

Visual Arts 6-8

Task: Using the Creative Process, design a piece a work of art which illustrates your understanding and/or opinion of current events. Complete your artwork by applying multiple Elements of Art and Principles of Design. Examples of current events might include concepts such as *coronavirus*, *covid19*, *distance learning*, *social distancing*, *shelter in place* but may focus upon ANY OTHER current event.

Creative Process	Example	
<ol style="list-style-type: none"> 1. Imagine – use your imagination to brainstorm ideas by asking questions, having conversations, and recording ideas. 2. Experiment – Arrange your ideas in a sketch or series of sketches. 3. Create – Assemble your plan into a final arrangement and complete work of art. 4. Reflect & Refine – Think about the process from idea to product. What would you do differently next time? What went well? 		
<p style="text-align: center;">Discussion</p> <p>With someone in your household, reflect upon your experience engaging the Creative Process and making your own original current event artwork.</p> <ul style="list-style-type: none"> • How did brainstorming and planning out your idea help with your success? • What aspects of your artwork do you like? Why? • What aspects of your artwork would you refine or change based upon your reflection Why? • How many Elements of Art or Principles of Design did you include? • How and why do you think the Elements and Principles are helpful when creating art? 		
Elements of Art	Principles of Design	
<ol style="list-style-type: none"> 1. Line 2. Shape 3. Form 4. Color 5. Space 6. Texture 	<ol style="list-style-type: none"> 1. Balance 2. Emphasis 3. Movement 4. Pattern 5. Unity 	<ol style="list-style-type: none"> 6. Repetition 7. Proportion 8. Rhythm 9. Variety 10. Contrast
Optional		
<p>Connect with us! Share/talk about your design online and tag #dmepsdistanceart. If you know it, tag your school’s art department on Instagram. Hoyt Middle School: @hoyt.heart, Meredith Middle School: @meredith_visual_arts, Harding Middle School: @hardingartpack, Merrill Middle School: @mustang.studio</p>		



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: Describe how various events are related to the primary cause of the Civil War (**directions on back**)

Event 1: Missouri Compromise

What: In 1820, Congress had to decide how new states would enter the Union. One big question was whether new states would support or oppose slavery. This was important because the slave-supporting states and free states were roughly balanced and there was a fear that if one side had more power, they would change laws to benefit their sides. The *Missouri Compromise* established the idea that for every state supporting slavery that entered the Union, a state opposing slavery would also enter the Union. In this case, Missouri entered the Union supporting slavery and Maine entered the Union opposing it.

Why It Matters: This compromise kept the balance in place. It ensured that neither side would have an advantage.

Event 3: Fugitive Slave Acts

What: As part of the *Kansas-Nebraska Act*, any escaped slaves remained the property of their owners. The owners had the right to have their slaves returned, even if those people were in a state that did not allow slavery. The *Fugitive Slave Act* meant Black Americans in the North could be forcibly returned to the South, even if they weren't an escaped slave. It also made abolitionists in the North feel that they were a part of keeping slavery going in the South because they legally had to return, and not protect, escaped slaves.

Why It Matters: For Northern abolitionists, these Acts pushed them to be more committed to ending slavery altogether. For Southerners, it further committed them to defending their right to own slaves in states that had banned slavery.

Event 5: Nullification Crisis

What: In 1828 and 1832, Congress passed a law that increased the taxes, or tariffs, on imported manufactured goods. The purpose was to help American manufacturing, but the economy in some states suffered because of this. The state that suffered the most was South Carolina. They had been advocating for a repeal of these tariffs but had not been successful. In 1832, South Carolina decided that the tariffs were not constitutional, so they were not going to follow them within their borders. Both South Carolina and the U.S. Government prepared to take military action to force South Carolina to follow federal law - including Congress passing the *Force Act* that gave the president the power to use the military to force states to follow federal law. Before it came to that, a compromise was reached and South Carolina agreed to follow the law and collect the tax on imported goods.

Why It Matters: Are states required to uphold all laws passed by Congress, even if they think they are unconstitutional? This test case suggests that the answer is yes, especially with the *Force Act* allowing the president to use the military to enforce laws.

Event 7: Birth of the Republican Party

What: Before 1854, the two parties in America were the Democrats and the Whigs. These two parties had strong memberships in both the North and the South. Starting in 1854, the Whig party began to fall and the Republicans began to rise with a platform that in part called for the end of the *Fugitive Slave Laws* and slavery itself. By 1860, the Democrats were a party of the South and the Republicans were a party of the North. This made their slavery positions tied to the people they represented.

