

Lewis County Middle School

8th Grade NTI Day 26

Contents:

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

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Day 26: 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 26

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

Day 26 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 26: Think about what your life might be like in ten years. What are some of your goals for the next decade? How will you accomplish these?

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 26: 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

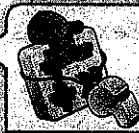
Directions: For each day, create a thoughtful image that meets the requirements of each prompt. Feel free to be creative! Fill the page with color/drawings. Put effort into your assignment and take pride in each day's work. You can take pictures of these images and submit them on Google Classroom, via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

Day 26: Choose a book, movie, or tv show you are familiar with. Draw a movie poster/book cover that changes the mood/genre of that story. That is, you might draw the movie poster of *Frozen* as a horror movie or *The Hunger Games* as a comedy. *Minions* as an action movie. It must include the title, relevant illustrations that represent key characters or plot points, and must clearly demonstrate the mood (the feeling the viewer should experience) of the text/movie/show. You may also want to choose actors to cast your movie/tv show/book cover!

Are YOU Ready?

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

NTI
Math
Day 26



Personal
Math Trainer

Online
Assessment and
Intervention

Find the Square of a Number *this page only*

EXAMPLE Find the square of 2.7. 2.7 Multiply the number by itself.

$$\begin{array}{r} 2.7 \\ \times 2.7 \\ \hline 189 \\ 54 \\ \hline 7.29 \end{array}$$

So, $2.7^2 = 7.29$.

Find the square of each number.

1. 5 _____ 2. 16 _____ 3. -11 _____ 4. $\frac{2}{7}$ _____

Order of Operations

EXAMPLE $\sqrt{(5 + 2)^2 + (8 - 4)^2}$ First, operate within parentheses.

$\sqrt{(3)^2 + (4)^2}$ Next, simplify exponents.

$\sqrt{9 + 16}$ Then add and subtract left to right.

$\sqrt{25}$ Finally, take the square root.

5

Evaluate each expression.

5. $\sqrt{(6 + 2)^2 + (3 + 3)^2}$ _____ 6. $\sqrt{(9 - 4)^2 + (5 + 7)^2}$ _____

7. $\sqrt{(10 - 6)^2 + (15 - 12)^2}$ _____ 8. $\sqrt{(6 + 9)^2 + (10 - 2)^2}$ _____

Simplify Numerical Expressions

EXAMPLE $\frac{1}{2}(2.5)^2(4)$ Simplify the exponent.

$= 12.5$

Multiply from left to right.

Simplify each expression.

9. $5(8)(10)$ _____ 10. $\frac{1}{2}(6)(12)$ _____ 11. $\frac{1}{3}(3)(12)$ _____

12. $\frac{1}{2}(8)^2(4)$ _____ 13. $\frac{1}{4}(10)^2(15)$ _____ 14. $\frac{1}{3}(9)^2(6)$ _____

Are YOU Ready? (cont'd)

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

Find the Square of a Number

15. A checkerboard is a square board that is divided into smaller squares, with eight squares along each side. Describe how to find the number of small squares on a checkerboard without counting.

16. Describe how to find the square of -12 .

Order of Operations

17. Simplify the expression $\sqrt{(4 - 1)^2 + (3 + 1)^2}$ using the order of operations. Show your work, and justify each step.

Simplify Numerical Expressions

18. To simplify $\frac{1}{4}(8)^2(12)$, Remy wrote $2^2 \cdot 12 = 48$. Find and correct Remy's error.

14.3 Life History

Scientists have developed a model of the history of life on Earth called the **geologic time scale** (Figure 14.15). It is based on studies of Earth's geology and the fossil record. Most of Earth's changes have occurred slowly, over millions of years. But occasionally, Earth's history has been interrupted by catastrophes such as massive volcanic eruptions or asteroid impacts. These events had a significant effect in shaping Earth's surface and on the evolution of life. In this section you will read about the history of life on Earth as told by the fossil and geologic records.

The geologic time scale

Divisions of the geologic time scale Paleontologists divide the geologic time scale into blocks of time called *eras* and *periods*. Eras are determined by the dominant life forms that were present at the time. Each era is divided into smaller blocks of time called periods. Periods are based on types of fossils found within each era.

Precambrian era The Precambrian era lasted from Earth's formation 4.6 billion years ago until 542 million years ago (mya). The first prokaryotic cells appeared more than 3 billion years ago. Then, photosynthetic bacteria (cyanobacteria) evolved and began to add oxygen to Earth's atmosphere. Some of that oxygen reached Earth's upper atmosphere and formed the ozone layer. The ozone layer blocked harmful radiation from the sun. This allowed life to move out of the water and onto dry land. The first eukaryotic cells appeared in the Precambrian era, about 2 billion years after the first prokaryotic cells.

