

Lewis County Middle School

8th Grade NTI Day 25

Contents:

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

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Day 25: 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 25

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

Day 25 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 25: What is your favorite quotation from a famous person, book, movie, song, or other media? Why?

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 25: Summarizing 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 25: Think about the connotations of the words listed below. Which ones are more negative? More positive? When would you do all of these things? Your task is to put these in order from most positive to most negative and illustrate the difference between them. You might think of drawing the difference between the scenarios, "Close the door," Dad _____. Fit each word in the blank and draw the difference between them.
Said, announced, screamed, hollered, declared

Are YOU Ready?

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

NTI
Math

Day 25

this page only



my.hrw.com

Personal
Math Trainer

Online
Assessment and
Intervention

Solve Two-Step Equations

EXAMPLE

$$7x + 9 = 30$$

Write the equation.

$$7x + 9 - 9 = 30 - 9$$

Subtract 9 from both sides.

$$7x = 21$$

Simplify.

$$\frac{7x}{7} = \frac{21}{7}$$

Divide both sides by 7.

$$x = 3$$

Simplify.

Solve for x .

1. $6x + 10 = 46$

2. $7x - 6 = 36$

3. $3x + 26 = 59$

4. $2x + 5 = -25$

5. $6x - 7 = 41$

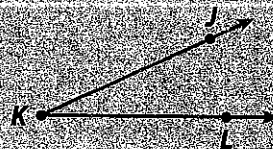
6. $\frac{1}{2}x + 9 = 30$

7. $\frac{1}{3}x - 7 = 15$

8. $0.5x - 0.6 = 8.4$

Name Angles

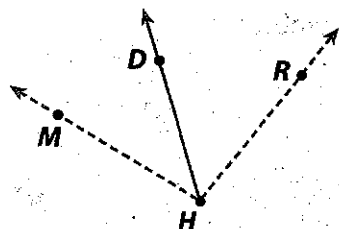
EXAMPLE



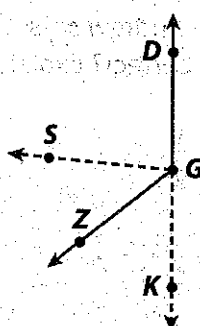
Use three points of an angle, including the vertex, to name the angle. Write the vertex between the other two points: $\angle JKL$ or $\angle LKJ$. You can also use just the vertex letter to name the angle if there is no danger of confusing the angle with another. This is also $\angle K$.

Give two names for the angle formed by the dashed rays.

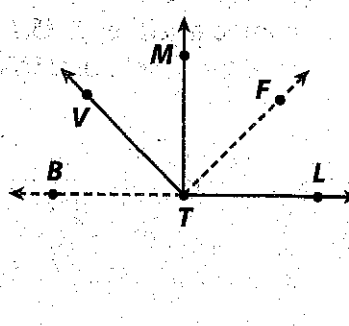
9.



10.



11.



Are YOU Ready? (cont'd)

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

Solve Two-Step Equations

12. a. Describe a plan to solve the equation $4x - 8 = 32$.

b. Use your plan to solve the equation.

13. Aisha solved the equation below as shown. What was her error?

$$\frac{1}{2}x + 4 = 18$$

$$\frac{1}{2}x + 4 - 4 = 18 - 4$$

$$\frac{1}{2}x = 14$$

$$\frac{1}{2} \cdot \frac{1}{2}x = \frac{1}{2} \cdot 14$$

$$x = 7$$

Name Angles

14. Enid says that the angle formed by ray SM and ray SN can be named as either $\angle MSN$ or $\angle NSM$. Andrew says it can be named as either $\angle SMN$ or $\angle SNM$. Who is correct? Explain.

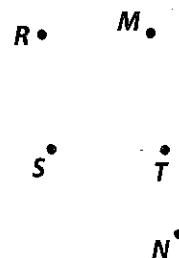


Plate tectonics and fossil distribution

Fossil evidence for Pangaea The distribution of fossils provides evidence that the continents were once joined and have slowly separated over time. Fossils of the same species have been found on several different continents. If the continents had always been separated, we would not find these fossils on different continents.

