Student Name		Date:	
Course:	English 1	Teacher: Anita Bennett/Kellie Mondo	

Teacher Office Hours: 10:00-12:00 daily

Teacher Email: abnnett@rhmail.org, kmondo@rhmail.org

Other form of contact if help is needed: Mondo- 704-208-8391

### \*\*Instructions to complete the student packet:

Work through each daily lesson on the given. Work a little each day so you don't get too far behind. Playing catch-up is difficult. If you do get behind, that's ok... just work a little extra one day and get back on track. You've got this and we can do it together! I'm here if you need me. WE WILL BE DOING DAILY CANVAS CONFERENCES IF YOU CAN ATTEND TO HELP WITH COMPREHENSION. (Mondo)

Bennett:

Round 3: Read Romeo and Juliet as outlined (in chunks)

Please complete and missing assignments on April 20th-21st. Round 3 assignments should begin on April 22nd.

Read the directions carefully. These assignments are similar to activities we have previously done. Please send me a message if you need me at any time! I will respond ASAP

### MAKE SURE YOUR NAME IS ON YOUR WORK!

### \*\*Instructions to submit work (paper copies)

From a phone, use your NOTES APP, click:

- Scan documents
- Keep scan
- Save
- Then in upper right corner click the send arrow pointed up
- Send as a message by clicking on the green message button like a text to me at 704-208-8391

### Technology

Laptop issues: please email the help desk- helpdesk@rhmail.org or phone at (803)981-3531 and include the following information:

Student ID number (ex: RS12345)

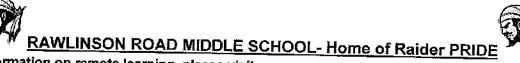
Parent/Guardian name, Parent/Guardian email and phone number contact information.

School Name / Teacher name

A description of the problem with the computer

The Rock Hill Schools Technology Department Staff will be on call between the hours of 8AM - 8PM

Launchpad: https://launchpad.classlink.com/rockhill Canvas: https://rockhill.instructure.com/login/canvas



\*\* For more information on remote learning, please visit:

RRMS website at <a href="https://www.rock-hill.k12.sc.us/domain/2596">https://www.rock-hill.k12.sc.us/domain/2596</a><br/>RHS District website at: <a href="https://www.rock-hill.k12.sc.us/elearning">https://www.rock-hill.k12.sc.us/elearning</a>



Name:	Class:

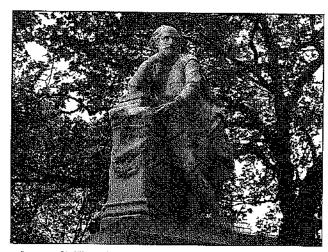
### The Lure of Shakespeare

By Robert W. Butler 2005

William Shakespeare (1564-1616) was an English poet, playwright, and actor. Shakespeare wrote approximately 38 plays and 154 sonnets. In this informational text, Robert W. Butler discusses the course of Shakespeare's career and his success. As you read, take notes on what contributed to the success of Shakespeare's plays.

[1] Many people consider Shakespeare the greatest writer in the English language. His legions of admirers point with awe to the rhythm of his words and the wide range of human emotions he portrays and evokes. But has Shakespeare always been so popular? And how did an Elizabethan actor-turned-playwright become a world-famous figure?

From the start, Shakespeare was popular among the English. Shortly after his death, his plays were published in a collection known as the *First Folio* (1623), with a poem by Ben Jonson included that featured the lines, "He was not of an age, but for all time!" The memory of Shakespeare remained strong among audiences as well, since his plays



"statue of William Shakespeare at the centre of Leicester Square Gardens, London" by Elliott Brown is licensed under CC BY 2.0

were produced regularly by many companies. But, in 1642, during the English Civil War, the theaters of London were closed by order of the government and remained so for 18 years. By the time they reopened in 1660, styles had changed. The court of the new king wanted a more elegant, refined, classical world, and Shakespeare struck them as coarse in his language and careless in his plots. His comedies, in particular, fell out of favor as the years passed.

By the 1700s, however, a turnaround had begun. The first new edition of his plays in nearly a century, along with the first biography ever written, appeared in 1709 and immediately sparked a Shakespeare revival. Despite continuing questions about his style, which led many producers to cut or alter his plays (sometimes even writing new endings for them), audiences were enthusiastic. Great performances also helped. David Garrick, the greatest actor of the century, and Sarah Siddons, the greatest actress, were both enthusiastic Shakespeare supporters and starred in many of his plays at the Drury Lane Theatre. In the 1800s, Shakespeare's popularity soared. Multivolume editions of his plays were published, exuberant<sup>3</sup> productions and extravagant sets supported stars such as Fanny Kemble and Edmund Kean, and touring companies brought small-scale versions of Shakespeare to towns and villages everywhere.

- 1. Legion (noun): a great number of people or things
- 2. describing someone or something from the period of Queen Elizabeth I's rule
- 3. Exuberant (adjective): filled or characterized by great energy and excitement



In the 20th century, Shakespeare remained as popular as ever, with actors such as Sir Laurence Olivier, Sir John Gielgud, and Kenneth Branagh bringing his characters to life. Students around the world now read Shakespeare in literature classes, and his plays are sometimes staged in modern-day costume to emphasize his significance to today's world.

[5] More remarkable is the story of Shakespeare's popularity in other lands.

News of Shakespeare's talent spread even during his lifetime. Occasionally, a foreign merchant or diplomat saw a Shakespearean production. In 1601, the Russian ambassador was present when *Twelfth Night* was first performed. Traveling companies of English actors staged some of Shakespeare's plays in Germany and Poland while the playwright was still alive. But it was the great French author Voltaire who truly popularized Shakespeare beyond English shores in the 1730s. From that time onward, Shakespeare's works have been extensively studied and performed around the world.

In America, copies of the plays are believed to have circulated in the late 1600s, and the first performance was *Romeo and Juliet* in the early 1700s. A century later, Americans practically worshiped Shakespeare. Philosopher and poet Ralph Waldo Emerson called him "the first poet of the world." In the 1900s, Shakespeare's works were being translated and printed in India, Africa, China, and Japan.

In the 20th century, a new medium inspired countless variations on the Shakespeare canon: the movies. Some have been filmed as recreated plays, such as *Romeo and Juliet* (1968) or *Henry V* (1989). Others were adapted stories in modern settings such as *West Side Story* (1961) or *Richard III* (1995). Still others were transposed<sup>4</sup> into stories in a completely different land and culture such as *Ran* (1985), a Japanese tale of samurai based mostly on King Lear.

Whether recorded or live, the performance of a major Shakespeare role is traditionally seen as the ultimate test of an actor's ability. From Richard Burbage in the 1500s to lan McKellen and Judi Dench today, the greatest actors are those who are able to master Shakespeare. By itself, this is the most enduring tribute to the theatrical talent of William Shakespeare, the Bard of Avon.

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### **Text-Dependent Questions**

Directions: For the following questions, choose the best answer or respond in complete sentences.

