

# BEARCAT DAY 18

WEDNESDAY, APRIL 15, 2020

GRADE 8  
ANDERSON COUNTY SCHOOLS



ANDERSON COUNTY MIDDLE SCHOOL

# 8TH GRADE BEARCAT DAY 18

LANGUAGE ARTS	<b>DINER MURDER AT ERNIE'S LUNCHROOM</b> Work through the <a href="#">Google Slides</a> and answer the <a href="#">Multiple Choice</a> and <a href="#">Short Answer</a> questions. If you are not submitting work online through Google Forms and participating in the online ELA classes Mon.- Thurs. at 11am (with a Google Meets code posted in Google Classroom daily) then bring paper copies of work to AMS as soon as is convenient.
MATH	<b>PYTHAGOREAN THEOREM CONVERSE</b> Students will need to use the notes and examples on the note sheet to help them complete the <a href="#">practice problems</a> on the homework sheet. The homework sheet will need to be returned to the school and turned in for a grade.
SCIENCE	<b>Geologic Time Scale - Paleozoic Era</b> Students will need to read the passage and answer the <a href="#">questions</a> . Questions may be submitted in google classroom or written on paper and returned to the School
SOCIAL STUDIES	<b>A Nation Divided</b> <a href="#">Read 21-7</a> and answer the questions. Questions: <ol style="list-style-type: none"> <li>1. Which states allowed slavery to be legal yet remained with the Union?</li> <li>2. What does the term 'rent' mean in the lower left hand paragraph?</li> <li>3. What fraction of officers resigned from the U.S. Army to fight for the C.S.A? (C.S.A.=Confederate States of America)</li> </ol> (Answer in Google Classroom by creating a Google Doc. If you cannot get into Google Classroom, write your answers on paper and email them to your teacher. If you cannot email, drop off your written work at the ACMS office.)
PE/HEALTH	<b>SUBSTANCE ABUSE</b> Read the <a href="#">video transcript</a> , then take the quiz based on the video transcript
CAREERS	<b>RESUME PRACTICE</b> Choose <a href="#">one</a> of the <a href="#">two</a> articles to read and pull out the information that would be used in that person's resume. Write your answers on a separate sheet of paper. Organize it by categories and make up the information needed (such as city, state).


# Diner Murder at Ernie's Lunchroom

Who killed Fannin?

Bell Ringer

List different types of evidence a criminal can leave behind  
at a crime scene.

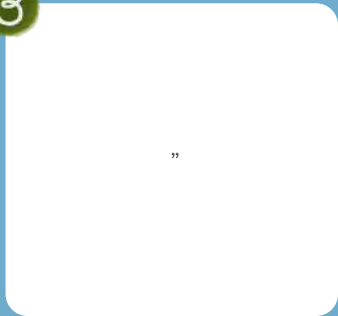
1



2



3



Students, write your response!

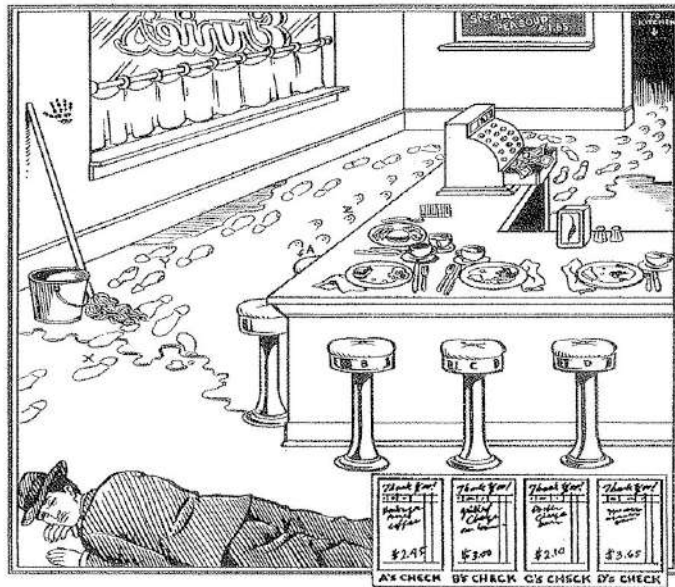


FIGURE 1.4 "The Lunchroom Murder"

On an otherwise uneventful Thursday afternoon police heard a shot inside Ernie's Lunchroom, rushed in, and found the scene shown in the picture.

They identified the body as that of a prominent racketeer named Fannin. Ernie, who is both the owner and only employee, had only one fact to tell: the murderer had leaned against the wall while firing at point-blank range. The imprint of his hand is in clear view. The cash register has just been rung up at \$8.75.

This is a difficult case. Your investigation must attempt to determine which of the people in the lunchroom killed Fannin. You will have to observe the details carefully. There is enough evidence to help you explain most of what happened. In working out the solution, consider questions 1-6.

