

**8th Grade
Lesson Plan
Packet**

4/27/2020-5/1/2020

Remote Learning Packet

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

April 27 - May 1, 2020

Course: 8 Art

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

Weekly Plan:

Monday, April 27

- Read over Photography Project and plan to begin by Thursday
- Continue working on your project, with attention to craftsmanship in shading, mark-making and line quality.

Tuesday, April 28

- Sketchbook entry: Area of strength and area for improvement
- Continue working on your project

Wednesday, April 29

- Sketchbook entry: Distinctive qualities of your project
- Finish working on project

Thursday, April 30

- Review the Photography Project guidelines
- Take photographs for the project

Friday, May 1

- Select the photographs and upload them into your Google Slide document.
- Design your title page and write notes on the last page. Save and submit.

Devote 15 minutes of quality work time to your art assignments each day.

- *The assignments will be submitted as a single PDF of photos at the end of the week, with the exception of the photography project, which will be submitted as a Google Slides document.*
- *For written sketchbook entries you have two options:*
 - a. *To write them out in your sketchbook as we do in class normally, and include them in the pdf upload at the end of the week*
 - b. *To type them into a Google Doc assignment. This will be posted as an “ungraded” assignment, but really it’s graded as part of the larger packet grade.*

Monday, April 27

1. Read over your Photography Project and look at the example. You will begin the project Thursday, though if a perfect opportunity presents itself before then you will want to be prepared!
2. Continue working on your drawing project, with attention to craftsmanship in shading, mark-making and line quality. Keep in mind your individual expressive intentions as you work.

As you draw, remember to keep a clean folded piece of paper under your hand to avoid smudging.

Tuesday, April 28

1. In a dated sketchbook entry, address an area of strength and an area for improvement in your project.
2. Continue working on your project, using your self-evaluation to help direct your priorities as you work.

Wednesday, April 29

1. In a dated sketchbook entry, describe distinctive qualities of your project. What about the drawing style or composition speaks in a particular way of you, your touch, your interests, or your aesthetic judgment? There is a plethora of possibilities, and answering this question involves you looking thoughtfully and receptively at your own work.
2. Complete your project, looking at the image as a whole to achieve unity and harmony, to enhance visual interest, and to accentuate the individual qualities of your work with finishing touches.

Thursday, April 23

1. Review the Photography Project guidelines, and look at the Google Slides example.
2. Take photographs for the project. You may take them in your backyard or apartment grounds, a walking trail, a green space near your home... there are many possibilities. I encourage you to take advantage of early morning and late afternoon sunlight, when the angle of light is so pronounced and the color of the light is often rosy, transforming the color of the objects it hits directly. If you have the opportunity you might also want to capture the effects of light reflecting off water.

- Select the photographs and upload them into your Google Slide document.
- Design your title page and write notes on the last page. Save and submit.

Friday, April 24

1. Insert your photographs into your Google Slide document. Below are some helpful steps and tips:
 - a. Create a folder in your Google Drive for Art, and within that folder create another folder titled: Photo Project
 - b. Upload the photographs from your device into your folder for the photographs. If you aren't sure which ones you will or won't include, you can load all your candidates. This way you can see them side by side, making editing easier.
 - c. Make sure your photos are oriented correctly. If you need to rotate some you can do so while they are in the folder or after you have imported them.
 - d. Open your Google Slide document in your Assignment page. Make your own title (briefly - at least your name) and then go to the first slide in the body of slides. Into each of these slide pages insert a photograph. Make sure the photos are centered and sized consistently.
 - e. Curate: Rearrange the order of your slides to make the design of this "booklet" as strong and harmonious as possible. You are also able to add slide frames with the + button at top left, and to delete by selecting and editing.

2. Finish by designing your title page and your page at the end. Remember to include your name on the title page! For the notes at the end you can write a description of the photos and phenomena, a short narrative, or a poem - it is up to you! When you are done, save to your Google Drive (if you can), and then submit.

Note: there is some general advice in the project example, on the last slide.

Please note: We should be able to have a little gallery for group viewing from these photographs! Details will follow later, after the submissions are all in. I hope it'll work, because it is wonderful when we can all see each other's art projects.

Photography Project: Play of Light

“Rosy-Fingered Dawn”

The effects of light in early morning or early evening are so beautiful and transformative, and several times this April, as I’ve marveled at the play of warm golden light in the higher branches of trees, the words “rosy-fingered Dawn” have drifted through my mind.

It is many years since I read either the Iliad or the Odyssey, and at the time I don’t specifically remember thinking about how Homer announced the new day, but his words have risen in my mind this April:

ἦμος δ' ἠριγένεια φάνη ροδοδάκτυλος Ἥως
êmos d' êrigêneia phánē rhododáktulos Êôs
When **rosy-fingered Dawn** appeared early-born

Throughout this week as you go about your days, at work and at play, take a few moments to notice the quality of light at different times of the day. Notice how light of different colors and angles, corresponding to different times of the day, plays across the surfaces of objects, seeming to transform them. “Look up, look down, look all around.” On Thursday you will begin taking photographs for your photography assignment.

Photography

How appropriate to be exploring the effects of light for your photography project! In fact, the word “photography” is derived from two Greek words, φωτός (“photos”), the genitive of φῶς (“phos”), meaning “light”, and γραφή (“graphe”), meaning “drawing”. So quite literally “photography” means “drawing with light”.

Photography Project Specifics

For your photography project you will be exploring the ephemeral nature of light and its play across surfaces in nature. You will take a series of photographs and select 3-7 well-composed beautiful photographs to present as a portfolio. You will create a Google Slide document into which you will insert and arrange the photographs. You will begin the slide show with a title page and end with a notes page into which you can write a narrative, poem, or some other reflection.

Criteria:

- Subject: the ephemeral and transformative effects of light playing across surfaces in nature
- Photographs of good image quality and strong composition
- Variety of imagery and effects in the photographs submitted
- Curate (select and organize) the photos in such a way that the viewer, progressing from one photograph to the next, finds a sense of harmony. Your collection may have a contemplative quality or a narrative quality.
- Title page and ending notes for the Google Slide document are designed well and complement your project aesthetically and conceptually (in beauty of design and in strength of idea).

Remote Learning Packet

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

April 27 - May 1, 2020

Course: U.S. History to 1877

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

Weekly Plan:

Monday, April 27

- Read Chapter 17 Lesson 3 (489-495)
- Answer questions on Lesson (worksheet)
- Review U.S. Expansion Map (quiz on Friday)

Tuesday, April 28

- Read and annotate Lincoln's speeches
- Answer questions on Lesson (worksheet)
- Review U.S. Expansion Map

Wednesday, April 29

- Complete "Ch. 16-17 Significant People" worksheet
- Answer the discussion questions: What caused the Civil War? (worksheet)
- Review U.S. Expansion Map

Thursday, April 30

- Read Chapter 18 Lesson 1 (499-507)
- Answer questions on Lesson (worksheet)
- Review U.S. Expansion Map

Friday, May 1

- Read Chapter 18 Lesson 3 (515-523)
- Answer questions on Lesson (worksheet)
- Take U.S. Expansion Map QUIZ

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 27

1. Read the assigned reading (pgs. 489-495)
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.
3. Review U.S. Expansion Map - you will be taking a quiz this Friday!

Tuesday, April 28

1. Read and annotate the primary documents from Lincoln's speeches in 1861
2. Answer the questions on these pages 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 chapter/lesson/questions numbers.
3. Review U.S. Expansion Map - you will be taking a quiz this Friday!

Wednesday, April 29

1. Complete the "Ch. 16-17 Significant People" worksheet.
2. Respond to the discussion question, What caused the Civil War? In the reading questions packet for this week. Respond with two or more complete sentences.
3. Review U.S. Expansion Map - you will be taking a quiz this Friday!

Thursday, April 30

1. Read the assigned reading (pgs. 499-507)
2. Answer the questions on these pages 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 chapter/lesson/questions numbers.
3. Review U.S. Expansion Map - you will be taking a quiz this Friday!

Friday, May 1

1. Read the assigned reading (pgs. 515-523)
2. Answer the questions on these pages 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 chapter/lesson/questions numbers.
3. Take the U.S. Expansion Map QUIZ. Do not look at your notes, textbook, or maps during the quiz; you get 10 minutes to complete it. You and a parent must sign it for honesty to get credit for it.

Name/Section:
U.S. History
Mrs. Jimenez
April 27-May 1, 2020

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

Monday: Chapter 17 Lesson 3 (pg. 489-495)

1. What did South Carolina do after Lincoln won the election of 1860? Why?

2. What was the impact of the attack at Fort Sumter?

3. What was President Lincoln's priority when he took office in March 1861?

4. How did disagreements over the constitutional issue of states' rights increase sectional tensions?

5. What are Abraham Lincoln's and Jefferson Davis's positions on the nature of the union of states and government?

6. Do you think the South had the right to secede? Why or why not?

Tuesday: Lincoln Speeches

1. In the “Fragment” what does Lincoln claim is the fundamental principle of the United States expressed in the Declaration? How does he see the relationship between that principle and the Constitution?

2. In his addresses in New Jersey and Pennsylvania, what is Lincoln’s most important message? Why does he appeal to the Revolutionary War?

3. In the three speeches, what does Lincoln say about the possibility of civil war? What is his position?

4. In his Inaugural Address, why does Lincoln believe so firmly in Union and against secession? What arguments does he make?

5. According to all these documents, why was Lincoln so set on preserving the Union in the face of secession? What did he see as his responsibility as president?

