

8th Grade Lesson Plan Packet

4/20/2020-4/24/2020

Remote Learning Packet

NB: Please keep all work produced this week. Details regarding how to turn in this work will be forthcoming.

April 20 - 24, 2020

Course: 8 Art

Teacher(s): Ms. Frank clare.frank@greatheartsirving.org

Weekly Plan:

Monday, April 20

- ☐ Review notes and project description, on page 3.
- ☐ Choosing one design to develop or adjust, make a quick full-scale “rough draft” sketch with notes.

Tuesday, April 21

- ☐ Sketchbook entry: movement of eye and compositional balance
- ☐ Begin full-page layout on a fresh page, with an empty page facing it. Starting lightly, work from general to specific.

Wednesday, April 22

- ☐ Complete general layout of project; introduce varied weight of line.
- ☐ Introduce linework and mark-making into your work, to suggest dimensionality and texture.

Thursday, April 23

- ☐ Sketchbook entry: the negative space; the role of the background
- ☐ Continue developing the imagery; be aware of contrast in the imagery as you work.

Friday, April 24

- ☐ Sketchbook entry: emphasis
- ☐ Continue developing the composition, with particular attention to the negative space.

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

For all assignments in art this week use a pencil and your sketchbook. Remember to write your name, grade, and the date on all pages, except your project. This week you are working on a cumulative drawing project. Keep a clean, folded piece of paper handy to place under your hand as you draw, so as not to smudge your work. Plan to spend 15 minutes of quality work time per session.

Monday, April 20

1. (1 min.) Review the project description, located on page 3.
2. (2-3 min.) Turn back to your thumbnail sketches from Tuesday. Select one that you want to base your project on. Turn to a fresh page, with a blank page facing it as well as behind it. This will be your 1:1 scale “**rough draft**”. Draw your border using a ruler or a folded piece of paper, making sure to use parallel lines and right angles. If your composition is horizontal, rotate your page accordingly, and have the top of the image along the valley or fold (leave a space between the valley and your top border). Use your full page, with borders no more than one inch.
3. (12-13 min.) “**Rough Draft**”: On this page you will hammer out the final composition, and you will edit and make notes. You can make notes within the image as well. This will not be your final drawing, but you will refer to it as you begin your final drawing. Attend to scale (how large you are drawing the imagery relative not only to the objects but also to the original composition). Make sure that the placement of shapes, use of proportion and movement, and the negative space all contribute to a strong, well-resolved composition. Make adjustments as needed.

Tuesday, April 21

1. (5-7 min.) In a fresh sketchbook entry, two pages past your project (so that there is a clean fresh “buffer” page in between), write today’s date followed by **two short paragraphs**. In the **first**, describe the **movement of the eye** through your planned composition: where does the eye enter and exit the composition, and how does the eye move through? Note that your positive-negative shape relationships direct the movement of the eye here as in the artworks we’ve analyzed in class. In the **second paragraph** describe the **compositional balance - how is it achieved** in your design, and **what type of balance** is it? Refer to the imagery and specific areas of your composition that are key in establishing visual balance.
2. (8-10 min.) “**Final Draft**”: Turn again to a fresh page, once more making sure it’s facing a blank page. Here you will draw your project, starting now and continuing throughout next week. Start by drawing your border, evenly placed on the page and of the same dimensions as in the full-scale study. Next, work on your compositional layout, lightly drawing in the imagery. Attend carefully to shape, proportion, negative spaces, and work from general to specific. Keep contour lines light for today, so that you can work with shading, linework and mark-making more effectively in the coming days.

(Note: you will leave the back of this drawing blank, as well as the page behind it.)

Wednesday, April 22

1. (5-10 min.) **Complete the general layout of your composition.** Remember to work lightly, from general to specific, and to refer regularly to your rough draft and to the actual objects to help you observe **proportion** and **specific qualities of shape**. As you draw, push your observation of shape to be specific to the subjects you are observing. Emphasize specific qualities by introducing **varied weight of line** into the contours of your subjects. At this point your general layout should be complete.

2. (5-10 min.) **Introduce linework and mark-making** into your work **to suggest dimensionality and texture**. Use a combination of cross-contour linework, topographical mark-making and textural techniques. Note that your linework and mark-making create **optical value**.

Thursday, April 23

1. (5 min.) Turn forward to your sketchbook entry from Tuesday. Start a fresh entry on the same page with today's date, followed by a short paragraph discussing the **negative space** and the **role of the background** in your composition. What are the particular qualities of the negative space - what are the negative shapes like and how are they broken up or connected? How about the role of the background - how do you see it affecting our perception of the positive shapes or the quality of the space you will have them exist in? Do you plan to introduce linework, mark-making or shading into the background? If so, what result do you want? If not, what is the effect of a pristine, crisp, white background?

2. (10 min.) **Continue developing the imagery, with attention to draftsmanship, craftsmanship, and beautiful effects.** Be aware of **contrast** in the imagery and between the positive/negative shapes as you work. Consider the contrast in texture, pattern, and optical or actual value as these qualities develop. How does contrast create emphasis?

Friday, April 24

1. (5 min.) Turn forward to your written sketchbook entries in which you reflect on the project. In a dated entry write a short paragraph discussing **emphasis** in your composition. **Identify two areas of emphasis**, places the eye is led to and caused to rest for a while. What creates these emphases? Is there a hierarchy amongst them? What is the configuration of these points of emphasis in the picture plane? For example, perhaps three areas of emphasis form a triangle, with the primary emphasis toward the upper left and the secondary emphases toward the lower right and the middle-lower left near the edge of the picture plane.

2. (10 min.) **Continue developing the composition and imagery, with particular attention to negative space.** Use linework, mark-making and shading well to create beautiful effects.

Remember to keep a clean fresh folded piece of paper under your hand as you work to avoid smudging either the clean or the drawn areas.

Supplemental Materials

Reminder of Visual Resources: Refer occasionally to the supplemental materials and examples from earlier weeks, such as **cross-contour linework**, **topographical mark-making**, and **texture approaches**.

It will also be helpful to keep in mind the **principles of design** and guidelines for resolving and strengthening visual compositions, such as those discussed in the context of **thumbnail sketches**. Revising the artwork is an ongoing process that begins with brainstorming and sketching but continues up to the moment of the final touches. At times we work without thinking actively about these guidelines, suspending analysis to the side of our minds as we intuitively make and respond, but at other times we pull those guidelines into the forefront and use our understanding of composition to resolve and strengthen our artwork. In this respect a parallel could be made to the proof-reading and editing process in writing a paper.

There is a back-and-forth process of creating and revising.



Project Guidelines: Drawing Project with Found Objects

This drawing will be an artwork that incorporates observational drawing, composition, and imagery in a way that is expressive, poetic, or graphically compelling.

___ You will devise a composition that incorporates seven or more organic objects. In addition to the objects you have collected, you could include your hands or feet. (You can collect additional items to meet your concepts.)

___ Use strong positive/negative shape relationships and actively incorporate 2-3 principles of design to make strong, unified and visually interesting composition.

___ Employ strong craftsmanship in your media application and manipulation, attending to varied weight of line, fluidity of line, line quality, and consistency and transitions in shading.

___ Employ a variety of linework, value and texture texture techniques, including cross-contour linework and topographical mark-making.

___ Create a work that challenges and stretches your skills, and that communicates to the viewer as expressive, poetic, or graphically compelling. It may suggest a narrative, have a contemplative quality, pose a dramatic tension, or simply be a graphically strong, effective design.

Remote Learning Packet

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April 20-24, 2020

Course: U.S. History

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

Weekly Plan:

Monday, April 20

- ☐ Read Chapter 17 Lesson 1 (pgs. 475-482)
- ☐ Answer questions on Lesson (worksheet)

Tuesday, April 21

- ☐ Read and annotate today's Lesson: Compromise, Compromise, Compromise
- ☐ Answer questions on Lesson (worksheet)

Wednesday, April 22

- ☐ Read Chapter 17 Lesson 2 (483-488)
- ☐ Answer questions on Lesson (worksheet)
- ☐ Complete and check U.S. Expansion Map

Thursday, April 23

- ☐ Read and annotate today's Lesson: Dred Scott v. Sandford
- ☐ Answer questions on Lesson (worksheet)

Friday, April 24

- ☐ Read and annotate today's Lesson: Abraham Lincoln
- ☐ Answer questions on Lesson (worksheet)

Statement of Academic Honesty

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Parent Signature

Monday, April 20

Note from Mrs. Jimenez: Dear students, after talking with several of you over Zoom, outlining the history chapters seems to be very time-consuming. In order to lighten your load, I am not going to ask you to do the outlines anymore. However, I will be giving you additional reading questions for each reading instead. Happy learning!

1. Read the assigned reading (pgs. 475-482)
2. Answer the questions on these pages 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/questions numbers.

Tuesday, April 21

1. Read and annotate today's lesson, Compromise, Compromise, Compromise.
2. Answer the questions on this reading 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/questions numbers.

Wednesday, April 22

1. Read the assigned reading (pgs. 483-488)
2. Answer the questions on these pages 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 chapter/lesson/questions numbers.
3. Complete and check U.S. Expansion Map. Use map completed in class or on pg. 396

Thursday, April 23

1. Read and annotate today's lesson, Dred Scott v. Sandford
2. Answer the questions on this reading in this week's worksheet for Thursday. 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/questions numbers.

Friday, April 24

1. Read and annotate today's lesson, Abraham Lincoln
2. Answer the questions on this reading in this week's worksheet for Friday. 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/questions numbers.

Name/Section:
U.S. History
Mrs. Jimenez
April 20-24, 2020

Toward Civil War Reading Questions
Restate the question and respond in complete sentences.

Monday: Chapter 17 Lesson 1 (pg. 475-482)

1. What did the Wilmot Proviso propose?

2. What were the provisions of the Compromise of 1850 as proposed by Henry Clay?

3. How did Stephen Douglass persuade Congress to pass the Compromise of 1850?

4. Why did some Northerners defy the Fugitive Slave Act?

5. What were the provisions of the Kansas-Nebraska Act?

6. What was “Bleeding Kansas”? What caused it?

Tuesday: Compromise, Compromise, Compromise

1. How did the compromises on slavery in the Constitution refer to slaves and slavery? Why do you think the writers chose to express it in these roundabout ways?

2. What issue caused the Three Fifths Compromise? What did the compromise say?

3. How did the Kansas-Nebraska Act effectively replace the Missouri Compromise? What is popular sovereignty?

4. How did the compromises on slavery in new territories help keep the U.S. united? Why didn't the compromises last?

Wednesday: Chapter 17 Lesson 2 (pg. 483-488)

1. What issue led to the formation of the Republican Party, and what stand did the party take on the issue? How did political parties begin to shift in the 1850s?

2. What was the court's decision in *Dred Scott v. Sandford*? What was the impact of the *Dred Scott* decision?

3. How did reactions to the *Dred Scott* decision increase sectional tensions?

4. Why do you think the raid on Harpers Ferry by just a few men was so threatening to Southerners?

Thursday: *Dred Scott v. Sandford*

1. What was Dred Scott's case about? What was his position?

2. What was Justice Taney's position about blacks in America? How did he justify his position?

3. How did the decision in *Dred Scott* affect black Americans, slave or free?

4. How did the *Dred Scott* decision overrule laws previously passed by Congress? How did it affect slavery in the territories?

Friday: Abraham Lincoln

1. How did Lincoln's life and person reflect America and the American character as a whole?

2. Why are the Lincoln-Douglas debates important? How did they affect Lincoln's political career?

3. What were Lincoln's positions on slavery and the Union?

4. Examine the 1860 Election Map. What do you observe about the way the states voted? How did each candidate do? Any other observations?

5. Why did Southern states start to secede in 1860-1861?

Tuesday's Lesson: Compromise, Compromise, Compromise

Slavery was an issue for the United States which divided American citizens from the beginning. Even before we gained our independence from Great Britain slavery was a concern. Then for nearly the first 100 years (1776-1861), our young nation tried to resolve the issue through compromises, compromises that grew increasingly unsatisfactory to both sides and less effective, compromises which ultimately could not last because of the evil of the institution of slavery. Let's review the compromises on slavery from the Constitution onwards.

Constitutional Convention (1787)

In 1787, delegates from twelve of the thirteen states met in Philadelphia, PA to discuss the problems that had arisen under the United States' first constitution, the Articles of Confederation, which ended up leading to the writing of a whole new constitution. In the discussions that happened during this four-month long meeting, slavery was a hot topic. Southern delegates said they would walk out of the convention if laws were made against slavery, so laws about and the practice of slavery was left in the hands of each state rather than the federal government ruling on the issue. Instead of a clear national position, we end up with these three compromises written into our Constitution:

- **Three-Fifths Compromise**

Although supporters of slavery considered their slaves property, they wanted to count them as persons during the census to increase the population of Southern states which meant they would get more representatives in Congress and more electoral votes. However, when it came to the possibility of the federal government instituting a direct tax on the states determined by state population, the Southern delegates claimed their slaves were property, not people. The Northern delegates were not happy that the Southerners wanted it both ways so they devised the three-fifths compromise which states that every five slaves would count as three persons, so they partially counted for both the direct tax and the number of representatives. Here is the phrasing from the Constitution Article I, Section 2:

“Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, *three fifths of all other Persons.*”

Interestingly, the original Constitution never uses the word “slave” or “slavery”, dancing around the topic, compromising about it, but never directly addressing this horrible institution. However, everyone knew that “all other persons” referred to slaves.

- **Fugitive Slave Law**

Another issue of concern for the Southern delegates was runaway slaves. The Northern states were in the process of abolishing slavery and the South feared a divided country and free states which would tempt slaves to run away and seek their freedom there. So the delegates included a fugitive slave clause in Article IV, Section 2 which requires runaway slaves in free states to be returned to their masters: “No Person held to Service or Labour in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labour, but shall be delivered up on Claim of the Party to whom such Service or Labour may be due.”

- **Slave Trade**

The last question of slavery in the Constitution was about the international slave trade, the importation of slaves from Africa and the Caribbean islands. Northerners wanted to end it outright so that even if slavery continued in the U.S., at least new slaves wouldn't continue to be imported. These were people who hoped for the gradual ending of slavery. Again, the Southern delegates were adamant that no

law should be made against the slave trade, so they compromised saying the international slave trade could continue for 20 more years (until 1808) and then Congress could legally consider whether or not to outlaw it. But while the slave trade continued, they gave the federal government the power to tax such persons being imported. Article I, Section 9 states: "The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a Tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person." In 1808 Congress did end the international slave trade, though the domestic slave trade continued and, in fact, increased.

