

**8th Grade
Lesson Plan
Packet**

5/11/2020-5/15/2020

Remote Learning Packet

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

May 11-15, 2020

Course: Art

Teacher(s): Ms. Clare Frank

Weekly Plan:

Monday, May 11

- Watch the instructional video “Applying Perspective”
- Drawing “View through a Window”: Establish structured illusion of space space, with eye-level and converging parallel lines * *You may use dry media of your choice, including colored pencils, pastels, or graphite. Use discretion in selecting media. The default is pencil. See page 5 for project overview.*

Tuesday, May 12

- Drawing “View through a Window”: Finish developing general shapes for view outside and fine-tune shapes for interior space

Wednesday, May 13

- Watch the instructional video “Livia’s Garden Room”
- Drawing “View through a Window”: Develop the imagery seen outside, with particular attention to shape relationships, specific shape qualities, and drawing style.

Thursday, May 14

- Drawing “View through a Window”: Develop color, value, mark-making, and linework patterns in the imagery seen outside.

Friday, May 15

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

Statement of Academic Honesty

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

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

Student Signature

Parent Signature

Monday, May 11

1. **Watch the instructional video** for Monday, May 11 in GoogleClassroom.
2. Look over the Project Overview on page 5.
3. (10 min.) Continue drawing “View through a Window”: **Establish structured illusion of space, with consistent eye-level and converging parallel lines.**
 - a. Check the **overall layout** of your drawing, paying special attention to **shape relationships**, the **relationship of interior to exterior**, and to the **overall composition**. Adjust as needed.
 - b. Assuming you are showing part of the window structure and possibly part of the wall, window sill, or room, **identify any parallel and perpendicular lines**. Next **ascertain your eye-level**.
 - c. **Converging Parallel Lines:** Remember that parallel lines, when seen even at a slight angle, appear to converge. These parallel lines will converge upon a vanishing point on your eye-level or above your head, far outside the picture plane! However, this means that on your page the parallel lines will incline towards each other slightly. Make sure they do so, and that they are inclining toward the vanishing point. This will mean that:
 - i. The space between horizontal parallel lines will be wider where the lines are closer to you, and narrower where the lines are farther from you (like the window in Andrew Wyeth’s painting *Wind from the Sea*).
 - ii. Any horizontal lines below your eye-level will seem to angle upward as the line moves further away from you. In contrast, any horizontal lines above your eye-level will seem to angle downward as the line moves further away from you. However, a horizontal line exactly on your eye-level will remain horizontal, at right angles to the sides of your picture plane and parallel to the top and bottom edges of your picture plane.
 - iii. The vertical lines appear to angle in towards each other ever so slightly. In class exercises we usually pretend they are truly vertical on the page, but in fact the vanishing point is directly over your head. For this drawing you may choose to keep the vertical lines vertical, in which case they will be parallel to the right and left sides of the picture plane, and perpendicular to the top edge.
 - d. **Show the dimensionality of the window and wall.** While in cartoons or comic strips the windows may be shown as a 2D shape, like a gridded rectangle, in fact any window has dimension. Observe the depth as well as the width and height, by showing all edges seen.

Tuesday, May 12

1. Continue drawing “View through a Window”: **Finish developing general shapes for view outside and fine-tune shapes for interior space.**
 - a. (10 min.) Check the **overall shapes and shape relationships for the view outside**, and adjust as needed. Pay close attention to the **positive/ negative shape relationships**, seeing even the sky or the lawn as a shape. Eyelevel still applies, both outside and inside!
 - i. Remember that things far away appear smaller; the tiny wren singing on my window frame may appear larger than my neighbor’s truck across the street.
 - ii. Size relationships should make sense in proportion to each other. Use your physical knowledge to help you. The tabby cat sitting on the curb has a body of about the same thickness as the curb’s height. In contrast, a robin’s body is not as thick as the curb, though it may be as tall as the curb!
 - iii. Use shape, value and color to show imagery when you can’t show detail. Perhaps the most important secret in art is how to imply information rather than to show it! Don’t make something larger just because you aren’t sure how otherwise to show the detail - instead, use shape and color/value. To show the bluebird on the telephone wire across the street, I’d place a blue brushmark adjacent to a shorter reddish daub. Just a dab’ll do ya!
 - iv. Use texture, mark-making and value to differentiate the shape areas outside, beginning to hint at imagery.
 - b. (5 min.) Develop the **value range and contrast in your interior space** to enhance dimensionality (3D quality). Consider direction of light in relation to the planar surfaces of your interior spaces. Look at Andrew Wyeth’s paintings *Wind from the Sea* and *Frostbitten Apples* for examples. These paintings were in last week’s instructional video.

*** Don’t go cartoony just because you are drawing a scene. It is a thoughtless but easy mistake to jump ahead and define the objects with thick black outlines and stereotyped shapes because that feels “safe”. It isn’t though. It’s just a default mode that limits you and closes doors to growth. Instead really observe and develop the individual shape qualities and textures. Apply the skills we practiced in drawing organic objects and representing form and texture. Pages 7-8 show you helpful ways to simplify form. ***

*** Note: Skills and techniques are tools! Use a variety of techniques, including optical value with mark-making and linework. You don’t have to use color but if you do, use varied saturation levels and be sparing of pure prismatic colors. Instead, focus on muted colors and include chromatic grays.***

Wednesday, May 13

1. **Watch the instructional video** for Wednesday, May 13 in GoogleClassroom.
2. (12 min.) Continue drawing “View through a Window”: **Develop the imagery seen outside**, with particular attention to **shape relationships, specific shape qualities, and drawing style**.

Today you will really focus on the imagery outside, bringing your drawing from general to specific. As you work keep objectives and strategies in mind, including the following:

- **Contrast**

- **Value:** A wide range of values, with varied levels of value contrast, including high, medium and low contrast.
- **Color:** If using color, use varied levels of contrast. Include contrasting hue, for which you use complementary color relationships, and contrasting saturation levels. Definitely avoid too much pure prismatic color (your kindergarten crayons didn't just get into a big accident), but a bit of prismatic amongst lower saturation colors does perk things up!
- **Texture:** Implying a variety of textures increases visual interest. Vary the size, thickness, length, shapes, and density of mark-making.
- **Line:** Varying weight and length of line increases the illusion of space and texture. Contrasting qualities of line, such as mechanical and organic, help distinguish between types of substances or imagery. Implied line and varied line direction or movement add to visual interest and the illusion of space.
- **Shape and Size:** Most of your shapes will be irregular and even organic. Straight lined shapes will imply man-made objects, and of course your windows and walls will have straight lines. Size communicates the actual size of the object or how far away it is. A variety of sizes in the shape of a composition is helpful for visual interest.

- **Craftsmanship**

- **Media application and manipulation:** Take the time to apply your media to obtain beautiful physical effects. Attend to the quality of your marks and lines, and to edges and transitions.

- **Emphasis / Focus**

- **Placement of Emphasis:** Where your points of emphasis are in an image matters. A triangular arrangement of emphasis points creates more compositional stability and keeps the eye moving. Using the rule of thirds to help you place the points of emphasis within the picture planes can increase compositional harmony and open up the space more. Use emphasis to place importance on certain imagery in your composition - be inspired by what you see!
- **Creating Emphasis:** Contrast, movement, size, negative space and type of imagery all contribute to the creation of emphasis.

