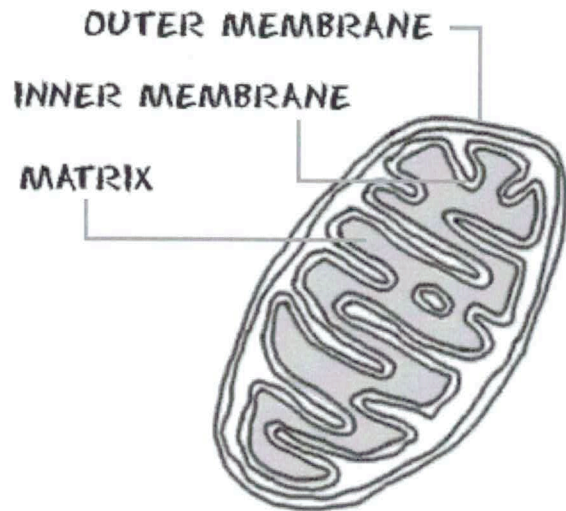


Mitochondria are shaped perfectly to maximize their productivity. They are made of two membranes. The **outer membrane** covers the organelle and contains it like a skin. The **inner membrane** folds over many times and creates layered structures called **cristae**. The fluid contained in the mitochondria is called the **matrix**.

The folding of the inner membrane increases the surface area inside the organelle. Since many of the chemical reactions happen on the inner membrane, the increased surface area creates more space for reactions to occur. If you have more space to work, you can get more work done. Similar surface area strategies are used by **microvilli** in your intestines.



What's in the matrix? It's not like the movies at all. Mitochondria are special because they have their own ribosomes and DNA floating in the matrix. There are also structures called **granules** which may control concentrations of ions. Cell biologists are still exploring the activity of granules.

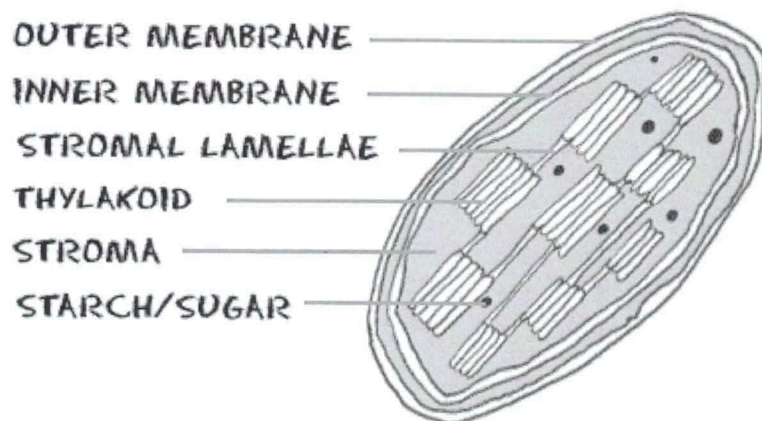
Using Oxygen to Release Energy

How does cellular respiration occur in mitochondria? The matrix is filled with water and proteins (**enzymes**). Those proteins take organic molecules, such as **pyruvate** and **acetyl CoA**, and chemically digest them. Proteins embedded in the inner membrane and enzymes involved in the **citric acid cycle** ultimately release water (H_2O) and carbon dioxide (CO_2) molecules from the breakdown of oxygen (O_2) and glucose ($C_6H_{12}O_6$). The mitochondria are the only places in the cell where oxygen is reduced and eventually broken down into water.

Mitochondria are also involved in controlling the concentration of calcium (Ca^{2+}) ions within the cell. They work very closely with the endoplasmic reticulum to limit the amount of calcium in the cytosol.

Chloroplasts - Show Me the Green

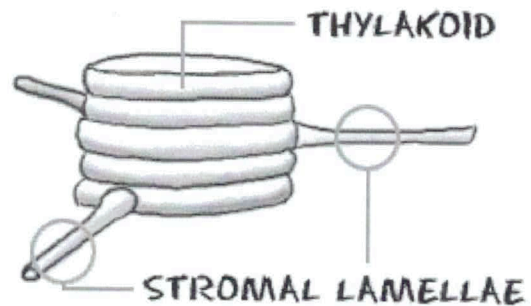
Chloroplasts are the food producers of the cell. The organelles are only found in plant cells and some protists such as algae. Animal cells do not have chloroplasts. Chloroplasts work to convert light energy of the Sun into sugars that can be used by cells. The entire process is called photosynthesis and it all depends on the little green chlorophyll molecules in each chloroplast.



Plants are the basis of all life on Earth. They are classified as the producers of the world. In the process of photosynthesis, plants create sugars and release oxygen (O_2). The oxygen released by the chloroplasts is the same oxygen you breathe every day. Mitochondria work in the opposite direction. They use oxygen in the process of releasing chemical energy from sugars.

Special Structures

We'll hit the high points for the structure of a chloroplast. Two membranes contain and protect the inner parts of the chloroplast. They are appropriately named the **outer** and **inner membranes**. The inner membrane surrounds the **stroma** and the **grana** (stacks of **thylakoids**). One **thylakoid stack** is called a **granum**.



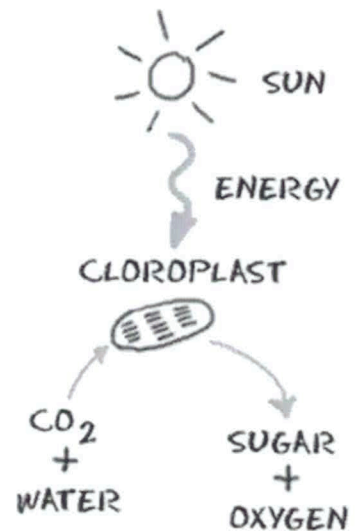
Chlorophyll molecules sit on the surface of each thylakoid and capture light energy from the Sun. As energy rich molecules are created by the light-dependent reactions, they move to the stroma where carbon (C) can be **fixed** and sugars are synthesized.

The stacks of thylakoid sacs are connected by **stroma lamellae**. The lamellae act like the skeleton of the chloroplast, keeping all of the sacs a safe distance from each other and maximizing the efficiency of the organelle. If all of the thylakoids were overlapping and bunched together, there would not be an efficient way to capture the Sun's energy.

Making Food

The purpose of the chloroplast is to make sugars that feed the cell's machinery. **Photosynthesis** is the process of a plant taking energy from the Sun and creating sugars. When the energy from the Sun hits a chloroplast and the chlorophyll molecules, light energy is converted into the chemical energy found in compounds such as **ATP** and **NADPH**.

Those energy-rich compounds move into the stroma where enzymes fix the carbon atoms from carbon dioxide (CO_2). The molecular reactions eventually create sugar and oxygen (O_2). Plants and animals then use the sugars (**glucose**) for food and energy. Animals also breathe the oxygen gas that is released.



Different Chlorophyll Molecules

Not all chlorophyll is the same. Several types of chlorophyll can be involved in photosynthesis. You will hear about chlorophyll a and b most often. All chlorophylls are varieties of green and have a common chemical structure called a **porphyrin ring**.

