

8th Grade Mathematics

-Week 1 (3/16/20 – 3/20/20): Complete IXL Math or Prodigy Math online for 30 minutes daily. (Parents please initial daily log)

-Week 2 (3/30/20 – 4/6/20): Complete IXL Math or Prodigy Math online for 30 minutes daily. (Parents please initial daily log)

8th Grade Science

-Week 1 (3/16/20 – 3/20/20): Complete IXL Science online for 30 minutes daily. (Parents please initial daily log)

-Week 2 (3/30/20 – 4/6/20): Complete IXL Science online for 30 minutes daily. (Parents please initial daily log)

Please initial when your student completes 30 minutes of the IXL math or Prodigy and 30 minutes of IXL Science

IXL username: reeducationservices

Password: math

Week 1 Math	Mon 3/16	Tues 3/17	Wed 3/18	Thurs 3/19	Fri 3/20
Parent initials 30 mins.					
Week 1 Science	Mon 3/16	Tues 3/17	Wed 3/18	Thurs 3/19	Fri 3/20
Parent initials 30 mins.					
Week 1 ELA	Mon 3/16	Tues 3/17	Wed 3/18	Thurs 3/19	Fri 3/20
Parent initials 30 mins.					

WEEK 2 – SPRING BREAK

Week 3 Math	Mon 3/30	Tues 3/31	Wed 4/01	Thurs 4/02	Fri 4/03
Parent initials 30 mins.					
Week 3 Science	Mon 3/30	Tues 3/31	Wed 4/01	Thurs 4/02	Fri 4/03
Parent initials 30 mins.					
Week 3 ELA	Mon 3/30	Tues 3/31	Wed 4/01	Thurs 4/02	Fri 4/03
Parent initials 30 mins.					

8th Grade Social Studies Assignments

Week 1: Complete Assignments from 3/16/20- 3/20/20

Week 2: Complete Assignments from 3/30/20- 4/3/20

All Assignments are due on Monday 4/6/20

8th Language Arts Assignments

Week 1 & 2: Complete IXL Reading for 30 minutes daily
(Monday through Friday for 2 weeks) Must have parent initial
on IXL log

3/16/20 Monday

8/14

THE BIRTH OF THE CONSTITUTION

The Articles of Confederation

During the Revolutionary War, the United Colonies needed a document to govern the lands then struggling to be free from England's rule. The Articles of Confederation became the first national constitution of the United States in March of 1781.

The Articles of Confederation established a government organized around a Congress. Each of the thirteen states would only have one vote regardless of size or population. For a law to pass, nine of the thirteen states had to agree.

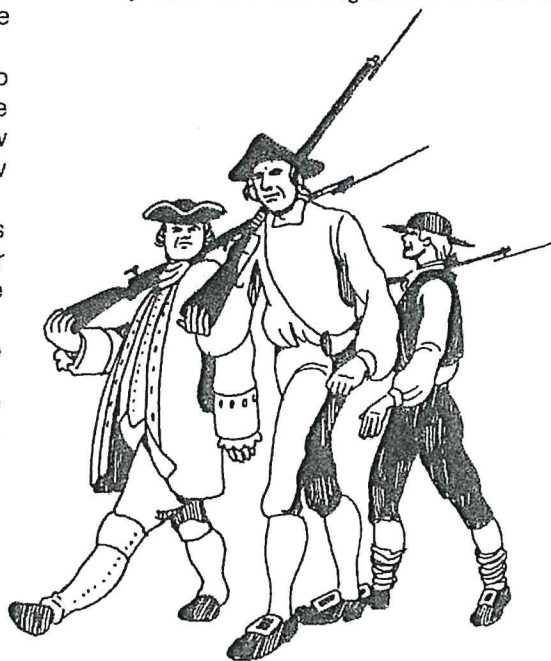
The Congress had the power to declare war, make peace, and make treaties. It could also coin and borrow money, create post offices, admit new states, and create an army and navy.

On the other hand, the Congress could not tax, and it could not control or interfere with trade between the individual states.

There was no one person who was in charge of this new government. Because they feared the return of tyranny, the founding fathers were very cautious not to create a new "king"—that was exactly why they had separated from England. So, as a result, there was no executive to carry out the laws passed by Congress. Ultimately, this lack of a leader caused much confusion.