Thursday, May 14

1. (15 min.) Continue drawing “View through a Window”: Develop **color, value, mark-making** and **linework patterns** in the imagery seen outside.
 - a. **Evaluate before starting:** Take a minute to assess the current state of your work and to determine objectives and priorities. These should be based on the assignment objectives, time remaining (early next week), and your assessment of strengths and areas for growth. Make your strengths work for you!
 - b. **Complete the scene outside.** Use the advice from yesterday, together with your observation of the outdoors scene, to reach aesthetic and compositional harmony.
 - c. **Attend to craftsmanship:** Apply the media to obtain beautiful effects. Be especially attentive to the edges between shapes and overlapping areas, and to transitions between values, textures or colors.
 - d. **Visual Interest:** You are telling a story here - use draftsmanship, craftsmanship and imagery to bring your viewer into your world!

Friday, May 15: Use Friday to attend office hours or to catch up on the week’s work.

Have a great weekend!

“View through a Window”

Project Overview

Imagery:

For this project you are drawing a view of the world outside as seen from a window of your home. You may extend the concept of the window to a door, balcony or porch, but the core concept is a window. You will include some part of the indoors, if only part of the window frame and window sill or side wall.

Composition:

You have completed visual research and selected a view and composition. Continue to make decisions that create a strong composition through effective use of the principles and elements of design.

Draftsmanship and Style:

Develop strong draftsmanship, showing the specific line and shape qualities of your subjects, overlapping of shapes, and strong positive/negative shape relationships. Apply principles from linear perspective, such as converging parallel lines, and eye-level. Employ keen observation, but you do not need to have a photographic realism style. Your work can be slightly stylized or simplified, though this should not be in a comic strip or manga style or aesthetic. (With more freedom animation styles can be a temptation or a default, so I bring your attention to it now.) Instead, your style should be based on observation of form and specific shape relationships in the subjects before you. A wide variety of styles are possible within these bounds. For acceptable approaches to simplified form, please see pages 6-7.

Picture Plane:

The picture plane for your drawing should take up a full sketchbook page, though if for compositional reasons you need a border along the lower edge you should establish one, making sure it is straight and perpendicular to the side edges. Your drawing should be at least 8x8, but is more likely to be rectangular. Orient your page appropriately - horizontal for the landscape format, vertical for the portrait format.

Media:

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

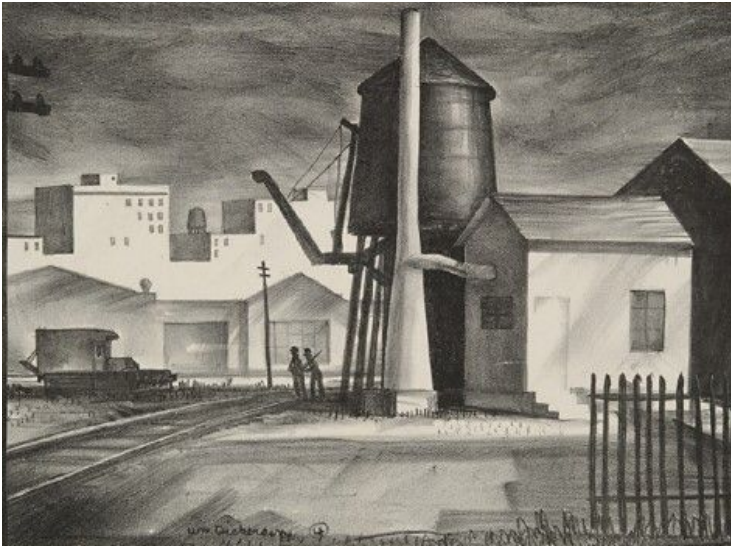
Concept and Expression:

In an excellent artwork, composition, imagery and style should come together to create an individual expression. You might create a particular type of atmosphere or create metaphor. Perhaps you'll include symbolism. Often meaning and expression develop naturally as part of the decision-making process.

Regarding Simplified Style:

For acceptable approaches to simplified form, I bring your attention to artists from the early 20th century, such as Franz Marc, Georgia O'Keefe, Thomas Hart Benton, or any number of artists from the 1930's.

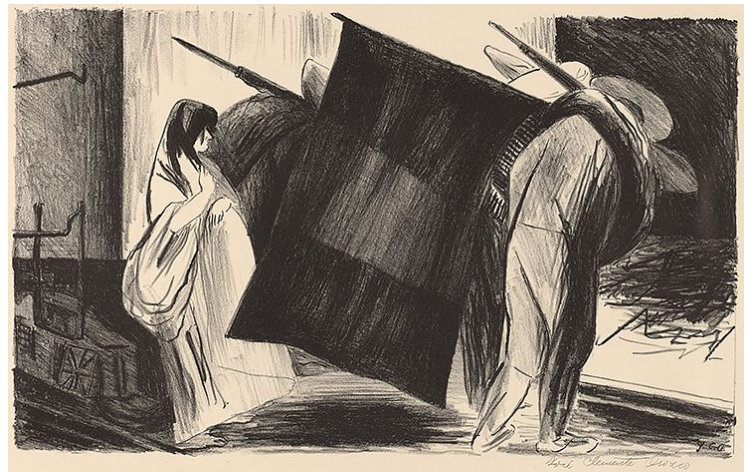
Here are some examples. Remember, I am showing you them as examples of style, not as examples of the project. Look at how **these artists simplified form while capturing the overall energy, lines and shapes in their subjects**. Notice their use of pattern, contrast, movement, and shape overlapping. Notice the way they used block-like forms, but also used **beautiful transitions** with value or mark-making.



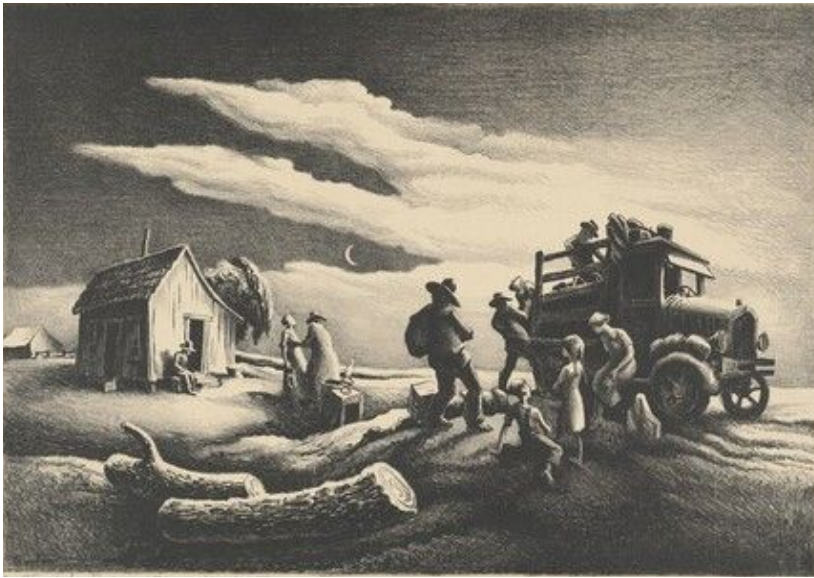
William Judson Dickerson, *Industrial Wichita #4* (1934), lithograph.
Right: Helen Jeanette Noel, depicting Chicago Row Houses in the 1930's



