

**8th Grade
Lesson Plan
Packet**

4/6/2020-4/10/2020

Remote Learning Packet

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

April 6 - April 10, 2020

Course: 8 Art

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

Weekly Plan:

Monday, April 6

- Collect a variety of organic objects from outdoors
- Sketchbook entry: inventory of collection

Tuesday, April 7

- Read over the information and take notes about topographical mark-making
- Observational drawing of one of the collected objects, employing topographical mark-making

Wednesday, April 8

- Observational drawing of two of the collected objects, employing shading, cross-contour linework, and topographical mark-making to show dimensionality and texture

Thursday, April 9

- Using a piece of paper (full or half) as a picture plane, arrange your collected objects to demonstrate principles of design. Record each of your layouts as designs in your sketchbook.

Friday, April 10

- No School!

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. If you don't have your sketchbook use plain or lined paper instead. Remember to write your name, grade, and the date on all pages.

Monday, April 6

1. Your primary art assignment today is to collect a variety of organic objects from outdoors, possibly from your yard or the grounds of your apartment complex, or from a green space near where you live - take a walk! Collect 6-10 items: twigs, seed pods, nuts, dried leaves (go easy on the leaves).

(Examples: a broken pecan shell, a large acorn cap from a burr oak, a partial hydrangea flower which has dried and skeletized, a gumball seed ball, the opened seed capsules from a crepe myrtle tree, a pine cone, a chunk of bark from a pine tree, a weathered twig with buds and leaf scars....)

2. When you get back inside make a dated sketchbook entry in which you list the items you collected.

Tuesday, April 7

1. Read over the information about topographical mark-making, which is a method for representing surface texture, and write brief notes explaining the method. Notice that topographical mark-making is different from topographical linework, which is specifically used to show elevation levels. See **page 1** of the Supplemental Materials.

2. Select **one** of the organic objects you collected yesterday, and draw it at a 1:1 scale or larger, employing shading, cross-contour linework, and topographical mark-making to show its texture and dimensionality.

- Lightly sketch the object, working from general to specific to show the basic shapes, contours and line qualities.
- Next lightly sketch in major features, followed by other details.
- Add topographical mark-making to show more about the texture of the object. You will be using mark-making patterns. Vary the types of marks and their density.

Wednesday, April 8

1. Make 1:1 scale observational drawings of **two** of the collected objects, employing shading, cross-contour linework, and topographical mark-making to show dimensionality and texture.

- Lightly sketch the object, working from general to specific to show the basic shapes, contours and line qualities. Next lightly sketch in major features, followed by other details.
- Use shading to round the forms, implying the dimensionality and responding to contours.
- Enhance with cross-contour linework, altering the direction of the lines to show surfaces swelling, caving inward, or curving away. Use a varied weight of line to create emphasis and enhance dimensionality.

- Add topographical mark-making to show more about the texture of the object. You will be using mark-making patterns. Vary the types of marks and their density.

Thursday, April 9

1. Take a piece of plain paper to use as a picture plane. Arrange your collected objects on it to demonstrate two of the principles of design listed below. Consider the negative space in your arrangement. If it would improve your design, fold the paper. Once you have determined your arrangement, draw a composition based on it in your sketchbook, simplifying the forms.

- The arrangement of items on the paper will be your tableau, and the paper is your picture plane.
- Remember to begin your drawing by drawing the picture plane, using the same proportions as in your tableau.
- Sketch the layout, attentive to the shapes, placement and proportion and to the negative shapes.
- Simplify the forms of the still life items - you do not need to draw them naturalistically.
- Add value through shading. If you wish you may add line-work and mark-making.
- Write the name of the demonstrated principles of design underneath your drawing.

Principles of Design to Demonstrate in Drawings:

Illusion of Movement

Repetition

Emphasis

Contrast

Anomaly

Visual Grouping

Gravity

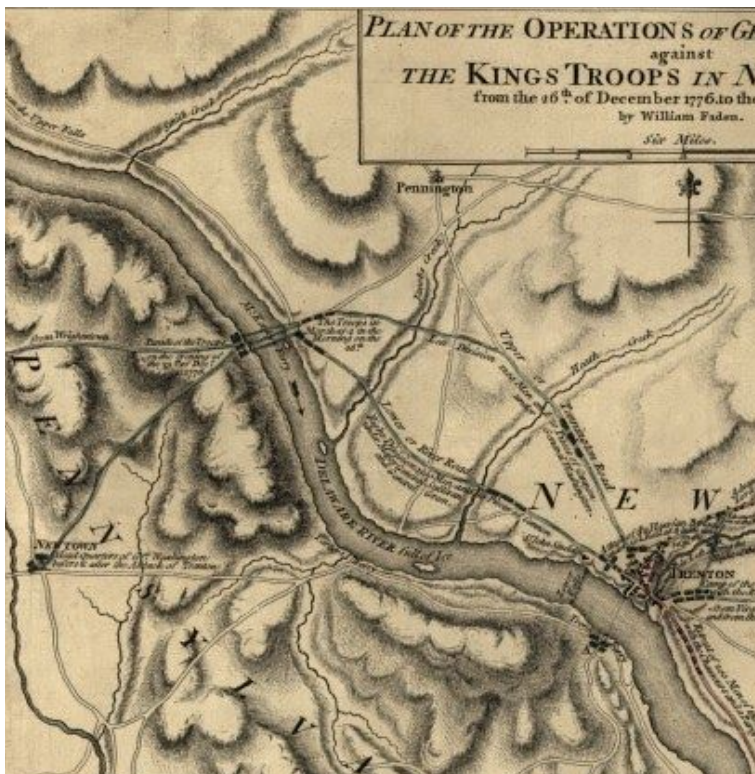
Asymmetrical Balance (not using gravity)

Approximate Symmetry (based on symmetry but isn't fully symmetrical)

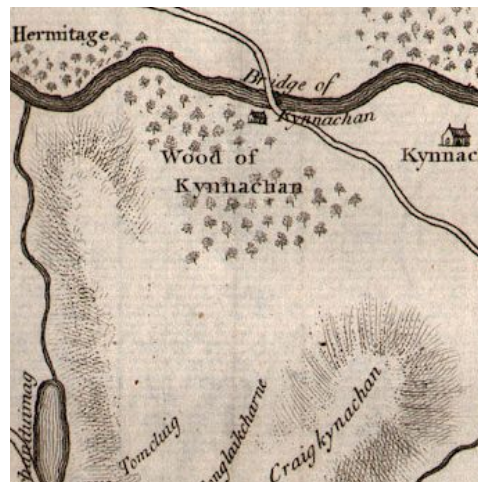
*See page 2 of the Supplemental Materials for information about Principles of Design
You may also look up information from your vocabulary handouts or the dictionary.*

Page 1 - - Supplemental Materials

Topographical Mark-Making - A method of drawing for representing texture by using patterns and systems of marks, lines and dots. Topographical mark-making is different from topographical linework, which is specifically used to show elevation levels. It may be used in map-making to symbolize that an area is swampy, grassy, or forested, or to show the watery currents of the river. Topographical mark-making can also be used in studio drawing to show specific textures of a subject. Imagine, for example, the kinds of marks you might see symbolizing hills in battle maps from the American Revolution, and then imagine applying those marks to the wrinkles on the knuckles of your hand.



Above left: *Plan of the Operations of General Washington against the King's Troops in New Jersey*; **Above right,** *A Sketch of SCHHALLIEN, With Part of the HILLS, and other Places adjacent*, from the National Library of Scotland Map Library. Compare to topographical lines, **below:**



Page 2 - - Supplemental Materials

Principles of Design - Principles of design are the means by which artists organize and integrate the visual elements into a unified arrangement. These include unity, harmony, variety, contrast, emphasis, proportion, repetition, rhythm, movement, balance, weight, gravity, visual grouping, and economy.

Balance - Balance is the concept of visual equilibrium, and relates to our physical sense of balance. It is a reconciliation of opposing forces in a composition that results in visual stability. Balance can be achieved through symmetrical or asymmetrical arrangement, and by the distribution of weight.

