



BIRMINGHAM CITY SCHOOLS

At-Home Enrichment

To provide enrichment to BCS students!

11th Grade





ELA and Social Studies Activities to Engage High School Learners

Grade 11

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

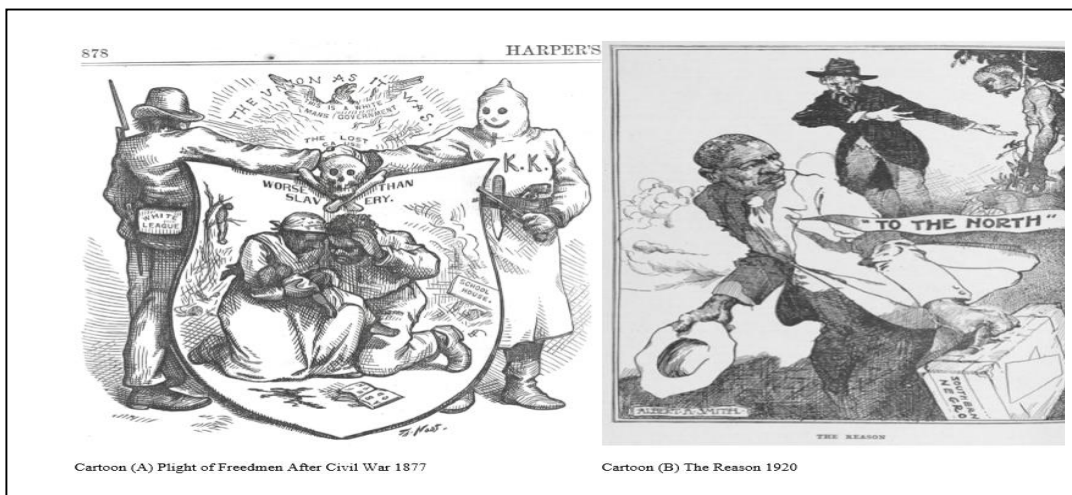
D. To be black was to confront, and to be forced to alter, a condition forged in history. To be white was to be forced to digest a delusion called white supremacy. Indeed, without confronting the history that has either given white people an identity or divested them of it, it is hardly possible for 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.

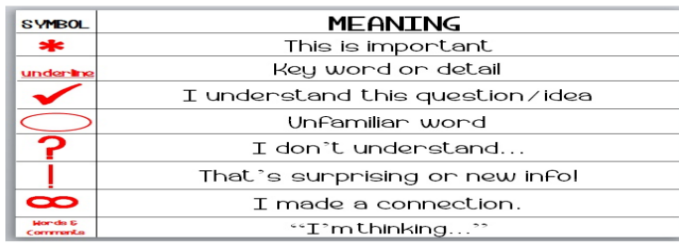
After 1 November 1765, the date the Stamp Act is due to go into effect, and throughout the early months of 1766, public life is in disarray. The stamps required to conduct business legally are locked away, and officials debate whether ports and courts should close or remain open. Colonists groan under 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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<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..."																		
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	Comparing and Contrasting Genres Graphic Organizer	Text 2
Title: Genre:		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

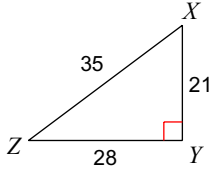
If your income is more than your expenses, you have money left to save or spend.

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

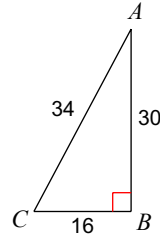
Trigonometric Ratios

Find the value of each trigonometric ratio.