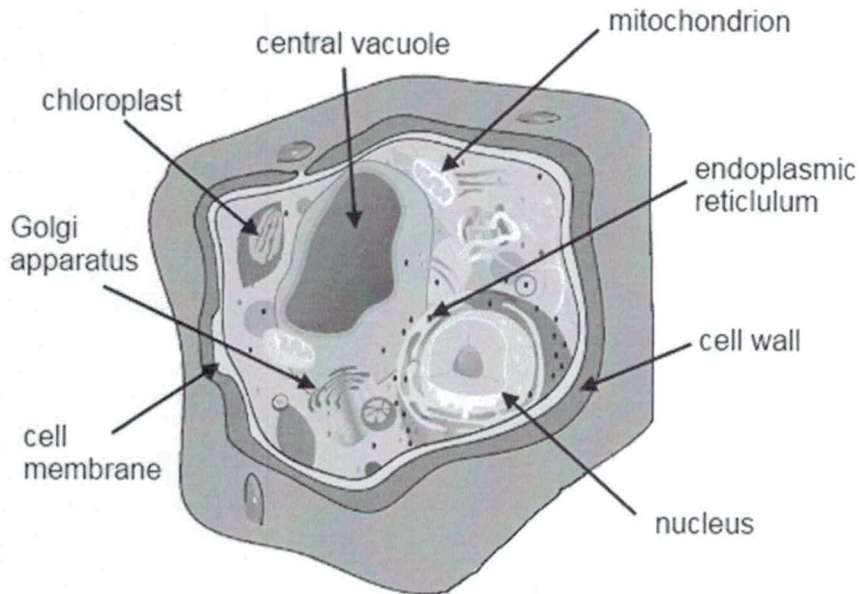
There are other molecules that are also photosynthetic. One day you might hear about **carotenoids** in

carrots, **phycocyanin** in bacteria, **phycoerythrin** in algae, or **fucoxanthin** in brown algae. While these compounds might be involved in photosynthesis, they are not all green or the same structure as chlorophyll. Accessory pigments such as carotenoids and fucoxanthin pass absorbed light energy to neighboring chlorophyll molecules instead of using it themselves.

Cell Types

Question 1 .

Examine the diagram of the cell below.



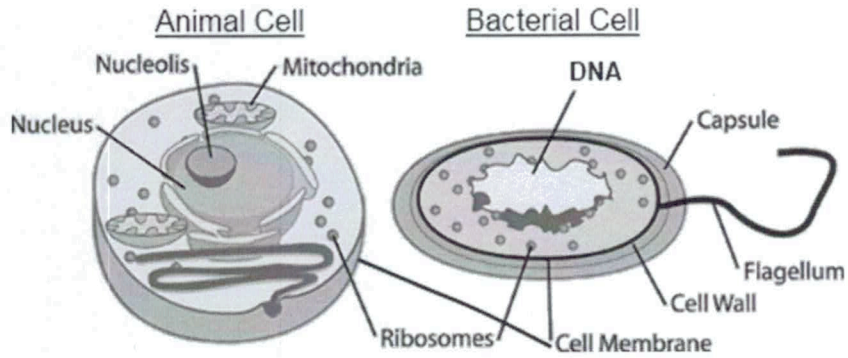
Adapted from image courtesy of Wikipedia

What can you conclude about this cell?

- A. The cell is most likely a human cell.
- B. The cell is most likely an animal cell.
- C. The cell is most likely a plant cell.
- D. The cell is most likely a bacterium cell.

Question 2.

The diagram below compares the structures of an animal cell and a bacterial cell.



What is one structure that bacterial cells contain that animal cells do not?

- A. cell membranes
- B. cell walls
- C. mitochondria
- D. nuclei

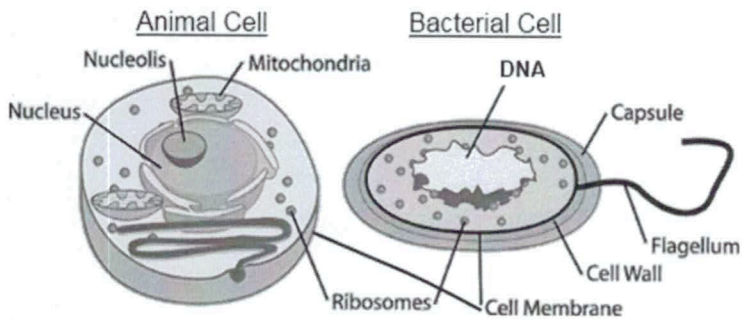
Question 3.

What group is entirely unicellular?

- A. prokaryotes
- B. eukaryotes
- C. organisms
- D. fungi

Question 4.

The diagram below compares the structures of an animal cell and a bacterial cell.

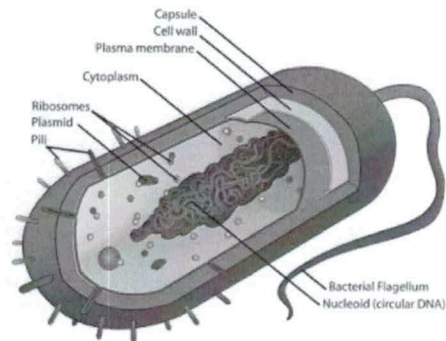


Unlike bacteria, an animal cell contains _____.

- A. chloroplasts
- B. a cell membrane
- C. a nucleus
- D. a cell wall

Question 5.

Which of the following best describes the cell below?



- A. protist cell
- B. eukaryotic cell
- C. plant cell
- D. prokaryotic cell

Question 6.

A cell is _____ if it lacks a nucleus and membrane-bound organelles.

- A. heterotrophic
- B. eukaryotic
- C. autotrophic
- D. prokaryotic

Question 7.

Select the group of organelles that is common to both plant cells and animal cells.

- A. cell wall, cell membrane, mitochondria
- B. cell membrane, mitochondria, cytoplasm
- C. nucleus, cytoplasm, chloroplasts
- D. cytoplasm, mitochondria, cell wall, nucleus

Question 8.

During science class, a group of students went on a field trip to a nearby pond where they collected samples of pond water and pond plants. The students used a microscope to study cells in their samples. They also took samples of their own cheek cells and studied them using the microscope. The results are shown in the following table.

Sample	Nucleus	Cell Membrane	Cell Wall	Cytoplasm	Chloroplast	Vacuole
cheek cells	X	X		X		X
pond plant cells	X	X	X	X	X	X
pond organism #1	X	X	X	X	X	X
pond organism #2	X	X		X		X

Looking at the chart provided, the students need to develop a classification scheme to distinguish plant and animal cells. The presence of which of the following structures/organelles would be most useful for this purpose?

- A. cell membrane

- B. nucleus
- C. cell wall
- D. vacuole

Question 9.

A _____ is an organism whose cells contain complex, membrane-bound structures called organelles.

- A. eukaryote
- B. nucleus
- C. mitochondrion
- D. vacuole

8th Grade Social Studies
Week 36 Packet
Modern Challenges Day 6

Real news reports on fake news as people try to figure out the difference

By The Mercury News, adapted by Newsela staff Published:01/11/2017
Word Count:714 Recommended for: Middle School - High School Text Level:7

STANFORD, Calif. — Advertisement or news article? Think tank or lobbying group? Verified Facebook page or fake account?

Students from middle school to high school are social media savvy nowadays. Yet they are easily fooled by biased sources, ads that resemble news articles and even fake social media pages, a study by the Stanford History Education Group showed.

The study, released in November, was conducted by the Stanford History Education Group. From January 2015 to June 2016, researchers asked students in 12 states to complete 56 tasks. These tasks measured the students' ability to judge the trustworthiness of online information.

Surprising Results Across The Board

Researchers analyzed 7,804 responses from students across the country. They were surprised by their results.

“We were shocked, to be honest, by how consistently poor these students did,” said Joel Breakstone. He is the director of the Stanford History Education Group. “Across the board, students really struggled. They read for content, and rarely do students consider, ‘Where does this content come from?’”

The new findings come as companies such as Facebook, Twitter and Google are trying to figure out how to stop the spread of fake news and false information. The companies are in a bit of a bind. At the same time, they want to avoid suppressing free speech.

Learning To Separate Fact From Fiction

In the wake of Donald Trump’s stunning presidential victory, some are blaming Facebook for not doing enough to combat fake news. Many people believe that fake news stories helped Trump gain support.

Facebook CEO and co-founder Mark Zuckerberg said the company was looking at different ways to fight fake news. Facebook is considering showing warnings on stories flagged as fake or making it easier for people to report these posts.

That might not be enough, though. There is so much information to sort through online, some trustworthy and some clearly not. Experts say that educators and parents will have to play a role in helping students separate fact from fiction.

