



Whiteriver Unified School District

Seventh Grade Packet

Week 4: April 13 – 17, 2020

Student Name:

Canyon Day Junior High Lesson Plan

Teacher: K. C. Tababa and L. Anderson

Class ELA 7 Date: 4/13/20

Standards	Monday
Standard	L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.
Learning Goal	I will demonstrate understanding of hyperbole and onomatopoeia.
Success Criteria	I am successful if I am able to correctly complete the given assignments.
Essential Elements of Instruction – Lesson Plan Elements Required:	
Anticipatory Set	
Introduction (I do)	Teacher's instructions on the take home worksheet or in google classroom.
Guided Practice (We do)	<i>Look over the definitions and examples of hyperbole and onomatopoeia.</i>
Independent Practice (You do)	Write 20 hyperbole sentences. Make sure you use proper capitalization and appropriate punctuation. Make a list of a minimum of 30 onomatopoeias, try to come up with as many as possible.
Closure	Why are hyperbole and onomatopoeia used? Write the answer somewhere on your pages.

Canyon Day Junior High Lesson Plan

Teacher: K. C. Tababa and L. Anderson

Class ELA 7 Date: 4/14/20

Standards		Tuesday	
Standard	L.7.5.a Interpret figures of speech n(e.g. literary, biblical, mythological allusions) in context.		
Learning Goal	I will interpret figures of speech.		
Success Criteria	I am successful if I am able to discover the meaning of figures of speech.		
Essential Elements of Instruction – Lesson Plan Elements Required:			
Anticipatory Set			
Introduction (I do)	Teacher’s instructions on the take home worksheet.		
Guided Practice (We do)	Read the definition of a figure of speech and the examples.		
Independent Practice (You do)	Worksheet in packet or assignment in Google classroom.		
Closure	Answer the question anywhere in the worksheet. Why do you think people use figures of speech?		

Canyon Day Junior High Lesson Plan

Teacher: K. C. Tababa and L. Anderson Class ELA 7 Date: 4/15/20

Standards	Wednesday
Standard	RL.7.3 Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot).
Learning Goal	I will analyze how the setting of a story shapes the plot of a story.
Success Criteria	I am successful if I am able to determine how the setting of the given story shapes the plot, giving textual examples.
Essential Elements of Instruction – Lesson Plan Elements Required:	
Anticipatory Set	
Introduction (I do)	Teacher’s instructions on the take home worksheet.
Guided Practice (We do)	Read about how the setting of a story can shape a story, with examples.
Independent Practice (You do)	Packet: Read given story. On separate piece of paper, or on back of story, write how the setting shapes the plot of the story. Make sure to give textual evidence to support what you write. Pay attention to proper capitalization and appropriate punctuation. Online: Complete assignment in Google Classroom.
Closure	Answer the question anywhere in the worksheet. Does the setting of a story affect the plot? Give one example.

Canyon Day Junior High Lesson Plan

Teacher: K. C. Tababa and L. Anderson

Class ELA 7 Date: 4/16/20

Standards	Thursday
Standard	RI. 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text, provide an objective summary of the text.
Learning Goal	I will write the central idea(s) of a text and a summary of the given text.
Success Criteria	I am successful if I am able to determine at least two central ideas of the given text and write a summary of the text in at least two paragraphs.
Essential Elements of Instruction – Lesson Plan Elements Required:	
Anticipatory Set	
Introduction (I do)	Teacher’s instructions on the take home worksheet.
Guided Practice (We do)	
Independent Practice (You do)	Packet: Read the text given. On the back of the text, write at least two paragraphs. The first paragraph should give at least two central ideas of the text and the second should be a summary of what you read. Add additional paragraphs as needed to make your central ideas and summary complete. Make sure to use proper capitalization and appropriate punctuation and that you use complete sentences. Online: complete the assignment in Google Classroom.
Closure	Answer the question anywhere in the worksheet. What is a central idea?

Canyon Day Junior High Lesson Plan

Teacher: K. C. Tababa and L. Anderson Class ELA 7 Date: 4/10/20

Standards		Friday
Standards	W.7.2 Introduce a topic clearly, previewing what is to follow, organize ideas, concepts and information through the selection organization and analysis of relevant content.	
Learning Goal	I will write a description of what I view. (those who have internet) I will write a description of a place I would like to visit, from a list. (those without)	
Success Criteria	I am successful if I am able to write a description of either what I saw or where I would like to go.	
Essential Elements of Instruction – Lesson Plan Elements Required:		
Anticipatory Set		
Introduction (I do)	Teacher's instructions on the take home worksheet.	
Guided Practice (We do)	Look over the list of virtual tours/live cams and choose one to visit. (internet) Look over the list of places to visit. (no internet)	
Independent Practice (You do)	<p>Internet: write two paragraphs giving a description of the site you visited. Make a list (using a colon) of what you saw. You also need to write about what you saw. Make sure that you are using adjectives, adverbs, nouns, and verbs. You could even include some appositives or appositive phrases. As always, be sure that you are using correct capitalization and appropriate punctuation and complete sentences.</p> <p>No internet: Choose a place to visit from the list provided. Write two paragraphs about what you might see. Make a list (using a colon) of what you would see. Make sure that you are using adjectives, adverbs, nouns, and verbs. You could even include some appositives or appositive phrases. As always, be sure that you are using correct capitalization and appropriate punctuation and complete sentences.</p>	
Closure	Answer the question anywhere in the worksheet. What did you choose? Why?	

Day: Monday

Week of: 4/13-17

Standard: L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

ELA 7

Topic: Figurative language—hyperbole and onomatopoeia

Hyperbole: Exaggerated statements not meant to be taken literally.

Examples: I am so hungry I could eat an elephant.

She says that she is going to die of boredom.

The dog is as big as a house.

Onomatopoeia: The formation of a word from a sound associated with what is named.

Examples: buzz, pop, quack, ding dong

Directions: Write 20 hyperbole sentences. On the back, make a list of 30 onomatopoeias (try to come up with as many as possible).

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)
- 10)
- 11)
- 12)
- 13)
- 14)
- 15)
- 16)
- 17)
- 18)
- 19)
- 20)

Topic: Figure of Speech

Definition: a word or phrase used in a non-literal sense for rhetorical or vivid effect.

Examples: A bird in the bush is worth two in the hand.

Don't count your chickens before they hatch.

Directions: On the line provided, give a one sentence explanation of what each figure of speech means. On the back of the page, try to come up with 10 other figures of speech.

- 1) Don't let anyone get your goat. Tie it where they can't find it.

- 2) Don't cry over spilled milk.

- 3) She let the cat out of the bag.

- 4) Don't sweep your problems under the rug.

- 5) It's raining cats and dogs.

- 6) Don't put all your eggs in one basket.

- 7) If it was a snake, it would bite you.

- 8) Don't count your chickens before they hatch.

- 9) Time sure runs quick.

- 10) You are talking me to death.

Day: Wednesday

Week of: 4/13-17

Standard: RL.7.3 Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot).

ELA 7

Topic: How the setting of a story shapes the plot.

The **setting** in literature is the place, the time, and the social situation in which a **story** takes place. The **setting** influences the **plot**, which includes the **story's** events.

Plot can be extremely affected by the setting of a story and even become a part of the story. It's the setting for all that is to come and even if it's one set on stage, it can convey so much about who the people are and the way they live. Just as in a film, countryside can be a character of its own. But it can also affect plot in other ways.

Physical Possibilities

If you are at a beach, characters can get into physical trouble in the ocean. In the desert, they can be bit by a rattlesnake, or if the story takes place in horse country, characters can be distinguished by whether the character is able to ride or not. "Jaws" is a classic film that uses setting almost as a character and that "character" totally influences the plot. A wide ocean, no one around to help and a very, very big and dangerous shark.

Elements Keep Characters Trapped

Being snowed in and trapped on a mountaintop affect plot in the extreme. Many times the setting is the beginning of the plot itself. Trapped in space, trapped under water, trapped period.

Setting As Story

The gorgeous Italian countryside, the streets of Paris, the austerity of Russia, the beginnings of American; all these locations are where a setting is part of the story. These places help define the story and move it forward.

