8th Grade Assignment Sheet

Date: 5/9/12

POD A

Communications — **Book** (Yes) **No**

Donahy:

Sent. Edit.
Wk. 13
Sent. 1 & 2

read "Not to Go With Others"
p. 639-642 & ans. #2, 4, 5
Quiz tomorrow
Today: Anne Frank Final Test

History — **Book** (Yes) **No**

Hook:

- Growing Wheat on the Plains Cloze WS
- Exodusters Cloze WS
- Read Sect. 18-4 p. 574-578; Guide 18-4
  + Quiz over p. 572-573 - due tomorrow

Mathematics — **Book** (Yes) **No**

Meek: **Algebra 1**

Pg 445 11-29 odd

Pre-Algebra

Worksheet 11-2/11-4

Science — **Book** **Yes** **No**

Prothe:

Start Vehicle Project

Building a Vehicle

We studied gravity, acceleration due to gravity, friction, air resistance, work, power, and energy. Now it is time to put those principles to work to solve a problem.

You will be constructing a vehicle to compete in a race. Your vehicle must be constructed from ordinary household materials (i.e. paper, tape, plastic bags, string, yarn, glue, fabric, cardboard, etc.). Some basic supplies such as paper, glue, rulers, and scissors will be provided. All other materials must be brought to class on the day of construction and be pre-approved by your teacher. The vehicle must be no larger than 24 cm x 24 cm x 27cm and must fit inside the box provided by your teacher. No electrical motors are allowed.

The race track will be 20 feet. Your car needs to be able to stay on the track. If it leaves the course it will be dq'ed. You may not push your vehicle. You can devise any way to power your vehicle other than electricity (balloons, rubber bands, wind up, however you can harness potential energy and convert it to kinetic energy). *Your vehicle does not have to use wheels or be like a car.*

You need to draw out a plan for your vehicle. Write a detailed list of the materials you would need, describe the device, and draw any pictures or diagrams necessary for someone to construct the device. Write a paragraph that explains why you think your design would function in the way you expect.

You will have part of one class period for planning, one class period for construction, and the race will take place on a third day. You will receive points for how well your team works together, creativity/originality of design, your written plan, and successfully completing the objective. We will run several heats to determine the top vehicle in the class.

After the race, you will write another paragraph explaining how your device functioned. Did it perform as you expected? Why or why not?

Building A Vehicle

Teacher Name: Hour:

Student Name: _____

CATEGORY	Excellent (90-100%)	Good (75-89%)	Poor (60-74%)	Unacceptable (0-59%)
Plan 10 pts.	Plan is neat with clear measurements and labeling for all components.	Plan is neat with clear measurements and labeling for most components.	Plan provides clear measurements and labeling for most components.	Plan does not show measurements clearly or is otherwise inadequately labeled.
Construction - Size & Materials 10 pts.	Appropriate materials were selected and the device met size requirements.	Appropriate materials were selected or the device met size requirements.	Some materials selected were appropriate for the project or the device did not meet size requirements.	Inappropriate materials were selected and the device did not meet size requirements.
Scientific Knowledge 10 pts.	Explanations indicate a clear and accurate understanding of scientific principles underlying the construction and modifications.	Explanations indicate a relatively accurate understanding of scientific principles underlying the construction and modifications.	Explanations by most group members indicate relatively accurate understanding of scientific principles underlying the construction and modifications.	Explanations by several members of the group do not illustrate much understanding of scientific principles underlying the construction and modifications.
Vehicle Function 10 pts.	Vehicle was able to win at least one race.	Vehicle was able to complete at least one race.	Vehicle moved but was unable to complete a race.	Vehicle did not move
Group Function 10 pts.	Group members worked well together, time was used wisely	Group members worked well together overall, a few problems were encountered or some time was wasted	Group members DID NOT work well together overall, many problems were encountered or significant time was wasted	Complete breakdown of group--time wasted, group encountered many problems

Total possible = 50 pts Total points earned _____

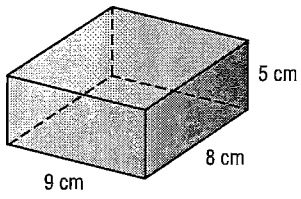
NAME _____ DATE _____ PERIOD _____

11-2 Practice

Volume: Prisms and Cylinders

Find the volume of each solid shown or described. If necessary, round to the nearest tenth.

