

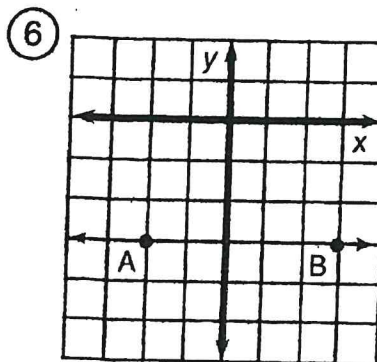
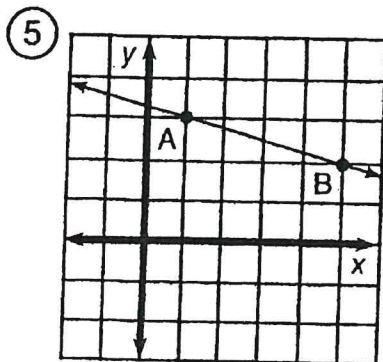
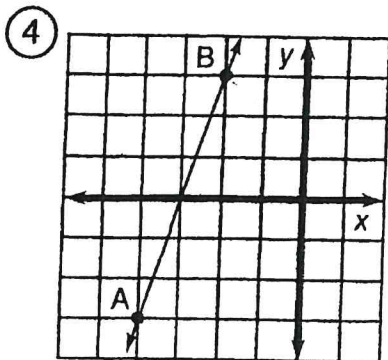
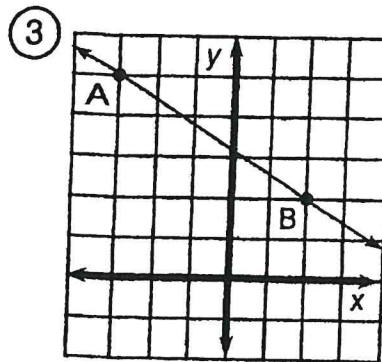
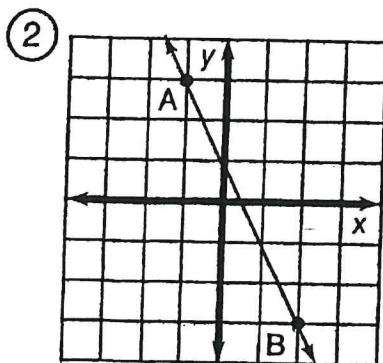
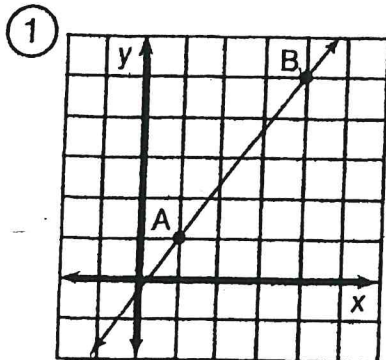
MMS 8th Grade

NTI Day 11

<p>Math <u>Erica.Arnette@mborol.kyschools.us</u></p>	<p>Slope of a Line</p>
<p>Language Arts <u>Wendy.Pillion@mboro.kyschools.us</u></p>	<p>“Nefertari’s Tomb”</p>
<p>Science <u>Alex.Pratt@mboro.kyschools.us</u></p>	<p>Mendelian Genetics</p>
<p>Social Studies <u>Amanda.Day@mboro.kyschools.us</u></p>	<p>Geography</p>

What Do You Call a Duck That Steals?

For the first six exercises, find the slope of the line \overleftrightarrow{AB} . For the remaining exercises, find the slope of the line that passes through the two given points. Cross out each box in the rectangle below that contains a correct answer. When you finish, print the letters from the remaining boxes in the spaces at the bottom of the page.



⑦ (2, 1); (5, 3)

⑪ (9, 2); (3, -1)

⑮ (-4, -8); (-2, 0)

⑧ (8, 3); (2, 5)

⑫ (-5, 8); (-4, 2)

⑯ (-3, -3); (0, 0)

⑨ (1, -4); (6, -2)

⑬ (0, -1); (4, -7)

⑰ (2, 5); (9, 1)

⑩ (-3, 1); (-7, 4)

⑭ (1, -1); (-2, -6)

⑱ (0, 0); (-2, 7)

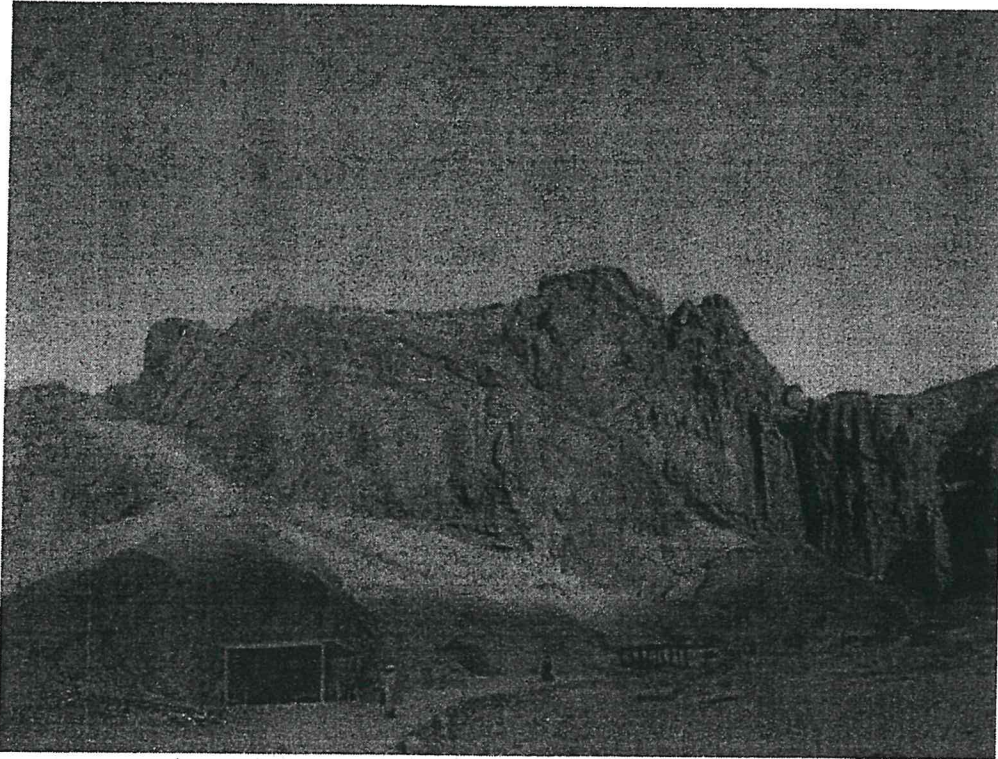
DU	AB	CK	ST	AR	IG	AT	OB	IG	ET	BE	ST
0	-6	$-\frac{3}{5}$	$-\frac{4}{7}$	9	$\frac{1}{2}$	$-\frac{7}{2}$	$-\frac{7}{6}$	$\frac{4}{3}$	$\frac{2}{3}$	$-\frac{5}{4}$	$\frac{5}{3}$
CA	RD	RI	CH	UC	RI	ME	AQ	UA	KY	ET	CK
$\frac{2}{5}$	$\frac{1}{6}$	$-\frac{1}{4}$	-2	-8	$-\frac{3}{2}$	1	$-\frac{1}{3}$	$-\frac{3}{4}$	$\frac{8}{5}$	4	3

OBJECTIVE 5-h: To find the slope of a line given two points on the line (not using the graph).

NTI  II

Nefertari's Tomb

by Alizah Salario



Valley of the Queens in Egypt

Think about a story involving tomb raiders, a journey into the underworld, and a romance between a glamorous queen and a powerful king. This may sound like the latest Hollywood blockbuster, but it's a script pulled straight from the history books. The story begins with Ramesses the Great, who is known to have ruled Egypt from 1279 B.C. to 1213 B.C. Ramesses had many consorts, but his most beloved wife was Queen Nefertari. She was known for her beauty and for the many Egyptian monuments built in her honor. Nefertari had many nicknames including "beautiful face," "pretty with two feathers," and "appeasing the Gods." When Queen Nefertari died, Ramesses ordered the building of one of Egypt's most extraordinary tombs for her.

Nefertari's tomb is located in Egypt's Valley of the Queens, which hosts more than 70 lavishly decorated tombs belonging to queens, princesses, and other members of the nobility. Queen Nefertari's tomb is considered the most impressive of them all. It's known as the Sistine Chapel of ancient Egypt because of its beautiful decorations and detailed artwork. When it was discovered in 1904 by an Italian Egyptologist, Nefertari's tomb had long before been looted by tomb raiders. They had stolen nearly all of the precious treasures buried with the queen, including her sarcophagus and her mummy. Still, the tomb was an extremely important discovery. The magnificent paintings on the tomb walls are some of the most detailed and well-preserved in all of ancient Egypt. The stories these paintings tell about Queen Nefertari's journey into the underworld shed light on ancient Egyptian beliefs about death and the afterlife.

The ancient Egyptians developed elaborate burial rituals and ornate tombs because they believed in

a life after death. These rituals were designed to help the deceased travel safely into the netherworld and hopefully find paradise in the world beyond. (This is one of the reasons grave robbing was considered such a heinous crime in ancient Egypt. Looters not only took material goods, but, it was believed, stole the deceased's chance at a peaceful afterlife.) Ancient Egyptians believed that when people died, they rode across a lake of fire on the boat of the god Ra. Once they crossed to the other side, they were faced with many challenges and tests on their journey into the underworld.

If you were to tour Nefertari's tomb today, you would first descend steps down into the rock where the tomb was built. Next, enter the antechamber, or vestibule, and notice the grand ceiling painted dark blue and flecked with golden five-pointed stars. On the east wall, notice a huge doorway. The god Osiris stands to the left and Anubis to the right of that opening. These gods are associated with mummification and the afterlife, and, in Egyptian mythology, play an important role in the journey of the deceased. Then cross the threshold into the next room, and examine the paintings of Nefertari being presented to the welcoming gods.

Walk around the room and take a moment to examine a splendid painting of the queen playing a game of senet against an invisible opponent. Perhaps her opponent is fate? (Senet is an ancient Egyptian board game, and sometimes senet game boards were put into graves to provide protection for the journey in the afterlife.) The queen wears a white gown of sheer linen, a gold bracelet, thick collar, and what are probably silver earrings. Her head is adorned with the vulture headdress of a queen. Other paintings in the room depict Nefertari giving special offerings to the gods.

Walk back to the antechamber, and then cross to the north wall, where you will see a stairway. Walk down the stairway, and you will find yourself in the large burial chamber. At one time, the queen's red granite sarcophagus lay in the middle of this chamber. Now carefully study the motifs and decorative pictograms about death and the afterlife on the walls and ceiling. Some of them illustrate ideas from *The Book of the Dead*, an ancient Egyptian funeral text that contained magic spells used to help dead people on their voyage to the underworld. Some of the scenes tell the story of Nefertari's meetings with gods and monsters, and in some cases they offer information about ceremonies concerning the afterlife. These images also provide information on the special roles of many major and minor gods that were important during Nefertari's time in Egypt's period called the New Kingdom. On the door of the burial chamber, notice an image of Nefertari emerging from the horizon, reborn as a sun disc.

Before leaving the burial chamber, look closely at the walls. They're decorated with poetry that Ramesses wrote for his wife. He is believed to have penned the line, "My love is unique-no one can rival her, for she is the most beautiful woman alive. Just by passing, she has stolen away my heart."

Name: _____ Date: _____

1. Who was Nefertari?

- A. a king who ruled Egypt from 1279 B.C. to 1213 B.C.
- B. a queen whose tomb is located in Egypt's Valley of the Queens
- C. a looter who stole goods from tombs in Egypt
- D. an Egyptian god who was associated with the afterlife

2. What does the author describe in the second half of this text?

- A. the journey of an Italian Egyptologist
- B. a king's journey into the netherworld
- C. the art inside Queen Nefertari's tomb
- D. the plot of a Hollywood blockbuster

3. Ancient Egyptians wanted to help the deceased to travel safely into the underworld and find paradise in the afterlife. What evidence from the text best supports this conclusion?

- A. "Ancient Egyptians believed that when people died, they rode across a lake of fire on the boat of the god Ra."
- B. "On the east wall, notice a huge doorway. The god Osiris stands to the left and Anubis to the right of that opening."
- C. "[S]ometimes senet game boards were put into graves to provide protection for the journey in the afterlife."
- D. "The stories these paintings tell about Queen Nefertari's journey into the underworld shed light on ancient Egyptian beliefs."

4. How can ancient Egyptian beliefs about the afterlife best be described?

- A. detailed and elaborate
- B. simple and minimalistic
- C. solemn and negative
- D. celebratory and thankful

5. Some scenes in Nefertari's tomb illustrate ideas from The Book of the Dead, an ancient Egyptian funeral text that contained magic spells. What was the purpose of these magic spells?

6. Why are the well-preserved paintings in Nefertari's tomb so important to people who want to learn about ancient Egyptians?

7. What does Nefertari's tomb tell us about ancient Egyptian beliefs regarding burials and the afterlife? Support your answer with at least one example of a painting or decoration in her tomb that illustrates these beliefs.

Name: _____

Date: _____

NTI 11
8th Grade Science
Mendelian Genetics

1. The first recorded scientific study of genetics was done by
 - a. Dmitri Mendeleev.
 - b. Carl Linnaeus.
 - c. Gregor Mendel.
 - d. Charles Darwin.

2. Punnett squares show the possible _____ of offspring.
 - a. genotypes
 - b. number of chromosomes
 - c. DNA sequence
 - d. letters of a sequence

3. The phenotype displays _____ characteristics.
 - a. chemical
 - b. dominant
 - c. recessive
 - d. physical

4. When a dominant allele is present, the offspring will show _____ characteristics.
 - a. recessive
 - b. dominant
 - c. homozygous
 - d. heterozygous

5. Mendel's research generated the terms "recessive traits" and "dominant traits" in genetics studies.
 - a. True
 - b. False

6. _____ is an organism's genetic makeup.
 - a. Phenotype
 - b. Genetics
 - c. Genotype
 - d. Gene

7. _____ is the result of the combination of genetic makeup and environmental effects.
 - a. Phenotype
 - b. Genotype
 - c. Genetics
 - d. Heredity

8. A dominant gene usually shows itself over a
- homozygous gene.
 - heterozygous gene.
 - recessive gene.
 - sex-linked trait.
9. A trait is determined by more than two alleles when _____ occurs.
- DNA sequencing
 - a single phenotype
 - hereditary sequencing
 - polygenic inheritance
10. The actual transmission of the physical qualities we receive from our parents and pass on to our offspring, and the law by which living beings tend to repeat characteristics from one generation to the next is called
- physiology.
 - breeding.
 - inheritance.
 - heredity.
11. In incomplete dominance, one trait will be expressed.
- True
 - False
12. If the two alleles for one trait are the same (pp or PP), the person is _____ for that trait.
- homozygous
 - heterozygous
 - oozygous
 - nonfertile
13. The difference between the law of segregation and the law of independent assortment is
- there is no difference.
 - independent assortment has genes that clump together and split into the same cell.
 - segregation has genes that clump together and split into the same cell.
 - segregation has genes that go into separate cells separate of one another.
14. A brown-eyed heterozygous (Ee) parent is crossed with a brown-eyed homozygous dominant (EE) parent. Brown eyes are dominant, and blue eyes are recessive. What are the expected offspring percentages for eye color?
- 100% brown eyes
 - 50% brown eyes, 50% blue eyes
 - 100% blue eyes
 - 75% blue eyes, 25% brown eyes

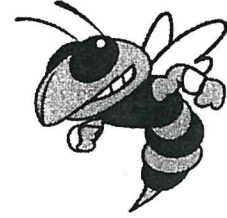
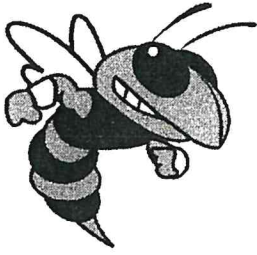
Geography

1. What do you call a piece of land surrounded by water on 3 sides?
2. What do you call a person who moves from place to place in search of food?
3. What do you call a dried mud brick?
4. What is geography?
5. What hemisphere do we live in?
6. What line of longitude measures zero degrees?
7. What type of world map projection is rounded?
8. What is one theme of geography?
9. What mountain range do we live closest to?
10. What geographic region of KY do we live in, be specific?
11. List the cardinal directions.
12. What type of map shows political boundaries and borders?
13. What is the capital of KY?
14. What is the line of latitude that measures 0 degrees?
15. What tells what the symbols on the map mean?
16. What type of map distorts the sizes of the countries to show population?
17. What is the largest mountain range in the USA?
18. What is the largest continent in the world?
19. What is the continent that we live on?
20. What is the term for a narrow passage of water connecting two large areas of water?
21. What is the name of the Peninsula that Spain and Portugal are located on?
22. What is the term for someone who creates maps?
23. What is the largest ocean in the world?