## Thought Questions:

- With what hand did the shooter fire the gun? What is the evidence? What is the warrant?
- Did customers B, C, and D know each other? What are the evidence and warrants?
- How do the three customers differ in their habits or ways of doing things? What is the evidence and what is the warrant?
- When a person runs, do they leave footprints of their ENTIRE foot or just the front portion of their foot?
- Which set of footprints are Ernie's? What is the evidence? What is the warrant?
- To whom do the set of footprints marked X belong? How do you know?

# Grade 8 Bearcat Day 18 ELA

## Thought Questions

With what hand did the shooter fire the gun?  
What is the evidence?

Did customers B, C, and D know each other? What is the evidence?

How do the three customers differ in their habits or ways of doing things? What is the evidence?

Which set of footprints are Ernie's? What is the evidence?

To whom do the set of footprints marked X belong? How do you know?



Students, draw anywhere on this slide!

Pear Deck Interactive Slide  
Do not remove this bar

## Things to do before tomorrow's class:

1

Go back into the slideshow and look at the picture/reread the story.

2

Go into Google Forms and answer the questions.

3

Today's Short Answer is EXTRA CREDIT. You MUST use RACE and you will not have the opportunity to resubmit.



Students, follow the instructions on the slide

## Grade 8 Bearcat Day 18 ELA

### 18. Bearcat Day 18 Questions 4/15/2020

\* Required

Email address \*

Your email

Name and Class Period (Please capitalize where appropriate) \*

Your answer

1. With what hand did the shooter fire the gun? \*

5 points

- ☐ Right
- ☐ Left
- ☐ Gun? There was a gun? Would have sworn it was a knife.



## Grade 8 Bearcat Day 18 ELA

2. Did customers B, C, & D know each other?

5 points

- ☐ No. The diner was crowded and they had to sit at the counter.
- ☐ No. Sitting next to each other was a coincidence.
- ☐ Yes. One of them paid for everyone's meal.
- ☐ Maybe. Who knows?

3. How do the three customers differ in their habits or ways of doing things? \*

5 points

- ☐ One didn't like the meal.
- ☐ One was extra messy so the napkins were closer to him.
- ☐ One just decided to take a nap on the diner floor.
- ☐ One is left handed.

4. Which set of footprints belongs to Ernie (the guy who owns the diner)? \*

5 points

- ☐ Set X by the mop because he was cleaning the floor
- ☐ Set Y by the mop because he was using the register.
- ☐ Set A because they go to the kitchen.





## Grade 8 Bearcat Day 18 ELA

5. To whom do the set of footprints marked X belong? \*

5 points

- ☐ Ernie-you just asked me that.
- ☐ Customer B
- ☐ Customer C
- ☐ Customer D

Submit

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Google Forms



## Grade 8 Bearcat Day 18 ELA

### 18. Bearcat Day 18 Short Answer 4/15/2020

\* Required

Email address \*

Your email

Name and Class Period (Capitalize where appropriate) \*

Your answer

Using RACE-Who killed Fannin? How do you know? Remember to use textual evidence and explain your answer. (Yes, there is a correct answer.) \*

Your answer

Submit

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# Grade 8 Bearcat Day 18 Math

Unit: Pythagorean Theorem  
Student Handout 2

Name Answer Key

Date \_\_\_\_\_ Pd \_\_\_\_\_

## PYTHAGOREAN THEOREM CONVERSE

### WHAT IS A CONVERSE?

The converse of a statement switches the order of the "if" and "then" in the statement. Try to write the converse of the following statements:

STATEMENT: If a triangle has three equal sides, then it is equilateral.

CONVERSE: If a triangle is equilateral, then it has three equal sides.

STATEMENT: If a number is even, then it is divisible by two.

CONVERSE: If a number is divisible by two, then it is even.

### PYTHAGOREAN THEOREM CONVERSE

We know so far that if a triangle is a right triangle, then  $a^2 + b^2 = c^2$ .

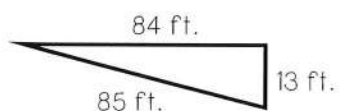
Using the reasoning from above, write the converse of the Pythagorean theorem below:

If  $a^2 + b^2 = c^2$ , then the triangle is a right triangle.

- The converse can help us prove whether or not triangles are right triangles.

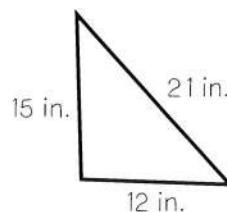
Use the Pythagorean converse to prove whether or not the following triangles are right triangles. Be sure to justify your answers.

1.



Yes;  $84^2 + 13^2 = 85^2$

2.



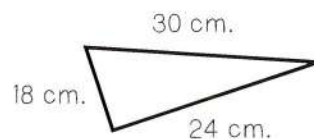
No;  $12^2 + 15^2 \neq 21^2$

3.



No;  $30^2 + 15^2 \neq 45^2$

4.



