



BIRMINGHAM CITY SCHOOLS

At-Home Enrichment

To provide enrichment to BCS students!

10th Grade





ELA and Social Studies Activities to Engage High School Learners

Grade 10

Week of: April 27-May 1, 2020

Activity	Task
English Language Arts Day 1 Analyze the prompt	After reading "I, Too" by Langston Hughes and "America" by Claude McKay, write an essay in which you compare how each author develops the idea of American identity through the use of figurative and/or connotative language. Support your discussion with evidence from the text/s What will I have to read? What will I have to write? What will I have to do? Write a short speech that explains to your best friend what it means to be an American.
English Language Arts Day 2 Close read the poems with the annotation guide	Use at least 8 annotations per poem: Annotation Guide Link: https://drive.google.com/open?id=1WQFyJyhcbASkJFMfyEW-duORAF3i0a2Y Complete 8 annotations that mark the text and use extended reasoning in the margin "I, Too" Link: https://www.poetryfoundation.org/poems/47558/i-too Complete 8 annotations that mark the text and use extended reasoning in the margin America Link: https://www.poetryfoundation.org/poems/44691/america-56d223e1ac025
English Language Arts Day 3 Evaluate evidence to use in writing	Complete four It Says/I Say entries for each poem to select the four strongest points of each poem Link to It Says/I Say graphic organizer https://drive.google.com/open?id=1Xpi4dIHnZvN1LdpXHcfs_HpacUKzWjYF
English Language Arts Day 4 Drafting a response to the prompt	Write a draft using your It Says/ I Say evidence and reasoning.
English Language Arts Day 5 Typing the final copy	Revise and edit your draft Type the final draft of the essay that compares both poems

Social Studies Day 1 Research historical context of a primary sources document	Research Claude McKay and determine and answer the following questions: How did he influence social justice? What major historical events did he experience while he was alive? How did those historical events influence his writing?
Social Studies Day 2 Research historical context of a primary sources document	Research Langston Hughes and determine and answer the following questions: How did he influence social justice? What major historical events did he experience while he was alive? How did those historical events influence his writing?
Social Studies Day 3 Research historical context of a primary sources document	Research political cartoons from the year Langston Hughes wrote “I, Too” that represents the connotation of his word choice. Create a one-pager with the poem and political cartoon and writing that connects the similarity of the two primary source documents.
Social Studies Day 4 Research historical context of a primary sources document	Research political cartoons from the year Claude McKay wrote “America” that represents the connotation of his word choice. Create a one-pager with the poem and political cartoon and writing that connects the similarity of the two primary source documents.

Reading the Text with a Purpose

Annotation

Text Marking	Purpose of Marking	Margin: Critical Thinking
Underline	Key impact sentence that provides evidence that supports the purpose of the reading	Write in the margin how the impact sentence aligns to the purpose
Circle	Keywords and phrases that are essential to the purpose of the reading.	Write in the margin the connotation, figurative language interpretation, or technical meaning of the word or phrase using context clues
Box in	Key ideas or events that support the development characters, ideas, or processes over the progression of the text	Write in the margin how the ideas, events, processes that change the readers perspective
Questioning		Write questions in the margin to predict, extend ideas, or identify gaps in the reading

CONNECT YOUR CRITICAL THINKING TO THE PROMPT

<p align="center">America</p> <p align="center">BY <u>CLAUDE MCKAY</u></p> <p>Although she feeds me bread of bitterness, And sinks into my throat her tiger's tooth, Stealing my breath of life, I will confess I love this cultured hell that tests my youth. Her vigor flows like tides into my blood,</p>	<p align="center">I, Too</p> <p align="center">BY <u>LANGSTON HUGHES</u></p> <p align="center">I, too, sing America.</p> <p align="center">I am the darker brother. They send me to eat in the kitchen When company comes,</p>
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Giving me strength erect against her hate,
 Her bigness sweeps my being like a flood.
 Yet, as a rebel fronts a king in state,
 I stand within her walls with not a shred
 Of terror, malice, not a word of jeer.
 Darkly I gaze into the days ahead,
 And see her might and granite wonders there,
 Beneath the touch of Time's unerring hand,
 Like priceless treasures sinking in the sand.

But I laugh,
 And eat well,
 And grow strong.

Tomorrow,
 I'll be at the table
 When company comes.
 Nobody'll dare
 Say to me,
 "Eat in the kitchen,"
 Then.

Besides,
 They'll see how beautiful I am
 And be ashamed—

I, too, am America.

It Says (Textual Evidence) from the annotations	I Say (logical reasoning) from the critical thinking in the margin.
1.	
2.	
3.	
1.	
2.	
3.	




ELA and Social Studies Activities to Engage High School Learners

Week of: May 4-8, 2020

Activity	Task
English Language Arts Day 1	Read or listen to the short story "Thank You Ma'am" By Langston Hughes. Read the story here: https://wikis.westchesterlibraries.org/occfles/Thank_You_Ma'am.pdf Or listen to the story here: https://youtu.be/3p6yfGkbKSA
Read The Story	After reading or listening to the story, complete the following questions: 1. Why did the boy try to snatch the purse of Mrs. Jones? 2. How did Mrs. Jones stop Roger from snatching? 3. How did Mrs. Jones bring Roger at her resident? 4. How does Mrs. Luella Bates Washington Jones react to the boy's attempt to snatch her purse? 5. What does Mrs. Luella Bates Washington Jones' reaction to the boy snatching her purse reveal about her character? 6. Where do you see a turning point for Roger, in terms of his character?

	<p>7. What might this quote tell us about Mrs. Jones: "You ought to be my son." 8. Why does Roger offer to go to the store? 9. What is Mrs. Jones trying to tell Roger when she says, "Everybody's got something in common"? 10. What does Mrs. Jones mean when she says "shoes got by devilish ways will burn your feet"</p>
<p>English Language Arts Day 2 Summarize The Story</p>	<p>Complete an ABC summary of the story. To do this, you will list all the letters of the alphabet. Beside each alphabet, write a word, phrase, or sentence that comes to mind about the story. After this, write a one-paragraph summary that encompasses what you have listed about the story</p>
<p>English Language Arts Day 3 Write a Letter</p>	<p>"When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones." Imagine that you are Roger (from Thank You Ma'am) and that about ten years have passed since that night of your encounter with Mrs. Jones. Write her a letter telling her about how you felt that night and the tremendous impact her personality has had on your life ever since.</p> <p>Friendly Letter Link: http://www.readwritethink.org/files/resources/lesson_images/lesson1083/lettersamples.pdf</p> <p>*You may write the letter without using this example if no internet access is available.</p>
<p>English Language Arts Day 4-5 Create a Video or Skit</p>	<p>Create a school-appropriate TikTok video as if you were Roger apologizing to Mrs. Luella Bates Washington Jones. Consider what Roger might wear? What might he say to her? How could you make his apology seem as sincere as possible? Make references back to 4-5</p> <p>the story in the video. Additionally, write a one-paragraph summary explaining the video and make reference the text by citing from it in the paragraph.</p> <p>*In the absence of a device, write out and perform a skit following the same guidelines.</p>
<p>Social Studies Day 1 Write a Speech</p>	<p>It has been noted that the author of "Thank You Ma'am" (Langston Hughes) was raised by his grandmother and that Mrs. Luella Bates Washington Jones may have been representative of his grandmother. Learn more about your grandmother (or grandmother figure) by asking these biographical questions:</p> <p>1.What's your first memory? 2.Who's the oldest relative you remember (and what do you remember about him or her)? 3. How did your parents meet? Tell me about your childhood home. 4.How did your family celebrate holidays when you were a child? 5. How did you meet your spouse? 6.Tell me about your wedding day. Tell me about the day your first child was born. 7. What were your favorite school subjects? Tell me about your favorite teacher. Tell me about some of your friends. 8. Describe your first job. What did you do with your first paycheck? 9. What was your favorite job and why? 10. Who are some of your heroes?</p> <p>Write a speech in which you utilize the answers to these biographical responses and pretend you are introducing your grandmother to a crowd of strangers, who do not know her. Write a one-page speech to introduce her by sharing parts of her history.</p>
<p>Social Studies Day 2</p>	<p>We are currently living through the Corona Virus pandemic. The Asian Flu pandemic lasted from 1956 until 1958, around the time that "Thank You Ma'am" was written. Create a Venn diagram in which you compare and contrast the Asian Flu pandemic and</p>

