

Ledford

Week

5

Reconstruction and the New South

History Reading Skill**Analyze and Evaluate Proposals**

Throughout history people have presented different arguments and solutions regarding an issue or a problem. A suggested argument or stated goal is called a proposal. A proposal is usually accompanied by support, or persuasive reasons and evidence, and the methods that will be used to meet the goal. Being able to identify a proposal and the support for it will enable you to evaluate ideas and understand important historical issues and events.

To identify a proposal, ask yourself: What was this person proposing or what was the person's stated goal? What was this person trying to persuade others to do or think? Then identify support for the proposal by looking for reasons and evidence that explain the person's thinking. Ask yourself: Why did this person have this point of view? How did the person propose to meet the goal?

Directions: In the passage below, Radical Republican Congressman George Julian explains how he thinks Reconstruction should be carried out. Read the passage and answer the questions below.

I would hang 40 or 50 of the most conspicuous rebel leaders, not for vengeance, but to satisfy public justice, and make expensive the enterprise of treason for all time. If these men are not punished, and you allow the infernal poison to sift itself down into the general mind that treason is no crime, in a little while we shall be shaking hands with our dear southern brethren. Then the government may get back into old ruts, and another horrid war may result. . . .

—from *The Fruits of Victory: Alternatives in Restoring the Union, 1865–1877*,
Michael Les Benedict, ed. (New York: University Press of America, 1986)

1. What proposal is made by Congressman Julian?

2. List two reasons he gives to support his proposal.

Reconstruction and the New South

History and Literature**O Captain! My Captain!**

Walt Whitman (1819–1892) served as a nurse in Washington, D.C., during the Civil War. He greatly admired Abraham Lincoln. Like many Americans, he was stunned by the assassination of the President. In this poem, Whitman expresses his grief for the fallen leader.

Directions: As you read, think about the questions below. When you finish reading, answer the questions on a separate sheet of paper.

O Captain! my Captain! our fearful trip is done,
The ship has weather'd every rack¹, the prize we sought is won,
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring;
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle trills,
For you bouquets and ribbon'd wreaths—for you the shores a-crowding,
For you they call, the swaying mass, their eager faces turning;
Here Captain! dear father!
The arm beneath your head!
It is some dream that on the deck
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still,
My father does not feel my arm, he has no pulse or will,
The ship is anchor'd safe and sound, its voyage closed and done,
From fearful trip the victor ship comes in with object won;
Exalt O shores, and ring O bells!
But I with mournful tread,
Walk the deck my Captain lies,
Fallen cold and dead.

¹rack: storm

—from *Favorite Poems*, edited by Helen Ferris. New York: Doubleday and Co., 1957

1. What does the speaker mean by "the prize we sought is won"?
2. Why is the crowd on shore cheering?
3. Why do you think Whitman chose to compare Lincoln to the captain of a ship?

Student-Choice Menu Boards Middle ELA

By Alyssa Tyra

Student Choice Menu Board

Middle School ELA, Week #5

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. Store videos on your device to email to your teacher.

<p>#1) Read 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.</p>	<p>#2) Watch two movies. Make a Venn diagram or write a paragraph to compare/contrast them.</p>	<p>#3) Listen to your favorite song. Using the last line of that song, write a poem in which the first line is the song lyric.</p>
<p>#4) Write a letter to your school board convincing them to start school two hours later each morning. Use correct letter format.</p>	<p>#5) Choose a book. Read for 30 minutes. Find at least three words you don't know. Use context clues to determine their meaning.</p>	<p>#6) Write at least two careers you are interested in. Tell me why you are interested in them in a paragraph of 5-7 sentences.</p>
<p>#7) Watch a documentary. Write three interesting things from the documentary, two questions, and one other thing you wonder.</p>	<p>#8) Read the following quote and write a short reaction to it. What does it mean? What does it make you think of? Do you agree or disagree?</p> <p><i>"Don't judge each day by the harvest you reap but by the seeds that you plant."</i> — Robert Luis Stevenson</p>	<p>#9) Record a video of yourself explaining one of the following punctuation marks to a younger student. (Do a different one from last week.)</p> <p><i>Apostrophe</i> <i>Semicolon</i> <i>Quotation Marks</i></p>

Week of May 4

- Scientific Notation
- This stuff is super easy if you are paying attention. Otherwise its pretty easy to make careless errors.
- If you get this fast enough, use some of the extra time to practice the exponent properties maybe do the bigideasmath practices for the grade increases (can only increase). Those properties do come back with a new friend next year.

Instructions

- Take notes and try to understand the material. Then on the attached sheet, do 1-12 all. Note that we will be using the same sheet next week.
- Or if online, you may do the BIM assignment instead.

Going from Standard Form to Scientific Notation

- Scientific Notation is shorthand writing for numbers like 1800000. In scientific notation, all we are doing is changing the appearance of the number similar to reducing/enlarging a fraction. This is because it is easier to write very large or small numbers in this notation. It is typically used in advanced sciences hence the name.

Going from Standard Form to Scientific Notation

- Scientific Notation requires **exactly one number to the left of the decimal**. All of the other numbers of importance must be to the right of the decimal. Followed by the correct power of 10
- **Important numbers:** are non-zero numbers or zeros that are sandwiched between non-zero numbers.
- **NOTE:** if there is only 1 important number, you do put a zero after the decimal. This shows that there were no other important numbers.


