

Week of 4/13 Instructions

Pre-Algebra:

On the graphing page, do 2-8 Evens only. 2 of them are special cases we have practiced. If x is gone you'll have a horizontal line for no slope. If y is gone, you'll have a vertical line for undefined slope.

On the writing linear equations page, do 1-4. The goal is to have your answer in slope intercept form which is $y = mx + b$. Remember m is slope and b is the y intercept. You can use the counting method to find the slope or you can use slope formula.

$$m = \frac{y_2 - y_1}{x_2 - x_1}$$

On the finding slope page, do 10-20 evens only.

For all assignments, the answers are again at the bottom pages to check.

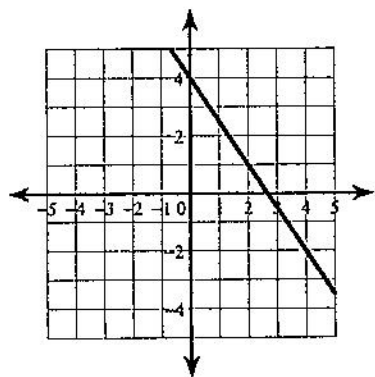
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Writing Linear Equations

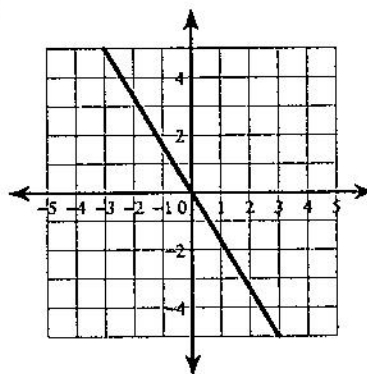
Date _____ Period _____

Write the slope-intercept form of the equation of each line.

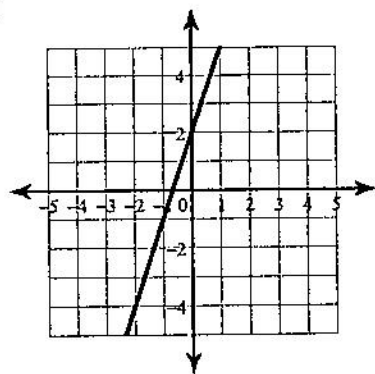
1)



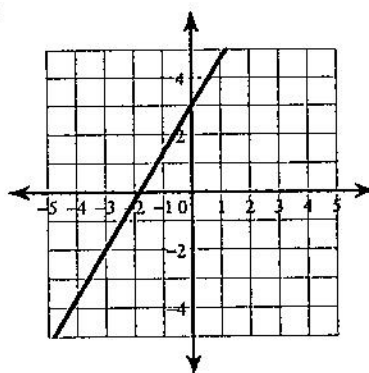
2)



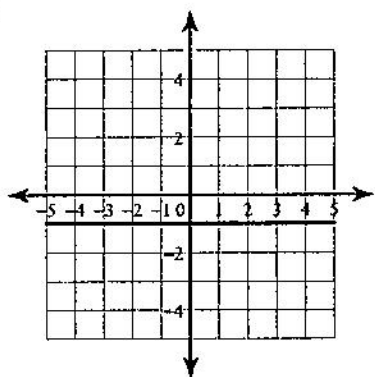
3)



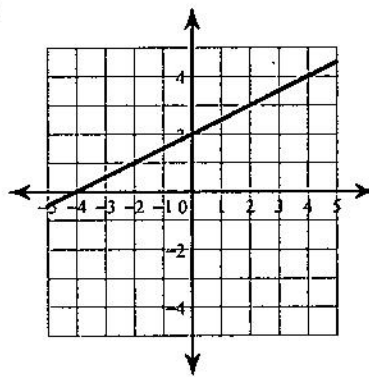
4)



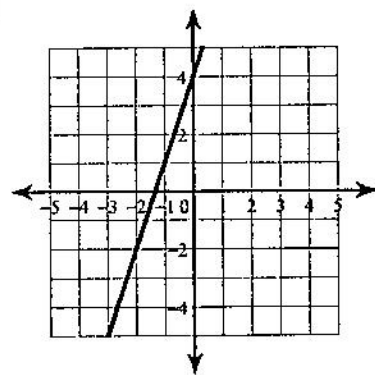
5)



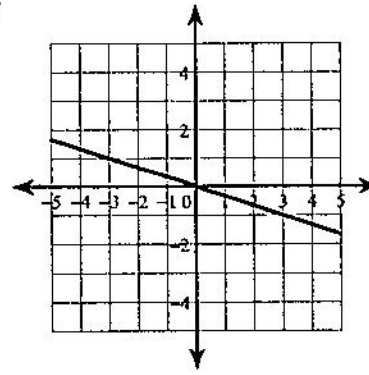
6)



7)



8)

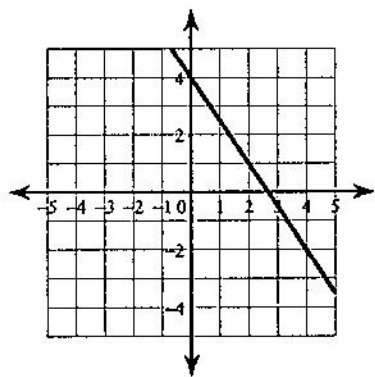


Writing Linear Equations

Date _____ Period _____

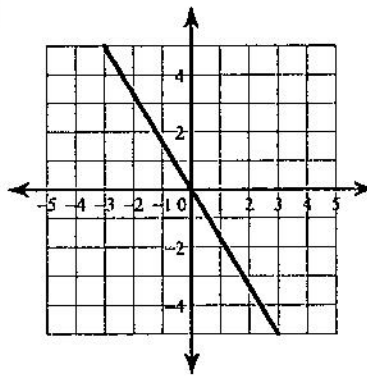
Write the slope-intercept form of the equation of each line.