“The number 1 skill that kids are going to need in this 21st century is media literacy and the power of discernment,” Stephen Balkam said. He is the founder and CEO of the Family Online Safety Institute. More and more, he said, students will have to ask themselves, “What is real and what is not real?”

Helping students develop those skills will likely not be easy. Students are often taught in schools how to understand a written passage. However, they do not often learn about the source of the information presented to them, Breakstone said.

A Tweet Doesn't Make It Real

In one assessment, 225 high school students were shown two Facebook posts about Trump announcing his candidacy for president. They were then asked which one was the more trustworthy source. One post was from Fox News and had a verified check mark next to the name. Another post was from “Fox News The FB Page” and included a screenshot of a tweet from Trump.

Only a quarter of the students recognized that one of the Facebook accounts was verified with a blue check mark. More than 30 percent thought the unverified Facebook page was a more trustworthy source because it included a tweet from Trump.

Better Labels Might Work

Hidden advertisements are another challenge for students. Advertisers have started designing ads that look like news stories and paying websites to run them alongside their articles. Students are often fooled by these. More than 80 percent of the middle school students who were shown the homepage of Slate’s website thought “sponsored content” was a news story. In fact, it is a way of labeling ads that look like articles.

Better labeling might be a partial solution. The Federal Trade Commission has urged companies to be more clear about the language they use to identify ads. For example, the labels “Paid Advertisement” and “Sponsored Advertising Content” are more likely to be understood than “Sponsored by.”

Breakstone noted that the Internet has become a complicated space to navigate. Advertisers and other organizations often try to hide who they are, and some groups and individuals spread news stories that are simply lies. In this environment, Breakstone said, "it is crucial for students to understand what makes a particular piece of information reputable."

1. According to the article explain the results of the test given by the Stanford History Education Group.

2. What event made people start stressing the importance of being able to analyze what was fake news?

3. What two things is Facebook going to do to help combat Fake News?

4. According to the article, when looking at a source on Facebook, explain what you should look for to tell if it is legitimate? _____
5. Explain why the internet has become a complicated space to navigate?

Modern Day Challenges Day 7

"Fake news" — yesterday's Yellow Journalism — dates back to 1800s

By The Public Domain Review, adapted by Newsela staff

Published: 11/11/2019

Word Count:1004

Recommended for: Upper Elementary School - High School

Text Level:7

It may not surprise you to hear that "fake news" is nothing new. "Fake news" is news reporting that has no basis in fact, but is presented as factually accurate. The term is widely used today, but it's not a new development. As the cultural historian Robert Darnton recently wrote in an article about the history of fake news, the practice dates all the way

back to ancient times. The selling of public lies for political or financial gain can be found in most periods of history, Darnton writes. However, it wasn't until the emergence of "Yellow Journalism" in the late 19th-century that the phenomenon reached the level of public outcry we are experiencing today.

Why was yellow journalism "yellow?" The reasons are not totally clear. Some sources point to the yellow ink that publications would sometimes use. Others think the name comes from the popular Yellow Kid cartoon that first ran in Joseph Pulitzer's New York World, and later in William Randolph Hearst's New York Journal. These two newspapers were locked in a battle for readers in the late 1800s. Their competition fueled the rise of Yellow Journalism and the resulting public reaction.

Pioneer Of Tabloid Journalism

Today, Joseph Pulitzer's name is associated with the Pulitzer Prize, an award Pulitzer established for journalism of the highest quality and standards. The prize was established by a provision in Pulitzer's will. However, Pulitzer's reputation when he was alive was very different. He purchased The New York World in 1884 and rapidly increased the newspaper's readers by publishing catchy, sensationalist stories. Pulitzer became known as the pioneer of tabloid journalism, a style of journalism that focuses on splashy headlines and dramatic content.

Pulitzer soon had a competitor in the field: William Randolph Hearst acquired The New York Journal in 1885. Their rivalry was fierce. Each tried to outdo the other with increasingly shocking stories. At a meeting of prominent journalists in 1889, the editor of the Florida Daily Citizen newspaper, Loretta Metcalf, had harsh words for Pulitzer and Hearst. Metcalf claimed that their competition was causing American publishers to believe the public actually preferred vulgar, untrue stories to real reporting.

Spanish-American War

Yellow journalism was at its most extreme in the lead-up to the Spanish-American War. Some began calling the conflict "The Journal's War." This was because Hearst's newspaper had an immense influence on promoting anti-Spanish opinion in the United States. Much of the coverage by both The New York World and the New York Journal was full of unconfirmed claims and factual errors. When the USS Maine Navy ship exploded and sank in the waters off Havana, Cuba, in February 1898, huge headlines in the Journal blamed Spain with no evidence at all. The phrase, "remember the Maine, to Hell with Spain," became a political call to action. The Spanish-American War began later that year.

Not Just Factually Incorrect Reporting

Today, the phrase "fake news" is not only used to describe factually incorrect reporting; some political figures label any stories they find unflattering or simply do not like as "fake news." This is not new, either. Those in power in the late 1800s were not above using the label "yellow journalism" to discredit accurate reporting when it painted a picture they did not like. As Timeline reports, in 1925 Benito Mussolini, the fascist dictator of Italy, called all reports of his ill health lies from the "yellow press." He said the papers were "ready to stop at nothing to increase circulation and to make more money." The reports turned out to be true. Still, Mussolini went on to rule the country for another 18 years.

1. According to the article, how long has fake news been used and what is its purpose?

2. What two newspapers were competing for readers in NY and what did this competition lead to?

3. What impact did journalism have on the relationship between Spain and the United States?

4. Besides news that is factually incorrect, some political figures label any stories they find unflattering or simply do not like as "fake news." Give an example of this strategy.

Modern Challenges Day 8

Alarmed by fake news, states push media literacy courses in schools

By Associated Press, adapted by Newsela staff

Published:01/09/2018

Word Count:887 Recommended for:Lower Elementary School - High School

Text Level:7

"Fake news" has become a major public concern. Now, state lawmakers are doing something about it.

Alarmed by the proliferation of false content online, lawmakers around the country are pushing schools to change their lesson plans. They want students to learn how to separate fact from fiction in the information they consume on TV or online, a skill they call "media literacy."

Lawmakers in several states have introduced or passed bills calling on public school systems to do more to teach media literacy skills. It is said such skills are critical to democracy. Voters might vote for something or someone that they do not believe in if they were led to believe false information.

States Seek Media Literacy Courses In Schools

The effort has been pushed by both Democrats and Republicans. Such laws have been successful in Washington state, Connecticut, Rhode Island and New Mexico. Still, the effort has received little attention. Several more states are expected to consider such bills this year.

Hans Zeiger is a Republican state senator in Washington. He co-sponsored a bill that passed in his state earlier this year. He thinks both sides can "appreciate the importance of good information and the teaching of tools for navigating the information environment."

"There is such a thing as an objective source versus other kinds of sources, and that's an appropriate thing for schools to be teaching," he said. Advocates say elementary and high school education has not kept up with rapid changes in technology. Studies show many children spend hours every day online, but struggle to understand the content that comes at them.

For years, they have pushed schools to include media literacy lessons during classes in government, language arts, science and other subjects. This would include the ability to evaluate where information comes from.

Presidential Election "News" Put Spotlight On Issue

Their efforts started getting more of a push after the 2016 presidential election. The events around it highlighted how even many adults can be fooled by false and misleading content written by sources that are looking to push a particular point of view.

"Five years ago, it was difficult to get people to understand what we were doing and what we wanted to see happen in education and the skills students needed to learn," said Michelle Ciulla Lipkin. She is executive director of the National Association for Media Literacy Education. "Now there is no question about the vitalness of this in classrooms."

A study published last year by Stanford University researchers also brought the issue into focus. It warned that students from middle school to college were easily tricked and not prepared to use reasoning skills with online information. The researchers warned that "democracy is threatened" how quickly fake news about important events can "spread and flourish."

Students Pushed To Challenge Online Sources

In June, Connecticut Governor Dannel Malloy signed a bill. It established an advisory group to develop recommendations. These will include instructing students on evaluating what they see and read online.

