American History

Ledford

This will be just like class. I want you to read and use the notes to answer the quiz question. There are also some additional worksheets and maps to work on. Please hold on to the notes as you will need them for later assignments.

Stay Safe,

Mr. Ledford

Email: drl2575@aol.com

Office Hours: Mon-Fri
9am-11am

Ledford

Week

1

More States Secede
- 2 days after Ft Sumter Lincoln asked the governors to send 75,00 troops
- Tennessee, Missouri, and Kentucky refused to send any troops. Maryland and Delaware did not respond at all
- The call for troops led more states to secede. Arkansas, Tennessee and North Carolina joined the Confederacy
- 50 counties in the western part of Virginia refused to leave the Union.
  - These counties were admitted to the Union as the state of West Virginia
- Delaware stayed with the Union, Maryland would stay by force.
  - If Maryland had left, this would have left Washington DC surrounded by the Confederacy
- Read 513 see map

North against South
- Southern Advantages
  - The Confederate army would fight a defensive war on its own soil with help from local people
  - The nations most experienced military leaders were in the south
  - They were fighting for a cause - independence

- Northern Advantages
  - More population – 21 million (South had 9m of which 4m were slaves)
  - More factories 110,000 to 20,000 (supply advantage)
  - Twice the railroad track (movement and supply advantage)
  - Twice as much farmland
  - Union would be able to feed equip a larger army

Strategies
- South
  - Defend home territory until the Union gets tired of fighting
  - Hoped to gain support from Great Britain and other European countries
- North
  - Blockade the Southern ports cut off supplies and cotton trade
  - Gain control of the Mississippi River, cut South in half
  - Invade Virginia and seize the Capitol at Richmond
  - Squeeze the south from the west and north, operation anaconda

Taking Sides
The war will divide the country
The war will divide a state (Virginia – West Virginia
- The war will divide families
  - A Northern senator had sons fighting on both sides
  - President Lincoln's wife had brothers fighting for the South
  - Son of President Tyler fought for the South
  - Grandson of Patrick Henry fought for the South

First Battle of Bull Run
- 30,000 troops left Washington headed into Virginia
- Hundreds of citizens from Washington followed to view what was expected to be an easy victory
- The armies clashed along Bull Run a river north of Manassas VA
- Southern general "Stonewall" Jackson pushed the Union back
- The battle turned in favor of the South
- The Union army fled back to Washington
- South 2 Union 0

Soldiers Life
- Harsh conditions
  - More men died on both sides of diseases, malnutrition and exposure than in battle
- Prison camps
  - Elmira in NY and Anderson GA were the worst
  - Overcrowded harsh conditions
  - Hundreds died daily from both sides

New Technology
- New rifles and cannons were more accurate and had more range
- Generals were slow in changing tactics resulting in thousands of soldiers on both sides being slaughtered.
- Ironclads
  - Armor covered battle ships
  - The most famous fight was between the Union's Monitor and the Confed. Merrimack

War in the East
- Read 519-520
- Union General McClellan was cautious. Trained for 7 months without attacking
  - Lincoln "If General McClellan does not want to use the army, I would like to borrow it for a time".
  - Even with overwhelming forces he waited for more troops before attacking Richmond, allowing the South to reinforce.
  - Got lucky when Lee's battle plans were found
  - Attacked Lee at Antietam
    - Union causalities 12,000
    - Confed. causalities 14,000
    - Lee had to retreat

War in the West
- Read 520-521
- Union General Ulysses S. Grant
  - Much more aggressive than McClellan
  - Though surprised and suffering more causalities, the Union forced the South to withdraw at the battle of Shiloh
  - Union Fleet commanded by David Farragut captured New Orleans, gained control of Mississippi River

Emancipation Proclamation
524-527

Lincoln's Problem
- Abolitionist in North wanted Lincoln to end slavery
- Many in North did not want to end slavery
  - Lincoln feared that the border states would secede if he freed the slaves
- Lincolns' goal was to restore the Union with or without slavery (524)
- Gradually he changed his mind
  - Slavery was important to the South's war effort

Emancipation Proclamation
- Freed slaves in areas that were fighting the Union
  - Not in places that were under Union control
  - Not in the border states
- Freed few slaves but changed the war into a struggle for freedom
- South now had no hope of getting help from Britain
  - No way would they help a gov. that was fighting to keep slavery.

