

Middle School art focuses on thinking about the personal and established criteria we use to evaluate artwork.

Task: Read the excerpt about a work *The Comedian*, a work of art by Italian artist Maurizio Cattelan. Use the prompts below and have a discussion with a family member about how personal criteria and established criteria can influence or determine the perception of an item's worth or value.

The Comedian, an art piece by Italian artist Maurizio Cattelan, sparks debate...and hunger.

The piece by Italian artist Maurizio Cattelan throws open the question of what makes an object a work of art. Cattelan is known for his controversial pieces, which ultimately question the concept of “art”. His latest work, titled “The Comedian” consisted of a banana duct-taped to a wall [Reference 1].

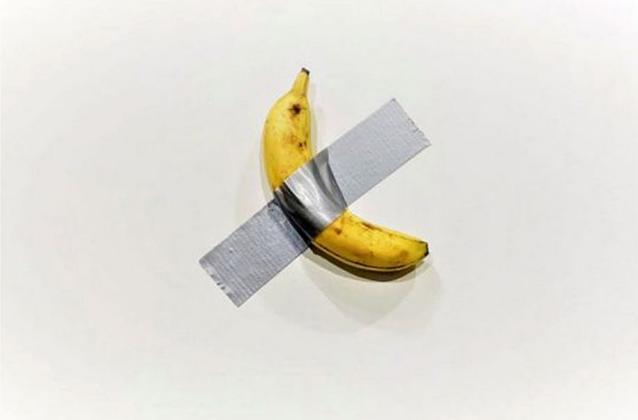
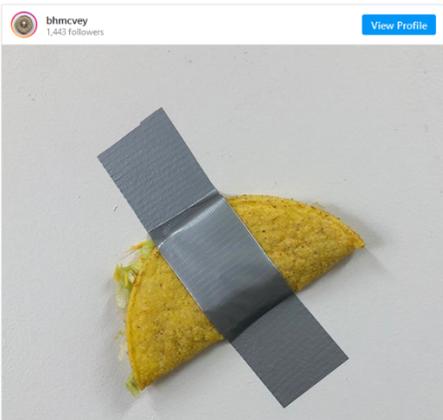
The idea behind it, according to experts, was to explore ‘how we assign worth and what kind of objects we value’. But now we are forced to talk in the past-tense because the unique banana art, which came in three copies met an untimely end when performance artist David Datuna took the fruit from the wall, peeled it and gulped it down in a couple of mouthfuls.

‘Art performance by me,’ he posted on Instagram. ‘I love Maurizio Cattelan artwork and I really love this installation. It’s very delicious.’

The remaining two copies reportedly sold to collectors for a total of \$120,000 (about £90,000). A member of the museum staff was understandably upset, but, to be fair to Datuna, the banana had a shelf life. And that shelf life was acknowledged by the original artist when he provided certificates of authenticity to the two collectors who obtained the remaining copies.

Ultimately, this display questions our very perception of art. Can food be art? Is something art even if it’s thrown together with found objects? Can something be art if it has a shelf life? If I can make the exact same thing at my own house, is it still art? Is it really valuable if anyone can do it? What influences the worth of art?

Social media was taken by storm when the art was revealed with comical replications of Cattelan’s work. Tacos with masking tape, bananas with “off-brand” packing tape, and more [Reference 2]. The satire (sarcasm/humor) surrounding “The Comedian” kept coming but in between every laughable response was an outcry of disgust or disapproval in the claim that any of this could be art. <https://www.countrylife.co.uk/luxury/art-and-antiques/focus-taped-banana-questioned-meaning-art-209074>

Original: <i>The Comedian</i> , Maurizio Cattelan [Reference 1]	Satire: <i>Duct Tape Taco</i> , @bhmcvey [Reference 2]
	

- Discussion Questions**
- Do you think this is art? Why or why not?
 - Does the piece meet your personal criteria for art?
 - What established criteria did the piece meet in order for it to have value?
 - In the case of the duct tape banana, what other factors do you think influenced the success of this “art”?
 - How does social pressure and the desire for “trend” influence the worth of an art piece or design?

Personal Criteria	Established Criteria
Refers to opinions that we form regarding artwork which are based upon personal preference and/or experience.	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.



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 the impact of the latter years of the Civil War.

Part 1: The End of the Civil War

Why was surrender the goal of the North?