Yes;  $18^2 + 24^2 = 30^2$

# Grade 8 Bearcat Day 18 Math

Unit: Pythagorean Theorem  
Homework 2

Name \_\_\_\_\_  
Date \_\_\_\_\_ Pd \_\_\_\_\_

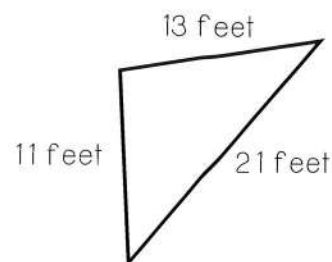
## PYTHAGOREAN THEOREM CONVERSE

In questions 1-6, write "yes" or "no" to state whether or not the given side lengths would form a right triangle. Show work to support your answers.

1. 28, 53, 45 _____	2. 4.5, 6, 7.5 _____	3. 20, 40, 30 _____
4. 50, 48, 14 _____	5. 1, 2, 5 _____	6. 25, 16, 12 _____

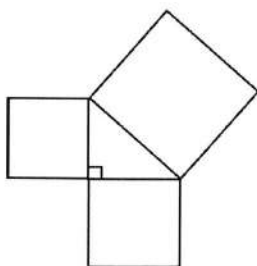
7. Tina built a triangular sign with side lengths of 73 inches, 55 inches and 4 feet. Is the sign a right triangle? Why or why not?

8. Is the triangle shown a right triangle? How do you know?



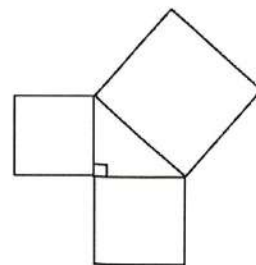
9. Which of the following could be the areas of the three squares below?

- A.  $12 \text{ ft}^2$ ,  $16 \text{ ft}^2$  and  $20 \text{ ft}^2$
- B.  $10 \text{ ft}^2$ ,  $18 \text{ ft}^2$  and  $30 \text{ ft}^2$
- C.  $4 \text{ ft}^2$ ,  $5 \text{ ft}^2$  and  $12 \text{ ft}^2$
- D.  $8 \text{ ft}^2$ ,  $16 \text{ ft}^2$  and  $24 \text{ ft}^2$



10. Which of the following could be the perimeters of the three squares below?

- A. 12 ft, 16 ft and 20 ft
- B. 20 ft, 16 ft and 24 ft
- C. 40 ft, 80 ft and 120 ft
- D. 16 ft, 24 ft and 28 ft



## PRECAMBRIAN TIME: 4.5 Billion---542 million years ago

PRECAMBRIAN TIME COVERS the vast bulk of the Earth's history, starting with the planet's creation about 4.5 billion years ago and ending with the emergence of complex, multicelled life-forms almost four billion years later.

**What Was Happening on Earth at This Time** The Precambrian is the earliest of the [geologic ages](#), which are marked by different layers of [sedimentary rock](#). Laid down over millions of years, these rock layers contain a permanent record of the Earth's past, including the fossilized remains of plants and animals buried when the sediments were formed.

The Earth was already more than 600 million years old when life began. The planet had cooled down from its original molten state, developing a solid crust and oceans created from water vapor in the atmosphere. Many scientists think these primordial seas gave rise to life, with hot, mineral-rich volcanic vents acting as catalysts for chemical reactions across the surface of tiny water bubbles, which led to the first cell membranes. Other bubbles are thought to have formed self-replicating substances by attracting chemicals from around them. Over time the two combined to produce energy-using, living cells.

The earliest living organisms were microscopic bacteria, which show up in the fossil record as early as 3.4 billion years ago. As their numbers multiplied and supplies of their chemical fuel were eaten up, bacteria sought out an alternative energy source. New varieties began to harness the power of the sun through a biochemical process known as photosynthesis—a move that would ultimately lead to simple plants and which opened the planet up to animal life.

Some three billion years ago, the Earth's atmosphere was virtually devoid of oxygen. At about 2.4 billion years ago, oxygen was released from the seas as a byproduct of photosynthesis by cyanobacteria. Levels of the gas gradually climbed, reaching about one percent around two billion years ago. About 800 million years ago, oxygen levels reached about 21 percent and began to breathe life into more complex organisms. The oxygen-rich ozone layer was also established, shielding the Earth's surface from harmful solar radiation.

**Unfamiliar Life-Forms** The first multicelled animals appeared in the fossil record almost 600 million years ago. Known as the [Ediacarans](#), these bizarre creatures bore little resemblance to modern life-forms. They grew on the seabed and lacked any obvious heads, mouths, or digestive organs. Fossils of the largest known among them, *Dickinsonia*, resemble a ribbed doormat. What happened to the mysterious Ediacarans isn't clear. They could be the ancestors of later animals, or they may have been completely erased by extinction.

The earliest multicelled animals that survived the Precambrian fall into three main categories. The simplest of these soft-bodied creatures were sponges. Lacking organs or a nervous system, they lived by drawing water through their bodies and filtering out food particles. The [cnidarians](#), which included sea anemones, corals, and jellyfish, had sac-like bodies and a simple digestive system with a mouth but no anus. They caught food using tentacles armed with microscopic stinging cells. The third group, the [annelids](#), or segmented flatworms, had fluid-filled body cavities and breathed through their skins.

