

Lewis County Middle School

8th Grade NTI Day 22

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

John.liles@lewis.kyschools.us

Rick.robinette@lewis.kyschools.us

Alexis.enix@lewis.kyschools.us

Bj.thornsberry@lewis.kyschools.us

Chris.bryan@lewis.kyschools.us

1. The first part of the report is a general introduction to the subject of the study.

2. The second part of the report is a detailed description of the methods used in the study.

3. The third part of the report is a discussion of the results of the study.

4. The fourth part of the report is a conclusion and a list of references.

5. The fifth part of the report is a list of appendices.

6. The sixth part of the report is a list of figures and tables.

7. The seventh part of the report is a list of footnotes.

8. The eighth part of the report is a list of references.

9. The ninth part of the report is a list of appendices.

10. The tenth part of the report is a list of figures and tables.

11. The eleventh part of the report is a list of footnotes.

12. The twelfth part of the report is a list of references.

13. The thirteenth part of the report is a list of appendices.

14. The fourteenth part of the report is a list of figures and tables.

Day 22: Complete ONLY ONE of the four prompts. You should complete the same number each day. (Ex: Always complete #4 every day from 21-30)

1. NTI Daily Reading Log

Directions: Choose a book or some articles and spend at least 20 minutes a day reading. After you read, record the date, name of the book, the time you spent reading, and the number of pages you read in the reading log for that day. Then, write a summary of a few sentences about what you read. Remember the summary practice you completed in the previous week to help you capture key details in your log.

Day 22

Date:	Name of Book:	Time Spent Reading:	Number of Pages Read:

Day 22 Summary: (1-2 sentences about what you read)

2. Journaling Directions and Rubric

Journaling is a great way to reflect on things that happen during your day, get to know yourself better, reduce stress, clarify your thoughts and feelings, and (of course) become a stronger writer.

Reminder: This journal will remain confidential. That is, it will stay between you and your teacher unless you write something that shows that you want to hurt yourself or others or you write something that shows someone wants to hurt you. (Everything must be in accordance with applicable state and federal law regarding confidentiality)

Directions: Each day, complete a 100-200 word writing in a physical or online journal (like a Google Doc). You can either respond to the daily prompts or simply record important events in your life, consider current events, or make a gratitude/happiness record. You might consider how a journal record of your perspective during current events might be interesting to study in the future. You can write more, but keep in mind that your goal is 100-200 words.

Turn in your journal entries weekly on Google Classroom. That is, turn in days 21-25 together and days 26-30 together.

Day 22: What is one thing you do really well? Alternately, what is one thing you would like to get better at? How might you do that?

3. i-Ready Reading Directions and Rubric

Complete the three lessons assigned to you on i-Ready Reading. Aim to work 20-30 minutes per day. Log your i-Ready work time in the chart below and the score you get on quizzes. Turn in a copy of this log each week. That is, turn in days 21-25 on Google Classroom and days 26-30 separately on Google Classroom.

Day 22: Analyzing the Development of Central Ideas in Informational Text

Date:	Lesson Title:	Time spent working:
Lesson Complete? Quiz Score:	In one complete sentence, what is something you learned from this lesson today?	

4. Multimedia Prompts Directions and Rubric

Directions: For each day, create a thoughtful image that meets the requirements of each prompt. Feel free to be creative! Fill the page with color/drawings. Put effort into your assignment and take pride in each day's work. You can take pictures of these images and submit them on Google Classroom, via email, or on paper.

Day 22: Divide your paper into 4 quadrants. Using the definition of the four words below, write a sentence of 12 words or more including each word in the box and illustrate the word/sentence.

Banter (noun) - light talk; witty remarks

Disgruntled (adj) - grumpy; dissatisfied; sulky

Awry (adj) - turned or twisted; gone wrong

Prodigy (noun) - child genius; phenomenon

Are YOU Ready?

Complete these exercises to review skills you will need for this module.

NTI Math
Day 22



Personal
Math Trainer

Online
Assessment and
Intervention

Simplify Algebraic Expressions *this page only*

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EXAMPLE Simplify $5 - 4y + 2x - 6 + y$

$$4y + y + 2x - 6 + 5$$

$$-3y + 2x - 1$$

Group like terms

Combine like terms

Simplify.

