

# **Lewis County Middle School**

## **8<sup>th</sup> Grade NTI Day 23**

### **Contents:**

- **Language Arts**
- **Math**
- **Science**
- **Social Studies**

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**Day 23: 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 23**

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

Day 23 Summary: (1-2 sentences about what you read)

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### **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 23: What is your favorite time of day and why? Be descriptive and include sensory details.**

### 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 23: 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 23:** Draw a comic strip with a story that contains dramatic irony, defined below. It must be at least 5 panels long and have 4 lines of dialogue.

*dramatic irony* - when the audience knows something the characters in a story do not

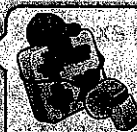
# Are YOU Ready?

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

NTF  
Math

Day 23

this page only



my.hrw.com

Personal  
Math Trainer

Online  
Assessment and  
Intervention

## Integer Operations

**EXAMPLE**  $-3 - (-6) = -3 + 6$   
 $= -3 + 6$   
 $= 3$

To subtract an integer, add its opposite.  
 The signs are different, so find the  
 difference of the absolute values:  $6 - 3 = 3$ .  
 Use the sign of the number with the greater  
 absolute value.

Find each difference.

1.  $5 - (-9)$

2.  $-6 - 8$

3.  $2 - 9$

4.  $-10 - (-6)$

5.  $3 - (-11)$

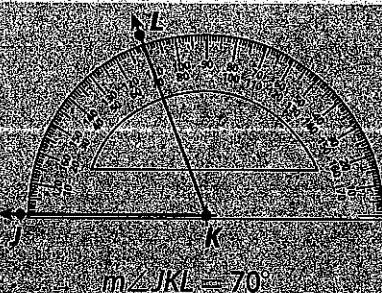
6.  $12 - 7$

7.  $-4 - 11$

8.  $0 - (-12)$

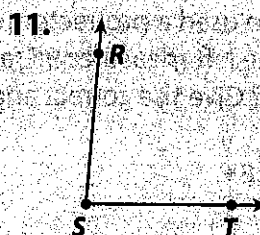
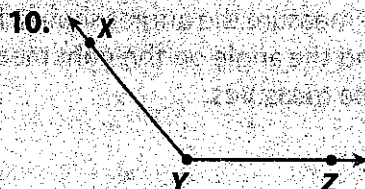
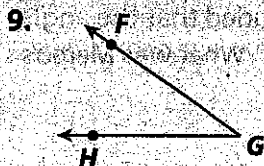
## Measure Angles

**EXAMPLE**



Place the center point of the  
 protractor on the angle's vertex.  
 Align one ray with the base of the  
 protractor.  
 Read the angle measure where the  
 other ray intersects the semicircle.

Estimate the  
 Use a protractor to measure each angle.

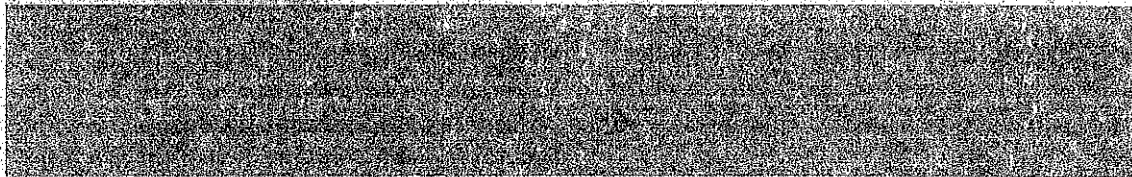


# Are YOU Ready?

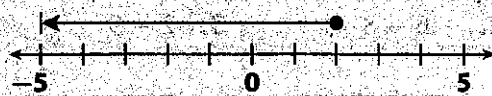
Complete these exercises to review skills you will need for this module.