- PART A: Which statement identifies the central idea of the text?
  - A. It takes time and study for people to develop an appreciation for Shakespeare's unique storytelling style.
  - B. Shakespeare's plays have captured the attention and admiration of people from all over the world for centuries.
  - C. The popularity of Shakespeare's work has risen and fallen over the centuries, depending on which famous actors perform the plays.
  - D. While Shakespeare is still taught in schools, his plays and poetry are considered old-fashioned and are no longer interesting to modern audiences.
- 2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "But, in 1642, during the English Civil War, the theaters of London were closed by order of the government and remained so for 18 years. By the time they reopened in 1660, styles had changed." (Paragraph 2)
  - B. "The court of the new king wanted a more elegant, refined, classical world, and Shakespeare struck them as coarse in his language and careless in his plots." (Paragraph 2)
  - C. "But it was the great French author Voltaire who truly popularized Shakespeare beyond English shores in the 1730s. From that time onward, Shakespeare's works have been extensively studied and performed around the world." (Paragraph 6)
  - D. "Still others were transposed into stories in a completely different land and culture such as Ran (1985), a Japanese tale of samurai based mostly on King Lear." (Paragraph 8)
- 3. Which of the following describes the relationship between movies and Shakespeare's plays?
  - A. Movies have allowed for Shakespeare's plays to be presented in new and exciting forms.
  - B. Movies have helped directors stay true to the original plays through special effects.
  - C. Movies have allowed people who don't like to read to enjoy Shakespeare's plays.
  - D. Movies have allowed directors to improve some of Shakespeare's less impressive plays.
- 4. How does Ben Jonson's quote "He was not of an age, but for all time!" from paragraph 2 contribute to the development of ideas in the text?
  - A. It emphasizes the lasting popularity of Shakespeare's plays.
  - B. It shows that Shakespeare was best understood in his time.
  - C. It proves that Shakespeare's plays only improve over time.
  - D. It stresses how Shakespeare was not appreciated in his time.



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### **Discussion Questions**

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. William Shakespeare's plays explore various themes, including love and morality. Do you think that Shakespeare's plays still have value today, despite being hundreds of years old? Do you think that Shakespeare's messages about the themes listed could ever become dated?

2. In the context of the text, what contributed to William Shakespeare's success as a playwright and poet? Why do you think his work continues to be so popular today? Do you think any of the plays, poems, or songs created today will be popular in 400 years?

### Romeo and Juliet Writing Activities:

A	ct 2: Who says this?
а	'Mercutio laughs at things he doesn't understand.' ()
b	1 hate my name because it's your enemy.' ()
c	'The dark night will hide me from their eyes.' ()
d	'When people run too fast they fall over.' ()
е	'Oh no, really sir. I don't want any money.' ()
f	'These strong feelings of love don't bring happiness.' (

### Write:

Tybalt sends a letter to Romeo's house inviting him to fight against him. Let's imagine that Romeo's father has received the letter. You'are Romeo's father. Answer the letter.

### Write:

Today Romeo would send Juliet an e-mail saying when and how they are getting married. You are now Romeo. Write the e-mail to Juliet.

### Act 3 Scenes 1-2

### Write:

You are Mercutio. Write your thoughts when you hear Romeo saying to Tybalt 'I love you better than you can imagine.'

### Write.

Benvolio lies to the Prince when he explains to him who started the fight. You are Benvolio. Write a note to the Prince, but this time tell the truth.

BENVOLIO Part, fools!

Put up your swords; you know not what you do.

[Beats down their swords] [Enter TYBALT] TYBALT What, art thou drawn among these heartless hinds?

Turn thee, Benvolio, look upon thy death.

**BENVOLIO** I do but keep the peace: put up thy sword, Or manage it to part these men with me.

TYBALT What, drawn, and talk of peace! I hate the word,

As I hate hell, all Montagues, and thee: Have at thee, coward! [They fight] [Enter, several of both houses, who join the fray; then enter Citizens, with clubs] FIRST CITIZEN Clubs, bills, and partisans! strike! Beat them down!

Down with the Capulets! down with the Montagues! [Enter CAPULET in his gown, and LADY CAPULET!

CAPULET What noise is this? Give me my long sword, ho!

LADY CAPULET A crutch, a crutch! why call you for a sword?

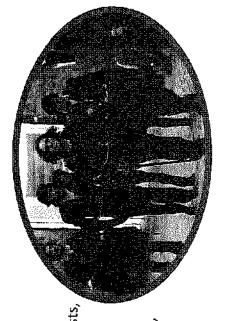
**CAPULET** My sword, I say! Old Montague is come, And flourishes his blade in spite of me.

[Enter MONTAGUE and LADY MONTAGUE]

MONTAGUE Thou villain Capulet,—Hold me not, let me go.

**LADY MONTAGUE** Thou shalt not stir a foot to seek a foe. [Enter PRINCE, with Attendants]

Will they not hear? What, hol you men, you beasts, Throw your mistemper'd weapons to the ground, To old Free-town, our common judgement-place. Canker'd with peace, to part your canker'd hate: PRINCE Rebellious subjects, enemies to peace, With purple fountains issuing from your veins, And hear the sentence of your moved prince. Have thrice disturb'd the quiet of our streets, On pain of torture, from those bloody hands That quench the fire of your pernicious rage Once more, on pain of death, all men depart. Profaners of this neighbour-stained steel, — Your lives shall pay the forfeit of the peace. Cast by their grave beseeming ornaments, And, Montague, come you this afternoon, To know our further pleasure in this case, Three civil brawls, bred of an airy word, fo wield old partisans, in hands as old, For this time, all the rest depart away: By thee, old Capulet, and Montague, You, Capulet, shall go along with me: If ever you disturb our streets again, And made Verona's ancient citizens



Highlight any key words that show conflict in this extract from Act 1 Scene 1. What is the atmosphere and mood

2. What words stand out to you?

like in this scene?

### Punning and Word Play in Romeo and Juliet

Read the following puns from Act 1. Answer the questions that follow.

Puns are jokes based upon words that have several definitions (homophones) and words that sound alike, but have different meanings (homonyms).

For example in Act I, scene I, Sampson and Gregory play with the homonyms collier, choler, and collar. A collier is a coal seller who is therefore dirty and poor. The idiom "carry coals" meant accept insults in Shakespeare's day. Choler means anger, and the collar Gregory refers to is a hangman's noose.

Sampson: Gregory, on my word, we'll not carry coals.

Gregory: No, for then we should be colliers.

Sampson: I mean, and we be in choler, we'll draw.

Gregory: Ay, while you live, draw your neck out of collar.

1. Although Sampson and Gregory are joking around, there is an underlying warning in Gregory's last statement. What is it?

Examine the following examples of punning and word play.

(I; iii) Lady Capulet tells Juliet of the purpose of their conversation. In Shakespeare's day marry could mean indeed.

Lady Capulet: Marry, that "marry" is the very theme
I came to talk of

(I; v) Romeo tells Mercutio he has no wish to dance at the Capulet party, but will hold the torch:

Romeo: Give me the torch. I am not for this ambling. Being but heavy, I will bear the light.