Northern Opposition
- Some troops refused to fight to free slaves
- Many new anti war protests broke out

African Americans help the Union
- The EP encouraged African Amer. to enlist
  - Many former slaves and those freed joined
  - Most served in all black regiments and received less pay
  - Would be killed if captured by the South
  - Many fought with great courage and honor
- Many slaves resisted by working slowly and damaging equipment

Divisions
- Within the South
  - Strongest opposition to the war was in Georgia and North Carolina
  - Large plantations regions supported more than poorer non slaved holding regions
  - Strong support for state's rights led to other problems
    - Many states did not want troops from their states to be commanded by officers from other states
    - Many did not want the Confed. Government to force men from their states to serve
- Within the North
  - Many disagreed with the Emancipation Proclamation
  - Many thought the South had a right to secede
  - The most vocal of the Northern Democrats who opposed the war were known as Copperheads
- Disruptions
  - Many tried to get soldiers to desert
  - Many tried to help prisoners of war escape
  - Many tried to get men not to volunteer
  - Both presidents suspended the right of habeas corpus
    - Protection against unlawful imprisonment
    - Many were arrested and detained without trials
- Draft Laws
  - Desertion
    - Between 300,000 and 550,000 troops left their units and went home (1/3 to ½ of the army)
  - To meet troop needs, both sides established a draft
    - South – men from ages 18 to 35 had to serve for 3 years. Later the range was from 17 to 50
    - North – men from ages 20 to 45
  - Exceptions
    - In the south if you owned 20 or more slaves you did not have to fight
    - On both sides you could pay someone to fight for you
    - In North you could pay the Gov. $300 (about a year's salary)
    - Both sides complained that the war was a poor man's fight
    - Protests and riots broke on both sides

- Economic strained
  - In North industry boomed but the draft left few workers
  - The North created an income tax
  - Printing more money caused inflation or a raise in prices
  - Northern blockade and inflation in the South caused food and supply shortages. The South was unable to sell its cotton
- Women in the war
  - Many disguised a men and fought
  - On both sides they worked on farms and factories
  - War created opportunities for women to be teachers and nurses
  - Clara Barton opens up the first branch of the American Red Cross

Battles
.533-537

Fredericksburg
- Lincoln replaces McClellan with General Ambrose Burnside
- Burnside marched 120,000 men toward Richmond
- Lee massed 75,000 men a Fredericksburg to block Burnside
- Massed behind a stone wall the Confederates held
- Union suffered 13,000 causalities
- Confed. suffered 5,000 causalities

Chancellorsville
- Burnside replaced by General Joseph Hooker
- Hooker marched toward Richmond and was met by Confed. forces at Chancellorsville
- Union smashed by force half its size
- South looses "Stone Wall" Jackson

Civil War Taking Sides Quiz

1. How many troops did Lincoln ask for from the Northern states?

   a. 50,000   b. 75,000

2. What led to more states seceding?

   a. Lincoln attacked Richmond   b. Lincoln's calling for troops

3. What happened when 50 counties in Virginia decided to stay with the United States?

   a. They formed West Virginia   b. They were not allowed to leave Virginia

4. Why did Maryland stay with the Union?

   a. They liked Lincoln   b. They were forced by Lincoln to stay

5. Where would Washington DC be if Maryland would have been allowed to secede?

   a. In Virginia   b. Inside Confederate territory

6. What were the 3 main advantages of the South? (circle 3)

   a. They would fight on their land   b. They would get help from France   c. They had the best military