Going from Standard Form to Scientific Notation Steps

- 1st: you must identify where the decimal is. If you cannot see it, then it is automatically at the right end of the number.
- 2nd: you move the decimal to the right of the first **important number** from the left.
- 3rd. Rewrite the remaining **important numbers** after the decimal.
- 4th. Multiply your new number by 10 with a power equal to the number of spaces you moved the decimal. If you moved the decimal left then it's a positive power, if you moved the decimal right then it's a negative power.

Into Scientific Notation Example 1

- | | |
|---|---|
| • Problem Start | • 1800000. |
| • 1 st : Find the decimal.
Can't see it so its at the right end. | • <u>1800000.</u> |
| • 2 nd : Move the decimal. | • 1.800000 |
| • 3 rd : Write important numbers after decimal | • 1.8 (drop zeros that aren't important) |
| • 4 th . Multiply by power of 10 to the number of spaces the decimal moved | • $1.8 * 10^6$ (6 because decimal went left 6 spaces) |

Into Scientific Notation Example 2

- Problem Start
 - 1st: Find the decimal.
 - 2nd: Move the decimal.
 - 3rd: Write important numbers after decimal
 - 4th: Multiply by power of 10 to the number of spaces the decimal moved
- .00004
 - 
 - 4.0
 - $4.0 * 10^{-5}$
- Since only 4 was important we do put a zero after decimal
- 5 because we moved the decimal to the right.

Scientific Notation Examples

Ex) .000041 = $4.1 * 10^{-5}$

Ex) 80100000 = $8.01 * 10^7$


Scientific Notation Proof

- The reason this works, is because of the way 10 works in our number system.
- For example $2 * 10$ is 20.
- Which is like taking 2 and moving the decimal to the right once while filling in the empty space with a zero.
- $2 \overset{\curvearrowright}{=} 2. = 20.$ This also works with division except you go left instead of right.

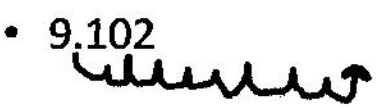
Going from Scientific Notation to Standard Form

- 1st: Find the decimal
- 2nd: Move the decimal a number of spaces equal to the 10s exponent. Right for positive left for negative.
- 3rd: Fill any empty slots with zeros.

Into Standard Example 1

- Problem Start
- $4.0 * 10^{-5}$
- 1st: Find the decimal.
- 2nd: Move the decimal 5 spaces left sense -5.
- 
- .00004
- 3rd: Fill empty slots with zeros. (4 empties means 4 zeros).
- Note: its not 5 zeros because we hopped the 4 so it took up that slot.

Into Standard Example 1

- Problem Start
- $9.102 * 10^9$
- 1st: Find the decimal.
- 2nd: Move the decimal 9 spaces right sense positive 9.
- 
- 9102000000
- 3rd: Fill empty slots with zeros. (6 empties means 6 new zeros since 102 took up the first 3 slots).

Scientific Notation Tips/Tricks

- If you make a big number small the exponent is positive
 - Ex) 80100000 is big so we get $8.01 * 10^7$
- If you make a small number big the exponent is negative.
 - Ex) .000041 is really small so we get $4.1 * 10^{-5}$

Scientific Notation

Write each number in scientific notation.

1) 0.000000786

2) 3940

3) 4.7

4) 1260000

5) 0.06

6) 175

Write each number in standard notation.

7) 6.17×10^3

8) 7×10^4

9) 7.31×10^6

10) 5.4×10^{-8}

11) 6.7×10^{-3}

12) 9.59×10^2

Write each number in scientific notation.

13) 0.2×10^6

14) 30×10^{-8}

15) 88.4×10^3

16) 28.8×10^{-9}

Simplify. Write each answer in scientific notation.

17) $(5.4 \times 10^{-1})(7 \times 10^0)$

18) $(5 \times 10^3)(3.5 \times 10^{-1})$

19) $(6 \times 10^6)(4 \times 10^{-1})$

20) $(4.11 \times 10^5)(8.65 \times 10^{-5})$

21) $(7.68 \times 10^2)(9 \times 10^6)$

22) $(8.31 \times 10^{-3})(6.6 \times 10^{-6})$

Scientific Notation

Write each number in scientific notation.

1) 0.000000786

7.86×10^{-7}

3) 4.7

4.7×10^0

5) 0.06

6×10^{-2}

2) 3940

3.94×10^3

4) 1260000

1.26×10^6

6) 175

1.75×10^2

Write each number in standard notation.

7) 6.17×10^3

6170

8) 7×10^4

70000

9) 7.31×10^6

7310000

10) 5.4×10^{-8}

0.000000054

11) 6.7×10^{-3}

0.0067

12) 9.59×10^2

959

Write each number in scientific notation.

13) 0.2×10^6

2×10^5

14) 30×10^{-8}

3×10^{-7}

15) 88.4×10^3

8.84×10^4

16) 28.8×10^{-9}

2.88×10^{-8}

Simplify. Write each answer in scientific notation.

17) $(5.4 \times 10^{-1})(7 \times 10^0)$

3.78×10^0

18) $(5 \times 10^3)(3.5 \times 10^{-1})$

1.75×10^3

19) $(6 \times 10^6)(4 \times 10^{-1})$

2.4×10^6

20) $(4.11 \times 10^5)(8.65 \times 10^{-5})$

3.555×10^1

21) $(7.68 \times 10^2)(9 \times 10^6)$

6.912×10^9

22) $(8.31 \times 10^{-3})(6.6 \times 10^{-6})$

5.485×10^{-8}

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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). This week, pick choices that you haven't chosen already.