(I; iv) Romeo says to Mercutio about dancing:

Romeo: You have dancing shoes

With nimble soles. I have a soul of lead

So stakes me to the ground I cannot move.

- 2. Explain what this pun means.
- (I; iv) Romeo and Mercutio discuss dreams

Mercutio: That dreamers often lie.

Romeo: In bed asleep where they do dream things true.

3. What does Romeo's response mean here?

Student Name:	Date:
Course: <u>Algebra</u>	Teacher: B. Hammond   E. Abernethy
Teacher Office Hours: 10:00am - 12:00pm	Teacher Email: hhammand@rhmail.am
Other form of contact if help is needed: A	nothy-813-417-
Instructions to complete the student packet:	(12) 8

- · Watch each Edpuzzle on my Canvas
- Complete each of the 3 practice worksheets and turn into me.

### Instructions to submit work:

From a phone, use your NOTES APP and click:

- Scan documents
- Keep scan
- Save
- Then in the upper right corner click the send arrow pointed up
- · Send as a message by clicking on the green message button.
- Text it to me at email me at bhammond@rhmail.org, submit it on Canvas, or text it to Mrs. Clamp

### eabernethy ernmail.org

### **Technology**

Laptop issues: please email the help desk- helpdesk@rhmail.org or phone at (803)981-3531 and include the following information:

Student ID number (ex: R\$12345)

Parent/Guardian name, Parent/Guardian email and phone number contact information.

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A description of the problem with the computer

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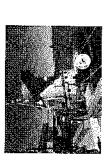
1. Factoring out common factors is using the

a. Distributing: a(b + c) =

Factoring; ab + ac =

b. CHECK your answers by using the distributive property.

Does 12x + 9 factor into 3(4x + 3)?



to every term and

2. To factor:

of what is left. factor them out as a

5x + 5y

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Examples:

3n + 18

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6a2 + 4a + 18

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 $11x^2 + 5x$ 

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4n + (-8)

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7a² - 28

8x + 4

**Math**light

# $ec{x}^k$ Factoring Our Common Factors

. ...

 $5y^3 + 3y^2 - 17y$ 

Ó

property in reverse.

10a³b - 6ac

 $15x^5 + 9x^3 - 12x^2$ 

 $-20y^3 + 10y^2 - 30y + 8$ 

 $16n^3y^3 - 24n^2yz$ ¥

 $8a^4b^3c^3 + 10a^3b^2c^2 + 20a^4b^2c^3$ 

. If it cannot, it is 3. Not every polynomial can be \_

12x - 7y

ฒ่

 $35x^2 + 3x + 1$ d

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15n - 3 Ë @2018 Mathfight | mymathlight.com

### Factor out the GCF. If you can't factor it write "prime" © 2011 Kuta Software LLC. All rights reserved.

Period

Factor the common factor out of each expression.

1) 
$$16p^4 + 4p^3$$

2) 
$$9x + 36$$

3) 
$$63 + 45b$$

4) 
$$6n^3 - 3n^5$$

5) 
$$-6r^5 - 6r^4$$

6) 
$$63x^{12} - 35x^6$$

7) 
$$14a + 21a^2 + 21a^3$$

8) 
$$10n^3 - 9n^2 + n$$

9) 
$$-28v^2 - 8v - 36$$

10) 
$$-8x^7 + 24x^6 + 12x^5$$

11) 
$$20 - 35n^2 - 20n^3$$

12) 
$$9x^6 - 63x^3 - 90x^2$$

13) 
$$-3k^3 + 15k^2 - 6k$$

14) 
$$50p^3 + 50p^2 - 20$$

15) 
$$32n^3 + 28n - 20$$

16) 
$$-90x^5 + 100x + 60$$

17) 
$$3m^2 + 9m + 27$$

18) 
$$12r^2 + 4r - 12$$

19) 
$$64 + 40x^2 + 72x$$

20) 
$$-18n^2 + 15n - 15$$

*₄* MathLight

3. Front: factors of the front:

4. Back: factors of the back:

\*\*\* You must pick the correct factors that produce \_\_\_\_\_ in the middle!

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☐ Factoring Trin	omials of $x^2$ + bx + c 8.2
1. When multiplying two binomia	is the middle term is the sum of the multiplication of the
terms a	nd theterms.
a. Example: (x -5)(x +	2)
x² -3x -1	]- 10 0
b. Remember, factoring is the	opposite of and the key is
	e results in the correct term.
The method of factoring trinor     When factoring always	nials is called Trial &
FO	C F F
Every polynomial does	have them, but you must always
a. Factor: $x^2 \div 7x + 10$	1. Look to FOCFF
	2. Make two ( )'s
	3. Front: factors of the front:
	4. Back: factors of the back:
<b>Math</b> Light	You must pick the correct factors that produce 7x in the middle!  3

### Factoring Trinomials (a = 1)

Factor each completely.

1) 
$$b^2 + 8b + 7$$

2) 
$$n^2 - 11n + 10$$

3) 
$$m^2 + m - 90$$

4) 
$$n^2 + 4n - 12$$

5) 
$$n^2 - 10n + 9$$

6) 
$$b^2 + 16b + 64$$

7) 
$$m^2 + 2m - 24$$

8) 
$$x^2 - 4x + 24$$

9) 
$$k^2 - 13k + 40$$

10) 
$$a^2 + 11a + 18$$

11) 
$$n^2 - n - 56$$

12) 
$$n^2 - 5n + 6$$

-1-

# 🌋 Factoring Tilhomials of ax' 🕂 bxy 🕂 ey'

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<u>.03</u>
the method
trinomials,
e factoring
we're
Весаизе we're
<del>.</del>

Example:  $8x^2 + 2xy - 15y^2 = (4x - 5y)(2x + 3y)$ 

b. When the front factors are different, they cause the placement of the

factors to matter resulting in more possible combinations of factors! BACK

3x2 - xy - 4y2 2 Factor:

1. FOCFF

2. Make ( )'s

3. Factors of front:

Factors of back;

Pick the correct factors that produce in the middlet

1. FOCFF

2x²y - xy² - 3y³

3. Factor:

2. Make ( )'s

16n<sup>4</sup>q + 10n<sup>2</sup>q - 6q

d. Factor:

3. Factors of front;

4. Factors of back:

Pick the correct factors that produce in the middle!

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MainLight

# T Factoring Tinomials of ax" + bxy + cy

than 1 set of possible factors. 2. The first term can also produce

a. Factor: 4x' + 11x - 3

1. FOCFF
2. Make ( )'s
3. Factors of front:

4. Factors of back:

Pick the correct factors that produce in the middle!

1, FOCFF

6x2 - 13xy + 5y2

b. Factor:

2. Make ( )'s 3. Factors of front:

4. Factors of back;

Pick the correct factors that produce in the middle!!

1. FOCFF

2. Make ( )'s 3. Factors of front:

4. Factors of back:

Pick the correct factors that produce in the middle!

