



RAWLINSON ROAD MIDDLE SCHOOL- Home of Raider PRIDE



Student Name: _____

Date: April 22-May 1, 2020

Course: 8th grade Science **Teacher:** Mrs. Clamp & Ms. Reynolds

Teacher Office Hours: 10:00 - noon **Teacher Email:** aclamp@rhmail.org and Jreynolds@rhmail.org

Other form of contact if help is needed: 803-367-1184 (Clamp's cell)
803-374-3675 (Reynold's cell)

Instructions to complete the student packet:

April 22 – Using the data table, color the map of the US according to how many EQ's it has per year then answer the questions. You can use Microsoft paint, markers, or even use letters like R for red. Submit both the screenshot of the map and the questions.

April 23 – Read Longitude and Latitude definitions. Plot the EQ's and Volcanoes on the world map. Take a screenshot and submit when finished.

April 24 – Read article "EQ in SC?" and answer the questions attached. Submit answers.

April 27 – Read the EQ Safety Notes, then answer and submit the questions.

April 28 – Read and study the Seismic Wave notes, then answer and submit the quiz answers.

April 29 – Read Volcanic Activity Vocabulary, then answer and submit the questions.

April 30 and May 1 – Makeup Days for missing assignments

Instructions to submit work:

Submit work through Canvas, Email pictures, video, or typed work, or use cellphone only if necessary because I have to keep a file of your paperwork you turned in.

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 <https://www.rock-hill.k12.sc.us/domain/2596> or

RHS District website at: <https://www.rock-hill.k12.sc.us/elearning>

Hint - color blue first (B)
 red second (R)
 orange third (O)
 yellow is everything else (Y)

If nothing to color with, use
 letters

PROBLEM SOLVING

Name _____ Class _____ Date _____
 Chapter 9 Earthquakes Use after Section 9.3.

Mapping the Risk of Earthquake

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:

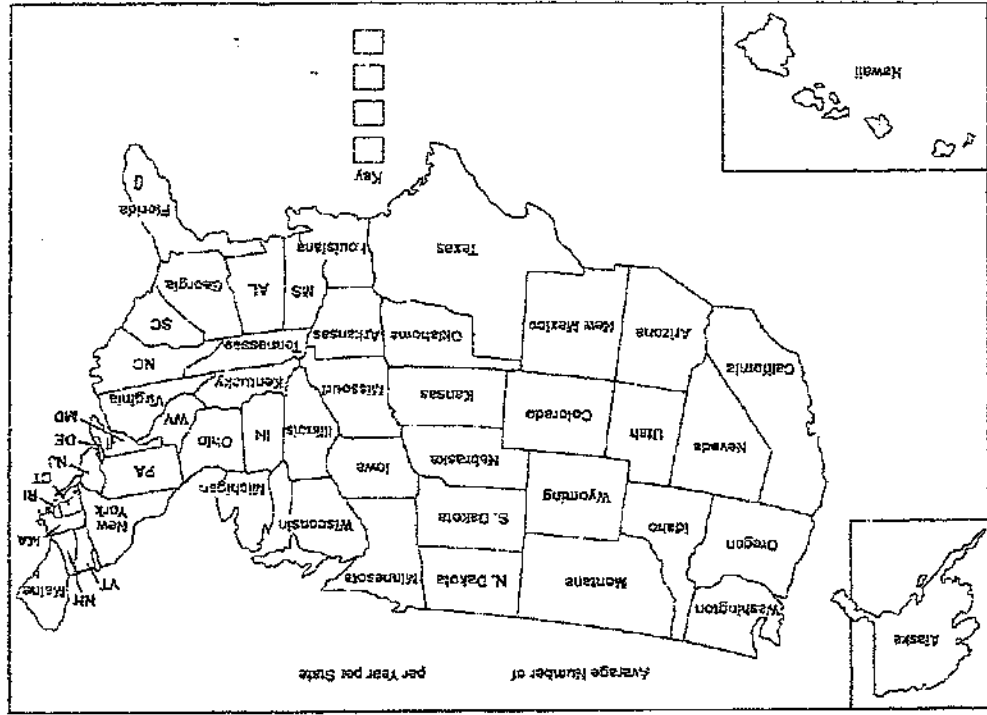
- RED — over 100 earthquakes
- ORANGE — 40 to 99 earthquakes
- YELLOW — 1 to 39 earthquakes
- BLUE — no earthquakes recorded

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

State	Abbreviation	Total number of earthquakes	Number of high intensity earthquakes	State	Abbreviation	Total number of earthquakes	Number of high intensity earthquakes
Alabama	AL	17	0	Montana	MT	100	7
Alaska	AK	255	8	Nebraska	NE	8	0
Arizona	AZ	24	1	Nevada	NV	60	1
Arkansas	AR	23	1	New Hampshire	NH	25	0
California	CA	830	30	New Jersey	NJ	13	0
Colorado	CO	59	0	New Mexico	NM	61	0
Connecticut	CT	17	0	New York	NY	92	2
Delaware	DE	4	0	North Carolina	NC	19	0
Florida	FL	4	0	North Dakota	ND	0	1
Georgia	GA	8	0	Ohio	OH	31	1
Hawaii	HI	121	3	Oklahoma	OK	27	0
Idaho	ID	48	3	Oregon	OR	24	0
Illinois	IL	43	3	Pennsylvania	PA	20	0
Indiana	IN	24	0	Rhode Island	RI	6	0
Iowa	IA	2	0	South Carolina	SC	29	1
Kansas	KS	15	0	South Dakota	SD	18	0
Kentucky	KY	20	0	Tennessee	TN	46	1
Louisiana	LA	3	0	Texas	TX	23	0
Maine	ME	31	0	Utah	UT	101	0
Maryland	MD	4	0	Vermont	VT	7	0
Massachusetts	MA	23	0	Virginia	VA	42	0
Michigan	MI	13	1	Washington	WA	141	10
Minnesota	MN	3	0	West Virginia	WV	6	0
Mississippi	MS	7	0	Wisconsin	WI	1	0
Missouri	MO	59	3	Wyoming	WY	47	0

Answer Questions

- Which state has had the most earthquakes?
- Which state has never recorded an earthquake?
- Which state has had the greatest number of high intensity earthquakes?
- List the five states most likely to experience an earthquake in the future, based on historical data.
- What do you observe about the location of these five states?
- Based on the earthquake map, where would you guess the boundary of the North American plate lies?



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 and West of the Prime Meridian.

Latitude = 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

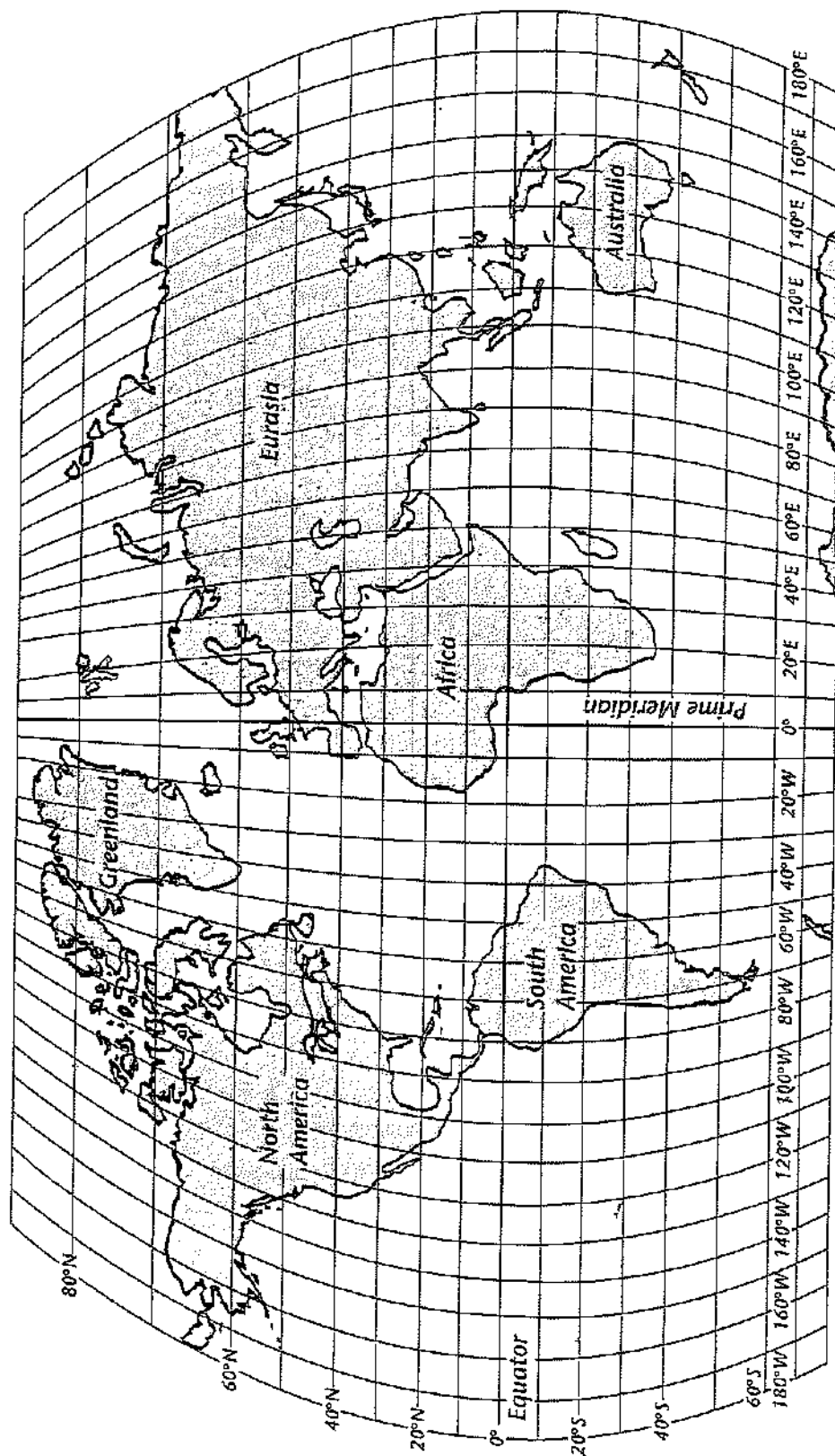
Procedure

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 earthquake location with the letter **E** inside a circle.
2. Do the same thing for volcanoes. Use another colored pencil and the letter **V** inside a circle.

Use different colors for (E) earthquakes and (V) volcanoes.

Earthquakes		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°S
150°W	61°N	35°E	15°N
68°W	47°S	70°W	30°S

SKILLS LAB *(continued)*



3

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.