## Integer Operations

12. Explain how to find the difference  $6 - 8$ .

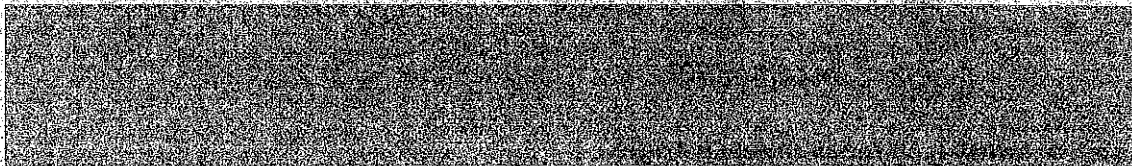
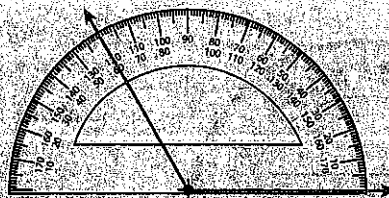


13. The number line graph represents the difference of two integers. Interpret the graph to find the difference expression, and then give the solution.

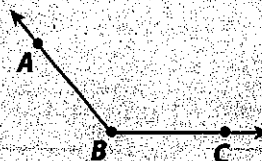
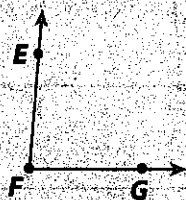


## Measure Angles

14. Explain how to measure an angle using a protractor. What is the measure of the angle shown?



15. Marco used a protractor to measure the angles shown. He concluded that the angle on the left measures  $95^\circ$  and the angle on the right measures  $50^\circ$ . What was Marco's error? Give the correct angle measures.



# Science Day 23

## More relative dating

### Cross-cutting relationships

The idea of *cross-cutting relationships* states that a vein of rock that cuts across a rock's layers is younger than the layers. Figure 14.6 shows a rock formation with three layers and a cross-cutting vein. The rock layers formed first. The vein formed in a crack in the original rock. The bottom layer is the oldest part of the rock formation and the vein is the newest. The middle and top layers formed after the bottom layer but before the vein.

### Inclusions

Sometimes rock pieces called *inclusions* are found inside another rock. During the formation of a rock with inclusions, sediments or melted rock surrounded the inclusion and then solidified. Therefore, the inclusions are older than the surrounding rock (Figure 14.6). A rock with inclusions is like a chocolate chip cookie. The chocolate chips (inclusions) are made first. Then they are added to the batter (melted rock or sediment) before being baked (hardened) into a cookie (rock).

### Faunal succession

*Faunal succession* means that fossils can be used to identify the relative age of the layers of sedimentary rock (Figure 14.7). For example, dinosaur fossils are found in rock that is about 65 to 200 million years old because these animals lived that long ago. The fossils of modern human beings (*Homo sapiens*) are found in rock that is about 40,000 years old, but not in rock that is 65 to 251 million years old. And dinosaur fossils are not found in rock that is 40,000 years old. This means that human beings did not live at the same time as the dinosaurs. How might you learn which plants and animals *did* live at the same time as the dinosaurs?

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

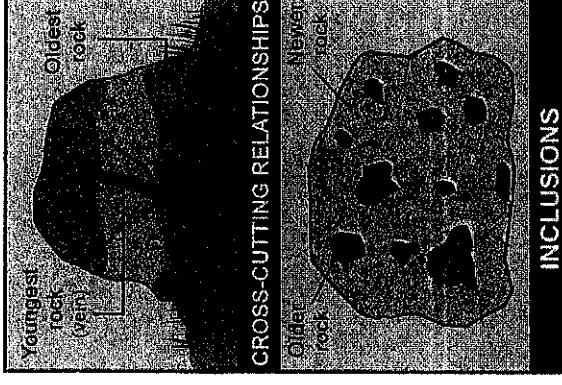


Figure 14.6: Cross-cutting relationships and inclusions.

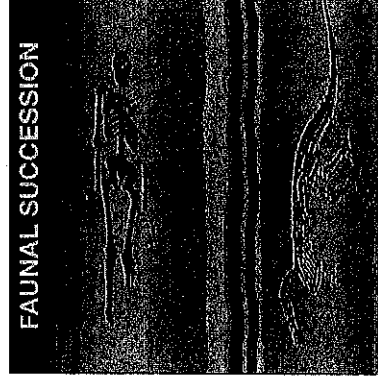


Figure 14.7: Faunal succession.