In 1864 Abraham Lincoln was up for re-election. It was possible he wouldn't be re-elected. The North was tired of the war; they wanted to see it end and for things to return to some kind of normal. There was pressure on Lincoln to negotiate a peace with the Confederacy that would grant them their independence and withdraw Union troops from the South. Lincoln was determined that the Union would not lose any states and that abolishing slavery was a requirement to re-enter the Union.

When Lincoln won by a land-slide, he made the decision to do what it would take to bring the South around to rejoin the Union and agree to abolish slavery. In this lesson you'll be learning about the events that led to the unconditional surrender of the South. As we prepare to tell the stories of people who are living this history, how do you think people in the North and people in the South would be feeling about the war and their sacrifices at this point? How do you think they would want to see this ended?

How the war comes to an end will determine the future of the United States.

Part 2: Surrender

On April 3, 1865, Union soldiers captured the Confederate capitol in Richmond, Virginia. The Confederate Army was running west with the Union army close behind. On April 7th, **General Grant, the commander of the Union Army**, began exchanging letters with **General Lee, the commander of the Confederate Army**.

General Grant:

April 7th, 1865

The results of the last week must convince you of the hopelessness of further resistance on the part of the Army of Northern Virginia in this struggle. I feel that it is so, and regard it as my duty to shift from myself the responsibility of any further effusion of blood by asking of you the surrender of that portion of the Confederate States army known as the Army of Northern Virginia.

U.S. Grant, Lieutenant-General

So, you lost. I have your capitol city and your army on the run. I don't want any more blood on my hands, so surrender.

If you were a soldier at the time, how would you have reacted to General Grant's offer to accept surrender?

General Lee responded:

April 7th, 1865

General: I have received your note of this date. Though not entertaining the opinion you express of the hopelessness of further resistance on the part of the Army of Northern Virginia, I reciprocate your desire to avoid useless effusion of blood, and therefore, before considering your proposition, ask the terms you will offer on condition of its surrender.

R.E. Lee, General

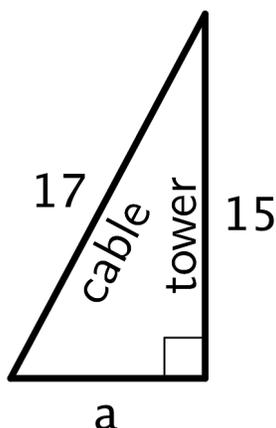
I disagree that I lost, I'm sure I could still beat you if I wanted to. But, I also don't want to have more blood on my hands. So, tell me what you'll give me to surrender and we can talk.

8th Grade Math Resources

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

The Pythagorean Theorem can be used to solve any problem that can be modeled with a right triangle where the lengths of two sides are known and the length of the other side needs to be found. For example, let's say a cable is being placed on level ground to support a tower. It's a 17-foot cable, and the cable should be connected 15 feet up the tower. How far away from the bottom of the tower should the other end of the cable connect to the ground?

It is often very helpful to draw a diagram of a situation, such as the one shown here:



It's assumed that the tower makes a right angle with the ground. Since this is a right triangle, the relationship between its sides is $a^2 + b^2 = c^2$, where c represents the length of the hypotenuse and a and b represent the lengths of the other two sides. The hypotenuse is the side opposite the right angle. Making substitutions gives $a^2 + 15^2 = 17^2$. Solving this for a :

$$a^2 + 15^2 = 17^2$$

$$a^2 + 225 = 289$$

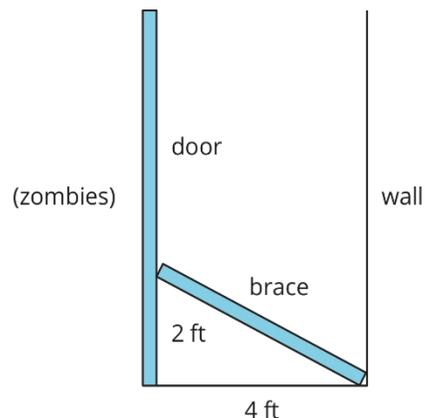
$$a^2 = 64$$

$$a = 8$$

So, the other end of the cable should connect to the ground 8 feet away from the bottom of the tower.