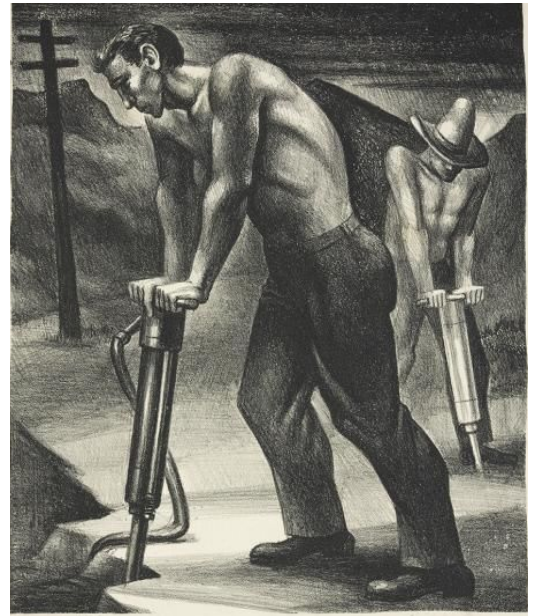
Helen Jeanette Noel, depicting a panhandler on a sidewalk.



Jose Clemente Orozco, *Bandera (Flag)*, lithograph, 1928



Above: Thomas Hart Benton, *Departure of the Joads*, 1939
Right: Frank Cassara, *Drillers*, 1939



Above: Arthur Runquist, *Lunch*, 1939



Above right: Thelma Johnson Streat, WPA era artist

Right: American School WPA artist, painting of a shipyard



Remote Learning Packet

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

Week 7: May 11-15, 2020

Course: U.S. History to 1877

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

Weekly Plan:

Monday, May 11

- Read Chapter 18 Lesson 4 (pgs. 524-530)
- Read and annotate the Gettysburg Address (in packet)
- Answer reading questions (worksheet)
- Optional: Watch video on Vicksburg - <https://safeYouTube.net/w/Gp2B>

Tuesday, May 12

- Read and annotate Lesson: Gettysburg to Appomattox (1863-1865)
- Answer reading questions (worksheet)
- Complete Confederate/Union map (quiz next Wednesday, 5/20)
- Optional: Watch video on Battle of Gettysburg - <https://www.battlefields.org/learn/videos/battle-gettysburg>

Wednesday, May 13

- Read Chapter 18 Lesson 5 (pgs. 531-537)
- Answer reading questions (worksheet)
- Review Confederate/Union map
- Optional: Watch video on Atlanta campaign: <https://safeYouTube.net/w/ny2B>

Thursday, May 14

- Read Chapter 19 Lesson 1 (pgs.541-547)
- Answer reading questions (worksheet)
- Complete Confederate/Union practice map (quiz next Wednesday)
- Watch Mrs. J's video on Google Classroom (not optional)

Friday, May 15

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

Statement of Academic Honesty

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

Student Signature

Parent Signature

Monday, May 11

1. Read the assigned pages (524-530)
2. Read and annotate the Gettysburg Address (in packet)
3. Answer the questions on these readings in this week's worksheet for Monday. Restate the question and respond in complete sentences. If you are not able to print the sheet, you may write your answers on a piece of lined paper. Be sure to include your heading and clearly mark the chapter, lesson, and question numbers.

Tuesday, May 12

1. Read and annotate today's Lesson: Gettysburg to Appomattox
2. Answer the questions on these readings in this week's worksheet for Tuesday. Restate the question and respond in complete sentences. If you are not able to print the sheet, you may write your answers on a piece of lined paper. Be sure to include your heading and clearly mark the lesson name and question numbers.
3. Complete the Union/Confederate map. You will have a quiz on this next Wednesday, May 20.

Wednesday, May 13

1. Read the assigned pages (531-537)
2. Answer the questions on these readings in this week's worksheet for Wednesday. Restate the question and respond in complete sentences. If you are not able to print the sheet, you may write your answers on a piece of lined paper. Be sure to include your heading and clearly mark the chapter, lesson, and question numbers.
3. Review the Confederate/Union map from Tuesday

Thursday, May 14

1. Read the assigned pages (541-547)
2. Answer the questions on these readings 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, and question numbers.
3. Complete the Union/Confederate map. You will have a quiz on this next Wednesday, May 20.

Friday, May 15

Catch up on is week's work and attend Zoom office hours/discussion

Name/Section:
US History to 1877
Mrs. Jimenez
May 11-15, 2020

Conclusion of the Civil War

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

Monday: Chapter 18 Lesson 4 (524-530)

1. Why was Lincoln frustrated with the Union generals? Why did he keep replacing the commanding general of the Union Army?

2. Why was the Battle of Chancellorsville important?

3. Why do you think some leaders called for African Americans to be allowed to fight in the Civil War?

4. Why was Gettysburg a turning point for the South?

5. In the Gettysburg Address, what does Lincoln say are the two fundamental principles of the United States, the principles that are at stake in the Civil War?

6. In the Gettysburg address, what is the "unfinished work" which the soldiers died for and which the living must continue?

Tuesday: Gettysburg to Appomattox (1863-1865)

1. How did the events at Vicksburg and Port Huron change the tide of the war?

2. How did Grant's leadership and promotion help the North?

3. Was Sherman's march to the sea and total war justified? Why or why not?

4. How did Grant's campaign in Virginia and the pressure he put on Lee eventually lead to the end of the war?

5. Why is the surrender at the Appomattox Courthouse significant?

Wednesday: Chapter 18 Lesson 5 (531-537)

1. How did total war affect civilians of the Confederacy?

2. In the early part of 1864, why did it seem unlikely that Lincoln would be reelected? How did events on the battlefield affect Lincoln's reelection?

3. Why did Sherman burn and destroy the South's land?

4. Why did General Lee finally surrender?

5. Why did the war leave the U.S. government stronger than ever before?

Thursday: Chapter 19 Lesson 1

1. Explain the meaning of the term *Reconstruction*. Why was it necessary to have a period of “reconstruction” after the Civil War?

2. Why did leaders in the South disagree about the South’s rejoining the Union?

3. How did Lincoln's assassination at the end of the Civil War affect the debate over Reconstruction?

4. What were the three requirements for rejoining the Union, as stated in the Wade-Davis Bill? As expressed in the Wade-Davis Bill, what did the Radical Republicans hope to accomplish through their plan for Reconstruction?

5. What did the Thirteenth Amendment accomplish?

Monday's Lesson: The Gettysburg Address

Lincoln's Address dedicating a soldier's cemetery at Gettysburg on November 19, 1863

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

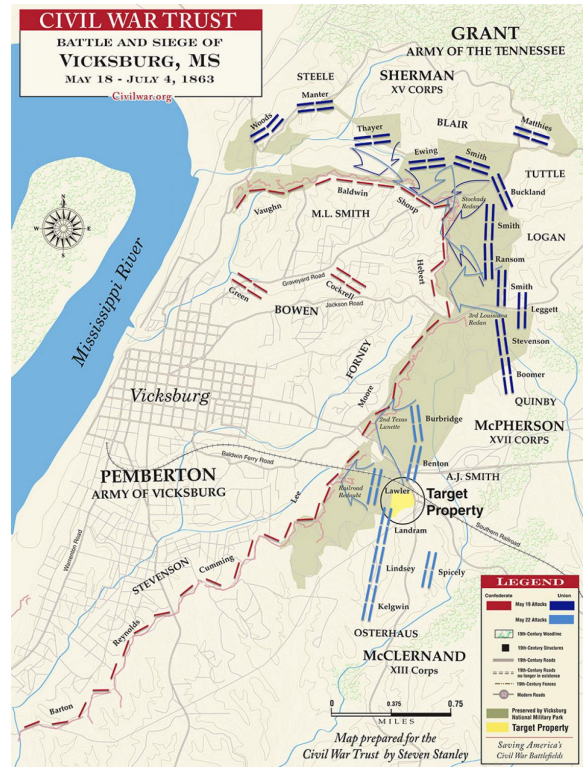
But, in a larger sense, we can not dedicate — we can not consecrate — we can not hallow — this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain — that this nation, under God, shall have a new birth of freedom — and that government of the people, by the people, for the people, shall not perish from the earth.