2. Compare and contrast attitudes in the Union and the Confederacy about enlisting African American soldiers.

3. What was the goal of the Anaconda Plan? What were the parts of the plan?

4. Consider the crisis President Lincoln faced when he took office in 1861. Evaluate his leadership in responding to the situation.

Friday: Chapter 18 Lesson 3 (515-523)

1. In what ways did women contribute to the war effort?

2. How did the Civil War affect the economies of the North and South?

3. What challenges and threats did prisoners and wounded soldiers face?

4. Who were the Copperheads? What was their position on fighting the war?

Tuesday's Lesson: Lincoln Speeches

Following are some of Lincoln's written reflections, two speeches Lincoln gave while he travelled from Springfield, Illinois to Washington, D.C. in 1861 as he headed to the capital to become our 16th president, and part of the Inaugural Address he gave the day he took the oath of office. Remember, at this point, seven states have already seceded from the Union and Lincoln is becoming the leader of a fractured country with the threat of civil war looming on the horizon.

Fragment on the Constitution and Union - Abraham Lincoln - January 1861

All this is not the result of accident. It has a philosophical cause. Without the Constitution and the Union, we could not have attained the result; but even these are not the primary cause of our great prosperity. There is something back of these, entwining itself more closely about the human heart. That something is the principle of "liberty to all"—the principle that clears the path for all—gives hope to all—and by consequence, enterprise, and industry to all.

The expression of that principle, in our Declaration of Independence, was most happy and fortunate. Without this, as well as with it, we could have declared our independence of Great Britain; but without it, we could not, I think, have secured our free government and consequent prosperity. No oppressed people will fight and endure, as our fathers did, without the promise of something better than a mere change of masters.

The assertion of that principle, at that time, was the word "fitly spoken" which has proved an "apple of gold" to us. The Union and the Constitution are the picture of silver, subsequently framed around it. The picture was made not to conceal or destroy the apple but to adorn, and preserve it. The picture was made for the apple—not the apple for the picture.

So let us act, that neither picture or apple shall ever be blurred or bruised or broken.

That we may so act, we must study, and understand the points of danger.

Lincoln's Address to the New Jersey Senate - Trenton, New Jersey - February 21, 1861

Mr. President and Gentlemen of the Senate of the State of New Jersey: I am very grateful to you for the honorable reception of which I have been the object. I cannot but remember the place that New Jersey holds in our early history. In the early Revolutionary struggle, few of the States among the old Thirteen had more of the battlefields of the country within their limits than old New Jersey. May I be pardoned if, upon this occasion, I mention that away back in my childhood, the earliest days of my being able to read, I got hold of a small book, such a one as few of the younger members have ever seen, "Weem's Life of Washington." I remember all the accounts there given of the battlefields and struggles for the liberties of the country, and none fixed themselves upon my imagination so deeply as the struggle here at Trenton, New Jersey. The crossing of the river; the contest with the Hessians; the great hardships endured at that time, all fixed themselves on my memory more than any single revolutionary event; and you all know, for you have all been boys, how these early impressions last longer than any others. I recollect thinking then, boy even though I was, that there must have been something more than common that those men struggled for.

I am exceedingly anxious that that thing which they struggled for; that something even more than National Independence; that something that held out a great promise to all the people of the world to all time to come; I am exceedingly anxious that this Union, the Constitution, and the liberties of the people shall be perpetuated in accordance with the original idea for which that struggle was made, and I shall be most happy indeed if I shall be an humble instrument in the hands of the Almighty, and of this, his almost chosen people, for perpetuating the object of that great struggle. You give me this reception, as I understand, without distinction of party. I learn that this body is composed of a majority of gentlemen who, in the exercise of their best judgment in the choice of a Chief Magistrate, did not think I was the man. I understand, nevertheless, that they came forward here to greet me as the constitutional President of the United States—as citizens of the United States, to meet the man who, for the time being, is the representative man of the nation, united by a purpose to perpetuate the Union and liberties of the people. As such, I accept this reception more gratefully than I could do did I believe it was **tendered** to me as an individual.

Speech at Independence Hall - Philadelphia, Pennsylvania - February 22, 1861

Mr. Cuyler:—I am filled with deep emotion at finding myself standing here in the place where were collected together the wisdom, the patriotism, the devotion to principle, from which sprang the institutions under which we live. You have kindly suggested to me that in my hands is the task of restoring peace to our distracted country. I can say in return, sir, that all the political sentiments I entertain have been drawn, so far as I have been able to draw them, from the sentiments which originated, and were given to the world from this hall in which we stand. I have never had a feeling politically that did not spring from the sentiments embodied in the Declaration of Independence. (*Great cheering.*) I have often pondered over the dangers which were incurred by the men who assembled here and adopted that Declaration of Independence—I have pondered over the toils that were endured by the officers and soldiers of the army, who achieved that Independence. (*Applause.*) I have often inquired of myself, what great principle or idea it was that kept this Confederacy so long together. It was not the mere matter of the separation of the colonies from the motherland; but something in that Declaration giving liberty, not alone to the people of this country, but hope to the world for all future time. (*Great applause.*) It was that which gave promise that in due time the weights should be lifted from the shoulders of all men, and that *all* should have an equal chance. (*Cheers.*) This is the sentiment embodied in that Declaration of Independence.

Now, my friends, can this country be saved upon that basis? If it can, I will consider myself one of the happiest men in the world if I can help to save it. If it can't be saved upon that principle, it will be truly awful. But, if this country cannot be saved without giving up that principle—I was about to say I would rather be assassinated on this spot than to surrender it. (*Applause.*)

Now, in my view of the present aspect of affairs, there is no need of bloodshed and war. There is no necessity for it. I am not in favor of such a course, and I may say in advance, there will be no bloodshed unless it be forced upon the Government. The Government will not use force unless force is used against it. (*Prolonged applause and cries of "That's the proper sentiment."*)

My friends, this is a wholly unprepared speech. I did not expect to be called upon to say a word when I came here—I supposed I was merely to do something towards raising a flag. I may, therefore, have said something indiscreet, (*cries of "no, no"*), but I have said nothing but what I am willing to live by, and, in the pleasure of Almighty God, die by.

Lincoln's First Inaugural Address - Washington, D.C. - March 4, 1861 - (Excerpts)

Fellow-Citizens of the United States: In compliance with a custom as old as the Government itself, I appear before you to address you briefly and to take in your presence the oath prescribed by the Constitution of the United States to be taken by the President before he enters on the execution of this office.

...

It is seventy-two years since the first inauguration of a President under our National Constitution. During that period fifteen different and greatly distinguished citizens have in succession administered the executive branch of the Government. They have conducted it through many perils, and generally with great success. Yet, with all this scope of precedent, I now enter upon the same task for the brief constitutional term of four years under great and peculiar difficulty. A disruption of the Federal Union, heretofore only **menaced**, is now **formidably** attempted.

I hold that in contemplation of universal law and of the Constitution the Union of these States is perpetual. **Perpetuity** is implied, if not expressed, in the fundamental law of all national governments. It is safe to assert that no government proper ever had a provision in its organic law for its own termination. Continue to execute all the express provisions of our National Constitution, and the Union will endure forever, it being impossible to destroy it except by some action not provided for in the instrument itself.

Again: If the United States be not a government proper, but an association of States in the nature of contract merely, can it, as a contract, be peaceably unmade by less than all the parties who made it? One party to a contract may violate it--break it, so to speak--but does it not require all to lawfully **rescind** it?

Descending from these general principles, we find the proposition that in legal contemplation the Union is perpetual confirmed by the history of the Union itself. The Union is much older than the Constitution. It was formed, in fact, by the Articles of Association in 1774. It was matured and continued by the Declaration of Independence in 1776. It was further matured, and the faith of all the then thirteen States expressly **plighted** and engaged that it should be perpetual, by the Articles of Confederation in 1778. And finally, in 1787, one of the declared objects for ordaining and establishing the Constitution was "to form a more perfect Union."

But if destruction of the Union by one or by a part only of the States be lawfully possible, the Union is less perfect than before the Constitution, having lost the vital element of perpetuity.

It follows from these views that no State upon its own mere motion can lawfully get out of the Union; that resolves and ordinances to that effect are legally void, and that acts of violence within any State or States against the authority of the United States are **insurrectionary** or revolutionary, according to circumstances.

I therefore consider that in view of the Constitution and the laws the Union is unbroken, and to the extent of my ability, I shall take care, as the Constitution itself expressly **enjoins** upon me, that the laws of the Union be faithfully executed in all the States. Doing this I deem to be only a simple duty on my part, and I shall perform it so far as practicable unless my rightful masters, the American people, shall withhold the **requisite** means or in some authoritative manner direct the contrary. I trust this will not be regarded as a menace, but only as the declared purpose of the Union that it will constitutionally defend and maintain itself.

...

In your hands, my dissatisfied fellow-countrymen, and not in mine, is the momentous issue of civil war. The Government will not **assail** you. You can have no conflict without being yourselves the aggressors. You have no oath registered in heaven to destroy the Government, while I shall have the most solemn one to "preserve, protect, and defend it."

I am loath to close. We are not enemies, but friends. We must not be enemies. Though passion may have strained it must not break our bonds of affection. The mystic chords of memory, stretching from every battlefield and patriot grave to every living heart and hearthstone all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature.

Requisite: things necessary or required.

Assail: make a violent attack on.

Insurrection: a violent uprising against an authority or government.

Enjoin: instruct or urge (someone) to do something

Plighted: pledge or promise solemnly (one's faith or loyalty).

Rescind: revoke, cancel, or repeal (a law, order, or agreement).

Perpetuity: the state or quality of lasting forever.

Menace: threaten, especially in a malignant or hostile manner.

