

Name: \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_

# **Lewis County Middle School**

## **8<sup>th</sup> Grade NTI Day 31**

### **Contents:**

- Language Arts
- Math
- Science
- Social Studies

**School Phone: 606-796-6228**

### **Teams:**

**William.maynard@lewis.kyschools.us**

**Julee.howard@lewis.kyschools.us**

**Karen.jones@lewis.kyschools.us**

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**Note to students: If at all possible please electronically send these answers to your teachers. You can use your phone's camera or, even better, there's an app called "genius scan" which will allow you to scan the document and email it to your teacher as a pdf. Be sure to email the correct answers to the correct teacher.**



## **NTI Day 31 - Language Arts**

### **The purpose of this time capsule:**

To allow you to document your eighth grade year and how it came to an abrupt halt. This project will consist of images, reflections, and memorabilia to be saved for a future date. All items can be digitally added to this document OR can be physically placed in an envelope/box in a secure area in your home (if you choose to complete your project with physical items, you must photograph yourself putting together your capsule to get credit for this assignment). You should plan on opening this project back up in the future: in 5 years, 10 or even in 20! It is completely up to you. What we are going through is like nothing anyone now has gone through. This is something you can have to share later in life. If you have ever heard your grandparents say, "This one time we had to" or "Back when I was going up...". This is for those stories for you to tell.

This is your project. Be creative and put effort into it.

### **Day 31 - About Me!**

**Cover page:** You will want to create a cover sheet for your time capsule including (but not limited to) your name, the year, an original title, and your team leader's name.

**Second page :** You can be creative with the format of each day. You can add shapes, drawings, etc. This page should have your school, grade, year, friends, favorite food, music (song) and movie, and include a picture of yourself. *(You can do this digitally on google doc and add a page for each day. For those who do paper, you can use notebook paper, plain copy paper, or construction paper. Be creative!!)*



# NT I Math 8<sup>th</sup> grade day 31

Kuta Software - Infinite Pre-Algebra

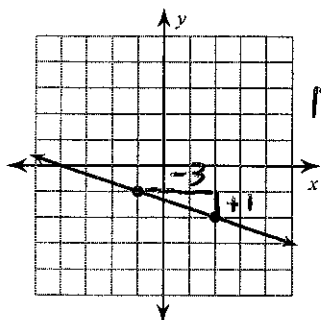
Name \_\_\_\_\_

Slope Note #1 and #2 are done as examples for you to look at.

Date \_\_\_\_\_ Period \_\_\_\_\_

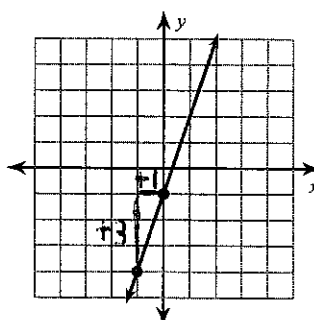
Find the slope of each line.

1)



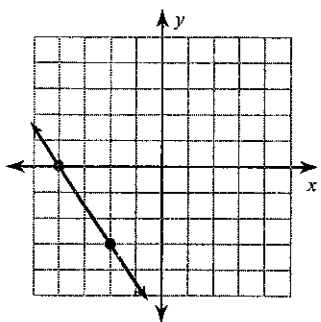
$$m = \frac{\text{rise}}{\text{run}} = \frac{1}{-3} = -\frac{1}{3}$$

2)

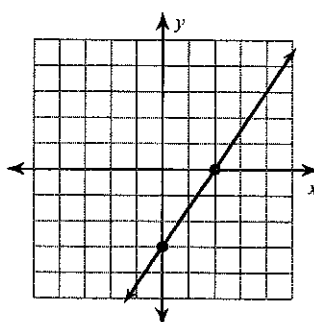


$$m = \frac{\text{rise}}{\text{run}} = \frac{3}{1} = 3$$

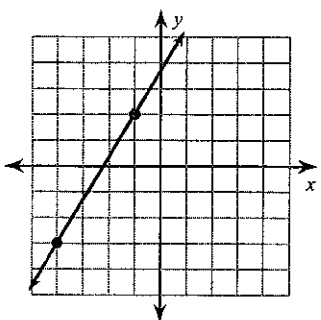
3)



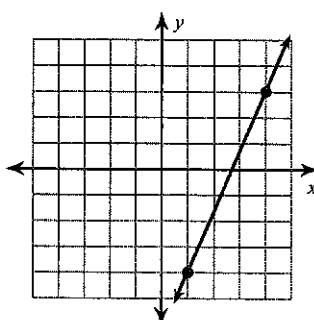
4)



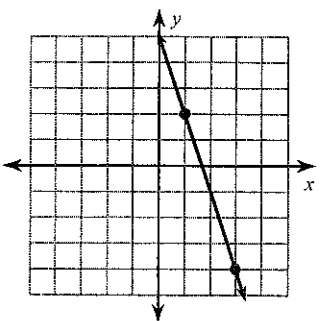
5)



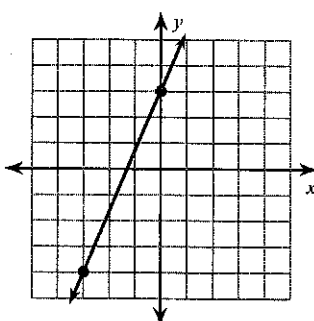
6)



7)



8)





# Explainer: What is a virus?

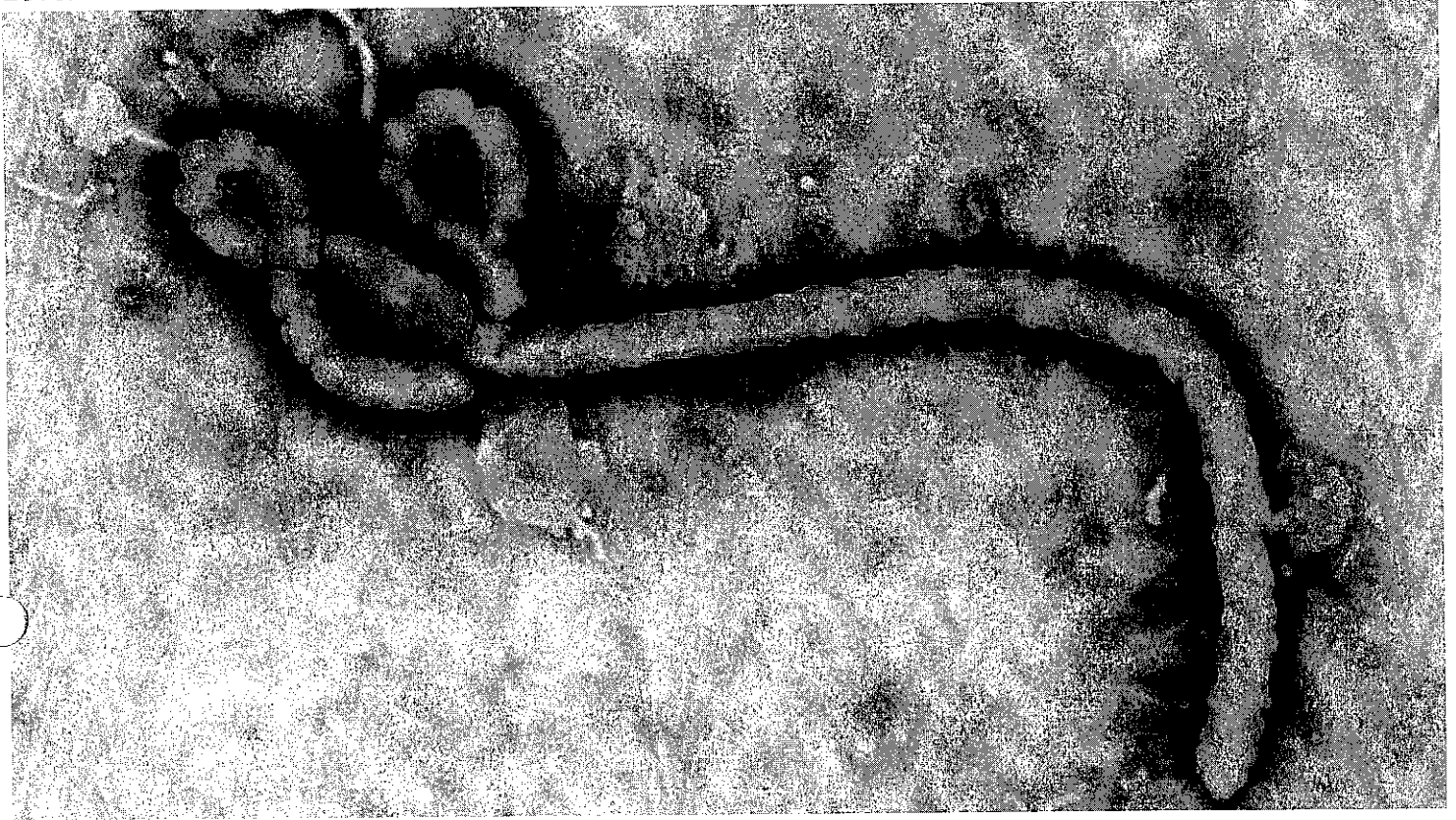
Name:

Team:

By Allen Cheng, The Conversation, adapted by Newsela staff on 03.18.20

Word Count 812

Level 1120L



This colorized transmission electron micrograph (TEM) revealed some of the ultrastructural morphology displayed by an Ebola virus virion. The largest ebola outbreak happened in West Africa from 2014-16. Photo from Wikimedia Commons

It may seem fairly basic, but experts are still arguing over whether viruses should be considered a form of life.

The diversity of viral infections is immense. Viruses cause everything from common cold (rhinoviruses) to Ebola, the deadly disease that has killed thousands in Africa, and warts (papillomavirus), and from influenza to smallpox. Many viruses can cause cancer, and the hepatitis B virus is a known cause of liver cancer.

Viruses show some of the characteristics of living organisms. They have DNA, which controls how every part of a living creature develops and functions. They also evolve by natural selection and create copies of themselves. However, most biologists argue they aren't alive because they can't replicate by themselves.

To say that viruses are small is an understatement. If the human genome were "War and Peace," the 1,200-page novel by Leo Tolstoy, the average bacterium would have a genome of about a page

:>midn  
:midT



or two. On this scale, the influenza virus is about two words, while the smallest virus, circovirus, would be merely a letter or two.

Essentially, viruses are snippets of genetic code that take over the living cells to replicate themselves. They then escape the cell and spread. There is a good reason why a “computer virus” is called what it is. Even a virus' envelope – the coating that many viruses have to protect their contents – comes from the cells of its hosts.

### **Vaccines Are Developed To Stop Viruses**

Some viruses that cause human diseases can be killed by vaccines.

The word vaccine comes from the Latin word for “cow.” It is based on an observation by English scientist and doctor Edward Jenner that milkmaids were protected from smallpox after they were exposed to cowpox, a cow disease that was similar to smallpox but not as severe. From this came the idea that infection with a closely-related but less dangerous virus could protect against serious disease.

It was then found that even inactivated viruses were able to enable the immune system to remember and protect from infection on a later date. An inactivated virus is one that has been grown and then killed. Scientists then added these inactivated viruses into the vaccines that we get as shots when we visit the doctor. Vaccines have weak viruses inside them, that are either living or dead, but can't reproduce themselves. When we get shot with vaccines it helps our bodies get used to them. Then, our bodies can defend themselves if we catch a live or strong virus.

The best vaccines have even resulted in the eradication of diseases, such as smallpox. Hopefully, in the near future, polio and measles will also become illnesses of the past.

### **Breaking Ground With Antiviral Treatments**

While antibiotics for treating bacterial infection were developed in the 1940s, antiviral treatments are a much more recent development.