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

[Natural Disasters Choice Board](#)
[Graphs Charts Tables](#)
[Hawaiian Hot Spots](#)
[Hurricane Harvey](#)
[Natural Disasters Writing Prompt](#)
[Venn Diagram Hurricane v Tornados](#)

Pick 3 *Natural Disasters Choice Board* **Only 3**

<p>Create an anchor chart/poster detailing the many different natural disasters.</p>	<p>Complete the Graphs-Charts-Tables ~ Natural Disasters in Google Slides.</p>	<p>Write a rap, rhyme, or song that explains the many different natural disasters.</p>
<p>Read Hawaiian Hot Spots Informational Text and answer the questions - (Mini Project Preferable)</p>	<p>Tsunamis in History Write 1 paragraph, using CER, comparing 2 tsunamis in history.</p>	<p>Watch the weather segment of the news. Write a paragraph summarizing the natural disasters mentioned.</p>
<p>Read Hurricane Harvey Informational Text and answer the questions - (Mini Project Preferable)</p>	<p>Complete the Natural Disasters Writing Prompt.</p>	<p>Venn Diagram Hurricanes V. Tornadoes</p>



Name: _____ Date: _____

Directions: Read the article below. After you are done, answer the question at the bottom.

Hurricane Katrina

The NOAA (National Oceanic and Atmospheric Administration) rates Hurricane Katrina as the costliest hurricane in U.S. history. What else makes Hurricane Katrina so notable? Let's look at it in depth.

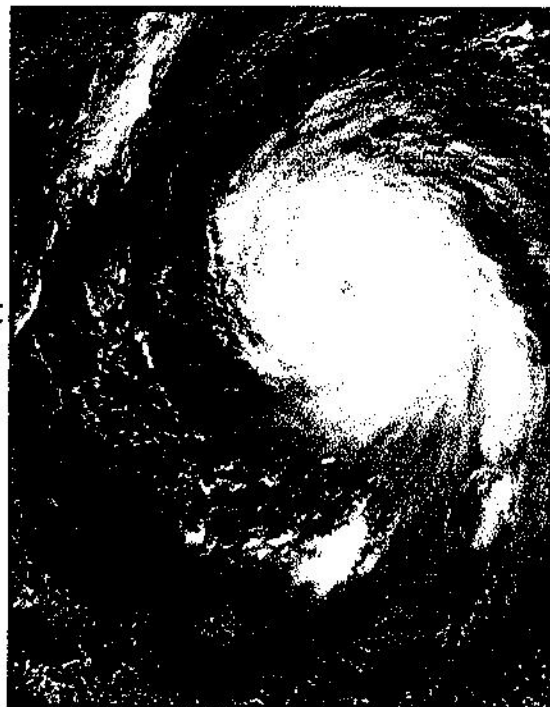
Hurricane Katrina was the third strongest hurricane to ever reach land. It was a category 5 hurricane, which means the winds moved up to 175 miles per hour. Because of its incredibly powerful winds, it caused a lot of damage. New Orleans had built levees to hold back water from the city. They were designed to withstand hurricanes, but they were only built to withstand category 3 hurricanes. When the levees broke, 80% of the city was flooded.

Over 15 million people were impacted by Hurricane Katrina in a variety of ways. Property was damaged, gas prices went up, people had to evacuate, and the economy in those states was impacted negatively. Many people lost their jobs. The hurricane affected about 90,000 square miles.

How do people protect themselves in hurricanes? If you are told to evacuate, be sure to listen! If you stay home, stay indoors and away from bodies of water. If you lose power, flashlights are recommended instead of candles. Candles can be fire hazards. Make sure to stay away from windows and glass in general. Have an 'emergency kit' with food, water, batteries, and anything else you might need.

Whether they are staying or evacuating, people often work to protect their homes when they know a hurricane is coming. They put boards over windows and doors and they make sure that any trees in their area don't have any loose branches or dead parts that will come off easily.