Tuesday's Lesson: Gettysburg to Appomattox (1863-1865)

In 1863, the war was reaching its climax. In the western theater, Grant led one of the most brilliant campaigns of the war. At the beginning of May 1863 he cut his army loose from its supply lines. While living off the land, the troops fought five battles in three weeks, isolating Vicksburg, MS, and on May 22 began the siege of the South's last stronghold on the Mississippi River.

In the East, General Lee defeated another Union general, "Fighting Joe" Hooker, in the Battle of Chancellorsville (May 2-4, 1863) in northeastern Virginia. But that victory could not balance Lee's loss of his most valued general, the powerhouse "Stonewall" Jackson, not yet 40 years old, shot and killed by mistake by his own men.

Confederate President Davis and General Lee now decided to move north. Lee hoped that by invading Pennsylvania he might demoralize the North and bring foreign recognition of the Confederacy.

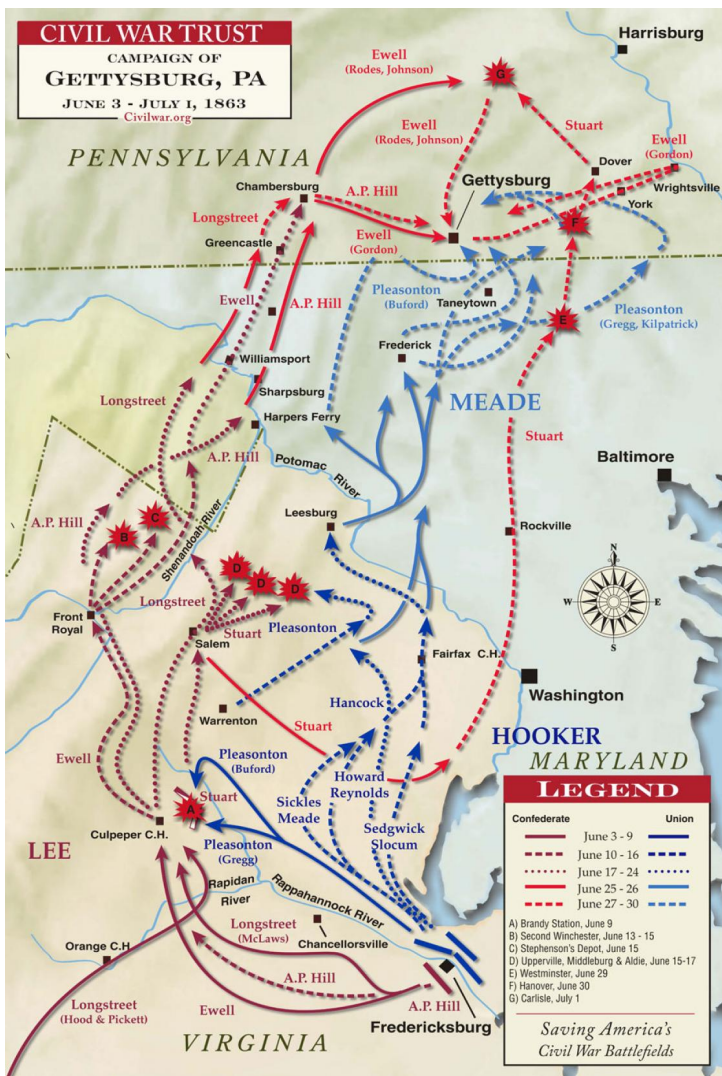


The Battle of Gettysburg (July 1-3, 1863)

Lee crossed the Potomac on June 15, 1863, leading an army of 70,000 men. The Union army under sound, steady George Gordon Meade followed the Confederates. Units of the two armies stumbled into each other at the sleepy little town of Gettysburg, Pennsylvania. Both armies then hastened to the spot. Here 165,000 men were to fight the greatest single battle ever to take place in the Western Hemisphere. Nearly twice as many Americans were to die at Gettysburg as were lost in the entire American Revolution.

Lee had the advantage on the first day, July 1, before Meade had securely established his forces on high ground. Southern hesitation enabled the North to hold key points--Culp's Hill and Little Round Top--the loss of which might have led to a Northern defeat. If the bold Stonewall Jackson had been there, the result might have been quite different.

The South needed a victory, not another inconclusive battle. So on the third day, Lee made a desperate bid. He sent 15,000 infantry, including General George Pickett and his brave Virginians,



against the middle of the Union line. But the artillery and the fire of Northerners protected by defensive works was too much. A hundred men reached the Union line, but they were all captured or killed. The Battle of Gettysburg was over.

On the afternoon of the next day, July 4, 1863, Lee began his retreat. He had lost 28,000 killed, wounded, or missing.

The South divided

On that same day, though Lee did not know it, there was another critical defeat of the South. General Pemberton surrendered to Grant the great stronghold of Vicksburg--the key to control the Mississippi. With the loss of that city went 170 cannon, 50,000 small arms, and 30,000 Southern soldiers as prisoners of war.

Five days later Port Hudson, the last Confederate post on the river, gave up. As Lincoln said, "The Father of Waters again goes unvexed to the sea." The Confederacy was cut in two between East and West. The supply line over which had come meat and munitions from Texas and Mexico was closed.