Laws Regarding Expansion

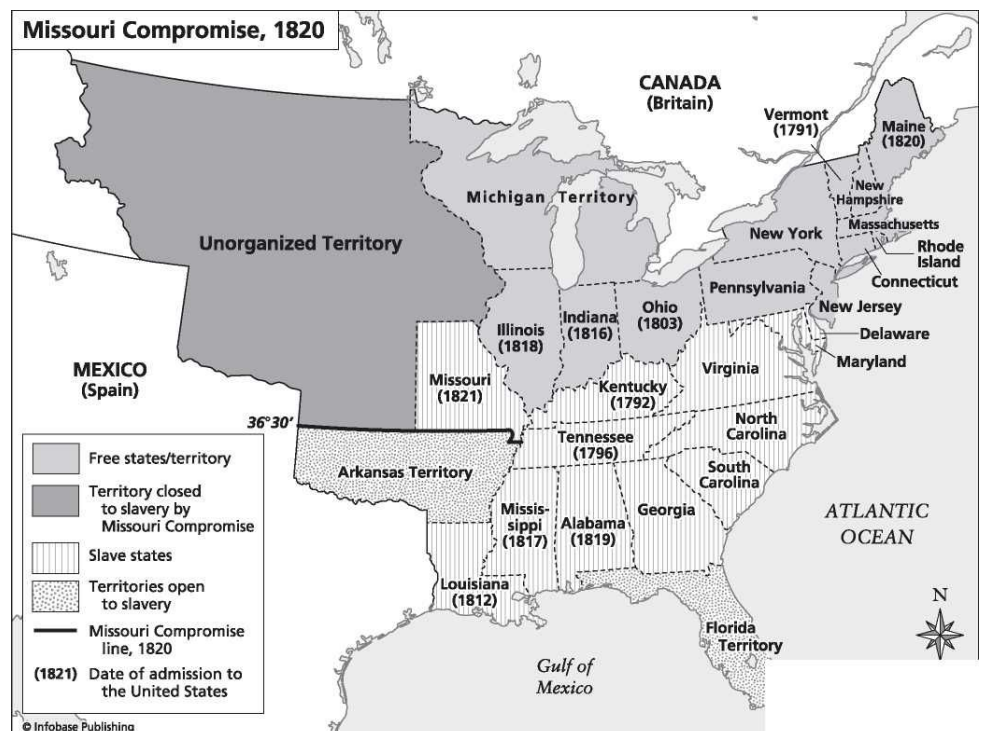
Ratifying the Constitution with the compromises explained above was not the end of the issue. In addition to granting the thirteen colonies their independence, Great Britain also ceded the land west of the Appalachian Mountains to the Mississippi River to the new United States. These territories were not states and they were not as established as the colonies, which easily became states and wrote their own state constitutions. The territories raised some important questions: How would they be governed? Would they be states or colonies? Would slavery be allowed? These were resolved in the Northwest Ordinance (1787) which divided the land north of the Ohio River into five smaller territories and banned slavery there; it said the territories could apply for statehood and be equal to the original thirteen once they had 60,000 residents, meanwhile providing them with a territorial governor to keep law and order.

This law set the precedent for the other states that would join the union as our country grew, except for the ban on slavery. As Southerners moved into new southern territories, they brought slavery with them and they entered the country as slave states. The Ohio River was considered the extension of the Mason-Dixon line between Maryland and Pennsylvania: North of it were free states, south of it were slave states. Everyone seemed to be okay with this state of affairs until we bought the Louisiana Territory from France in 1803: Would those new western lands allow slavery or not?

- **Missouri Compromise (1820)**

In 1812, Louisiana was the first state to join as a slave state after the Louisiana Purchase. Slavery had been practiced there under French and Spanish rule and continued once it became American. The next territory west of the Mississippi to seek statehood was Missouri. Missouri applied for statehood as a slave state in 1819, but this caused conflict in Congress because it was north of the Ohio River line and it would disrupt the balance in the Senate which was then divided evenly with 11 free states and 11 slave states. Adding Missouri as a slave state would tip that balance in favor of the South.

Representative James Tallmadge (New York) proposed to allow Missouri into the union on the condition that it would adopt a provision



for the gradual emancipation of slaves and outlawing of slavery. In general, Northern representatives believed that the U.S. should be working toward ending slavery by preventing its spread which would help it die out in the states it already existed. Missouri and Southern Congressman rejected this because it would tip the scales in favor of the free North and they did not want the federal government making laws about slavery, because they thought slavery ought to be a decision reserved to the states. The Senate was in a gridlock about admitting Missouri, tied 22 to 22.

When Maine, previously a part of Massachusetts, applied to be its own state, Speaker of the House Henry Clay (KY) saw an opportunity for compromise. They would link the Missouri and Maine bills together so they would both join the country--Maine free and Missouri slave--to maintain the precarious balance in the Senate. In addition, Congress passed a law regarding the rest of the lands in the Louisiana Territory: the land north of the parallel 36°-30' N would be free, the land south of it would be slave, except for Missouri whose southern border was at 36°-30' N. This compromise continued the precedent set by the Mason-Dixon Line and the Ohio River of having a geographical boundary keeping the North free and the South slave. It also set the precedent that a new free state and a new slave state would be added at the same time to keep the balance, admitting these pairs over the next 30 years: Michigan and Arkansas, Florida and Iowa, Texas and Wisconsin. This, however, could not last forever and changed thirty years later with California's application for statehood in 1850.

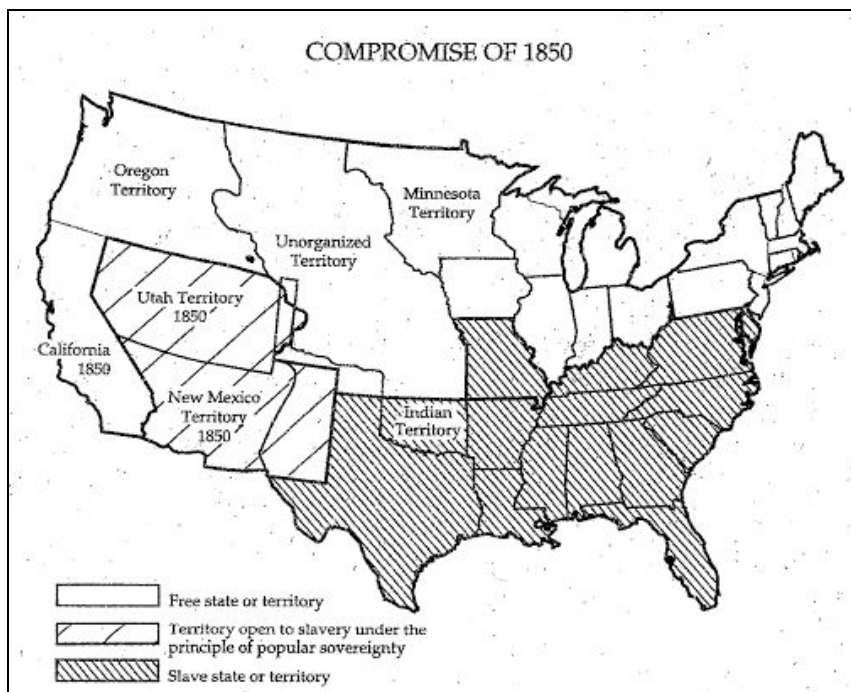
- **Compromise of 1850**

In 1849, Manifest Destiny was complete with the signing of the Treaty of Guadalupe Hidalgo: Mexico ceded all its land from the Rocky Mountains to the Pacific Ocean to the United States. This new acquisition of more western territory again raised the question of whether or not slavery would be permitted there. Representative David Wilmot (PA) proposed the "Wilmot Proviso" in Congress which

would ban slavery in the lands gained from Mexico. In response, John C. Calhoun (SC) said Congress has a positive duty under the Constitution to protect citizens' property (including slaves), therefore neither the federal nor territorial governments could make laws regarding slavery in the territories, only once a territory became a state could it decide to be free for slave. The Wilmot proviso passed in the House but not in the Senate.

Between these two extremes were other proposals, such as extending the 36°-30' N of the Missouri Compromise into the new territories or to allow for popular sovereignty--leaving the question of slavery up to the settlers in each territory.

The issue was pushed to the deciding point when California applied for statehood as a free state in 1849. Gold had been discovered in California in 1848 leading to the Gold Rush and the massive, fast growth of California's population. California, therefore, applied for statehood the same year it had become part of the U.S. In 1849 there were 30 states: 15 free and 15 slave--California would disrupt the balance just as Missouri's request thirty years before threatened to disrupt it.

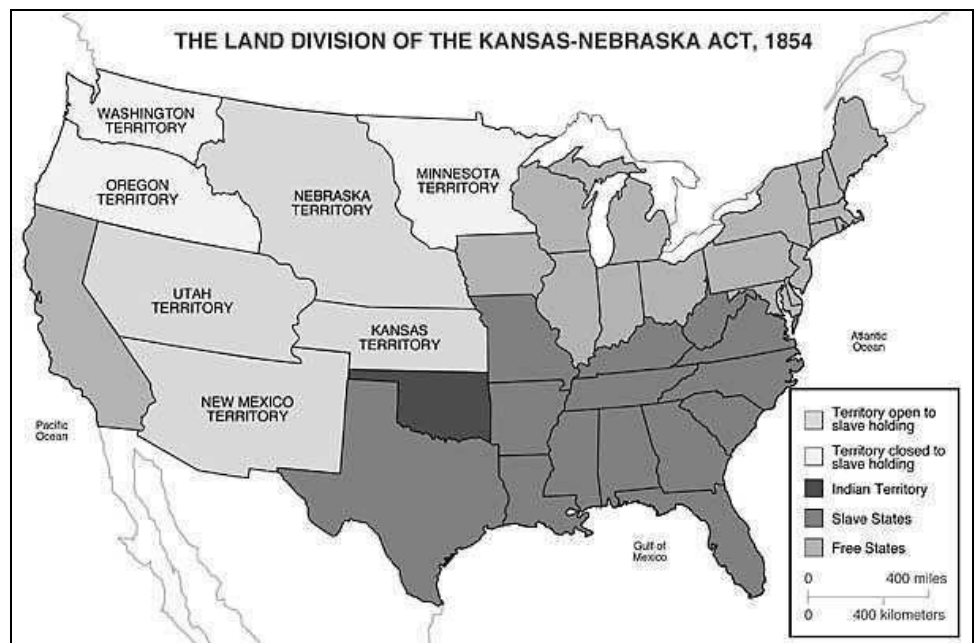


The Compromise of 1850 was devised by Whig Senator Henry Clay (KY) and shepherded through Congress by Democratic Senator Stephen Douglas (IL) to resolve several issues of conflict between the North and South. This was the last compromise the Great Compromiser would devise before his death in 1852. It consisted of five bills: 1) California would be a free state; 2) the other new territories from Mexico would have no limits on slavery; 3) the slave trade would be outlawed in Washington, D.C. but slavery would continue to be legal; 4) set Texas' western and northern borders; and, 5) put in place a stronger Fugitive Slave Act.

The bills passed in Congress, but many were afraid that Whig President Zachary Taylor would reject it. He was a slave-owner himself but surprised the country by opposing the expansion of slavery; he wanted California and New Mexico to both be free states. However, Taylor's untimely death in 1850 gave his Vice President, Millard Fillmore, the power to sign or veto the bills of the compromise. He did sign them in September of 1850 and this compromise, again, allowed for a temporary, tenuous peace between the pro-slavery and anti-slavery factions.

- **Kansas-Nebraska Act (1854)**

The Kansas-Nebraska Act of 1854 was the last major compromise about slavery before Southern states started seceding in 1860. Proposed by Democratic Senator Stephen Douglas (IL), it disregarded the Missouri Compromise and the 36°-30' N. line as the boundary between free and slave states. It divided the rest of the land from the Louisiana Purchase above the 36°-30' N. into the Kansas Territory and the Nebraska Territory and said that the slavery issue would be decided by popular sovereignty, meaning that the



people who moved to those territories would vote on whether they would be free or slave states. Northerners were furious as this would give these long-time free territories the option to allow slavery and thus spread the practice of slavery rather than stop it. The Southerners were delighted by the bill and it was passed in 1854 and signed by President Franklin Pierce.

Interestingly, Douglas--"The Little Giant"--proposed this bill not because he supported the expansion of slavery per se, but because he supported a transcontinental railway that would stretch from Chicago (his home city) out west. The northwestern territories had to be legally organized before construction for the railway could begin and he would need Southern support to pass the railway bill. He knew the only way he could win Southern support was by removing the Missouri Compromise and opening the territories to the possibility of slavery.



The policy of popular sovereignty led a mad rush of pro- and anti-slavery people into Kansas, trying to gain the majority and hold a vote to decide the issue of slavery. Brutal fighting broke out between the two sides, infamously known as Bleeding Kansas. "Popular sovereignty" would be decided by guns, not votes. There was even actual fighting in Congress. On May 22, 1856, a Southerner, Representative Preston S. Brooks (SC), savagely beat New Englander Charles Sumner (MA) with a cane in the Senate Chamber until he was unconscious for giving a speech which insulted the South about the travesty of Bleeding Kansas. Brooks was hailed as a Southern hero, Sumner as a Northern martyr.

For a while, there were two governments established in Kansas--one pro-slavery and the other anti-slavery. Finally, in 1861, Kansas joined as a free state. This 1854 Act was the final compromise before outright conflict and war between North and South.

Name/Section:

U.S. History

Mrs. Jimenez

U.S. Expansion Map

Label this map with the following territories the U.S. gained. Answer on your own, then check and correct your work with the map we completed in class or pg. 396 in your textbook.



- | | |
|--|---|
| 1. Thirteen Original States (1787) | 6. Gadsden Purchase (1853) |
| 2. Oregon Country (1846) | 7. Convention of 1818 |
| 3. Mexican Cession (1848) | 8. Florida Cession (1821) |
| 4. Land from Webster- Ashburton Treaty (1842)* | 9. Texas Annexation (1845) |
| 5. Louisiana Purchase (1803) | 10. United States (Treaty of Paris 1783). |

*Not marked on map; you have to draw it in.

Thursday's Lesson: *Dred Scott v. Sandford*, 1857

On March 6, 1857, the Supreme Court handed down one of the most momentous and most controversial decisions in its history. It dealt with the case of the slave Dred Scott. Some years before he had been taken by his master to Illinois, where the Northwest Ordinance of 1787 had forbidden slavery, and then then to the Wisconsin territory, where slavery had been prohibited by the Missouri Compromise. Afterwards he returned to Missouri. Now he sued for his freedom.

Life as a Slave

Dred Scott was born a slave in Southampton county, Virginia, around 1799. His original owner, Peter Blow, moved to Alabama in 1818 and then relocated to St. Louis, Missouri, in 1830, taking with him his property—including his slaves—as he moved west. Blow died in 1832, and Dr. John Emerson, an army surgeon, purchased Scott. From December 1, 1833, until May 4, 1836, Emerson served as the post physician at Fort Armstrong, Illinois, near the present city of Rock Island. Scott lived with Emerson on the army post. Because Illinois was a free state, Scott could have claimed his freedom during these years. For reasons unknown, however, he did not do so.