Directions: Read the following story. On separate piece of paper, or on back of story, write how the setting shapes the plot of the story. Make sure to give textual evidence to support what you write. Pay attention to proper capitalization and appropriate punctuation.

The Run

Dennis and Mac had been driving for almost a week, and they hadn't seen a single soul. They were worried. When they'd left the ranch, they'd thought maybe they'd run into someone, another survivor. But there was no one. The roads were almost empty. There was the occasional abandoned car, but that was it. They drove mostly on highways, to make better time. Mac wondered if they might not have better luck on the smaller country roads, but Dennis wouldn't have it. Those roads had curves and were thick with trees. There was no way of seeing danger coming. If someone wanted to spring a surprise on you, you wouldn't know it until it was too late. When the plague came, Dennis and Mac had been working as ranch hands on a cattle farm. Both had just finished their first year of college. Dennis went to school on the East Coast, Mac on the West. They found that they were very similar people. They both studied hard and read a lot of books. But they also both liked being outdoors. At the end of a good day, they came home smelling of sweat and dirt. They quickly became friends.

The ranch was a small, family-run operation, with only about 50 head of cattle. The family that ran it, the Greersons, would advertise in college newspapers in the spring. There were plenty of ranch hands in the area who needed work, but Bucky Greerson felt city kids could benefit from an exposure to country life. Young men would apply, and then the Greersons would hire about a half-dozen hands every spring to help them run cattle. It was tough work, but Dennis and Mac felt lucky to be picked.

The farm didn't have a TV or the Internet or a telephone. As a result, the first they heard of the plague was on the radio. Every night, the ranch hands liked to gather in the mess hall and play cards. While they played, they listened to the radio. The ranch was so far up in the hills that the radio only got one station. At night they listened to the station's best DJ, Petey "The Muskrat" Coltraine, who spun old bluegrass records. Sometimes, between records, The Muskrat told stories. Dennis and Mac thought he was hilarious.

One night, though, The Muskrat's radio show was very different. It couldn't have been more than six months ago, but to Dennis and Mac, thinking back on it now, it felt like another lifetime. The Muskrat had been playing a cheery Bill Monroe song, "Footprints in the Snow," when he cut out the record halfway through the chorus. The ranch hands stopped their game of Gin Rummy. They turned and looked at the radio. The Muskrat always played a record all the way through. What could be wrong?

"Folks," said the Muskrat. "I don't know how to tell you this, but I'm going to ask you to stay very calm. The manager of my station has just passed me a note. It seems that the local health authorities are asking us radio folks to tell you, our listeners, that... well, a disease is spreading."

The ranch hands put down their cards. Dennis and Mac exchanged a glance.

Day: Wednesday

Week of: 4/13-17

Standard: RL.7.3 Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot).

ELA 7

“Now,” The Muskrat said, his rich voice sounding uncharacteristically shaky, “they don’t quite know what this disease is, but it’s real bad. It’s very contagious, and people who get it don’t have a lot of luck recovering. Now, doctors are trying to figure out a cure, but there’s been no luck yet. So, in the meantime, we’re asking that you stay in your homes as much as possible and avoid public places until the disease dies down.”

One of the ranch hands, a big, cocky boy named T.J., laughed. “Like heck I’m not going into town,” T.J. chuckled. “I got a date.” The other ranch hands stared at him. T.J. stopped laughing.

“Please, folks, do what the doctors say,” The Muskrat pleaded. “I’m sure it’ll just be for a few days.” He was quiet for a moment. Then the ranch hands heard the sound of a turntable needle hitting the record, and an old Earl Scruggs song came on.

That was the beginning of it. For the next few days, the ranch went about its business. The Greersons told the boys not to worry, that this would all be over soon. They had enough food on the ranch to last months. In the meantime, there were plenty of new calves that needed branding. At night, everyone gathered around the radio and listened to updates. The news seemed only to get worse. More and more people were getting sick. The symptoms were strange. People would become violently ill, then fall into a long, deep sleep. The big cities — New York, Los Angeles, Chicago — had become like ghost towns. No one would go out into the street for fear of catching the disease.

The news kept getting worse until, finally, the radio station stopped transmitting. The Greersons called a meeting in the dining room of the main house. Everyone sat around the big dining room table where Ann Greerson served Sunday supper. After everyone was seated, Bucky Greerson stood up. He was a short, plump man with a droopy handlebar mustache. You wouldn’t think it looking at him, but his voice boomed.

“Now,” he said, “I know you’re worried about your families, and I don’t feel right chaining you here while you don’t know what’s become of your people. So, anyone who wants to leave is free to go. Ann and I will make do.”

Dennis and Mac looked at each other. They’d talked about leaving but had tried to pretend they wouldn’t need to. They had hoped the plague would be over soon, that the world would return to the way it was, that it had all been a strange hallucination. Now that they had the option to venture out into the world, to see how bad things really were, they weren’t sure they wanted to know.

“By a show of hands,” Bucky Greerson asked, “how many of you want to leave?”

Mac and Dennis looked around. They were the only two with their hands up.

The Greersons gave them enough food to last a couple weeks — corn bread and apples and cured ham and syrupy peaches in mason jars. Mac and Dennis packed up their things and loaded everything into Mac’s truck, a sputtering old pickup. The Greersons and the ranch hands gathered around to see them off.

“Be safe, boys,” said Ann Greerson, kissing them each on the cheeks and hugging them hard. “And remember your manners.” As Mac and Dennis pulled away, they saw her husband holding her, her body shaking with sobs.

A week later, Mac and Dennis had zigzagged through dozens of small towns and a few larger cities. What they found frightened them: every place was empty. Not a person was out. Sometimes, they would stop and knock on doors. No one would answer. If they went inside, they wouldn’t find a single soul home. Sometimes they’d find the dinner table set, plates piled high with molding food. Every time they entered a new room, they both winced, thinking they’d find a dead body. But they never did. It was indescribably eerie. Sometimes, if the place still got electricity, they’d try to use the phone. Every time, no matter what number they dialed, the same recorded message came on: “The number is not in service. Please check the number and try again.”

Finally, the young men decided to make tracks to the nearest big city. It would be a full day of driving, but there had to be someone there. You can’t abandon a whole city.

Dusk had come, and Mac was at the wheel. Dennis had been driving for the last eight hours and was taking a nap in the passenger seat. They were passing through a long, flat piece of pastureland when Mac saw a flicker of movement in the distance. He stopped the car, turned off the engine and shook Dennis awake.

“Look,” Mac said excitedly. “I think someone’s coming.”

Dennis squinted his eyes. The flicker of movement was becoming larger. What had been a dot of motion became a long line, stretching across the horizon. Mac and Dennis strained to see.

“I think it’s some people,” said Dennis. “Let me get my binoculars.”

He rustled in his backpack and pulled out his pair. Dennis put them to his eyes and looked through them. Mac heard him gasp.

“My gosh,” whispered Dennis.

What he saw was people. Thousands of people. Hundreds of thousands, maybe a million. A swarm of people like the world had never seen. And the people were all running. They were running as fast as they could go, like something was chasing them, or like they were chasing something. As they grew closer, Dennis could just make out the people’s faces. Their eyes were wild.

“Start the car,” said Dennis.

Standard: RI. 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text, provide an objective summary of the text.

Topic: Determining Central Theme

Directions: Read the text given. On the back of the text (or a separate piece of paper), write at least two paragraphs. The first paragraph should give at least two central ideas of the text and the second should be a summary of what you read. Add additional paragraphs as needed to make your central ideas and summary complete. Make sure to use proper capitalization and appropriate punctuation and that you use complete sentences.

Predicting the Future

Garry Golden sits in a small cafe in Brooklyn, New York. In front of him, sheets of paper with diagrams litter the table. He rapidly sketches trains, cars and highways as he explains his ideas. Garry Golden has one passion: transportation. The science of how to move people from place to place fascinates him. He spends his days studying the relationships between cars, subways, and trains. But he's most excited about imagining the way these relationships will change in the next 20 years.

Golden is a futurist. Futurists are scientists who analyze the way the world is today and use that information to make predictions about what the world will be like in the future. In this way, they are the opposite of historians, who try to better understand the present through studying the past. Futurists hope that by making scientific predictions about the future, we can make better decisions today. Some futurists study the environment. Some study human society. Golden focuses on the study of transportation. He earned his graduate degree in Future Studies from the University of Houston. Living in Houston for those two years changed the way he viewed transportation in the United States.