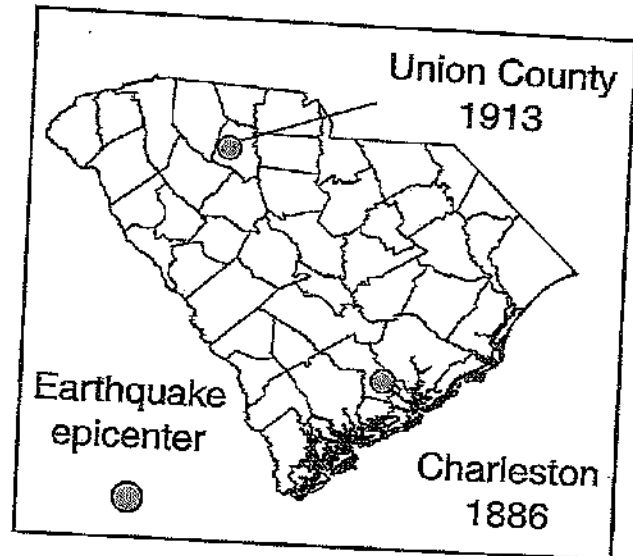


Figure 1. Map showing earthquake epicenters of the 1886 Charleston and 1913 Union County earthquakes.

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 shook 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?
3. The east coast of the US does not have many earthquakes because it is not on a plate boundary. Google: www.usgs.gov or any other website and find out when the last EQ was in SC.

Home Earthquake Safety

1. 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.
2. 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:

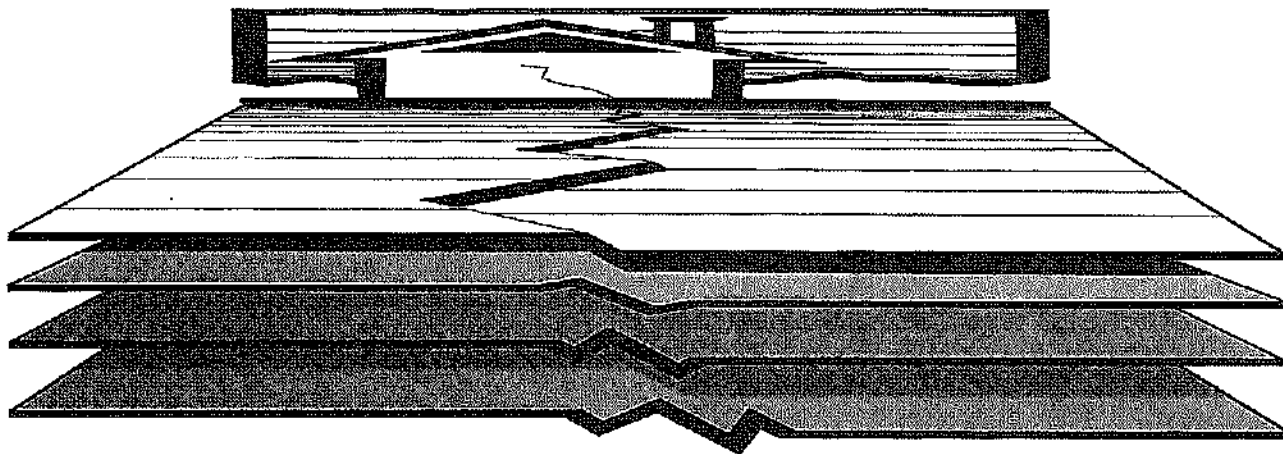
 - Crouch in a safe place (See 1. above).
 - Tuck your head and close your eyes.
 - Stay covered until the shaking has stopped.
 4. Determine an emergency evacuation plan for each room of your home.
 - Keep a flashlight with fresh batteries beside each bed, and shoes to protect feet from glass and other sharp objects.
 5. Agree on a safe gathering place outside the house where all family members will meet after an earthquake.
 6. 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	During	After
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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

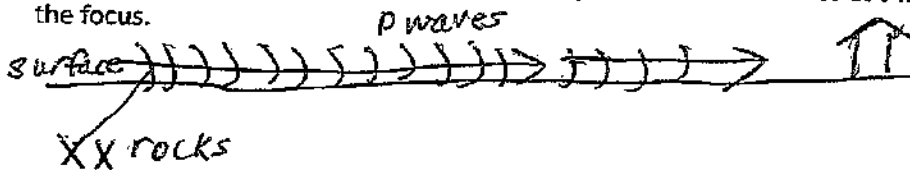
Read and interpret the three sheets about EQ safety, then answer the following questions.

- 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?**
- 2. 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.**
- 6. Pretend your house was completely destroyed during an 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.**

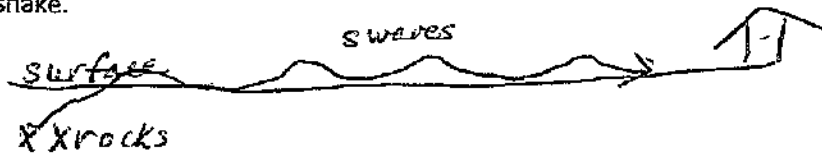
Seismic Wave Notes

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.

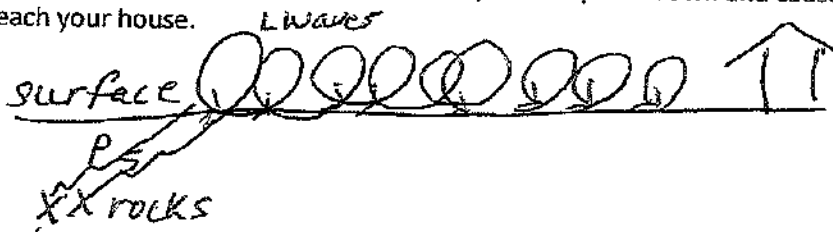
Primary Waves (P Waves) – these waves move in a push and pull forward motion, often called compression waves. They are the first to reach your house and they are the fastest waves at 6 m/s. They move straight to your house from the focus.



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.

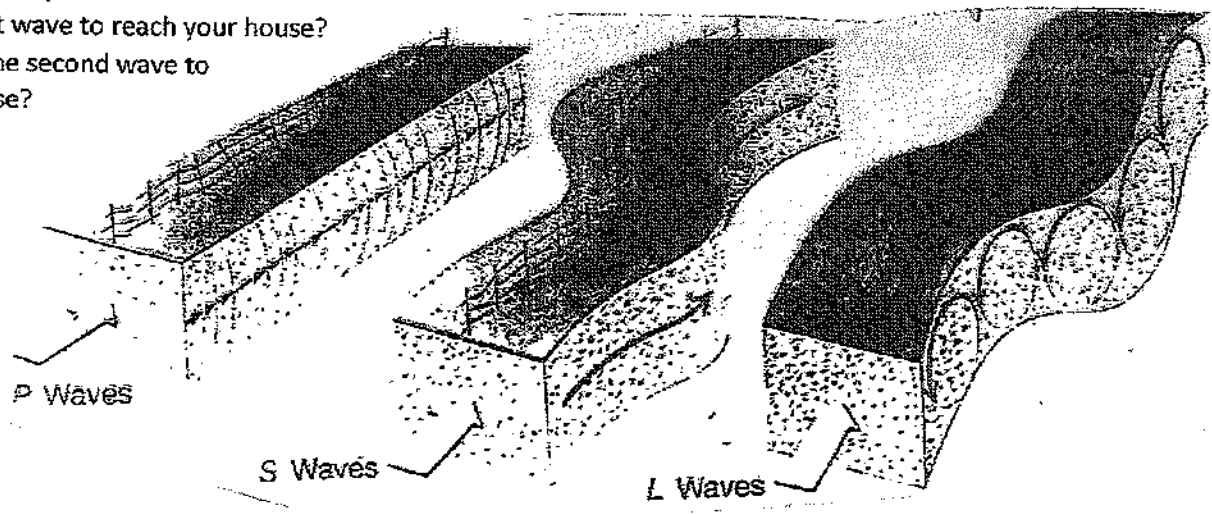


Surface Waves (L Waves) – these waves do not start inside the earth at the focus. They leave the focus being a P-wave or an S-wave but when they reach the surface of earth, they morph or change into L-waves. They are the last to reach your house and they are longitudinal. They move up and down and cause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

1. 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?
10. What wave is the second wave to reach your house?



Volcanic Activity

Vocabulary

Lava 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 in weak rock on the surface. **During a volcanic eruption, the gases dissolved 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 **aa**.

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 bombs.

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?
7. Identify three hazards of volcanic eruptions.



RAWLINSON ROAD MIDDLE SCHOOL- Home of Raider PRIDE



Student Name: _____

Date: _____

Course: 8th Grade ELA – Round 3

Teacher: Anita Bennett/ Kellie Mondo

Teacher Office Hours: 10:00-12:00 daily **Teacher Email:** abennett@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.

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

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Student ID number (ex: RS12345)

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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Launchpad: <https://launchpad.classlink.com/rockhill>

Canvas: <https://rockhill.instructure.com/login/canvas>

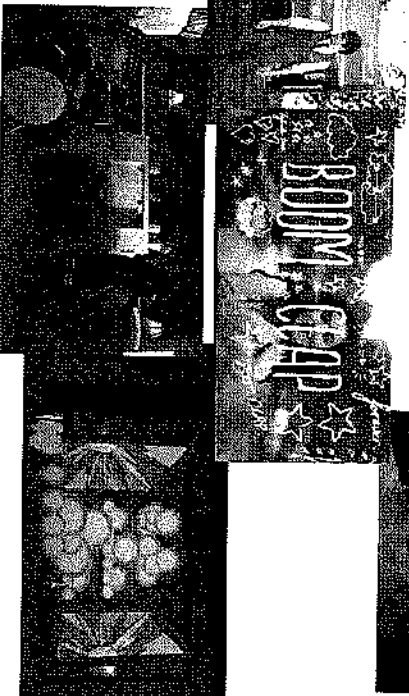
**** For more information on remote learning, please visit:**

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RHS District website at: <https://www.rock-hill.k12.sc.us/elearning>

DAY 1: April 22

Figurative Language in Poetry and Song



Figurative Language

Reminders

Review the terms, then read and study the following 6 slides.

Simile - compares two things using like or as

Metaphor - compares two unlike things, and it may seem hidden or past tense.

Hyperbole - an over exaggeration in writing

Personification - giving human characteristics to non-human things or objects.

Onomatopoeia - creating sound through writing

Idiom - common phrases that are used for their implied meaning and are not literal.

***Lesson adapted from video: <https://www.youtube.com/watch?v=6Q0YU1D88&feature=youtu.be>

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Mean

Taylor Swift

You, with your words like knives

And swords and weapons that you use against me

You, have knocked me off my feet again,

Got me feeling like a nothing

You, with your voice like nails

On a chalk board, calling me out when I'm wounded

You, picking on the weaker man

You can take me down

With just one single blow

But you don't know what you don't know

Simile

Simile, Metaphor, Hyperbole, Personification

Taylor is saying someone's words are painful and hurt just like weapons would hurt her. She also says hearing the person's words make her want to recoil or flinch.

One Thing

One Direction

I've tried playing it cool

But when I'm looking at you I can't ever be brave

'Cause you make my heart race

Shut me out of the city

You're my knight

You keep making me weak

Yeah, frozen and can't breathe

Something's gotta give now

'Cause I'm dying just to make you see

That I need you here with me now

'Cause you've got that one thing

So get out, get out, get out of my head

And fall into my arms instead

I don't, I don't, don't know what it is

But I need that one thing

And you've got that one thing

Metaphor

Harry is saying the girl he likes makes him very weak.



Sorry for laughing at you, Harry!