Secede: withdraw formally from membership of a federal union, an alliance, or a political or religious organization.

Formidably: inspiring fear or respect through being impressively large, powerful, intense, or capable.

Source: teachingamericanhistory.org

Name/Section:
US History to 1877
Mrs. Jimenez
April 29, 2020

Ch. 16-17 Significant People

*Refer back to Chapters 16-17, your outlines, and your reading questions to write 1-3 sentences about the significance of each of these people regarding the topics we have covered. *You will be quizzed on this!**

1. Elisabeth Cady Stanton

2. Frederick Douglass

3. Harriet Tubman

4. Harriet Beecher Stowe

5. John Brown

6. Sojourner Truth

7. Abraham Lincoln

8. Stephen A. Douglas

9. Henry Clay

10. Dred Scott

11. Roger B. Taney

12. James Buchanan

Name/Section:
US History to 1877
Mrs. Jimenez
May 1, 2020

U.S. Expansion Map QUIZ

Do not look at the map until you are ready to take your quiz. You have 10 minutes. DO NOT look at your maps or textbook while taking the quiz. Complete it with honesty and integrity.

Match the letter with the correct name.



- _____ Gadsden Purchase (1853)
- _____ Oregon Country (1846)
- _____ Florida Cession (1821)
- _____ Texas Annexation (1845)
- _____ Louisiana Purchase (1803)
- _____ Thirteen Original States (1787)
- _____ Convention of 1818
- _____ Mexican Cession (1848)
- _____ Land from Webster- Ashburton Treaty (1842)
- _____ United States (Treaty of Paris 1783)

I took this quiz honestly and did not look at maps or my book while taking it.

Student signature: _____.

Parent signature: _____.

Remote Learning Packet

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

April 27-May 1, 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 27

- Check answers to last week's "Stage 29: Present Passive Conjugations" against key provided and make corrections
- Review these conjugations for a quiz tomorrow over the present passive

Tuesday, April 28

- Complete the "Stage 29: Present Passive Conjugations Quiz"
- Complete the "Stage 29: Imperfect Passive Verb Conjugations" grammar sheet, check answer key, and make corrections

Wednesday, April 29

- Check answers to last week's "Stage 29: Sentence Translations" and "Masada II Comprehension Questions" against the answer keys provided and make corrections.
- Read translation of "arcus Titi I"

Thursday, April 30

- Read "arcus Titi II" (p. 154) and complete the comprehension questions

Friday, May 1

- Read "About the language 3" on p. 156 and "Stage 29: Purpose Clauses with *qui* and *ubi*"
- Translate "Purpose Clauses with *qui* and *ubi*: Practice Sentences"

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 27

1. Check part II of last week's "Stage 29: Present Passive Conjugations" against the answer key provided and make any necessary corrections in a different color pen.
2. Review these conjugations for a quiz tomorrow over the present passive. The quiz tomorrow will be open book and open note, but you want to make sure you understand 1. How to tell which of the 4 conjugations a verb belongs to given the first two principal parts, and 2. How each of those 4 verb conjugations conjugates in the present passive indicative.
3. If you have mastered these concepts and have any remaining time, you should review your stage 29 vocabulary words.

Tuesday, April 28

1. Take some time to get out the materials you will want to reference for your open book/open note quiz on present passive verb conjugations. Please note that while you can reference your textbook and any notes/materials from the last few weeks, you may not ask for or receive help from anyone during this quiz.
2. Complete the "Stage 29: Present Passive Conjugations Quiz." You have 3 options to take the quiz this week: you may write out your answers on the Quiz provided in this packet, you may write your answers on a sheet of notebook paper titled "Stage 29: Present Passive Conjugations Quiz," or you may take the quiz in Google Classroom. This is a short quiz and should only take 5-10 minutes.
3. Complete the "Stage 29: Imperfect Passive Conjugations" grammar sheet. Check your work against the answer key provided, and make any necessary corrections in a different color pen.

Wednesday, April 29

1. Check last week's "Stage 29: Sentence Translations" against the answer key provided, and make any necessary corrections in a different color pen.
2. Check last week's "Masada II Comprehension Questions" against the answer key provided, and make any necessary corrections in a different color pen.
3. Read the translation of "arcus Titi I" provided in this packet. Stage 29 has a large number of stories in it, and we are not requiring you to read this one. Reading an English translation of the passage will suffice. Of course, if you are eager to read more Latin and would like to read the story on your own, you are more than welcome to do so!

Thursday, April 30

Read "arcus Titi II" on page 154 and answer the comprehension "Questions" on page 155. Again, you have three options for completing this assignment: you may answer these questions on the worksheet provided in this packet, you may answer these questions on a separate sheet of notebook paper with the title "arcus Titi II Comprehension Questions" or you may answer these questions directly on the document provided in Google Classroom.

Friday, May 1

1. Read “About the language 3: more about purpose clauses” on p. 156 of the textbook and the supplemental reading “Stage 29: Purpose Clauses with *qui* and *ubi*”
2. After you’ve completed these readings translate the “Purpose Clauses with *qui* and *ubi*: Practice Sentences.” Again, you have three options for completing this assignment: you may translate the sentences on the worksheet provided in this packet, you may translate these sentences on a separate sheet of notebook paper with the title “Purpose Clauses with *qui* and *ubi* Practice Sentences” or you may translate these sentences directly on the document provided in Google Classroom.

_____ **KEY** _____

Stage 29: Present Passive Conjugations

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> spernō, spernere	<i>4th Conjugation</i> sciō, scīre
<i>1st person sing.</i>	mandor	noceor	spernor	scior
<i>2nd person sing.</i>	mandāris	nocēris	*sperneris	scīris
<i>3rd person sing.</i>	mandātur	nocētur	spernitur	scītur
<i>1st person plural</i>	mandāmur	nocēmur	spernimur	scīmur
<i>2nd person plural</i>	mandāminī	nocēminī	spernininī	scīminī
<i>3rd person plural</i>	mandantur	nocentur	spernuntur	sciuntur

*N.B. The 2nd person singular for 3rd conjugation verbs undergoes a vowel change from the active to the passive voice. A short “i” becomes a short “e” before the ending “-ris”.

Name:

Stage 29: Present Passive Conjugations Quiz

Grade & Section:

Teacher:

Date:

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

1. adōrō, adōrāre

<i>1st person singular</i>	
<i>2nd person singular</i>	
<i>3rd person singular</i>	
<i>1st person plural</i>	
<i>2nd person plural</i>	
<i>3rd person plural</i>	

2. complēō, complēre

<i>1st person singular</i>	
<i>2nd person singular</i>	
<i>3rd person singular</i>	
<i>1st person plural</i>	
<i>2nd person plural</i>	
<i>3rd person plural</i>	

3. dūcō, dūcere

<i>1st person singular</i>	
<i>2nd person singular</i>	
<i>3rd person singular</i>	
<i>1st person plural</i>	
<i>2nd person plural</i>	
<i>3rd person plural</i>	

4. custōdiō, custōdīre

<i>1st person singular</i>	
<i>2nd person singular</i>	
<i>3rd person singular</i>	
<i>1st person plural</i>	
<i>2nd person plural</i>	
<i>3rd person plural</i>	

Name:

Stage 29: Imperfect Passive Conjugations

Grade & Section:

Teacher:

Date:

Read the following notes and fill in any missing information.

Note the following examples of the imperfect passive:

1 st Conjugation:	puella amā bā tur. puellae amā bantur .	<i>The girl was being loved.</i> <i>The girls were being loved.</i>
2 nd Conjugation:	servus dēri dēbā tur. servī dēri dēbantur .	<i>The slave was being mocked.</i> <i>The slaves were being mocked.</i>
3 rd Conjugation:	leō occi dēbā tur. leōnēs occi dēbantur .	<i>The lion was being killed.</i> <i>The lions were being killed.</i>
4 th Conjugation:	mercātor pūni ēbā tur. mercātorēs pūni ēbantur .	<i>The merchant was being punished.</i> <i>The merchants were being punished.</i>

From observing both these passive forms, we note that while the passive imperfect endings are the same among the four conjugations (i.e. -batur, -bantur, etc.) the **vowel** (or vowels) **that precedes** the imperfect endings changes depending upon the conjugation. These vowels are known as **conjugation vowels**. The conjugation vowels for each conjugation are as follows:

1st conjugation: _____

2nd conjugation: _____

3rd conjugation: _____

4th conjugation: _____

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

	<i>1st Conjugation</i>	<i>2nd Conjugation</i>	<i>3rd Conjugation</i>	<i>4th Conjugation</i>
<i>1st person sing.</i>	-ābar	-ēbar	-ēbar	-iēbar
<i>2nd person sing.</i>	-ābāris	-ēbāris	-ēbāris	-iēbāris
<i>3rd person sing.</i>	-ābātur	-ēbātur	-ēbātur	-iēbātur
<i>1st person plural</i>	-ābāmur	-ēbāmur	-ēbāmur	-iēbāmur
<i>2nd person plural</i>	-ābāminī	-ēbāminī	-ēbāminī	-iēbāminī
<i>3rd person plural</i>	-ābantur	-ēbantur	-ēbantur	-iēbantur

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

	<i>1st Conjugation</i> amō, amāre	<i>2nd Conjugation</i> noceō, nocēre	<i>3rd Conjugation</i> mittō, mittere	<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>				

	<i>1st Conjugation</i> mandō, mandāre	<i>2nd Conjugation</i> moneō, monēre	<i>3rd Conjugation</i> dūcō, dūcere	<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>				

Name: **KEY**

Stage 29: Imperfect Passive Conjugations

Grade & Section:

Teacher:

Date:

Read the following notes and fill in any missing information.