Jennifer Rocca is a high school librarian in Brookfield, Connecticut. She was among several supporters who urged lawmakers to pass the legislation.

Her digital literacy course is a requirement for freshmen. It challenges students to evaluate the truth of online sources so they can spot falsehoods and biased information. She requires students to list their sources when carrying out research. They must explain why each source would have the authority to be credible.

Rocca said she worries that some school districts will not do enough to develop skills that are critical for students and society. Statewide standards could help this, she thinks. “You should be expected to navigate the Internet and evaluate the information no matter where you go to school,” she said.

More Changes Urged Throughout Education System

Many of the state bills are based on model legislation backed by an coalition of groups, including Media Literacy Now and the Digital Citizenship Institute. Advocates and supporters say the laws are a good first step. However, they think these laws must be paired with updates to programs that train teachers, as well as changes throughout the education system.

The efforts have run into concerns about schools that are short of funding. Supporters say they are cautious in adding more new rules for districts and teachers. That’s why the laws have so far stopped short of making changes and instead called for voluntary, personal actions by teachers and school officials.

Joint Efforts On Media Literacy For Kids

Last summer, Rhode Island Governor Gina Raimondo signed two new bills. She called on state education officials to work with media literacy organizations to consider incorporating the subject into the basic education program.

The new law in Washington requires the state school superintendent to create a website with links to successful media literacy practices. The office also must conduct a survey to understand how librarians, teachers, principals and technology directors are mixing those subjects into their classes. Supporters are helping lawmakers in several states draft similar bills to be introduced in 2018.

“The combination of social media and misinformation really captured people’s awareness and attention in the last year,” said Erin McNeill. She is president of Media Literacy Now, a nonprofit based in Watertown, Massachusetts. “It took a long time to get media literacy into the public consciousness.”

Writing Prompt: Prepare a paragraph you will write to the Arizona Department of Education about the importance of teaching Media Literacy in high school. Include information about what other states are doing and the recommendations you have for how we are going to teach students to spot fake news (6 sentences).

1. Look at the first Picture, why might a Newspaper owner sell Fake News?

2. These Headlines are being used to sell more papers. Why would WAR!!! WAR!!! WAR!!! Sell more papers?

3. The Second picture says "Our Motto – Sensation! Sensation! Sensation!!" Sensation means a widespread reaction of interest and excitement. Why would this make good news?

4. Make up a Fake News Headline that would sell more news.

Week 36 Formative

1. Which Newspaper Article would **not** be characterized as Sensation! Sensation! Sensation!
 - a. WAR!! WAR!!! WAR!!!!
 - b. America Attacked!!!!
 - c. Coronavirus kills millions the end has come
 - d. Man closes first business deal
2. According to what you have read, where is fake news or misinformation mostly spread today?
 - a. Newspapers
 - b. CNN
 - c. Social Media
 - d. Magazines
3. Which is **not** a good resource to help you get information about real verified news.
 - a. Media Literacy Now
 - b. Digital Citizenship Institute
 - c. Info Wars
 - d. None of the Above
4. What are reasons why the Internet has become a complicated space to navigate?
 - a. Advertisers and other organizations often try to hide who they are
 - b. some groups and individuals spread news stories that are simply lies
 - c. students have to ask themselves, "What is real and what is not real?"
 - d. all of the above
5. What is the most correct reason why News Channels and Newspapers run the most vulgar and terrible stories?
 - a. To try to scare people into never leaving their homes
 - b. To make more money
 - c. So people will be more thankful about their lives
 - d. None of the Above

Grades 6, 7, 8 **Student's Name:** _____

Welcome students to your fourth quarter **Current Event Class**. This lesson will help you to learn how to examine a Current Event reading assignment and understand the key important components of an article you read.

Please Follow the instructions to finish your work for:

Week of, May 4 - 8, 2020

1. Please read the article entitled: "***A short history of the U.S. government's relationship with Native Americans***"
2. On a enclosed sheet of paper write out the (4) questions at the end of the article with the correct answer (Pay attention to copy the question and the answer correctly.)
3. Using the enclosed graphic organizer concentrate on the 5 boxes marked; **Who, What, When, Where, and Why**. Look back over the article and find the information needed to complete the graphic organizer. When recording your information on the graphic organizer use **only** complete sentences so you will be able to remember the context of the information you have gathered.

Who: Who were the people mentioned in the article? Find this information and place it in the box titled: **Who**

What: What is the main topic the article is examining and explaining? Place this information in the box titled: **What**

When: When did the event take place in the article or what dates were mentioned? Place this information in the box titled: **When**

Where: Where did the event take place or what locations did the article mention? Place this information in the box titled: **Where**

Why: Why did this event happen or why is this event or information important? Place this information in the box titled: **Why**.

4. Take the enclosed line sheet of paper and in your own words take the information gathered on your graphic organizer and write a 8 - 15 sentence summary. The summary should include information gathered on each of the graphic organizer boxes titled: **Who, What, When, Where, Why**. Share your thoughts about the article and how important you think the information is that you learned and how it can help you.

Thank you for taking the time to read and gather the information from this article. We look forward to reading your thoughts and comments. Thank you, *Mr. Kimsey & Mr. Groves*

A short history of the U.S. government's relationship with Native Americans

By National Geographic Society, adapted by Newsela staff on 07.09.19

Word Count 977

Level 1040L



Image 1. General William T. Sherman (third from center) and commissioners in council with chiefs and headmen from the Sioux during a treaty made at Fort Laramie, Wyoming, in 1868. Image courtesy of U.S. National Archives and Records Administration

Relations between Native Americans and the U.S. government have been tense. To many Native Americans, the history begins with their uneasy welcoming of the first European settlers, which was followed by times of opposition, defeat and near-extinction. To Americans, the history includes both treating Native American tribes as equals and exiling them from their homes. Often, these efforts happened at the same time.

Many Native American tribes allied with the British during the Revolutionary War. However, the Treaty of Paris, which ended the war, was silent on the fates of these British allies. The new U.S. government was thus free to acquire Native American lands by treaty or force. Resistance from the tribes stopped the encroachment of settlers, at least for a while.

After the Revolutionary War, the United States maintained the British policy of making treaties with Native American tribes. In general, the treaties defined the boundaries of Native American lands. They also stated how much the government would pay the tribes for taking their land.

On occasion, the representatives of Native American tribes who signed the treaties were not authorized under tribal law to do so. For example, William McIntosh, chief of the Muscogee-Creek Nation, signed the Treaty of Indian Springs in violation of tribal law. The 1825 treaty ceded virtually all of the tribe's land in the state of Georgia. McIntosh was later assassinated.

Supreme Court Rules Against Tribal Sovereignty

Treaty-making ended in 1871 when Congress ceased to recognize the tribes as groups capable of making treaties. The value of the treaties also came into question after the U.S. Supreme Court ruled in 1903 that Congress had full power over Native American affairs and could override treaties. Many of the treaties made before then, however, remain in force at least to some extent. Occasionally, the Supreme Court is called upon to interpret them.

One treaty with ongoing consequences is the Treaty of Fort Laramie of 1868. The agreement was signed by the U.S. government and the Sioux Nation. In it, the United States pledged that the Great Sioux Reservation would be "set apart for the absolute and undisturbed use and occupation" of the tribe. The land included the Black Hills, a small mountain range in western South Dakota that is sacred to the Sioux.

Custer's Last Stand

Neither side ever fully complied with the treaty, and when gold was discovered in the area, the United States tried to buy back the Black Hills. The Sioux rejected the offer, resulting in the Black Hills War. In the famous Battle of the Little Bighorn, U.S. General George A. Custer led a group of soldiers against the Sioux and Cheyenne along the Little Bighorn River. Custer and his men were killed, and later the battle became known as Custer's Last Stand.