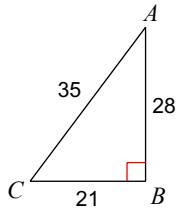
1) $\tan Z$



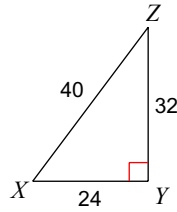
2) $\cos C$



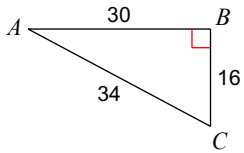
3) $\sin C$



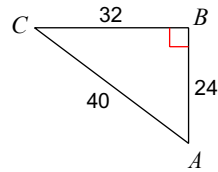
4) $\tan X$



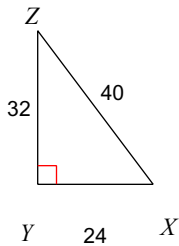
5) $\cos A$



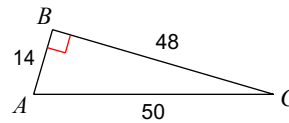
6) $\sin A$



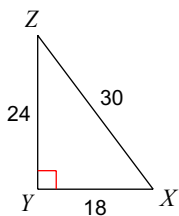
7) $\sin Z$



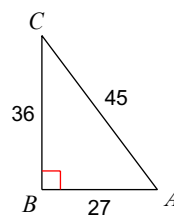
8) $\sin C$



9) $\cos Z$

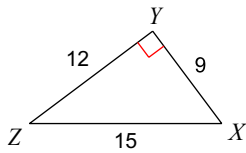


10) $\tan C$

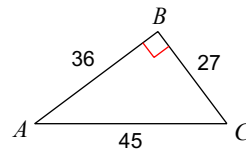


Find the value of each trigonometric ratio to the nearest ten-thousandth.

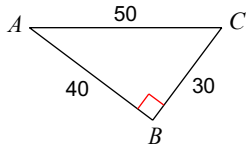
11) $\cos Z$



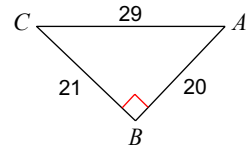
12) $\cos C$



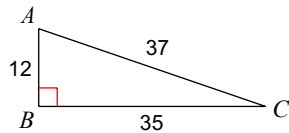
13) $\tan C$



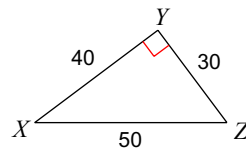
14) $\tan A$



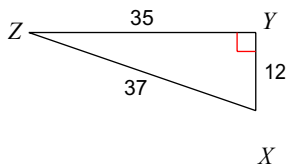
15) $\tan C$



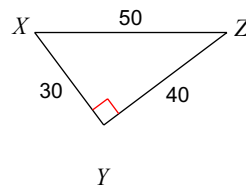
16) $\tan X$



17) $\sin Z$



18) $\sin Z$



19) $\sin 48^\circ$

20) $\sin 38^\circ$

21) $\cos 61^\circ$

22) $\cos 51^\circ$

Critical thinking questions:

23) Can the sine of an angle ever equal 2?
Why or why not?

24) $\sin x = \frac{1}{3}$
Find $\cos x$.

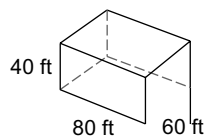
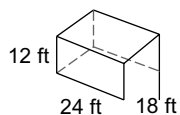
5) $\cos A$

Similar Solids

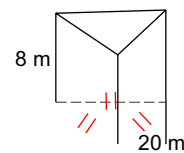
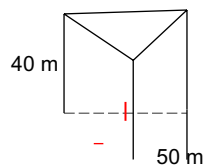
Date _____ Period _____

Are the two figures similar? If so, state the scale factor.

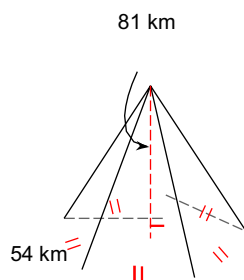
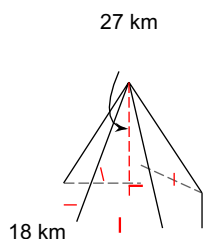
1)



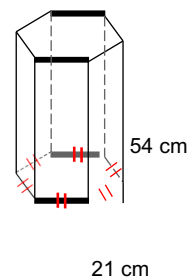
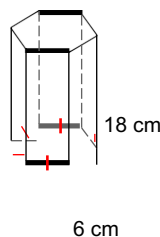
2)



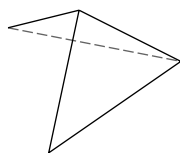
3)