Many public transportation advocates dislike Houston. They argue the city is too sprawling (it can take more than three hours to drive from one side of the city to the other during rush hour) and that there aren't enough buses and subways. However, Houston was a source of inspiration for Golden.

"Houston is a really interesting place, and their transportation is a fascinating story—it's worth watching. When you think about it, what is the U.S. like? It's more like Houston. So you need to understand how Houston approaches things to understand the country as a whole. New York City is the exception," said Golden in an interview with *The New York Times*.

Golden points out that people in New York City own fewer cars and walk much more than anywhere else in the United States. "It's a unique environment," says Golden. "Very different from the rest of the country."

However, Golden believes American cities will become more similar to New York City in several ways over the next 20 years. He sees a trend toward fewer cars in the future. He explains, "Cities have a cost of car ownership that is a challenge. All these vehicles cost the city: in services, in having to repair roads and all of the other things." Cars also take up a lot of space. Houston, for example, has 30 parking spaces for every resident. That's 64.8 million parking spaces in only one city.

Golden points out that having so many parking spaces is inefficient. Much of the time the parking spaces sit empty. At high-use times—for example, Saturday afternoon when everyone is running errands—every parking space at a shopping center is full. But at 3 a.m. on a Monday, no one is at the shopping center. What is the solution? "I think cities are going to start to legislate cars in very new ways," says Golden. He explains that cities will make new laws to limit the number of cars people can have within city limits. Instead, people will use taxis, subways and buses. New technology, like smartphones, can make these forms of public transportation even better.

Buses have the same problem of inefficiency as parking spaces, explains Golden. Sometimes they are full, and sometimes they are empty. But imagine if everyone had a smartphone and used them to signal when they wanted to ride the bus. Buses could change their route, depending on who wanted to ride.

How soon would these changes come? Golden admits that it will take several years. Cities can be slow to change. Also, new systems of transportation can be expensive. "But it's coming," he says. "The trend of the empowered city will be here soon."

The other trend that excites Golden is electric cars. "We need to reduce the amount of fuel we consume," says Golden. "Everyone agrees on this. The question is how to do it." Golden especially believes in the future of electric cars that have sensors to understand the world around them. "If we have cars that can communicate with one another, they can adjust speeds to eliminate traffic jams," he says. Rush hour in Houston would suddenly be much less painful.

One challenge related to the production of electric cars is that it is hard to cheaply produce batteries that are strong enough for these cars. This is partially because cars are so heavy. But Golden argues you could also make cars out of strong plastic composites. The cars would then be much lighter and much cheaper to make. "This could revolutionize the highways," he says. When could electric smart cars become the norm? Golden argues as soon as 2030.

As a futurist, Golden shares his predictions with other scholars at conferences across the country. He also provides advice to companies that want to know what the future will be like so that they can make better strategies. Golden remains optimistic about the future. "There are so many exciting developments," he says. "In thirty years we will live a very different world."

Day: Friday

Week of: 4/13-17

Standard: W.7.2 Introduce a topic clearly, previewing what is to follow, organize ideas, concepts and information through the selection organization and analysis of relevant content.

ELA 7

Topic: Writing about a place you would like to visit.

Directions: Choose a place to visit from the list below. Write two paragraphs about what you might see. Make a list (using a colon) of what you would see. Make sure that you are using adjectives, adverbs, nouns, and verbs. You could even include some appositives or appositive phrases. As always, be sure that you are using correct capitalization and appropriate punctuation and complete sentences.

The Pyramids in Egypt

The Phoenix Zoo

Sea World

A big aquarium

The Louvre Museum in France

The Museum of Natural History at the Smithsonian

Yellowstone Park

The Grand Canyon

Canyon Day Junior High Lesson Plan

Teacher: MTHALVAREZ

Class: MATH 7

Date: April 13-17, 2020


Standards		Monday – Tuesday - Wednesday
Standard	<p>7.NS.A.1 Add and subtract integers and other rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. a. Describe situations in which opposite quantities combine to make 0</p> <p>7.NS.A.2 Multiply and divide integers and other rational numbers. d. Convert a rational number to decimal form using long division; know that the decimal form of a rational number terminates in 0's or eventually repeats.</p>	
Learning Goal	<p>Integers and Rational Numbers Review of Lessons 1.1 to Lessons 1.10</p>	
Activities		
April 13	Lessons 1.1 – 1.2 <ul style="list-style-type: none"> • Key Concept Box 1.1 • Key Concept Box 1.2 • Lesson Quiz 1.1 and 1.2 	
April 14	Lessons 1.3 – 1.4 <ul style="list-style-type: none"> • Quick Review and Practice 1.3 • Quick Review and Practice 1.4 • Lesson Quiz 1.3 and 1.4 (selected items) 	
April 15	Lessons 1.5 <ul style="list-style-type: none"> • Quick Review Box 1.5 • Reteach to Build Understanding 1.5 	
April 16	Lessons 1.6 and 1.8 <ul style="list-style-type: none"> • Quick Review Box 1.6 and 1.8 • Lesson Quiz (selected items) 1.6 and 1.8 	
April 17	Lessons 1.10 Vocabulary Support 1.10 Fluency Practice Topic 1	

Name: _____

Hour: _____

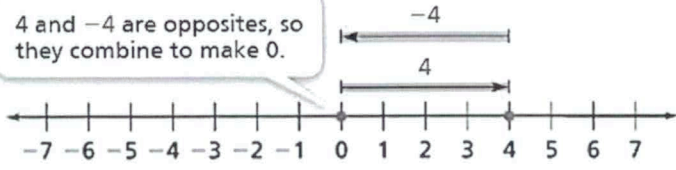
April 13, 2020 (page 1)

Good day student! Review the concept about integers by reading the Key Concept box below.

KEY CONCEPT 


An integer, n , and its opposite, $-n$, combine to make 0.

4 and -4 are opposites, so they combine to make 0.



REMEMBER: Integers are all the whole numbers and their negative counterparts. For example, 4 is an integer and its negative counterpart, -4 is also an integer.

The next concept you need to review is rational number. **REMEMBER:** A rational number is any number that can be written by dividing one integer by another, which means, any number that can be written as a fraction or ratio. When we convert a fraction into decimal, we may get a terminating or a repeating decimal form. Look at the key concept box below to understand this better.

KEY CONCEPT 

To convert from the fraction form of a rational number to its decimal form, divide the numerator by the denominator. The decimal form of a rational number either terminates in 0s or eventually repeats.

Terminating Decimal		Repeating Decimal
$\frac{3}{4}$		$\frac{1}{6}$
$\begin{array}{r} 0.75 \\ 4 \overline{)3.00} \end{array}$		$\begin{array}{r} 0.1\bar{6} \\ 6 \overline{)1.00} \end{array}$

Check how well you understood by doing the practice items on the next page.

ONLINE ACTIVITY: For MS. ALVAREZ's classes only.

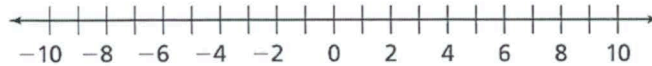
If you have internet access at home, log in to *pearsonrealize* and Study Island for additional review and practice exercises for Lessons 1.1 to 1.10. Check your emails and accept the invitation to join GoogleClassroom.

Name: _____

Hour: _____

April 13, 2020 (page 2)

- (1) Which of these situations can be represented by the opposite of -25? Select all that apply.
- A. A scuba diver is 25 feet below sea level.
 - B. Leon gets paid \$25.
 - C. An airplane descends 25 feet.
 - D. Sara has a \$25 debt.
- (2) Allie scores 4 points in the first round of a card game. In the next round, she loses 6 points. Then she scores 4 more points. Use the number line to represent the situation. How many points does Allie have after three rounds?



