

**Task:** Chose one of provided images of artwork and discuss the following questions with someone in your household. Use personal and established criteria in your conversations.

Discussion Questions	Sentence Frames
<ol style="list-style-type: none"> <li>1. What mural did you select?</li> <li>2. What is going on in the artwork?</li> <li>3. What details can you see?</li> <li>4. What is the meaning behind the artwork?</li> </ol>	<p>I see.... and that makes me think...</p> <p>I think...because I see...</p> <p>I wonder... because I see....</p> <p>I see... and that makes me wonder...</p>
Personal Criteria	Established Criteria
<p>Refers to opinions that we form regarding artwork which are based upon personal preference and/or experience.</p>	<p>Refers to academically agreed upon standards and conventions used to evaluate the effectiveness of a work of art. The elements and principles of design are one such set of criteria.</p>
Mural by Nate Dee (1020 E. 12th St)	Mural by Frank Hansen (810 Des Moines St)
	

For more examples of public art and murals in the Des Moines Metro, visit <https://thirdspacedsm.org/mural-map>.



# Social Studies - 8

Recently in eighth grade students began learning about early US History. In these at home learning opportunities you will focus on the founding of our US government. Some information may be review and some may be new. Feel free to use any resources you have (such as the internet or books) to explore the topics more each week. Each week will connect to the last as much as possible.

**Learning Target:** Interpret data to understand the similarities and differences between the North and South prior to the Civil War.

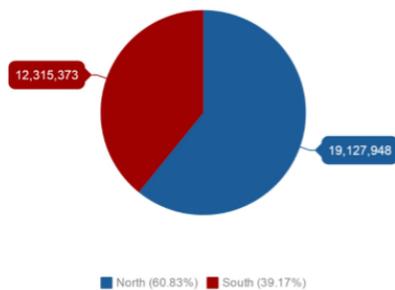
**Part I: Initial Thinking** Were the North and South evenly matched? Consider what you know about the resources on each side. Write down what you already know. As best you can, write down how you know those things. Based on your list, which side do you think is more ready to fight the war?

**Part II: Were the North and South Evenly Matched?** As the war began, the North and South took stock of their advantages in the war to come. In the North, they had a large population and a lot of money and industry. In the South, they had many well-trained military leaders and a strong agricultural base. Does that make these two sides evenly matched? Examine the data below and consider the following:

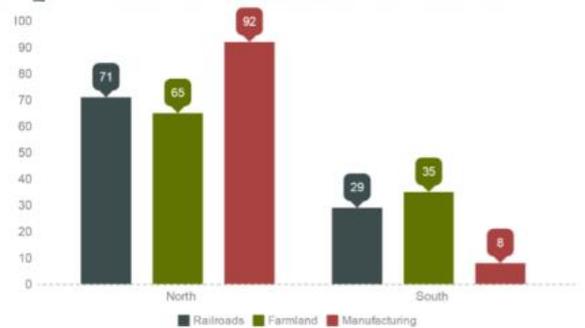
- If it confirms what you knew, put a check mark next to those ideas.
- If it changes your thinking, cross out what you had before and add more accurate facts.
- If you learned something new from the infographic, write down that information.
- Based on what you know now, which side do you think is more ready to fight the war?

## North-South Comparisons, 1840 - 1860

### Geographic Proportion of US Population, 1860



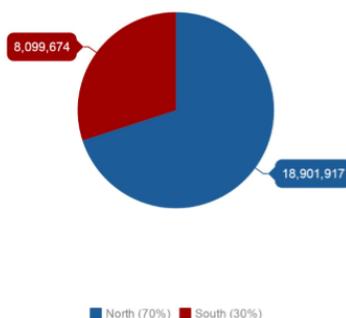
### Proportion of Nation's Resources, 1861



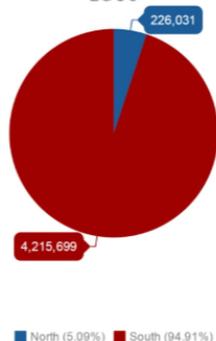
### Personal Income Per Capita (Percentage of US Average)



### Geographic Proportion of White Population, 1860



### Geographic Proportion of Black Population, 1860



### **Part III: Reading**

The Civil War that raged across the nation from 1861 to 1865 was the violent conclusion to decades of diversification. Gradually, throughout the beginning of the nineteenth century, the North and South followed different paths, developing into two distinct and very different regions.