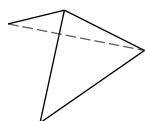
4)

**Each pair of figures is similar. Use the information given to find the scale factor of the figure on the left to the figure on the right.**

5)

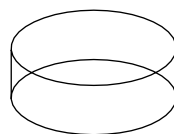


$$SA = 396 \text{ cm}^2$$

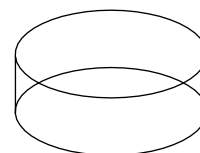


$$SA = 275 \text{ cm}^2$$

6)

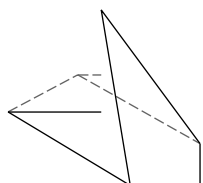


$$SA = 7\pi \text{ in}^2$$

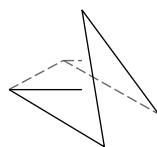


$$SA = 175\pi \text{ in}^2$$

7)

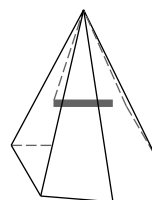


$$V = 20000 \text{ mi}^3$$

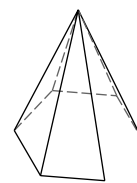


$$V = 10240 \text{ mi}^3$$

8)



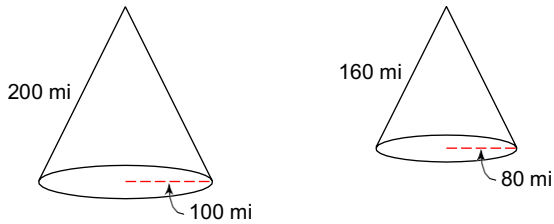
$$V = 3240 \text{ in}^3$$



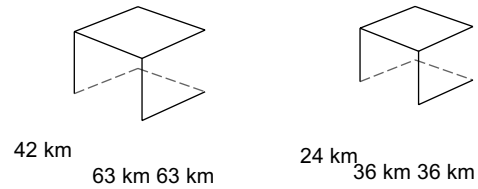
$$V = 120 \text{ in}^3$$

Each pair of figures is similar. Find the scale factor of the figure on the left to the figure on the right. Then find the ratio of surface areas and the ratio of volumes.

9)



10)



The scale factor between two similar figures is given. The surface area and volume of the smaller figure are given. Find the surface area and volume of the larger figure.

11) scale factor = 1 : 2

$$SA = 90 \text{ yd}^2$$

$$V = 216 \text{ yd}^3$$

12) scale factor = 4 : 9

$$SA = 256 \text{ km}^2$$

$$V = 1536 \text{ km}^3$$

Some information about the surface area and volume of two similar solids has been given. Find the missing value.

13) Solid #1

$$SA = 1088 \text{ km}^2$$

$$V = 13312 \text{ km}^3$$

Solid #2

$$SA = 425 \text{ km}^2$$

$$V = ?$$

14) Solid #1

$$SA = 1100 \text{ yd}^2$$

$$V = 19000 \text{ yd}^3$$

Solid #2

$$SA = 176 \text{ yd}^2$$

$$V = ?$$

15) Solid #1

$$SA = 468 \text{ ft}^2$$

$$V = 1944 \text{ ft}^3$$

Solid #2

$$SA = ?$$

$$V = 9 \text{ ft}^3$$

16) Solid #1

$$SA = 54 \text{ m}^2$$

$$V = 648 \text{ m}^3$$

Solid #2

$$SA = ?$$

$$V = 8232 \text{ m}^3$$

LESSON
2.1**Practice B**

For use with pages 72–79

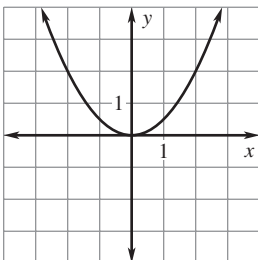
Identify the domain and range of the given relation. Then tell whether the relation is a function.

