



At Home Learning Resources

Grade 7 - Week 9

Content	Time Suggestions
Independent Reading (Read books, watch books read aloud, listen to a book)	At least 20 minutes daily (Could be about science, social studies, etc)
ELA	45 minutes daily
Math	45 minutes daily
Science	45 minutes daily
Social Studies	45 minutes daily
Arts, Physical Education, or Social Emotional Learning	30 minutes daily

These are some time recommendations for each subject.

We know everyone's schedule is different, so do what you can.

These times do not need to be in a row/in order, but can be spread throughout the day.

Teachers will suggest which parts of the packet need to be completed or teachers may assign alternative tasks.

Grade 7 ELA Week 9

Your child can complete any of the activities in weeks 1-8. These can be found on the Lowell Public Schools website: <https://www.lowell.k12.ma.us/Page/3803> Activities in weeks 7 & 8 are focused on memoir reading and writing and may have resources you can continue to use in Week 9.

This week completes the focus on memoir reading and writing. Your child should be reading, writing, talking and writing about reading, and exploring new vocabulary each week.

Reading: Students need to read each day. They can read the memoir included in this packet and/or read any of the memoir books that they have at home, or can access online at Epic Books, Tumblebooks, the Pollard Library online, or other online books. All resources are on the LPS website. There is something for everyone.

Talking and Writing about Reading: As students are reading, they can think about their reading, then talk about their reading with a family member and/or write about their reading using the prompts/questions included.

Writing: Students will finish working on memoir writing this week. The resources in this packet are the same as the last two weeks. These resources are charts with examples to help your child write. They are available online in an interactive form with video tutorials here: [Memoir Writing Choice Board](#). This writing should occur over multiple days. Students will be planning their writing, then writing, then making it even better by revising, writing some more, and at the end, fixing it up by editing. Your child might write 1 memoir and work to refine it throughout, or might write multiple memoirs, getting better each time. As your child completes their memoir writing, they should be working to revise their piece and edit for publication.

Word Work: Students can work on learning new vocabulary that they encounter in their reading in ELA, Science, or Social Studies. They will infer the meaning of the word in context, use clues in their reading, and use the word in a sentence.

Students in grade 7 have read memoirs this year.

A memoir provides factual information in a narrative style about a significant time, place, person, or event in the author's life, and explains the significance.

Memoirs:

- Tell the story (memoir) of a significant time, place, or person, or event in a subject's life
- Are told by a subject
- Use a narrative structure
- Provide factual information about the subject's life
- Tell why the time or event is important enough to be written about
- Are written in first person
- Have a limited perspective (subjective)

Often:

- Include direct quotes
- Have photographs
- Tell the story at a significant point in subject's life
- Tell the setting and the culture the person lived in and what influenced the subject
- Add factual statements as additional information
- Convey a larger message

The above taken from Genre Study, Fountas & Pinnell

As you are reading and writing memoirs, keep in mind the following questions:

1. What does one person's story have to do with me?
2. How do authors transform real experiences into engaging literature?
3. What make a story of personal significance resonate with others?

Excerpts from *Brown Girl Dreaming* by Jacqueline Woodson

february 12, 1963

I am born on a Tuesday at the University Hospital
Columbus, Ohio
USA—
a country caught

between Black and White.

I am born not long from the time
or far from the place
where
my great, great grandparents
worked the deep rich land
unfree
dawn till dusk
unpaid
drank cool water from scooped out gourds
looked up and followed
the sky's mirrored constellation
to freedom.

I am born as the south explodes,
too many people too many years
enslaved then emancipated
but not free, the people
who look like me
keep fighting
and marching
and getting killed
so that today—
February 12, 1963
and every day from this moment on,
brown children, like me, can grow up
free. Can grow up
learning and voting and walking and riding
wherever we want.

I am born in Ohio but
the stories of South Carolina already run
like rivers
through my veins.

second daughter's second day on earth

My birth certificate says: Female Negro
Mother: Mary Anne Irby, 22, Negro
Father: Jack Austin Woodson, 25, Negro

In Birmingham, Alabama, Martin Luther King Jr.
is planning a march on Washington, where
John F. Kennedy is president.
In Harlem, Malcolm X is standing on a soapbox
talking about a revolution.

*Outside the window of University Hospital,
snow is slowly falling. So much already
covers this vast Ohio ground.*

In Montgomery, only seven years have passed
since Rosa Parks refused
to give up
her seat on a city bus.

*I am born brown-skinned, black-haired
and wide-eyed.
I am born Negro here and Colored there*

and somewhere else,
the Freedom Singers have linked arms,
their protests rising into song:
*Deep in my heart, I do believe
that we shall overcome someday.*

and somewhere else, James Baldwin
is writing about injustice, each novel,
each essay, changing the world.

*I do not yet know who I'll be
what I'll say
how I'll say it . . .*

Not even three years have passed since a brown girl
named Ruby Bridges
walked into an all-white school.
Armed guards surrounded her while hundreds
of white people spat and called her names.

She was six years old.

*I do not know if I'll be strong like Ruby.
I do not know what the world will look like
when I am finally able to walk, speak, write . . .
Another Buckeye!
the nurse says to my mother.
Already, I am being named for this place.
Ohio. The Buckeye State.
My fingers curl into fists, automatically
This is the way, my mother said,
of every baby's hand.*

*I do not know if these hands will become
Malcolm's—raised and fisted
or Martin's—open and asking
or James's—curled around a pen.
I do not know if these hands will be
Rosa's
or Ruby's
gently gloved
and fiercely folded
calmly in a lap,
on a desk,
around a book,
ready
to change the world . . .*

it'll be scary sometimes

My great-great-grandfather on my father's side
was born free in Ohio,

1832.

Built his home and farmed his land,
then dug for coal when the farming
wasn't enough. Fought hard
in the war. His name in stone now
on the Civil War Memorial:

*William J. Woodson
United States Colored Troops,
Union, Company B 5th Regt.*

A long time dead but living still
among the other soldiers
on that monument in Washington, D.C.

His son was sent to Nelsonville
lived with an aunt

William Woodson
the only brown boy in an all-white school.

*You'll face this in your life someday,
my mother will tell us
over and over again.
A moment when you walk into a room and*

no one there is like you.

*It'll be scary sometimes. But think of William Woodson
and you'll be all right.*

the beginning

I cannot write a word yet but at three,
I now know the letter *J*
love the way it curves into a hook
that I carefully top with a straight hat
the way my sister has taught me to do. Love
the sound of the letter and the promise
that one day this will be connected to a full name,

my own

that I will be able to write

by myself.

Without my sister's hand over mine,
making it do what I cannot yet do.

How amazing these words are that slowly come to me.
How wonderfully on and on they go.

Will the words end, I ask
whenever I remember to.

Nope, my sister says, all of five years old now,
and promising me

infinity.

hair night

Saturday night smells of biscuits and burning hair.
Supper done and my grandmother has transformed
the kitchen into a beauty shop. Laid across the table
is the hot comb, Dixie Peach hair grease,
horsehair brush, parting stick
and one girl at a time.

Jackie first, my sister says,
our freshly washed hair damp
and spiraling over toweled shoulders
and pale cotton nightgowns.

She opens her book to the marked page,
curls up in a chair pulled close
to the wood-burning stove, bowl of peanuts in her lap.

The words
in her books are so small, I have to squint
to see the letters. *Hans Brinker or The Silver Skates*.
The House at Pooh Corner. *Swiss Family Robinson*.

Thick books

dog-eared from the handing down from neighbor
to neighbor. My sister handles them gently,
marks the pages with torn brown pieces
of paper bag, wipes her hands before going
beyond the hardbound covers.

Read to me, I say, my eyes and scalp already stinging
from the tug of the brush through my hair.

And while my grandmother sets the hot comb
on the flame, heats it just enough to pull
my tight curls straighter, my sister's voice
wafts over the kitchen,
past the smell of hair and oil and flame, settles
like a hand on my shoulder and holds me there.

I want silver skates like Hans's, a place
on a desert island. I have never seen the ocean
but this, too, I can imagine—blue water pouring
over red dirt.

