RRMS ELA 8 Mondo/Bennett

Phase 4 Remote Learning May 6-26

May 6-8 Read Tom Sawyer excerpt (5 pages in text book and do questions 1-7)

May 11- Character "3Traits" handout

May 12 Tom Sawyer Quiz

May 13-15 Read and complete "The Flying Machine"

May 18-20 Read and complete questions for Graphic Version "The Flying Machine"

May 21-22 Short response question from the end Graphic Version in Close reader.

May 25-26 Catch up, finish up, and be sure that everything from all 4 phases is submitted!

Mark Twain (1835–1910) *is the pen name of Samuel Clemens, who grew up in Missouri along the Mississippi River. Twain worked as a printer, riverboat captain, and a gold miner before finding his calling as a writer. In 1876, he published* The Adventures of Tom Sawyer, *which became one of his most famous works and contributed to his reputation as "the father of American literature." The excerpt included here takes place early in the book, when Tom has been commanded by his Aunt Sally to paint a fence.*

from

The Adventures of Tom Sawyer

Novel by Mark Twain

SETTING A PURPOSE As you read, notice Tom's attitude toward his task. What lessons does he learn about work?

Tom's energy did not last. He began to think of the fun he had planned for this day, and his sorrows multiplied. Soon the free boys would come tripping along on all sorts of delicious expeditions, and they would make a world of fun of him for having to work—the very thought of it burnt him like fire. He got out his worldly wealth and examined it—bits of toys, marbles and trash; enough to buy an exchange of work, maybe, but not half enough to buy so much as half an hour of pure freedom. So he returned his straitened means to his
10 pocket, and gave up the idea of trying to buy the boys. At this dark and hopeless moment an inspiration burst upon him! Nothing less than a great, magnificent inspiration.

A painting of a steamboat sailing down a river.

Close Read

He took up his brush and went **tranquilly** to work. Ben Rogers hove in sight presently—the very boy, of all boys, whose ridicule he had been dreading. Ben's gait[1] was the hop-skip-and-jump—proof enough that his heart was light and his anticipations high. He was eating an apple, and giving a long, melodious whoop at intervals, followed by a deep-toned ding-dong-dong, ding-dong-dong, for he was personating a steamboat. As he drew near he slackened speed, took the middle of the street, leaned far over to starboard,[2] and rounded-to ponderously and with laborious pomp and circumstance—for he was personating the 'Big Missouri,'[3] and considered himself to be drawing nine feet of water. He was boat, and captain, and engine-bells combined, so he had to imagine himself standing on his own hurricane deck giving the orders and executing them:

'Stop her, sir! Ting-a-ling-ling.' The headway ran almost out, and he drew up slowly toward the sidewalk.

'Ship up to back! Ting-a-ling-ling!' His arms straightened and stiffened down his sides.

'Set her back on the stabboard! Ting-a-ling-ling! Chow! ch-chow-wow! Chow!' His right hand meantime describing stately circles, for it was representing a forty-foot wheel.

'Let her go back on the labboard! Ting-a-ling-ling! Chow-ch-chow-chow!' The left hand began to describe circles.

'Stop the stabboard! Ting-a-ling-ling! Stop the labboard! Come ahead on the stabboard! Stop her! Let your outside turn over slow! Ting-a-ling-ling! Chow-ow-ow! Get out that head-line! *Lively*, now! Come—out with your spring-line—what're you about there? Take a turn round that stump with the bight of it! Stand by that stage now—let her go! Done with the engines, sir! Ting-a-ling-ling! *Sh't! s' h't! s' h't!*' (trying the gauge-cocks).

Tom went on whitewashing—paid no attention to the steam-boat. Ben stared a moment, and then said:

'Hi-*yi! You're* up a stump,[4] ain't you?'

No answer. Tom **surveyed** his last touch with the eye of an artist; then he gave his brush another gentle sweep, and surveyed the result, as before. Ben ranged up alongside of him. Tom's mouth watered for the apple, but he stuck to his work. Ben said:

'Hello, old chap; you got to work, hey?'

Tom wheeled suddenly and said:

'Why, it's you. Ben! I warn't noticing.'

'Say—*I'm* going in a-swimming, *I* am. Don't you wish you could? But of course you'd druther[5] *work*—wouldn't you? Course you would!'

Tom **contemplated** the boy a bit, and said:

'What do you call work?'

'Why, ain't *that* work?'

Tom resumed his whitewashing, and answered carelessly:

'Well, maybe it is, and maybe it ain't. All I know is, it suits Tom Sawyer.'

'Oh, come now, you don't mean to let on that you *like* it?'

The brush continued to move.

'Like it? Well, I don't see why I oughtn't to like it. Does a boy get a chance to whitewash a fence every day?'

That put the thing in a new light. Ben stopped nibbling his apple. Tom swept his brush daintily back and forth—stepped back to note the effect—added a touch here and there—criticized the effect again—Ben watching every move, and getting more and more interested, more and more absorbed.

Presently he said: 'Say, Tom, let *me* whitewash a little.'

Tom considered—was about to consent; but he altered his mind:

'No, no; I reckon it wouldn't hardly do, Ben. You see, Aunt Polly's awful **particular** about this fence—right here on the street, you know—but if it was the back fence I wouldn't mind, and *she* wouldn't. Yes, she's awful particular about this fence; it's got to be done very careful; I reckon there ain't one boy in a thousand, maybe two thousand, that can do it the way it's got to be done.'

'No—is that so? Oh, come now; lemme just try, only just a little. I'd let *you*, if you was me, Tom.'

'Ben, I'd like to, honest Injun; but Aunt Polly—well, Jim wanted to do it, but she wouldn't let him. Sid wanted to do it, and she wouldn't let Sid. Now, don't you see how I'm fixed? If you was to tackle this fence, and anything was to happen to it—'

'Oh, shucks; I'll be just as careful. Now lemme try. Say—I'll give you the core of my apple.'

'Well, here—No, Ben; now don't; I'm afeard—'

'I'll give you *all* of it!'

Tom gave up the brush with reluctance in his face but **alacrity** in his heart. And while the late steamer 'Big Missouri' worked and sweated in the sun, the retired artist sat on a barrel in the shade close by, dangled his legs, munched his apple, and planned the slaughter of more innocents. There was no lack of material; boys happened along every little while; they came to jeer, but remained to whitewash. By the time Ben was fagged out,[6] Tom had traded the next chance

"Tom gave up the brush with reluctance in his face but *alacrity* in his heart."

to Billy Fisher for a kite, in good repair; and when *he* played out, Johnny Miller bought in for a dead rat and a string to swing it with; and so on, and so on, hour after hour. And when the middle of the afternoon came, from being a poor poverty-stricken boy in the morning, Tom was literally rolling in wealth. He had, beside the things before mentioned, twelve marbles, part of a jew's-harp,[7] a piece of blue bottle-glass to look through, a spool-cannon, a key that wouldn't unlock anything, a fragment of chalk, a glass stopper of a decanter,[8] a tin soldier, a couple of tadpoles, six fire-crackers, a kitten with only one eye, a brass door-knob, a dog-collar—but no dog—the handle of a knife, four pieces of orange-peel, and a **dilapidated** old window-sash. He had had a nice, good, idle time all the while—plenty of company—and the fence had three coats of whitewash on it! If he hadn't run out of whitewash, he would have bankrupted every boy in the village.

Tom said to himself that it was not such a hollow world, after all. He had discovered a great law of human action, without knowing it—namely, that in order to make a man

or a boy **covet** a thing, it is only necessary to make the thing difficult to **attain**. If he had been a great and wise philosopher, like the writer of this book, he would now have comprehended that Work consists of whatever a body is obliged [9] to do, and that Play consists of whatever a body is not obliged to do. And this would help him to understand why constructing artificial flowers or performing on a treadmill is work, while rolling ten-pins[10] or climbing Mont Blanc is only amusement. There are wealthy gentlemen in England who drive four-horse passenger-coaches twenty or thirty miles on a daily line in the summer, because the privilege costs them considerable money; but if they were offered wages for the service, that would turn it into work, and then they would resign.

The boy mused a while over the substantial change which had taken place in his worldly circumstances, and then wended[11] toward head-quarters to report.

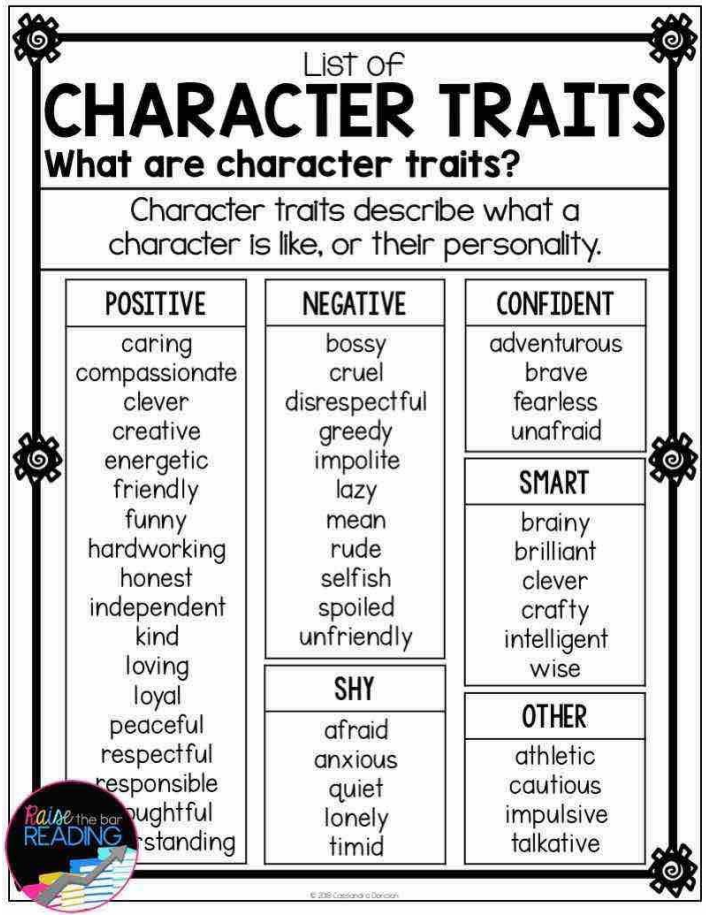
Analyzing the Text

Cite Text Evidence Support your responses with evidence from the text.

1. **Identify** In lines 1–29, what words and phrases help you to determine the type of narrator telling this story? Identify the point of view being used.
2. **Summarize** Summarize Ben Rogers' sounds and movements in lines 20–44. Identify the phrases that best help you picture what he's doing.
3. **Analyze** The written conversation between two or more characters in a story is called **dialogue**. Analyze the dialogue between Tom and Ben that occurs in lines 53–94. What leads Ben to change his attitude about whitewashing the fence?
4. **Analyze** How does Mark Twain use dramatic irony to create humor? Give at least one specific example.
5. **Draw Conclusions** Reread lines 99–105. What conclusions can you draw about Tom's friends' attitudes toward work from this passage?
6. **Evaluate** Describe Mark Twain's writing style in this selection. In a chart like the one below, give examples of the word choices and use of irony that contribute to his style.

Word choice	Irony

7. **Evaluate** Reread lines 120–138. Do you think the message in this passage is serious or humorous, or some combination of both? Use examples from the text to explain your answer.



May 11: Answer the following question and **use text answers to support your thoughts**.

What are 3 character traits that Tom shows in this excerpt?

Name: _____ Class: _____ Date: _____ ID: A

The Adventures of Tom Sawyer

Multiple Choice
Identify the choice that best completes the statement or answers the question.

Comprehension
Read each of the following questions. Then choose the letter of the best answer.