Symmetrical balance may employ bilateral symmetry or radial symmetry; **asymmetrical balance** involves the distribution of visual weight throughout a composition without using symmetry.

Examples: In Asymmetrical vs. Symmetrical Balance by Hikari Suita, notice that the asymmetrical design incorporates movement, and the symmetrical design uses radial symmetry.



Weight is the ability of an area or art element within a composition to attract attention to itself. The more an element attracts the eye, the greater its visual weight. Visual weight is often created through use of value contrast, color intensity or contrast, size, complexity, proximity (closeness to other shapes), or placement within a picture plane. When you place objects with more visual weight low in the picture plane you are using **Gravity**.

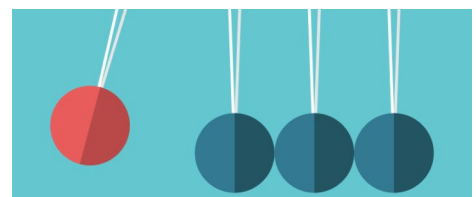
- o Color: fire-red red will usually attract more attention than baby blue
- o Size: A large sphere will usually attract more attention than a small sphere
- o Proximity: Two similar objects next to each other will usually attract more attention
- o Placement: A large sphere placed high in the picture plane will usually have more weight than a sphere placed on ground level.

Emphasis – an aspect of the organizing principle of dominance; with emphasis, certain visual elements are given greater importance than others within a composition. When one form is emphasized, your eye is drawn to it as a focus point.

Movement / the Illusion of Movement – eye travel directed by visual pathways in a work of art; you can guide movement by direction, the placement of points of emphasis, the use of rhythm, and other means.

Visual Grouping – placing similar forms or elements in the same area within a composition to give order.

Example: The design at right demonstrates visual grouping, gravity, implied movement, anomaly, and emphasis. Consider the factors that give the red circle more visual weight than any of the blue circles.



Remote Learning Packet

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April 6-10, 2020

Course: U.S. History to 1877

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

Weekly Plan:

Monday, April 6

- Read Lesson on Industrial Revolution & Social Reform Movements
- Read textbook Chapter 16 Lesson 1 (pgs.451-457) on Social Reform
- Make an outline of the chapter in your notes
- Answer questions on Lessons (worksheet)
- Optional: Watch Youtube videos on Industrial Revolution, Railways, and Factories

Tuesday, April 7

- Read Lesson on Transcendentalism
- Read Lesson on Education Reform
- Answer questions on readings (worksheet)
- Optional: Watch Youtube videos on Hudson River School

Wednesday, April 8

- Read textbook Chapter 16 Lesson 3 (pgs. 465-469) on the Women's Movement
- Make an outline of the chapter in your notes
- Answer questions on Lesson (worksheet)
- Complete and check U.S. Expansion Map

Thursday, April 9

- Read Seneca Falls Declaration of Sentiments
- Answer questions on Reading (worksheet)

Friday, April 10

- No School!

Statement of Academic Honesty

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Student Signature

Parent Signature

Monday, April 6

Note from Mrs. Jimenez: My dear students, I am heartbroken to not be able to teach you all this fascinating history in person! In an attempt to make up for this, I will write little “lectures” for you to read to elaborate or summarize a specific topic, as well as provide articles, primary sources, and videos in order to flesh out the textbook readings. Feel free to email me with any questions. Enjoy your learning!

1. Read the lesson on the Industrial Revolution and Social Reform Movements
2. Read the assigned pages (451-457)
3. Make an outline of the lesson for your notes just like last week. Follow these guidelines, striving to imitate the way we have been organizing our class notes all year:
 - a. The title for all your notes this week will be the title of Chapter 16: “The Spirit of Reform (1820-1860)”
 - b. Each day’s notes should be titled for the Lesson
 - c. Each of the red section titles in the textbook will be your main bullet points
 - d. Under each section bullet point, write 2-3 bullet points in your own words, summarizing the main ideas of each paragraph/section in the textbook
 - e. Be sure to include **dates** and **names** in your bullet points, along with the main idea(s) of each section
 - f. **Note: We will be covering Lessons 1 & 3 of Chapter 16 this week; we will cover Lesson 2 next week.**
4. Answer the questions on these readings in this week’s worksheet for Monday. Restate the question and respond in complete sentences. If you are not able to print the sheet, you may write your answers on a piece of lined paper. Be sure to include your heading and clearly mark the chapter/lesson/questions numbers.
5. Optional Videos:
Industrial Revolution: <https://safeYouTube.net/w/API3>
Railways: <https://safeYouTube.net/w/ZPI3>
Factories (child labor): <https://safeYouTube.net/w/kQI3>

Tuesday, April 7

1. Read the Lesson on Transcendentalism
2. Read the Lesson on Education Reform
3. Answer the questions on these readings in this week’s worksheet for Tuesday. Restate the question and respond in complete sentences. If you are not able to print the sheet, you may write your answers on a piece of lined paper. Be sure to include your heading and clearly mark the chapter/lesson/questions numbers.
4. Optional video on *Hudson River School*: <https://safeYouTube.net/w/WXI3>
5. If you are interested in looking at more art and learning about the Hudson River School artists: https://www.metmuseum.org/toah/hd/hurs/hd_hurs.htm

Wednesday, April 8

1. Read the assigned pages (465-469)
2. Make an outline of the lesson for your notes. Follow the guidelines from Monday 4/6, striving to imitate the way we have been organizing our class notes all year.
3. Answer the questions on these readings in this week's worksheet for Wednesday. Restate the question and respond in complete sentences. If you are not able to print the sheet, you may write your answers on a piece of lined paper. Be sure to include your heading and clearly mark the chapter/lesson/questions numbers.
4. Complete the U.S. Expansion Map. Do it on your own, then check your answers with your map or the map on pg. 396.

Thursday, April 9

1. Read the Declaration of Sentiments from the Seneca Falls Conference .
2. Answer the questions on the 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 chapter/lesson/questions numbers.

Name/Section:
U.S. History
Mrs. Jimenez
April 6-10, 2020

Chapter 16 Reading Questions

Restate the question and respond in complete sentences.

Monday: Social Reform Movements Lesson & Lesson 1 (451-457)

1. Explain these three terms and their connection with the period of social reform: *revival, utopia, temperance.*

2. What was the relationship between the Second Great Awakening and the reform movements of the early 1800s?

Tuesday: Transcendentalism and Educational Reform

1. What characterized the Transcendentalist movement?

2. Summarize the contributions Gallaudet, Howe, and Dix made to education in America.

Wednesday: Lesson 3 (465-469)

1. Explain ways that *suffrage* and *coeducation* could offer women in the 1800s new ways to participate in society.

2. What contributions did Susan B. Anthony and Elizabeth Cady Stanton make to American society?

3. How did the rights of married women improve in the 1800s?

Thursday: Seneca Falls Declaration of Sentiments

1. What document does this remind you of? Which parts in particular echo that other document?

2. What legal rights are women deprived of according to the Declaration? (Include at least 5)

3. How does the Declaration depict the relationship between men and women? What is the evidence that men and women are not treated equally? Why do these women think they should be treated equally?

Monday's Lesson: Industrial Revolution and Social Reform Movements

As you read about last week, the Industrial Revolution continued throughout the 1800s, filling the United States with new inventions and advanced technology for producing manufactured goods, farming, transportation, medicine, and communication. This continuous surge of new technology changed the U.S. economy and the way people lived.