1)



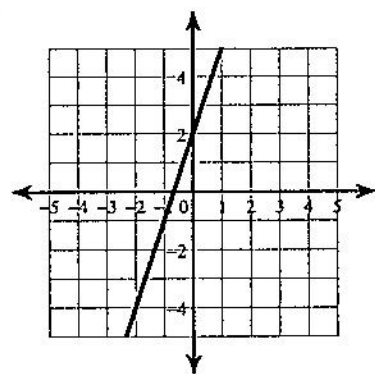
$$y = -\frac{3}{2}x + 4$$

2)



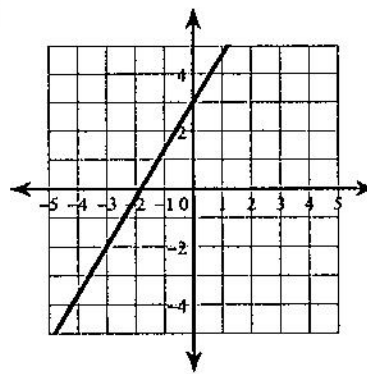
$$y = -\frac{5}{3}x$$

3)



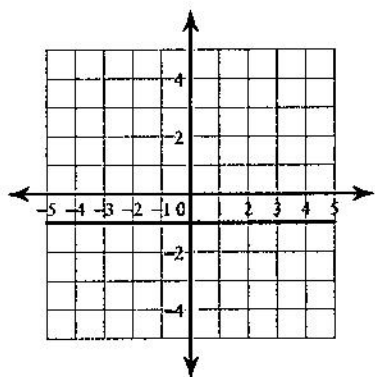
$$y = 3x + 2$$

4)



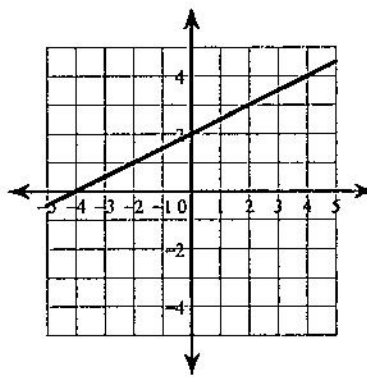
$$y = \frac{5}{3}x + 3$$

5)



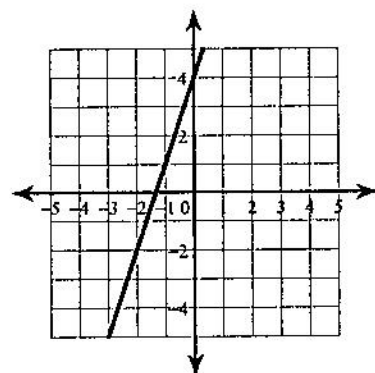
$$y = -1$$

6)



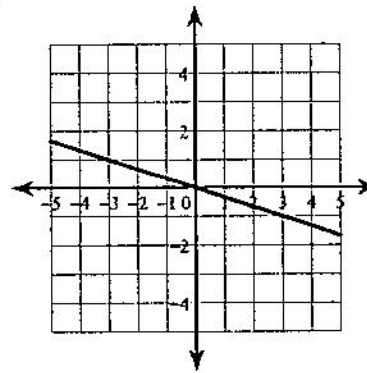
$$y = \frac{1}{2}x + 2$$

7)



$$y = 3x + 4$$

8)



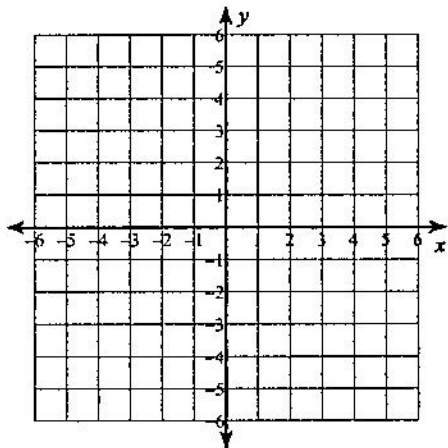
$$y = -\frac{1}{3}x$$

Graphing Lines in Slope-Intercept Form

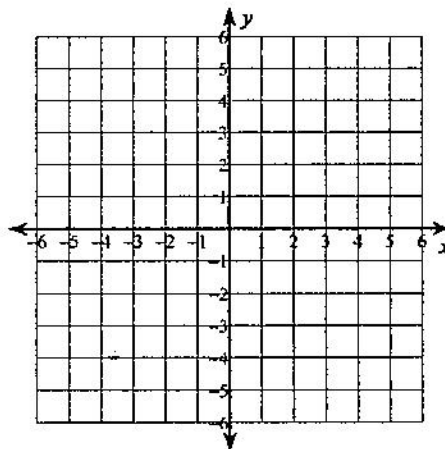
Date _____ Period _____

Sketch the graph of each line.