In 1836 Scott accompanied Emerson to the doctor's new posting at Fort Snelling in the Wisconsin Territory. Although slavery was illegal in the Wisconsin Territory, Scott remained a slave at Fort Snelling from his arrival through his departure in April 1838. During those two years he met and married Harriet Robinson, a slave owned by Major Lawrence Taliaferro, the Indian agent stationed there. Neither Scott nor his wife claimed freedom at this time, and at some point Harriet's ownership passed into Emerson's hands. In November 1837 the army transferred Emerson to Fort Jesup in Louisiana, where he met and married Eliza Irene Sandford. Emerson then sent for his slaves, and the Scotts traveled down the Mississippi River to Louisiana, meeting up with Emerson in April. The two passed through free jurisdictions on the voyage, but once again they did not claim their freedom.

When the army sent Emerson to Florida to serve during the Seminole War, he settled his wife and slaves in St. Louis, Missouri. After the fighting ended, Emerson went to the Iowa Territory, but the Scott family--which now included two daughters--remained in St. Louis, where they apparently hired out their services to various people. In December 1843 Emerson suddenly died, leaving his estate—including the Scotts—to his widow. For the next three years the Scotts worked as hired slaves, with the money they earned going to Irene Emerson. Scott offered to purchase his freedom, but Irene Emerson refused to sell him to himself.

In April 1846, Dred and Harriet filed separate lawsuits for freedom in the St. Louis Circuit Court against Irene Emerson based on two Missouri statutes. One statute allowed any person of any color to sue for wrongful enslavement. The other stated that any person taken to a free territory automatically became free and could not be re-enslaved upon returning to a slave state. Neither Dred nor Harriet Scott could read or write and they needed both logistical and financial support to plead their case. They received it from their church, abolitionists and an unlikely source, the Blow family who had once owned them.

The Case

After fighting in the lower courts, Scott's case finally came up to the United States Supreme Court, which had to review the decision of the federal circuit court for Missouri. That court had declared that Scott remained a slave despite his travels and that, as he was not a citizen of Missouri, he did not even have the right to bring suit. To review this decision, the justices had to decide whether Scott was a citizen. That, of course, meant deciding whether he was free--which was what the case was all about. So the court decided to answer these two questions--was Scott a citizen and was he free?

The decision against Scott was 7 to 2. Its clarity was confused by the fact that each judge wrote his own opinion to support his vote. But the opinion of Roger B. Taney (pronounced “Tawney”) as the Chief Justice was the most important. Blacks, according to Taney, could not be citizens. The Constitution had been made by and for white men only. So Scott could not bring suit in court. Taney wrote:

The question is simply this: Can a negro, whose ancestors were imported into this country, and sold as slaves, become a member of the political community formed and brought into existence by the Constitution of the United States, and as such become entitled to all the rights, and privileges, and immunities, guaranteed by that instrument to the citizen? One of which rights is the privilege of suing in a court of the United States in the cases specified in the Constitution....

The words "people of the United States" and "citizens" are synonymous terms, and mean the same thing. ...The question before us is, whether the class of persons described in the plea in abatement [people of African ancestry] compose a portion of this people, and are constituent members of this sovereignty? We think they are not, and that they are not included, and were not intended to be included, under the word "citizens" in the Constitution, and can therefore claim none of the rights and privileges which that instrument provides for and secures to citizens of the United States. On the contrary, they were at that time considered as a subordinate and inferior class of beings, who had been subjugated by the dominant race, and, whether emancipated or not, yet remained subject to their authority, and had no rights or privileges but such as those who held the power and the Government might choose to grant them....

No one of that race had ever migrated to the United States voluntarily; all of them had been brought here as articles of merchandise. The number that had been emancipated at that time were but few in comparison with those held in slavery; and they were identified in the public mind with the race to which they belonged, and regarded as a part of the slave population rather than the free. It is obvious that they were not even in the minds of the framers of the Constitution when they were conferring special rights and privileges upon the citizens of a State in every other part of the Union.

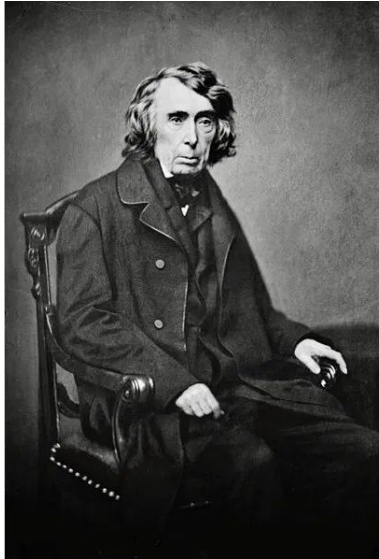
Most of Justice Taney’s decision goes on like the above, describing the inferior status of blacks and showing all the ways in which they were not and never were intended to be citizens of the United States, even if freed from the bonds of slavery. He then dismisses Scott’s lawsuit as a “nonentity” because not being a citizen, he did not have the right to the law courts and justice system of the United States. Finally, Taney turns to Scott’s appeal for his freedom--his chance to live as free and independent human being--and briefly dismisses it:

Our notice of this part of the case will be very brief; for the principle on which it depends was decided in this court, upon much consideration, in the case of *Strader et al. v. Graham* [1850]. In that case, the slave had been taken from Kentucky to Ohio, with the consent of the owner, and afterwards brought back to Kentucky. And this court held that their status or condition, as free or slave, depended upon the laws of Kentucky, when they were brought back into that State, and not of Ohio; and that this court had no jurisdiction to revise the judgement of a State court upon its own laws. This was the point directly before the court, and the decision that this court had no jurisdiction turned upon it, as will be seen by the report of the case.

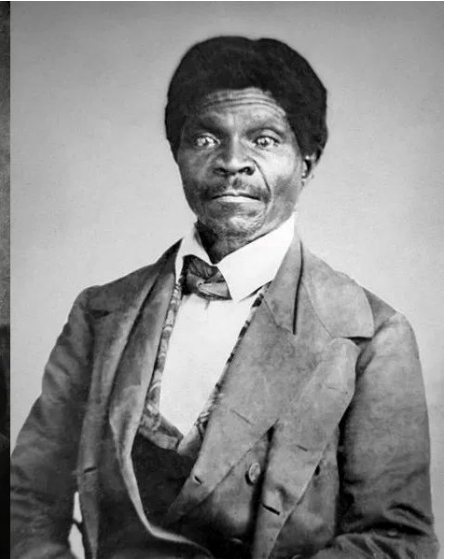
So in this case. As Scott was a slave when taken into the State of Illinois by his owner, and was there held as such, and brought back in that character, his status, as free or slave, depended on the laws of Missouri, and not of Illinois....

Upon the whole, therefore, it is the judgment of this court, that it appears by the record before us that the plaintiff in error is not a citizen of Missouri, in the sense in which that word is used in the Constitution; and that the Circuit Court of the United States, for that reason, had no jurisdiction in the case, and could give no judgment in it. Its judgment for the defendant must, consequently, be reversed, and a mandate issued, directing the suit to be dismissed for want of jurisdiction.

Taney ruled that Scott was not free and, moreover, that the Missouri Compromise (and by inference the Northwest Ordinance and Kansas-Nebraska Act) was unconstitutional. Why? 1) A slave was the property of his owner. 2) The Constitution nowhere gave Congress the right to deprive a citizen of the United States of his slaves in the territories, lands which were the common property of all the states. What the Dred Scott decision meant was that Congress could do nothing about slavery in the territories. The people there had no power to restrict or abolish slavery until they applied for admission as a state. It was the most devastating ruling for abolitionists and for those who hoped to stop the spread of slavery. It dashed the hopes of black Americans by declaring that all blacks, slave or free, *could never be citizens of the United States*.



Roger B. Taney



Dred Scott

The South rejoiced that at last the highest court in the land had endorsed the proslavery doctrine of John C. Calhoun and Jefferson Davis. It now seemed that slavery would be able to spread into all the territories. The North was outraged. Some Northerners vowed to overturn the decision. Stephen A. Douglas and others who had hoped to bury the slavery issue through popular sovereignty were embarrassed. The Supreme Court, which was supposed to settle constitutional issues, had now deepened the nation's divisions and moved the nation's politics to the brink of war.

Finally Free

Dred Scott did, in fact, get his freedom, but not through the courts. By the time the U.S. Supreme Court handed down its Dred Scott decision, Irene had married her second husband, Calvin Chaffee, a U.S. congressman and abolitionist. Upset upon learning his wife still owned the most infamous slave of the time, he sold Scott and his family to Taylor Blow, the son of Peter Blow, Scott's original owner. Taylor freed Scott and his family on May 26, 1857. Scott found work as a porter in a St. Louis hotel, but didn't live long as a free man. At about 59 years of age, Scott died from tuberculosis on September 17, 1858. Harriet Scott lived until June 1876, long enough to see the Civil War and the Thirteenth Amendment finally abolish slavery in the United States.

Sources:

<https://www.pbs.org/wgbh/aia/part4/4h2933t.html>;

A History of the United States by Boorstin and Kelley.

<https://www.britannica.com/biography/Dred-Scott>

<https://www.history.com/topics/black-history/dred-scott-case>

Friday's Lesson: Abraham Lincoln

Early Years

Abraham Lincoln's life was a capsule history of the United States. His restless family had come from England to New England and then to Pennsylvania. Lincoln's great-grandfather had lived in Virginia, where he had five sons. Four of them moved west. In 1786 Lincoln's grandfather who had gone to Kentucky, was killed by Indians while clearing his farmland in the forest. There in Kentucky Abraham's father was raised and there the future president was born on February 12, 1809.

Abraham was born to Nancy and Thomas Lincoln in a one-room log cabin in Hardin County, Kentucky. Unlike other "log-cabin" candidates before him, Lincoln really was born in a log cabin. When he was seven, his family moved to southern Indiana in 1816. Although Lincoln's formal schooling was limited to three brief periods in local schools because he had to work constantly to support his family, he was an avid reader and self-educated himself in his spare time. He especially enjoyed reading the Bible, William Shakespeare, and stories about the Founding Fathers.

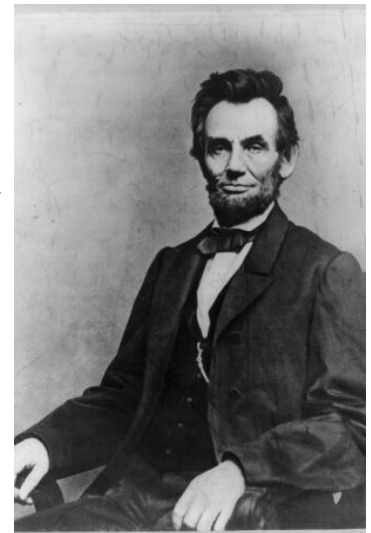
As a young man, Lincoln settled in the town of New Salem, Illinois, where he built a flatboat and navigated down the Mississippi to New Orleans. For a while he worked as a surveyor, a shopkeeper, and a postmaster. He was elected captain of the militia that chased Chief Black Hawk and his Indians back to the Wisconsin wilderness. He soon became involved in local politics as a supporter of the Whig Party, winning election to the Illinois state legislature in 1834; he won a seat four more times. Like his Whig heroes Henry Clay and Daniel Webster, Lincoln opposed the spread of slavery to the territories, and had a grand vision of the expanding United States, with a focus on commerce and cities rather than agriculture.

Lincoln taught himself law, passing the bar examination in 1836. The following year, he moved to the newly named state capital of Springfield. For the next few years, he worked there as a lawyer and served clients ranging from individual residents of small towns to national railroad lines. He was especially successful before juries. In Springfield, he met Mary Todd, a well-to-do Kentucky belle with many suitors (including Lincoln's future political rival, Stephen Douglas), and they married in 1842. The Lincolns went on to have four sons together, though only one, Robert Todd Lincoln, would live to adulthood.

Lincoln entered national politics when he won election to the U.S. House of Representatives in 1846 and began serving his term the following year. As a congressman, Lincoln was unpopular with many Illinois voters for his strong stance against the Mexican-American War. Promising not to seek reelection, he returned to Springfield in 1849 to live a private life.

Lincoln-Douglas Debates (1858)

Events conspired to push Lincoln back into national politics, however: Stephen A. Douglas, a leading Democrat in Congress from Illinois, had pushed through the passage of the Kansas-Nebraska Act (1854), which declared that the voters of each territory, rather than the federal government, had the right to decide whether the territory should be slave or free. Lincoln was absolutely opposed to it and joined the new Republican Party which formed in 1854 in opposition to slavery's expansion. It was mostly composed of Northern Whigs, Free-Soilers, and abolitionists. In 1858, when Douglas had to re-run for his seat in the Senate, Lincoln competed against him as the Republican candidate.



In June 1858, when Lincoln accepted the Republican nomination, he delivered his now-famous “house divided” speech, in which he quoted from the Gospels to illustrate his belief that: “A house divided against itself cannot stand. I believe this government cannot endure permanently, half slave and half free. I do not expect the Union to be dissolved--I do not expect the house to fall--but I do expect it



Stephen A. Douglas

will cease to be divided. It will become all one thing, or all the other.” Lincoln believed slavery was a moral wrong and that a nation divided over the issue could not continue.

Douglas, on the other hand, believed that slave and free states could continue to live together in peace and that popular sovereignty was the solution to the North/South disagreements over slavery. He did not care whether or not slavery was practiced--for him it was a political issue, not a moral one.

On Lincoln’s challenge, Douglas agreed to a series of seven debates. The difference between the candidates was striking. Douglas was scarcely five feet in height, thickset, quick, volcanic in speech and gesture. Lincoln, six foot four, lank and awkward, was a superb stump speaker. Slow, hesitant, and thoughtful at first, he captured his audience and carried it with him to share his beliefs. He had magic in his speech. With his slow backwoods drawl, using the simple words of the Bible, he uttered the wisdom of a philosopher. He told jokes and stories. He spoke the way the average man could imagine himself speaking.

The high point of the debates was reached at Freeport, IL, on August 27 when Lincoln asked Douglas whether the people of a territory could lawfully exclude slavery before they became a state. Douglas was caught in a dilemma: If he answered “yes,” he would seem to defy the *Dred Scott* decision which said Congress could not deprive a U.S. citizen of his slaves in the territories because slaves were property and the territories belonged to the whole nation. Not being states, they could not make laws regarding slavery. If Douglas answered “no,” he would oppose his own doctrine of popular sovereignty. He tried to get out of answering by saying the institution could not exist in a place if it was not supported by the local people, so slavery could be excluded by people failing to pass laws to protect it. He persisted in evading the moral issue of slavery, but the unstable position of “popular sovereignty” was revealed.