24. How many continents are there?

25. Which theme of geography can be relative or absolute?

26. What are the imaginary lines that run east to west?



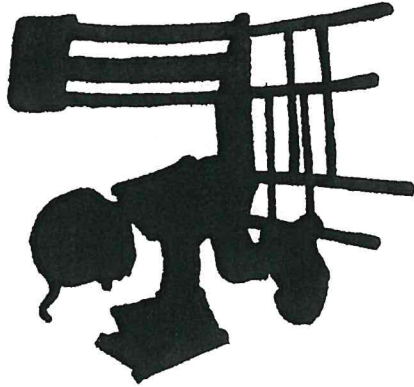
MMS 8th Grade

NTI Day 12

Math <u>Erica.Arnette@mborol.kyschools.us</u>	Slope Intercept Form
Language Arts <u>Wendy.Pillion@mboro.kyschools.us</u>	“Foot Binding”
Science <u>Alex.Pratt@mboro.kyschools.us</u>	Fossil Fuels
Social Studies <u>Amanda.Day@mboro.kyschools.us</u>	Economics

According to Some Students, What Is the True Purpose of Homework?

Write each equation below in slope-intercept form. Then find the slope and y-intercept at the bottom of the page. Write the letter of the exercise above them.



- Ⓒ $2x + 5y = 10$
- Ⓐ $3x - 5y = 5$
- Ⓓ $-7x - 4y = 16$
- Ⓔ $-x + 4y = 20$
- Ⓖ $4x - 2y = 7$
- Ⓒ $4x + 3y = 8$
- Ⓔ $5x - 9y = -7$
- Ⓖ $9x + 3y = 1$
- Ⓕ $x + 4 = 4y$
- Ⓕ $-2x + 7y = 0$
- Ⓖ $6x - y = 4$
- Ⓕ $y - 2 = 0$
- Ⓗ $4x - 6y + 3 = 0$
- Ⓗ $12x = 2y + 1$

slope	$\frac{1}{4}$	6	6	$\frac{2}{7}$	$-\frac{2}{5}$	2	2	$\frac{2}{3}$	3	$\frac{3}{5}$	2	0	-3	$\frac{4}{-3}$	$\frac{4}{-3}$	$\frac{2}{3}$	$\frac{1}{4}$	$\frac{7}{-4}$	$\frac{5}{9}$
y-intercept	5	$-\frac{1}{2}$	-4	2	2	$-\frac{7}{2}$	$-\frac{7}{2}$	$\frac{1}{2}$	-1	-1	-7	2	$\frac{1}{3}$	3	8	-1	1	-4	$\frac{7}{9}$

Foot Binding

by ReadWorks



CHINESE GIRL WITH BOUND FEET.

Throughout history, women have felt the pressure to conform to their society's definition of beauty. Standards of beauty often reflect cultural values and beliefs, and women have gone to great lengths to meet these ideals. At times, women have had to take extreme measures to live up to these standards at the cost of their own well-being.

One of the most striking examples is the Chinese practice of foot binding. For centuries, small feet were considered very attractive and ladylike, and the Chinese believed they made a woman's movements more feminine and dainty. In order to attain such a coveted feature, it was common practice for young girls to break and bind their toes with the intention of shrinking their feet—a process that kept them in excruciating pain for months. Foot binding was practiced for over a millennium, until the Chinese government officially outlawed the practice in 1911.

According to the legend, foot binding began when an ancient Chinese emperor's dancer bound her feet to suggest the shape of a new moon or a flower. The emperor was impressed with her "lotus dance," and other women emulated the practice until it spread across the country. (Bound feet were

also known as lotus flowers.)

Yet the Chinese foot binding tradition officially dates back to the Tang Dynasty. It gained popularity with the rise of neo-Confucianism and a hierarchical system of subservience. Scholars who reinterpreted ancient Confucian thought believed they discovered a "lost" philosophy focusing on nature, training the mind, and cultivating discipline. In neo-Confucianism, the subjects of a kingdom were expected to serve their rulers (who were considered mothers and fathers of the country) and in turn, wives were expected to defer to their husbands, sons to fathers, and the weak to the powerful.

Zhu-Xi, an influential scholar of neo-Confucianism, contributed to the acceptance of foot binding in China. According to Zhu-Xi, the practice reflected purity and discipline. He introduced it in Fujian as a way of spreading Chinese culture and teaching about the proper way for men and women to interact.

Another factor that led to the popularity of foot binding was women's decreased involvement in civic life during the Song dynasty between 960-1279. During this period, a woman's most important task was considered giving birth to sons. Women didn't participate in politics and were infrequently seen on the streets, in comparison with the previous Tang dynasty. Some historians suggest that the diminished status of women during the Song Dynasty made foot binding more socially acceptable.

Binding usually began when a girl was between the ages of four and seven. First the foot was soaked in hot water and the toenails clipped. Then came the painful part: the four small toes were broken, and the foot was bandaged tightly with the toes turned under toward the bottom of the foot. (It was believed that young bones were soft, which is why binding started early.) In order for the girl to maintain her balance, the big toe was left unturned. Every few days, the foot was unwrapped and then wrapped again even tighter, until the foot shrunk to about four inches long. The arches were also broken, which caused the foot to contract even more. The entire process could take three years or longer, and it was so debilitating that young girls from wealthy families would often receive a servant to care for her personal needs, carry her when her feet hurt, and look after her on sleepless nights when the pain was unbearable.

Foot binding wasn't just painful. It could also be dangerous. Complications included ulcerations and gangrene, and infections caused by ingrown toenails or lack of circulation from tight bindings. Sometimes toes even fell off-though this was considered a good thing because it meant the feet could be wrapped even tighter. Bound feet also had a foul odor and left many young women hardly able to walk. Sadly, it's estimated that up to 10 percent of girls died in the process of foot binding.

Even if mothers could have objected to putting their daughters through such a tremendously painful process, social pressure likely made them willing practitioners of foot binding. Virtuous women were prized according to the tenets of Neo-Confucianism, and foot binding was the ultimate symbol of a woman's purity and discipline. The ability to withstand foot binding reflected a woman's character, and her attractiveness was revealed not in her face or body, but in her feet. A girl learned that her family's reputation was linked to the binding of her feet early in life. In fact, the process was so crucial to a woman's status in China that a girl with natural, unbound feet had limited marriage prospects, while girls with tiny, well-bound feet increased their chances of marrying into a good family and moving up in society.

Although the practice was promoted as a way to increase health and fertility, foot binding was clearly detrimental to a woman's well-being. It greatly limited a woman's ability to walk, and some women became practically crippled. Bound feet forced women to hobble around and take extremely small

steps. Many men found this shuffling sort of walk very attractive. Yet as a result of their compromised feet, women rarely participated in social or political life, often becoming very dependent on their husbands and families. Even this was seen as a virtue, for a woman who stayed at home was considered chaste and faithful to her husband.

At first glance, foot binding might seem to contradict Confucian thought, which forbids body mutilation. However, since the feet were considered a sort of accessory, foot binding fell into a different category altogether. Ironically, a practice promoted to achieve the ultimate symbol of beauty grossly disfigured women's feet. The toes often became gnarled or fused together. Many men were unaware of the disfigurement caused by foot binding because women's feet were always carefully concealed. During the day, feet were covered in a binder, socks and shoes, sprayed with perfume and scented powder, and then hidden beneath leggings and skirts. At night women wore special slippers, even while sleeping. Women were expected to wash their feet in private and separately from the rest of their bodies.

Not all Chinese practiced foot binding. It was less common among peasants and in poor communities because women were needed to work in the fields. Mongols, Hakka and Tibetans living in Chinese territory didn't bind their feet at all. In Manchu province, foot binding was outlawed. Yet because the "hobble" associated with bound feet was considered attractive, a special type of "flower bowl" shoe was invented in Manchu to give women the same swaying small steps. The shoe sat on a high platform made of wood or had a small central pedestal.

By the 20th century, both native Chinese and Christian missionaries were calling the practice of foot binding into question. Anti-foot binding reformers created natural-foot societies for members who promised not to bind their daughter's feet, or not let their sons marry women with bound feet. Many women's rights groups attacked the practice because of the suffering it caused women. Educated Chinese felt that the practice made them seem uncivilized to the rest of the world. Yet even after the government banned the practice in the early 20th century, some girls continued to bind their feet because it was such a long-held status symbol and a way for a woman to marry into money.

Today, few women with bound feet are still alive. The tiny, intricately decorated special shoes made for bound feet will be all that remains of the painful practice.

1. What is this passage mostly about?

- A. foot binding in China
- B. neo-Confucianism
- C. standards of beauty
- D. women in ancient China

2. Read the following sentences: "[Foot binding] greatly limited a woman's ability to walk, and some women became practically crippled. Bound feet forced women to **hobble** around and take extremely small steps. Many men found this shuffling sort of walk very attractive."

What does "**hobble**" mean as used in this sentence?

- A. to walk quickly and purposefully
- B. to walk unsteadily or with difficulty
- C. to glide forward smoothly
- D. to move in a quick, jumping motion

3. Choose the answer that best completes the sentence below.

_____ foot binding was promoted as a way to achieve ideal beauty, in reality it horribly disfigured women's feet.

- A. In conclusion
- B. Initially
- C. For instance
- D. While

4. Describe the dangers to a woman's health that were associated with foot binding.

Name: _____

Date: _____

NTE 12
8th Grade Science
Fossil Fuels

1. A fossil fuel is
 - a. a rock that contains at least 50% plant and animal remains.
 - b. fuel that formed from the remains of plants and other organisms that were buried and altered over millions of years ago.
 - c. sediment that has been compacted many times.
 - d. metamorphic rock.

2. Most of the world's fossil fuel reserves are made up of _____.
 - a. oil
 - b. natural gas
 - c. coal
 - d. waste rock

3. Oil wells, mines, and drills are all used to _____ fossil fuels.
 - a. renew
 - b. create
 - c. extract
 - d. replace

4. When surveyors find oil pockets in the ground, what other fossil fuel most likely will be in the same spot?
 - a. Coal
 - b. Gasoline
 - c. Natural Gas
 - d. None of the above

5. We can reduce our need for fossil fuels by developing
 - a. new oil sources.
 - b. natural gas lines.
 - c. gasoline powered cars.
 - d. alternative energy sources.

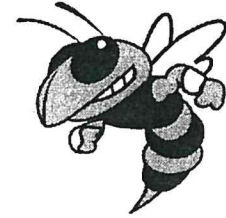
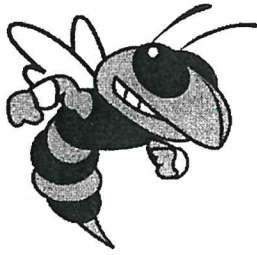
6. Natural gas is also called _____.
 - a. crude oil
 - b. coal
 - c. methane
 - d. petroleum

7. Acid rain is formed when
- fossil fuels are dumped in large bodies of water, like rivers.
 - fossil fuels react with pollutants that are called oxides.
 - oxides of fossil fuels react with water vapor in the atmosphere.
 - rain does not fall for a very long period.
8. A. Hydrocarbon B. Petroleum C. Coal D. Natural Gas
- Crude Oil _____
 - A mixture of methane and other gases from decomposed marine organisms _____
 - A solid fossil fuel formed from decomposed plant remains _____
 - A compound made of the elements hydrogen & carbon _____
9. List three uses for fossil fuels:
- -
 -
10. What are some problems with fossil fuels? Add examples.

1. What type of economy do we have?
2. What is the term that means to trade goods and services for goods and services?
3. What type of economy is where the consumer does not have choice?
4. What is the term for when the price of goods increases drastically due to money losing its value?
5. What do you call it when there is a low supply and a high demand?
6. What is your role in the economy?
7. What do you call goods that are brought **into** the country to be sold?
8. What is an example of something taxes are used for?
9. What word describes when more than one person is trying to achieve the same goal?
10. When you give up something in order to be able to get/do something else, what is the economic term?
11. Scarcity is a function of.....
12. If the demand goes up on a product what will happen to the price?
13. ~~This is the term for goods coming into the country.~~
14. This is the term for a tax on imported goods.
15. When the price people are willing to pay for an item is the same as the price that the producer is charging for it what do we say about the market? ☺
16. This is the term for a person who sells things. (Not a producer or distributor)
17. What is the debt of a company or country?
18. What is the term for money made after cost?
19. ~~What is the term for trade?~~

Culture

1. What is culture?
2. This is a highly developed society, _____.
3. What is something every culture needs to have in order to develop?
4. Give a name for the cultural region we live in.