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 $\langle \overline{\psi} 
angle$  Factoring Innomials of ax' + bxy + ey'

- 3. More practice. Completely factor the following.
- a. 9a² + 33ab 60b²

b. 12x2 + 16x - 35

c.  $-10x^3 + 55x^2y - 75xy^2$ 

Kuta Software - Infinite Algebra I

Name

Factoring Trinomials (a > 1)

Factor each completely,

1)  $3p^2 - 2p - 5$ 

9)  $15n^2 - 27n - 6$ 

10)  $5x^2 - 18x + 9$ 

2)  $2n^2 + 3n - 9$ 

11)  $4n^2 - 15n - 25$ 

12)  $4x^2 - 35x + 49$ 

3)  $3n^2 - 8n + 4$ 

4)  $5n^2 + 19n + 12$ 

13)  $4n^2 - 17n + 4$ 

14)  $6x^2 + 7x - 49$ 

5) 21,2 + 111,4 + 5

6)  $2n^2 + 5n + 2$ 

15)  $6x^2 + 37x + 6$ 

16)  $-6a^2 - 25a - 25$ 

7)  $7a^2 + 53a + 28$ 

8)  $9k^2 + 66k + 21$ 

17)  $6n^2 + 5n - 6$ 

 $18) 16b^2 + 60b - 100$ 

-1-

-2-

Student Name:		Date: _April 22-May 1, 2020
Course: 8th grade Science	Teacher:	Mrs. Clamp & Ms. Reynolds
Teacher Office Hours:10:00 - noon Jreynolds@rhmail.org	Teacher Em	ail: aclamp@rhmail.org and
Other form of contact if help is needed:803-3803-374-3675 (Reynold's cell)	367-1184 (Cla	mp's cell)
Instructions to complete the student packet: April 22 – Using the data table, color the map of the answer the questions. You can use Microsoft paint screenshot of the map and the questions. April 23 – Read Longitude and Latitude definitions. screenshot and submit when finished. April 24 – Read article "EQ in SC?" and answer the April 27 – Read the EQ Safety Notes, then answer April 28 – Read and study the Seismic Wave notes. April 29 – Read Volcanic Activity Vocabulary, then a April 30 and May 1 – Makeup Days for missing assilnstructions to submit work:	t, markers, or Plot the EQ's e questions att and submit the then answer answer and su	even use letters like R for red. Submit both the sand Volcanoes on the world map. Take a ached. Submit answers. e questions. and submit the quiz answers. ubmit the questions.
Submit work through Canvas, Email pictures, video I have to keep a file of your paperwork you turned in	, or typed wor n.	k, or use cellphone only if necessary because
Technology		•
Laptop issues: please email the help desk-helpo the following information:	lesk@rhmail.	org or phone at (803)981-3531 and include
Student ID number (ex: RS12345)		
Parent/Guardian name, Parent/Guardia	an email and ph	one number contact information.
School Name / Teacher name		
A description of the problem with the	computer	
The Rock Hill Schools Technology Department Staf	ff will be on ca	ill between the hours of 8AM - 8PM
Launchpad: https://launchpad.classlink.com/rockhill	Canvas	https://rockhill.instructure.com/login/canvas
** For more information on remote learning, please v	isit:	
RRMS website at https://www.rock-hill.k12.sc.us/dom	<u>nain/2596</u> or	

RHS District website at: https://www.rock-hilf.k12.sc.us/elearning

If hething to color with, use Hind-colorblue first (B)
red se cond (B)
Orange Hind(O)
yellow is everything else(V)

### PROBLEM SOLVING

Class Care Commence of the Commence of the Class Care Commence of the Commence	Use after Section 9-3.
Class	ıkes
Kame	Chapter 9 Earthquake

## Mapping the Risk of Earthquake

PA H

TELLOW — 1 to 89 earthquakes

DLUE — no earthquakes recorded Use the data below to construct a map that shows the risk of earthquake in each of the states. Using markers or crayons, color states according to the following key:

RED — over 100 earthquakes

Then put one black dot on the map for each high intensity quake.

Alabima Alabim Adaona	Abbreviation	of earthquakes	earthquakes	Siale	Abbreviston	of earthquakes	earthquekas
Alastes Adeona	z	17	۵	Мапер	ž	150	*
Adrona	¥	386	œ	Nobraska	9	æ	0
	Ş	ž	_	Noveda	≩	98	-
Arkonsas	¥	R	<b>-</b>	Now Hampshire		52	0
Celifornia	ð	830	9	Now Jarsey		<u>p</u>	0
Colorado	8	86		New Market	¥	5	0
Commelled	t	1	o	New York	È	102 103 103	₩
Delaware	믬	47	0	North Carolina	ş	5	٥
Florida	료	7	۰	North Dakota	ş	φ	o
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- 1. Which state has had the most earthquakes?
- 2. Which state has never recorded an earthquake?
- 3. Which state has had the greatest number of high nuensity earthquakes?
- 4. List the five states most likely to experience an earthquake in the future, based on historical data.
- 5. What do you observe about the location of these the states?
- 6. Based on the carthquake map, where would you guess the boundary of the North American plate Res?

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Longitude = these lines are up and down lines. They start at the North Pole and go all the way to the South Pole. The zero for longitude is called the Prime Meridian and is going through England. Longitude lines use East of the Prime Meridian.

<u>Latitude</u> = these lines go around the earth. The zero latitude line is the Equator. Latitude lines use North of the Equator and South of the Equator.

### Locating Patterns of Earthquake and Volcano Distribution

Read!

### Problem

What is the worldwide pattern of earthquake and volcano distribution?

Materials (per student)
world map showing longitude and latitude
pencils of different colors

### Procedure

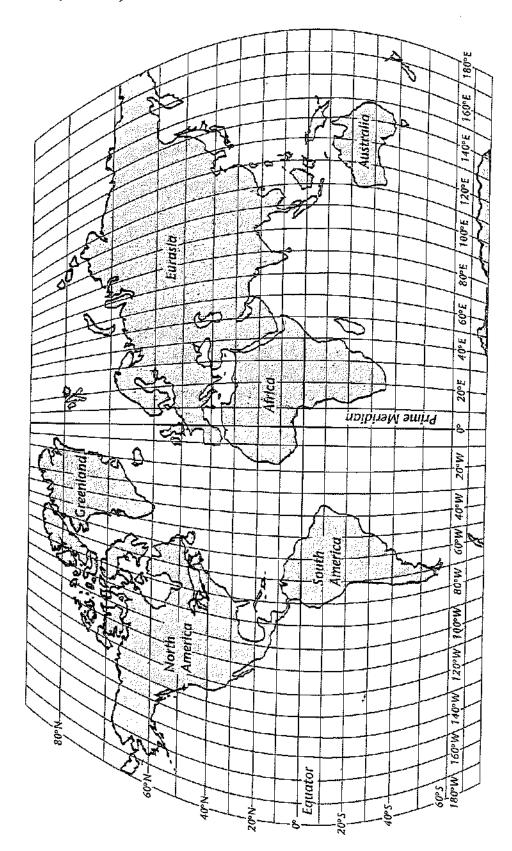
1. Use the information in the table to plot the location of each earthquake. Use one of the colored pencils to label on the world map each <u>earthquake</u> location with the letter Einside a circle.