Write an Essay	<p>the current COVID-19 virus. Then, write a comparison and contrast essay on the two illnesses.</p>  <p>Venn diagram- Venn diagram directions: In the outside circles write the differences, and write the similarities in the middle of the circles.</p>				
Social Studies Day 3 Evaluate a Poem	<p>Langston Hughes also wrote the poem “I, too.” Annotate the poem using the following questions. Then, write a one-page evaluation of the poem.</p> <table border="1"> <thead> <tr> <th>Poem</th><th>Questions</th></tr> </thead> <tbody> <tr> <td> <p>I am the darker brother. They send me to eat in the kitchen When company comes, But I laugh, And eat well, And grow strong. ☐ Tomorrow, I'll be at the table Who is the speaker (or speakers)? Who are the characters in the poem? What is the subject or situation in the poem? What are the events in the poem? Where do the events in the poem take place? When do the events in the poem take place? What is the central idea the poet is trying to convey? What is the attitude or tone?</p> <p>When company comes. Nobody'll dare Say to me, “Eat in the kitchen,” Then. Besides, They'll see how beautiful I am And be ashamed—</p> <p>I, too, am America</p> </td><td> <p>Who is the speaker or speakers? Who are the characters in the poem? What is the subject or situation in the poem? What are the events in the poem? Where do the events in the poem take place? When do the events in the poem take place? What is the central idea the poet is trying to convey? What is the attitude or tone? What is the theme of the poem? Is it simple or complex? Is there a universal theme? What lines contribute to the development of the theme? How does the central idea, tone, or theme apply to your world?</p> <p>Now ask yourself whether you thought the poem was good. You will need to be able to provide reasons and support for your opinion. Some questions to ask might be: Was the poem successful in establishing a significant theme? Did the poet use language effectively? Did the poem speak to you personally? Did the poem speak to the historical context?</p> </td></tr> </tbody> </table>	Poem	Questions	<p>I am the darker brother. They send me to eat in the kitchen When company comes, But I laugh, And eat well, And grow strong. ☐ Tomorrow, I'll be at the table Who is the speaker (or speakers)? Who are the characters in the poem? What is the subject or situation in the poem? What are the events in the poem? Where do the events in the poem take place? When do the events in the poem take place? What is the central idea the poet is trying to convey? What is the attitude or tone?</p> <p>When company comes. Nobody'll dare Say to me, “Eat in the kitchen,” Then. Besides, They'll see how beautiful I am And be ashamed—</p> <p>I, too, am America</p>	<p>Who is the speaker or speakers? Who are the characters in the poem? What is the subject or situation in the poem? What are the events in the poem? Where do the events in the poem take place? When do the events in the poem take place? What is the central idea the poet is trying to convey? What is the attitude or tone? What is the theme of the poem? Is it simple or complex? Is there a universal theme? What lines contribute to the development of the theme? How does the central idea, tone, or theme apply to your world?</p> <p>Now ask yourself whether you thought the poem was good. You will need to be able to provide reasons and support for your opinion. Some questions to ask might be: Was the poem successful in establishing a significant theme? Did the poet use language effectively? Did the poem speak to you personally? Did the poem speak to the historical context?</p>
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Social Studies Day 4- Create a Time Capsule	<p>The story “Thank You Ma’am” was published in 1958. Create an historical time capsule poster board project where you research and print items from 1958. Items can include: Replica coins, money, clothes, newspaper, official documents, photographs, trinkets (glasses, brush, silverware, etc.), war memorabilia. Include pictures of 10 different items. Write a full paragraph (8-10 sentences) explaining the importance of your items to this time period</p>				

Additional Suggested Enrichment Websites

1. Checkout EBooks Online- <https://www.hoopladigital.com/login->
2. Virtual College Prep- <https://gearupbham.com/2020/04/01/virtual-tutoring-now-available/>
3. College Planning- <https://www.campusexplorer.com/College-Planning-in-High-School/>

Thank You, Ma'am
By Langston Hughes

She was a large woman with a large purse that had everything in it but hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about eleven o'clock at night, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with the single tug the boy gave it from behind. But the boy's weight and the weight of the purse combined caused him to lose his balance so, instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk, and his legs flew up. The large woman simply turned around and kicked him right square in his blue-jeaned sitter. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.

After that the woman said, "Pick up my pocketbook, boy, and give it here." She still held him. But she bent down enough to permit him to stoop and pick up her purse. Then she said, "Now ain't you ashamed of yourself?"

Firmly gripped by his shirt front, the boy said, "Yes'm."

The woman said, "What did you want to do it for?"

The boy said, "I didn't aim to."

She said, "You a lie!"

By that time two or three people passed, stopped, turned to look, and some stood watching.

"If I turn you loose, will you run?" asked the woman.

"Yes'm," said the boy.

"Then I won't turn you loose," said the woman. She did not release him.

"I'm very sorry, lady, I'm sorry," whispered the boy.

"Um-hum! And your face is dirty. I got a great mind to wash your face for you. Ain't you got nobody home to tell you to wash your face?"

"No'm," said the boy.

"Then it will get washed this evening," said the large woman starting up the street, dragging the frightened boy behind her.

He looked as if he were fourteen or fifteen, frail and willow-wild, in tennis shoes and blue jeans.

The woman said, "You ought to be my son. I would teach you right from wrong. Least I can do right now is to wash your face. Are you hungry?"

"No'm," said the being dragged boy. "I just want you to turn me loose."

"Was I bothering you when I turned that corner?" asked the woman.

"No'm."

"But you put yourself in contact with me," said the woman. "If you think that that contact is not going to last awhile, you got another though coming. When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones."

Sweat popped out on the boy's face and he began to struggle. Mrs. Jones stopped, jerked him around in front of her, put a half-nelson about his neck, and continued to drag him up the street. When she got to her door, she dragged the boy inside, down a hall, and into a large kitchenette-furnished room at the rear of the house. She switched on the light and left the door open. The boy could hear other roomers laughing and talking in the large house. Some of their doors were open, too, so he knew he and the woman were not alone. The woman still had him by the neck in the middle of her room.

She said, "What is your name?"

"Roger," answered the boy.

"Then, Roger, you go to that sink and wash your face," said the woman, whereupon she turned him loose—at last. Roger looked at the door—looked at the woman—looked at the door—and went to the sink.

Let the water run until it gets warm," she said. "Here's a clean towel."

"You gonna take me to jail?" asked the boy, bending over the sink.

"Not with that face, I would not take you nowhere," said the woman. "Here I am trying to get home to cook me a bite to eat and you snatch my pocketbook! Maybe, you ain't been to your supper either, late as it be. Have you?"

"There's nobody home at my house," said the boy.

"Then we'll eat," said the woman, "I believe you're hungry—or been hungry—to try to snatch my pocketbook."

"I wanted a pair of blue suede shoes," said the boy.

"Well, you didn't have to snatch my pocketbook to get some suede shoes," said Mrs. Luella Bates Washington Jones. "You could of asked me."

"M'am?"

The water dripping from his face, the boy looked at her. There was a long pause. A very long pause. After he had dried his face and not knowing what else to do dried it again, the boy turned around, wondering what next. The door was open. He could make a dash for it down the hall. He could run, run, run, run, run!

The woman was sitting on the day-bed. After a while she said, "I were young once and I wanted things I could not get."

There was another long pause. The boy's mouth opened. Then he frowned, but not knowing he frowned.

The woman said, "Um-hum! You thought I was going to say but, didn't you? You thought I was going to say, but I didn't snatch people's pocketbooks. Well, I wasn't going to say that." Pause. Silence. "I have done things, too, which I would not tell you, son—neither tell God, if he didn't already know. So you set down while I fix us something to eat. You might run that comb through your hair so you will look presentable."

In another corner of the room behind a screen was a gas plate and an icebox. Mrs. Jones got up and went behind the screen. The woman did not watch the boy to see if he was going to run now, nor did she watch her purse which she left behind her on the day-bed. But the boy took care to sit

on the far side of the room where he thought she could easily see him out of the corner other eye, if she wanted to. He did not trust the woman not to trust him. And he did not want to be mistrusted now.

"Do you need somebody to go to the store," asked the boy, "maybe to get some milk or something?"

"Don't believe I do," said the woman, "unless you just want sweet milk yourself. I was going to make cocoa out of this canned milk I got here."

"That will be fine," said the boy.

She heated some lima beans and ham she had in the icebox, made the cocoa, and set the table. The woman did not ask the boy anything about where he lived, or his folks, or anything else that would embarrass him. Instead, as they ate, she told him about her job in a hotel beauty-shop that stayed open late, what the

work was like, and how all kinds of women came in and out, blondes, red-heads, and Spanish. Then she cut him a half of her ten-cent cake.

"Eat some more, son," she said.

When they were finished eating she got up and said, "Now, here, take this ten dollars and buy yourself some blue suede shoes. And next time, do not make the mistake of latching onto my pocketbook nor nobody else's—because shoes come by devilish like that will burn your feet. I got to get my rest now. But I wish you would behave yourself, son, from here on in."

She led him down the hall to the front door and opened it. "Goodnight!" Behave yourself, boy!" she said, looking out into the street.

The boy wanted to say something else other than "Thank you, ma'am" to Mrs. Luella Bates Washington Jones, but he couldn't do so as he turned at the barren stoop and looked back at the large woman in the door. He barely managed to say "Thank you" before she shut the door. And he never saw her again.



ELA and Social Studies Activities to Engage High School Learners

Week of: May 11-15, 2020

Activity	Task
English Language Arts Day(s) Day 1: Close read of excerpts (A) and (B).	<ol style="list-style-type: none"> 1. What key concepts or ideas do you think are important and worth holding on to from the text? 2. What connections do you draw between the text and your own life or your other learning? 3. What message was the author trying to convey in this writing?
Day 2: Close read of excerpts (C), (D) and (E).	<ol style="list-style-type: none"> 1. What key concepts or ideas do you think are important and worth holding on to from the text? 2. What connections do you draw between the text and your own life or your other learning? 3. What message was the author trying to convey in this writing?
Day 3: Compare and contrast two text.	<ol style="list-style-type: none"> 1. Comparing excerpts (A) and (C), list the similarities and differences between the two. 2. Then determine if the message of the two excerpts compliments or conflicts with each other. Cite evidence from the text to support your conclusion.
Day 4: Compare and contrast two text.	<ol style="list-style-type: none"> 1. Comparing excerpts (A) and (C), list the similarities and differences between the two. 2. Then determine if the message of the two excerpts compliments or conflicts with each other. Cite evidence from the text to support your conclusion.
Day 5: Analysis of Political Cartoons and Close Reads	<ul style="list-style-type: none"> • Select an excerpt and pair it with each political cartoon that you analyzed in your Social Studies assignment. Determine if the message in the excerpt supports or conflicts with the message in each political cartoon. Justify your reason you think it supports or conflicts with each other by citing elements in the text and items in the cartoon.
Social Studies Day (s) Day 1: Review Political Cartoons (A) and (B)	<ol style="list-style-type: none"> 1. List the objects and people you see in the cartoon. 2. Describe the action taking place in the cartoon. 3. What is the cartoon's message?
Day 2: Review Political Cartoons (C) and (D).	<ol style="list-style-type: none"> 1. List the objects and people you see in the cartoon. 2. Describe the action taking place in the cartoon. 3. What is the cartoon's message?
Day 3: Analysis of Political Cartoons	<ul style="list-style-type: none"> • Identify which persuasive technique the illustrator was using in each cartoon. Justify your reason for choosing that technique citing items in the cartoon in your explanation.
Day 4: Analysis of Political Cartoons	<ul style="list-style-type: none"> • Combining all of the political cartoons, identify the overall theme(s) that you see in them. Justify your reasons by citing items in the cartoons in your explanation.
Day 5: Analysis of Political Cartoons and Excerpts.	<ul style="list-style-type: none"> • Select an excerpt that you analyzed in your ELA assignment and pair it with each political cartoon. Determine if the message in the excerpt supports or conflicts with the message in each political cartoon. Justify your reason you think it supports or conflicts with each other by citing elements in the text and items in the cartoon.