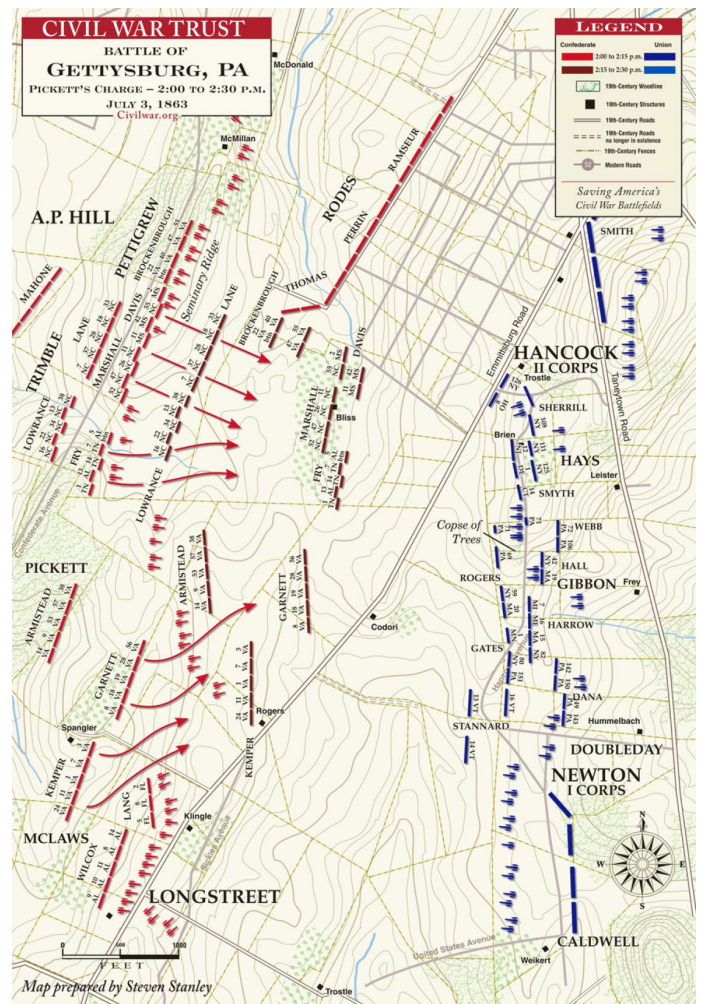
After Gettysburg and Vicksburg the death of the Confederacy was only a matter of time. But still the war went on. In fact, it would last for nearly two more years. Many thousands more would die so that (as Lincoln said at Gettysburg) "this nation under God shall have a new birth of freedom and that government of the people, by the people, for the people, shall not perish from the earth."

The North's victories at Gettysburg and Vicksburg were followed by Southern successes at Chickamauga Creek near Chattanooga, Tennessee, in September 1863. The defeated Union troops then retreated into Chattanooga where they were trapped. At last, Grant's skill was recognized when he was made commander of all the Union forces in the West. At the end of November, assisted by reinforcements rushed 1200 miles by rail from the East, Grant defeated and pushed back the Southern troops surrounding Chattanooga, in the battles of Lookout Mountain and Missionary Ridge. Now the North was in a position to strike for Atlanta and then split off another large section of the South by driving for the sea.

The drives for Petersburg and Atlanta

On March 9, 1864, Lincoln promoted Grant to Lieutenant General--a rank last held by George Washington--and then gave him command of all the armies of the United States. Grant had finally figured out how this war had to be fought. Only if everybody attacked the South at the same time could its ability to fight back be destroyed. Lincoln immediately understood: "Those not skinning can hold a leg."

In May 1864 began the final, brutal, bloody battles of exhaustion. Grant's forces suffered enormous losses, but he knew that he could afford them while Lee could not. In 40 days Grant, constantly fighting, moved around Richmond until he reached the important railway junction of Petersburg. The



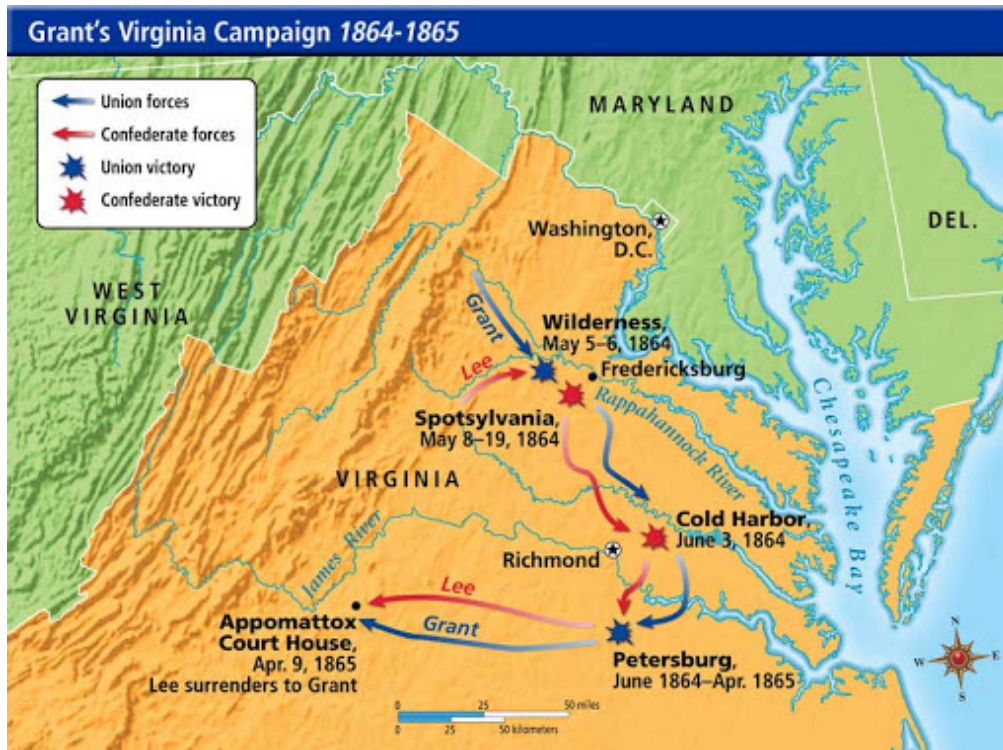
carnage of these days was beyond belief. Grant lost 55,000 dead and wounded to Lee's 30,000. But these losses weakened the Confederacy far more than the Union. Now Lee was pinned down. He could not leave Petersburg without giving up Richmond.

For Northerners the months of July and August 1864 were to be the darkest days of the war. The lists of Northern dead grew ever longer, but they seemed to bring no great victories. Would this war never end? Lincoln feared that he would be defeated in the fall elections by the Democratic candidate, General George McClellan.

Just then the tide miraculously turned. The general responsible was the profound but unbending

William Tecumseh Sherman, now in command of Union forces in the West. He understood that this really was everybody's war. When Sherman entered Atlanta on September 2, he told the mayor, "War is cruelty and you cannot refine it." Believing that the age of total war had come, he aimed to break the spirit of the civilian South.

In the Shenandoah Valley in Virginia the young and ruthless Philip



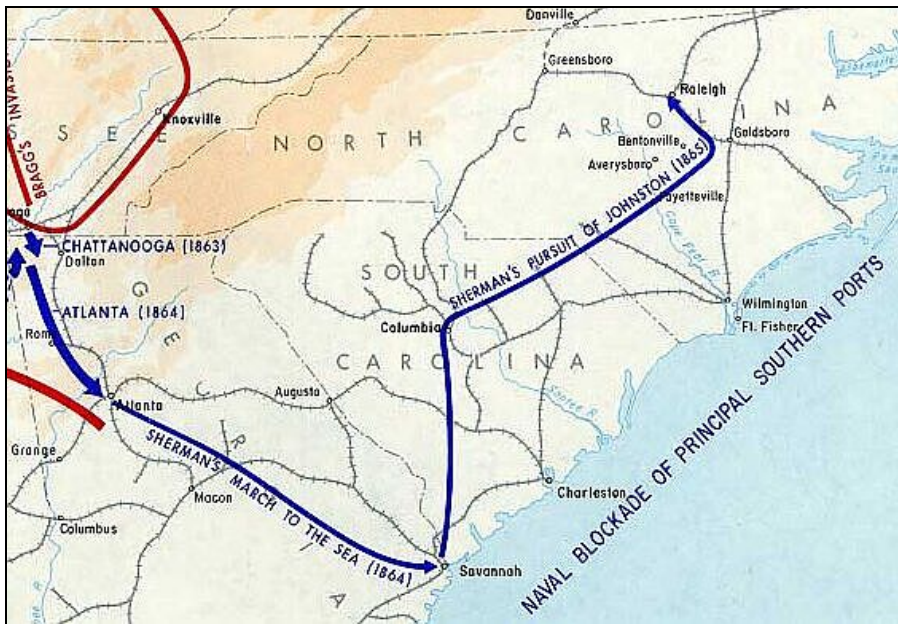
Sheridan, whose victories had made him a Union general when he was barely 30, was following Sherman's theory of the new warfare to its logical conclusion. He burned mills and barns and whatever his men could not carry. He told his men to leave the people "nothing but their eyes to weep with."