It's thought the final stages of Precambrian time were marked by a prolonged global ice age. This may have led to widespread extinctions, mirroring the bleak endings to the geologic periods that followed.

# Grade 8 Bearcat Day 17 Science

## Bearcat Day 17: GTS - Intro and PreCambrian Questions

After reading The Geologic Time Scale passage & the PreCambrian Time passage, please answer the following questions.

Word Bank: Eras PreCambrian Periods Geologic Time Scale

1. \_\_\_\_\_ Term for the record of the life forms & the geologic events in Earth's history
2. \_\_\_\_\_ Covers 88% of Earth's History & ended 544 million years ago
3. \_\_\_\_\_ The Paleozoic, Mesozoic, and Cenozoic is divided into \_\_\_\_\_.
4. \_\_\_\_\_ Eras are subdivided into units of geologic time called \_\_\_\_\_.
5. The geologic time scale was created by scientists after studying \_\_\_\_\_ & \_\_\_\_\_ fossils found around the world.
6. The divisions of the geologic time scale depend on \_\_\_\_\_ in the history of life on Earth.
7. Cenozoic means \_\_\_\_\_.
8. Mesozoic means \_\_\_\_\_.
9. Paleozoic means \_\_\_\_\_.
10. During the PreCambrian, the oceans were created from \_\_\_\_\_.
11. Science believes life began \_\_\_\_\_ ( in the oceans **or** on land)
12. Science believes the earliest life forms were \_\_\_\_\_.
13. Where does science believe the oxygen on earth came from?
14. Before the PreCambrian ended, science believes 3 main groups of creatures lived before there were extinctions, they were:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



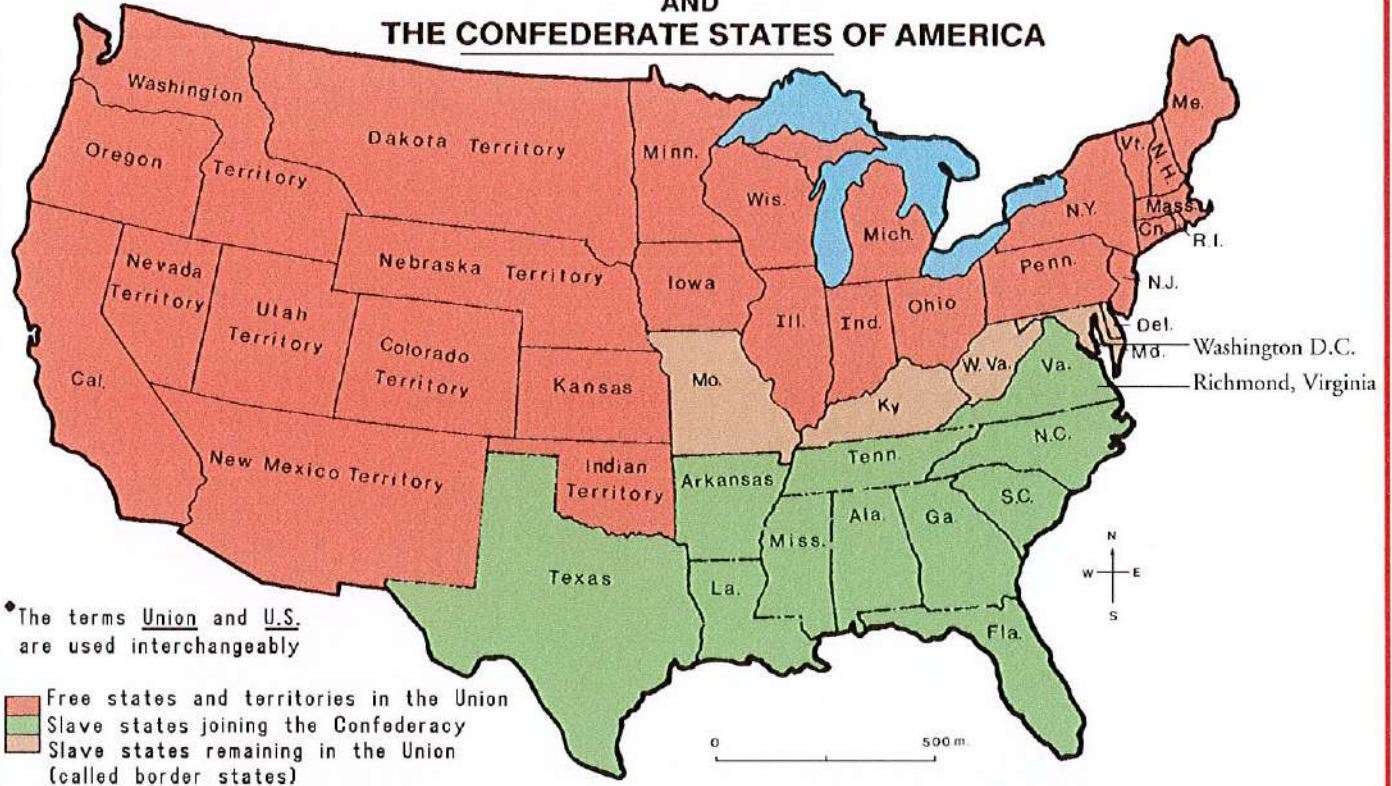
"I feel that I would like to shoot a Yankee,  
and yet I know that this would not be in harmony with the spirit of Christianity." —William Nugent, Mississippi