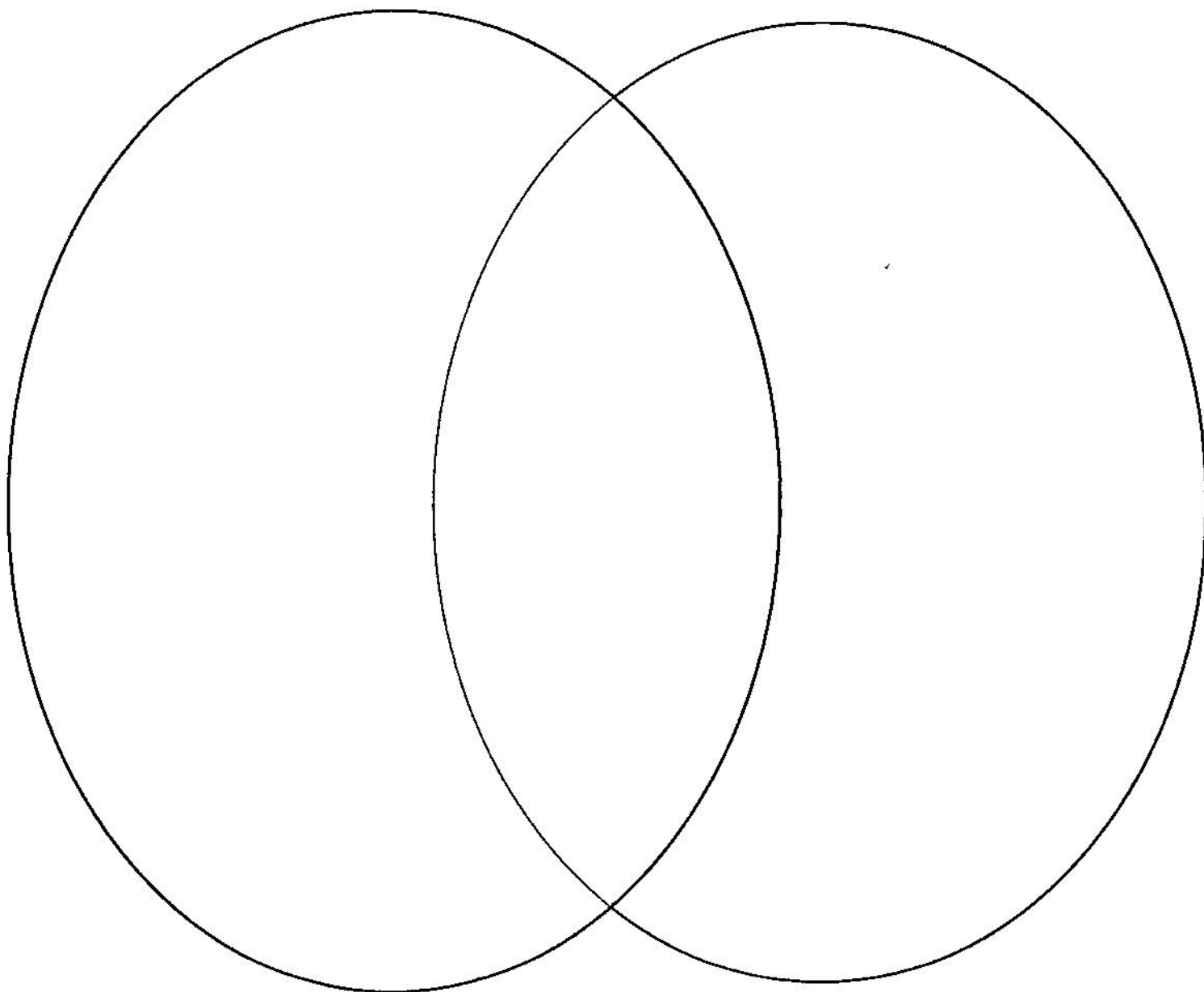
Some people are even building 'hurricane-proof' homes. What do you think those would include?





Hurricanes and Tornadoes

Hurricanes and tornadoes both involve high winds and can be very dangerous. Tornadoes can get up to 300 mph, and hurricanes can reach up to 155 mph. Hurricanes form in warmer regions, and require water. Tornadoes form over land (think Tornado Alley in the Midwest U.S.). Tornadoes are fast, while hurricanes can last as long as 3 weeks. This also means there isn't usually much warning before tornadoes hit. For hurricanes, in contrast, forecasters can usually predict them at least a few days in advance. Tornadoes usually happen in the spring or fall, and hurricane season is typically June to November. We know that the danger of hurricanes include flooding, storm surges, and high winds. Tornadoes have high winds, flying debris, and large hail.



HURRICANE

Harvey

Houston, Texas is a city of 2.3 million people. The surrounding area around Houston is five plus million people. It is the fourth largest city in the United States. Imagine an area that size being hit by a Category 4 hurricane as well as all the other coastal areas in the region. Hurricane Harvey hit Southeast Texas in August of 2017.

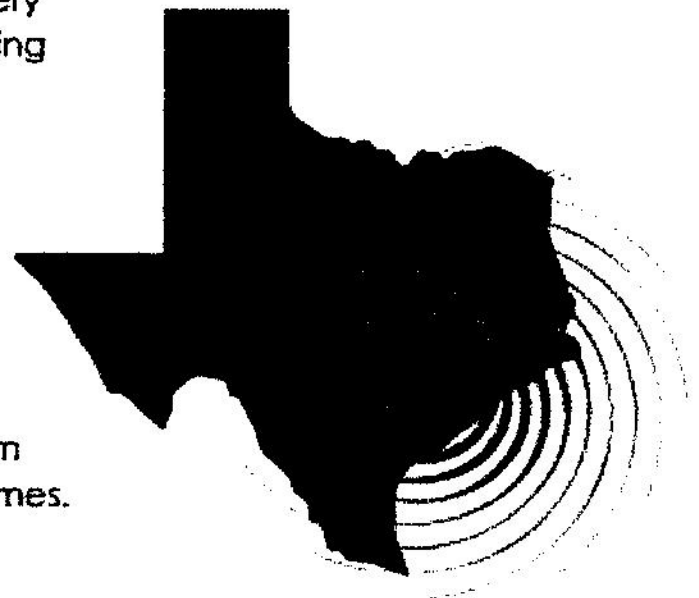
Storm surges, high winds, and flooding are known for causing general damage to an area. Harvey was a bit different in that it stalled over Southeast Texas. It created massive amounts of rainfall and terrible flooding. As much as 51 inches of rain was recorded over a four-day period in the eastern part of Harris County. This part of the country normally gets 50 inches of rain in a year.

Besides flooding to the area, public officials had a hard decision about what to do with the reservoirs that were quickly filling up. If the reservoirs were not released in an organized way, the dams holding the water back could burst. Unfortunately, they did have to release the water. Many homes were flooded downstream from the reservoir.