Lowell Factory System

I want to highlight the importance of the factory system that was developed in the 1800s in England and the United States. Francis Cabot Lowell is responsible for instituting the modern factory in the U.S. Inspired by a trip to England, he formed the Boston Manufacturing Company in Waltham, MA which brought together all the processes of making cotton cloth into one factory for the first time. We take this idea for granted nowadays, but before Lowell, factories just focused on one aspect of the process of manufacturing a good, rather housing all processes, machines, and workers in the same place. He had another novel idea: he employed primarily young women in his factory and provided them with boarding houses to live in and an opportunity to be educated. However, the girls had to work from about 5am to 7pm six days a week and received half the pay men did for the same work. The mill girls typically worked in the factory for a few years before they got married, giving them some personal and financial independence or the opportunity to help support their families. Unfortunately, conditions in the factories got worse as the owners became more intent on increasing their profits. They often employed whole families, with children starting to work at the age of 7. These factory workers were “**wage slaves**” because they were entirely and immediately dependent on the few dollars they made each week for survival.

Second Great Awakening and Social Reform

Although technology had many positive effects on human life, many people suffered from the systems that developed because of technology--mostly the poor factory workers, miners, and slaves on plantations who enjoyed little to no legal or human rights. This week, we will be learning about several social reform movements started in response to the ill-treatment of workers during the Industrial Revolution or people who proposed an alternative way of living than the one the industrial, consumer economy had to offer. Most of these movements were sparked by a religious revival at the time known as the Second Great Awakening. This new spirit of reform can be seen in religion, education, and literature.

The Second Great Awakening (ca. 1790-1840) was a **Protestant** religious revival movement which focused on a personal encounter with God and membership in a Christian church. Charismatic religious leaders would hold **camp meetings** which people would flock to to hear the preaching, to sing and pray. Unlike the First Great Awakening (1730s-1750s) which was fueled by emotionally charged conversions to Christianity, this Second Awakening was characterized by social reform and “salvation by institutions.” New institutions sprang up in response to people’s religious awakenings, including new churches--such as the Methodists, Mormons, Unitarians, Shakers, and Baptists--colleges, seminaries, missionary societies, and schools for the poor, disabled, or imprisoned. The faithful’s belief in Christianity expanded beyond church attendance on Sundays to their efforts to reform and improve society.

Utopian Societies

Some groups formed utopian societies. **Utopias** are imagined places or states of things in which everything is perfect, although these utopian societies hoped to create these perfect places in reality. “Utopia” is a word coined by Thomas More in 1516, from the Greek words “ou-” (meaning *not*) or “eu-” (meaning *good*) and “topos” (meaning *place*). U + topos = utopia; More was playing with the ambiguity of the prefix “u”, so it could mean either (or both) “good place” and “no place”, implying that perfect

societies cannot actually exist. Nevertheless, these societies in the 19th century thought they could succeed.

The Shakers are one example of a religious utopian society. Shakers practiced celibacy and communal ownership of goods, along with a strict separation of the sexes in both work and life. Membership dwindled in the early 20th century, eventually leading to the consolidation of more than a dozen communities into just a few. One small cluster still persists in their unique way of life in a small community in rural Maine. Another group were the Oneida colonists in upstate New York who considered themselves all to be married to each other in a practice they called “complex marriage.” Monogamy was thoroughly rejected, and all decisions about childbearing and procreation were handled by committee. Mothers were only given the care of their offspring for the first few years of life, while the community at large assumed responsibility for older children.

Temperance Movement

Temperance was another important movement inspired by the Great Awakening. Prior to the 19th century, the word temperance connoted moderation and restraint in appetites and behavior, but this movement meant temperance specifically regarding alcohol consumption. By 1830, the average American over 15 years old consumed nearly seven gallons of pure alcohol a year! Among urban factory workers, this level of intoxication created unreliability in the labor force. At home, women and children often suffered, for they had few legal rights and were utterly dependent on husbands and fathers for support. During the first half of the 19th century, as drunkenness and its social consequences increased, temperance societies formed in Great Britain and the United States. These societies were typically religious groups that sponsored lectures and marches, sang songs, and published tracts that warned about the destructive consequences of alcohol. Eventually these temperance societies began to promote the virtues of abstinence or “teetotalism.” By the 1830s and 1840s many societies in the United States began asking people to sign “pledges” promising to abstain from all intoxicating beverages.

This is just a taste of the reform movements in 19th century America. Tomorrow we will learn about the Transcendentalists and reforms in education.

Vocabulary

Wage slave: a person wholly dependent on income from employment, typically employment of an arduous or menial nature.

Protestant: a member or follower of any of the Western Christian churches that are separate from the Roman Catholic Church and follow the principles of the Reformation.

Camp meeting: a religious meeting held in the open air or in a tent, often lasting several days.

Utopia: a community based on a vision of the perfect society.

Temperance: abstinence from alcoholic drink.

Fun fact!

>>> Louisa May Alcott, author of *Little Women*, lived in a utopian society, Fruitlands, for seven months in her childhood. It was co-founded by her father, Bronson Alcott, and Charles Lane, but very short lived.

Sources:

Boorstin, Daniel J. and Brooks Mather Kelley. *A History of the United States*. Prentice Hall Classics.

Campbell, A. (2017). *The temperance movement*. *Social Welfare History Project*. Retrieved from

<http://socialwelfare.library.vcu.edu/religious/the-temperance-movement/temperance-movement/>

“Religious Transformation and the Second Great Awakening.” <https://www.ushistory.org/us/22c.asp>

5 19th Century Utopian Communities. <https://www.history.com/news/5-19th-century-utopian-communities-in-the-united-states>

Tuesday's Lesson: Transcendentalism

One small group of intellectuals in the 19th century had an influence all out of proportion to their numbers. They called themselves “Transcendentalists.” They believed that the most important truths of life could not be summed up in a clear and simple theology but actually “transcended” (went beyond) human understanding and brought together all people--high or low, rich or poor, educated or ignorant. For them God was an “oversoul” who was present showing everybody what was good or evil; they turned from Christian beliefs and thought God was one, not a Trinity. They believed that human beings were essentially good and so, in time, the whole world would become perfect and have no need for government. The Transcendentalists were characterized by a respect for nature, a romanticist outlook, and the desire for self-sufficiency. They embraced idealism, focusing on nature and opposing materialism and consumerism. By the 1830s, literature began to appear that bound the Transcendentalist ideas together in a cohesive way and marked the beginnings of a more organized movement. Writers Ralph Waldo Emerson, Henry David Thoreau, and Margaret Fuller are some of the most famous Transcendentalists.

Henry David Thoreau

Henry David Thoreau sought his lonely way to the good life by living in a solitary cabin on the shores of Walden Pond near Concord, MA for two years. He earned his living by making pencils and only went to town for groceries. He protested against the policies of the government which he believed to be evil. He refused to pay taxes during the Mexican-American War because he thought the purpose of the war was to expand slavery. He spent a night in jail for not paying in 1846, but his aunt paid the taxes to get him out. He explained the purpose of his protest in *Essay on the Duty of Civil Disobedience* (1849), which has since inspired others to practice civil disobedience to bring about peaceful change in society, including Mahatma Gandhi.

Brook Farm

Inspired by different utopian groups like the Shakers, members of the Transcendental Club were interested in forming a utopian commune to put their ideas to the test. In 1841, a small group of them, including author Nathaniel Hawthorne, moved to a property named Brook Farm in West Roxbury, Massachusetts. The venture was an idyllic one that involved farm work by day and creative work by candlelight at night. The farm was run by members buying shares for life-long membership, guaranteeing an annual return on their investment, and allowing members who could not afford a share to compensate with work. Although success at first with over 100 members, financial challenges and personal problems led to the end of the experiment by 1847.

“The Oxbow” By Thomas Cole, 1836 - Founder of the Hudson River School

Hudson River School

Inspired by similar ideas expressed in Transcendentalist writing, painters in the Hudson River School focused on painting **idyllic** landscapes which focused on the beauty of Nature rather than on human beings or life in cities. Hudson River School paintings reflect three themes of America in the 19th century: discovery, exploration, and settlement. They also depict the American landscape as a pastoral setting, where human beings and nature coexist peacefully. Hudson River School landscapes are



characterized by their realistic, detailed, and sometimes idealized portrayal of nature, often juxtaposing peaceful agriculture and the remaining wilderness which was fast disappearing from the Hudson Valley just as it was coming to be appreciated for its qualities of ruggedness and sublimity. In general, Hudson River School artists believed that nature in the form of the American landscape was a reflection of God, though they varied in the depth of their religious conviction. Above is the first painting by Thomas Cole in 1836 which started the Hudson River School.