As my sister reads, the pictures begin forming
as though someone has turned on a television,
lowered the sound,
pulled it up close.

Grainy black-and-white pictures come slowly at me
Deep. Infinite. Remembered

On a bright December morning long ago . . .

My sister's clear soft voice opens up the world to me.
I lean in
so hungry for it.

Hold still now, my grandmother warns.
So I sit on my hands to keep my mind
off my hurting head, and my whole body still.
But the rest of me is already leaving,
the rest of me is already gone.

the butterfly poems

No one believes me when I tell them
I am writing a book about butterflies,
even though they see me with the *Childcraft* encyclopedia
heavy on my lap opened to the pages where
the monarch, painted lady, giant swallowtail and
queen butterflies live. Even one called a buckeye.

When I write the first words
Wings of a butterfly whisper . . .

no one believes a whole book could ever come

from something as simple as
butterflies that *don't even*, my brother says,
live that long.

But on paper, things can live forever.
On paper, a butterfly
never dies.

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Name: _____

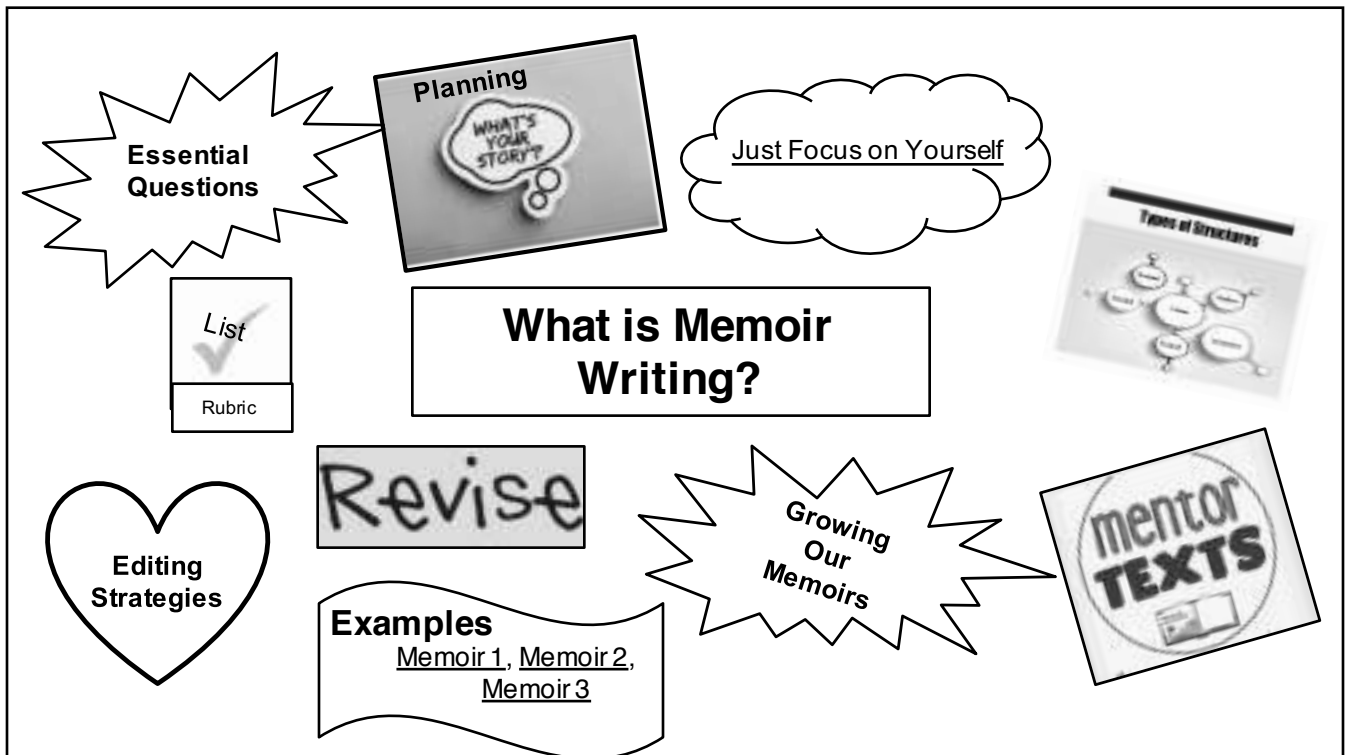
Memoir.....▶

Memoir Title and Author: _____

Directions: Using **complete and thoughtful** sentences, answer the following questions about the memoir excerpt you just read. Please be sure to read the question carefully and answer all aspects.

1. What do you think **motivated** the author to share his or her life story?
2. What is the author's most admirable quality? Cite a line from the text that exemplifies this quality and explain why.
3. How did the author use stylistic elements to enhance the reader's experience? Consider descriptive/sensory details, imagery, diction, and dialogue. Provide an example.
4. What perspective did you gain from this excerpt? Cite the event, experience, or insight that moved you and explain why and how it did so.
5. In your opinion, what is the most powerful quote from this piece? Why did it stand out to you?

Grades 7 & 8 Memoir Writing Choice Board - Visit the online option for an interactive board with video tutorials. Use the anchor charts to help you write your own memoir.



MEMOIR ESSENTIAL QUESTIONS

- How do writers convey what they know?
- How do writers write focused memoirs with a point of view that reveals an important message?
- How do writers use the details of the time period to shape a story?

What is a Memoir?

- When working on memoir, you as a writer are more likely to start with some big, important idea that you want to explore and to communicate—something that says to the world, “This is who I am.”
- Your idea will come first, and then you will begin to collect small moments around your idea, you will bring out themes through a variety of narrative and expository techniques you have already learned.
- You will draw on all you know about forwarding meaning through both storytelling and exposition and to weave these two together to craft a text that is ALL ABOUT YOU!
- For this reason you as a writer **do not say that memoir belongs to the narrative genre or the opinion/argument genre**, but rather it is created from the combination of the two.

Mentor Texts

MENTOR TEXTS AND ANTHOLOGIES:

- The Dumbest Idea Ever by Jimmy Gownley
- Brown Girl Dreaming by Jacqueline Woodson
- Enchanted Air: Two Cultures, Two Wings or Soaring Earth by Margarita Engle
- Under the Royal Palms by Alma Flor Ada
- Where the Flame Trees Bloom by Alma Flor Ada
- Marshfield Dreams by Ralph Fletcher
- Life in Motion: An Unlikely Ballerina by Misty Copeland
- Born a Crime by Trevor Noah (YA Version) by Trevor Noah
- When I Was Your Age by Amy Erlich
- El Deafo by Cece Bell
- Real Friends by Shannon Hale
- Guts by Raina Telgemeier



Memoir Structures

- **Chronological** - This is where you tell your story in the order in which it happened.
- **Before and After** - Tell your story as a big event, and explain the significance and impact it had on you.
- **Character Study** - This structure focuses on an important figure in your life. Share several moments that reveal who this person is and what they mean to you.
- **Symbolism** - Anchor you in an item or other symbol. Return to it throughout.
- **The List** - Create a list (of events, items, ideas, etc.) and explore how they are connected.
- **Journey Structure** - Start with an anecdote in which you, the writer, are on the cusp of learning.
- **Circular Structure** - Begin and end with a repeated image, scene or line.

What's your story? Developing your ideas

"Writer's rely on what they already know."

To help you:

List out the strategies you've learned for collecting small moments

- **First times, last times, important people, places, things, issues**
 - Write these in your notebooks and use these to quickly develop new topics to write about.
- **Other ways to generate ideas include:**
 - "Issues relating to what's right and wrong, what's difficult, what's fair and unfair, or what people should or shouldn't do"

Just Focus on Yourself

- Finding moments that matter
- Moments that reveal something essential (very important) about who you are
- To think thematically (in a way that relates to you)
- Getting to the heart of it



Growing our Memoirs

Prompts to Push Our Thinking

I used to think...
But now I'm realizing...

My ideas about... are complicated.
On the one hand I think... On the other hand, I think...