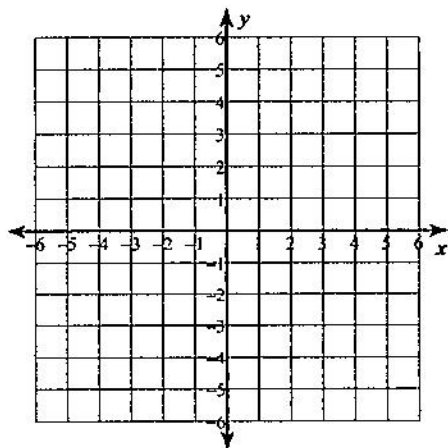
1) $y = \frac{1}{4}x - 1$



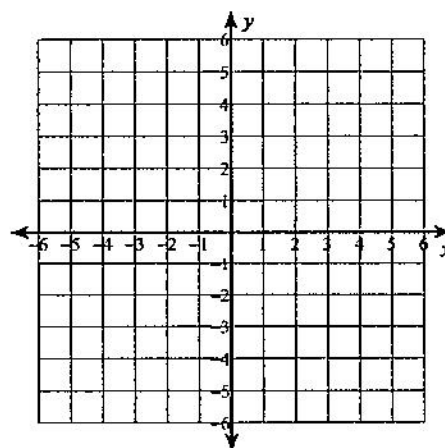
2) $y = -x + 2$



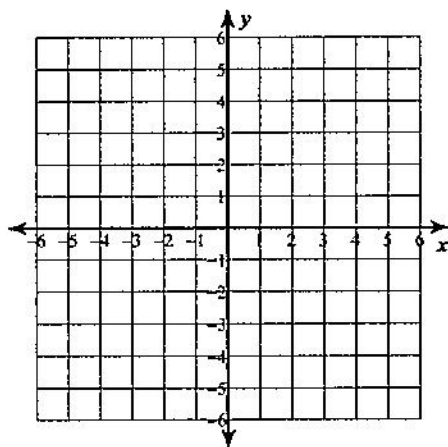
3) $y = x + 1$



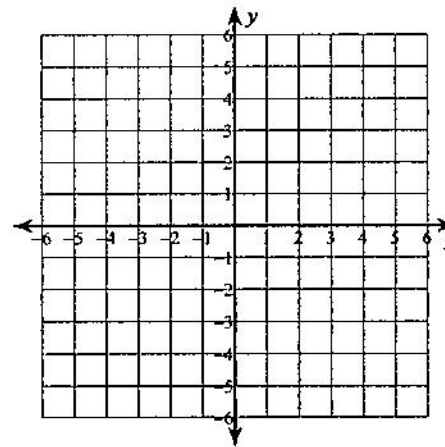
4) $y = \frac{4}{3}x - 4$



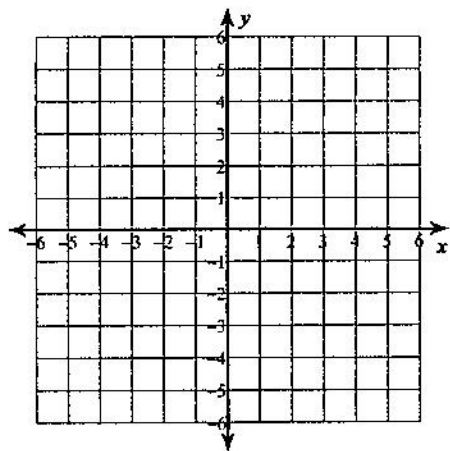
5) $y = -3x - 3$



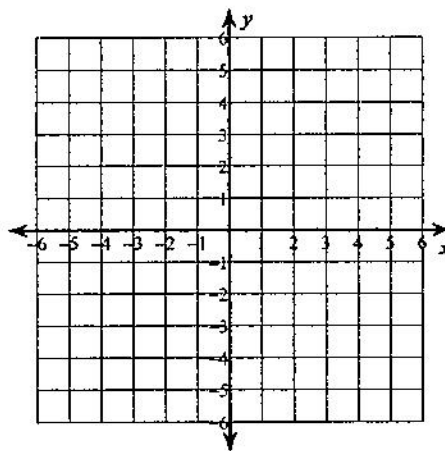
6) $y = 4$



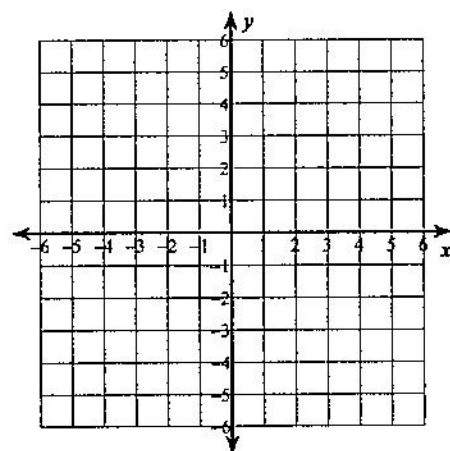