- (3) Kristen goes on a cave tour with her family. They climb down to 8 meters below ground level. Then they climb the opposite of -8 meters to return to ground level. What is total number of meters they climbed (in either direction)?
- (4) Mike says the opposite of 5 is -5 and the absolute value of 5 is -5. Is he correct? Explain.
- (5) On Friday, the temperature was 82°F. The temperature changed by -2°F on Saturday, and then it changed by 5°F on Sunday. What was the temperature on Sunday? Explain how the temperature changed using integers.
- (6) For a–d, choose whether each decimal terminates or repeats. Circle your answer.
- | | | |
|----------------|------------|---------|
| A. 3.232323... | Terminates | Repeats |
| B. 1.789 | Terminates | Repeats |
| C. 0.99 | Terminates | Repeats |
| D. 6.25 | Terminates | Repeats |
- (7) What is the difference between a repeating decimal and a terminating decimal? Explain. (**HINT:** Go back to the key concept box on page 1.)
- (8) The directions on a seed packet say to plant the seeds $1\frac{7}{8}$ inches apart. What is the decimal equivalent of this mixed number? (**HINT:** multiply the denominator [number below the bar] with the whole number then add the numerator [number on top of the bar]. This will be your new numerator. Keep the old denominator.
- (9) Nine friends vote on their favorite fruit. Only one person in the group votes for kiwi. Write the fraction as an equivalent decimal. Is the decimal a rational number? Explain.
- (10) Rochelle needs to pack a picture frame that measures $7\frac{6}{11}$ inches on each side. Will it fit into a box that measures 7.5 inches on each side? Explain.

Name: _____

Hour: _____

April 14, 2020 (page 1)

Good day Rough Rider! Today let's review adding and subtracting integers.

Read the Quick Review before answering the items on the Practice box.

LESSON 1-3 Add Integers

Quick Review

To add integers with the same sign, add the absolute value of each integer. The sign of the sum will be the same as the sign of the addends. To add integers with different signs, find the difference of the absolute value of each integer. The sign of the sum will be the same as the sign of the greater addend.

Example

Find the sum of $(-28) + (-19)$.

$$|-28| + |-19| = 28 + 19 = 47$$

The sum of $(-28) + (-19) = -47$.

Find the sum of $(-28) + 19$.

$$|-28| - |19| = 28 - 19 = 9$$

The sum of $(-28) + 19 = -9$, because $|-28| > |19|$.

Practice

- Jonah's cell phone came with 64 GB of memory. He has used 15 GB. He then uses 5 GB of memory to record photos and videos from a trip. Use the addition expression $64 + (-15) + (-5)$ to find how much memory is left on his phone.
- Stella walks down a flight of stairs to the basement. Then she walks back up the stairs and up another flight of stairs to the second floor of her house. Each flight of stairs represents a change of 12 feet in height. How far is Stella above the ground?
- Find the sum.

a. $64 + (-15)$	b. $-121 + (-34)$
c. $-86 + 92$	d. $109 + (-162)$

Here are some more practice items.

- For a–d, choose whether each sum is positive or negative. Circle your answer.

A. $-5 + (-2)$	Positive	Negative
B. $5 + (-2)$	Positive	Negative
C. $-3 + 4$	Positive	Negative
D. $0 + (-3)$	Positive	Negative
- Sandra plays a matching game. In order to advance to the next level, she must score at least 10 points. She scores 18 points for correct matches and -6 points for incorrect matches. Did Sandra make it to the next level? Explain.
- Ashley's math average decreased 12 points to 78. Then she completed an extra credit assignment and raised her final average by 5 points. Write an equation to show how Ashley's average changed. What was her starting average? What was her final average? Explain.

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April 14, 2020 (page 2)

LESSON 1-4 Subtract Integers**Quick Review**

To subtract integers, use the additive inverse to write an equivalent addition expression. Then follow the rules for addition. When the signs are the same, find the sum of the absolute values. When the signs are different, find the difference. Use the sign of the number with the greater absolute value.

ExampleFind $-7 - (8)$.

$$-7 + (-8) = -15$$

The signs are the same, so the sum has the same sign as the addends.

Find $-7 - (-8)$.

$$-7 + 8 = 1$$

The signs are different, so the sign of the difference is the same sign as the integer (8) with the greater absolute value, which is positive.

Practice

- The temperature is 1°F at dusk. It is 8 degrees colder at dawn. What is the temperature at dawn?
- Kyle and Nadim are on the same space on a board game they are playing. Kyle moves back 2 spaces in one turn and moves back 3 more spaces in his second turn. Nadim has remained in the same place. What integer represents Kyle's location relative to Nadim's location on the game board?
- Find the difference.
 - $82 - (-14)$
 - $-18 - (-55)$
 - $-17 - 44$
 - $70 - (-101)$

Here are some more practice items.

- (1) Which subtraction expression does the number line show?

- $-13 + 4$
- $-4 - 13$
- $-4 - 9$
- $-4 + 9$



- (2) Rob borrows \$15.00 from his father, and then he borrows \$3.00 more. Write an equation using negative integers to represent Rob's debt. How much money does Rob owe his father?
- (3) Adrienne and Suki simplified the expression $-8 - (-6)$. Whose answer is correct? Explain where the error was made.

Adrienne's Work	Suki's Work
$-8 - (-6) = -14$	$-8 - (-6) = -2$

Name: _____

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April 15, 2020 (page 1)

A wonderful day Rough Riders!

Let's learn more about adding and subtracting rational numbers. The activities for today will require you to read the Quick Review boxes and then answer the questions that follow.

LESSON 1-5 Add and Subtract Rational Numbers

Quick Review

Positive and negative rational numbers and decimals can be added and subtracted following the same rules as adding and subtracting integers.

Example

Find $-5\frac{1}{2} - 1.75$.

Convert 1.75 to an equivalent fraction, $1\frac{3}{4}$.

$$\begin{aligned} & -5\frac{1}{2} - 1\frac{3}{4} \\ &= -5\frac{2}{4} + (-1\frac{3}{4}) \\ &= -6\frac{5}{4} \\ &= -7\frac{1}{4} \end{aligned}$$

Practice

- Doug digs a hole that is 1.7 feet below ground level. He plants a bush that is $3\frac{2}{10}$ feet tall from the bottom of the root to the top branch. How much of the bush is above the ground?
- Penelope has a birdhouse that is $4\frac{9}{10}$ feet above the roof of her garage. She has a second birdhouse that is 5.36 feet below the roof of her garage. What is the distance between the birdhouses?
- Find the sum or difference.

a. $-2.63 + 3\frac{1}{4}$	b. $-4\frac{1}{2} - (-1.07)$
c. $0.74 + (-\frac{3}{5})$	d. $-\frac{1}{8} - 0.356$

ONLINE ACTIVITY: For MS. ALVAREZ's classes only.

If you have internet access at home, log in to *pearsonrealize* and Study Island for additional review and practice exercises for Lessons 1.1 to 1.10. Check your emails and accept the invitation to join GoogleClassroom.

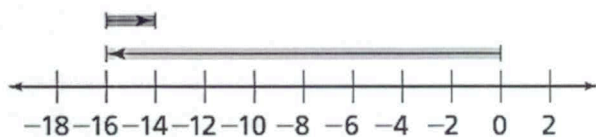
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Read the Quick Review Box and then answer the questions that follow below the box.

Colin climbs 16 feet down into a tunnel and lands on the tunnel floor. Then he jumps to a platform that is 2 feet above the tunnel floor. Where is Colin located in relation to ground level?



The arrow from 0 to -16 represents Colin's descent into the tunnel. The arrow pointing two units to the right from -16 represents his jump to the platform. Colin is located at -14 feet, or 14 feet below ground level.

Answer the following practice items. You can go back to the review box above while you are answering these items.

The coldest temperature ever recorded on Earth is 135.8°F below 0, recorded in Antarctica on July 21, 1983. The hottest temperature ever recorded on Earth is 134°F , recorded in Death Valley, California, on July 10, 1913. What is the difference between those two temperatures?

1. Is the coldest temperature represented by a positive or negative number?
2. Write a number to represent the coldest temperature.
3. Is the hottest temperature represented by a positive or negative number?
4. Write a number to represent the hottest temperature.
5. Write a subtraction expression to represent the difference of the two temperatures
6. What is the difference between the two temperatures?
7. Sonya drops a marble while standing on a deck 77 8 feet above the ground. The marble falls 41 4 feet from Sonya's hand to the deck, and then rolls and falls to the ground. What is the total vertical distance that the marble falls?

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April 16, 2020 (page 1)

A happy day Rough Riders! Today we will review topics on multiplying and dividing integers.