Most antiviral medication attempts to block one or more points in the viral replication cycle. Many antiviral medications used to treat HIV and herpes simplex (which causes cold sores), for instance, stop the replication mechanism itself.

Some antivirals interfere with the way viruses use to enter or exit host cells. Others activate the immune system to seek and destroy cells infected by viruses.

### **Mega-, Mimi- Or Truc?**

Viruses can infect all living organisms, even bacteria, and they seem to be everywhere.

J. Craig Venter, the biologist and entrepreneur, was one of the first to sequence the human genome (interestingly, his own). He sailed around the world in his yacht and took samples of seawater as he went. When his team examined the samples, they found an incredible diversity of new viruses, with about 10 million copies of viruses per milliliter of water.

The recent discovery of new, very large viruses has also blurred the lines between what is and is not life. In 2003, the Mimivirus was found inside an amoeba in England. It was named the



“microbe-mimicking virus” because it was visible under a microscope and had a genome that rivaled small bacteria.

The largest known virus is the Pandoravirus, found in a pond in Melbourne, Australia. Its genome is nearly as complex as of a small parasite.

These recent discoveries have prompted a reconsideration of the nature and classification of life. Didier Raoult, the French biologist who led the team that discovered Mimivirus, has even suggested reclassifying complex organisms such as giant viruses as “truc.” This is French for “stuff,” as well as being an acronym for “things resisting [un]complete classification” — in other words, the “too hard” basket.

Are the seawater viruses the soup from which we evolved? More research may give answers to these and other interesting questions. Whatever the case, it is clear that these tiny genetic parasites will always be problems for us to deal with.

*Allen Cheng is an Associate Professor of Infectious Diseases Epidemiology at Monash University in Australia.*



Quiz-What is a virus?

Name \_\_\_\_\_ Team \_\_\_\_\_

1 According to the article, HOW has the discovery of the Mimivirus influenced scientists' ideas about viruses?

- ☒ (A) Since it acts differently than other viruses, scientists think it could lead to a vaccine for cancer.
- (B) Since it seems more like a single-celled animal, some scientists are ready to call it "living."
- (C) Since few viruses are this large, scientists now think they are related to bacteria.
- (D) Since new viruses have emerged, scientists expect to find the origin of human life in seawater.

2 HOW does the article develop the idea that scientists have made progress treating viral illnesses?

- (A) by showing how many viruses there are, and explaining which diseases have vaccines
- (B) by explaining the origin of early vaccines, and describing how antivirals work
- (C) by describing the characteristics of viruses, and explaining how they infect hosts
- (D) by providing an example of an early scientist, and describing the role of antibiotics

3 Read the sentences from the section "Vaccines Are Developed To Stop Viruses."

The best vaccines have even resulted in the eradication of diseases, such as smallpox. Hopefully, in the near future, polio and measles will also become illnesses of the past. The author uses the word "eradication" to mean:

- ☒ (A) management
- (B) opposition
- (C) treatment
- (D) elimination

4 Read the sentence from the introduction [paragraphs 1-5].

Even a virus' envelope – the coating that many viruses have to protect their contents – comes from the cells of its hosts. Which word from the article helps explain what "host" means?

- (A) life
- (B) replication
- (C) genome
- (D) parasites



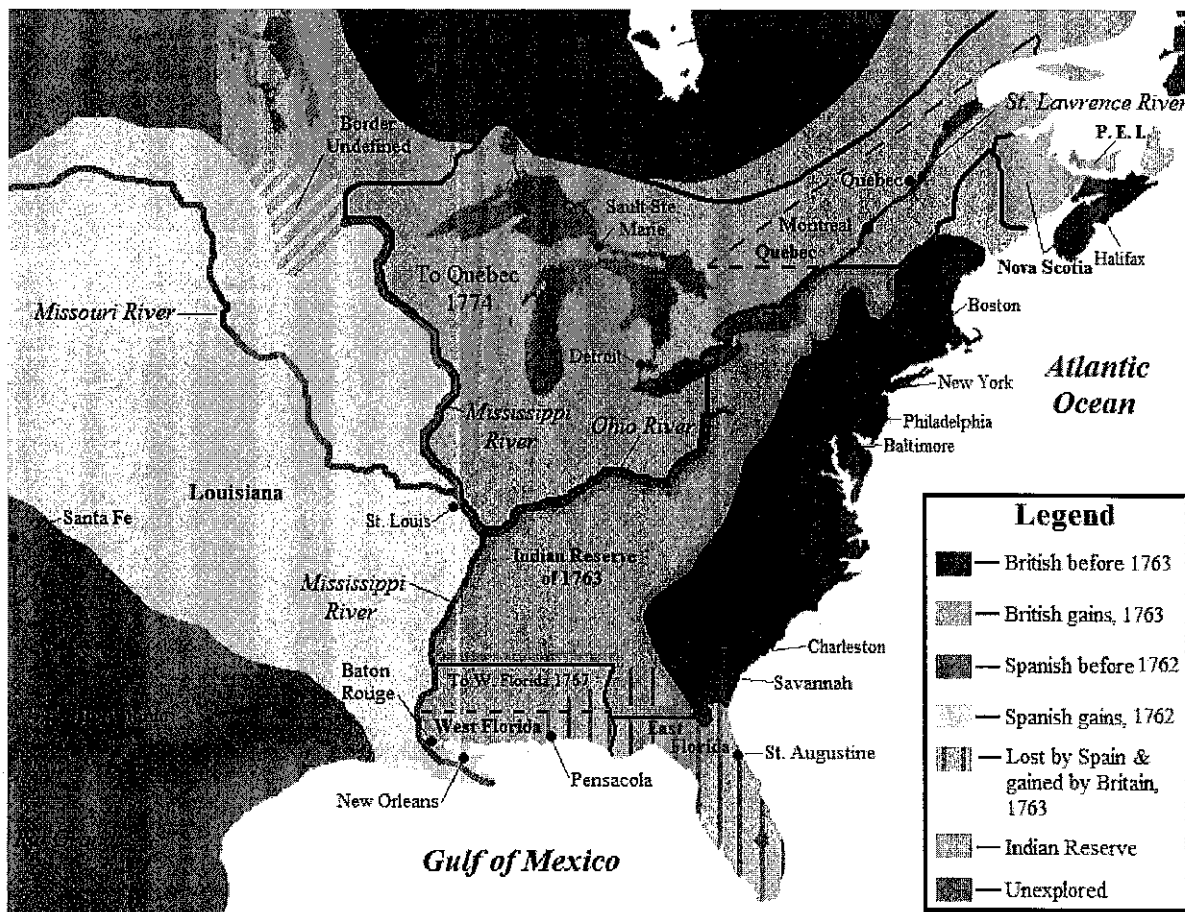
Wants ———— most

## Day 31: Maynard/Robinette

### Map: North American territory changes after the French and Indian War

The French and Indian War occurred in North America during the Seven Years' War among the major European powers. It lasted from 1756 to 1763. The fighting ended in 1762 and the Treaty of Paris officially ended the war in 1763. The conflict marked an important turning point in territorial relations between the British and French in North America.

Before the end of the war, France became allies with the Kingdom of Spain. Spain also had territory in the Americas and feared Britain's growing power. In 1762, France and Spain created a secret agreement known as the Treaty of Fontainebleau. This treaty meant that France ceded their Louisiana territory to Spain. Britain also gained more westward territory, toward the Mississippi River. There was, however, a portion excluded for a Native American Reserve.







Answer the following and return to either Mr. Maynard or Mr. Robinette:

**Day 31**

**1. Read the second paragraph of the article.**

*Before the end of the war, France became allies with the Kingdom of Spain. Spain also had territory in the Americas and feared Britain's growing power. In 1762, France and Spain created a secret agreement known as the Treaty of Fontainebleau. This treaty meant that France ceded their Louisiana territory to Spain. Britain also gained more westward territory, towards the Mississippi River. There was, however, a portion excluded for a Native American Reserve.*

Which of the following is an accurate explanation of what this paragraph means?

- a. Because Britain had the strongest claim to land in North America, other countries eventually turned over control of lands to Britain.
- b. France and Spain agreed to force Britain out of North America, starting by excluding a portion of British land for a Native American Reserve.
- c. France and Spain came to an agreement about territories in North America because of concerns that Britain was becoming too powerful. The secret agreement transferred the Louisiana territory from France to Spain.
- d. The Treaty of Fontainebleau between Spain and France was ineffective because it was created in secret. Britain was able to gain large areas of land in North America because the treaty could not be honored.

**2. Which sentence from the article supports the conclusion that the French and Indian War gave Britain more control in North America?**

- a. The French and Indian War occurred in North America during the Seven Years' War among the major European powers.
- b. The conflict marked an important turning point in territorial relations between the British and French in North America.
- c. Spain also had territory in the Americas and feared Britain's growing power.
- d. Britain also gained more westward territory, toward the Mississippi River.

**3. Use the map and information from the article to select the TRUE statement.**

- a. British territorial gains pushed Native Americans into Louisiana.
- b. Britain more than doubled its territory in North America after 1763.
- c. Britain had no land in North America before the French and Indian War.
- d. Rivers in North America were not useful in establishing territorial borders.

**4. How does the map support the information in the article?**

- a. by showing the territory that the Spanish gave to the French in 1763
- b. by showing the many changes to territorial borders after the French and Indian War
- c. by showing the lands that Britain turned over to the Spanish before 1762
- d. by showing the struggle for North American territories between Britain, France and Spain



Name: \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_

# **Lewis County Middle School**

## **8<sup>th</sup> Grade NTI Day 32**

### **Contents:**

- Language Arts
- Math
- Science
- Social Studies

**School Phone: 606-796-6228**

### **Teams:**

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Day 32- Language Arts  
About Me! (KAS RL.8.3, W8.10)

Today, you will add an artifact that represents you, your character, and your feelings. Below are some ideas of items you can add to your time capsule. Choose one idea per day. You are not limited to these ideas.

Choose one (1) or come up with your own idea to add to your time capsule for today. Circle the idea you choose, or, if you choose to come up with your own idea, write what you included and why in the blank.

- **Current photos** of yourself, your family members, pets, friends (may include social media screenshots of your communication) with descriptive captions
- **Write a short note to yourself** answering these questions: How did you feel when you first heard school was canceled? How have your feelings changed since then? Or are they the same? Why?
- **Draw a portrait of yourself** during this time. Illustrate or label some character traits you believe you have (think bravery, perseverance, kindness) and emotions you are experiencing.