1. $(0, 3), (1, 1), (2, 2), (3, 4), (4, 2)$

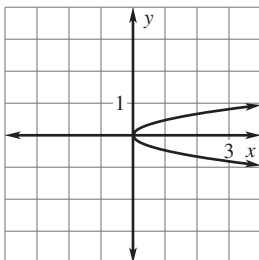
2. $(-2, -3), (-1, -1), (0, 1), (0, 3), (1, 5)$

Use the vertical line test to determine whether the relation is a function.

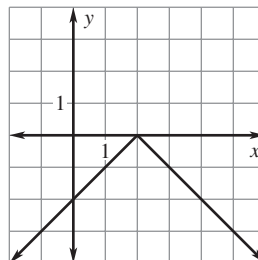
3.



4.

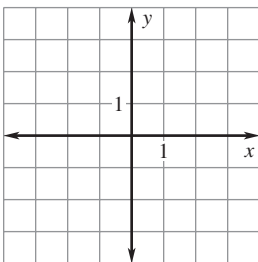


5.

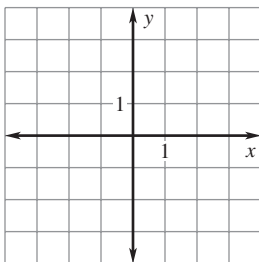


Graph the equation.

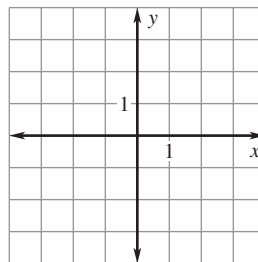
6. $y = 3x + 2$



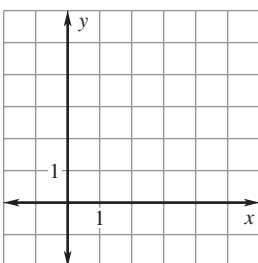
7. $y = -2x - 2$



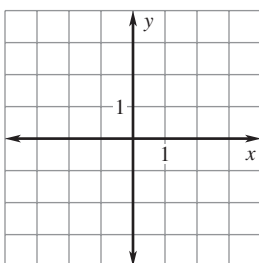
8. $y = -x$



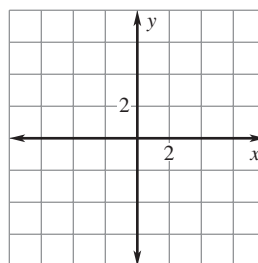
9. $y = -x + 3$



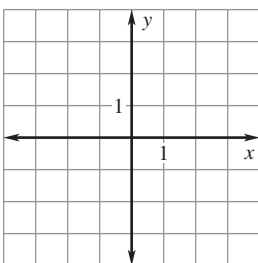
10. $y = \frac{1}{2}x + 2$



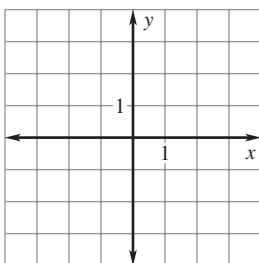
11. $y = 2x - 5$



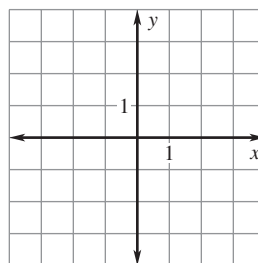
12. $y = x + 2$



13. $y = -1$



14. $y = -\frac{1}{4}x - 1$



LESSON
2.1**Practice B** *continued*
For use with pages 72–79

Tell whether the function is linear. Then evaluate the function for the given value of x .

15. $f(x) = x + 5; f(-2)$

16. $f(x) = x^2 + x - 2; f(1)$

17. $f(x) = 3 - 3x; f(2)$

18. $f(x) = |x + 2|; f(-4)$

19. $f(x) = \frac{2}{x-2}; f(6)$

20. $f(x) = \frac{2}{3}x - 5; f(9)$

In Exercises 21–23, use the following information.

PGA Money List The table below shows the top five players on the 2005 PGA Tour money list through June 5th along with the number of wins for each player.