Lincoln lost the election and Douglas served for another term as Illinois senator. However, these debates were published in newspapers around the country, putting Lincoln in the national spotlight and prepared him to be the leading Republican and their presidential candidate in the 1860 election. He articulated clearly and thoughtfully the Republican position regarding slavery.

Presidential Election (1860)

The Republican Party, born in 1854, had put forth its first presidential candidate in 1856, John Fremont. He did not win, but the Republicans did better nationally than they had anticipated, Fremont gaining 11 free states and 114 electoral votes (compared to the winner’s, James Buchanan’s, 174). They also won many seats in Congress. Republicans had real hope of winning the White House in 1860. Lincoln was an ideal candidate for the Republicans because he was a moderate and had a clean slate, lacking a long political career. He was not an abolitionist--a “fire-eater,” as they were called--and although he argued against the expansion slavery, he thought it legally should be protected in the states where it was already an established institution. Also, although he thought slavery was a moral evil and that slaves were human who were entitled to liberty and dignity, he did not think they should be citizens

equal to white Americans. Finally, he believed in the union of the nation above all else and was adamant in his conviction against secession.

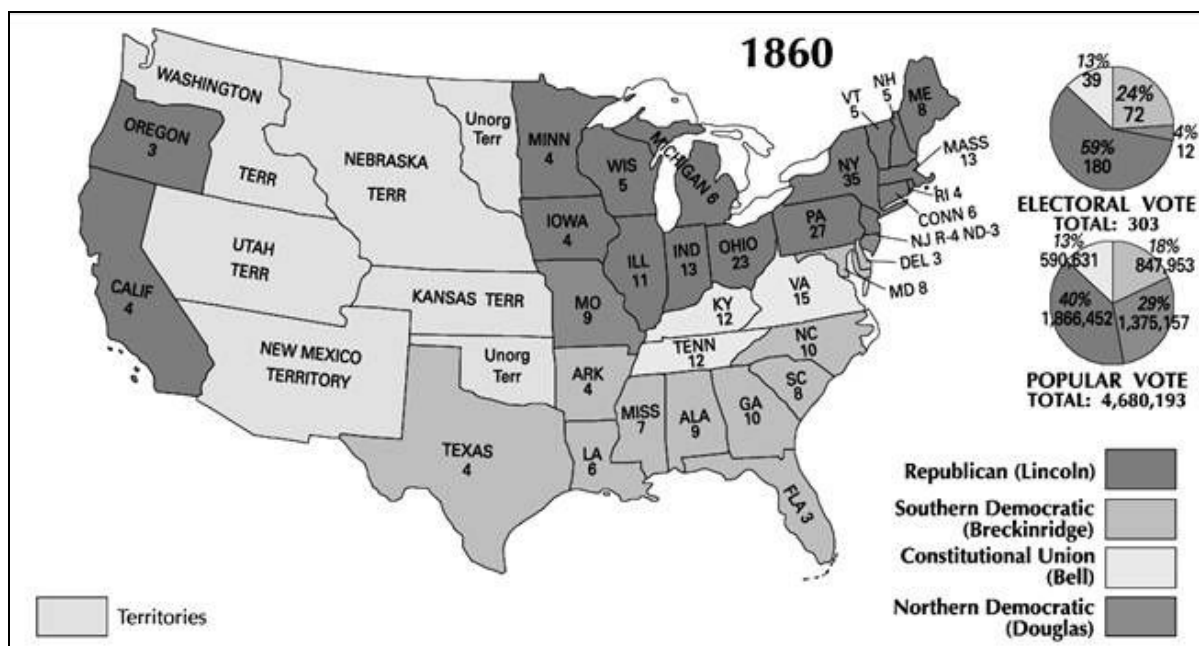
The Democratic Party, still a national party at this point, was beginning to splinter according to Northern and Southern sectional interests. When the Democrats met for their national convention in Charleston, SC, during the summer of 1860 to decide their platform and choose their presidential candidate, the party split. Southern Democrats demanded that the party declare its support for slavery in the territories while Northern Democrats rejected that; the two sides could not resolve their differences. The convention ended when the Southern delegates walked out. The Northern Democrats ended up nominating Stephen Douglas as their candidate while Southern Democrats chose their own pro-slavery and pro-secession candidate: John C. Breckinridge of Kentucky. The once national party was now officially divided along sectional lines. Many Southerners who were in favor of secession hoped the split in the Democratic Party and therefore the Democratic votes split along sectional lines would lead to a Republican victory. With a Northern, anti-slavery president, the South would have an excuse to secede.

A third party also formed for the election of 1860: the Constitutional-Unionists. It was made up of conservative Whigs and Know-Nothings. The party did not take a stand on slavery at all but only stood for the union of the nation, adamantly opposed to secession. John Bell of Tennessee was their candidate.

After receiving the Republican nomination, Lincoln stayed quiet. He did not go around campaigning, giving speeches, or writing articles. He knew his views on slavery and the Union were already dispersed in the papers from his debates with Douglas and he thought reiterating them was pointless and there was the danger that his words could be misconstrued.

Election day was November 6, 1860. It had the highest voter turn-out in U.S. history yet. Abraham Lincoln won the presidential election of 1860, becoming our 16th president. He carried all 18 free states and received not a single southern electoral vote; his name did not even appear on the ballots of ten Southern states. Lincoln only received 40% of the popular vote, the votes split sectionally among the four candidates.

Although elected in November 1860, Lincoln would not take office until March 4, 1861. Before he took the oath of office, seven Southern states would secede from the Union and he would become president of a broken nation on the brink of war.



Secession Winter (1860-1861)

When word of Lincoln's victory reached South Carolina, the state which had long threatened secession, declared Lincoln as president a "hostile act." Delegates held a meeting in December 1860 and officially seceded from the United States on December 20. The announcement was met with celebrations and fireworks in South Carolina.

Other Southern states soon followed South Carolina's lead, holding their own conventions to vote on secession: Mississippi seceded January 9, 1861; Florida, January 10; Alabama, January 11; Georgia, January 19; Louisiana, January 26; and Texas, February 1. Delegates from these seven states met in Montgomery, Alabama in February 1861 to write a provisional constitution for what they claimed to be their new nation: the Confederate States of America (CSA). They elected a temporary president, Jefferson Davis of Mississippi, until they had officially established themselves.

Meantime confusion reigned in Washington. The "lame duck" president, James Buchanan, anxiously awaited March 4 when he could hand off the nation's problems to president-elect, Abraham Lincoln. He said secession was illegal but he also claimed he had no power to compel states to stay in the Union if they didn't want to. Southern Congressmen from the seceded states resigned their positions and returned home. This was the situation Lincoln inherited when he became president on March 4, 1861.

Sources:

<https://www.history.com/topics/us-presidents/abraham-lincoln>

A History of the United States by Boorstin and Kelley.

The Civil War 1861-1865: A History Podcast

Remote Learning Packet

NB: Please keep all work produced this week. Details regarding how to turn in this work will be forthcoming.

April 20-24, 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, April 20

- ☐ Check answers to last week's crossword puzzle answers against key provided and make corrections
- ☐ Write a matching vocabulary quiz using the template provided and take your quiz

Tuesday, April 21

- ☐ Check your storyboard illustrations against the translation key provided
- ☐ Read "Masada II" (p. 151) and complete "Masada II Comprehension Questions" worksheet

Wednesday, April 22

- ☐ Read "Rome and Judea" on pages 163-165
- ☐ Answer the questions on the "Stage 29: Rome and Judea" worksheet attached

Thursday, April 23

- ☐ Complete part I of "Stage 29: Present Passive Verb Conjugations" grammar sheet, check answer key, and make corrections
- ☐ Complete part II of "Stage 29: Present Passive Verb Conjugations"

Friday, April 24

- ☐ Check answers to last week's sentence translations against the key provided and make corrections
- ☐ Complete "Stage 29: Sentence Translations" worksheet

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, April 20

1. Check last week's crossword puzzle answers against the answer key provided and make any necessary corrections in a different color pen.
2. This week, you are going to practice our Stage 29 vocabulary a little differently. This week, you will write your own matching vocabulary quiz using the template provided. You will notice that there are only 15 questions on the quiz, but we have 26 vocabulary words in this unit. You should choose the 15 words you struggle with the most from the Stage 29 Vocabulary to make your quiz.
3. After you make your quiz using the template provided, review those words, then take your quiz to test your knowledge without referencing the Stage 29 vocabulary. You may write your answers in a different color pen if you would prefer. Be sure to check your answers once you've finished and make any necessary corrections.

Tuesday, April 21

1. Check your storyboard illustrations against the translation key provided. If your illustrations misrepresented the caption, put an "X" by them and briefly summarize the action of the caption in a different color pen.
2. Read "Masada II" on page 151 and answer comprehension questions on the "Masada II Comprehension Questions" worksheet. Space has been provided to answer the questions directly on the worksheet itself, but if you prefer, you may answer the questions on a separate sheet of notebook paper. If using notebook paper, be sure to title it "Masada II Comprehension Questions" and use a full header.

*Note that students who were new to Latin this year may answer half of the Comprehension Questions. Which questions you answer are up to you, but you must answer at least 5 of the questions.

Wednesday, April 22

1. Read "Rome and Judea" on pages 163-165.
2. On a separate sheet of notebook paper, answer the questions on the "Stage 29: Rome and Judea" worksheet attached. Be sure to title your paper "Rome and Judea Questions" and use a full header.

Thursday, April 23

1. Complete part I of the "Stage 29: Present Passive Verb Conjugations" grammar sheet attached. Check your work against the answer key provided, and make any necessary corrections in a different color pen.
2. After correcting part I, complete part II of the grammar sheet.

Friday, April 24

1. Correct your answers to last Friday's sentence translations (sentences a, b, d, and e in number 3 on p. 152) against the answer key provided and make any necessary corrections in a different color pen.
2. Complete the "Stage 29: Sentence Translations" worksheet provided. Space has been provided to translate the sentences directly on the worksheet itself, but if you prefer, you may translate the sentences on a separate sheet of notebook paper. If using notebook paper, be sure to title it "Stage 29: Sentence Translations" and use a full header.

*Note that students who were new to Latin this year may translate just 3 out of the 6 sentences.

Answer Keys

Monday, April 20th

See separate answer key for the Stage 29 Vocabulary crossword puzzle

Tuesday, April 21st

See separate answer key for the "Stage 29: Masada Part I Storyboard" worksheet

Thursday, April 23rd

See separate answer key for part I of the "Stage 29: Present Passive Verb Conjugations" grammar sheet

Friday, April 24th

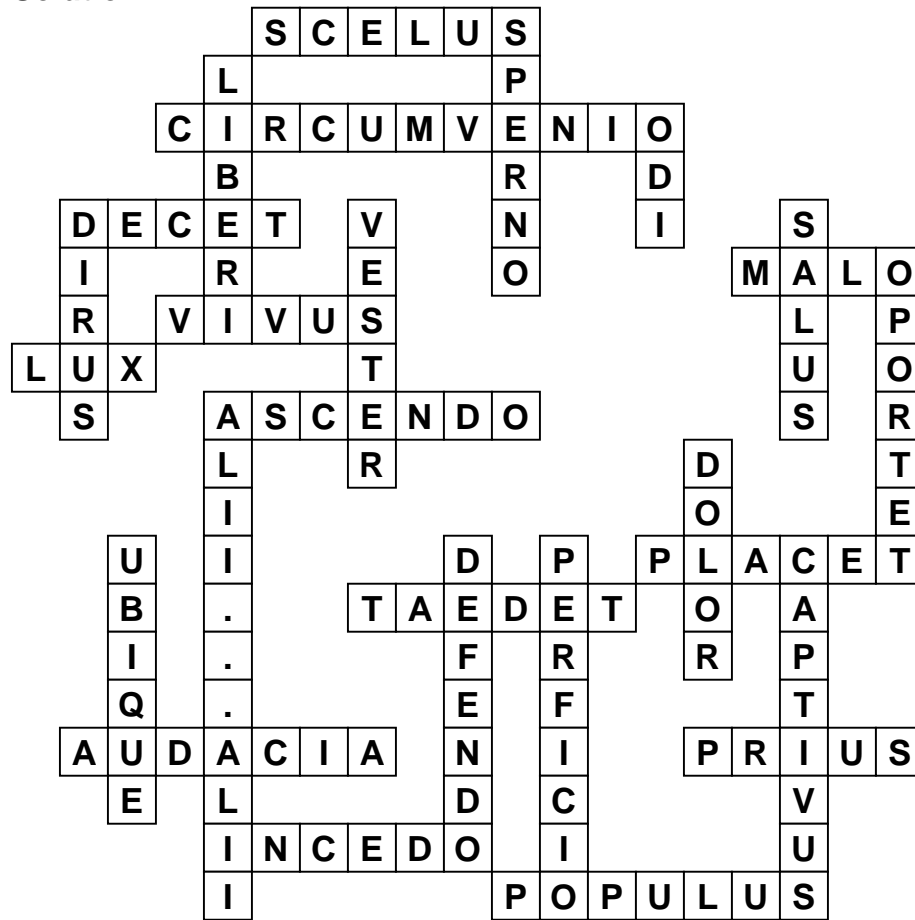
About the Language 2: more about the passive voice (p.152)

Sentence Translations from last week:

- a. cūr ad carcerem **redūcīmur**? ab hostibus **circumvenīris**. *Why are we being taken back to prison? You are surrounded/are being surrounded by enemies.*
- b. tū et amīcus ā captīvīs **dēcipiminī**. tacēre **iubeor**. *You and your friend are being deceived by the captives. I am ordered/being ordered to be quiet.*
- d. ā comitibus **dēserēbar**. in fossās **iaciēbāminī**. *I was being deserted by my companions. Y'all were being thrown into ditches.*
- e. identidem **monēbāris** ut domī manērēs. *You were being warned repeatedly to stay at home.*

Stage 29 Vocabulary

Solution:



Nomen _____

Periodus _____

Dies _____

Stage 29 Vocabulary Quiz

I. Create your own Vocabulary Quiz

Fill in the blanks on the left with Latin words taken from the Stage 29 Vocabulary list, and fill in the blanks on the right with the English definitions. One example is given for you.

Choose words that you are still struggling with or having a hard time remembering.

<u>Latin Vocabulary Words</u>	<u>English Definition</u>
<u>d.</u> 1. malo	a. _____
____ 2. _____	b. _____
____ 3. _____	c. _____
____ 4. _____	d. prefer
____ 5. _____	e. _____
____ 6. _____	f. _____
____ 7. _____	g. _____
____ 8. _____	h. _____
____ 9. _____	i. _____
____ 10. _____	j. _____
____ 11. _____	k. _____
____ 13. _____	l. _____
____ 14. _____	m. _____
____ 15. _____	n. _____
____ 16. _____	o. _____

II. Review and take the Quiz

After you have made your quiz, study the words that you have chosen and then take the quiz.