Please read the Quick Review Box and then answer the Practice items. Good luck!

LESSON 1-6 Multiply Integers

Quick Review

Multiply integers the same way you multiply whole numbers. If the signs of the factors are the same, the product is positive. If the signs of the factors are different, the product is negative.

Example

$$-9 \cdot -8 = 72$$

$$-9 \cdot 8 = -72$$

Practice

- Marisa buys 4 books at \$13 per book. What integer represents the total change in the amount of money Marisa has?
- Which expressions have a product of -18 ? Select all that apply.

<input type="checkbox"/> $-2 \cdot -9$	<input type="checkbox"/> $-6 \cdot 3$
<input type="checkbox"/> $-3 \cdot 6$	<input type="checkbox"/> $-9 \cdot 2$
- Find the product.

a. $-7 \cdot -14$	b. $-15 \cdot 12$
c. $9 \cdot -20$	d. $-11 \cdot -16$

LESSON 1-8 Divide Integers

Quick Review

Divide integers the same way you divide whole numbers. The quotient is positive if the signs of the dividend and divisor are the same. The quotient is negative if the signs of the dividend and divisor are different.

Example

$$-39 \div 3 = -13$$

$$-39 \div -3 = 13$$

Practice

- Which expressions have a quotient of -4 ? Select all that apply.

<input type="checkbox"/> $\frac{-24}{6}$	<input type="checkbox"/> $-36 \div -9$
<input type="checkbox"/> $-72 \div 18$	<input type="checkbox"/> $\frac{84}{-21}$
- Whitney rolls a ball down a ramp that is 18 feet long. If the ball rolls down 2 feet each second, what integer represents the amount of time, in seconds, the ball takes to reach the end of the ramp?
- Find the quotient.

a. $\frac{81}{-9}$	b. $-123 \div -4$
c. $-\frac{94}{4}$	d. $65 \div (-5)$

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April 16, 2020 (page 2)

Review the rules in multiplying and dividing integers in the previous page.

Simply follow these rules in answering the following practice items.

- For a–d, what is the sign of each product? Choose Positive or Negative.

A. -3×-15	Positive	Negative
B. $x(-x)$	Positive	Negative
C. $-5 \times -2 \times -1$	Positive	Negative
D. A negative number two positive numbers	Positive	Negative
- Will the sign of the product of two negative numbers be negative or positive? Explain.
- Chase simplified the expression $-2 \times (5 - 3)$, and found $-2 \times 2 = 4$. Is Chase correct? Why or why not?
- For a–d, which is equivalent to -8 ? Choose Yes or No.

A. $80 \div 10$	Yes	No
B. $-80 \div 10$	Yes	No
C. $80 \div (-10)$	Yes	No
D. $-80 \div (-10)$	Yes	No
- Ana is a scuba diver who has completed 5 dives for a total depth of 230 feet. Write an equation using integers to represent the average depth of Ana's dives in relation to the water's surface.
- Sam says $90 \div (-9) = 10$. Is he correct? Explain


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April 17, 2020 (page 1)

The most important thing that you need to remember in using rational numbers is shown in the Key Concept Box below.

KEY CONCEPT



You can solve a problem with rational numbers by making sense of the problem and deciding which operations to use.

Match each term on the left to the example on the right that best describes it.
Use each term exactly once.

terminating decimal	$6\frac{1}{2} - 3\frac{1}{3} = 3\frac{1}{6}$
mixed number	$-\frac{3}{6}$ $\frac{7}{7}$
rational number	$4\frac{7}{8}$
addition of rational numbers	$-4.5 + 3.6 = -0.9$
subtraction of mixed numbers	$-6.3 \cdot 5 = -31.5$
multiplication of rational numbers	0.071
division of rational numbers	$-7.8 \div 1\frac{1}{2} = -5.2$

ONLINE ACTIVITY: For MS. ALVAREZ's classes only.

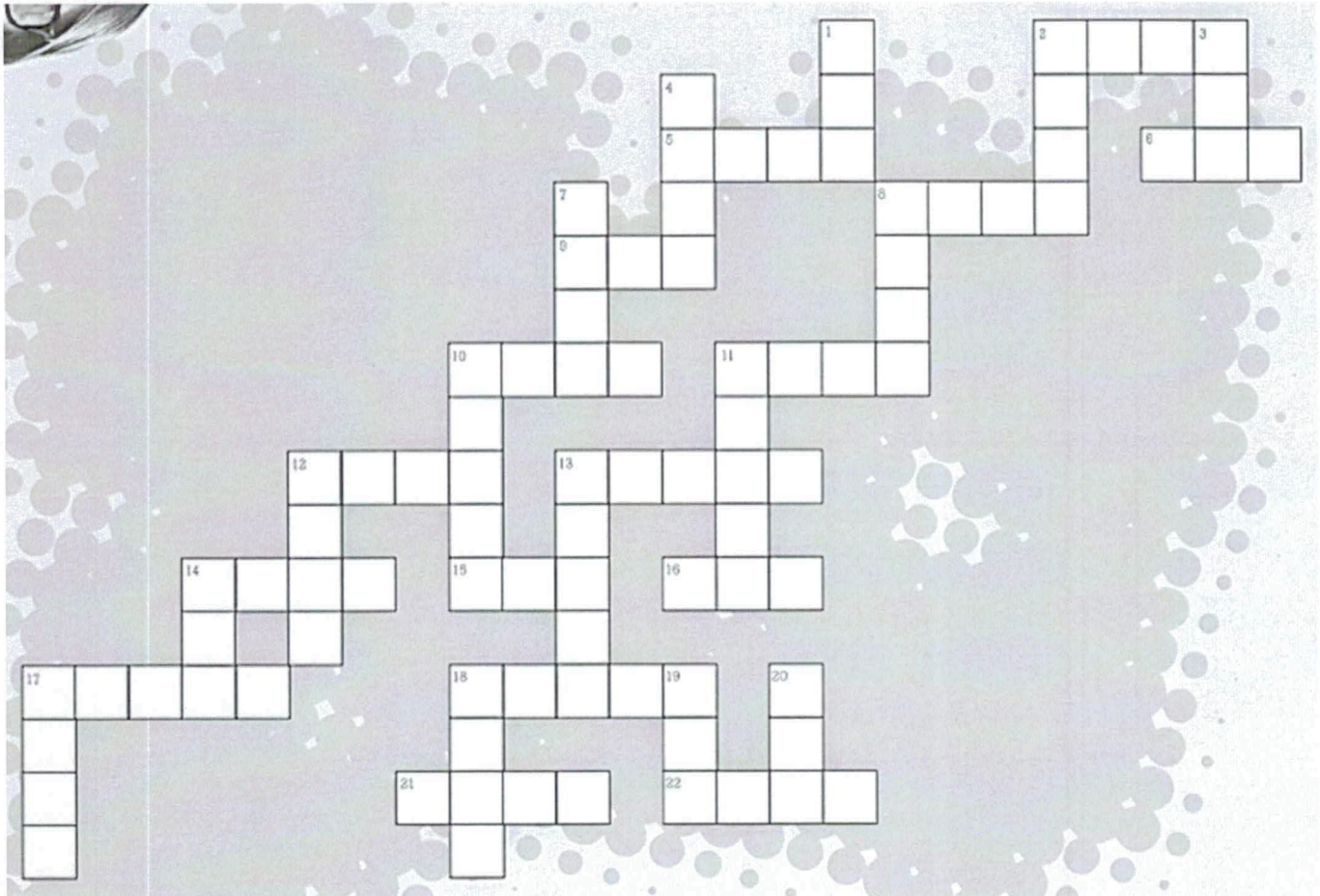
If you have internet access at home, log in to *pearsonrealize* and Study Island for additional review and practice exercises for Lessons 1.1 to 1.10. Check your emails and accept the invitation to join GoogleClassroom.

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Find each sum, difference, product or quotient. Write your answers in the cross-number puzzle below. Each digit and negative sign in your answers goes in its own box.