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

## Science NTI Day 23- More Relative Dating

1. \_\_\_\_\_ means that fossils can be used to identify the relative age of the layers of sedimentary rock.
  - a) Cross cutting relationships
  - b) Inclusions
  - c) Faunal Succession
  
2. Molten magma pushes through layers of rock and solidifies. Using this data, relative ages of the rock layers can be determined. This is an example of \_\_\_\_\_.
  - a) Cross cutting relationships
  - b) Inclusions
  - c) Faunal Succession
  
3. Flooding washes down a hillside breaking off pieces of rock. When the flooding stops, these pieces of rock are surrounded by fresh silt. Over time, this hardens to form new rock. This is an example of \_\_\_\_\_.
  - a) Cross cutting relationships
  - b) Inclusions
  - c) Faunal Succession
  
4. Cross cutting relationships, inclusions and faunal succession are methods used in determining the relative age of rocks and fossils. Which one is likened to a chocolate chip cookie?
  - a) Cross cutting relationships
  - b) Inclusions
  - c) Faunal Succession



## Day 23: Maynard/Robinette

### 5 Things you may not know about Lincoln, slavery and emancipation

Abraham Lincoln issued the first version of his Emancipation Proclamation on September 22, 1862. It declared that all slaves in the breakaway Southern states would become "forever free" on January 1, 1863. At the time, the Civil War had been raging for 17 months.

Lincoln later called the proclamation "the central act of my administration, and the greatest event of the 19th century." Yet, his reasons for issuing it are complex, and his views on slavery may surprise you.

#### **Lincoln wasn't an abolitionist.**

Lincoln believed that slavery was morally wrong. However, for him there was one big problem: It was sanctioned by the highest law in the land, the Constitution. In a speech in the fall of 1854, Lincoln presented more clearly than before his moral, legal and economic opposition to slavery. Then he admitted he didn't know exactly what should or could be done to end it. Unlike Lincoln, anti-slavery crusaders known as abolitionists were very clear on what should be done. Slavery should be immediately abolished, they declared, and freed slaves should become fully equal members of society. They didn't care about the Constitution, which they saw as unjustly protecting slavery and slave owners. Though Lincoln worked alongside the abolitionists, he certainly was not one himself. Change would have to be slow, Lincoln felt.

#### **Lincoln didn't believe blacks should have the same rights as whites.**

Lincoln believed that the Founding Fathers' phrase "All men are created equal" applied to blacks and whites alike. However, he did not think they should have the same social and political rights. Lincoln made his position completely clear during an 1858 debate with Stephen Douglas, his opponent in the Illinois race for U.S. Senate.

"I am not, nor ever have been, in favor of bringing about in any way the social and political equality of the white and black races," Lincoln declared. He then went on to say that he opposed blacks having the right to vote. Furthermore, he added, he did not believe they should have the right to serve on juries, to hold political office or to marry whites.

What Lincoln did believe was that, like all men, blacks had the right to be free and to gain the rewards of their own labor. In this way, they were equal to white men, and for this reason slavery was fundamentally unjust.

Lincoln's position did evolve over the course of his presidency, however. In the last speech of his life, delivered on April 11, 1865, he argued that blacks who were "very intelligent" or who had fought for the Union during the Civil War should have the right to vote.

#### **Lincoln thought colonization could resolve the issue of slavery.**

For much of his career, Lincoln believed that colonization was the best way to confront the problem of slavery. Colonization was the idea that African-Americans should have the option to leave the United States and settle in Africa or a country like Haiti or Panama.

Lincoln first publicly pushed for colonization in 1852. In 1854, he said his first instinct would be "to free all the slaves, and send them to Liberia." Established in 1821, Liberia was an African state founded by the American Colonization Society. Even as he was drafting the Emancipation Proclamation, Lincoln was still favoring the idea of colonization. In August of 1862, he hosted a delegation of freed slaves at the White House. He had invited them in hopes of getting their support for a plan for colonization in Central America. There were major "differences" between the two races, and most whites were hostile toward blacks, Lincoln told the delegation. It would be "better for us both, therefore, to be separated."