$$7) y = \frac{3}{5}x - 1$$



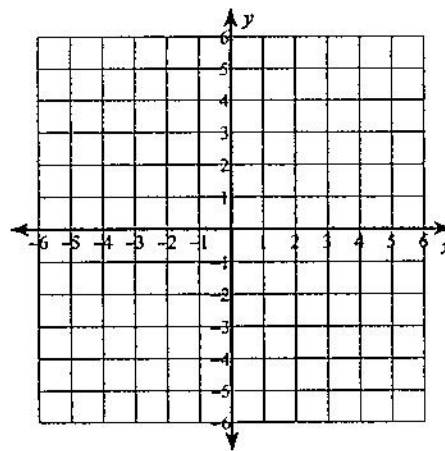
$$8) x = 5$$



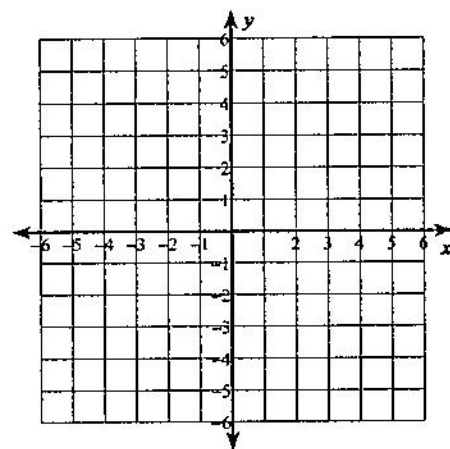
$$9) y = 3$$



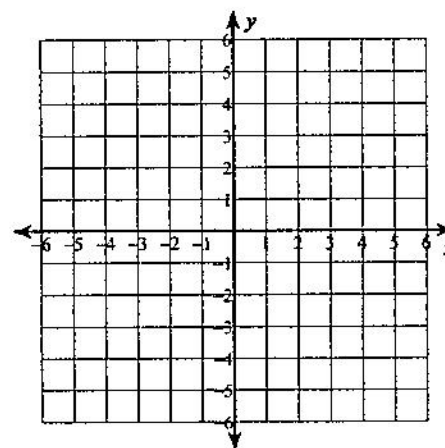
$$10) y = 3x - 2$$



$$11) y = 4x + 3$$



$$12) y = \frac{6}{5}x + 5$$

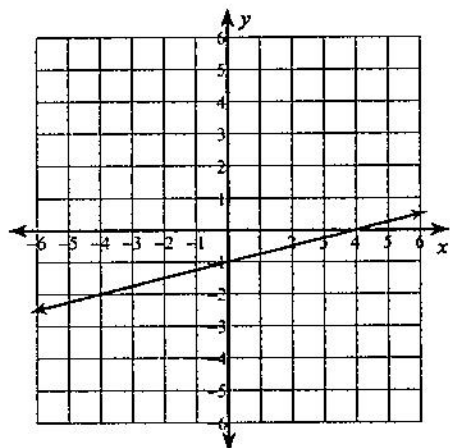


Graphing Lines in Slope-Intercept Form

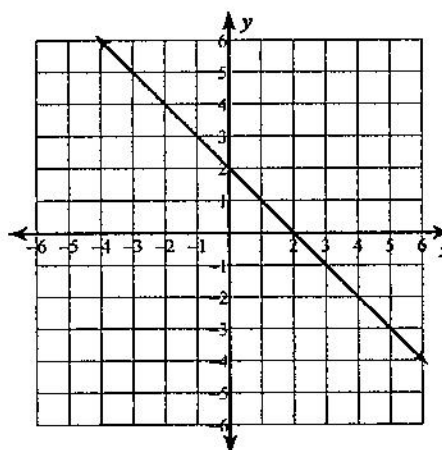
Date _____ Period _____

Sketch the graph of each line.