Player	Vijay Singh	Phil Mickelson	Tiger Woods	David Toms	Kenny Perry
Wins, x	3	3	3	1	2
Dollars, y (in millions)	5.3	4.2	4.1	3.3	2.5

21. What is the domain of the relation?

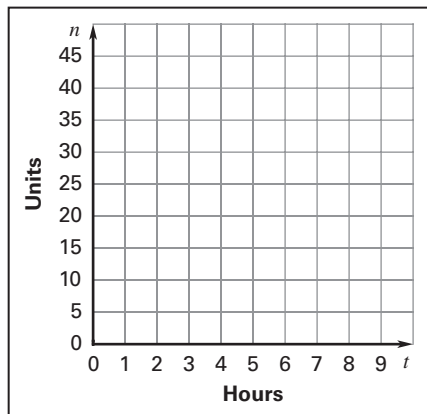
22. What is the range of the relation?

23. Is the amount of money earned a function of the number of wins?

In Exercises 24–26, use the following information.

Furniture Assembly At the beginning of your 8 hour shift, there were 42 units of furniture that needed to be assembled. The number of units n that still need to be assembled during your shift can be modeled by $n(t) = -3t + 42$ where t is the time in hours.

24. Graph the model.



25. What is a reasonable domain and range of the model?

26. How many units still need to be assembled after you have worked 5 hours of your shift?

LESSON
2.2**Practice B**

For use with pages 82–88

Find the slope of the line passing through the given points.

1. (2, 1), (6, 9)
2. (1, 1), (2, -5)
3. (-3, 2), (6, -1)
4. (3, -2), (-1, 7)
5. (0, -5), (-2, -9)
6. $(\frac{1}{3}, \frac{1}{2}), (\frac{5}{3}, \frac{5}{2})$

Tell which line is steeper.

7. Line 1: through (-2, 2), (4, 3)
Line 2: through (2, 3), (6, 4)
8. Line 1: through (5, 2), (7, 12)
Line 2: through (-3, -1), (-2, 5)
9. Line 1: through (1, 1), (3, 0)
Line 2: through (4, 2), (8, -2)
10. Line 1: through (3, 8), (6, 17)
Line 2: through (0, 1), (-3, 7)

Find the slope of the line passing through the given points. Then tell whether the line *rises, falls, is horizontal, or is vertical*.

11. (-2, 4), (2, 5)
12. (3, 1), (3, -2)
13. (8, 15), (12, -1)
14. (5, -2), (2, -2)
15. (9, -3), (-6, 4)
16. (4, 5), (21, 5)

Tell whether the lines are *parallel, perpendicular, or neither*.

17. Line 1: through (-6, 2), (3, 5)
Line 2: through (4, 1), (1, 0)
18. Line 1: through (7, 3), (8, 7)
Line 2: through (-5, -4), (-1, -5)
19. Line 1: through (5, 2), (1, -7)
Line 2: through (-1, 3), (9, -1)
20. Line 1: through (5, 9), (7, 13)
Line 2: through (0, 2), (4, 10)

21. Fuel Efficiency On Friday, you left for a weekend camping trip with 110 miles on the odometer and 14.5 gallons of gas in the tank of your car. When you returned on Sunday, the odometer read 299 miles and you still had 7.5 gallons of gas left. What was the fuel efficiency of your car on this trip?

22. Production Rate When you started your shift at 7:00 A.M., 120 steel valves had already been machined and were ready for assembly. At 3:00 P.M., your shift ended and 424 steel valves were now completed and ready for assembly. The target production rate is 36 steel valves per hour. What was the production rate for your shift? Would your supervisor be satisfied with the work pace?

LESSON
10.2**Practice B***For use with pages 690–697***Find the number of combinations.**

1. ${}_6C_4$

2. ${}_8C_5$

3. ${}_7C_3$

4. ${}_9C_7$

5. ${}_{13}C_9$

6. ${}_{10}C_6$

7. ${}_{12}C_8$

8. ${}_{14}C_{10}$

**Find the number of possible 5-card hands that contain the cards specified.
The cards are taken from a standard 52-card deck.**

9. 5 red cards
10. 4 spades and 1 card that is not a spade
11. 3 face cards (kings, queens, or jacks) and 2 cards that are not face cards
12. 2 aces and 3 cards that are not aces
13. At most 1 diamond
14. At least 1 king

Use the binomial theorem to write the binomial expansion.