Lincoln's support of colonization deeply angered some black leaders and abolitionists. Both groups argued that African-Americans were just as much native to America as whites and therefore, they deserved the same rights. However, some people at the time saw colonization as an option for blacks to escape racism in the U.S. After he issued the initial version of the Emancipation Proclamation, Lincoln never again publicly mentioned colonization.

**Emancipation was a military policy.**

As much as he hated the institution of slavery, Lincoln didn't see the Civil War as a struggle to free the nation's 4 million slaves. The important thing for him was to prevent the Southern rebellion from permanently splitting the Union in two. By 1862, however, thousands of slaves had fled Southern plantations to Union lines. Granting slaves their freedom, Lincoln saw, would further undermine the Confederacy by encouraging still more slaves to flee. At the same time, it would provide the Union with a new source of troops to crush the rebellion.

In July 1862, the president presented his draft of the initial Emancipation Proclamation to his cabinet. Secretary of State William Seward urged him to wait until things were going better for the Union on the field of battle. Otherwise, emancipation might look like the last gasp of a nation near defeat. Lincoln agreed and decided to wait.

On September 17, the bloody Battle of Antietam gave him the opportunity he needed. Lincoln issued the proclamation six days later. As a cheering crowd gathered at the White House, he addressed them from a balcony: "I can only trust in God I have made no mistake. ... It is now for the country and the world to pass judgment on it."

**The Emancipation Proclamation didn't actually free all of the slaves.**

Lincoln issued the Emancipation Proclamation as a military measure. Therefore, it didn't apply to border slave states like Delaware, Maryland, Kentucky and Missouri, all of which had remained loyal to the Union. Lincoln also exempted selected areas of the Confederacy that had already come under Union control. He did this in hopes of gaining the loyalty of whites in those states.

In practice, then, the Emancipation Proclamation didn't immediately free a single slave. The only places it applied were places where the federal government had no control: the Southern states currently fighting against the Union.

Despite its limitations, Lincoln's proclamation marked a crucial turning point in the evolution of his views on slavery. It also marked a turning point in the Civil War itself. By war's end, some 200,000 black men had served in the Union Army and Navy. Together they struck a mortal blow against the institution of slavery and paved the way for its eventual abolition by the 13th Amendment.

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

Day 23

1. What is the MAIN reason the author included the section "Lincoln wasn't an abolitionist"?

- a. to suggest that Lincoln did not believe in emancipation
- b. to clarify Lincoln's position on the issue of slavery
- c. to define the demands of American abolitionists
- d. to highlight a basic flaw in the Constitution

2. Why does the author include information about Lincoln's views of voting and colonization for freed slaves?

- a. to emphasize that the Emancipation Proclamation was unable to fulfill two of Lincoln's promises
- b. to explore how Lincoln attempted to solve problems by passing the Emancipation Proclamation
- c. to indicate that many black leaders did not support emancipation as Lincoln wanted to do it
- d. to illustrate that several of Lincoln's positions on emancipation changed during his presidency

3. Read the following selection from the section "Emancipation was a military policy."

*By 1862, however, thousands of slaves had fled Southern plantations to Union lines. Granting slaves their freedom, Lincoln saw, would further undermine the Confederacy by encouraging still more slaves to flee.*

What is the meaning of the word "undermine" as it is used in the selection above?

- a. Weaken
- b. Soften
- c. Excavate
- d. Aggravate

4. Read the following paragraph from the section "The Emancipation Proclamation didn't actually free all of the slaves."

*Lincoln issued the Emancipation Proclamation as a military measure. Therefore, it didn't apply to border slave states like Delaware, Maryland, Kentucky and Missouri, all of which had remained loyal to the Union. Lincoln also exempted selected areas of the Confederacy that had already come under Union control. He did this in hopes of gaining the loyalty of whites in those states.*

Which phrase from the paragraph provides context clues to the meaning of "exempted"?

- a. Military measure
- b. Didn't apply
- c. Remained loyal
- d. In hopes of