Stitches

Shawn Mendes

I thought that I've been hurt before
But no one's ever left me quite this sore
Your words cut deeper than a knife
Now I need someone to breathe me back to life

Got a feeling that I'm going under
But I know that I'll make it out alive
If I quit calling you my lover
Move on

You watch me bleed until I can't breathe
I'm shaking falling onto my knees
And now that I'm without your kisses
I'll be needing stitches
I'm tripping over myself
Aching begging you to come help
And now that I'm without your kisses
I'll be needing stitches

Boom Clap

Charli XCX

Boom boom boom clap

You're picture perfect blue

Sunbathing on the moon

Stars shining as your bones illuminate

First kiss just like a drug

Under your influence

You take me over you're the magic in my veins

This must be love

Boom clap

The sound of my heart

The beat goes on and on and on and on and

Boom clap

You make me feel good

Come on to me, come on to me now

Boom clap

The sound of my heart

The beat goes on and on and on and on and

Hyperbole

Yep, Shawn's exaggerating in a
major way. His love interest has hurt
him so bad that he thinks he needs
stitches to mend his broken heart.



Onomatopoeia

Charli's heart is beating inside
of her chest. The words boom
and clap represent the noises
her heart makes as it beats.

Be Our Guest

Ewan McGregor, Emma Thompson, ...

"Ma chere Mademoiselle, it is with deepest pride
And greatest pleasure that we welcome you tonight
And now we invite you to relax, let us pull up a chair
As the dining room proudly presents
Your dinner!"

Be our guest, be our guest
Put our service to the test
Tie your napkin 'round your neck, cherie
And we'll provide the rest
Soup du jour, hot hors d'oeuvres
Why, we only live to serve
Try the grey stuff, it's delicious
Don't believe me, ask the dishes

They can sing, they can dance
After all, m'ses, this is France
And a dinner here is never second best
Go on, unfold your menu
Take a glance and then you'll
Be our guest, our guest
Be our guest

Personification

Things humans can do
(singing and dancing)
are done by inanimate
objects (the dishes).



Stressed Out

Twenty One Pilots

I wish I found some better sounds no one's ever heard

I wish I had a better voice that sang some better words

I wish I found some chords in an order that is new

I wish I didn't have to rhyme every time I sang

I was told when I get older all my fears would shrink

But now I'm insecure and I care what people think

My name's Blurryface and I care what you think

My name's Blurryface and I care what you think

Wish we could turn back time, to the good old days

When our momma sang us to sleep but now we're stressed out

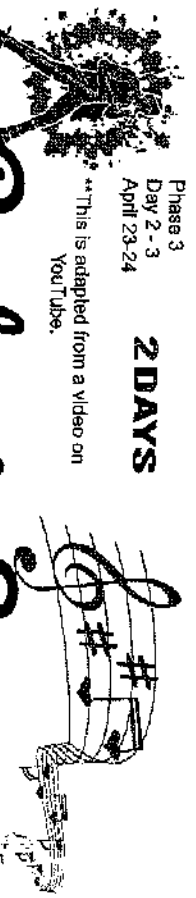
Wish we could turn back time, to the good old days

When our momma sang us to sleep but now we're stressed out

Idiom

Turning back time is a phrase
that simply means you are
attempting to relive the past.

Poetry in Song



Practice Assignment identifying hyperbole, metaphor, personification and simile as it is used in popular music.

**Record your answers to be submitted for a grade.
Don't forget to send a picture of it with your name!

Which figurative language is used? Give the line and the type.



A Thousand Years

Christina Perri

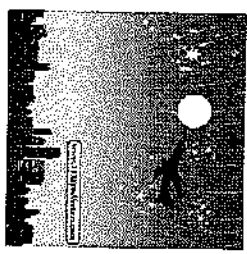
Heart beats fast
Colors and promises
How to be brave
How can I love when I'm afraid to fall
But watching you stand alone
All of my doubt, suddenly goes away somehow
One step closer

I have died everyday, waiting for you
Daring, don't be afraid, I have loved you for a thousand years
I'll love you for a thousand more

2. Which figurative language is used?
Give the line and the type.

Airplanes

The Ready Set



Can we pretend that airplanes in the night sky are like shooting stars?
I could really use a wish right now, wish right now, wish right now
Can we pretend that airplanes in the night sky are like shooting stars?
I could really use a wish right now, wish right now, wish right now

3. Which figurative language is used? Give the line and the type.



Big Girls Don't Cry

Fergie

Da da da da
The smell of your skin lingers on me now
You're probably on your flight back to your home town
I need some shelter of my own protection, baby
To be with myself and center
Clarity, peace, serenity

I hope you know, I hope you know
That this has nothing to do with you
It's personal, myself and I
We've got some straightenin' out to do
And I'm gonna miss you like a child misses their blanket
But I've got to get a move on with my life
It's time to be a big girl now
And big girls don't cry

4. Which figurative language is used?
Give the line and the type.



Just Give Me a Reason

Pink

Right from the start
You were a thief, you stole my heart
And I your willing victim
I let you see the parts of me, that weren't all that pretty
And with every touch you fixed them
Now you've been talking in your sleep oh oh
Things you never say to me oh oh
Tell me that you've had enough
Of our love, our love

13

5. Which figurative language is used? Line and type

Bruno Mars

Easy come, easy go
That's just how you live
Oh take, take, take it all but you never give
Should've known you was trouble from the first kiss
Had your eyes wide open

Why were they open
Gave you all I had and you tossed it in the trash
You tossed it in the trash, you did
To give me all your love is all I ever ask
'Cause what you don't understand is

I'd catch a grenade for ya (yeah yeah)
Throw my head on a blade for ya (yeah yeah)
I'd jump in front of a train for ya (yeah yeah)
You know I'd do anything for ya (yeah yeah)
Oh whoa oh

I would go through all this pain
Take a bullet straight through my brain
Yes I would die for you baby
But you won't do the same
No no no no

14

6. Which figurative language is used?
Give the line and the type.

Stereo Hearts

Gym Class Heroes

My heart's a stereo
It beats for you, so listen close
Hear my thoughts in every note

Make me your radio
Turn me up when you feel low
This melody was meant for you
Just sing along to my stereo

If I was just another dusty record on the shelf
Would you blow me off and play me like everybody else
If I ask you to scratch my back, could you manage that
Like it read well, check it Travel, I can handle that

Furthermore, I apologize for any skipping tracks
It's just the last girl that played me left a couple cracks
I used to used to be used to, now I'm over that
'Cause holding grudges over love is ancient artifacts

15

7. Which figurative language is used?
Give the line and type.



Hey There Delilah

Plain White T's

Hey there, Delilah
What's it like in New York city?
I'm a thousand miles away
But, girl, tonight you look so pretty
Yes, you do

Times Square can't shine as bright as you
I swear, it's true

16

8. Which figurative language is used?
Give the line and type.



Katy Perry

Do you ever feel like a plastic bag
Drifting thought the wind
Wanting to start again



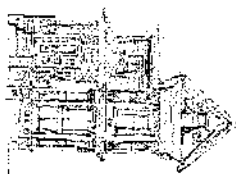
Do you ever feel, feel so paper thin
Like a house of cards
One blow from caving in

Do you ever feel already buried deep
Six feet under scream
But no one seems to hear a thing

Do you know that there's still a chance for you
'Cause there's a spark in you

17

9. Which figurative language is used?
Give the line and type.



Little Talks
Of Monsters and Men

Hey, hey, hey

I don't like walking around this old and empty house
So hold my hand, I'll walk with you my dear

The stairs creak as I sleep
It's keeping me awake

It's the house telling you to close your eyes

18

10. Which figurative language is used?
Give the line and type



A Thousand Miles

Vanessa Carlton

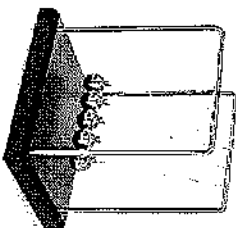
Makin' my way downtown
Walkin' fast, faces pass and I'm homebound
Starin' blankly ahead, just making my way
Makin' a way through the crowd

And I need you
And I miss you
And now I wonder

If I could fall into the sky
Do you think time would pass me by?
'Cause you know I'd walk a thousand miles
If I could just see you tonight

19

11. Which figurative language is used?
Give the line and type.



In the End

Linkin Park, Linkin Park

It starts with one thing
I don't know why
It doesn't even matter how hard you try
Keep that in mind

I designed this rhyme
To explain in due time
All I know

Time is a valuable thing
Watch it fly by as the pendulum swings
Watch it count down to the end of the day
The clock ticks life away

20

We Are Young

fun.

12. Which figurative language is used?
Give line and type.



Give me a second I
I need to get my story straight
My friends are in the bathroom getting higher than the Empire State
My lover she's waiting for me just across the bar
My seat's been taken by some sunglasses asking about a scar, and
I know I gave it to you months ago
I know you're trying to forget
But between the drinks and subtle things
The holes in my apologies, you know
I'm trying hard to take it back
So if by the time the bar closes
And you feel like falling down, I'll carry you home

21

Best Day of My Life

American Authors

13. Which figurative language is used?
Give line and type.



I had a dream so big and loud
I jumped so high I touched the clouds
Wo-o-o-o-o-oh, wo-o-o-o-o-oh
I stretched my hands out to the sky
We danced with monsters through the night
Wo-o-o-o-o-oh, wo-o-o-o-o-oh

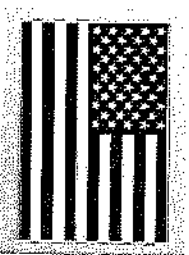
22

14 - 15. Which figurative language TYPES are used. This one has TWO ANSWERS! Give the lines and types.

Courtesy of the Red, White and Blue (The Angry American)

Toby Keith

Now this nation that I love has fallen under attack
A mighty sucker punch came flyin' in from somewhere in the back
Soon as we could see clearly
Through our big black eye
Man, we lit up your world
Like the fourth of July



23

Day 4 - April 27 - Poetry in Song Activity - GRADED ASSIGNMENT!

Today, you will be finding a song that you like to use for the same type of activity we worked on yesterday.

1. Find ONE song that you like or know well. **PLEASE USE A CLEAN VERSION!**

2. Write five lyrics on a piece of paper, including title and artist.

3. Use color coding (circling, underlining, stars, etc.) to identify examples of figurative language that we have been studying.

4. After the example, type in the type of figurative language that matches the colored example in that line.

5. Find as many examples in that song as possible. Make it like a rainbow! :D You'll be surprised how much figurative language is in a song! Find them all! You've got this!

ex: "Moves Like Jagger" - Ben Minicello

Just stood for the stars if it feels right
And ain't for my heart if you feel like it...

Kiss me 'til you're drunk and I'll show you all the moves like Jagger - Smirle HYPERBOLE
I've got the moves like Jagger - Smirle

Poetry Elements

Stanza Elements

Sound Devices

alliteration

Refrain

What is Rhyme Scheme?

It is a pattern of rhyming words at the ends of lines of poetry. It is marked with a letter of the alphabet when rhymes match.

There once was a big brown cat
That liked to eat a lot of mice.
He got all round and fat
Because they tasted so nice.

a
b
a
b

25

What is a Stanza?