- **Compare yourself to a character from a book, movie, tv show, or other medium.** What character traits do you share? How are your circumstances similar or different? Come up with at least 3 similarities and/or differences. (You can write or draw this comparison)

- **Create your own** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# NTI Math 8<sup>th</sup> grade day 32

Find the slope of the line through each pair of points. #9, 17 and 20 are done for you.

$$\begin{matrix} x_1 & y_1 & x_2 & y_2 \\ 9) & (8, 10), & (-7, 14) \end{matrix}$$

$$10) (-3, 1), (-17, 2)$$

$$m = \frac{y_2 - y_1}{x_2 - x_1} = \frac{14 - 10}{-7 - 8} = \frac{4}{-15}$$

$$11) (-20, -4), (-12, -10)$$

$$12) (-12, -5), (0, -8)$$

$$13) (-19, -6), (15, 16)$$

$$14) (-6, 9), (7, -9)$$

$$15) (-18, -20), (-18, -15)$$

$$16) (12, -18), (11, 12)$$

Find the slope of each line. Note: Slope is the coefficient of X in  $y = mx + b$  form.

$$17) y = -5x - 1$$

$$18) y = \frac{1}{3}x - 4$$

$$m = -5$$

$$19) y = -\frac{1}{5}x - 4$$

$$20) x = 1$$

$$m = \text{undefined}$$

$$21) y = \frac{1}{4}x + 1$$

$$22) y = -\frac{2}{3}x - 1$$

$$23) y = -x + 2$$

$$24) y = -x - 1$$

$$25) 2x + 3y = 9$$

$$26) 5x + 2y = 6$$





Day 32

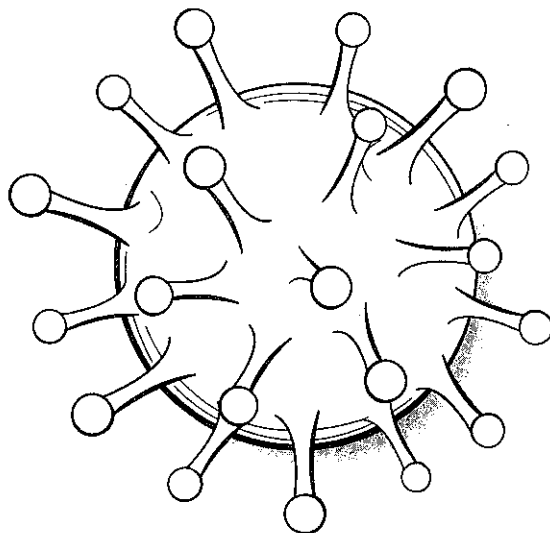
8th grade Science

Life and Its Diversity

Name: \_\_\_\_\_  
Team: \_\_\_\_\_

2

## The Virus Debate



The students in Mrs. Oliver's biology class were having a debate about viruses. Half of the class thought viruses were considered living things. The other half of the class did not think viruses were considered living things. Which side are you on?

Circle the word you think best describes a virus:      living      nonliving

Explain your thinking. What rule or reasoning did you use to decide whether viruses are living or nonliving?

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.....:masT

## Day 32: Maynard/Robinette

# The Stamp Act of 1765

In 1763, few would have predicted that just 13 years later in 1776 a revolution would be unfolding in British America. The colonies were not in a state of economic crisis and colonists were not clamoring for freedom from England.

But by the 1760s, something was dreadfully wrong in the American colonies.

For more than a century and a half, Britain had allowed the colonies to more or less govern themselves. Suddenly, Britain was exercising direct influence over colonial life. In addition to restricting movement to the western territories, Britain began enforcing its trade laws.

The British began charging the American colonists taxes because the country needed money. The Seven Years' War fought by many of Europe's great powers had been expensive for England.

### Raising questions about taxes

The taxes on American colonists were lower than those on British citizens and the money raised from taxing the colonies was used to pay for some of the cost of maintaining British troops in the 13 colonies.

The Americans, however, saw it differently. Americans thought the British troops were there only to watch them, and they did not want to pay for that.

Also, the colonists had cleared land, fought the Indians and lost family members while building a colony that enhanced the British Empire. To them, further taxation seemed to be an insult.

In addition to emotional appeals, the colonists began to make a political argument, as well. The practice of the government receiving permission to tax dated back hundreds of years in British history. But the colonists had no representation in the British Parliament. This means there were no colonists in the British government who could represent the colonies when decisions were being made.

To tax the colonists without allowing them to have representation denied them their rights as Englishmen.

### Stamp Act is passed

When parliament passed the Stamp Act in March 1765, things changed. It was not the first attempt to tax the American colonies.

But, it was the first direct tax on the colonies because previous taxes had only been collected at sea ports.

Now, every legal document had to be written on stamped paper to prove colonists had paid taxes. Proof of owning land, wills, marriage licenses and other contracts were not legal unless they were prepared on this special paper. Newspaper, dice and playing cards also needed proof that taxes had been paid.

### "No taxation without representation!"

American activists sprang into action. Colonists such as Patrick Henry in Virginia to James Otis in Massachusetts voiced their protest. A meeting called the Stamp Act Congress was called in the colonies to decide what to do.

"No taxation without representation!" the colonists insisted. The colonists were not merely griping about the Sugar Act and the Stamp Act, which were other taxes. They intended to place actions behind their words. They knew no colony acting alone could effectively send a message to the British king and parliament. The appeals to parliament by the individual groups had been ignored. It was James Otis who suggested a conference to agree on a united course of action. With that, the Stamp Act Congress convened in New York in October 1765.

### Some colonies were no-shows

The Congress seemed at first to be a failure. Only nine of the 13 colonies sent delegates. Georgia, North Carolina, New Hampshire and Virginia were not present. The Congress quickly became divided between those who wanted to act against no taxation without representation and others who wanted stronger measures against the British.

This became the spirit of the Stamp Act Congress Resolves. The Congress humbly acknowledged parliament's right to make laws in the colonies. Only the issue of taxation was disputed. Every colony except one approved the Stamp Act Resolves, which stated that colonies must be represented in the government in order to be taxed.

In the end, the widespread lack of cooperation from individual colonists did more to get rid of the Stamp Act than did the meeting of delegates. But the action was significant.



For the first time, delegates from differing colonies met to engage in a spirited debate. They discovered what they had in common. This was a small but important step toward the unity that would be necessary to declare independence from England.

### **Boycotting Britain's goods**

The colonists put their words into action and refused to buy British goods. Extreme groups such as the Sons and Daughters of Liberty did not hesitate to torment tax collectors or publish the names of those who did not refuse to buy the goods.

Soon, the pressure on England from struggling British merchants was too great to bear. The Stamp Act was repealed the following year.

The crisis was over, but the uneasy peace did not last long.

**Answer the following and return to either Mr. Maynard or Mr. Robinette:**

## **Day 32**

### **1. Fill in the blank.**

The author MAINLY explains the importance of the Stamp Act by \_\_\_\_\_

- a. illustrating how Britain aimed to continue supporting colonists with the Stamp Act.
- b. outlining the financial discussions of British leaders before passing the Stamp Act.
- c. describing the response of the colonists and the formation of the Stamp Act Congress.
- d. explaining the immediately effective measures taken against it by the Stamp Act Congress.

### **2. Which of the following MOST influenced Britain to repeal the Stamp Act?**

- a. approval of greater military spending by the British Parliament
- b. approval of the Stamp Act Resolves by colonial delegates
- c. financial pressure from debts built up during the Seven Years' War
- d. financial pressure from colonists' refusal to buy British goods

### **3. Read the sentence from the section "Raising questions about taxes."**

*Also, the colonists had cleared land, fought the Indians and lost family members while building a colony that enhanced the British Empire.*

How does the word "enhanced" affect the TONE of the sentence?

- a. It conveys the idea that the colonists had helped make the British Empire larger and richer.
- b. It conveys the idea that the colonists were not organized enough to fight the British Empire.
- c. It conveys the sense that the colonists were costly and damaging for the British Empire.
- d. It conveys the sense that the colonists had asked the British Empire where they should live.

### **4. Read the sentence from the section "Some colonies were no-shows."**

*For the first time, delegates from differing colonies met to engage in a spirited debate.*

Which option is the BEST definition of the word "delegates" as used in the sentence above?

- a. Representatives
- b. Conventions
- c. Soldiers
- d. Families



Name: \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_

# **Lewis County Middle School**

## **8<sup>th</sup> Grade NTI Day 33**

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- Language Arts
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### Day 33

#### Your Daily Routine (KAS W.8.3B, 8.3C, 8.3D)

Today, you will add an artifact that represents what you do in a typical day.

Below are some ideas of items you can add to your time capsule. Choose one idea per day. You are not limited to these ideas.

Choose one (1) or come up with your own idea to add to your time capsule for today. Circle the idea you choose, or, if you choose to come up with your own idea, write what you included and why in the blank.

<ul style="list-style-type: none"><li>• <b>A favorite game, recipe or a keepsake</b> that helped you pass the time (or a picture or description of this item). Include a couple sentences about why this is important to you.</li><li>• <b>A piece of art (craft) or drawing</b> you have made during this time.</li><li>• <b>Draw a cartoon</b> that illustrates something you have done to keep busy. It should have at least 4 panels and 2 lines of dialogue.</li></ul>	<ul style="list-style-type: none"><li>• <b>A short, narrative writing</b> with a few sentences telling a story of <b>how you celebrated a special occasion</b> with your family during COVID-19. Remember to write clearly in sequence with transitions and include sensory details!</li><li>• <b>Create your own</b> _____ _____ _____</li></ul>
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## Square Roots

Date \_\_\_\_\_ Period \_\_\_\_\_

Find each square root.

1)  $\sqrt{64}$

8

2)  $\sqrt{36}$

3)  $\sqrt{49}$

4)  $\sqrt{0}$

5)  $\sqrt{25}$

6)  $\sqrt{1}$

7)  $\sqrt{9}$

8)  $\sqrt{4}$

Find each square root. Round to the nearest ~~whole number~~ hundredths (two places behind decimal)

9)  $-\sqrt{200}$

-14.14

10)  $\sqrt{144}$

12

11)  $-\sqrt{80}$

12)  $-\sqrt{34}$

13)  $-\sqrt{127}$

14)  $\sqrt{1}$

15)  $-\sqrt{36}$

16)  $-\sqrt{148}$

Find each square root.

17)  $-\sqrt{\frac{1}{4}}$

 $-\frac{1}{2}$  or -0.5

18)  $\sqrt{\frac{81}{121}}$

0.82 or  $\frac{9}{11}$ 

19)  $\sqrt{\frac{49}{196}}$

20)  $\sqrt{\frac{81}{49}}$

21)  $-\sqrt{\frac{25}{196}}$

22)  $-\sqrt{\frac{196}{225}}$





# Animal endangerment and its causes

Name: \_\_\_\_\_

By Gale, Cengage Learning, adapted by Newsela staff on 04.06.20

Word Count 810

Level 820L

Team: \_\_\_\_\_



The Siberian tiger is an endangered type of tiger. Three other types of tiger are already extinct. Photo from the public domain.

Living beings have been disappearing since the beginning of life on our planet.

In fact, most living things that have ever lived on Earth are now no longer living. In other words, most of the species that have lived are extinct. Dinosaurs are an example of animals that have gone extinct.

Extinction happens on its own as the world changes over long periods of time. Or, extinction can be the result of a major event.

For example, scientists believe an asteroid hit Mexico. This probably happened about 65 million years ago. As a result almost half of the plants became extinct. More than half of the animals became extinct. Certain groups of plants and animals could no longer survive in the new conditions.

Living beings are continually disappearing. This is the result of diseases, competing with other living things or natural changes in habitat. Scientists have identified five major extinction periods that happened before humans existed. During these periods, many species went extinct.

\_\_\_\_: 5 MAY

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\_\_\_\_\_ : mast

Then, people became the most powerful group of living beings. When this happened, other living things began to permanently disappear more and more.

Scientists think we are in another extinction period.

Many believe this period is caused by people.

Scientists do not know exactly how many living things are completely dying out. It is impossible to measure because there are millions of living things that have not even been discovered.

It is thought that amphibians and corals are the animal groups at highest risk of extinction. About 40 percent of each group is threatened. About 25 percent of animals and 13 percent of birds are at risk.



People are endangering living things by destroying their homes and using animals and plants. Some are also putting living things into new places they have not lived before.

### **Habitat Destruction**

People are destroying areas that living things call home. This is the main reason most living things are dying out.

Houses, buildings and farms have taken over forests, deserts and wetlands.

The pollution from people and our activities is also harming living things. For example, sewage and chemicals can flow into rivers and streams. Animals can then be poisoned.

Some animals and plants are losing their habitats altogether. This especially true in rain forests.

Each minute, an area of rainforest as large as 36 football fields is destroyed. Tropical rain forests, home to 50 percent of all animal and plant species, once covered 6 million square miles. Now, only 2.4 million square miles remain.

When living things have less space, they have less food and water. They can become extinct as a result.



### **Commercial Exploitation**

Throughout history, animals have been hunted by humans for their meat. They are also hunted so they can be used for clothing, medicines, art and other things.