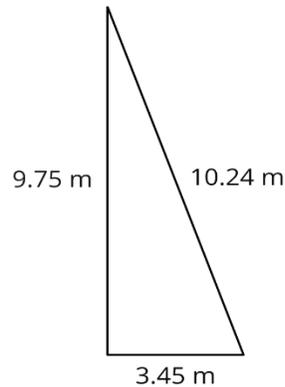
Practice (Source: <https://im.kendallhunt.com>)

- I. A man is trying to zombie-proof his house. He wants to cut a length of wood that will **brace** a door against a wall. The wall is 4 feet away from the door, and he wants the brace to rest 2 feet up the door. About how long should he cut the **brace**?

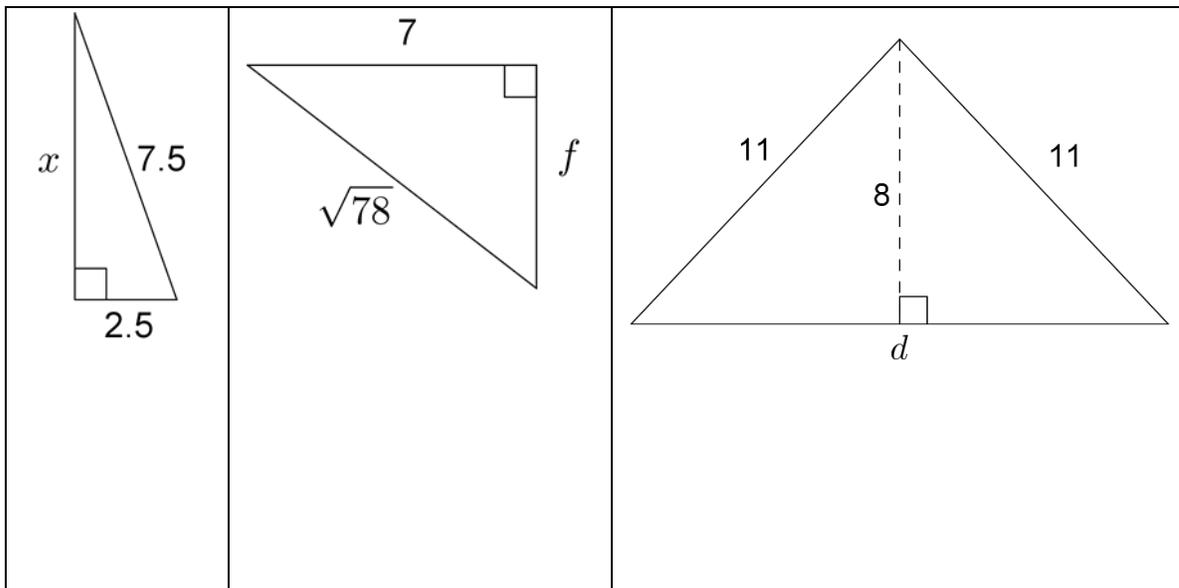




2. Sails come in many shapes and sizes. The sail on the right is a triangle. Is it a right triangle? Explain your reasoning.



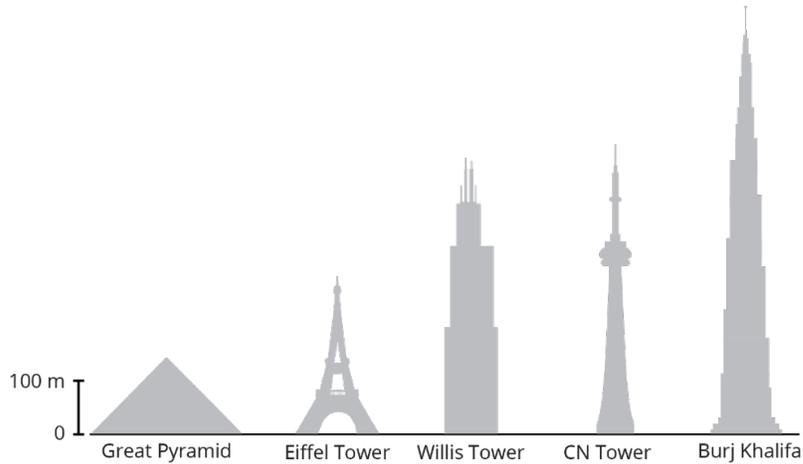
3. Find the value of each variable, to the nearest tenth.