Note the following examples of the imperfect passive:

1 st Conjugation:	puella am ā bātur. puellae am ā bantur.	<i>The girl was being loved.</i> <i>The girls were being loved.</i>
2 nd Conjugation:	servus dēri dē bātur. servī dēri dē bantur.	<i>The slave was being mocked.</i> <i>The slaves were being mocked.</i>
3 rd Conjugation:	leō occi dē bātur. leōnēs occi dē bantur.	<i>The lion was being killed.</i> <i>The lions were being killed.</i>
4 th Conjugation:	mercātor pūni iē bātur. mercātorēs pūni iē bantur.	<i>The merchant was being punished.</i> <i>The merchants were being punished.</i>

From observing both these passive forms, we note that while the passive imperfect endings are the same among the four conjugations (i.e. -batur, -bantur, etc.) the **vowel** (or vowels) **that precedes** the imperfect endings changes depending upon the conjugation. These vowels are known as **conjugation vowels**. The conjugation vowels for each conjugation are as follows:

1st conjugation: -ā-

2nd conjugation: -ē-

3rd conjugation: -ē-

4th conjugation: -iē-

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

	<i>1st Conjugation</i>	<i>2nd Conjugation</i>	<i>3rd Conjugation</i>	<i>4th Conjugation</i>
<i>1st person sing.</i>	-ābar	-ēbar	-ēbar	-iēbar
<i>2nd person sing.</i>	-ābāris	-ēbāris	-ēbāris	-iēbāris
<i>3rd person sing.</i>	-ābātur	-ēbātur	-ēbātur	-iēbātur
<i>1st person plural</i>	-ābāmur	-ēbāmur	-ēbāmur	-iēbāmur
<i>2nd person plural</i>	-ābāminī	-ēbāminī	-ēbāminī	-iēbāminī
<i>3rd person plural</i>	-ābantur	-ēbantur	-ēbantur	-iēbantur

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

	<i>1st Conjugation</i> amō, amāre	<i>2nd Conjugation</i> noceō, nocēre	<i>3rd Conjugation</i> mittō, mittere	<i>4th Conjugation</i> pūniō, pūnīre
<i>1st person sing.</i>	amābar	nocēbar	mittēbar	puniēbar
<i>2nd person sing.</i>	amābāris	nocēbāris	mittēbāris	puniēbāris
<i>3rd person sing.</i>	amābātur	nocēbātur	mittēbātur	puniēbātur
<i>1st person plural</i>	amābāmur	nocēbāmur	mittēbāmur	puniēbāmur
<i>2nd person plural</i>	amābāminī	nocēbāminī	mittēbāminī	puniēbāminī
<i>3rd person plural</i>	amābantur	nocēbantur	mittēbantur	puniēbantur

	<i>1st Conjugation</i> mandō, mandāre	<i>2nd Conjugation</i> moneō, monēre	<i>3rd Conjugation</i> dūcō, dūcere	<i>4th Conjugation</i> sciō, scīre
<i>1st person sing.</i>	mandābar	monēbar	ducēbar	sciēbar
<i>2nd person sing.</i>	mandābāris	monēbāris	ducēbāris	sciēbāris
<i>3rd person sing.</i>	mandābātur	monēbātur	ducēbātur	sciēbātur
<i>1st person plural</i>	mandābāmur	monēbāmur	ducēbāmur	sciēbāmur
<i>2nd person plural</i>	mandābāminī	monēbāminī	ducēbāminī	sciēbāminī
<i>3rd person plural</i>	mandābantur	monēbantur	ducēbantur	sciēbantur

KEY

Name:

Stage 29: Sentence Translations

Grade & Section:

Teacher:

Date:

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). You may type your translations directly into the document in the space provided:

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

In the big houses, where the rich people were living, splendid dinners/meals were being eaten/consumed.

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

Lavish/expensive food was being offered by the slaves; the best wine was being poured by the slave girls.

3. “ecce, domine! ultimae figurāe sculpuntur.”

“Look, master! The last figures/shapes are being sculpted/carved.”

4. “mater, cūr tū lacrimīs opprimeris?”

“Mother, why are you overwhelmed by tears?”

5. tū frātrēsque obstinātiōne iam nimium afficiminī.

You and your brothers are affected by stubbornness too much already.

6. amōre liberōrum meōrum plūs quam timōre servitūtis afficiēbar.

I was (being) affected by the love of my children more than by a fear of slavery.

KEY

Name:

Stage 29: Masada II Comprehension Questions

Grade & Section:

Teacher:

Date:

Answer the following questions based on the Masada II passage on page 151. You may type your answers to the questions directly into the document in the space provided:

1. How is the plan Eleazar proposed described (line 1)? Write out and translate the Latin word.
The plan Eleazar proposed is described as “dirum,” which means “dreadful or awful.” It can also mean “dire,” which is the English word derived from the Latin adjective dirus.
2. Write out and translate the present passive verb in line 4.
The present passive verb in line 4 is “ostenditur,” which means “it is shown.”
3. What does Eleazar say is better than trusting the Romans (lines 4 and 5)?
In lines 4 and 5 Eleazar says that it is better to perish/die than to trust/believe the Romans.
4. In what manner does Eleazar say he welcomes death (lines 5 and 6)?
In lines 5 and 6 Eleazar says that he welcomes death inflicted by his own hand.
5. What effect did Eleazar’s words have on the Jews (lines 7 and 8)?
The effect of Eleazar’s words on the Jews was that they excited such great enthusiasm in the Jews that all the Jews were hurrying/hurried to their deaths immediately.
6. What question does Simon ask after hearing this gruesome account (line 13)?
*Simon asked “How/In what way did we ourselves escape?” or
Simon asked how they themselves escaped.*
7. What affected Simon’s mother more than a fear of slavery (lines 14 and 15)?
Simon’s mother was affected more by the love of her children than by a fear of slavery.
8. Write out and translate the imperfect passive verb in line 15.
The imperfect passive verb is “afficiebar,” which means “I was affected or overcome.”
9. How was Simon’s mother able to escape the fate of all the others at Masada (line 16)?
Simon’s mother was able to escape the fate of the others by hiding/lying hidden with her children underground.
10. How does Simon react to this (line 17)? What does he say he wants to do (lines 18 and 19)?
In line 17 Simon reacts to what his mother says by exclaiming “cowardly!” and says that he wants to show/display the same courage.

Arcus Titi Part I Translation

The next day, in the morning a huge crowd of Romans was coming together from all sides to the arch of Titus. A holiday was being celebrated by all the citizens. Emperor Domitian was going to dedicate the arch to his brother Titus on this day. By the order of the Emperor a magnificent procession was being led through the whole city.

Many chairs were being placed near the arch by slaves. Many senators were gathering there, with the hope of Domitian's favor. Salvius, wearing a splendid toga, was searching for a place among them where he would be conspicuous. Among the equites, who were standing behind the senators, Haterius himself was present. He was eagerly hoping for the Emperor's favor, and was turning in his mind when he was going to receive from Salvius the promised reward.

A huge altar, built in front of the arch, was being decorated with flowers by slaves. Twenty priests were standing around the altar. Soothsayers were also present who were inspecting the entrails of victims (the sacrificial animals).

Meanwhile the procession was being led through the Sacred Way. In the forefront trumpeters were marching, blowing their trumpets. After them young men came, who were leading for the offering thirty bulls decorated with garlands. Then many slaves, who were carrying the treasure of the Jews, were completing the first part of the procession. The most precious part of this treasure was a sacred table, trumpets, a candelabra, which were all gold.

Seven of the captive Jews, who were marching in the middle of the procession, were loudly being laughed at by the spectators. The five children, striding with a calm face, were ignoring the shouts and insults, but the two women with very many tears were begging the spectators to spare the children.

After the captives came Domitian himself, carried in a magnificent chariot. After the Emperor went two consuls, one of whom was L. Flavius Silva. A magistrate was carrying a statue of the most noble Titus in his arms. The procession was concluded by soldiers.

Name:

Stage 29: arcus Titi II Comprehension Questions

Grade & Section:

Teacher:

Date:

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

1. What was Domitian's purpose when he left his chariot (lines 1-2)?
2. What did he do next (line 2)?
3. **admīrātiōne** (line 3). What caused this feeling? What did it prompt the emperor to do?
4. What order did the emperor give to Salvius?
5. Why do you think the emperor did not wish to meet Haterius personally?
6. **inde . . . obtulit** (lines 5-6). Describe how the victim was to be sacrificed.
7. To whom were the emperor's words addressed (lines 8-9)?
8. What three points did he make in his speech (lines 8-9)?
9. **subitō . . . prōsiluit** (lines 10-11). Why did Sion's action at first pass unnoticed?
10. **mediōs in sacerdotēs irrūpit** (line 11). Why did he do this?
11. Write down the Latin phrase that explains the reaction of the spectators (lines 12-13).
12. Why do you think Domitian was **pavōre commōtus** (line 13)?

13. **mātre**m . . . **interfē**cit (lines 18-20). Describe Simon's actions.

14. Describe Simon's death (lines 20-22).

15. Look back at lines 16-22. In what ways did Simon's words and actions copy those of Eleazarus at Masada (Masada II, lines 2-12)?

Stage 29: Purpose Clauses with *qui* and *ubi*

Read the following notes after reading “About the Language 3” on page 156

In stage 26, you met **purpose clauses** introduced by *ut*.

e.g. senex īnsidiās parāvit **ut fūrēs caperet**.

The old man set a trap in order that he might catch the thieves.

Or, in more natural English:

The old man set a trap to catch thieves.