Nomen: **KEY**

Classis:

Diēs:

Stage 29: Masada Part I Storyboard

Directions: Create an illustration in each of the boxes for the sentence(s) given. Use the story and vocabulary on pages 150 and 151 of the textbook to help you.

Lines 1-24

<p>1. ex carcere, ubi captīvī custōdiēbantur, trīstēs clāmōrēs audiēbantur. duae enim fēminae Iūdaeae fortūnam suam lūgēbant. From the prison, where captives were being guarded, sad shouts were being heard. For two Jewish women were mourning their fortune.</p>	<p>2. ūnā cum eīs in carcere erant quīnque līberī, quōrum Simōn nātū maximus sōlācium mātī et aviae ferre temptābat. Together with them in the prison were five children, of whom Simon the eldest was trying to bring comfort to his mother and grandmother.</p>
<p>3. “dē morte patris vestrī,” mater inquit, “prius narrāre nōlēbam. nunc tamen audeō vōbīs tōtam rem patefacere quod nōs omnēs crās moritūrī sumus. “I didn’t want to tell (you) about the death of your father before,” said the mother. Now, however, I dare to reveal the whole story to you because we will all die tomorrow.</p>	<p>4. “nōs Iūdaeī contrā Rōmānōs trēs annōs pugnāre cōgēbāmur. annō quārtō iste Beelzebub, Titus, urbem Ierosolymam expugnāvit. We Jews were being forced to fight against the Romans for three years. In the fourth year that Beelzebub Titus took the city of Jerusalem by storm.</p>
<p>5. numquam ego spectāculum terribilius vīdī: ubīque aedificia flammīs cōsūmēbantur; I have never seen a more terrible sight: everywhere buildings were being consumed by flames;</p>	<p>6. ubīque virī, fēminae, līberī occīdēbantur; everywhere men, women, and children were being killed.</p>

Lines 24-36

<p>7. Templum ipsum ā mīlitibus dīripiēbatur; tōta urbs ēvertēbātur. The temple itself was being plundered by soldiers; the whole city was being overturned.</p>	<p>8. in illā clade periērunt multa mīlia Iūdaeōrum; sed nōs, quamquam ā mīlitibus infestīs circumveniēbāmur, cum circiter mīlle superstitibus ēffūgimus. In that disaster many thousands of Jews perished; but although we were being surrounded by hostile soldiers, we escaped with about a thousand survivors.</p>
<p>9. duce Eleazārō, ad rūpem Masadam prōcessimus: quam ascendimus et occupāvimus. ibi nōs, mūnitiōnibus undique dēfēnsī, Rōmānīs diū resistēbāmus. With Eleazar as our leader, we proceeded to the rock Masada, which we climbed and occupied. There, defended on all sides by fortifications, we were resisting the Romans for a long time.</p>	<p>10. intereā dux hostium, Lūcius Flāvius Silva, rūpem castellīs multīs circumvēnit. Meanwhile the leader of the enemy, Lucius Flavius Silva, surrounded the rock with many forts.</p>
<p>11. deinde mīlitēs, iussū Silvae, ingentem aggerem usque ad summam rūpem exstrūxērunt. Then the soldiers, at the order of Silva, built a huge ramp up to the top of the rock.</p>	<p>12. postrēmō aggerem ascendērunt, magnamque partem mūnitiōnum ignī dēlēvērunt. Finally they climbed the ramp and destroyed a large part of the fortifications with fire.</p>

Stage 29: Masada II Comprehension Questions

Answer the following questions based on the Masada II passage on page 151:

1. How is the plan Eleazar proposed described (line 1)? Write out and translate the Latin word.
2. Write out and translate the present passive verb in line 4.
3. What does Eleazar say is better than trusting the Romans (lines 4 and 5)?
4. In what manner does Eleazar say he welcomes death (lines 5 and 6)?
5. What effect did Eleazar's words have on the Jews (lines 7 and 8)?
6. What question does Simon ask after hearing this gruesome account (line 13)?
7. What affected Simon's mother more than a fear of slavery (lines 14 and 15)?
8. Write out and translate the imperfect passive verb in line 15.
9. How was Simon's mother able to escape the fate of all the others at Masada (line 16)?
10. How does Simon react to this (line 17)? What does he say he wants to do (lines 18 and 19)?

Read page 163-165 in your textbook and answer the following:

- 1 When and after what event did Judea become a client state of Rome?
- 2 List three religious concessions that Caesar and Augustus made to the Jews.
- 3 By the time of our stories, what three aspects of life in Judea were causing unrest?
- 4 Who was the emperor when this unrest escalated into a revolt against Roman rule?
- 5 Name the two Roman generals who were given the job of crushing the rebellion.
- 6 What happened to the first of these generals? What did the second general accomplish in Judea in AD 70?
- 7 Where and what was Masada?
- 8 Who went there and under whose leadership?
- 9 Name the legion and the general who eventually took Masada.
- 10 Name the historian who recorded these events.

Stage 29: Present Passive Conjugations

I. Read the following notes and fill in any missing information. Once you've completed this section, check your work against the key provided.

In Unit 1 of the Cambridge Latin Course, we learned that there are four distinctive patterns of endings for verbs called conjugations. Note the following examples of present active verbs from Unit 1:

1 st Conjugation:	puella labōrat.	<i>The girl is working.</i>
	puellae labōrant.	<i>The girls are working.</i>
2 nd Conjugation:	servus rīdet.	<i>The slave is laughing.</i>
	servī rident.	<i>The slaves are laughing.</i>
3 rd Conjugation:	leō currit.	<i>The lion is running.</i>
	leōnēs currunt.	<i>The lions are running.</i>
4 th Conjugation:	mercātor dormit.	<i>The merchant is sleeping.</i>
	mercātorēs dormiunt.	<i>The merchants are sleeping.</i>

From observing these sentences, we note that while these present active verbs have the same personal endings, the preceding **vowel** (or vowels) distinguishes one conjugation from another.

The same is true for present passive verbs. Note the following examples of the present passive:

1 st Conjugation:	puella amātur.	<i>The girl is loved.</i>
	puellae amantur.	<i>The girls are loved.</i>
2 nd Conjugation:	servus dēridētur.	<i>The slave is mocked.</i>
	servī dēridentur.	<i>The slaves are mocked.</i>
3 rd Conjugation:	leō occīditur.	<i>The lion is killed.</i>
	leōnēs occiduntur.	<i>The lions are killed.</i>
4 th Conjugation:	mercātor pūnītur.	<i>The merchant is punished.</i>
	mercātorēs pūniuntur.	<i>The merchants are punished.</i>

From observing both the passive and active forms of these conjugations, we note that the **same vowel** (or vowels) characterizes each conjugation in **both** the **passive and active** forms:

The **1st conjugation** is characterized by the vowel _____.

The **2nd conjugation** is characterized by the vowel _____.

The **3rd conjugation** is characterized by the vowels _____ and _____.

And the **4th conjugation** is characterized by the vowels _____ and _____.

The chart below gives the full endings (i.e. vowel plus personal ending) for 1st, 2nd, 3rd, and 4th conjugation verbs in the present passive:

	<i>1st Conjugation</i>	<i>2nd Conjugation</i>	<i>3rd Conjugation</i>	<i>4th Conjugation</i>
<i>1st person sing.</i>	-or	-eor	-or	-ior
<i>2nd person sing.</i>	-āris	-ēris	*-eris	-īris
<i>3rd person sing.</i>	-ātur	-ētur	-itur	-ītur
<i>1st person plural</i>	-āmur	-ēmur	-imur	-īmur
<i>2nd person plural</i>	-āminī	-ēminī	-iminī	-īminī
<i>3rd person plural</i>	-antur	-entur	-untur	-iuntur

N.B. The 2nd person singular is high lighted above due to the vowel change in the passive voice. A short “i” becomes a short “e” before the ending “-ris”. We will see this again in the future tense.

Referring to the chart on the above, conjugate the following verbs in the present passive:

	<i>1st Conjugation</i> amō, amāre	<i>2nd Conjugation</i> dērideō, dēridēre	<i>3rd Conjugation</i> occīdō, occīdēre	<i>4th Conjugation</i> pūniō, pūnīre
<i>1st person sing.</i>				
<i>2nd person sing.</i>				
<i>3rd person sing.</i>				
<i>1st person plural</i>				
<i>2nd person plural</i>				
<i>3rd person plural</i>				

II. After checking your work against the key provided, conjugate the following verbs in the present passive:

	<i>1st Conjugation</i> mandō, mandāre	<i>2nd Conjugation</i> noceō, nocēre	<i>3rd Conjugation</i> spērnō, spērnēre	<i>4th Conjugation</i> sciō, scīre
<i>1st person sing.</i>				
<i>2nd person sing.</i>				
<i>3rd person sing.</i>				
<i>1st person plural</i>				
<i>2nd person plural</i>				
<i>3rd person plural</i>				

KEY

Stage 29: Present Passive Conjugations

I. Read the following notes and fill in any missing information. Once you've completed this section, check your work against the key provided.

In Unit 1 of the Cambridge Latin Course, we learned that there are four distinctive patterns of endings for verbs called conjugations. Note the following examples of present active verbs from Unit 1:

1 st Conjugation:	puella labōrat.	<i>The girl is working.</i>
	puellae labōrant.	<i>The girls are working.</i>
2 nd Conjugation:	servus rīdet.	<i>The slave is laughing.</i>
	servī rident.	<i>The slaves are laughing.</i>
3 rd Conjugation:	leō currit.	<i>The lion is running.</i>
	leōnēs currunt.	<i>The lions are running.</i>
4 th Conjugation:	mercātor dormit.	<i>The merchant is sleeping.</i>
	mercātorēs dormiunt.	<i>The merchants are sleeping.</i>

From observing these sentences, we note that while these present active verbs have the same personal endings, the preceding **vowel** (or vowels) distinguishes one conjugation from another.

The same is true for present passive verbs. Note the following examples of the present passive:

1 st Conjugation:	puella amātur.	<i>The girl is loved.</i>
	puellae amantur.	<i>The girls are loved.</i>
2 nd Conjugation:	servus dēridētur.	<i>The slave is mocked.</i>
	servī dēridentur.	<i>The slaves are mocked.</i>
3 rd Conjugation:	leō occīditur.	<i>The lion is killed.</i>
	leōnēs occiduntur.	<i>The lions are killed.</i>
4 th Conjugation:	mercātor pūnītur.	<i>The merchant is punished.</i>
	mercātorēs pūniuntur.	<i>The merchants are punished.</i>

From observing both the passive and active forms of these conjugations, we note that the **same vowel** (or vowels) characterizes each conjugation in **both** the **passive and active** forms:

The **1st conjugation** is characterized by the vowel **“ā”**.

The **2nd conjugation** is characterized by the vowel **“ē”**.

The **3rd conjugation** is characterized by the vowels **“ī”** and **“u”**.

And the **4th conjugation** is characterized by the vowels **“ī”** and **“u”**.

The chart below gives the full endings (i.e. vowel plus personal ending) for 1st, 2nd, 3rd, and 4th conjugation verbs in the present passive:

	<i>1st Conjugation</i>	<i>2nd Conjugation</i>	<i>3rd Conjugation</i>	<i>4th Conjugation</i>
<i>1st person sing.</i>	-or	-eor	-or	-ior
<i>2nd person sing.</i>	-āris	-ēris	*-eris	-īris
<i>3rd person sing.</i>	-ātur	-ētur	-itur	-ītur
<i>1st person plural</i>	-āmur	-ēmur	-imur	-īmur
<i>2nd person plural</i>	-āminī	-ēminī	-iminī	-īminī
<i>3rd person plural</i>	-antur	-entur	-untur	-iuntur

N.B. The 2nd person singular is high lighted above due to the vowel change in the passive voice. A short “i” becomes a short “e” before the ending “-ris”. We will see this again in the future tense.

Referring to the chart on the above, conjugate the following verbs in the present passive:

	<i>1st Conjugation</i> amō, amāre	<i>2nd Conjugation</i> dērideō, dēridēre	<i>3rd Conjugation</i> occīdō, occīdēre	<i>4th Conjugation</i> pūniō, pūnīre
<i>1st person sing.</i>	amor	dērideor	occīdor	pūnior
<i>2nd person sing.</i>	amāris	dēridēris	occīderis	pūnīris
<i>3rd person sing.</i>	amātur	dēridētur	occīditur	pūnītur
<i>1st person plural</i>	amāmur	dēridēmur	occīdimur	pūnīmur
<i>2nd person plural</i>	amāminī	dēridēminī	occīdiminī	pūnīminī
<i>3rd person plural</i>	amantur	dēridentur	occīduntur	pūniuntur

Stage 29: Sentence Translations

Translate the following sentences containing present and imperfect passive verbs (Remember that if you are unsure of your passive voice translation, you can use the phrase “by my mother” to test it):

1. magnīs in domibus, ubi dīvitēs habitābant, cēnae splendidae cōnsūmēbantur.

2. cibus sūmptuōsus ā servīs offerēbātur; vīnum optimum ab ancillīs fundēbātur.

3. “ecce domine! ultimae figūrae sculpuntur.”

4. “mater, cūr tū lacrimīs opprimeris?”

5. tū frātrēsque obstinātiōne iam nimium afficiminī.

6. amōre līberōrum meōrum plūs quam timōre servitūtis afficiēbar.

Remote Learning Packet

NB: Please keep all work produced this week. Details regarding how to turn in this work will be forthcoming.

April 20 - 24, 2020

Course: 8 Literature and Composition

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

Mr. McKowen robert.mckowen@greatheartsirving.org

Weekly Plan:

Monday, April 20

☐ Imitate Sonnet 19 by John Milton

Tuesday, April 21

☐ Read, annotate, and take notes on “The Last Leaf” short story by O’Henry.

Wednesday, April 22

☐ Answer reading questions 1-4.

Thursday, April 23

☐ Answer reading questions 5-8.

Friday, April 24

☐ Reflection on “The Last Leaf” short story by O. Henry.

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, April 20

You will imitate Sonnet 19 now that you've read, annotated, and analyzed it. You may choose a theme of your choice, but it may be wise to choose one of the five senses to write about (sight, smell, touch, taste, sound). Keep Milton's 14 line structure and rhyme scheme in mind (ABBA CDDC EFG EFG).

[illegible]

Tuesday, April 21

Read, annotate, and take notes on “The Last Leaf” by O’Henry. The short story is found at the end of this remote learning packet.

Wednesday, April 22

Please answer the following reading questions. Answer in a few well-written sentences unless a thoughtfully crafted paragraph is asked for.