The Articles of Confederation created a loose friendship between the thirteen states. This loose friendship was enough to win the War for Independence and keep the states together as one country. But without an executive, the power to tax, and the ability to regulate trade, the Congress could not function effectively. Many Americans felt the Articles of Confederation needed to be revised.

By 1786, more problems were beginning to surface. A convention of five of the thirteen states, called the Annapolis Convention, met at Annapolis, Maryland, in September, 1786. They met to study the trade problem. There was not enough representation to make any big decisions, so the delegates led by Alexander Hamilton (New York) and James Madison (Virginia) called for another convention to begin in May, 1787, in Philadelphia, Pennsylvania. In February of that year, Congress agreed with the delegates and stated the convention would have the "sole and express purpose of revising the Articles of Confederation."



Revolutionary War Soldiers

Date _____ Name _____

THE BIRTH OF THE CONSTITUTION

The Articles of Confederation

≈ Challenges ≈

1. Define:

Confederation: _____

Constitution: _____

Commerce: _____

2. What was the first form of our national government? _____

3. When did our first form of government begin to govern the United States? _____

4. For a law to pass, how many states had to agree? _____

5. What were the powers of Congress under the Articles of Confederation? _____

6. What could Congress **NOT** do under the Articles? _____

7. Why was there no executive under the Articles? _____

8. What meeting occurred in September, 1786? What was its purpose? _____

9. What was scheduled to happen in May, 1787? Why? _____

3/17/20 TUES

8th

THE BIRTH OF THE CONSTITUTION

Separation of Powers

Another problem facing the Constitutional Convention was how to divide the powers of a government. Who will make the laws? Who will make sure the laws are obeyed? Who will make sure the laws are "good" laws? These questions were answered in the next set of compromises.

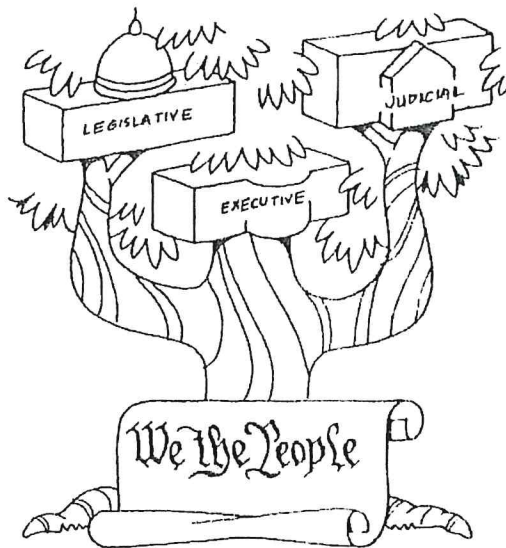
American government can be seen as a tree. The Constitution is the trunk, or base, with three branches extending from that trunk. Those three branches are the legislative branch, the executive branch, and the judicial branch. Each branch has different responsibilities and looks out for and checks the other two branches. These concepts, respectively, are called *separation of powers* and *checks and balances*.

The *legislative* branch was defined during the Great Compromise. Together, the House of Representatives and the Senate make the laws to govern our country. The legislative branch also checks the executive and judicial branches.

The second branch is the *executive* branch. Eventually, the delegates decided to create a chief executive. Under the Articles of Confederation, there was no national leader. The founding fathers had feared creating another "king." There was much discussion, even talk of having two equally powered leaders. The convention agreed to create one President, but only if the President would be checked or watched by the legislative and judicial branches. The job of the President and the executive branch is to carry out the laws passed by the legislative branch.

The third branch established the *judicial* system. The judicial branch was to be headed by the Supreme Court. It is the job of the Supreme Court to interpret or define the laws. The Supreme Court is chosen by the President and approved by the Senate. The judicial branch checks the executive and legislative branches.

Each branch has its own specific responsibilities. Each has a separate power. Part of the responsibility of a branch is to control or check the power of the other branches. That way, no one branch gets to be too powerful; each branch is balanced.



The U.S. Constitution provides for the legislative, executive, and judicial branches of government.