#### **North**

The northern soil and climate favored smaller farmsteads rather than large plantations. Industry flourished, fueled by more abundant natural resources than in the South, and many large cities were established (New York was the largest city with more than 800,000 inhabitants). By 1860, one quarter of all Northerners lived in urban areas. Between 1800 and 1860, the percentage of laborers working in agricultural pursuits dropped drastically from 70% to only 40%. Slavery had died out, replaced in the cities and factories by immigrant labor from Europe. In fact an overwhelming majority of immigrants, seven out of every eight, settled in the North rather than the South. Transportation was easier in the North, which boasted more than two-thirds of the railroad tracks in the country and the economy was on an upswing.

Far more Northerners than Southerners belonged to the Whig/Republican political party and they were far more likely to have careers in business, medicine, or education. In fact, an engineer was six times as likely to be from the North as from the South. Northern children were slightly more prone to attend school than Southern children.

#### **South**

In contrast to the factory, the plantation was a central feature of Southern life. (Library of Congress)

The fertile soil and warm climate of the South made it ideal for large-scale farms and crops like tobacco and cotton. Because agriculture was so profitable few Southerners saw a need for industrial development. Eighty percent of the labor force worked on the farm. Although two-thirds of Southerners owned no slaves at all, by 1860 the South's "peculiar institution" was inextricably tied to the region's economy and culture. In fact, there were almost as many blacks - but slaves and free - in the South as there were whites (4 million blacks and 5.5 million whites). There were no large cities aside from New Orleans, and most of the ones that did exist were located on rivers and coasts as shipping ports to send agricultural produce to European or Northern destinations.

Only one-tenth of Southerners lived in urban areas and transportation between cities was difficult, except by water. Only 35% of the nation's train tracks were located in the South. Also, in 1860, the South's agricultural economy was beginning to stall while the Northern manufacturers were experiencing a boom.

A slightly smaller percentage of white Southerners were literate than their Northern counterparts, and Southern children tended to spend less time in school. As adults, Southern men tended to belong to the Democratic political party and gravitated toward military careers as well as agriculture.



#### **Write to Reflect**

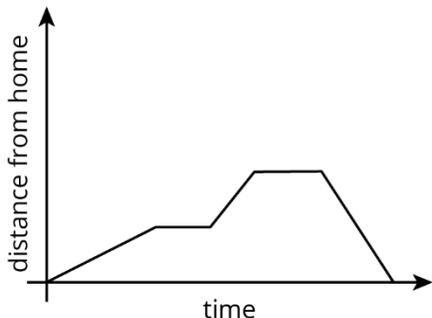
**Directions:** Respond to the prompt below to wrap up your learning this week.

1. The Civil War did not happen overnight, it took a long series of events to happen. What do you think gave the North the advantage in the war? What do you think gave the South the advantage? Was the outcome of the war inevitable based on the data?

## 8<sup>th</sup> Grade Math Resources

### Piecewise Linear Functions (Source: <https://im.kendallhunt.com>)

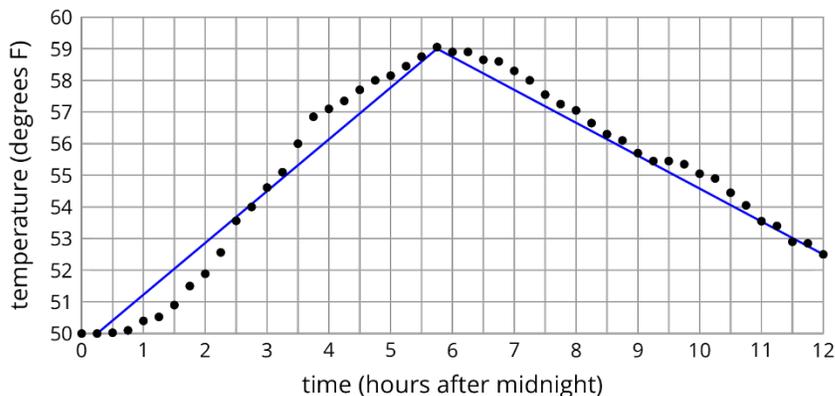
**Example 1:** This graph shows Andre biking to his friend's house where he hangs out for a while. Then they bike together to the store to buy some groceries before racing back to Andre's house for a movie night. Each line segment in the graph represents a different part of Andre's travels.