MMS 8th Grade

NTI Day 13

Math <u>Erica.Arnette@mborol.kyschools.us</u>	Graphing Lines
Language Arts <u>Wendy.Pillion@mboro.kyschools.us</u>	“Famous African Americans”
Science <u>Alex.Pratt@mboro.kyschools.us</u>	Erosion
Social Studies <u>Amanda.Day@mboro.kyschools.us</u>	Government

Name : _____

Score : _____

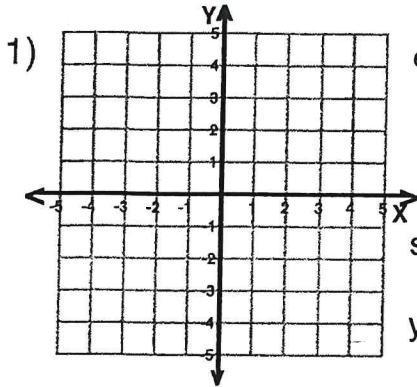
Teacher : _____

Math NT1 Day 13

Date : _____

8th Grade

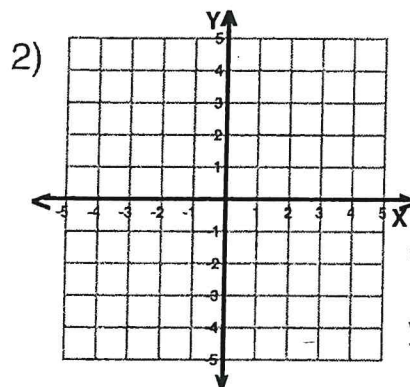
Sketch Each Line and Find the Slope and Y-intercept



equation $y = \frac{1}{3}x + 3$

slope (m) = _____

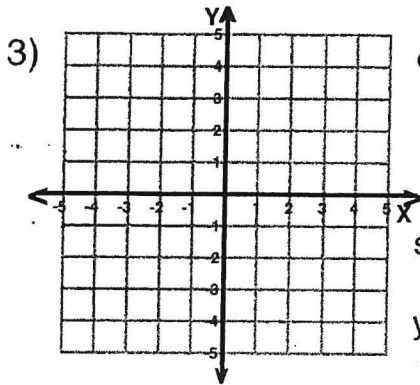
y-intercept = _____



equation $y = -\frac{7}{6}x + 2$

slope (m) = _____

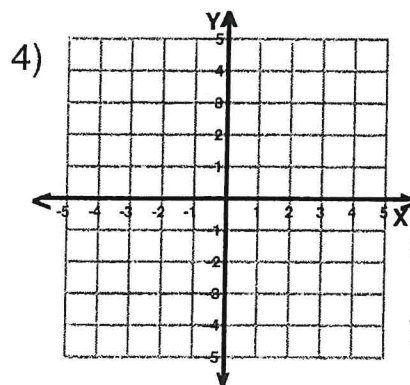
y-intercept = _____



equation $y = -\frac{7}{5}x - 3$

slope (m) = _____

y-intercept = _____



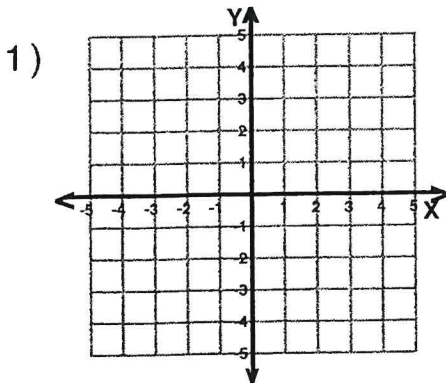
equation $y = 4x - 4$

slope (m) = _____

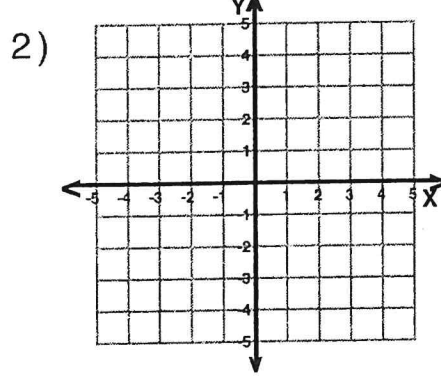
y-intercept = _____

Sketch the Graph of Each Line

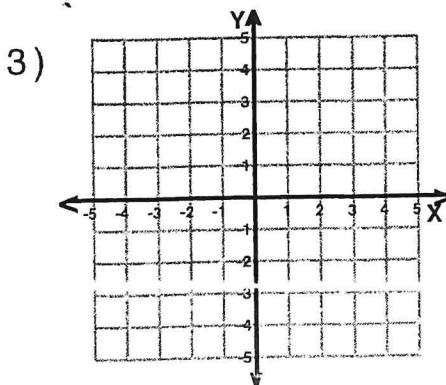
Use x+y-intercepts or Rewrite to Slope Intercept Form



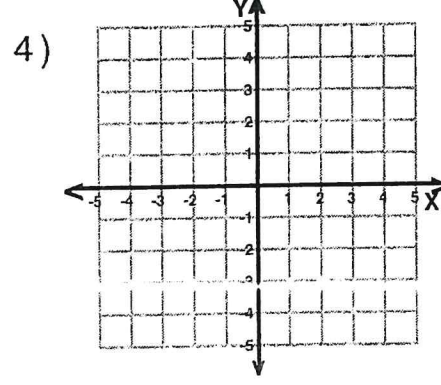
$-2x + y = -4$



$7x + 4y = 16$



$2x + 9y = 18$



$2x + 3y = -9$

NTI 13

Famous African Americans: Maya Angelou

by ReadWorks



Maya Angelou was born on April 4, 1928, in St. Louis, Missouri. Angelou had a difficult childhood in which she faced discrimination and a divided family. When she was very young, her parents got divorced. Angelou and her brother, Bailey, were sent to live with their grandmother in Arkansas. Her loving grandmother taught her the value of hard work and education.

As a young girl, Angelou suffered some terrible experiences. The challenges of her early life led Maya to become mute. She did not speak for almost five years.

Through education, Angelou started to discover the power of her voice. After high school, she worked many different jobs. Eventually, she became a singer, dancer, actor, and activist. Later, her career as writer took off. She wrote more than 30 best-selling books. In 1969, she published her first autobiography, *I Know Why the Caged Bird Sings*. It was her biggest literary success. *I Know Why the Caged Bird Sings* is still taught in many schools and colleges.

In January 1993, Angelou received a great honor. She was asked by President-elect Bill Clinton to recite a poem at his inauguration. She was only the second poet in U.S. history to have that honor. Later, Angelou was awarded the 2010 Presidential Medal of Freedom by Barack Obama.

Maya Angelou died in 2014. She is celebrated for her contributions to literature, the arts, and the fight for equality and civil rights.

Name: _____ Date: _____

1. According to the text, what did Maya Angelou face in her difficult childhood?

- A. discrimination and a divided family
- B. illness and homelessness
- C. struggle to read and write
- D. bullying and discrimination

2. The text sequences major events in Maya Angelou's life. What happened in Maya Angelou's life in January 1993?

- A. She was awarded the Presidential Medal of Freedom by Barack Obama.
- B. She was asked by President-elect Bill Clinton to recite a poem at his inauguration.
- C. She went to live with her grandmother in Arkansas.
- D. She published her first autobiography, *I Know Why the Caged Bird Sings*.

3. Read the following sentences from the text:

"In 1969, she published her first autobiography, *I Know Why the Caged Bird Sings*. It was her biggest literary success. *I Know Why the Caged Bird Sings* is still taught in many schools and colleges.

[. . .]

"She was asked by President-elect Bill Clinton to recite a poem at his inauguration . She was only the second poet in U.S. history to have that honor. Later, Angelou was awarded the 2010 Presidential Medal of Freedom by Barack Obama."

What statement from the text does this information support?

- A. Her loving grandmother taught her the value of hard work and education.
- B. Through education, Angelou started to discover the power of her voice.
- C. Angelou had a difficult childhood in which she faced discrimination and a divided family.
- D. Maya Angelou is celebrated for her contributions to literature, the arts, and the fight for equality and civil rights.

4. How could Maya Angelou best be described?

- A. shy and hesitant
- B. honest and loud
- C. strong and creative
- D. rebellious and rude

5. What is the main idea of this passage?

- A. People who are mute as children have a hard time becoming actors and singers.
- B. Maya Angelou and her brother did many jobs together as teens.
- C. Maya Angelou had a successful career, despite the hardships she had faced.
- D. President Clinton enjoyed the poetry of Maya Angelou.

6. Read the following sentences: "As a young girl, Angelou suffered some terrible experiences. The challenges of her early life led Maya to become **mute**. She did not speak for almost five years."

As used in this sentence, what does "**mute**" mean?

- A. not able to hear properly
- B. not able to see properly
- C. not willing or able to talk
- D. unable to walk without help

7. Choose the answer that best completes the sentence below.

Maya Angelou had some terrible experiences in her childhood, _____ she refused to speak for almost five years.

- A. even though
- B. though
- C. because
- D. so

8. What specific book by Maya Angelou is described in the passage, and what kind of book is it?

9. What honor did Maya Angelou receive in 1993, and why was this significant?

10. Explain why Maya Angelou may be considered an inspiring person. Use information from the text to support your answer.

Name: _____

NTI 13
8th Grade Science
Erosion

Date: _____

1. Weathering must take place _____ erosion.
 - a. before
 - b. after
2. A major erosional agent in many areas with limited precipitation and high temperatures is _____.
 - a. wind
 - b. rivers
 - c. humans
 - d. glaciers
3. This type of erosion creates small channels of running water on the side of a slope.
 - a. gully erosion
 - b. wave erosion
 - c. rill erosion
 - d. tributary erosion
4. Erosion makes beaches smaller because it
 - a. carries sand and sediment away from the shore.
 - b. deposits sand and sediment near the shore.
 - c. breaks up sediment into smaller pieces.
 - d. fills the ocean with sand and sediment.
5. Which of the following reduces erosive effects of soil in a rainy climate?
 - a. Acidity of rain water
 - b. Thick vegetation
 - c. Burrowing animals
 - d. Little vegetation
5. The collision of India and Asia that formed the Himalayas is still colliding today, causing the mountain range to continue to rise. What keeps the mountain from getting too big?
 - a. erosion
 - b. volcanism
 - c. deposition
 - d. plate tectonics
7. Erosion can be caused by which of the following? Select all that apply.
 - a. wind
 - b. water
 - c. ice
 - d. gravitational pull

8. Human activities that remove plants covering the soil cause soil erosion to
- decrease.
 - increase.
 - increase briefly, then stop.
 - stay the same.
9. Which term refers to the movement of weathered material down a slope under the influence of gravity?
- frost shattering
 - mechanical weathering
 - exfoliation
 - mass wasting
 - erosion
10. A large, scratched boulder is found in a mixture of unsorted smaller sediments forming hills in central New York state. Which agent of erosion most likely transported and deposited this boulder?
- running water
 - ocean waves
 - glacier
 - wind

Government

1. What type of government is a rule by the people?
 2. Name a type of government that is a rule by 1 person.
 3. How many senators does each state in the USA have?
 4. What word do you use to refer to both the Senate and the House of Representatives at the same time?
 5. What type of government do we have?
 6. Who is the current Vice President?
 7. Which branch is the President a member of?
 8. How old do you have to be to become president?
 9. Which branch is Congress a member of?
-
10. Name a type of government that is a rule by religion.
 - ~~11. Who is the current Vice President of the USA?~~
 12. Which branch of government makes the laws?
 13. Name one of the two houses of Congress.
 14. What type of government is a rule by King or Queen?
 15. How many states are in the United States?
 16. If there is a tie in the Senate who breaks it?
 17. How many members to the US House of Representatives does each state have?
 - ~~18. How old do you have to be to run for President?~~
 19. What is the term for a change to the constitution?
 20. Which branch of government is the Senate a part of?
 21. How many members are there to the Supreme Court?
 22. Who was the 1st president of the USA?

~~23. What is the term for a change to the constitution?~~

24. How many amendments are there in the Bill of Rights?

25. Can the Congress override a President's veto?

26. How many amendments are there total to the Constitution?

27. Which branch of government enforces the law?

28. Which branch of government interprets the law?

29. How is the President of the United States chosen?

~~30. How old do you have to be to become President?~~

31. How many "terms" can a president serve?

32. What is the term used to refer to Congress because it has "two houses"?

33. What type of government is a rule by a few?

34. What is the term for a written plan of government?

35. What is one check that the Legislative Branch has on the Judicial Branch?

36. What is the term for a proposed law?

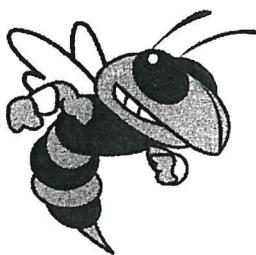
37. What is the name of the English Bill of Rights?

38. What document was our Bill of Rights based on?

~~39. How many amendments are in the Bill of Rights?~~

40. Name 1 right given to you in the 1st amendment.

41. Which amendment gave women the right to vote?



MMS 8th Grade

NTI Day 14

<p>Math <u>Erica.Arnette@mborol.kyschools.us</u></p>	<p>Equations of Lines</p>
<p>Language Arts <u>Wendy.Pillion@mboro.kyschools.us</u></p>	<p>“The Ride Stuff”</p>
<p>Science <u>Alex.Pratt@mboro.kyschools.us</u></p>	<p>Continental Drift</p>
<p>Social Studies <u>Amanda.Day@mboro.kyschools.us</u></p>	<p>Historical Perspective</p>

Name : _____

Score : _____

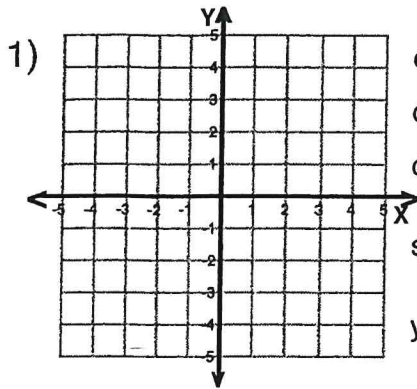
Teacher : Math NT1 Day 14

Date : _____

8th Grade

Sketch and Write the Equation For Each Line

Show all work !!



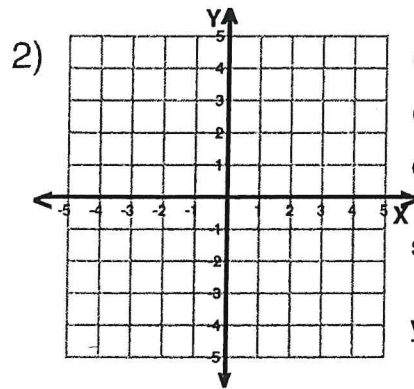
equation _____

ordered pair = (-3,3)

ordered pair = (3,-5)

slope (m) = _____

y-intercept = _____



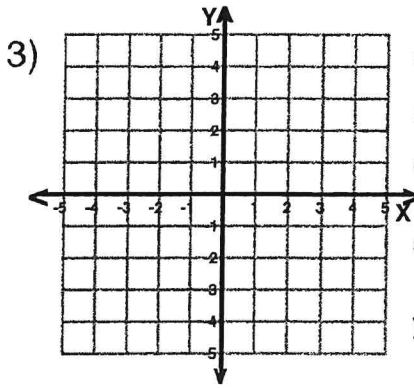
equation _____

ordered pair = (3,3)

ordered pair = (0,-5)

slope (m) = _____

y-intercept = _____



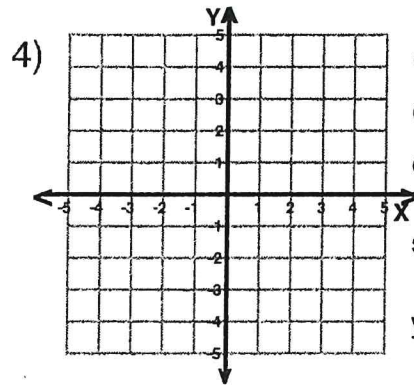
equation _____

ordered pair = (5,-1)

ordered pair = (-5,-3)

slope (m) = _____

y-intercept = _____



equation _____

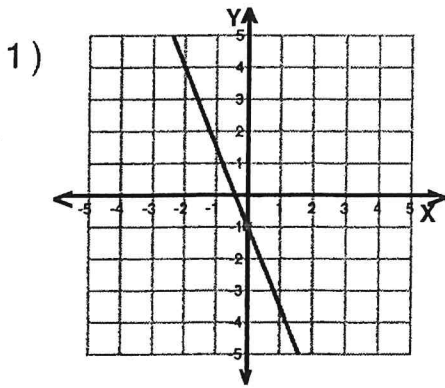
ordered pair = (5,-4)

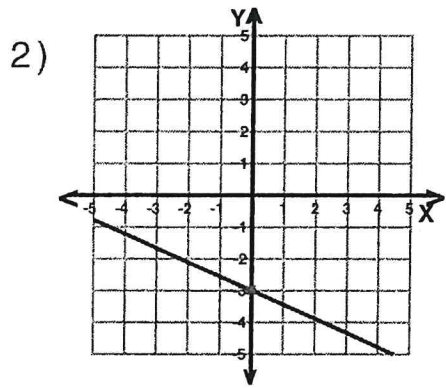
ordered pair = (-5,0)

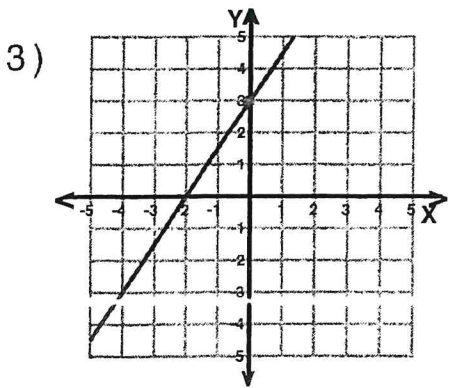
slope (m) = _____

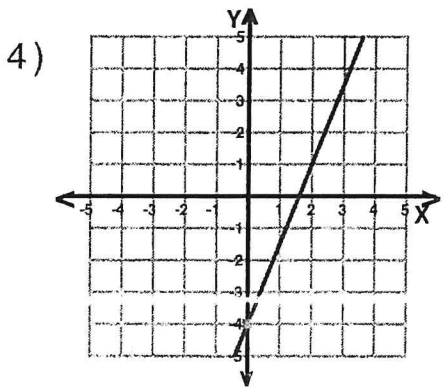
y-intercept = _____

Write the Equation from Each Line









NTI 14

The Ride Stuff

One small step for a woman, one giant leap for womankind! Astronaut Sally Ride became the first American woman to **voyage**, or travel, to space. She made the journey on June 18, 1983. *WR News* student reporter Leah Meador talked with Ride about her starring role in NASA's history.