15. $(x - 2)^4$

16. $(x + 3)^3$

17. $(2x + 5)^5$

18. $(4x - 1)^6$

19. $(x + 6y)^3$

20. $(x - 5y)^5$

21. $(3x - y)^6$

22. $(8x + y)^4$

23. Find the coefficient of x^6 in the expansion of $(2x + 3)^{10}$.
24. Find the coefficient of x^4 in the expansion of $(3x - 1)^{11}$.
25. Find the coefficient of x^7 in the expansion of $(2x - 5)^9$.
26. Find the coefficient of x^3 in the expansion of $(3x + 2)^{12}$.
27. **School Musical** A teacher is holding tryouts for the school musical. There are 15 students trying out for 7 identical chorus parts. In how many ways can the teacher select the chorus members?
28. **Soccer Starters** A youth indoor soccer team has 6 starting players. The starting players must consist of 3 boys and 3 girls. There are 7 boys and 6 girls on the team. Each player can play each position. In how many ways can the coach select players to start the game?
29. **Football Cards** You have a plastic sheet that holds 9 trading cards. You want to fill the sheet with football cards consisting of 4 quarterbacks, 3 running backs, and 2 wide receivers. In your collection of cards, you have 10 quarterbacks, 7 running backs, and 8 wide receivers. In how many different ways can you select the cards?

LESSON
12.1**Practice B**

For use with pages 794–801

Write the first six terms of the sequence.

1. $a_n = n^2 + 6$

2. $a_n = n^2 - 3$

3. $a_n = 3^{n+1}$

4. $f(n) = 2^{n-1}$

5. $f(n) = -\frac{4}{3n}$

6. $f(n) = \frac{n}{3n+2}$

For the sequence, describe the pattern, write the next term, and write a rule for the n th term.

7. 2, 4, 8, 16

8. 1, 8, 27, 64

9. $\frac{1}{1}, \frac{1}{4}, \frac{1}{9}, \frac{1}{16}$

10. $\frac{4}{3}, \frac{5}{3}, \frac{6}{3}, \frac{7}{3}$

11. 3, 5, 7, 9

12. $\frac{4}{2}, \frac{8}{3}, \frac{12}{4}, \frac{16}{5}$

13. 0.7, 1.3, 1.9, 2.5

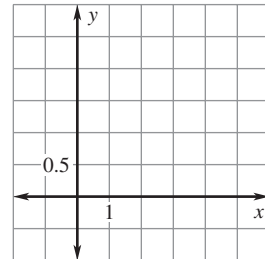
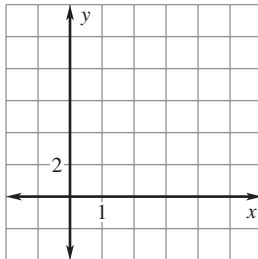
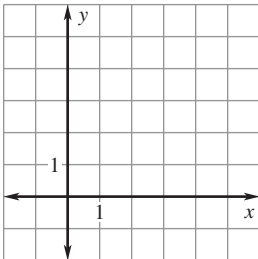
14. 1.0, 0.5, 0.0, -0.5

Graph the sequence.

15. 1, 2, 3, 4, 5

16. 2, 4, 6, 8, 10

17. $\frac{1}{2}, 1, \frac{3}{2}, 2, \frac{5}{2}$

**Write the series using summation notation.**

18. $-2 + 1 + 6 + 13 + 22 + \dots$

19. $\frac{2}{4} + \frac{4}{5} + \frac{6}{6} + \frac{8}{7}$

Find the sum of the series.

20. $\sum_{k=4}^8 3k - 2$

21. $\sum_{i=2}^4 i^2 + i + 4$

22. $\sum_{i=1}^{22} i$

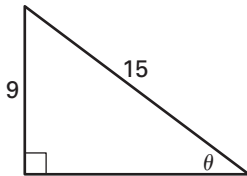
- 23. Jacket** You want to save \$30 to buy a jacket. You begin by saving a dollar in the first week. You plan to save an additional dollar each week after that. For example, you will save \$2 in the second week, \$3 in the third week, and so on. How many weeks must you save to have saved \$30?