**Across**

2. $248 + (-1,027)$
 5. $818 - (-1,021)$
 6. $-516 + 774$
 8. $242 + (-656)$
 9. $2,087 + (-1,359)$
 10. $631 - 897$
 11. $-342 + 199$
 12. $-49 \cdot -27$
 13. $-321 - 987$
 14. $2,988 \div -3$
 15. $2,580 \div 6$
 16. $4,592 \div -82$
 17. $48 \cdot -27$
 18. $-24 \cdot 83$
 21. $-118 + 1,201$
 22. $-45 \cdot -59$

Down

1. $246 + 173$
 2. $22 \cdot -22$
 3. $726 - (-219)$
 4. $501 - 699$
 7. $-10,740 \div 15$
 8. $6,327 \div -9$
 10. $144 \cdot -16$
 11. $15 \cdot -67$
 12. $7,164 \div 4$
 13. $-33 \cdot 63$
 14. $-2,695 \div 55$
 17. $-1,032 - (-285)$
 18. $512 - 720$
 19. $-729 + 951$
 20. $-17 \cdot -25$

Great job!

You are awesome. Keep Safe!

World War II

The Holocaust

What was it?

The Holocaust is one of the most terrible events in human history. It occurred during World War II when Hitler was leader of Germany. Six million Jewish people were murdered by the Nazis. This included as many as 1 million Jewish children. Millions of other people that Hitler didn't like were killed as well. This included Polish people, Catholics, Serbs, and handicapped people. It is thought that the Nazis murdered as many as 17 million innocent people.

Why did Hitler and the Nazis do it?

Hitler hated Jewish people and blamed them for Germany losing World War I. He considered Jewish people to be less than human. Hitler also believed in the superiority of the Aryan race. He wanted to use Darwinism and breeding to create a race of perfect people.

Hitler wrote in his book *Mein Kampf* that when he became ruler he would rid Germany of all the Jews. Not many people believed he would really do this, but as soon as he became Chancellor he started his work against the Jews. He made laws that said Jews had no rights. Then he organized attacks on Jewish businesses and homes. On November 9, 1938 many Jewish homes and businesses were burnt down or vandalized. This night was called the Kristallnacht or "Night of Broken Glass".

Ghettos

During World War II when the Nazis would take over a city in Europe they would force all of the Jewish people into one area of town. This area was called a ghetto and was fenced in with barbed wire and guarded. There was little food, water, or medicine available. It was also very crowded with multiple families sometimes sharing a single room to live in.

Concentration Camps

All Jewish people were eventually to be brought to concentration camps. They were told they were relocating to a new and better place, but this was not the case. Concentration camps were like prison camps. People were forced to do hard labor. The weak were quickly killed or died of starvation. Some camps even had gas chambers. People would be led into the chambers in large groups only to be killed with poison gas. The concentration camps were horrible places.

Hiding

Many Jewish people hid from the Nazis during World War II. They would hide with non-Jewish families. Sometimes they would pretend to be a part of the family and sometimes they would hide in hidden rooms or in a basement or attic. Some were able to eventually escape across the border into a free country, but many hid for years sometimes in the same room.

Stories and Heroes of the Holocaust

There are many stories of Jewish people striving to survive during the Holocaust and the heroes who helped them. Here are a few:

Anne Frank's Diary - This diary tells the real life story of a young girl named Anne Frank. She and her family hid from the Nazis for two years before they were betrayed and captured. Anne died in a concentration camp, but her diary survived to tell her story.

Schindler's List - This movie tells the story of Oskar Schindler, a German businessman who managed to save the lives of over one thousand Jewish people who worked in his factories. Note: this movie is R-rated and not for children.

The Hiding Place - This tells the true story of Corrie ten Boom, a Dutch lady who helped to hide Jewish people from the Nazis. Corrie gets caught by a spy, however, and is sent to a concentration camp. Corrie survives the camp and is let free at the end of the war.

1) What was the Holocaust?

- A battle in World War II
 - When six million Jewish people were killed by the German Nazis
 - A time when all people in Germany were made to work hard for little food
 - All of the above
 - None of the above
-

2) What book did Hitler write where he said he wanted to rid Germany of the Jews?

- His Journal
 - The Third Reich
 - Buch von Adolf
 - Mein Kampf
 - Wellenlager
-

3) Besides wanting to kill all of the Jewish people, who else did Hitler want to get rid of?

- Polish
- Catholics
- Handicapped
- All of the above
- None of the above

4) When the Germans took over a city in Europe, what was the place in town called where they put the Jewish people?

- The Prison
- The Asylum
- The Jail
- The Dungeon
- The Ghetto

5) What was the name of the places where they would take the Jews and make them work or kill them?

- Labor prisons
- Concentration camps
- Ghost towns
- Jail houses
- Work precincts

6) What were gas chambers?

- Places where people had to work until they passed out
- Places where they tortured prisoners
- Places where Jewish people were killed by poisonous gas
- All of the above
- None of the above

7) What young girl wrote a journal of her life hiding for two years from the Nazis?

- Anne Frank
- Eva Braun
- Sophie Scholl
- Eleanor Roosevelt
- Cary Schindler

8) How many innocent people have historians estimated that Hitler and the Nazis killed?

- 1 million
- 3 million
- 6 million
- 11 million
- 17 million

9) Who was Corrie ten Boom?

- A Jewish lady who protested against the Germans
- A German fighter pilot
- A Dutch lady who helped Jewish people to hide from the Nazis
- A Danish lady who spied on the Germans
- A French freedom fighter

10) What nationality was Oskar Schindler, the man who helped save many Jewish people during World War II?

- French
- German
- Polish
- Dutch
- Jewish

Name: _____ Date: _____ Class: _____

Directions: Read the following text about the Holocaust. While reading, you will need to find at minimum 3 words that you are unfamiliar with and underline them. Then you will find those words in a dictionary and write the word and definition on the back of this page. There are also 8 guiding questions that accompany this text.

The Holocaust refers to the horrific time period from 1933 to 1945 when throughout Europe over six million Jewish men, women, and children were systematically killed by the Nazi government of Germany. This period is one of the most tragic chapters in human history. The Nazi government perceived the Jewish people as an inferior race and a threat to humanity. As a result, the Nazi government, led by Adolph Hitler, organized the mass murder of Jewish people. Their ultimate goal was to kill all Jewish people.

Hitler became chancellor of Germany in 1933, representing the Nazi Party. He hated Jewish people. Soon after he became chancellor, the Nazi government made laws to limit the freedoms of Jewish people. The government also distributed anti-Semitic, or anti-Jewish, propaganda to the German people. Hitler believed that some groups of people were superior to other groups. He believed the Jewish people were not only a religious group; he defined them as a race. Hitler claimed that the Jewish people were a disease to humanity.

The phrase, "The Jewish Question" referred to the question of the role of the Jewish people in society. The Nazi government looked to its own anti-Semitic policies as an answer. The Nazis developed a plan for the extermination of all Jewish people. They called it "The Final Solution to the Jewish Question."

During World War II, the Nazis rounded up Jewish people who were still in Germany and Nazi-controlled territories. Some had already left or were in hiding, but many had decided to stay or had nowhere to go. Allies of Nazi Germany, including Italy and the unoccupied part of France, also rounded up Jewish people. This was one of the ways they contributed to the Nazi agenda.

The Jewish people rounded up by the Nazis and their allies were sent to concentration camps. Most of the Jewish people were sent immediately to camps known as extermination camps, or death camps. The purpose of extermination camps was to kill all the people sent there. Some of the Jewish people were sent to labor camps. The people sent to the labor camps were treated inhumanely and forced to work hard hours. Many died because of the extremely harsh conditions or because of disease. Jewish people who were first sent to labor camps would often be sent to extermination camps as a final destination.

By the middle of 1942, news about "The Final Solution" reached the Allied governments, including the American and British governments, but they were slow to act in response. Critics say that the governments did too little to save the Jewish people. United States President Franklin D. Roosevelt thought that the best method to stop the killings was to defeat the Nazis as

quickly as possible. He focused on creating military strategies that would defeat the Nazis as opposed to establishing plans for directly saving the Jewish people. The American government as well as the European governments that made up the Allied governments have been condemned for not doing enough to protect the Jewish people from the cruelty of the Nazi government.

As more and more people found out about the full scope of the Holocaust, they were shocked and horrified. It is important to remember the Holocaust and to study what happened. Only by understanding this bleak part of history can we hope to prevent such horror from happening again.