1492

1861-65

Present

### 1863: THE UNITED STATES OF AMERICA AND THE CONFEDERATE STATES OF AMERICA



### CHOOSING SIDES: A CRUEL DILEMMA

Brother against brother, cousin against cousin—families were rent apart. President Lincoln's four brothers-in-law fought with the Confederate Army, and Lincoln once had to defend his wife Mary, a Kentuckian, against rumors that she was a traitor.

U.S. Lieutenant Colonel Robert E. Lee of Virginia rejected Lincoln's offer to lead the Union Army and resigned his commission. He later became commander of the Confederate Army. One out of three U.S. Army officers resigned to join the Confederate Army and battle former comrades.

LINCOLN HAS CALLED FOR TROOPS. TIME FOR US TO SIGN UP AND FIGHT FOR THE UNION, COUSIN NED. COUSIN NED??



I OPPOSE BOTH SLAVERY AND SECESSION, AND I LOVE THE UNION.

BUT I CANNOT DRAW MY SWORD AGAINST VIRGINIA!



# Grade 8 Bearcat Day 18 Health

## SUBSTANCE ABUSE MOVIE TRANSCRIPT

Text reads: The Mysteries of Life with Tim and Moby

A boy, Tim, is in his living room, reading a book. A robot, Moby, hands Tim a letter. Tim reads from the typed letter.

TIM: Dear Tim and Moby, What's the difference between using a drug and abusing it? From, Gayle.

MOBY: Beep.

Moby sternly points his finger.

TIM: Oh come on, Moby, my inhaler is a drug, and it's not evil.

MOBY: Beep.

TIM: Any substance that changes how your brain or body functions is a drug. Medicines like aspirin and cough syrup are drugs. So are prescription medications, the kind that are only legal under a doctor's care. Every medicine has a correct dose, the amount you're supposed to take at once.

Side by side images show a cabinet shelf full of drugs: cold and cough medicine, aspirin, stomach antacid, lice removal, ear drops, sunscreen; and prescription drugs: asthma inhaler and pills and pill bottles. Insets show doses for both shelf and prescription medication.

MOBY: Beep.

TIM: The idea is to get the effects you want, but lessen the side effects. Those are sensations caused by the drug, that don't serve its intended purpose.



## Grade 8 Bearcat Day 18 Health

An image shows blood pressure pills and a box. An inset magnifies the side effects printed on the box, which include dizziness, hives, skin rash, and itching.

TIM: Side effects can be unpleasant, like nausea or headaches.

Side-by-side images illustrate these side effects.

TIM: Or they can be pleasurable. Taking drugs for these side effects, or taking any drug illegally, is substance abuse. It's very risky.

MOBY: Beep.

TIM: Well, once a drug enters your bloodstream, it changes how your body works.

A pie chart is divided into five sections: stimulants, hallucinogens, depressants, opioids and inhalants.

TIM: Stimulants fire up your central nervous system and make your heart race.

The stimulants section of the pie chart pops out. An animation shows a rapidly beating heart and a pop-up image shows an EKG or heart monitor.

TIM: Doctors prescribe them to help people with disorders like ADHD. But unless you take them under a doctor's care, they're no safer than street drugs like cocaine.

An image shows a prescription bottle of stimulant pills. An image of a pile of cocaine appears next to the prescription pills.

TIM: All of them put you at risk for heart attacks, seizures, and strokes. Depressants, like alcohol, have the opposite effect. They relax the central nervous system, making you feel numb and sleepy.

## Grade 8 Bearcat Day 18 Health

The depressants section of the pie chart pops out. An animation shows a bottle of alcohol, a slowly beating heart, and a pop-out image of an EKG or heart monitor.

TIM: Doctors may prescribe depressants for sleep disorders or anxiety, but they're still risky to abuse.

MOBY: Beep?

TIM: Opioids, like heroin, are highly addictive because they activate the brain's reward system.

The opioids section of the pie chart pops out. An animation shows a syringe and a brain inside a person's head. Pinball bumpers are inside the brain. As pinballs bounce between them, bells sound.

TIM: And prescription opioids, usually given to relieve pain, are just as addictive. They also come in some cough syrups, which can make them seem harmless. But the wrong dose of any of these drugs can slow your heart and breathing until they stop altogether.

Images show a bottle of prescription pills, a bottle of cough syrup, and a larger bottle of liquid. An animation shows a heart beating slowly and then stopping. A heart monitor shows a flatline.

MOBY: Beep.