Some people think...
But I believe...

When I first...I thought...
But now when I ... I realize that really....



Revision Strategies

1. Including details in your writing

- One time...
- Hint at the trouble right from the start...
- What were you thinking?
- What was being said?
- What did you do?
- Build out the world of the story. Where were you? What did it sound like? Look like?

2. Reading it out loud to self

- "It helps to read it out loud to hear the sound of each word and rhythm of the sentences."
- "The sound of our words is powerful. Writer's communicate with readers by choosing words that convey not only the content but also the mood, the tone, and the feeling they want to convey."

Example: **Original sentence:** *He was there when I was born I think.*

Listening to my sentence it wasn't creating the mood I wanted so I reworded: ***You were there when I was born, so I've been told.***

Editing

Today I want to teach you that a great way to ensure that your editing choices are clear and powerful is to use checklist as your editing guide, zooming especially into the conventions section of your checklist.

Narrative Writing Checklist (continued)

	Grade 7	NOT YET	STARTING TO	YES!	Grade 8	NOT YET	STARTING TO	YES!
	Conventions				Conventions			
Spelling	I used the internet and other sources at hand to check spelling of literary and high-frequency words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used the internet and other sources to check the spelling of literary, historical, and geographical words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation and Sentence Structure	I varied my sentence structure, sometimes using simple and sometimes using complex sentence structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used different sentence structures to achieve different purposes throughout my piece.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I punctuated dialogue sections accurately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used verb tenses that shift when needed (such as when moving from a flashback back into the present tense of the story), deciding between active and passive voice where appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Narrative Writing Checklist

	Grade 7	NOT YET	STARTING TO	YES	Grade 8	NOT YET	STARTING TO	YES
	Structure				Structure			
Overall	I created a narrative that has realistic characters, tension, and change, and that not only conveys, but also develops an idea, lesson, or theme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I not only created a narrative with well-developed characters who change, I used the story to comment on a social issue, teach a lesson, and/or develop a point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	I wrote a beginning that not only sets the story in motion, it also grounds it in a place or situation. It included details that will later be important to the story. These details might point to the central issue or conflict, show how story elements connect, or hint at key character traits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	In establishing the situation and place, I hinted at a bigger context for the story—broader issues that have been brewing, showing how the setting affects the character, contextualizing a time in history, and/or developing one out of many points of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	I used transitional phrases and clauses to connect what happened to why it happened (if he hadn't he might not have, because of, although, little did she know that).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used transitional phrases and clauses, grammatical structures (for example, paragraphing, descriptive phrases, and clauses) and text structures (such as chapter divisions and extended italics) to alert my reader to changes in the setting, the mood, the point of view, or the tone in the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	I gave the reader a sense of closure by showing clearly how the character or place has changed or the problem has been resolved. If there wasn't resolution, I gave details to leave the reader thinking about a central idea or theme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I gave the reader a sense of closure by revealing character changes that followed from events in the story, or perhaps a resolution. If there wasn't resolution, I wrote to convey how the events of the story affected the characters, and to circle back to a central idea, issue, or theme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	I used a traditional—or slightly modified—story structure (rising action, conflict, falling action) to best bring out the meaning of my story and reach my audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I modified a traditional story structure, dealing with time in purposeful ways, to best suit my goals, bring out the meaning of my story, and reach my audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Development				Development			
Elaboration	I developed the action, dialogue, details, and inner thinking to convey an issue, idea, or lesson. I showed what is specific about the central character. I developed the setting and the character's relationship to the setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I developed complicated story elements. I may have contextualized the character's thinking with his or her actions or dialogue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					I developed the central character's relationship to other characters. I showed character flaws as well as strengths to add complexity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					My details conveyed meaning and related to or developed a lesson or theme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Narrative Writing Checklist (continued)

	Grade 7	NOT YET	STARTING TO	YES	Grade 8	NOT YET	STARTING TO	YES
	Development				Development			
Elaboration	I developed the action, dialogue, details, and inner thinking to convey an issue, idea, or lesson. I showed what is specific about the central character. I developed the setting and the character's relationship to the setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I developed complicated story elements. I may have contextualized the character's thinking with his or her actions or dialogue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					I developed the central character's relationship to other characters. I showed character flaws as well as strengths to add complexity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					My details conveyed meaning and related to or developed a lesson or theme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft	I developed contradictions and change in characters and situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I conveyed the pressures characters feel and the dreams they hold. I related those to their actions. I developed complex (and) characters who change just or who change others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used specific details and figurative language to help the reader understand the place and the mood back as making an object or place symbolic, using the weather, using repetition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I created a mood as well as a physical setting, and showed how the place changed, or its relationships to the characters changed. I used symbolism to connect with a theme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I varied my tone to match the variety of moods experienced by the characters across the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I varied my tone to bring out different perspectives within the story or to show a gap between the narrator's point of view and that of other characters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Getting My New Family Member

It was the best day ever! I ran out to the car, jumping up and down like an overexcited rabbit. "Calm down!" my Grandpa said. I could hardly contain my excitement as we got in the car, and drove out of the driveway, towards my new sister!

One and a half hours later, I was at the airport, enjoying delicious chicken and broccoli at a Chinese restaurant. The packed food court was very noisy, and I was starting to get a headache. But that didn't stop me, I was just too excited! It was only 30 minutes until the plane was supposed to

land! All of the sudden, "Crunch! Ouch! Owwwwwww!" Yipe! I had just bitten into a

very, very spicy pepper, and I was in tears! I drank all of my orange gatorade, but it didn't help. "Eat some plain rice!" said my Grandpa. Grandpa was right, and soon, I could not taste any more spice at all. "Come on," said my grandpa, "To the waiting area!" When we got there, right at 7:00 p.m., we heard the very bad news! "Due to storms and bad weather, the flight coming from Detroit has been delayed for the next 2 hrs. We are sorry for the

The time I almost Died

It was the Winter of 2016. My family and I were on our way to have a fun day of snowboarding at Wildcat mountain. As I stepped out of the car a chilling wind struck my face. I waddled over to the trunk, wearing my gear, and hopped onto the tailgate of our Zaffre blue truck. The sides of the truck are heavily dusted with road salt. I pressed my finger against the side of the truck, wiping off the salt and drawing a smiley face, leaving my finger white. My brother moved aside and I stretched into the trunk and yanked my snowboard out from underneath other snowboards and gear. "MOM" My brother called out in his annoying voice, "I need help!". My mom sighed in annoyance and went around the truck to help him. Once we were finally ready to head up to the mountain for a fun day of snowboarding.

Me and my dad were sitting side by side on the rickety chairlift mostly in silence. I looked down at my weird tan colored snowboard dangling from my left foot. Skiers rode quickly below us down the mountain and they occasionally fell and me and my dad both pointed and laughed (I know we are great people). The conditions weren't great. It had rained the night before we went so ice coated the snow, making the snow shine. I was looking around as we slowly traveled up the mountain and I started thinking. "What would happen if you fell off the side of the trail?" I suddenly ask. "You'll die," he responds. A chilling shiver goes up my spine and I almost picture slipping off the edge, slamming into trees until I lose consciousness and fall hundreds of feet down. Thankfully the thought disappears faintly as we reach the top. I'm nervous to get off of the lift. It has always been hard for me, I usually fall and panic because the skiers behind me might crash into me. The first time is always a little bit scary, but this time I land directly on my board and the chair pushes me down the small hill. I stumble a little but my dad keeps me from falling. My mom and my brother, Mason, are already at the top because they were on the chair ahead of us. I fall down beside my mom and tighten the bindings onto my feet. I stand up and slide a little bit but I stop myself from going down the mountain. "I'm ready." I announce and we all start heading down the nearest green trail.

The first run is a little bit messy. I only fell a few times but my brother could barely make it 5 feet without face planting into the snow. We do a few runs and we are finally used to it. I make it down without falling and my brother only fell a few times. The next time up we decided to try the blue trail instead. The trail was a lot more icy than the green trail and it was steeper, but the worst part was that it was thinner. My brother and I were still learning so we needed a lot of space to make wide turns. Suddenly the thought returned, *what if I fall off the side of the trail* I thought over and over.