Guiding/Comprehension Questions

1. How many Jewish men, women, and children were killed during World War II?

- A. about six hundred
- B. over six million
- C. over sixty million
- D. less than six thousand

2. What does the text describe?

- A. the cultural impact of the Jewish people throughout Europe
- B. key events that led to World War II
- C. Hitler's rise to political power
- D. the Nazi government's efforts to exterminate the Jewish people

Answer

3. Hitler hated Jewish people. What evidence from the text best supports the conclusion?

- A. Hitler believed that the Jewish people were not only a religious group but also a race.
- B. Hitler claimed that the Jewish people were a disease to humanity.
- C. Hitler became chancellor of Germany in 1933, representing the Nazi party.
- D. People were horrified when they found out about the full scope of the Holocaust.

Answer

4. "The Jewish Question" referred to the question of the role of the Jewish people in society. What was the Nazi government's answer to this question?

- A. increase the role of the Jewish people in society
- B. eliminate the Jewish people from society so that they have no role
- C. limit the role of the Jewish people in society
- D. expand the role of the Jewish people in different areas of society

Answer

5. What is this text mostly about?

- A. World War II
- B. Hitler's political power
- C. the Holocaust
- D. the Nazi government

Answer

6. **How did the Nazi government plan to exterminate the Jewish people? Use evidence from the text to support your answer.**

7. **Why might people have been horrified when they found out about the full scope of the Holocaust? Use evidence from the text to support your answer.**

8. Choose the answer that best completes the sentence.

Hitler thought that some groups of people were superior to other groups. _____, he wanted a country of only those people he considered superior.

- A. Therefore
- B. However
- C. On the other hand
- D. Initially

Directions: Read the following article about Chester Nez, a Navajo Code Talker. When you are finished, you will write a one half page response to this article. What is your reaction to this reading? Do you think Chester Nez and the Navajo Code Talkers were treated fairly? Why were the Code Talkers so important during World War 2? How would you feel if you were treated like Chester Nez? You may respond on the back of this page or attach your own paper.

During World War II, a small group of Navajo men developed a secret code for sending messages among soldiers in combat. The code provided a way to communicate strategic and often life-saving information in a way that the Japanese military could not understand. The code, which was based on the Navajo language, was so successful that it was never cracked.

But the story of the code and of the code talkers (those who developed and used it) is complicated, as the life of one code talker, Chester Nez, shows. Nez, one of the original 29 code talkers, died on June 4, 2014.

Chester Nez was born in 1921 and raised on a Navajo reservation in New Mexico. His family raised sheep. But when Chester was a child, the U.S. government decided that the land was overgrazed and slaughtered all the family's sheep (and many other Navajo sheep). After that, Chester's family struggled to survive farming.

Chester attended schools run by the Bureau of Indian Affairs (BIA). The BIA schools aimed to assimilate Navajo children into white society. Students were forbidden to use their native language. Students who spoke Navajo were beaten or had their mouths washed with what Chester remembered was "a bitter brown soap."

When Chester was in high school student, a Marine Corps recruiter visited his school, and Chester decided to join. Soon after, Chester Nez and a small group of other Navajo soldiers were asked to create a code based on the very language the U.S. government had punished them for speaking as children.

Chester Nez recognized the contradiction between how he and his people were treated and the fact that they were called on to serve their country in such an important role. When he joined the Marines, he said much later, "When joining the Marine Corps, I thought about how my people were mistreated. But then I thought this would be my chance to do something for my country."

Because the code talkers' efforts were so important, they sometimes worked for 35 hours straight without a break. But that didn't change their status when the war ended. Native Americans didn't have the right to vote in New Mexico until 1948.

Judy Schiess Avila, who co-authored Nez's autobiography, believes that the difficulties Nez faced as a Native American helped him succeed as a code talker and a Marine. "His story reveals how a hard life—herding Grandma's sheep, attending boarding school where the Navajo language was forbidden, witnessing the government massacre of Navajo livestock—made him strong. His young life prepared him, mentally and physically, to be a code talker."

After many decades, the United States finally recognized the code talkers' contributions. In 2001, the president gave the Congressional Gold Medal to Chester Nez and the other 28 Navajo men who invented the code. In awarding the Gold Medal to the code talkers, President George W. Bush did not mention the injustices Nez and others had faced. In 2012, Chester, who had had to drop out of college when his G.I. Bill money ran out, was awarded a degree by the University of Kansas.

But Chester Nez never forgot the contradictions. In 2002, he told an interviewer, "All those years, telling you not to speak Navajo, and then to turn around and ask us for help with that same language. It still kind of bothers me."

Directions: Read the following text and answer the 10 guiding questions on the back

The Navajo Code Talkers

Despite their poor treatment by the United States throughout history, the Navajo were ready to fight for their country in World War II. A select group of these men were chosen to form the Navajo code talkers. Their work would prove invaluable to the war effort.

On the Pacific front, American intelligence was able to interpret messages using Japan's top secret Purple Code. In turn, Japan was able to decode American messages. This meant that neither side was able to keep a secret. Because Japan employed a larger number of troops, America lost battle after battle. By the spring of 1942, Japan occupied most of the Pacific Ocean. Something had to be done—and quickly.

While military personnel were trying to devise an unbreakable code, a civil engineer for the city of Los Angeles, Philip Johnston, came up with a possible solution. Having been raised among the Navajo, he knew the language fluently and also knew that it was virtually impossible for an adult to master. After taking his idea to the Marines, a 30-man pilot program was initiated. Following the rigors of basic training, the recruits had to learn pages of military terminology. From a list of 211 terms most frequently used in the field, the Navajo wrote code words for each of these terms. An alphabet code was also added. Even intelligence experts could not crack the newly-devised code. Nineteen thousand Marines were dispatched to Guadalcanal in 1942, including the Navajo code talkers. By intercepting messages, U.S. intelligence was able to determine the routes and schedules of Japanese merchant marine ships and destroy them. The new code prevented enemy knowledge of American plans. Once Japan's raw materials supply had been cut off, they could no longer produce military goods or equipment. The Japanese were forced to abandon the island. Thanks to the U.S. code-cracking abilities, the war in the Pacific was drastically shortened.

The code talkers experienced their finest hour in Iwo Jima, a strategic Japanese stronghold. During their first 48 hours on the island, six Navajo radio units worked around the clock and received more than 800 messages without error. Classified until 1968, in 1969 the Navajo war effort finally received the recognition it so rightly deserved. Two years later President Richard Nixon honored the code talkers with a special certificate. Congress declared August 14, 1982 as National Code Talkers Day.

1. Which Native American group helped the US military during WW2?
2. What name was this group given?
3. Which front did the Navajo Code Talkers work?
4. What was the name of the Japanese secret code?
5. Who came up with the idea of using the Navajo language as a code?
6. How many military terms were turned into the Navajo language?
7. What was the name of the first battle that the Navajo language was used?
8. What was the purpose of the Navaho Code Talkers?
9. Where was the Code Talker's finest hour?
10. Which President honored the Code Talkers?

Biography

Anne Frank

- **Occupation:** Writer
- **Born:** June 12, 1929 in Frankfurt, Germany
- **Died:** March 1945 at age 15 in the Bergen-Belsen concentration camp, Nazi Germany
- **Best known for:** Writing a diary while hiding from the Nazis during World War II

Biography:

Born in Germany

Anne Frank was born in Frankfurt, Germany on June 12, 1929. Her father, Otto Frank, was a businessman while her mother, Edith, stayed home taking care of Anne and her older sister Margot.

Anne was an outgoing and spirited child. She got into more trouble than her quiet and serious older sister. Anne was like her father who liked to tell the girls stories and play games with them, while Margot was more like her shy mother.

Growing up Anne had lots of friends. Her family was Jewish and followed some of the Jewish holidays and customs. Anne liked to read and dreamed of being a writer someday.

Hitler Becomes Leader

In 1933 Adolf Hitler became the leader of Germany. He was the leader of the Nazi political party. Hitler did not like Jewish people. He blamed them for many of Germany's problems. Many Jewish people began to flee from Germany.

Moving to the Netherlands

Otto Frank decided his family should leave, too. In 1934 they moved to the city of Amsterdam in the Netherlands. Anne was only four years old. Before long Anne had made new friends, was speaking Dutch, and was going to school in a new country. Anne and her family felt safe once again.