1. $14x - 4x + 21$

2. $-y - 4x + 4y$

3. $5.5a - 1 + 21b + 3a$

4. $2y - 3x + 6x - y$

Graph Linear Equations

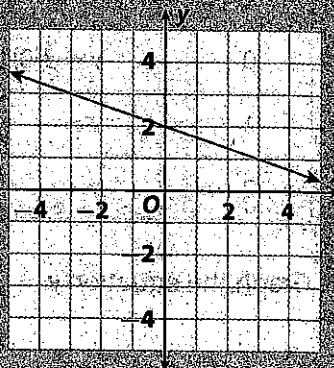
EXAMPLE Graph $y = -\frac{1}{3}x + 2$

Step 1: Make a table of values

x	$y = -\frac{1}{3}x + 2$	(x, y)
0	$y = -\frac{1}{3}(0) + 2 = 2$	(0, 2)
3	$y = -\frac{1}{3}(3) + 2 = 1$	(3, 1)

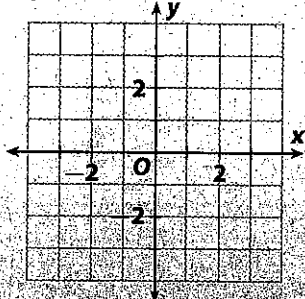
Step 2: Plot the points

Step 3: Connect the points with a line

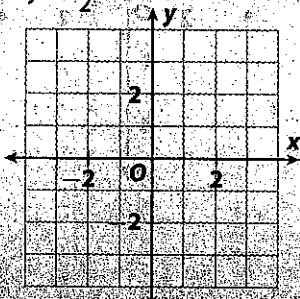


Graph each equation.

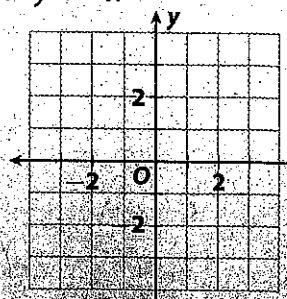
5. $y = 4x - 1$



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



7. $y = -x$



Are YOU Ready?

Complete these exercises to review skills you will need for this module.

Simplify Algebraic Expressions

8. Simplify $18x - 5 - 5x + 9$. Show your work, and explain each step.

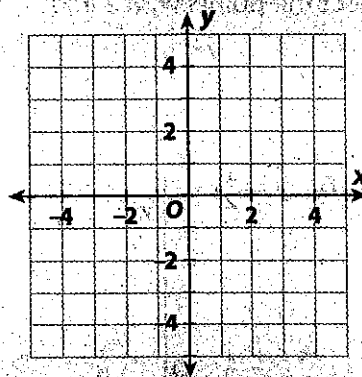
9. Marina said that $-x - 8 + 5y + 9x$ can be simplified to $13y - 8$. What was her error?

Graph Linear Equations

10. Complete the table of values to determine four points that can be used to graph $y = 3x + 2$.

x	$y = 3x + 2$	(x, y)
-1	$y = 3(-1) + 2$	$(-1, -1)$
0	$y = 3(0) + 2$	
1	$y =$	
2	$y =$	

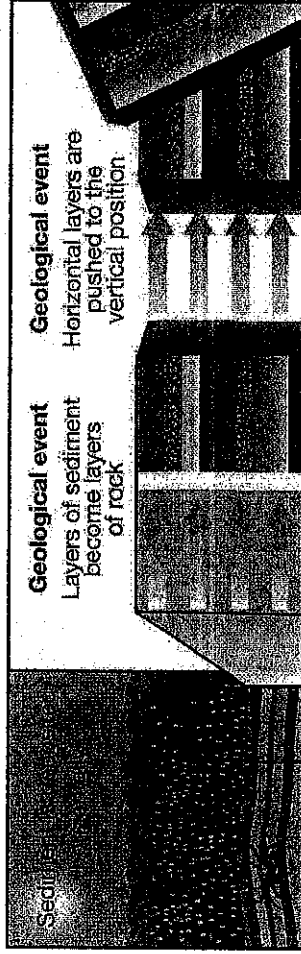
11. Graph the equation $y = -3x + 1$. Is the point $(-1, 4)$ on the graph? Why or why not?



Science Day 22

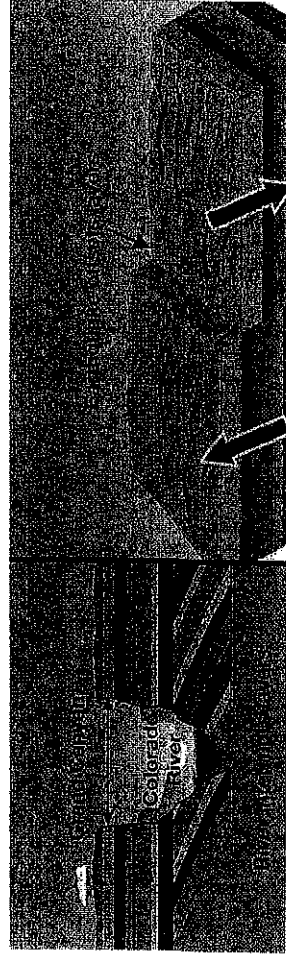
Rock layers are bent or shifted by forces

Rock layers may bend and shift. Sometimes rock layers are found standing vertically, or tilted, or rolled into curves. Slow movements of Earth's crust create very powerful forces. Those forces can move and twist horizontal rock layers into different positions. The photo in Figure 14.4 shows what curved layers of sedimentary rock look like.