Date _____ Name _____

THE BIRTH OF THE CONSTITUTION

Separation of Powers

≈ Challenges ≈

1. Define:

Separation of Powers: _____

Checks and Balances: _____

Legislative: _____

Executive: _____

Judicial: _____

2. Name three ways in which the powers of the United States are divided.

3. Why are the powers separated? _____

4. What is the job of the legislative branch? _____

5. What is the job of the executive branch? _____

6. What is the job of the judicial branch? _____

7. What two branches are checked by the legislative branch? _____

8. What two branches are checked by the executive branch? _____

9. What two branches are checked by the judicial branch? _____

3/18/20 Wed

8-76

THE BIRTH OF THE CONSTITUTION

The Preamble

(See the Preamble)

The Preamble lists the major goals to be accomplished by the United States government under the Constitution. The importance of the Preamble and the Constitution are expressed in the first three words, "We the people" The Constitution was created by the people, not by some king, dictator, or absolute ruler.

The founding fathers had six goals in mind when they set out to create the Constitution. They are:

- (1) to form a more perfect union
(set up a stronger government than they had under the Articles of Confederation)
- (2) establish justice
(improve the court system)
- (3) insure domestic tranquility
(have peace in all states)
- (4) provide for the common defense
(protect the country from enemies)
- (5) promote the general welfare
(have good living conditions)
- (6) secure the blessings of liberty to ourselves and our posterity.
(have freedom for themselves and future Americans)

The Preamble expresses the hopes of the people for a good and honest government for themselves and their children.

PREAMBLE TO THE UNITED STATES CONSTITUTION:

We the people of the United States, in order to form a more perfect Union, Establish Justice, insure domestic Tranquility, provide for the common Defense, promote the general Welfare, and secure the blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.



1-22

Name _____ Date _____

READING TABLES AND BAR GRAPHS

On the facing page is a table of information that has been reproduced from a reference book called the *Statistical Abstract of the United States, 1990*. The *Statistical Abstract*, as it is called, is published by the United States Printing Office in Washington, D.C. The book contains more than 900 pages of facts and figures. It is considered to be very reliable—thousands of businesses, schools, historians, and others make use of this valuable book.

Some things to understand when using the *Statistical Abstract*:

1. Even though the *Statistical Abstract* was published in 1990, some of the tables include information only to 1988. The reason for this is that it takes a year or two to get all the information together, to evaluate it, and to get it ready for publication.
2. It is important to read the footnotes in the tables. This is because there are sometimes exceptions to be made. An example of this would be that some figures are "estimates." At the time of publication all the necessary information had not been received, so the editors of the *Statistical Abstract* had to make an "educated guess."
3. Careful attention should be paid to the title of the table or graph. The title tells exactly what the table or graph attempts to show.

Reading the Table

Study the table of the commercial fish catch around the world; then, answer the questions that are based on the table.

1. List in order from the highest to the lowest the five greatest fish-catching nations in the world for 1987.

1st _____

2nd _____

3rd _____

4th _____

5th _____

2. What two countries at least doubled their fish catch from 1983 to 1987?

_____ and _____

3. How many countries caught less fish in 1987 than in 1986?

_____ 5 _____ 7 _____ 8 _____ 10

4. According to the notes in the table, what two sea animals are not included in the annual fish-catch count?

_____ and _____

5. How can you know that not every nation in the world that caught fish is listed?

Hint: Check the footnotes.

Reading the Bar Graph

The *Statistical Abstract* also contains graphs that show important statistics. The bar graph on the facing page has information that would be of interest to travel agencies, the transportation industry, and others.