We remember that they are called **purpose clauses** because they indicate the purpose for which or **why** an action was done. (e.g. Why did the old man set a trap? *He set a trap to catch thieves.*)

We have seen in Stage 29 that occasionally, purpose clauses are introduced by the relative pronoun ***quī, quae, quod***:

e.g. fēmina servum mīsit **quī cibum emeret**.

The woman sent a slave who was to buy food.

Or, in more natural English:

The woman sent a slave to buy food.

Like purpose clauses introduced by *ut*, these purpose clauses also indicate **why** and action was done. (e.g. Why did the woman send a slave? *She sent a slave to buy food.*)

We have also seen in Stage 29 that purpose clause can be introduced by the adverb ***ubi***:

e.g. locum quaerēbāmus **ubi stārēmus**.

We were looking for a place where we might stand.

Or, in more natural English:

We were looking for a place to stand.

Again, these clauses indicate **why** an action was done. (e.g. Why were we looking for a place? *We were looking for a place to stand.*)

Like purpose clauses introduced with *ut*, **the simplest way to translate purpose clauses** introduced by *qui* and *ubi* is “**to verb**”

Name:

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

Grade & Section:

Teacher:

Date:

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

1. sacerdos haruspicem accessit qui victimam inspiceret.

2. libertus donum quaerebat quod patronum delectaret.

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

4. domum emere volebam ubi filius meus habitaret.

5. senator gemmam pretiosam emit quam uxori daret.

6. feminae liberi que locum invenerunt ubi latarent.

Remote Learning Packet

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

April 27 - May 1, 2020

Course: 8 Literature and Composition

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

Mr. McKowen robert.mckowen@greatheartsirving.org

Weekly Plan:

Monday, April 27

- Write and/or edit rough draft of *The Chosen* essay
- Buy (or take out) your copy of *The Merchant of Venice* (ISBN: 978-1439191163)

Tuesday, April 28

- Type and edit the final draft of *The Chosen* essay

Wednesday, April 29

- Read and annotate short story (found at end of packet)

Thursday, April 30

- Answer reading questions about short story

Friday, May 1

- Brief 2 to 3 paragraph reflection on short story
- Submit final draft of *The Chosen* essay on Google Classroom (GC) or email it if you're not on GC.

How to Submit Your Work this Week:

This week you have a couple choices for uploading your packet. You can print off the whole packet and work entirely on paper. Then, you can submit all your written work as a single attachment by uploading it here.

Another option for you is to complete the Thursday and Friday assignments directly on Google Classroom and submit them in their specific assignment folder. An advantage to working directly on Google Classroom is the ability to receive some immediate feedback after you submit your work.

Thank you! Please email if you have any questions.

Monday, April 27

Take out your draft of *The Chosen* essay and carefully make some final edits. Is your thesis clear? Does it relate to each body paragraph and in a clear and logical way? It will help if you read your essay aloud. If a pressing question arises, please email or attend the office hours on Friday via Zoom.

Buy (or take out) your copy of *The Merchant of Venice* (ISBN: 978-1439191163). We will start Shakespeare's famous play on May 4th!

Tuesday, April 28

Type and edit the final draft of *The Chosen* essay. Times New Roman, 12pt font, double spaced, 1 inch margins, proper heading in top left corner of essay, creative title, etc.. The due date for the essay is May 3rd at 11:59pm (but please, turn it in before that time!). You will turn in your essay on Google Classroom (or via email if necessary).

Example Heading:

P.G. Wodehouse

8 Lit./Comp.

Mr. McKowen

May 3rd, 2020

Wednesday, April 29

Read and annotate "The Secret Life of Walter Mitty" by James Thurber. The short story is found at the end of this document. Use a dictionary to look up unfamiliar words. Write questions in the margin.

Thursday, April 30

Please answer the following reading questions in Google Classroom. Or write them to submit via Remote Learning Packet (RLP):

1. What kind of man is Walter Mitty in his imagination? (3-5 sentences)
2. How is this different from his behavior in reality? (3-5 sentences)
3. What does Mrs. Mitty say about Walter's "thinking" and why? (3-5 sentences)
4. What is your opinion about Walter's day dreaming? (1 paragraph and cite text once)

1.

2.

3.

4.

Friday, May 1

Please write a 2-3 paragraph reflecting on the imagination in relation to the story. You do not need to answer all of the following questions, but one or two may get you started in the writing process. How does Walter’s imagination influence him? Does it aid or harm him? How does Walter view success; is he correct in that view? What is the role of the “imagination” and why is it so powerful in our lives? This is a chance to write what you think and share what you know. You may use first person. You may type your answer into Google Classroom.

THE SECRET LIFE OF WALTER MITTY

BY JAMES THURBER

ILLUSTRATION BY REBEKKA DUNLAP

“**W**e’re going through!” The Commander’s voice was like thin ice breaking. He wore his full-dress uniform, with the heavily braided white cap pulled down rakishly over one cold gray eye. “We can’t make it, sir. It’s spoiling for a hurricane, if you ask me.” “I’m not asking you, Lieutenant Berg,” said the Commander. “Throw on the power lights! Rev her up to 8,500! We’re going through!” The pounding of the cylinders increased: ta-pocketa-pocketa-pocketa-*pocketa-pocketa*. The Commander stared at the ice forming on the pilot window. He walked over and twisted a row of complicated dials. “Switch on No. 8 auxiliary!” he shouted. “Switch on No. 8 auxiliary!” repeated Lieutenant Berg. “Full strength in No. 3 turret!” shouted the Commander. “Full strength in No. 3 turret!” The crew, bending to their various tasks in the huge, hurtling eight-engined Navy hydroplane, looked at each other and grinned. “The Old Man’ll get us through,” they said to one another. “The Old Man ain’t afraid of Hell!” . . .



“Not so fast! You’re driving too fast!” said Mrs. Mitty. “What are you driving so fast for?”

“Hmm?” said Walter Mitty. He looked at his wife, in the seat beside him, with shocked astonishment. She seemed grossly unfamiliar, like a strange woman who had yelled at him in a crowd. “You were up to fifty-five,” she said. “You know I don’t like to go more than forty. You were up to fifty-five.” Walter Mitty drove on toward Waterbury in silence, the roaring of the SN202 through the worst storm in twenty years of Navy flying fading in the remote, intimate airways of his mind. “You’re tensed up again,” said Mrs. Mitty. “It’s one of your days. I wish you’d let Dr. Renshaw look you over.”

Walter Mitty stopped the car in front of the building where his wife went to have her hair done. “Remember to get those overshoes while I’m having my hair done,” she said. “I don’t need overshoes,” said Mitty. She put her mirror back into her bag. “We’ve been all through that,” she said, getting out of the car. “You’re not a young man any longer.” He

raced the engine a little. "Why don't you wear your gloves? Have you lost your gloves?" Walter Mitty reached in a pocket and brought out the gloves. He put them on, but after she had turned and gone into the building and he had driven on to a red light, he took them off again. "Pick it up, brother!" snapped a cop as the light changed, and Mitty hastily pulled on his gloves and lurched ahead. He drove around the streets aimlessly for a time, and then he drove past the hospital on his way to the parking lot.

... "It's the millionaire banker, Wellington McMillan," said the pretty nurse. "Yes?" said Walter Mitty, removing his gloves slowly. "Who has the case?" "Dr. Renshaw and Dr. Benbow, but there are two specialists here, Dr. Remington from New York and Dr. Pritchard-Mitford from London. He flew over." A door opened down a long, cool corridor and Dr. Renshaw came out. He looked distraught and haggard. "Hello, Mitty," he said. "We're having the devil's own time with McMillan, the millionaire banker and close personal friend of Roosevelt. Obstrosis of the ductal tract. Tertiary. Wish you'd take a look at him." "Glad to," said Mitty.

In the operating room there were whispered introductions: "Dr. Remington, Dr. Mitty. Dr. Pritchard-Mitford, Dr. Mitty." "I've read your book on streptothricosis," said Pritchard-Mitford, shaking hands. "A brilliant performance, sir." "Thank you," said Walter Mitty. "Didn't know you were in the States, Mitty," grumbled Remington. "Coals to Newcastle, bringing Mitford and me up here for a tertiary." "You are very kind," said Mitty. A huge, complicated machine, connected to the operating table, with many tubes and wires, began at this moment to go pocketa-pocketa-pocketa. "The new anaesthetizer is giving way!" shouted an interne. "There is no one in the East who knows how to fix it!" "Quiet, man!" said Mitty, in a low, cool voice. He sprang to the machine, which was now going pocketa-pocketa-queep-pocketa-queep. He began fingering delicately a row of glistening dials. "Give me a fountain pen!" he snapped. Someone handed him a fountain pen. He pulled a faulty piston out of the machine and inserted the pen in its place. "That will hold for ten minutes," he said. "Get on with the operation." A nurse hurried over and whispered to Renshaw, and Mitty saw the man turn pale. "Coreopsis has set in," said Renshaw nervously. "If you would take over, Mitty?" Mitty looked at him and at the craven figure of Benbow, who drank, and at the grave, uncertain faces of the two great specialists. "If you wish," he said. They slipped a white gown on him; he adjusted a mask and drew on thin gloves; nurses handed him shining ...

"Back it up, Mac! Look out for that Buick!" Walter Mitty jammed on the brakes. "Wrong lane, Mac," said the parking-lot attendant, looking at Mitty closely. "Gee. Yeh," muttered Mitty. He began cautiously to back out of the lane marked "Exit Only." "Leave her sit there," said the attendant. "I'll put her away." Mitty got out of the car. "Hey, better leave the key." "Oh," said Mitty, handing the man the ignition key. The attendant vaulted into the car, backed it up with insolent skill, and put it where it belonged.