Layers of rock are continuous

Horizontal layers of rock are continuous. When layers of sediment form, they extend in all directions. By comparing rock layers in the Grand Canyon, geologists have found that the layers on one side of the canyon more or less match up with the layers on the other side. A flowing river can interrupt layers or an earthquake can offset them. The Colorado River formed the gap that is now the Grand Canyon.

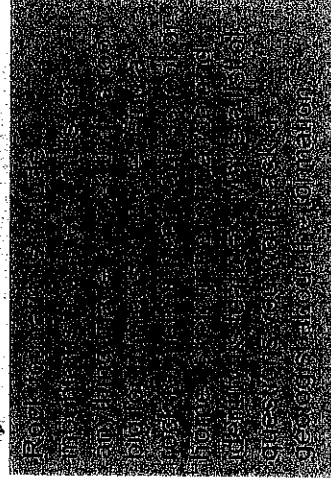


Name _____
Team _____



Figure 14.4: Curved layers of sedimentary rock. The object in the middle is a pocket knife, shown for scale.

MY JOURNAL



Relative dating

Relative dating Steno's principles are used by geologists to determine the age of fossils and rocks in a process called relative dating. **Relative dating** is a method of sequencing events in the order they happened.

What is relative dating? Figure 14.5 shows an example of relative dating. When you use relative dating, you are not trying to determine the exact age of an object. Instead, you use clues to sequence the order of events that occurred around it. Then you determine the age of the object *relative* to the other objects or events in the sequence. Can you list the three events shown in Figure 14.5 in order of occurrence?

Using relative dating to sequence fossils Paleontologists use relative dating to determine the sequence of fossils in the order that each species existed. A **paleontologist** is a scientist who studies fossils. A cross section of sedimentary rock has many different layers. The oldest layers are found at the bottom and the newest at the top. Suppose fossils were found in the layers shown below. A paleontologist could sequence the organisms found according to their location in the layers. The organisms found in the top layers appeared after the organisms found in the layers below them.

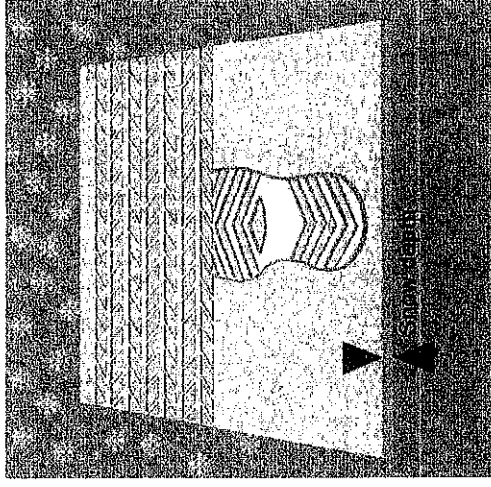
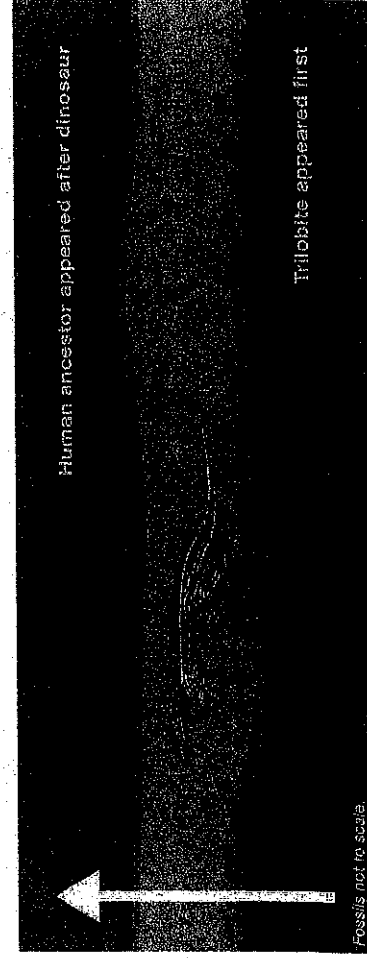


Figure 14.5: This graphic illustrates three events: a footprint, a tire track, and snowfall. Which event happened first? Sequencing these events in the correct order is a form of relative dating.

