

8th Grade AMI Packet #17



AMT Day 17

Always multiply or divide digits and use rules of exponents on base 10's!

• Multiplying & Dividing Scientific Notation (can be done in calculator at school)

a & b
are worked
out

you try c
& d

a. $(1.5 \times 10^2)(5 \times 10^{10})$

mult. 1.5 x 5 & mult. $10^2 \times 10^{10}$ use exponent rules

b. $\frac{4.8 \times 10^{-8}}{3 \times 10^{-3}}$

divide 4.8 ÷ 3 & divide $10^{-8} \div 10^{-3}$ (so -8 - -3 = -5)

c. $(5 \times 10^8)(4 \times 10^3)$

7.5×10^{12}

1.6×10^{-5}

d. $(7.2 \times 10^3) \div (1.2 \times 10^5)$

MORE

Examples here, Practice on Back

• $(4 \times 10^6)(12 \times 10^3)$

= 48×10^9 but not in Sc No.

4.8×10^{10} (b/c had to move once more to be in Sc No.)

Problems:

$$1) (6.7 \times 10^4) \times (7.2 \times 10^5)$$

$$2) (9.4 \times 10^3) \div (1.4 \times 10^2)$$

$$3) (2 \times 10^3) \times (2 \times 10^3)$$

Context Clues 1.1

Directions: read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning.

1. **Dignity:** Even when the police officers put the handcuffs on my mother, she maintained her **dignity**, holding her head up high as she was marched off the protest site.

Definition: _____

What clues in the sentence lead you to your definition?

2. **Splendid:** The rays from the rising sun shined **splendidly** through our kitchen window.

Definition: _____

What clues in the sentence lead you to your definition?

3. **Particle:** John was so hungry that he didn't leave a single **particle** of the muffin on the plate.

Definition: _____

What clues in the sentence lead you to your definition?

4. **Elegant:** Cassie took her time when she wrote in cursive, slowly making each word out of an **elegant** series of arcs and loops.

Definition: _____

What clues in the sentence lead you to your definition?

5. **Injustice:** Kevin thought that it was a great **injustice** that girls could wear earrings in the school while the boys could not.

Definition: _____

What clues in the sentence lead you to your definition?

6. **Decline:** After *Gears of Pain 6* came out, the amount of people playing *Gears of Pain 3* **declined**.

Definition: _____

What clues in the sentence lead you to your definition?

7. **Paradise:** When Rex had a bone, a warm spot to lie, and someone petting him, he was in **paradise**.

Definition: _____

What clues in the sentence lead you to your definition?

8. **Fascinate:** Alvin went to the museum every Saturday because he was so **fascinated** by art.

Definition: _____

What clues in the sentence lead you to your definition?

9. **Yearn:** Even though John had a good job and a nice family, he **yearned** for more.

Definition: _____

What clues in the sentence lead you to your definition?

10. **Seldom:** Since professional athletes have to stay in peak physical shape, most athletes **seldom** eat junk food.

Definition: _____

What clues in the sentence lead you to your definition?

11. **Delicate:** Tracy held the flower as gently as she could, fearing that the **delicate** stem would break.

Definition: _____

What clues in the sentence lead you to your definition?

12. **Remark:** Jennie didn't like the jacket her mother bought her until several strangers made **remarks** about how much they liked it.

Definition: _____

What clues in the sentence lead you to your definition?

Bonus: Define each of the words on a separate sheet of paper to check your answers. Attach your sheet.

Going Buggy

Recycle your trash and make the cutest, scariest, or zaniest bug you can imagine!

Directions:

Use trash items such as newspaper, cardboard, straws, and caps to make a litter bug. Have fun and be creative.

You may need adult help and supervision to hot glue items to your bug friend.

Then name your bug and write an introduction of him/her to share with the class.

*** This is your Day 17

AND Day 18 project ***

8th Grade Arkansas History AMI Day 17 (4/16/2020)

Directions: Use the reading passage on the next page to answer the following questions. The questions go in order with the passage. You do not have to write in complete sentences, but make sure you thoroughly answer each question.