They're so damn cocky, thought Walter Mitty, walking along Main Street; they think they know everything. Once he had tried to take his chains off, outside New Milford, and he had got them wound around the axles. A man had had to come out in a wrecking car and unwind them, a young, grinning garageman. Since then Mrs. Mitty always made him drive to a garage to have the chains taken off. The next time, he thought, I'll wear my right arm in a sling; they won't grin at me then. I'll have my right arm in a sling and they'll see I couldn't possibly take the chains off myself. He kicked at the slush on the sidewalk. "Overshoes," he said to himself, and he began looking for a shoe store.

When he came out into the street again, with the overshoes in a box under his arm, Walter Mitty began to wonder what the other thing was his wife had told him to get. She had told him, twice, before they set out from their house for Waterbury. In a way he hated these weekly trips to town—he was always getting something wrong. Kleenex, he thought, Squibb's, razor blades? No. Toothpaste, toothbrush, bicarbonate, carborundum, initiative and referendum? He gave it up. But she would remember it. "Where's the what's-its-name?" she would ask. "Don't tell me you forgot the what's-its-name." A newsboy went by shouting something about the Waterbury trial.

... "Perhaps this will refresh your memory." The District Attorney suddenly thrust a heavy automatic at the quiet figure on the witness stand. "Have you ever seen this before?" Walter Mitty took the gun and examined it expertly. "This is my Webley-Vickers 50.80," he said calmly. An excited buzz ran around the courtroom. The Judge rapped for order. "You are a crack shot with any sort of firearms, I believe?" said the District Attorney, insinuatingly. "Objection!" shouted Mitty's attorney. "We have shown that the defendant could not have fired the shot. We have shown that he wore his right arm in a sling on the night of the fourteenth of July." Walter Mitty raised his hand briefly and the bickering attorneys were stilled. "With any known make of gun," he said evenly, "I could have killed Gregory Fitzhurst at three hundred feet *with my left hand.*" Pandemonium broke loose in the courtroom. A woman's scream rose above the bedlam and suddenly a lovely, dark-haired girl was in Walter Mitty's arms. The District Attorney struck at her savagely. Without rising from his chair, Mitty let the man have it on the point of the chin. "You miserable cur!" ...

"Puppy biscuit," said Walter Mitty. He stopped walking and the buildings of Waterbury rose up out of the misty courtroom and surrounded him again. A woman who was passing laughed. "He said 'Puppy biscuit,'" she said to her companion. "That man said 'Puppy biscuit' to himself." Walter Mitty hurried on. He went into an A. & P., not the first one he came to but a smaller one farther up the street. "I want some biscuit for small, young dogs," he said to the clerk. "Any special brand, sir?" The greatest pistol shot in the world thought a moment. "It says 'Puppies Bark for It' on the box," said Walter Mitty.

His wife would be through at the hairdresser's in fifteen minutes, Mitty saw in looking at his watch, unless they had trouble drying it; sometimes they had trouble drying it. She didn't like to get to the hotel first; she would want him to be there waiting for her as usual. He found a big leather chair in the lobby, facing a window, and he put the overshoes and the puppy biscuit on the floor beside it. He picked up an old copy of *Liberty* and sank down into the chair. "Can Germany Conquer the World Through the Air?" Walter Mitty looked at the pictures of bombing planes and of ruined streets.

... "The cannonading has got the wind up in young Raleigh, sir," said the sergeant. Captain Mitty looked up at him through touselled hair. "Get him to bed," he said wearily. "With the others. I'll fly alone." "But you can't, sir," said the sergeant anxiously. "It takes two men to handle that bomber and the Archies are pounding hell out of the air. Von Richtman's circus is between here and Saulier." "Somebody's got to get that ammunition dump," said Mitty. "I'm going over. Spot of brandy?" He poured a drink for the sergeant and one for himself. War thundered and whined around the dugout and battered at the door. There was a rending of wood and splinters flew through the room. "A bit of a near thing," said Captain Mitty carelessly. "The box barrage is closing in," said the sergeant. "We only live once, Sergeant," said Mitty, with his faint, fleeting smile. "Or do we?" He poured another brandy and tossed it off. "I never see a man could hold his brandy like you, sir," said the sergeant. "Begging your pardon, sir." Captain Mitty stood up and strapped on his huge Webley-Vickers automatic. "It's forty kilometres through hell, sir," said the sergeant. Mitty finished one last brandy. "After all," he said softly, "what isn't?" The pounding of the cannon increased; there was the rat-tat-tatting of machine guns, and from somewhere came the menacing pocketa-pocketa-pocketa of the new flame-throwers. Walter Mitty walked to the door of the dugout humming "Auprès de Ma Blonde." He turned and waved to the sergeant. "Cheerio!" he said. . . .

Something struck his shoulder. "I've been looking all over this hotel for you," said Mrs. Mitty. "Why do you have to hide in this old chair? How did you expect me to find you?" "Things close in," said Walter Mitty vaguely. "What?" Mrs. Mitty said. "Did you get the what's-its-name? The puppy biscuit? What's in that box?" "Overshoes," said Mitty. "Couldn't you have put them on in the store?" "I was thinking," said Walter Mitty. "Does it ever occur to you that I am sometimes thinking?" She looked at him. "I'm going to take your temperature when I get you home," she said.

They went out through the revolving doors that made a faintly derisive whistling sound when you pushed them. It was two blocks to the parking lot. At the drugstore on the corner she said, "Wait here for me. I forgot something. I won't be a minute." She was more than a minute. Walter Mitty lighted a cigarette. It began to rain, rain with sleet in it. He stood up against the wall of the drugstore, smoking. . . . He put his shoulders back and his heels together. "To hell with the handkerchief," said Walter

Mitty scornfully. He took one last drag on his cigarette and snapped it away. Then, with that faint, fleeting smile playing about his lips, he faced the firing squad; erect and motionless, proud and disdainful, Walter Mitty the Undefeated, inscrutable to the last. ♦

JAMES THURBER

Remote Learning Packet

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

April 27th - May 1st, 2020

Course: Algebra I

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

Ms. Frank leslie.frank@greatheartsirving.org

Weekly Plan:

Monday, April 27

Read pg. 507-509, look through pg. 509 Oral Ex. #1-17 Odd

Pg. 510 WE #2-16 Even (PDF)

Tuesday, April 28

Read pg. 512-515, look through pg. 515 Oral Ex. #2-16 Even

Pg. 515 WE #5, 6, 7, 11, 14, 17, 18, 20 All (PDF)

Wednesday, April 29

Read pg. 517-518, look through pg. 518-519 Oral Ex. #1-23 Odd

Pg. 519 WE #1-13 Odd, 21, 23 (PDF)

Thursday, April 30

Complete the Assessment for Today, pg. 520 Self Test 1 #1-13 Odd (PDF)

Read pg. 521-522, look through pg. 522 Oral Ex. #1-15

Friday, May 1

Pg. 522 WE #1-11 Odd, 15 (PDF)

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

I have attached some examples from each page assigned (see last page of pdf packet). As always, please email me with questions, and I will get back with you as soon as possible.

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

Day 1:

Comparing Rational Numbers <https://www.khanacademy.org/math/cc-seventh-grade-math/cc-7th-fractions-decimals/cc-7th-add-sub-rational-numbers/v/comparing-rational-numbers>

Finding midpoint between two fractions <https://www.youtube.com/watch?v=BGxzdSvYNBk>

Day 2:

Converting Fractions to decimals <https://www.khanacademy.org/math/arithmetic/arith-decimals/arith-review-decimals-to-fractions/v/converting-fractions-to-decimals-example>

Converting repeating decimals to fractions <https://www.khanacademy.org/math/cc-eighth-grade-math/cc-8th-numbers-operations/cc-8th-repeating-decimals/v/covering-repeating-decimals-to-fractions-1>

Day 3:

Intro to Square Roots <https://www.khanacademy.org/math/algebra/x2f8bb11595b61c86:rational-exponents-radicals/x2f8bb11595b61c86:radicals/v/introduction-to-square-roots>

Simplifying Square Roots of Fractions <https://www.khanacademy.org/math/algebra-basics/basic-alg-foundations/alg-basics-roots/v/rewriting-square-root-of-fraction>

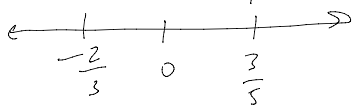
Day 4/5:

Simplifying Square Roots/Irrational Square Roots

<https://www.khanacademy.org/math/algebra/x2f8bb11595b61c86:rational-exponents-radicals/x2f8bb11595b61c86:simplifying-square-roots/v/simplifying-square-roots-1>

Day 1

pg. 520 # 29
covers $\frac{19}{15}$



$$\frac{3}{5} - \left(-\frac{2}{3}\right)$$

$$\frac{9}{15} + \frac{10}{15} = \left(\frac{19}{15}\right) \left(\frac{1}{5}\right)$$

$$= \frac{19}{75}$$

broken into 5 parts,

that is $\frac{19}{75}$ per part

so an additional $\frac{19}{75}$

from $-\frac{2}{3}$ (or $-\frac{50}{75}$) is:

$$-\frac{50}{75} + \frac{19}{75} = \left(-\frac{31}{75}\right)$$

$$-\frac{31}{75}$$

Day 2 Ex. pg. 515 # 24

Let $x = 2.3\bar{9}$

$$100x = 239.9\bar{9}$$

$$-x = -2.3\bar{9}$$

→ subtract $x / 2.3\bar{9}$ from both sides

$$\frac{99x = 237.6}{99 \quad 99}$$

$$x = \frac{237.6}{99} \left(\frac{10}{10}\right) \rightarrow \text{get rid of decimals in the fraction}$$

$$x = \frac{\begin{array}{r} 264 \\ 2376 \\ \hline 990 \end{array}}{990}$$

$$x = \frac{\begin{array}{r} 110 \\ 132 \\ \hline 11055 \end{array}}{11055}$$

$$x = \frac{\begin{array}{r} 12 \\ 132 \\ \hline 110 \end{array}}{110}$$

$$x = \frac{12}{5} \text{ or } 2 \frac{2}{5}$$

26. Let $x = -1.\bar{36}$

$$100X = -136.\overline{36}$$

$-X = +1.36 \rightarrow$ subtracting a negative
the same as adding a
positive...