TIM: Hallucinogens, like LSD, affect your thoughts and emotions in unpredictable ways. They disrupt your ability to think clearly.

The hallucinogens section of the pie chart pops out. An animation shows a person's brain waves. Images of a person meditating, a person with a headache, a spiral, and a frozen clock orbit around the person's head.

TIM: For some, they trigger delusional thoughts, where you're unable to tell fantasy from reality.

## Grade 8 Bearcat Day 18 Health

An animation shows a man's face while in a delusional state. He has a disturbed expression and is perspiring.

TIM: Finally, there are inhalants, gaseous chemicals that block the flow of oxygen to the brain.

An animation shows fumes coming out of a gas can, a scouring powder container, and a can of bug spray.

TIM: They change or kill cells, sometimes leading to permanent brain damage. They can even cause you to suffocate.

An image shows a skull and crossbones over a human brain.

TIM: Unlike other categories of drugs, what inhalants have in common is the way they're taken.

An animation shows a figure inhaling fumes from a paper bag.

TIM: The types of chemicals and their effects can fit into one or more of the other categories.

The depressants, stimulants, and hallucinogens sections of the pie chart all illuminate.

TIM: In fact, a lot of commonly abused drugs don't fit neatly into a single class. Ecstasy, or molly, has both stimulant and hallucinogenic effects.

An image shows ecstasy pills in the center of the pie chart, the stimulant and hallucinogens sections of the pie chart light up.

TIM: And marijuana can have stimulant, depressant, or hallucinogenic effects.

## Grade 8 Bearcat Day 18 Health

An image shows a marijuana leaf in the center of the pie chart. The stimulants, depressants, and hallucinogens sections of the chart light up.

TIM: The effects of drugs like marijuana depend on the dosage and the person taking them. A dose that feels pleasurable for one person could be scary for someone else.

An animation shows images of a person meditating, a person with a headache, a spiral, and a frozen clock orbiting a marijuana leaf.

MOBY: Beep?

TIM: On top of all these health hazards, people on drugs tend to make poor decisions. They might even take risks they wouldn't even normally even think of doing. Like getting behind the wheel of a car.

An animation shows a drug-impaired woman driving a car.

TIM: Bad choices become routine for people who are addicted to a drug, or unable to stop.

MOBY: Beep.

TIM: It's true: opioids, depressants and stimulants are the most addictive.

The opioids, depressants, and stimulants sections of the pie chart light up.

TIM: But you can get hooked on anything that makes you feel different, including hallucinogens and inhalants.

An animation shows shackled hands attached to the substance abuse pie chart. All of the sections are now illuminated.

## Grade 8 Bearcat Day 18 Health

TIM: People who are addicted to a drug feel like they have no choice in using it. Their lives revolve around getting high, and they may lie or steal to do it.

An animation shows a man looking longingly at a bottle of prescription pills.

TIM: They have trouble thinking clearly and making good decisions. That affects their performance in school and sports, their relationships, and even their self-esteem.

An animation shows the man looking confused on a dirt road leading to many diverging paths. Pop-up images illustrate how drugs affect a substance abuser as Tim describes.

MOBY: Beep.

TIM: It's not always easy to spot someone with a drug problem. They often look like anyone else.

An image shows two boys looking at a book. Both appear to be normal and healthy.

TIM: But there are some warning signs: sudden mood swings; losing interest in hobbies; staying away from friends.

Images illustrate one of the boys showing the warning sign behaviors that Tim describes.

TIM: If someone you care about is acting this way, talk to them. See if they need any help.

An animation shows the boy eating alone at a cafeteria. A girl joins him at his table and talks to him.

TIM: Or, it's okay to tell a parent, teacher, or other adult you trust. Sometimes, the person struggling is a parent—and that can be really tough on their child. It's never the kid's fault.

## Grade 8 Bearcat Day 18 Health

An animation shows the girl from the cafeteria entering a counselor's office.

TIM: In this case too, it's okay to tell someone you trust, like a teacher or school counselor. Your instincts are probably right that something is going on, even if it isn't drug abuse.

An animation shows a boy talking to a teacher in her classroom.

MOBY: Beep?

TIM: Oh, right, I almost forgot! If you feel like drugs are a problem in your life, talk to a trusted adult. There's no shame in admitting that you need help. People can overcome drug problems, but they can rarely do it alone.

An image shows a line of people with their arms on each other's shoulders and waists.

MOBY: Beep.

TIM: What's that?

MOBY: Beep.

TIM: No, I feel fine.

Moby eyes Tim, suspiciously.

TIM: Stop it.