____ **1.** What conflict, or problem, does Tom Sawyer face in the story?
A He has to stop his friends from painting his fence.
B He has to whitewash a fence and does not want to.
C He has to convince Ben Rogers to act like a riverboat.
D He has to find enough work for his friends to do.

____ **2.** Which is an example of dramatic irony, or knowledge that readers have but characters do not?
A Tom appears reluctant to allow Ben to paint the fence.
B Tom is commanded by Aunt Polly to paint the fence.
C Tom runs out of whitewash for the fence by mid-afternoon.
D Tom collects items from several boys who want to paint.

____ **3.** Which word best describes Mark Twain's tone in telling the story?
A critical
B mysterious
C innocent
D amused

____ **4.** Tom Sawyer learns that work is
A an honest way to earn money.
B needed to make a home look good.
C anything someone is required to do.
D an opportunity to do things he enjoys

____ **5.** Tom tells Ben Rogers that he likes whitewashing the fence to
A trick Ben into doing the work for him.
B prove that he has artistic talent.
C avoid going swimming with Ben.
D show there are many chores he enjoys.

____ **6.** The story is told from the point of view of
A one of the story's characters.
B a humorous first-person narrator.
C a narrator who speaks for Tom.
D an omniscient third-person narrator.

Name: _____ ID: A

Vocabulary
Choose the answer that best explains the meaning of each underlined word.

____ **7.** Covet means to
A obtain something by lying.
B strongly wish for something.
C trick someone into working.
D cover something with blankets.

____ **8.** What does dilapidated mean?
A perfectly sized
B full of water
C at ground level
D falling apart

____ **9.** Someone who is particular
A pays attention to details.
B needs help to understand.
C wants to be paid for work.
D likes to play with children.

____ **10.** To survey something is to
A locate it.
B protect it.
C inspect it.
D question it.

Short Answer

Written Response
Answer the following questions based on your knowledge of the story.

11. In line 11, Mark Twain says that "an inspiration burst upon" Tom Sawyer. Cite evidence from the text to explain what that inspiration was.

12. What do readers learn about Tom Sawyer from the list of items that the boys give to him in lines 102–115? Cite evidence from the text to support your answer.

May 13-15

Background Ray Bradbury *wrote hundreds of short stories in his 70-year career. He has said he tells tales to warn people about the dangers in the world around them. You are about to read a story that takes place in the distant past. As you read, think about the way this story connects to the world today. Then, read the graphic version of "The Flying Machine," illustrated by* Bernard Krigstein.

COMPARING VERSIONS OF

The Flying Machine

1. READ As you read lines 1–45, begin to collect and cite text evidence.
   - Highlight repetitions of the word *miracle*. In the margin, state what the emperor says are miracles.
   - Highlight what the servant says he sees.
   - Underline imagery that describes what they see.

The Flying Machine

Short Story by Ray Bradbury

In the year a.d. 400, the Emperor Yuan held his throne by the Great Wall of China, and the land was green with rain, readying itself toward the harvest, at peace, the people in his dominion1[1] neither too happy nor too sad.

Early on the morning of the first day of the first week of the second month of the new year, the Emperor Yuan was sipping tea and fanning himself against a warm breeze when a servant ran across the scarlet and blue garden tiles, calling, "Oh, Emperor, Emperor, a miracle!"

"Yes" said the Emperor, "the air *is* sweet this morning."

"No, no, a miracle!" said the servant, bowing quickly.

"And this tea is good in my mouth, surely that is a miracle."

"No, no, Your Excellency."

"Let me guess then—the sun has risen and a new day is upon us. Or the sea is blue. *That* now is the finest of all miracles."

"Excellency, a man is flying!"

"What?" The Emperor stopped his fan.

"I saw him in the air, a man flying with wings. I heard a voice call out of the sky, and when I looked up, there he was, a dragon in the heavens with a man in its mouth, a dragon of paper and bamboo, colored like the sun and the grass."

"It is early," said the Emperor, "and you have just wakened from a dream."

"It is early, but I have seen what I have seen! Come, and you will see it too."

"Sit down with me here," said the Emperor. "Drink some tea. It must be a strange thing, if it is true, to see a man fly. You must have time to think of it, even as I must have time to prepare myself for the sight."

They drank tea.

"Please," said the servant at last, "or he will be gone."

The Emperor rose thoughtfully. "Now you may show me what you have seen."

They walked into a garden, across a meadow of grass, over a small bridge, through a grove of trees, and up a tiny hill.

"There!" said the servant.

The Emperor looked into the sky.

And in the sky, laughing so high that you could hardly hear him laugh, was a man; and the man was clothed in bright papers and reeds

2. REREAD Reread lines 5–37. Analyze the dialogue between the servant and the Emperor. What does the dialogue reveal about each character's feelings regarding the flying man?

to make wings and a beautiful yellow tail, and he was soaring all about like the largest bird in a universe of birds, like a new dragon in a land of ancient dragons.

The man called down to them from high in the cool winds of morning. "I fly, I fly!"

The servant waved to him. "Yes, *yes!*"

The Emperor Yuan did not move. Instead he looked at the Great Wall of China now taking shape out of the farthest mist in the green hills, that splendid snake of stones which **writhed** with majesty across the entire land. That wonderful wall which had protected them for a timeless time from enemy **hordes** and preserved peace for years without number. He saw the town, nestled to itself by a river and a road and a hill, beginning to waken.

"Tell me," he said to his servant, "has anyone else seen this flying man?"

"I am the only one, Excellency," said the servant, smiling at the sky, waving.

The Emperor watched the heavens another minute and then said, "Call him down to me."

"Ho, come down, come down! The Emperor wishes to see you!" called the servant, hands cupped to his shouting mouth.

The Emperor glanced in all directions while the flying man soared down the morning wind. He saw a farmer, early in his fields, watching the sky, and he noted where the farmer stood.

The flying man alit with a rustle of paper and a creak of bamboo reeds. He came proudly to the Emperor, clumsy in his rig, at last bowing before the old man.

"What have you done?" demanded the Emperor.

"I have flown in the sky, Your Excellency," replied the man.

"What *have* you done?" said the Emperor again.

"I have just told you!" cried the flier.

3. **READ** As you read lines 46–103, continue to cite text evidence.
   - Underline descriptions of the Great Wall of China in lines 46–52.
   - In the margin, summarize what happens in lines 87–100.

"You have told me nothing at all." The Emperor reached out a thin hand to touch the pretty paper and the birdlike keel of the apparatus. It smelled cool, of the wind.

"Is it not beautiful, Excellency?"

"Yes, too beautiful."

"It is the only one in the world!" smiled the man. "And I am the inventor."

"The *only* one in the world?"

"I swear it!"

"Who else knows of this?"

"No one. Not even my wife, who would think me mad with the sun. She thought I was making a kite. I rose in the night and walked to the cliffs far away. And when the morning breezes blew and the sun rose, I gathered my courage, Excellency, and leaped from the cliff. I flew! But my wife does not know of it."

"Well for her, then," said the Emperor. "Come along."

They walked back to the great house. The sun was full in the sky now, and the smell of the grass was refreshing. The Emperor, the servant, and the flier paused within the huge garden.

The Emperor clapped his hands. "Ho, guards!"

The guards came running.

"Hold this man."

The guards seized the flier.

"Call the executioner," said the Emperor.

"What's this!" cried the flier, bewildered. "What have I done?" He began to weep, so that the beautiful paper apparatus rustled.

"Here is the man who has made a certain machine," said the Emperor, "and yet asks us what he has created. He does not know himself. It is only necessary that he create, without knowing why he has done so, or what this thing will do."

4. **REREAD AND DISCUSS** Reread lines 64–100. With a small group, discuss the reason why the Emperor captured the flier. Cite text evidence in your discussion.

5. **READ** As you read lines 104–150, continue to cite text evidence.
   - Underline imagery that describes the Emperor's invention.
   - Highlight what the flier says he has done.
   - In the margin, summarize the Emperor's concern.

The executioner came running with a sharp silver ax. He stood with his naked, large-muscled arms ready, his face covered with a **serene** white mask.

"One moment," said the Emperor. He turned to a nearby table upon which sat a machine that he himself had created. The Emperor took a tiny golden key from his own neck. He fitted his key to the tiny, delicate machine and wound it up. Then he set the machine going.

The machine was a garden of metal and jewels. Set in motion, the birds sang in tiny metal trees, wolves walked through miniature forests, and tiny people ran in and out of sun and shadow, fanning themselves with miniature fans, listening to tiny emerald birds, and standing by impossibly small but tinkling fountains.

"Is *it* not beautiful?" said the Emperor. "If you asked me what I have done here, I could answer you well. I have made birds sing, I have made forests murmur, I have set people to walking in this woodland, enjoying the leaves and shadows and songs. That is what I have done."

"But, oh, Emperor!" pleaded the flier, on his knees, the tears pouring down his face. "I have done a similar thing! I have found beauty. I have flown on the morning wind. I have looked down on all the sleeping houses and gardens. I have smelled the sea and even *seen* it, beyond the hills, from my high place. And I have soared like a bird; oh, I cannot say how beautiful it is up there, in the sky, with the wind about me, the wind blowing me here like a feather, there like a fan, the way the sky smells in the morning! And how free one feels! *That* is beautiful, Emperor, that is beautiful too!"

"Yes," said the Emperor sadly, "I know it must be true. For I felt my heart move with you in the air and I wondered: What is it like? How does it feel? How do the distant pools look from so high? And how my houses and servants? Like ants? And how the distant towns not yet awake?"

"Then spare me!"

"But there are times," said the Emperor, more sadly still, "when one must lose a little beauty if one is to keep what little beauty one already has. I do not fear you, yourself, but I fear another man."

"What man?"

"Some other man who, seeing you, will build a thing of bright papers and bamboo like this. But the other man will have an evil face and an evil heart, and the beauty will be gone. It is this man I fear."

"Why? Why?"

"Who is to say that someday just such a man, in just such an apparatus of paper and reed, might not fly in the sky and drop huge stones upon the Great Wall of China?" said the Emperor.

No one moved or said a word.

"Off with his head," said the Emperor.

The executioner whirled his silver ax.

"Burn the kite and the inventor's body and bury their ashes together," said the Emperor.

The servants retreated to obey.

The Emperor turned to his hand-servant, who had seen the man flying. "Hold your tongue. It was all a dream, a most sorrowful and beautiful dream. And that farmer in the distant field who also saw, tell him it would pay him to consider it only a vision. If ever the word passes around, you and the farmer die within the hour."

"You are merciful, Emperor."

"No, not merciful," said the old man. Beyond the garden wall he saw the guards burning the beautiful machine of paper and reeds that

6. **REREAD** Reread lines 109–144. Compare and contrast the two inventions in "The Flying Machine." Why does the Emperor only see beauty in his own creation? Cite textual evidence in your response.

7. **READ** As you read lines 151–174, continue to cite text evidence.
   - In the margin, explain what the Emperor says in lines 151–155.
   - Highlight what the Emperor says in lines 160–163.
   - Underline what the Emperor looks at in lines 164–172.

smelled of the morning wind. He saw the dark smoke climb into the sky. "No, only very much bewildered and afraid." He saw the guards digging a tiny pit wherein to bury the ashes. "What is the life of one man against those of a million others? I must take solace from that thought."

He took the key from its chain about his neck and once more wound up the beautiful miniature garden. He stood looking out across the land at the Great Wall, the peaceful town, the green fields, the rivers and streams. He sighed. The tiny garden whirred its hidden and delicate machinery and set itself in motion; tiny people walked in forests, tiny faces loped through sun-speckled glades in beautiful shining pelts, and among the tiny trees flew little bits of high song and bright blue and yellow colour, flying, flying, flying in that small sky.