$$\begin{array}{r} 99X = -135 \\ \hline 99 \quad 99 \end{array}$$

$$X = \frac{15}{\cancel{99} \atop 11}$$

$$X = -\frac{15}{11} \text{ or } -1\frac{4}{11}$$

Day 3

$$\begin{aligned} \text{p5. 529 \# 18} \quad -\sqrt{\frac{324}{729}} &= -\sqrt{\frac{324 \div 3}{729 \div 3}} \\ &= -\sqrt{\frac{108 \div 9}{243 \div 9}} \\ &= -\sqrt{\frac{12 \div 3}{27 \div 3}} \\ &= -\sqrt{\frac{4}{9}} \\ &= -\frac{2}{3} \end{aligned}$$

$$\begin{aligned} 12. \quad -\sqrt{\frac{225}{49}} &= -\sqrt{\frac{15 \cdot 15}{7 \cdot 7}} \\ &= -\frac{15}{7} \end{aligned}$$

$$\begin{aligned} 24. \quad \sqrt{\frac{20}{45}} &= \sqrt{\frac{20 \div 5}{45 \div 5}} \\ &= \sqrt{\frac{4}{9}} \\ &= \frac{2}{3} \end{aligned}$$

$$\begin{aligned} 26. \quad \sqrt{\frac{5}{180}} &= \sqrt{\frac{5 \div 5}{180 \div 5}} \\ &= \sqrt{\frac{1}{36}} \\ &= \frac{1}{6} \end{aligned}$$

Day 5

pg 522 #7

$$\sqrt{256} = \sqrt{16 \cdot 16}$$

$$= \sqrt{4 \cdot 4 \cdot 4 \cdot 4}$$

$$= \sqrt{(2 \cdot 2 \cdot 2 \cdot 2)(2 \cdot 2 \cdot 2 \cdot 2)}$$

$$= 2 \cdot 2 \cdot 2 \cdot 2$$

$$= 16$$

↓ Prime factorization?

$$\# 18. \sqrt{864} = \sqrt{2 \cdot 432}$$

$$= \sqrt{2 \cdot 2 \cdot 216}$$

$$= 2\sqrt{216}$$

$$= 2\sqrt{3 \cdot 72}$$

$$= 2\sqrt{3 \cdot 3 \cdot 24}$$

$$= 2 \cdot 3\sqrt{24}$$

$$= 2 \cdot 3\sqrt{4 \cdot 6}$$

$$= 2 \cdot 3 \cdot 2 \cdot \sqrt{6}$$

$$= 12\sqrt{6}$$

Remote Learning Packet

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

April 27 - May 1, 2020

Course:

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

Weekly Plan:

Monday, April 27

General Mobility Routine

Tuesday, April 28

Workout

Wednesday, April 29

General Mobility Routine

Thursday, April 30

Workout

Friday, May 1

General Mobility Routine

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 27

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 28

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.

You will need to find a stair (or another object of similar height that you can jump onto in a safe location) for this workout.

Start by facing the stair

Perform 5 squats

Jump onto the stair with both feet together

Place your hands on the stair beside your feet

Walk or hop your feet back into pushup position (with hands on the raised surface)

Perform 1 pushup

Walk or hop feet back to your hands

Turn around and crouch down until you can reach the ground with your hands

Walk your hands forward until you are in a pushup position

Perform 1 pushup

Walk your hands back to your feet

Hop down with both feet together

Repeat for 10 minutes.

Tier 1: Perform as stated above.

For tier 2: multiply quantities by 2 (from 5 to 10 squats, from 1 to 2 pushups etc.).

For tier 3: multiply quantities by 3.

For tier 4: multiply quantities by 4.

Cool down with a 1 minute light jog.

Wednesday, April 29

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

Thursday, April 30

Workout: Today's workout will be very simple, very short, and very hard if you give it your best effort. After a short warmup you are going to do a cycle of just two exercises: burpees and running. You're going to do 30 seconds of burpees then 30 seconds of running without stopping at maximum effort and you're going to do this up to 8 times with a short rest in between each round.

Burpees can either be strict or flippy floppy. This is your choice but I recommend flippy floppy.

You will be running between two points roughly 10 big steps apart.

Your primary goal for the workout is to do each round at maximum effort.

Your secondary goal will be to keep count of your exercises and try to get the same number every round.

For burpees you will count each burpee, for running you will count every time you touch a line (just like the pacer test).

Warmup: 3 minute light jog; 20 jumping jacks, 6 squats, 6 lunges x 4

Workout: Choose from the options below to perform this workout at a level that is appropriately challenging for you:

Number of Rounds (1 round = 30 seconds of burpees and 30 seconds of running)	Rest times between each round
Tier 1 - 5 rounds	Tier 1 - 1 minute
Tier 2 - 6 rounds	Tier 2 - 50 seconds
Tier 3 - 7 rounds	Tier 3 - 40 seconds
Tier 4 - 8 rounds	Tier 4 - 30 seconds

Friday, May 1

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

Optional workout #1

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

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

Workout:

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

Option Workout #2:

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

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

Remote Learning Packet

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

April 27-May 1, 2020

Course: Science

Teacher(s): Mr. Weyrens

Weekly Plan:

Monday, April 27

- Practice Star-Splitter
- Weathering, Deposition, and Erosion Continued (Quiz Thursday)

Tuesday, April 28

- Practice Star-Splitter
- Erosion and Topographic Maps (Quiz Friday)

Wednesday, April 29

- Practice Star-Splitter
- Depositional and Erosional Features Review

Thursday, April 30

- Practice Star-Splitter
- Depositional and Erosional Features Quiz

Friday, May 1

- Review
- Topographic Maps Quiz

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 27

- Practice reciting the Star-Splitter from the beginning until the line “Instead of a new fashioned one at auction?” at least 3 times.
 - Read the following 8 lines. In order to try to get to the end of the poem before the end of the year, we are going to skip learning these, but they are important for context. Think about how these lines are important to the development of Brad.
- Read through the material in “Weathering, Deposition, and Erosion Continued” and take notes.

Tuesday, April 28

- Practice reciting the Star-Splitter from the beginning until the line “Instead of a new fashioned one at auction?” at least 3 times.
- Read the material on topographic maps and erosion.
- Read “Erosion and Topographic Maps” section and answer the questions (answer key at the end of the packet).

Wednesday, April 29

- Practice reciting the Star-Splitter from the line “Mean laughter went about the town that day.” Omitting the lines from “Out of a house...” to “That varied in hue from red to green,” try to get all the way through to the line “His new job gave him leisure for star-gazing.” Do this for 5-10 minutes.
- Complete the exercises for “Erosional and Depositional Features Continued” (answer key at the end of the packet).

Thursday, April 30

- Practice reciting the Star-Splitter from the line “Mean laughter went about the town that day.” Omitting the lines from “Out of a house...” to “That varied in hue from red to green,” try to get all the way through to the line “at a star quaking at the other end.” Do this for 5-10 minutes.
- Spend 5-10 minutes reviewing for the Quiz.
- Complete the Erosional and Depositional Features Quiz on a separate sheet of paper using your notes and the material in the packets.

Friday, May 1

- Take 5-10 minutes to review for the quiz.
- On a separate sheet of paper, complete the “Topographic Map Reading Quiz” using your notes and the information in the packets.

Weathering, Deposition, and Erosion Continued

Try to recall the definitions for weathering, deposition, and erosion without consulting your notes (Stop here, say them in your head or out loud, then continue reading).

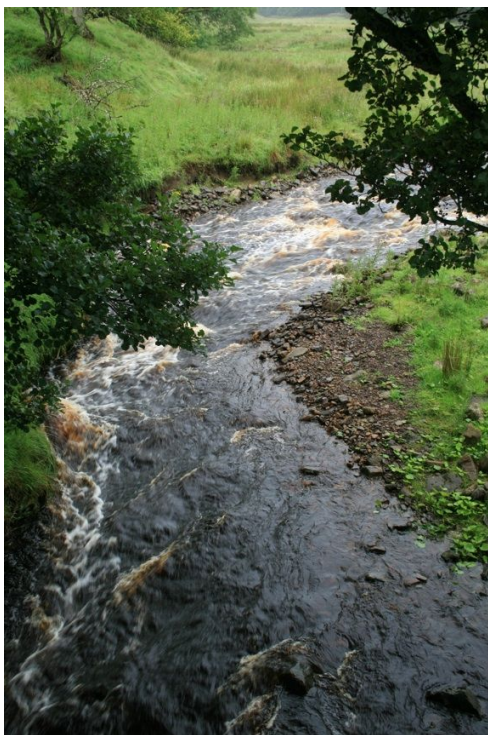
Weathering is any process which breaks down rocks into smaller pieces called sediments. Erosion is the process of carrying these sediments from one location to another. Deposition is the process of these sediments settling down in a new location. Erosion is inherently a destructive force, because it is taking material away from existing features. Deposition, on the other hand, is inherently a constructive force, because it is adding material to a location thereby creating new features.