NASA

Sally Ride checks in with NASA from the space shuttle in 1983.

Leah Meador: How did you feel when you were going into space?

Sally Ride: I was unbelievably excited. There is no amusement park ride even close to the experience of flying into space.

LM: What inspired you to become an astronaut?

SR: I was always interested in science from the time that I was in second or third grade. Science was always my favorite subject.

LM: What did it mean to you to be the first U.S. woman to go into space?

SR: It meant a lot to me to be [a] role model ... for young girls who wanted to be astronauts.

LM: Who is the person that supported you the most while you were trying to become an astronaut?

SR: My high school science teacher. She was a good teacher, but what was really important to me is that she helped me build my confidence ... She helped me believe in myself.

1. ● What is this passage mostly about?

- A. women who achieve "firsts"
- B. the future of American space travel
- C. space travel for women
- D. the first American female space traveler

2. ● How did Sally Ride's high school science teacher help her? Use evidence from the text to support your answer.

3. ● Explain what the author means in the first sentence: "One small step for a woman, one giant leap for womankind!"

4. ● The question below is an incomplete sentence. Choose the answer that best completes the sentence.

Sally Ride was the first American woman to go to space; _____, she became a role model for young girls who wanted to be astronauts.

- A. finally
- B. next
- C. as a result
- D. on the other hand

Name: _____

Date: _____

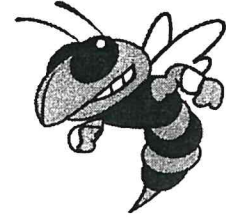
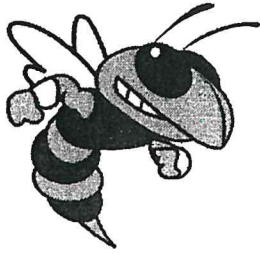
NTI 14
8th Grade Science
Continental Drift

1. Wegener believed that the continents used to be one landmass.
 - a. True
 - b. False
2. Wegener's theory of continental drift was not accepted immediately by other scientists because
 - a. the fossil evidence was unreliable.
 - b. Wegener could not describe how the continents separated.
 - c. Wegener only had evidence from the southern continents.
 - d. the rock sequences were incomplete.
3. A lack of explanation for continental drift prevented many scientists from accepting that a single continent called _____ once existed.
 - a. Glómar
 - b. Wegener
 - c. Pangaea
 - d. Glossopteris
4. The presence of the same _____ on different continents is evidence for continental drift.
 - a. fossils
 - b. wind systems
 - c. river systems
 - d. weather patterns
5. Why did Wegener think that continental drift could be used to explain rock scarring in South America, India, and Australia?
 - a. Volcanoes moved the seafloor
 - b. Glaciers caused the scarring
 - c. Earthquakes scarred rocks
 - d. Hess proposed this theory
6. Continental drift is the theory that continents drift
 - a. quickly together.
 - b. slowly together.
 - c. slowly to their current positions.
 - d. to form the new continent Pandora.

7. Alfred Wegener hypothesized that Pangaea began to break apart about _____ years ago.
- 180 million
 - 135 million
 - 65 million
 - 25 million
8. The theory of continental drift
- was based on the distribution of rock types, fossils and structures.
 - was accepted by most geologist during Wegener's lifetime.
 - was based on oceanic fossils and basalt.
 - suggested that the original land forms were large islands.
9. Which is evidence that the continents were once part of a single landmass?
- fossils
 - coal found in cold climates
 - similar rock formations on facing edges of continents
 - all of these
10. The fact that South America and Africa were once joined is _____ for Pangaea.
- rock layer evidence
 - fossil evidence
 - puzzle piece evidence
 - mineral deposit evidence
11. Glossopteris and Mesosaurus would be examples of this type of Pangaea supportive evidence.
- rock layer record
 - puzzle piece record
 - fossil record
 - mineral deposit record
12. Which two continents were used as evidence for the continental puzzle?
- North America and Africa
 - South America and Asia
 - South America and North America
 - South America and Africa

Historical Perspective

1. Who invented the cotton gin?
 2. Who invented the printing press?
 3. What is the longest river in the world?
 4. Which civilization developed the first form of writing?
 5. What is the most important invention we got from China?
 6. What was the ancient Egyptian form of writing?
 7. What word means that land between two rivers?
 8. What did the Egyptians use pyramids for?
 9. Name an ancient Greek city state.
 10. What is the largest land purchase ever made in US history?
-
11. What is one effect of the discovery of farming?
 12. What type of writing was developed in Sumer?
 13. Who developed the first written code of law?
 14. What natural resource did most early civilizations develop around?
 15. What was the first civilization that we know of?
 16. This is the word that means "rebirth of thinking".
 17. Which ancient culture practiced foot binding?
 18. Which ancient culture depended upon the Tigris and Euphrates rivers?
 19. Which ancient culture was Caesar the dictator of?
 20. Who won the French and Indian War?
 21. What is the term for Egyptian paper?
 22. What is the name of the boat the pilgrims came to the New World on?



MMS 8th Grade

NTI Day 15

<p>Math <u>Erica.Arnette@mborol.kyschools.us</u></p>	<p>Systems by Graphing</p>
<p>Language Arts <u>Wendy.Pillion@mboro.kyschools.us</u></p>	<p>“The Circus Comes to Town”</p>
<p>Science <u>Alex.Pratt@mboro.kyschools.us</u></p>	<p>Rocks</p>
<p>Social Studies <u>Amanda.Day@mboro.kyschools.us</u></p>	<p>The Reforming Spirit</p>

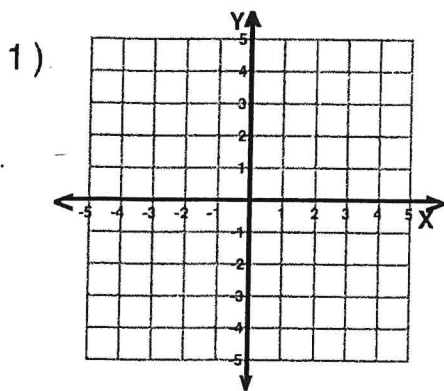
Solving Systems of Equations by Graphing

- Be sure each equation is in slope-intercept form
- Use the slope and y-intercept to graph the first equations
- Use the slope and y-intercept to graph the second equations
- Identify the solution

Intersecting Lines = one solution (the intersection point)

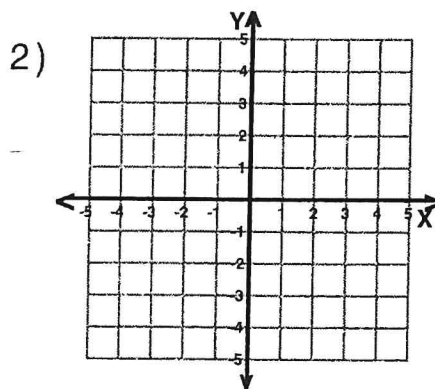
Parallel Lines = no solution

Same Line = infinite solutions



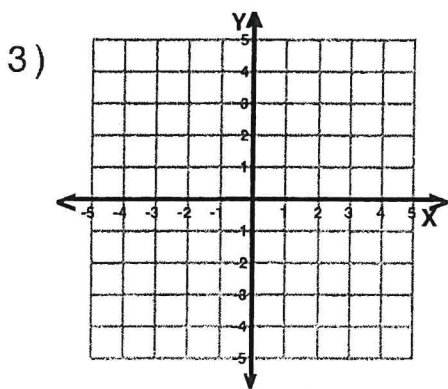
$$y = \frac{1}{3}x + 2$$

$$y = -\frac{1}{2}x + 2$$



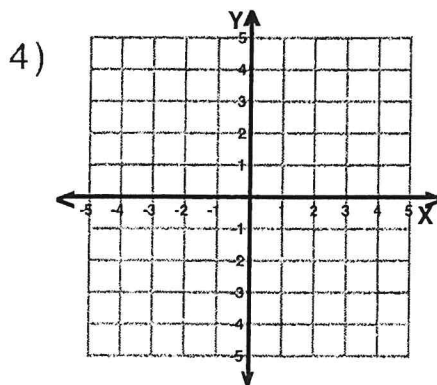
$$y = -3x - 3$$

$$y = 4x + 4$$



$$2x + y = 2$$

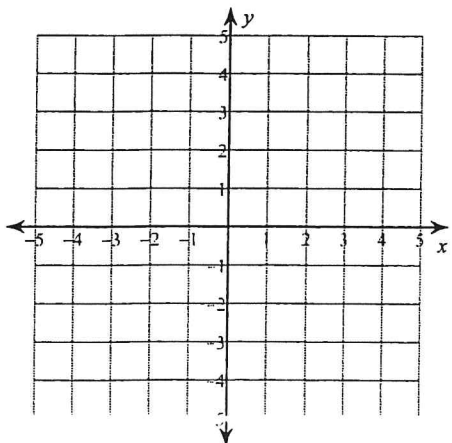
$$-x + y = -4$$



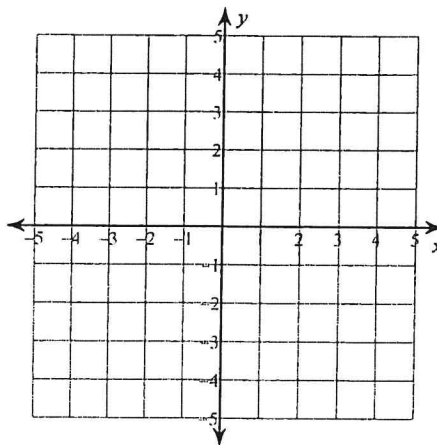
$$-3x + 2y = 8$$

$$5x + 2y = -8$$

5) $y = 3x - 4$
 $y = -\frac{1}{2}x + 3$



6) $y = -2x + 2$
 $y = -2x - 2$



NTI 15

The Circus Comes to Town

by ReadWorks



Donald Seastrunk never feared the jugglers until they upgraded from bean bags to bowling pins. By the movie theater, after a movie let out, excited crowds gathered around the most skilled jugglers, whose silk vests were as blue as the sky. Winking and smiling, the jugglers performed astonishing feats: dozens of balls in the air at once; nifty, behind-the-back and through-the-legs tricks; even juggling blindfolded. Word of mouth spread to neighboring towns. People from far away came to see the street performers. All seemed well and good, but with the jugglers' popularity came copycats. And so many of them!

On the side streets and quiet walkways, juggling copycats blundered through their simple routines. A ball or two rolling into the street was the worst of it, at first. But when the very best jugglers switched to bowling pins to freshen up their act, the bad jugglers copied this, too. For Donald Seastrunk, the juggling problem came to a head one May morning, as he hurried from his car up the path to the library. Just as he thought he was safe, a stray bowling pin spiraled through the air and whomped him on the head.

The next day it was crazy at Town Hall, too. Mayor Marjorie Arnold sighed at her desk. She had just read Donald Seastrunk's angry email, which Donald had sent to dozens of friends, the town council, and the mayor's office. This wasn't the first complaint the mayor had received about the jugglers. But what could she do? Some people were mad, but others loved

the jugglers. After all, the town was practically famous now, and people were proud to be from a famous town. The biggest newspaper in the state capital had even written an article about the jugglers. And think of all the money the crowds spent at local stores! The mayor chewed her pen. She tapped her foot furiously. She sighed so strongly that important documents blew off her desk, and this made her sigh again.

Whenever she found herself in trouble, Mayor Arnold liked to hold imaginary conversations with the golden cat statue on her desk. With another heavy sigh, she asked it for advice.

"Why not pass a law banning juggling in public?" it seemed to say.

"The mayor can't just pass whatever laws she wants," said Mayor Arnold. "Laws are passed by the town council." With a groan, the mayor rose from her leather chair and stood at the window, looking at the trees in full bloom on the town green. One tree had a bowling pin caught in the branches.

The mayor imagined the cat's voice dropping to a whisper. "Why not order the police to fine the jugglers for disturbing the peace?"

"That's no good," the mayor said. She rested her forehead on the cool window and closed her eyes. "What if the jugglers sue us? Then the case would go to court, and the town could lose a lot of money!"

The golden cat statue made no reply. The mayor was by herself. She heard what sounded like the distant rumble of thunder. Thunder? There wasn't a cloud in the sky! Without taking her forehead off the window, Mayor Arnold opened her eyes. What she saw next made her jump up with a squeak. A crowd of people were marching up the long street that led to Town Hall, and at the crowd's front was Donald Seastrunk himself. They pumped their fists in the air and waved signs. An anti-juggler protest! Mayor Arnold sighed. It was going to be a long day.

Name: _____ Date: _____

1. What is the town in the passage famous for?

- A. tightrope walkers
- B. jugglers
- C. bowling pins
- D. circus elephants

2. What main problem does Mayor Arnold face?

- A. People are complaining about the jugglers, and she doesn't know what to do.
- B. Donald Seastrunk is hit in the head by a juggler's stray bowling pin.
- C. She holds imaginary conversations with the golden cat statue in her office.
- D. The jugglers might sue the city if they were fined for disturbing the peace.

3. While many people are happy to live in a famous town, not everyone is happy about the jugglers. What evidence from the passage supports this conclusion?

- A. The biggest newspaper in the state capital writes an article about the jugglers.
- B. Excited crowds gather around the skilled jugglers outside the movie theater.
- C. Donald Seastrunk leads a crowd in an anti-juggler protest.
- D. Donald Seastrunk is hit in the head by a bowling pin.

4. Read the following sentences: "The mayor chewed her pen. She tapped her foot furiously. She sighed so strongly that important documents blew off her desk, and this made her sigh again."

Based on this description, how is Mayor Arnold most likely feeling?

- A. inspired
- B. upbeat
- C. lonely
- D. frustrated

5. What is this story mostly about?

- A. how Mayor Arnold makes decisions
- B. problems caused by jugglers in a town
- C. the dangers of increased numbers of copycat jugglers
- D. the routines performed by skilled jugglers

6. Read the following sentence: "Winking and smiling, the jugglers performed **astonishing** feats: dozens of balls in the air at once; nifty, behind-the-back and through-the-legs tricks; even juggling blindfolded."

What does the word "**astonishing**" mean as used in this sentence?

- A. unsurprising
- B. realistic
- C. colorful
- D. amazing

7. Choose the answer that best completes the sentence below.

The jugglers bring tourists and money to the town; _____, the jugglers disturb the peace and annoy some citizens.