The United States continued its battle against the Sioux until reclaiming the Black Hills in 1877. In 1923, the Sioux sued, and 60 years later, the Supreme Court sided with them. It determined that the Sioux's constitutional rights had been violated. Under the Fifth Amendment, private land cannot be taken for public use without paying the landowner. The court ruled that the government owed the Sioux "just compensation" plus interest starting from 1877. As of 2018, the amount due is around \$1 billion. The tribe has refused to accept the money, however, because it is still seeking return of the land.

In the early-19th century, the government's major aim with Native Americans was to remove and resettle them.

Trail Of Tears

The Removal Act of 1830 authorized President Andrew Jackson to negotiate deals with Native American tribes for their removal and resettlement. The primary targets were the Cherokee, Creek, Choctaw, Chickasaw and Seminole tribes from Georgia, Alabama, Mississippi and Florida. Although resettlement was supposed to be voluntary, it ultimately was not. Thousands of Native Americans were forced from their homes and sent to Indian territory west of the Mississippi River. The forced relocation became known as the Trail of Tears.

In the mid-19th century, the U.S. government pursued a policy known as "allotment and assimilation." Under the General Allotment Act of 1887, the government was allowed to divide tribal land into small parcels for individual members. The goal was to pressure Indians into

becoming farmers or ranchers, thereby helping to assimilate them into society. If land was left over, the government bought it back and sold it to non-Indian settlers. As a result, the act led to a significant loss of land by Native Americans.

A new approach was undertaken with the Indian Reorganization Act of 1934. The law ended allotment, banned the sale of Native American land and returned some lands to the tribes.

After World War II, however, proposals arose in favor of termination of tribes and an end to reservations. A number of reservations were closed, including those of the Menominee in Wisconsin and the Klamath in Oregon.

Indian Self-Determination Act Of 1975

The influence of the civil rights movement in the 1960s led to the Indian Self-Determination Act of 1975. The law restored some sovereignty to the tribes and allowed them to handle federal funds more independently.

The status of Native American tribes with respect to the states in which they live is complicated. In general, Native Americans are sovereign within their own territory. Tribal governments manage their own affairs with respect to their members, but lack authority over non-tribal members.

In 1987, the Supreme Court determined that states cannot regulate Native American gaming enterprises. This ruling resulted in the Indian Gaming Regulatory Act of 1988. It provides the framework that governs casinos operating on reservations.

INDIAN LAND FOR SALE

GET A HOME
OF
YOUR OWN
EASY PAYMENTS



PERFECT TITLE
POSSESSION
WITHIN
THIRTY DAYS

FINE LANDS IN THE WEST

IRRIGATED IRRIGABLE GRAZING AGRICULTURAL DRY FARMING

IN 1910 THE DEPARTMENT OF THE INTERIOR SOLD UNDER SEALED BIDS ALLOTTED INDIAN LAND AS FOLLOWS:

Location	Acres	Average Price per Acre	Location	Acres	Average Price per Acre
Colorado	5,211.21	\$7.27	Oklahoma	34,664.00	\$19.14
Idaho	17,013.00	24.85	Oregon	1,020.00	15.43
Kansas	1,684.50	33.45	South Dakota	120,445.00	16.53
Montana	11,034.00	9.86	Washington	4,879.00	41.37
Nebraska	5,641.00	36.65	Wisconsin	1,069.00	17.00
North Dakota	22,610.70	9.93	Wyoming	865.00	20.64

FOR THE YEAR 1911 IT IS ESTIMATED THAT 350,000 ACRES WILL BE OFFERED FOR SALE

For information as to the character of the land write for booklet, "INDIAN LANDS FOR SALE," to the Superintendent U. S. Indian School at any one of the following places:

CALIFORNIA: Mariposa Agency	MINNESOTA: Duluth	NORTH DAKOTA: Fort Totten	OKLAHOMA: Choctaw and Pottawatomie Agencies	SOUTH DAKOTA: Claymont Agency	WASHINGTON: Fort Simcoe
COLORADO: Agency	MONTANA: Crow Agency	OREGON: Astoria	IDAHO: Lower Agency	WASHINGTON: Fort Spokane	WASHINGTON: Fort Spokane
IDAHO: Lewiston	NEBRASKA: Macy	UTAH: Cannonville	KANSAS: Fort Saline	WASHINGTON: Fort Spokane	WASHINGTON: Fort Spokane
KANSAS: Fort Saline	NEBRASKA: Fort Saline	UTAH: Cannonville	NEBRASKA: Fort Saline	WASHINGTON: Fort Spokane	WASHINGTON: Fort Spokane

WALTER L. FISHER, Secretary of the Interior, ROBERT G. VALENTINE, Commissioner of Indian Affairs.

Quiz

- 1 Which section from the article BEST explains why the U.S. government split tribal lands into smaller pieces?
- (A) Introduction [paragraphs 1-4]
 - (B) "Supreme Court Rules Against Tribal Sovereignty"
 - (C) "Custer's Last Stand"
 - (D) "Trail Of Tears"
- 2 Select the paragraph from the article's introduction [paragraphs 1-4] that explains how the U.S. government conducted business with Native American tribes.
- (A) Relations between Native Americans and the U.S. government have been tense. To many Native Americans, the history begins with their uneasy welcoming of the first European settlers, which was followed by times of opposition, defeat and near-extinction. To Americans, the history includes both treating Native American tribes as equals and exiling them from their homes. Often, these efforts happened at the same time.
 - (B) Many Native American tribes allied with the British during the Revolutionary War. However, the Treaty of Paris, which ended the war, was silent on the fates of these British allies. The new U.S. government was thus free to acquire Native American lands by treaty or force. Resistance from the tribes stopped the encroachment of settlers, at least for a while.
 - (C) After the Revolutionary War, the United States maintained the British policy of making treaties with Native American tribes. In general, the treaties defined the boundaries of Native American lands. They also stated how much the government would pay the tribes for taking their land.
 - (D) On occasion, the representatives of Native American tribes who signed the treaties were not authorized under tribal law to do so. For example, William McIntosh, chief of the Muscogee-Creek Nation, signed the Treaty of Indian Springs in violation of tribal law. The 1825 treaty ceded virtually all of the tribe's land in the state of Georgia. McIntosh was later assassinated.
- 3 Which statement would be MOST important to include in a summary of the article?
- (A) The U.S. government forcibly removed several Native American tribes from their land during the Trail of Tears.
 - (B) Over 50 years after their land was stolen from them, the Sioux were awarded a legal victory but still have not been granted their land back.
 - (C) Many Native American tribes supported the British against the Americans during the Revolutionary War.
 - (D) A Supreme Court decision allowed Native American tribes to open and operate casinos on tribal land.
- 4 One of the article's central ideas is that there is a long history of mistreatment of Native American tribes by the U.S. government. How does the author introduce this central idea?
- (A) by explaining how the U.S. government determined the amount of money tribal land was worth
 - (B) by highlighting several key moments where the U.S. government took advantage of Native American tribes
 - (C) by describing the military conflicts between the U.S. government and the Native American tribes
 - (D) by suggesting that the U.S. government should return all tribal land to Native American tribes

On this sheet of paper write out the (4) questions at the end of the article with the correct answer. (Pay close attention to copy the question and the answer correctly.)

1. _____

2. _____

3. _____

4. _____

Current Events- Summary Graphic Organizer

Name _____ Date _____ Period _____

Date of Presentation _____

Circle which of the following that you will be studying this week:

Global News

National News

State News

Local News

Procedure:

- Google or other search engine "Current events for (_____)"
- Pick a topic that interests you.
- Write your topic for the week. _____
- Research your topic and complete the boxes below.
- After table is completed- write a summary of the event using the information below. 6-8 sentences.
- Include a picture and caption.

List the resources that you use to find your information here	Who: Who is the article about?
What: What are the main points to the article?	When: When did the date of the researched event take place?
Where: Where did the current event take place?	Why: What makes this event so interesting that people would care that it took place?