Why It Matters: The North, by 1860, had a strong anti-slavery message. The South was concerned that a victory for the Republicans was a victory for the abolitionists.

Event 9: Uncle Tom's Cabin

What: *Uncle Tom's Cabin* was a novel written by Harriet Beecher Stowe, an abolitionist, in 1852. It told the story of Uncle Tom, a long-suffering slave who shed light on the terrible conditions that slaves lived under. It became a best-selling novel and was a rallying cry for abolitionists against the horror of slavery. Southerners criticized the novel for being inaccurate and overstating the conditions of most slaves. They pointed out that Ms. Stowe had never been to a southern plantation, so how could she know what was happening there? Stowe responded by publishing her sources, interviews with multiple people who had escaped slavery and her own experiences living in a border state.

Why It Matters: *Uncle Tom's Cabin* was the closest many abolitionists would come to experiencing slavery. Abolitionists felt it helped them understand the evil they were fighting, as well as gave them hope that Christian charity could overcome it. Southerners felt that it was another indication that abolitionists were not concerned with understanding their culture or way of life, further breaking down communication between the two sides.

Event 2: Kansas-Nebraska Act

What: Starting in the 1850s, an idea began to take hold that local elections should determine whether a state entered the Union allowing slavery or banning slavery. This idea was known as *popular sovereignty*, or the people having the power to make the decision. In the case of Kansas, this meant that there was a vicious battle for the vote resulting in the loss of life on both sides. In the end, Kansas entered the Union banning slavery but it was a very difficult time in their history.

Why It Matters: In May of 1856 the Pottawatomie Massacre occurred when John Brown, an abolitionist who had come to Kansas in order to free slaves and violently resist Kansas becoming a slave state, killed five pro-slavery men. This event made national news, it raised distrust on both sides of the issue of slavery. It also established that there were abolitionists who were willing to kill and die to end slavery.

Event 4: Dred Scott Decision

What: In 1857, the Supreme Court handed down their decision in the case of *Scott vs Sanford*. In this case, Dred Scott had been born a slave in Virginia in 1795. Over the course of his life, he had been brought to territories including Illinois and Wisconsin that did not allow slavery. When his owner refused to buy freedom for himself and his family, Dred Scott decided to ask the courts to give him freedom. The Supreme Court ruled that as a person of African descent, Mr. Scott was not a citizen according to the Constitution. Because he was not a citizen, he could not ask the courts to grant him his freedom. The Court also ruled that Congress could not establish territories that banned slavery. If it was legal anywhere, it was legal everywhere.

Why It Matters: The Dred Scott decision was fiercely attacked by abolitionists, including Abraham Lincoln, as a possible first step in guaranteeing the right to own slaves in all states.

Event 6: Attack on Harpers Ferry

What: In 1859, John Brown attempted to cause a slave revolt by attacking the U.S. military at Harpers Ferry in West Virginia. Brown had begun using violence to advance the cause of abolition in Kansas and his ambition had grown since then. At Harpers Ferry, he believed that if he could take weapons from the U.S. military for slaves, he could lead a revolt that would end slavery in the United States. The attack ended with Brown captured and later executed for his involvement in the attack.

Why It Matters: The raid on Harpers Ferry made John Brown a hero to abolitionists fighting against slavery. Southerners who wanted to avoid a slave uprising at all costs because they feared slaves would kill them in the attack. The military's quick response to the attack and swift punishment for Brown was important for the South to feel protected.

Event 8: Election of 1860

What: In 1860, Abraham Lincoln won the presidential election on a platform that was against expansion of slavery. This was a major concern for the South. The presidential race had four candidates:

1. Abraham Lincoln, for the Republicans.
2. Stephen Douglas, a Democrat from Illinois who favored popular sovereignty (letting states and territories decide for themselves on the question of slavery).
3. John Breckenridge, for the Southern Democrats (who favored keeping the status quo).
4. John Bell, of the Constitutional Union Party (who favored not engaging with the question of slavery in order to keep the states united).

Abraham Lincoln won the election with the majority of the electoral college but without a majority of votes in the states.

Why It Matters: Lincoln's victory was seen by the South as a signal that abolitionists in the North would control the national discussion about slavery and states' rights to make their own decision on that issue.

