

BEARCAT DAY 10

GRADE 8
ANDERSON COUNTY SCHOOLS



ANDERSON COUNTY MIDDLE SCHOOL

8TH GRADE BEARCAT DAY 10

LANGUAGE ARTS	<u>ANALYZE GENRES REVIEW</u> Please go to your Language Arts Google Classroom. Click on the Bearcat Days/NTI Days Assignment to enter answers for all of your Language Arts Bearcat Days (NTI Days) each day. If you cannot send your Language Arts answers electronically each day, write your answers on notebook paper and bring to school at your earliest convenience. AC staff members will be reaching out to you multiple times a week. Don't hesitate to contact us with questions!
MATH	<u>SLOPE AND RATE OF CHANGE REVIEW</u> Read through the Bearcat Day 10 Lesson. Work through the practice problems in the lesson. After completing the lesson, complete the Bearcat Day 10 Google Form that goes with the lesson. This Google Form will be graded and entered into the grade book. Please give your best effort! We have included a Khan Academy video to help you with the content if you are struggling. If you cannot complete the assignment electronically, complete it on notebook paper and return it to the school.
SCIENCE	<u>POPULATION DYNAMICS</u> Students should complete the assignment in their science class' Google Classroom.
SOCIAL STUDIES	<u>SLAVERY IN THE NEW TERRITORIES</u> Students should complete the assignment in their social studies' class' Google Classroom. Read the passage. Answer the questions in COMPLETE sentences, restating the questions. Cite line/paragraph from passage.
PE/HEALTH	<u>PHYSICAL ACTIVITY LOG</u> Students should have received a printed copy of this log in class. Student and parent will sign the activity log once the activity is complete.
CAREERS	<u>Dream Jobs: Makeup Artist</u> Let's explore some COOL JOBS! Read the article and answer the questions in Mrs. Beasley's Google Classroom.

LESSON 10

RL.8.5, L.8.5.b

Analyze Texts Across Genres

① GETTING THE IDEA

Authors may present information about a single topic in many different ways. Think about the topic of space travel. One author may write an informational text to give facts and details about the International Space Station. Another may write a science fiction story to tell a humorous tale about a family's vacation in outer space.

Fiction vs. Nonfiction

You already know that fiction can be completely made up, while nonfiction presents facts about the world. But fiction and nonfiction also have certain things in common. Here are some similarities and differences you may find.

Fiction	Both	Nonfiction
- tells a story that is completely or partly made up by the author - does not have to be based on facts	- may present information in the form of a story - told from a certain point of view - can include facts	- presents facts to support a main idea - may tell a true story - may be broken into informational sections separated by headings

Some types of fiction and nonfiction that resemble each other include the following.

- Historical fiction** tells a story based on a real event from the past or set in a real time or place from the past. It often includes both historical facts and made-up or exaggerated details.
- Science fiction** tells a story often set in the future, in space, or on another planet. It may include real-life details about science and technology.
- Literary nonfiction** includes **biographies**, **autobiographies**, and **memoirs** that tell true stories about real-life events or subjects. Authors use storytelling techniques like plot development, suspense, and conflict to engage the reader.

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Analyze Subject Matter

Authors may use factual details from informational texts as a basis for their stories. What distinguishes a text as fiction are the additional made-up details an author adds to the underlying facts. In a fictional text, an author may embellish, or exaggerate, details to make a story more interesting.

Read each passage below. One is nonfiction, and one is historical fiction. Pay attention to the setting, topics, writing style, points of view, and people involved in both. Underline any similarities you notice.

The Secret History of Female Civil War Soldiers

Technically, women were not allowed to fight in the Civil War. But that didn't stop an estimated four hundred to one thousand from trying. These brave women disguised themselves as men to work as scouts, spies, and soldiers in active combat. Many remained undetected as they fought alongside men in major Civil War battles.

Sarah Edmonds was one of these soldiers. She took on the name Franklin Thompson and fought on the Union side. She was known to ride a horse through battlefields for up to twelve hours, delivering messages to Union generals.

Susannah Steps Up

This morning, getting ready to leave home was quite different for Susannah. She hid her newly cut hair in a slouch hat and rubbed dirt on her pale cheeks. She pulled her legs, which were used to stockings, skirts, and petticoats, into rough wool breeches. She looked in the mirror and let out a shaky breath.

"Be strong," she whispered to her reflection. "Know who you are."

From now on, she would be known as Nathaniel. Today she would join the Union Army to fight for her country as a secret female soldier.

Now think about how the two passages are different. For example, which passage *tells* more and which one *shows* more? How might the author of the fiction piece have used details from an article such as the first one to write the story? On a separate piece of paper, write down any differences you noticed about how these passages are written and the point of view from which they are told.

Finally, think about another way this subject may have been presented. How might it be different if it were written as a memoir from Sarah Edmonds's point of view?

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Analyze Organization

Nonfiction and fiction texts may be organized, or structured, differently. But both try to present their text in a way that a reader can follow and understand.

In fiction texts, text is organized in a way that will best tell a story.