   leaders   d. They had a cause - independence

7. What were the 4 main advantages of the North? (circle 4)

   a. More population   b. More railroads   c. Better leaders   d. more farmland

   e. More factories

8. What was the South's strategy for victory? (circle 2)

   a. They would fight a defensive war   b. They would try to get help from Britain

   c. They would attack the North

9. Describe the 3 points of the North's Anaconda Plan.

   a. Capture the capitol at Richmond   b. Gain control of the Mississippi River

   c. Blockade the Southern ports   d. Get help from France

10. The War would divide a country, a state and

    a. North and South Carolina   b. Families

1. Why were the weapons of the Civil War more effective?
   a. More accurate more range
   b. Better trained troops
   c. New gun powder formula
2. What were Ironclads?
   a. Iron covered body armor
   b. Iron covered ships
   c. Iron covered cannons
3. What were the names of the 2 most famous Ironclads?
   a. Lincoln, Douglas
   b. Monitor, Merrimack
   c. Lee, Grant
4. Was McClellan aggressive or cautious?
   a. Cautious
   b. aggressive
5. What did waiting a month before attacking allow the Confederates to do?
   a. Retreat
   b. Attack Washington DC
   c. Reinforce
6. What stroke of luck allowed McClellan to gain an advantage over Lee and Antietam?
   a. They found Lee's battle plans
   b. They found Grant's battle plan
   c. They captured a confederate solider
7. Who claimed victory at Antietam because of a retreat?
   a. South
   b. North
8. Was Grant aggressive or cautious?
   a. Aggressive
   b. Cautious
9. Which army suffered the most causalities at Shiloh?
   a. South
   b. North
10. Which Union Commander gained control of the Mississippi River?
    a. Lee
    b. Farragut
    c. Washington

Section 1: Growing Tensions Over Slavery
The Nation Divided

Primary Source

Speech to the Senate

The debate over the Compromise of 1850 involved three giants who had dominated the U.S. Senate and American politics for three decades: John C. Calhoun from South Carolina, Daniel Webster from Massachusetts, and Henry Clay from Kentucky. On March 7, 1850, Webster gave a speech in the Senate to reply to Calhoun's attack on Clay's proposal for the Compromise of 1850. The North and the South were bitterly divided. What follows is the beginning of Webster's historic speech.

Directions: *Read the speech and then answer the questions.*

> Mr. President, I wish to speak to-day, not as a Massachusetts man, nor as a Northern man, but as an American, and a member of the Senate of the United States. It is fortunate that there is a Senate of the United States; a body not yet moved from its propriety [sense of acceptable behavior], not lost to a just sense of its own dignity and its own high responsibilities, and a body to which the country looks, with confidence, for wise, moderate, patriotic, and healing counsels [advice]. It is not to be denied that we live in the midst of strong agitations [troubles], and are surrounded by very considerable dangers to our institutions and our government . . . . I speak to-day for the preservation of the Union. "Hear me for my cause." I speak to-day, out of a solicitous [caring] and anxious heart for the restoration to the country of that quiet and harmonious harmony which make the blessings of this Union so rich, and so dear to us all.
>
> —Daniel Webster, 1850

1. What is Webster's goal in making this speech in favor of the compromise Clay proposed?

   _____

   _____

2. Why do you think Webster began his speech by saying that he was an American and a senator rather than a man from Massachusetts or the North?

   _____

   _____

3. **Evaluate Information** Do you find Webster persuasive? Why or why not?
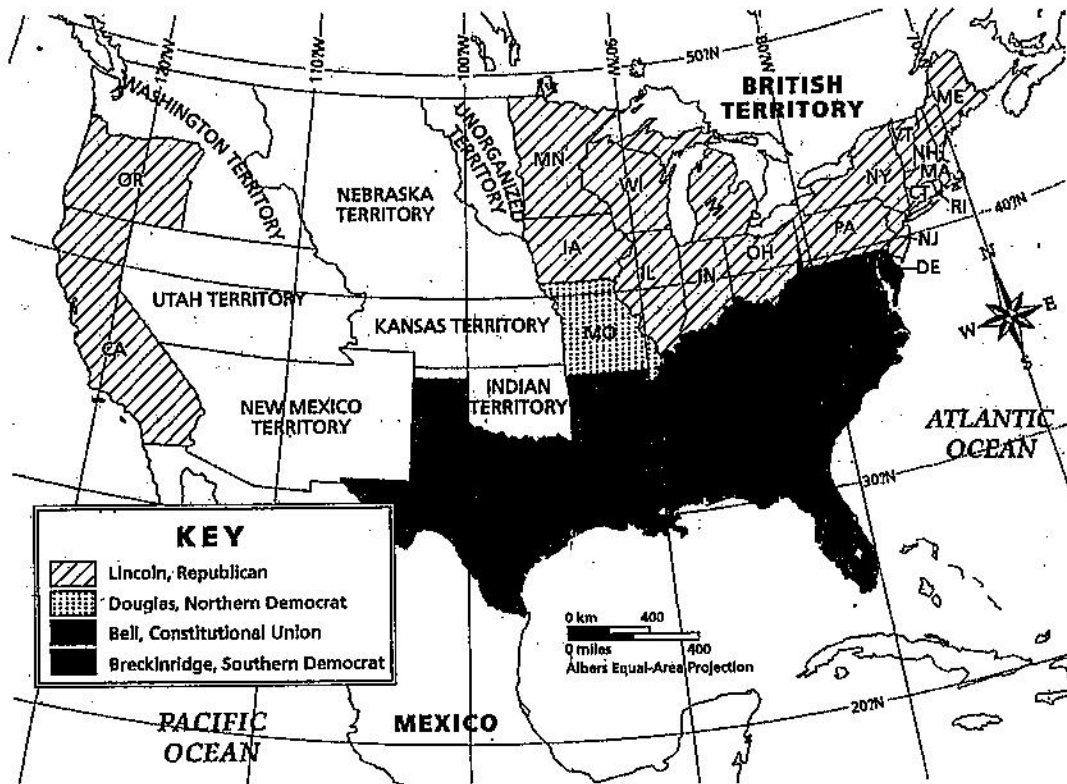
   _____