Other living things are collected or captured as pets or for trading. In many places, this is against the law, but these activities still happen. Many endangered species live in places that are very remote, which means they are hard to reach. It can be hard for law enforcement officers to know what is going on at all times.





## **Introduced Species**

When a living thing has been in a certain place for a long period of time, it is adapted to that area. It is used to the climate and other living things that are also there.

Sometimes new living things are brought into an area by people. This can be either by accident or on purpose. Many times, this causes problems, such as fighting for food and shelter. The new living things can harm species already living in the area by taking food or spreading new diseases.

## **Climate Change**

People burn fossil fuels such as coal to make electricity. This is one way to heat our homes and provide light. Burning fossil fuels releases carbon dioxide into the air.

The levels of carbon dioxide in the atmosphere have increased since the 1800s. This is when many countries began using machinery.

Earth's temperature is continuing its increase because of carbon dioxide. This is called global warming.

Global warming is part of climate change. Another example of climate change is severe heat waves. Changes in rainfall that lead to floods or droughts is also part of climate change.

Climate change threatens living things in many ways. One example is rising temperatures reducing the algae that grows in oceans. This harms sea animals that eat algae and then harms whales that eat these sea animals.

Some scientists believe climate change played a role in the extinction of the golden toad from Central America.



## Quiz-Animal endangerment and its causes

Name: \_\_\_\_\_  
Team: \_\_\_\_\_

1 How would removing introduced species help the living things that lived there before?

- (A) They could adapt faster when they are alone.
- (B) They would not have to fight as much for food and shelter.
- ☐ (C) The living things that lived there before would go extinct.
- (D) The living things that lived there before would not adapt.

2 Read the selection from the section "Commercial Exploitation."

Many endangered species live in places that are very remote, which means they are hard to reach. It can be hard for law enforcement officers to know what is going on at all times. Which phrase from the selection helps you understand the meaning of "remote"?

- (A) endangered species
- (B) hard to reach
- (C) law enforcement
- (D) know what is going on

3 Why do humans try to lower the amount of energy they use?

- (A) to help lower the use of fossil fuels and stop climate change
- (B) to help lower the use of fossil fuels and increase temperatures
- (C) to help increase the use of fossil fuels and stop climate change
- (D) to help increase the use of fossil fuels and increase temperatures

4 The word "extinct" is essential to understanding animal endangerment.

Which sentence from the article explains what "extinct" means?

- (A) In other words, most of the species that have lived are extinct.
- (B) Extinction happens on its own as the world changes over long periods of time.
- (C) This is the result of diseases, competing with other living things or natural changes in habitat.
- ☐ (D) Certain groups of plants and animals could no longer survive in the new conditions.

5 Based on the article, what is one of the main causes of climate change?

- (A) Human use of machinery that burns fossil fuels.
- (B) Humans over hunting animals and causing them to go extinct.
- (C) Humans releasing sewage and chemicals into rivers and streams.
- (D) Humans accidentally introducing a new living thing to a habitat that causes disease.

6 Use the photographs of the jaguar and the jungle, as well as information from the article, to select the TRUE statement below.

- (A) Human activities can cause animals to become endangered or extinct.
- (B) Jaguars are in danger of becoming extinct because the zoo in Scotland is closing.
- (C) All of the species that became extinct were destroyed by an asteroid that hit Earth.
- (D) Animals that live in the jungle are safe from becoming extinct.

7 Where is the greatest loss of habitat occurring?

- (A) the ocean
- (B) the desert
- (C) the wetlands
- (D) the rainforest

8 Examine the image in the section "Habitat Destruction" and read the selection below.

Each minute, an area of rain forest as large as 36 football fields is destroyed. Tropical rain forests, home to 50 percent of all animal and plant species, once covered 6 million square miles. Now, only 2.4 million square miles remain. How does the image in the section support the information in the selection above?

- (A) It shows an example of land the size of a football field.
- (B) It shows an example of a destroyed habitat.
- (C) It shows an example of an animal and plant home.
- (D) It shows an example of a human polluting land.

name:                       
T.M.D.T

## **Day 33: Maynard/Robinette**

### **The Townshend Acts Taxed Tea, Other Goods, Angering Colonists**

Relations were tense between the American colonies and England after the repeal of the Stamp Act by British Parliament in 1766. The Stamp Act had been a tax to raise money for the British government for the cost of keeping a British army in America. The British Parliament canceled the act after Americans responded with widespread boycotts of British goods.

#### **Parliament tries to take charge**

Yet several issues remained unsolved. First, Parliament had absolutely no wish to send a message across the Atlantic that final authority lay in the colonial legislatures, or governments. Immediately after repealing the Stamp Act, Parliament issued the Declaratory Act.

This act proclaimed Parliament's ability "to bind the colonies in all cases whatsoever." The message was clear: Parliament was not abandoning its right to legislate for the 13 colonies. The Declaratory Act asserted that England was still in charge. In the colonies, leaders were hopeful about the repeal of the Stamp Act but found the suggestions of the Declaratory Act threatening. Most American leaders had drawn a clear line between legislation and taxation. In 1766, the idea of Parliamentary power over the law was questioned by only a few. However, the ability to tax without giving colonists a chance to represent themselves was more widely contested. The Declaratory Act offered the colonists no protection. "All cases whatsoever" could surely mean the power to tax. Many assemblymen waited anxiously for the matter to resurface.

#### **Taxing tea, paying colonial governors**

Sure enough, the peace did not last long. Back in London, Charles Townshend, a member of the House of Commons, persuaded the House of Commons to once again tax the Americans, this time through an import tax on such items as glass, paper, lead and tea. The House of Commons and the House of Lords combine to form Britain's Parliament. Townshend had a motive for introducing the new tax. The money from these taxes would be used to pay the salaries of colonial governors. This was a significant change. Traditionally, the legislatures of the colonies held the authority to pay the governors, so a governor's salary could be withheld if the legislature became unhappy with any particular decision. The legislature could, in effect, force the governor into submission. Once this important leverage was removed, the governors could be more free to oppose the colonial legislatures.

#### **American Board of Customs Commissioners**

Townshend went further by appointing an American Board of Customs Commissioners. This group would be stationed in the colonies. It would force the colonists to follow tax laws. Customs officials received extra pay for catching offenders, so there were clear incentives to capture Americans. The accused were tried in courts without a jury of the people, which meant there was a high chance of being found guilty if you were caught trying to avoid a tax.

Townshend also pressed the Americans to the limit by suspending the New York legislature. His reasoning was that the New York legislature had failed to provide enough supplies for the British troops stationed there. Another showdown appeared to be on the way.

Response in the colonies was similar to what happened during the Stamp Act Crisis. Colonists avoided buying English products. The colonial governments jumped into action.

#### **Opposition brewing in Massachusetts**

In 1768, Samuel Adams wrote the Massachusetts circular letter. It voiced Massachusetts' opposition to taxation without representation. It was sent to several colonial legislatures. The letter recommended united action against the British Parliament.

Parliament, in turn, threatened to break up the Massachusetts legislature unless it canceled the Circular Letter. By a vote of 92 to 17, the Massachusetts lawmakers refused, and the group was dissolved. Other colonial governments voiced support of Massachusetts by affirming the letter.



### Colonies rise up to resist

In response, Lord Hillsborough, the British secretary of state for the colonies, threatened to shut down any legislative body that went along with Massachusetts' plea. His words fell on deaf ears as governments throughout the colonies, including New York, Rhode Island and New Jersey, rose to the occasion. They accepted the letter set forth by Adams and Massachusetts. The tighter the British grip grew, the more the colonies resisted. By 1769, British merchants began to feel the sting of lost sales to the colonies. In April 1770, news came that the acts would be partly repealed. However, the tax on tea was maintained.

The compromise came at a high price. It was reached only after a military occupation of Boston and the ensuing Boston Massacre, in which British soldiers shot and killed members of a mob of colonists.

### Answer the following and return to either Mr. Maynard or Mr. Robinette:

#### Day 33

1. What is the MOST likely reason why the author included information about the Declaratory Act in the article?
  - a. to show that Britain was trying to make laws that would help the colonies
  - b. to show that Britain was determined to maintain control over the colonies
  - c. to show that few people questioned the power of the British Parliament
  - d. to show that few British laws were in place before the Townshend Act
2. Which of the following MOST influenced the partial repeal of the Townshend Act?
  - a. the American Board of Customs Commissioners
  - b. the Massachusetts Circular Letter
  - c. the Boston Massacre
  - d. the Stamp Act crisis

3. Read the selection from the section "Taxing tea, paying colonial governors."

*Traditionally, the legislatures of the colonies held the authority to pay the governors, so a governor's salary could be withheld if the legislature became unhappy with any particular decision. The legislature could, in effect, force the governor into submission. Once this important leverage was removed, the governors could be more free to oppose the colonial legislatures.*

Why does the author compare the governor's salary to "leverage"?

- a. The salary gave the colonists official authority over government taxes.
- b. The salary gave the colonists influence over what governors did.
- c. The salary was decided based on how hard governors worked.
- d. The salary was paid no matter what kinds of laws governors made.

4. Read the paragraph from the section "Opposition brewing in Massachusetts."

*Parliament, in turn, threatened to break up the Massachusetts legislature unless it canceled the Circular Letter. By a vote of 92 to 17, the Massachusetts lawmakers refused, and the group was dissolved. Other colonial governments voiced support of Massachusetts by affirming the letter.*

Which phrase from the paragraph helps you understand the meaning of "dissolved"?

- a. Break up
- b. A vote of
- c. Lawmakers refused
- d. Colonial governments





Name: \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_

# **Lewis County Middle School**

## **8<sup>th</sup> Grade NTI Day 34**

### **Contents:**

- Language Arts
- Math
- Science
- Social Studies

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**Note to students: If at all possible please electronically send these answers to your teachers. You can use your phone's camera or, even better, there's an app called "genius scan" which will allow you to scan the document and email it to your teacher as a pdf. Be sure to email the correct answers to the correct teacher.**



## Day 34

### Your Family and Friends (KAS W.8.2 W.8.3B, 8.3C, 8.3D, SL.8.1, SL.8.5)

Today, you will add an artifact that represents how you have communicated with family and friends at this time.

Below are some ideas of items you can add to your time capsule. Choose one idea per day. You are not limited to these ideas.

Choose one (1) or come up with your own idea to add to your time capsule for today. Circle the idea you choose, or, if you choose to come up with your own idea, write what you included and why in the blank.

<ul style="list-style-type: none"><li>• <b>Write a How To guide</b> with clear steps for staying in contact with your friends during COVID-19. Include at least 3 different ways you can communicate with people during this time.</li><li>• <b>A recorded video</b> of you and/or your family with a message to your future self about a funny or interesting story</li><li>• <b>Receipts</b> documenting items you have purchased to prepare for this time with a sentence explanation of why they are important or memorable.</li></ul>	<ul style="list-style-type: none"><li>• <b>Record/write an interview with a family member or friend</b> (with appropriate social distancing!) about their experience during COVID-19. Ask at least 5 questions and provide their answers. Think about asking questions like, "What is their typical day like? Have you experienced anything like this in your lifetime? What do you think will or won't change as a result of these events?"</li><li>• <b>Create your own</b> _____ _____ _____ _____</li></ul>
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Kuta Software - Infinite Pre-Algebra Remember: If no Name \_\_\_\_\_

Exponents and Multiplication <sup>exponent, it is understood to be 1.</sup>

Date \_\_\_\_\_ Period \_\_\_\_\_

Simplify. Your answer should contain only positive exponents.