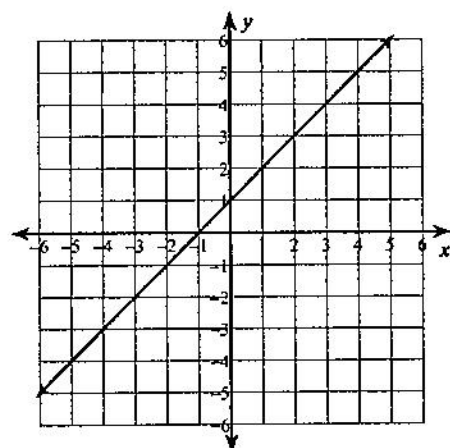
1) $y = \frac{1}{4}x - 1$



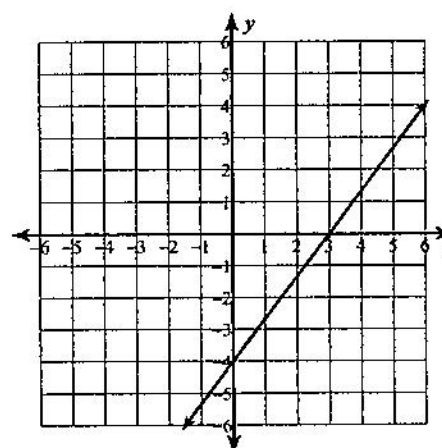
2) $y = -x + 2$



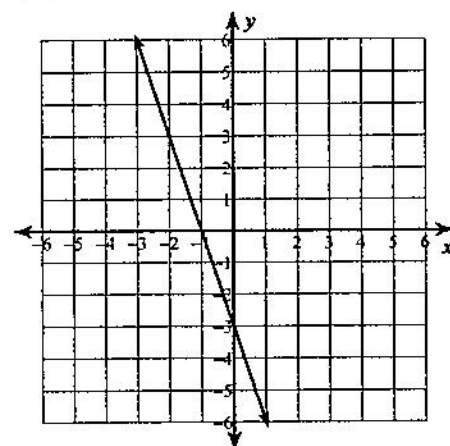
3) $y = x + 1$



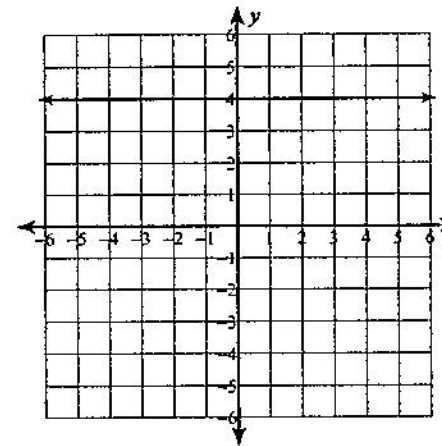
4) $y = \frac{4}{3}x - 4$



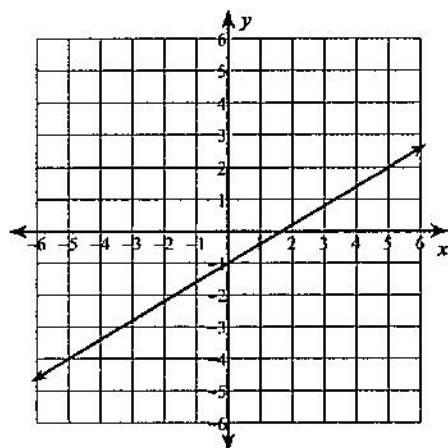
5) $y = -3x - 3$



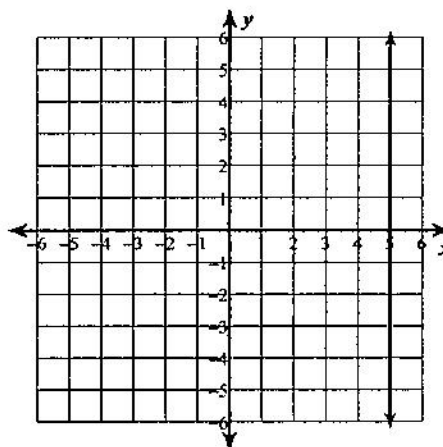
6) $y = 4$



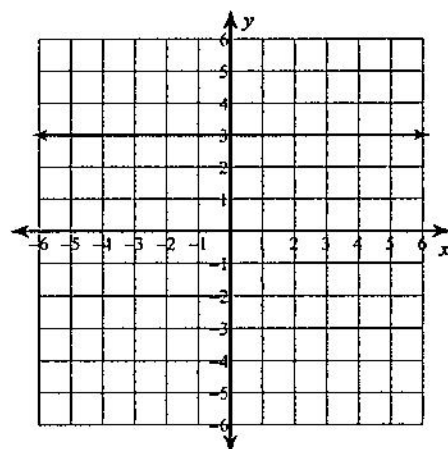
7) $y = \frac{3}{5}x - 1$



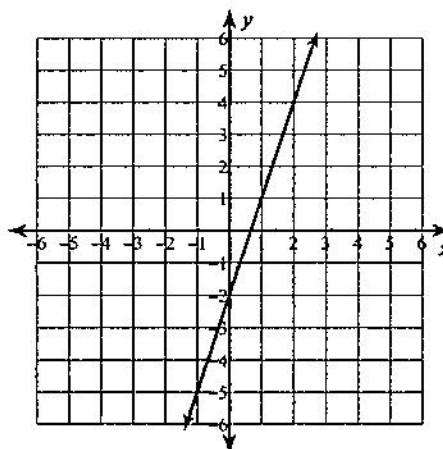
8) $x = 5$



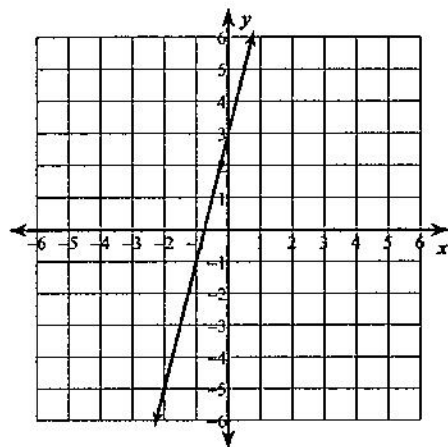
9) $y = 3$



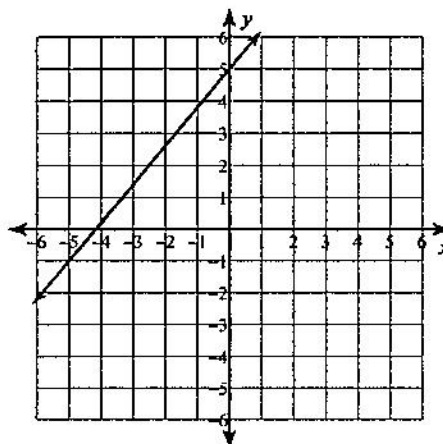
10) $y = 3x - 2$



11) $y = 4x + 3$



12) $y = \frac{6}{5}x + 5$

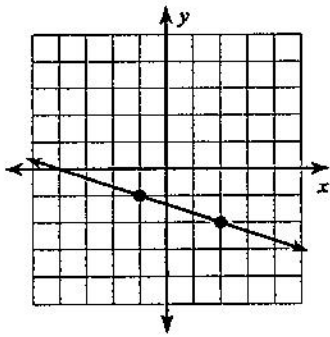


Slope

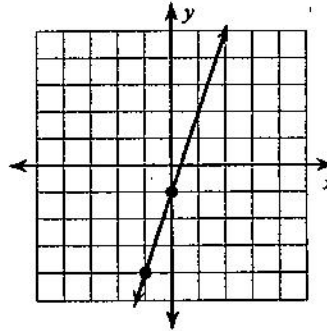
Date _____ Period _____

Find the slope of each line.

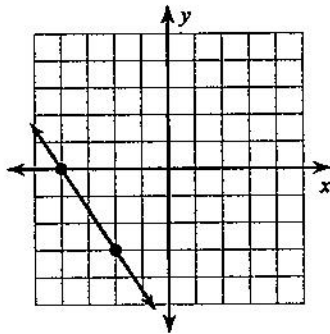
1)