This is an example of a piecewise linear function, which is a function whose graph is **pieced** together out of **line segments**. It can be used to model situations in which a quantity changes at a constant rate for a while, then switches to a different constant rate.

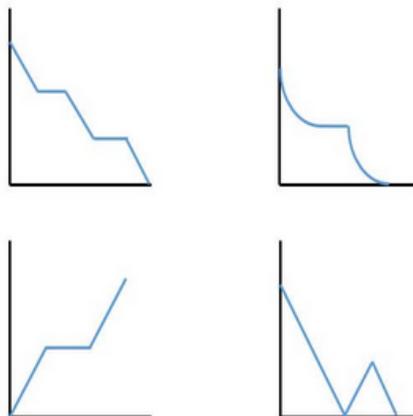
We can use piecewise functions to represent stories, or we can use them to model actual data.

**Example 2:** In this graph, temperature recordings at several times throughout a day are modeled with a piecewise function made up of two line segments. Notice the line segments are not a perfect fit, but they show the general trend of the data.



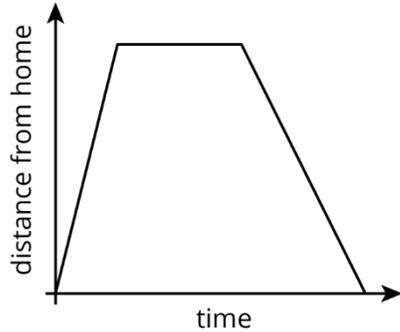
### Which One Doesn't Belong?

Choose a graph from the picture to the right that you don't think belongs with the rest. Explain why. Can you pick another equation and give a different reason? Discuss with someone else if you're able – there is no one right answer. It is all about the argument you provide!



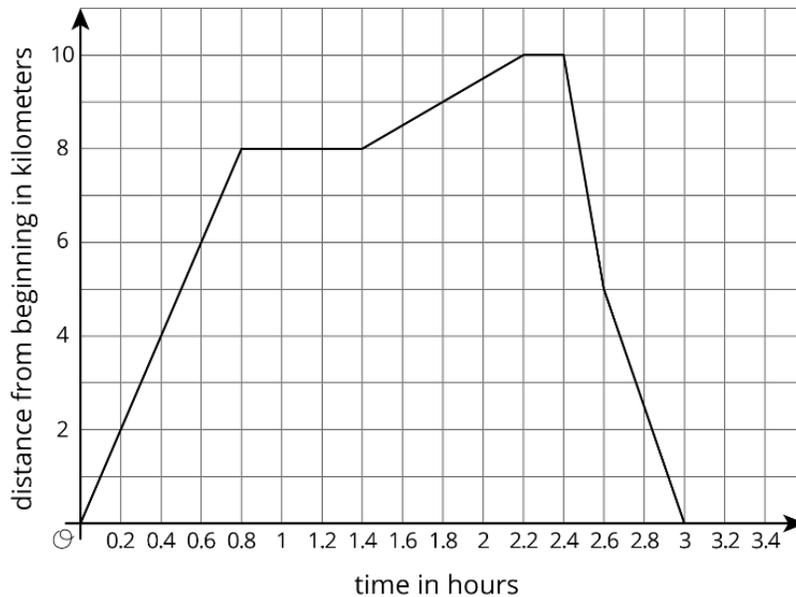
**Practice** (Source: <https://im.kendallhunt.com>)