   _____

Name_____ Date_____ Class_____

Map

1860 Electoral Votes

This map shows the results of the election of 1860 between Abraham Lincoln, Stephen Douglas, John Bell, and John Breckinridge.

Directions: *Use the map to answer the questions below.*

KEY
- Lincoln, Republican
- Douglas, Northern Democrat
- Bell, Constitutional Union
- Breckinridge, Southern Democrat

0 km   400
0 miles   400
Albers Equal-Area Projection

1. Who won the election?

_____

2. Which candidates did NOT win in any southern states?

_____

3. Which states did Bell win? Where are these states?

_____

4. **Draw Conclusions** From what you have read in this chapter and from the results of this election, what conclusion can you draw about voters' positions on slavery and secession in different parts of the South?

_____

Class Outline

Pre-Algebra:

- Review and reinforce material to make Algebra 1 easier.
    - Equations: Multi-steps and 2 variable equations (seriously be able to do these or next year gets awful real quick)
    - Slope: graphing, reading, identifying parts, solving for slope intercept form. Using slope formula, and point slope form. (again you do this a lot next year)
- New material that will appear in Algebra 1: Learning new things mostly on your own is quite difficult.
    - Exponential properties: Chapter 9 in the textbook covers the first 4 properties in its first half.
    - Scientific Notation: Chapter 9s second half covers this and the 4 basic operations with it.
- If you're unable to do it on your own, don't worry, we will get you caught up when school resumes, but I want to at least expose you to the material and have you work at it in order to make next year as easy as possible. If you feel this would confuse more than help you, then focus on the review material and make sure you have mastered it. Knowing equations and slope will make learning 9th grade much easier for you I promise.

Week of April 6th: Review 2 steps and multi-steps
Week of April 13: Review slope
Week of April 20: Exponential properties 1: Multiplying and Dividing Powers
Week of April 27: Exponential properties 2: Negative and Zero Rules of Powers
Week of May 4: Intro to Scientific Notation
Week of May 11: Doing the 4 Basic Operations in Scientific Notation

Week of April 6th:
First page of each only and only do the even numbered problems. Answers are on the final pages to check your work.

Name_____

Two-Step Equations With Integers

Date_____ Period_____

Solve each equation.

1) $\dfrac{r}{10} + 4 = 5$

2) $\dfrac{n}{2} + 5 = 3$

3) $3p - 2 = -29$

4) $1 - r = -5$

5) $\dfrac{k-10}{2} = -7$

6) $\dfrac{n-5}{2} = 5$

7) $-9 + \dfrac{n}{4} = -7$

8) $\dfrac{9+m}{3} = 2$

9) $\dfrac{-5+x}{22} = -1$

10) $4n - 9 = -9$

11) $\dfrac{x+9}{2} = 3$

12) $\dfrac{-12+x}{11} = -3$

13) $\dfrac{-4+x}{2} = 6$

14) $-5 + \dfrac{n}{3} = 0$

15) $\dfrac{p}{4} + 8 = 7$

16) $9 + \dfrac{n}{4} = 15$

17) $6 + \dfrac{x}{2} = 4$

18) $\dfrac{b+11}{3} = -2$

19) $\dfrac{a-10}{3} = -4$

20) $-12r + 4 = 100$

21) $\dfrac{m}{16} - 9 = -8$

22) $-7 + 4r = -15$

23) $\dfrac{m-13}{2} = -8$

24) $-5x + 13 = -17$

25) $\dfrac{k+10}{-2} = 5$

26) $\dfrac{p+8}{-2} = 10$

27) $-14r - 19 = 303$

28) $\dfrac{x}{-4} - 5 = -8$

Name_____

Two-Step Equations With Integers

Date_____ Period____

Solve each equation.