Event 10: 3/5ths Compromise

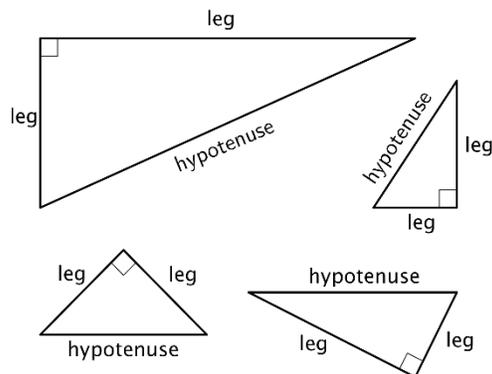
What: When the Constitution was drafted, there was a question of how to count slaves. The South needed a way to balance the population of the North and this allowed them to count their slaves towards their population without giving them full rights.

Why It Matters: This part of Constitution was controversial from the beginning and abolitionists were rallying against it during the administration of President Washington. It was also the basis for the Dred Scott decision because it specifically defined enslaved people as less than full citizens.

8th Grade Math Resources

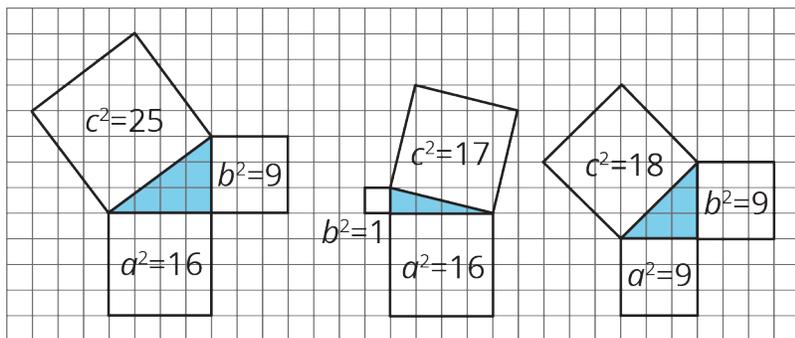
Pythagorean Theorem Intro Summary (Source: <https://im.kendallhunt.com>)

A *right triangle* is a triangle with a right angle. In a right triangle, the side opposite the right angle is called the **hypotenuse**, and the two other sides are called its **legs**. Here are some right triangles with the hypotenuse and legs labeled:



We often use the letters a and b to represent the lengths of the shorter sides of a triangle and c to represent the length of the longest side of a right triangle. If the triangle is a right triangle, then a and b are used to represent the lengths of the legs, and c is used to represent the length of the hypotenuse (since the hypotenuse is always the longest side of a right triangle).

Here are some right triangles:



Notice that for these examples of right triangles, the square of the hypotenuse is equal to the sum of the squares of the legs. In the first right triangle in the diagram, $9 + 16 = 25$, in the second, $1 + 16 = 17$, and in the third, $9 + 9 = 18$.

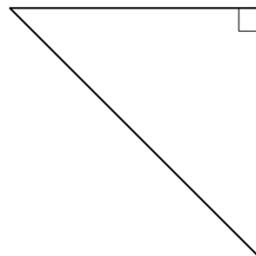
This property (called the **Pythagorean Theorem**) can be written as: $a^2 + b^2 = c^2$

The name comes from a mathematician named Pythagoras who lived in ancient Greece around 2,500 BCE, but this property of right triangles was also discovered independently by mathematicians in other ancient cultures including Babylon, India, and China. In China, a name for the same relationship is the Shang Gao Theorem.

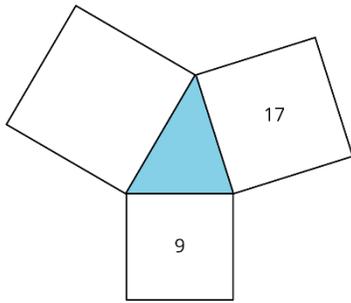
It is important to note that this relationship does not hold for *all* triangles, only *right* triangles.

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

- Label each side of these triangles as *leg* or *hypotenuse*.



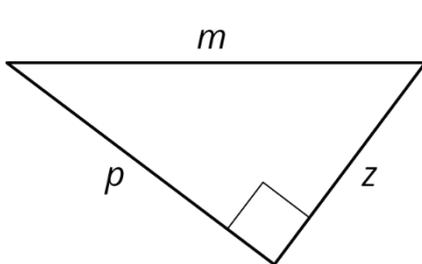
2. Here is a diagram of an acute triangle and three squares.



Priya says the area of the large unmarked square is 26 square units because $9 + 17 = 26$. Do you agree? Explain your reasoning.