Examples of Transcendentalist Writing

Excerpt from Henry David Thoreu's *Walden Pond*:

"I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived. I did not wish to live what was not life, living is so dear; nor did I wish to practise resignation, unless it was quite necessary. I wanted to live deep and suck out all the marrow of life, to live so sturdily and Spartan-like as to put to rout all that was not life, to cut a broad swath and shave close, to drive life into a corner, and reduce it to its lowest terms..."

Ralph Waldo Emerson's poem "Experience":

The Lords of life, the lords of life,--
I saw them pass
In there own guise,
Like and unlike,
Portly and grim,--
Use and Surprise,
Surface and Dream,
Succession swift and spectral Wrong,
Temperament without a tongue,
And the inventor of the game
Omnipresent without a name;--
Some to see, some to be guessed,
They marched from east to west;
Little man, least of all,
Among the legs of his guardians tall,
Walked about with puzzled look.
Him by the hand Nature took,
Dearest Nature, strong and kind,
Whispered, "Darling, never mind!"
To-morrow they will wear another face,
The founder thou; these are thy race!

Vocabulary:

Idyllic: (especially of a time or place) like an idyll; extremely happy, peaceful, or picturesque.

Sources:

History.com

Boorstin, Daniel J. and Brooks Mather Kelley. A History of the United States. Prentice Hall Classics.

Wikipedia.org

Tuesday's Lesson: Reforms in Education

Thomas Gallaudet (1787-1851)

Thomas Hopkins Gallaudet was an acclaimed American pioneer in the education of the deaf. He founded and served as principal of the first institution for the education of the deaf in the United States. Opened in 1817, it is now known as the American School for the Deaf. Gallaudet was also instrumental in the creation of American Sign Language, which was later recognized as a true language, not just a code representing English words.

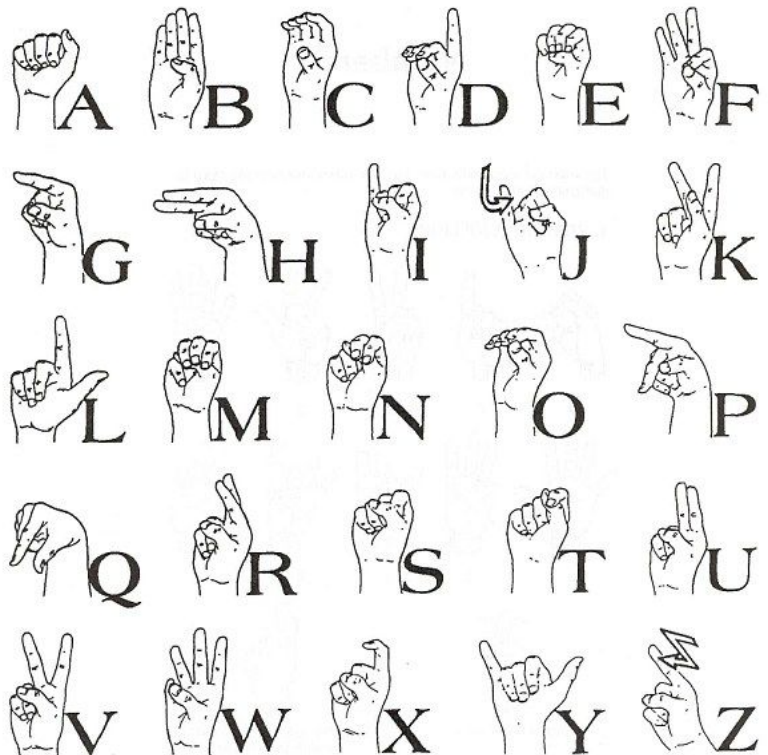
From a young age, Gallaudet had aspired to become a Congregationalist preacher, but he put this wish aside when he met Alice Cogswell, the nine-year-old deaf daughter of a neighbor, Mason Cogswell. He taught her many words by writing them with a stick in the dirt. Then Cogswell asked Gallaudet to travel to Europe to study methods for teaching deaf students. While in Great Britain, Gallaudet met Abbé Sicard, head of the Institution Nationale des Sourds-Muets in Paris, and two of its deaf faculty members, Laurent Clerc and Jean Massieu. Sicard invited Gallaudet to Paris to study the school's method of teaching the deaf using manual communication. Impressed with the manual method, Gallaudet studied teaching methodology under Sicard, learning sign language from Massieu and Clerc, who were both highly educated deaf graduates of the school.

While at the school in Paris, Clerc offered to accompany him back to the United States and teach with Gallaudet, and the two sailed to America. The two men toured New England and successfully raised private and public funds to found a school for deaf students in Hartford, which later became known as the American School for the Deaf. Young Alice was one of the first seven students in the United States.

Gallaudet served as principal of the school from its opening to 1830, when he retired due to health problems. During most of his time as principal he also taught a daily class. By the time he retired the school had 140 students and was widely recognized throughout the United States.

Gallaudet was offered other teaching leadership positions at special schools and universities, but declined these offers so he could write children's books and advance education. At this time there were very few children's books published in America, and Gallaudet felt a strong desire to assist in the training of children in this way. He also took to caring for those with mental illness and served as chaplain of both an insane asylum and a county jail.

https://www.newworldencyclopedia.org/entry/Thomas_Hopkins_Gallaudet



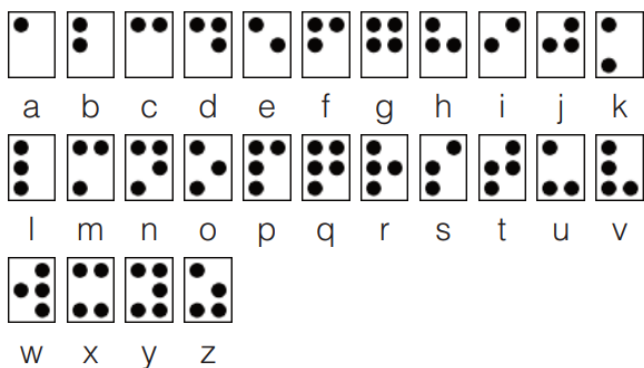
American Sign Language (ASL) alphabet

Samuel Gridley Howe (1801-1876)

Samuel Gridley Howe was an American physician, educator, and abolitionist as well as the founding director of the New-England Institution for the Education of the Blind and the Massachusetts School for Idiotic and Feeble-Minded Youth. He also championed the improvement of publicly funded schools, prison reform, humane treatment for mentally ill people, oral communication and lipreading for the deaf, and antislavery efforts.

In 1831, the trustees of the New-England Institution for the Education of the Blind appointed Howe as their director. At the time, Howe knew little about either blindness or the education of the blind, so he sailed to Europe to observe schools for the blind. He returned to the United States in 1832 to open the new school in Boston, and soon thereafter the school gained national fame through newspaper and magazine reports and through public exhibitions of the pupils' skills in reading and music. In 1837, at age seven, Laura Bridgman joined the school; she had lost the ability to see, hear, taste, and smell five years earlier. Under Howe's direction, Bridgman learned to use her sense of touch to recognize letters of the alphabet and English words and to receive and express communication.

During the 1830s and '40s, Howe developed the Perkins School for the Blind from a state to a regional institution. He traveled with his blind pupils beyond New England, venturing west to Ohio and Kentucky and as far south as Georgia and Louisiana.



In state after state, Howe's lectures—along with exhibitions of his students' skills in reading, writing, oratory, and musical performance—encouraged state legislators to establish public facilities for the education of the blind. Twice during that period, his pupils showed their talents before the U.S. Congress. Howe urged Congress to appropriate funds for a national library for the blind, but his aspiration for such a library was never realized in his lifetime.