Fossil distribution *Glossopteris*, an ancient plant species, was found on the continents of South America, Africa, India, and Australia (Figure 14.12). If the continents are reassembled into Pangaea, the distribution of *Glossopteris* can be accounted for over a much smaller and connected geographic area. The distribution of other fossils can also be accounted for using the same method of analysis.

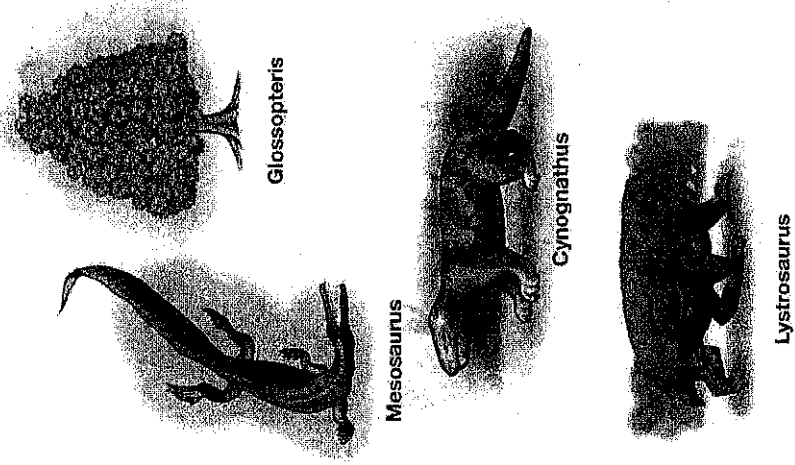
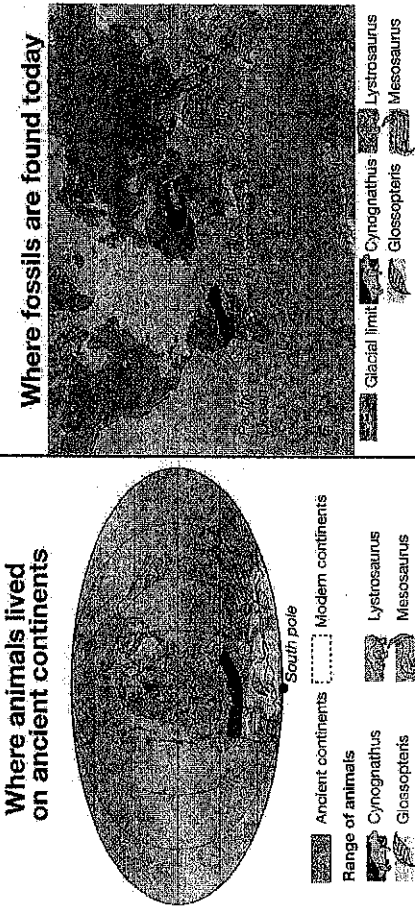


Figure 14.12: *Glossopteris* was a woody, seed-bearing shrub or tree, 4–6 m in height. *Glossopteris* and the other fossil organisms shown have been found on different continents.

Plate tectonics and evolution

Plate tectonics results in the formation of new species

One result of plate tectonics is the geographic separation of populations. Separation of lithospheric plates separated the continents and divided populations. Collision of plates pushed up mountain ranges which also divided populations (Figure 14.13). Once populations became geographically separated they could no longer interbreed. The separated populations evolved different adaptations. Eventually, they became different species.

Organisms adapt to their environments

Because the movement of plates is slow, organisms usually have time to adapt to changes in the environment. That is why organisms alive today are well adapted. But in the same location where well-adapted organisms thrive, scientists have discovered fossils of organisms that could not adapt to the changes. Dinosaur and plant fossils have been found on the continent of Antarctica. Today, Antarctica is permanently frozen and supports only species that have adapted to the gradual change in climate—like penguins (Figure 14.14).