"Oh," said the Emperor, closing his eyes, "look at the birds, look at the birds!"

1. **READ** As you read the following two pages, begin to collect and cite text evidence.
   - Highlight illustrations that show the characters' reactions to the "miracle."
   - Highlight illustrations and text that tell you about the flying machine.
   - Highlight the illustration of the Great Wall and explain its importance in the margin.

2. **REREAD** Contrast the drawings of the Emperor with the drawings of the servant. How do the illustrations convey each character's feelings about the flying machine?

READ As you read this page and the next, continue to cite text evidence.

- In the margin, explain the purpose of the Emperor's questions.
- On the next page, underline the question the flying man asks.
- Highlight the close up of the Emperor's face.

4. **REREAD AND DISCUSS** In a small group, discuss how the Emperor's expression in the close-up image might affect your perception of the story. Cite textual evidence in your discussion.

5. **READ** As you read this page and the next, continue to cite text evidence.
   - Highlight repetitions of "beauty" and "beautiful," and in the margin, explain the flier's argument that his life should be spared.
   - In the margin, explain the imagery that illustrates the flier's death.
   - Highlight birds in the last frame.

SHORT RESPONSE

Cite Text Evidence What are the advantages of reading "The Flying Machine" as a graphic story instead of a short story? Review your reading notes, and remember to cite text evidence in your response.

RAWLINSON ROAD MIDDLE SCHOOL- Home of Raider PRIDE

Student Name: _____ **Date:** _____

Course: Pre-Algebra **Teacher:** E. Abernethy / B. Hammond

Teacher Office Hours: 10 – 12 **Teacher Email:** eabernethy@rhmail.org
bhammond@rhmail.org

Other form of contact if help is needed: zoom meetings 10:30 (unless meeting is canceled)

Instructions to complete the student packet:

Day 1	Review Line Relationship Notes	**Day 10**	Complete 8th grade Review Page 1
Day 2 - 3	Complete Line Relationship Practice Worksheet	**Day 11**	Complete 8th grade Review Page 2
Day 4	Review Angle Relationships Notes	**Day 12**	Complete 8th grade Review Page 3
Day 5-6	Complete the Angle Relationships Worksheet	**Day 13**	Complete 8th grade Review Page 4
Day 7	Review Two Way Table Notes	**Day 14**	Complete 8th grade Review Page 5
Day 8 and 9	Complete Two Way Table Practice		

Instructions to submit work:
Submit each assignment on Canvas, email it to eabernethy@rhmail.org, text it to 8034176228

Technology

Laptop issues: please **email** the help desk- **helpdesk@rhmail.org** or **phone** at **(803)981-3531** and include the following information:

Student ID number (ex: RS12345)

Parent/Guardian name, Parent/Guardian email and phone number contact information.

School Name / Teacher name

A description of the problem with the computer

The Rock Hill Schools Technology Department Staff will be on call between the hours of 8AM - 8PM

Launchpad: https://launchpad.classlink.com/rockhill **Canvas:** https://rockhill.instructure.com/login/canvas

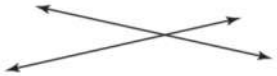
**** For more information on remote learning, please visit:**

RRMS website at https://www.rock-hill.k12.sc.us/domain/2596 or

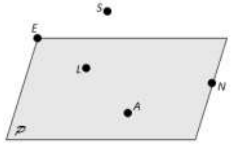
RHS District website at: https://www.rock-hill.k12.sc.us/elearning

DAY 1 - Line Relationships

- Intersecting Lines - Intersecting lines are lines in a plane that intersect, or cross each other

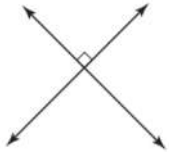


Plane- A plane extends infinitely in all directions in two dimensions and has no thickness.



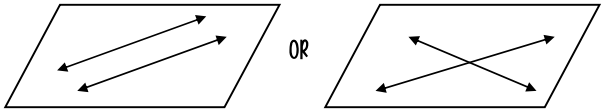
All points are in the plane except for point S.

Perpendicular Lines - Perpendicular lines are lines that intersect at a right angle. T

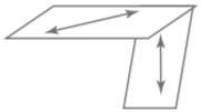


- Parallel Lines - Parallel lines are lines that lie in the same plane and do not intersect no matter how far they extend.

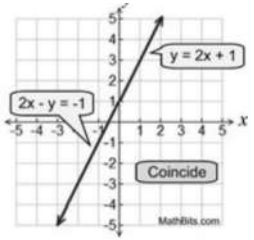
- Coplanar Lines - Coplanar lines are two or more lines that are located in the same plane.



- Skew Lines - Skew lines, or non-coplanar lines, are lines that are not located in the same plane.



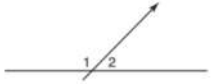
- Coincidental Lines - Coincidental lines are lines that have equivalent linear equations and overlap at every point when they are graphed.



Day 4

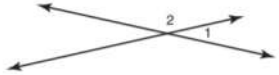
Angle Relationships Formed by Two Intersecting Lines

- Supplementary Angles - Two angles are supplementary angles if the sum of their angle measures is equal to 180°.



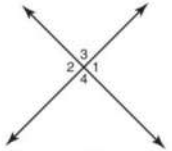
Angles 1 and 2 are supplementary angles.

- Linear Pair of Angles - A linear pair of angles, or a linear pair, consists of two adjacent angles that form a straight line.



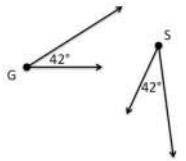
Angles 1 and 2 are a linear pair.

- Vertical Angles — Vertical angles are two non-adjacent angles that are formed by two intersecting lines.



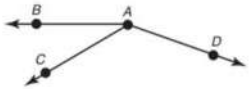
Angles 1 and 2 are vertical angles.
Angles 3 and 4 are vertical angles.

- Congruent Angels - Congruent angles are two or more angles that have equal measures.



- Adjacent Angles -Adjacent angles are two angles that share a common vertex and share a common side.

Angles *BAC* and *CAD* are adjacent angles. The angles share the vertex *A* and the side *AC*.



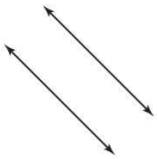
Choose the description from the box that best describes each sketch.

Case 1: Two or more coplanar lines intersect at a single point.
Case 2: Two or more coplanar lines intersect at an infinite number of points.
Case 3: Two or more coplanar lines do not intersect.
Case 4: Two or more are not coplanar.

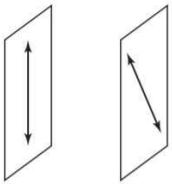
13.

Case 2

14. 

15. 

16. 

17. 

18. 

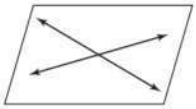
Problem Set

Describe each sketch using the terms *intersecting lines, perpendicular lines, parallel lines, coplanar lines, skew lines,* and *coincidental lines*. More than one term may apply.

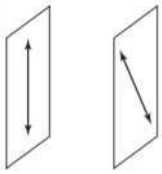
1. 

2. 

perpendicular lines, intersecting lines, coplanar lines

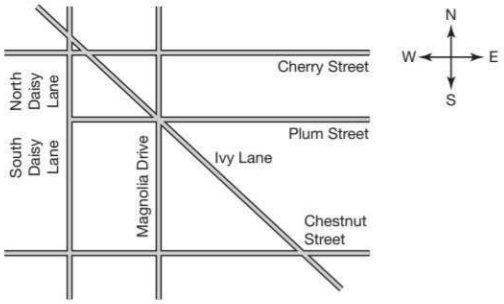
3. 

4.

5. 

6. 

Use the map to give an example of each relationship.



19. intersecting lines

20. perpendicular lines

Ivy Lane and Plum Street

21. parallel lines

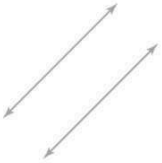
22. skew lines

23. coincidental lines

24. coplanar lines

Sketch an example of each relationship.

7. parallel lines



8. coplanar lines

9. intersecting lines

10. perpendicular lines

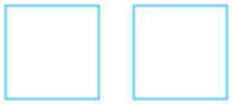
11. coincidental lines

12. skew lines

Problem Set

Sketch an example of each relationship.

1. congruent figures



2. congruent angles

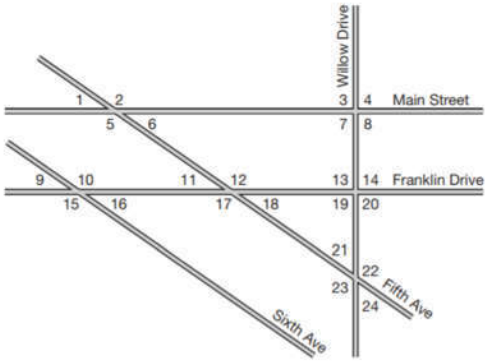
3. adjacent angles

4. vertical angles

5. linear pair

6. supplementary angles

Use the map to give an example of each relationship.



7. congruent angles

∠3 and ∠4

8. vertical angles

9. supplementary angles

10. linear pair

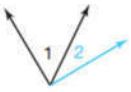
11. adjacent angles

12. vertical angles

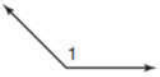
Days 5-6

Complete each sketch.

13. Draw ∠2 adjacent to ∠1.

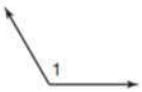


14. Draw ∠2 such that it forms a vertical angle with ∠1.



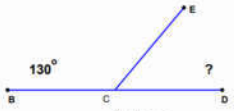
15. Draw ∠2 such that it supplements ∠1 and does not share a common side.

16. Draw ∠2 adjacent to ∠1.



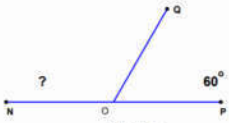
Find the missing angle measurement in each set of supplementary angles.

1)



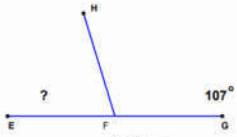
Angle = _____

2)



Angle = _____

3)



Angle = _____

4)

Angle = _____

Day 7

HW:
- Lesson 8-3 Wkst. (football)

Name Key #
Date Period

NOTES: Lesson 8-3: Two Way Tables

The **frequency** is the number of times an event occurs. A **two-way table** shows the frequency of data that is categorized two ways. The rows indicate one categorization and the columns indicate another.

1.) A survey was conducted by the freshman class about whether or not they have chores and a curfew. The survey showed that
- 22 students have both a curfew and chore responsibilities
- 35 students have at least chore responsibilities
- 30 students have at least a curfew
- 7 students have neither a curfew nor chore responsibilities

A.) Complete the two-way table below:

	Curfew	No Curfew	Total
Chores	22	35-22 = 13	35
No Chores	15-7 = 8	7	50-35 = 15
Total	30	13+7 = 20	30+20 = 50

B.) How many students participated in the survey? 50

Relative frequency (also known as a proportion) is the ratio of the number of times an even occurs to the total number of events. You should use the formula $\frac{frequency}{total}$ to calculate the relative frequency. A **cell relative frequency** is a cell's frequency divided by the total number of observations.

2.) Use the information from question 1 to create a relative frequency table. Round to the nearest hundredth.