Canyon Day Junior High Virtual Lesson Plan

Teacher: Ms. Altaha Class: Art Date: April 21, 2020

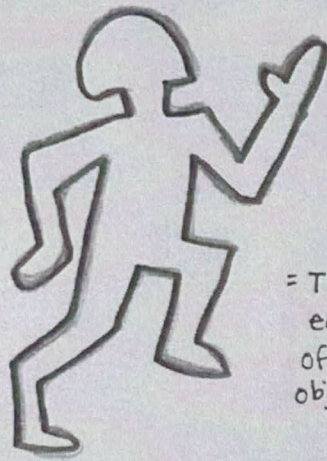
Week of: May 4-8, 2020
Standard
Learning Goal Monday: I can create different designs and pattern using lines Tuesday: I can create a drawing using lines to make a picture. Wednesday: I can create a picture using mood and words to show how I feel. Thursday: I can create a picture using shape and form to make an animal. Friday: I can create a drawing using Shape and Form to make a picture.
Success Criteria Monday: I will be able to draw different designs and pattern using lines.. Tuesday: I will be able to draw any picture using lines. Wednesday: I will be able to draw using moods and words explaining how I feel. Thursday: I will be able to draw an animal using shape and form. Friday: I will be able to draw any picture using shape and form.
Assignments are to be completed each day.
Monday 5/4/20 Line Design and Pattern Students are to make a design or pattern that fills up the whole paper. Be creative! It must be colored. <i>Students need a plain drawing paper, students may use any tools- crayon, color pencils, paint, oil pastels, etc.</i>
Tuesday 5/5/20 Line Drawing Students are to draw any picture using lines: start with an outline of a picture, then include lines inside the picture or on the outside of your drawing. <i>Students need a plain drawing paper, students may use any tools- crayon, color pencils, paint, oil pastels, etc.</i>
Wednesday 5/6/20 Mood and Words Drawing Students are to draw any picture using mood and words: examples- Covid-19 within the tribe/nation or just the word lazy person on the couch. Drawings must be colored. <i>Students need a plain drawing paper, students may use any tools- crayon, color pencils, paint, oil pastels, etc.</i>
Thursday 5/7/20 Shape and Form Animal Drawing Students are to draw a picture of any animal using shape and form. It must be colored. <i>Students need a plain drawing paper, students may use any tools- crayon, color pencils, paint, oil pastels, etc.</i>
Friday 5/8/20 Shape and Form Drawing Students are to draw any picture using shape and Form: examples- Minecraft, legos, using shape to make out pictures. <i>Students need a plain drawing paper, students may use any tools- crayon, color pencils, paint, oil pastels, etc.</i>

Any questions contact Ms. Altaha.

o Email address: Taeyana.altaha@wusd.us

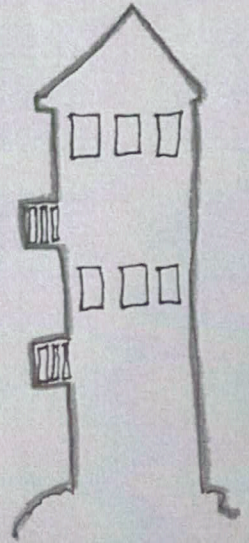
LINE

MORE ABOUT LINES...

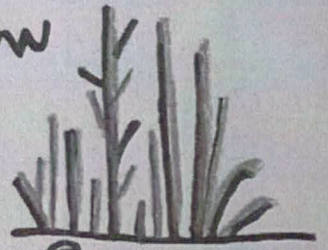
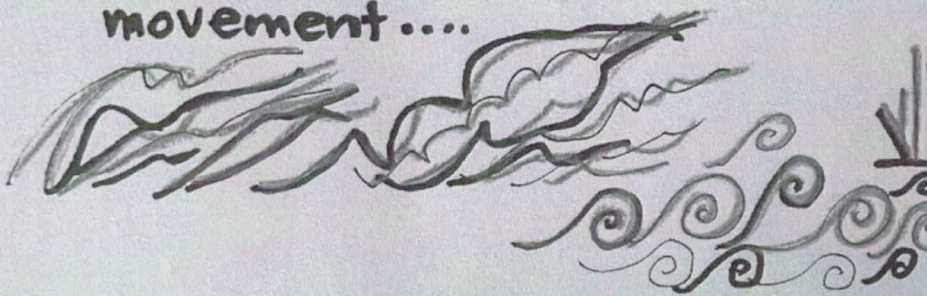


Contour
(outline)

= The outer edge/line of an image, object or shape.

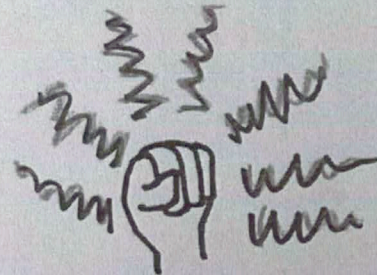
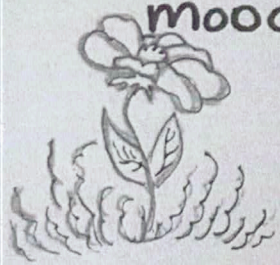


Lines can be used to show movement....

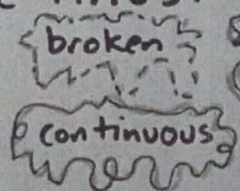
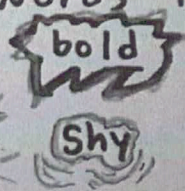
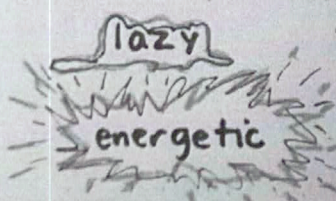


..or no movement.
(still)

Lines can be used to show mood.

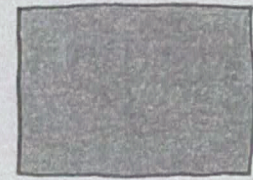


Here are more words to describe lines.



SHAPE AND FORM

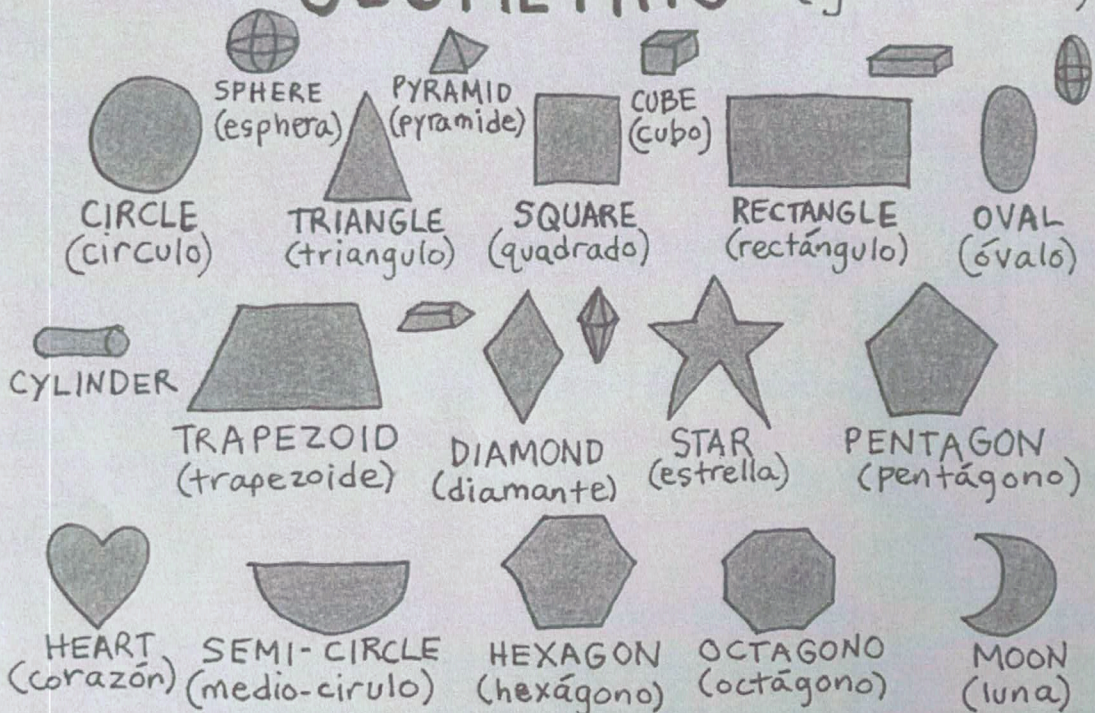
(forma y forma)