4. A standard city block in Manhattan is a rectangle measuring 80 m by 270 m. A resident wants to get from one corner of a block to the opposite corner of a block that contains a park. She wonders about the difference between cutting across the diagonal through the park compared to going around the park, along the streets. How much shorter would her walk be going through the park? Round your answer to the nearest meter.

5. At a restaurant, a trash can's opening is rectangular and measures 7 inches by 9 inches. The restaurant serves food on trays that measure 12 inches by 16 inches. Jada says it is impossible for the tray to accidentally fall through the trash can opening because the shortest side of the tray is longer than either edge of the opening. Do you agree or disagree with Jada's explanation? Explain your reasoning.

Let's Talk About Math 6-8 – Here are some images and questions to start conversations. They might help you remember some of the math you've studied this year, and give you a chance to keep your "math talk" muscles in shape! (Source: <https://illustrativemathematics.blog/2020/04/08/im-talking-math-6-8-resources-for-weekly-re-engagement/>)



What do you notice?

What do you wonder?

a) What do you think the segment labeled "0" to "100m" means?

b) If your school were added to the image, what would it look like?



c) If the tallest building in Des Moines (801 Grand) were added, what would it look like?

d) About how tall is the actual Willis Tower (in Chicago)? About how tall is the actual Great Pyramid? Explain or show your reasoning.

e) The tallest mountain in the United States, Mount Denali in Alaska, is about 6,190 m tall. If this mountain were shown on the scale drawing, how would its height compare to the heights of the other structures? Explain or show your reasoning.



SCIENCE-8

Cause and Effect in Populations

Joyce Poole and other scientists working in Gorongosa National Park, Mozambique, made the striking observation that many female elephants lack tusks. Most African elephants have tusks, but historically only about 2% to 6% of females never grow them. In Gorongosa National Park, Poole found that among the older female elephants that survived a period of heavy poaching in the park, over 50% are tuskless. Among the younger females, who were born after this period of heavy poaching, 33% are tuskless.

Elephant tusks are important for obtaining food and water, so one might expect it to be a good thing to have tusks. However, some places the environment has a new predator, humans. Elephants with large tusks highly desired by poachers, who sell the tusks on the ivory market.

Directions: Complete the organizer below to explain what your think is happening this elephant population.

Cause		Effect
② Brainstorm Possible Causes <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Mechanism ➔	① Describe the phenomenon. More elephants born who cannot grow tusks.
③ Identify a scientific Cause		
④ Describe a causal Mechanism		
⑤ Formulate a Research Question		

thewonderofscience.com

For help on figuring out cause and effect- Watch the video at <https://youtu.be/Ke1qGciyT7U>

New to Spanish

Detective Work

Using the key vocabulary from previous weeks and this week, translate the four clues below.

muchacha girl **cansada** tired **enferma** sick

1. Elisa va al zoológico con su clase y ella no está enferma.
2. A la muchacha que va al zoológico con su familia le gusta el elefante.
3. La muchacha a que le gusta la jirafa no está cansada.
4. La muchacha que va al zoológico con su familia está feliz y no se llama Jessica.

Developing Spanish Skills

Logic Puzzle:

Use the clues above to figure out which girl likes which animal and with whom they go to the zoo.



	Elisa	Emilia	Jessica	elefante	cebra	jirafa	su familia	su clase	sus amigos
está feliz									
está cansada									
está enferma									
su familia									
su clase									
sus amigos									
elefante									
cebra									
jirafa									

Logic Terms:

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

Vocabulario:

- se llama - is named (calls herself)
- está - is
- va - goes
- le gusta - likes

Developing Spanish and Heritage Speakers

#STOPANIMALSELFIES EN COSTA RICA

SI QUIERES UNA FOTO, ¡POSE CON UN ANIMAL DE PELUCHE!

12 de noviembre: En Costa Rica hay más de 500 000 especies de plantas y animales. Por eso, ¡muchas personas quieren visitar Costa Rica! El turismo es la industria más importante en ese país. Su economía depende del turismo y muchos turistas visitan Costa Rica porque quieren ver a los animales en su hábitat natural. Los monos, los tucanes y los perezosos están entre los animales más populares.

Cuando los turistas visitan Costa Rica, muchos de ellos quieren tomar fotos de los animales. En especial, ¡quieren tomar selfies con los animales y quieren publicarlos en Instagram! Por eso, algunos turistas capturan a animales silvestres. Alimentan a los animales y después los capturan. Los manipulan para tomar el selfie perfecto con las criaturas.