<https://www.britannica.com/biography/Samuel-Gridley-Howe>

Braille alphabet

Dorothea Dix (1802-1887)

For centuries people who were mentally ill had been treated like criminals and stigmatized as "insane." They were feared, imprisoned, and tortured. But American reformers felt pity for them and took up their cause. Their heroic champion was Dorothea Dix, a young Boston schoolteacher who taught a Sunday school class in the women's department of a local prison. There she found people, whose only "crime" was their mental illness, being confined and punished.

In 1843, after two years spent investigating the jails and poorhouses in Massachusetts, she submitted her epoch-making report to the state legislature. She had seen the innocent insane confined "in cages, closets, cellars, stalls, pens! Chained, naked, beaten with rods, and lashed into obedience." She asked the legislature and all her fellow citizens to share her outrage. But old ways of thought and old fears were strong. Many would not believe the shocking truth, and others accused her of being soft-hearted. She stood her ground.

Finally Dorothea Dix succeeded in persuading the Massachusetts legislature to enlarge the state mental hospital. She began a new crusade--which lasts into our time--to treat the mentally ill with compassion and medical aid. She traveled in America and Europe pleading her humane cause. Seldom has a reform owed so much to one person.

Boorstin, Daniel J. and Brooks Mather Kelley. A History of the United States. Prentice Hall Classics.

Name/Section:
U.S. History
Mrs. Jimenez

U.S. Expansion Map

Label this map with the follow 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)
2. Oregon Country (1846)
3. Mexican Cession (1848)
4. Land from Webster- Ashburton Treaty (1828)*
5. Louisiana Purchase (1803)
6. Gadsden Purchase (1853)
7. Convention of 1818
8. Florida Cession (1821)
9. Texas Annexation (1845)
10. United States (Treaty of Paris 1783).

*Not marked on map; draw it in.

Thursday's Reading: Declaration of Sentiments, Seneca Falls Conference, 1848

Introduction: Elizabeth Cady Stanton and Lucretia Mott, two American activists in the movement to abolish slavery called together the first conference to address Women's rights and issues in Seneca Falls, New York, in 1848. Part of the reason for doing so had been that Mott had been refused permission to speak at the world anti-slavery convention in London, even though she had been an official delegate. Applying the analysis of human freedom developed in the Abolitionist movement, Stanton and others began the public career of modern feminist analysis

The Declaration of Sentiments

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have **hitherto** occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and **usurpations**, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled. The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a **candid** world.

He has never permitted her to exercise her inalienable right to the **elective franchise**.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men--both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns.

He has made her, morally, an irresponsible being, as she can commit many crimes with **impunity**, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her master--the law giving him power to deprive her of her liberty, and to administer chastisement.

He has so framed the laws of divorce, as to what shall be the proper causes, and in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women--the law, in all cases, going upon a false supposition of the supremacy of man, and giving all power into his hands.

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty **remuneration**. He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.

He allows her in church, as well as state, but a subordinate position, claiming apostolic authority for her exclusion from the ministry, and, with some exceptions, from any public participation in the affairs of the church.

He has created a false public sentiment by giving to the world a different code of morals for men and women, by which moral **delinquencies** which exclude women from society, are not only tolerated, but deemed of little account in man.

He has usurped the **prerogative** of **Jehovah** himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and to her God.

He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and **object** life.

Now, in view of this entire **disenfranchisement** of one-half the people of this country, their social and religious degradation--in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and **fraudulently** deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

Elizabeth Cady Stanton, *A History of Woman Suffrage*, vol. 1 (Rochester, N.Y.: Fowler and Wells, 1889), pages 70-71.

Hitherto: until now or until the point in time under discussion.

Candid: truthful and straightforward; frank.

Usurpation: an act of usurping; wrongful or illegal encroachment, infringement, or seizure.

Elective franchise: The right of voting at public elections.

Fraudulently: in a way that involves deception

Impunity: exemption from punishment or freedom from the injurious consequences of an action.

Remuneration: money paid for work or a service.

Delinquencies: minor crime, neglect of one's duties

Prerogative: a right or privilege exclusive to a particular individual or class.

Jehovah: a form of the Hebrew name of God used in some translations of the Bible.

Object: (of a person or their behavior) completely without pride or dignity; self-abasing.

Disenfranchisement: the state of being deprived of a right or privilege, especially the right to vote.

Remote Learning Packet

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

April 6-10, 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 6

- Complete the “Stage 29: Word Study” worksheet
- Review Stage 29 vocabulary words

Tuesday, April 7

- Read “nox I” on page 146
- Answer questions on “Stage 29 nox” worksheet, numbers 1-4

Wednesday, April 8

- Read “nox II” on pages 146 and 147
- Answer questions on “Stage 29 nox” worksheet, numbers 5,6, and 8

Thursday, April 9

- Read “About the language 1: active and passive voice” on p. 149
- Complete “Stage 29: Present and Imperfect Passive” sheet, check answer key, and make corrections
- Translate sentences a, b, d, and e (p. 149)

Friday, April 10

- No School!

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 6

1. Referring to your Stage 29 vocabulary list, complete the “Stage 29: Word Study” worksheet. You may either complete the information on the sheet itself or write it out on a separate piece of notebook paper. If using notebook paper, please be sure to put a full heading including the title “Stage 29 Word Study.”
2. Review Stage 29 vocabulary quizzing yourself on the English meanings of the words. Please be sure to review the English meanings of the verbs *placet*, *decet*, *taedet*, and *oportet* in addition to the words on page 166 of your textbook. Attached is a key for last week’s “Stage 29: Vocabulary List” worksheet to use for reference.

Tuesday, April 7

1. Read “nox I” on page 146 of the CLC, Unit 3 Textbook. The first time around, you are reading for understanding; do NOT translate the story into English. Also, avoid the temptation to look up words in the dictionary the first time through. Use the glossary provided on the same page for new words. For old words, try using context clues to figure out their meaning.
2. On a separate sheet of notebook paper, answer the questions on the “Stage 29 *nox*” worksheet under the section “nox I” (numbers 1-4). Be sure to use a full heading on your paper and title it “Stage 29 *nox*”

Wednesday, April 8

1. Read “nox II” on pages 146 and 147. Again, the first read through is for understanding; do NOT translate the story into English. Avoid the temptation to look up words in the dictionary using only the glossary of words provided on the same page.
2. Using the same sheet of notebook paper titled “Stage 29 *nox*,” answer the questions on the “Stage 29 *nox*” worksheet under the section “nox II” for numbers 5,6, and 8.

Thursday, April 9

1. Read “About the language 1: active and passive voice” on p. 149 of the textbook.
2. Based on the reading on p. 149, fill in the missing information on the “Stage 29: Present and Imperfect Passive” grammar sheet and complete the practice exercise at the bottom of the sheet.
3. Check your answers on the grammar sheet against those given on the answer key and make corrections as needed.
4. On a sheet of notebook paper, translate sentences a, b, d, and e in number 4 on p. 149. Translations of sentences c and f are available on the answer key for reference.

Stage 29: Word Study

A. Complete the following analogies with words from the Stage 29 Vocabulary Checklist:

1. vērūs : falsus : : amō : _____
2. nauta : nāvīgāre : : mīles : _____
3. meus : noster : : tuus : _____
4. intrāre : exīre : : dīligere : _____
5. labōrāre : labor : : dolēre : _____

B. Copy the following words. Then put parentheses around the Latin root from this Stage contained inside these derivatives; give the Latin word and its meaning from which the derivative comes.