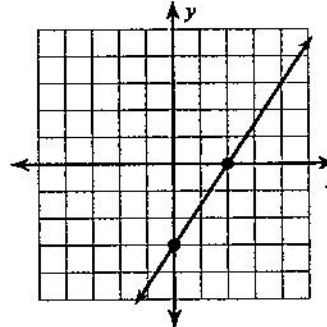
2)



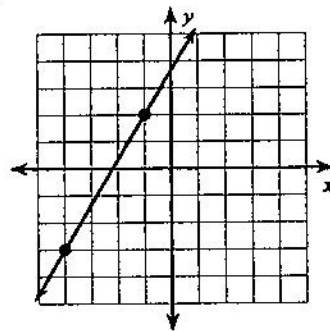
3)



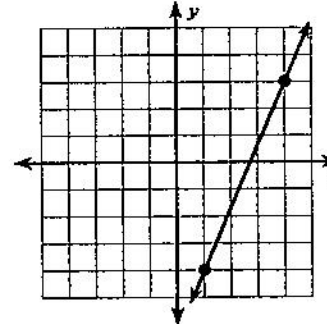
4)



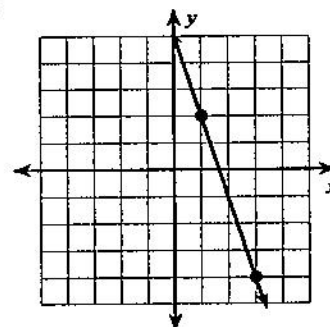
5)



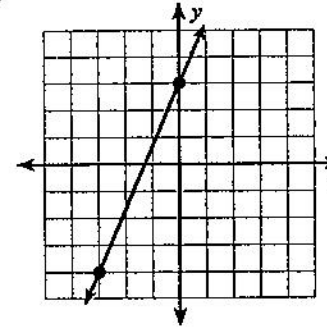
6)



7)



8)



Find the slope of the line through each pair of points.

9) $(8, 10), (-7, 14)$

10) $(-3, 1), (-17, 2)$

11) $(-20, -4), (-12, -10)$

12) $(-12, -5), (0, -8)$

13) $(-19, -6), (15, 16)$

14) $(-6, 9), (7, -9)$

15) $(-18, -20), (-18, -15)$

16) $(12, -18), (11, 12)$

Find the slope of each line.

17) $y = -5x - 1$

18) $y = \frac{1}{3}x - 4$

19) $y = -\frac{1}{5}x - 4$

20) $x = 1$

21) $y = \frac{1}{4}x + 1$

22) $y = -\frac{2}{3}x - 1$

23) $y = -x + 2$

24) $y = -x - 1$

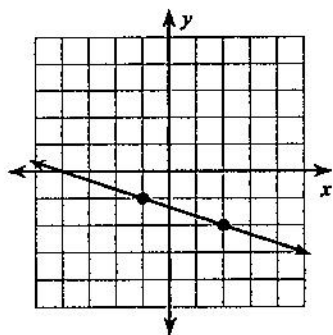
25) $2x + 3y = 9$

26) $5x + 2y = 6$

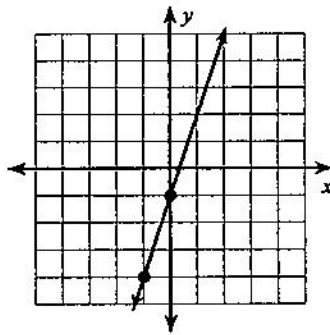
Slope

Find the slope of each line.

