

Lewis County Middle School

8th Grade NTI Day 27

Contents:

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

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Day 27: 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 27

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

Day 27 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 27: Describe what it means to be a good neighbor.

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 27: Analyzing Word Choice: Connotation

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 27: 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.

Encroach (verb) - to advance beyond usual limits, invade, trespass

Ungainly (adj) - awkward, clumsy

Avid (adj) - enthusiastic and eager

Proficient (adj) - skilled

Are YOU Ready?

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

NTI
Math

Day 27
this page only



my.hrw.com

Personal
Math Trainer

Online
Assessment and
Intervention

Exponents

EXAMPLE $6^3 = 6 \times 6 \times 6$
 $= 36 \times 6$
 $= 216$

Multiply the base (6) by itself the number of times indicated by the exponent (3).

Find the product of the first two terms.

Find the product of all the terms.

Evaluate each exponential expression.

1. 11^2 _____ 2. 2^5 _____ 3. $\left(\frac{1}{5}\right)^3$ _____ 4. $(0.3)^2$ _____
 5. 2.1^3 _____ 6. 0.1^3 _____ 7. $\left(\frac{9.6}{3}\right)^2$ _____ 8. 100^3 _____

Round Decimals

EXAMPLE Round 43.2685 to the underlined place.

$43.\underline{2}685 \rightarrow 43.27$

The digit to be rounded is 6.

The digit to its right is 8.

8 is 5 or greater, so round up.

The rounded number is 43.27.

Round to the underlined place.

9. $2.\underline{3}74$ _____ 10. $12\underline{6}.399$ _____ 11. $13.\underline{9}577$ _____ 12. $42.\underline{6}90$ _____
 13. $134.\underline{9}5$ _____ 14. $2.\underline{0}486$ _____ 15. $63.\underline{6}352$ _____ 16. $98.\underline{9}499$ _____

Simplify Numerical Expressions

EXAMPLE $\frac{1}{3}(3.14)(4)^2(3) = \frac{1}{3}(3.14)(16)(3)$ Simplify the exponent.

$= 50.24$ Multiply from left to right.

Simplify each expression.

17. $3.14(5)^2(10)$ _____ 18. $\frac{1}{3}(3.14)(3)^2(5)$ _____ 19. $\frac{4}{3}(3.14)(3)^3$ _____
 20. $\frac{4}{3}(3.14)(6)^3$ _____ 21. $3.14(4)^2(9)$ _____ 22. $\frac{1}{3}(3.14)(9)^2\left(\frac{2}{3}\right)$ _____

Are YOU Ready? (cont'd)

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

Exponents

23. Explain how to evaluate $\left(\frac{1}{2}\right)^4$.

24. a. Describe the pattern in the values of 0.1 , 0.1^2 , 0.1^3 , 0.1^4 , and 0.1^5 .

b. Use the pattern to predict the value of 0.1^{12} .

Round Decimals

25. To find the value of her bank balance with interest, Carla multiplied her starting balance by 1.0425 and calculated that she should have $\$1,099.8375$ in her account. Explain how to round $\$1,099.8375$ to the nearest hundredth.

Simplify Numerical Expressions

26. Kendra could not decide what to do first when simplifying $\frac{1}{2}(3.14)(10)^3(4)$. How should she complete the problem?

Mass extinctions

What are mass extinctions?

There have been at least five mass extinctions in which many types of plants and animals were wiped out. **Mass extinctions** are periods of large-scale extinction. They seem to be part of the evolutionary process because after each, new life forms emerge.

The greatest mass extinction

Scientists believe the greatest mass extinction was about 250 million years ago towards the end of the Paleozoic era. It is known as the Permian extinction, and it killed as many as 90 percent of all living things on Earth. Some scientists believe it was caused by an event such as a volcanic eruption or asteroid impact. That event sent particles of dust into the atmosphere and changed Earth's climate causing long- and short-term changes in the habitats of organisms living at that time. (Figure 14.18).

The most recent mass extinction

The Cretaceous-Tertiary extinction happened about 65 million years ago, ending the Mesozoic era. Many scientists believe a large asteroid hit Earth. The impact was so violent that once again, huge amounts of dust were thrown into the atmosphere. The sun was blocked out, possibly for years. Changes in climate and habitats caused the extinction of the dinosaurs. Afterwards, mammals became the dominant vertebrate life form on land.

A sixth mass extinction?

