you as soon as possible.

In addition, you will find a set of links to Khan Academy below for each day that might be of use as well.

IMPORTANT: you will be submitting all work **together** at the end of the week. You may work on this a bit every day, but you will not submit the work until you are finished with the entire week's assignments. It is critical that you use a dark pencil, so that we can read your work. Please put the lesson number and day of the week at the top of each page, including back/extra pages for each assignment. **Please submit the assignments in order.** (11-5, then 11-6, then 11-7, then 11-8!)

Day 1:

Square Roots of Variable Expressions <https://youtu.be/qFFhdLIX220>

See Mrs. Frank's video in Google Classroom, titled: Algebra 1 11-5, Square Roots of Variable Expressions, May 4th

Day 2:

Pythagorean Theorem <https://youtu.be/AA6RfgP-AHU>

See Mr. Mapes' video in Google Classroom, titled: Algebra 1 11-6, The Pythagorean Theorem, May 5th

Day 3:

Multiplying Dividing and Simplifying Radicals <https://youtu.be/gY5TvIHg4Vk>

<https://youtu.be/sBvRJUwXJPo>

See Mrs. Frank's video in Google Classroom, titled: Algebra 1 11-7, Multiplying, Dividing, and Simplifying Radicals, May 6th

Day 4:

Adding and Subtracting Radicals https://www.youtube.com/watch?v=JqYHHQHU1_Y

<https://youtu.be/egNq4tSfi1l>

<https://youtu.be/qH4IQfDD1Nw>

See Mr. Mapes' video in Google Classroom, titled: Algebra 1 11-8, Adding and Subtracting Radicals, May 5th

Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

May 4-8, 2020

Course: Physical Education

Teacher(s): John.Bascom@GreatHeartsIrving.org
Joseph.Turner@GreatHeartsIrving.org
James.Bascom@GreatHeartsIrving.org

Weekly Plan:

Monday, May 4

General Mobility Routine

Tuesday, May 5

Workout

Wednesday, May 6

General Mobility Routine

Thursday, May 7

Workout

Friday, May 8

Attend Office Hours (Not mandatory)

General Mobility Routine (Not mandatory)

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

Monday, May 4

General Mobility Routine (15-20 minutes)

Complete Part I and record how long it took you. Also, record whether or not you were able to complete all of the exercises. If you had trouble with any specific exercises make note of these. Part II of the workout is not mandatory but is encouraged.

Note: no equipment is required for this workout and only a minimum of space. If space is a challenge make modifications as necessary.

We will have a video uploaded under the Week 6 Topic demonstrating all the exercises for the General Mobility Routine.

PART I:

1. Warmup by running for 2 minutes.
2. Then begin in a resting squat for 30s
3. Bear crawl forwards about 5 feet then straight back.
4. Step back into a pushup position
5. Perform 5 pushups
6. Downdog for 30s
7. Updog for 30s
8. Return to a pushup position
9. Perform 5 pushups

10. Stand up & perform 20 jumping jacks, 10 squats, 10 lunges, and 5 burpees
11. Return to a resting squat for 30 seconds
12. While in resting squat, perform 2 shoulder screws forwards, then 2 backwards, both sides
13. Bear Crawl sideways about 5 feet then return straight back
14. Step back into a pushup position
15. Step your right foot up directly outside your right hand
16. Then reach straight up toward the sky with your right hand & hold for 30s
17. Return to pushup position
18. Step your left foot up directly outside your left hand
19. Then reach straight up toward the sky with your left hand & hold for 30s

20. Return to pushup position
21. 5 pushups
22. Step your feet up to your hands and return to a resting squat
23. Remaining in the squat, grab your left ankle with your right hand and reach straight up toward the sky with your left hand & hold for 30s

24. Remaining in the squat, grab your right ankle with your left hand and reach straight up toward the sky with your right hand & hold for 30s
25. Hands down behind you Crab Walk forwards about 5 feet then straight back
26. Stand up & perform 20 jumping jacks, 10 squats, 10 lunges, and 5 burpees
27. Perform 3 slow Jefferson Curls
28. Rolling Bear Crawl x1 revolution one direction
29. Back Bridge for about 10-15 seconds
30. Rolling Bear Crawl x1 revolution in the opposite direction
31. Find a low hanging branch, pullup bar, ledge, rings, etc. to hang from for as long as you can hold

PART II:

1. Get into a plank
2. Alternate touching opposite elbow and knee for a total of 10 touches
3. Gorilla Hop x2 to the right
4. Gorilla Hop x 2 back to the left
5. Stand and perform 10 steam engine squats (fingers locked behind your head, every time you stand up from a squat touch opposite knee/elbow)
6. Hurdler's walk x6 steps forward
7. Hurdler's walk x6 steps backward
8. Frog Hop x2 forwards
9. Frog Hop x2 backwards

10. Get into a long lunge position
11. Keeping front foot flat on the ground, without touching the back knee to the ground, and trying to keep torso straight up and down slowly lower hips toward the ground. Hold for 15 seconds
12. Switch legs and repeat (hold for 15 seconds)
13. 3 slow Jefferson Curls
14. Rolling Bear Crawl x1 revolution one direction
15. Back Bridge for about 10-15 seconds
16. Rolling Bear Crawl x1 revolution in the opposite direction
17. Find a low hanging branch, pullup bar, ledge, rings, etc. to hang from for as long as you can hold

Tuesday, May 5

Context: Today we're going for a full body strength endurance workout. Try not to take any breaks until you are completely finished.