1) $-\frac{1}{3}$

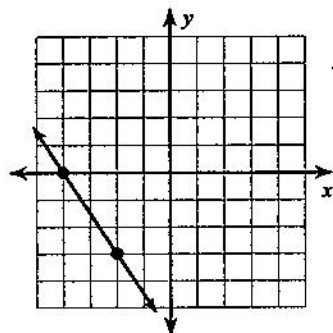


2)

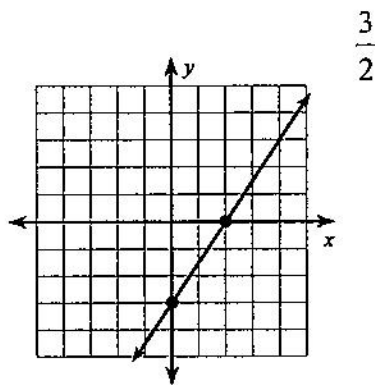


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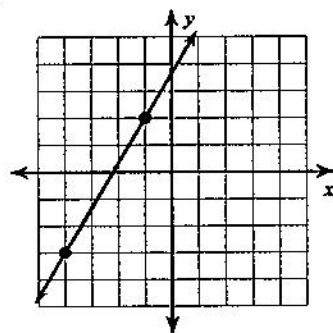
3) $-\frac{3}{2}$



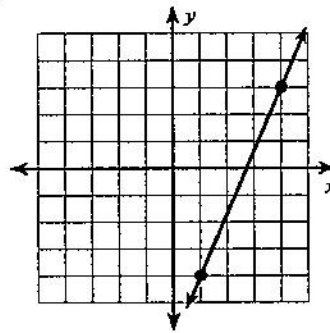
4)



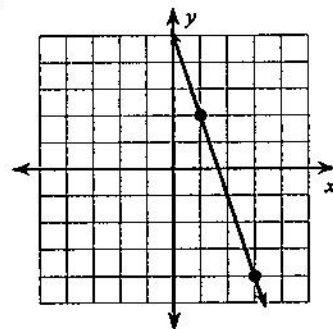
5) $\frac{5}{3}$



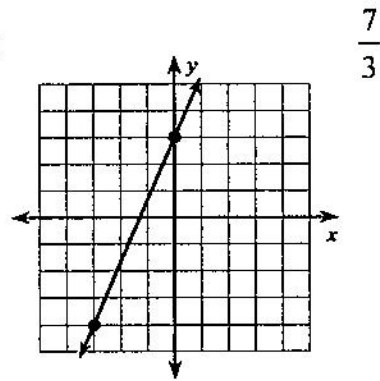
6) $\frac{7}{3}$



7)



8)



Find the slope of the line through each pair of points.

9) $(8, 10), (-7, 14)$

$$-\frac{4}{15}$$

10) $(-3, 1), (-17, 2)$

$$-\frac{1}{14}$$

11) $(-20, -4), (-12, -10)$

$$-\frac{3}{4}$$

12) $(-12, -5), (0, -8)$

$$-\frac{1}{4}$$

13) $(-19, -6), (15, 16)$

$$\frac{11}{17}$$

14) $(-6, 9), (7, -9)$

$$-\frac{18}{13}$$

15) $(-18, -20), (-18, -15)$

Undefined

16) $(12, -18), (11, 12)$

-30

Find the slope of each line.

17) $y = -5x - 1$

-5

18) $y = \frac{1}{3}x - 4$

$$\frac{1}{3}$$

19) $y = -\frac{1}{5}x - 4$

$$-\frac{1}{5}$$

20) $x = 1$

Undefined

21) $y = \frac{1}{4}x + 1$

$$\frac{1}{4}$$

22) $y = -\frac{2}{3}x - 1$

$$-\frac{2}{3}$$

23) $y = -x + 2$

-1

24) $y = -x - 1$

-1

25) $2x + 3y = 9$

$$-\frac{2}{3}$$

26) $5x + 2y = 6$

$$-\frac{5}{2}$$

Ledford

Week

2

Emancipation Proclamation Quiz

1. At the beginning of the war what were the feelings of most Northerners with regards to the abolition of slavery?
 - a. They were for abolition
 - b. They were against abolition
2. What did Lincoln fear would happen in the Border States if he tried to end slavery?
 - a. They would secede
 - b. They would send more troops
3. What was Lincoln's goal at the beginning of the war?
 - a. He wanted to reunite the Union
 - b. He wanted to end slavery
4. Lincoln gradually began to change his mind about ending slavery because he saw
 - a. That South was about to lose
 - b. how important slavery was to the South
5. The Emancipation Proclamation freed the slaves in areas that were
 - a. Border states
 - b. fighting the Union
6. The Emancipation Proclamation did not free slaves in which areas?
 - a. Border states
 - b. fighting the Union
7. The Emancipation Proclamation changed the focus of the war from state's rights to
 - a. A war to end slavery
 - b. A war to increase slave territory
8. Stating that they "could not help a government fighting to keep people enslaved", which European government refused to help the South?
 - a. France
 - b. England
9. What group, previously denied the opportunity, were now allowed to fight in the war?
 - a. Native Americans
 - b. African Americans
10. After the change in focus from state's rights to abolition, what are some of the things slaves did to hurt the Confederate war effort?
 - a. Worked slower and damaged equipment
 - b. Joined the Confederate army

Section 4: The Coming of the Civil War
The Nation Divided

Reading a Chart

The Election of 1860

This chart shows the results of the election of 1860 in Massachusetts, Maryland, California, Missouri, Virginia, and Illinois.

Directions: Use the chart to answer the questions below.