**1. Someone is addicted to a drug when they:**

- a. Enjoy doing it
- b. Try it for the first time
- c. Cannot stop using it
- d. Want to stop using it

**2. What is a drug?**

- a. Any substance that is physically addictive
- b. Any substance that affects the functions of your body
- c. Any substance that is enjoyable to put in your body
- d. Any substance that is harmful to your body

**3. How are prescription drugs different from illegal drugs?**

- a. Prescription drugs cannot be abused; illegal drugs can
- b. Illegal drugs cannot be abused; prescription drugs can
- c. Prescription drugs are made to be abused; illegal drugs are not
- d. Illegal drugs are made to be abused; prescription drugs are not

**4. What is a drug tolerance?**

- a. An ability to use all types of drugs
- b. The need for more of a drug to get the same effect
- c. A psychological addiction to a drug
- d. The danger of overdosing on a drug

**5. How do the withdrawal symptoms of caffeine differ from those of heroin?**

- a. They include vomiting
- b. They last longer
- c. They don't include irritability
- d. They are much less serious

**6. Psychologically addictive drugs are hard to quit because they:**

- a. Create a tolerance to them
- b. Cause withdrawal symptoms
- c. Make users feel good
- d. Are always physically addictive

**7. What is true about drugs that aren't physically addictive?**

- a. They can be psychologically addictive
- b. They do not have withdrawal symptoms
- c. They cannot be abused
- d. They are always illegal

**8. What is substance abuse?**

- a. When someone becomes addicted to a drug
- b. When someone takes a drug just for fun
- c. When someone experiences withdrawal symptoms
- d. When someone becomes irritable without their favorite drug

**9. When does substance abuse become an addiction?**

- a. When you take a drug more once per week
- b. When you take a drug not because you want to, but because you need to
- c. When a drug makes you sick
- d. When you overdose on a drug

**10. What's the first thing you should do if you think a friend is addicted to a drug?**

- a. Talk to an adult you trust
- b. Confront him
- c. Try to take his drugs away
- d. Stop being his friend

# Dream Jobs: Hairdresser

By Leo Benedictus, The Guardian, adapted by Newsela staff on 12.16.16

Word Count **900**

Level **1030L**



TOP: Hair stylist trainee Fatima Hussein practices on a mannequin at the Cut and Color Friseur Klier hair salon in the Alexa shopping mall in Berlin, Germany, May 17, 2013. Photo: Getty Images.

"There was a poll out recently," Jessica Leverett says above the clatter of scissors and pop music, "saying that hairdressers were the happiest people. We laughed at it, didn't we?" She turns to the woman at the glass counter behind her, who laughs on cue.

## An Experienced Professional

If the poll results are true, it would not be surprising. And yet anyone who supposes that the happiness of a hairdresser must be a fluffy, insubstantial kind has clearly not met Leverett during business hours. Not for one moment as we chat together does she appear less than completely in charge of herself and her salon. Leverett works at Zappas, about 35 miles east of London, and at 26 years old, having been in the business since she was at school, she is now an experienced professional.

In fact, she has a theory to explain why so many hairdressers enjoy their work. "We always work late hours," she explains, "and we don't get paid extremely well for it. That's why everyone that does it has to love their job."



Certainly, Leverett's early years in the business were not easy. "I had quite a hard time of it," she says, remembering her days as a shop assistant when she was 14. After that, she left school to work at Toni & Guy salon in the town of Reading. "I can't count on my hands the number of times I wanted to leave because it was really hard work."

When Leverett was finally allowed to cut hair she was a nervous wreck. "My very first haircut I did as a junior, I actually cut my lady's neck," she recalls with horror. "With my boss watching me at the time, it was the most nerve-racking thing I'd ever done in my life."

**"It's In The Passion"**

So, when the stress was so high, the money bad and the hours long, where did her determination to keep going come from? "It's in creativity," she answers without hesitation. "It's in the passion. If you go into the staff room now, all the girls are sitting there with magazines reading about women's hair, or makeup, or clothes, or shoes or bags. It's all the same thing."

Leverett's training at Toni & Guy took place every Monday and Tuesday evening and lasted for 2 1/2 years. "We learned 14 basic haircuts, which covers everything," she explains. "But then we mix and match them together as we get more confident to create other haircuts."

**Several Hundred Dollars For A Pair Of Scissors**

As they train, hairdressers also begin to assemble their own collection of instruments – as personal as a chef's knives or a carpenter's tools – which Leverett keeps in a special case strapped to her waist. "I wear mine all the time," she says protectively, "because stuff goes missing if you don't." Most important, of course, are the scissors, which can cost several hundred dollars for a single pair.

Leverett stayed with Toni & Guy for three years before moving to Zappas, where she is now manager. This means she gets to vary her days in front of the mirror with a bit of training and administrative work – a change of pace she enjoys. Nevertheless, contact with clients, particularly her regulars, is what she cherishes most.

**More Like A Therapist**

People don't just talk to their hairdresser about the happy things, however, and Leverett's role can be more like that of a therapist sometimes. "I've had a woman in tears in here. But we can't show our problems to people, so we're a bit like actresses. We get taught that when we come out of the staff room we're on stage, and we have to smile and be happy."

As manager, of course, it is also Leverett's responsibility to deal with any complaints that arise. The key, apparently, is to do whatever it takes to make clients happy before they leave the salon.

For Leverett, as for every hairdresser, the one client she would most like to work on – and never will – is herself. "The best wish that a hairdresser could ever have would be to have hair that you could take off your head and cut," she says, before admitting to an addiction to coloring her own hair almost monthly.