1. Approximately how many Japanese visited the United States in the year shown?

_____ 1.5 million _____ 2.0 million

_____ 2.25 million _____ 3.0 million

2. What five European countries were among the "top ten" from which foreign visitors came?

3. What was the approximate number of visitors from all the listed countries?

_____ 4 million _____ 5 million

_____ 6 million _____ 7 million

NO. 1475. FISHERIES—COMMERCIAL CATCH, BY COUNTRY: 1983 TO 1987

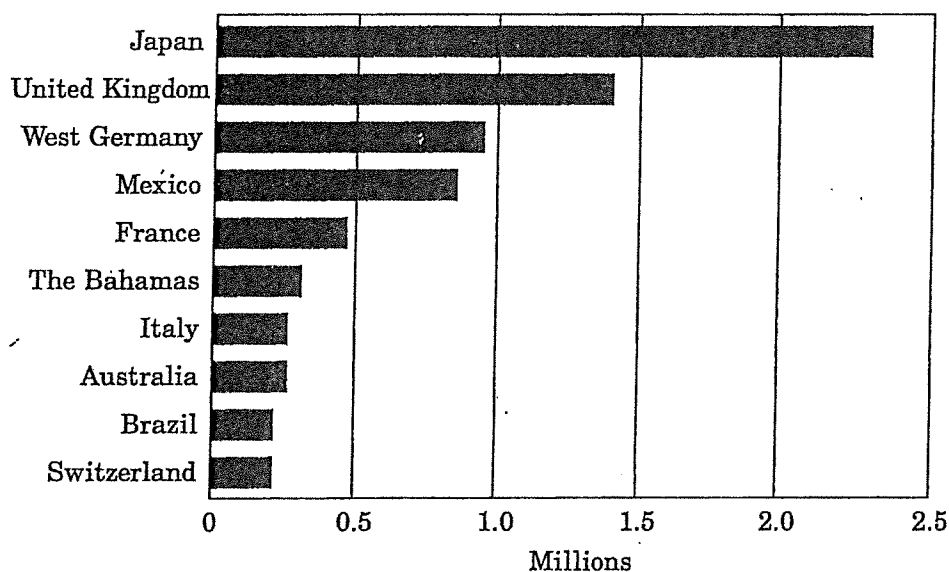
[In billions of pounds, live weight. Catch of fish, crustaceans, mollusks (including weight of shells), and other aquatic plants and animals, except whales and seals]

Country	1983	1984	1985	1986	1987	Country	1983	1984	1985	1986	1987
World total ¹	170.3	183.2	190.6	203.7	205.1	Japan	24.8	26.5	25.2	26.4	26.1
United States	9.4	10.6	10.5	10.9	12.7	Mexico	2.3	2.4	2.7	2.9	3.1
Canada	3.0	2.8	3.1	3.3	3.2	North Korea (est.)	3.5	3.6	3.7	3.7	3.7
Chile	8.8	9.9	10.6	12.3	10.6	Norway	6.3	5.4	4.7	4.2	4.3
China: Mainland	11.5	13.1	14.9	17.6	20.6	Peru	3.5	7.4	9.2	12.4	10.1
Denmark	4.1	4.1	3.9	4.1	3.7	Philippines	4.4	4.3	4.1	4.2	4.4
Iceland	1.8	3.4	3.7	3.7	3.6	South Korea	5.3	5.5	5.8	6.8	6.3
India	5.5	6.3	6.2	6.4	6.4	Soviet Union	21.5	23.4	23.2	24.8	24.6
Indonesia	4.9	4.4	5.2	5.4	5.8	Spain	2.9	2.9	3.0	3.2	3.1
						Thailand	5.0	4.7	4.9	5.6	4.8

¹ Includes other countries not shown separately.

Source: U.S. National Oceanic and Atmospheric Administration, National Marine Fisheries Service, *Fisheries of the United States*, annual. Data from Food and Agricultural Organization of the United Nations, Rome, Italy.

FOREIGN VISITORS FOR PLEASURE ADMITTED, BY COUNTRY OF LAST RESIDENCE—TOP 10 COUNTRIES: 1988



Source: Chart prepared by U.S. Bureau of the Census. For data, see table 4.16.