1. The graph shows the distance of a car from home as a function of time.



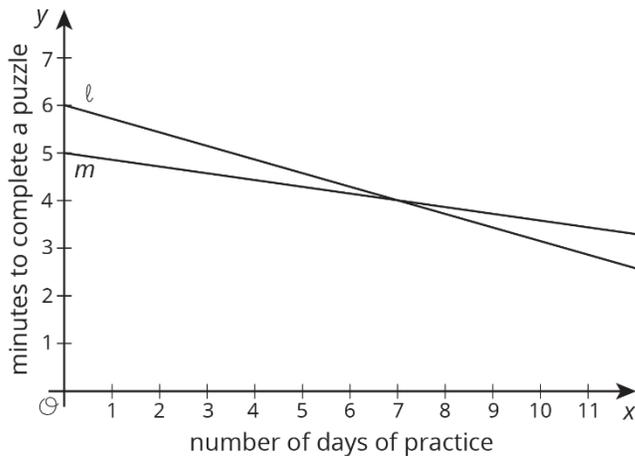
Describe what a person watching the car may be seeing.

2. This graph shows a trip on a bike trail. The trail has markers every 0.5 km showing the distance from the beginning of the trail.



- When was the bike rider going the fastest?
- When was the bike rider going the slowest?
- During what times was the rider going away from the beginning of the trail?
- During what times was the rider going back towards the beginning of the trail?
- During what times did the rider stop?
- Write a story that could describe the biker's trip on this trail ride.

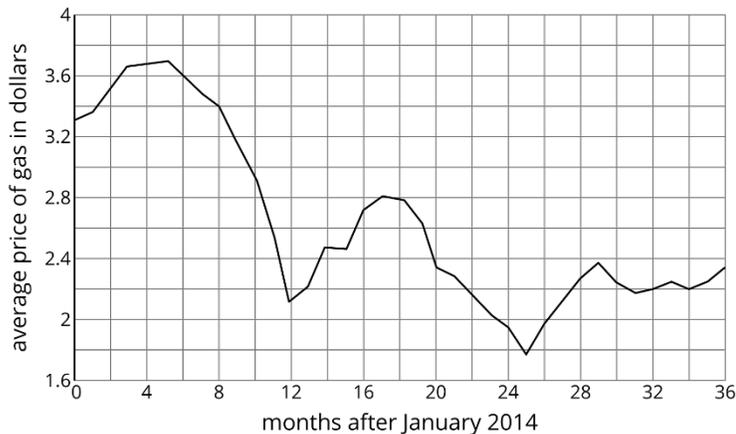
3. Two students join a puzzle solving club and get faster at finishing the puzzles as they get more practice. Student A improves their times faster than Student B.



a. Match the students to the Lines  $l$  and  $m$ .

b. Which student was faster at puzzle solving before practice? Explain how you know.

4. The graph represents the average price of regular gasoline in the United States in dollars as a function of the number of months after January 2014.



a. How many months after January 2014 was the price of gas the greatest?

b. Did the average price of gas ever get below \$2?

c. Describe what happened to the average price of gas in 2014.

d. Find out today's gas price and see how it compares on the graph.

5. **Would You Rather?** (Source: <https://www.wouldyourathermath.com/>)

Note: 6 bananas weigh approximately 3lbs.

Whichever option you choose, justify your reasoning.

Pay \$0.24 for each banana OR  
Pay \$1.99 per pound of bananas?





# SCIENCE-8

## Curiosity to Questioning

**Step 1:** Review the rules for asking questions.

1. Ask as many questions as you can
2. Do not stop to discuss, judge or answer the questions
3. Write down every question exactly as you think of it
4. Change any statement into a question



What might be difficult about following the rules?

**Step 2:** Ask questions.

Look at it and think about what questions you have. Ask away! Don't forget:

- Follow the rules.
- List and number your questions.



**Focus:** These birds are all found in the same place and look very much alike. How come their beaks are so different?

Questions: (Try for five or more 😊)

**Step 3:** Improve your questions.

Go down your list of questions and label each with a “C” for **closed-ended** or “O” for **open-ended**.