	Curfew	No Curfew	Total
Chores	$\frac{22}{50}$ = .44	$\frac{13}{50}$ = .26	$\frac{35}{50}$ = .70
No Chores	$\frac{8}{50}$ = .16	$\frac{7}{50}$ = .14	$\frac{15}{50}$ = .30
Total	$\frac{30}{50}$ = .60	$\frac{20}{50}$ = .40	$\frac{50}{50}$ = 1.00

A.) What is the relative frequency of the students that have a curfew? .60

B.) What is the relative frequency of students have chore responsibilities and a curfew? .44

C.) Of the students have no curfew which is higher: the percentage of students that have chores or the percentage of students that do not have chores? Explain your answer.

no curfew, chores → .26 = 26%
no curfew, no chores → .14 = 14%
* The students that have no curfew and chores is higher because 26% is greater than 14%.

Relative frequencies can also be calculated based on its rows or columns. A **row relative frequency** is a cell frequency divided by the row total. A **column relative frequency** is a cell frequency divided by the column total.

3.) Use the information from question 1 to create a relative frequency table by column. Include an estimation of each ratio (proportion) to the nearest hundredth.

	Curfew	No Curfew	Total
Chores	$\frac{22}{30} \approx$ .73	$\frac{13}{20}$ = .65	$\frac{35}{50}$ = .70
No Chores	$\frac{8}{30} \approx$ .27	$\frac{7}{20}$ = .35	$\frac{15}{50}$ = .30
Total	$\frac{30}{30}$ = 1.00	$\frac{20}{20}$ = 1.00	$\frac{50}{50}$ = 1.00

What is the relative frequency of students that have neither a curfew nor chore responsibilities to all students that do not have a curfew? .35

4.) Students were surveyed as to whether they have taken horseback riding lessons or tennis lessons. The results are displayed in the two-way table below.

A.) Complete the table.

	Riding Lessons	No Riding Lessons	Total
Tennis Lessons	13	32	13+32 = 45
No Tennis Lessons	5	40	5+40 = 45
Total	13+5 = 18	32+40 = 72	45+45 = 90

B.) How many students participated in the survey? 90

C.) What is the relative frequency of a student who took riding lessons and tennis lessons to all students who have taken tennis lessons? .28 ($\frac{13}{45}$)

D.) What is the relative frequency of a student who took neither riding lessons nor tennis lessons to all students who have not taken riding lessons? .55 ($\frac{40}{72}$)

E.) Of the students not taking riding lessons, which is higher: the percentage of students that took tennis lessons, or the percentage of students who did not take tennis lessons? Explain your answer.

no riding lesson, tennis lessons → $\frac{32}{72}$ = .44 = 44%
no riding lesson, no tennis lessons → $\frac{40}{72}$ = .55 ≈ 56%
* The percentage of students that did not take riding lessons and no tennis lessons is higher because 56% is greater than 44%

Days 8 - 9

Name _____ Date _____

Two Way Tables - Independent Practice Worksheet

Complete all the problems.

After a series of matches between a school's teams and their rivals, the school secretary analyzed the relationship of the number of wins and matches played. The results are summarized in a two way table below.

Sport	Boys Wins	Girls Wins	Total Wins
Volleyball	23	18	
Cricket	40	10	
Soccer	15	25	
Total			

1. How many total wins did the school's Volleyball teams register?

2. How many more wins did the boys' teams have than the girls' teams?

The data is summarized in a two-way table for the number of boys and girls that regularly drink water, lemonade, or soda at lunch.

	Boys	Girls	Total
Water	45	32	77
Soda	50	38	88
Lemonade	42	32	74
Total			

Round answers to nearest tenth of a percent.

3. What is the percentage of boys that regularly drink water?

4. What is the percentage of girls that regularly drink water?

5. What is the percentage of girls that regularly drink soda?

6. What is the percentage of boys that regularly drink soda?

7. What is the percentage of the students that regularly drink water?

8. What is the percentage of the students that regularly drink soda?

Name _____ Date _____

Below you will find an incomplete two ways table that shows the number of girls and boys that were passing Economics and Science. There are a total of 72 boys and 72 girls taking Economics. There are 78 boys and 60 girls taking Science.

Gender	Passing Economics	Failing Economics	Passing Science	Failing Science	Total
Boys	61		69		
Girls	67		53		
Total					

Round answers to nearest tenth of a percent.

9. Calculate the percentage of boys' passing Economics.

10. Calculate the percentage of girls' passing Science.

11. Calculate the percentage of students passing Science.

12. Calculate the percentage of students passing Economics.

13. Complete the two way table above.

The Number System (8.NS.A.1&2)

Solve each problem. You may NOT use a calculator for this set of problems.

1. The length of the diagonal of a rectangle is $\sqrt{181}$ inches. Which statement describes the length of the diagonal?

   A. The length is between 12 and 13 inches.

   B. The length is between 13 and 14 inches.

   C. The length is between 14 and 15 inches.

   D. The length is between 15 and 16 inches.

2. Which of the following are NOT rational numbers? (Choose all that apply.)

   A. $\sqrt{5}$

   B. 0.666

   C. $\frac{16}{9}$

   D. -30

3. What is the square of 169?

   A. 11

   B. 13

   C. 28,561

   D. 28,730

4. Write $0.\overline{4}$ as a fraction in simplest form.

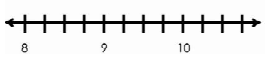
   A. $\frac{4}{10}$

   B. $\frac{44}{100}$

   C. $\frac{4}{9}$

   D. $\frac{2}{5}$

5. Estimate the location of $\sqrt{94}$ on the number line below.



6. Estimate $\sqrt{130}$ to the nearest tenth.

Expressions and Equations (8.EE.A.1-4)

(Radicals and Integer Exponents)

Solve each problem. You may NOT use a calculator for this set of problems.

1. Which expressions are equivalent to $5^6 \times 5^{-3}$? (Choose all that apply.)

   $5^{(6-3)}$ $(5^6)^{-3}$ $\frac{5^6}{5^3}$ 5^9

   5^{-3} 5^3 5^{-18} $\frac{5^6}{5^{-3}}$

2. Which of these expressions represent solutions to the equation $y^3 = 27$. Choose all that apply.

   $-\sqrt[3]{27}$ $\sqrt[3]{27}$ 3 -3

3. A carpenter bought 850 nails. Each nail has a mass of 5.2×10^{-3} kg. What is the total mass, in kilograms, of the nails the carpenter bought. Express your answer as a decimal.

4. The figure below shows the mass, in grams, of several samples of cells. The spreadsheet automatically converts them into scientific notation. How many times larger is Sample D than Sample B?

Sample	Mass (grams)
A	6.16 E -5
B	3.75 E -6
C	8.00 E -10
D	7.50 E -5

5. Which expressions are equivalent to $\frac{3^{-5}}{3^{-2}}$? Choose all that apply.

   A. 3^{-3}

   B. 3^{-7}

   C. $\frac{1}{3^3}$

   D. $\frac{1}{27}$

6. The distance from Mars to the Sun is 1.416×10^8 miles. The distance from Earth to the Sun is 9.296×10^7 miles. How many more miles is the distance from Mars to the Sun than the distance from Earth to the Sun?

   A. 4.864×10^1

   B. 7.880×10^1

   C. 4.864×10^7

   D. 7.880×10^7

Day 10

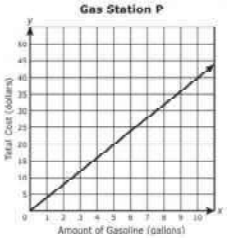
Expressions and Equations (8.EE.B.5&6)

(Understand the connections between proportional relationships, lines, & linear equations.)

Solve each problem. You may use a calculator, but must show all of your work.

1. Find the unit rate for a gallon of gas at each gas station. Use this information to determine which station charges more for gas. Show or explain your work.

Gas Station P

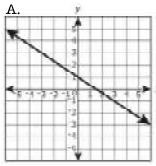


Gas Station M

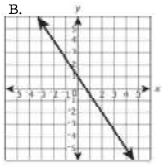
x	y
5	19.00
10	38.00
15	57.00

2. Which graph represents the equation $y = -2/3x + 1$?

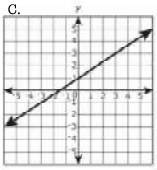
A.



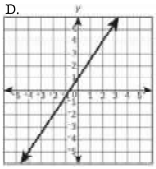
B.



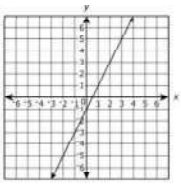
C.



D.



3. Which of the following equations have the same slope as the line graphed below?



#1	#2	#3
$y = 3 + 2x$	$y = 2$	$y = 3/2x + 6$

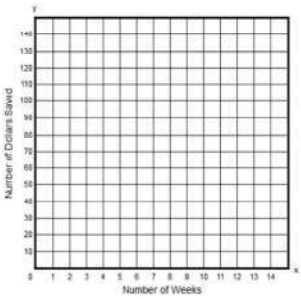
A. Equation 1 only

B. Equation 3 only

C. Equations 1 and 2

D. Equations 1 and 3

4. You decide to start saving money. You start with \$0 and after 8 weeks, you have \$120. You're not sure how much you save each week, but assume that you saved your money at a constant rate from when you started through the 8th week.



a. Create a graph that can be used to model the amount of money you saved (y) in x weeks.

b. Explain what the slope of your line represents.

c. Explain how the graph you drew can be used to predict the number of weeks it will take you to save \$150. Include in your explanation any assumptions that must be made in order to make this prediction.

5. Bill drove his car at a constant rate of speed while on a trip. Kevin drove his car at a different constant rate of speed while on the same trip. The graph and table show information about the trips.

Which sentence correctly compares the rates at which Bill and Kevin drove on their trips?

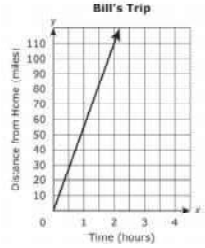
A. Bill's rate was 10 mph slower thank Kevin's rate.

B. Bill's rate was 10 mph faster thank Kevin's rate.

C. Bill's rate was 20 mph slower thank Kevin's rate.

D. Bill's rate was 20 mph faster thank Kevin's rate.

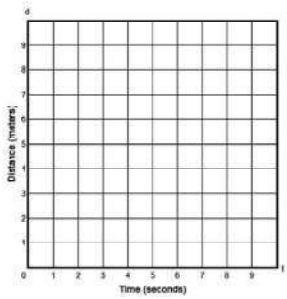
Bill's Trip



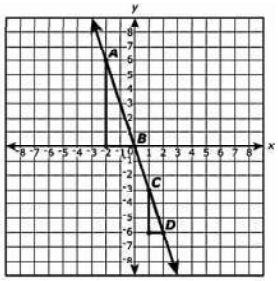
Kevin's Trip

Time (hours)	Distance from Home (miles)
0	0
2	90
3	135
5	225
6	270

6. A model train is traveling at a constant rate of 0.75 meter per second when Lucy starts a stopwatch. Create a graph that represents the relationship between t, the amount of time since Lucy started her stopwatch, and d, the total distance the train has traveled during that time.



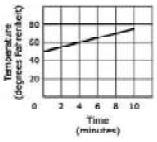
7. On the coordinate plane below, points A, B, C, and D lie on the same line.



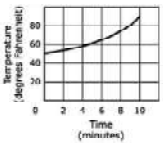
Is the slope of line segment AB congruent to the slope of line segment CD? Clearly explain your answer.

8. During a 10 minute science experiment, the temperature of a subsance decreases at a constant rate. Which graph represents this situation?

A.



B.



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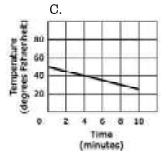

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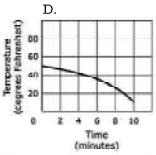


Expressions and Equations (8.EE.C.7&8)

(Analyze and solve linear equations and pairs of simultaneous linear equations.)

Solve each problem. You may not use a calculator.