1)  $4^2 \cdot 4^2$

$$\begin{array}{l}
 2) 4 \cdot 4^2 \\
 4^1 \cdot 4^2 \\
 4^3
 \end{array}$$

3)  $3^2 \cdot 3^2$

4)  $2 \cdot 2^2 \cdot 2^2$

$$\begin{array}{l}
 5) 2n^4 \cdot 5n^4 \\
 10n^8
 \end{array}$$

Note: Multiply coefficients

6)  $6r \cdot 5r^2$

7)  $2n^4 \cdot 6n^4$

8)  $6k^2 \cdot k$

9)  $5b^2 \cdot 8b$

10)  $4x^2 \cdot 3x$

11)  $6x \cdot 2x^2$

12)  $6x \cdot 6x^3$



Day 34 8th grade Science

Day 34 8th grade Science

Name: \_\_\_\_\_

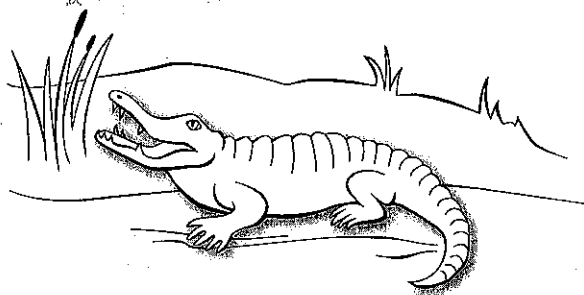
Team: \_\_\_\_\_

18

## Ecosystems and Adaptation

# Changing Environment

Two friends were talking about adaptations. They each had different ideas about what happens when an organism's environment changes so that it is very different from the organism's existing environment. This is what they said:



**Leslie:** “I don’t think individual organisms can adapt to changes in their environments.”

**Jordan:** “I think individual organisms can adapt to changes in their environments if they need to.”

Whom do you most agree with? \_\_\_\_\_ Explain why you agree.

[illegible]

.....:amdi  
.....:m d 2T



Day 34: Maynard/Robinette

## Time Machine (1770): The Boston Massacre



*This article appeared in the March 12, 1770, edition of The Boston Gazette, and described the events of the March 5th "massacre." The soldiers were defended in court by Boston lawyer John Adams, the eventual second President of the United States. He argued they acted in self defense. Captain Preston and most of the others were found not guilty. Two soldiers were found guilty of manslaughter. Their hands were branded. They did not go to jail.*

The town of Boston has seen a tragic example of the destructive consequences of quartering soldiers, or letting them live in peoples' homes in a time of peace. This is done, they say, to keep law and order and protect the public. Troubles from quartering have been growing upon us: there have been fights between the people and the soldiers, but mostly with clubs, in which the soldiers have been wounded. From what has happened, we could say, that it appears that the soldiers' conduct is aimed to draw and provoke the townsmen into fights; and that they then intended to make use of other weapons than canes or clubs.

On the evening of Monday, being the 5th of March, several soldiers of the 29th Regiment were seen parading in the streets with their drawn swords and bayonets, abusing and wounding numbers of the inhabitants.

A few minutes after 9 o'clock four youths, named Edward Archbald, William Merchant, Francis Archbald, and John Leech Jr., came down Cornhill together, but separated at Doctor Loring's corner. Archibald and Merchant walked by the narrow alley leading to Mr. Murray's barrack, where some soldiers were living. A soldier was swinging a broad sword of great size against the walls. There were many sparks. A person of mean looks armed with a large club stood next to him. Edward Archbald warned Mr. Merchant to take care of the sword, on which the soldier turned round and struck Archbald on the arm, then stabbed at Merchant. He pierced through his clothes inside the arm close to the armpit and grazed the skin. Merchant then struck the soldier with a short stick he had; and the other person ran to the barrack and brought with him two soldiers, one armed with a pair of tongs, the other with a shovel. He with the tongs pursued Archbald back through the alley, collared and laid him over the head with the tongs. The noise brought people together; and John Hicks, a young lad, coming up, knocked the soldier down but let him get up again; and more lads gathering, drove them back to the barrack where the boys stood some time as it were to keep them in. In less than a minute 10 or



12 soldiers came out with swords, clubs, and bayonets and attacked the unarmed boys. The young folk who stood them a little while but, finding the inequality of their weapons, ran off.

On hearing the noise, one Samuel Atwood came up to see what was the matter; and entering the alley from dock square, heard the last part of the combat; and when the boys had run off he met the 10 or 12 soldiers rushing down the alley toward the square and asked them if they intended to murder people? They answered Yes, definitely, by God, root and branch! With that, one of them struck Mr. Atwood with a club which was repeated by another; and being unarmed, he turned to go off and received a wound on the left shoulder which reached the bone and gave him much pain. Retreating a few steps, Mr. Atwood met two officers and said, gentlemen, what is the matter? They answered, you'll see by and by. Immediately after, those soldiers appeared in the square, asking where were the trouble makers? Where were the cowards? But showing their fierceness to unarmed men, one of them advanced toward a youth who had a thin stick in his hand and said, damn them, here is one of them.

But the young man seeing a person near him with a drawn sword and good cane ready to help him, held up his stick to challenge him; and the soldiers quietly passed by him up the little alley by Mr. Silsby's to King Street where they attacked single and unarmed persons. They raised much clamor and then turned down Cornhill Street, insulting all they met in like manner and pursuing some to their very doors. Thirty or 40 persons, mostly lads, gathered in King Street. Capt. Preston with a party of men with charged bayonets, came from the main fort. The soldiers pointed their bayonets, crying make way! They continued to push to drive the people off and stabbed some in several places, which caused loud shouting and, it is said, they threw snow balls. On this, the Captain commanded them to fire; and more snow balls coming, he again said, damn you, fire! One soldier then fired, and a townsman with a club struck him over the hands with such force that he dropped his rifle; and, rushing forward, aimed a blow at the Captain's head which grazed his hat and fell pretty heavy upon his arm. However, the soldiers continued the fire one after the other, till seven or eight or, as some say, 11 guns were fired.

## Three Died Immediately, Others Were Mortally Wounded

Three men were laid dead on the spot and two more struggling for life; but what showed a degree of cruelty unknown to British troops, was an attempt to fire upon or stab with their bayonets the persons who tried to remove the slain and wounded!

Mr. Benjamin Leigh, now manager in the Delph factory, came up and after some conversation with Capt. Preston relative to his conduct in this affair, advised him to draw off his men, with which he complied. The dead are Mr. Samuel Gray, killed on the spot, the ball entering his head and beating off a large portion of his skull. A mulatto man named Crispus Attucks, who was born in Framingham, but lately belonged to New-Providence and was here in order to go for North Carolina, also killed instantly, two balls entering his breast, one of them in special goring the right lobe of the lungs and a great part of the liver most horribly.

Mr. James Caldwell, mate of Capt. Morton's vessel, in like manner killed by two balls entering his back.

Mr. Samuel Maverick, a promising youth of 17 years of age, son of the widow Maverick, and an apprentice to Mr. Greenwood, ivory dice-maker, mortally wounded; a ball went through his belly and was cut out at his back. He died the next morning.

A lad named Christopher Monk, about 17 years of age, an apprentice to Mr. Walker, shipwright, wounded; a ball entered his back about four inches above the left kidney near the spine and was cut out of the breast on the same side, so they say he will die.

A lad named John Clark, about 17 years of age, whose parents live at Medford, and an apprentice to Capt. Samuel Howard of this town, wounded; a ball entered just above his groin and came out at his hip on the opposite side, so they say he will die.



Mr. Edward Payne of this town, merchant, standing at his entry door received a ball in his arm which shattered some of the bones.

Mr. John Green, tailor, coming up Leverett's Lane, received a ball just under his hip and lodged in the under part of his thigh, which was extracted.

Mr. Robert Patterson, a seafaring man, who was the person that had his trousers shot through in Richardson's affair, wounded; a ball went through his right arm, and he suffered a great loss of blood.

Mr. Patrick Carr, about 30 years of age, who worked with Mr. Field, leather breeches-maker in Queen Street, wounded; a ball entered near his hip and went out at his side.

A lad named David Parker, an apprentice to Mr. Eddy, the wheelwright, wounded; a ball entered his thigh.

The people were immediately alarmed with the report of this horrid massacre, the bells were set a-ringing, and great numbers soon assembled at this tragic scene. Their feelings were deeply felt but could not be expressed; and while some were taking care of the dead and wounded, the rest were talking about what to do next.

The regiment under arms was ordered to their barracks, which was insisted upon by the people. They then separated and returned to their dwellings by 1 o'clock. At 3 o'clock Capt. Preston was arrested, as were the soldiers who fired, a few hours after him.

Tuesday, the inhabitants met at Faneuil Hall and chose a committee of 15 respectable gentlemen to wait upon the lieutenant-governor in Council to request of him to issue his orders for the immediate removal of the troops.



Answer the following and return to either Mr. Maynard or Mr. Robinette:

Day 34

1. Which of the following is the BEST evidence to support the claim that the soldiers were to blame for the Boston Massacre?

- a. Soldiers were living in people's homes during times of peace in order to keep law and order.
- b. Soldiers paraded the streets with drawn swords and bayonets on the morning of the attack.
- c. Soldiers harmed, and in some cases killed, people who were unarmed and innocent.
- d. The soldiers were ordered to return to their barracks following the massacre.

2. Read the selection from the end of the article.

*The regiment under arms was ordered to their barracks, which was insisted upon by the people. They then separated and returned to their dwellings by 1 o'clock. At 3 o'clock Capt. Preston was arrested, as were the soldiers who fired, a few hours after him.*

Which of the following can be inferred from the selection above?

- a. The Boston Massacre was largely viewed as the government's fault.
- b. The Boston Massacre was largely believed to be the soldiers' fault.
- c. People in Boston were supportive of the presence of soldiers in the town.
- d. Many innocent people were killed and injured during the Boston Massacre.

3. Which of these sentences would be MOST important to include in an objective summary of the article?

- a. The town of Boston has seen a tragic example of the destructive consequences of quartering soldiers, or letting them live in peoples' homes in a time of peace.
- b. A few minutes after 9 o'clock four youths, named Edward Archbald, William Merchant, Francis Archbald, and John Leech Jr., came down Cornhill together, but separated at Doctor Loring's corner.
- c. The people were immediately alarmed with the report of this horrid massacre, the bells were set a-ringing, and great numbers soon assembled at this tragic scene.
- d. Their feelings were deeply felt but could not be expressed; and while some were taking care of the dead and wounded, the rest were talking about what to do next.

4. Finish the statement.

The central idea of the article is developed by

- a. providing reasons why the fight was inevitable and justified.
- b. describing steps the people took to prevent another attack.
- c. discussing problems with the law that forced people to house soldiers.
- d. illustrating the sequence of events that unfolded on the day of the Boston Massacre.





Name: \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_

# **Lewis County Middle School**

## **8<sup>th</sup> Grade NTI Day 35**

### **Contents:**

- Language Arts
- Math
- Science
- Social Studies

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**Note to students: If at all possible please electronically send these answers to your teachers. You can use your phone's camera or, even better, there's an app called "genius scan" which will allow you to scan the document and email it to your teacher as a pdf. Be sure to email the correct answers to the correct teacher.**



## Day 35

### Articles and Research (KAS W8.1B, W.8.6, SL.8.1, SL.8.5)

Today, you will add an artifact that helps explain what is going on in the world to someone in the future.

Below are some ideas of items you can add to your time capsule. Choose one idea per day. You are not limited to these ideas.

Choose one (1) or come up with your own idea to add to your time capsule for today. Circle the idea you choose, or, if you choose to come up with your own idea, write what you included and why in the blank.