For Example: conservation: con(serv)ation servāre – to save

1. depopulate: _____
2. imperfection: _____
3. revival: _____
4. translucent: _____
5. audacious: _____

B. Match the definitions to the following words:

- | | |
|---------------------|-----------------------|
| 1. _____ viviparous | a. present everywhere |
| 2. _____ dolorous | b. bearing live young |
| 3. _____ populous | c. clarity of thought |
| 4. _____ ubiquitous | d. to go around |
| 5. _____ lucidity | e. full of people |
| 6. _____ circumvent | f. sad, mournful |

Verbs

<i>1st/3rd Present</i>	<i>Present Infin.</i>	<i>1st/3rd Perfect</i>	<i>Perfect Partic.</i>	<i>Meaning</i>
decet	decēre	decuīt	-----	<i>be proper; ought</i>
oportet	oportēre	oportuīt	-----	<i>be right; must</i>
placet	placēre	placuīt	-----	<i>please, suit</i>
taedet	taedēre	taeduīt	-----	<i>make . . . tired; . . . is tired/bored</i>
ascendō	ascendere	ascendī	-----	<i>climb, rise</i>
dēfendō	dēfendere	dēfendī	dēfēnsus	<i>defend</i>
incēdō	incēdere	inCESSī	-----	<i>march, stride</i>
spernō	spernere	sprēvī	sprētus	<i>despise, reject</i>
perficiō	perficere	perfēcī	perfectus	<i>finish</i>
circumveniō	circumvenīre	circumvēnī	circumventus	<i>surround</i>
mālō	mālle	māluī	-----	<i>prefer</i>
ōdī	ōdisse	-----	-----	<i>hate</i>

Nouns

<i>Nominative</i>	<i>Genitive</i>	<i>Gender</i>	<i>Meaning</i>
audācia	audāciae	f.	<i>boldness, audacity</i>
captīvus	captīvī	m.	<i>prisoner, captive</i>
populus	populī	m.	<i>people</i>
līberī	līberōrum	m. pl.	<i>children</i>
dolor	dolōris	m.	<i>grief, pain</i>
lūx	lūcis	f.	<i>light, daylight</i>
salūs	salūtis	f.	<i>safety, health</i>
scelus	sceleris	n.	<i>crime</i>

Adjectives

<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>	<i>Meaning</i>
dīrus	dīra	dīrum	<i>dreadful</i>
vester	vestra	vestrum	<i>your (plural)</i>
vīvus	vīva	vīvum	<i>alive, living</i>

Adverbs and Pronouns

<i>Word</i>	<i>Part of Speech</i>	<i>Meaning</i>
aliī . . . aliī	pron.	<i>some . . . others</i>
prius	adv.	<i>earlier</i>
ubīque	adv.	<i>everywhere</i>

*This introduction is a good description of **Urbs Rōma** by night. Read through the story on pages 146–147; notice the Latin adjectives and adverbs used to describe the feelings and atmosphere; answer the questions below:*

nox I

- 1 lines 1–3: It is a special night in AD. 81. Describe what Rome is like this particular evening. Mention at least three items.
- 2 lines 4–7: In this story Rome is revealed as a city of contrasts. Write a translation for this paragraph which describes what the **dīvitēs** are accustomed to doing.
- 3 lines 8–12: Where do the **pauperēs** live? Describe what they are doing. Mention at least four items.
- 4 lines 13–23: From a general “panorama view” of Rome, the story shifts to a “close-up” of the **Via Sacra** in the **Forum Rōmānum** where the Arch of Titus is being completed. List six details of sound and/or sight found in this paragraph. Who is having the Arch of Titus built? How is this person related to Titus? What motive does he have for sponsoring this building project?

nox II

- 5 lines 1–7: What are Haterius and our good friend, Salvius, doing at the site of the Arch of Titus? List five Latin words which reveal their mood and feelings.
- 6 lines 8–12: Glitus, the foreman of the workmen, tries to soothe Haterius. Translate his words, lines 9–12.
- 7 lines 13–14: The Arch is finished. The city falls silent.
- 8 lines 14–18: Another section of the **Forum Rōmānum**. What is happening here? What are the two women singing/praying?



Stage 29: The Present and Imperfect Passive

In Unit 1, we met sentences like these:

puer clāmōrem **audit**.

A boy *hears* the shout.

ancilla vīnum **fundēbat**.

A slave girl *was pouring* wine.

The verbs in boldface are in the **active** voice (from *ago, agere, egi, actus*; to do) meaning the subject is _____ the action of the verb.

In this stage, we have met sentences like these:

clamor ā puerō **audītur**.

The shout *is heard* by the boy.

vīnum ab ancillā **fundēbātur**.

The wine *was being poured* by a slave girl.

The verbs in boldface are in the **passive** voice (from *patior, pati, passus sum*; to suffer) meaning the subject is not performing but _____ the action of the verb.

Compare the following active and passive forms:

PRESENT TENSE

Active

portat *s/he carries/is carrying*

portant *they carry/are carrying*

Passive

portātur *s/he is carried/is being carried*

portantur *they are carried/are being carried*

IMPERFECT TENSE

Active

portābat *s/he was carrying*

portābant *they were carrying*

Passive

portābātur *s/he was being carried*

portābantur *they were being carried*

In comparing these forms, we notice that the verbs in the 3rd person active end in *-t* in the singular and *-nt* in the plural whereas the verbs in the 3rd person passive end in _____ in the singular and _____ in the plural.

Practice:

Translate the passive forms of the following verbs:

1. circumvenit *s/he is surrounding* circumvenītur _____

2. dēfendēbat *s/he was defending* dēfendēbātur _____

3. spernunt *they despise* spernuntur _____

4. mandat *s/he orders* mandātur _____

5. occīdēbant *they were killing* occīdēbantur _____

KEY

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In comparing these forms, we notice that the verbs in the 3rd person active end in *-t* in the singular and *-nt* in the plural whereas the verbs in the 3rd person passive end in **-tur** in the singular and **-ntur** in the plural.

Practice:

Translate the passive forms of the following verbs:

1. circumvenit *s/he is surrounding* circumvenītur *s/he is surrounded/is being surrounded*
2. dēfendēbat *s/he was defending* dēfendēbātur *s/he was being defended*
3. spernunt *they despise* spernuntur *they are despised/are being despised*
4. mandat *s/he orders* mandātur *s/he is ordered/is being ordered*
5. occīdēbant *they were killing* occīdēbantur *they were being killed*

Remote Learning Packet

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

April 6-10, 2020

Course: 8th Literature & Composition

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

Mr. McKowen robert.mckowen@greatheartsirving.org

Weekly Plan:

We continue our study of Sonnets this week. Please hold on to your typed (and preferably printed) essay on *The Chosen*. Details regarding final edits and how to turn in the essay will be forthcoming.

Monday, April 6

Imitate Sonnet 94 by William Shakespeare.

Tuesday, April 7

Read, annotate, and take notes on Sonnet 43 by Elizabeth Barrett Browning.

Wednesday, April 8

Choose a theme in the poem (Sonnet 43) and write a 2-3 paragraph analysis.

Thursday, April 9

Imitate Sonnet 43 by Elizabeth Barrett Browning.

Friday, April 10

No School!

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

Tuesday, April 7

Please read, annotate, and take notes on the following poem. *Hint: Read it aloud a few times.*

Sonnets from the Portuguese 43: How do I love thee? Let me count the ways

--Also known by the shorter title--

Sonnet 43

By Elizabeth Barrett Browning (1806-1861)

How do I love thee? Let me count the ways.
I love thee to the depth and breadth and height
My soul can reach, when feeling out of sight
For the ends of being and ideal grace.
I love thee to the level of every day's
Most quiet need, by sun and candle-light.
I love thee freely, as men strive for right;
I love thee purely, as they turn from praise.
I love thee with the passion put to use
In my old griefs, and with my childhood's faith.
I love thee with a love I seemed to lose
With my lost saints. I love thee with the breath,
Smiles, tears, of all my life; and, if God choose,
I shall but love thee better after death.

Thursday, April 9

You will imitate Sonnet 43 by Elizabeth B. Browning now that you’ve read, annotated, and analyzed it. Utilizing the same theme from your analysis, please imitate the Sonnet’s structure and rhyme scheme (14 lines, ABBAABBACDCDCD - Nota Bene: This rhyme scheme is different from Shakespeares!). For example, if you analyzed the poem’s theme of communication, then communication is the theme for your imitation. You may include more than one theme in your imitation.