- The term stanza means "stopping place" in Italian.
- A stanza is a set of lines in a poem, set apart from other sets of lines by space.
- The break/space between stanzas generally indicates a pause between thoughts, concepts or actions.

What is a refrain?

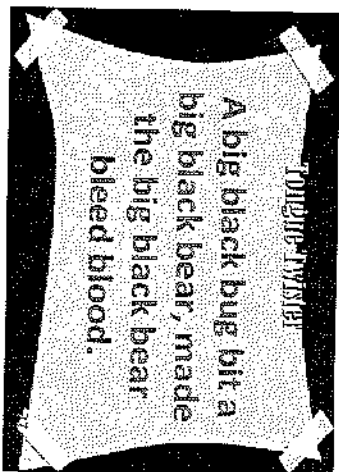
- A phrase, verse, or group of verses repeated at intervals throughout a song or poem, especially at the end of each stanza.
- A repeated thought of theme.
- In a song, we'd call it the chorus.

26

What are sound devices?

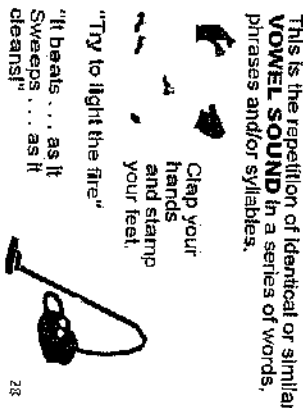
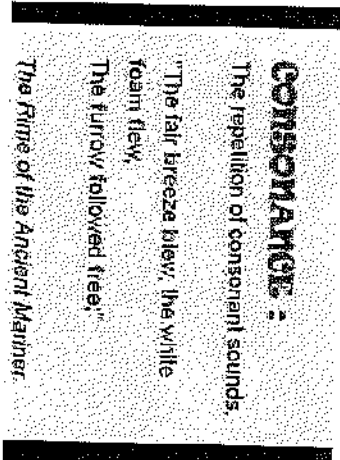
A way to make poetry sound more interesting and rhythmic.

The common form is alliteration which is matching first sounds of words, and a tongue-twister is a common example.



Two more sound devices include:
Consonance and Assonance

Similar to alliteration, but can be in the middle of words, too!



28

Look back at the song
you chose yesterday!



What's going on?

Can you see any examples of
today's elements in your song?
Make a text-box answer and
share what you found!
END OF DAY 31

Some common examples of tone are:



... and on and on! There are countless tones an author can use. Also, tone can change throughout a story, depending on the scene, the drama, and the characters.

By understanding the tone of a piece of writing, you can gain a deeper understanding of all the elements of the story. In fact, a writer's purpose for writing may be revealed in the tone—the emotional center of a text and can reveal an author's attitude toward the text.

HOW AUTHORS SET THE TONE

Authors use all kinds of tools to set the tone of a piece.

Figurative Language
Figurative language is language that means something different from its literal **INTERPRETATION**. Instead of writing something very plainly, an author might choose more imaginative words to express the same thing with tone.

INTERPRETATION
A way of understanding or explaining something.

EXAMPLE:
He looked like he'd just stepped off a long-delayed flight from the end of the world.

Instead of just writing "He was tired," this sentence includes other images to add to the tone—the exhaustion and frustration of being on a plane for a long time, and the stress a person might feel if the flight was delayed and came from a far-away place.

Some types of figurative language are:

- FIGURE OF SPEECH
- HYPERBOLY
- ALLUSION
- REPERSONIFICATION
- ONTOLOGY
- SYMBOLISM
- ALLEGORY
- CHARACTERIZATION
- CONTRAST
- IMAGERY
- SCENIC DESCRIPTION
- CHARACTERIZATION
- CONTRAST
- IMAGERY
- SCENIC DESCRIPTION

Day 6: Tone!
April 29

2DAYS



THE TONE

WHAT IS TONE?

In literature, **TONE** is the way an author creates an attitude or mood in a piece of writing. You've probably heard someone say, "Watch your tone!" If you know what that means, you know what tone is.

EXAMPLE:

Say you don't want to go with your dad to the grocery store. There are a lot of different ways you can convey that information to him:

With a polite tone: "I'm sorry, Dad. I'd rather not."

With a whining tone: "Why do I always have to go to the store with you?"

With an angry tone: "You said you'd take me to the store, you said!"

We've talked about this! It's a review!

Connotative Language

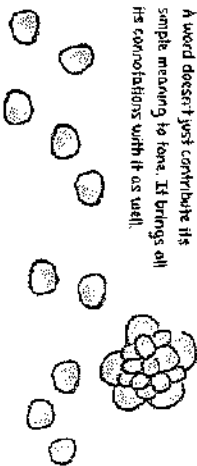
CONNOTATIVE LANGUAGE goes beyond a word's simple meaning to the things that the word is associated with. An author might choose certain words to make use of its connotations to emphasize the tone.

EXAMPLE:

The pretty girl in the red dress was the queen.

If we say something is pretty, we mean it's pleasing to look at. But "pretty" also connotes that something is delicate and possibly feminine. So we wouldn't usually use it to write about a car.

A word doesn't just contribute its simple meaning to tone. It brings all its connotations with it as well.



Word Choice

Word choice refers to the decisions an author makes about what words to use.

EXAMPLE:

Say an author wants to describe a strong character but doesn't want to use the word "strong."

If the author chooses "tough," the character might seem hard to approach.

If the author chooses "stoic," the character might seem boring.

If the author chooses "humble," the character might seem like a leader.

Slight variations between different words can add up to big differences in tone.

Rhyme and Repetition

Rhymes occur when the sounds at the end of words or the same. Repetition just refers to anything that happens again and again. Both rhyme and repetition can make language more intense or make it seem more playful depending on how they're used.

EXAMPLES

"It's almost time to turn the test in," Jim told Becky. "I know," Becky said.

The exchange is pretty simple. Jim tells Becky something and Becky tells him she already knows. However, if repetition is included, the tone shifts.

EXAMPLES

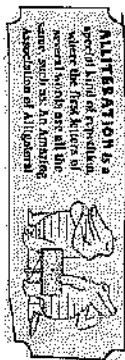
"It's almost time to turn the test in," Jim told Becky. "I know, I know," I know," Becky said.

Now Becky sounds pretty annoyed... almost as if Jim tells her she's already knows *and* she's already knows. What if we add an exclamation point to the repetition?

EXAMPLES

"It's almost time to turn the test in," Jim told Becky. "I know! I know! I know!" Becky said.

This time Becky sounds pretty frantic, as if she's trying to wrap up the test before the end and is perhaps worried Jim might just be trying to give her a hard time because he can see she's working down to the wire.

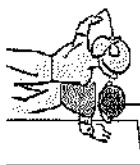


The tone can change through the repetition of the words and punctuation, but what happens if we use rhyme?

EXAMPLES

"It's almost time to turn the test in," Jim told Becky. "I know," Becky said. "And so it's time to go!"

Suddenly the tone has turned playful. The rhymes let us know that Becky thinks things aren't that serious at the point... and they might even signal that there in the middle of a poem where the regular roles of daily life don't always hold.



Similes and Metaphors

SMILES and **METAPHORS** compare one thing to another. They are like a two-for-one deal in setting tone. Not only do they give the flavor of the thing that's described, but they also bring in all the feelings associated with the thing it's compared to.

Simile:

Our friendship is like a tree with deep roots.

Metaphor:

Our friendship is a tree with deep roots.

These sentences express that a long friendship has some of the qualities of a tree with deep roots. It's sturdy and hard to dislodge, even in tough times.

SMILE

A comparison, often using "like" or "as."

METAPHOR

A figure of speech in which an object or action is compared to another thing, usually with a simile.

Allusions

ALLUSION is a reference to another work of art or culture. Allusions bring up our memories and associations with what they allude to, and the other work lends its tone to the new work. By making an allusion, an author is encouraging the reader to recall the other work's mood.

EXAMPLES

"The Cheshire Cat is a character in ALICE'S ADVENTURES IN WONDERLAND. His grin is so powerful that it sticks around even after the cat's whole body vanishes. So when people say they've got a grin like the Cheshire Cat, they mean it's a memorable grin--and also perhaps a little bit foolish, frustrating, or mysterious, because the Cheshire Cat in the fantasy frustrates Alice and remains a mystery."



CHECK YOUR KNOWLEDGE

1. What figures of speech compare one thing to another?
2. What figure of speech compares something to another work of art or culture?
3. Define "rhyme."
4. Can you change the tone of a situation just by repeating a word?
5. Does connotative language depend only on the simple meaning of words?
6. What do we call the decisions a writer makes in selecting words?

True or false: Alliteration contributes to tone by making us think of all the other things the words used might mean.

1. Can the tone of a statement affect what it means, even if none of the words change?
2. Read this passage from *WINTER PAIR*, by William Maney. What is the tone of the passage? What words or devices give it that tone?

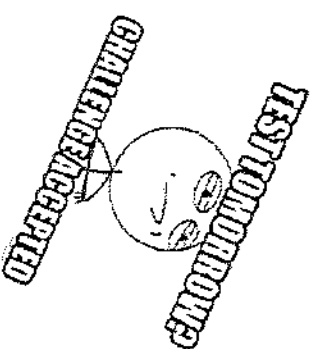
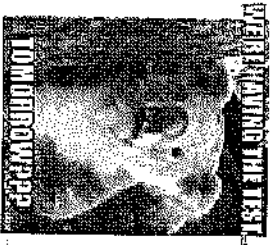
About this time there drove up to an exceedingly snug and well-appointed house in Park Lane, a travelling chariot with a lozenge on the panel, a discontented female in a green veil and cynical curls on the noddle, and a large and confidential man on the box. It was the village of our friend Miss Crawley, returning from Hants.

3. Read this passage from *A DOUBLE STRY*, by George MacDonald. What is the tone of the passage? What words or phrases give it that tone?

There was a certain country where things used to go rather oddly. For instance, you could never tell whether it was going to rain or hail or whether or not the milk was going to turn sour. It was impossible to say whether the next day would be a day or a night, or even, after he was a week old, whether the world would be a better or a worse place.

TEST TOMORROW! Study, review and be ready!

DON'T FORGET
TEST
TOMORROW!



Don't forget to send pictures of your work on paper!

Day 7- Poetry Test - April 30

Consider Justin Bieber "Baby" for 1-3.

You know you love me, I know you care
Just shout whenever, and I'll be there
You are my love, you are my heart
And we will never ever be apart
Are we an item? Girl, quit playing
We're just friends, what are you saying?

1. What is the rhyme scheme?
2. Identify a metaphor.
3. What is the tone?
4. (FREE QUESTION)... Did you like this unit? Yes or No

Consider Niki Minaj "Super Bass" for the 4-6.

Boy you got my heartbeat runnin' away
Beating like a drum and it's coming your way
Can't you hear that
Boom, badoom, boom, boom, badoom, boom, bass?

5. What is the type figurative language in line 2 above?
6. What does it help you to understand?
7. What is the type of figurative language in line 4 above?

Consider "Fireflies" by Owl City for 9-10.