**"I Love Chopping It All Off"**

Until the detachable follicle is invented, Leverett's favorite client will always be the long-haired woman who walks in having finally decided to go short. "Some girls are scared of it, but I love chopping it all off," she says with a giggle. "To get a whacking great big ponytail and just do that to it." Her fingers trace a giant snip through the air. "That's the most amazing thing in the world."

### **Job Stats**

**Current position:** Salon manager at Zappas

**Pay:** "I get paid commission, and for management and training, so it varies. But I take home roughly £1,500 to £1,600 (about \$1,860 to \$1,983) a month."

**Hours:** "A five-day week with long days, and we only get a 45-minute lunch break, although we do sometimes have little breaks between clients."

**Career high:** "Every day is different, and every person you talk to is different."

**Career low:** "Pay and hours, probably. We love what we do, but we all feel we deserve a bit more."

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# Dream Jobs: Community ranger

By Matt Keating, The Guardian, adapted by Newsela staff on 12.06.16

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A U.S. Forest Service ranger gives children a walking tour of the Ward Lake Trail near Ketchikan, Alaska. Photo: Bob Rowan/Corbis via Getty Images.

Community ranger John Wood ask me to sniff his palm. "Can you smell that? Pineapple," he says. The 61-year-old has just picked up and crushed some *Matricaria matricarioides*, commonly known as pineapple weed.

We are at Oak Tree Heath in Mansfield, Nottinghamshire, one of seven former coal mining areas that have been transformed through the Greening the Coalfield project. One of his roles with the Forestry Commission is getting people involved in Oak Tree Heath and other reclaimed sites in England's Sherwood and Lincolnshire Forests.

He has a group removing grass seedlings and replacing them with heather seeds or cuttings, an armful of which will cover about a square meter. "Then you put birch twigs on the top, peg it all down so it holds it and hopefully in a couple of years or so you might have heather coming through," Wood adds.

## Catching Water Scorpions And Bugs

He points to a carved wooden entrance based on drawings made by local children of plants and creatures they had seen on the heath. The heath is an area of land that is covered with bits of grass and small shrubs. As a community ranger, Wood works a lot with children, giving talks in schools as well as taking groups around the various nature sites. They include woodland, heath and wetlands

"Last year I worked a six-week period with schools and never stopped," he says.

"We do things ... that I used to do as a young lad," he said, "like taking a jam jar and catching things such as water scorpions and boatmen (bugs). Kids don't do that kind of thing now, but when you take them out they absolutely love it."

On our walk, which I'm loving, he points out nature that I would not have noticed had I been alone. There's fireweed or rosebay willowherb and there's St. John's wort. "Wort means to heal," he said.

### **If The Tree Healed, The Child Would Heal**

Wood is a treasure trove of information. He knows all the Latin names for the flora and fauna and the local geology and he has a seemingly encyclopedic knowledge of woodland folklore. The ash tree, apparently, was revered in the past as the quinine in its bark was used for medicinal purposes, he explains. "They used to cleft it down the middle and pass a sick young child through three times, then bind it back together. If the tree healed, went the theory, the child would heal."

Wood is eager to share his knowledge, his observations and his love of nature, and he is an engrossing storyteller. "I have a deep passion for what I do," he admits. He carries a voice recorder and records his thoughts about nature. "I also write poems and encourage other people to do the same." He takes great pleasure from the look on their faces when they do.

Wood has adopted a Native American custom for his guided walks. "The Native Americans were nomadic, carrying sticks to which they attached things they collected as they traveled," he explains. "And at night, when they sat around the campfire they would tell stories of their journey."

Wood carries his own "story stick," a foot-and-a-half of willow with an elastic band wrapped around it. "Whatever the kids pick up, they can attach to it and create a story from it," Wood says. "It can be anything they want."

### **Puppets Tell Stories Of The Woodland**

For younger children, Wood has two glove puppets on hand to tell stories of the woodland: Hedgely Hoggily the hedgehog, and a new addition, Conrad the crow.

Wood has been a community ranger for eight years. His working life started at 18, in his uncle's plumbing business. In 1967 he took a job with a coal mine.

But Wood says it was when he hit 40, that he realized he had to change careers. "I wanted to do something different with my life, I wanted to give something," he says.

He knew that he wanted to help young people. Wood became a social worker but it was too stressful so he quit.

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Eventually, he began working part time for Greenwood. It's a community forest group that develops woodland and green spaces in urban areas for recreation, sport and education.

"I've been a community ranger since. It's the best job I have had in my life," he says.

Wood reckons he is a lucky man to have found a job he not only loves but that benefits society both today and for generations to come. "I enjoy what I do, and to be able to pass on that joy to others is wonderful."

### **Job Stats**

**Current position:** Community ranger, Forestry Commission

**Career high:** "Sharing my enjoyment of nature with other people."

**Career low:** Working as a social worker with young people who had very difficult behavior. "It was a very testing time."

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