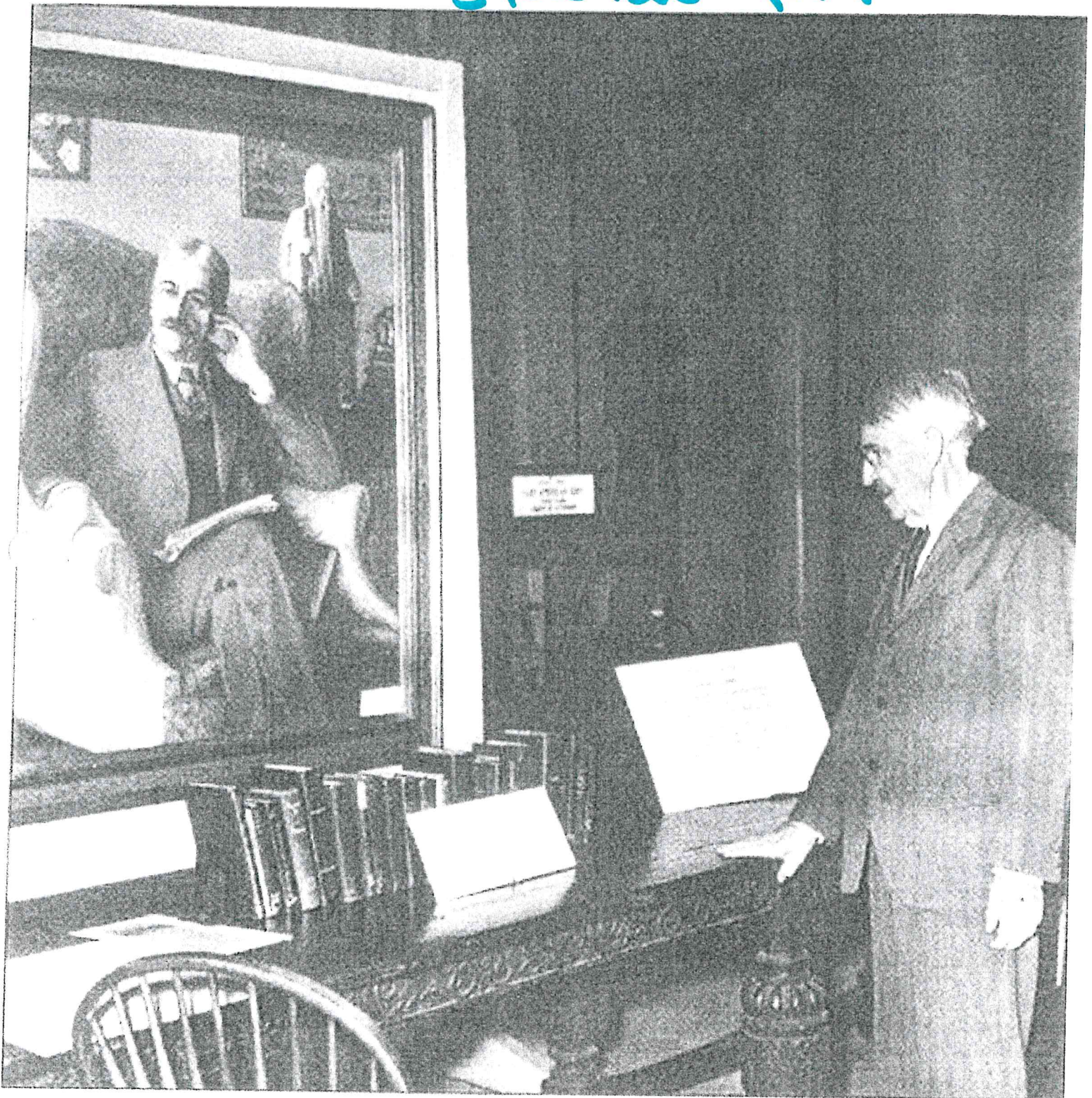
Name _____



Date _____

John Dewey's 90th Birthday Celebration, 1949

3/20/20 Fri



John Dewey, pictured here, looks at his portrait and some of the books he has written while visiting Burlington, VT, during the celebration of his 90th birthday. John Dewey was an American philosopher, psychologist, and educational reformer.

Name _____



Date _____

- _____ 1. This document can best be described as a(n)_____.
A. newspaper clipping
B. oil painting
C. homage
D. photograph
- _____ 2. This document was created in _____.
A. 2009
B. 1909
C. 1949
D. 1999
- _____ 3. The subject of this document is _____.
A. Burlington, VT
B. an American philosopher
C. Dewey Decimal
D. John Dewey
- _____ 4. At the time of this document's creation, how old was its subject?
A. 90
B. 1,949
C. 45
D. none of the above
5. According to the document, for what is John Dewey known?

6. According to the document, is John Dewey the creator of the Dewey Decimal system?

7. In the document, what is the name of the gentleman in the painting?

8. In what city was this document created?

Respecting the Flag

This text has been provided courtesy of the Department of Veterans Affairs, Office of Public Affairs.

"I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

Important Things to Remember

The Pledge of Allegiance to the Flag should be rendered by standing at attention facing the flag with the right hand over the heart. If not in uniform, a person should remove his or her hat with the right hand and hold it at the left shoulder, with the hand over the heart. Persons in uniform should remain silent, face the flag, and render the military salute.