Sin embargo, el Instituto Costarricense de Turismo no quiere que los turistas tomen selfies con los animales del país. Este mes, lanzaron una campaña. La campaña se llama #StopAnimalSelfies.

El ICT recomienda que los turistas posen con animales de peluche, pero no con animales reales.

El contacto directo entre personas y animales silvestres es muy malo. Las personas no deben interactuar con animales silvestres. La interacción entre personas y animales puede causar enfermedades y otros problemas. Por eso, el ICT dice que las personas deben observar a los animales pero nunca deben tocarlos— ¡ni para el selfie perfecto! Es importante que las personas respeten que son animales silvestres, no mascotas.

Los selfies inadecuados son problemáticos en muchos países. De hecho, Costa Rica es el 7.º país donde se toman más selfies inadecuados. Organizaciones en otros países también están prohibiendo los selfies con animales. Por ejemplo, una organización en Tasmania también dice a los turistas que no tomen selfies con los animales silvestres de la isla.

Speakers

What do you think?

Vocabulario Ayudante

- 1país country
- 2perezosos sloths
- 3tomar fotos to take photos
- 4algunos some
- 5silvestres wild
- 6alimentan they feed
- 7lanzaron they launched
- 8de peluche stuffed (of stuffing)
- 9deben they should
- 10enfermedades sicknesses



	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												

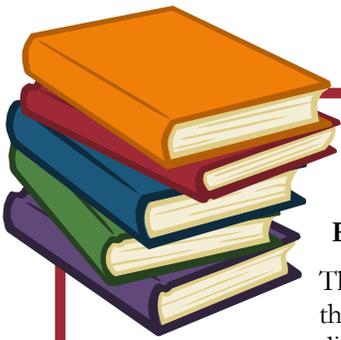
Answers to last week's logic puzzle (week 6):

The student with Black pants has a blue shirt, red pencil, and purple phone.

The student with blue pants has a green shirt, yellow pencil, and red phone.

The student with green pants has a yellow shirt, a black pencil, and an orange phone.

The student with brown pants has a red shirt, orange pencil, and a green phone.



ENGLISH/LANGUAGE ARTS: GRADE 8

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

This week we will continue to explore our topic through a new perspective. 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 of this topic so we can dive into even more challenging texts in the future!

Learning Goal/s

- Students read and analyze informational texts.
- Students support analysis of text with text evidence

Comparing Facts and Fiction: Authors often take real life events and use them as inspiration for fiction, poetry or art. You will be comparing two texts, a poem and a non-fiction article to look for connections.

Step 1: Read the poem and identify the Central Idea. Highlight or underline lines of supporting details.

IMMIGRANTS IN OUR OWN LAND

by Jimmy Santiago Baca
1979

We are born with dreams in our hearts,
looking for better days ahead.
At the gates we are given new papers,
our old clothes are taken
and we are given overalls like mechanics wear.
We are given shots and doctors ask questions.
Then we gather in another room
where counselors orient us to the new land
we will now live in. We take tests.
Some of us were craftsmen in the old world,
good with our hands and proud of our work.
Others were good with their heads.
They used common sense like scholars
use glasses and books to reach the world.
But most of us didn’t finish high school.

The old men who have lived here stare at us,
from deep disturbed eyes, sulking, retreated.
We pass them as they stand around idle,
leaning on shovels and rakes or against walls.
Our expectations are high: in the old world,
they talked about rehabilitation,
about being able to finish school,
and learning an extra good trade.
But right away we are sent to work as dishwashers,
to work in fields for three cents an hour.

The administration says this is temporary
so we go about our business, blacks with blacks,
poor whites with poor whites,

Chicanos and Indians by themselves.
The administration says this is right,
no mixing of cultures, let them stay apart,
like in the old neighborhoods we came from.

We came here to get away from false promises,
from dictators in our neighborhoods,
who wore blue suits and broke our doors down
when they wanted, arrested us when they felt like,
swinging clubs and shooting guns as they pleased.
But it’s no different here. It’s all concentrated.
The doctors don’t care, our bodies decay,
our minds deteriorate, we learn nothing of value.
Our lives don’t get better, we go down quick.

My cell is crisscrossed with laundry lines,
my T-shirts, boxer shorts, socks and pants are drying.
Just like it used to be in my neighborhood:
from all the tenements laundry hung window to
window.