1) $\dfrac{r}{10} + 4 = 5$

{10}

2) $\dfrac{n}{2} + 5 = 3$

{−4}

3) $3p - 2 = -29$

{−9}

4) $1 - r = -5$

{6}

5) $\dfrac{k - 10}{2} = -7$

{−4}

6) $\dfrac{n - 5}{2} = 5$

{15}

7) $-9 + \dfrac{n}{4} = -7$

{8}

8) $\dfrac{9 + m}{3} = 2$

{−3}

9) $\dfrac{-5 + x}{22} = -1$

{−17}

10) $4n - 9 = -9$

{0}

11) $\dfrac{x + 9}{2} = 3$

{−3}

12) $\dfrac{-12 + x}{11} = -3$

{−21}

13) $\dfrac{-4 + x}{2} = 6$

{16}

14) $-5 + \dfrac{n}{3} = 0$

{15}

15) $\frac{p}{4} + 8 = 7$

   $\{-4\}$

16) $9 + \frac{n}{4} = 15$

   $\{24\}$

17) $6 + \frac{x}{2} = 4$

   $\{-4\}$

18) $\frac{b + 11}{3} = -2$

   $\{-17\}$

19) $\frac{a - 10}{3} = -4$

   $\{-2\}$

20) $-12r + 4 = 100$

   $\{-8\}$

21) $\frac{m}{16} - 9 = -8$

   $\{16\}$

22) $-7 + 4r = -15$

   $\{-2\}$

23) $\frac{m - 13}{2} = -8$

   $\{-3\}$

24) $-5x + 13 = -17$

   $\{6\}$

25) $\frac{k + 10}{-2} = 5$

   $\{-20\}$

26) $\frac{p + 8}{-2} = 10$

   $\{-28\}$

27) $-14r - 19 = 303$

   $\{-23\}$

28) $\frac{x}{-4} - 5 = -8$

   $\{12\}$

Name_____

Multi-Step Equations

Date_____ Period_____

Solve each equation.

1) $6a + 5a = -11$

2) $-6n - 2n = 16$

3) $4x + 6 + 3 = 17$

4) $0 = -5n - 2n$

5) $6r - 1 + 6r = 11$

6) $r + 11 + 8r = 29$

7) $-10 = -14v + 14v$

8) $-10p + 9p = 12$

9) $42 = 8m + 13m$

10) $a - 2 + 3 = -2$

11) $18 = 3(3x - 6)$

12) $30 = -5(6n + 6)$

13) $37 = -3 + 5(x + 6)$

14) $-13 = 5(1 + 4m) - 2m$

15) $4(-x + 4) = 12$

16) $-2 = -(n - 8)$

17) $-6(1 - 5v) = 54$

18) $8 = 8v - 4(v + 8)$

19) $10(1 + 3b) = -20$

20) $-5n - 8(1 + 7n) = -8$

21) $8(4k - 4) = -5k - 32$

22) $-8(-8x - 6) = -6x - 22$

23) $8(1 + 5x) + 5 = 13 + 5x$

24) $-11 - 5a = 6(5a + 4)$

25) $-5(4x - 2) = -2(3 + 6x)$

26) $5(2x + 6) = -4(-5 - 2x) + 3x$

Name_____

Multi-Step Equations

Date_____ Period____

Solve each equation.

1) $6a + 5a = -11$

$\{-1\}$

2) $-6n - 2n = 16$

$\{-2\}$

3) $4x + 6 + 3 = 17$

$\{2\}$

4) $0 = -5n - 2n$

$\{0\}$

5) $6r - 1 + 6r = 11$

$\{1\}$

6) $r + 11 + 8r = 29$

$\{2\}$

7) $-10 = -14v + 14v$

No solution.