2. Do the same thing for volcanoes. Use another colored pencil and the letter Vinside a circle. Use different colors for (E) earthquakes

Earthqu	ıakes	Volcanoes		
Longitude	Latitude	Longitude	Latitude	
120°W	40°N	150°W	60°N	
110°E	5°S	₹70°W .	35°S	
77°W	4°S	120°W	45°N	
88°E	23°N	61°W	15°N	
121°E	14°S	105°W	20°N	
34°E	7°N	75°W	0°	
74°W	44°N	122°W	40°N	
70°W	30°S	30°E	40°N	
10°E	45°N	60°E	30°N	
85°W	13°N	160°E	55°N	
125°E	23°N	37°E	3°S	
30°E	35°N	145°E	40°N	
140°E	35°N	、120°E	.10°S	
12°E	46°N	14°E	41°N	
75°E	28°N	105°E	·5 <b>°S</b>	
150°W	61°N	35°E -	15°N	
W*86	47°S	70°W	30°S	

Date \_\_\_\_\_ Class

### SKILLS LAB (continued)





Inside Earth

Teaching Resources F ♦ 93

### Earthquakes in South Carolina?

Yes! The Palmetto state has a seismic past and will, no doubt, tremble again as quakes shake the ground beneath our feet. Earthquakes are not an uncommon occurrence in South Carolina! The South Carolina Geological Survey (SCGS) is interested in making



South Carolinians aware of our seismic past, what causes our earthquakes, what is being done to reduce the losses that will result from future quakes, and what you should do before, during, and after an earthquake.

### Charleston earthquake of 1886

Most people had gone to bed by 9:51 p.m. on Tuesday, August 31, 1886. They had no way of knowing that shock waves from a massive quake (see Figure 1), estimated magnitude of 7.6, would throw them out of bed. Imagine how bewildered and frightened they must have been as they darted for safety when ceilings gave way and tons of debris



 Figure 2. Earthquake damage to building on the south side of Broad Street, Charleston.

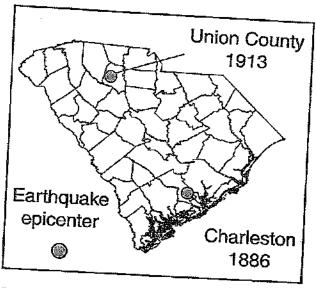


Figure 1. Map showing earthquake epicenters of the 1886 Charleston and 1913 Union County earthquakes.

rained down about them. Survivors saw that many of Charleston's brick and masonry buildings had crumbled to the ground. Those structures that remained standing bore great cracks and other scars (see Figure 2). Sadly, about 60 people did not survive the quake. It was reported that ground shaking damaged structures as far away as 200 miles from Charleston. This quake was the strongest earthquake known to hit the Eastern Seaboard, and it shock with such force that it was felt over 2½ million square miles (from Cuba to New York, and Bermuda to the Mississippi River).

### Union County earthquake

Where in the Eastern United States did the second strongest earthquake occur? That's right—it too, struck in South Carolina, with an estimated magnitude of 5.5. This quake was on the afternoon of January 1, 1913, at 1:28 p.m. near the town of Union in Union County (Figure 1). Shock waves moved out from the western portion of South Carolina into adjacent Georgia and North Carolina, and even up into parts of Virginia. Fortunately, damage was minimal and no deaths resulted. This event is significant because it demonstrates that large, destructive earthquakes can also strike the Piedmont region.

### Questions for "Does SC have earthquakes?"

- 1. Which city in SC had the strongest EQ on the entire east coast?
- 2. Which city in SC had the next strongest EQ on the entire east coast?
- The east coast of the US does not have many earthquakes because it is not on a plate boundary.
   Google: <u>www.usgs.gov</u> or any other website and find out when the last EQ was in SC.

### Home Earthquake Safety

- As a family, determine the safest spots in each room of your home: under heavy pieces of furniture such as tables or desks, in doorways (but be careful of doors slamming shut), and in inside corners.
- Determine the danger spots in each room. These include any place near:

windows bookcases
large mirrors china cabinets
hanging objects stoves
fireplaces

- If you're cooking, remember to turn off the stove before taking cover.
- 3. Discuss, then practice what to do if an earthquake happens while you're at home. (Children who have practiced safe procedures are more likely to stay calm during an actual earthquake.)

### Drop and cover:

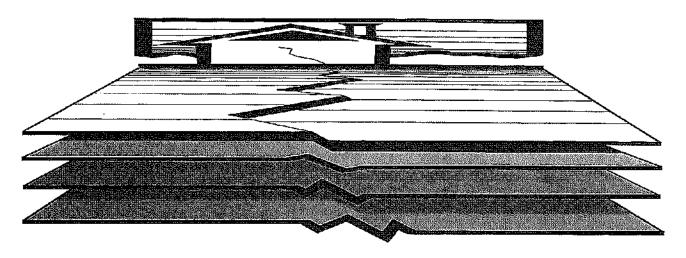
- Crouch in a safe place (See 1. above).
- Tuck your head and close your eyes.
- Stay covered until the shaking has stopped.
- Determine an emergency evacuation plan for each room of your home.
  - Keep a flashlight with fresh batteries beside each bed, and shoes to protect feet from glass and other sharp objects.
- **5.** Agree on a safe gathering place outside the house where all family members will meet after an earthquake.
- Discuss as a family what needs to be done after an earthquake ends.

### Reminders:

- Stay calm.
- Be prepared for aftershocks. These may be strong. Take cover if shaking begins again.

### Parents Only:

- Check for injuries. Apply first aid as needed.
- Check for fires.
- Shut off electricity at main power if you suspect damage. Don't turn switches on or off.
- Shut off gas valves if there is any chance of a gas leak.
   Detect gas by smell, never by using matches or candles.
- Shut off water inside and out if breakage has occurred.



### Are you prepared for the next earthquake? What you should do before, during, and after an earthquake

### Before

- · Learn first aid procedures
- Learn how to shut off all utilities in your home
- Keep emergency items on hand, including first-aid kit, supply of important medicines, flashlight, battery-powered radio, batteries, three-day supply of water and nonperishable food, tools to shut off utilities, and a fire extinguisher.
- Use bolts or straps to secure heavy items that might topple over, such as a bookcase, china cabinet, or water heater.
- Avoid placing heavy objects on shelves or heavy pictures on walls where they could fall onto a bed.

### During

- If at home, avoid windows and objects that could fall. If possible, get under a sturdy table, desk, or bed, or stand in a doorway.
- If in a public building, avoid stairways and elevators and don't run for exits. Get under a desk or table and avoid outside walls, especially glass walls.
- If outside, move to an area where you will be safe from falling trees, utility poles, or debris from buildings.
- If driving in a car, avoid bridges, underpasses, and overpasses. Safely bring the car to a stop and turn on the radio for emergency broadcasts.