Display the U.S. flag every day, but especially on national and state holidays. On Memorial Day, the flag should be flown at half-staff in the forenoon (sunrise until noon), then raised to its normal position at the top of the staff. When raising the flag to half-staff, first raise it to the top of the staff, then lower it half-way. When lowering a flag that has been flying at half-staff, first raise it to the top of the staff, then lower it all the way. The U.S. flag should be displayed on or near the main building of every public institution, in or near every school on school days, and in or near every polling place on election days. Always hoist the U.S. flag briskly. Lower it slowly and ceremoniously.

Things Not to Do

Never show disrespect to the U.S. flag. Never dip (lower quickly and then raise) the U.S. flag to any person or thing. Regimental colors, state flags and organization or institutional flags are dipped as a mark of honor. Never display the U.S. flag with the field of stars at the bottom, except as a distress signal. Never let the U.S. flag touch anything beneath it - ground, floor, water or merchandise. Never carry the U.S. flag horizontally, but always aloft and free.

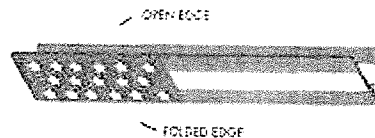
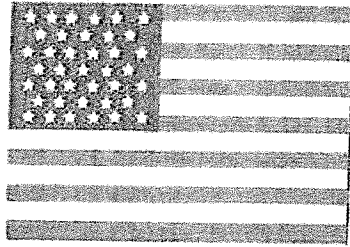
Always allow the U.S. flag to fall free - never use the U.S. flag as drapery, festooned, drawn back or up in folds. For draping platforms and decoration in general, use blue, white and red bunting. Always arrange the bunting with blue above, the white in the middle and the red below. Never fasten, display, use or store the U.S. flag in a manner that will permit it to be easily torn, soiled or damaged in any way. Never use the U.S. flag as a covering or drape for a ceiling. Never place anything on the U.S. flag and never have placed upon it, or on any part of it, or attached to it, any mark, insignia, letter, word, figure, design, picture or drawing of any nature.

The U.S. flag should not be embroidered on such articles as cushions, handkerchiefs, and the like; printed or otherwise impressed on paper napkins or boxes or anything that is designed for temporary use and discarded; or used as any portion of a costume or athletic uniform. However, a flag patch may be affixed to the uniform of military personnel, fire fighters, police officers and members of patriotic organizations. Advertising signs should not be fastened to a staff from which the flag is flown.



Folding the Flag

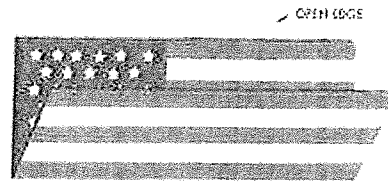
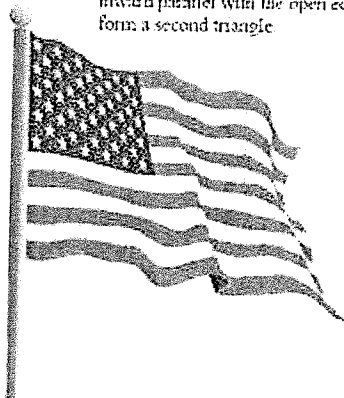
Many Marines gave their lives to raise the American flag on Mt. Suribachi on the island of Iwo Jima in 1945. Based on a photograph by Joseph Rosenthal, the Marine Corps War Memorial depicts this sacrifice. Located near Arlington National Cemetery, it is a tribute to all the Marines who have fallen in combat.



(b) Folded edge is then folded over to meet the open edge.



(d) Outer point is then turned inward parallel with the open edge to form a second triangle.



(a) Fold the lower striped section of the flag over the blue field.



(c) A triangular fold is then started by bringing the striped corner of the folded edge to the open edge.



(e) Triangular folding is continued until the entire length of the flag is folded in the triangular shape with only the blue field visible.



When the U.S. flag is no longer in suitable condition for display, it should be destroyed in a dignified way, preferably by burning. Many Veterans groups perform this service with dignified, respectful flag retirement ceremonies.