1.



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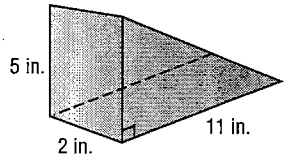

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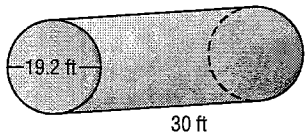

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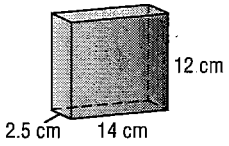

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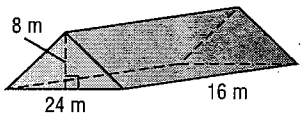

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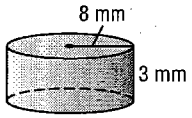

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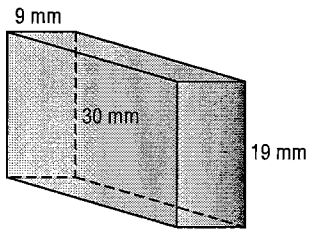

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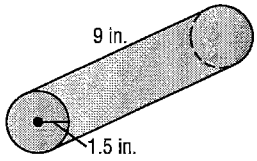

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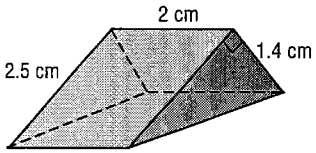


10. rectangular prism: length 22.5 ft, width 12.5 ft, height 1.2 ft

11. triangular prism: base of triangle 17 cm, altitude of triangle 3 cm, height of prism 10.2 cm

12. Find the height of a rectangular prism with a length of 11 meters, a width of 0.5 meter, and a volume of 23.1 m^3.

13. Find the height of a cylinder with a radius of 8.4 inches and a volume of 3546.7 in^3. Round to the nearest tenth.

14. A cube is 8 inches on each side. What is the height of a cylinder having the same volume, if its radius is 4 inches? Round to the nearest tenth.

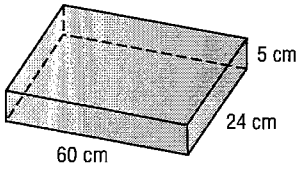
NAME _____ DATE _____ PERIOD _____

11-4 Practice

Surface Area: Prisms and Cylinders

Find the lateral area and surface area of each solid shown or described. If necessary, round to the nearest tenth.

1.



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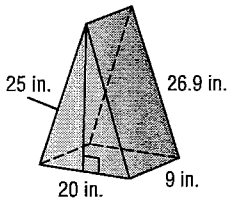

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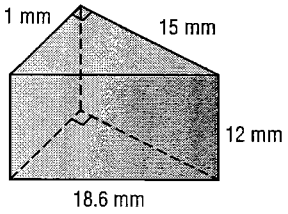

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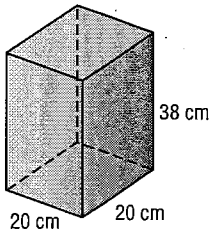

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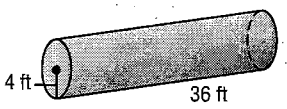

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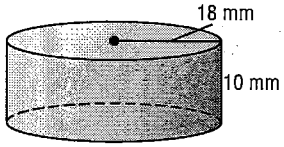


7. rectangular prism: length 10.2 m, width 8.5 m, height 9.1 m

8. rectangular prism: length 15.4 cm, width 14.9 cm, height 0.8 cm

9. cylinder: radius 28 mm, height 32 mm

10. cylinder: diameter 1.6 ft, height 4.2 ft

11. DECORATING A door that is 30 inches wide, 84 inches high, and 1.5 inches thick is to be decoratively wrapped in gift paper. How many square inches of gift paper are needed?

PACKAGING For Exercises 12 and 13, use the following information. A cardboard shipping container is in the form of a cylinder, with a radius of 6 centimeters and a volume of 8595.4 cubic centimeters.

12. Find the length of the shipping container. Round to the nearest tenth.

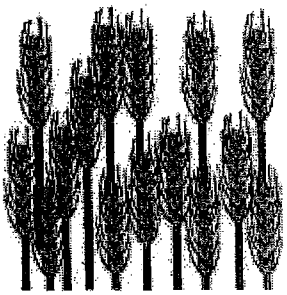
13. Find the surface area of the shipping container. Round to the nearest tenth.