3. m , p , and z represent the lengths of the three sides of this right triangle.

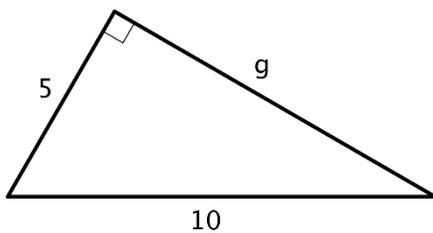
Select **all** the equations that represent the relationship between m , p , and z .



- a. $m^2 + p^2 = z^2$
- b. $m^2 = p^2 + z^2$
- c. $p^2 + m^2 = z^2$
- d. $z^2 + p^2 = m^2$
- e. $p^2 + z^2 = m^2$

Finding Unknown Side Lengths Example (Source: <https://im.kendallhunt.com>)

There are many examples where the lengths of two legs of a right triangle are known and can be used to find the length of the hypotenuse with the Pythagorean Theorem.



The Pythagorean Theorem can also be used if the length of the hypotenuse and one leg is known, and we want to find the length of the other leg. Here is a right triangle, where one leg has a length of 5 units, the hypotenuse has a length of 10 units, and the length of the other leg is represented by g .

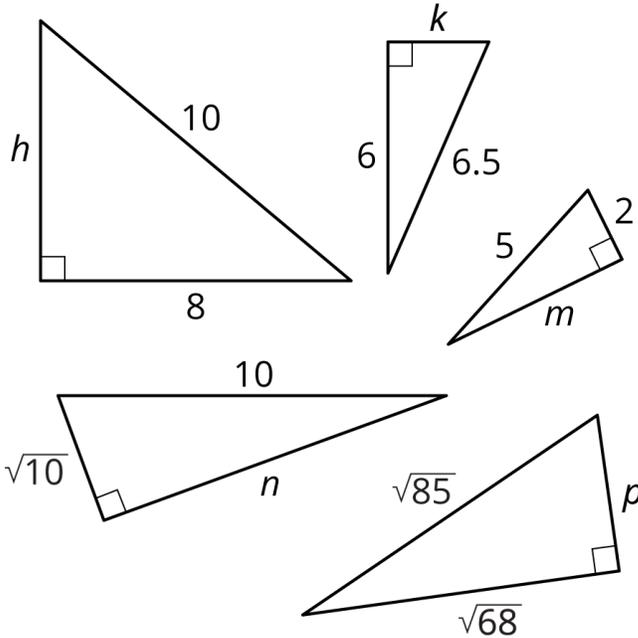
Start with $a^2 + b^2 = c^2$, make substitutions, and solve for the unknown value. Remember that c represents the hypotenuse: the side opposite the right angle. For this triangle, the hypotenuse is 10.

$$\begin{aligned}
 a^2 + b^2 &= c^2 \\
 5^2 + g^2 &= 10^2 \\
 g^2 &= 10^2 - 5^2 \\
 g^2 &= 100 - 25 \\
 g^2 &= 75 \\
 g &= \sqrt{75}
 \end{aligned}$$

Use estimation strategies to know that the length of the other leg is between 8 and 9 units, since 75 is between 64 and 81. A calculator with a square root function gives $\sqrt{75} \approx 8.66$.

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

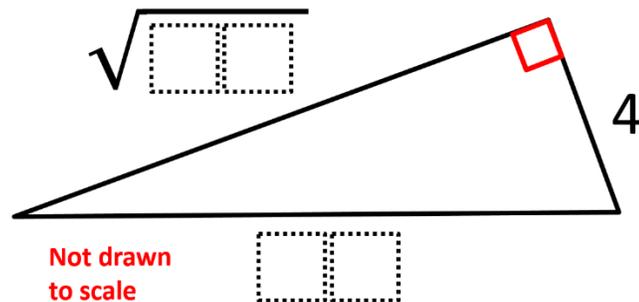
4. Find the exact value of each variable that represents a side length in each right triangle.



$h =$	$k =$	$m =$	$n =$	$p =$
-------	-------	-------	-------	-------

5. **Pythagorean Theorem Puzzle** (Source: <https://www.openmiddle.com/>)

Using the digits 0 to 9, at most one time each, fill in the boxes to find two pairs of possible lengths for the missing sides.





SCIENCE-8

Explore Traits, Survival and Populations

Animals, such as pigeons, may all seem alike. If you consider them more in detail, they have things which make them unique from each other even in if they are all still pigeons. These things are called traits. The coloring of a pigeon's feathers is a trait. This investigation will simulate how feather color impacts a group/population of pigeons in living in various places.