...I'd like to make myself believe that planet earth
turns slowly
It's hard to say that I'd rather stay awake when I'm
asleep
'Cause everything is never as it seems
'Cause I'd get a thousand hugs
From ten thousand lightning bugs
As they tried to teach me how to dance

8. What is the figurative language?
9. What is the sound device in the second line starting with "It's hard"?
10. Briefly explain the tone of this selection of lyrics.

Consider "Somewhere Only We Know" by Keane for 11-13.

I walked across an empty land
I knew the pathway like the back of my hand
I felt the earth beneath my feet
Set by the river, and it made me complete
Oh, simple thing, where have you gone?
I'm getting old, and I need something to rely on
So tell me when you're gonna let me in
I'm getting tired, and I need somewhere to begin

11. What is the underlined figurative language?
12. What can you infer based on that phrase?
13. What is the rhyme scheme?

Consider "Smile" by Uncle Kracker for 14-17.

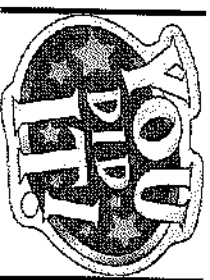
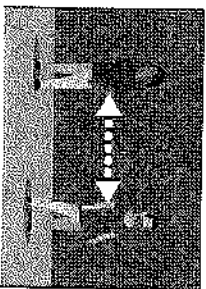
You're better than the best
You're luckier than the luckiest
Cooler than the flip side of my pillow, that's right
Completely unaware
Nothing can compare to where you send me,
Let's me know that it's OK, yeah it's OK
And the moments where my good times start to fade,
You make me smile like the sun
Fall out of bed, sing like a bird
Dizzy in my head, spin like a record
Crazy on a Sunday night

14. Which sound device is evident in the underlined portion?
15. Who can you infer is compared to the flip side of the pillow?
16. Identify the simile.
17. Briefly explain the tone of this excerpt.

Consider "Naturally" by Selena Gomez for 18-20.

You follow what you feel inside
It's intuitive you don't have to try
It comes naturally, mmm yeah, it comes naturally
And it takes my breath away
What you do so naturally
You are the thunder and I am the lightning
And I love the way you know who you are
And to me it's exciting
When you know it's meant to be
Everything comes naturally, it comes naturally

18. Identify the metaphor above.
19. What can you infer about the feelings of the singer based on the metaphor?
20. Which sound device is evident in the first line?



You completed Round 3 of Remote Learning!

We are proud of your work and hope you are doing well! We hope to be able to see you back at school soon. Take care and be safe.

Mrs. Bennett
& Mrs. Mondo



RAWLINSON ROAD MIDDLE SCHOOL- Home of Raider PRIDE



Student Name: _____

Date: _____

Course: Pre-Algebra

Teacher: E. Abernethy / B. Hammond

Teacher Office Hours: 10:00am – 12:00pm

Teacher Email: eabernethy@rhmail.org , bhammond@rhmail.org

Other form of contact if help is needed: text or call me - 8034176228 (Abernethy)

Instructions to complete the student packet:

- Use the attached notes to help you complete each worksheet.

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 803-417-6228, email me at eabernethy@rhmail.org, or submit it on Canvas.

bhammond@rhmail.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: 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 <https://www.rock-hill.k12.sc.us/domain/2596> or

RHS District website at: <https://www.rock-hill.k12.sc.us/elearning>

Dilations Notes

Reminder: Dilations are enlargements (or reductions)!!

dilation is a transformation that produces an image that is the same shape as the original, but is a different size.

A dilation that creates a larger image is called an *enlargement*.

A dilation that creates a smaller image is called a *reduction*.

A dilation *stretches* or *shrinks* the original figure.

A description of a dilation includes the scale factor (or ratio) and the center of the dilation.

The *center of dilation* is a fixed point in the plane.

If the scale factor is greater than 1, the image is an enlargement (a stretch).

If the scale factor is between 0 and 1, the image is a reduction (a shrink).

If the scale factor is 1, the figure and the image are congruent.



The word "dilate" is often heard in relation to the human eye.

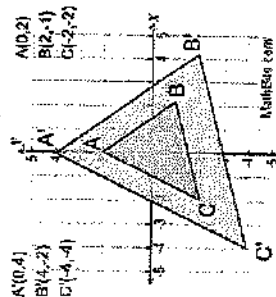
"The pupils of the eye were dilated."

As light hits the eye, the pupil enlarges or contracts depending upon the amount of light.

Dilations in the coordinate plane:

Most dilations in the coordinate plane use the origin, (0,0), as the center of the dilation.

Dilation scale factor 2:



Starting with $\triangle ABC$, draw the dilation image of the triangle with a center at the origin and a scale factor of two.

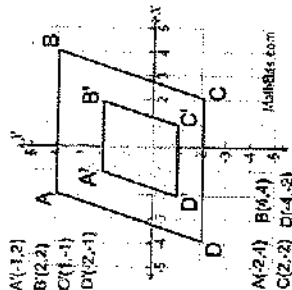
Notice that every coordinate of the original triangle has been multiplied by the scale factor (2).

Dilations involve multiplication

Dilation with scale factor 2, multiply by 2:
 $(x, y) \rightarrow (2x, 2y)$

Dilations Notes

Dilation scale factor $\frac{1}{2}$:



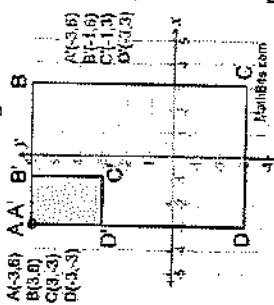
Starting with quadrilateral $ABCD$ (blue), draw the dilation image of the quadrilateral with a center at the origin and a scale factor of $\frac{1}{2}$.

Each vertex of $ABCD$ is multiplied by $\frac{1}{2}$.

Dilation with scale factor $\frac{1}{2}$, multiply by $\frac{1}{2}$.
 $(x, y) \rightarrow (\frac{1}{2}x, \frac{1}{2}y)$

In this problem, the center of the dilation is NOT at the origin.

Dilation not at origin:



Starting with rectangle $ABCD$ (green), draw the dilation image of the rectangle with the center of dilation at point D and a scale factor of $\frac{1}{3}$.

Notice that point D and its image are the same.

You must observe the distances from the center of the dilation at point D to the other points B , C and A . The dilation image will be $\frac{1}{3}$ of each of these distances.

$AB = 6$, so $A'B' = 2$.

$AD = 9$, so $A'D' = 3$. Now, draw the image rectangle.

$AC = \sqrt{17}$, and $A'C' = \sqrt{3}$

(found by using hypotenuse of rt. triangles).

And, $\sqrt{17} \approx 3\sqrt{3}$.

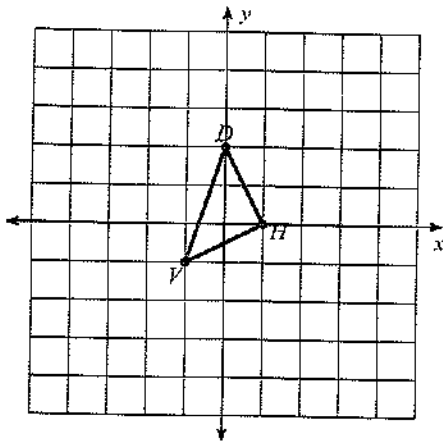
For a dilation not at the origin, measure the distances.

Dilations

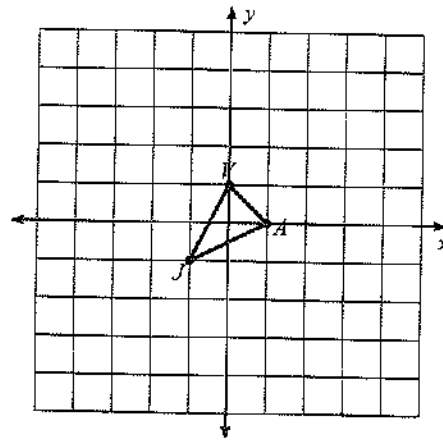
Date _____ Period _____

Graph the image of the figure using the transformation given.

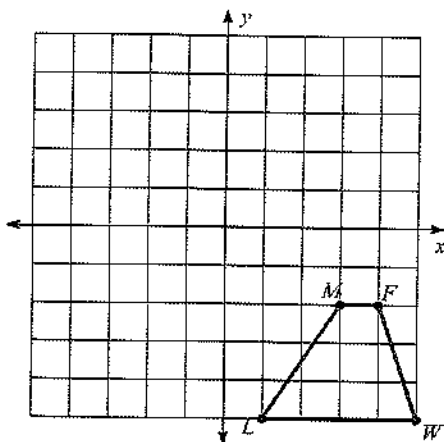
1) dilation of 2



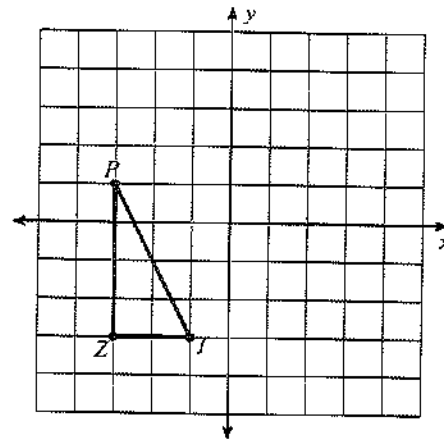
2) dilation of 4



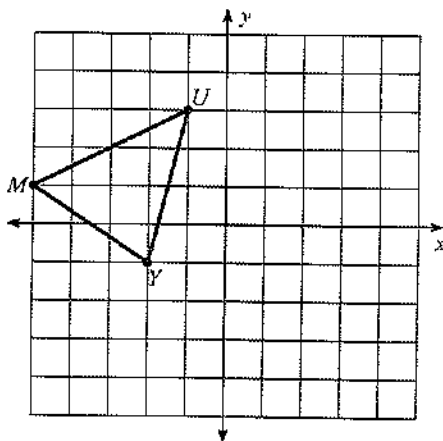
3) dilation of $\frac{1}{2}$



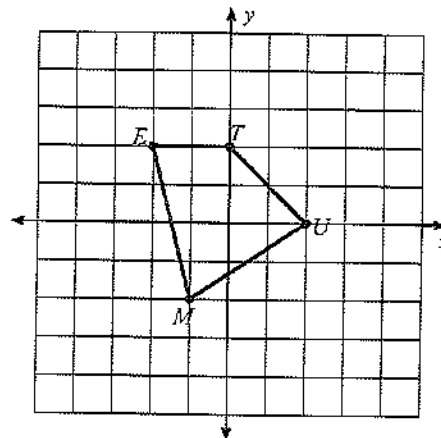
4) dilation of 1.5



5) dilation of $\frac{1}{2}$



6) dilation of 2

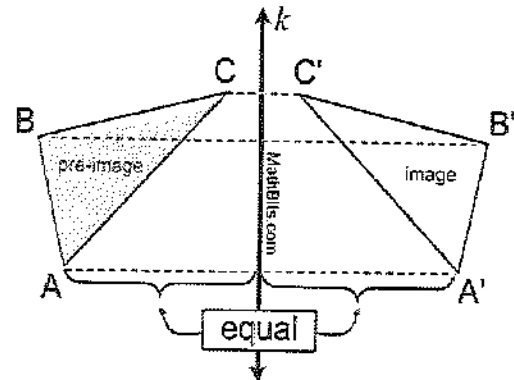


Reflection Notes

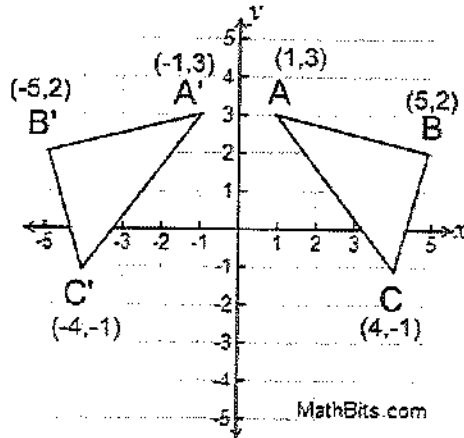
Reminder: Reflections are FLIPS!!