LESSON
13.1**Practice B**

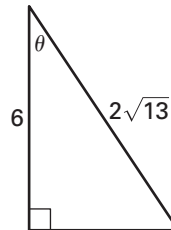
For use with pages 852–858

Evaluate the six trigonometric functions of the angle θ .

1.



2.

**Let θ be an acute angle of a right triangle. Find the values of the other five trigonometric functions of θ .**

3. $\sin \theta = \frac{4}{5}$

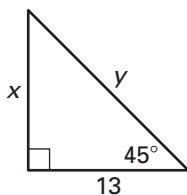
4. $\cos \theta = \frac{5}{6}$

5. $\sec \theta = \frac{\sqrt{73}}{8}$

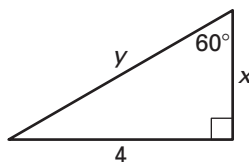
6. $\cot \theta = \sqrt{3}$

Find the exact values of x and y .

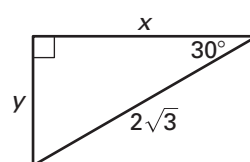
7.



8.



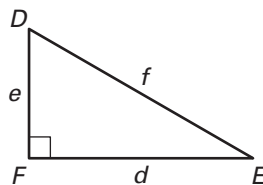
9.

**Solve $\triangle DEF$ using the diagram and the given measurements.**

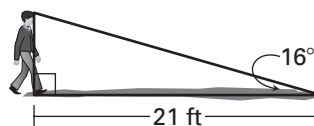
10. $D = 40^\circ, f = 8$

11. $E = 53^\circ, d = 13$

12. $D = 67^\circ, e = 10.5$

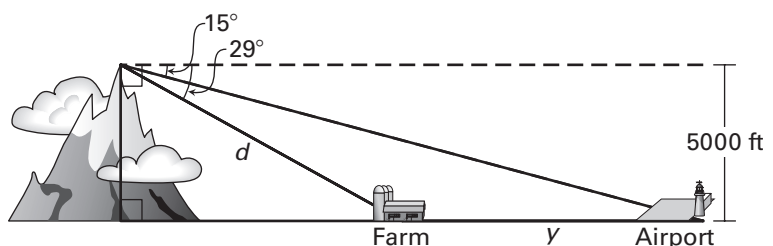


13. **Shadow** A person casts the shadow shown. What is the approximate height of the person?



14. **Mountains** A hiker at the top of a mountain sees a farm and an airport in the distance.

- a. What is the distance d from the hiker to the farm?
- b. What is the distance y from the farm to the airport?



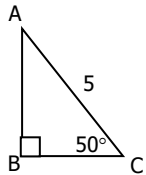
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Geometry
Segment Areas

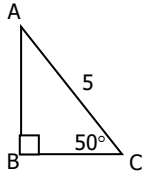
name: _____
date: _____

1. Find the area of a sector of a circle (pie wedge) with central angle of 100° and radius 5. Round to 100ths.

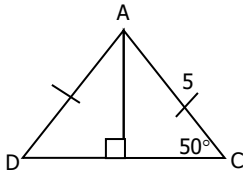
2. Find AB and BC (hint: SOH CAH TOA). Round to 100ths.



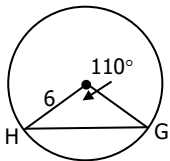
3. Find the triangle area (hint: problem 2). Round to the hundredths, BUT NOT UNTIL THE END! Don't forget your "storage closets".



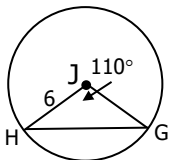
4. Find the area of $\triangle ACD$ (hint: problem 3). Round to the hundredths, BUT NOT UNTIL THE END! Don't forget your "storage closets".