Excerpts from African American Writings:

A. "If you can control a man's thinking you do not have to worry about his action. When you determine what a man shall think you do not have to concern yourself about what he will do. If you make a man feel that he is inferior, you do not have to compel him to accept an inferior status, for he will seek it himself. If you make a man think that he is justly an outcast, you do not have to order him to the back door. He will go without being told; and if there is no back door, his very nature will demand one." Carter Godwin Woodson, *The Mis-Education of the Negro*

B. ...Ignorant and inexperienced, it is not strange that in the first years of our new life we began at the top instead of the bottom, that a seat in Congress or the state legislature was more sought than real estate or industrial skill, that the political convention of some teaching had more attraction than starting a dairy farm or a stockyard. A ship lost at sea for many days suddenly sighted a friendly vessel. From the mast of the unfortunate vessel was seen a signal: "Water, water. We die of thirst." The answer from the friendly vessel at once came back: "Cast down your bucket where you are." A second time, the signal, "Water, send us water!" went up from the distressed vessel. And was answered: "Cast down your bucket where you are." A third and fourth signal for water was answered: "Cast down your bucket where you are." The captain of the distressed vessel, at last heeding the injunction, cast down his bucket and it came up full of fresh, sparkling water from the mouth of the Amazon River. To those of my race who depend on bettering their condition in a foreign land, or who underestimate the importance of preserving friendly relations with the southern white man who is their next-door neighbor, I would say: "Cast down your bucket where you are." Cast it down, making friends in every manly way of the people of all races, by whom you are surrounded. Booker T Washington, Speech at Atlanta's Cotton States and International Exposition

C. "The South believed an educated Negro to be a dangerous Negro. And the South was not wholly wrong; for education among all kinds of men always has had, and always will have, an element of danger and revolution, of dissatisfaction and discontent. Nevertheless, men strive to know." W.E.B. Du Bois, *The Souls of Black Folk*

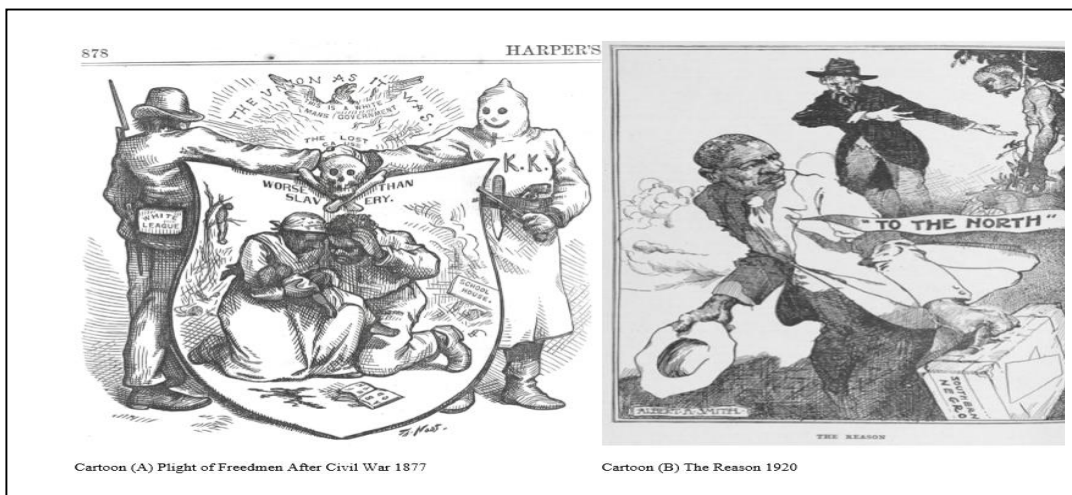
D. To be black was to confront, and to be forced to alter, a condition forged in history. To be white was to be forced to digest a delusion called white supremacy. Indeed, without confronting the history that has either given white people an identity or divested them of it, it is hardly possible for anyone who thinks of himself as white to know what a black person is talking about at all." James Baldwin, *Dark Days*

E. If there is no struggle, there is no progress. Those who profess to favor freedom, and yet depreciate agitation, are men who want crops without plowing up the ground. They want rain without thunder and lightning. They want the ocean without the awful roar of its many waters. This struggle may be a moral one; or it may be a physical one; or it may be both moral and physical; but it must be a struggle. Power concedes nothing without a demand. It never did and it never will." Frederick Douglass: *Selected Speeches and Writings*

A & B



C & D



Cartoon (A) Plight of Freedmen After Civil War 1877

Cartoon (B) The Reason 1920

Cartoon Analysis Guide

Use this guide to identify the persuasive techniques used in political cartoons.

Cartoonists' Persuasive Techniques

Symbolism	<p>Cartoonists use simple objects, or symbols, to stand for larger concepts or ideas.</p> <p>After you identify the symbols in a cartoon, think about what the cartoonist means each symbol to stand for.</p>
Exaggeration	<p>Sometimes cartoonists overdo, or exaggerate, the physical characteristics of people or things in order to make a point.</p> <p>When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make by <u>exaggerating them</u>.</p>
Labeling	<p>Cartoonists often label objects or people to make it clear exactly what they stand for.</p> <p>Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object more clear?</p>
Analogy	<p>An analogy is a comparison between two unlike things. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light.</p> <p>After you've studied a cartoon for a while, try to decide what the cartoon's main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist's point more clear to you.</p>
Irony	<p>Irony is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue.</p> <p>When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?</p>



ELA and Social Studies
Activities to Engage High School Learners

Week of: May 18-22, 2020

Skill

Ability to select important facts and passages for use in one's own writing.

Student Task:

From your readings, list British actions that disturbed the colonists. Then list WHY the colonists were disturbed and identify your evidence.

Rubric

Student work meets expectations if it:

- accurately identifies two or more British actions
- reasonably explains why each one disturbed the colonists
- identifies evidence for their claim

Activity

Task

ELA & SS Day 1

Close read and record evidence

Read the article, "The Stamp Act."

- Find a British action
- Evidence that the colonists objected
- List information about why the colonists were disturbed
- Record the evidence on the [Action Reaction Graphic Organizer](#)

If you have access to technology and internet, you can find an extended version of the reading here:

<http://www.masshist.org/revolution/index.php>

ELA & SS Day 2

Close read and record evidence

Reread the article, "The Stamp Act."

- Identify another British action
- Evidence that the colonists objected
- List information about why the colonists were disturbed
- Record the evidence on the [Action Reaction Graphic Organizer](#)

If you have access to technology and internet, you can find an extended version of the reading here:

<http://www.masshist.org/revolution/index.php>

ELA & SS Days 3

Close read and record evidence

Reread the article, "The Stamp Act."

- Locate another British action
- Evidence that the colonists objected
- Record the evidence on the [Action Reaction Graphic Organizer](#)

	<p>If you have access to technology and internet, you can find an extended version of the reading here: http://www.masshist.org/revolution/index.php</p>
<p>ELA & SS Days 4</p> <p>Close read and record evidence</p>	<p>Read the article, "The Sugar Act."</p> <ul style="list-style-type: none"> • Find a British action • Evidence that the colonists objected • List information about why the colonists were disturbed • Record the evidence on the Action Reaction Graphic Organizer <p>If you have access to technology and internet, you can find an extended version of the reading here: http://www.masshist.org/revolution/index.php</p>
<p>ELA & SS Days 5</p> <p>Close read and record evidence</p>	<p>Read the article, "The Sugar Act."</p> <ul style="list-style-type: none"> • Locate a British action • Evidence that the colonists objected • Record the evidence on the Action Reaction Graphic Organizer <p>If you have access to technology and internet, you can find an extended version of the reading here: http://www.masshist.org/revolution/index.php</p>

The Sugar Act

Introduction

In 1760, twenty-two-year-old monarch George III ascended the throne of England. The war with France that had stretched on for years and encircled the globe finally ends in 1763. Colonists are proud of their role in defeating the French, but England is faced with a vast territory to safeguard and a soaring debt to service. The French have been banished from the mainland continent of North America, but another threat persists. In 1763, in order to avoid confrontations with Indian nations, the English ministry issues a proclamation forbidding settlement to the west of the Appalachian Mountains.

In 1764, George Grenville, First Lord of the Treasury, proposes to strengthen the mother country's hold on its American investment. Addressing the King in his declaration of intent, Grenville argues that "it is just and necessary, that a revenue be raised, in your Majesty's said dominions in America, for defraying the expenses of defending, protecting, and securing the same." Working within the framework of earlier legislation regulating trade but for the first time directly imposing a tax on the colonists, Grenville devises an act with teeth. British enforcement of trade regulations has been notoriously lax, and colonial merchants have grown rich and comfortable. The new Sugar Act, they are dismayed to find, cracks down on their smuggling, intrudes upon their lucrative West Indies trade, constrains commerce in a broad range of goods, ties up their vessels at port, creates a more elaborate and more invasive customs apparatus, and sends violators to jury-less vice admiralty courts for trial. The Sugar Act, the merchants fear, will take a bite out of their profits.

The colonies have already been mired in a post-war depression. The Sugar Act worsens their trade balance just as Grenville and Parliament throw another punch. Henceforth, provincial governments are not allowed to issue their own paper currency. Since the colonists import (buy) more goods than they export (sell), British pounds sterling, the coin of the realm, are inexorably drawn back to the motherland. Given colonists' sinking credit, sinking fortunes bottom out. Colonial merchants complain, "Our Trade Is Most Grievously Embarrassed," entreating their English friends and partners to take notice.

In Boston, town meeting (the local government) carefully considers the Sugar Act and the impending Stamp Act. "We . . . declare our just expectations," Bostonians announce, as they assert their rights and advise their representatives to the Massachusetts legislature to stand firm for traditional prerogatives. Meanwhile, in New York, American patriots urge their countrymen to cast off British luxuries and set about producing their own raw materials and home manufactures. Such self-sufficiency, they insist, will empower colonists to dispel their dread and become the "richest People upon Earth."