Today, some scientists think we are in the middle of a sixth mass extinction because many species have become extinct in the last few hundred years. This time, human impact may be the cause. But humans can also help prevent extinctions. The California condor is one example (Figure 14.19). A typical California condor has a 10-foot wingspan, making them the largest bird in North America. Government and private groups have created the California Condor Recovery Program. Because of the program, there are now almost 300 condors, over 100 of them in the wild in California, Baja California, and Arizona.

VOCABULARY

mass extinctions - periods of large-scale extinction

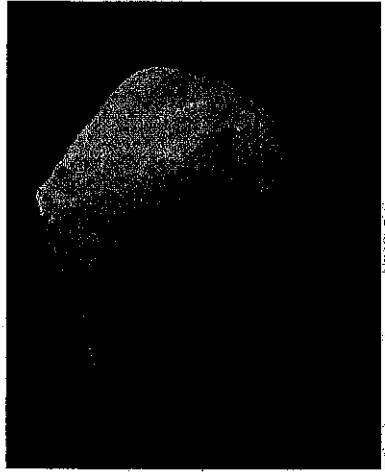


Photo - courtesy of NASA

Figure 14.18: Scientists believe some mass extinctions were caused by an asteroid impact.

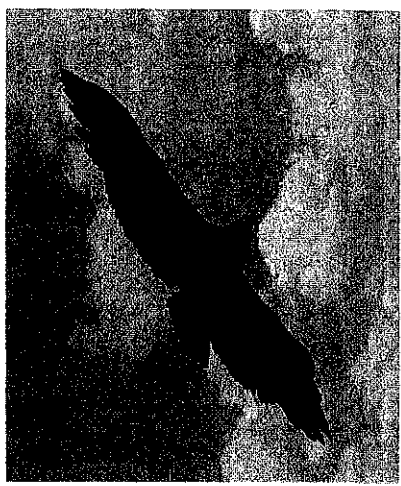


Figure 14.19: A California condor in flight.

Name _____ Team _____

Science NTI Day 27- Mass Extinctions

1. Mass extinctions are periods of _____ extinctions.

- a) Small-scale
- b) Large-scale
- c) Moderate
- d) None of the above

2. The _____ extinction killed as many as 90% of all living things on earth.

- a) Precambrian
- b) Paleozoic
- c) Permian
- d) None of the above

3. In the last few hundred years many species have become extinct leading many scientist to believe we are in the midst of a mass extinction.

- a) True
- b) False

4. The Cretaceous-Tertiary extinction happened about _____ million years ago, ending in the Mesozoic era.

- a) 5 mya (million years ago)
- b) 25 mya
- c) 45 mya
- d) 65 mya

Day 27: Maynard/Robinette

Primary Sources: The Homestead Act of 1862

Introduction

The Homestead Act was enacted during the Civil War in 1862 to encourage westward migration. It applied to any adult citizen, or intended citizen, who had never fought against the U.S. government. They could claim 160 acres of surveyed government land in the west. Claimants were required to "improve" the plot. They could do so by building a home and cultivating the land. After five years on the land, the original filer was entitled to the property, free and clear, except for a small registration fee of \$18. The title could also be acquired after only a six-month residency and some small improvements. This was as long as the claimant paid the government \$1.25 per acre. After the Civil War, Union soldiers who fought for the government could deduct the time they had served from the residency requirements.

This act was included in the Republican party platform of 1860. However, support for the idea began decades earlier. Even before 1787, under the Articles of Confederation, the distribution of government lands generated much interest and discussion. Two hundred and seventy million acres, or 10 percent of the area of the United States, was claimed and settled under this act.

The act was not a solution to poverty. Few laborers and farmers could afford to build a farm. The necessary tools, seed and livestock were expensive. In the end, most of those who purchased land came from areas quite close to their new homesteads. Many Iowans moved to Nebraska, Minnesotans to South Dakota, and so on. Unfortunately, the act was unclearly written so as to invite fraud. Early modifications by Congress only intensified the problem. Most of the land went to speculators, cattlemen, miners, lumbermen and railroads. Of some 500 million acres dispersed by the General Land Office between 1862 and 1904, only 80 million acres went to homesteaders. Indeed, small farmers acquired more land under the Homestead Act in the 20th century than in the 19th.