Name: _____ Date: _____

1. According to the article, what should be displayed on or near the main building of every public institution?

- A. blue, white, and red bunting
- B. regimental colors
- C. an institutional flag
- D. the U.S. flag

2. What does the author enumerate and describe in "Respecting the Flag"?

- A. things to do and not do to the U.S. flag
- B. occupations of people who work in public institutions
- C. the uniforms worn by officers of the U.S. military
- D. the wars in which American veterans have fought

3. Read these sentences from the text:

"Never show disrespect to the U.S. flag. Never dip (lower quickly and then raise) the U.S. flag to any person or thing. Regimental colors, state flags and organization or institutional flags are dipped as a mark of honor. Never display the U.S. flag with the field of stars at the bottom, except as a distress signal. Never let the U.S. flag touch anything beneath it - ground, floor, water or merchandise."

Based on this information, what can you conclude about letting the U.S. flag touch the ground?

- A. Letting the flag touch the ground shows respect to the flag.
- B. Letting the flag touch the ground shows disrespect to the flag.
- C. Letting the flag touch the ground shows neither respect nor disrespect to the flag.
- D. Letting the flag touch the ground shows more respect to the flag than letting it touch water.

4. Review the "Folding the Flag" section of the article. What can you infer about the folding method described there?

- A. The folding method described there shows respect to the flag.
- B. The folding method described there shows disrespect to the flag.
- C. The folding method described there shows neither respect nor disrespect to the flag.
- D. The folding method described there shows less respect to the flag than drawing the flag up in folds.

5. What is the main idea of this text?

- A. The U.S. flag should be displayed in or near every polling place on election days.
- B. The U.S. flag should never have a picture or drawing attached to it.
- C. The U.S. flag should always be treated in a manner that shows respect.
- D. Many Marines gave their lives to raise the American flag on Iwo Jima in 1945.

6. Read these sentences from the text:

"When the U.S. flag is no longer in suitable condition for display, it should be destroyed in a **dignified** way, preferably by burning. Many Veterans groups perform this service with **dignified**, respectful flag retirement ceremonies."

Based on these sentences, what does the word "**dignified**" probably mean?

- A. wild, noisy, and causing a disturbance
- B. silly, fun, and likely to make people laugh
- C. violent, scary, and likely to cause harm
- D. calm, serious, and deserving respect

7. Read this sentence from the text:

"The U.S. flag should not be embroidered on such articles as cushions, handkerchiefs, and the like; printed or otherwise impressed on paper napkins or boxes or anything that is designed for temporary use and discarded; or used as any portion of a costume or athletic uniform."

How could this sentence best be broken in two?

A. The U.S. flag should not be embroidered. It should not be on such articles as cushions, handkerchiefs, and the like; printed or otherwise impressed on paper napkins or boxes or anything that is designed for temporary use and discarded; or used as any portion of a costume or athletic uniform.

B. The U.S. flag should not be embroidered on such articles as cushions, handkerchiefs, and the like. It should not be printed or otherwise impressed on paper napkins or boxes or anything that is designed for temporary use and discarded, or used as any portion of a costume or athletic uniform.

C. The U.S. flag should not be embroidered on such articles as cushions, handkerchiefs, and the like; printed. It should not be otherwise impressed on paper napkins or boxes or anything that is designed for temporary use and discarded; or used as any portion of a costume or athletic uniform.

D. The U.S. flag should not be embroidered on such articles as cushions, handkerchiefs, and the like; printed or otherwise impressed on paper napkins or boxes or anything that is designed for temporary use and discarded; or used as any portion of a costume. It should not be used as any portion of an athletic uniform.

8. What did many Marines give their lives to raise on Mt. Suribachi in 1945?

9. Explain whether the Marines on Mt. Suribachi in 1945 showed respect to the American flag. Support your answer with evidence from the text.

10. Explain why respecting the American flag is important. Support your answer with evidence from the text.

USE THIS SHEET TO HELP YOU WITH THE
MATCHING ON REVOLUTIONARY WAR.

Name: _____

Date: _____

Revolutionary War Vocabulary

Did you hear about what happened at the laundromat last night? Three clothespins held up two shirts!

A study sheet to learn about the Revolutionary War.