Using fossils to interpret changes in the environment

Scientists use fossils to interpret environmental changes brought about by plate tectonics. To do this, they apply the principle of uniformitarianism. For example, ancient animals that resembled clams probably lived in the same type of environment as modern clams. If clam fossils are found on a mountain top, scientists assume that the mountain top may have once been part of an environment that supported a clam population. Geologic processes resulted in changes in that environment and the extinction of the clam population in that location. The fossils were probably brought to the surface by the collision of lithospheric plates.

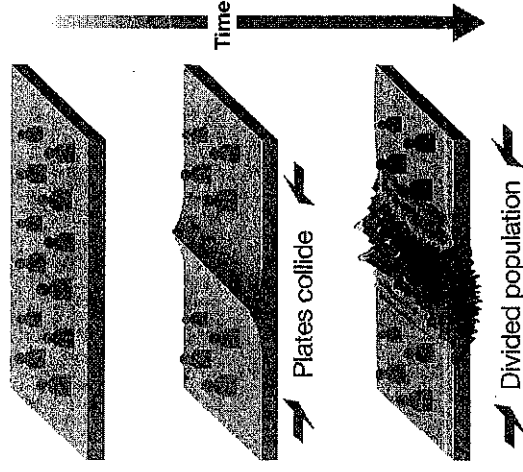


Figure 14.13: Collision of plates may push up mountain ranges and divide populations.



Figure 14.14: A penguin.

Name _____ Team _____

○ Science NTI Day 25- Plate Tectonics

1. Fossil distribution helps piece today's continents back into the super-continent Pangea. If the continents had always been separated, we would not find these fossils on different continents.
 - a) True
 - b) False

2. _____, an ancient plant species, was found on the continents of South America, Africa, India, and Australia.
 - a) Mesosaurus
 - b) Cynognathus
 - c) Lystrosaurus
 - d) Glossopteris

3. One result of plate tectonics is the _____ separation of animal populations.
 - a) Geographic
 - b) Telegraphic
 - c) Radiographic
 - d) None of the above

4. Scientist use fossils to interpret environmental changes brought about by plate tectonics. To do this they apply the principle of _____.
 - a) Catastrophism
 - b) Uniformitarianism
 - c) Tectonics
 - d) None of the above



Day 25: Maynard/Robinette

Civil War: A Defining Moment in U.S. History

The Civil War marked a defining moment in United States history. Longstanding tensions reached a critical stage in 1860–1861 when 11 slaveholding states seceded and formed the Confederate States of America. War broke out in April 1861, as Southern states insisted on their right to leave the Union and the Northern States refused to let them go. Four years of fighting claimed over 620,000 lives. The war affected countless civilians, and freed four million African-American slaves. The battle over slavery set the stage for secession and war.

Arguments over slavery

The writers of the United States Constitution had compromised on the issue of slavery. They created a democratic republic that ensured its citizens' freedoms, while also reassuring the South that states could keep their slaves.

Decades later, however, arguments over slavery were creating trouble in national politics. A major milepost on the way to war was the Supreme Court's 1857 Dred Scott decision, which said that slaves could not win their freedom simply by crossing into a free state. Around this time, many Northern voters came to view the Democratic Party as pro-Southern. The Republican Party, which began in the mid-1850s, strongly opposed extending slavery into the territories and had little support in the South.

The election of 1860 triggered the secession crisis. President Abraham Lincoln and the victorious Republicans had promised not to interfere with slavery in states where it already existed. Still, they were firmly against spreading slavery into new territories in the West. Between December 1860 and February 1861, seven Deep South states seceded, or left, the Union, forming the Confederacy. In April 1861, Confederates fired on Fort Sumter in Charleston, South Carolina, setting off the war.

Millions of soldiers

Both sides recruited more soldiers than ever before in American history. With an 1860 population of just more than 1 million military-age white males, the Confederacy had between 800,000 and 900,000 men in uniform. The Union had about 2.1 million soldiers, about half of its 1860 military-age population. More than 200,000 African-American men also fought for the North.