I take one turn a few inches too wide and it feels as if the deep, dark woods that surround the trail suck me right in. I instantly scream in panic and my dad's word replay over and over in my head, *you'll die*. So much was going on at once. Almost before I can even process what is happening I slam into a tree. Thankfully the tree stops me from sliding any further. I can still see the top and the hammering in my heart slows a little. I try to jump, still wearing my board, but I struggle. I try to jump again and I slide right back down, almost passing the tree and sliding down the mountain. Tears fill my eyes and everything turns blurry. My parents were already too far ahead to see or hear me. I scream for help as I start to slide more down the mountain. Nobody stops to help me so I scream louder, when suddenly a small figure appears. It's my brother. For a second it seems like everything was going to be okay, but I forgot one thing, he's an idiot. "What are you doing?" he yells down to me with worry in his voice, making it almost shaky. "I fell!" I cry out. "Take off your board!" He instructed me. "No!" I yell back. Then my brother took off his board and slid down the icy hill. "What are you doing?" I ask, he doesn't respond and then he starts trying to climb back up in his snowboard boots but he keeps sliding back down. Soon we are both screaming until finally my dad comes sprinting up the mountain.

He looked as worried as he did the day that I ran into his room yelling "FIRE!". He saw us down the hill and immediately tried to help us. My mom came running up a little later but by then my dad had already helped us up. Now I never go near the edges and I realize now that the only reason that I was so scared was because my dad told me that I would die if I fell off the edge.

The Most PhenomeNiall Surprise

It was a normal day after school, and I was up in my room. The exact day? I can't remember. I think it was in September, maybe October. Anyway, I was in my room, doing anything I could to skip homework. Most likely looking at something One Direction related on Instagram. As in scrolled through the endless abyss, I could suddenly hear loud rock music playing outside. I could immediately tell that it was my uncle, he always has music playing in his car. I usually go downstairs to see him, but I don't know, I was apparently too busy to go down to see him right away. So I just stayed where I was, looking at my phone.

Not too long after my uncle had arrived, I heard him call my name. I have a feeling that I was probably comfortable where I was, and didn't want to move, but I did anyway. When I got downstairs I could see him standing in the doorway between the kitchen and the porch. He said "hi" and I said "hi" back, and I walked out into the porch where him and my mom were. I automatically sensed that something was going on because of the look on my mom's face. She was smiling, but not like she normally would. It was like the smile she had when she was lying or trying to hide something. Clearly she didn't do a good job. I knew something was up. I was a little worried actually. I don't think I questioned it though, I knew they would tell me eventually.

After a while of talking to my mom and uncle, my mom was still smiling like an idiot. I tried to ignore it, but it was quite annoying. Then my uncle turned his head and looked outside. "Oh, it looks like someone threw some trash in the yard." He said, glancing at my mom. "Go pick it up before Paul gets upset." Oh yeah, like this wasn't suspicious at all. I looked at him with a questioning look, and stepped outside toward whatever my uncle had planted in the yard (I knew it wasn't trash). As I got closer, I realized it looked familiar.

On multiple occasions, all of my family members have gone to concerts. A lot of those times, I had seen the tickets when they arrived at the house. All of them had been in the same thin envelope, that was much bigger than the tickets themselves. As I approached the object that was sitting in the yard up against the fence, I realized why it looked so familiar. I suddenly became very hopeful. This couldn't actually be what I think it is, could it?

I picked up the object, and sure enough it was the same envelope that I had seen a few times before. This one however, was folded. Probably to make me think that it was just trash that has been thrown into the yard. I still knew what it was though, despite this. I mean there was a part of me wondering what concert tickets were inside, but I had a feeling of who it was. "Oh, uh, why don't you open it? I mean I don't know, there could be something interesting in there." Said either my mom or uncle, I can't remember. I smiled because one, I knew what was in the envelope, and two, because of how bad they were at trying not to give it away.

I unfolded the envelope, and began to open it. I stuck my hand into the cardboard envelope but at first didn't feel anything. It's not like what was in it was very big and obvious to find, it's pieces of paper. Eventually I found what was inside, down near the bottom. I pulled them out, smiling. I could sense that my mom and uncle were smiling too. There was a lot of small words printed on the tiny rectangular pieces of paper, but the only ones I really noticed were "NIALL HORAN" printed in all caps. Even though I expected this since I recognized what was in the yard, I was still shocked. It never really expected to get tickets since they had sold out so fast!

I didn't know how to react. I've always felt weird with people watching me when opening presents, like on Christmas or my birthday. My family always expects big reactions to things, but as long as people are watching me, I'll most likely stay silent. Obviously on the inside I was extremely happy. I'm going to see Niall Horan, why wouldn't I be?! But of course, me being me, with people watching, I didn't really show how happy I was. I remember shaking a little bit, but I didn't scream or cry or anything. I basically just stood there staring at the tickets and smiling.

After I had realized that I did in fact actually have tickets to see my favourite One Direction member in concert, and my uncle explained some non-important stuff, I ran to my phone. That's when I really showed how happy I was. I was jumping around in the living room, trying to put my password into my phone. The first thing I did was text my friend Christina, in all caps, misspelling pretty much every word. Despite all the spelling mistakes, she knew what was happening and responded in all caps as well. After I was done screaming at Christina, I told my other friend Amanda, with the same amount of spelling mistakes. She was just as happy as me and Christina were. Maybe a little more, since she wanted me to be able to go to the concert so bad too.

The next day at school I told the rest of my friends who I didn't already tell. Some of them were happy for me, some of them told me I was crazy. Either way, I was still happy and very excited for the concert, that was months away.

Word	Inferred Meaning	Clues	Sentence

Fractions, Decimals, and Percents

Date _____ Period _____

Write each as a decimal. Round to the thousandths place.

1) 90%

2) 30%

3) 115.9%

4) 9%

5) 7%

6) 65%

7) 0.3%

8) 445%

Write each as a percent. Round to the nearest tenth of a percent.

9) 0.452

10) 0.006

11) 0.002

12) 0.05

13) 4.78

14) 0.1

15) 3.63

16) 0.03

Write each as a fraction.

17) 25%

18) 70%

19) 93%

20) 58%

21) 50%

22) $66.\overline{6}\%$

23) 20%

24) 80%

25) 71%

26) 30%

Write each as a percent. Use repeating decimals when necessary.

27) $\frac{1}{2}$

28) $\frac{1}{8}$

29) $\frac{2}{3}$

30) $\frac{1}{100}$

31) $2\frac{1}{10}$

32) $\frac{3}{8}$

33) $\frac{1}{10}$

34) $\frac{87}{100}$

Percent Word Problems

Solve each problem.

- 1) What percent of 126 is 22?
- 2) 81 is 56% of what?
- 3) 25.7 is what percent of 141?
- 4) 17% of what is 156?
- 5) 46 is what percent of 107?
- 6) 79.9 is 99% of what?
- 7) 62% of what is 89.3?
- 8) What percent of 137.4 is 96?
- 9) 30% of 117 is what?
- 10) 11 is what percent of 97?
- 11) 120% of 118 is what?
- 12) 25 is what percent of 37?
- 13) What is 270% of 60?
- 14) 73% of what is 156.4?
- 15) 87% of 41 is what?
- 16) 9 is what percent of 84?
- 17) What percent of 88.6 is 70?
- 18) What percent of 137 is 86?

Name: _____

Date: _____

Period: _____

Percent Proportion

Read each problem, and complete the table to record what you know.

Problem	Part (is)	Whole (of)	Solve!
40% of the students on a field trip to the museum loved it. If 20 students love the museum, how many are on the field trip?			
Haley is selling admission tickets to the middle school dance. So far she has sold 112 tickets, and her plan is to sell 320 tickets. What percent of the admission tickets has Haley sold so far?			
In Carter's math class, 20% of students earned an A on a test. If there were 30 students in the class, how many did not get an A?			
There are 750 students in the seventh-grade class and 625 students in the eighth-grade class at Brookland Middle School. <u>About</u> what percent of students attending Brookland Middle School are in seventh grade?			
At West Junior High School, 240 students said that they have only one sibling, which is 48% of the school's student enrollment. How many students attend West Junior High?			
75% of the students in Ricardo's class are 60 inches or taller. If there are 20 students in his class, how many students are 60 inches or taller?			