After the the Sugar Act goes into effect, Boston representative Thomas Cushing angrily writes Jasper Mauduit, Massachusetts' Parliamentary agent. The Assembly's petition to the king, Cushing complains, has been watered down by Lieutenant Governor Thomas Hutchinson and the legislature's upper house. Cushing directs Mauduit to James Otis's *Rights of the Colonies Asserted and Proved* for a clear and direct statement of the "exclusive Right of the People."

The colonies are poised for the drama's next act. The cursed stamps are, gossip has it, bound for the colonies.

What Happened? When and Where? <i>Ex: List a British action that disturbed the colonists.</i>	What Was the Response? <i>Ex: Say why the colonists were disturbed by that.</i>	How Do You Know? <i>Ex: What's your evidence that they were disturbed.</i>

The Stamp Act

Introduction

George Grenville knows that the Sugar Act won't generate enough revenue in the colonies, and so he instructs his secretary in the Treasury, Thomas Whately, to draft legislation for a new tax. This duty will require that a wide range of legal and trade documents, as well as newspapers and even dice, carry official stamps. Whately makes inquiries about conditions in America, assuring his correspondents that he wants to devise a A Tax Not Too Burdensome.

Whately's informants tell him that the proposed tax will be fiercely opposed. At the same time, and into February 1765, colonial agents meet with Grenville. The colonists, they insist, are loyal subjects; they are willing to raise a revenue in proper constitutional form, through their own legislatures. But Grenville turns a deaf ear, Parliament refuses to entertain colonial petitions, and the Stamp Act easily passes in March. The stamps are on their way across the Atlantic.

Toward the end of May, news of the act reaches the colonies. The Virginia House of Burgesses, ready to adjourn, rushes through a set of resolutions protesting the tax. As newspapers throughout the colonies "reprint" Virginia's Resolves, the resolutions grow ever more numerous and radical. Other colonies issue their own responses. Meanwhile, the Massachusetts legislature circulates a call for a unified response to the economic and constitutional issues facing the colonies. In mid-October 1765, twenty-seven delegates from nine colonies meet in New York City at what comes to be known as the Stamp Act Congress. On 19 October, the congress adopts fourteen resolutions, which it promptly forwards to King and Parliament.

While elite legislators debate rights and craft petitions, working-class men find their own way to register their displeasure with the unwanted tax. In Boston, rival gangs conspire and turn their fury toward the appointed stamp master, Andrew Oliver. One night in mid-August 1765, Oliver watches from afar as his effigy swings and his house crumbles under the hands of an angry mob. He resigns his commission to distribute the stamps, and throughout the colonies other stamp masters —attacked, or afraid of being attacked—likewise surrender their lucrative positions.

Boston's special art of persuasion translates readily to New York. There a mob also hangs effigies and destroys a home, actions that achieve their desired end: no stamps will be distributed; no tax will be paid. Whether refusing to render aid or fleeing in the aftermath of violence, two royal officers shirk the obligations of their posts to adopt a policy of safety first. Merchant James Murray also pursues his own interests. Believing that prosperity is the end and protectionism the means, he supports the status quo in British trade policy. Patriot lawyer John Adams, on the other hand, delights in the colonists' principled resistance. There is, nonetheless, a cost to resistance, and Adams feels its impact.

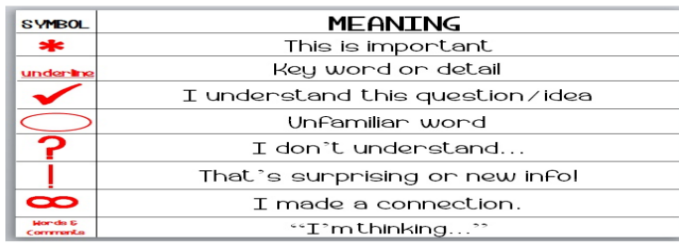
After 1 November 1765, the date the Stamp Act is due to go into effect, and throughout the early months of 1766, public life is in disarray. The stamps required to conduct business legally are locked away, and officials debate whether ports and courts should close or remain open. Colonists groan under the burden of the Stamp Act's restrictions and the fear of disobeying it. In England, sympathetic merchants, eager to reestablish a free flow of trade and to regain their former profits, lobby Parliament to rescind the tax on the colonies. After lengthy consideration, Parliament votes to revoke the tax, and when the glorious news reaches the colonies, church bells ring.

The victory, sweet as it is, will be short lived.



ELA and Social Studies Activities to Engage High School Learners

Week of: May 25-29, 2020

Activity	Task
English Language Arts Day 1 Close read and annotate	1. Close read the text entitled "Characteristics of Resilient People." 2. As you read, annotate the text using the annotation symbols from the chart below and take notes on how a person could increase their resilience when dealing with a difficult situation. Annotation Symbols: 
English Language Arts Day 2 Reread the text and answer text-dependent questions	What is the central idea of the text entitled "Characteristic of Resilient People?" According to the author, what is the connection between resilience and struggle? How might being resilient help someone achieve a goal? How do people rebound from challenges they face in everyday life? What role does humor play in helping a person become resilient? Provide details from the text to support that resilience does not happen overnight, but is built over time.
English Language Arts Days 3-4 Write the first and final draft of a well-constructed essay	How can struggling lead to success? Write about a time when you struggled before succeeding at something. How did your struggles contribute to your success? What role did resilience play in your ability to be successful? Day 3- Construct the first draft of your essay Day 4- Revise and edit the first draft and write your final draft
English Language Arts Day 5 Compare and Contrast	Compare and contrast the text "Characteristics of a Resilient People" to the poem entitled "Invictus". Complete the comparing/contrasting genres graphic organizer. What is the overarching theme of each text?
Social Studies Day 1 Close read and annotate	1. Close read the texts entitled "COVID 19 and Record Unemployment" and "Not If... but When... Impact of Coronavirus"

	<p>2.As you read, annotate both text using the annotation symbols listed below.</p> <table border="1"> <thead> <tr> <th>SYMBOL</th><th>MEANING</th></tr> </thead> <tbody> <tr> <td>*</td><td>This is important</td></tr> <tr> <td><u>underline</u></td><td>Key word or detail</td></tr> <tr> <td>✓</td><td>I understand this question / idea</td></tr> <tr> <td>○</td><td>UnFamiliar word</td></tr> <tr> <td>?</td><td>I don't understand...</td></tr> <tr> <td>!</td><td>That's surprising or new info!</td></tr> <tr> <td>∞</td><td>I made a connection.</td></tr> <tr> <td>Words & Comments</td><td>"I'm thinking..."</td></tr> </tbody> </table> <p>3.Create a one pager explaining how this pandemic has personally affected your family.</p>	SYMBOL	MEANING	*	This is important	<u>underline</u>	Key word or detail	✓	I understand this question / idea	○	UnFamiliar word	?	I don't understand...	!	That's surprising or new info!	∞	I made a connection.	Words & Comments	"I'm thinking..."
SYMBOL	MEANING																		
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?	I don't understand...																		
!	That's surprising or new info!																		
∞	I made a connection.																		
Words & Comments	"I'm thinking..."																		
Social Studies Day 2 Compare and contrast	Revisit the two texts read on Day 1 to complete the Comparing and contrasting graphic organizer below.																		
Social Studies Day 3 Construct a well- developed explanatory essay	Write an explanatory essay explaining how the United States and other countries are being affected by this global economic crisis.																		
Social Studies Days 4-5 Developing a Budget	<p>Over 14 million Americans are unemployed now due to the COVID 19 pandemic. Imagine that you are one of them and are currently receiving \$1,500.00 a month in unemployment compensation. Keep in mind that prior to your job layoff, you brought home \$4,500.00 each month. You must create a budget that will allow you to pay all of your bills and feed your family of four. Use the budget tool sheet to assist you with this process. You should also answer the following questions after you have planned out how you will manage your money for the month.</p> <ol style="list-style-type: none"> 1. Explain how you will live 30 days with \$1,500.00 2. How much money do you anticipate having after budgeting for your bills and feeding your family? 3. Think about your emotional state and explain how you are feeling? 4. What/Who impacts your decision in managing your money? 5. What would cause you to reach out to a family member or friend for help? 6. Explain what have you learned from this experience? 																		

Suggested Enrichment Websites

<https://www.commonlit.org/> Commonlit is a FREE digital tool that helps students in grades 5-12 in the areas of reading and writing. Commonlit has a free library that includes thousands of high interest, standards-aligned lessons.

https://www.census.gov/programs-surveys/sis/activities/grades-9-12/Grade_9.html Find activities specially designed to be engaging and appropriate for students'. Each activity also teaches students about the importance of a complete count in the 2020 Census.

<https://newsela.com/> Newsela.com is an education website focused on building student reading comprehension by providing high-quality news articles and real-time assessments for students in grades 2–12.

<https://facinghistory.org> Facing History helps students connect choices made in the past to those they will confront in their own lives. The resources on this site address racism, antisemitism, and prejudice at pivotal moments in history.

<https://www.icivics.org/> iCivics is a site that engages students in meaningful civic learning. The site includes innovative games and supporting classroom resources to teach young people how our political systems work by allowing them to experience it first-hand and empowering them to address real-world issues.