- It may be broken up into chapters that tell different parts of the plot.
- It may be told in **chronological**, or time, order. It may also use **flashbacks** to tell you about a character's past.

In nonfiction texts, text is organized in a way that will best inform a reader.

- Shorter nonfiction texts may be broken up into chunks with subtitles or **headings**, which are titles that summarize the material to follow in a section.
- Longer nonfiction texts may be broken up into chapters that give different types of information or tell different parts of a true story or event.
- A text may include graphics, charts, or lists to help present information. For example, a text about the Civil War might include a timeline of Civil War events.

Further Your Understanding

When you read two or more texts that are related, gather relevant details from each text and notice how they build on or expand the ideas in the other texts. For example, if you are reading about the invention of the telephone, you may learn details about how the telephone worked from a nonfiction text. Then, a fictional account of the events may expand on the facts by showing how people felt when they first used a telephone. Synthesizing information across the related texts can help you form a better understanding of the topic.

Language Spotlight • Synonyms and Antonyms

Synonyms are words with almost the same meaning. **Antonyms** are words with opposite meanings. Authors may include synonyms and antonyms in a section of text to emphasize important concepts or details for the reader.

Read the paragraph below. Circle a synonym and draw a box around an antonym for the underlined word.

The afternoon's sizzling heat was a distant memory as the campers shivered in the frigid desert night air. They huddled around a campfire waiting for the blazing sun to return.

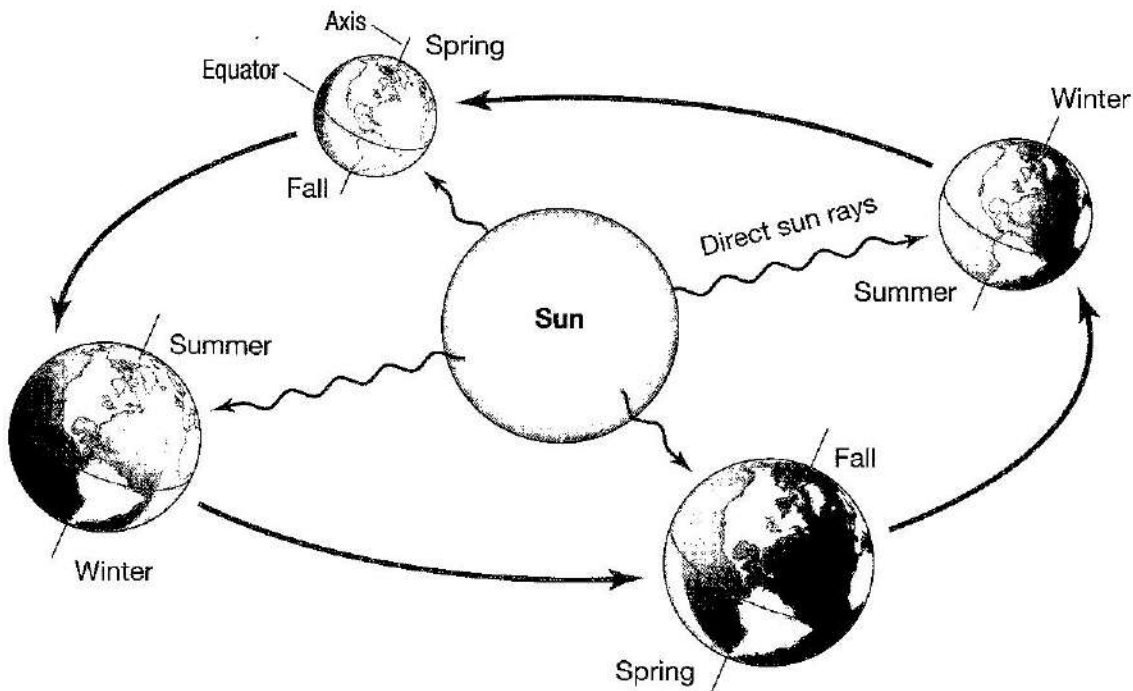
How is the desert different at night? How do the synonyms and antonyms in these sentences emphasize this point?

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Seasons in the Sun

The seasons occur because of Earth's tilt as it rotates and its motion as it revolves around the sun. On the part of Earth that tilts toward the sun, it is summer. In those places, sunlight travels more directly toward the surface, like a flashlight shining from directly overhead. Days are longer. More heat reaches the surface, so temperatures are higher.

Winter occurs on the side that is tilted away from the sun. Sunlight beams onto Earth's surface at a flatter angle. More rays scatter and don't reach the surface. Days are shorter. These factors mean that less energy from the sun reaches Earth's surface in winter. Therefore, it is cooler.



This diagram shows Earth's tilt as it rotates and revolves around the sun. Earth's hemispheres experience opposite seasons. When it is summer in the Northern Hemisphere, it is winter in the Southern Hemisphere.

All or Nothing

There are no seasons at the equator. Every day there, sunlight hits Earth at pretty much the same angle and for the same number of hours. Things get more extreme farther away from the equator. At the poles, it is dark all winter. The pole that is tilted away from the sun receives no sunlight at all. In summer, however, the sun never sets!