LARGE (largo)
and (y)

■ SMALL (pequeño)

GEOMETRIC (geometrica)



ORGANIC / FREE FORM / NATURAL

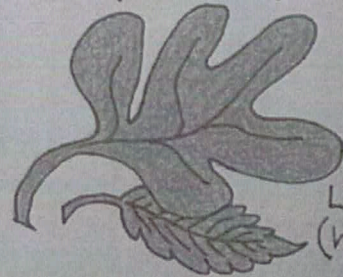
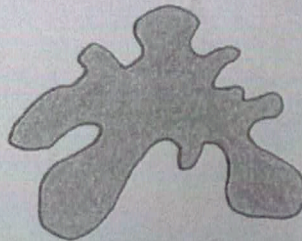
(orgánico)

(forma libre)

(natural)



CLOUD (nube)



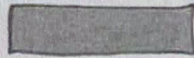
LEAF (hoja)

LINE

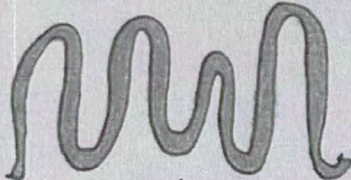
(línea)



BROKEN
(quebrado)



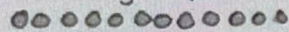
THICK
(grueso)



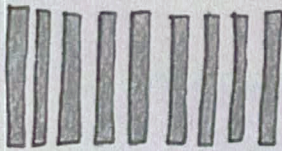
WAVY/CURLY
(ondulado)



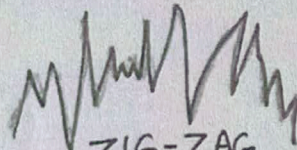
THIN
(delgado)



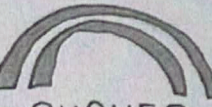
DOTTED
(línea de puntos)



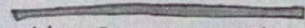
VERTICAL
(vertical)



ZIG-ZAG
JAGGED
(zig-zag)



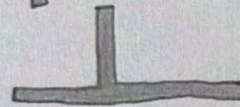
CURVED
(curva)



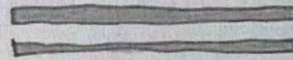
HORIZONTAL
(horizontal)



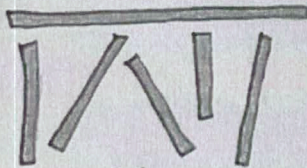
VERTICAL
(vertical)



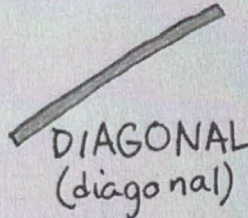
PERPENDICULAR
(perpendicular)



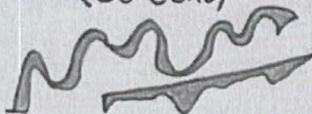
PARALLEL
(paralelas)



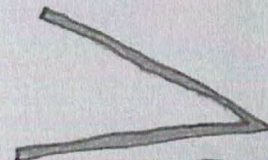
STRAIGHT
(derecho)



DIAGONAL
(diagonal)



VARIED
(variadas)

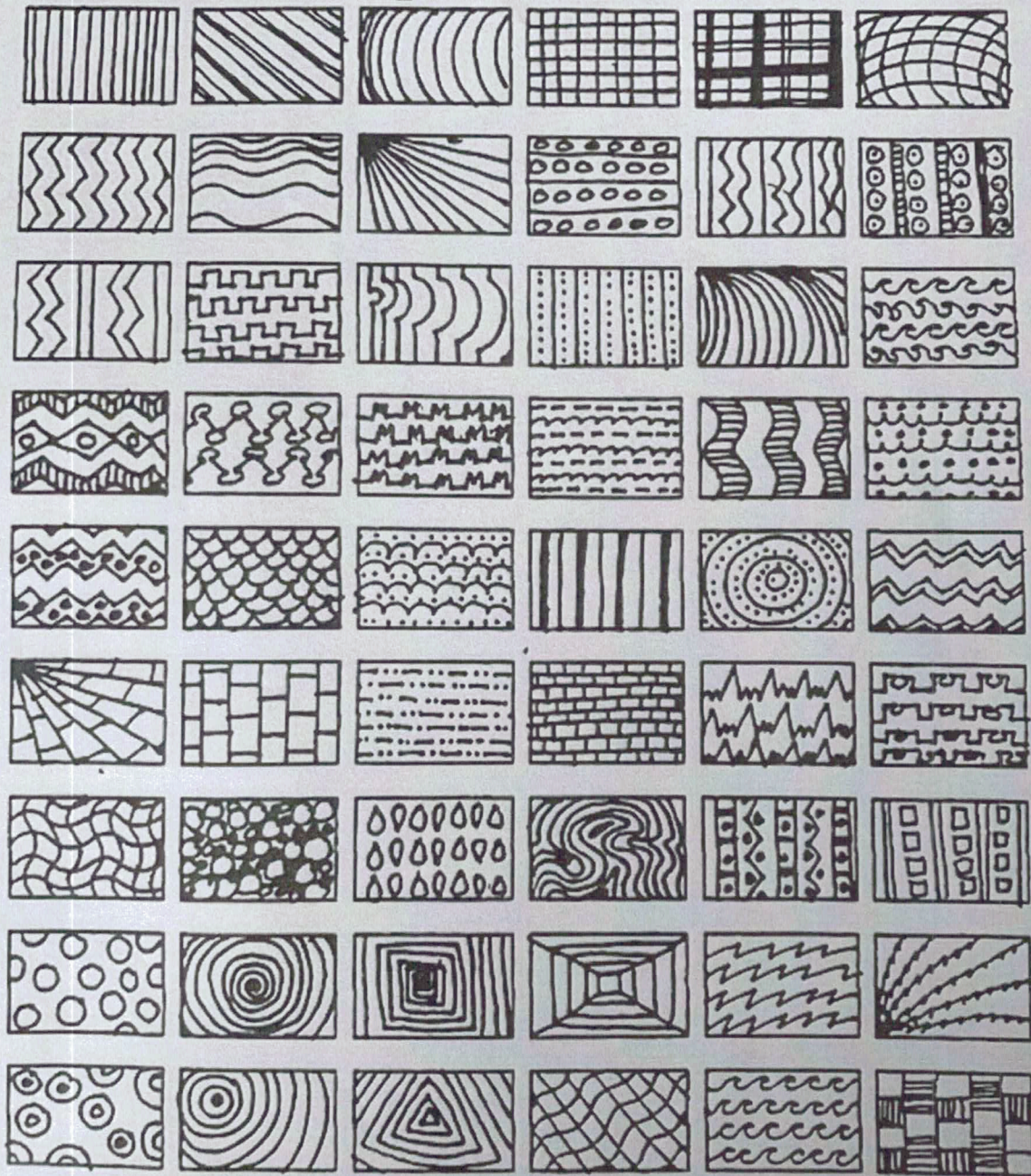


TAPERED
(termina en punta
cónico)



SPIRAL
(espiral)

Examples of line



Hey Students!

Dagotée – Dii, shii Ms. Lupe 😊

Missing you students. Hope you are enjoying the Apache packets. This week you are going over a few town words and few, few, words regarding other people.

- Worksheet #1 short reading worksheet, which would have been bell work.
- Worksheet #2 fill in Apache – English and answer questions
- Word Search

Have fun! Be safe – wash your hands. I miss you all 😊

Name _____

Dear Diary



Opinion Words to Watch For:

appeared	believe	seems	think
feel	looked	suppose	

Read Rachel's diary page. Underline the opinion words you find.