<ul style="list-style-type: none"><li>• <b>A sample of schoolwork with an explanation</b> of how you got your school work and what the school district did to stay in contact.</li><li>• <b>A research article from a reliable source</b> about COVID-19. Try researching on state and government websites or use local newspapers <a href="http://kycovid19.ky.gov">kycovid19.ky.gov</a> <a href="https://www.cdc.gov/coronavirus/2019-ncov/index.html">https://www.cdc.gov/coronavirus/2019-ncov/index.html</a> (How does it spread? What are governments doing about the virus?)</li><li>• <b>News articles, ads, or posts</b> about the current situation (with dates). Try to include one in the first person (I, me, we) and one in the third person (they, he, she).</li></ul>	<ul style="list-style-type: none"><li>• <b>Record/write an interview with a family member or friend</b> (with appropriate social distancing!) about their experience during COVID-19. Ask at least 5 questions and provide their answers. Think about asking questions like, "What is their typical day like? Have you experienced anything like this in your lifetime? What do you think will or won't change as a result of these events?"</li><li>• <b>Create your own</b> _____ _____ _____ _____</li></ul>
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# NTI Math 8<sup>th</sup> grade Day 35

Kuta Software - Infinite Pre-Algebra

Name \_\_\_\_\_

## Exponents and Division

Remember, when dividing with the same base, subtract exponents. Date \_\_\_\_\_ Period \_\_\_\_\_

Simplify. Your answer should contain only positive exponents.

1)  $\frac{5^4}{5}$

$$\frac{5^4}{5^1} = 5^3$$

2)  $\frac{3}{3^3}$

$$\frac{3^1}{3^3} = 3^{-2} = \frac{1}{3^2}$$

3)  $\frac{2^2}{2^3}$

4)  $\frac{2^4}{2^2}$

5)  $\frac{3r^3}{2r}$  Note: Divide coefficients.

$$1.5r^2$$

6)  $\frac{7k^2}{4k^3}$

7)  $\frac{10p^4}{6p}$

8)  $\frac{3b}{10b^3}$

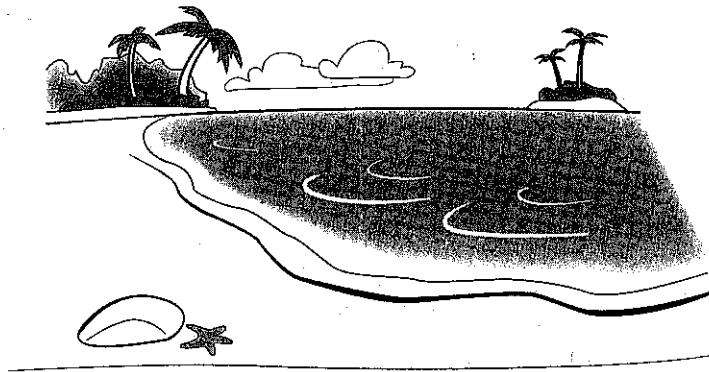
$$\frac{3}{10}b^{-2} = \frac{3}{10b^2}$$

9)  $\frac{8m^3}{10m^3}$

10)  $\frac{7n^3}{2n^5}$



# No More Plants



Four friends visited an island. The island was far away from the mainland. No humans lived on the island. The friends talked about what would happen if all the plants disappeared on the island. This is what they said:

**Harold:** "I think all the animals on the island would eventually die."

**Jeff:** "I think the animals that eat plants would eventually die but the animals that eat both plants and animals would live."

**Salma:** "I think only the predators on the island would live."

**Misha:** "I think eventually all the animals on the island will become meat eaters, and they will survive without plants."

Which friend do you agree with the most? \_\_\_\_\_ Explain why you agree.

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name:  
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**Day 35: Maynard/Robinette**

## **Time Machine (1773): The Boston Tea Party**

*Newsela Editor's Note: This article appeared in the December 20, 1773, edition of the Boston Gazette. It announced what came to be known as the Boston Tea Party, when colonists dumped 342 chests of tea into the Boston Harbor to protest the British tax on tea, and "No taxation without representation."*

BOSTON, December 20

On Tuesday last the people of this and the surrounding towns assembled at the old south meeting-house. They met to inquire the reason of the delay in sending the ship Dartmouth, with the East-India Tea back to London. When they found that the owner had not taken the necessary steps for that purpose, they urged him at his peril to demand permission for the ship to leave. They appointed a committee of ten to see it performed. Afterwards, they adjourned to the Thursday following ten o'clock. They were then informed by the owner of the ship Mr. Francis Rotch that permission was refused to him. They encouraged him immediately to enter a protest and apply to the governor for permission. They adjourned again till three o'clock for the same day. Near sunset Mr. Rotch came in and informed them that he had entered his protest and waited on the governor for a pass. However, his excellency told him he could not grant it until his vessel was qualified. The governor would not let the ship leave until the tea was unloaded and the tea tax was paid. The people thought that the government was ruining their efforts to preserve the property of the East India company and return it safely to London. They DISSOLVED their meeting. But, BEHOLD what followed! A number of brave and committed men were determined to do all in their power to save their country from the ruin which their enemies had plotted. So, they emptied every chest of tea on board the three ships into the sea. They did so without the least damage done to the ships or any other property. They emptied 342 chests of tea in less than four hours. The owners are well pleased that their ships are thus cleared. The people are almost universally congratulating each other on this happy event.

A different ship from London named the William ran aground in Cape-Code last Friday. It had 58 Chests of the detested Tea on board. 'Tis expected the Cape Indians will give us a good Account of the Tea against our next.

### **Transporting Tea Would Result In Destruction Of Ship, Cargo**

We hear from Philadelphia, that Capt. Ayres, in a Ship chartered by the East India Company to bring their Teas had arrived at the Cape of Delaware. However, the Pilots had refused to bring her up the River. One of the buyers of the tea, Mr. Gilbert Barclay, was a passenger. Letters being sent to the Captain & buyer said that if they presumed to come thither, it would be at their Peril. It would also mean the certain Destruction of both Vessel and Cargo. Because of this it was said they had gone off, but whether to the Place from whence they came, or some other Port, was uncertain. The only thing certain was that they would not be permitted to land the Tea in any Part of that Province.

We are positively informed that the patriotic inhabitants of Lexington, Massachusetts, unanimously resolved against the use of Tea of all sorts. This includes teas of Dutch or English import. To show the sincerity of their resolution, they brought together every ounce contained in the town, and committed it to one common bonfire.

We are also informed, Charlestown is in motion to follow their notable example.

Would it not decrease the use of this detestable herb, if every town would urge their local government to deny licenses to all houses of entertainment who were known to sell tea to their guests?

Our reason for suggesting this is to help these houses of entertainment. Without such a provision in their favor, it is very difficult for these people to avoid dishing out this poison.



Answer the following and return to either Mr. Maynard or Mr. Robinette:

Day 35

1. How does the author show that the Boston Tea Party caused a chain reaction of protests?

- a. by providing reasons that people were motivated to protest the tea tax
- b. by explaining the British government's response to the event
- c. by highlighting the immediate effects of the Boston Tea Party on other cities
- d. by emphasizing the courage and patriotism of those involved in the Boston Tea Party

2. Read the final section of the article.

According to this section, what will happen if the government does NOT deny tea licenses to houses of entertainment?

- a. The houses of entertainment will join the authors in protesting the sale of tea.
- b. The houses of entertainment will continue to sell tea because they need to make money.
- c. The houses of entertainment will begin buying more tea from the Dutch and the English.
- d. The houses of entertainment will start to sell tea that makes their guests sick.

3. Read the sentence from the introductory paragraph.

*When they found that the owner had not taken the necessary steps for that purpose, they urged him at his peril to demand permission for the ship to leave.*

How does using the word "peril" affect the tone of the sentence above?

- a. It creates a threatening feeling.
- b. It establishes a feeling of disorder.
- c. It highlights the lack of thought in the colonists' actions.
- d. It builds fear of the British government's power.

4. Read the sentence from the section "Transporting Tea Would Result In Destruction Of Ship, Cargo."

*To show the sincerity of their resolution, they brought together every ounce contained in the town, and committed it to one common bonfire.*

Which option is the BEST definition of the word "resolution" as used in the sentence?

- a. Idea
- b. Boldness
- c. Decision
- d. Disagreement



Name: \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_

# **Lewis County Middle School**

## **8<sup>th</sup> Grade NTI Day 36**

### **Contents:**

- Language Arts
- Math
- Science
- Social Studies

**School Phone: 606-796-6228**

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**Chris.bryan@lewis.kyschools.us**

**Note to students: If at all possible please electronically send these answers to your teachers. You can use your phone's camera or, even better, there's an app called "genius scan" which will allow you to scan the document and email it to your teacher as a pdf. Be sure to email the correct answers to the correct teacher.**



Day 36

My Community (KAS W8.1B, SL.8.1, SL.8.5)

Today, you will add an artifact that shows what it is like to live in your community. Below are some ideas of items you can add to your time capsule. Choose one idea per day. You are not limited to these ideas.

Choose one (1) or come up with your own idea to add to your time capsule for today. Circle the idea you choose, or, if you choose to come up with your own idea, write what you included and why in the blank.

- At least **three photos** of your outdoors, your town, streets, signs, gas prices, photos of empty shelves in stores or anything that captures life during these times. Include a short caption for each. (caption- brief description of a picture)
- **An article or post from a local news source or business (with dates)** that demonstrates what your county or community is like right now. In a short sentence, explain why it is important.

- **A short, informative writing** describing ways people can keep busy in where you live while staying safe and healthy. Think about listing examples of things you can do **outdoors** or online.
- **A picture of something you did on your own** that others can do to keep busy where you live (think sports, drawing, outdoor activities, etc)
- **Create your own** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# NTI Math 8<sup>th</sup> grade day 36

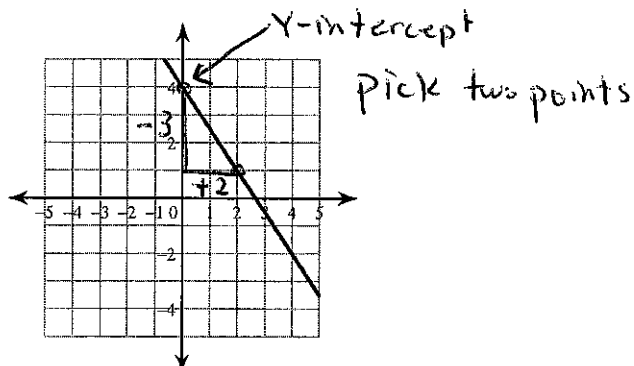
Kuta Software - Infinite Pre-Algebra

Name \_\_\_\_\_

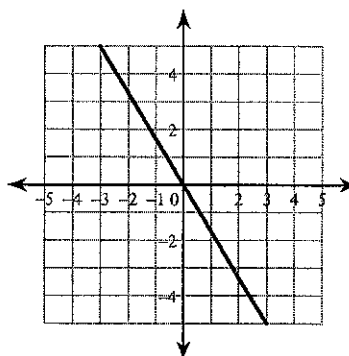
Writing Linear Equations #1 is done as an Date \_\_\_\_\_ Period \_\_\_\_\_

Write the slope-intercept form of the equation of each line. example for you

1)



2)



Need slope (m) and Y-intercept (b)

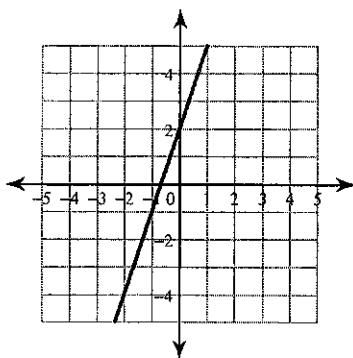
$$m = \frac{\text{rise}}{\text{run}} = \frac{-3}{2} = -\frac{3}{2}$$

$$b = -4$$

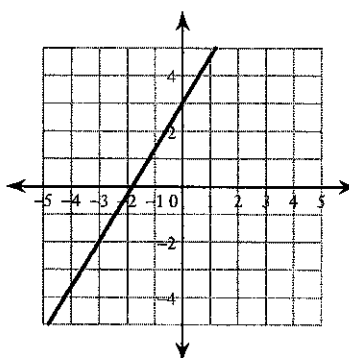
$$Y = mx + b$$

$$Y = -\frac{3}{2}x + 4$$

3)



4)





Day 36

8th grade Science

Structure and Function

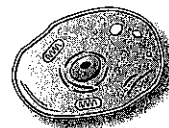
Name: \_\_\_\_\_

6

Team: \_\_\_\_\_

# Atoms and Cells

The chart below shows a variety of things sorted into two different groups.