8) $-10p + 9p = 12$

$\{-12\}$

9) $42 = 8m + 13m$

$\{2\}$

10) $a - 2 + 3 = -2$

$\{-3\}$

11) $18 = 3(3x - 6)$

$\{4\}$

12) $30 = -5(6n + 6)$

$\{-2\}$

13) $37 = -3 + 5(x + 6)$

$\{2\}$

14) $-13 = 5(1 + 4m) - 2m$

$\{-1\}$

15) $4(-x + 4) = 12$

$\{1\}$

16) $-2 = -(n - 8)$

$\{10\}$

17) $-6(1 - 5v) = 54$

$\{2\}$

18) $8 = 8v - 4(v + 8)$

$\{10\}$

19) $10(1 + 3b) = -20$

$\{-1\}$

20) $-5n - 8(1 + 7n) = -8$

$\{0\}$

21) $8(4k - 4) = -5k - 32$

$\{0\}$

22) $-8(-8x - 6) = -6x - 22$

$\{-1\}$

23) $8(1 + 5x) + 5 = 13 + 5x$

$\{0\}$

24) $-11 - 5a = 6(5a + 4)$

$\{-1\}$

25) $-5(4x - 2) = -2(3 + 6x)$

$\{2\}$

26) $5(2x + 6) = -4(-5 - 2x) + 3x$

$\{10\}$

Mrs. Heise's Contact Info:
Ph: (405) 306-5315
Email: sheheise@gmail.com
Office Hours: M-F 1:30-3:30pm

Weekly Instructions:

 Every week, the packet will start with a choice board. This choice board consists of 9 assignments. I am asking your 8th grader to complete 3 of those 9 assignments. The papers that come after the choice board correspond to one of the options. Not all the options have papers in the packet because all that is required is pen and paper. The options on the choice boards range in time from 20- 40 mins (or should).

 I provided choices because your students learn in many different ways. If I were the parent of an 8th grader, I would want the options that require them to go outside, to spend time with their household, or do something with their hands/experiment, because "the only difference between goofing off and science is writing it down." - Adam Savage

Pick 3 *Force and Motion Choice Board* Only 3

Everything for these boxes is underneath this. Just pick 3 things! Don't do all 9 assignments!

Create an anchor chart/poster detailing Newton's 3 Laws.	Complete the Graphs-Charts-Tables ~ Unbalanced Forces Worksheet in Google Slides.	Write a rap, rhyme, or song that helps you remember Newton's 3 Laws.
Go for a bike ride and answer the bicycle CER question.	Go outside for 30 min. Write 1 paragraph detailing every action/reaction pair of forces you encountered during that time.	Using Google Docs, design and perform (with parental supervision) an experiment exploring Newton's 3rd Law.
Answer the daily Exit Ticket questions. (If you do 1 day, must do all week)	Complete the Balanced/Unbalanced Writing Prompt.	Complete the Unbalanced Forces Inquiry Lab.

Part One: Phenomenon

A new cyclist decides to try different types of tires on her bike. She starts with skinny, smooth tires, but she's afraid of slipping on wet roads. The next day she switches to big, wide tires with a lot of texture. She feels that she has to pedal much harder to go the same speed as the day before.

1. What do you know about this phenomenon?

    Edit Text

2. What topics could a scientist study in these fields?

    Edit Text

3. What kind of data could scientists collect from these fields?

    Edit Text

Part Two: Visualizing Data

Edit Text

Pushing a Couch Edit Text

Edit Text

Floor Material	Applied Force	Mass of Couch	Acceleration of Couch
Carpet	500 N	100 kg	0.5 m/s^2
Tile	500 N	100 kg	4 m/s^2
Wood	500 N	100 kg	3 m/s^2

How does this table relate to the phenomena from yesterday? Can you label the critical parts of the table including the title, units, and variables?

Edit Text

Edit Text

Edit Text

Edit Text

Edit Text

Edit Text

Title	Title	Title	Title	Title	Title	Title	Title	Title	Title
Scale	Scale	Scale	Scale	Scale	Scale	Scale	Scale	Scale	Scale
X-axis	X-axis	X-axis	X-axis	X-axis	X-axis	X-axis	X-axis	X-axis	X-axis
Y-axis	Y-axis	Y-axis	Y-axis	Y-axis	Y-axis	Y-axis	Y-axis	Y-axis	Y-axis
Independent Variable	Independent Variable	Independent Variable	Independent Variable	Independent Variable	Independent Variable	Independent Variable	Independent Variable	Independent Variable	Independent Variable
Dependent Variable	Dependent Variable	Dependent Variable	Dependent Variable	Dependent Variable	Dependent Variable	Dependent Variable	Dependent Variable	Dependent Variable	Dependent Variable