1. Who, or rather what, is Mr. Pneumonia?

2. What does the doctor suggest will help Johnsy? What is your impression of this advice and why?

3. Why do you think that Johnsy connects the leaves to her own mortality (Definition: the state of being subject to death)? (thoughtfully crafted paragraph response)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

4. What kind of man is Mr. Behrman? Connect his anger to his generosity. Say his name aloud; why is it significant in relation to the end of the story? (thoughtfully crafted paragraph response)

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Thursday, April 23

Please answer the following reading questions. Answer in a few well-written sentences unless a thoughtfully crafted paragraph is asked for.

5. What is the relationship between leaves, painting, and hope? (thoughtfully crafted paragraph response)

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

6. Why is the leaf on the wall called “Behrman’s great masterpiece”? (thoughtfully crafted paragraph response)

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Please write a 2-3 paragraph reflection on the short story.

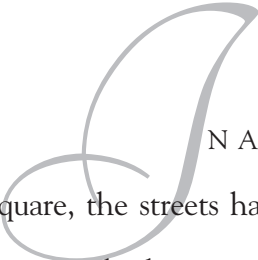
Reflections are opportunities to “think on the page” after studying a piece of writing. It is not a summary of the material, but an investigation of a particular topic. When writing a reflection, focus on a specific moment or sentence that interests you. What are your thoughts in response to the essay/letter/speech? What questions do you have about it? How does it connect to another topic you’re familiar with? What did you learn from the writing? You will cite the text at least 3 to 5 times and you may use first person. This is your chance to share what you know and write what you think.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a full page of blank, lined paper. It features approximately 28 evenly spaced horizontal grey lines across its entire width, providing a guide for handwriting or typing. The paper itself is a clean, off-white color. There are no margins, text, or other markings present on the page.



The Last Leaf

N A SMALL PART OF THE CITY WEST OF Washington Square, the streets have gone wild. They turn in different directions. They are broken into small pieces called “places.” One street goes across itself one or two times. A painter once discovered something possible and valuable about this street. Suppose a painter had some painting materials for which he had not paid. Suppose he had no money. Suppose a man came to get the money. The man might walk down that street and suddenly meet himself coming back, without having received a cent!

This part of the city is called Greenwich Village. And to old Greenwich Village the painters soon came. Here they found rooms they like, with good light and at a low cost.

Sue and Johnsy lived at the top of a building with three floors. One of these young women came from Maine, the other from California. They had met at a restaurant on Eighth Street. There they discovered that they liked the same kind of art, the same kind of food, and the same kind of clothes. So they decided to live and work together.

That was in the spring.

Toward winter a cold stranger entered Greenwich Village. No one could see him. He walked around touching one person here and another there with his icy fingers. He was a bad sickness. Doctors called him Pneumonia. On the east side of the city he hurried, touching many people; but in the narrow streets of Greenwich Village he did not move so quickly.

Mr. Pneumonia was not a nice old gentleman. A nice old gentleman would not hurt a weak little woman from California. But Mr. Pneumonia touched Johnsy with his cold fingers. She lay on her bed almost without moving, and she looked through the window at the wall of the house next to hers.

One morning the busy doctor spoke to Sue alone in the hall, where Johnsy could not hear.

"She has a very small chance," he said. "She has a chance, if she wants to live. If people don't want to live, I can't do much for them. Your little lady has decided that she is not going to get well. Is there something that is troubling her?"

"She always wanted to go to Italy and paint a picture of the Bay of Naples," said Sue.

"Paint! Not paint. Is there anything worth being troubled about? A man?"

"A man?" said Sue. "Is a man worth—No, doctor. There is not a man."

"It is weakness," said the doctor. "I will do all I know how to do. But when a sick person begins to feel that he's going to die, half my work is useless. Talk to her about new winter clothes. If she were interested in the future, her chances would be better."

After the doctor had gone, Sue went into the workroom to cry.

Then she walked into Johnsy's room. She carried some of her painting materials, and she was singing.

Johnsy lay there, very thin and very quiet. Her face was turned toward the window. Sue stopped singing, thinking that Johnsy was asleep.

Sue began to work. As she worked she heard a low sound, again and again. She went quickly to the bedside.

Johnsy's eyes were open wide. She was looking out the window and counting—counting back.

"Twelve," she said; and a little later, "Eleven"; and then, "Ten," and, "Nine"; and then, "Eight," and, "Seven," almost together.

Sue looked out the window. What was there to count? There was only the side wall of the next house, a short distance away. The wall had no window. An old, old tree grew against the wall. The cold breath of winter had already touched it. Almost all its leaves had fallen from its dark branches.

"What is it, dear?" asked Sue.

"Six," said Johnsy, in a voice still lower. "They're falling faster now. Three days ago there were almost a hundred. It hurt my head to count them. But now it's easy. There goes another one. There are only five now."

"Five what, dear? Tell your Sue."

"Leaves. On the tree. When the last one falls, I must go, too. I've known that for three days. Didn't the doctor tell you?"

"Oh, I never heard of such a thing," said Sue. "It doesn't have any sense in it. What does an old tree have to do with you? Or with your getting well? And you used to love that tree so much. Don't be a little fool. The doctor told me your chances for getting well. He told me this morning. He said you had very good chances! Try to eat a little now. And then I'll go back to work. And then I can sell my picture, and then I can buy something more for you to eat to make you strong."

"You don't have to buy anything for me," said Johnsy. She still looked out the window. "There goes another. No, I don't want anything to eat. Now there are four. I want to see the last one fall before

night. Then I'll go, too."

"Johnsy, dear," said Sue, "will you promise me to close your eyes and keep them closed? Will you promise not to look out the window until I finish working? I must have this picture ready tomorrow. I need the light; I can't cover the window."

"Couldn't you work in the other room?" asked Johnsy coldly.

"I'd rather be here by you," said Sue. "And I don't want you to look at those leaves."

"Tell me as soon as you have finished," said Johnsy. She closed her eyes and lay white and still. "Because I want to see the last leaf fall. I have done enough waiting. I have done enough thinking. I want to go sailing down, down, like one of those leaves."

"Try to sleep," said Sue. "I must call Behrman to come up here. I want to paint a man in this picture, and I'll make him look like Behrman. I won't be gone a minute. Don't try to move till I come back."

Old Behrman was a painter who lived on the first floor of their house. He was past sixty. He had had no success as a painter. For forty years he had painted, without ever painting a good picture. He had always talked of painting a great picture, a masterpiece, but he had never yet started it.

He got a little money by letting others paint pictures of him. He drank too much. He still talked of his great masterpiece. And he believed that it was his special duty to do everything possible to help Sue and Johnsy.

Sue found him in his dark room, and she knew that he had been drinking. She could smell it. She told him about Johnsy and the leaves on the vine. She said that she was afraid that Johnsy would indeed sail down, down like the leaf. Her hold on the world was growing weaker.

Old Behrman shouted his anger over such an idea.

"What!" he cried. "Are there such fools? Do people die because leaves drop off a tree? I have not heard of such a thing. No, I will not come up and sit while you make a picture of me. Why do you allow her to think such a thing? That poor little Johnsy!"

"She is very sick and weak," said Sue. "The sickness has put these

strange ideas into her mind. Mr. Behrman, if you won't come, you won't. But I don't think you're very nice."

"This is like a woman!" shouted Behrman. "Who said I will not come? Go. I come with you. For half an hour I have been trying to say that I will come. God! This is not any place for someone so good as Johnsy to lie sick. Some day I shall paint my masterpiece, and we shall all go away from here. God! Yes."

Johnsy was sleeping when they went up. Sue covered the window, and took Behrman into the other room. There they looked out the window fearfully at the tree. Then they looked at each other for a moment without speaking. A cold rain was falling, with a little snow in it too.

Behrman sat down, and Sue began to paint.

She worked through most of the night.

In the morning, after an hour's sleep, she went to Johnsy's bedside. Johnsy with wide-open eyes was looking toward the window. "I want to see," she told Sue.

Sue took the cover from the window.

But after the beating rain and the wild wind that had not stopped through the whole night, there still was one leaf to be seen against the wall. It was the last on the tree. It was still dark green near the branch. But at the edges it was turning yellow with age. There it was hanging from a branch nearly twenty feet above the ground.

"It is the last one," said Johnsy. "I thought it would surely fall during the night. I heard the wind. It will fall today, and I shall die at the same time."

"Dear, dear Johnsy!" said Sue. "Think of me, if you won't think of yourself. What would I do?"

But Johnsy did not answer. The most lonely thing in the world is a soul when it is preparing to go on its far journey. The ties that held her to friendship and to earth were breaking, one by one.

The day slowly passed. As it grew dark, they could still see the leaf hanging from its branch against the wall. And then, as the night came, the north wind began again to blow. The rain still beat against the windows.

When it was light enough the next morning, Johnsy again commanded that she be allowed to see.

The leaf was still there.

Johnsy lay for a long time looking at it. And then she called to Sue, who was cooking something for her to eat.

"I've been a bad girl, Sue," said Johnsy. "Something has made that last leaf stay there to show me how bad I was. It is wrong to want to die. I'll try to eat now. But first bring me a looking-glass, so that I can see myself. And then I'll sit up and watch you cook."

An hour later she said, "Sue, some day I hope to paint the Bay of Naples."

The doctor came in the afternoon. Sue followed him into the hall outside Johnsy's room to talk to him.

"The chances are good," said the doctor. He took Sue's thin, shaking hand in his. "Give her good care, and she'll get well. And now I must see another sick person in this house. His name is Behrman. A painter, I believe. Pneumonia, too. Mike is an old, weak man, and he is very ill. There is no hope for him. But we take him to the hospital today. We'll make it as easy for him as we can."

The next day the doctor said to Sue: "She's safe. You have done it. Food and care now—that's all."

And that afternoon Sue came to the bed where Johnsy lay. She put one arm around her.

"I have something to tell you," she said. "Mr. Behrman died of pneumonia today in the hospital. He was ill only two days. Someone found him on the morning of the first day, in his room. He was helpless with pain."

"His shoes and his clothes were wet and as cold as ice. Everyone wondered where he had been. The night had been so cold and wild.

"And then they found some things. There was a light that he had taken outside. And there were his materials for painting. There was paint, green paint and yellow paint. And—

"Look out the window, dear, at the last leaf on the wall. Didn't you wonder why it never moved when the wind was blowing? Oh, my

dear, it is Behrman's great masterpiece—he painted it there the night that the last leaf fell.”

Remote Learning Packet

NB: Please keep all work produced this week. Details regarding how to turn in this work will be forthcoming.

April 20th - April 24th, 2020

Course: Algebra I

Teacher(s): Mr. Mapes steven.mapes@greatheartsirving.org

Ms. Frank leslie.frank@greatheartsirving.org

Weekly Plan:

Monday, April 20

- ☐ Read pg. 490-492, look through pg. 492 Oral Ex. #1-17 Odd
- ☐ Pg. 492-493 WE #7-31 Odd

Tuesday, April 21

- ☐ Check over the odd answers from Tuesday's assignment, Warm up – pg. 494 MRE #2-6
- ☐ Pg. 492-493 WE #8-32 Even

Wednesday, April 22

- ☐ Read pg. 495, look through pg. 496 Oral Ex. #1-23 Odd
- ☐ Pg. 497-498 WE #1-23 Odd

Thursday, April 23

- ☐ Check over the odd answers from Wednesday's assignment
- ☐ Pg. 497-498 WE #2-24 Even

Friday, April 24

- ☐ Pg. 501-502 Chapter Review #1-11
- ☐ Pg. 502 Chapter Test #1-13

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

For all assignments

Remember you must always justify your answers through your work to receive full credit. Please use lined, loose-leaf **GRAPH** paper and make sure to include a heading for each assignment. If you don't have graph paper, please use a ruler or print grids off online. As always, feel free to email me during the schooldays with questions.

Monday and Tuesday notes, April 20-21 Section 10-7

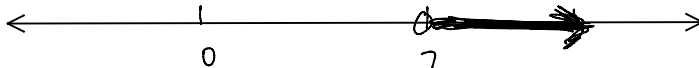
When graphing inequalities:

Just like on a number line, when graphing inequalities we will have a line in the sand so to speak.

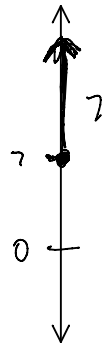
For a simple graph involving one variable such as $x > 7$ we would see the boundary set at the number 7 (a point not including 7). All of the real numbers to the right of seven (the point) make the statement true, but all the numbers to the left, and including seven, will not be true.

So:

$$x > 7$$

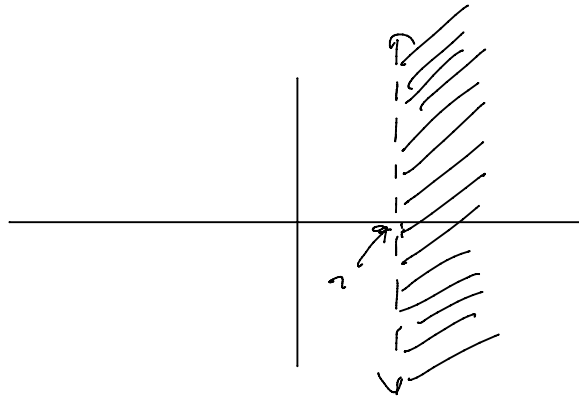


What would a graph of $y \geq 7$ look like?

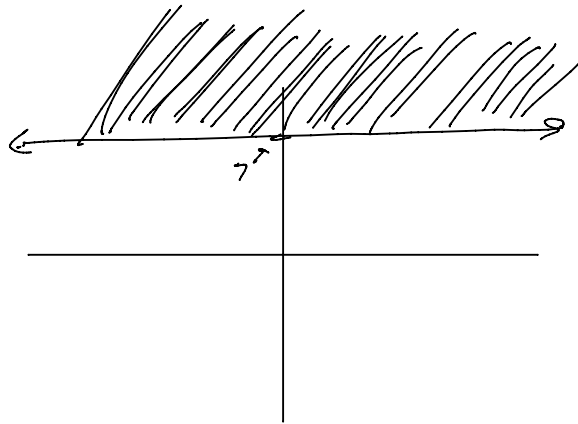


Instead of horizontal change we see vertical change (a number line that is vertical), but when we combine both to make a plane, we have to consider both the horizontal and vertical change.

$$x > 7$$



$$y \geq 7$$



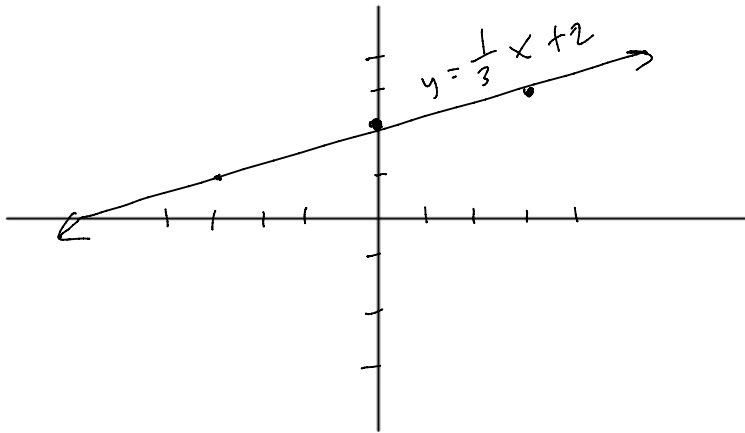
In the examples above the regions above and below the graphed line (boundary), as well left and right of our "lines in the sand" are called **open half planes**. All of the shading represents an infinite amount of points that represent solutions to these two inequalities. If I include one side of an open half plane and its **boundary**, we refer to the graph as a **closed half plane**.