World War II Begins

In 1939 Germany invaded Poland and World War II had begun. Germany had already taken over Austria and Czechoslovakia. Would they invade the Netherlands, too? Otto considered moving again, but decided to stay.

Germany Invades

On May 10, 1940 Germany invaded the Netherlands. The Franks did not have time to escape. Jews had to register with the Germans. They weren't allowed to own businesses, have jobs, go to the movies, or even sit on the benches at the park! Otto Frank turned his business over to some non-Jewish friends.

In the midst of all this, the Franks tried to go on as normal. Anne had her thirteenth birthday. One of her presents was a red journal where Anne would write down her experiences. It is from this journal that we know about Anne's story today.

Going Into Hiding

Things continued to get worse. The Germans began to require all Jewish people to wear yellow stars on their clothing. Some Jews were rounded up and taken to concentration camps. Then one day the order came that Margot would have to go to a labor camp. Otto was not going to let that happen. He and Edith had been

preparing a place for the family to hide. The girls were told to pack up what they could. They had to wear all their clothes in layers because a suitcase would look too suspicious. Then they went to their hiding place.

A Secret Hideout

Otto had prepared a secret hideout next to his place of work. The door was hidden behind some bookshelves. The hideout was small. The first floor had a bathroom and a small kitchen. The second floor had two rooms, one for Anne and Margot and one for her parents. There was also an attic where they stored food and where Anne would sometimes go to be alone.

Anne's Journal

Anne named her diary "Kitty" after a friend of hers. Each entry into her diary began "Dear Kitty". Anne wrote about all sorts of things. She didn't think others would be reading it. She wrote about her feelings, books she read, and the people around her. From Anne's diary we find out just what it must have been like to live in hiding for years, fearing for her life.

Life in Hiding

The Franks had to be careful not to be caught by the Germans. They covered all the windows with thick curtains. During the day they had to be extra quiet. They whispered when they talked and went barefoot so they could walk softly. At night, when the people working in the business below went home, they could relax a bit, but they still had to be very careful.

Soon more people moved in with the Franks. They needed a place to hide, too. The Van Pels family joined just a week later. They had a 15 year old boy named Peter. This was three more people in that cramped space. Then Mr. Pfeffer moved in. He ended up rooming with Anne and Margot moved to her parent's room.

Captured

Anne and her family had been hiding for nearly two years. They had heard that the war was coming to an end. It looked like the Germans were going to lose. They were starting to have hope that they would soon be free.

However, on August 4, 1944 the Germans stormed into the Frank's hideout. They took everyone captive and sent them to concentration camps. The men and women were separated. Eventually the girls were separated and sent to a camp. Both Anne and her sister died of the disease Typhus in March of 1945, only a month before Allied soldiers arrived at the camp.

After the War

The only family member to survive the camps was Anne's father Otto Frank. He returned to Amsterdam and found Anne's diary. Her diary was published in 1947 under the name *The Secret Annex*. Later it was renamed *Anne Frank: Diary of a Young Girl*. It became a popular book read throughout the world.

Interesting Facts about Anne Frank

- Anne and Margot called their father by his nickname "Pim".
- You can go here to read more about the [Holocaust](#) that caused the death of over 6 million Jewish people during World War II.
- Anne's diary was published in over sixty-five different languages.
- You can visit the Frank's hideaway, the Secret Annex, in Amsterdam today.
- One of Anne's hobbies was to collect photos and postcards of movie stars.

1) Where was Anne Frank born?

- Netherlands
 - Russia
 - France
 - Germany
 - Denmark
-

2) What career did young Anne Frank hope to pursue someday?

- Writer
 - Airplane pilot
 - Teacher
 - Scientist
 - Dancer
-

3) Why did Anne Frank and her family leave Germany?

- Because her father was changing jobs
 - Because Adolf Hitler did not like Jewish people
 - To live near relatives
 - Because her father had committed a crime
 - Because they didn't like the people in Germany
-

4) Where did Anne Frank and her family go when they left Germany?

- England
 - Denmark
 - France
 - Spain
 - Netherlands
-

5) What war began while Anne Frank was a young girl?

- World War I
- Vietnam War
- World War II
- Cold War
- Seven Years War

6) What did the Frank family do when the Germans invaded?

- Joined the resistance and became soldiers
- Fled the country
- Separated and hid in different parts of the country
- Turned themselves over to the authorities
- Hid in a secret hiding place for years

7) How did Anne Frank address her diary when writing an entry?

- Hello Diary
- Dear Kitty
- Hello Friend
- Dear Diary
- Hello Kitty

8) True or False: The Frank family were selfish with their hiding spot and didn't let anyone else hide there.

- TRUE
- FALSE
-
-
-

9) Where was Anne Frank taken after the Germans discovered her family's hiding place?

- To prison
- To school
- To a concentration camp
- She was kicked out of the country and sent to England
- They did not take Anne, but took her parents away

10) How did Anne Frank die?

- She was shot when trying to escape
- From cancer at an old age
- In a horrible car accident
- From a disease in a concentration camp
- She is still alive today

Canyon Day Junior High Virtual Lesson Plan

Teacher: Ms. Massey

Class 7th Grade Science

Date: 04-06-10-2020

Standards	Monday
Standard	7E1.U1.6
Learning Goal	We are learning about the damages from earthquake.
Success Criteria	Students will be able to identify the damages cause by earthquake.
Essential Elements of Instruction – Lesson Plan Elements Required:	
Anticipatory Set	Quick write: What do you think the aftermath is like when an earthquake is over?
Introduction (I do)	We are learning about the damages cause by earthquake. What tool is used to measure the magnitude.
Guided Practice (We do)	Read the article, then you may complete questions.
Independent Practice (You do)	https://www.ixl.com/ 7 th Grade Science-work on Plate Tectonics
Closure	Turn in your work

Quick write:

Vocabulary

Aftershock-

Liquification-

1. Where was the first earthquake scale developed?
 - a. What year?
 - b. What were the names of the inventor's?
 - c. What was the name of the machine?
2. What is the name of the current machine?
3. More powerful earthquakes have higher?
4. Explain in your own words what is happening in the picture.
5. What are some of the damages that occur from earthquakes?

Earthquakes can cause severe damage and loss of life.

1. Every year on average an earthquake with a magnitude of 8 or higher strikes the earth.
2. Earthquake Magnitude (the strength of an earthquake) is measured using scales.
 - a. The first earthquake scale was developed in California during the 1930's by Charles Richter and Beno Gutenberg and is called the Richter Scale.
 - b. The Richter Scale measures the magnitude of an earthquake based on how fast the ground moves at a seismic station.
 - c. The Moment Magnitude Scale is a new scale more accurate scale that is preferred by scientists.
 - d. On both the Richter Scale and the Moment Magnitude Scale the value of 10 is usually at the top.
 - e. On both scales one whole number is 32 times stronger than the next.



Damage from Earthquakes

- a. Structures (buildings) that are weakened by earthquakes can collapse from **aftershocks** which are smaller earthquakes that follow the more powerful earthquake.
- b. Fires can break out after an earthquake and cause damage as in the 1906 San Francisco quake when 90% of the damage was caused by fires.
- c. Earthquakes also cause major damage by affecting the soil and other loose materials.
- d. Landslides can occur as a result of earthquakes.
- e. Earthquakes can cause soil **liquefaction** which is when the shaking of the ground causes the soil to act like water.

Canyon Day Junior High Virtual Lesson Plan

Teacher: Ms. Massey

Class 7th Grade Science

Date: 04-06-10-2020

Standards	Tuesday
Standard	7E1.U1.6
Learning Goal	We are learning about damage from Tsunamis
Success Criteria	Students will be able to identify the damages cause by Tsunami.
Essential Elements of Instruction – Lesson Plan Elements Required:	
Anticipatory Set	Quick write: What do you think the aftermath is like when a Tsunami is over?
Introduction (I do)	We are learning about the how Tsunami start and the damages its causes.
Guided Practice (We do)	Read the article, draw a tsunami poster then you may complete questions.
Independent Practice (You do)	https://www.ixl.com/ 7 th Grade Science-work on Plate Tectonics
Closure	Turn in your work