Part Three: Questions and Answers

Pushing a Couch

Edit Text

Edit Text

Edit Text

Floor Material	Applied Force	Mass of Couch	Acceleration of Couch
Carpet	500 N	100 kg	0.5 m/s^2
Tile	500 N	100 kg	4 m/s^2
Wood	500 N	100 kg	3 m/s^2

Edit Text
Edit Text
Edit Text
Edit Text
Edit Text

Come up with questions you could ask about this table.
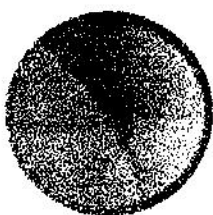
Edit Text

Part Four: New Forms of Visual Data

Pushing a Couch

Floor Material	Applied Force	Mass of Couch	Acceleration of Couch
Carpet	500 N	100 kg	0.5 m/s^2
Tile	500 N	100 kg	4 m/s^2
Wood	500 N	100 kg	3 m/s^2

Why do you think this table was used? Come up with an alternative way to represent the same information. This can be a different type of chart, graph, or table.
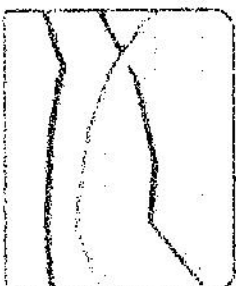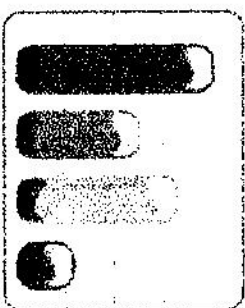
Answer the question from the previous slide in this box.

Part Five: Make Your Own!

A 10 kg toy is being pushed along several different surfaces by a child who is applying 10 N of force. How will the acceleration compare as the car is pushed along the tile floor, then the carpet, then outside on the concrete, and finally across the grass? Create a graph, table, or chart to organize the information.

Answer the question from the previous slide here.

Name: _____ Date: _____

Exit Ticket

| ADMIT ONE | | ADMIT ONE |

1. What is a force? List an example.

   Edit Text.

2. Define net force in your own words.

   Edit Text.

3. What are balanced forces?

   Edit Text.

4. What are unbalanced forces?

   Edit Text.

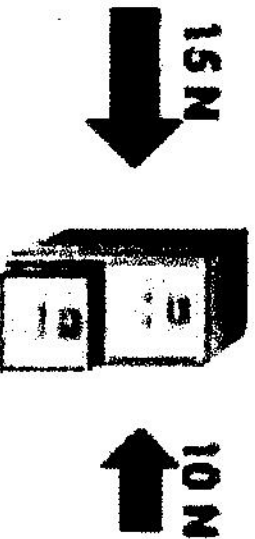Name: _____   Date: _____

Exit Ticket

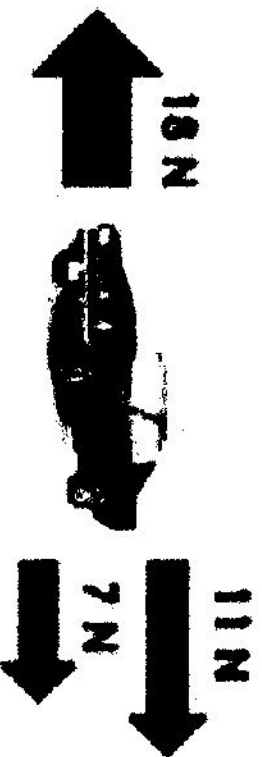Calculate the net force in the examples shown below.

1. _____ Edit Text. _____

15 N ↓   ↑ 10 N

3. _____ Edit Text. _____

55 N ↓   ↓ 30 N

2. _____ Edit Text. _____

3 N ↓   5 N ↓   ↑ 8 N

4. _____ Edit Text. _____

18 N ↑   7 N ↓   11 N ↓

Name: _____ Date: _____

Exit Ticket

ADMIT ONE

ADMIT ONE

Explain Newton's 1ˢᵗ Law of Motion in your own words.

Edit Text.

List 3 examples of Newton's 1ˢᵗ Law of Motion. Explain how each example shows the 1ˢᵗ Law.

Newton's 1ˢᵗ Law of Motion Examples	Explanation
Edit Text.	Edit Text.
Edit Text.	Edit Text.
Edit Text.	Edit Text.

Name: _____ Date: _____

Exit Ticket

ADMIT ONE

ADMIT ONE

Explain Newton's 2nd Law of Motion in your own words.