2 COACHED EXAMPLE

Read the passage.

Why Does Earth Have Seasons?

Most people have a favorite season in the year. Some enjoy the colorful buds of spring and others prefer the changing leaves of fall. Some would rather bask in the heat of summer than shiver in the chill of winter. Yet, did you ever wonder what causes the seasons, or how different places on Earth can experience opposite seasons at the same time?

The Four Seasons

The four seasons—winter, spring, summer, and fall—are the four divisions of the year. Each one has its own characteristics of weather, temperature, ecology, and number of daylight hours. There is no such thing as a typical season though. The properties depend a lot on location. Summer in Alaska, for example, can be colder than winter in Florida.

Talkin' About Revolution

For thousands of years, people saw the sun rising and setting. That motion made them think that the sun orbited, or revolved around, Earth. Then, in the early 1540s, a Polish astronomer and mathematician named Copernicus published papers that showed that Earth really revolved around the sun. This discovery was the first step toward understanding the seasons.

Turn, Turn, Turn

The other key discovery that explains the seasons is that Earth is tilted. Earth revolves around the sun along a flat plane, like a marble rolling around on a tabletop. If Earth were not tilted, the axis—the imaginary line around which Earth rotates—would point straight up from that plane. Instead, Earth looks tipped over a bit. Earth spins around a celestial pole that points 23.5° away from a line perpendicular to the plane.

Astronomer Johannes Kepler is credited with first understanding Earth's tilt. In 1609, he figured out three key laws describing planetary motion. His laws explain how Earth moves, including its tilt.

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Answer the following questions.

- 1 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Reread the section "Talkin' About Revolution." Which choice **best** describes how the paragraph is organized?

- A. chronological order
- B. main idea and detail
- C. problem and solution
- D. part to whole

Part B

Which words from the section help the reader identify that structure? Select **all** that apply.

- A. For thousands of years
- B. rising and setting
- C. the sun orbited, or revolved around, Earth
- D. Then, in the early 1540s
- E. This discovery
- F. first step

Hint Reread this paragraph in the passage, looking for transition words that indicate structure.

- 2 Circle the word in the paragraph that is a synonym for rotates.

The other key discovery that explains the seasons is that Earth is tilted. Earth revolves around the sun along a flat plane, like a marble rolling around on a tabletop. If Earth were not tilted, the axis—the imaginary line around which Earth rotates—would point straight up from that plane. Instead, Earth looks tipped over a bit. Earth spins around a celestial pole that points 23.5° away from a line perpendicular to the plane.

Hint Synonyms are words with similar meanings. Since *rotates* is a present-tense verb, its synonym will also be a present-tense verb.

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- 3 Read this paragraph and all parts of the question before responding.

Winter occurs on the side that is tilted away from the sun. Sunlight beams onto Earth's surface at a flatter angle. More rays scatter and don't reach the surface. Days are shorter. These factors mean that less energy from the sun reaches Earth's surface in winter. Therefore, it is cooler.

Part A

What is this paragraph **mainly** about?

- A. why Earth has a tilt
- B. why winter is different from summer
- C. why winter days are shorter
- D. why it is cooler in winter

Part B

Explain how the other sentences in this paragraph develop the main idea.

Hint Though the term *main idea* may refer to the most important idea in an entire passage, it may also refer to the most significant idea in a paragraph.

- 4 What is the author's purpose for writing this passage? Use details from the text to support your response.

Hint Consider what the author wants readers to gain from reading this text. Is the main purpose of the passage to entertain, describe, inform, or persuade?

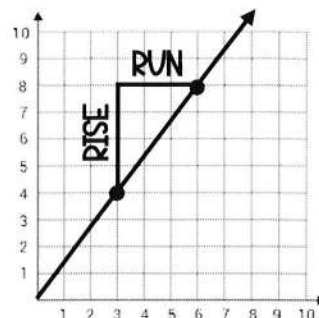
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FINDING SLOPE FROM A GRAPH