### After

- Check for injuries to others and provide assistance as needed.
- Check for and extinguish fires, and check for and correct conditions such as spilled gasoline that could lead to a fire.
- Check appliances and gas, electric, and water lines for damage, and shut off utilities that are damaged.
- If outside, watch out for downed power lines.
- Use the telephone only for emergencies
- Be prepared for aftershocks.

For more information, contact your local chapter of the American Red Cross

### **Earthquake Safety**

Read and interpret the three sheets about EQ safety, then answer the following questions.

- 1. No matter where you are, if there is an earthquake, what is the first thing you should do to protect yourself from falling debris?
- Look around your house and list some things you might need to change to make it more safe for an earthquake.
- 3. Each of us has different skills and talents and knowledge. List three things you and your family need to work on before an EQ should hit.
- 4. List three things you and your family should do during an earthquake.
- 5. List three things you and your family should do after an earthquake.
- Pretend your house was completely destroyed during and earthquake and the leaking gas caused it to burn down. Make a list of things you think need to go into an Emergency Kit to help you and your family survive for the next few weeks.

### Seismic Wave Notes

When the earth shakes during an earthquake, it sends out energy in the form of seismic waves. There are three different kinds of seismic waves and they act and do different things.

Primary Waves (P Waves) – these waves move in a push and pull forward motion, often called compression waves. They are the first to reach your house and they are the fastest waves at 6 m/s. They move straight to your house from the focus.

P waves

XX rocks

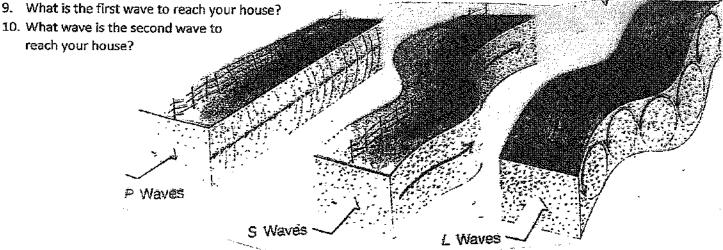
Secondary Waves (S Waves) – these waves are the second to reach your house because they move slower at 4 m/s. These waves can only move through solids. These waves leave the focus inside the crust and move side to side like a snake.

W VICTORY CH 3

Surface Waves (L Waves) – these waves do not start inside the earth at the focus. They leave the focus being a P-wave or an S-wave but when they reach the surface of earth, they morph or change into L-waves. They are the last to reach your house and they are longitudinal. They move up and down and cause the most damage. They are the last waves to reach your house.

Questions: Write P-wave, S-wave, or L-wave next to each description of seismic waves. Which wave does is described:

- Wave that is the second to reach your house
- 2. Wave that causes the most damage
- 3. Wave that can only move through a solid
- 4. Wave that is the fastest
- 5. Wave that moves in a straight line, pushing and pulling
- 6. The last wave to reach your house
- 7. Wave that moves side to side like a snake
- 8. Wave that moves up and down
  9. What is the first wave to reach your house?



### Vocabulary

ava begins as magma in Earth's mantle. Magma flows upward through cracks in the rock until it reaches the surface or becomes trapped. As magma rises, the pressure decreases and the dissolved gases begin to separate out. A volcano erupts when an opening develops weak rock on the surface. During a volcanic eruption, the gases desolved in magma rush out, carrying the magma with them.

Inside a volcano, magma collects in a pocket called a magma chamber. The magma moves through a pipe, a long tube that connects the magma chamber to Earth's surface. There, the magma leaves the volcano through an opening called a vent. The area covered by lava as it pours out of a vent is called a lava flow. Lava may collect in a crater, a bowl-shaped area around a volcano's central vent.

The force of an eruption depends on the magma's gas content, how thick or thin the magma is, its temperature, and its silica content. Silica is a material formed from oxygen and silicon. Some types of magma are thick and do not flow easily. Other types of magma are fluid and flow easily. The hotter the magma, the thinner it is. The more silica the magma contains, the thicker it is.

The silica content of magma helps to determine whether the volcanic eruption is quiet or explosive. If the magma has a low silica content, it flows easily and the volcano erupts quietly. Quiet eruptions produce two different types of lava—hot, fast-moving pahoehoe and cooler, slower-moving as.

A volcano erupts explosively if its magma is thick. The magma plugs the volcano's pipe; and pressure builds up until the trapped gases explode, forcing the magma out. The explosion breaks the lava into pieces that quickly cool and harden to form ash, cinders, and bombs. A pyroclastic flow occurs when an explosive eruption hurls out ash, cinders, and boml

A volcano that is erupting or has shown signs that it may erupt in the near future is called an active volcano. A dormant volcano is not active now but may become active again in the future. An extinct volcano is unlikely to erupt again.

Some kinds of volcanic activity do not involve erupting lava. A hot spring forms when groundwater heated by magma rises to the surface and collects in a pool. A geyser is a fountain of water and steam that erupts from the ground. In volcanic areas, water heated by magma can provide a clean, reliable energy source called geothermal energy.

Geologists monitor changes in and around volcanoes to try to predict eruptions. Although quiet eruptions and explosive eruptions involve different volcano hazards, both types of eruptions can cause damage far from the crater's rim. Hazards include lava flows, clouds of ash and hot volcanic gases, landslides, and avalanches of mud, snow, and rock.

### Answer the following questions

- 1. Why does magma in the mantle rise through the crust above it?
- 2. As magma rises toward the surface, what happens to the gases in it? Why?
- 3. What three things determine how thick or thin magma is?
- 4. What are the differences between pahoehoe and aa? What kind of eruption produces these types of lava?
- 5. How does an explosive eruption produce a pyroclastic flow?
- 6. What are two uses of geothermal energy?
- Identify three hazards of volcanic eruptions.



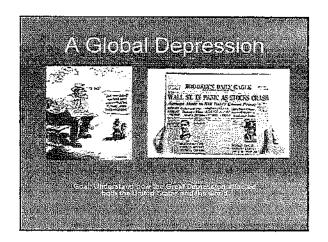


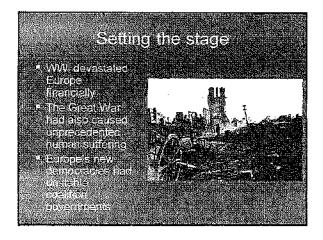
	RAWLINSON ROAD MIDDLE SCHOOL- Home of Raider PRIDE
Student Name:	Date:
Course:8th Gr	rade Social Studies Teacher:Mr. Anderson & Mr. Dent
Teacher Office I	Hours: _M-F 10:00 am to 12:00 pm Teacher Email:tanderson@rhmail.org and gdent@rhmail.org
Other form of co	ontact if help is needed: _For general support, call 803-980-2018
Instructions to d	complete the student packet:
***Round Three b	pegins 04/22/20***
assignment)	22/20 — Look over Great Depression PowerPoint, do Great Depression Photo Questions (includes instructions and
Friday, 04/24/20	20 – Great Depression Graph (includes instructions and assignment)  - WWI & Great Depression Quiz
	0 - New Deal Informational Text (includes instructions and assignment)
7	20 — Great Depression Journal Entry (includes instructions and assignment) 29/20 — Great Depression DBQ (includes instructions and assignment)
_	20 - make-up work day for Round 3
Friday, 05/01/20	make-up work day for Round 3
***End of Round	Three***
	cludes PowerPoint slides with notes. This is supplementary information. The notes will not be graded. However, ook over and review the PowerPoint and notes.***
Instructions to s	submit work:
Students can use	e cell phones to take pictures of completed work packets and send the pictures to their teacher via email.
<u>Technology</u>	
Laptop issues:	please smail the help desk- helpdesk@rhmail.org or phone at (803)981-3531 and include the following information:
	Student ID number (ex: RS12345)
	Parent/Guardian name, Parent/Guardian email and phone number contact information.
	School Name / Teacher name
	A description of the problem with the computer
The Rock Hill Scl	hools Technology Department Staff will be on call between the hours of 8AM - 8PM
Launchpad: http	s://launchpad.classlink.com/rockhill Canvas: https://rockhill.instructure.com/login/canvas