It's hard to see a silver lining in this story. The people of Houston responded to this natural disaster by assisting their friends and neighbors. Many people had to be saved from their homes by boat. People from all over the country responded with love and support. They sent first responders to help along with machinery, clothing, water, food and money. They also helped serve others by working in shelters. The support was great.

Many heroes appeared during those dark days in August. One hero showed his love for his community in a very special way. Jim McIngvale, better known to the people of Houston as "Mattress Mack," showed the city the meaning of a "good" neighbor. Jim owns Gallery Furniture, a huge furniture store in Houston. During the storm and for days after, he opened his furniture store as a shelter for those who were stuck without a place to stay. During those dark days, folks were provided with both food and shelter at Gallery Furniture.

Even though natural disasters are sure to strike again, it's heartwarming to see people giving each other a helping hand. People seem to show off their best side during challenging times.



HURRICANE

Harvey

Answer the questions below based on the article about Hurricane Harvey.

COMPREHENSION QUESTIONS:

1. When and where did hurricane Harvey hit? Highlight your answer in the text.

2. What made Harvey different?

3. What happened to the man-made lakes in the area?

4. During this tragedy and after, what silver lining could be found? Highlight your answer in the text.

5. How many inches of rain fell over the eastern part of Harris County?

6. Who is "Mattress Mack?"

Mini-PROJECT: CARE PACKAGES



With your group members, design a fundraiser that supports hurricane or other natural disaster victims. Specifically, your fundraiser should raise awareness, open opportunities for donations, and help those impacted by the natural disaster in a positive way. Create a flyer promoting your fundraiser.

- ☐ Select group members and develop a fundraiser for natural disaster victims
- ☐ Create a title, description, and purpose for your fundraiser
- ☐ Design a flyer promoting the fundraiser

HAWAIIAN Hot Spots

What you were probably taught in school is that most of the volcanoes on Earth are formed at plate boundaries. Recall that the Earth is made up of large sections of crust called tectonic plates, which float over the mantle, and are constantly bumping into each other. Both volcanoes and earthquakes occur at these plate boundaries. There is another type of volcano, which sometimes forms in the middle of the plate. These volcanoes are called hot spot volcanoes, which are fed by the underlying mantle (underground molten rock).

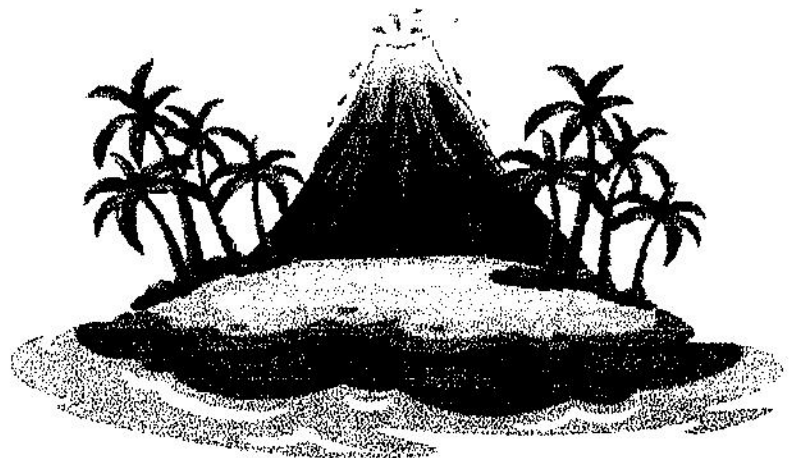
Magma plumes are areas in the mantle where the magma is hotter than the magma surrounding it. This hot magma rises and pushes its way up through the crust. This usually happens under oceanic crust. The Hawaiian Islands are a good example of hot spot volcanos.

Imagine millions of years ago when the first Hawaiian Island peaked above the water level. At that time, it was already a large underwater mountain, but no one above water level could see it. How did it form in the middle of a tectonic plate? Looking way down beneath the oceanic crust we find a magma plume. When the hot magma hits the cold ocean water, it turns into rock (solidifies). Over millions of years, the magma poured out of the oceanic crust and the rock continues to build up until eventually it becomes an island. The name of the oldest Hawaiian Island is Kauai.

If you want to see an active volcano, don't plan a trip to Kauai because it's been dormant for about 1.5 million years. What happened to the magma plume? Did it dry up? We must revisit plate tectonics for a moment. Remember that the plates move (2cm-5cm per year) over the mantle. After thousands of years, Kauai moved past the area of the magma plume or hot spot. This created a dormant volcano.

The magma plume keeps erupting and another volcano starts to build. There are eight major islands in the state of Hawaii and all of them have developed because of their time over the hot spot. Currently, the Big Island (youngest island) of Hawaii is over the hotspot. When you see pictures on TV of a volcano erupting in Hawaii, you are witnessing the eruption of Kilauea in Volcano National Park.

There is also a good reason why the Big Island is so much bigger than the others. Because they are older, erosion has had more time to work its effect smaller islands. Hawaii is a unique place where you can see the Earth's crust both being created and destroyed.



HAWAIIAN Hot Spots

Answer the questions below based on the article about Hawaiian Hot Spots.