- A. on the other hand
- B. initially
- C. above all
- D. as a result

8. Why does Donald Seastrunk send an email to the mayor's office?

Name: _____

NTI 15
8th Grade Science
Rocks

Date: _____

1. Rocks formed from the cooling lava of volcanic eruptions are _____.
 - a. igneous rocks
 - b. limestone rocks
 - c. sedimentary rocks
 - d. metamorphic rocks
2. Which type of rocks are made from small pieces of other rocks?
 - a. metamorphic
 - b. igneous
 - c. sedimentary
3. What starts the change from an igneous rock to a sedimentary rock?
 - a. heat
 - b. melting
 - c. pressure
 - d. weathering
4. Lava that cools quickly forms _____ rocks.
 - a. extrusive metamorphic
 - b. extrusive igneous
 - c. intrusive metamorphic
 - d. intrusive igneous
5. The most likely place to find a fossil is in _____ rock.
 - a. sedimentary
 - b. volcanic
 - c. igneous
 - d. metamorphic
5. These types of rocks have changed from one form to another by heat and pressure.
 - a. igneous
 - b. sedimentary
 - c. metamorphic
7. Which type of rock forms from debris that settles in lakes, streams, or oceans and is squeezed into rock after millions of years by the pressure of water and sediment accumulation?
 - a. sedimentary rock
 - b. igneous rock
 - c. metamorphic rock

8. Rocks change over time from one type to another. This process is called
 - a. type changing.
 - b. the rock cycle.
 - c. erosion.
 - d. melting.

9. When wind or water breaks a rock into smaller pieces, the process is called
 - a. weathering.
 - b. hardness.
 - c. igneous.
 - d. erosion.

10. What is a sedimentary rock that is a group of pebbles cemented together with pressure and chemicals in the water?
 - a. cobalt
 - b. granite
 - c. obsidian
 - d. conglomerate

11. A classification of metamorphic rocks would include whether they are
 - a. chemical or organic.
 - b. intrusive or extrusive.
 - c. foliated or nonfoliated.
 - d. basaltic or granitic.

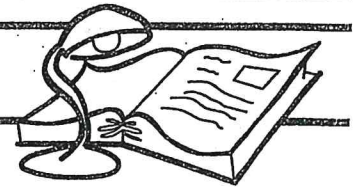
12. Coal is considered a
 - a. sedimentary rock.
 - b. igneous rock.
 - c. metamorphic rock.
 - d. mineral.

13. The arrangement of minerals in a rock is called its texture.
 - a. True
 - b. False

14. Why is slate sometimes used for shingles for roofs?

What other rocks are used for important purposes in society?

Study Guide



Chapter 14, Section 1 (continued)

READ TO LEARN

• The Reforming Spirit (pages 412–413)

Many Americans believed that the Declaration of Independence and the Constitution guaranteed liberty and equality to all Americans. Many men and women worked for change, or reform, in America to reach these goals. Religion, education, politics, art, and literature in America began to change as a result. *Utopias*, or peaceful, harmonious communities, were established by social reformers. Cooperation rather than competition was emphasized. Communities were built by religious groups, including the Mormons. Except for the communities established by the Mormons, most utopian communities did not last more than a few years.

Religious reformers inspired the Second Great Awakening with a series of religious frontier camp meetings called *revivals*. People came together to listen to enthusiastic preachers, pray, and renew their commitment to change their lives and the world. More people joined churches, became involved in missionary work, and joined social reform movements. In 1826 the American Society for the Promotion of Temperance was established by religious reformers. Religious reformers preached the evils of alcohol and called for *temperance*, or little or no alcohol consumption. They blamed poverty and crime on the abuses of alcohol. Many states passed laws that made the manufacture and sale of alcoholic beverages illegal. Within a few years, these laws were repealed, or cancelled. In the early 1900s, the temperance movement led to a constitutional amendment.

1. What did the members of the temperance movement hope to do?

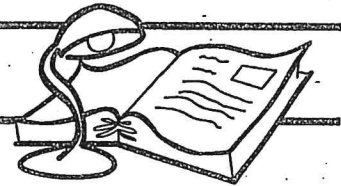
• Reforming Education (pages 413–415)

Thomas Jefferson and other Americans believed that a successful democracy depended upon educated citizens. In the early 1800s, education was limited. Only Massachusetts offered free elementary education. Most parents had to pay for their children’s education or send them to schools for the poor. Many children received no education at all.

Horace Mann, a lawyer, became the leader of the educational reform movement. In 1837 Mann became the head of the Massachusetts Board of Education. His accomplishments included lengthening the school year to six months, developing teacher training programs, increasing teachers’ salaries, and improving the curriculum.

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Study Guide



Chapter 14, Section 1 (continued)

In 1839 the first state-funded school for teacher training of high school graduates, called a *normal school*, was established in Massachusetts. Other states soon followed Mann's reforms, or changes, in education.

All states agreed upon three basic principles of public education by the 1850s.

1. Schools should be free and funded by taxes.
2. Teachers should be trained.
3. Children should be required to attend school.

Many states did not practice these principles, however. Some people did not believe women needed an education. Schools did not exist in every area. African Americans were often denied an education.

Many colleges and universities were established by religious groups between 1820 and 1850. Most admitted men only. In time some colleges and universities admitted women and African Americans. Methods of educating people with disabilities, such as hearing or vision impairments, were developed. In 1817 Thomas Gallaudet established the Hartford School for the Deaf in Connecticut. Dr. Samuel Gridley Howe established the Perkins Institute for the Blind in Boston, Massachusetts.

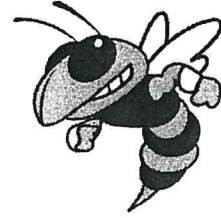
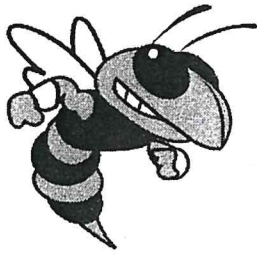
2. How did reformers improve education for Americans, including women, minorities, and people with hearing and visual impairments?

• **Cultural Trends** (page 415)

Beginning in the 1820s, the American spirit of reform influenced American artists and writers. Instead of modeling their work after Europe, they began to develop and explore American style and themes. *Transcendentalists* emphasized the relationship between humans and nature as well as the importance of the individual conscience. Artists and writers promoted social and political reform through their art and writings. Their work explored such issues as slavery, women's rights, and prejudice. Female authors and poets published the most popular books, yet they were not taken seriously.

3. Why did Americans begin to create American literature in the 1820s?

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MMS 8th Grade

NTI Day 16

<p>Math <u>Erica.Arnette@mborol.kyschools.us</u></p>	<p>Systems by Substitution</p>
<p>Language Arts <u>Wendy.Pillion@mboro.kyschools.us</u></p>	<p>The Wall Street Journal</p>
<p>Science <u>Alex.Pratt@mboro.kyschools.us</u></p>	<p>Air Pollution</p>
<p>Social Studies <u>Amanda.Day@mboro.kyschools.us</u></p>	<p>Early Efforts to End Slavery</p>

Solving Systems of Equations by Graphing

- Be sure one equation is solved for x or y (ie. " $x = 2y + 3$ " or " $y = 5 - x$ ")
- Substitute this into the other equation (this will give 1 equation with 1 variable)
- Solve the equation

Example:

$$\begin{aligned}
 x &= 1 - 3y \\
 -3x - 3y &= -15 \\
 -3(1 - 3y) - 3y &= -15 \\
 -3 + 9y - 3y &= -15 \\
 -3 + 6y &= -15 \\
 +3 & \quad +3 \\
 \hline
 6y &= -12 \\
 \frac{6y}{6} &= \frac{-12}{6} \\
 y &= -2 \\
 x &= 1 - 3(-2) \\
 x &= 1 - (-6) \\
 x &= 1 + 6 \\
 x &= 7
 \end{aligned}$$

If there is a solution, find the other variable. They system has 1 solution.

If it results in a false statement there is no solution to the system.

If it results in a true statement there are infinite solutions to the system.

Solve each system by substitution. Show all work.

$$\begin{aligned}
 1) \quad y &= 6x - 11 \\
 -2x - 3y &= -7
 \end{aligned}$$

$$\begin{aligned}
 2) \quad 2x - 3y &= -1 \\
 x &= y + 1
 \end{aligned}$$

$$\begin{aligned}
 3) \quad y &= -3x + 5 \\
 5x - 4y &= -3
 \end{aligned}$$

$$\begin{aligned}
 4) \quad -3x - 3y &= 3 \\
 y &= -5x - 17
 \end{aligned}$$

$$\begin{aligned}
 5) \quad y &= -2 \\
 4x - 3y &= 18
 \end{aligned}$$

$$\begin{aligned}
 6) \quad y &= 5x - 7 \\
 -3x - 2y &= -12
 \end{aligned}$$

$$\begin{aligned}
 7) \quad -4x + y &= 6 \\
 -5x - y &= 21
 \end{aligned}$$

$$\begin{aligned}
 8) \quad 7x - 2y &= 13 \\
 x &= 11 + 2y
 \end{aligned}$$

RTI 16

THE WALL STREET JOURNAL.

Yellowstone Grizzlies to Lose Protections

By Jim Carlton

June 23, 2017

The Trump administration said it will remove endangered-species protections for the Yellowstone grizzly bear, a move that was initiated by the Obama administration after the numbers of the West's largest land predator rebounded sharply over the past four decades.

The decision, criticized by environmentalists, paves the way for grizzly-hunting to resume in some places after a 40-year ban.

Grizzly bears in and around Yellowstone National Park had plummeted to as few as 136 by 1975, when they were listed as threatened under the Endangered Species Act.

Because of a ban on hunting and other protections, the number of grizzlies in a Greater Yellowstone ecosystem that includes parts of Idaho, Montana and Wyoming has increased more than fivefold to an estimated 700, according to the Interior Department.

The federal government aimed to boost the population to 500 grizzlies. The animal can weigh up to 600 pounds.

Interior Secretary Ryan Zinke, a former Montana congressman who announced the delisting Thursday, hailed the recovery as one of the nation's greatest conservation success stories.

"As a kid who grew up in Montana, I can tell you that this is a long time coming and very good news for many communities and advocates in the Yellowstone region," Mr. Zinke said in a statement.

Environmental groups condemned the move and vowed to try to fight it in the courts.

Lawsuits filed by environmentalists succeeded in blocking efforts by the Bush administration to delist the grizzly in 2007, when their numbers already were considered recovered by the U.S. Fish and Wildlife Service.

Environmentalists say grizzlies have a slow reproduction rate and would be imperiled as a result of hunting and other dangers.

Once the rule by the Fish and Wildlife Service takes effect later this year, states will regain their authority to resume trophy hunts that have been banned for 40 years.

The grizzlies would remain protected from hunting in Yellowstone and Grand Teton national parks.

"This premature decision to remove endangered-species protections could set grizzly recovery back

by decades," said Michael Brune, executive director of the Sierra Club, in a statement. "The end result will be fewer bears restricted to an even smaller area," Mr. Brune said.

Supporters of the delisting, though, say there are so many Yellowstone grizzlies that conflicts with humans have increased, as well as attacks on livestock. "Grizzly bears have met or exceeded recovery objectives since 2003 and have long warranted delisting," Wyoming Republican Gov. Matt Mead said in a statement.

The Wyoming governor, among other Westerners, asked the Obama administration to resume the delisting process. In 2016, the Fish and Wildlife Service issued a draft notice to take the bears off the list, as states including Wyoming gave assurances they would continue to manage the grizzlies so their numbers remained healthy.

The debate over grizzlies is reminiscent of the one over the gray wolf, another iconic predator that was reintroduced to Yellowstone in 1995 under endangered-species protection.

But as the number of wolves exploded, they were delisted in both Idaho and Montana.

Name: _____ Date: _____

1. What did the Trump administration decide to do regarding endangered species?

- A. increase endangered-species protections for the Yellowstone grizzly bear
- B. allow states to hunt a variety of animals that are protected under the Endangered Species Act
- C. move endangered grizzly bears out of Yellowstone National Park
- D. remove endangered-species protections for the Yellowstone grizzly bear

2. Supporters of the decision to remove endangered-species protections for the Yellowstone grizzly bear argue there are so many Yellowstone grizzlies that conflicts with humans have increased, as well as attacks on livestock.

What do critics of this decision argue?

- A. They argue the decision should expand to other parts of the country where grizzly bears live and search for food near human populations.
- B. They argue the decision will lead to other types of animals becoming at risk of dying out.
- C. They argue the decision will cause grizzly bears to stop reproducing which will lead to their populations shrinking.
- D. They argue the decision is premature because grizzlies have a slow reproduction rate and could be in danger due to hunting and other threats.

3. Read the following sentences:

Because of a ban on hunting and other protections, the number of grizzlies in a Greater Yellowstone ecosystem that includes parts of Idaho, Montana and Wyoming has increased more than fivefold to an estimated 700, according to the Interior Department.

Based on this information, what can be concluded about the effectiveness of the ban on hunting and other protections for grizzly bears?

- A. They were very effective.
- B. They were not very effective.
- C. They were less effective than other methods used to protect grizzly bears.
- D. They were more effective than other methods used to protect grizzly bears.

4. ● Choose the answer that best completes the sentence below.

A ban on hunting and other protections were put in place to help grizzly bear populations recover. _____, the number of grizzlies in a Greater Yellowstone ecosystem that includes parts of Idaho, Montana and Wyoming has increased more than fivefold.

- A. On the contrary
- B. Especially
- C. Otherwise
- D. As a result

5. ● Why do some people support the decision to remove endangered-species protections for the Yellowstone grizzly bear? Use information from the text to support your answer.

6. ● Why might the executive director of the Sierra Club have described the decision to remove endangered-species protections for Yellowstone grizzlies as "premature," or too early? Use information from the text to support your answer.

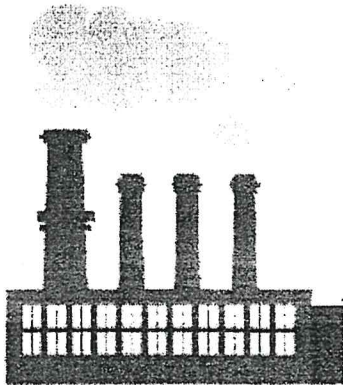
Name: _____

NTI 16
8th Grade Science
Air Pollution

Date: _____

1. Air pollution can be caused by
 - a. chemicals.
 - b. burning fossil fuels or trash.
 - c. dust.
 - d. all of the above
2. Most air pollution is caused by
 - a. dust and pollen.
 - b. acid rain.
 - c. erupting volcanoes.
 - d. the burning of fossil fuels.
3. Which of the following is NOT a primary pollutant of air?
 - a. car exhaust
 - b. acid precipitation
 - c. smoke from a factory
 - d. fumes from burning plastic
4. Which of the following factors contribute to smog problems?
 - a. mountains surrounding urban areas
 - b. lots of sunlight
 - c. high numbers of automobiles
 - d. all of the above
5. By which exposure route does smog most negatively affect a person's body?
 - a. eating
 - b. drinking
 - c. breathing
 - d. skin contact
6. Which of the actions below is something we can do that will most directly reduce smog concentrations?
 - a. drink bottled water
 - b. compost organic waste
 - c. use public transportation
 - d. recycle plastic containers

7. What is one major way humans pollute the air?
- by using fertilizers on crops
 - by releasing carbon dioxide from plants
 - by burning fossil fuels to produce energy
 - by destroying producers in colder climates
8. Which of these could help to reduce air pollution?
- recycling
 - mining
 - burning fossil fuels
 - driving a car
9. Which type of scientist studies the impact of air pollution on long term changes in Earth's atmosphere?