Across the way Joey is sticking his hands
through the bars to hand Felipe a cigarette,
men are hollering back and forth cell to cell,
saying their sinks don’t work,
or somebody downstairs hollers angrily
about a toilet overflowing,
or that the heaters don’t work.

I ask Coyote next door to shoot me over
a little more soap to finish my laundry.
I look down and see new immigrants coming in,
mattresses rolled up and on their shoulders,
new haircuts and brogan boots,

looking around, each with a dream in their heart,
thinking they'll get a chance to change their lives.

But in the end, some will just sit around
talking about how good the old world was.
Some of the younger ones will become gangsters.
Some will die and others will go on living
without a soul, a future, or a reason to live.
Some will make it out of here with hate in their eyes,

but so very few make it out of here as human
as they came in, they leave wondering what good they
are now
as they look at their hands so long away from their
tools,
as they look at themselves, so long gone from their
families,
so long gone from life itself, so many things have
changed.

Step 2: Read the article and identify the Central Idea. Highlight or underline lines of supporting details.

California's Angel Island Immigration Station: Designed to Detain

By Grant Din, Cobblestone Magazine, Cricket Media

03/19/2020



A view of the wharf and main buildings on Angel Island, a U.S. immigration station in San Francisco Bay, CA

Angel Island has been called the "Ellis Island of the West," but it also is referred to as the "Guardian of the Western Gate." Although it was modeled on New York's famous immigration station, Angel Island Immigration Station did not offer the same welcome to newcomers. Federal laws had been passed to discourage or restrict immigration from Asian countries. Inspectors at Angel Island looked for reasons to reject the mostly Asian immigrants that came through the station.

Most of the immigrants who ended up at Angel Island had traveled by ship across the Pacific Ocean. First- and second-class passengers and those returning from a visit abroad were usually questioned aboard the ship and

allowed to disembark at a pier in San Francisco. Most third-class immigrants were transferred by ferry to Angel Island. By the time many of those immigrants set foot on the island, they had been traveling for several weeks. After storing large luggage in a shed on the dock, immigrants carried their smaller bags down a long pier to the island. The immigration station consisted of a small cluster of wooden structures: a large administration building, a detention barracks, a public health hospital and a power plant. A chain-link fence surrounded the complex of buildings.

The first stop was the administration building. Immigration officials separated Europeans from Asians and men from women. Each person was given an identification number and assigned to a dormitory. Chinese and Japanese men were housed in the detention barracks. Europeans and Asian women were kept in separate quarters on the second floor of the administration building.

The immigration station could accommodate up to 1,000 detainees. Rows and rows of metal bunk beds, three beds to a column, filled the dormitories. Stark bathrooms were equipped with showers, sinks and toilets. Immigrants were locked inside the barracks except for mealtimes, when guards escorted them to the dining hall in the administration building. Meals for the mostly Chinese detainees consisted of coarse rice, steamed vegetables and a little meat. Food was plentiful but not tasty, and Chinese men started food riots to express their dissatisfaction.

All immigrants underwent a physical examination to make sure they were of sound mind and in good health. Asian immigrants were subjected to an invasive examination of their blood and stools for signs of diseases. If sick, they were sent to the hospital for treatment. If carrying a contagious disease, they were automatically deported.

After passing the physical examination, immigrants were interviewed by a Board of Special Inquiry consisting of two immigrant officials, a stenographer and an interpreter. Officials wanted to make sure that newcomers had the ability to support themselves or had family members in the country who were prepared to help them. Many Chinese immigrants also tried to get around the Chinese Exclusion Act by claiming to be related to a merchant or a U.S. citizen. Birthright citizenship, or being able to claim a father who was a U.S. citizen, gave an immigrant legal status and the right to enter the country.

Aware of those efforts, officials subjected Chinese immigrants to more difficult interviews than they did for other detainees. They questioned each Chinese individual and anyone he or she claimed to have as a family in the United States. They asked a long list of detailed and obscure questions, such as "How many houses are there in your village? How many windows are there in your house? How many steps does it take to get to the village well? Is there a fishpond in the front? Where are your grandparents buried?" If any answers between family members did not match, the immigrant would be scheduled for deportation. Even some husbands and wives or fathers and children who were truly related failed the examination.