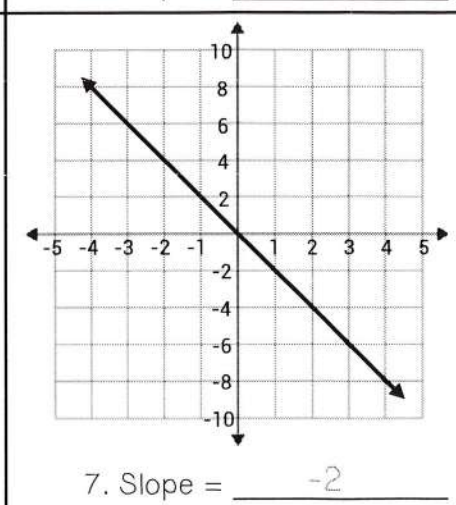
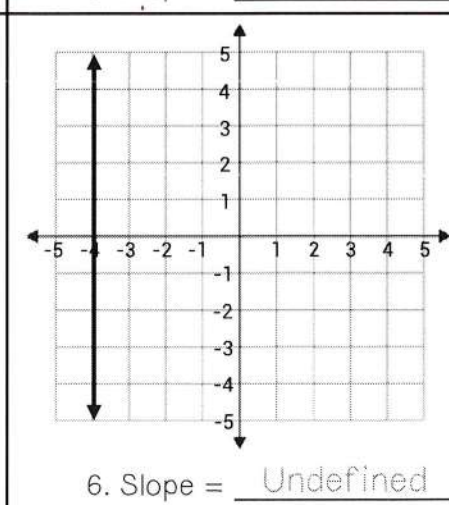
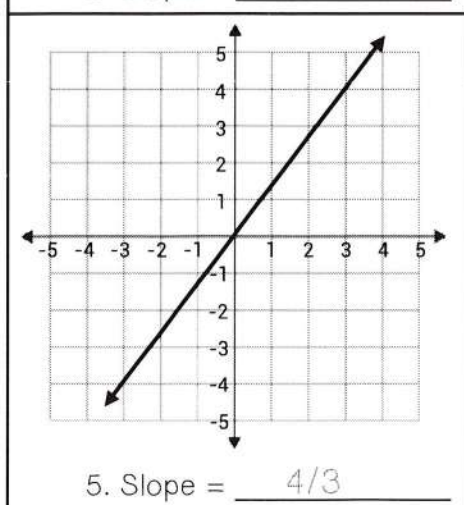
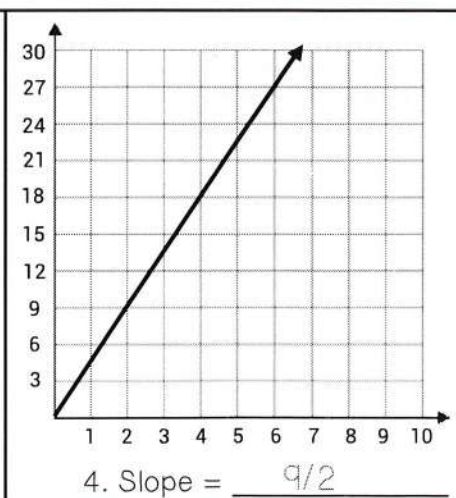
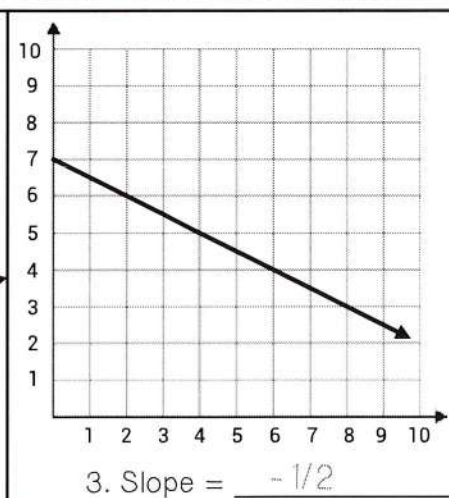
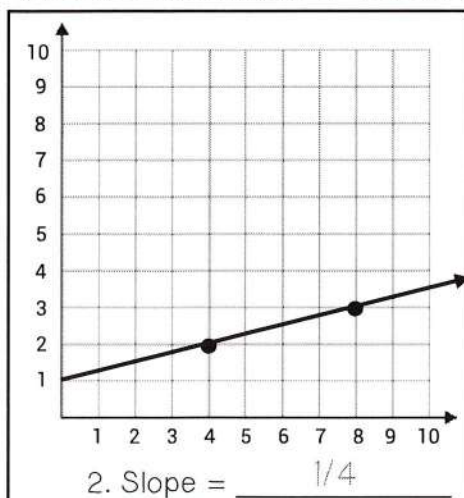
- To find the value of slope from a graph, find the ratio of the vertical change compared to the horizontal change, or $\frac{\text{RISE}}{\text{RUN}}$.
- To do this, choose any 2 points on the graphed line. Then draw a right triangle to count the "rise" and the "run".
- Always simplify your ratio when possible, and remember to check if the graph has a positive or negative slope.

1. Follow the steps to find the slope of the graph shown:

- The rise of the graph shown is 4.
- The run of the graph shown is 3.
- The slope of the graph is $\frac{4}{3}$.



In questions 2-7, find the slope of the graphed line. The first line has points chosen for you, but practice choosing your own two points on the other examples.



*Students may need reminders to check the intervals of the graph.