Group A	Group B
leaf of a plant	spoonful of salt
horse's muscle	piece of metal
cap of a mushroom	diamond necklace
baby elephant	protein
seed of a bean plant	sugar cube
blood	air

Circle the statement you think best describes the two groups.

- A** Both groups are made up of cells.
- B** Both groups are made up of atoms.
- C** Group A is made up of cells; Group B is made up of atoms.
- D** Group A is made up of cells and atoms; Group B is made up of atoms.
- E** Some things in Group A are made up of cells and some things in group B are made up of atoms.
- F** Group A and Group B are made up of both cells and atoms.

Explain your thinking. Provide an explanation for your answer.

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## Day 36: Maynard/Robinette

# Events Leading to American Independence

In 1763, few people would have predicted a revolution in America just 13 years later.

There were no signs that Britain's American subjects were particularly unhappy — at least on the surface. The Colonies were well off. Likewise, King George III was not particularly oppressive — surely not as much as previous kings.

How, then, in a few short years did everything change? What happened to make the American colonists, most of whom thought of themselves as English subjects, want to break the ties that bound them to England?

Much happened between the years of 1763 and 1776. The colonists felt unfairly taxed, watched over like children, and ignored when they raised grievances.

For their part, the British found the colonists unwilling to pay their fair share for the administration of the British Empire. After all, citizens living in England paid more in taxes than was asked of any American.

Soon, some began questioning how it could be that a tiny island nation could rule the American continent.

A few key events would tip the English and colonists into war.

### **The Royal Proclamation of 1763**

The Treaty of Paris marked the end of the French and Indian War. It granted Britain a great deal of North American land, but created a new series of problems.

The British gained the entire area between the Appalachian Mountains in the east and the Mississippi River in the west. Still they tried to discourage American colonists from settling in it because they didn't have enough officials to run. Also, French settlers and the Native Americans continued to fight against the British after the peace had been reached.

But this was not acceptable to their Colonial subjects. The Colonies themselves had began planning to expand their western boundaries. They thought it was a plot to keep them under Britain's thumb.

It became part of the long list of events where one side was misunderstood or ignored by the other.

### **Britain imposes taxes on Colonies**

For more than 150 years, Britain had allowed the Colonies to more or less govern themselves. Suddenly, Britain began controlling the Colonies and enforcing its trade laws.

The British began charging the American colonists taxes because the country needed money. War had been expensive for England.

The taxes on American colonists were lower than those on British citizens. The money was used to pay for some of the cost of maintaining British troops in the 13 Colonies.

The Americans, however, saw it differently. Americans thought the British troops were there only to watch them, and they did not want to pay for that.

Also, the colonists had no representation in the British Parliament. This means there were no colonists in the British government who could represent the Colonies when decisions were being made. To tax the colonists without allowing them representation denied them their rights as Englishmen.

### **Stamp Act is passed**

When parliament passed the Stamp Act in March 1765, it became the first direct tax on the Colonies.

Now, every legal document had to be written on stamped paper to prove colonists had paid taxes. Proof of owning land, wills, marriage licenses and other contracts were not legal unless they were prepared on this special paper.

Newspaper, dice and playing cards also needed proof that taxes had been paid.

"No taxation without representation!" the colonists insisted.



### **Boycotting Britain's goods**

The colonists refused to buy British goods. Soon, the pressure on England from struggling British merchants was too great to bear, and the Stamp Act was repealed the following year.

### **Declaratory Act**

Relations were tense between the American Colonies and England. The British did not want the colony leaders to think they had power, so the British Parliament approved the Declaratory Act. It said England still had total control over the Colonies and could still tax the Colonies if it wanted.

Next, taxes were placed on glass, paper and tea. The money from the taxes would be used to pay the British governors of the Colonies. Usually, a colony had power over its governor's pay, and his pay could be held back if the colony was unhappy with the governor. The colony could make the governor do what it wanted. Now, the governors of the Colonies would be paid by the British government, and colonists lost some of their power.

### **Taxing time for colonists**

The colonists stopped buying goods from England, and British sellers began losing money. Soon, the British government had no choice. Most of the new taxes were ended, but the tax on tea was kept.

### **Tensions rise in Boston**

Nowhere was there greater resentment over the taxes than in Boston. The city was ready to riot and British officials in Boston feared for their lives. British soldiers were sent to Boston.

### **The Boston Massacre**

On March 5, 1770, a mob of about 60 angry townspeople began hurling rocks and snowballs at soldiers. The British fired, taking the lives of five men, including Crispus Attucks, a former slave.

### **Boycott on tea**

Patriots told people not to buy tea, but many went further. British ships carrying tea were met with threats of violence in almost all American ports. Most ships turned around.

### **The Boston Tea Party**

In Boston in 1773, Governor Thomas Hutchinson allowed three ships carrying tea to enter the harbor. On a cold December night, townspeople disguised themselves as Native Americans and stormed the ships, tossing 342 chests of tea into the water.

If that amount of tea was sold today it would be worth about \$750,000.

### **The Intolerable Act**

Parliament was utterly fed up with the Colonies.

It passed the Intolerable Act, which closed Boston Harbor until the owners of the tea were compensated for their loss. Town meetings were banned, and the power of the royal governor was increased.

It was under these tense circumstances that the First Continental Congress convened in Philadelphia on September 5, 1774. It was the first time the Colonies came together to oppose the British.





Answer the following and return to either Mr. Maynard or Mr. Robinette:

Day 36

1. In the three opening paragraphs, the author:

- a. describes contrasting views of the events in the article
- b. describes problems faced by colonists in the article
- c. suggests that the events in the article very quickly led to change
- d. explains what caused colonists to take the actions described in the article

2. HOW does the following sentence from the section "The Intolerable Act" contribute to the article?

*It was under these tense circumstances that the First Continental Congress convened in Philadelphia on September 5, 1774.*

- a. It outlines the difference between types of governments described in the article.
- b. It demonstrates the reasons for important historical events explained in the article.
- c. It emphasizes the organizational skills of the colonists described in the article.
- d. It connects the results of events described in the article to an important historical event.

3. Look at the image near the section "Stamp Act is passed."

HOW does this image relate to the MAIN idea of the article?

- a. It shows British merchants struggling to sell goods to colonists.
- b. It shows the British in active conflict with the colonists.
- c. It shows the colonists' anger and frustration with taxes from Britain.
- d. It shows the reason why Britain chose to repeal the Stamp Act.

4. Look at the image near the section "Tensions rise in Boston."

Which option BEST explains WHY the image is included with the article?

- a. The image shows the organization of British soldiers compared with disorganized townspeople.
- b. The image shows that the colonists were fired upon by British soldiers during the Boston Massacre.
- c. The image shows that the townspeople did more damage than the British soldiers during the Boston Massacre.
- d. The image shows that British soldiers were on every street corner in Boston watching colonists.



Name: \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_

# **Lewis County Middle School**

## **8<sup>th</sup> Grade NTI Day 37**

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Day 37

(KAS RL.8.3, RL.8.7, RL.8.6, W.8.3)

Today, you will add an artifact that shows what it is like to live in your community. Below are some ideas of items you can add to your time capsule. Choose one idea per day. You are not limited to these ideas.

Choose one (1) or come up with your own idea to add to your time capsule for today. Circle the idea you choose, or, if you choose to come up with your own idea, write what you included and why in the blank.

- **A movie, tv show, cartoon, song or other medium that you feel represents this time.** Explain in a couple sentences why you think this connects to our current situation. Ex: *The Hunger Games* relates to COVID-19 because...
- **Draw or illustrate something that represents the current COVID-19 situation.** Include images that symbolize certain aspects of the current climate. Think about using color to demonstrate the current mood in your life or the world.

- **Write a short, fictional story or poem** about a character that is experiencing COVID-19 from a perspective different from yours. How are they different? How might their experiences be different from yours? The same?
- **Choose a poem, book, or artwork** that represents some aspect of this time. Explain in a couple sentences why you think it relates to our current situation. Ex: The painting "TITLE" shows a lone person, which represents us because...
- **Create your own** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Finding Slope From Two Points

Date \_\_\_\_\_ Period \_\_\_\_\_

Find the slope of the line through each pair of points.

$$1) \begin{matrix} x_1 & y_1 & x_2 & y_2 \\ (19, -16), & (-7, -15) \end{matrix}$$

$$2) (1, -19), (-2, -7)$$

$$m = \frac{y_2 - y_1}{x_2 - x_1} = \frac{-15 - (-16)}{-7 - 19} = \frac{1}{-26} \text{ or } -.04$$

$$3) (-4, 7), (-6, -4)$$

$$4) (20, 8), (9, 16)$$

$$5) (17, -13), (17, 8)$$

$$6) (19, 3), (20, 3)$$

$$7) (3, 0), (-11, -15)$$

$$8) (19, -2), (-11, 10)$$







Name: \_\_\_\_\_

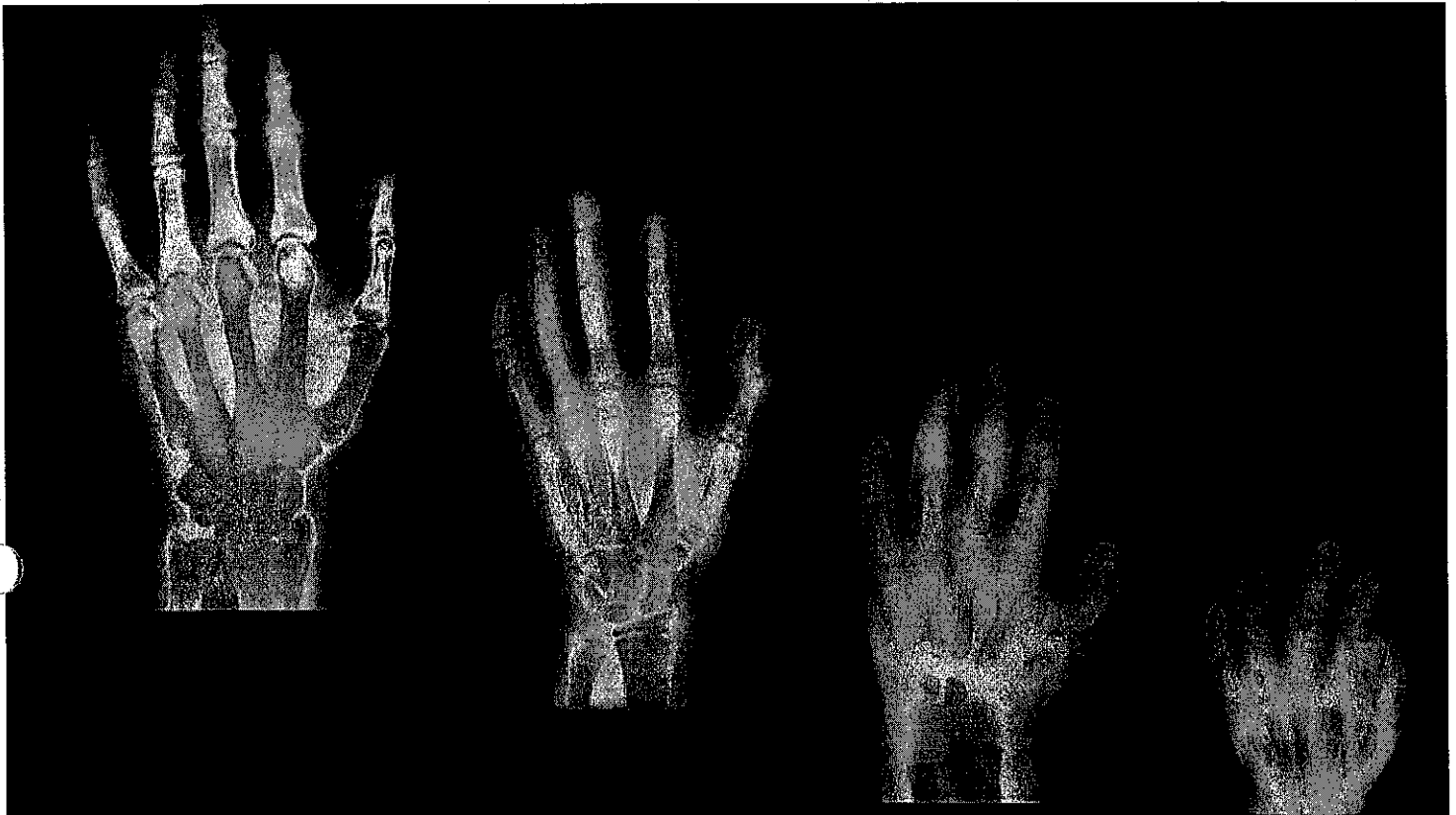
Team: \_\_\_\_\_

# Your body's growth is largely determined by your DNA

By Cricket Media, adapted by Newsela staff on 04.05.20

Word Count 605

Level 690L



Colored X-ray showing the bone growth of the human hand at the ages of (from right) 1 year, 3 years, 13 years and 20 years. Photo: SPL/Science Source