Setup: You will not need anything except enough space to crawl forwards and backwards.

Warmup: 4 minute light jog

Workout: You are going to repeat a sequence of Pushups, Squats, Bear Crawl/Crab Walk, and Lunges. You will choose a starting number of repetitions and then decrease by one each round until you reach zero. For example: If you choose to start with 10 you will first do 10 pushups, 10 squats, Bear Crawl forward about 6 feet, Crab Walk back about 6 feet, 10 lunges. Then the next round you will do 9 pushups, 9 squats, Bear Crawl forward about 6 feet, Crab Walk back about 6 feet, 9 lunges, etc. The only thing that does not change is the distance that you Bear Crawl/Crab Walk.

Tier 1	10 repetitions for Pushups, Squats, and Lunges	12 foot crawls
Tier 2	8 repetitions	10 foot crawls
Tier 3	6 repetitions	8 foot crawls
Tier 4	4 repetitions	6 foot crawls

Wednesday, May 6

General Mobility Routine

Thursday, May 7

Context: Today's workout will be a very simple but challenging cardio test inspired by last week's workout and designed to imitate the pacer test. We are planning on repeating this workout at least once before the end of the year so it will be helpful to remember exactly how you set up the workout and exactly what your score was.

Setup: You will need two points. We recommend marking a point then walking ten big steps and marking another point. This easy measurement system will allow you to compare future results. If you would like to take this test with other people in your household you should use the same distance between points instead of each of you walking ten big steps.

Warmup: Go back and forth between the two points at a light jog for two minutes. Every time you touch one point do 10 jumping jacks, and at the other do two burpees. Stay relaxed!

Workout: You will be running back and forth between the two points. Count every time you touch a point. At the end of ten minutes record your score. Good luck!

Friday, May 8

Office Hours (Not mandatory)

General Mobility Routine (Not mandatory)

Optional workout #1 :

The workout below is **not** required. You could try to perform it on any day in addition to your daily routine. This workout will most likely take around 30 minutes.

Feel free to modify according to your ability by decreasing or increasing reps or sets. Rests between sets should be between 30s to 1 minute according to fatigue.

Workout:

- 3 sets of 20 squats
- 3 sets of 20 lunges
- 4 sets of 15 pushups
- 4 sets of 5 burpees
- 3 sets of 15 crunches
- 3 sets of 15 leg raises
- 3 sets of 1 minute high plank (pushup position)
- 4 sets of 10 jump lunges
- 4 sets of 10 jump squats

Optional Workout #2:

The workout below is **not** required. You could try to perform it on any day in addition to your daily routine. This workout will most likely take around 45 minutes. Feel free to modify according to your ability by decreasing or increasing the number of sprints and the times for the rest intervals and runs.

1. 5 minute light warmup run
2. 5 minute light warmup stretch
3. Final warmup: perform 3 near sprints, 70% max speed, 80% max speed, 90% max speed.
4. Perform eight 50 meter sprints with a 30s-60s rest in between. (you want to put a bit of stress on your cardio but make sure that you have recovered enough in order to truly sprint each time)
5. Then perform 10 near sprints, between 70-90% with a 10s-20s rest, not long enough to catch your breath fully.
6. Then a 10 minute run at a moderately high speed to complete the cardio workout
7. 5 minutes cool down walk / light jog
8. 5 minutes light stretching.

Optional Workout #3: (10 minutes)

Looking over the week 1 packets I have noticed that a lot of you have made a goal out of improving your resting squat. The following is a short squat mobility routine you might consider adding to your day.

First off, an **extremely important point** to greatly increase the success of the mobilizing exercises below: During all these exercises, focus on taking deep, full diaphragmatic breaths (breaths that expand your belly and chest) and long slow exhales (aiming for 6-8 seconds on your exhale).

1st Exercise: split squat : we'll be targeting a single leg in the squat shape.

1. Squat down
2. Keeping your right leg in the squat position, extend your left leg behind you. This leg is not the focus leg, but you do want it facing directly down, with the knee, shin, and top of the foot lying directly down on the ground.
3. For your right leg, make sure you keep the squat position: foot flat on the ground and knee over the ankle or outside (not collapsing in!).
4. You are going to spend 90-120 seconds in this position breathing as stated above and hunting around for tightness by
 - a. Driving your pelvis down and your chest up.
 - b. Pressing your right knee out as far as you can (with your foot still on the ground)
 - c. Dropping down onto your forearms
 - d. Twisting and looking to your right
 - e. Twisting and looking to your left

Repeat this for the opposite leg

2nd Exercise: hamstring stretch

From a standing position, reach down towards your toes keeping your legs straight (knees locked) Hold this position for 90-120 seconds as well.