Name _____

What's the deal?

You are a sales clerk at Bloomingdales. The retail manager has asked you to create a price list for the items below. Fill in the chart below based on the percent of change. Be sure to indicate whether the percent of change is a percent of increase or percent of decrease. Then, answer the questions that follow.

Use the first two items as examples for calculating percent of change (either increase or decrease).

To calculate percent of change (where x is the percent of change you are trying to find), use the following proportion:

$$\frac{\text{difference}}{\text{original}} = \frac{\text{percent } (x)}{100}$$

Item	Original price	New Price	Difference	% of change (use formula)	Increase or decrease?
EX: Shoes	\$45.95	\$99.95	\$44.00	95.8%	increase
EX: T-shirt	\$25.62	\$15.75	\$9.87	38.5%	decrease
Shorts	\$49.99	\$19.99			
Sweater	\$98.65	\$25.54			
Skirt	\$12.67	\$46.87			
Jeans	\$13.98	\$100.76			
Boots	\$78.43	\$43.54			

1. What reasons would a retail manager have for marking prices lower? (at least 2)

2. What reasons would a retail manager have for marking prices higher? (at least 2)

3. As a consumer (buyer) of products, what would you want/need to know in order to be a better consumer?

4. What other jobs could use percent of change as part of their career? (at least 2)

Name: _____ Date: _____

Percent of Change Error Analysis

Directions: Algebra Ally recently learned how to calculate the percent of change. Analyze her work below and decide if her thinking was correct or incorrect. If she was incorrect, explain why.

Problem:	Ally's Work:	Correct or Incorrect?	If incorrect, explain why:
1) A CD increased from \$20 to \$25. What was the percent of change?	1) $25 - 20 = 5$ 2) $\frac{5}{25} = 0.2$ 3) $0.2 = 20\%$ 4) 20% increase		
2) The temperature dropped from 20 degrees to 3 degrees overnight. What was the percent of change?	1) $20 - 3 = 17$ 2) $\frac{17}{20} = 0.85$ 3) $0.85 = 85\%$ 4) 85% decrease		
3) Jeffrey increased the number of push-ups he could do in one minute from 25 to 27. What was his percent of change?	1) $27 - 25 = 2$ 2) $\frac{2}{25} = 0.08$ 3) $0.08 = 80\%$ 4) 80% increase		
4) Melissa's math grade changed from a 90% to an 85%. What was the percent of change?	1) $90 - 85 = 5$ 2) $\frac{5}{90} = 0.0555...$ 3) $0.0555... = 5.6\%$ 4) 5.6% increase		

Name: _____ Date: _____

Percent of Change Assignment

Directions: Calculate the percent of change in each of the problems below. Identify each change as an increase or decrease.

1) At the beginning of the school year, Shayna was 60 inches tall. By the end, she was 65 inches tall. What was her height's percent of change?

2) Javier increased the number of free throws he could make in five minutes from 12 baskets to 20 baskets. What was his percent of change?

3) A t-shirt normally costs \$19.50. It is on sale right now for \$11.00. What is the percent of change?

4) The cost of a pair of shoes increased in price from \$100 to \$150. What is the percent of change?

5) The temperature outside decreased from 75 degrees to 51 degrees. What was the percent of change?

6) Last week, there were 225 people at the football game. This week, there was only 200. What was the percent of change?

7) On his first math test, Ricky got a 75%. On his second math test, he got a 95%. What was his percent of change?

8) The cost of a cheeseburger increased from \$1.50 to \$2.25. What was the percent of change?

7.RP Double Discounts

Task

Emily has a coupon for 20 percent off of her purchase at the store. She finds a backpack that she likes on the discount rack. Its original price is \$60 but everything on the rack comes with a 30 percent discount. Emily says

Thirty percent and twenty percent make fifty percent so it will cost \$30.

- a. Is Emily correct? Explain.
- b. What price will Emily pay for the backpack?



7.RP Double Discounts
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7.RP Chess Club

Task

There were 24 boys and 20 girls in a chess club last year. This year the number of boys increased by 25% but the number of girls decreased by 10%. Was there an increase or decrease in overall membership? Find the overall percent change in membership of the club.



7.RP Chess Club
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7.RP Comparing Years

Task

Historically, different people have defined a year in different ways. For example, an Egyptian year is 365 days long, a Julian year is $365\frac{1}{4}$ days long, and a Gregorian year is 365.2425 days long.

- What is the difference, in seconds, between a Gregorian year and a Julian year?
- What is the percent decrease, to the nearest thousandth of a percent, from a Julian year to a Gregorian year?
- How many fewer days are there in 400 years of the Gregorian calendar than there are in 400 years of the Julian calendar?



7.RP Comparing Years

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7.RP Tax and Tip

Task

After eating at your favorite restaurant, you know that the bill before tax is \$52.60 and that the sales tax rate is 8%. You decide to leave a 20% tip for the waiter based on the pre-tax amount. How much should you leave for the waiter? How much will the total bill be, including tax and tip? Show work to support your answers.



7.RP Tax and Tip
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SAFE LANDING

CHALLENGE SHEET



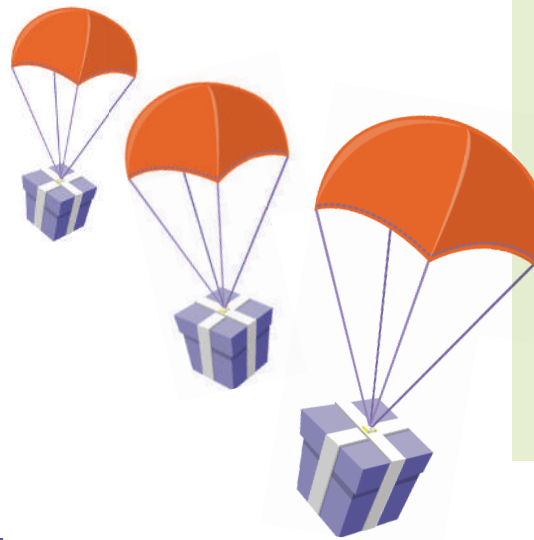
FOR MORE GREAT ACTIVITIES:
PBSKIDS.ORG/DESIGNSQUAD

YOUR CHALLENGE

Design and build a way to protect a container so its contents aren't damaged when dropped to the ground.

DEFINE THE NEED

In some situations, the only way for people to get essential supplies like food and medicine is when they are **airdropped** (dropped to the ground from a plane). Can you think of situations when an airdrop might be necessary? The job of an engineer is to make sure that containers of important supplies aren't damaged when dropped from great heights.



MATERIALS (per person)

- 1 or 2 pieces of cardboard
- 1 small paper or plastic cup
- 1 Ping Pong ball
- scissors
- masking tape
- ruler

You'll need some but not all of these materials:

- a plastic shopping bag
- string
- index cards
- plastic straws
- cotton balls
- rubber bands

BRAINSTORM & DESIGN

You are challenged to build and design a way to protect a Ping Pong ball inside of a cup as it's dropped from a height of at least 1 foot/30 centimeters. Think of the Ping Pong ball as medicine or other important supplies and the cup as your container. To succeed:

- the cup must land upright
- the ball can't fall out
- you can't make a cover for the cup!

Here are some ways an engineer might protect a container that's dropped to the ground.

- Slow the fall with a parachute.
- Cushion the fall with a shock absorber (a device that absorbs shocks and jolts, like the impact of something hitting the ground). Springs and cushions are good shock absorbers.

Brainstorm ways you might use a parachute or shock absorber to protect your cup and ball.



BUILD, TEST, EVALUATE, & REDESIGN

- Build your design.
- Test it by dropping your design from a height of 1 foot /30 centimeters.
- Use the ruler to measure the height.
- Observe any problems and redesign if needed.
- Once you're successful, try it from an even greater height.