- geologist
 - astronomer
 - climatologist
 - meteorologist
10. The Air Quality Index indicates air pollution levels as shown below:

0 - 50 Good
51 - 100 Moderate
101 - 150 Unhealthy for Sensitive Groups
151 - 200 Unhealthy
201 - 300 Very Unhealthy

The weather report states an air quality index of 110. Which recommendation would be best for children with asthma on this day?

- play outside as long as they want
- limit the amount of time they are outside
- do not go outside under any circumstances

Study Guide



Chapter 14, Section 2 (continued)

READ TO LEARN

- **Early Efforts to End Slavery (pages 418–419)**

In the early 1800s, many reformers called *abolitionists* turned their attention to ending, or abolishing, slavery in the United States. Previous attempts to end slavery were made before the American Revolution. A compromise allowing each state to decide the issue of slavery was made in 1787 at the Constitutional Convention. In the early 1800s, Northern states ended slavery, while Southern states continued to rely on slave labor. The antislavery movement began again as a result of the spirit of reform in the early to mid-1800s. The movement was led by men and women of the Quaker faith.

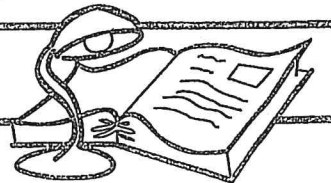
In 1816 a group of white Virginians formed the American Colonization Society. The society worked to buy enslaved African Americans from their slaveholders and send them to colonies in West Africa and the Caribbean. Private donors, Congress, and some state legislatures paid the cost of sending enslaved African Americans to these new colonies. Liberia, a colony in Africa, was settled in 1822. In 1847 Liberia became a separate country. In spite of their efforts, slavery continued to grow. The Society could only resettle so many enslaved African Americans. Most enslaved African Americans wanted to be free, yet remain in America.

1. Who were abolitionists?

- **The Movement Changes (pages 419–421)**

The cotton boom in the Deep South created a demand for more slave labor. The number of enslaved persons increased. Beginning in the 1830s, the renewed antislavery movement was the most important social concern for reformers. William Lloyd Garrison was one of the first white abolitionist to demand the emancipation, or freeing, of enslaved people. He motivated others in the antislavery movement through his Boston newspaper, *The Liberator*. He formed the New England Antislavery Society in 1832 and the American Antislavery Society in 1833. By 1838 more than 1,000 chapters, or local branches, of these organizations were formed by Garrison's followers.

Study Guide



Chapter 14, Section 2 (continued)

Sarah and Angelina Grimké, sisters from a wealthy slaveholding family in South Carolina, were the first women to lecture and write against slavery. For their share of the family inheritance, the sisters asked for and received many of the family's enslaved workers instead of money. They then freed the workers. Angelina and her husband, Theodore Weld, wrote a very convincing abolitionist publication called *American Slavery As It Is*. It was a collection of real-life experiences of enslaved people.

The free African Americans of the North lived in poverty and were banned from most jobs in many Northern cities. They were proud to be free, however. Many joined the American Antislavery Society and subscribed to Garrison's newspaper, *The Liberator*. America's first African American newspaper, *Freedom's Journal*, was started by Samuel Cornish and John Russwurm. Sojourner Truth, born Isabella Baumfree, became free when New York banned slavery in 1827. She worked for women's rights and the abolitionist movement. Free African American leaders met in Philadelphia in 1830 at their first convention. Their discussions included establishing an African American college and persuading free African Americans to move to Canada.

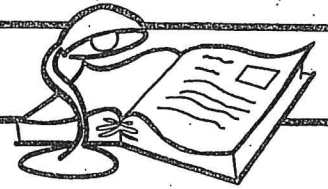
Frederick Douglass, a runaway enslaved African American, became a well-known abolitionist speaker and writer. He lectured around the world and edited an antislavery newspaper called the *North Star*. He was a member of the Massachusetts Antislavery Society. Douglass supported freedom and full equality with whites. In 1847 his friends helped him buy his freedom from the Maryland slaveholder from whom he escaped.

2. What contributions did some of the famous abolitionists make to the effort to end slavery?

- **The Underground Railroad** (pages 422–424)

Abolitionists took many risks as they helped enslaved Africans escape. If caught, they faced prison or death. Escaped Africans traveled at night to avoid capture. They ate, rested, and hid during the day in barns, attics, church basements, or other "stations" along the *Underground Railroad*, which was the name given to a network of safe hiding places along the route to freedom in the North. White and African American "conductors" along the route helped the enslaved escape to freedom in the North. "Passengers" traveled on foot or in wagons with secret compartments, guided through the darkness by the *North Star*. Harriet Tubman, an escaped African, became the most famous conductor on the Underground Railroad. Most enslaved Africans who were able to escape came from the states located between the northern states and the Deep South. Only a small percentage of enslaved Africans were actually helped by the Underground Railroad. For many others, it offered hope.

Study Guide

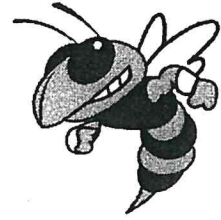
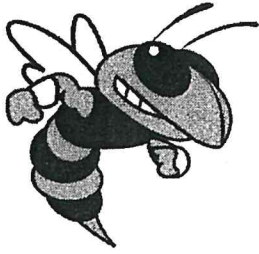


Chapter 14, Section 2 (continued)

Many Southerners were against the abolitionist movement because they depended on slavery for the success of their plantations and farms. Some Northerners opposed the movement because they considered free blacks a threat to their social order. Some believed that free blacks would take jobs away from whites. Some were afraid of a war between the North and South. Angry whites acted out violently toward abolitionists. Abolitionists were attacked, buildings were burned, and some were killed. Southerners defended the practice of slavery. They believed that they could take care of African Americans better than they could take care of themselves. They argued that slavery was better than working in Northern factories.

Conflict continued between those in favor of and those opposed to slavery. Abolitionists continued to fight for the end of slavery and joined the growing women's rights movement as well.

3. What was the Underground Railroad?



MMS 8th Grade

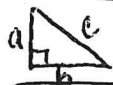
NTI Day 17

Math <u>Erica.Arnette@mborol.kyschools.us</u>	Pythagorean Theorem
Language Arts <u>Wendy.Pillion@mboro.kyschools.us</u>	“Before Jackie”
Science <u>Alex.Pratt@mboro.kyschools.us</u>	Geologic Dating
Social Studies <u>Amanda.Day@mboro.kyschools.us</u>	Women and Reform

Name: _____

8th Grade Math NTI Day 17

Score: _____



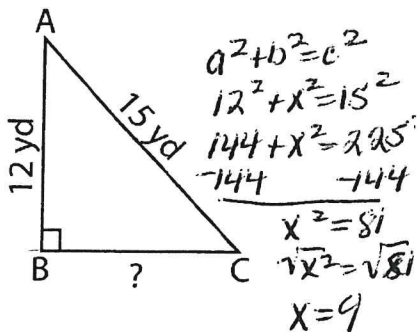
$$a^2 + b^2 = c^2$$

Pythagorean Theorem

Sheet 1

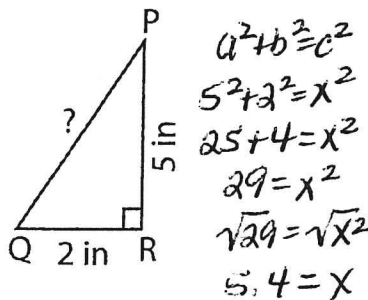
Determine the missing length in each right triangle using the Pythagorean theorem. Round the answer to the nearest tenth. *Show all work.*

1)



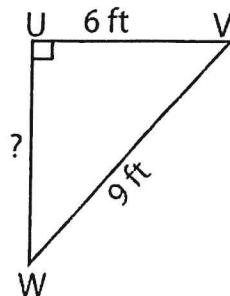
BC = 9 yd

2)



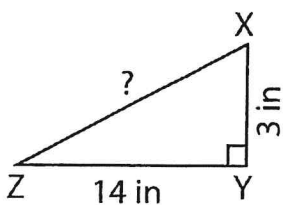
PQ = 5.4 in

3)



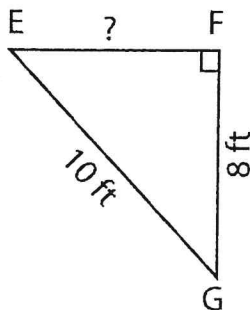
UW = _____

4)



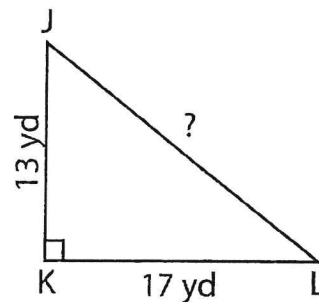
XZ = _____

5)



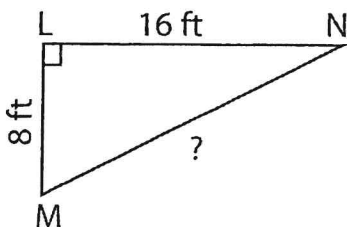
EF = _____

6)



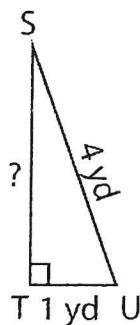
JL = _____

7)



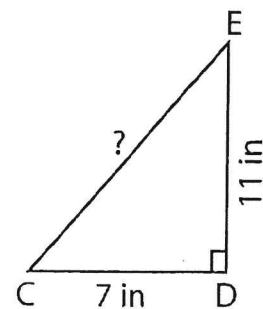
MN = _____

8)



ST = _____

9)



CE = _____

Math NT Day 17

Pythagorean Theorem

Level 1: 51

Solve the word problems. Round the answer to the nearest tenth. *Show all work.*

- 1) Mark is on his way home from work. He drives 35 miles due North and then 42 miles due West. Find the shortest distance he can cover to reach home early.

$$a^2 + b^2 = c^2$$

$$42^2 + 35^2 = c^2$$

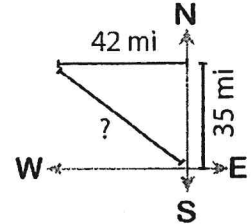
$$1764 + 1225 = c^2$$

$$2989 = c^2$$

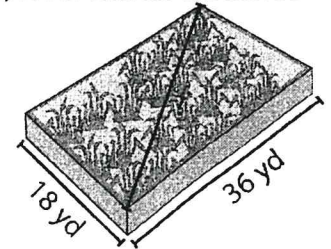
$$\sqrt{2989} = \sqrt{c^2}$$

$$c = 54.7$$

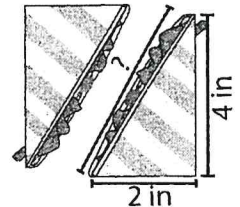
54.7 mi



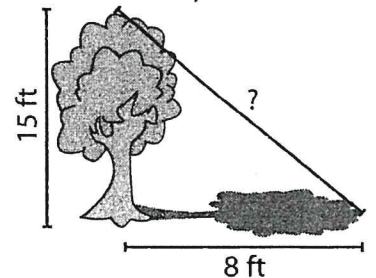
- 2) Mr. Richard owns an orchard that has a rectangular fence. The orchard is 36 yards long and 18 yards wide. If he walks across the diagonal length of the orchard, how much distance would he cover?



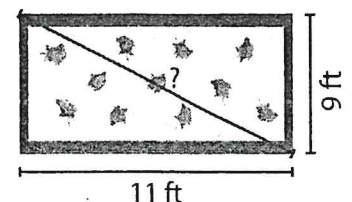
- 3) Joey made a sandwich that was 2 inches long and 4 inches high. If he cuts the sandwich in half as shown in the figure, what would be the diagonal length of the sandwich?



- 4) A 15 feet tree casts a shadow that is 8 feet long. What is the distance from the tip of the tree to the tip of its shadow?



- 5) Rachel bought a rug for her apartment. The rug is 11 feet long and 9 feet wide. Find the diagonal length of the rug.

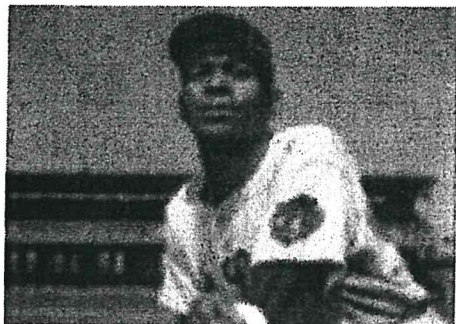


RTI 17

Before Jackie: How Strikeout King Satchel Paige Struck Down Jim Crow

by Larry Tye

This essay is provided courtesy of the Gilder Lehrman Institute of American History.



St. Louis Brown's pitcher Satchel Paige, 1952. (Library of Congress Prints and Photographs Division)

Satchel Paige was pitching in the Negro Leagues in California when he got the news he had been anticipating for two decades. Brooklyn Dodgers president Branch Rickey had just signed a Negro to a big-league contract—the first Negro in modern times. Word tore through America's clubhouses and grandstands that October afternoon in 1945: a black man was going to be in the minors, then the Major Leagues. Jackie Robinson would topple baseball's color bar. And Leroy "Satchel" Paige would not.

Earthshaking—almost like the emancipation of the slaves, integration supporters proclaimed. It was fitting "that the end of baseball's Jim Crow law should follow the conclusion of a great war to preserve liberty, equality and decency," wrote

Lee Dunbar of the *Oakland Tribune*. A desecration of the natural order, segregationists shot back. "We live happier with segregation in athletics as well as all other activities," argued Bud Seifert of South Carolina's *Spartanburg Journal*. Bob Feller, the Cleveland Indians flamethrower with a golden arm and a tin ear, told reporters that if Jackie "were a white man, I doubt if they would consider him as big league material."

The public listened to the cacophony of voices, but the one it wanted to hear most of all was Satchel's. What did America's best-loved black ballplayer—the man everyone had assumed would be first—make of the Dodgers' historic move? "They didn't make a mistake by signing Robinson," Satchel said. "They couldn't have picked a better man." The words ate at him even as he uttered them. Not only was he being bumped, he was being bumped by his Negro Leagues teammate, an untested rookie who could not hit a curve, gun a throw to first, or land the job as the Kansas City Monarchs' second baseman until an injury forced out the incumbent.

Other seasoned Negro Leaguers were resentful that the young slugger had never served his time in the sandlots and barnyards, eating dust and fending off slurs. Robinson had not proven himself against the best white ballplayers the way Satchel would do again that next night in San Diego against Feller's All-Stars from the all-white majors. Rather than show deference to the old hands who had proven themselves, Jackie showed disdain. He complained about the seedy hotels. He objected to puny paychecks and uneven umpiring.

Satchel tried to be philosophical. He understood that he was aging and old-school, while the twenty-six-year-old Robinson was a college boy and Army veteran who Rickey felt could bear the ruthless scrutiny of being first. Jackie did not balk at Rickey's plan to start him in the minors, in faraway Montreal. Satchel never could have abided the affront. Jackie had the table manners whites liked; Satchel was rough-hewn and ungovernable. Satchel realized he was a specter from the past rather than the harbinger of the more racially tolerant future the Dodgers wanted.