COMPREHENSION QUESTIONS:

1. What type of volcano is fed by underground molten rock?

2. Where in the United States do hot spot volcanoes exist? Underline your answer.

3. How did the first Hawaiian island appear, visually, millions of years ago?

4. What is the name of the oldest Hawaiian island? Highlight your answer.

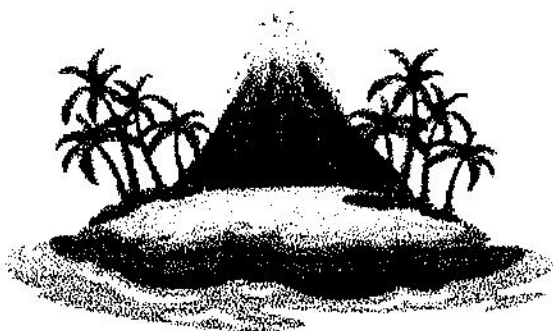
5. How have the other Hawaiian islands formed?

6. What is the youngest Hawaiian island and what is the volcano that is found there?

Mini-PROJECT: DIY VOLCANO

Research three different ways to create a home-made volcano. Create step-by-step directions for each. Then, choose which volcano would be the most effective and why. BONUS: actually create the volcano and bring it to class as an experiment.

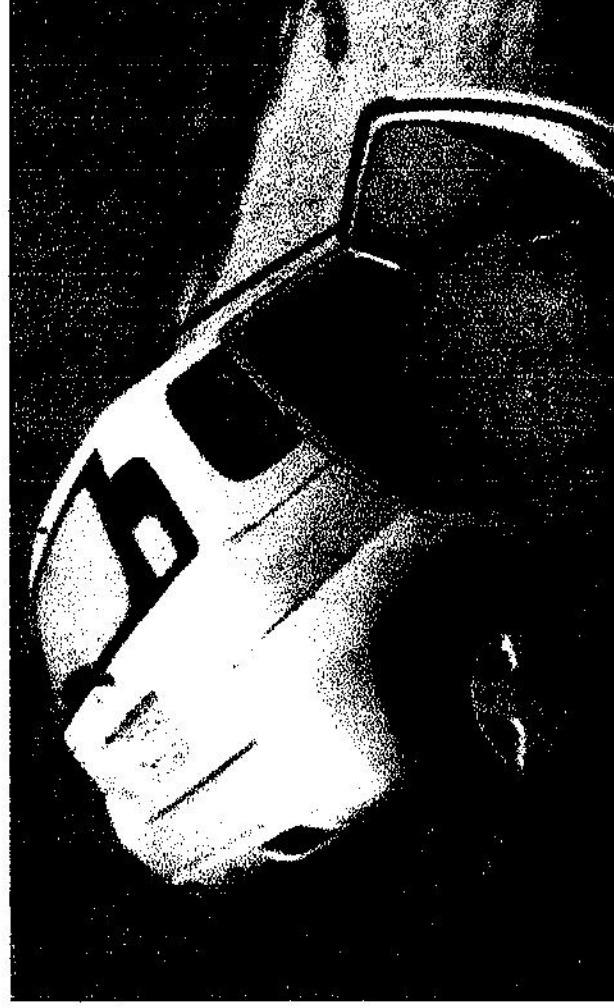
- ☐ Create step-by-step directions for three home-made volcanos
- ☐ Based on your research, determine which of the three volcanos you think will be most effective
- ☐ Write a three or four paragraph synopsis of why you came to that conclusion