Problem-Solving Tips

WHAT IF THE CONTAINER . . .

- . . . **tips over when it drops?** Make sure your design is level when you release it. You can also add a cardboard base under the cup to stabilize it. Make sure the cup is centered on the base.
- . . . **bounces instead of landing softly?** Add shock absorbers to cushion the fall.



ENGINEERING AND INVENTION IN ACTION

When Haiti was hit by a massive earthquake in 2010, it was too dangerous for aid workers to bring in supplies. Instead, thousands of pounds of food and clean water were airdropped to the people on the island.



An airdrop of humanitarian aid in Haiti.

Credit: Sgt. James L. Harper, Jr.



DESIGN SQUAD GLOBAL is produced
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improving lives through invention

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Energy Flow Guided Notes

Write down two big ideas from the video you watched (<https://youtu.be/0ZOvqYypOuo>)

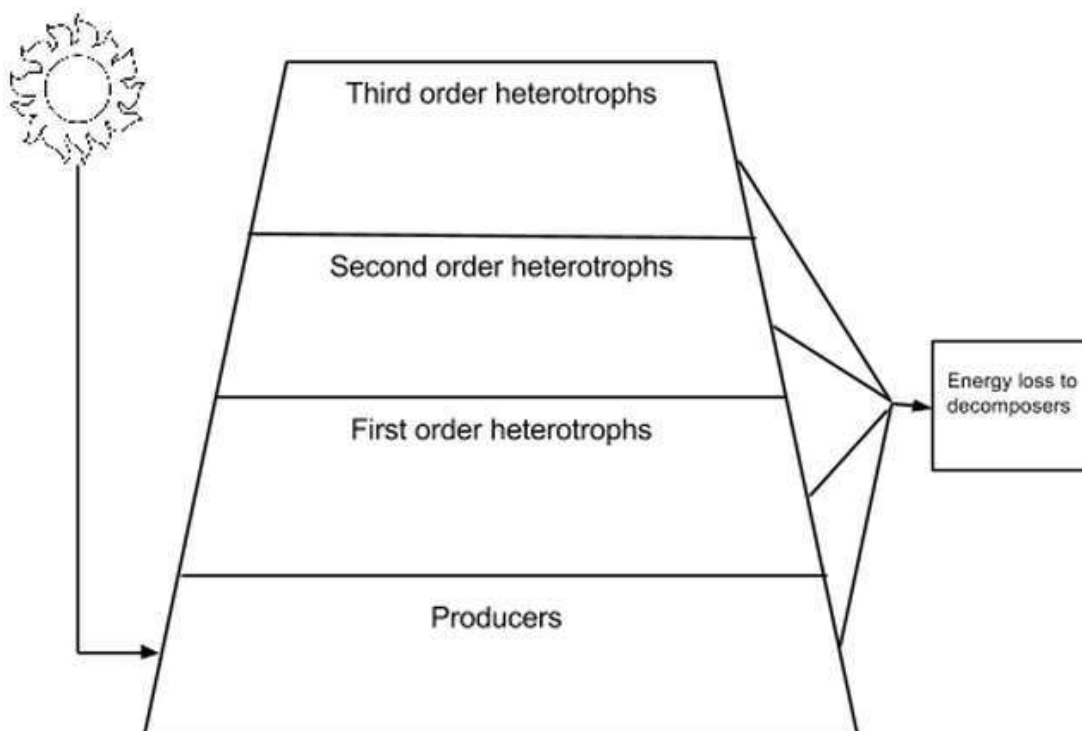
This presentation may also be helpful: <https://docs.google.com/presentation/d/1J3fxn1J5h3-u3WEb-KyZjqbX01niaHkw599SyHWV7xs/edit?usp=sharing>

As you follow along in the presentation, write down your notes:

All energy originates from _____.
The solar energy captured during photosynthesis becomes _____ energy. Chemical energy can become _____ energy needed for _____, _____ energy stored in fats or _____ energy, which is given off back to the environment.

_____ are organisms that feed themselves through photosynthesis. _____ get their food by eating others.

Trophic levels are _____.
Write down some examples at each level to help you remember

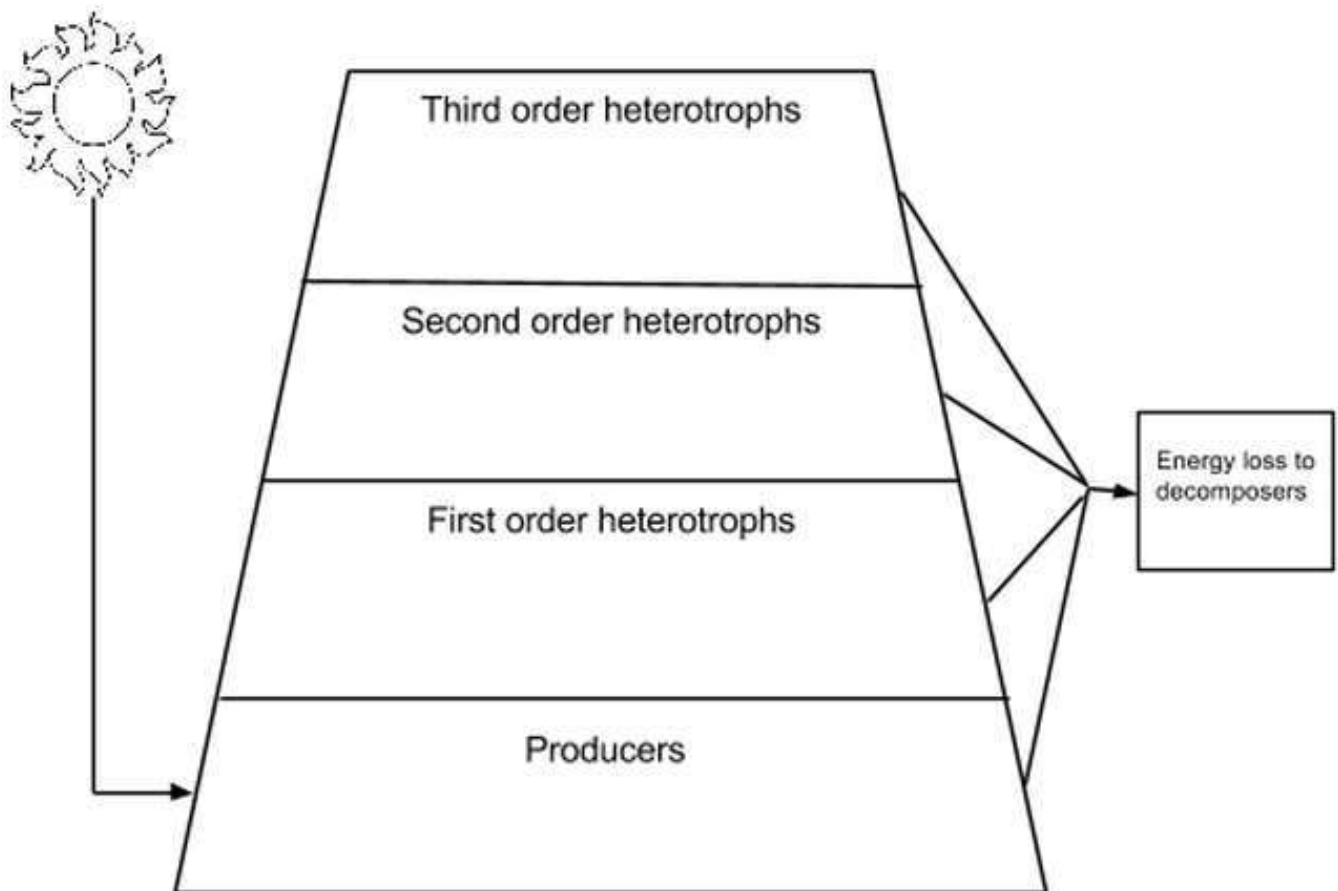


On average, only about _____ of the available energy is passed on from one _____ level to the next.