Dear Diary,

I think today was the most miserable day of my life. I always feel so rushed on school mornings. First I forgot my math homework at home. Mrs. Johnston, the math teacher, appeared to be very annoyed with me. She said it seems to her that I'm always unprepared for class.

Next I lost my science report. Mr. Hagler, the science teacher, looked as if he didn't believe I had written it. He told me I'll have to rewrite it by tomorrow.

Now I can't find my library book. I suppose the librarian will make me pay for it. Perhaps I left it in school. I hope tomorrow is a better day.

Rachel

Answer the questions.

1. What did Rachel forget at home?

2. What did Mr. Hagler tell Rachel to do?

3. Why does Rachel think the librarian will make her pay for the book?

4. How do you think Rachel could keep track of things better?

5. Do you ever lose your books or school work? Explain why or why not.

Bonus: Write another diary page by Rachel. Explain in four or more sentences why the next day was a better day.

1
V
T
b
B
U

Apache Class Word List

Have an Apache speaking person review words with you.

Whiteriver – Chilwozh: continuous wash

Cibecue – Dischebikoh : Red dust

Carrizo – Gadisoh: Spanish word

Cedar Creek – Bediyu: behind

Canyon Day – Yanyogai: yucca plant

North Fork – tseet'can

McNary – Chaabitó: Beaver Springs

Hondah – Hón'dah – welcome/come in

Ye' – from

Da'zhee – San Carlos

Zahalii – cents/coins

Nak ai yé – Mexican

Yu' daha – Navajo

Di bi dah – all around

Nas sii yaa – I've been around

Be 'so – dollars

Nit – pass/already happen

Ni'maa – your mother

Name _____ Class Period _____

Town worksheet

Give the Apache name for the following:

Behind -

Welcome-

Yucca Plant -

Beaver Springs-

Continuous Wash-

Red Dust -

Spanish Word -

I've been around -

Dollars-

Mescarlero

~~East Fork~~ -

Translate to English:

Ye' -

Zahalii-

Yu'daha-

~~Dibida~~

Nasiiyaa -

Dibida -

Bediyu -

Hon'Dah

Chaabito -

Chilwozh-

Gadisoh -

Yanyogai-

Dischebikoh -

tseet'can

Dibida

yu'daha

Nakaiye'

da'zhee

Write the following in English

Be' so

Shitaa Chilwozh ye'

Bediyu dibida nasiiyaa nit.

Ni Maa Chabbito ye' na'?

Draw how much zahalii you will need to make \$00.97.

Draw how much Beso you will need to make \$77.00

Draw a picture of NiMaa given you sum Beso and how much is she given you?

Where does most Yuidaha live?

Are you part Dilzhee'?

Write the town words two times each in Apache/English.

Name _____ Class Period _____

Town worksheet

Give the Apache name for the following:

Behind -

Welcome-

Yucca Plant -

Beaver Springs-

Continuous Wash-

Red Dust –

Spanish Word -

I've been around -

Dollars-

Mescarlero

East Fork -

Translate to English:

Ye' -

Zahalii-

Yu'daha-

Dilzhee'

Nasiiyaa -

Dibida –

Bediyu -

Hon'Dah

Chaabito -

Chilwozh-

Gadisoh -

Yanyogai-

Dischebikoh –

tseet'can

Dibida

yu'daha

Nakaiye'

da'zhee

Write the following in English

Shitaa Chilwozh ye'

Bediyu dibida nasiiyaa nit.

Ni Maa Chabbito ye' na'?

Draw how much zahalii you will need to make \$00.97.

Draw how much Beso you will need to make \$77.00

Draw a picture of NiMaa given you sum Beso and how much is she given you?

Where does most Yuidaha live?

Are you part ^{Da'zhee'} ~~Da'zhee'~~

Write the town words two times each in Apache/English. (Use part of next page to complete)

Draw a picture of something in Yanyogai.

Draw a picture of something in Beaver Springs.

Draw a picture of Something in Hon'dah.

Draw a picture of something in Yanyogai.

Draw a picture of something in Beaver Springs.

Draw a picture of Something in Hon'dah.

Draw a picture of something in Yanyogai.

Draw a picture of something in Beaver Springs.

NAME: _____ DATE: _____



www.AtoZTeacherStuff.com

B	O	U	A	B	Z	E	I	C	X	C	L
H	I	F	E	W	D	E	Y	E	N	B	R
O	U	H	Q	G	T	M	H	L	J	P	M
J	K	J	A	M	T	O	Z	U	P	E	S
Z	I	R	Z	V	X	I	J	L	V	D	O
H	W	B	Q	G	Y	A	P	I	N	S	P
C	D	E	B	V	R	H	G	D	D	E	U
H	V	C	H	C	A	O	O	R	B	X	N
A	C	X	C	L	H	K	S	Y	A	G	F
K	D	H	P	S	S	B	I	N	H	P	S
N	N	I	E	S	W	T	E	D	A	A	E
T	L	O	L	P	I	Y	P	A	Y	D	M
V	O	H	W	K	D	M	R	X	G	A	Y
F	N	L	A	O	F	A	U	A	A	L	Q
N	W	S	T	Z	H	L	A	C	J	P	E
Q	W	T	P	A	H	Y	Q	I	W	Q	A
K	D	G	F	I	Q	O	X	I	D	T	P
N	W	R	Y	V	L	P	S	I	A	Z	P
W	O	H	V	V	H	Z	A	B	I	Y	F
Q	C	Z	Q	T	K	N	I	D	M	T	Z
L	Z	H	V	W	D	X	G	P	D		
J	I	I	L	A	H	A	Z	Q	P		
C	H	A	B	B	I	T	O				
R	Z	S	T	H	G	A	X				
C	K	N	Z	Q	H						
Y	X	K	I	K	U						
A	Y	X	Y								
F	J	P	B								

DISSCHEBIKOH
 GADISOH
 YANYOGAI
 CHILWOZH
 HONDAH
 CHABBITO
 YE
 BESO
 ZAHALII
 DILZHEE
 YDAHA
 NASIIJAA
 DIBIDA



NAME: _____ DATE: _____

B I Z E R	X G E	R L M	A R G T R
I Q Y I D	D E D	H S V	B D D V K
S V L C I	A Z Z	V H D	J Y N W H
O Y S	H O H	H L I	M O H
J C S	A D E	R B B	A Q H
W T N	D E E	M C I	S O I
F U E	A N F	D H D	H Y J
Z Z C	Y U E	I A A	G G A
Y U C	O T Y	S A B	A A H
C P S	E M I I M F L C B I		L A A
C G C	T Y A U K F C H I L		E Y G
Y Q Q	E W K Q D H O E T O		F I L
I C H	S M A	B O M	P I I
A H Y	S Q N	I Q T	U S Z
G I T	T L F	K D N	G A D
O L P	A I G	O U F	A N Q
Y W E	N K X	H Y D	D X E
N O V	W E W	O I A	I O A
A Z R	R A H	I O V	S B V
Y H P	Z X V	R T N	O E A
O H S	U O P	G B Z	H D X
Y O B V Y			N B S I W
U F T W H			X Z O Y M
W T G U O			U N I U U

GADISOH - Carrizo
 DIBIDA - All around
 BISO - dollars
 NASIYAA - I've been
 around
 TESSTAN - North
 YE - from
 DZILGAHA - Mtn.
 people
 LIKE - and
 TUNEDOZE - Far
 dad
 BIKO - with
 DZHEE - San Carl
 CHAABITO - McNar
 YADAAH - Navajo
 HONDA - Welcome
 MASHGALE - Mescal
 YANYOGAI - Canyon D
 NAKAIYE - Mexican
 BEDIYU - Cedar Creek
 DISCHEBIKOH - CCC
 CHILWOZH - Whiter