1. Which equation has the same solution as 4 - 2(x - 5) = x - 19?

   A. 2(x + 5) = -8

   B. 3(x - 3) = 9

   C. x + 2 = 2x - 3

   D. 3x - 4 = 2x + 7

2. What value of x makes the equation 3(x - 6) - 8x = -2 + 5(2x + 1) true?

3. What value of x makes the equation true?

$$\frac{3}{4}(x+8)=9$$

4. John wrote the equation t = 2m + 60 to represent the temperature, t, in degrees Celcuis, after a substance had been heated for m minutes. Describe the relationship between the temperature of the substance and the time it has been heated.

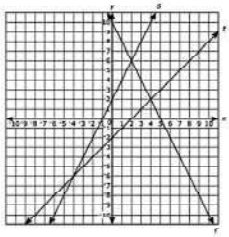
   A. The temperature was initially _____ degrees Celcius.

   B. The temperature increased by _____degrees every _____ minute(s) it was heated.

   C. Based on John's equation, how many minutes does the substance have to be heated to reach a temperature of 100 degrees Celcius?

Day 11

5. Write the solution of each system as an ordered pair.



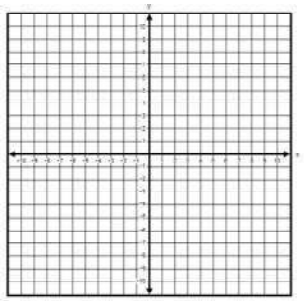
A. Line s and line t _____

B. Line t and line r _____

C. Line s and line r _____

6. Solve the system by graphing. Label the solution "P".

y = -2x + 8
y = 3x - 7



7. Indicate whether each of the four systems of equations has no solution, one solution, or infinitely many solutions.

System of Equations	$2x+3y=-6$ $4x+6y=-12$	$x=1$ $y=2$	$x-2y=4$ $x-2y=5$	$y=5x+20$ $3y=15x+60$
No Solution	○	○	○	○
One Solution	○	○	○	○
Infinitely Many Solutions	○	○	○	○

8. Find the value of y in the following system:

$$x+\frac{1}{2}y=0 \qquad x-\frac{3}{2}y=4$$

9. A system of two linear equations is graphed on a coordinate plane. If the system has infinitely many solutions, which statement must be true?

   A. On the graph, there are no points (x, y) that satisfy both equations.

   B. On the graph, there is exactly one point (x, y) that satisfies both of the equations.

   C. On the graph, any point (x, y) that satisfies one of the equations cannot satisfy the other equation.

   D. On the graph, any point (x, y) that satisfies one of the equations must also satisfy the other equation.

10. Linda has $20 to buy snacks for 12 people in an office. Each person will get one snack. Linda is buying bags of pretzels that cost $1.50 per bag and bags of crackers that cost $2.00 bag.

    Linda is buying x bags of pretzels and y bags of crackers. Which system of equations can be used to find the value of x and y?

    A. x + y = 20
       1.5x + 2y = 12

    B. x + y = 20
       2x + 1.5y = 12

    C. x + y = 12
       1.5x + 2y = 20

    D. x + y = 12
       2x + 1.5y = 20

    How many bags of pretzels did Linda buy?

11. The 8th graders are selling wrapping paper as a fundraiser. The wrapping paper was sold in small rolls and large rolls.

- They earned $3.00 for every small roll sold.
- They earned $4.50 for every large roll sold.
- The club sold 10 more large rolls than small rolls.
- The club collected $135.00 more from sales of large rolls than from sales of small rolls.

The equation **3s + 135 = 4.5 (s + 10)** can be used to represent this situation, where "s" represents the number of small rolls the 8th graders sold.

A. In the equation, what does the expression 3s represent?

a. The total number of small rolls sold
b. The total number of large rolls sold
c. The total number of dollars earned from selling small rolls
d. The total number of dollars earned from selling large rolls

B. In the equation, what does the expression (s + 10) represent?

a. The total number of small rolls sold
b. The total number of large rolls sold
c. The total number of dollars earned from selling small rolls
d. The total number of dollars earned from selling large rolls

C. How many small rolls did the 8th graders sell?

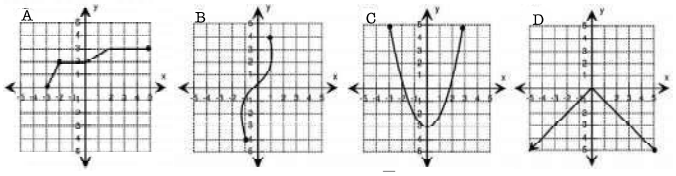
D. How much money, in dollars, did the 8th graders earn from selling small and large rolls?

Functions (8.F.A.1-3)

(Define, evaluate, and compare functions.)

Solve each problem. You may not use a calculator.

1. Which of the following are graphs of functions? Choose all that apply.



2. Which of the following input-output tables represent a function? Choose all that apply.

A.

Input	Output
1	4
1	6
5	5
8	10

B.

Input	Output
1	4
5	6
5	1
10	8

C.

Input	Output
1	4
8	6
5	1
10	5

D.

Input	Output
1	4
10	6
5	5
8	1

E.

Input	Output
1	4
8	6
5	10
1	5

3. This table shows a relation. Which statement is correct?

Input	Output
−1	2
3	−1
1	2
−2	3
−1	1

A. The relation is a function because each input has exactly one output.
B. The relation is a function because each output has exactly one input.
C. The relation is not a function because one input has more than one output.
D. The relation is not a function because one output has more than one input.

Day 12

4. A relationship between x and y is defined by the equation **-5x + 3y = 12**, where x is the input and y is the output.

Select True or False for each statement.

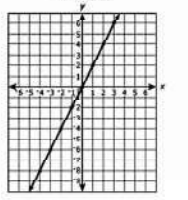
STATEMENT	TRUE	FALSE
y is a function of x		
The graph of the relationship is a line.		
The graph of the relationship passes through the origin.		
When the input is 6, the output is 14.		

5. Some values of linear functions A and B are shown in the table and graph.

Function A

x	y
0	1
1	1.25
2	1.5
3	1.75
4	2

Function B



Which of the following describes the y-intercepts of the two functions?

A. The y-intercept of Function A is equal to the y-intercept of Function B.
B. The y-intercept of Function A is 1 unit less than the y-intercept of Function B.
C. The y-intercept of Function A is 1 unit greater than the y-intercept of Function B.
D. The y-intercept of Function A is 2 units greater than the y-intercept of Function B.

6. Which functions are non-liner? Choose all that apply

A. $y = \frac{x}{5}$ B. $y = 5 - x^2$ C. $-3x + 2y = 4$

D. $y = 3x^2 + 1$ E. $y = -5x - 2$ F. $y = x^3$

7. Which ordered pairs are solutions of -2x - 3y = 24? Select all that apply.

a. (0, -8) b. (4, 10) c. (-18, 4) d. (-12, 0) e. (-6, -4)

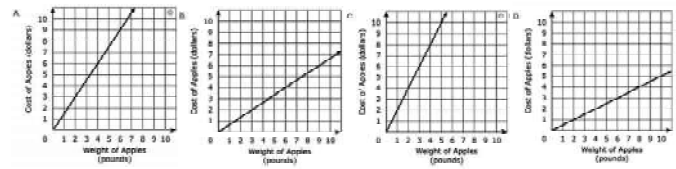
Functions (8.F.B.4&5)

Use functions to model relationships between quantities.

Solve each problem. You may not use a calculator.

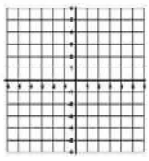
1. At a local market, the cost of apples is directly proportional to the weight of the apples. Brian bought 10 pounds of apples for a cost of $15.00.

Which graph shows the relationship between the weight of the apples, in pounds, and the cost of the apples?



Write an equation to represent this relationship.
Let C = the cost and p = the price for one pound of apples. _____

2. A line passes through points (-1, -2) and (1, 4). What is the equation of the line?



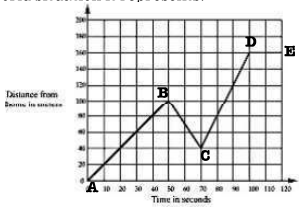
3. Clearly describe this graph in terms of the real-world situation it represents.

From A to B:

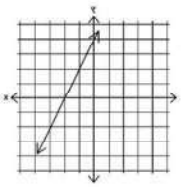
From B to C:

From C to D:

From D to E:



4. Write an equation for the linear relationship shown below.



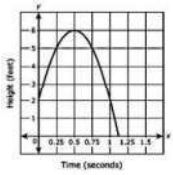
5. Write an equation for the linear relationship shown below.

x	y
4	1
6	7
8	13
10	19

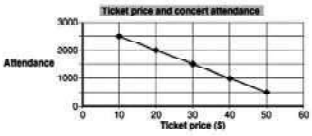
6. A line has a y-intercept of 4 and passes through the point (2, 0). Write the equation for this line.

7. A mechanic charges $205 for parts plus $55 per hour to fix your car. Write an equation to represent the total cost, C, as a function of the number of hours, h, it takes him to fix your car.

8. Describe the following graph. Use terms like increasing, decreasing, constant, linear, non-linear, etc...



9. Describe the following graph. Use terms like increasing, decreasing, constant, linear, non-linear, etc...



Geometry (8.G.A.1-5)

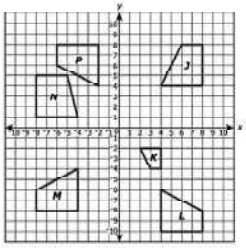
Understand congruence and similarity using physical models, transparencies, or geometry software.

Solve each problem. You may not use a calculator.

1.

a. Which figure can be transformed into figure P by a translation 2 units to the right followed by a reflection across the x-axis?

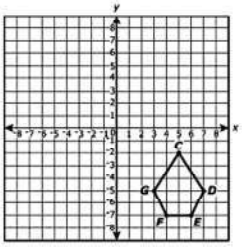
b. Which figure can be transformed into figure L by a 90° rotation clockwise about the origin followed by a translation 2 units down?



2. Translate pentagon CDEFG is translated 7 units up and 5 units left, resulting in pentagon C'D'E'F'G.

a. How does the length of side CG compare to side C'G'?

b. How does the perimeter of CDEFG compare to the perimeter of C'D'E'F'G'?



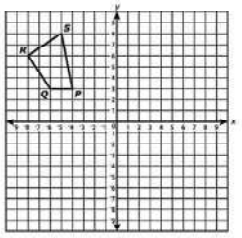
3. Polygon KLMN is the image of polygon of PQRS after a 180° rotation. Which angle of KLMN is congruent to angle S?

a. ∠ K

b. ∠ L

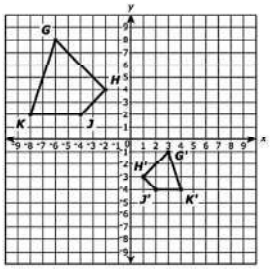
c. ∠ M

d. ∠ N



Day 13

4. Which describes a possible sequence of transformations that transforms polygon GHJK into polygon G'H'J'K'?



a. a 180° rotation about the origin, followed by a dilation centered at the origin with a scale factor of 1/2.

b. a reflection across the line y = x, followed by a dilation centered at the origin with a scale factor of 2.

c. a reflection across the y-axis, followed by a reflection across the x-axis, followed by a dilation centered at the origin with a scale factor of 2.

d. a reflection across the y-axis, followed by a translation down 10 units, followed by a dilation centered at the origin with a scale factor of 1/2.