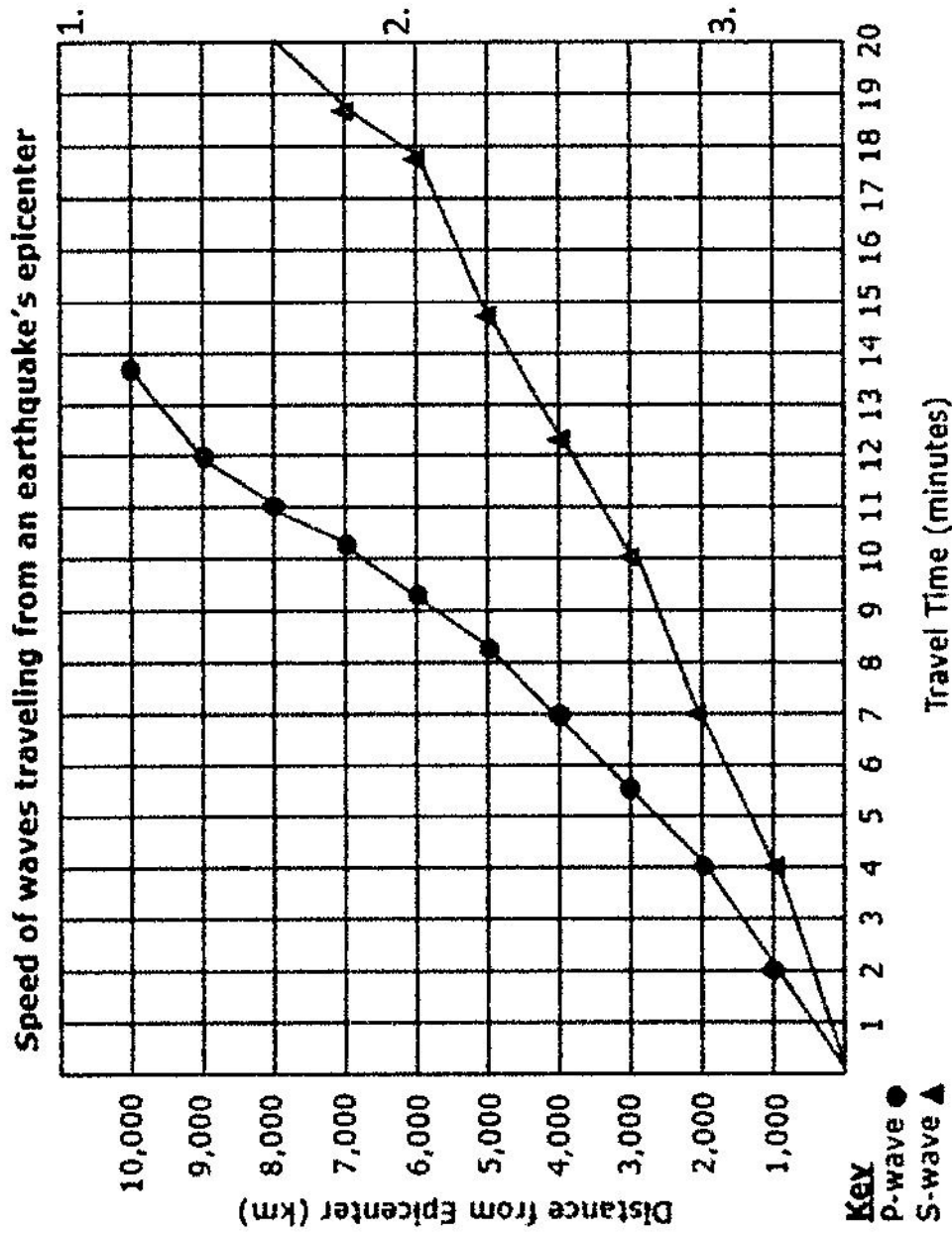
Part One: Phenomenon

Earthquakes can be a very scary experience if you've ever been caught in one. Sometimes buildings fall, the road crack, and giant holes open up in the earth. Sometimes objects sink into the earth.

1. What do you know about this phenomenon?
2. What topics could a scientist study in these fields?
3. What kind of data could scientists collect from these fields?



Part Two: Visualizing Data



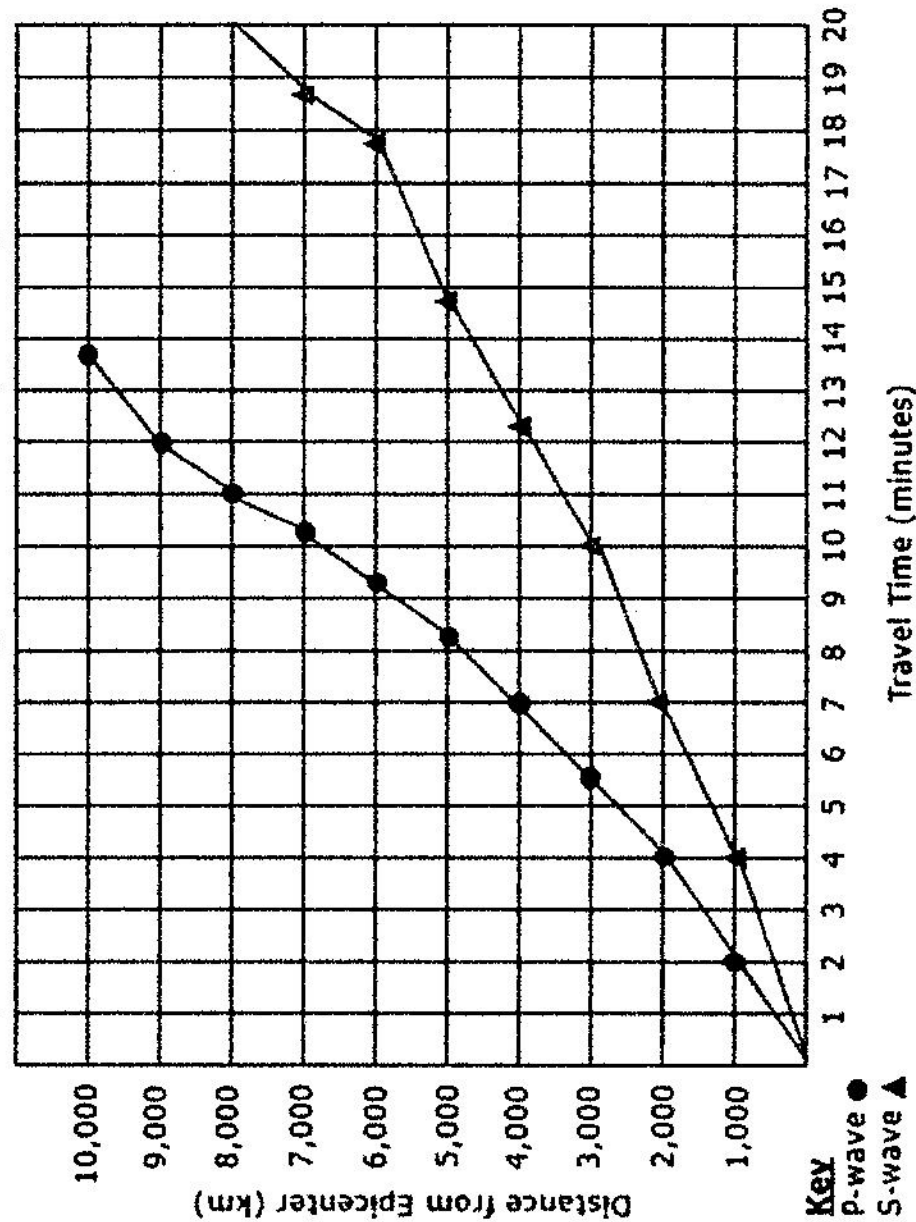
1. How could this graph be related to the phenomenon we discussed?