Characteristics of Resilient People

By Set to Go 2019

How do people successfully rebound from the challenges they face in everyday life? This informational text discusses the characteristics that resilient people have in common. As you read, take notes on how a person can increase their resilience. Resilience is the ability to bounce back from difficult times in life. Resilience emerges from the lessons and skills we learn as we grow up and face our difficulties, whatever they may be. Why is resilience important? Because if you are resilient, you will be able to face, overcome and even be strengthened by the challenges and problems in your life. Resilience doesn't solve all of our problems, but it will help you cope, adjust and stay on your feet. There are many ways to boost your resilience — read on to learn more about what characteristics resilient people share. Support network It really doesn't matter who has your back in life — parents, friends, relatives, teachers, coaches — the point is that having a solid support system is a very important part of resilience. The people in your support system will give you understanding, guidance, and comfort when you're struggling with a problem. It is good to learn to ask for help from the people who support you. Give back It may seem odd to suggest that giving to others helps you get through your own problems, but keeping up your commitments (to yourself, family, friends), or a commitment to a cause (like volunteering) are very helpful ways to take the focus off your problems. Helping others helps expand your life skills and problem-solving abilities. Also, giving back to yourself is helpful — taking good care of your health or treating yourself to something nice are soothing ways to take the focus off stressful emotions. Don't give in Resilient people learn to accept emotional pain and stress as part of life — they don't allow their difficulties to define them. A resilient person would avoid feeling sorry for themselves. Instead, they recognize their feelings, acknowledge the problems that they're facing, trust that they have the ability to face their problems, and believe they have the strength to maintain their emotional balance. [1] 1 "Characteristics of Resilient People" by Set to Go. Copyright © 2019 by the JED Foundation. Published with permission, all rights reserved. Accept change Accepting the fact that some things change is a basic part of resilience. When your goals, plans, ideas or hopes are ruined because of unavoidable circumstances, a flexible and positive attitude will allow you to focus on new plans or new hopes. If you accept the things you can't change or control, you're free to put your effort into the things you can change and control. Choose your attitude Most of the time, you don't get to choose the obstacles and difficulties that life puts in your path, but it's good to remember that you get to choose your attitude toward adversity. During hard times, it's helpful to find something positive to think about and imagine a positive outcome. Even if you don't have all the answers and even if the solution to your problems isn't obvious, you can choose to believe that things will work out. You can tell yourself that your problems are manageable. You can choose to see yourself as a fighter, not a victim. Keep it in perspective When a resilient person faces adversity, they're likely to avoid making things worse by jumping to extremes. Resilient people tell themselves that their troubles won't last forever. They don't see every bump in the road as a catastrophe; they understand that things can't be perfect and they have realistic expectations of themselves and what they can achieve. Humor You might have heard that "laughter is the best medicine." And really, if you are able to laugh at yourself and laugh with others, you will lighten your load and lighten up! Laughter and humor are wonderful ways to connect to others. They help release the feeling of stress that adversity causes you. Laughter is also good for your body — it changes your body's response to

Invictus

BY WILLIAM ERNEST HENLEY

Out of the night that covers me,
Black as the pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul.

In the fell clutch of circumstance
I have not winced nor cried aloud.
Under the bludgeonings of chance
My head is bloody, but unbowed.

Beyond this place of wrath and tears
Looms but the Horror of the shade,
And yet the menace of the years
Finds and shall find me unafraid.

It matters not how strait the gate,
How charged with punishments the scroll,
I am the master of my fate,
I am the captain of my soul.

Comparing and Contrasting Genres Graphic Organizer

Text 1 Title: Genre:	Comparing and Contrasting Genres Graphic Organizer	Text 2 Title: Genre:
	Point of View - Whose voice is speaking?	
	Author's Purpose - Why did the author write this? - Who was the author's intended audience?	
	Language and Style - Is this written in formal or informal English?	

COVID-19 and Record Unemployment

In three weeks, approximately 17 million Americans filed claims for unemployment insurance. The uptick shattered all previous records, from past recessions. The cause of the mass unemployment is, of course, COVID-19. In response to the coronavirus pandemic, businesses and other employers nationwide have either been ordered to close or decided to substantially cut back operations. The hardest-hit businesses include airlines, hotels, conference centers, restaurants and bars, sports venues, and movie theaters as well as schools and universities. Although firms deemed *essential* industries continue to operate, the impact is being felt broadly across the economy. The U.S. unemployment rate, which had reached a 50-year low of 3.5 percent before the pandemic, is now projected to top the rate at the height of the Great Depression. Economic lockdowns have caused an unprecedented pace of layoffs and business closures—particularly impacting low-skilled employees of small businesses. A restaurant, for example, that has had to reduce its business to just takeout or delivery needs far fewer workers to staff its operations. Schools that have closed do not need their regular number of employees on a daily basis. Most of the job losses may end up being temporary, but uncertainty as to when the economy will “reopen” hangs over the heads of decision makers.

On March 27, President Trump signed into law the Coronavirus Aid, Relief, and Economic Security (CARES) Act, aimed at providing widespread relief to the economy. The legislation includes additional funding for the nation's unemployment insurance system. Unemployment insurance provides workers who lose their job or have their hours reduced, through no fault of their own, with wage-replacement benefit payments for a designated period of time. The system is administered by each state, but eligibility guidelines follow federal regulations. The CARES Act promises an extra \$600 per week to workers on unemployment benefits during the COVID-19 pandemic, and the period of eligibility may be extended by up to 13 weeks. Under the new law, up to 39 weeks of assistance is being extended to unemployed workers who are not normally covered by states' programs. The Families First Coronavirus Response Act, passed earlier in March, provided extra flexibility and additional funding for states' unemployment agencies.

Under the present circumstances, many workers are unemployed not because they can't find work but because basically the government has ordered them not to work. Some are waiting until the company they work for reopens; however, others may be out of a job entirely if the business they worked for ends up having to close. While during past economic downturns, rising unemployment was mostly due to weakness in the economy, such as reduced demand for goods and services. The present public health crisis occurred despite a basically strong underlying economy. But the longer it lasts, the more the crisis itself may create hardship.

“Not If . . . but When”—Impact of Coronavirus

The current spread of a respiratory disease caused by a new (novel) coronavirus is first of all a global public-health crisis and a tragedy for those most closely affected. As of March 5, already more than 3,300 people have died from the infectious disease, mostly in China. The impacts of the outbreak of COVID-19 (short for coronavirus disease 2019) also are being felt throughout the world economy. Chinese manufacturing plays a central role in “global supply chains”—networks that companies use in the production and distribution of goods. The shutdown of Chinese factories because of the COVID-19 outbreak and restrictions on air travel to and from China already are disrupting supply chains.

Fears of a global epidemic also contributed to steep drops in stock prices in the United States and worldwide. In the last week of February, U.S. stock exchanges experienced their worst one-week losses since the 2007–8 financial crisis. Expectations of a further economic downturn will surely heighten if the epidemic continues to worsen and spread. Besides disrupted supply chains and upended stock markets, there are additional economic impacts: for example, labor shortages, as workers are quarantined or unable to work because of store closures; and slowed economic activity due to government restrictions on travel or assembly. Specific industries such as hospitality and tourism will face losses, as international

sports events and business conferences are canceled or postponed. Just how dependent the global economy has become on China is becoming painfully apparent.

Since first emerging in and around the city of Wuhan, Hubei Province, in central-east China, the coronavirus has spread to many cities and areas of China, as well as to countries across the globe. Besides China, the most cases are in South Korea, Italy, and Iran. The outbreaks in Iran and Italy underscore the key role that air travel plays in spreading infectious diseases.

In late February, a Centers for Disease Control and Prevention (CDC) official, in explaining the outbreak's impact on the United States, said it was "not so much a question of if this will happen anymore, but rather more a question of exactly when this will happen." By the first week of March, about a dozen deaths had occurred in the United States, mostly in Washington State.

Budget Tool Sheet

- 1 List your income
- 2 List your expenses
- 3 Subtract your total spending from total income to build your budget

Month of

Type of income	Amount gained
 Job	<input type="text"/>
 Government program	<input type="text"/>
 Disability benefits	<input type="text"/>
 Financial support	<input type="text"/>
 Other income	<input type="text"/>
Total income this month	0.00

Type of spending	Amount spent
 Housing (rent or mortgage)	<input type="text"/>
 Utilities (gas, water, electricity, sewage)	<input type="text"/>
 Groceries + other supplies	<input type="text"/>
 Health expenses	<input type="text"/>
 Transportation	<input type="text"/>
 Education + childcare	<input type="text"/>
 Cell phone	<input type="text"/>
 Internet + cable	<input type="text"/>
 Service animals + Pets	<input type="text"/>
 Debt payments	<input type="text"/>
 Other spending	<input type="text"/>
Total spending this month	0.00

Build your budget

<input type="text" value="0.00"/>	—	<input type="text" value="0.00"/>	=	<input type="text" value="0.00"/>
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Total income this month

Total spending this month

If your income is more than your expenses, you have money left to save or spend.

If your expenses are more than your income, look at your budget to find expenses to cut.

CHAPTER
2

Project: Investigate Advertising Slogans

For use after Reasoning and Proof

Objective Explore logical reasoning as it applies to advertising slogans.

Materials newspapers, magazines, radio, or television

Investigation In this project, you will investigate the logic behind advertising slogans. For example, what does the slogan, “Use Mr. Smiley toothpaste for healthy gums and white teeth.” mean? Does it mean that if you do not use Mr. Smiley toothpaste, you will not have healthy gums and white teeth? Is that what the advertisers would like you to think?

To analyze the logic of the slogan, first write the slogan in if-then form. Also examine the inverse, converse, and contrapositive forms to help you reach conclusions about the product slogan.

Conditional: If you use Mr. Smiley toothpaste, then you will have healthy gums and white teeth.

Inverse: If you do not use Mr. Smiley toothpaste, then you will not have healthy gums and white teeth.

Converse: If you have healthy gums and white teeth, then you use Mr. Smiley toothpaste.

Contrapositive: If you do not have healthy gums and white teeth, then you do not use Mr. Smiley toothpaste.

The advertiser is hoping that you will accept the truth of their slogan and all of the conditionals associated with it.

Use a variety of media sources to investigate the advertising slogans for three different products. Analyze the logic of each slogan and identify the impact the slogan has on you or your family members.

1. Write each slogan in its original form. Identify the source it came from.
2. Write each slogan as a conditional statement in if-then form.
3. Write the inverse, converse, and contrapositive of each statement.
4. What do you think about each slogan after examining all of its forms? Is it a realistic slogan? Can you suggest a way to improve the slogan to make it more appealing or more realistic?
5. Tell how you or someone in your family is affected by the slogan. Does it catch your interest? Would you buy the product based only on the slogan? *Explain.*

Present Your Results Write a report containing the information outlined above for each slogan. Include a cut-out, copy, or your own drawing of each advertisement. Describe what you learned about the use of logic in the advertising slogans you selected.

CHAPTER
3**Project: Explore Architecture***For use after Parallel and Perpendicular Lines*

Objective Describe the role of geometric lines and forms in architectural design.