- **Closed-ended:** can be answered with “yes” or “no” or with one word.
- **Open-ended:** requires an explanation and cannot be answered with "yes", “no”, or one word.



What are the advantages and disadvantages of asking each type of question?

	Advantages	Disadvantages
Closed-Ended		
Open-Ended		

Now, change one question on your list from **closed** to **open**, and one from **open** to **closed**. *For example: “Does the weather matter?” becomes “How does the weather matter?” or “What is...” becomes “What if...”*

**Step 4:** Strategize. Pick your best questions and decide how you will use them.

Look at your list and choose your 3 most important questions. Draw a ★ next to the ones you chose.



What were your reasons for selecting those three?

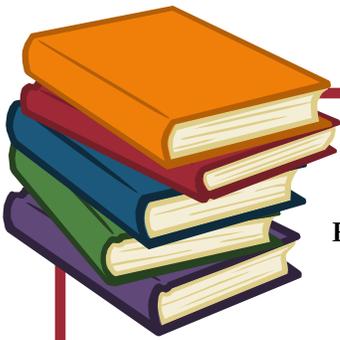
**Step 4:** Reflect on the work you just did.



What did you learn?



How did you learn it?



## ENGLISH/LANGUAGE ARTS: GRADE 8

### Reading Closely for Textual Details: “We Had to Learn English”

Over the next few weeks, we will be exploring a series of related texts, images, and multi-media. They are connected but you will need to use your close reading skills to determine what those connections are. We will examine texts and ask you to analyze their Central Idea and how supporting details help develop it.

#### Learning Goal/s:

- Students learn to use questions to guide their approach to, reading, and deeper analysis of texts.
- Students read and analyze informational texts.

### Attending to Details in Multi-Media: Comparing Poetry and Images

**Step 1.** First Impressions – View the image of the Statue of Liberty. **What does The Statue of Liberty symbolize for Americans? How is this similar or different immigrants? To the rest of the world?**

**Step 2.** Read the poem, “*The New Colossus*”. What themes seem to be developed in her imagery? Construct a theme statement in the space below.

**Step 3.** Compare the image of Colossus of Rhodes with the Statue of Liberty. What do these two structures have in common? What modern updates would you make if you were constructing a new version of this iconic piece?

The following sonnet is engraved in bronze at the base of the Statue of Liberty. It was written by the American poet Emma Lazarus in 1883 to help raise funds for the erection of the statue, *The New Colossus*, the statue's official title.

“Not like the brazen giant of Greek fame,  
With conquering limbs astride from land to land;  
Here at our sea-washed, sunset gates shall stand  
A mighty woman with a torch, whose flame  
Is the imprisoned lightning, and her name statue  
Mother of Exiles. From her beacon-hand  
Glow's world-wide welcome; her mild eyes command  
The air-bridged harbour that twin cities frame.  
“Keep, ancient lands, your storied pomp!” cries she  
With silent lips. “Give me your tired, your poor,  
Your huddled masses yearning to breathe free,  
The wretched refuse of your teeming shore.  
Send these, the homeless, tempest-tost to me,  
I lift my lamp beside the golden door!”

Theme Statement: \_\_\_\_\_

\_\_\_\_\_

The Colossus of Rhodes was a statue of the Greek sun-god Helios, erected in the city of Rhodes, on the Greek island of the same name in 280 BC. It is one of the Seven Wonders of the Ancient World but sadly collapsed during an earthquake in 226 BC. It is the inspiration for French Artist Frederic Auguste Bartholdi's iconic Statue of Liberty.



**Get To Know the Tool:** As you begin reading more connected texts, we will be capturing out thoughts using the Questioning Texts Tool. It will help you organize basic information about each text and focus your reading. You will use this paired with your guidin questions handout searching for details to construct new text-specific questions for each passage. Download and print the organizer or construct your own in your notes.

Name ..... Text .....

<b>APPROACHING THE TEXT</b>			
Before reading, I consider what my specific purposes for reading are.			
I also take note of key information about the text.		Title:	Author:
		Source/Publisher:	Publication Date:
What are my reading purposes?			
What do I already understand about the text based on this information?			