These advances helped bring Lincoln a heavy soldiers' vote from the field, and he decisively won reelection. He carried every state by New Jersey, Delaware, and Kentucky for 212 electoral votes to 21 for McClellan.

Sherman's March to the Sea

On November 14, 1864, while Grant still held Lee in Petersburg, Sherman abandoned his supply and communication lines (as Grant had done before striking Vicksburg). After he set fire to Atlanta and burnt down most of the city, he led his 60,000 men on a free-wheeling, march of devastation "from Atlanta to the sea." His army traveled light. He told his men to carry only their arms, for he expected them to loot food, blankets, and whatever else they needed along the way. This would help exhaust the enemy at the same time that it solved his own problems of supply. He ordered them to move fast, without waiting to protect their rear.

For three weeks wild rumors spread through the North concerning Sherman's "lost army." In the meantime it was cutting a swath some 60 miles wide and 300 miles long through the breadbasket of the



Confederacy. The newly gathered harvests were devoured or destroyed. Railroads were torn up. Barns, buildings, depots, machine shops, bridges, cotton gins, and stores of cotton were destroyed. Tens of thousands of horses and mules needed to pull the plows and wagons were taken. The civilian and military resources of the state were damaged beyond repair.

On December 10, after the 25-day march, Sherman reached Savannah. Two weeks later Lincoln received a telegram from him

announcing “as a Christmas gift the city of Savannah, with 150 heavy guns, plenty of ammunition, and about 25,000 bales of cotton.”

On January 16, 1865, Sherman and his men began to head north through South Carolina, the state that more than any other they blamed for starting the war. The state capital, Columbia, and other towns were left in ashes. It did not seem possible, but this march was even more cruel and devastating than the one through Georgia.

The end--Appomattox Courthouse

Late in March, Grant renewed his attack on Petersburg. That stronghold fell on Sunday, April 2. Quickly, Jefferson Davis and other government officers left the Confederate capital, Richmond. Union troops entered the city the next day.

Lee tried to escape with his dwindling army to North Carolina, where he hoped to join forces with General Joseph E. Johnston, who was opposing Sherman. But Sheridan’s cavalry headed him off. On April 7 Grant wrote to Lee, “General, the result of the last week must convince you of the hopelessness of further resistance.”

On the afternoon of April 9, 1865, General Lee, accompanied only by his military secretary, rode his horse to a little white house in the town of Appomattox Courthouse in central Virginia. He went to arrange his surrender. There occurred one of the most remarkable and one of the most encouraging episodes in American history. It would show that, despite the monstrous indecencies of the war, the respect of one American for another had not been destroyed.

Grant, who had just come in from the field, was dusty and even more unkempt than usual. Confronting him in the living room of the house he had taken for his headquarters was General Lee--handsome, erect, in a spotless uniform, and wearing his dress sword. The men sat down and then exchanged recollections of their fighting together twenty years before in the Mexican War. The two great generals talked to each other calmly, with courtesy and respect.

Now that the fighting was over, it seemed that humanity had suddenly returned. Lee heard Grant’s terms of surrender. Grant was more generous than he needed to be. He allowed the Southern officers to keep their swords--the symbols of their honor--and he let the officers and men keep their horses so that

they could go home and plant their crops. Lee was touched. “This,” he said, “will have a very happy effect upon my army.”

A renewed nation, fused in the fires of war, would now seek its destiny in peace--though that road to peace would yet be a long and difficult one.



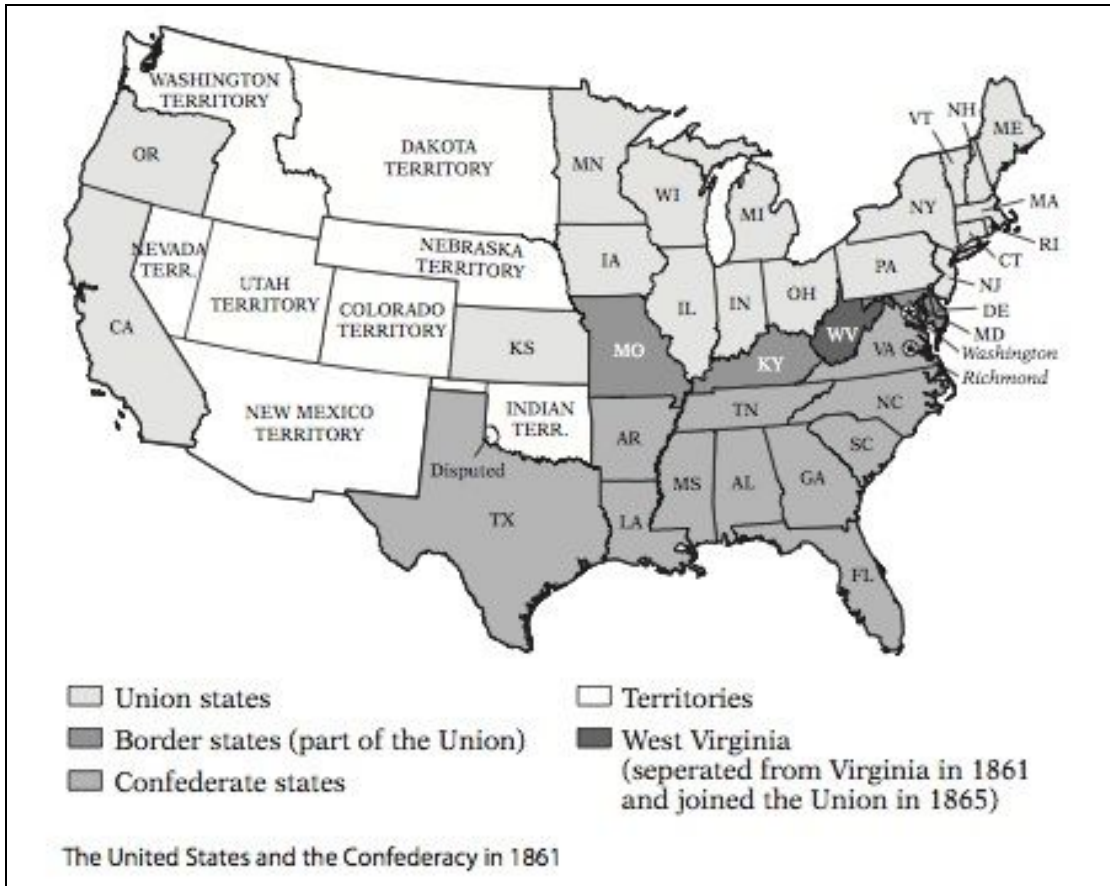
Sources:

A History of the United States by Boorstin and Kelley.

www.battlefields.org

Tuesday's Assignment: Confederate/Union Map

Study this map, then complete the blank one on the following page without looking at this one. Check and correct your work.