Focus Question:

Which feather color trait will be a good thing to help those pigeons survive and reproduce?

Materials

- A friend or family member
- Sheet of white paper and newspaper
- tweezers pointed tool to grip small items
- timer, stopwatch or clock with seconds hand (must measure seconds)
- Scissors or hole puncher
- 30-50 newspaper confetti pieces
- 30-50 white confetti pieces
 - confetti tip (Circles made with hole punch or tiny squares cut about the same size)

Steps:

1. Place a sheet of white paper on the table
2. Have a friend or family member, spread 30 white confetti and 30 newspaper confetti over the white paper while the other person isn't looking. Make sure they don't overlap much.
3. You will act as a "predator" who like to eat pigeons. You will have 15 seconds (use the time or have a family member count to 15) to pick up as many confetti pieces as possible using the tweezers or other similar too. Try not to use your hand.
4. Count the number you picked up and what color they were. Record this in the table on the next page.
5. Count how many of each color confetti remain on the white paper. The number that are left are **doubled** to represent the next generation as those pigeon survived to reproduce.
6. Record in the table on the next page. Calculate up to five generations.
 - a. So if only 10 newspaper confetti remain that becomes 20 newspaper pigeons in the table.
7. Repeat this activity three more times
 - a. white confetti on a newspaper background,
 - b. newspaper confetti on a white background,
 - c. newspaper confetti on a newspaper background.
 - d. Record the counts in table.

Flip the page

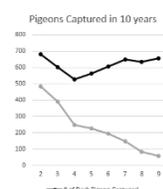


Figure 1: Answer for graph on the next page

Populations Start on White Background				
Starting Population		Final Populations (how many of the original were left)		
Generation	Newspaper	White	Newspaper	White
1	30	30		
2				
3				
4				
5				

Double these final numbers to get your starting population for the next generation

Populations Start on Newspaper Background				
Starting Population		Final Populations (how many of the original were left)		
Generation	Newspaper	White	Newspaper	White
1	30	30		
2				
3				
4				
5				

Double these final numbers to get your starting population for the next generation

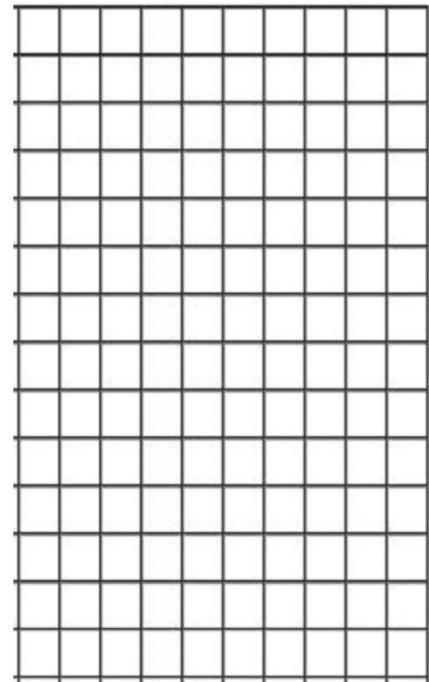
Analysis

- Describe the patterns you notice in the table. Why do you think these patterns are happening?
- What moth coloration is the best trait adaptation for a dark (newspaper) **background**? How do you know?

3. Below is information from a real pigeon population. Complete a graph. Plot the years of the study on the X-axis (bottom), and the number of pigeons captured on the Y axis (left side). You should have 2 lines on your graph - one for light pigeons, and one for dark pigeons.

4. What can the graph suggest about the environment of these pigeons?

Year	# of Light Pigeons Captured	# of Dark Pigeon Captured
2	537	112
3	484	198
4	392	210
5	246	281
6	225	337
7	193	412
8	147	503
9	84	550
10	56	599



(See graph answer on previous page)

Beginning and New to Spanish

Silly Story- Draw the comic

Read the short story below. It is about a **gato** (cat) and a **perro** (dog). Draw what you understand in the boxed. Use your packets from previous weeks to help with vocabulary.

Este es Gato. Gato es inteligente, amable, y serio	Este es Perro. Perro es cómico, amable, e inteligente.	Gato y Perro son amigos. Gato y Perro van a escuela Park Ave.	Gato y Perro van a la clase de arte. Gato y Perro pintan.
Gato pinta un bol de fruta en el papel.	Perro pinta la profesora en el papel.	¡CRAC!	¡Oh no! ¡Qué lío! <i>What a mess!</i>

Beginning and New to Spanish

Online supplement

Use a pencil, pen, marker, or crayon to color in the squares you hear announced in the video on the Canvas Spanish Week 3 page.