Why is so little of the energy passed on?

You will now visit another ecosystem. Write down your data. https://mass.pbslearningmedia.org/asset/tdc02_int_energyflow/

Energy flow in the _____

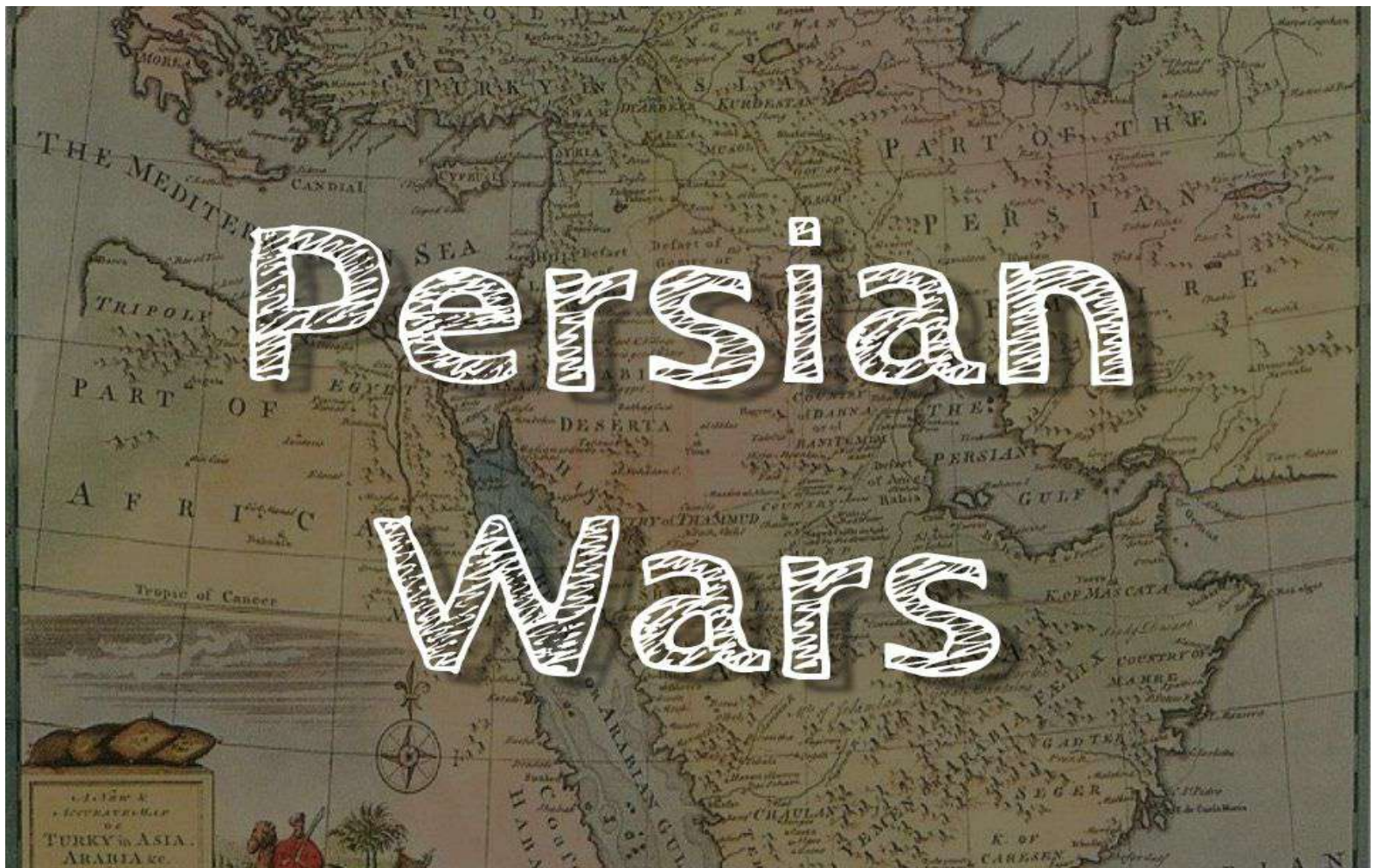


Finally, watch this video on ecological pyramids. <https://www.youtube.com/watch?v=NJplkriUEg>

Does the population size increase or decrease at higher trophic levels in the pyramid of numbers?
Why do you think that is?

What do you notice when you compare the pyramid of numbers and the pyramid of energy?

Look closely at the data for pyramid of energy. Which level has the least amount of energy available?



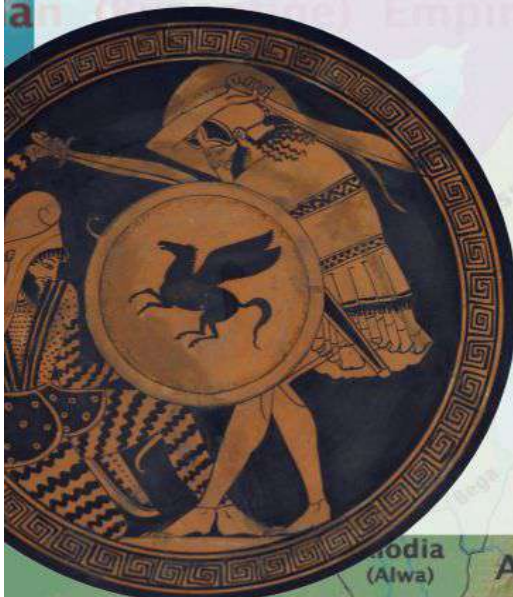
Persian Empire

- From 499 to 479 BCE the Persian Empire was the enemy of Athens and Sparta.
- At that time, Persia was the largest empire in the world.
- The Persian Empire began in the modern day country of Iran.



Persian Empire

- They built their empire by conquering neighboring civilizations.
- The Persians had the best archers in the world.
 - An **archer** is a person who shoots with a bow and arrow. These archers made Persia difficult to defeat.
 - The Persians conquered Asia Minor, Syria and Egypt. They also conquered areas of India, Europe, and Mesopotamia.



★ PERSIAN EMPIRE

Where are Athens, Sparta, and Persia? Label them on this map!



When was the Persian Empire enemies of Athens and Sparta?

The Persian Empire started in which modern day country?

PERSIA WAS THE LARGEST EMPIRE IN THE WORLD!

How did the Persian Empire spread?

What areas of the world did the Persians conquer?

Why were archers important to the Persians?



Ionian Revolt

- One of the greatest Persian Kings, **King Darius**, divided the empire into 20 parts.
- Each part was known as a **satrap**.
 - Satrapies made it easier to collect
 - Each satrap had its own government leaders.
 - When an area was conquered, they were allowed to keep their own customs and religion.



Ionian Revolt

- In 546 B.C.E. the Persians conquered the Greek settlement of Ionia. It is located in Asia Minor.
- The Persians:
 - took over the Ionian's harbors and farmland.
 - forced the Ionians to pay **tribute**.
 - A **tribute** is a payment made from one weaker group of people to another stronger group.
 - forced the Ionians to become soldiers in the Persian army.



Ionian Revolt

- Ionians knew they needed help defeating the Persians.
 - They asked other Greek city-states for help.
 - Athen sent a fleet of ships to help but did not stay for long.
 - The Ionians had to fight alone and were defeated by the Persians in 493 B.C.E.
 - The Persians punished the Ionians for rebelling by destroying their city named Miletus. They also sold some people into slavery.



★ IONIAN REVOLT

Who is Darius I?

Cause: The empire was divided into 20 satraps.

Cause: In 546 B.C.E. the Persians conquered the settlement of Ionia.