5. The best described the relationship between polygon GHJK and G'H'J'K'?

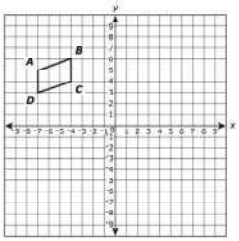
a. They are similar because GHJK can be obtained from polygon G'H'J'K' by a sequence of transformations.

b. They are similar because the area of G'H'J'K' is the same as the area of polygon GHJK.

c. They are not similar because G'H'J'K' cannot be obtained from polygon GHJK by a single transformation.

d. They are not similar because the orientation of polygon GHJK is not the same as the orientation of polygon G'H'J'K'.

6. Parallelogram A'B'C'D' (not shown) is the image of parallelogram ABCD after a rotation of 180° about origin. Which statements about A'B'C'D" are true? Select each correct statement.



A. A'B' is parallel to B'C'

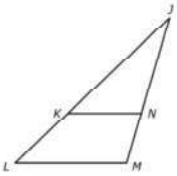
B. A'B' is parallel to A'D'

C. A'B' is parallel to C'D'

D. A'D' is parallel to B'C'

E. A'D' is parallel to D'C'

7. In the figure shown KN is parallel to LM.



a. When comparing △KJN and △LJM, Brian says that ∠KJN and ∠LJM are congruent. Explain why Brian's statement is correct.

b. Brian wants to prove that a second pair of corresponding angles from △KJN and △LJM are congruent. Determine a second pair of corresponding angles from △KJN and △LJM that are congruent. Then explain how you know that the two angles are congruent.

8. In a coordinate plane, triangle ABC has vertices of A(1, 1), B(1, 5), and C(5, 1).

a. Triangle ABC is reflected across the x-axis, resulting in triangle A'B'C'. What are the coordinates of Point B'?

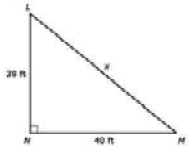
b. Triangle A'B'C' is then dilated by a scale factor of 2 with the origin as the center of dilation, resulting in triangle A"B"C". What is the length of line segment A"B"?

Geometry 8.G.B.6-8

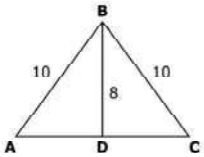
Understand and apply the Pythagorean Theorem.

Solve each problem. You may use a calculator.

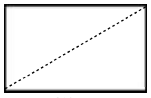
1. Find the measure of side "x".



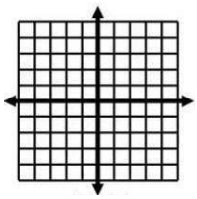
2. In △ABC, BD is perpendicular to AC. The dimensions are shown in centimeters. What is the length in centimeters, of AC?



3. The rectangle below has an area of 297 in. Find the length of the diagonal.



4. Find the distance between (-4, 3) and (-1, -5).



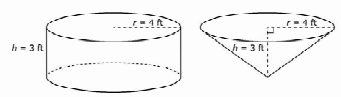
Geometry 8.G.C.9

Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

Solve each problem. You may use a calculator.

1. Use the figures below to solve each problem.

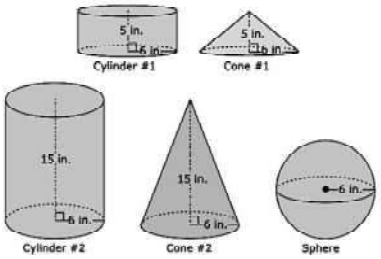
   a. What is the volume of the cone, in cubic feet?



   b. What is the ratio of the cone's volume to the cylinder's volume?

2. Which of the figures below have a volume that is greater than 600 in Choose all that apply.

   a. Cylinder #1
   b. Cone #1
   c. Cylinder #2
   d. Cone #2
   e. Sphere



How many times greater is the volume of the sphere than the volume of Cone #1? Round your answer to the nearest tenth.

Day 14

Statistics and Probability 8.SP.A.1-4

Investigate patterns of association in bivariate data.

1. What is the association between the age of the motorcycle and the price of the motorcycle? _____

   As the age of the motorcycle increases, the sale price _____.

2. A survey of 7th and 8th grade students asked whether they were in favor of or against school uniforms. The two-way table shows the results.

Survey Results

Grade	Number of Students		
	In Favor	Against	Total
7th	48	64	112
8th	68	70	138
Total	116	134	250

How many students were in favor of wearing uniforms?

To the nearest tenth, what percent of the 7th grade students were in favor of wearing school uniforms?

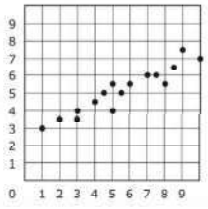
Describe the results of the survey. Be specific.

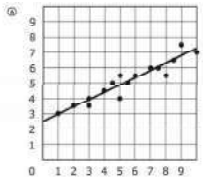
3. Create a 2-way table for the following data:

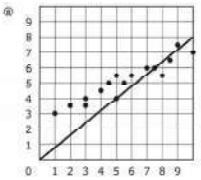
   Tom surveyed his classmates to find out if they played a sport after school or attended homework club. Fourteen of his classmates played a sport. Of those 14, only 5 attended homework club. Eight students attended homework club and, out of those 8, three did not play sports. There were ten students who did not play a sport nor attend homework club.

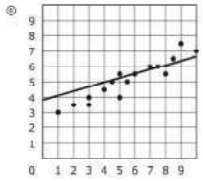
How many students were surveyed? _____
How many students do not attend homework club? _____
How many students do not play sports but do attend homework club? _____

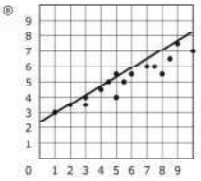
4. Which graph most closely approximates the line of best fit for the scatterplot below?











5. The table shows the results of a random survey of students in grade 7 and grade 8. Every student surveyed gave a response. Each student was asked if he or she exercised less than 5 hours last week or 5 or more hours last week.

	Less than 5 hours	5 or more hours
Grade 7 Students	49	63
Grade 8 Students	58	51

Based on the results of the survey, which statements are true? Select all that apply.

A. More grade 8 students were surveyed than grade 7 students.
B. A total of 221 students were surveyed.
C. Less than 50% of the grade 8 students surveyed exercised 5 or more hours last week.
D. More than 50% of the students surveyed exercised less than 5 hours last week.
E. A total of 107 grade 7 students were surveyed.

RAWLINSON ROAD MIDDLE SCHOOL- Home of Raider PRIDE

Student Name: _____ **Date: _May 6-26, 2020 Round 4**

Course: 8th grade Science_____ **Teacher:** ____Ann Clamp and Jewell Reynolds__

Teacher Office Hours: ___10:00 - noon_____ **Teacher Email:** aclamp@rhmail.org__and Jreynolds@rhmail.org____
Other form of contact if help is needed: __803-367-1184 Clamp's cell_803-374-3675_____
Instructions to complete the student packet:

1. **May 4 – makeup day**
2. **May 5 – Library Guidance**
3. **May 6 define: extinction, adaptation, natural selection, species variation, Geologic Time Scale, evolution**
4. **May 7 - Do Law of Superposition and Cross-cutting worksheet.**
5. **May 8 – define types of fossils: mold, cast, carbonized, petrified, trace, preserved**

6.Monday, May 11, 2020 – Research and make a list of 10 extinct species that YOU are interested in studying about. Then circle the species you finally picked. Submit this.

7. Tuesday, May 12, 2020 – You must tell me the reason or multiple reasons why your species became extinct. Then you have to tell me if it was a Man Made reason or a Natural Reason. Example: If species X died because it had slow reproduction and man hunted it a lot. You would list the reasons for extinction as: Low Reproduction = Natural and Over Hunted = Man Made. Submit this today.

8.Wednesday, May 13, 2020 – Research YOUR species you picked and find the following information. Write it up and submit it today. A. Food – what did your species eat B. Environment – did your animal live in the ocean, a desert, mountains, prairie, swamps, fresh water, etc… C. Locomotion – how did your animal move? Did it have flippers, fins, tentacles? Did it walk on two or four legs? Did it slither or fly? Or any other way it moved.

9.Thursday, May 14, 2020 – Research YOUR species you picked and find A. Age – when it lived or when it became extinct, what era or period was it on earth, how many millions of years ago did it live or become extinct? Something about when it lived on earth or became extinct. B. Behavior – was your species aggressive, docile, territorial, a hunter, a scavenger, a gentle grazer, violent, or calm? Did it live as a group or as a family or was it a loaner? Submit this information today.

10.Friday, May 15, 2020 – Research YOUR species and find A. How did your animal Reproduce – did it lay eggs, or give birth live, did it take care of its young or leave it to survive on its own, did it only reproduce every 2 years or multiple times a year. Did it give birth to many babies or only one? B. What type of species is your animal: reptile, amphibian, mammal, bird, fish, insect, vertebrate, non-vertebrate? Submit this information today.

11.May 18 through May 26, 2020 – You must draw a picture of your species in its environment. For example if your animal lived in the ocean, you would have to draw your animal swimming in water with maybe some shells and other ocean stuff. You can use paint, crayons, colored pencils, markers, or even pencil sketch. You may NOT print a picture off the internet and glue it onto a sheet of paper. Your picture can be any size. Turn in a photo of your final picture when you finish. Do not worry if you are not a great artist, because this is not an art class. If you trace something, that's fine. Again, you may NOT print a picture or cut out a picture from a magazine – your picture must be hand drawn.

Instructions to submit work:
Email pictures, video, or typed work. Use cellphone only if necessary because I have to keep a file of your paperwork you turned in.

Technology

Laptop issues: please **email** the help desk- **helpdesk@rhmail.org** or **phone** at **(803)981-3531** and include the following information:

Student ID number (ex: RS12345)

Parent/Guardian name, Parent/Guardian email and phone number contact information.

School Name / Teacher name /A description of the problem with the computer

The Rock Hill Schools Technology Department Staff will be on call between the hours of 8AM - 8PM

Launchpad: https://launchpad.classlink.com/rockhill **Canvas:** https://rockhill.instructure.com/login/canvas

**** For more information on remote learning, please visit:**

RRMS website at https://www.rock-hill.k12.sc.us/domain/2596 or RHS District website at: https://www.rock-hill.k12.sc.us/elearning

Virtual Learning Round Four

8th Grade Science Reynolds/Clamp

You will be doing a research project and will submit different parts each day. Don't get behind! You can submit through Canvas, email JReynolds@rhmail.org or aclamp@rhmail.org, or text. Take pictures of each day's work and submit it. Clamp 803-367-1184 Reynolds 803-374-3675.