What image do you see?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Developing and Heritage Spanish

Logic Puzzle

Read the clues below. Use the grid to mark possible and impossible answers. Each student must have a different colored pants, shirt, pencil, and phone. (Example: A student with a red phone cannot have red pencil.)

Hay cuatro estudiantes que llevan camisas y pantalones de colores diferentes y tienen teléfonos y lápices de colores diferentes también.



	camisa azul	camisa verde	camisa roja	camisa amarilla	lápiz negro	lápiz anaranjado	lápiz rojo	lápiz amarillo	teléfono verde	teléfono anaranjado	teléfono morado	teléfono rojo
pantalones negros												
pantalones azules												
pantalones verdes												
pantalones morados												
teléfono verde												
teléfono anaranjado												
teléfono morado												
teléfono rojo												
lápiz negro												
lápiz anaranjado												
lápiz rojo												
lápiz amarillo												

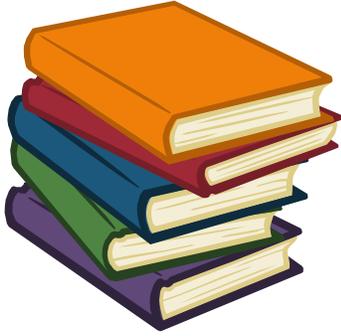
Logic Terms:

entre - between
 ni - neither/nor
 o - or
 antes - before
 después - after
 que - than, that
 cada - each/every

Verbos:

lleva - wears
 tiene - has
 le gusta - likes

1. Cada estudiante tiene cuatro posesiones de cuatro colores diferentes (la camisa, el lápiz, el teléfono y los pantalones de cada estudiante son de colores diferentes)
2. Al estudiante que lleva la camisa azul no le gusta el color verde.
3. El estudiante que lleva los pantalones azules tiene un teléfono rojo.
4. El estudiante que tiene el teléfono anaranjado es el estudiante que lleva una camisa amarilla.
5. El estudiante que lleva una camisa verde no tiene un lápiz negro.
6. El estudiante que lleva pantalones morados tiene un lápiz anaranjado.



ENGLISH/LANGUAGE ARTS: GRADE 8

Reading Closely for Textual Details: *Rebels: Into Anarchy and Out Again* (excerpt)

Did you know that the greater background knowledge a person has around a topic, the more complex or difficult texts they can process? Even if it is far above their reading level. So, let's keep building up our understanding out this topic so we can dive into even more challenging texts in the future!

Learning Goals:

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

Questioning Texts: Please look below at the Questioning Texts document, which will help you organize basic information and focus your reading. You may find it helpful to locate the Guiding Questions handout from Week 4.

Name _____ Text _____

APPROACHING THE TEXT	What are my reading purposes?		
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:
	Text Type:	Publication Date:	
	What do I already understand about the text based on this information?		



QUESTIONING THE TEXT	Guiding questions for my first reading of the text:
As I read the text for the first time, I use guiding questions that relate to my reading purpose and focus. (Can be taken from the Guiding Questions handout).	
AS I READ I MARK DETAILS ON THE TEXT THAT RELATE TO MY GUIDING QUESTIONS.	
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.	Text-specific questions to help focus my re-reading of the text:

Approaching a New Text: *Rebels: Into Anarchy and Out Again*, Marie Ganz and Nat J. Ferber

Step 1. Fill out the first part (Approaching the Text) of the Questioning Texts tool found on the previous page.

Step 2. Read the text below. As you read, use one or more of the following questions to guide your thinking and complete the second part (Questioning the Text) of the Questioning Text document.

Excerpt: Chapter 1

It was a home of two tiny rooms. The room in the rear was not much larger than a good-sized clothes closet, and not the stuffiest of closets could be more lacking in sunlight and air. The walls were as blank as an underground dungeon's. There was neither window nor **ventilating** shaft. The room in front, almost twice as large, though half a dozen steps would have brought anybody with full-grown legs across its entire length, was a kitchen and living-room by day, a bedroom by night. Its two little windows gave a view of a narrow, stone-paved court and, not ten feet away, the rear wall of another **tenement**. The sunlight never found its way into that little court. By day it was dim and damp, by night a fearsome place, black and **sepulchral**.