Still, it hurt. It was Paige who had proved during two decades of barnstorming across America and pitching in the shadow world of the Negro Leagues that white fans along with black would come to see great black

ballplayers, and that proof was what pushed Rickey to rip down baseball's racial barricades. Satchel threw so hard that his catchers tried to soften the sting by cushioning their gloves with beefsteaks, and had control so precise that he used a hardball to knock lit cigarettes out of the mouths of obliging teammates. Satchel was so dominating-especially when his teams were beating the best of the white big leaguers-that even good ol' boys like Dizzy Dean could not help but be impressed. Major League owners noticed, too. One of them-flamboyant Bill Veeck of the Cleveland Indians-said he tried to sign Paige and other blacks in 1944, a year before Rickey's deal with Robinson, but was blocked by the baseball commissioner. It was Satchel who brought this spotlight to the Negro Leagues, the amazing Kansas City Monarchs, and their first-year second-baseman Jackie Robinson.

Paige was savvy enough to know that Americans have room for just one hero at a time. If Jackie became the knight who slew Jim Crow, the roles of the real pioneers would be lost. Satchel felt sorry for all the great black ballplayers of the segregated era-from Fleetwood Walker and Rube Foster to Josh Gibson, the black Babe Ruth-and sorrier still for himself. He worried that he would be remembered as a Stepin Fetchit or worse, an Uncle Tom. Satchel never saw himself going to war over every racial slight, but he had stood up. He refused to play in a town unless it supplied lodging and food to him and his teammates, a defiance for which young civil rights workers would get arrested and lionized a generation later. Only a player of his stature and grace could manage that without getting his skull cracked open. It was painful, after all those years of hearing "if only you were white," to be told now "if only you were younger."

"I'd been the guy who'd started all that big talk about letting us in the big time," Satchel wrote in his memoir. "I'd been the one who everybody'd said should be in the majors." To be denied that chance hurt as badly as "when somebody you love dies or something dies inside you."

When the pain ran that deep only one person could ease it: his girlfriend and confidante, Lahoma Brown. So cherished was her advice that Satchel recalled it word-for-word seventeen years afterward, when she'd become his wife and mother to his seven children. "They took that kid off our team and didn't even look at me," Satchel told her. "He's young, Satchel," Lahoma answered. "Maybe that's why." "He's no Satchel Paige." "Everybody knows that, Satchel . . . If they let one colored player into their leagues, they'll be letting others. Maybe the major leaguers'll come to you." "They'll have to come real pretty-like. They've been puttin' me off too long to just wiggle their fingers at me now." "Don't you go sounding like you're sour. When they come for you, you know you'll go. You've been wanting it real bad for too long not to." "Well, it still was me that ought to have been first."

The sense of having been wronged never left him. Satchel Paige had etched his legend as a ballplayer and performer, but he was right about the public's memory: when it comes to integrating baseball there is only one name that today's children or even their grandparents know-Jackie Robinson. Satchel Paige had been hacking away at Jim Crow decades before the world got to know Jackie Robinson, laying the groundwork for him the way A. Philip Randolph, W. E. B. Du Bois, and other early civil rights leaders did for Martin Luther King Jr. Paige was as much a poster boy for black baseball as Louis "Satchmo" Armstrong was for black music and Paul Robeson was for the black stage-and much as those two became symbols of their art in addition to their race, so Satchel was known not as a great black pitcher but a great pitcher. Satchel Paige led blackball to the promised land of big-time baseball. He opened the national pastime to blacks and forever changed his sport and this nation.

Larry Tye, a former reporter at the *Boston Globe*, is author of five books, including *Satchel: The Life and Times of an American Legend* (www.larrytye.com)

Name: _____ Date: _____

1. Who was Satchel Paige?

- A. the first black baseball player in the Major Leagues
- B. a pitcher for the Brooklyn Dodgers baseball team
- C. a talented baseball pitcher in the Negro Leagues in California
- D. a major civil rights activist in the 1940s

2. What does the author describe throughout most of the text?

- A. the reasons why Jackie Robinson was signed to the Major Leagues, rather than Satchel Paige
- B. the way Satchel Paige felt about not being the first black baseball player in the Major Leagues
- C. the significance of the integration of Major League baseball to the civil rights movement
- D. the personal relationship between Satchel Paige and Jackie Robinson

3. Read this statement.

Major League team owners were worried about how white baseball fans would react to a black baseball player joining their league.

What evidence from the text supports this statement?

- A. "Jackie did not balk at Rickey's plan to start him in the minors, in faraway Montreal. Satchel never could have abided the affront."
- B. "It was Paige who had proved [...] that white fans along with black would come to see great black ballplayers, and that proof was what pushed Rickey to rip down baseball's racial barricades."
- C. "[Paige] refused to play in a town unless it supplied lodging and food to him and his teammates, a defiance for which young civil rights workers would get arrested and lionized a generation later."
- D. "Satchel realized he was a specter from the past rather than the harbinger of the more racially tolerant future the Dodgers wanted."

4. ● Choose the answer that best completes the sentence.

Jackie Robinson was the first black baseball player signed from the Negro Leagues to the Major Leagues, _____ it was Satchel Paige who brought the spotlight to the Negro Leagues.

- A. even though
- B. because
- C. before
- D. for instance

5. ● How did Satchel Paige help bring the spotlight of Major League team owners' attention to the Negro Leagues?

6. ● Why did Branch Rickey, president of the Dodgers, most likely choose to sign Jackie Robinson? Give at least two details from the text to support your answer.

Name: _____

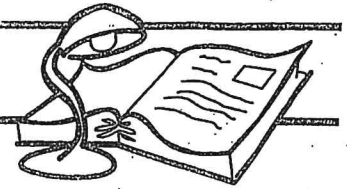
Date: _____

NTI 17.
8th Grade Science
Geologic Dating

1. The _____ is the age of rock or other objects determined by the properties of the atoms that make up the materials
 - a. relative age
 - b. fossil age
 - c. absolute age
 - d. middle ages
2. Which describes the relative age of something?
 - a. its age in comparison to the age of other things
 - b. the age of something in years
 - c. cannot be determined because the rock layers are always disturbed
 - d. isn't really useful when studying geology
3. If the half-life of carbon-14 is 5,730 years, then after 5,730 years how much carbon-14 will be left in a sample?
 - a. none
 - b. one-fourth
 - c. one-eighth
 - d. one-half
4. Calculating the absolute age of a rock by measuring the amounts of parent and daughter materials in a rock and knowing the half-life of the parent material is called _____.
 - a. radiometric dating
 - b. radioactive decay
 - c. half-life
 - d. uniformitarianism
5. What is the principle of superposition?
 - a. younger things are on the bottom and older things are closer to the top.
 - b. younger and older things are mixed up in the layers
 - c. older things are on the bottom and younger things are near to the top
 - d. none of the above
6. Gaps in rock sequences are called _____.
 - a. superposition
 - b. index fossils
 - c. uniformitarianism
 - d. unconformities

7. Suppose you observe several layers of rock that have been exposed by road work. The oldest rock is probably _____.
- in the top layer
 - in the middle layer
 - in the bottom layer
 - just below the top layer
8. The principle that Earth processes occurring today are similar to those that occurred in the past.
- principle of superposition
 - uniformitarianism
 - catastrophism
 - unconformity
9. _____ are the remains of species that existed on Earth for relatively short periods of time, were abundant, and were widespread geographically.
- Casts
 - Unconformities
 - Index fossils
 - Half-lives
10. A geologist examines an outcrop of rocks. She observes that an igneous dike cuts across several layers of sedimentary rocks. What can she conclude about the relative ages of the rocks? What geologic principle(s) guide her conclusion?

Study Guide



Chapter 14, Section 3 (continued)

READ TO LEARN

- **Women and Reform** (pages 425–427)

Many women abolitionists began to think of their own freedom as they worked to end slavery in the United States. They did not agree with the sexism, or prejudice against women, in the antislavery movement. They did not agree with American laws that discriminated against women. Lucretia Mott, a Quaker, lectured on temperance, peace, workers' rights, and abolition. She created the Philadelphia Female Anti-Slavery Society and helped runaway enslaved African Americans. Lucretia Mott and Elizabeth Cady Stanton, another female abolitionist, worked together for women's rights. They helped organize the first women's rights convention.

The Seneca Falls Convention, which was held in New York in 1848, issued a declaration that stated that all men and women are created equal. The declaration called for ending laws that discriminated against women. It demanded that women be allowed to work in male-dominated trades, professions, and businesses. The declaration called for woman *suffrage*, or the right to vote. Many convention delegates thought woman suffrage was too controversial. Elizabeth Stanton persisted until it was included in the declaration.

The convention marked the beginning of the women's rights movement in America. Many more conventions were held in the 1800s. Male and female reformers joined the struggle for women's rights. The first women's temperance association, Daughters of Temperance, was formed by Susan B. Anthony, the daughter of a Quaker abolitionist from New York. She worked for women's rights, temperance, and changes in New York property and divorce laws. She supported equal pay and college training for women, and *coeducation*, the education of boys and girls together. For the rest of the 1800s, Elizabeth Cady Stanton and Susan B. Anthony led the women's movement. Eventually, several states allowed women to vote, beginning with Wyoming in 1890. In 1920 women throughout the United States had the right to vote.

1. Why was the Seneca Falls Convention important to the women's rights movement?

Study Guide



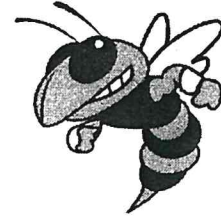
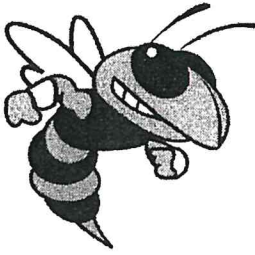
Chapter 14, Section 3 (continued)

• Progress by American Women (page 427–428)

In the 1800s women had few career choices. Women were limited by the expectations and social customs of the times. No university or college accepted women before the 1830s. Most Americans believed that an education would make women unhappy with their lives. Some Americans opposed teaching girls how to read and write. They believed women were too delicate to handle the stress of studying advanced subjects. Educational opportunities for women were limited to courses on becoming good wives and mothers. Female elementary school teachers were paid less than male teachers.

Female leaders helped create new opportunities for other women. Emma Willard founded the Troy Female Seminary in 1821. Willard was self-taught in many subjects, including science and mathematics. In 1837 Mary Lyons founded Mount Holyoke Female Seminary, which later became Mount Holyoke College, in Massachusetts. New property laws in several states recognized the right of women to own property after marriage. Previously, all property owned by women before marriage was transferred to their husbands after marriage. Women in several states won the right to divorce alcoholic husbands. Husbands and wives were granted joint guardianship of their children. Many bright, young women entered male-dominated professions. Many strong women struggled to achieve their goals.

2. Why were educational opportunities so important to the women's rights movement?



MMS 8th Grade

NTI Day 18

<p>Math <u>Erica.Arnette@mborol.kyschools.us</u></p>	<p>Exponent Rules</p>
<p>Language Arts <u>Wendy.Pillion@mboro.kyschools.us</u></p>	<p>“The Sound of Baseball”</p>
<p>Science <u>Alex.Pratt@mboro.kyschools.us</u></p>	<p>Motion Vocabulary</p>
<p>Social Studies <u>Amanda.Day@mboro.kyschools.us</u></p>	<p>The Articles of Confederation</p>

Name: _____

8th Grade

Math

Laws of Exponents

NTT Day 18

Name	The Rule	Example
Product of Powers	$x^m \cdot x^n = x^{m+n}$	$x^3 \cdot x^2 = x^5$
Quotient of Powers	$\frac{x^m}{x^n} = x^{m-n}$ or $\frac{1}{x^{n-m}}$	$\frac{x^7}{x^5} = x^2$
		$\frac{x^7}{x^5} = \frac{1}{x^{-2}}$ or x^2
Power of a Power	$(x^m)^n = x^{mn}$	$(x^4)^6 = x^{24}$
Power of a Product	$(xy)^m = x^m \cdot y^m$	$(xy)^5 = x^5 \cdot y^5$
Power of a Quotient	$\left(\frac{x}{y}\right)^m = \frac{x^m}{y^m}$	$\left(\frac{2}{3}\right)^2 = \frac{2^2}{3^2} = \frac{4}{9}$
Negative Exponent	$x^{-m} = \frac{1}{x^m}$	$x^{-7} = \frac{1}{x^7}$
		$\frac{1}{x^{-5}} = x^5$
Identity Exponent	$x^1 = x$	$8^1 = 8$
Zero Exponent	$x^0 = 1 (x \neq 0)$	$2^0 = 1$

Simplify the Expressions

Math NTI Day 1

Use product rule and simplify. Write your answers in positive exponents.

1) $z^2 \cdot z^{-6}$

2) $u^{10} \cdot u^2$

3) $r^{-4} \cdot r^{-3}$

4) $n^{-9} \cdot n^{10}$

5) $k^{-7} \cdot k^{-5}$

6) $s^3 \cdot s^6$

7) $\frac{b^8}{b^6}$

8) $\frac{d^9}{d^4}$

9) $\frac{t^{10}}{t^8}$

10) $\frac{w^9}{w^6}$

11) $\frac{g^4}{g^2}$

12) $\frac{m^5}{m^2}$

13) $(m^7)^{-6}$

14) $(a^{10})^4$

15) $(h^7)^{10}$

16) $(g^9)^{-8}$

17) $(d^{-10})^{-7}$

18) $(q^{-9})^5$

1) $4d^{-6} \cdot 3d^{-6}$

2) $2b^4c^5(6b^{-2}c)$

2) $(6w^4x^5)^{-3}$

10) $\frac{2k^5l^{-10}}{8k^9l^{-5}}$

11) $\frac{8b^{-6}c^{-5}}{9b^{-8}c^{-2}}$

1) $(s^{-9}t^{-10})^4$

NTI 18

The Sounds of Baseball

by Michael Stahl



Human beings hear sounds constantly. Sounds are the result of vibrations. When an object vibrates, it sets off a chain reaction of events that might end up inside a person's ear. After a vibration of any kind, the molecules of the object knock into the molecules of air that surround it, or possibly the molecules of another object next to it. Air molecules bash into each other like millions of microscopic Ping-Pong balls, transporting the sound through what becomes a sound wave. Depending on how strong or soft the vibrations are, the sound's volume and tone will vary. Eventually, a human's ears hear the vibrations.

A person's ears pick up vibrations everywhere they go, but there might not be many places that offer as many different sounds coming from so many different sources as a baseball game.

While sitting in a seat at a game, one of the first sounds someone might hear would be that of a hot dog vendor. "Hot dogs here! Get your hot dogs here!" they might yell. The sound of their high-pitched voice begins in their voice boxes. Inside peoples' throats are wiry looking parts that vibrate when a person wants to make a sound and communicate their thoughts to others. The voice box vibrates and the beginnings of sound waves that shoot through the stadium's air are rooted there. The energy created by the vibrations sends the air molecules into unrest. In turn, this creates air pressure from all that wild movement of the molecules smashing into one another, that nobody can see, but they can certainly hear. Finally, those sound waves of vibrations make a connection inside a person's ear. The brain then recognizes the waves as a person's voice, offering a warm, yummy traditional baseball game treat. Once that happens, a person might almost have no choice but to yell back at the salesman using their own voice boxes, "I'll have a hot dog, please!"

Later in the game, if the home team has some men on base, what is known as a "rally" is beginning. The team that just about everyone is there to cheer on might be close to scoring some runs. Inside the stadium, there is an organ player, waiting for a chance to get the crowd riled up. The start of a rally is the perfect time for him or her to do just that.

One of the most popular and recognizable little tunes that an organ player might use to get all of the fans to cheer is the jingle that signals everyone to yell "Charge!" at its conclusion. Some quick, deep notes in a rhythm that gets faster and faster, and higher and higher are played. For a moment, the music stops completely, but comes right back with a high-pitched, racy tune, which everyone hears and just knows to shout "Charge!" at the end of. With any luck, the home team will do so and score a run or two.