The two examples also show the two types of **boundaries**. Please note that one line is dotted when we are not including $x=7$ for any value of y , as part of the solution, and one line is solid when we want to include $y=7$ for any value of x as part of the solution.

These same principles apply as we graph linear inequalities.

Let's take the equation $y = \frac{1}{3}x + 2$

The equation is already in slope intercept form (isolated for y with a co-efficient of 1) with a slope of $\frac{1}{3}$ and a y intercept of 2.



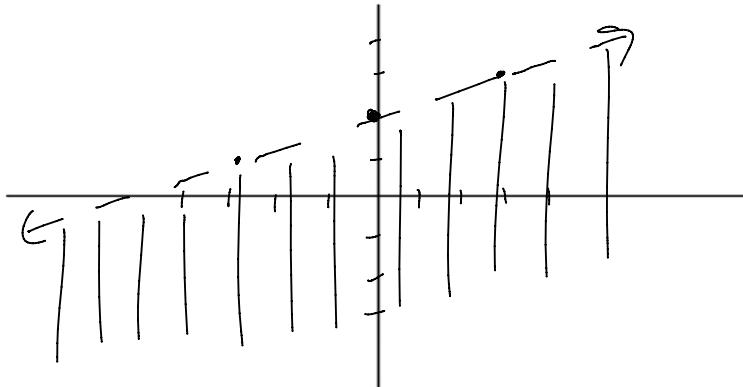
What if we wanted to graph $y < \frac{1}{3}x + 2$?

We would still graph the same line, but we would have to use a dotted line since y is not equal to $\frac{1}{3}x + 2$.

Would we shade above or below the line. Think about the example of $y > 7$.

Did we shade above or below?

Will we shade the open half plane above or below the boundary (dotted line) for $y < \frac{1}{3}x + 2$?



It would have to be below our boundary, and we could check this by picking any coordinate and substituting the values in for x and y into the original inequality.

Would (0, 0) make the inequality true? It does.

Would (0, 7) make the inequality true. It doesn't, and it shouldn't since it is not shaded.

Remember, every point that is shaded should make the inequality true.

If I did shade above the boundary, what would I need to change to represent the alteration in the original inequality?

We would see $y > \frac{1}{3}x + 2$.

There are 3 steps to graphing any inequality:

1. Isolate the inequality for y.
2. Graph the equation of the boundary as a solid (equal to) or dotted line (not equal to).
3. Shade the appropriate region for the inequality.

Please refer to examples in the book or follow the link to Khan Academy

<https://www.khanacademy.org/math/algebra/x2f8bb11595b61c86:inequalities-systems-graphs/x2f8bb11595b61c86:graphing-two-variable-inequalities/v/graphing-inequalities> for more examples.

Wednesday and Thursday notes, April 22-23

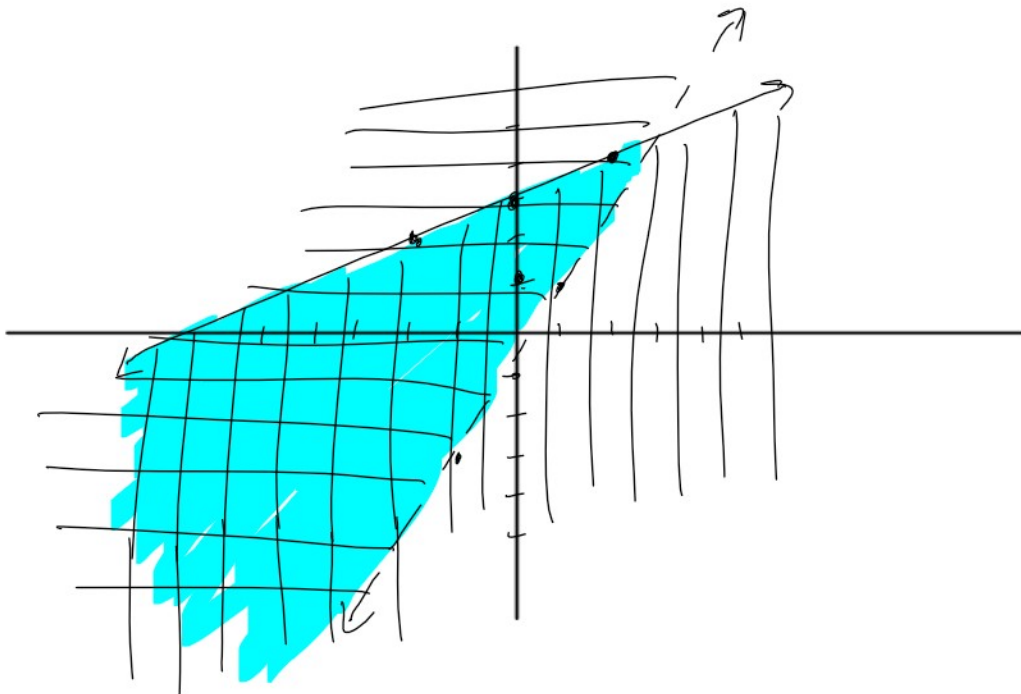
Section 10-8

Things to remember:

1. Graphing Systems of Inequalities is very similar to Graphing Systems of Equations.
2. Isolate for y, and find your slope and y intercept.
3. Look at the inequalities to see if your boundaries should be solid or dotted.
4. Think about the solutions to make the closed half plane (the shaded region) for each inequality, but as you shade make the patterns different.
5. Wherever there is an overlap of shading lies the solutions to both inequalities (if only two are present, there can be many more graphed)
6. Check for solutions to see if your shadings are correct.

Examples.

Find the solutions to the following systems...
 $y \leq \frac{1}{2}x + 3$ and $y > 2x - 1$



For the graph above the solutions are colored in blue where the patterns overlap.

According to the graph is (0,0) a solution to both inequalities? Yes.

Is (2,0)? No-it only makes the first inequality true Is (0,5)? No-it only makes the second inequality true. Does the graph reflect this? Yes it does...

Another example of graphing below. Ask yourself these same types of questions based upon the inequalities and the graphs.

$$3y < -2x + 12 \text{ and } -4y > x - 8$$

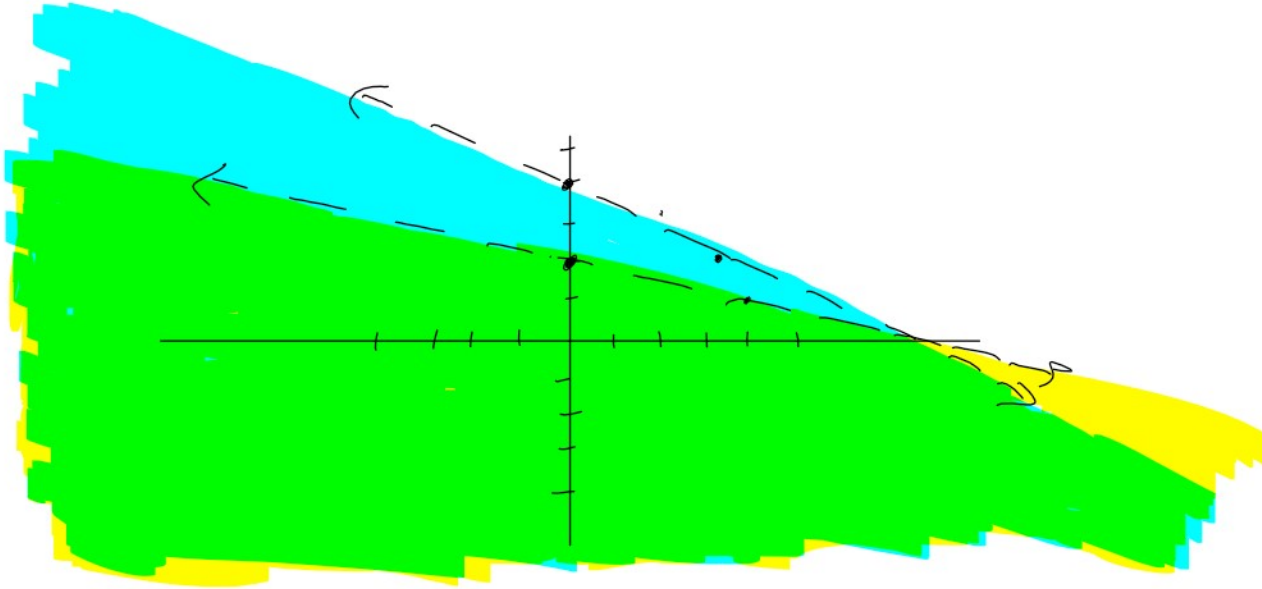
Remember to isolate for y first!

$$\frac{3y}{3} < \frac{-2x + 12}{3}$$

$$y < -\frac{2}{3}x + 4$$

$$\frac{-4y}{-4} > \frac{x - 8}{-4}$$

$$y < -\frac{1}{4}x + 2$$



The solutions are marked in green. Also note that the only region of solutions not shared would be blue or yellow.

Please refer to examples in the book or follow the link to Khan Academy

<https://www.khanacademy.org/math/algebra/x2f8bb11595b61c86:inequalities-systems-graphs/x2f8bb11595b61c86:graphing-two-variable-inequalities/v/graphical-system-of-inequalities> for more examples.

Friday notes, April 24

Review of Chapter 10

Please go through examples in your book to help review the concepts covered. As always, email me or go to my office hours on Friday for questions. Take care and stay healthy!

Remote Learning Packet

NB: Please keep all work produced this week. Details regarding how to turn in this work will be forthcoming.

April 20 - 24, 2020

Course: Physical Education

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

Weekly Plan:

Monday, April 20

☐ General Mobility Routine

Tuesday, April 21

☐ Workout

Wednesday, April 22

☐ General Mobility Routine

Thursday, April 23

☐ Workout

Friday, April 24

☐ General Mobility Routine

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, April 20

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.

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, April 21

Warmup:

1. 3 minute warmup jog
2. 10 jumping back, 5 squats, 1 pushup x3

Workout:

The workout today will focus on full body strength training. You are going to choose your own degree of intensity by choosing the tier that you perform. “Tier 1” will be the easiest option and “Tier 4” will be the hardest option.

5 Squats, 2 Pushups

Bear crawl forward 5 meters

3 Lunges per leg

Bear crawl back (backwards)

3 Burpees

Crab walk forward 5 meters

Hold a high plank for 15 seconds

Crab walk back (backwards)

Repeat for 10 minutes.

Tier 1: Perform as stated above.

For tier 2: multiply quantities by 2 (from 5 to 10 squats, from 2 to 4 pushups etc.). Crawl distances don't change at any tier.

For tier 3: multiply quantities by 3.

For tier 4: multiply quantities by 4.

Cool down with a 1 minute light jog.

Wednesday, April 22

Repeat *General Mobility Routine (15-20 minutes)*

Thursday, April 23

Workout: Choose Your Own Adventure Run (What fun!) - You are going to develop your own workout by choosing from the sets of options below. In each case “Tier 1” will be the easiest option and “Tier 4” will be the hardest option.

Option 1: This will be how long you will run.

Tier 1: 8 minutes
Tier 2: 10 minutes
Tier 3: 12 minutes
Tier 4: 14 minutes

Option 2: This will determine the pace(s) at which you will run

Tier 1: Steady state - Don't worry about how fast you're running just don't walk.

Tier 2: 30 Seconds elevated intensity / 1 minute recovery pace - For this tier you will simply increase your effort for a short time then try to recover while still jogging.

Tier 3: 20 second sprint / 1 minute recovery pace - Similar to Tier 2, but the high intensity interval is max effort.

Tier 4: Max effort - Whatever duration you choose, try to run as far as possible during that period of time. Consider recording your performance. We will probably repeat this workout and you may want to be able to compare your results. NO WALKING!

Option 3: This will be a wildcard challenge.

Tier 1: No added challenge

Tier 2: If you chose Tier 1 or 2 from Option 2, try to only breathe through your nose during your recovery phase.

Tier 3: Add weight - You could do this a lot of ways. Hold something in your hands, wear a backpack or a weighted vest if you have one.

Tier 4: Hold a mouthful of water for the duration of your run. Don't swallow it and don't spit it out until the end of the run.

Cooldown:

2 minute brisk walk

4 minutes static stretching major lower body muscles (quads, hamstrings, glutes, calves). Hold each stretch for roughly 30 seconds

Friday, April 24

Repeat *General Mobility Routine (15-20 minutes)*

Optional workout:

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

Remote Learning Packet

NB: Please keep all work produced this week. Details regarding how to turn in this work will be forthcoming.

April 20 - 24, 2020

Course: Science

Teacher(s): Mr. Weyrens

Weekly Plan:

Monday, April 20

- ☐ Practice Star-Splitter
- ☐ Review of Topographical Maps
- ☐ Introduction to Weathering, Erosion, and Deposition

Tuesday, April 21

- ☐ Practice Star-Splitter
- ☐ Chemical Formula and Equation Review

Wednesday, April 22

- ☐ Practice Star-Splitter
- ☐ Chemical Weathering Reading and Questions

Thursday, April 23

- ☐ Practice Star-Splitter
- ☐ Mechanical Weathering Reading and Questions

Friday, April 24

- ☐ Practice Star-Splitter
- ☐ Erosion and Deposition Reading
- ☐ Vocabulary Review

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, April 20

- Starting from the very beginning, spend 5-10 minutes reciting the Star-Splitter, trying to recite up to “He took a strange thing to be roguish over” without looking at the poem.
- Complete the review of topographical maps towards the end of the packet.
- Read the Introduction for Weathering, Erosion, and Deposition and take notes. Write the definitions or make flash cards for the bolded words.

Tuesday, April 21

- Starting from “don’t call it blamed...” spend 5-10 minutes reciting the Star-Splitter and be sure to get to the line “A good old-timer dating back along;”
- Read through the chemistry review at the end of the packet and complete the questions.

Wednesday, April 22

- Starting from “don’t call it blamed...” spend 5-10 minutes reciting the Star-Splitter and be sure to get to the line “Why not regard it as a sacrifice”
- Read through the Chemical Weathering section of “Weathering, Erosion, and Deposition.” Write the definitions or make flash cards for the bolded words.
- Answer the following questions on a sheet of notebook paper in complete sentences:
 - What causes chemical weathering?
 - What do you think would make one rock more resistant to chemical weathering than another?
 - Do you think that the observatory in Edinburgh would look green if it were somehow protected from the open air? Explain your answer.