A reflection can be thought of as folding or "flipping" an object over the line of reflection.

- The original object is called the pre-image, and the reflection is called the image.
- The image is usually labeled using a *prime* symbol, such as $A'B'C'$.
- An object and its reflection have the same shape and size, but the figures face in opposite directions. The objects appear as if they are mirror reflections, with right and left reversed.



✿ Reflect over the y-axis:



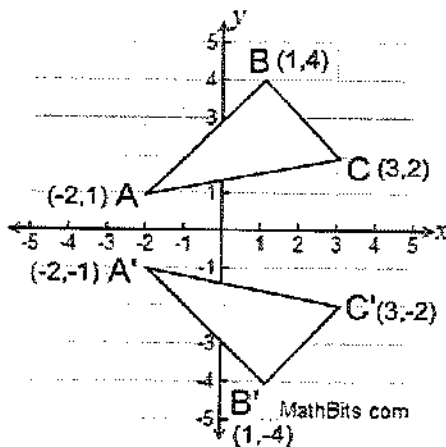
When you reflect a point across the y -axis, the y -coordinate remains the same, but the x -coordinate is transformed into its opposite (its sign is changed).

Notice that B is 5 horizontal units to the right of the y -axis, and B' is 5 horizontal units to the left of the y -axis.

The reflection of the point (x,y) across the y -axis is the point $(-x,y)$.

Reflections in the coordinate plane:

✿ Reflect over the x-axis:



When you reflect a point across the x -axis, the x -coordinate remains the same, but the y -coordinate is transformed into its opposite (its sign is changed).

If you forget the rules for reflections when graphing, simply fold your paper along the x -axis (the line of reflection) to see where the new figure will be located.

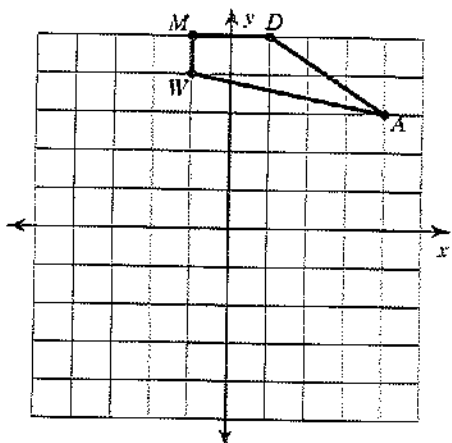
Or you can measure how far your points are away from the x -axis to locate the new points, such as B is 4 vertical units above the x -axis, so B' will be 4 vertical units below the x -axis.

The reflection of the point (x,y) across the x -axis is the point $(x,-y)$.

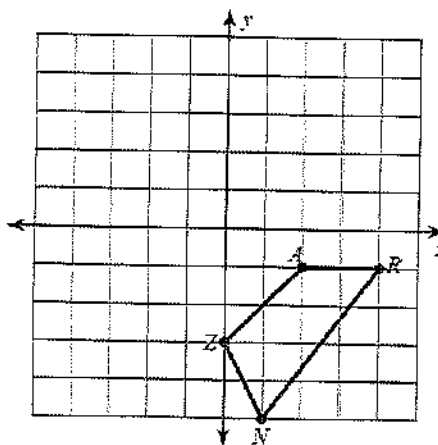
Reflections

Graph the image of the figure using the transformation given.

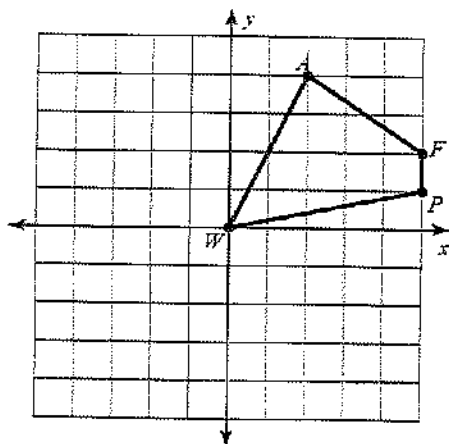
2) reflection across the x-axis



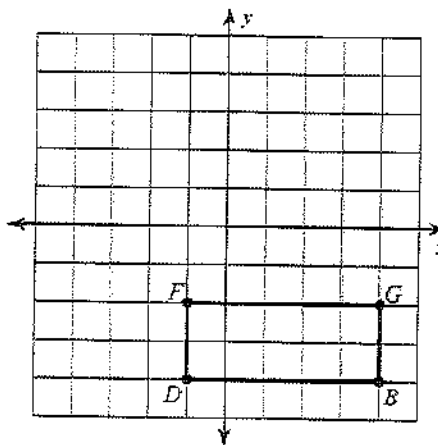
1) reflection across the x-axis



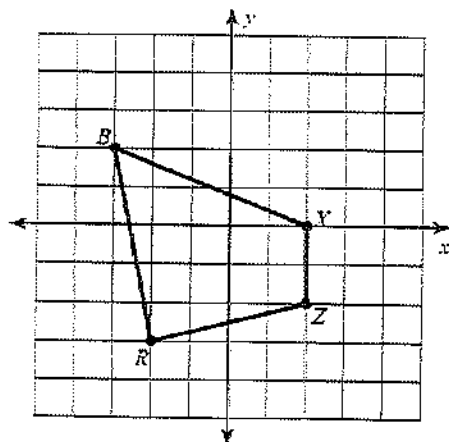
2) reflection across the y-axis



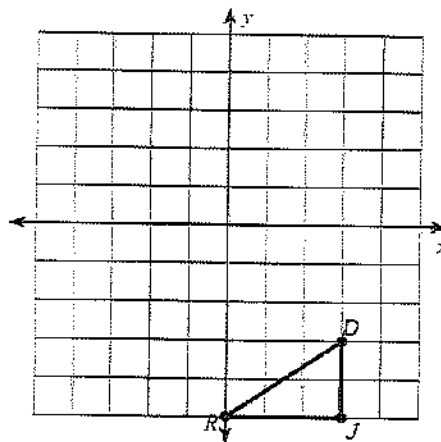
3) reflection across the y-axis



4) reflection across the x-axis



8) reflection across the x-axis



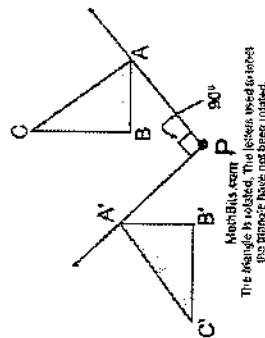
Rotation Notes

Reminder: Rotations are TURNS!!

- A rotation is a transformation that turns a figure about a fixed point called the center of rotation.
- An object and its rotation are the same shape and size, but the figures may be turned in different directions.
 - Rotations may be clockwise or counterclockwise.

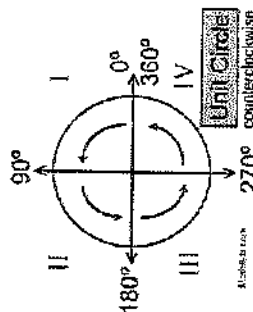
When working in the coordinate plane:

- assume the center of rotation to be the origin unless told otherwise.
- assume a positive angle of rotation turns the figure counterclockwise, and a negative angle turns the figure clockwise (unless told otherwise).



When working with rotations, you should be able to recognize angles of certain sizes. Popular angles include 30° (one third of a right angle), 45° (half of a right angle), 90° (a right angle), 180° , 270° and 360° .

You should also understand the directionality of a unit circle (a circle with a radius length of 1 unit). Notice that the degree movement on a unit circle goes in a counterclockwise direction, the same direction as the numbering of the quadrants: I, II, III, IV. Keep this picture in mind when working with rotations on a coordinate grid.

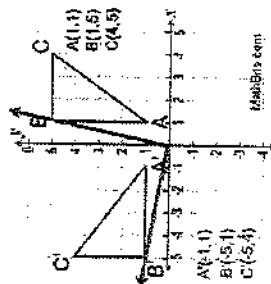


Rotations in the coordinate plane:

Rotations in the coordinate plane:

Keep in mind that rotations on a coordinate grid are considered to be counterclockwise, unless otherwise stated.

Rotation 90° :



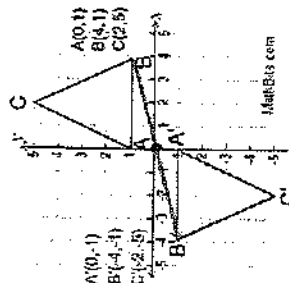
Starting with $\triangle ABC$, draw the rotation of 90° . (It is assumed that the center of the rotation is the origin and that the rotation is counterclockwise.)

To "see" that this is a rotation of 90° , imagine point B detached to the red arrow. The red arrow is then moved 90° (notice the 90° angle formed by the two red arrows). Look at the new position of point B , labeled B' . This same approach can be used for all three vertices.

Rotation of 90° on coordinate axes.

$$(x, y) \rightarrow (-y, x)$$

Rotation 180° :



Starting with $\triangle ABC$, draw the rotation of 180° . (It is assumed that the center of the rotation is the origin and that the rotation is counterclockwise.)

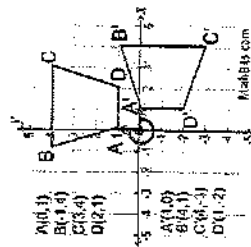
As we did in the previous example, imagine point B detached to the red arrow from the center $(0,0)$. The arrow is then moved 180° (which forms a straight line). Notice the new position of B , labeled B' .

Rotation of 180° on coordinate axes.

$$(x, y) \rightarrow (-x, -y)$$

(same as point reflection in origin)

Rotation 270° :



Starting with quadrilateral $ABCD$, draw the rotation of 270° . (It is assumed that the center of the rotation is the origin and that the rotation is counterclockwise.)

As we did in the previous examples, imagine point A detached to the red arrow from the center $(0,0)$. The arrow is then moved 270° (counterclockwise). Notice the new position of A , labeled A' . Since A was on the y -axis, A' is also on the x -axis.

Rotation of 270° on coordinate axes.