In 1861, the Union blocked southern sea ports so that ships could not land and the Confederacy could not receive goods. U.S. troops also seized control of the Mississippi River and attacked the interior of the Confederate states. For most of the war, the Confederacy tried to protect as much of its territory as possible, while occasionally launching attacks. The most important were the Battle of Antietam, which took place in Maryland in 1862, and the Battle of Gettysburg, which took place in Pennsylvania in 1863.

The war affected everyone

The Confederacy finally surrendered in the spring of 1865.

The war touched the lives of almost every American. Women worked as nurses (previously a male job), as well as government clerks, factory workers, and as members of groups that helped soldiers. Thousands of women also ran farms.

Both sides used the latest technology. Railroads moved hundreds of thousands of soldiers and vast quantities of supplies. Telegraphs allowed both governments to coordinate military movements. Both sides also used the latest military technology, such as the rifle musket and ironclad warships.

No group was more directly affected than the four million slaves, who emerged from the war with their freedom. Most white Northerners considered the war primarily a struggle to save the Union. As fighting dragged on and casualties grew, however, Lincoln presented emancipation as a tool that would end the war sooner. Most whites in the North eventually accepted emancipation as a way to win victory. They also wanted to punish slaveholders who caused the war and to prevent slavery from becoming a future threat to the country. Hundreds of thousands of enslaved people in the South fled to Union military lines. This put even more pressure on the government to end slavery. Emancipation was made final by the passage of the 13th Amendment to the Constitution in December 1865.

Cost of the war

The cost of the war was horrifying. More American soldiers lost their lives than in all other wars combined up through the Vietnam War, which ended in 1975. The war destroyed the Confederate states' economy, which relied on slave labor to farm land. Southerners lost two-thirds of their wealth, although freed slaves made up much of this. In contrast, the Northern economy thrived. Between 1860 and 1870, Northern wealth increased by 50 percent, while during that same time, Southern wealth decreased by 60 percent.

Americans remembered the war in different ways. Most white Northerners recalled a crusade that saved the Union. Black Americans placed freedom at the center of their memories of the conflict. Many Southerners, however, tried to downplay the importance of slavery as a cause of the secession crisis and the war.

Gary W. Gallagher is the John L. Nau III Professor in the History of the American Civil War at the University of Virginia. His books include "The Union War" and "The Confederate War," as well as "Causes Won, Lost, and Forgotten: How Hollywood and Popular Art Shape What We Know About the Civil War."

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

Day 25

1. Which two statements summarize central ideas of the article?
 1. The Republican Party, which gained political power, opposed extending slavery into the new states and had little support from the South.
 2. During the war, the Confederacy was mainly on the defense, trying to protect as much of its territory as it could, while occasionally launching attacks.
 3. While many people were affected by the Civil War, one of the most significant results was millions of slaves being granted their freedom.
 4. The Civil War was a result of growing regional tensions that led to Southern states seceding from the Union and forming the Confederacy.
 - a. 1 and 2
 - b. 2 and 3
 - c. 3 and 4
 - d. 2 and 4
2. What is the summary of the section "Cost of the war"?
 - a. The North spent a lot of money on soldiers and technology in the Civil War, but the South did not.
 - b. The North experienced economic growth from the war, but the South suffered economic loss.
 - c. The North fought the war to save the Union, but the South wanted to save their economy.
 - d. The North lost a lot of soldiers in the war, but the South suffered more soldier deaths.
3. What is the MOST important reason why Abraham Lincoln wanted to free the slaves?
 - a. He believed owning slaves was wrong and should be illegal.
 - b. He believed freeing slaves was the fastest way to end the war.
 - c. He thought the Northern states needed the slaves as soldiers.
 - d. He wanted to punish the slaveholders for starting the war.
4. Which of the following MOST influenced the Southern states to form the Confederacy?
 - a. They didn't want to be a part of the Union anymore, because they wanted to elect their own Democratic president.
 - b. They didn't want to be a part of the Union anymore, because they didn't want to have to follow the Northern laws.
 - c. They didn't want to be a part of the Union anymore, because they believed slavery should be allowed in new states.
 - d. They didn't want to be a part of the Union anymore, because they wanted the Northern states to have slavery.