Materials paper, ruler, straightedge, compass, colored markers or pencils, reference books or the Internet

Investigation Many architectural talents have shaped the way we view architecture today. In this report, you will choose an architect whose work you find interesting and write a report on him or her. Your report should describe the role of geometry in their work. You should be prepared to present your report to the class.

Collecting the Data Your research can be conducted by visiting a local architectural firm, looking for reference material at the school or public library, or by accessing the Internet. Your report should contain the following information.

1. When was the architect born? Where did the architect live? What type of architectural training did he or she receive?
2. Find several examples of the use of parallel and perpendicular lines in the architect's work. Support your examples with sketches.
3. Select a building constructed by the architect. When and where was it constructed? What are the vital statistics about its size and building materials? What special geometric shapes and forms are used in the design? Explain how the geometry of the design has contributed to its success. Include a sketch or a picture with your description.
4. Design and make a sketch of your own building or part of a building using the same style as the architect. Use a compass and a straightedge to construct all parallel and perpendicular lines. Explain why your design is in the same style as the architect's work.
5. Explain the role of geometry in the work of the architect. Explain why you might like to meet the architect and what you could learn from him or her.

Present Your Results Write a report to present your views about the architect. Include your sketches, the detailed drawing of your design, and a list of resources that provided the data you collected. Be prepared to give an oral report.

CHAPTER
3**Chapter Review Games and Activities***For use after Parallel and Perpendicular Lines***Fill in the blanks below. Then find your answers in the word search.**

1. Lines that do not intersect and are not coplanar are called ____.
2. If two sides of two adjacent acute angles are perpendicular, then the angles are ____.
3. A ____ is a line that intersects two or more coplanar lines at different points.
4. If two lines are cut by a transversal so that corresponding angles are congruent, then the lines are ____.
5. The ____ of a nonvertical line is the ratio of the vertical change to the horizontal change between any two points on the line.
6. In a coordinate plane, two nonvertical lines are ____ if and only if the product of their slopes is -1 .
7. If two lines are perpendicular, then they intersect to form four ____ angles.
8. The ____ from a point to a line is the length of the perpendicular segment from the point to the line.
9. In a coordinate plane, two nonvertical lines are parallel if and only if they have the ____ slope.
10. If there is a line and a point not on the line, then there is exactly ____ line through the point parallel to the given line.

T	H	G	D	T	S	P	F	D	E	Y	F	E	R	E
R	U	R	A	L	U	C	I	D	N	E	P	R	E	P
A	M	N	F	L	Z	W	P	M	R	O	F	N	R	N
N	A	F	E	E	D	D	A	E	S	P	G	A	A	E
S	I	S	E	L	U	R	W	T	W	F	C	D	T	O
V	H	U	E	L	S	K	E	W	A	W	H	I	U	S
E	L	E	I	A	A	N	M	P	T	T	B	S	D	B
R	O	G	F	R	O	B	A	P	O	B	P	T	D	R
S	A	T	I	A	F	E	S	I	I	L	J	A	I	T
A	W	H	T	P	F	O	P	Y	E	U	S	N	H	H
L	C	G	F	O	O	W	I	H	U	N	I	C	E	P
T	D	I	M	T	I	A	P	S	N	T	E	E	A	T
Q	Y	R	A	T	N	E	M	E	L	P	M	O	C	V
A	O	I	T	F	H	G	N	D	I	S	E	Y	S	T
P	B	S	S	E	N	E	H	T	S	O	T	A	R	E

CHAPTER
4**Project: Design a Mural***For use after Congruent Triangles***Objective** Design a mosaic tile mural.

ruler, 1-inch graph paper, protractor, scissors, glue

Investigation You are an artist that designs mosaic tile murals. One of your clients wants you to build a mural for a wall in her new restaurant. She wants the mural to be a 34 foot by 22 foot rectangle with a mosaic pattern made up of congruent triangles and quadrilaterals. She also listed the following specifications.

- There should be at least 40 triangles in the design.
- The triangles need to make up at least 50% of the design.
- Every triangle should be congruent to at least one other triangle.
- No quadrilateral can have a side length with a measure greater than 3 feet.

You decide to model the mural using a 17 inch by 11 inch piece of graph paper. You can model your work in several ways. One is to draw a design on the graph paper and do the needed calculations to be sure you meet the client's specifications. Another way is to cut the piece of graph paper into triangles and quadrilaterals that follow the client's specifications, and reassemble the shapes to form an interesting pattern. Make sure the reassembled shapes form a 17 inch by 11 inch rectangle.

The client likes your design, but needs to be reassured that you followed her specifications. She agrees to pay the bill but will check it carefully to make sure it matches the design.

1. Make a table to show all of the shapes you used. For each shape include the quantity you used, the individual area, and the total area.
2. Provide additional calculations to convince the client that sets of congruent triangles cover at least 50% of the mural.
3. Write an organized and detailed bill for the client. Include the amount for tax, using the current tax rate for where you live. The cost of the mural is based on the shapes as follows.
 - \$4.00 for an equilateral triangle
 - \$4.50 for a square
 - \$4.25 for an isosceles triangle
 - \$5.00 for a rectangle
 - \$5.50 for a scalene triangle
 - \$8.00 for a quadrilateral other than a square or rectangle

Present Your Results Write a report that includes all paperwork and calculations done for the client. Include all of the information outlined above. Also explain the approach you used and describe what was easy and difficult about the project and whether you would like to work on a similar project again.

**CHAPTER
4****Chapter Review Games and Activities***For use after Congruent Triangles***Famous Quote**

Use the clues below to write a vocabulary word from this chapter on the given blanks. Then write the circled letters in order on the blanks at the bottom of the page to determine the name of the mathematician who said the following.

“Mathematics consists of proving the most obvious thing in the least obvious way.”

1. A triangle with three congruent angles

_____ _____ _____ _____ _____

2. Angles that form linear pairs with interior angles

 _____ _____ _____ _____

3. An operation that moves or changes a geometric figure in some way to produce a new figure

_____ _____ _____ _____ _____

4. Two geometric figures that have exactly the same size and shape

_____ _____ _____ _____ _____

5. A proof that uses arrows to show the flow of a logical argument

_____ _____ _____ _____ _____

6. The side opposite the right angle in a right triangle

_____ _____ _____ _____ _____

7. A triangle with at least two congruent sides

_____ _____ _____ _____ _____

8. A statement that can be proved easily using its related theorem

_____ _____ _____ _____ _____

9. A triangle with no congruent sides

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

CHAPTER
5

Project: Constructing Points of Interest

For use after Relationships within Triangles

Objective Discover *Euler's Line* and *Feuerbach's Nine-Point Circle*.

Materials ruler, protractor, compass, colored pens or pencils

Investigation Two men credited with finding interesting relationships between special lines and points are Leonard Euler (1707-1783) and Karl Feuerbach (1800-1834). Euler discovered that of the four points—incenter, circumcenter, centroid, and orthocenter—three must be collinear for a given triangle. Feuerbach discovered that, for any triangle, when nine special points are constructed, they all lie on one circle.

Discover Euler's Line You should use a sharp pencil.

1. Draw an acute scalene triangle, $\triangle ABC$, with sides approximately 11 cm, 15 cm, and 16 cm in the center of your paper.
2. Find the circumcenter of $\triangle ABC$ and label it point Q .
3. Find the incenter of $\triangle ABC$ and label it point R .
4. Find the centroid of $\triangle ABC$ and label it point S .
5. Find the orthocenter of $\triangle ABC$ and label it point T .
6. **Analyze** Which of the four points you constructed is not on *Euler's Line*? Draw the line that passes through the three collinear points and label it l .

Construct Feuerbach's Nine-Point Circle Your work must be exact.

7. Draw an acute scalene triangle, $\triangle PQR$, with sides approximately 11 cm, 15 cm, and 16 cm in the center of your paper.
8. Find the midpoints of the sides of $\triangle PQR$. Label them A , B , and C .
9. Construct the altitudes of $\triangle PQR$. Label the vertices of the right angles D , E , and F .
10. Find the midpoints of each segment drawn from each vertex to the orthocenter. Label the midpoints G , H , and J .
11. Construct the perpendicular bisectors of a pair of segments drawn between two sets of points. Do not use points P , Q , or R . The point where the two perpendicular bisectors intersect is the center of the nine-point circle.
12. Draw the circle that contains points A , B , C , D , E , F , G , H , and J .
13. **Analyze** Would the nine points for *Feuerbach's Nine-Point Circle* all be different points if an equilateral triangle were used? Explain what happens. Show the construction to support your answer.

Present Your Results Your report should contain all the constructions above and your answers to Exercises 6 and 13.

**CHAPTER
5****Chapter Review Games and Activities***For use after Relationships within Triangles*

Match each word to a cell in the rectangle by writing its number in the blank. When you are finished, the sum of every row, column, and diagonal should be the same number.

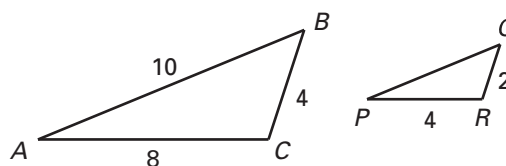
1. midsegment
2. Hinge Theorem
3. centroid
4. Triangle Inequality Theorem
5. median
6. circumcenter
7. orthocenter
8. perpendicular bisectors
9. incenter

concurrent at a point equidistant from the vertices of the triangle _____	connects the midpoints of two sides of a triangle _____	possibly outside the triangle _____
The medians of a triangle are concurrent at this point. _____	connects a vertex of a triangle to the midpoint of the opposite side _____	The altitudes of a triangle are concurrent at this point. _____
relates the three sides of one triangle _____	equidistant from the sides of the triangle _____	relates the sides of two different triangles _____

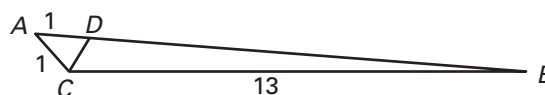
CHAPTER
6**Chapter Review Games and Activities***For use after Similarity*

The answer to each question corresponds to a letter in the table. Write the letter in the appropriate blank for that question. The letters will spell out the answer to the riddle.