Edit Text.

List 3 examples of Newton's 2nd Law of Motion. Explain how each example shows the 2nd Law.

Newton's 2nd Law of Motion Examples	Explanation
Edit Text.	Edit Text.
Edit Text.	Edit Text.
Edit Text.	Edit Text.

Name: _____   Date: _____

Exit Ticket

ADMIT ONE

ADMIT ONE

Explain Newton's 3rd Law of Motion in your own words.

Edit Text.

List 3 examples of Newton's 3rd Law of Motion. Explain how each example shows the 3rd Law.

Newton's 3rd Law of Motion Examples	Explanation
Edit Text.	Edit Text.
Edit Text.	Edit Text.
Edit Text.	Edit Text.

In the Tour De France, Bicycles are designed to be extremely light, and nearly all competitors bicycles today weigh just 6.8 kg or 15 pounds. Why would it be a disadvantage for cyclists in this race to ride heavier bicycles? Use your knowledge of Newton's Laws and CER (Claim, Evidence, Reasoning) to explain your answer.

SHOW WHAT YOU KNOW!

Imagine that your teacher has asked you to teach a lesson to your peers about balanced and unbalanced forces. Explain how you would demonstrate that unbalanced forces change the speed and/or direction of an object's motion.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Unbalanced Forces Student Lab Sheet

Essential Question(s): How are the position, direction, and speed of an object affected by unbalanced forces?

Background or Phenomena:

When you kick a soccer ball, it requires a **force** from your foot in order to make it move. Similar **forces** are needed to throw a football or to pitch a baseball.

Newton's Law of Motion states that an object will remain in rest unless acted on by an outside force greater than its own inertia. By kicking the soccer ball or throwing the football, you are exerting a force on the ball that stops it from being at rest.

A **force** is a push or pull. When the push or pull is from two forces of equal size in opposite directions it is called **balanced force**. If you kicked the ball so gently that it did not move, the force of your kick and the force of the ball's inertia were balanced. Nothing changes with balanced forces.

If the force is of different sizes, one force will overcome the other and cause a change in position, direction, or velocity. This is called an **unbalanced force**. When you kick the ball hard enough to make it move, the force of your kick is greater than the force of the ball's inertia.

In this lab, you will apply and identify unbalanced forces that affect the position, speed, and direction of a paper airplane.

Materials per Group:

- Tape measure
- Masking tape
- Scotch tape
- 1 sheet of printer paper
- Paper clips
- Paper airplane templates

8 ELA
Alyssa Tyra
Email: coachtyrarocks@gmail.com
Phone: (405)249-2198
Office Hours: M-F 11am-1pm
Please feel free to text or email anytime outside of office hours. It may take me a little longer to respond, but I will.

Packet Directions:
Choose any six of the nine activities to do and complete them as instructed. Feel free to use any other resources available if you need to review a concept.
For direct feedback, please contact me.

I miss you very much! Stay safe and do not hesitate to contact me.
Love,
Coach Tyra

Name:_____ Date: _____

Student Choice Menu Board
Middle School ELA, Week #1

Select 6 of the 9 tasks here. Use a separate sheet of paper to record your answers. Be sure to include the number of activity you choose.

#1) Create a metaphor to describe yourself. Create a simile to describe your friend.	#2) Watch your favorite movie and write a 75-100 word summary. Start with one of the main characters, and elaborate on what that character wanted, what he/she faced as conflict, how that conflict was resolved, and what the outcome was.	#3) Underline the subjects and circle the verbs. - Bethany and Cisco want to play outside, but it is raining. - The dogs in the neighborhood barked all night long. - The sisters' closets were messy. - Everyone should take his/her books home this weekend.
#4) Read a news article or watch a news story about a current event. Explain what is going on. Write about the article using the 5 Ws: Who, What, When, Where, Why, How.	#5) Choose a chapter book. Read for 30 minutes. Find at least three words you don't know. Use context clues to determine their meaning.	#6) Write about a time when you felt afraid. How did you get through that time?
#7) Write a poem to describe your favorite season. At least 10 lines. Attempt a rhyme scheme. Example rhyme schemes- ABAB ABBA ABCABC	#8) Choose a set of topics below. Then, make a Venn diagram to compare and contrast them. (football/basketball), (cheerleading/dance), (books/movies) (band/choir.)	#9) Write what the following prefix means: *com-* Now write three words using that prefix and a sentence using each word.