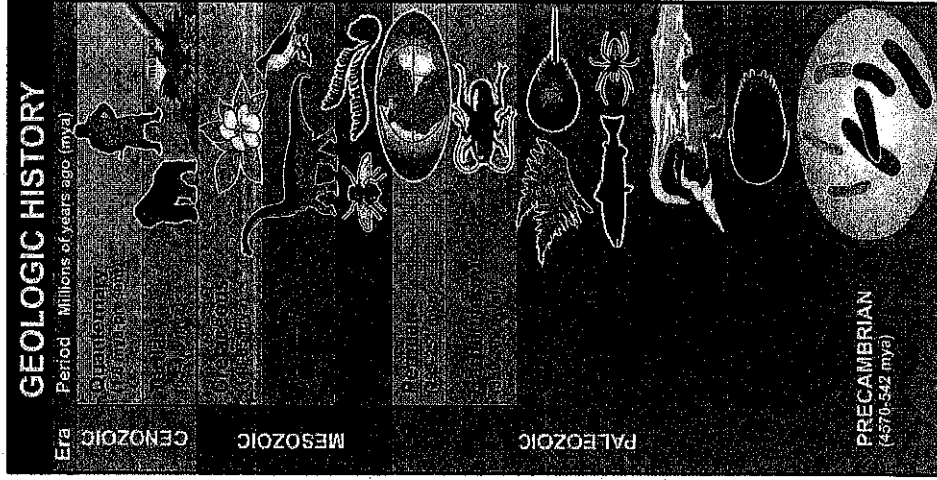


Figure 14.15: The geologic time scale.

Paleozoic era

The Paleozoic era lasted from 542 to 251 mya. *Paleozoic* is a Greek word meaning “ancient life.” Rocks dated from the Paleozoic era contain fossils of trilobites, snails, clams, and corals. Early in the era, many new, complex life forms developed, but glaciers covered the Earth in the Ordovician period, causing many of these new organisms to become extinct. In the Silurian period, fishes with backbones appeared. Next, plants and air-breathing animals began to populate the land. Toward the end of the Paleozoic era, much of the land was covered with forests of palm trees and giant ferns. Therapsids are a group of animals that dominated the land in the Permian period. Scientists believe that mammals evolved from therapsids.

Mesozoic era

The Mesozoic era lasted from 251 to 65 mya. *Mesozoic* is a Greek word meaning “middle life.” This era is often called the Age of Reptiles. Dinosaurs are the most well-known reptiles of the Mesozoic era and dominated Earth for about 150 million years (Figure 14.16). The Jurassic period was marked by the appearance of the first birds. Flowering plants evolved during the Cretaceous period. At the end of the Mesozoic era, 65 ya, dinosaurs and many other animal and plant species suddenly became extinct. Geologic evidence indicates that an asteroid may have hit Earth. This may have been the cause of the extinctions.

Cenozoic era

The Cenozoic era began 65 mya and is still going on. *Cenozoic* means “recent life.” Fossils from the Cenozoic era are closest to Earth’s surface, making them easier to find. Therefore, scientists have the most information about life in this era. The Cenozoic era is often called the Age of Mammals because many species of mammals appeared. *Eohippus* appeared in the Cenozoic era (Figure 14.17). The first human ancestors appeared about 4 million years ago. Modern humans appeared 40,000 years ago during the Quaternary period.



Figure 14.16: *Diplodocus* is a dinosaur that lived in the Mesozoic era.

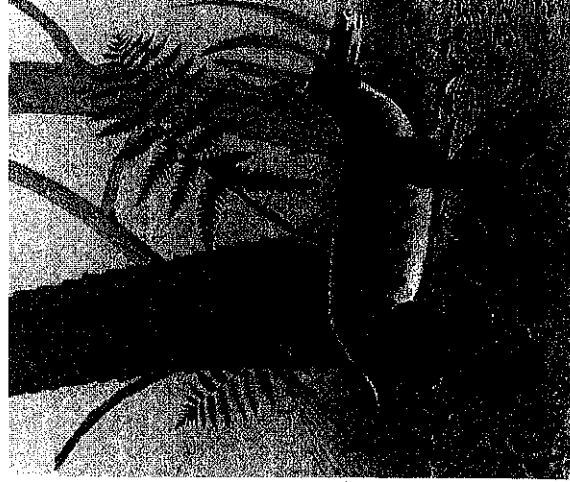


Figure 14.17: *Eohippus* appeared in the Cenozoic era.

Name _____ Team _____

Science NTI Day 26- Life History

1. The geologic time scale is a model of Earth's history based on the study of Earth's geology and the _____ record.

- a) Precambrian
- b) Dinosaur
- c) Fossil
- d) None of the above

2. The first eukaryotic cells first appeared in the _____ .

- a) Precambrian
- b) Paleozoic
- c) Mesozoic
- d) Cenozoic

3. Paleontologists divide the geologic time scale into eras and periods. Which is the longest?

- a) Eras
- b) Periods

4. _____ is a Greek word meaning "middle life."

- a) Cenozoic
- b) Mesozoic
- c) Paleozoic
- d) None of the above



Day 26: Maynard/Robinette

Reconstruction: A time of Political and Social Upheaval

In the 12 years immediately after the Civil War, during the era known as Reconstruction, there were massive changes in American culture, business and politics. These were the years when the nation was rebuilding itself after the war. It was also the time of the "Old West" and its cowboys, Indians, buffalo hunts, railroads and ranches.