For an added challenge spend some time slowly shifting your weight forwards and backwards in this position. Rock back onto your heels, lifting your toes towards your face as far as possible. Then rock forwards, standing up on your toes as high as possible. Make sure to maintain tension in your hamstring while doing this.

3rd Exercise:

1. From a pushup position, bring your right knee up to your right hand and your right foot up to your left hand. If this position is not possible for you, try to get as close as you can.
2. Keeping your right leg in this position, bring your left leg to the ground facing directly down, with the knee, shin, and top of the foot lying directly down on the ground (same as Exercise 1).
3. Sink your hips down towards the ground:
4. You are going to spend 90-120 seconds in this position breathing as stated above and hunting around for tightness by
 - f. Driving your pelvis down and your chest up and back.
 - g. Dropping down onto your forearms
 - h. Twisting and looking to your right
 - i. Twisting and looking to your left

Repeat this for the opposite leg

Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

May 4-8, 2020

Course: Science

Teacher(s): Mr. Weyrens

Weekly Plan:

Monday, May 4

- Read pg 360-362 and take notes and do the “mineral or not?” activity.
- Practice the Star-Splitter

Tuesday, May 5

- Read pg. 363-365 and take notes and do the “Identifying minerals” activity.
- Watch the video: properties of minerals part 1 and do the “Identifying minerals” activity.
- Practice the Star-Splitter

Wednesday, May 6

- Read pg. 366-368 and answer questions 1, 2, and 5 on page 368
- Watch the video: properties of minerals part 2
- Practice the Star-Splitter

Thursday, May 7

- Read pg. 370-374 and make observations of the crystals in the video
- Watch the video: making crystals and make observations of the crystals in the video
- Practice the Star Splitter

Friday, May 8

- attend office hours
- catch-up or review the week’s work

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

Monday, May 4

- Read pages 360-362 in your textbook (the required reading spills over onto the top of 363; stop reading before “Identifying Minerals”). Take notes on the important ideas.
- Complete the “Mineral or Not?” activity below.
- Practice reciting the Star-Splitter; using your added personalities, make 3 attempts to go from the beginning and recite all the lines we’ve learned up until “at a star quaking in the other end.” Look at the poem when you need to, remind yourself of transitions or lines that you struggle with, and try your best. Spend 5 more minutes working on the parts you struggle with.

Tuesday, May 5

- Read pages 363-365 in your textbook. Take notes on the important ideas.
- Watch the video on properties of minerals (part 1), and use the information given at the end of the video to complete the “Identifying Minerals” activity below.
- Practice reciting the Star-Splitter; using your added personalities, make 3 attempts to go from the beginning and recite all the lines we’ve learned up until “at a star quaking in the other end.” Look at the poem when you need to, remind yourself of transitions or lines that you struggle with, and try your best. Spend 5 more minutes working on the parts you struggle with.

Wednesday, May 6

- Read pages 366-368 in your textbook. Take notes on the important ideas, then answer questions 1, 2, and 5 on page 368 in complete sentences
- Watch the video on properties of minerals (part 2).
- Practice reciting the Star-Splitter; using your added personalities, make 3 attempts to go from “Mean laughter went about the town that day” and recite all the lines we’ve learned up until “and melting further in the wind to mud” Look at the poem when you need to, remind yourself of transitions or lines that you struggle with, and try your best. Spend 5 more minutes working on the parts you struggle with.

Thursday, May 7

- Read pages 370-374 and take notes on the important ideas.
- Watch the video on making crystals, and use the crystals shown in the video to make observations. Pay particular attention to the properties of minerals that we've been learning about this week.
- Practice reciting the Star-Splitter; using your added personalities, make 3 attempts to go from "Mean laughter went about the town that day" and recite all the lines we've learned up until "and melting further in the wind to mud" Look at the poem when you need to, remind yourself of transitions or lines that you struggle with, and try your best. Spend 5 more minutes working on the parts you struggle with.

Mineral or Not?

Instructions: For each of the substances listed below, identify whether it is a mineral or not based on the definition of "mineral." If you identify a substance as not a mineral, explain why it does not qualify as a mineral (if there is more than one reason, list them both).

Gold

Gasoline

Quartz

Ice

Water

Table Salt

Sugar from sugar cane

Cedar bark

Plastic

Pyrite (fool's gold).

Identifying Minerals

Instructions: In the video, several minerals will be shown to you and various properties given/demonstrated. Using the information given and appendix F in the back of your book, try to identify which minerals are shown.