Cells are the building blocks of all living things. You grew from one little egg cell smaller than the head of a pin. By the time you are fully grown, your body will be up to 20,000 times larger. That's a lot of growing!

## You've Already Had One Growth Spurt

Growing happens as cells swell, divide and connect. Even after you get as tall as you're going to get, new cells are always growing to replace old ones.

Different body parts grow at different speeds. By the time you're 10 years old, your head is almost grown-up size. The rest of you may take another 10 years to catch up! Inside your body, your organs all grow at their own speeds. The way your bones grow controls your height.

You get taller as your spine and the bones in your legs and arms grow. They stretch and grow longer. But they do not change at a steady speed. They change faster during two times called

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growth spurts. The first is when you are a baby. In your first year of life, you grew about 25 centimeters (10 inches)! Then your growth got slower, about 3 to 8 centimeters (1 to 3 inches) each year. The second spurt is when you are a teenager. During puberty, you may shoot up by 10 centimeters (4 inches) a year or more. Most of the time, girls get their growth spurts earlier. Girls might be taller than boys for a couple of years.

### **Hormones Trigger Growth**

Humans grow until we are large enough to survive alone and unprotected. We can't defend ourselves if we are too small. Growing too large can harm our bones and the places they connect, called joints. It can also damage our hearts.

How big will you get? That is up to the code in your cells called DNA. It is like a long instruction set. There is a copy inside every cell. Cells follow different parts of the DNA instructions. Which parts depend on where the cell is in your body and signals from other cells. DNA tells each cell what kind of cell to become. It tells each cell when to keep dividing.

Messengers called hormones tell your body when to grow. Hormones also tell your body when to stop growing. They carry messages through your bloodstream to your cells. Your body makes different amounts of hormones at different stages of life. They flood your blood during growth spurts.

After puberty, you're fully developed. Your body makes fewer hormones. Your cells get the message to stop dividing so quickly. You stop getting bigger. You've grown up!

### **Cells At Work**

How tall you get depends on the sections of DNA called genes. You get genes from your mom and dad. Most children end up about as tall as their parents. Sometimes children grow taller than their parents. This happens when growth signals tell bones to keep growing for a longer time. In rare cases, there are errors in the DNA. They can cause the body to make too little or too much growth hormone. Then the body may stop growing too soon, or keep growing for too long.

Your cells are working hard to grow you to the right height. Your body also needs the right supplies. These are healthy foods, sleep, exercise and sunshine. Sunshine is needed to make vitamin D for strong bones. If you want to grow big and strong, don't bother stretching your legs every day. Don't sleep upside down like a bat. Just eat right, go out and play and leave the rest to your DNA.



Quiz-Your body's growth is largely determined by your DNA

Name: \_\_\_\_\_

Team: \_\_\_\_\_

1 Read the following selection from the section "You've Already Had One Growth Spurt."

Most of the time, girls get their growth spurts earlier. Girls might be taller than boys for a couple of years.

Based on this sentence, choose the statement that is TRUE?

- (A) Girls finish all of their growing in a couple of years.
- (B) Girls often have more growth spurts than boys.
- (C) Girls are usually taller than boys when fully grown.
- (D) Girls grow tall at an earlier age than boys.

2 Which sentence from the article helps the reader to understand how tall they MOST LIKELY will be?

- (A) The way your bones grow controls your height.
- (B) You get taller as your spine and the bones in your legs and arms grow.
- (C) Most children end up about as tall as their parents.
- (D) Sometimes children grow taller than their parents.

3 Select the sentence that summarizes the article.

- (A) Growing happens fastest when people are babies; people will be the same height as their parents.
- (B) Growing happens when people eat healthy foods, exercise, and get enough vitamin D.
- (C) Growing happens at different speeds throughout life; DNA decides how tall people will grow.
- (D) Growing happens when people have changes in their hormones and their bones grow.

4 How does the information in the section "Cells At Work" support the MAIN idea of the article?

- (A) It shows that DNA is mostly in charge of growing.
- (B) It shows the importance of vitamin D in healthy DNA.
- (C) It shows that DNA is the same for parents and kids.
- (D) It shows that stretching does not affect your DNA.

Figure:

msT

## **Day 37: Maynard/Robinette**

# **The Origins of the U.S. Army in the American Revolution**

The first regular U.S. fighting force was the Continental Army, which was organized in the early months of the American Revolution. The army was officially established by the Second Continental Congress on June 14, 1775. It included 22,000 militia troops in Boston and an additional 5,000 militiamen in New York. The Continental Army was placed under the control of a five-member civilian board, and U.S. military forces have remained in civilian control ever since.

### **A Single National Militia Was Needed**

General George Washington formally took command of these colonial troops on July 3, 1775. He soon discovered that the militiamen were used to going home whenever a particular danger had passed. In January 1776, the Continental Congress responded to Washington's urgent appeals by establishing a single standing force directly raised from all of the colonies, distinct from the several colonial militias. These "Continental" were enlisted for longer terms and were trained more thoroughly than the militias. They provided Washington with a small but stable force and proved to be his chief reliance in the dark hours of the war. They were the beginning of the regular army.

As the American Revolution drew to a close, the Continental Congress asked Washington for his recommendations for a peacetime military force. In response, he prepared "Sentiments on a Peace Establishment," an assessment of the situation facing the new country. Washington believed that the United States needed only a small regular army to deal with threats from Native American tribes. Such a force would provide a core for expansion by "a well-organized militia" in times of foreign war.

The independent militia forces of the individual states had proved unreliable during the Revolution. Instead, Washington recommended that the state forces be organized as elements of a single national militia so that all would be similarly trained and equipped. He also recommended the development of war industries and arsenals, along with the establishment of a military school system. However, Congress ignored Washington's blueprint for a national military policy. On November 2, 1783, the entire army was disbanded except for two small groups of soldiers. Conflicts with Native American tribes on the frontier, however, almost immediately forced an increase in the standing force. When Washington was inaugurated as president in 1789, the number of men in service was 595.

### **The Shortcomings Of The Militia Act Of 1792**

The U.S. Constitution placed the military forces under the control of the president as commander in chief. In 1789, the civilian Department of War was established to administer the military forces. One of the first tasks Washington assigned to the secretary of war, Major General Henry Knox, was to prepare legislation for a military policy. The principal element of this proposed legislation — the establishment of a centralized militia system — was rejected by Congress in the Militia Act of 1792. Lawmakers feared that Knox's proposal would concentrate too much power in the hands of the federal government, and state militia officers feared that centralization would reduce their own power and prestige.

Washington was, however, able to persuade Congress to expand the small regular army to deal with the increasing conflicts with Native American tribes on the frontier. Until 1812, the army passed through swift periods of expansion and reduction. The size of the force depended upon the relative danger of Indian and foreign threats. From a single regiment in 1789, it changed to three in 1791, nine in 1798 (during the quasi-war with France), three in 1802 and 11 in 1808.

During the War of 1812, the inadequacy of the Militia Act of 1792 was clearly demonstrated. A total of about 60,000 men served in the regular army during the almost three years of war. This force bore the brunt of conflict





against about 70,000 British regulars, 2,000 efficient Canadian militia and about 10,000 Native Americans, mostly from Tecumseh's Confederacy of Great Lakes tribes. At one time or another, nearly 460,000 American militiamen were under arms, but few saw battle. Typical of those who did see action were the 6,500 militiamen at Bladensburg, Maryland. They were tasked with defending the national capital, but fled in panic after one volley from 1,500 British regulars.

### **War With The Seminoles**

After the War of 1812, the regular army was reduced to 10,000 men and was still further reduced to 6,127 in 1821. It rose to 7,958 by 1838. However, Congress decided that wasn't enough. The U.S. was expanding into the western frontier. Also, the Second Seminole War had been underway since 1835. That war had started in 1835 when the United States tried to force the Seminole Indians off their reservation in Florida. It wanted to move them to the Creek Indian reservation west of the Mississippi River. Congress in 1838 decided to authorize an increase to 12,577 men to fight the war. Secretary of War Joel Roberts Poinsett reported in 1841 that 40,000 Native Americans had been moved west of the Mississippi River.

With the end of the war in 1842, the army was decreased to 8,613. That was still its authorized strength at the outbreak of the Mexican-American War in 1846.



Answer the following and return to either Mr. Maynard or Mr. Robinette:

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1. Which of the following answer choices BEST describes the reaction of Congress to Washington and Knox's recommendations?
  - a. Congress responded by increasing the size of the regular army in order to defend frontier states and passing the Militia Act to give those state militias more power to train and defend themselves.
  - b. Congress responded by disbanding most of the regular army and passing the Militia Act because it feared that their recommendations would give more power to the federal government than the states.
  - c. Congress responded by expanding the regular army in order to fight the War of 1812 and using the Militia Act to order states to send their forces to defend the capital.
  - d. Congress responded by eliminating the existing regular army and using the Militia Act to force states to increase training of independent troops for defense.
2. Which answer choice BEST explains how westward expansion interacted with the establishment of a regular army?
  - a. Westward expansion gave the individual states more independence, and militia forces chose to leave the regular army in order to protect their homes.
  - b. Westward expansion gave the individual states more independence, and militia forces chose to join the regular army to add to their own defenses.
  - c. Westward expansion caused conflicts with Native American tribes, and the government responded by pulling militias away from the regular army to the frontier.
  - d. Westward expansion caused conflicts with Native American tribes, and the government responded by increasing the size and stability of the regular army.

3. Read the sentence from the section "A Single National Militia Was Needed."

*They provided Washington with a small but stable force and proved to be his chief reliance in the dark hours of the war.*

How does the idiom "dark hours" help the reader understand Washington's reliance on the regular army?

- a. by illustrating that most of their activity happened at night
- b. by emphasizing their necessity in times of great struggle
- c. by indicating that their training occurred at regular intervals
- d. by explaining their need for periods of extreme secrecy

4. Read the sentence from the section "The Shortcomings Of The Militia Act Of 1792."

*They were tasked with defending the national capital, but fled in panic after one volley from 1,500 British regulars.*

The author uses the word "tasked" to mean\_\_\_\_\_.

- a. Irritated
- b. Enthused
- c. Assigned
- d. Encouraged