Thursday, April 23

- Starting from “don’t call it blamed...” spend 5-10 minutes reciting the Star-Splitter and be sure to get to the line “Instead of a new-fashioned one at auction?”
- Read through the mechanical weathering section of “Weathering, Erosion, and Deposition.” Write the definitions or make flash cards of the bolded words.
- Answer the following questions on a sheet of notebook paper in complete sentences:
 - Why do you think that weathering occurs more in warm and wet weather?
 - What might make one rock more resistant to physical weathering than another?

Friday, April 24

- Starting from the very beginning, spend 5-10 minutes reciting the Star-Splitter, trying to recite up to “Instead of a new-fashioned one at auction?” without looking at the poem.
- Read through the Erosion section and the Deposition section of “Weathering, Erosion, and Deposition.” Write the definitions or make flash cards of the bolded words.
- Use the flashcards or your notes to practice the definitions from all the bolded words for 5-10 minutes.

Weathering, Erosion, and Deposition

Introduction

The Earth's crust is constantly changing; it changes at different rates in different places and at different times, but it is always changing to some extent. We learned previously about how plate tectonics, caused by convection currents in the asthenosphere, creates landforms such as mountains and volcanoes. Forces which build up landforms in this way are called constructive forces.

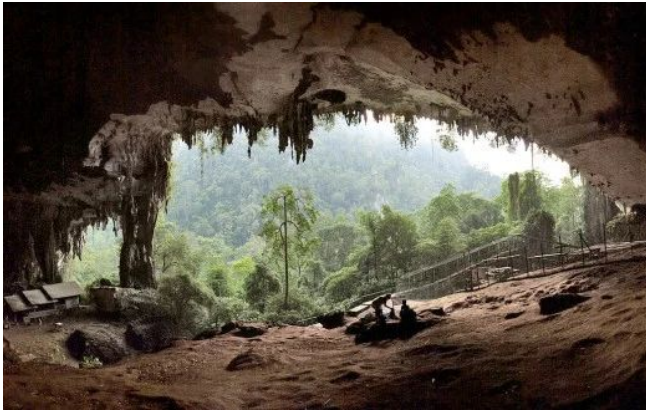
There are also forces which break down and destroy landforms, and they are called destructive forces. One such destructive force is called **weathering**. Weathering is any process which breaks down rocks into smaller pieces called sediments. When this happens, other forces can come along and carry the sediments away from their original location. The process of carrying sediments from one place to another is called **erosion**. Those sediments will eventually settle down somewhere else in a process called **deposition**. Through the week we will be looking at these processes more in depth and show what changes they can effect or cause on the Earth's crust.

Several factors affect the rate at which weathering occurs. The first is the type of rock or substance being weathered; some rocks are more resistant to certain kinds of weathering than others. The second factor is the climate; warmer and wetter weather causes more weathering. Lastly, the surface area of the exposed rock affects the rate of weathering; a rock with a larger exposed face will weather faster than a rock with little exposure to the elements.

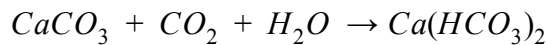
Chemical Weathering

There are two kinds of processes which can cause weathering. The first one we will look at are chemical processes. Chemical Weathering occurs when chemical reactions occur and change the chemical composition of the compounds in the rock. Recall that a chemical reaction is a process in which substances undergo chemical changes; that is, it is a process in which the atoms in a substance are rearranged to form a new substance. For instance, the process of photosynthesis takes water, carbon dioxide and sunlight and changes it into glucose (a type of sugar) and oxygen.

The most common types of chemical reactions which cause weathering are carbonation, oxidation, and acid rain. **Carbonation** is the process by which carbon dioxide is dissolved, often in water. This process makes water slightly acidic (which is why sparkling water has a slightly sour taste to it; acids taste sour). The slightly acidic water can then eat through rocks such as limestone. This kind of weathering can form fractures and, given enough time, caves (such as this one in Malaysia):

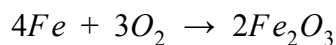


The chemical reaction involved looks like this:



Calcium Carbonate in the limestone (CaCO_3) reacts with carbon dioxide (CO_2) and water (H_2O) to form calcium bicarbonate [$\text{Ca}(\text{HCO}_3)_2$]. The calcium bicarbonate that is formed is dissolved in the water, so the calcium carbonate is “broken off” in a sense from the main piece of limestone by being converted into a new substance.

Oxidation is a type of chemical reaction in which a substance loses electrons, often by reacting with oxygen. The most common type of oxidation, with which you might be familiar, is the formation of rust on iron and other substances. When oxygen reacts with iron, it forms the brittle compound iron oxide. Iron oxide (Fe_2O_3) is weak and prone to breaking apart, so this kind of weathering is conducive to further weathering by physical or mechanical means. The reaction for the oxidation of iron looks like this:



Iron oxide is reddish in color, and this is what gives some rocks the brownish-red color that they have.

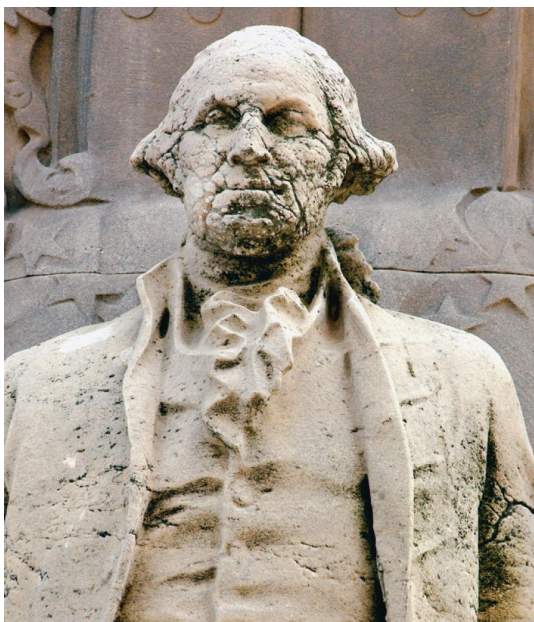
The following image was taken from Karijini National Park in Australia:



A similar process happens with copper. Copper oxide looks green, so rocks with copper in them will sometimes appear green if exposed to the open air. Here is the Observatory in Edinburgh, which has domes made of copper:



Acid rain is formed when sulfur or nitrogen compounds in the air are dissolved in water. This causes precipitation to become somewhat acidic and to break down the substances that it comes into contact with. Rocks tend to slowly dissolve over time if they are consistently in contact with acid rain. This has occurred to this marble statue of George Washington:



Mechanical Weathering

Mechanical weathering (also called physical weathering) is the process by which rocks are physically broken apart rather than being broken down in chemical reactions. This can occur in a number of different ways. For instance, sand being carried by the wind or by water can rub abrasively against rock to break it apart (think about what happens to your skin if you rub sand against it). This can happen slowly, such as what happens when sand is moved by ocean currents, or very quickly, such as when sand is moved by fast winds in a sandstorm.

Another example is when plants grow up through cracks or their roots wedge themselves into rocks underground. Animals, especially burrowing animals, also cause weathering. A third example is that of water freezing and melting. Remember that water expands when it freezes. When water fills a fracture and then freezes, it forces the fracture to grow. The water can then melt so that the now widened fracture can be filled with water again. This process also can widen existing fractures in rocks and is called **freeze-thaw**. Water can also cause weathering through repeatedly pounding into the rock faces on the coasts.

Another way that mechanical weathering can occur is through a process called **exfoliation**. This is when repeated heating and cooling causes the rock to expand and contract. The rock eventually begins to flake off, like the outside of an onion.

Erosion

Erosion is the process by which substances already broken apart by weathering are moved from one location to another. There are various forces which can do this:

- Moving water, such as rivers, streams, tides, and rain water
- Wind
- Gravity, such as what happens in landslides and mudslides
- Glaciers, which pick up small rocks beneath them as they move.

Urban development can also increase the rate of erosion, as paved roads and other urban features prevent water from seeping into the ground; this causes there to be more flooding, and thus more erosion.

As erosion occurs, the sediments that are carried can cause mechanical weathering. Erosion and weathering thus often occur at the same time. This results in sediment that has been carried a long

distance being smaller and more round (more weathered) and sediment which has been carried a short distance to be larger and more angular (less weathered). As these sediments are carried away, the elevation of a particular area decreases. Rivers can become wider or deeper through this process as well.

Deposition

Deposition occurs when sediment that is eroded finally settles down. This most often occurs in areas of low elevation and/or slow moving water. The deposition of sediment can result in a number of different land forms such as:

- **Alluvial fans** - a fan shaped mass caused by deposition when a river's velocity decreases
- **Deltas** - a triangular tract of sediment deposited at the mouth of a river, typically where it diverges into several outlets.
- **Barrier Islands** - a long narrow island lying parallel and close to the mainland, protecting the mainland from erosion and storms.
- **Flood Plains** - an area of low-lying ground adjacent to a river, formed mainly of river sediments and subject to flooding.
- **Meanders** - one of a series of regular sinuous curves, bends, loops, turns, or windings in the channel of a river, stream, or other watercourse
- **Oxbow Lakes** - a curved lake formed at a former oxbow where the main stream of the river has cut across the narrow end and no longer flows around the loop of the bend.

Pictures of the above formations are below (in the order of the bulleted list):

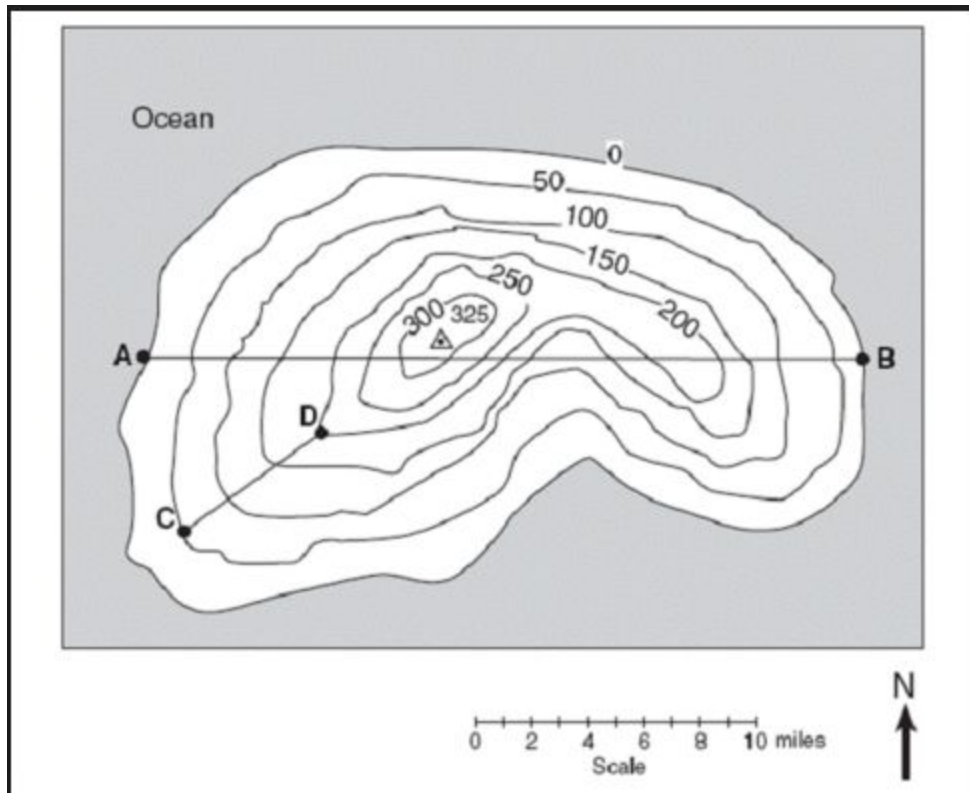




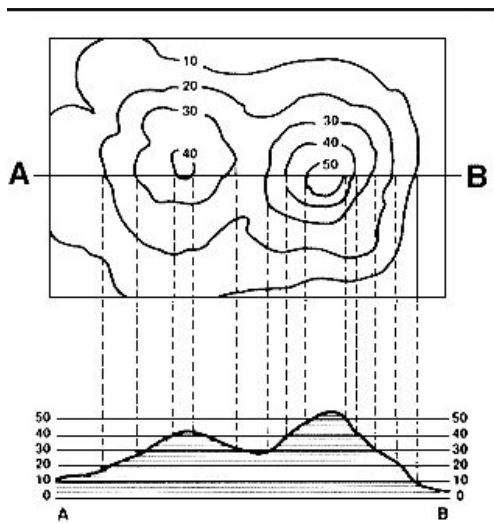


Topographical Map Review

Reread the “How to read a topographical map” section from last week’s packet. Then, draw on notebook or printer paper a profile (side view) of the elevation between point A and point B in the following image. Use lines to mark the elevation like in the example.



Example:



Chemistry Review

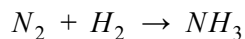
Definitions:

- Chemical equation- a way of describing a chemical reaction using symbols rather than words
- Chemical change- a process in which one substance is transformed into another
- Chemical reaction- a process in which substances undergo a chemical change
- Chemical formula- a symbolic representation of an atom or molecule using letters to denote the type of atom or atoms in substance.

Notes:

- The chemical formula is made of one or two letters: O for oxygen, Cu for Copper, etc. The periodic table shows each element's chemical formula
- In a chemical formula, if a molecule has more than one atom of a particular element, it is denoted by a subscript (a number smaller and below the letter). CO_2 has one carbon atom (no subscript) and two oxygen atoms (subscript 2).
- In a chemical reaction, mass is balanced. That is, the number of atoms of each element in the reactants (left side of the equation) is equal to the number of atoms of each element in the products (right side of the equation)
- If, in order to balance the mass in a chemical reaction, more of a particular molecule is needed in the equation, then a coefficient is added. For example:
 $\text{CH}_4 + 2\text{O}_2 \rightarrow \text{CO}_2 + 2\text{H}_2\text{O}$ Read: "C H four plus O two reacts to form C O two plus two H two O".
 - In the reaction, there needed to be two oxygen molecules and two water molecules to balance the equation (as an optional exercise, check the balance for yourself by counting the number of atoms of each element on both sides of the equation).

Questions- Use the following chemical equation to answer the questions:



1. How many different elements are in this reaction? How many different substances?
2. How many atoms of nitrogen are on the reactants side (left side) of the equation? How many of hydrogen?
3. How many atoms of nitrogen are on the products side (right side) of the equation? How many of hydrogen?
4. Is the equation balanced? Explain your answer.
5. Use coefficients (numbers in front of the chemical formula) to balance the equation; remember, you cannot change subscripts to balance the equation.