Questions from Racial Turmoil

1. The burden of sharecropping and tenancy fell heaviest on which population?
2. What did the secret ballot do?
3. What did the poll tax do?
4. What was the White Primary?
5. Why did planters often prefer black labor?
6. What did the U.S. Supreme Court rule in the case *Hodges v. U.S.*?
7. Which group that had revived during and immediately after World War I became a potent force in state politics, particularly in the 1920s?
8. The Klan had broadened its list of targets in this twentieth-century reincarnation to include which groups?
(list 4)
9. What was the most notorious case of mob violence against black citizens? When and where did it occur?
10. Who was the prominent black attorney in Little Rock who played a major role in representing the twelve men falsely accused in the Elaine Riots?

Early Twentieth Century, 1901 through 1940

Racial Turmoil

The burden of sharecropping and tenancy fell heaviest on the black population, a population that endured a series of significant setbacks beginning with the passage of disfranchisement and segregation statutes in the 1890s. By the late nineteenth century, disfranchisement had come to be accepted as a political reform. In fact, it served to shore up a faltering Democratic Party lock on the electoral process. The 1880s and 1890s had witnessed an electoral challenge from a third party that seemed likely to unite poor white and black voters. By passing the secret ballot and the poll tax, large numbers of illiterate and poor black (and white) voters were eliminated from the electoral process. The secret ballot required that illiterate voters have election judges, rather than friends, mark their ballots. The poll tax imposed a financial burden upon the poorest segment of the population and, together with the prohibitions affecting illiterates, effectively disfranchised eighteen percent of black voters and seven percent of white voters. The final instrument of disfranchisement enacted in Arkansas was the White Primary. In 1906, the state Democratic Party, like that in other Southern states, voted to allow only white voters the right to participate in the Democratic primary. One founding member of the Little Rock (Pulaski County) chapter of the National Association for the Advancement of Colored People (NAACP), Dr. John M. Robinson, was not content to suffer disfranchisement and, in 1928, launched the Arkansas Negro Democratic Organization. He filed suit in Arkansas against the White Primary but was disappointed when the Arkansas Supreme Court upheld the white-only Democratic primary in *Robinson v. Holman*.

Arkansas's black population faced other challenges. As the plantation sector expanded and both black and white immigrants from other Southern states came to Arkansas to work the land, competition arose between them for plantation jobs. Planters often preferred black labor because they could pay them less and work them harder. Impoverished, segregated (isolated), and disfranchised, they made easy targets. A number of nightriding incidences occurred, with the object being to drive black farmers from the plantations so that whites could secure their positions. Two cases involving twenty-seven defendants were prosecuted in federal court in 1904, but only in one were convictions secured. The case, *Hodges v. U.S.*, was appealed to the U.S. Supreme Court, and that body, in a landmark decision, ruled that black Americans had no constitutionally protected right to employment.

Meanwhile, the lynching of blacks, which had reached a peak in the 1890s, began to taper off in the early twentieth century, but highly publicized lynchings still occurred—one in 1921 in Mississippi County and one in Little Rock in 1927. The Ku Klux Klan (KKK), which had revived during and immediately after World War I, did not play a major role in either of those lynchings but became a potent force in state politics, particularly in the 1920s. The Klan had broadened its list of targets in this twentieth-century reincarnation, however, and included Jews, Catholics, foreigners, and bootleggers. Only bootleggers were in sufficient supply in Arkansas to attract their attention, so blacks generally became a prime target.

The most notorious case of mob violence against black citizens was the Elaine Massacre, which occurred in 1919 in Phillips County. Black farmers near Elaine (Phillips County) formed the Progressive Household Union of America that year and hired Ulysses Bratton, a white Little Rock attorney, to file suits against the planters for whom they worked. Believing they were being cheated by the planters, they sought to secure a fair settlement, and Bratton, a former federal prosecutor who had pursued peonage investigations earlier in the century, agreed to represent them. Even as Bratton was investigating their claims and gathering evidence, a shooting occurred outside a church where black union members were meeting on the night of September 30, 1919, leaving one white man wounded and another dead. The next three days witnessed mass violence against black men, women, and children, as mobs of whites from surrounding counties and from Mississippi sought to put down what they believed to be a black rebellion. Gov. Charles Brough arranged for federal troops to intervene, and their first order of business was to disarm everyone, black and white. Twelve black men were subsequently condemned to death, largely on the basis of coerced testimony in trials that lasted only minutes. The NAACP launched an investigation and pursued a series of appeals that eventually resulted in their release. Scipio Jones, a prominent black attorney in Little Rock, played a major role in representing the twelve men, and many other black Arkansans contributed to the cost of the appeals.

Source: <https://encyclopediaofarkansas.net/entries/early-twentieth-century-1901-through-1940-403/>