Union States:

Maine
 New Hampshire
 Vermont
 Massachusetts
 Rhode Island
 Connecticut
 New Jersey
 New York
 Pennsylvania
 Ohio
 Michigan
 Indiana
 Illinois
 Wisconsin
 Minnesota
 Iowa
 Kansas
 California
 Oregon
 Missouri*
 Kentucky*
 West Virginia*
 Delaware*
 Maryland*

*Border states = slave states that remained in the Union

Confederate States:

Texas
 Louisiana
 Arkansas
 Mississippi
 Alabama
 Tennessee
 Georgia
 Florida
 South Carolina
 North Carolina
 Virginia

Tuesday's Assignment: Confederate/Union Map Practice

Label each state with its name/abbreviation. Shade the Union and Confederate states with different colors or different styles (e.g. stripes and checked). Check and correct your work with the map from the previous page. (Notes: Include border states with Union. Don't need to worry about the territories!)

State names: California, Oregon, Texas, Kansas, Minnesota, Wisconsin, Michigan, Maine, Connecticut, New Hampshire, Florida, Georgia, Louisiana, Tennessee, Indiana, Illinois, Ohio, Rhode Island, Vermont, Virginia, North Carolina, South Carolina, Delaware, Maryland, Missouri, West Virginia, Kentucky, Alabama, Mississippi, Arkansas, Iowa, Pennsylvania, Massachusetts, New Jersey, New York.



Thursday's Assignment: Confederate/Union Map Practice

Label each state with its name/abbreviation. Shade the Union and Confederate states with different colors or different styles (e.g. stripes and checked). Check and correct your work with the map from Tuesday. (Notes: Include border states with Union. Don't need to worry about the territories!)

State names: California, Oregon, Texas, Kansas, Minnesota, Wisconsin, Michigan, Maine, Connecticut, New Hampshire, Florida, Georgia, Louisiana, Tennessee, Indiana, Illinois, Ohio, Rhode Island, Vermont, Virginia, North Carolina, South Carolina, Delaware, Maryland, Missouri, West Virginia, Kentucky, Alabama, Mississippi, Arkansas, Iowa, Pennsylvania, Massachusetts, New Jersey, New York.



Remote Learning Packet

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

Week 7: May 11-15, 2020

Course: 8 Literature and Composition

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

Mr. McKowen robert.mckowen@greatheartsirving.org

Weekly Plan:

Monday, May 11

- Review all of the scene summaries from the play.
- Answer Act 1.1 questions

Tuesday, May 12

- Answer Act 1.2-3 questions

Wednesday, May 13

- Answer Act 2.1-5 questions

Thursday, May 14

- Answer Act 2.6-9 question
- Visit Google Classroom for an optional video.

Friday, May 15

- Attend office hours
- Catch-up or review the week's work

Statement of Academic Honesty

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

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

Student Signature

Parent Signature

Monday, May 11

Act 1.1

1. Review all of the scene summaries from the play.
2. Reread Antonio's opening monologue out loud. Try it in a sad voice, an angry voice, a happy voice. Now, try to think about Antonio's mood. Get into the mind of Antonio and speak the lines aloud thoughtfully.
3. Paragraph responses with textual evidence:
 - a. How do Salarino and Solanio react to Antonio's sadness? Would you consider these characters to be Antonio's true friends?
 - b. What kind of man is Antonio in this first scene?

Tuesday, May 12

Act 1.2 and 1.3

4. Paragraph responses with textual evidence:
 - a. What is Portia's main problem at this moment? How is she handling this challenge?
 - b. What is Nerissa's role in the play? Is she a servant, a friend, or a counselor? How does she speak to Portia?
 - c. Based on the text, what qualities is Portia looking for in a worthy husband?
 - d. Who is Shylock? How does he interact with Antonio and Bassanio? What is his role in Act 1.3?

Wednesday, May 13

Act 2.1 through 2.5

5. Paragraph responses with textual evidence:
 - a. What challenge must the suitors pass to marry Portia?
 - b. We are introduced to a few new characters in these scenes. Choose one of them (Jessica, Lorenzo, Lancelot Gobbo, etc.) and write a 2 paragraph analysis about them. What are they like, what do they desire, how do they interact with others?

Thursday, May 14

Act 2.6 through 2.9

6. 3 Paragraph response with textual evidence:
 - a. Compare and contrast Jessica with Portia. How does each woman pursue their desire for marriage? Note that Jessica is disobedient to her living father and Portia is obedient to her dead father. What does this reveal about each woman? What are your thoughts on these developing situations?

Friday, May 15

1. Attend office hours
2. Catch-up or review the week's work

Remote Learning Packet

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

May 11th - May 15th, 2020

Course: Algebra I

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

Weekly Plan:

Monday, May 11

- Read 11-9, Multiplying of Binomials Containing Radicals, pg. 544-545. Do the Oral Exercises on pg. 545 mentally. No need to write them down or turn them in. Follow this practice for all oral exercises.
- HW 11-9, pp. 545-546, **Written Exercises** #3-27 mod 3 (Submit this as a PDF)

Tuesday, May 12

- Read 11-10, Simple Radical Equations, pp. 547-548. Do the Oral Exercises on pg. 548. (See above.)
- HW 11-10, pp. 548-549, **Written Exercises** #3-30 mod 3, **Problems** 2, 6 (Submit this as a PDF)

Wednesday, May 13

- Chapter Review**, pp. 555-556, #1-17 all. This is multiple choice. Please write down the problem and show all work to arrive at the answer. Do not just write down “a”, “b”, “c”, or “d” as your answers! (Submit this as a PDF)

Thursday, May 14

- Chapter Test**, pg. 556, #2-12 even, 14-19 all, 21. Remember, this is open book! You may go back and look at the lessons (indicated in red next to the problems) as you work on your test. (Submit this as a PDF)

Friday, May 15

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

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

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

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

IMPORTANT: you will be submitting all work **together** at the end of the week. You may work on this a bit every day, but you will not submit the work until you are finished with the entire week's assignments. It is critical that you use a dark pencil, so that we can read your work. Please put the lesson number and day of the week at the top of each page, including back/extra pages for each assignment. **Please submit the assignments in order.** (11-9, then 11-10, then Chapter Review, then Chapter Test!)