Growing Wheat on the Great Plains

By Sharon Fabian

similar	wintertime	reaper	provided
mostly	dormant	breadbasket	resistant
bushels	religious	early	difficult
action	semi	brittle	

Directions: Fill in each blank with the word that best completes the reading comprehension.



Now

Wheat farmers in Kansas harvest hundreds of millions of bushels of wheat each year. One huge combine can harvest 1,000 *(1)* _____ in just one hour. That's enough to bake 73,000 loaves of bread! The wheat is stored in giant grain elevators, nicknamed prairie skyscrapers, and then shipped out by railroad or *(2)* _____ truck.

Then

It wasn't always like that. The Native Americans didn't grow wheat; they grew corn. The early settlers tried to grow wheat sometimes, *(3)* _____ as an experiment, but with little success. The prairie soil was too hard. There wasn't enough rain. High winds and dust storms made wheat farming even more *(4)* _____ .

Then, in the *(5)* _____ 1870's, Russian Mennonites began to immigrate to the American Midwest. The Mennonites were a *(6)* _____ group who came to America for religious freedom and freedom to live the way they wanted. Back in Russia, they had lived on the steppes, flat land *(7)* _____ to the Great Plains. There, they had grown winter wheat. When they came to America, each family brought a trunk full of wheat seeds with them. This winter wheat had the colorful name of Turkey Red Wheat.

Turkey Red Wheat is hardy enough to grow in *(8)* _____ , so prairie farmers planted it in the fall. They planted their first crop in 1873, using the steel plows invented to cut through tough prairie sod.

Over the winter, the wheat plants go *(9)* _____ ; this means that they stay alive but don't grow much. Then, in the spring, the plants spring back into *(10)* _____ , growing taller each day. Soon, wheat heads are forming at the top of the wheat stalks. By early summer, the wheat is ready to harvest.

The Mennonite farmers who planted the first Turkey Red Wheat harvested it by hand. The

(11) _____ would not be invented until the 1880's, and tractors would not appear until after 1900.

Choosing the date to begin harvesting was an important decision. Wheat must be dry enough before it can be harvested. It needs to have dry shells on the outside of the wheat kernels to keep the wheat from rotting, so farmers don't want to harvest too soon. However, they can't wait too long either. Dry wheat plants are *(12)* _____, not flexible like green plants. Wind can break down the plants, or shake out the wheat onto the ground. If this happens, the harvest will be ruined. In Kansas, farmers have found that June and July are the best times to harvest their wheat.

Turkey Red Wheat proved to suit the Great Plains perfectly. Besides being hardy in the winter, it had other good qualities too. It grew long roots that could find moisture deep in the earth, an important quality on a dry prairie farm. It *(13)* _____ a good yield of wheat. It was easy to mill, and good for baking. It was *(14)* _____ to diseases and insects too. In 1878, a few years after the first crop of Turkey Red Wheat was planted in Kansas, the harvest covered 1,000,000 acres. The yield was 27,000,000 bushels!

Thanks to Turkey Red Wheat, the Great Plains had changed from an area where wheat would not grow to a place that is now known as the *(15)* _____ of the world.

Name _____

Exodusters

By Sharon Fabian

What would you do? Suppose you had been waiting your whole life for freedom. Then, when freedom finally came, something was still very wrong. You couldn't enjoy your freedom because a new kind of persecution was taking place. This is what happened with many former slaves who lived in the South after the Civil War. States and communities had passed new laws that took away their rights. The Ku Klux Klan was spreading terror.

For these African-Americans, the South was not the place to start a new life. So, when they saw Benjamin Singleton's posters and handbills, they took note. These advertisements promoted new communities in the West where former slaves could take advantage of the 160 acres of free land promised by the Homestead Act. Many decided that this was the opportunity they had been waiting for.

Families packed up their belongings and boarded a train or a covered wagon bound for the Great Plains. Their route took them across the Mississippi River and into the Midwest. Just like the Israelites in the Bible story of the Exodus, they were headed for a Promised Land, so they became known as the Exodusters.