(Lined writing area for student response)

Remote Learning Packet

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

April 6th - April 10th, 2020

Course: Algebra I

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

Ms. Frank leslie.frank@greatheartsirving.org

Weekly Plan:

Monday, April 6

- Chapter 3, Extra Practice: Skills, page 644: Problems 54-72, mod 3
- Chapter 3, Problem Solving, page 668 sect. 3-7 #2, 4, 6 and 3-8 #2, 4

Tuesday, April 7

- Chapter 4, Extra Practice: Skills, page 645-646: Problems 20-102, mod 4
- Chapter 4, Problem Solving, page 669 sect. 4-9 #2, 4 and 4-10 #2-4

Wednesday, April 8

- Chapter 5, Extra Practice: Skills, page 647: Problems 15-60, mod 3
- Chapter 5, Problem Solving, pages 669-670 (5-13) “Solve” #1-3

Thursday, April 9

- Chapter 5, Extra Practice: Skills, pages 648: Problems 63-135, mod 3
- Chapter 5, Problem Solving, page 670 (5-13) “Solve” #4-6

Friday, April 10

- Chapter 7, Extra Practice: Skills, page 651-652: Problems 9-63, mod 3
- Chapter 7, Problem Solving, page 671 (7-3, 7-4 and 7-5) “Solve” 2 and 4 for each section

Statement of Academic Honesty

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Student Signature

Parent Signature

For all review assignments

If you're having difficulty remembering how to do the problems, **the lesson in which they were taught is posted on the right side of the page.** Turn back to that lesson and review it for help (if you have the textbook / I have also attached highlights of the chapter below). If you have reviewed the lesson and still don't understand, continue on to the next problem, until you have tried to work each one. Use lined loose-leaf paper and show all of your work and make sure to include a heading for each assignment. If you need to double check your work (for challenging problems) look at the answer key that is provided, and check all of your answers once you have finished the entire assignment. As always, feel free to email me during the schooldays with questions.

Monday, April 6th

Things to remember from Section 3-4 to 3-7

We are solving the majority of problems in this unit by isolating the variable, balancing the equations through inverse operations and checking our answers. More complex equations should be simplified on both sides before proceeding through these steps.

There will be possibilities of equations in which you will no solution (empty or null set when simplified), and equations that will be true for every value of the variable (identity)

For the word problems always remember to make a chart or a sketch before trying to solve the problem.

Tuesday, April 7th

Things to remember from Section 4-2 to 4-8

Adding and Subtracting Polynomials

Monomial - an expression that is either a numeral, variable, or the product of a numeral and one or more variables

Constant (monomial) - a numeral such as 14

Polynomial - a sum of monomials

Special types - Binomials have two terms ex. $2x - 9$ $2xy + x^2$

Trinomials have three terms ex. $x^2 - 3x - 10$ $a^2 + 3ab - 4b^2$

Numerical coefficient - a numeral that is multiplied by a variable

Similar or Like Terms - monomials that are exactly alike except for their coefficients

Simplest form of a polynomial - when no two terms of a polynomial are similar or like terms

Degree of a variable in a monomials - the number of times that a variable occurs as a factor in a monomial

Degree of a monomial - the sum of the degrees of all of its variables

Degree of a polynomial - the greatest of the degrees of its terms after it has been simplified

Rules for Powers of Monomials

Rule of exponents for a power of a power

For all positive integers m and n : $(a^m)^n = a^{mn}$

To find a power of a power, you multiply the exponents.

Multiplying Polynomials by Monomials

Remember the distributive properties....

$$a(b + c) = ab + ac \quad \text{and} \quad a(b - c) = ab - ac$$

Wednesday, April 8th

Things to remember from Section 5-3 to 5-5

Terms and Definitions

Property of Quotients - If a , b , c , and d are all real numbers with $b \neq 0$ and $d \neq 0$

$$\frac{ac}{bd} = \frac{a}{b} \cdot \frac{c}{d}$$

If $a = b$, and b , c , and d are all real numbers with $b \neq 0$ and $d \neq 0$, then

$$\frac{bc}{bd} = \frac{c}{d}$$

Rule of Exponents for Division- If a is a nonzero real number and m and n are positive integers, then

$$\text{If } m > n : \quad \frac{a^m}{a^n} = a^{m-n}$$

$$\text{If } n > m : \quad \frac{a^m}{a^n} = \frac{1}{a^{n-m}}$$

$$\text{If } m = n : \quad \frac{a^m}{a^n} = 1$$

The CGF of two or more monomials is the common factor with the greatest coefficient and the greatest degree of each variable.

A quotient of monomials is said to be simplified when each base appears only once, when there are no powers of powers, and when the numerator and denominator have no common factors other than 1.

Remember $\frac{a+b}{c} = \frac{a}{c} + \frac{b}{c}$

To divide a polynomial by a binomial, divide each term of the polynomial and add the results.

We say that one polynomial is evenly divisible, or just divisible, by another polynomial if the quotient is also a polynomial (not a fraction).

The greatest monomial factor of a polynomial is the GCF of its terms.

Thursday, April 9th

Things to remember from Section 5-6 to 5-12

Factoring Check List

- I. Factor out the Greatest Common Factor
- II. Look for a resulting pattern

Binomial - $a^2 - b^2 = (a - b)(a + b)$

Trinomial (+c) Square of a Binomial Look for middle term (linear) twice a x b	$a^2 + 2ab + b^2 = (a + b)^2$ $a^2 - 2ab + b^2 = (a - b)^2$
---	--

⋮

Trinomial (+c) $x^2 + bx + c$

Look for the factors (both positive or both negative) of c that add up to b

Trinomial (-c) $x^2 (+ \text{ or } -) bx - c$

Look for the factors (+ - or - +) of c that add up to b

Friday, April 10th

Things to remember from Section 7-2 to 7-9

Definition of a^{-n}

If a is a nonzero real number and n is a positive integer,

$$a^{-n} = \frac{1}{a^n}$$

Definition of a^0

If a is a nonzero real number,

$$a^0 = 1$$

The expression 0^0 has no meaning.

Summary of Rules of exponents (let m and n be any integer, and let a and b be any nonzero integers)

1. Products of powers $b^m b^n = b^{m+n}$
2. Quotients of powers $b^m \div b^n = b^{m-n}$
3. Power of a power $(b^m)^n = b^{mn}$
4. Power of a product $(ab)^m = a^m b^m$
5. Power of a quotient $\left(\frac{a}{b}\right)^m = \frac{a^m}{b^m}$

Remote Learning Packet

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

April 6-10, 2020

Course: Physical Education

Teacher(s): James.Bascom@GreatHeartsIrving.org
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Weekly Plan:

Monday, April 6

Mobility Routine

Tuesday, April 7

Workout

Wednesday, April 8

Mobility Routine

Thursday, April 9

Workout

Friday, April 10

No School!

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 6

General Mobility Routine (15-20 minutes)

All students are expected to complete Part I. 9th Graders are expected to continue the workout and complete Part II (any middle school student that would like an extra challenge is more than welcome).

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 7

1. 3 minute run
2. 20 squats
3. 20 lunges
4. 3 minute run
5. 10 jump squats
6. 10 jump lunges
7. 3 minute run
8. 10 squats, 10 jump squats
9. 10 lunges, 10 jump lunges
10. 3 minute run

Wednesday, April 8

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

Thursday, April 9

1. **7 minute run**
2. Set a timer for 8 minutes. Try to continuously do this workout for the duration.
 1. 1-3 pushups
 2. 5 meter bear crawl forwards
 3. 1-3 pushups
 4. 5 meter bear crawl backward
 5. 1 slow pushup (15-30 second count on the way down)
 6. 5 meter crab walk forward
 7. 1 slow pushup (15-30 second count on the way down)
 8. 5 meter crab walk backwards
 9. REPEAT

Remote Learning Packet

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April 6 - April 9, 2020

Course: Science

Teacher(s): Mr. Weyrens

Weekly Plan:

Monday, April 6

- Work on the Star-Splitter
- 9.6 Vocabulary

Tuesday, April 7

- Work on the Star-Splitter
- Deformation, Stress, and Faults

Wednesday, April 8

- Work on the Star-Splitter
- Volcanoes and Mountains

Thursday, April 9

- Work on the Star Splitter
- 9.6 Review

Friday, April 10

- Enjoy your holiday! I Hope you are all doing well.