In this little bit of a home lived five persons, my father and mother, myself, my baby brother, and Schmeel, our boarder. What squalid home in New York's crowded ghetto is without its boarder? How can that ever-present **bogy**, the rent, be met without him? He must be wedged in somehow, no matter how little space there may be. My father had established this home, our first in the New World, through God knows how much toil and worry and self-sacrifice. It took him two years to do it, and he must have **haggled** with all the bartering instinct of his race over the price of many a banana in the stock on his pushcart in Hester Street before his little hoard of savings had grown large enough to hire and furnish those two miserable rooms and to send tickets to his family in Galicia.

I was only five years old when in the summer of 1896 we joined him in America, but I remember well the day when he met us at Ellis Island. He was like a stranger to me, for I had been not much more than a baby when he left us on our **Galician** farm, but no child could be on distant terms with him long. Children took to him at once. He understood them and was never so happy as when joining in their play. A quiet, unobtrusive man was my father, tall and slender, with a short yellow beard and mild blue eyes, and I have not forgotten the childlike glow of happiness that was in his face as he welcomed us.

Ventilating: something that provides a space with fresh air	Sepulchral: gloomy; dismal; suggesting characteristics associated with the grave
Bogy: same as bogie or bogeyman; monster; source of fear	Haggled: bargained; argued over price
Tenement: large residential building in a city, often with few luxuries; housing project	Galician: from Galicia, an area between Poland and Ukraine
Unobtrusive: understated; not noticeable; inconspicuous	

IMMIGRATION AND ELLIS ISLAND

It is hard to imagine it now, but until 1954, Ellis Island was the only place where immigrants from all over the world were processed and given their papers to enter the United States.



ELLIS ISLAND AND CASTLE GARDEN

1855-1890, Castle Garden served as the primary New York state immigration station.



8 MILLION

1855-1890, Castle Garden served as the primary New York state immigration station.

12M

Number of immigrants processed at Ellis Island, 1892-1954

17-30

average age of immigrants (years old)

11,747

immigrants processed in one day in 1907

500

babies were born on Ellis Island

ON JUNE 14, 1897, A FIRE DESTROYED MOST OF THE PASSENGER RECORDS.

40%

of all U.S. residents can trace heritage back to Ellis Island

BEYOND NEW YORK

Immigrants entered the United States through over 130 official ports of entry, not only Ellis Island. Learn about the 3 major ports and how many immigrants came through between 1820 and 1920.

SAN FRANCISCO

500,000

By the late 1840s, the majority of immigrants arriving in San Francisco came from Asia. Chinese immigrants arrived in the city in the thousands, and by the late 1850s and early 1860s, the city's population had grown to over 100,000.

BALTIMORE

1,500,000

Baltimore became a major port of immigration for immigrants from the Caribbean and the West Indies, who traveled to the city by ship and then by rail to the city.

PHILADELPHIA

1,200,000

Port of 1862. Philadelphia was a major port of entry for immigrants from the Caribbean and the West Indies, who traveled to the city by ship and then by rail to the city.



NEW ORLEANS

710,000

The development of marshes along the Mississippi River made New Orleans the best location for a port of entry for immigrants from the Caribbean and the West Indies, who traveled to the city by ship and then by rail to the city.

BOSTON

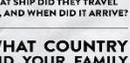
2,000,000

Boston was a major port of entry for immigrants from the Caribbean and the West Indies, who traveled to the city by ship and then by rail to the city.

WHAT CAN YOU LEARN FROM IMMIGRATION RECORDS?



WHAT FAMILY MEMBERS DID THEY TRAVEL WITH?



WHAT SHIP DID THEY TRAVEL ON, AND WHEN DID IT ARRIVE?



DID THEIR NAME CHANGE AFTER THEY IMMIGRATED?



WHAT COUNTRY DID YOUR FAMILY TRAVEL FROM?

Search for immigrant ancestors in complete Ellis Island and Port of New York Records for FREE!

FAMILYSEARCH.ORG

1820-1957 18,000,000
years covered in the immigration records images in the immigration records

129 MILLION

searchable (indexed) names contained in the immigration records



I suppose it is the experience of most people that among the little scraps of our past lives that we carry with us the most insignificant things are apt to stand out more clearly than others of greater moment. I have found it so. I like to go **groping** into the past now and then, stirred by curiosity as to how far memory will carry me. It is a fascinating game, this of peering into the dim **vistas** of the long ago, where the mists of time are shifting as if blown by the wind. Now against the far horizon one scene stands out clearly, then another, as the mists fall apart and close again. Now the perfume of flowers comes to me, and I see our garden in front of the old Galician home — the bright little spot which is all I remember of the Old World. Now a breath of salt air is in my face, and I see a rolling sea and a distant, low-lying shore — my one memory of our journey to America.