<b>QUESTIONING THE TEXT</b>	
As I read the text for the first time, I use guiding questions that relate to my reading purpose and focus. <i>(Can be taken from the Guiding Questions handout).</i>	
Guiding questions for my first reading of the text:	
AS I READ I MARK DETAILS ON THE TEXT THAT RELATE TO MY GUIDING QUESTIONS.	
Text-specific questions to help focus my re-reading of the text:	
As I re-read, I use questions I have about specific details that have emerged in my reading to focus my analysis and deepen my understanding.	

## Approaching a New Text: *On the Trail of the Immigrant*, Edward Steiner

**Step 1.** As you read, use 1 or more of the following questions to guide your thinking.

What words and phrases are powerful or unique?

What do the author's words cause me to see or feel?

What words do I need to define to better understand the text?

**Step 2.** Complete the Questioning Texts tool from the previous page.

### *On the Trail of the Immigrant*

Edward Steiner. Fleming H. Revel, 1906

#### Excerpt: Chapter V, At the Gateway

The barges on which the immigrants are towed towards the island are of a somewhat antiquated pattern, and if I remember rightly have done service in the Castle Garden days, and before that some of them at least had done full service for excursion parties up and down Long Island Sound. The structure towards which we sail and which gradually rises from the surrounding sea is rather imposing, and impresses one by its utilitarian dignity and by its plainly expressed official character.

With tickets fastened to our caps and to the dresses of the women, and with our own bills of landing in our trembling hands, we pass between rows of uniformed attendants, and under the huge portal of the vast hall where the final judgment awaits us. We are cheered somewhat by the fact that assistance is promised to most of us by the agents of various National Immigrant Societies who seem both watchful and efficient. Mechanically and with quick movements, we are examined for general physical defects and for the dreaded trachoma, an eye disease, the prevalence of which is greater in the imagination of some statisticians than it is on board immigrant vessels. From here we pass into passageways made by iron railings, in which only lately, through the intervention of a humane official, benches have been placed, upon which, closely crowded, we await our passing before the inspectors.

Already a sifting process has taken place; and children who clung to their mother's skirts have disappeared, families have been divided, and those remaining intact, cling to each other in a really tragic fear that they may share the fate of those previously examined. A Polish woman by my side has suddenly become aware that she has one child less clinging to her skirts, and she implores me with agonizing cries, to bring it back to her. In a strange world, at the very entrance to what is to be her home, without the protection of her husband, without any knowledge of the English language, and with no one taking the trouble to explain to her the reason, the child was snatched from her side. Somewhere it is bitterly crying for its mother, and each is unconscious of the other's fate.

<b>Antiquated</b> – advanced in age; outdated	<b>Excursion</b> – brief pleasure trip (here in contrast to the purpose of transporting the immigrants)	<b>Imposing</b> – impressive in size or grandeur
<b>Utilitarian dignity</b> – usefulness or practicality, that is also worthy of respect or honor	<b>Portal</b> – door or entrance, especially a grand or imposing one	<b>Trachoma</b> – chronic and contagious disease of the eyes that can lead to blindness
<b>Statisticians</b> – analysts who study statistics to measure things; number-crunchers	<b>Agonizing</b> – heartbreaking; showing great pain or distress	

# PE/Health Journal

## Habit 2: Begin with the End in Mind

With fewer commitments to attend in the next month, what goals can you accomplish to manage your overall wellness? Make direct connections between your **physical activity, sleep, social/emotional** reflection log.

- What are 3 personal goals you can accomplish in the next month? Write them in SMART goal format.
- Use bullets to describe steps you will take to accomplish your goal.
- Use your Physical Activity Day and Emotion tracker to hold yourself accountable.

**Goal/Objectivo #1:** \_\_\_\_\_

Physical Activity/Actividad física

**Steps/Pasos:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Goal/Objectivo #2:** \_\_\_\_\_

Sleep/Sormir

**Steps/Pasos:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Goal/ Objectivo #3:** \_\_\_\_\_

Social & Emotional/Emocional

**Steps/Pasos:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