Effect:

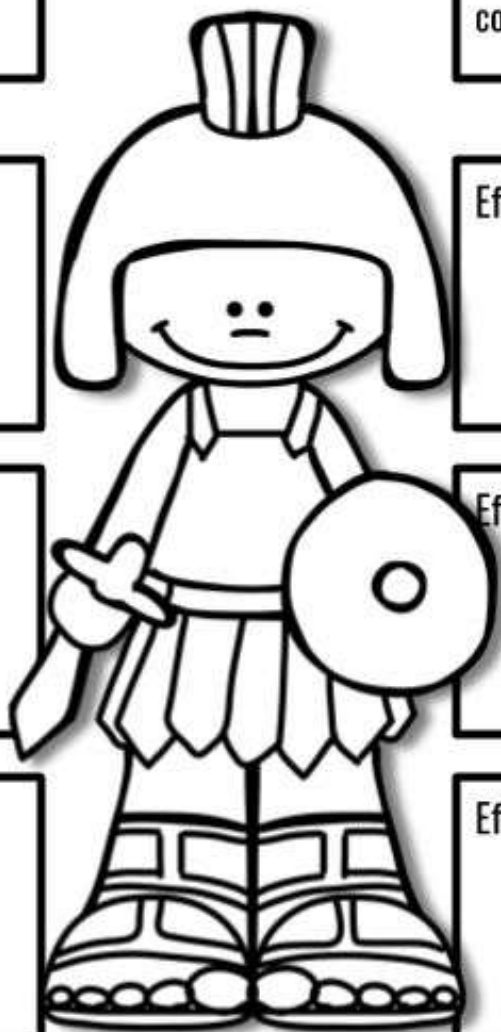
Effect:

Effect:

Effect:

Effect:

Effect:



How did the Ionians try to fight back?

What was the outcome?

Battle of Marathon

- Darius asked for tribute from the Greek city-states
- They said no
 - threw his messengers into pits and wells.
- 490 B.C.E. - Darius sent soldiers
 - on foot (infantry)
 - on horse (cavalry)
 - across the Aegean Sea to Greece.
- They set up on the plain of Marathon.
- Athens sent a runner named Pheidippides to Sparta.
 - Pheidippides ran for two days.



Battle of Marathon

- Spartans were celebrating a religious festival.
 - Spartans wouldn't leave immediately.
- Athens and allies went against Persians alone.
- Greeks won with a surprise tactic.
 - They lined up their men and advanced the soldiers in the middle.
 - They attacked from the sides as well.
- Athenians were able to get back to Greece and defend it from the Persians.



Battle of Thermopylae

- King Xerxes, son of Darius, attacked Greece again.
- He put together a large army.
- He needed to cross Hellespont, a narrow waterway between Europe and Asia.
- His army made two bridges with boats, wooden planks, and ropes.
- They attacked a number of Greek city -states.
- The Spartans and the Athenians joined together to fight.
 - The Athenians fought on water.
 - The Spartans fought on land.
- The Spartans biggest fight took place at Thermopylae.



Battle of Thermopylae

- Their position forced the Persians to travel through a narrow mountain pass.
- Leonidas was the Spartan commander. The Spartan army had 6,000 - 7,000 soldiers.
- The Spartans forced the 180,000 Persians back through the pass.
- A traitor showed the Persians a passage through the mountains.
- Leonidas commanded his troops to escape.
- 300 soldiers stayed to fight. All 300 were killed but their bravery is an important Greek legend.



★ BATTLE OF MARATHON

What did Darius want from the Greeks?

What was Sparta's role in the Battle of Marathon?

What was their response to his request?

Who won the Battle of Marathon and why?

How did Darius react?



★ BATTLE OF THERMOPYLAE

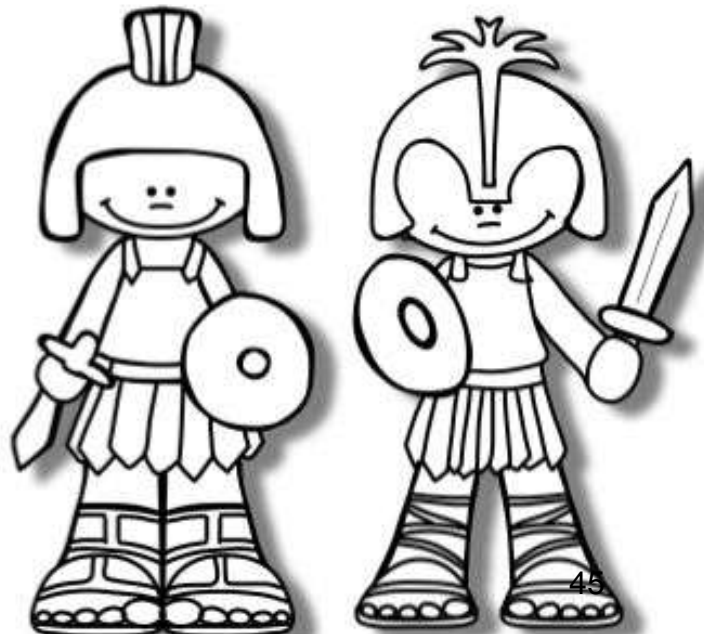
How did Xerxes and his army cross Hellespont?

How did Athens and Sparta split the fighting?

Why didn't that plan work?

What was the Spartan's plan to win the battle?

How did Xerxes Why are Leonidas and his soldiers a Greek legend?



Battle of Salamis

- After Thermopylae the citizens of Athens fled to nearby islands.
- A small army stayed in Athens as defense.
- Xerxes defeated Athens and burned it.
- Themistocles, a navy leader from Athens, wanted to defeat the Persians on boats in the narrow channels between the mainland and islands.
- This would make it hard to move ships around.
- Themistocles lied and told Xerxes he



Battle of Salamis

and his troops wanted to join the Persians.

- Xerxes entered the channel near the island of Salamis and the Greek boats pretended to retreat.
- The Greeks surrounded the Persians and used wooden rams to destroy 300 Persian ships.



★ BATTLE OF SALAMIS

What was the effect of the Battle of Thermopylae?

How did Themistocles want to defeat the Persians?

How did Themistocles trick Xerxes?

How did the Greeks destroy the Persian ships?



The Battle of Plataea

- Xerxes and some soldiers fled to Hellespont but left the rest of his army in Greece.
- He ordered his soldiers to attack again in the spring.
- The Greek city - states joined together and created an army of 80,000 Greeks.



- In 479 BCE, they defeated the Persian army outside a town called Plataea.
- The Persian army stopped attacking Greece.

Battle of Plataea.

The Battle of Plataea

- This defeat stopped the Persian army from taking over all of Europe.
- Thousands of Greeks died in the Persian Wars.
- Athens was destroyed but would rebuild.



Battle of Plataea.

★ BATTLE OF PLATAEA

How did the Greeks win the war?



Effects of
the Persian
Defeat

ESL at Home 6-8 Weeks 9-10

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Choose a TV Show or Movie and write a review for it! Include a summary and if you would recommend it to someone.</p> <p>First, _____. Next, _____. Last, _____. You should/should not watch this because _____. Another reason _____.</p>	<p>Use things in your home to create a kind of store (clothing, furniture, etc.). Write what you will sell and what it will cost! "Sell" items to your family and add their totals!</p> <p>Example: Red t-shirt: \$10 Jeans: \$17.99 Gold necklace: \$4.50</p>	<p>Create a cooking show! Choose something to make with your family! Explain the steps of how to make the dish while you are cooking together!</p>	<p>Go on a walk outside. What are some natural resources that you see? What are some physical features of your area? Sketch and label.</p> <p>Natural resources: water, plants, sunlight. Physical Features: Mountain, hill, river.</p>	<p>Imagine you were an animal (Example: horse, cow, pig, chicken) that lived on a farm where all the animals could talk. Write and draw about your adventure with your animal friends.</p>
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Find items around your house and create an instrument. Come up with a song and write lyrics to it. Make sure you use imagery!</p>	<p>Pick a character from a TV show, movie, or book. Write and describe the character traits of that character.</p> <p>Example: Batman is wearing black. He is kind because he saves others.</p>	<p>Read a story or chapter aloud to someone, but don't read the end (or what happens next). Have them predict what will happen. Then read it to them and see if they were correct!</p>	<p>Interview your parents or grandparents about their life when they were your age. Write about how your life is similar and different to theirs!</p>	<p>List four things in your home that produce light energy. List four things in your home that produce heat energy. List four things in your home that reflect light.</p>