Most of the immigrants stayed for a few days or a few weeks. Some immigrants who faced deportation hired attorneys to appeal their cases — if they could raise the funds. An appeal took anywhere from several months to as long as two years. In those cases, there was not much to do but wait. A recreation room in the barracks provided a few games. Detainees also had access to a small yard near the barracks. Many Chinese immigrants captured their emotions in poems, which they carved onto the barracks walls. In 1940, an electrical fire destroyed the administration building. By that time, immigration to the United States had tapered off. Official functions moved to San Francisco. A few years later, in 1943, the Chinese Exclusion Act was repealed.

Historians Erika Lee and Judy Yung estimate that about 1.2 million immigrants were processed through the port of San Francisco between 1910 and 1940. That number includes 550,000 people entering the country and about 665,000 people leaving the country. About 300,000 immigrants were detained at the Angel Island Immigration Station, including 100,000 Chinese, 85,000 Japanese, 8,000 South Asians, 8,000 Russians and Jews, 1,000 Koreans and 1,000 Filipinos. Altogether, people from more than 80 different countries passed through Angel Island.

In the end, about 5 percent of the 300,000 immigrants who came through Angel Island were denied entry and deported, compared with only 1 percent of the 12 million immigrants who came through Ellis Island.

Explaining and Comparing Texts: To synthesize your learning from the last few weeks, construct a short essay response using evidence from the texts you've read.

Compare and contrast the fictional and non-fictional accounts from above.

In what ways do the authors' different purposes and perspectives influence their presentation of details and ideas?

Questions to consider as you construct your answer:

- How do hope and reality collide in these two pieces?
- How are individuals' identities shaped by certain events?

Sample Essay Outline: Be sure to follow formal writing expectations using objective tone, appropriate grammar and sentence structure, and citing your evidence.

¶ **1 Introduction:** Introduce the basic topic and background information from your reading of immigration. Thesis statement that includes the titles of the 2 texts you'll be analyzing and why.

¶ **2 Text A:**
Analyze the text's purpose and the details it presents. Discuss how this text engages it readers and presents the central idea. How does the time period and purpose it's overall impact?

¶ **3 Text B:**
Analyze the text's purpose and the details it presents. Discuss how this text engages it readers and presents the central idea. How does the time period and purpose it's overall impact?

¶ **4 Conclusion:** Make an assertion which of the texts is better at communicating with its audience. Why? Wrap up ideas of why it is important to understand the history of immigration in America.

PE/Health Journal

Habit 4: Think Win-Win

The outbreak of COVID-19 may be stressful. Fear and anxiety about a disease can be overwhelming and cause strong emotions. During this time of uncertainty, it is important to have a plan to ensure social and emotional balance.

One of the key foundations of a strong social and emotional relationship is trust. An emotional bank account is one's relationship with another. The concept of an emotional bank account includes proactively doing things that build trust in a relationship, one person makes a **'deposit.'** On the other hand, if doing things that decrease trust, one makes a **'withdrawal.'** A current **'balance'** in the emotional bank account helps determine how well two people communicate and problem-solve together.

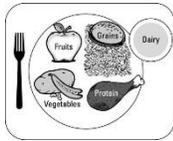
To build trust, you continually need to make deposits of:

- Honesty
- Kindness
- Unconditional love
- Patience



This week we will focus on building **social** and **emotional** trust with someone in your household.

 *Circle* or  *star* any of the social/emotional challenges below you would like to focus on this week

Social	Emotional	Cognitive	Mindfulness
Create and play a game with someone in the house or outside	Turn off ALL devices for at least 2 hours 	Read a book to someone in your house or over the phone 	Go on a walk with someone in your house 
Write a thank you note to someone 	Give someone in your house a compliment 	Listen and dance to a random song 	Talk to someone about your current feelings 
Call, FaceTime, or Skype someone you care about	Create a drawing or sketch that uses a line, color, and shape, to represent your feelings for someone in your house	Create a dance with someone 	Check-in with someone in your house; ask them how they are feeling
Write a letter to someone and tell them what you are grateful for 	Find an item in your house that provides a good memory or comfort and explain it to someone	Cook a healthy meal for your household 	Focus on deep breaths for 20 seconds; teach someone in your house 

At the end of the week, cross-off any of the challenges you were able to complete.

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

Examples:

- I will write a letter to a friend two times this month.
- I will cook a meal once a month for a family member.
- I will write a thank you note to someone each week.