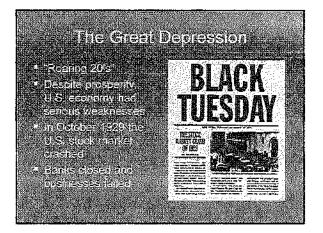
\*\* For more information on remote learning, please visit:

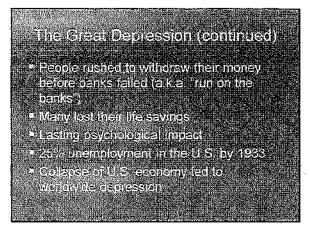
RRMS website at https://www.rock-hili.k12.sc.us/domain/2596 or

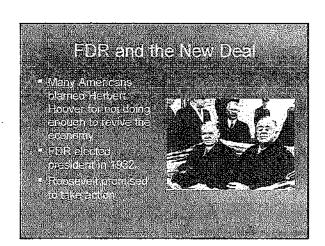
RHS District website at: https://www.rock-hill.ki2.sc.us/elearning













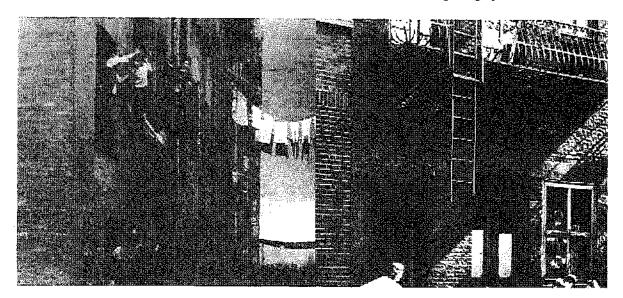
1. Ask students to carefully observe Photograph A and Photograph B, by Arnold Eagle and David Robbins, from the New Deal Network archives.

Make a quick checklist of details they notice in each photo.

- o What kinds of activities are taking place?
- o How are the people dressed?
- o What kinds of buildings do they notice in the photos?

Ask students to make some inferences from the photographs.

- o Who do they imagine the people are? What relationships might exist between people in the same photograph?
- o What kinds of activities are the people engaged in?
- What kind of neighborhood do they live in?
- o Do they seem happy and healthy? Do they seem "at home" in the locale of the photograph?



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	Unemployment During the Great Depression
	8
	<b>—</b>

desire to complete on the computer, you may take a snippet and upload. million, 1933 - 12.8 million. This graph should be on paper, and you should complete and take a picture to upload. If you numbers to create this graph: 1928 - 2.0 million, 1929 - 1.6 million, 1930 - 4.3 million, 1931 - 8.0 million, 1932 - 12.1 Assignment: Prepare a bar graph that shows the unemployment figures during the Great Depression. Use the following

### QUIZ

- 1. What event "sparked the powder keg" and started World War One?
- A. The assassination of JFK
- B. The firing on Fort Sumter
- C. The assassination of Franz Ferdinand
- D. Nicholas II becoming Czar of Russia
- 2. The following are all causes of WWI EXCEPT
- A. Anti-Communism
- B. Militarism
- C. Alliances
- D. Nationalism
- 3. Franz Ferdinand was the heir to the throne of
  - A. Germany
  - B. Austria-Hungary
  - C. Britain
  - D. France
- 4. Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria made up the members of the
  - A. Central Powers
  - B. Allied Powers
  - C. Axis Powers
  - D. Rolling Stones
- 5. The Great Depression happened after WWI
  - A. True
  - B. False

### The Great Depression and the New Deal



8-6.5

On October 24, 1929, the slock market crashed. Many factors contributed to the cause of the Great Depression that followed after this event. People bought items on credit, investors used credit in the stock market, and there was an uneven distribution of wealth, Also, war debt and seriffs from World War I made it hard for foreign markets to buy American products.

South Carolina's economy had been suffering before the crash. Many farmers and unskilled workers were poor. The economy got worse after the crash. Banks failed, a railroad went into bankruptcy, some textile mills closed their doors, and cotton prices dropped even lower than before. Farmers lost their land to foreclosure. Because people could not pay their taxes, many state and local governments were hard-pressed for

The 1930s bagan on an ominous note. Unemployment was at about 25% for South Carolina, and over 30% in more than 17 counties. People did not have money to spend at their local stores, and as a result, local economies suffered. People could not afford to get married or have children. Marry people decided to postpone starting a family. At the time, many young men wandered from town to town tooking for work. So many people needed help at the time that churches and organizations could not keep up with the need. Citizens were devastated and turned to their government for help.

President Franklin Delano Rooseveft was elected in 1932. People believed in his promise of bringing a "New Coal" to the nation. When he was inaugurated in 1933, conditions had become even worse, in his inaugural address, Roosevelt told the nation, "The only thing we have to fear is fear itself." As president he used the radio to communicate with the American people. He held what he called fireside chats on the radio. Roosevelt created a series of government programs for the nation called the New Deal in early 1933. The New Deal was the first time government programs were devised to help people directly. By the end of the summer of 1933, 25% of all South Carolinians were receiving funds from the Federal Emergency Relief Administration. Many African Americans were still discriminated against during the New Deal, however. They did not receive as many benefits or jobs as whites did:

### The Civilian Conservation Corps

The Civilian Conservation Corps (CCC) was a work program for unemployed man ages 18 to 25. The men received housing, food, and 30 dollars a month. They often ser money home to their struggling families. Man took academic classes and learned skills that put them in the workforce. They could take classes in typewriting, landscaping, mechanics, agriculture, forestry, and electricity. The CCC built recreation areas and parks ell over the United States. In South Carolina, over 50,000 men were involved with the

 $\ensuremath{\mathsf{CCC}},$  which was segregated at the time. They did referestation and soil conservation in Hunting Island, Parris Mountain, and Poinsett. The first South Carolina state park opened in Myrtle Beach in 1935. By 1938, there were 14 state parks that had received more than 450,000 visitors.