3/31/2025

1. Sons of Liberty Secret group of colonists founded to protest Stamp Act
2. Militias Civilian soldiers who are trained to fight but not part of the regular army
3. Patriots Colonists who fought against British rule
4. Parliament The government of Great Britain, includes the king, the House of Commons, the House of Lords and the prime minister
5. Loyalists Colonists who remained loyal to the King during the American Revolution
6. Redcoats Nickname for British soldiers because of their red uniform coats
7. Continental Congress The legislative assembly composed of delegates from the rebel colonies who met during and after the American Revolution
8. Minutemen Colonists who could be ready in a minute to fight the British
9. Boston Tea Party Boston citizens disguised as Indians raided three British ships and dumped chests of tea into the harbor as a protest against taxes on tea
10. Stamp Act Tax that the British government placed on newspapers, books and documents sold in the colonies
11. Boston Massacre The killing of five men by British soldiers on March 5, 1770
12. Paul Revere Rode on horseback from Boston to Lexington and Concord to warn that the Redcoats were coming
13. Treaty of Paris Provisional peace treaty signed after Lord Cornwallis surrendered at Yorktown

Name: _____ Date: _____

Revolutionary War Matching Activity

What does a cow read every morning? A Moospaper!

Clues are listed below. Print the word that matches the clue on the line by the clue.



1. _____ The government of Great Britain, includes the king, the House of Commons, the House of Lords and the prime minister
2. _____ The killing of five men by British soldiers on March 5, 1770
3. _____ Tax that the British government placed on newspapers, books and documents sold in the colonies
4. _____ The legislative assembly composed of delegates from the rebel colonies who met during and after the American Revolution
5. _____ Colonists who fought against British rule
6. _____ Boston citizens disguised as Indians raided three British ships and dumped chests of tea into the harbor as a protest against taxes on tea
7. _____ Secret group of colonists founded to protest Stamp Act
8. _____ Civilian soldiers who are trained to fight but not part of the regular army
9. _____ Colonists who remained loyal to the King during the American Revolution
10. _____ Rode on horseback from Boston to Lexington and Concord to warn that the Redcoats were coming
11. _____ Nickname for British soldiers because of their red uniform coats
12. _____ Colonists who could be ready in a minute to fight the British
13. _____ Provisional peace treaty signed after Lord Cornwallis surrendered at Yorktown

Boston Tea Party	Minutemen	Patriots	Stamp Act
Loyalists	Sons of Liberty	Parliament	Militias
Boston Massacre	Paul Revere	Redcoats	Continental Congress

Treaty of Paris

4/1/20

Wed

Name _____

Abraham Lincoln



Abraham Lincoln

Abraham Lincoln was the 16th president of the United States. He was born in Kentucky, to a family of little means. Further financial setbacks drove them to Indiana, where then family continued to struggle financially. Though the young Abraham didn't attend much school, he was very intelligent and whatever books he was able to borrow. When he grew up, Lincoln had many different jobs. He worked as a shopkeeper, a surveyor, a postmaster, and a woodchopper. When he was 25 years old, he was elected to the Illinois State Legislature.

At the same time as Lincoln began his career in politics, he studied law and became a lawyer. In 1845 he ran for the U.S. Congress and won, serving one term. He later ran for the Senate, and although he lost the election, he was beginning to make a name for himself for speaking out against slavery. In 1860, Lincoln ran for president representing the newly formed Republican party. The Republicans were opposed both to slavery and to allowing the southern U.S. states to secede. In order to preserve the Union, the Republican Party was willing to allow slavery to continue in the southern states provided it did not spread to new states or territories.

When Lincoln was elected president in 1860, it the last in a chain of events that prompted the southern states (who did not like Lincoln) to secede. Before Lincoln was sworn in, seven states declared their independence from the U.S. and formed a new country they called the Confederacy.

The Civil War began the following year. Its goal was to defeat the Confederacy so that the United States would remain a single country. The war lasted four years and killed 600,000 Americans. While it was still ongoing, on January 1, 1863, Lincoln issued an executive order called the Emancipation Proclamation, declaring that all the slaves in the Confederate states were free. This was a landmark moment, although it would be several more years and require a Constitutional amendment before all slaves in the U.S. were freed.

Write 2 questions & 2 answers on

Abraham Lincoln

Write a summary for
CNO 10 Student News for
4/2/20 & 4/3/20. 3-4 sentences long
for each day.

Thurs
4/2/20

4/3/20
Fri