5. Find angles G and H.



6. Find area of $\triangle GHJ$ (hint: problem 4 and 5). Round to the hundredths.

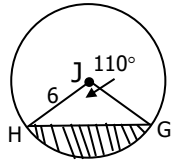


Answer Bank for front and back:

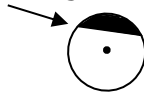
35	17.64	12.31	CHOCOLATE	3.83	74.32	6.16
3.21	2.24	21.82	20.57	16.91	35	34.56

7. Find the area of a sector of a circle (pie wedge) with central angle of 110° and radius 6. Round to 100ths.

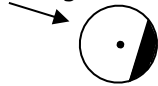
8. Find the shaded area (hint: problems 6 and 7). This is called a **segment**. Round to the hundredths.
(Wait until the end to round!)



9. Find the area of a circle segment with central angle 80° and $r=10$ (hint: #8). Round to the hundredths.



10. Find the area of a circle segment with central angle 120° and $r= 11$ (hint: #8). Round to the hundredths.



11. Find the area of a circle segment with central angle 40° and $r= 9$ (hint: #8). Round to the hundredths.



Hey! What's the "abbreviation" that helps you remember the trigonometry ratios? _____

For ALL of the problems,

- Draw a well-labeled picture.
- Show all your equations.
- Show your FINAL equation that you type into the calculator.
- If necessary, round all answers to the 3rd decimal place.

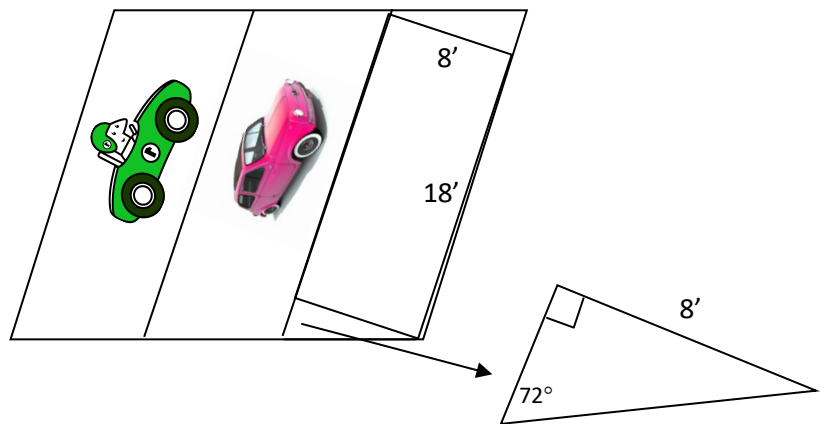
1. For a 50 foot pole to be stable, engineers have decided that 3 equally-spaced guide wires (running from the top of the pole to the ground) have to create a 75° angle with the ground.
- a. How much total wire should they plan for?
 - b. How far from the pole should each wire be attached to the ground?

2. The sonar of a navy cruiser detects a submarine that is 4000 feet from the cruiser. The angle between the water line and the submarine is 34° .
- a. How deep is the submarine?
 - b. How far does the navy cruiser have to travel to be right on top of the stationary submarine?

3. A forester walks 20 feet away from a redwood tree. She holds up her clinometer and finds at her eye level, the angle of elevation (from horizontal upward) to the top of the tree is 85° . Her eyes are 5 feet from the ground. How tall is the redwood tree?

4. The front door to the college cafeteria is 10 feet above the ground, and is reached by a flight of steps. The university wants to build a wheel-chair ramp, with an incline of 15° , from the ground to the door.
- How much horizontal distance is needed for the ramp?
 - If they only have 10 feet of clearance in front of the cafeteria, how many times does the ramp have to switch back and forth?

5. To accommodate cars of most sizes, a parking space needs to contain an 18 foot by 8 foot rectangle as shown. If a diagonal parking space makes an angle of 72° with the horizontal, how far apart should the painters start the white stripes from each other?



6. Ms. D was walking towards the Colosseum in Rome, and as she had brought her handy-dandy math tools, she whipped it out and measured the angle of inclination (78°) from her eyeball to the top of the Coliseum (which she had read is 159 feet). Ms. D's eyeball is 5 feet from the ground.
- How far was she from the Colosseum at the time of her measuring?
 - How far was her eyeball from the top of the Colosseum?
 - How embarrassed was her husband at this show of math nerdiness?