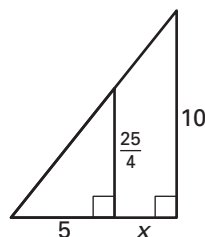
1. The two triangles at the right are similar. What is the length of \overline{PQ} ?



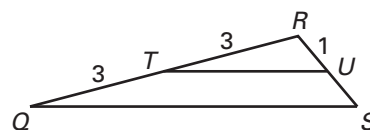
2. In the triangle at the right, \overline{CD} bisects $\angle ACB$. What is the length of \overline{BD} ?



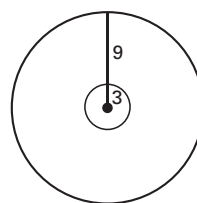
3. A square of area 4 is enlarged to a square of area 16. What is the scale factor?
4. A square of area 1 is dilated by a scale factor of $\frac{1}{4}$. What is the perimeter of the image?
5. What is the value of x in the figure at the right?



6. In the triangle at the right, \overline{TU} is parallel to \overline{QS} . What is the length of \overline{SU} ?



7. What is the scale factor for the dilation that moves the smaller circle onto the larger circle?



8. An isosceles right triangle of area $\frac{1}{2}$ is enlarged to an isosceles right triangle of area 32. What is the scale factor?

1	2	3	4	5	7	8	12	13	15	20	21
E	C	B	L	N	F	T	K	I	O	Q	A

What did the zero say to the eight?

1 2 3 4 5 6 7 8

CHAPTER
7

Project: Which is the Better Buy?

For use after Right Triangles and Trigonometry

Objective Find and compare the costs of two pieces of property.

Materials Graph paper, ruler, calculator

Investigation You want to purchase a plot of land. There are two plots of land that you are considering purchasing. Your friend has offered to help measure the plots. She measures the size of each property by walking in a pattern, making right and left 90-degree turns. The boundaries of each property are the lines connecting stakes that are placed around the plots. Your friend gives you the following descriptions.

Lot A: Begin at stake 1, go right 180 feet to stake 2, turn right, go 120 feet, turn right and go 60 feet to stake 3, turn left and go 60 feet to stake 4, go straight 60 feet, turn right and go 60 feet to stake 5, go straight 120 feet, turn right and go 80 feet to stake 6, turn left, go 40 feet, turn right and go 100 feet to stake 7, turn right, go 100 feet, turn left and go 60 feet, returning to stake 1.

Lot B: Begin at stake 1, go right 100 feet to stake 2, turn right, go 60 feet to stake 3, turn left and go 40 feet to stake 4, turn right, go 100 feet, turn right and go 100 feet to stake 5, go straight 80 feet to stake 6, turn right and go 80 feet, turn left and go 80 feet to stake 7, turn right, go 80 feet, turn right and go 120 feet, returning to stake 1.

1. Draw a diagram for each piece of property to show your friend's path. Identify the scale you use and mark the location of each stake.
2. Draw another diagram for each piece of property to show the actual outline of the property. Use the same scale as in Exercise 1 and mark the location of each stake.
3. Find the perimeter and area of each piece of property. *Explain* your methods and show your calculations.
4. Fencing costs \$7.25 per foot. Find the cost of enclosing the properties.
5. Annual taxes for Lot A are \$886.50 per acre. Lot B is in another location where taxes are \$902.45 per acre. Determine the cost of the taxes for the first year. (*Hint: First determine the number of square feet in an acre.*)
6. Based on the cost of the taxes and fencing, describe any advantages of purchasing each piece of property. Which piece of property do you think you should buy if Lot A is selling for \$13,400 and Lot B is selling for \$12,700? *Explain.*

Present Your Results Write a report giving the results of your investigation. The report should contain all of the information from the questions above. You should *explain* your methods and show all of your calculations. Discuss the advantages and disadvantages of each property. Be sure to provide supporting evidence.

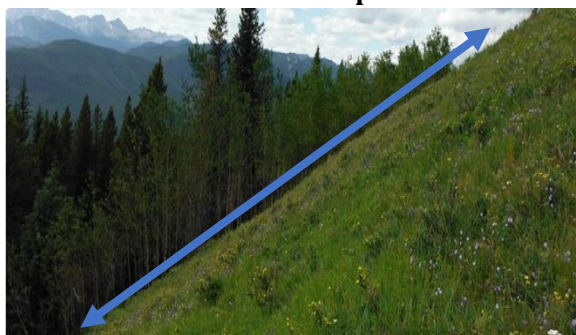
Coordinate Geometry

Negative Slope



Lines that slant from right to left have a negative slope.

Positive Slope



Lines that slant from left to right have a positive slope.

Learning Outcomes

Students will be able to:

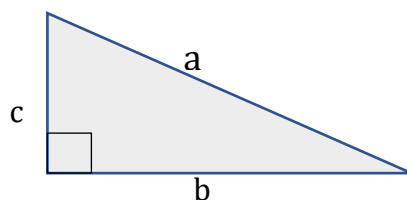
- Use and apply Pythagorean's Theorem
- Find the distance between two points.

In this enrichment packet, we will look at some of the basic ideas of coordinate geometry and how they can be used to solve problems.

I. Example:

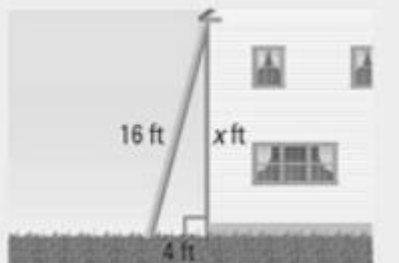
1. Which of the following is the correct statement of Pythagoras' theorem for the triangle shown on the right?

- A) $a^2 = b^2 + c^2$
 B) $b^2 = a^2 + c^2$
 C) $c^2 = a^2 + b^2$



A 16 foot ladder rests against the side of the house, and the base of the ladder is 4 feet away. Approximately how high above the ground is the top of the ladder?

- (A) 240 feet (B) 20 feet
 (C) 16.5 feet (D) 15.5 feet



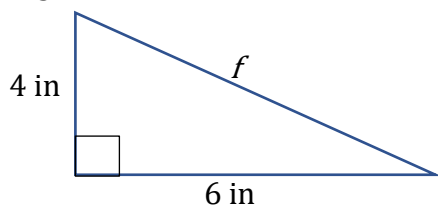
HRW

2. _____

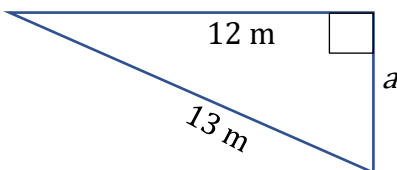
3. The top of a ladder rests against a wall, 25 feet above the ground. The base of the ladder is 8 feet away from the wall. What is the length of the ladder? _____
4. The Pythagorean Theorem is only true for what type of triangles? _____

II. Find the missing side of the triangles below using the given information on each figure. *Leave your answer in simplified radical form.*

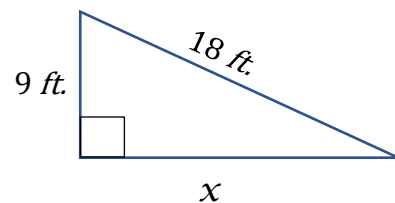
5.



6.

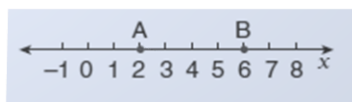


7.



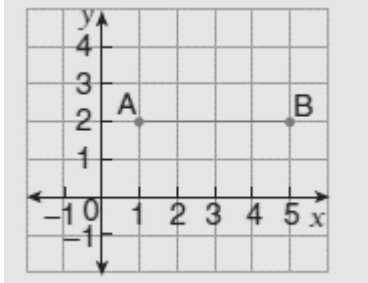
Coordinate Geometry

8.

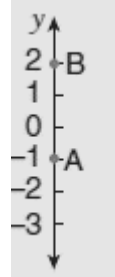


Distance AB = _____ units

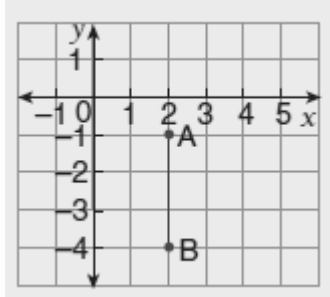
9. Distance AB = _____ units



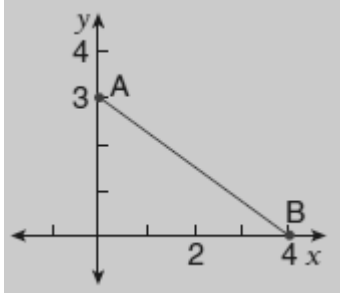
10. Distance AB = _____ units



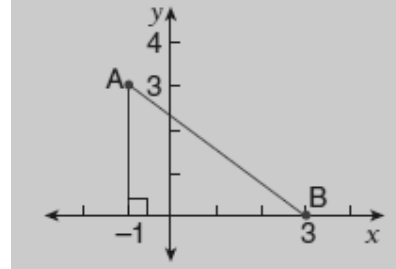
11. Distance AB = _____ units



12. Find the length of AB _____.



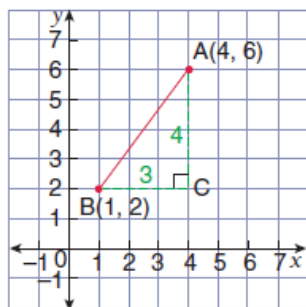
13. Find the length of AB _____.



NOTE: Pythagoras' theorem can be used to find the distance between two points on the number plane.

Ex. #1. Find the distance between the points (1, 2) and (4, 6). Graph the points on a coordinate plane. Solve using Pythagorean Theorem.

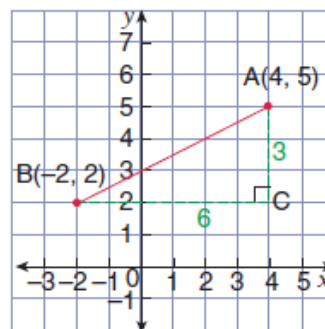
Solution:



1. $c^2 = a^2 + b^2$
2. $\overline{AB}^2 = \overline{AC}^2 + \overline{BC}^2$
3. $= 4^2 + 3^2$
4. $= 16 + 9$
5. $= 25$
6. $\therefore AB = \sqrt{25}$
7. \therefore the length of AB is 5 units.