Election of 1860

Popular Vote in Selected States

Candidate	Massachusetts	Maryland	California	Missouri	Virginia	Illinois
Abraham Lincoln/ Republican Party	106,684	2,294	38,733	17,028	1,887	172,171
Stephen Douglas/ Northern Democratic Party	34,370	5,966	37,999	58,801	16,198	160,215
John Breckinridge/ Southern Democratic Party	6,163	42,482	33,969	31,362	74,325	2,331
John Bell/ Constitutional Union Party	22,331	41,760	9,111	58,372	74,481	4,914

1. Who was the candidate of the Constitutional Union Party?

2. Which state did Breckinridge win?

3. Both Lincoln and Douglas came from Illinois. Which one received the most votes there?

4. Draw Conclusions Why do you think Breckinridge and Bell received so many more votes than Lincoln and Douglas did in Virginia?

Skills for Life

Determine Relevance

When you study history, it is important to recognize main ideas and to determine which information is directly related to those topics. When you determine relevance, start by identifying the subject or topic of the passage you are reading. Then identify the purpose for reading the selection. Finally, identify the information that is relevant and irrelevant to the topic.

Directions: Read the passage below and then answer the questions.

When the Civil War began, many army officers found themselves fighting former friends. This was true from the very first battle of the Civil War. One of the first officers to be in battle against a former friend was the Confederate General P.G.T. Beauregard.

At age 16, P.G.T. Beauregard began his military career. He had grown up in a Creole family in Louisiana speaking French. He was inspired to join the army by his French military hero, Napoleon. Beauregard entered West Point in 1834 and had a distinguished career as a cadet. His favorite teacher there was his artillery instructor—Robert Anderson—the man who would later be in command of Fort Sumter. After he graduated from West Point, Beauregard saw action in the Mexican-American War. He was promoted several times over the next 22 years.

General Beauregard was appointed Confederate commander at Charleston, South Carolina, in 1860. On that fateful day in April 1861, he ordered his men to fire on his old teacher. Beauregard later served in many of the famous battles of the Civil War.

1. What is this passage about?

2. What is the purpose of reading this passage?

3. (a) What are two statements that are directly related to the topic of the passage?
(b) Why is each statement relevant?

4. (a) What are two statements that are not directly related to the topic? (b) Why is each statement irrelevant?

Home Front Reading Guide

1. Opposition to the war was strongest in which 2 southern states?
 - a. Georgia, North Carolina
 - b. South Carolina, Maryland
 - c. Washington DC Oklahoma
2. In the North many opposed _____
 - a. States rights
 - b. Voting rights for men over 18
 - c. The Emancipation Proclamation
3. Northern Democrats who opposed the war were called _____
 - a. Copperheads
 - b. War hawks
 - c. Yankee
4. How many Confederate and Union troops deserted?
 - a. 1,000 – 2,000
 - b. 100,000 – 150,000
 - c. 300,000 – 550,000
5. To meet the need for troops, both sides established a _____
 - a. Raffle
 - b. Draft
 - c. Volunteer party
6. If a man had _____ slaves he did not have to serve.
 - a. 20
 - b. 10
 - c. 5
7. Northerners who could pay the government _____ could avoid the draft.
 - a. \$50.00
 - b. \$100.00
 - c. \$300.00
8. How did the Northern blockade affect the economy of the South?
 - a. Not at all
 - b. Shortage of food and unable to sell cotton
 - c. Shipping of cotton increased
9. Describe the roles women took during the war.
 - a. They fought, were spies, ran farms
 - b. They refused to do anything to help
10. Clara Barton opened up the first American Branch of the _____
 - a. Red Cross
 - b. Women's brigade
 - c. Women's rights groups

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

Student Choice Menu Board

Middle School ELA, Week #2

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.

<p>#1) Write a letter convincing your principal to allow you to bring your pet to school. Use correct letter format.</p>	<p>#2) Write a review for a movie, TV show, video game, or album you have recently consumed.</p> <p>INFO FOR #3 Coach Tyra said she is tired. Coach Tyra is the antecedent and she is the pronoun.</p>	<p>#3) Underline the pronouns and circle their antecedents.</p> <ul style="list-style-type: none"> - The foreign exchange students will take their group picture tomorrow. - Miss Jane said she was going to grade essays at home. - The girls braided their hair. - Ms. Jackson is offering free homework help in her room.
<p>#4) What is a problem you'd like to solve. Explain how you would do that in a video or in written format.</p> <p>INFO For #7 Compound Verb= I ran and jumped with excitement. CC= FANBOYS</p>	<p>#5) Choose a chapter book, or continue reading your book from last week. Read for 30 minutes. Find at least three words you don't know. Use context clues to determine their meaning.</p>	<p>#6) A Haiku poem originated in Japan. It has 3 lines only. The whole poem has a total of 17 syllables. The first and last lines have 5 syllables. The second has 7. Write a Haiku that describes your favorite place in nature.</p>
<p>#7) Use these two short sentences to complete the tasks below:</p> <p><i>Bill coaches soccer. Bill teaches math.</i></p> <ul style="list-style-type: none"> - Use a compound verb to combine the sentences. - Use a coordinating conjunction to combine the sentences. 	<p>#8) Listen to two songs by the same band or musical artist.</p> <ul style="list-style-type: none"> -Decide which one you like better and why. -Write a paragraph about your choice, include at least three reasons. 	<p>#9) Write what the following prefix means: <i>pro-</i> Now write three words using that prefix and a sentence using each word.</p>