Day 1:

Multiplying of Binomials Containing Radicals

<https://www.khanacademy.org/math/algebra-home/alg-polynomials/alg-multiplying-polynomials-by-binomials/v/multiplying-binomials-with-radicals>

See Mrs. Frank's video in Google Classroom, titled: Algebra 1 11-9, Multiplying of Binomials Containing Radicals, May 10th

Day 2:

Simple Radical Equations

<https://www.khanacademy.org/math/algebra2/x2ec2f6f830c9fb89:eq/x2ec2f6f830c9fb89:sqrt-eq/v/solving-radical-equations>

See Mr. Mapes' video in Google Classroom, titled: Algebra 1 11-10, Simple Radical Equations, May 11th

Remote Learning Packet

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

May 11th - May 15th, 2020

Course: Algebra I

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

Weekly Plan:

Monday, May 11

- Read 11-9, Multiplying of Binomials Containing Radicals, pg. 544-545. Do the Oral Exercises on pg. 545 mentally. No need to write them down or turn them in. Follow this practice for all oral exercises.
- HW 11-9, pp. 545-546, **Written Exercises** #3-33 mod 3 (Submit this as a PDF)

Tuesday, May 12

- Read 11-10, Simple Radical Equations, pp. 547-548. Do the Oral Exercises on pg. 548. (See above.)
- HW 11-10, pp. 548-549, **Written Exercises** #3-36 mod 3, **Problems** 2-6, even (Submit this as a PDF)

Wednesday, May 13

- Chapter Review**, pp. 555-556, #1-17 all. This is multiple choice. Please write down the problem and show all work to arrive at the answer. Do not just write down “a”, “b”, “c”, or “d” as your answers! (Submit this as a PDF)

Thursday, May 14

- Chapter Test**, pg. 556, #2-12 even, 14-19 all, 21. Remember, this is open book! You may go back and look at the lessons (indicated in red next to the problems) as you work on your test. (Submit this as a PDF)

Friday, May 15

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

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Day 1:

Multiplying of Binomials Containing Radicals

<https://www.khanacademy.org/math/algebra-home/alg-polynomials/alg-multiplying-polynomials-by-binomials/v/multiplying-binomials-with-radicals>

See Mrs. Frank's video in Google Classroom, titled: Algebra 1 11-9, Multiplying of Binomials Containing Radicals, May 10th

Day 2:

Simple Radical Equations

<https://www.khanacademy.org/math/algebra2/x2ec2f6f830c9fb89:eq/x2ec2f6f830c9fb89:sqrt-eq/v/solving-radical-equations>

See Mr. Mapes' video in Google Classroom, titled: Algebra 1 11-10, Simple Radical Equations, May 11th

Remote Learning Packet

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

Week 7: May 11-15, 2020

Course: Physical Education

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

Weekly Plan:

Monday, May 11

General Mobility Routine

Tuesday, May 12

Workout

Wednesday, May 13

General Mobility Routine

Thursday, May 14

Workout

Friday, May 15

Attend Office Hours (Not mandatory)

General Mobility Routine (Not mandatory)

Statement of Academic Honesty

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

Student Signature

Parent Signature

Monday, May 11

General Mobility Routine (15-20 minutes)

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

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

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

PART I:

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

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

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

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

PART II:

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

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

Tuesday, May 12

Context: Today's workout will focus on upper body strength with a little bit of cardio. This workout will be described using distances. If you do not have access to the space these distances require feel free to substitute a time, number of repetitions, etc. If possible try to record the time it takes you to complete this workout. We will ask you to report this time in the Week 7 Participation Assessment.

Setup: You will be crawling and jogging between two points about 10 big steps apart.

Warmup: 3 minute light jog, 1 minute of shoulder warmup (arm circles, shoulder screws, etc.)

Workout: 1 round = 1 to 3 pushups, bear crawl across, jog back and forth between the two points x4 with hands overhead, 1 to 3 pushups, crab walk across, jog back and forth between the two points x4 with hands overhead.

Tier 1	3 Rounds
Tier 2	4 Rounds
Tier 3	5 Rounds
Tier 4	6 Rounds

Wednesday, May 13

General Mobility Routine

Thursday, May 14

Context: Today is a build your own workout day. The goal is for you to come up with a workout on your own. You may use any equipment you want, or none at all! You may craft the workout to be high or low intensity, high or low repetitions, any distance, etc.. We will offer some guidelines that you must follow, but the rest is up to you.

Try to craft a workout that will take about 15 minutes in total to complete. (or longer if you wish)

Begin with some form of a warm up.

Focus on **cardio** and **lower body** for the main part of the workout.

Finish the workout with a minute or two of light cool down.

When you have completed the workout describe what you did in “Week 7 Participation Assessment.” (On Google Classroom)

Friday, May 15

Office Hours (Not mandatory)

General Mobility Routine (Not mandatory)

Optional workout #1:

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

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

Workout:

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

Optional Workout #2:

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

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

Optional Workout #3: Squat mobility NEW and IMPROVED: (10-15 minutes)

Looking over the week 1 packets I have noticed that a lot of you have made a goal out of improving your resting squat. I have made a short video that will instruct you on a mobility routine similar to the one described last week but expanded and developed. That video is on google classroom under the Packet Week 7 topic.

Before doing this mobility routine it is not necessary, but would be beneficial to warm up and loosen up your body a bit. Nothing specific is necessary, but a good warmup routine might look something:

1. 1 minute of light running
2. 10-20 jumping jacks
3. A few downdogs and updogs
4. 5 pushups
5. 5 burpees
6. 10 squats

Remote Learning Packet

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

Week 7: May 11-15, 2020

Course: Science

Teacher(s): Mr. Weyrens jack.veyrens@greatheartsirving.org

Weekly Plan:

Monday, May 11

- Practice the Star-Splitter
- Read pg 392-395 and watch the “Igneous Rocks” video

Tuesday, May 12

- Practice the Star-Splitter
- Read pg 396-401 and watch the “Sedimentary Rocks” video

Wednesday, May 13

- Practice the Star-Splitter
- Read pg 402-404 and watch the “Metamorphic Rocks” video

Thursday, May 14

- Practice the Star-Splitter
- Watch the “Rock Cycle” Video
- Do the “What kind of rock is it” exercise following the video

Friday, May 15

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

Statement of Academic Honesty

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Student Signature

Parent Signature

Monday, May 11

- Practice reciting the Star-Splitter; using your added personalities, make 3 attempts to go from “Mean laughter went about the town that day” and recite all the lines we’ve learned up until “and melting further in the wind to mud.” Look at the poem when you need to, remind yourself of transitions or lines that you struggle with, and try your best. Spend 5 more minutes working on the parts you struggle with.
- Read pages 392-395 in your textbook and take notes on the important ideas.
- Watch the “Igneous Rocks” video and answer the review question at the end in complete sentences.

Tuesday, May 12

- Practice reciting the Star-Splitter; using your added personalities, make 3 attempts to go from “Mean laughter went about the town that day” and recite all the lines we’ve learned up until “we spread our two legs as it spread its three.” Look at the poem when you need to, remind yourself of transitions or lines that you struggle with, and try your best. Spend 5 more minutes working on the parts you struggle with.
- Read pages 392-395 in your textbook and take notes on the important ideas.
- Watch the “Sedimentary Rocks” video and answer the review question at the end in complete sentences.

Wednesday, May 13

- Practice reciting the Star-Splitter; using your added personalities, make 3 attempts to go from “Mean laughter went about the town that day” and recite all the lines we’ve learned up until “and standing at our leisure till the day broke,” Look at the poem when you need to, remind yourself of transitions or lines that you struggle with, and try your best. Spend 5 more minutes working on the parts you struggle with.
- Read pages 392-395 in your textbook and take notes on the important ideas.
- Watch the “Metamorphic Rocks” video and answer the review question at the end in complete sentences.

Thursday, May 14

- Practice reciting the Star-Splitter; using your added personalities, make 3 attempts to go from “Mean laughter went about the town that day” and recite all the lines we’ve learned up until “said some of the best things we ever said.” Look at the poem when you need to, remind yourself of

transitions or lines that you struggle with, and try your best. Spend 5 more minutes working on the parts you struggle with.

- Read pages 392-395 in your textbook and take notes on the important ideas.
- Watch the “Rock Cycle” video and do the “which rock is it?” activity at the end.