These processes are very interconnected. You may see these forces in action if you've ever stood on the sandy shore of a lake or ocean and let the tide wash over your feet. If you stand in the same place long enough, you will find yourself sinking into the sand. The water is moving the sand out from under your feet; erosion is occurring. Likewise, new sand is being deposited on top of your feet by the tide; deposition is occurring.

Now we can think about what kind of features will occur from these processes and how. Erosion we said is destructive, so how will things like elevation change where erosion is occurring (say, along a river)? The Grand Canyon was formed (at least in part) by the erosional action of the Colorado River. The area where the erosion was occurring went downwards (the elevation was lowered) just like what happens to your feet when you stand in the tide. Likewise, where there is deposition, material is being added. The elevation should be rising where there is deposition occurring.

We looked at some features of erosion and deposition last week: alluvial fans, deltas, barrier islands, flood plains, meanders, and oxbow lakes. To get an idea of how these kinds of features form we will look at the example of meanders and oxbow lakes. These form in several stages.

The first stage is when the river is fairly straight. Because the river is not perfectly uniform, the erosion and deposition will be occurring unevenly, causing sediment bars to form in some areas and river wear to occur in others (think about which one means there is more deposition occurring and which one means there is more erosion occurring):



In stage two (shown left), more material is being deposited where there is the sediment bar because the water is being slowed down. Likewise, more erosion is occurring where there is river wear as the water will begin moving faster. This leaves the area with the sediment bar becoming the inside of the meander and where there is river wear will be the outside of the meander:

In stage 3 (shown below), a river cliff or bluff is created on the inside of the meander. A gently sloping area of pebbles or sand forms due to the combined processes of deposition and erosion that are occurring. This is not necessary for you to know: the meander is perpetuated by something called helicoidal flow (think helix). This is where the water hits the bank and corkscrews, leaving sediment deposited on the bank:



In stage four, the inside of the meander can be breached, causing part of the curve to be cut off from the rest of the river and creating an oxbow lake. In the picture below, you can see the River Derwent getting close to creating an oxbow lake:



Source: http://www.geography.learnontheinternet.co.uk/topics/river_middle_course.html

Erosion and Topographic Maps

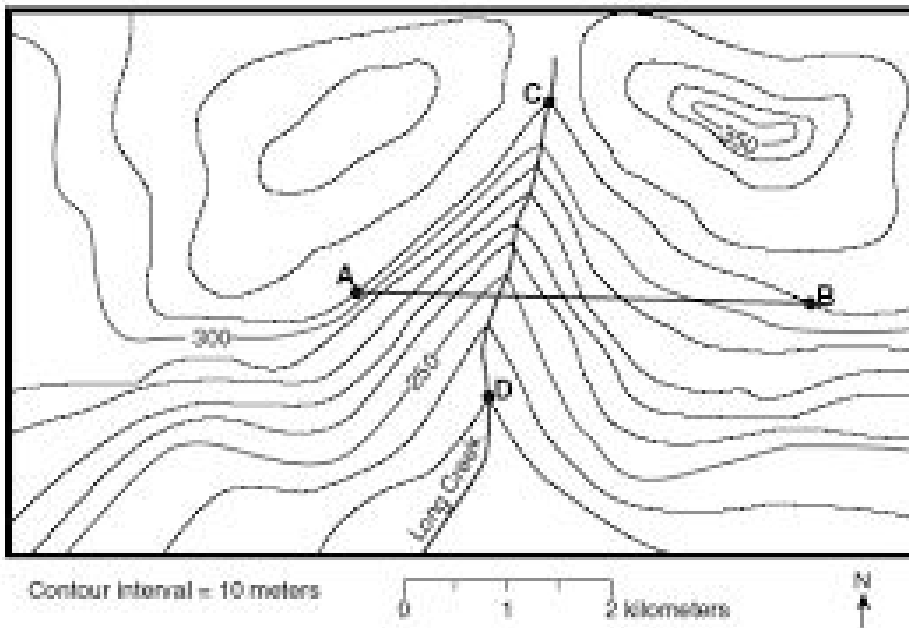
Knowing how different features are created can help us interpret topographic maps. Recall, for instance, that both a ridge and a valley can be shown on the topographic map when the contour line forms a U or V shape. There are often markings on the maps which can tell us which one it is (the tick marks which point in an uphill direction), but we can also tell by the other features which are present on the map.

Think, for instance, if there is a river or creek marked on the map where the contour line forms a U or V shape. Based on what you know of erosion and deposition, do you think that this will indicate a valley or a ridge? Try to reason why it should mean one or the other before continuing to read.

The river or creek will often mark a valley. Why? Because the moving water is taking sediment away from this area; in other words, erosion is occurring. Just like with the Colorado River and the Grand Canyon, the water will be carving down into the earth as it flows, not building up on top of it.

It is also true that you can use the contours to learn things about the rivers or creeks. For instance, due to gravity, rivers will flow downhill. So if you are trying to figure out which direction the river is flowing, you can look at the various contour lines that it flows through and read their elevation.

Exercises:



1. Which point(s) lie along a valley in this map?
2. What is the elevation of point C? D?
3. In which direction does long creek flow?

Exercises for Erosional and Depositional Features

1. For an alluvial fan to form, the water must flow down a narrow path that is fenced in by canyon walls or other features, and then reach an open plain. Using what you know about how deposition and erosion occur to form meanders and oxbow lakes, as well as the picture below, answer the following questions:
 - a. Identify where the narrow path is and where the open plain is in the picture. Now think about what happens to the water as it flows down the path and reaches the open plain. Where do you think the water will be moving faster? Where will it be moving slower?
 - b. Based on the picture, where is deposition occurring? Where is erosion occurring?
 - c. Based on the picture, what happens to the sediment-carrying water as it exits the narrow path and enters the open plain?
 - d. What conclusions can be drawn about the relative speed of the water (slower or faster) and the causes of erosion and deposition?



Answer Key:

Topographic Map exercises:

1. Points C and D lie along a valley. They lie along a river where the contour lines form a V, therefore they are on a valley.
2. The elevation of point C is 310 meters. The elevation of point D is 230 meters.
3. Because point C is more elevated than point D, the river flows from point C to point D. Therefore, the river flows south.

Erosional and Depositional Features Exercises:

1a. When the water reaches the open plain, it will slow down. The water is moving faster in the narrower path than in the open plain.

1b. The deposition is occurring in the open plain. That is where all the sediment appears to be, so that is where the deposition is occurring.

1c. As the water exits the narrow path, it begins to spread out into the open plain. The water is what is carrying and depositing the sediment, so since the sediment “fans” outward, that is what happened to the water.

1d. We can conclude that where the water is faster, erosion will be occurring, and where the water is slower, deposition will be occurring. The deposition occurred in the open plain, as seen in the picture, and that is where the water is moving slower. This is also true of the meander, where the slower water on the inside of the curve is depositing sediment and the faster water on the outside of the curve is eroding the bank.

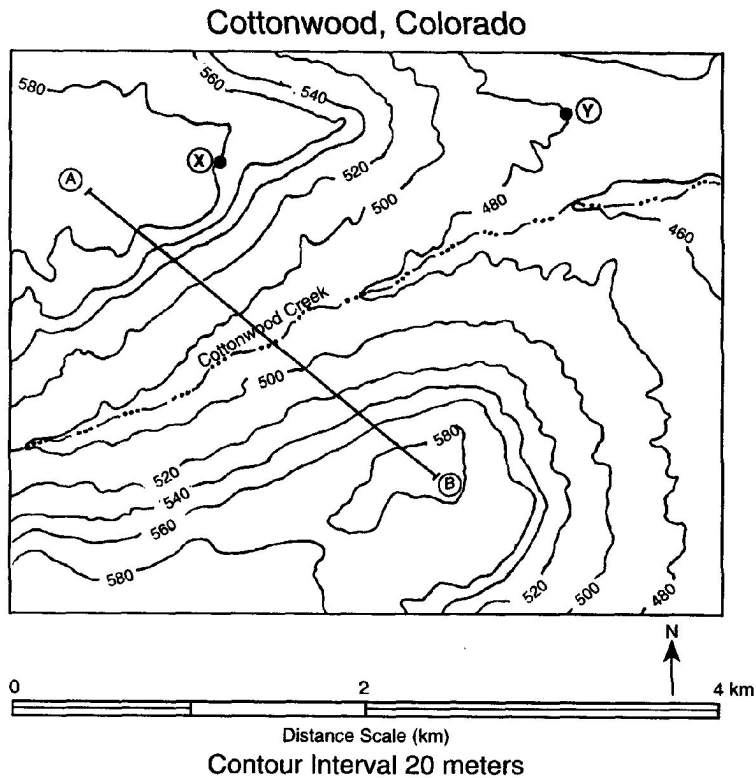
Erosional and Depositional Features Quiz

A river delta is formed when the sediment-carrying water of a river joins slower moving or stagnant (unmoving) water. Based on what you know of deposition and erosion, explain why river deltas form at these junctions. Based on the picture, is a river delta an example of deposition or erosion? How do you know? Answer these questions in no less than 4 complete sentences (total, not each).



Topographic Map Reading Quiz

Use the following map to answer the questions in complete sentences:



1. When traveling from point A to point B, how will your elevation change?
2. Suppose the map-maker made a mistake and you couldn't trust the numbers showing the elevation of each contour line. How might you still know that part of the journey from point A to point B is downhill?
3. In which direction is Cottonwood Creek flowing? (N, S, E, W, NE, SE, SW, or NW)?