Their journey was not easy. Travel by train or wagon train was both slow and dangerous at that time. The travelers might be attacked by outlaws or by Indians. Weather might cause a long delay. When their vehicle broke down, there was no place to go for a repair. These travelers were pioneers; they had to rely on themselves for everything. Once they came to the end of the railroad line, train travelers often faced a long journey on foot

When they finally arrived, each family claimed their plot of land and began preparing their soil for farming. This was a difficult job on the hard, dry, dusty prairie. Supplies were often scarce. Out on the frontier, farmers could not run to the store whenever they needed tools to work the land or seeds to plant. Money was in short supply too.

Gradually, the settlers built up new communities. They built stores and other businesses. They organized schools and churches.

One Exoduster community was Nicodemus, the first African-American settlement in Kansas. By 1880, Nicodemus had a population of about 500 residents. It had three general stores and a dry goods store. Nicodemus also had a bank, two hotels, a newspaper, and three churches. But this was just the beginning. Nicodemus continued to grow as more and more former slaves heard about the opportunities in the Midwest and became Exodusters. By 1887, Nicodemus was a thriving town where you could watch the local baseball team play, and stop at the ice cream parlor for treat after the game.

At the same time that Nicodemus was being settled, so were other Exoduster towns across the Midwest. Some grew and prospered, and others soon became ghost towns, just like many other boomtowns of the time. A lot depended on the railroad. Towns that could attract a railroad line had the best chance of survival. Nicodemus, because it did not get a railroad line, eventually went back to being a very small town. It still exists today as a historic site that commemorates the pioneering spirit of the Exodusters.

1. Former _____ in the South couldn't enjoy their freedom. The states and _____ passed new laws to take away their _____. The _____ was spreading terror throughout the South. _____ (who) advertised new communities being built up in the West. Under the Homestead Act they could receive _____ acres of free land.

2. These families boarded a _____ or rode in _____ to reach the Great Plains. They were known as _____. This journey was slow and _____. They could be attacked by _____ or _____. They could be delayed by _____ or repairing a _____. Those who rode by train had to continue on their journey by _____ when the end of the railroad line was reached.

3. When the Promised Land was reached, each family had to prepare the soil for _____. This was a _____ job. _____ were scarce and _____ was in short supply also. Gradually new _____ were built up. In Kansas, the first African-American settlement was _____. It continued to grow as more and more former _____ heard about the opportunities and became _____ also.

4. Some of the Exoduster towns in the Midwest grew and _____ while others soon became _____. Many of these towns depended on the _____ for their survival. Today Nicodemus is a _____ site.

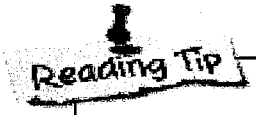
Name _____ Date _____ Class _____

Guided Reading Activity

Section 18-4

Opening the West

Farmers in Protest



Before reading, write questions related to each of the subheadings in this section. After completing this section, answer the questions you wrote.

Reading for Accuracy **DIRECTIONS:** Use your textbook to decide if a statement is true or false. Write **T** or **F** in the blank. If a statement is false, rewrite it to make it true.

_____ **1.** Many farmers blamed their problems on railroad companies, Eastern manufacturers, and bankers.

_____

_____ **2.** The Grange encouraged farmers to be economically self-sufficient.

_____

_____ **3.** Cooperatives were successful because farmers typically had large reserves of cash.

_____

_____ **4.** Farmers' Alliances became politically active and created the Farmers Party in 1890.

_____

_____ **5.** The Populist Party wanted to replace the country's silver-based money system.

_____

_____ **6.** Many African Americans in the South who might have supported the Populists were unable to vote.

_____

_____ **7.** In the election of 1896, the Populist and Democratic candidate William McKinley faced the Republican William Jennings Bryan.

_____

_____ **8.** Populist ideas had little impact on American life.

_____

Name _____

Sentence Editing Week #13
Use the editing symbols in the front of your agenda. Listen to the corrections. Rewrite the sentence correctly.

1. if you had read the assignment you would of discovered that skin are the largest organ of the human body

2. you're sense of smell is the first sense to go to sleep at night and the last one that wakes up in the mourning

3. the most hardest bone in the human body is the jawbone or mandible

4. because it is the most quick planet to orbit the sun Mercury has the shortest year

5. albert einstein a brilliant german-born physicist discovered that the force of Gravity can bend light