But however disconnected and far apart the few scenes that still come back to me from the first years of my life, I have glimpses of our arrival in New York that are as vivid as if it had been only yesterday. In a quiet hour alone I wave the years away, and I am a child again, trudging along beside my father, who, weighted down with the great rolls of bedding we had brought with us from the old home, is guiding us through strange, noisy streets. I am staring in wonder at the great buildings and the never-ending crowds of people. I am frightened, **bewildered**, ready to cry. I keep a tiny hand twisted in the tail of my father's coat, fearing to lose him. At last we turn into a dark, dirty alley, which runs like a tunnel under a tenement house and leads us to our future home in the building in the rear.

Oh, how hot and stuffy were those two little rooms that we entered! The city was scorching under one of the hot waves that bring such untold misery to the tenements. Not a breath of air stirred. The place was an oven. But, flushed with heat and perspiring though he was, my father ushered us in with a great show of joy and enthusiasm. Suddenly his smile gave way to an expression that rejected bitter disappointment and injured pride as he became aware of the disgust which my mother could not conceal.

"So we have crossed half the world for this!" she cried, thinking bitterly of the comfortable farmhouse we had left behind us. I can see her now as she stood that moment facing my father, her eyes full of **reproach** - a pretty, slender woman with thick, black hair and a face as fresh and smooth as a girl's.

I am sure it had never occurred to poor, dreamy, impractical Lazarus Ganz that his wife might be disappointed with the new home he had provided for her, or that he had ever fully realized how **squalid** it was. He was one of the most sensitive of men, and the look of pain in his face as he saw the impression the place made on her filled me with pity for him, young as I was. A five-year-old child is not apt to carry many distinct memories from that age through life, but that scene I have never forgotten.

Groping: feeling your way uncertainly or slowly; searching blindly	Bewildered: confused; puzzled; disoriented
Squalid: neglected and dirty; filthy; unpleasant	Reproach: criticism or disapproval for having done something wrong
Vistas: views seen through a long, narrow opening	

Explaining and Comparing Texts: Look back over your completed Questioning Texts handout. After reflecting upon your notes, write a one-paragraph response to both of the following prompts:

1. Compare the author's immigrant experience with what immigrants face today when arriving in the United States.
2. What specific details from the text caught your attention as a reader, and why? What questions do you still have after reading?

PE/Health Journal

Habit 3: Put Things First

Our health priorities can get out of balance because of our busy lives. As COVID-19 has impacted our daily routines, this is an opportunity and reminder to prioritize our health including our sleep.

<p>Did you know?</p> <p>Getting enough sleep helps you stay healthy, safe, and feeling good.</p>  <p>A good night's sleep will:</p> <ul style="list-style-type: none"> • Help you remember what you learned today • Give you energy for activities and play • Help you fight germs and illnesses • Make you feel better about yourself • Help you focus 	<p>Tips to a better night's sleep 🌙</p> <ul style="list-style-type: none"> • Try to eat your meals around the same time every day (2 to 3 hours before bedtime) • Sleep 10 to 11 hours every night • Limit naps to 30 minutes or less • Stay active for 20-30 minutes a day (5 to 6 hours before bedtime) • Limit caffeine and sugary drinks at night • Go to bed at night 🌙 and wake up at the same time each morning ☀️ • Follow a bedtime routine
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Over the next week, log and reflect on your sleep habits. Use the question prompts below to reflect on your sleep health and use the information below to brainstorm a goal to write in your SMART goal journal.

	Questions:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Complete in the Morning	☀️ I went to bed last night at (time).							
	I got up this morning at (time).							
	I slept for a total of (hours).							
	I woke up during the night (# times)							
Complete in the Evening	🌙 Number of caffeinated drinks today							
	Time of last caffeinated drink							
	What I did in the hour before I fell asleep? <small>(screen time, read a book, deep breathing)</small>							
	What is your mood today? 							

Using the information above; create a SMART goal in your journal.

Examples:

- I will get 8 hours of sleep at least 4 days a week.
- I will cut down on my screen time before bed by reading a book 10 minutes.
- By the end of the month, I will have a regular sleep routine, including a bedtime.