### The Benefits of the Santee Cooper Project

In 1933, large rural eress of South Carolina were still without electricity. This prevented any industry development in the area. U.S. Senator James F. Byrnes convinced President Recessvelt that electricity would bring rural South Carolina out of economic calamity. Roosevelt agreed, and what happened next was the largest land-clearing project in U.S. history, it was also the largest New Deal project in South Carolina, More than 125,000 workers, taken off unamployment rolls, cleared 177,000 acres of timberland and swamps. They built dams on the Santee and Cooper rivers. This was called the Santee Cooper Hydroelectric and Navigation Project, It created Lake Merion and Lake Moultrie.

With the passing of legislation in 1934, the state created the South Carolina Public Service Authority, it was created to build and operate the Santee Cooper Project, The project had no direct state investment. It came out of the New Deal, which involved federal money. It resulted in one of South Carolina's most valuable origing resources. It huilt dams that produced power to light the region. The project put many South Carolinians to work, so it improved people's lives in this way, loo.

### **Bural Electrification Act**

The Rural Electrification Administration was created in 1935 as part of the New Deal program. At that time, more than 90% of farms in South Carolina did not have electricity. The Rural Electrification Act of 1935 created a federal agency to Improve electric privide in farming communities. Prior to the Rural Electrification Act, many people lived close

to existing power lines, but privately owned utility companies refused to extend service to them. This new legislation provided federal money to build and maintain power plants and power lines, it created cooperatives so that citizens could work together to provide service for rural areas. By 1940, 25% of farms had electricity. Some farmers used the electricity to install milking machines and water pumps. This made larming more easy and

### Building Projects at Work

The Works Progress Administration (WPA) and the Public Works Administration (PWA) were agencies created to improve local communities. Roosevelt devoted more energy and more money to the WPA than to any other agency. The WPA, later renamed the Work Projects Administration, was the largest emergency work relief program in the history of the United States It was created in 1935 at the height of the Great Depression, it was designed to provide temporary,

VIPA workers did lots of useful work as part of the New Deal program



September and part of the book of probability by the

useful work for millions of unemployed Americans. The PWA was also designed to reduce unemployment through the building of new highways and public buildings. These included educational and public-health facilities and courthouses.

Both men and women from the WPA and PWA worked on projects ranging from road construction to education, art, healthcare, and music programs. The WPA put artists and writers to work. They wrote plays and travel guides and painted murals

One important WPA contribution to South Carolina is the library system. Prior to the WPA. South Carolina had no funded state library agency. The WPA project greatly improved public library conditions in the state. Libraries were started and expanded a bookmobile service was created, and library service to rural and African American citizens was enhanced. Writers conducted interviews with African Americans who had been emslaved in South Carolina. They wanted to preserve the historical record and make it available to the public. Lake Marion, the jewel of the Santes State Park, is a humanmade lake. It was a WPA project that was part of the Santee Cooper Project, Major improvements to the Charleston International Airport, and countless paintings and murals on government buildings that can still be seen today, were also WPA projects.

### The Social Security Act

Congress passed the Social Security Act of 1935. This New Deal legislation provided a number of social insurance programs. One was the federal system of old-age benefits for retired workers. This program provided money for older people who could no longer work enough to support themselves financially. Workers and their employers pay for the Social Security system. Another program was a federal-state system of unemployment

The Social Security Act also created federal grants to the states, including South Carolina, for additional old-ege assistance, aid to the blind, and aid to dependent children. Social Security was beneficial to South Carolinians because they did not have such a system previously in place. Some are critical of Social Security because they think of it as a welfare system. However, it has significantly decreased the poverty rate for the elderly nationwide.

Try iti

What were the effects of the New Deal? Write about what some of the agencies did to improve life in South Carolina, as well as in the nation.

### Lesson Practice

fill in the circle next to the best answer for each question.

### Thinking it Through

- Which of the following describes the New Deal's impact on South Carolina?
  - The New Deal provided employment and education for many people.
  - The New Deal projects were funded by the state.
  - © African Americans and immigrants were not eligible to participate in New Deal projects,
  - The New Deal caused the economy in the state to continue to decline.

The New Deal was created by President Roosevell in order to stimulate the economy and belo the imampleyed.

esson ear the Great repression and the New Dest.

- 2. Which New Deal project was created to build and maintain power plants and power lines in rural communities?
  - A Social Security Act
  - Works Progress Administration
  - © Rural Electrification Administration
  - Civilian Conservation Corps

Winely percent of farms in South Carolina did not have electric service pefore the New Deal.

- Which of the following describes the Works Projects Administration?
  - B It provided many services to improve communities.
  - It provided electricity for low-income farmers.
  - © It provided old-age benefits for retired workers.
  - 1 was a failed project with little federal support.
- Which was the largest New Deal program in South Carolina
  - Rural Electrification Acr
  - Civilian Conservation Corps
  - Works Progress Administration
  - Santer Cooper Project

### Journal Entry

"Pretend that you are a child living during the Great Depression in New York City. Your father has just lost his job. The stock market has crashed, banks have failed, and families have lost their life savings." Write a journal entry of at least 7-10 sentences describing your daily life. (Use the additional information from the Power Point Slides and the Information Text Reading Assignment. Do it on paper and take a picture or do it on the computer and submit a screen shot.)

### **DBQ**

Look at the cartoon below, and answer the questions in complete sentences. Do it on paper and take a picture or do it on the computer and submit a screen shot.



- who does the doctor represent?

  2. In this cartoon, who have the property in the
- 2. In this cartoon, who does the man in the chair represent?

In this cartoon,

Source: Clifford Berryman, Washington Star, January 5, 1934, Library of Congress (adapted)

### Punning and Word Play in Romeo and Juliet

Read the following puns from Act I. Answer the questions that follow.

Puns are jokes based upon words that have several definitions (homophones) and words that sound alike, but have different meanings (homonyms).

For example in Act I, scene I, Sampson and Gregory play with the homonyms collier, choler, and collar. A collier is a coal seller who is therefore dirty and poor. The idiom "carry coals" meant accept insults in Shakespeare's day. Choler means anger, and the collar Gregory refers to is a hangman's noose.

Sampson: Gregory, on my word, we'll not carry coals. Gregory: No, for then we should be colliers.

Sampson: I mean, and we be in choler, we'll draw.

Gregory: Ay, while you live, draw your neck out of collar.

I. Although Sampson and Gregory are joking around, there is an underlying warning in Gregory's last statement. What is it?

Examine the following examples of punning and word play.

(I; iii) Lady Capulet tells Juliet of the purpose of their conversation. In Shakespeare's day morry could mean indeed.

Lady Capulet: Marry, that "marry" is the very theme I came to talk of.

(I; v) Romeo tells Mercutio he has no wish to dance at the Capulet party, but will hold the torch:

Romeo: Give me the torch. I am not for this ambling.

Being but heavy, I will bear the light.

(I; iv) Romeo says to Mercutio about dancing:

**Romeo:** You have dancing shoes

With nimble soles. I have a soul of lead
So stakes me to the ground I cannot move.

2. Explain what this pun means.

(I; iv) Romeo and Mercutio discuss dreams

Mercutio: That dreamers often lie.

Romeo: In bed asleep where they do dream things true.

3. What does Romeo's response mean here?