Practice Set

SLOPE AND RATE OF CHANGE

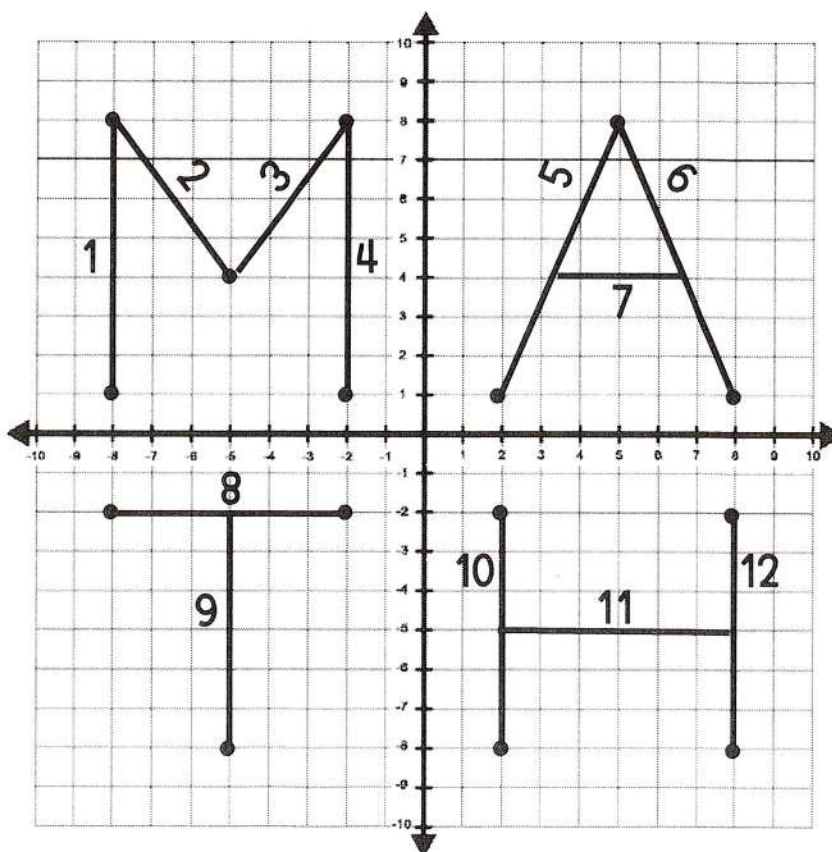
Part I: Match each blank with the correct vocabulary term at the right.

1. The vertical change on a graph is described as the _____.
2. The horizontal change on a graph is described as the _____.
3. The slope of a horizontal line will always be _____.
4. The slope of a vertical line will always be _____.
5. A graph with a _____ slope increases from left to right.
6. A graph with a _____ slope decreases from left to right.

- A. Positive
- B. Undefined
- C. Run
- D. Zero
- E. Negative
- F. Rise

Part II: Each of the line segments in the word MATH are numbered in the graph below. Find the slope (as a ratio of rise over run) of each line segment.

7. Line 1 = _____
8. Line 2 = _____
9. Line 3 = _____
10. Line 4 = _____
11. Line 5 = _____
12. Line 6 = _____
13. Line 7 = _____
14. Line 8 = _____
15. Line 9 = _____
16. Line 10 = _____
17. Line 11 = _____
18. Line 12 = _____



Chapter 8 • Lesson 40

Population Dynamics

Key Words

- population • immigration • emigration • limiting factor • abiotic factor • biotic factor
- density-dependent limiting factor • population density • density-independent limiting factor
- carrying capacity

Getting the Idea

Ecosystems are made up of nonliving factors in an environment as well as the populations that live in them. A **population** consists of all the organisms of the same species that live in an ecosystem at the same time. Many factors influence the size of populations.

Population Size, Growth, and Decline

Population size is determined by a combination of four factors: number of births, number of deaths, immigration, and emigration. **Immigration** is the movement of organisms into an area. Births and immigration increase population size. **Emigration** is the movement of organisms out of an area. Deaths and emigration decrease population size.

When there are more births and immigrants than deaths and emigrants, the population grows. If deaths and emigrants exceed births and immigrants, the population declines. The population-limiting factors described in this lesson are important because they affect the rates of birth, death, immigration, and emigration.

Factors That Limit Population

Population size often changes over time. However, most populations stabilize rather than continue to grow endlessly. Continual growth does not happen because, as a population grows, it puts more demands on its ecosystem. For example, a larger population of lions in a savanna needs more food than a smaller population does. If the ecosystem does not have the resources to feed the larger population, some lions will die, and fewer cubs will be born. As a result, the population will decrease.

The lion population is limited by the food supply. Anything in the environment that can limit the size of a population is called a **limiting factor**. In addition to food, other limiting factors include the amount of water, oxygen, and sunlight, as well as relationships with other organisms. Limiting factors can be either biotic or abiotic, and either density-dependent or density-independent.

Abiotic and Biotic Factors

Abiotic factors of an organism's environment are all the nonliving components of the ecosystem. Abiotic factors include the amount of sunlight an area receives, the temperature range in the area, the humidity and amount of precipitation, soil type and acidity, salinity of water, and the available amounts of oxygen and nutrients.

Biotic factors are all the living things in an organism's environment—all the other populations with which an organism may interact. These include predators and prey and other living things with which the organism competes for resources.

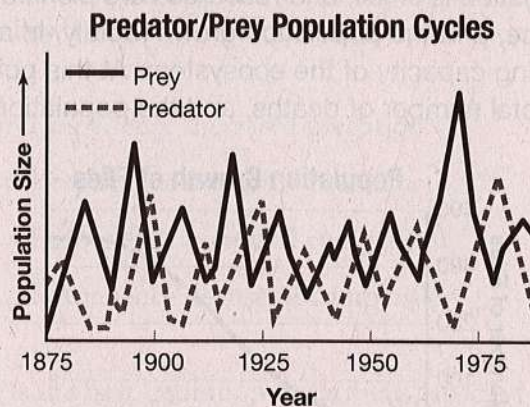
Density-Dependent Limiting Factors

A **density-dependent limiting factor** is one that varies according to the density of populations.