1. **May 11 – Research and make a list of 10 extinct species that YOU are interested in studying about. Then circle the species you finally picked. Submit this.**

2. **May 12, 2020 – You must tell me the reason or multiple reasons why your species became extinct. Then you have to tell me if it was a Man Made reason or a Natural Reason. Example: If species X died because it had slow reproduction and man hunted it a lot. You would list the reasons for extinction as: Low Reproduction = Natural and Over Hunted = Man Made. Submit this today.**

3. **May 13, 2020 – Research YOUR species you picked and find the following information. Write it up and submit it today. A. Food – what did your species eat B. Environment – did your animal live in the ocean, a desert, mountains, prairie, swamps, fresh water, etc… C. Locomotion – how did your animal move? Did it have flippers, fins, tentacles? Did it walk on two or four legs? Did it slither or fly? Or any other way it moved.**

4. **May 14, 2020 – Research YOUR species you picked and find A. Age – when it lived or when it became extinct, what era or period was it on earth, how many millions of years ago did it live or become extinct? Something about when it lived on earth or became extinct. B. Behavior – was your species aggressive, docile, territorial, a hunter, a scavenger, a gentle grazer, violent, or calm? Did it live as a group or as a family or was it a loaner? Submit this information today.**

5. **May 15, 2020 – Research YOUR species and find A. How did your animal Reproduce – did it lay eggs, or give birth live, did it take care of its young or leave it to survive on its own, did it only reproduce every 2 years or multiple times a year. Did it give birth to many babies or only one? B. What type of species is your animal: reptile, amphibian, mammal, bird, fish, insect, vertebrate, non-vertebrate? Submit this information today.**

6. **May 16 through May 26, 2020 – You must draw a picture of your species in its environment. For example if your animal lived in the ocean, you would have to draw your animal swimming in water with maybe some shells and other ocean stuff. You can use paint, crayons, colored pencils, markers, or even pencil sketch. You may NOT print a picture off the internet and glue it onto a sheet of paper. Your picture can be any size. Turn in a photo of your final picture when you finish. Do not worry if you are not a great artist, because this is not an art class. If you trace something, that's fine. Again, you may NOT print a picture or cut out a picture from a magazine – your picture must be hand drawn.**

18.2 Order of Rock Deposits

The L. of Superposition states that an older rock layer, and things buried in it, are under younger layers, unless the rocks are disturbed. Igneous rock features may cut across other layers. The feature that cuts across other rock layers is younger than the layers it cuts. This is called the **Law of Cross-cutting Relationships.**

Part A

Look at the side view of the rocks shown in the diagram below. Decide which of the two named materials is older. Write the name of the older material on the line to the left of the question.

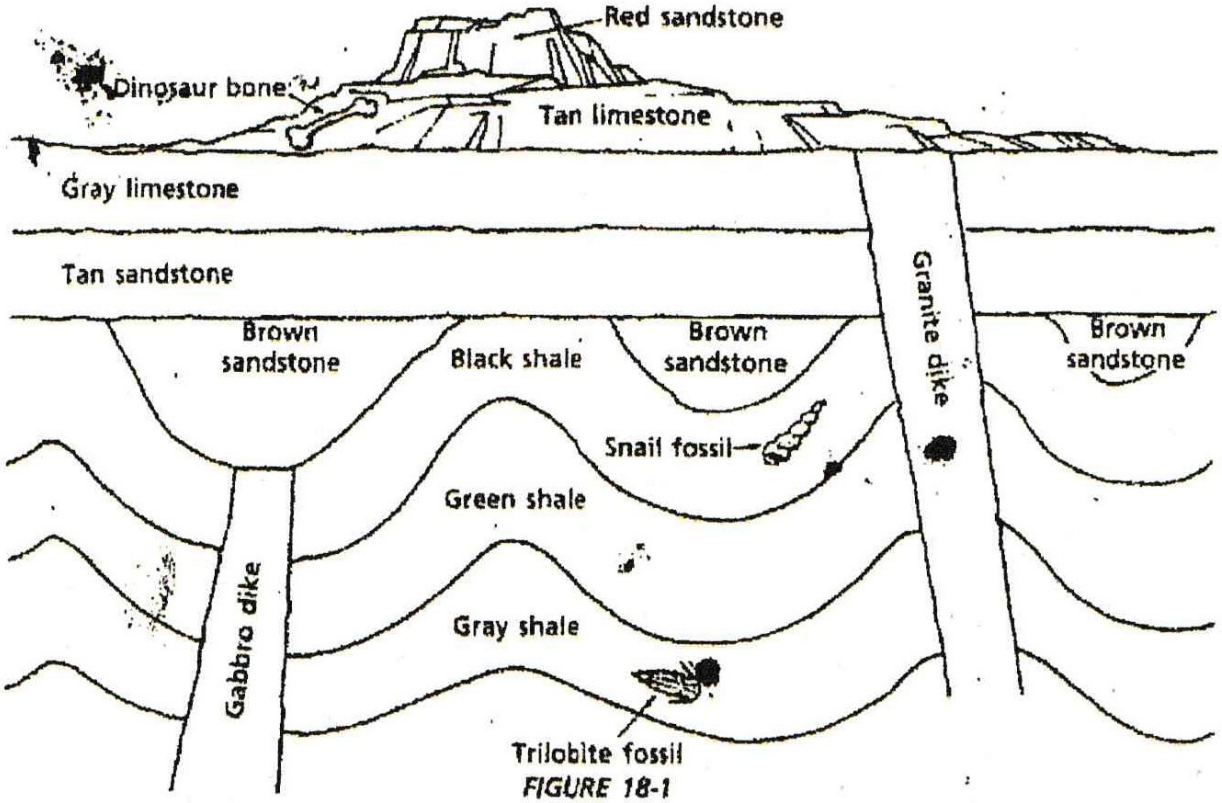


FIGURE 18-1

_____ 1. tan and brown sandstone

_____ 2. brown sandstone and gray limestone

_____ 3. gabbro dike and brown sandstone

_____ 4. gabbro dike and gray shale

_____ 5. granite dike and tan limestone

_____ 6. granite dike and black shale

_____ 7. snail fossil and trilobite fossil

_____ 8. snail fossil and dinosaur bone

_____ 9. snail fossil and green shale

_____ 10. dinosaur bone and red sandstone

FOSSILS

RAWLINSON ROAD MIDDLE SCHOOL- Home of Raider PRIDE

Student Name: _____ **Date:** _____

Course: __8th Grade Social Studies **Teacher:** __Mr. Anderson & Mr. Dent_____

Teacher Office Hours: _M-F 10:00 am to 12:00 pm____ **Teacher Email:** __tanderson@rhmail.org and gdent@rhmail.org ___

Other form of contact if help is needed: _For general support, call 803-980-2016_____

Instructions to complete the student packet:

Round Four begins 05/06/20

Step 1 – Look over WWII PowerPoint
Step 2 – WWII Informational Text #1 (includes instructions and assignment)
Step 3 – WWII Informational Text #2 (includes instructions and assignment)
Step 4 – WWII Map (includes instructions and assignment)
Step 5 – Choose One: Photo Bomb Assignment or Pandemic Journal Assignment (includes instructions and assignment)

You may work at your own pace for Round 4... There are no specific days to complete assignments. Some assignments might take you 1 day. Others might take you several days. Everything is due at the end of Round 4.

End of Round Four 05/26/20

Packet also includes PowerPoint slides with notes. This is supplementary information. The notes will not be graded. However, students should look over and review the PowerPoint and notes.

Instructions to submit work:

Students can use cell phones to take pictures of completed work packets and send the pictures to their teacher via email.

Technology

Laptop issues: please **email** the help desk- **helpdesk@rhmail.org** or **phone** at **(803)981-3531** and include the following information:

Student ID number (ex: RS12345)

Parent/Guardian name, Parent/Guardian email and phone number contact information.

School Name / Teacher name

A description of the problem with the computer

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** **For more information on remote learning, please visit:**

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RHS District website at: https://www.rock-hill.k12.sc.us/elearning

World War II

Main Idea: World War II devastated Europe and Asia and killed millions of people

The Axis Powers vs. the Allied Powers

- World War II was fought between the **Axis Powers** (Germany, Italy, & Japan) and the **Allied Powers** (Britain, United States, Soviet Union, & France)
- Germany and Italy had come under the control of fascist dictators (Hitler and Mussolini)
- Japan had come under the control of its army leaders

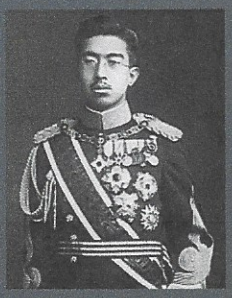
The Axis Powers

- Germany, Italy, & Japan signed a treaty and became the Axis Powers
- This meant that they were allies (friends) and promised to back each other up if there was a war

Setting the stage

- By the mid-1930's, Germany, Italy, & Japan seemed bent on military conquest
- The major democracies (Britain, France, U.S.) were distracted by economic problems at home
- Many people hoped the League of Nations could prevent another world war

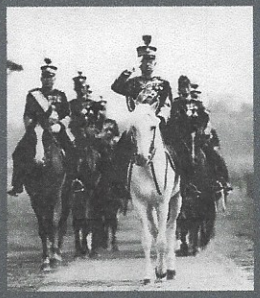
World drifts toward war



- As fascism spread in Europe, Japan fell under military rule
- Japan's civilian leaders (prime minister, parliament, etc.) had little power
- Military leaders reported only to the emperor

Militarists take control of Japan

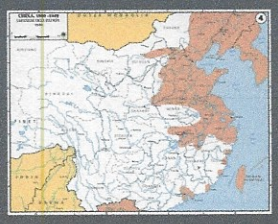
- Militarists wanted to restore traditional control of the government to the military
- They made the emperor the symbol of state power
- Keeping Emperor Hirohito as head of state won popular support for the militarists
- Most Japanese viewed the emperor as their true leader (and as a living god)
- Army leaders ruled in his name



Militarists take control of Japan (continued)

- Japanese militarism was similar to fascism
- Japanese militarists were extreme nationalists
- They wanted to solve Japan's problems through foreign expansion
- They planned a Pacific empire
- This empire would give Japan raw materials and room for its rising population

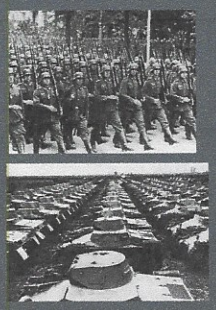
Japan invades China



- In 1937, Japan invaded northern China
- Chinese forces were no match for the better equipped and trained Japanese
- Beijing and the capital, Nanjing, fell to the Japanese

Axis Aggression in Asia

Germany re-arms



- Hitler had long pledged to undo the Versailles Treaty
- Treaty had limited the size of the German army
- Hitler announced that Germany would not obey these restrictions
- Germany had already begun rebuilding its armed forces
- Hitler next looked to expand German territory

Germany expands its territory

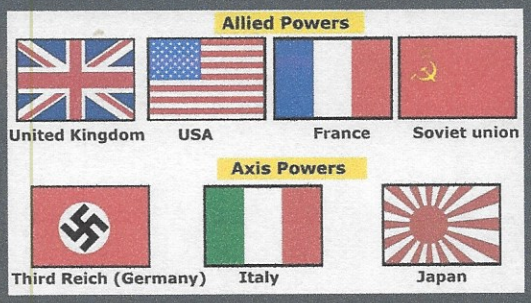
- Germany annexed (took over) Austria and parts of Czechoslovakia
- This new territory became part of Germany

Axis Aggression in Europe

The war begins

- Germany invaded Poland in September 1939
- Great Britain and France responded by declaring war on Germany
- This marked the beginning of WWII in Europe

The two sides



The end of the war

- The war in Europe ended with Germany's surrender on May 7, 1945
- The war in the Pacific ended when Japan surrendered on September 2, 1945
- Most of the countries in the world were involved in WWII in some way
- It was the deadliest war in all of human history with around 70 million people killed

WWII Informational Text

Please read the text below. Then answer the questions at the end of the reading.

World War II

World War II was fought between the **Axis Powers (Germany, Italy, & Japan)** and the **Allied Powers (Britain, United States, Soviet Union, & France)**. The United States did not enter the war until after the Japanese bombed the American fleet at Pearl Harbor, Hawaii, on December 7, 1941. Most of the countries in the world were involved in WWII in some way. It was the deadliest war in all of human history with around 70 million people killed.

When was it?

World War II started in Asia in 1937 when Japan invaded China. World War II started in Europe in 1939 when Germany invaded Poland. Great Britain and France responded by declaring war on Germany. The war in Europe ended with Germany's surrender on May 7, 1945. The war in the Pacific ended when Japan surrendered on September 2, 1945.

Where was it?

World War II started in Asia and Europe but spread throughout the world. Most of the fighting took place in Europe and in Southeast Asia (Pacific). Some fighting also took place in North Africa.