In the North it was also the start of the "Gilded Age." This meant big fortunes, big businesses, struggles between employers and workers, and the largest economic downturn in U.S. history. The events in the West and the North intertwined with those in the South, where the central struggles of Reconstruction occurred.

President Johnson wanted to reintegrate the South

The political Reconstruction of the South progressed in two distinct eras. The first was Presidential Reconstruction, from 1865 to 1867. During this time, President Andrew Johnson shaped the reintegration of the South into the United States. The U.S. government didn't have a postwar plan for the South, and President Abraham Lincoln's assassination and Johnson's takeover threw things into even greater uncertainty.

Johnson had been vice president under President Lincoln. Once he became president, though, he proved himself surprisingly sympathetic to the white Southerners and unsympathetic to the people who had been held in slavery. Under President Johnson, white Southerners held on to all they could of their old ways. They passed "Black Codes" that limited the freedoms of black people, preventing them from renting land or owning firearms. Former Confederates violently attacked black people across the region. The Ku Klux Klan terrorized those who challenged white supremacy in any way.

Immediately after the war, former slaves and former slaveholders had to define new ways of living. A system evolved in which landowners and workers shared some of the profits from the crops they produced. This was known as sharecropping.

Second phase of Reconstruction

A second era of Reconstruction began in March 1867, when a wing of the Republican Party instituted a sweeping set of changes in the South. The Reconstruction Acts of 1867, for example, required that each state write a new constitution giving voting rights to all men, regardless of race. White Southerners, however, undermined these efforts.

Any white man who joined with black voters and Republicans was considered a traitor to his race. If he was a white Northern Republican, he was labeled a "carpetbagger," someone who could carry everything he owned in a cheap bag made of carpet. The carpetbaggers were seen as outsiders who came to the South solely for personal gain. The reality is that many had left the North long before.

Historians today generally see the era of Reconstruction as a period of remarkable effort that was defeated by white Southerners and a weak government in the North. The goals of legal and political fairness would be delayed for another hundred years.

Power struggle in the South

Reconstruction sought to complete one of the great revolutions of modern history. But the effort to reshape the postwar South was up against long odds from the outset.

Southerners had dominated the presidency and the Supreme Court throughout the early years of the United States. They did not hesitate to use that power to preserve slavery, to force Northerners to return runaway slaves and to claim at least half of the nation's territory. Changing all those power relations at one time was a massive undertaking.

Moreover, the three major groups in Reconstruction were divided internally. The white North wanted both revenge and reconciliation. In the white South, many called for peace and acceptance of the new order while others demanded resistance to alien invaders. The black South saw conflicts between former slaves and free blacks, between people from towns and people from the country, between women and men, between religious and non-religious leaders. Reconstruction was shaped by struggles within as well as among these groups.

African-Americans demanded their rights

Black Southerners, despite their divisions, organized for a voice in government. "This is a democracy—a government of the people," a convention of African-Americans argued in 1865. "It should aim to make every man, without regard to the color of his skin ... feel personally interested in its welfare."

These ideals refused to fade over the next century. Black Southerners sustained their political power wherever they could. They joined with white allies when practical over the next decades, even electing African-American congressmen in the early 20th century.

Despite obstacles, black Southern men and women asserted their rights in businesses, churches and schools. In the civil rights struggles of the post-World War II era, they were finally able to begin to secure their full rights as Americans. Only then would the promise of Reconstruction begin to be realized.

Edward L. Ayers is president of the University of Richmond. He has authored or edited several books about the history of the American South and the Civil War.

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

Day 26

1. Which section of the article highlights the idea that Southern whites and blacks had to find new ways to work and share resources?
 - a. Introduction [paragraphs 1-2]
 - b. "President Johnson wanted to reintegrate the South"
 - c. "Second phase of Reconstruction"
 - d. "Power struggle in the South"
2. Which sentence from the article BEST explains the cause of Reconstruction's failure to accomplish its goals?
 - a. A second era of Reconstruction began in March 1867, when a wing of the Republican Party instituted a sweeping set of changes in the South.
 - b. Historians today generally see the era of Reconstruction as a period of remarkable effort that was defeated by white Southerners and a weak government in the North.
 - c. Southerners had dominated the presidency and the Supreme Court throughout the early years of the United States.
 - d. The black South saw conflicts between former slaves and free blacks, between people from towns and people from the country, between women and men, between religious and non-religious leaders.
3. Which of the following MOST influenced the power struggle in the South?
 - a. the terrors visited on black Southerners by groups like the Ku Klux Klan
 - b. the interference of President Andrew Johnson in laws made by individual states
 - c. the divisions internally and externally between the three major groups involved
 - d. the historical dominance in government and the Supreme Court by Southern whites
4. Which of the following BEST describes the reaction of white Southerners to white people who supported black citizens during Reconstruction?
 - a. They disliked them but accepted them.
 - b. They attacked them with violence so they would leave.
 - c. They asked for their help and were disappointed.
 - d. They called them disloyal to their fellow whites.