Population density is a measure of the number of organisms per unit area. A population of 500 wolves may have a high density or a low density, depending on the size of the area over which the population is spread. Two major density-dependent limiting factors are predation and competition.

Predation

Predation is an ecological relationship in which one animal, the predator, hunts and eats another species, the prey. If the predator population in an area grows too large, there will not be enough prey to support it. Some of the predators will go hungry or produce fewer and smaller litters of offspring, and the predator population will shrink. The graph shows how predator and prey population sizes tend to change together in a continuous cycle. Notice that the predator population size follows the prey population. A peak or dip in a prey population causes a similar change in the predator population a few years later.



Competition

Competition occurs when organisms try to use the same resource. As a population grows, individuals compete with each other for available resources. A group of trees, for example, may have only so many resources available in the area. When the trees are spread far apart from each other, plenty of soil, sunlight, and water may be available for all of them. As more trees grow, the tree population needs more of those resources. As a result, there is more competition among the trees. Often, seedlings die because they are shaded out by older, larger trees.

Competition may occur between members of the same species. Recall that natural selection depends on competition among members of a population for limited resources. Competition may also take place between populations of different species. For example, wolves compete with coyotes for many of the same prey species. A coyote population will have a larger food supply in ecosystems in which wolves are absent. A diminished food supply may cause coyote deaths to increase and births to decrease. Competition can also cause coyotes to emigrate to areas away from wolves, such as urban areas.

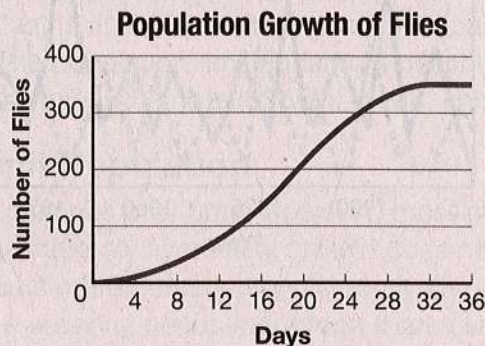
Density-Independent Limiting Factors

Density-independent limiting factors are conditions that limit the growth of a population regardless of a population's density. These factors include climate changes and natural disasters, such as extreme cold or heat, tidal waves, volcanic eruptions, flooding, and drought. These factors often cause a population to experience a major decline. The population may remain small for a long time or eventually return to its previous size.

Carrying Capacity

The largest population that an environment can support over a long period is its **carrying capacity**. The carrying capacity of an environment is different for each species because species' habitats and needs differ. However, two or more species can compete for a resource such as food or nesting sites. For example, an environment may be able to support a limited number of seed-eating birds, regardless of species. If a new seed-eating bird species is introduced to an area, the carrying capacity will limit the growth of both species, which must share and compete for the same resources. If conditions in the environment change, the carrying capacity may also change.

A population stops growing when it reaches the carrying capacity of its ecosystem. The population size then stabilizes, or levels off. The graph below shows the growth of a fly population. Initially, the population is small, and resources are plentiful. As a result, most of the flies survive and reproduce, and the population grows rapidly. In about a month, the fly population reaches the carrying capacity of the ecosystem. At this point, the total number of births is about equal to the total number of deaths, and the population stops growing.



The carrying capacity of an ecosystem depends on the number of organisms living there, the size of the ecosystem, and the available resources. An ecosystem with many resources, such as a tropical rain forest, has a large carrying capacity. In contrast, a desert has a much lower carrying capacity because water is a limiting factor. Knowing an environment's carrying capacity is important to conservationists trying to protect and manage wildlife populations. A healthy population requires enough organisms for genetic variety. Information about carrying capacity can help determine how much habitat must be conserved to sustain healthy wildlife populations.

Discussion Question

Examine the predator-prey graph on the previous page. Is the size of the predator population causing the changes in the size of the prey population, or vice versa? What other factors might affect the prey population?

Lesson Review

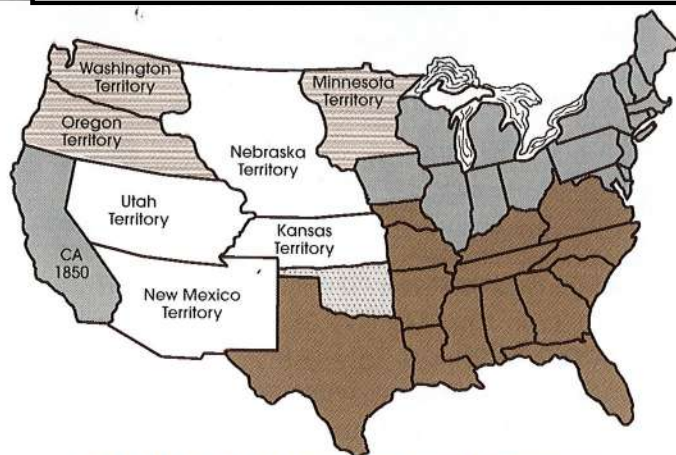
1. Increases in which of the following can result in an increase in population size?
 - A. emigration and birth rate
 - B. emigration and death rate
 - C. immigration and birth rate
 - D. immigration and death rate