What caused it?

People in Germany were very angry between WWI and WWII. Germany had been punished by the Allied Powers after WWI. Germany had to pay the Allies reparations (money) to help rebuild from WWI. Germany had lost territory. Germany's economy crashed. The German people were suffering and wanted revenge against the Allies. This situation allowed Adolf Hitler and the Nazi Party to come to power in Germany. Hitler became the absolute dictator of Germany in 1934.

Meanwhile, Benito Mussolini rose to power and became dictator of Italy. He promised the people of Italy that he would conquer new territory and build an empire.

Japan had already come under the control of its military leaders. The Japanese Army answered only to Japan's Emperor, Hirohito. They hoped to conquer an empire for Japan in the Asia-Pacific region.

Germany, Italy, and Japan signed a treaty and became the Axis Powers. This meant that they were allies (friends) and promised to back each other up if there was a war.

Both Germany and Italy quickly started enlarging their territory by taking over smaller countries in Europe and North Africa. In Asia, Japan started invading and taking over other countries. WWII started because the Axis Powers (Germany, Italy, & Japan) were attacking other countries in Europe, North Africa, and Asia. (Questions on next page)

Questions over the reading

1. What countries made up the Axis Powers?
2. Why did the U.S. join the war on the side of the Allied Powers?
3. When did WWII start in Europe?
4. When did WWII start in Asia?
5. In your own words, please explain how and why WWII started

   (hint: Who started it?)

Coming 'home'

The veterans who had been abroad electrified and energized the larger struggle to make America live up to its promise of democracy and justice. They joined the NAACP in record numbers and founded new chapters of that organization in the South, despite a wave of violence against returning veterans. The veterans of World War II and the Korean War became the foot soldiers of the civil rights movement in the 1950s and 1960s. Medgar Evers, Amzie Moore, Hosea Williams and Aaron Henry are some of the better-known names, but countless others helped advance the struggle.

1) **What did African American veterans do in record numbers when they returned home?**
    a) **Sold military bonds**
    b) **Won Medals of Honor**
    c) **Joined the NAACP**
    d) **Run for political office**

2) **What did returning veterans experience after World War II?**
    a) **Violence**
    b) **Acceptance from the white population**
    c) **Fame for their military success**
    d) **Large paychecks for their service**

About one-third of the leaders in the civil rights movement were veterans of World War II.

They fought for a better America in the streets of the South, at their workplaces in the North, as leaders in the NAACP, as plaintiffs before the Supreme Court and also within the U.S. military to make it a more inclusive institution. They were also the men of the hour at the 1963 March on Washington, when their military training and expertise was crucial to ensure that the day would not be marred by agitators opposed to civil rights.

"We structured the March on Washington like an army formation," recalled veteran Joe Hairston.

3) **How many leaders in the civil rights movements were World War II veterans?**

   a) **½ of all leaders**
   b) **¼ of all leaders**
   c) **⅛ of all leaders**
   d) **¾ of all leaders**

4) **Where did African American veterans use their training and expertise?**

   a) **Woodstock**
   b) **Birmingham Bus Boycott**
   c) **In local schools**
   d) **March on Washington**

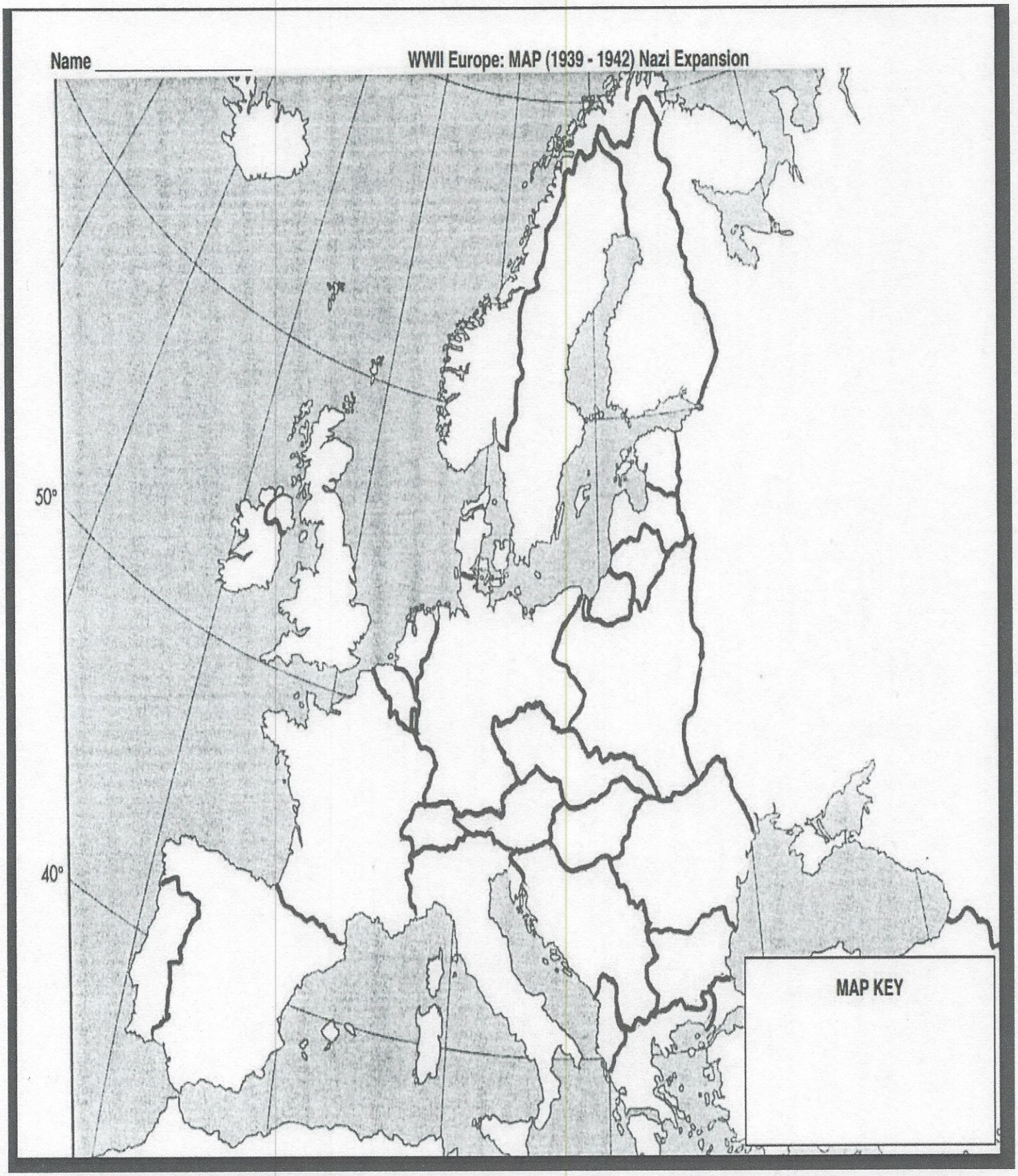
For these veterans, the 2009 and 2013 inaugurations of President Barack Obama were triumphant moments in their long struggle for a better America and a more just world. Many never thought they would live to see the day that an African-American would lead their country.

5) **Years later, what event marked a triumphant moment in their long struggle?**

   a) **The Iraq War**
   b) **Landing on the moon**
   c) **The inaugurations of President Obama**
   d) **The fall of the Berlin Wall**

Name _____

WWII Europe: MAP (1939 - 1942) Nazi Expansion

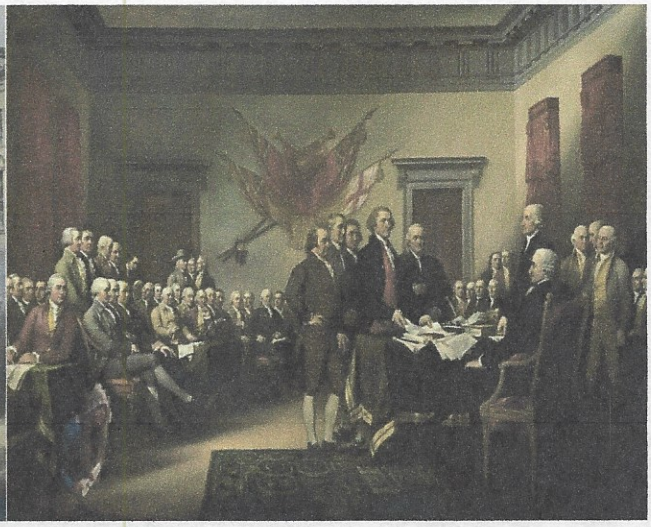


1. Please use the example map provided to complete the blank map (color in, label, create map key, etc.). You must include all of the elements from the example map on your map.
2. If you have access to a printer you can print the map and then color and label it.
3. If you would like to do your map on the computer you can use Microsoft Paint.
4. Your map must be neat and legible.
5. You may submit either your map or a picture of your map.


World War II in Europe 1939–1941
0 250 500 miles
0 250 500 kilometers
N
W E
S
TLANTIC OCEAN
North Sea
Baltic Sea
Black Sea
Mediterranean Sea
NORWAY
SWEDEN
FINLAND
Leningrad
ESTONIA
LATVIA
LITHUANIA
Moscow
DENMARK
GREAT BRITAIN
NETHERLANDS
Hull
Liverpool
IRELAND
Manchester
London
Rotterdam
Berlin
EAST PRUSSIA
Warsaw
U.S.S.R. (SOVIET UNION)
Bristol
Plymouth
Southampton
Dunkirk
BELG.
GERMANY
LUX.
POLAND
Extent of Axis advance, 1941
Stalingrad
CZECHOSLOVAKIA
Paris
Munich
AUSTRIA
HUNGARY
FRANCE
SWITZ.
Extent of Axis advance, 1940
ROMANIA
Belgrade
VICHY FRANCE
YUGOSLAVIA
ITALY
BULGARIA
Rome
ALBANIA
ORTUGAL
SPAIN
GREECE
TURKEY
Axis, 1939
Axis-controlled, 1941
Allies
Neutral
Axis advances
Cities severly damaged by bombing

8th Grade SST Photo Bomb Assignment Dent Anderson

Your task is to claim a famous image, political cartoon, or painting from ***any (American Revolution or Civil War)*** concept we have discussed this year and photo bomb it! You should superimpose your image onto the scene as if you were experiencing it firsthand. (Click Here for Short Video Tutorial) Next, you will prepare a typed, one-page, double-spaced eyewitness report, written as though you were present at the event from the image you choose. You will need to research your selected image and the important events surrounding its historical context and significance. Your score will be higher as you add greater detail, accuracy, and immerse yourself into the scene. Below you will find a few samples...Can you find the student in these images?



OR

Student Pandemic Journal Primary Source

Def. Primary Source: A primary source is a piece of information about a historical event or period in which the creator of the source was an actual participant.

Directions: You are creating a primary source document of what you are thinking and experiencing during the 2020 global pandemic. Now we are all a part of history.

Suggestions to Consider

- your family's trip to the grocery store and "stocking up"
- cancelled family vacations, cancelled field trips, cancelled school
- how weird it is to have to "e-learn"?
- how are you occupying your time?
- how do you feel about this? psyched that you don't have to come to school? bored? worried? bummed that you won't get to see your friends?
- what is changing for you because of this?
- what kinds of things are your families thinking/saying/doing?
- Wearing a mask in public?
- What is your "must have" if you are going to be cooped up inside for a while?
- What are your "binge watch" recommendations?

Writing- Next, you will prepare a typed, one-page, double-spaced eyewitness report, written as though you were present during the pandemic.

*If you are able, take a picture of an image that you can relate to your primary source document. Take a picture and e-mail.