Ex. #2 If A is (-2, 2) and B is (4, 5) find the length of AB. Graph the points on a coordinate plane.

Solution:



1. $c^2 = a^2 + b^2$
2. $\overline{AB}^2 = \overline{BC}^2 + \overline{AC}^2$
3. $= 6^2 + 3^2$
4. $= 36 + 9$
5. $= 45$
6. $\therefore AB = \sqrt{45}$
7. \therefore the length of AB is $3\sqrt{5}$ units.

Coordinate Geometry

Distance Formula – Examples

1. Find the distance between the points (3, 8) and (5, 4).

$$\text{Distance} = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$

$$(x_1, y_1) = (3, 8) \text{ and } (x_2, y_2) = (5, 4)$$

$$\begin{aligned} \therefore d &= \sqrt{(5-3)^2 + (4-8)^2} \\ &= \sqrt{(2)^2 + (-4)^2} \\ &= \sqrt{4+16} \\ &= \sqrt{20} \end{aligned}$$

\therefore Distance $\div 4.47$ (using a calculator to answer to 2 decimal places).

2. Find the distance between the points (-2, 0) and (8, -5).

$$\text{Distance} = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$

$$(x_1, y_1) = (-2, 0) \text{ and } (x_2, y_2) = (8, -5)$$

$$\begin{aligned} \therefore d &= \sqrt{(8-(-2))^2 + (-5-0)^2} \\ &= \sqrt{(10)^2 + (-5)^2} \\ &= \sqrt{100+25} \\ &= \sqrt{125} \end{aligned}$$

\therefore Distance $\div 11.18$ (using a calculator to answer to 2 decimal places).

NOTE: You can always check your answer using the formula and reversing the coordinate name.

Ex. $(x_1, y_1) = (5, 4)$ and $(x_2, y_2) = (3, 8)$.

- I. Use Pythagoras' theorem to find the length of **AB, AC, BC** in each of the following figures below. (Leave your answer as simplified radicals.)
II. Determine the slope of segments **AB, AC, BC**.

Part I –
Distance

AB = _____

AC = _____

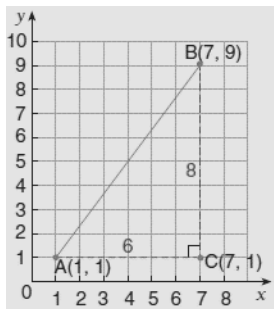
BC = _____

II. Slope

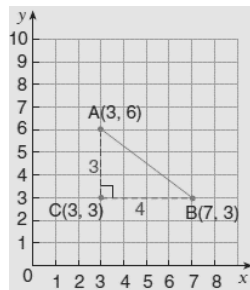
AB = _____

AC = _____

BC = _____ a)



b)



Distance

AB = _____

AC = _____

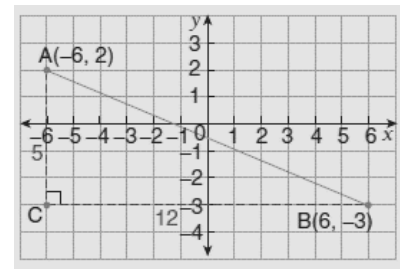
BC = _____

II. Slope

AB = _____

AC = _____

BC = _____ c)



Part I –
Distance

AB = _____

AC = _____

BC = _____

II. Slope

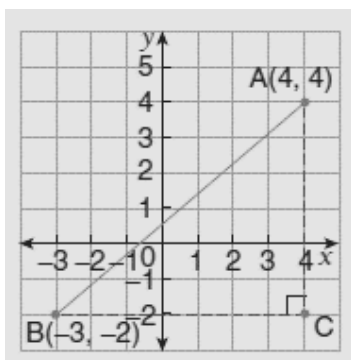
AB = _____

AC = _____

BC = _____

2. Find the lengths BC and AC and use these to find the lengths of AB. (Leave your answers in simplified radical form.)

a)



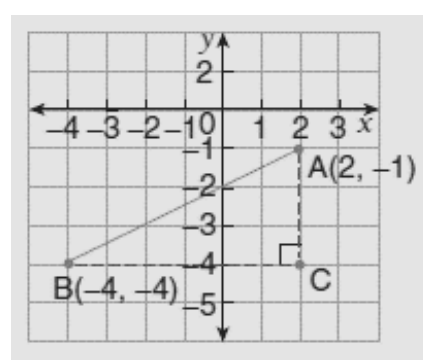
Part I – Distance

AB = _____ AC = _____ BC = _____

II. Slope

AB = _____ AC = _____ BC = _____

b)



Part I – Distance

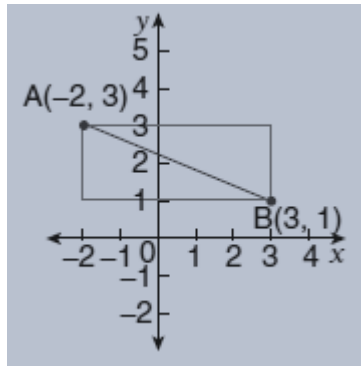
AB = _____ AC = _____ BC = _____

II. Slope

AB = _____ AC = _____ BC = _____

Coordinate Geometry

3. Use Pythagoras' theorem to find the length of interval AB in each of the following. Round your answer to the nearest hundredth.



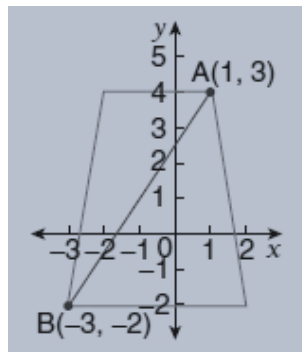
a)

AB = _____

Determine the following:

Perimeter _____

Area _____

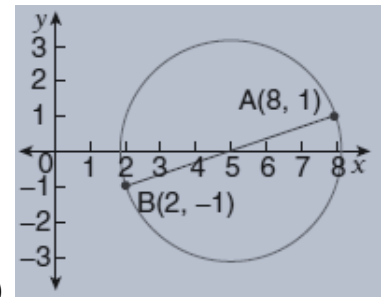


b)

AB = _____

What is the length of the bases?
_____ & _____

Find the midpoint of the sides of the trapezoid.
_____ & _____



c)

AB = _____

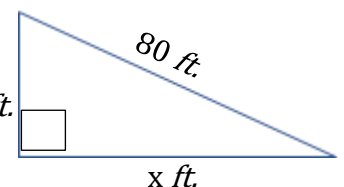
Derive the equation of the circle

_____.

What is the area of the circle? _____

What is the circumference of the circle? _____

4. Use the distance $d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$ formula to find the distance between the points:
- Find the distance from the point (4, 2) to the origin.
 - Which of the points (-1, 2) or (3, 5) is closer to the point (3, 0)?
 - Find the distance from the point (-2, 4) to the point (3, -5).
 - Which of the points (7, 2) or (-4, -4) is further from (0, 0)?
5. Use the distance $d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$ formula to find the distance between the points
- The vertices of a triangle are A(0, 0), B(3, 4) and C(-4, 5). Find the length of each side.
 - ABCD is a parallelogram where A is the point (2, 3), B is (5, 5), C is (4, 3) and D is (1, 1). Show that the opposite sides of the parallelogram are equal.
 - Find the length of the two diagonals of the parallelogram in part **b**.
 - EFGH is a quadrilateral, where E is the point (0, 1), F is (3, 2), G is (2, -1) and H is (-1, -2). Prove that EFGH is a rhombus. (The sides of a rhombus are equal.)
 - (3, 2) is the center of a circle. (6, 6) is a point on the circumference. What is the radius of the circle?
 - Prove that the triangle ABC is isosceles if A is (-2, -1), B is (4, 1) and C is (2, -5). (Isosceles triangles have two sides equal.)
 - A is the point (-13, 7) and B is (11, -3). M is halfway between A and B. How far is M from B?
6. In your hometown, there is a field in the shape of a right triangle with the given dimensions. A leg of 40 ft and a hypotenuse of 80 ft.
- Determine the perimeter of the field.
 - You are going to plant Japanese Maple seedlings approximately every ten feet around the field's edge. How many trees will you need?
 - If the price of each tree sells for \$18.75, how much will the trees cost?



Coordinate Geometry

1. For each equation, rewrite in slope-intercept form and state the slope, m & y-intercept, b values.

$3y - 12x = 2$ $m = \underline{\hspace{2cm}} \quad b = \underline{\hspace{2cm}}$	$8x = 4y - 10.6$ $m = \underline{\hspace{2cm}} \quad b = \underline{\hspace{2cm}}$	$3x - \frac{1}{4}y = 6$ $m = \underline{\hspace{2cm}} \quad b = \underline{\hspace{2cm}}$
---	---	--

Find the slope of the given lines.

j passes through

2. $(0, 3)$ and $(3, 1)$

m passes through

3. $(-2, 7)$ and $(-6, 1)$

k passes through

4. $(-4, -3)$ & $(0, 3)$

Write the equation of a line given two points and must be parallel or perpendicular to another line.

5. A) Passes through $(3, 2)$

- B) Passes through $(4, 0)$

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

Perpendicular to $2x + y = 1$

Determine whether the lines through the given points are *parallel*, *perpendicular*, or *neither*. Justify your answer.

9. Line 1: $(3, -6)$, $(10, 5)$

10. Line 1: $(1, -3)$, $(5, -2)$

11. Line 1: $(-6, 0)$, $(9, 8)$

- Line 2: $(7, 2)$, $(2, 8)$

- Line 2: $(-6, -6)$, $(-2, -5)$

- Line 2: $(6, 2)$, $(2, 9)$

Standards:

1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment based on the undefined notions of point, line, distance along a line, and distance around a circular arc. [G-CO1]

21. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.* [G-SRT8]

29. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation. [G-GPE1]

31. Prove the slope criteria for parallel and perpendicular lines, and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point). [G-GPE5]