2. Which is an example of an abiotic limiting factor?
 - A. the number of predators in an ecosystem
 - B. the amount of nutrients in the soil in an area
 - C. the amount of green leaves and grasses available
 - D. the number of species that feed on the same food sources

3. Yellow perch are fish that live in freshwater lakes. Yellow perch eat invertebrates and small fish. Rainbow smelts are fish that feed on the same types of prey. If rainbow smelts are introduced into a lake containing yellow perch, how will the yellow perch population **most likely** be affected?
 - A. The yellow perch will experience increased predation.
 - B. The yellow perch will experience decreased predation.
 - C. The yellow perch will experience increased competition.
 - D. The yellow perch will experience decreased competition.

4. Which of the following is the **best** definition of carrying capacity?
 - A. the maximum rate of growth of a population
 - B. the population size that can be sustained by an ecosystem
 - C. the number of different species that can inhabit an ecosystem
 - D. the minimum number of different species that can compose a food web

5. How will an increase in a predator species affect the population of a prey species?
 - A. The birth rate of the prey species will increase.
 - B. The death rate of the prey species will increase.
 - C. The emigration rate of the prey species will decrease.
 - D. The immigration rate of the prey species will increase.



FREE AND SLAVE STATES AND TERRITORY IN 1854

Free states	Slave states
Free territories	Slave territory
Popular sovereignty territories	

Slavery in the New Territories

In 1848, there were 15 free states and 15 slave states. Power between the North and the South was balanced in the Senate. Americans argued about the new territories that were won in the war with Mexico. Someday, those territories would become states.

Northerners wanted to forbid slavery in those new territories. Southerners wanted to allow slavery in them. They wanted to be able to outvote each other when the territories became states.

The South and North Compromise

Whenever northerners in Congress talked about forbidding slavery in the territories, southerners threatened to **secede**. They said they would leave the Union and form a new nation of southern states. Northerners did not want that.

In 1850, Congress agreed on a compromise. That agreement was called the **Compromise of 1850**. Northerners and southerners agreed that California would be a free state. Voters in the other territories would decide whether to allow slavery or not in their territories. The idea of letting the voters decide was called **popular sovereignty**.

Bloodshed in Kansas

In 1854, Congress argued about slavery in the Kansas Territory. The Missouri Compromise of 1820 had said that slavery would *not* be allowed in Kansas. But southerners believed that was unfair. Congress finally passed the **Kansas-Nebraska Act**. The Act repealed the Missouri Compromise. It divided the territory into the Kansas Territory and the Nebraska Territory. And it gave both territories popular sovereignty.

Settlers from the North and South raced into Kansas. Soon, bitter fighting broke out between those who were for slavery and those who were against it. Many settlers were killed.

The Dred Scott Decision

In 1857, the Supreme Court made an important *ruling*, or decision, about slavery. A slave named **Dred Scott** asked the Court to rule that he was a free man. His owner had taken him into a free state to live. Scott argued that his stay in a free state made him a free man.

The Supreme Court disagreed. The Court ruled that slaves were property. It said the Constitution protected the right of slaveowners to take their "property" anywhere. The ruling meant that owners could take slaves into any territory.

The Dred Scott decision was a victory for the South. But the decision did not end the slavery debate. Angry abolitionists and Republicans promised to continue to fight against slavery.

Looking Back

1. What did the Compromise of 1850 say about slavery in new territories?
2. What happened in Kansas when it was given popular sovereignty?
3. Why was the Dred Scott decision a victory for the South?

P1 of 1

Grade 8 Day 10 Health & PE

Physical Activity Log

Warm up:

30 seconds of Jumping Jacks and 60 seconds of running in place.

Stretches:

Triceps both right and left arm for 15 seconds each

Deltoid (shoulder) 15 seconds each arm

Toe Touches 15 seconds

Hurdler stretch, 15 seconds for each leg

Butterfly stretch 15 seconds

Flamingo, 15 seconds for each leg

Calve muscle, 15 seconds each leg

Exercises:

2 minutes of jumping jacks

2 minutes of jumping rope

2 minutes of running in place

1 minute of squats

10 push ups

10 sit ups

1 minute break

Repeat the exercise routine 3 more times.

Additional Physical Activities:

20 minutes of work around the house (cleaning, shoveling snow, whatever needs to be done)

I, _____, have completed all of the above activities for Bearcat Day 1.

Student Signature _____ Date: _____

Parent Witness _____ Date: _____

Dream Jobs: Makeup artist

By Rebecca Smithers, The Guardian, adapted by Newsela staff on 01.13.17

Word Count **847**

Level **1080L**



Giuseppe Cannas: "Our work involves creating images and characters through makeup, hairstyles and prosthetics." Photo: Felix Clay, The Guardian.