Statement of Academic Honesty

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

Student Signature

Parent Signature

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

Monday, April 6

- Spend 5-10 minutes reciting the star splitter, starting from “He had been heard to say by several...” and try to get to the line “And he could wait-- we’d see him tomorrow.”
 - As you continue with the poem, keep adding to the personalities, thinking about the characters you identified last week.
- On a sheet of notebook paper or on index cards, write each of the key terms and their definitions (omitting land subsidence) for section 9.6

Tuesday, April 7

- Spend 5-10 minutes reciting the star splitter, starting from “He had been heard to say by several...” and try to get to the line “If one by one we counted people out.”
- Review the definitions for deformation, stress, fault and the specific types of faults.
- On page 347 of the book, read about the different kinds of deformation (shearing, tension, compression).
- On a sheet of notebook paper, draw a table with three rows and three columns. In the top row, label each column with a different kind of plate boundary. Then, in the second row, write the kind of deformation that you think occurs at those kinds of plate boundaries. Last, in the third row, write the kind of fault that occurs at those kinds of plate boundaries. Underneath the table, in complete sentences, briefly explain your answer.

Wednesday, April 8

- Spend 5-10 minutes reciting the star splitter, starting from “He had been heard to say by several...” and try to get to the line “To get so we had no one left to live with.”
- Using the information on pages 349-350, briefly describe the two ways that mountains form from the movement of the plates and state what kind of boundaries they occur at.
- Using the information on pages 352-353, briefly describe the three ways that volcanoes form in complete sentences.
- Look at the map on page 351 and write down what you notice about the location of the volcanoes. What can you infer about the plates at those locations where volcanoes are? What can you infer about the plates at those locations where the volcanoes aren’t?

Thursday, April 9

- Spend 5-10 minutes reciting the star splitter, starting from “He had been heard to say by several...” and try to get to the line “For to be social is to be forgiving.”
 - Take a few moments to think about what it means to forgive. Why do you think the narrator links being social to forgiveness?

- Think about times in your past when you've chosen to forgive. In what ways do you think fortitude (courage) and forgiveness are linked? Take a moment to think of a concrete way you can practice fortitude through forgiveness even in this time of social-distancing.
- On page 353, answer question 5 in complete sentences, explaining your reasoning.

Friday, April 10

- Get some rest, have some fun, and enjoy your holiday! You've earned it!

Answer Key for Last Week's Packet

Earth's Interior

1. The crust is about 40 km thick, measures 1000 degrees Celsius near the mantle, and is composed of solid rock. The Lithosphere is also made of solid rock, is the topmost layer of the mantle and extends another 100 km. The asthenosphere is composed of partly or nearly melted rock and is just below the Lithosphere, extending another 350 km. The mantle is composed of solid rock, reaches a temperature of 2200 degrees Celsius near the outer core, and extends 2900 km; it is the thickest layer of the Earth's interior. The Outer core, just below the mantle, is composed of liquid rock (mostly iron and nickel), and extends another 2250 km. The inner core is composed of solid rock (mostly iron and nickel), is 1200 km thick, and reaches a temperature of 5000 degrees Celsius.
2. Both pressure and temperature are increasing as your depth below the surface of the Earth increases.
3. Answered last week.
4. Geologists use seismology, the study of seismic waves, to learn about the Earth's interior. How the different kinds of seismic waves change in speed helps us learn about the pressure, temperature, and composition of the Earth at various depths.

Continental Drift and Sea-Floor Spreading

1. Continental drift is the idea that the continents are slowly moving across the surface of the Earth. Several pieces of evidence support the idea. First, the edges of the continents seem to fit together like puzzle pieces (most evident between South America and Africa). Second, mountain ranges in various continents appear to have at one time been the same mountain range. Third, there are fossils of land plants and animals which have been found on continents now separated by vast oceans. Fourth, there is evidence that the climates of various locations were once very different, indicating a change in latitude.
2. Sea-Floor spreading is the idea that the ocean floors are moving (in a way similar to how conveyor belts are moving). Several sources of evidence support the idea. First, rocks shaped like pillows indicate magma from the mantle has been coming to the surface at the ocean floor. Second, there is evidence that layers and layers of rocks have formed over time, indicated by rocks at various depths with different "magnetic memories." Third, the oldest rocks are near the trenches while the youngest rocks are near the ridges.
3. Subduction is the process of one piece of crust sinking below another piece, and it occurs where we find trenches.
4. More subduction than sea-floor spreading is occurring in the Pacific Ocean, causing it to shrink. Conversely, more sea-floor spreading than subduction is occurring in the Atlantic Ocean, so it is expanding.

Plate Tectonics

1. Plate tectonics is the theory that the crust and lithosphere are in constant slow motion.

2. Convergent boundaries occur where two plates are moving into one another. Divergent boundaries occur where two plates are moving away from each other. Transform boundaries occur where the plates are sliding past one another (see image on page 342).
3. At a convergent boundary with two continental plates, the crust folds upwards forming mountains. At a convergent boundary with two oceanic plates, the denser plate subducts underneath the less dense plate forming a trench. At a convergent boundary with a continental plate and an oceanic plate, the oceanic plate sinks below the continental plate, also forming a trench.
4. At a divergent boundary on land, a gap or basin called a rift valley forms. At a divergent boundary in the ocean, a ridge forms.
5. At transform boundaries, earthquakes occur from the two plates catching on one another and then slipping.

Section 9.2

1. Heat transfer is the movement of heat from a warmer object to a cooler object. In order for it to occur, a temperature difference needs to be present.
 2. The three kinds of heat transfer are conduction, convection, and radiation. An example of conduction is when a child grabs a hot pan and burns his hand. An example of radiation is the toasting of a marshmallow over a fire. An example of convection is the wind.
 3. There is a temperature difference as there is a change in depth. Conduction may be occurring between the layers as they touch one another. In addition, the more plastic and fluid layers (the asthenosphere and outer core) may have convection occurring in them. There is a temperature difference between the top of these layers and the bottom, and their material is fluid enough to move around, allowing for the internal transfer of heat through conduction.
-
1. Convection occurs in the asthenosphere and not elsewhere in the mantle because the material is fluid, allowing for it to move around in the way necessary for a convection current. The solid rock that makes up the rest of the mantle cannot move in this way.
 2. You can think about a ball on the surface of a pool when people are swimming in it and jumping into it. The waves in the water that the ball is floating on cause it to be carried away. Likewise, when the convection currents move the asthenosphere, the lithosphere (which is floating on it; remember isostasy!) also moves.
 3. Convection currents occur in the asthenosphere and outer core. The convection currents in the asthenosphere cause the plates to move, and thus cause continental drift.

Star-Splitter

"Don't call it blamed; there isn't anything
More blameless in the sense of being less
A weapon in our human fight," he said.
"I'll have one if I sell my farm to buy it."
There where he moved the rocks to plow the ground
And plowed between the rocks he couldn't move,
Few farms changed hands; so rather than spend years
Trying to sell his farm and then not selling,
He burned his house down for the fire insurance
And bought the telescope with what it came to.
He had been heard to say by several:
"The best thing that we're put here for's to see;
The strongest thing that's given us to see with's
A telescope. Someone in every town
Seems to me owes it to the town to keep one.
In Littleton it may as well be me."
After such loose talk it was no surprise
When he did what he did and burned his house down.

Mean laughter went about the town that day
To let him know we weren't the least imposed on,
And he could wait—we'd see to him tomorrow.
But the first thing next morning we reflected
If one by one we counted people out
For the least sin, it wouldn't take us long
To get so we had no one left to live with.
For to be social is to be forgiving.