Homestead Act Of 1862: Section 1

Let the following be enacted by the Senate and House of Representatives of the United States of America in Congress. The law applies to any person who is the head of a family. It also applies to anyone who arrived at the age of 21 years and is a citizen of the United States, or who has filed his declaration of intention to become a citizen. Those who meet these requirements must have never fought against the United States government or given aid to its enemies. He shall from and after January 1, 1863, be entitled to enter one-quarter section or a less quantity of unused public lands. He may enter lands upon which said person may have filed a preemption claim. This is a claim to government land as personal property. Or, at the time the application is made, the land may be claimed at one dollar and 25 cents, or less, per acre, or 80 acres or less of such lands, at two dollars and 50 cents per acre. The land must be in conformity to the legal subdivisions of the public lands. Provided this, any person owning and residing on land may, under the provisions of this act, enter other land lying next to his or her said land. This shall not, with the land already owned and occupied, exceed 160 acres.

Section 2

The person applying for the benefit of this act must swear that he or she is the head of a family. They must also be 21 years or more of age. The applicant must have served in the Army or Navy of the United States. They must also swear that they have never fought against the government of the United States or helped its enemies. Applicants must swear that the application is made for his or her exclusive use and benefit. The application must be used to actually settle and grow on the land, not to benefit some other person or business. The applicant must file this affidavit, or written promise, with the register or receiver. They must also pay 10 dollars. Then, he or she shall thereupon be permitted to enter the quantity of land specified. There are some exceptions. The land will be issued five years after the person applied. If after five years, the person making such entry, or if he has died, his widow, or if she has died, his heirs, will need to prove by two credible witnesses that he, she or they have resided upon or cultivated the same for the term of five years immediately after the time of the affidavit. Should this happen, that person will need to issue a written promise that no part of said land has been transferred to another person. If this happens, they will get the title to the land. It will be officially theirs. In case of the death of both father and mother, the right to the land and fee will belong to the infant or child they leave behind. The person in charge of the parents' estate may, at any time within two years after the death of the surviving parent, sell said land for the benefit of said children, but for no other purpose. At that point, the purchaser will get the title to the land.

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

Day 27

1. Which two of the following sentences from the article include central ideas of the article?

1. The Homestead Act was enacted during the Civil War in 1862 to encourage westward migration.
 2. It applied to any adult citizen, or intended citizen, who had never fought against the U.S. government.
 3. This shall not, with the land already owned and occupied, exceed 160 acres.
 4. In case of the death of both father and mother, the right to the land and fee will belong to the infant or child they leave behind.
- a. 1 and 2
 - b. 1 and 4
 - c. 2 and 3
 - d. 3 and 4

1. Read the following paragraphs from the section "Section 2."

The person applying for the benefit of this act must swear that he or she is the head of a family. They must also be 21 years or more of age. The applicant must have served in the Army or Navy of the United States. They must also swear that they have never fought against the government of the United States or helped its enemies. Applicants must swear that the application is made for his or her exclusive use and benefit. The application must be used to actually settle and grow on the land, not to benefit some other person or business. The applicant must file this affidavit, or written promise, with the register or receiver. They must also pay 10 dollars. Then, he or she shall thereupon be permitted to enter the quantity of land specified.

There are some exceptions. The land will be issued five years after the person applied. If after five years, the person making such entry, or if he has died, his widow, or if she has died, his heirs, will need to prove by two credible witnesses that he, she or they have resided upon or cultivated the same for the term of five years immediately after the time of the affidavit. Should this happen, that person will need to issue a written promise that no part of said land has been transferred to another person.

How is the central idea developed in these two paragraphs?

- a. Both paragraphs include the story of how one farmer claimed land, moved west and owned the land after five years.
 - b. Both paragraphs explain the procedure for claiming the desired plot of land.
 - c. Both paragraphs describe who is eligible under the Homestead Act and how they come to own the land.
 - d. Both paragraphs describe the steps a person needs to take if the original owner of the land dies.
2. According to the article, why did Congress pass the Homestead Act?
- a. to persuade people to move west to build railroads
 - b. to encourage farmers to move west
 - c. to win votes in the election of 1860
 - d. to sell Western lands and create profits
4. How did the Homestead Act affect laborers and farmers?
- a. It helped farmers gain more land and become wealthier.
 - b. It allowed farmers to move from crowded Eastern cities to wide open lands in the West.
 - c. It did not help because many laborers and farmers could not afford to start a farm out West.
 - d. It harmed small farmers because they went into debt after paying the registration fee.