VOCABULARY

relative dating – a method of sequencing events in the order in which they happened.

paleontologist – a scientist who studies fossils

Name _____ Team _____

Science NTI Day 22- Relative Dating

1. Relative dating is a method of _____.

- a) using Carbon 14 to arrive at a date of an object.
- b) sequencing events in the order they happened.
- c) putting an absolute date on events that occurred in the past.
- d) None of the above

2. Which appeared first, the dinosaur, the trilobite, or the human?

- a) Dinosaur
- b) Trilobite
- c) Human

3. A paleontologist studies _____.

- a) Fossils
- b) Weather patterns
- c) Rocks
- d) None of the above

4. Sediment is deposited horizontally and overtime becomes rock layers. How can these layers of rock get bent?

- a) Geological Events
- b) Movement of the tectonic plates
- c) Earthquakes
- d) ALL of the above

Day 22: Maynard/Robinette

Primary Sources: Lincoln's Emancipation Proclamation

By the President of the United States of America:
A Proclamation.

On the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was made by the President of the United States. This proclamation contained, among other things, the following, namely:

"Forever Free"

"On the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, this proclamation will take effect. The proclamation will apply to any State or part of a State which is in rebellion against the United States. All persons held as slaves within said States shall be as of the aforesaid date, thenceforth and forever free. The Executive Government of the United States will recognize and maintain the freedom of such persons. The military and naval authority of the government will also maintain such freedom. The Government will do no act to hinder such persons in efforts they may make for their actual freedom.

"The Executive will, on the first day of January aforesaid, name the States and parts of States, which are in rebellion against the United States. Any State that is represented in the Congress of the United States on that day shall be deemed not to be in rebellion. In the absence of strong testimony to the contrary, such evidence shall be sufficient. The State representative to Congress must have been elected by a majority of the voters of the State."

"The Power To Defeat Armed Rebellions"

Now, therefore I, Abraham Lincoln, President of the United States, am Commander-in-Chief of the Army and Navy. As such, I am entrusted with the power to defeat armed rebellions against the authority and government of the United States. Such an armed rebellion is now taking place. Therefore, as a fit and necessary war measure, I do name the States and parts of States which are in rebellion against the United States. On this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, I do proclaim the following:

Arkansas, Texas, Alabama, Florida, and Georgia are in rebellion against the United States. Louisiana is in rebellion except for several Parishes. The Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans are not in rebellion. This proclamation does not apply to these counties. North Carolina, South Carolina, and Mississippi are in rebellion against the United States. Virginia is in rebellion except for the forty-eight counties designated as West Virginia. The counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk are also not in rebellion. These excepted parts are, for the present, left precisely as if this proclamation were not issued.

"All Persons Held As Slaves ... Are Free"

This proclamation is issued under the power, and for the purpose previously mentioned. I do order and declare that all persons held as slaves within said States, and parts of States, are free and will be free. The Executive government of the United States, with the military and navy, will recognize and maintain the freedom of such persons.

I hereby order the people declared to be free to not engage in violence, unless in necessary self-defense. I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

I further declare that such persons of suitable condition will be received into the armed service of the United States. Such persons will occupy forts, positions, stations, and other places. Such persons may also man vessels of all sorts in said service. Upon this act, I ask for the considerate judgment of mankind, and the gracious favor of Almighty God. This act is believed to be an act of justice, warranted by the Constitution, upon military necessity.

As witness, I have set my hand here and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three. Year of the Independence of the United States of America the eighty-seventh.

By the President: ABRAHAM LINCOLN
WILLIAM H. SEWARD, Secretary of State.

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

Day 22

1. Which two of the following sentences from the text include main ideas of the Emancipation Proclamation?

All persons held as slaves within said States shall be as of the aforesaid date, thenceforth and forever free. Therefore, as a fit and necessary war measure, I do name the States and parts of States which are in rebellion against the United States.

I hereby order the people declared to be free to not engage in violence, unless in necessary self-defense. Upon this act, I ask for the considerate judgment of mankind, and the gracious favor of Almighty God.

- a. 1 and 2
- b. 3 and 4
- c. 1 and 3
- d. 2 and 4

2. How does the section "The Power To Defeat Armed Rebellions" support a main idea of the proclamation?

- a. by declaring the president's authority and naming the affected states
- b. by summarizing the proclamation and listing the affected people
- c. by explaining the cause of the war and listing states loyal to the U.S.
- d. by announcing who can join the military and what they need to do

3. Why did the authors include the three introductory paragraphs?

- a. They explain people and events leading to the proclamation.
- b. They explain who made the proclamation and when.
- c. They provide the ideas and reason for the proclamation.
- d. They provide a brief summary of the proclamation and laws.

4. Read the following paragraphs from the conclusion:

Upon this act, I ask for the considerate judgment of mankind, and the gracious favor of Almighty God. This act is believed to be an act of justice, warranted by the Constitution, upon military necessity.

As witness, I have set my hand here and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three. Year of the Independence of the United States of America the eighty-seventh.

What purpose do these paragraphs serve in developing the main idea?

- a. They declare that all free people will have the right to join the U.S. armed services.
- b. They predict what future generations will think about the proclamation.
- c. They explain the states whose slaves will be free according to the proclamation.
- d. They restate Lincoln's reasoning for the proclamation and his commitment to it.