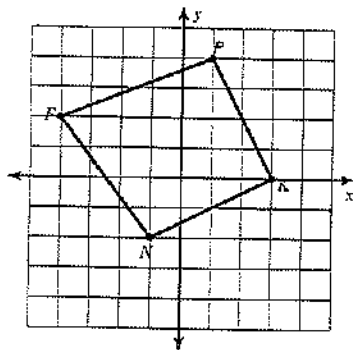
$$(x, y) \rightarrow (y, -x)$$

Rotations

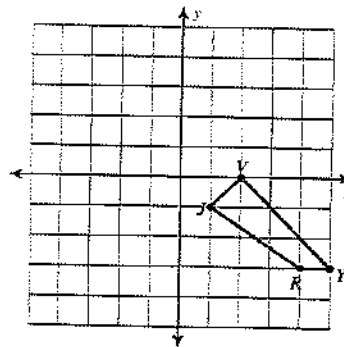
Date _____ Period _____

Graph the image of the figure using the transformation given.

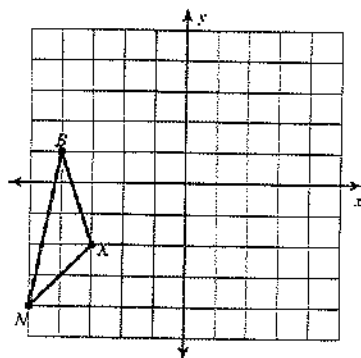
1) rotation 180° about the origin



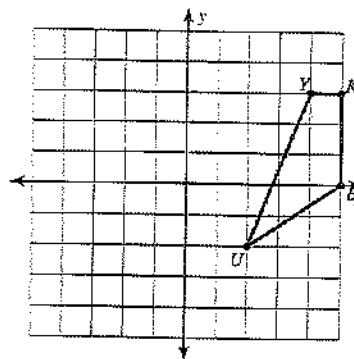
2) rotation 180° about the origin



3) rotation 90° counterclockwise about the origin

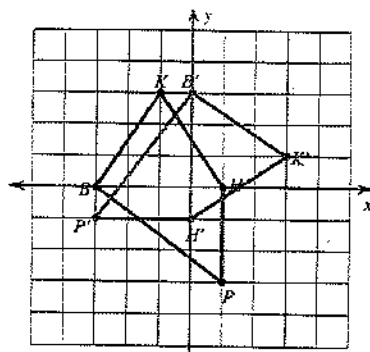


4) rotation 90° clockwise about the origin

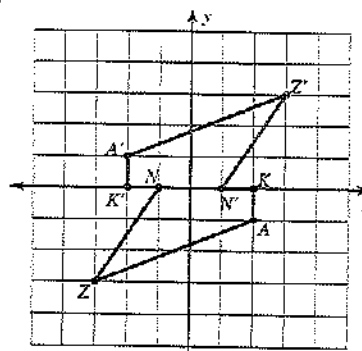


Write a rule to describe each transformation.

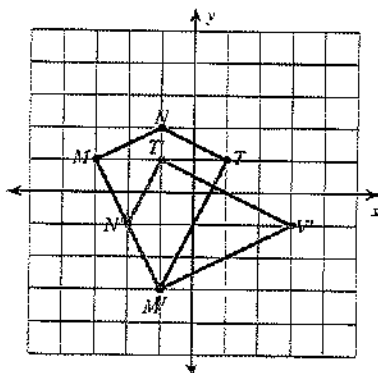
7)



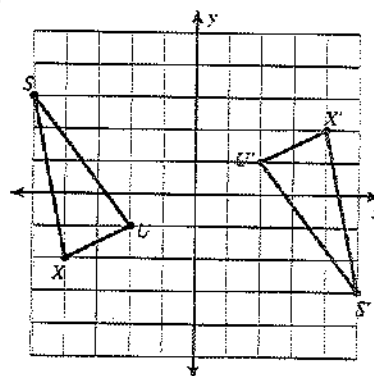
8)

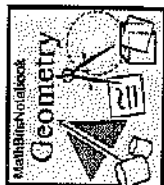


9)



10)





Transformations: Translations

MathBitsNotebook.com

Internet Outline Geometry Online MathBits Teacher Resources

Items of Use Content Person: Donna Roberts

Refresher Topic

Reminder: Translations are SLIDES!!

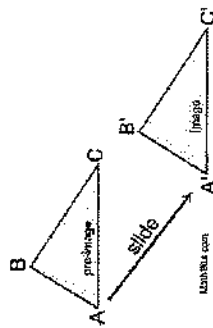
A translation moves ("slides") an object a fixed distance in a given direction without changing its size or shape, and without turning it or flipping it.

- The original object is called the pre-image, and the translation is called the image.

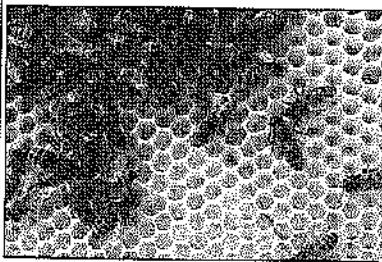
- The image is usually labeled using a *prime* symbol, such as $A'B'C'$.

- Translations may be described by their movement, such as 5 units to the right and 2 units down.

- An object and its translation have the same shape and size, and face in the same direction.
- In Latin, the word "translate" means "carried across".

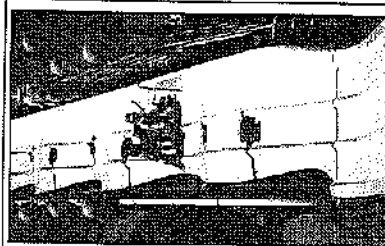


Translations can be seen, in a variety of situations:



(←) Translations can be seen in nature. The hexagonal sections of a honeycomb are the same size, the same shape and face in the same direction.

(→) As you go down a slide, you are undergoing a translation. You are moving a given distance in a given direction. You do not change your size, shape or the direction in which you are facing (hopefully!).



Certain patterns of musical notes are often repeated (translated) within a

The artist M. C. Escher continually used translations, reflections, and rotations in his famous art works. To see the

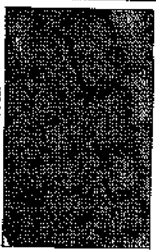
Seats in a stadium are the same size, the same shape, and face in the same

composition.



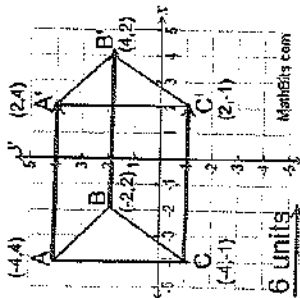
works of M. C. Escher, visit <http://www.messcher.com>.

direction.



Translations in the coordinate plane:

- Translation 6 units right:



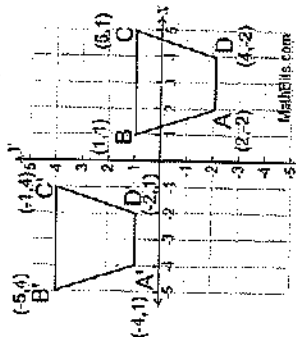
Notice how each vertex moves the same distance in the same direction. All three vertices (A , B and C) are moved 6 units horizontally to the right.

If you move horizontally 6 units to the right, 6 is added to the x -coordinate of each of the vertices.

Translation 6 units to the right.

$$(x, y) \rightarrow (x + 6, y)$$

- 6 units left, 3 units up:



Be sure you notice where the original figure, $ABCD$, is located. In this graph, $ABCD$ is on the right.

Each vertex of $ABCD$ is moved 6 units to the left, and then 3 units up.

Translation 6 units left and 3 units up.

$$(x, y) \rightarrow (x - 6, y + 3)$$

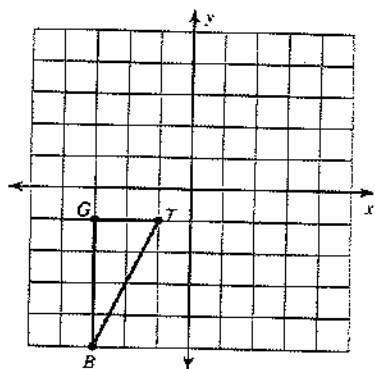
For calculator help with transformations click here.



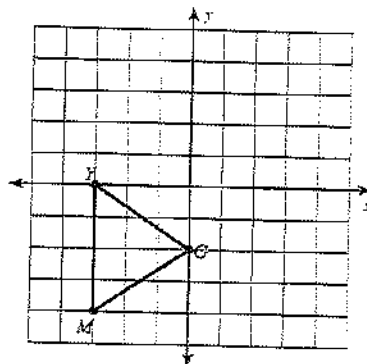
Translations

Graph the image of the figure using the transformation given.

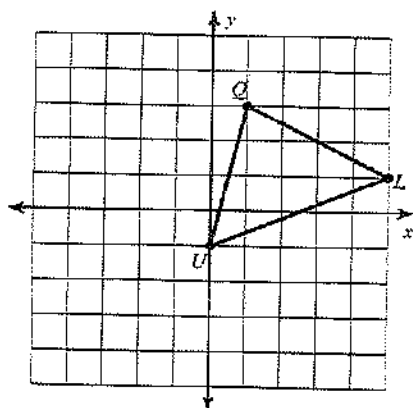
1) translation: 5 units right and 1 unit up



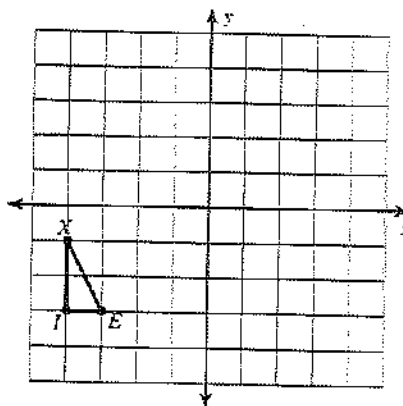
2) translation: 1 unit left and 2 units up



3) translation: 3 units down

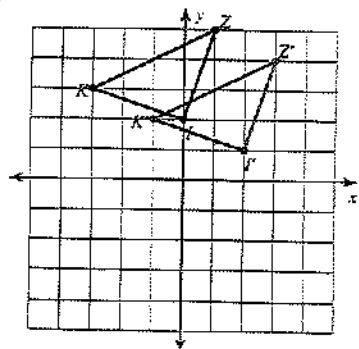


4) translation: 5 units right and 2 units up

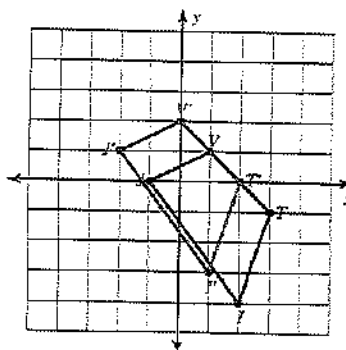


Write a rule to describe each transformation.