2. What additional information can we add to the list of what we know?

3. Identify the key parts of the graph.

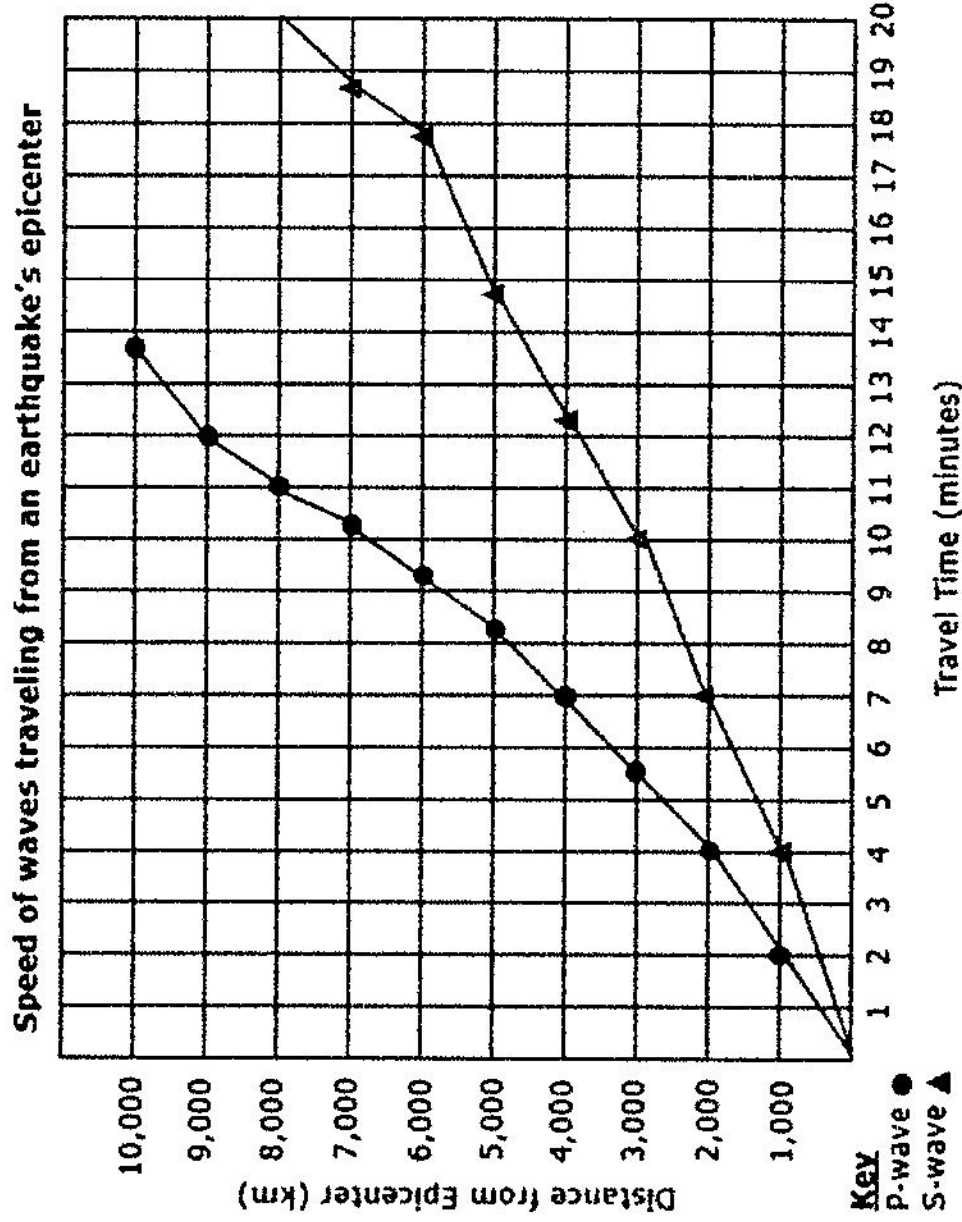
Part Three: Questions and Answers

Speed of waves traveling from an earthquake's epicenter



Create three questions of your own that this graph could answer. Be sure to secretly write down the correct answers to your questions.

Part Four: New Forms of Visual Data



1. Why was this type of graph probably used?

2. What are some other ways we can demonstrate this data? Design a new graph, chart, or table to represent this data.

Graphs – Charts – Tables

WEEKLY VISUAL DATA

#9

KESLER
SCIENCE

Part Five: Make Your Own!

The San Andres Fault line has seen some large earthquakes over the years. They have even made blockbuster movies about this fault line. Below is some of the largest earthquakes that have occurred along the San Andres fault line. Use your knowledge to create a visual representation of the information below.

1. **Fort Tejon; January 9, 1857**
Magnitude 7.9
2. **Owens Valley; March 26, 1872**
Magnitude 7.4
3. **Imperial Valley; February 24, 1892**
Magnitude 7.8
4. **San Francisco; April 18, 1906**
Magnitude 7.8
5. **West of Eureka; January 31, 1922**
Magnitude 7.3
6. **Kern County; July 21, 1952**
Magnitude 7.3
7. **Landers; June 28, 1992**
Magnitude 7.3



Graphs – Charts – Tables
WEEKLY VISUAL DATA

#9

**KESLER
SCIENCE**