Giuseppe Cannas pops a breath-mint into his mouth and reaches for his pouch of makeup brushes. He disappears into the backstage corridors of the National Theatre ready to work.

"You cannot take any chances if you are leaning over someone doing their makeup, whether for hours or just minutes," he smiles. Fresh breath is a necessity for his line of work. Cannas is head of the hair and makeup department at the theater.

This means preparing actors to look like the characters they will be playing on stage. Cannas and his staff could be transforming a man into Frankenstein, a young woman into an old woman or someone into a person from a different time period.

Variety In Day-To-Day Work

Cannas leads the makeup and hair staff for the theater's current and future productions already in rehearsals. "I typically have 11 shows to manage at once," he says.

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There is surprisingly little time — often days, rather than weeks — to get everything ready for productions. Spreadsheets hang on the walls showing the schedule for the days that lead up to opening nights.

There is plenty of variety in the day-to-day work of theatrical makeup artists like Cannas and his team. "We work to the blueprint already given to us by the play's designers, which means we have to produce a creative and technically accurate visual representation that looks good under the strong theater lights. Sometimes it's more basic makeup and, at other times, more complex period makeup or special effects," he says. "Our work involves creating images and characters through makeup, hairstyles and prosthetics (artificial pieces) that match up with the brief we have been given."

Stitches, Warts And Monster Flesh

Prosthetic pieces might mean using makeup and materials to give an actor a new nose, or the appearance of stitches, warts or monster flesh.

In the world of theater and entertainment, the highly skilled roles of makeup artist and wig maker are intertwined. The theater team often creates special wigs from human hair for specific actors to wear. A wig can take up to 45 hours to make.

"People think this is glamorous, but it is very long hours," Cannas says about working for TV and theater.

Cannas has a demanding role at the theater and reports directly to the person in charge of the theater's costume department. Although Cannas is in charge of a 10-person staff, he still likes to do some makeup himself. After all, this is how he started in the business.

Cannas's route to working at the theater began after he studied languages and took an engineering course at college. He completed his required army service in his native Italy and moved to London at 22 years old. "My mom said goodbye to me at the airport and gave me three months," he recalls. "That was 20 years ago."

Classes In Hairdressing, Makeup, Business And Marketing

Although he did not speak English when he arrived, he picked up the language by working as a pizza delivery boy. Cannas completed classes in makeup, hairdressing, business and marketing. At first, he worked by assisting on big advertising campaigns. He has worked with famous designer Alexander McQueen, with whom he also worked on London Fashion Week.

He became a full-time teacher in hair and makeup for three years, while also creating numerous courses in makeup. From there, he worked on Disney's touring production of "The Lion King" as the head of hair and makeup before joining the National Theatre.

"I was thrilled to get the job but terrified at the same time," he says. "I had a very clear idea of what I wanted to do here, which is to make my own mark, to create another layer. I have an average of six meetings here a week. There is a lot of planning, scheduling and so on, but I am fortunate to have a great team."

Makeup Helps Actors Get Into Character

Now, Cannas is working on the dress rehearsal of a play called "The Last of the Haussmans" just hours before the production's official opening. He is with about 50 staff from various departments. They gather to take a look at the final run-through and order changes if necessary.

All the makeup and wigs are applied and fitted one hour before the show in the actors' dressing rooms. When there is just a little makeup to be done, the actors are taught to do it themselves. The shows are written to allow a smooth run of quick changes backstage. Black clothing is typically worn by staff backstage to reduce the chances of being seen by the audience as the staff members help the actors on and off stage.

Interestingly, Cannas says that the makeup and hair are as much for the actors, to help them to get into character, as for those watching the play.

"About 80 percent of the job we do is actually for the actors," Cannas says, "not the audience."

After all, looking like the character is just as important as acting like the character.

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Quiz

- 1 Read the section "Variety In Day-To-Day Work."
Select the paragraph that suggests that makeup artists like Cannas get to be creative in their work.
- 2 Based on information in the article, which of these statements is TRUE?
- (A) Giuseppe Cannas currently works as a makeup artist for Disney.
 - (B) Makeup artists like Giuseppe Cannas have a lot of free time.
 - (C) Giuseppe Cannas was a teacher of hair and makeup for years.
 - (D) Makeup artists like Giuseppe Cannas do all makeup for actors, no matter how small the job.
- 3 Giuseppe Cannas would MOST likely agree with which of the following statements?
- (A) Makeup artistry is a difficult but rewarding career.
 - (B) Makeup artists don't see a lot of variety in their daily work.
 - (C) Being a makeup artist is always a glamorous job.
 - (D) Being a makeup artist is easy and fun.
- 4 How was Giuseppe Cannas first exposed to the makeup artistry profession?
- (A) He started working at the National Theatre in London.
 - (B) He worked for a Disney theater production.
 - (C) He was working as a pizza delivery boy in London.
 - (D) He took classes in makeup and hairdressing.

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