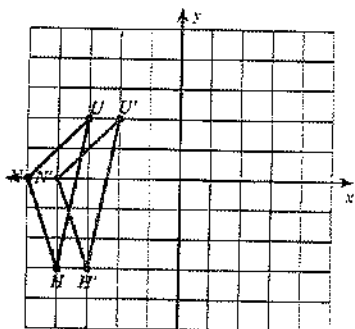
7)



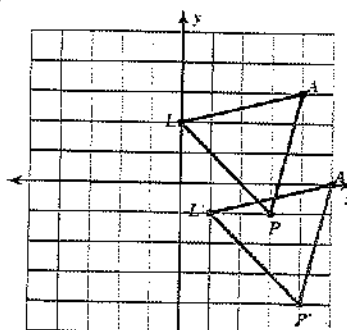
8)



9)



10)





RAWLINSON ROAD MIDDLE SCHOOL- Home of Raider PRIDE



Student Name: _____ Date: _____

Course: 8th Grade Social Studies Teacher: Mr. Anderson & Mr. Dent

Teacher Office Hours: M-F 10:00 am to 12:00 pm Teacher Email: tanderson@rhmail.org and gdent@rhmail.org

Other form of contact if help is needed: For general support, call 803-980-2016

Instructions to complete the student packet:

Round Three begins 04/22/20

Wednesday, 04/22/20 – Look over Great Depression PowerPoint, do Great Depression Photo Questions (includes instructions and assignment)

Thursday, 04/23/20 – Great Depression Graph (includes instructions and assignment)

Friday, 04/24/20 – WWI & Great Depression Quiz

Monday, 04/27/20 – New Deal Informational Text (includes instructions and assignment)

Tuesday, 04/28/20 – Great Depression Journal Entry (includes instructions and assignment)

Wednesday, 04/29/20 – Great Depression DBQ (includes instructions and assignment)

Thursday, 04/30/20 – make-up work day for Round 3

Friday, 05/01/20 – make-up work day for Round 3

End of Round Three

Packet also includes PowerPoint slides with notes. This is supplementary information. The notes will not be graded. However, students should look over and review the PowerPoint and notes.

Instructions to submit work:

Students can use cell phones to take pictures of completed work packets and send the pictures to their teacher via email.

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 <https://www.rock-hill.k12.sc.us/domain/2596> or

RHS District website at: <https://www.rock-hill.k12.sc.us/elearning>

A Global Depression



Global depression and how the Great Depression affected both the United States and the world

Setting the stage

- WWI devastated Europe financially.
- The Great War had also caused unprecedented human suffering.
- Europe's new democracies had unstable coalition governments.



The Great Depression

- "Roaring 20's"
- Despite prosperity, U.S. economy had serious weaknesses.
- In October, 1929 the U.S. stock market crashed.
- Banks closed and businesses failed.



The Great Depression (continued)

- People rushed to withdraw their money before banks failed (a.k.a. "run on the banks").
- Many lost their life savings.
- Lasting psychological impact.
- 25% unemployment in the U.S. by 1933.
- Collapse of U.S. economy led to worldwide depression.

FDR and the New Deal

- Many Americans blamed Herbert Hoover for not doing enough to revive the economy.
- FDR elected president in 1932.
- Roosevelt promised to take action.



FDR and the New Deal (continued)

- FDR's New Deal program funded large public works projects.
- This helped provide jobs for the unemployed.
- Federal government spent money on social welfare programs.



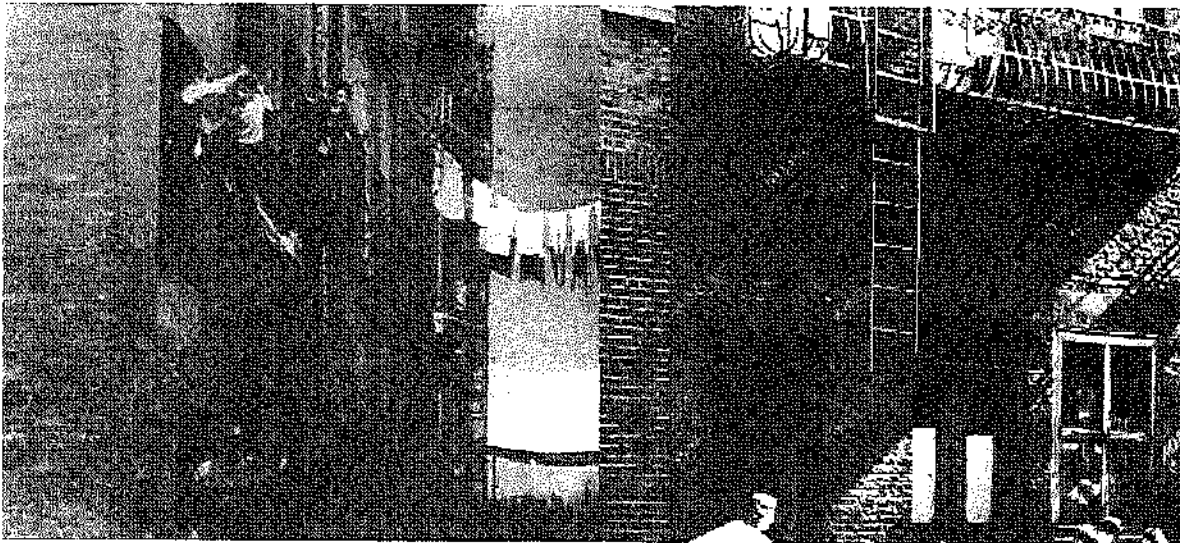
1. Ask students to carefully observe Photograph A and Photograph B, by Arnold Eagle and David Robbins, from the *New Deal Network* archives.

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

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

Ask students to make some inferences from the photographs.

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

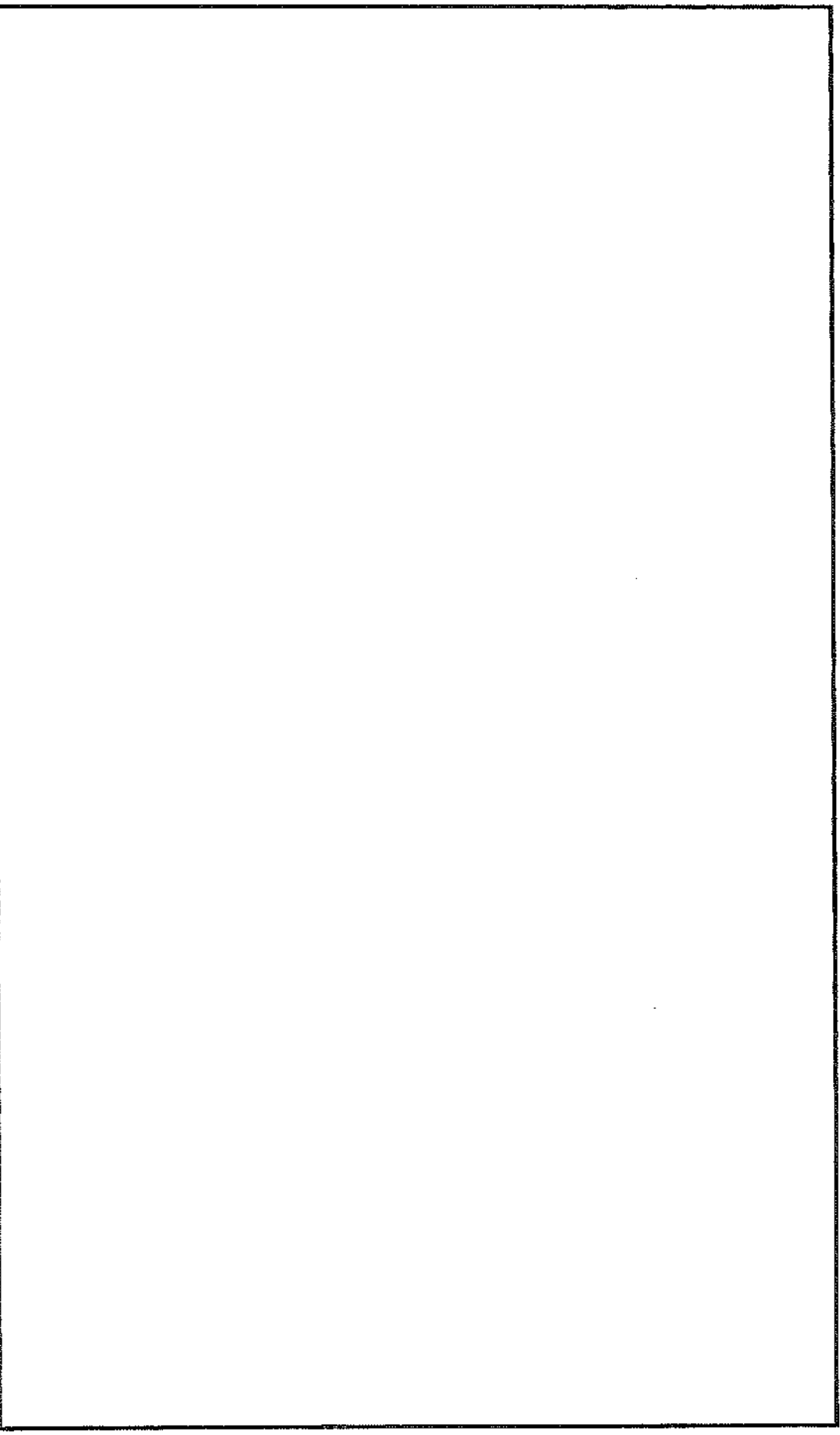


1

2

Unemployment During the Great Depression

Name: _____



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

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

34 The Great Depression and the New Deal

8-6.5

On October 24, 1929, the stock 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 tariffs 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 money.

The 1930s began 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. Many people decided to postpone starting a family. At the time, many young men wandered from town to town looking 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 Roosevelt was elected in 1932. People believed in his promise of bringing a "New Deal" 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 men ages 18 to 25. The men received housing, food, and 30 dollars a month. They often sent money home to their struggling families. Men 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 all over the United States. In South Carolina, over 50,000 men were involved with the

CCC, which was segregated at the time. They did reforestation and soil conservation in Hunting Island, Paris Mountain, and Poinsett. The first South Carolina state park opened in Myrtle Beach in 1938. 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 areas of South Carolina were still without electricity. This prevented any industry development in the area. U.S. Senator James F. Byrnes convinced President Roosevelt 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 unemployment 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 Marion 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 ongoing resources. It built 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, too.

Rural 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 1936 created a federal agency to improve electric service 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 farming more easy and profitable.

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



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,

useful work for millions of unemployed Americans. The WPA 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 enslaved in South Carolina. They wanted to preserve the historical record and make it available to the public. Lake Marion, the Jewel of the Santee State Park, is a major improvement 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 insurance.

The Social Security Act also created federal grants to the states, including South Carolina, for additional old-age 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 It!

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

DIRECTIONS

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 was created by President Roosevelt in order to stimulate the economy and help the unemployed.

 - Ⓐ 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.
- Which New Deal project was created to build and maintain power plants and power lines in rural communities?
 - Ⓐ Social Security Act
 - Ⓑ Works Progress Administration
 - Ⓒ Rural Electrification Administration
 - Ⓓ Civilian Conservation Corps
- Which of the following describes the Works Projects Administration?
 - Ⓐ It provided many services to improve communities.
 - Ⓑ It provided electricity for low-income farmers.
 - Ⓒ It provided old-age benefits for retired workers.
 - Ⓓ It was a failed project with little federal support.
- Which was the largest New Deal program in South Carolina?
 - Ⓐ Rural Electrification Act
 - Ⓑ Civilian Conservation Corps
 - Ⓒ Works Progress Administration
 - Ⓓ Santee Cooper Project

Ninety percent of farms in South Carolina did not have electric service before the New Deal.

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.



1. In this cartoon, who does the doctor represent?
2. In this cartoon, who does the man in the chair represent?

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.

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?