The organ located somewhere inside the building is hooked up electronically to tremendous speakers that are usually built next to the scoreboard. Though they might be hard to see, behind the front of the speakers' covering are large circular parts called "cones." The cones receive pulses from the organ electrically that began when the organist hit the keys. The cones can transmit the sounds because they are able to vibrate in just the right way for the sound waves to be created accurately. The cones are different sizes so that they can properly send out different pitches, with the smaller ones vibrating quicker, making high tones, while the big cones create low sounds. The combination of just the right vibrations creates sound waves that enter the atmosphere and reach the ears of the fans, making them happy and ready to cheer.

One other favorite sound of many people at a baseball game is the crack of the bat when it hits a ball. Usually, fans recognize that sound as something good happening for their team: a base hit, or maybe even a home run. The pitcher throws his baseball towards home plate. The batter quickly decides if he should swing or not. If he does and times everything perfectly, he will place his bat in front of the ball, making a connection between the two. Because the ball was traveling in one direction and the bat forces it back the other way, rapid vibrations in both the bat and the ball occur when they smack into each other. Those vibrations quickly cause the air molecules to vibrate too and the sound waves are created. Microseconds later, the fans in the seats hear the hit, and use their vocal chords to start new vibrations of cheer!

Name: _____ Date: _____

1. What are sounds the result of?
 - A. air molecules
 - B. ears
 - C. voice boxes
 - D. vibrations

2. What main examples are described in the text to illustrate how sounds are created?
 - A. hot dog vendor shouting, the bat hitting the ball, the ball hitting the ground
 - B. people speaking into microphones, the organ playing music, the bat hitting the ball
 - C. hot dog vendor shouting, the organ playing music, the bat hitting the ball
 - D. hot dog vendor shouting, the organ playing music, the fans clapping

3. After a sound is made there is a delay before a person is able to hear it. What evidence from the text supports this conclusion?
 - A. Fans in the stadium hear the sound the bat makes when it hits the ball microseconds after impact.
 - B. After a vibration of any kind, the molecules of the object knock into the molecules of air.
 - C. Fans hear the hit of the bat and use their vocal cords to start new vibrations of cheer.
 - D. Sound waves of vibrations make a connection inside a person's ear.

4. Which of the following occurs when a person's brain processes sound?
 - A. The brain starts to send the molecules around it into unrest.
 - B. The brain also determines whether it is a familiar sound or not.
 - C. The brain sends the sound waves to the ear.
 - D. The brain starts to vibrate.

5. What is this passage mainly about?

- A. the way air molecules bash into each other
- B. examples of sound being created at a baseball game and the science behind the sounds
- C. how sound waves of vibrations make a connection inside a person's ear
- D. baseball games, hot dog vendors, and organs

6. Read the following sentence: "After a vibration of any kind, the molecules of the object knock into the molecules of air that surround it, or possibly the molecules of another object next to it. Air molecules **bash** into each other like millions of microscopic Ping-Pong balls, transporting the sound through what becomes a sound wave."

What does the word "**bash**" most nearly mean?

- A. get stuck
- B. melt
- C. to hit hard
- D. run away

7. Choose the answer that best completes the sentence below.

_____ the hot dog vendor to yell out, his voice box vibrates first.

- A. And
- B. After
- C. Because
- D. In order for

Name: _____

Date: _____

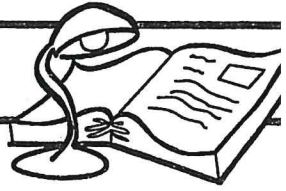
NTI 18
8th Grade Science
Motion Vocabulary

Instructions: Match each motion term with its definition. Write the letter of the term that matches the definition on the line.

- A. inertia
- B. average speed
- C. force
- D. terminal speed
- E. velocity
- F. friction
- G. mechanical equilibrium
- H. acceleration
- I. speed
- J. free-fall

1. _____ downward movement of an object when only influenced by the force of gravity
2. _____ the distance something travels divided by the time it travels
3. _____ when a free-falling object no longer accelerates
4. _____ total distance an object travels divided by the time it takes to travel that distance
5. _____ the rate at which an object changes direction and/or speed over time
6. _____ an object experiences this when all the net forces acting upon equal zero
7. _____ how fast an object moves and the direction it moves
8. _____ an influence that causes an object to undergo an acceleration
9. _____ the tendency of an object to resist a change in motion
10. _____ a force that opposes motion

Study Guide



Chapter 7, Section 1

For use with textbook pages 192–198

THE ARTICLES OF CONFEDERATION

KEY TERMS

<i>constitution</i>	A plan of government (page 193)
<i>bicameral</i>	A two-house legislature (page 193)
<i>republic</i>	A government in which citizens rule through elected representatives (page 193)
<i>petition</i>	To make a formal written request (page 196)
<i>ordinance</i>	A law (page 196)
<i>depreciate</i>	To fall in value (page 197)

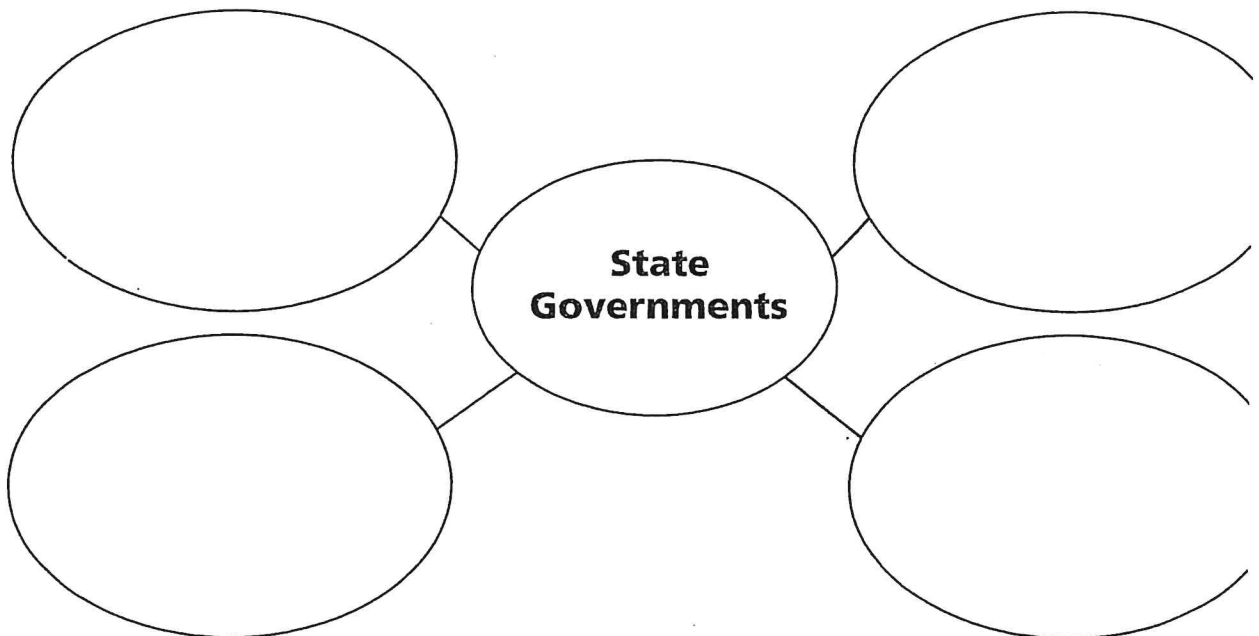
DRAWING FROM EXPERIENCE

Have you ever helped make the rules for a game or club? Was it difficult for the members to agree on the rules? How did you feel about the rules?

This section focuses on how the states and the country tried to define the powers each would have.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the powers of government under the Articles of Confederation.



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Study Guide



Chapter 7, Section 1 (continued)

READ TO LEARN

- **Thirteen Independent States** (pages 192–193)

Britain did not believe the American government was very strong or effective. It ignored the Treaty of Paris and kept soldiers at posts on the American frontier. In May 1776, the Americans were busy forming their own governments. Each state organized their government and adopted a *constitution*, or plan that explains how the government will operate. By 1780 Connecticut and Rhode Island were the only states that followed their colonial charters instead of creating new constitutions. Most states included provisions to prevent abuses of power. Most constitutions included provisions for two-house, or *bicameral*, legislatures. The legislatures, made up of elected representatives of the people, were the most powerful branch of government. Pennsylvania replaced the office of governor with an elected 12-member council. In order to vote, one had to be at least a 21 year old male and own property or pay taxes. Most states limited voting to white males, but a few permitted free black males to vote. There were disagreements as each state became self-governing.

1. Why did most states divide power between two branches of government?

- **Forming a Republic** (pages 193–195)

The states agreed the government should be a *republic*, a form of government ruled by the people through their elected representatives. A committee drafted a constitution that was approved by the Second Continental Congress in November 1777. The plan was called the Articles of Confederation. The plan gave each state its freedom and independence. The central government, or Confederation of Congress, was given the power to handle relations with other countries, establish an army, borrow money, and issue currency or forms of money. The Confederation of Congress did not have the power to tax the states, force people to join the army, or regulate trade. Congress had to ask the state legislatures for money or troops. The states could choose whether or not they would contribute. Congressional committees took the place of a chief executive or president.

The Confederation of Congress officially became the United States after all 13 states approved the Articles of Confederation on March 1, 1781. Each state had one vote. All states agreed to give up land claims west of the Appalachian Mountains.

Study Guide



Chapter 7, Section 1 (continued)

The Confederation won the war for independence and provided for new states in the West. However, the government, under the Articles of Confederation, was not strong enough to handle all of the problems it faced. Its authority was limited. Nine states had to vote in favor of any new laws. Any change to the Articles required the agreement of all 13 states.

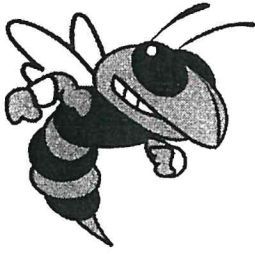
2. What authority did the Confederation of Congress have?

• **New Land Policies (pages 195–196)**

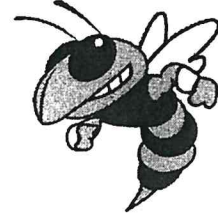
As the population west of the Appalachian Mountains grew, settlers wanted to form states and join the union. The Articles had no provisions for adding new states. In 1784, the Western territory was divided into smaller, self-governing districts with the approval of Congress. The districts could *petition*, or apply for statehood when their population equaled that of the smallest state.

A law, or *ordinance*, passed by Congress in 1785, resulted in the division of Western lands north of the Ohio River into townships. Land was sold for a minimum of a dollar an acre. Speculators, or people who hoped to make a profit from their investment, bought large areas of inexpensive land. The lands north of the Ohio River and east of the Mississippi River became the Northwest Territory under the Northwest Ordinance of 1787. This territory was then divided into three to five smaller territories. These territories were permitted to petition, or apply, for statehood when the population reached 60,000. The ordinance protected settlers' rights, including freedom of religion and trial by jury. The law was the first in the United States to ban slavery and involuntary servitude.

3. How could a territory become a state under the Northwest Ordinance?



MMS 8th Grade



NTI Day 19

<p>Math <u>Erica.Arnette@mborol.kyschools.us</u></p>	<p>KPREP Practice 1</p>
<p>Language Arts <u>Wendy.Pillion@mboro.kyschools.us</u></p>	<p>“Desert Racing”</p>
<p>Science <u>Alex.Pratt@mboro.kyschools.us</u></p>	<p>Newton’s First Law of Motion</p>
<p>Social Studies <u>Amanda.Day@mboro.kyschools.us</u></p>	<p>Economic Depression</p>

Post Test

Part A

8th Grade
Math
NTI Day 19

DIRECTIONS

Read each question or problem carefully. Then answer the question or work the problem. You may use a calculator.

1. Which of the following is a rational number?

- A $\sqrt{6}$
- B 2π
- C $\sqrt{196}$
- D $\sqrt{8}$

8.NS.1 DOK 1

3. What is the value of $\frac{(6x)^{-2}}{4x^2}$?

- A $\frac{1}{24x^4}$
- B $\frac{1}{144x^4}$
- C $2x^4$
- D $2x^2$

8.EE.1 DOK 2

2. Which number is $\sqrt{66}$ closest to?

- A 7
- B 8
- C 9
- D 66

8.NS.2 DOK 1

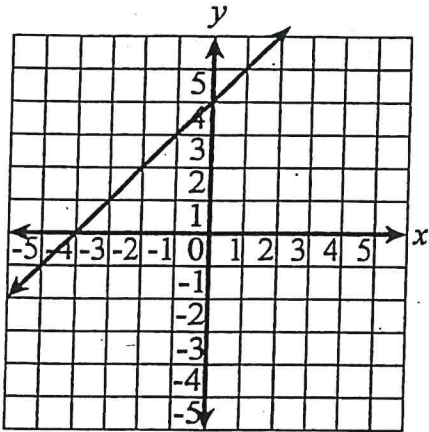
4. Add: $(1.24 \times 10^4) + (6.2 \times 10^2)$

- A 1.86×10^4
- B 1.86×10^3
- C 1.302×10^4
- D 1.302×10^3

8.EE.4 DOK 2

5

Which equation is shown in the graph below?



- A $y = x + 4$
- B $y = x - 4$
- C $y = -x + 4$
- D $y = -x - 4$

8.EE.6 DOK 1

7

Solve the following for x :

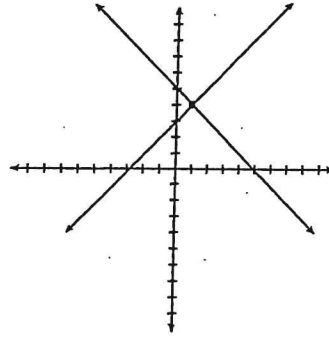
$$x^3 = 216$$

- A 6
- B $6\sqrt{6}$
- C $\sqrt{216}$
- D $6^3\sqrt{3}$

8.EE.2 DOK 2

8

Using the graph, determine which of the following ordered pairs is a solution to the given functions $y = -x + 5$ and $y = x + 3$.



- A (0, 5)
- B (4, 1)
- C (1, 4)
- D (-1, 3)

8.EE.8a DOK 2

6

Solve for x :

$$-2(x - 4) + 3 = -x - 1$$

- A $-\frac{4}{3}$
- B 10
- C $\frac{10}{3}$
- D 12

8.EE.7b DOK 2

The following system of equations will result in how many solutions?

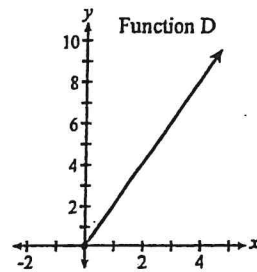
$$2x - 6y = 8$$

$$x - 3y = 4$$

- A one solution
- B infinitely many solutions
- C no solutions
- D cannot be determined

8.EE.7a DOK 2

Compare the rates of change for the functions represented below.



Function C	
x	y
0	3
2	7
4	11

Which statement about the rates of change for Function C and Function D is true?

- A Function D has a greater rate of change.
- B Function C has a greater rate of change.
- C Functions C and D have the same rate of change.
- D Function C has a positive rate of change and Function D has a negative rate of change.

8.F.2 DOK 3

Which equation is represented by the function table below?

x	1	2	3	4	5	6
f(x)	$\frac{7}{3}$	$\frac{8}{3}$	3	$\frac{10}{3}$	$\frac{11}{3}$	4

- A $f(x) = \frac{1}{2}x + 3$
- B $f(x) = 7x - 2$
- C $f(x) = \frac{1}{3}x + 2$
- D $f(x) = \frac{3}{2}x + 4$

8.F.1 DOK 2

Which set of ordered pairs represents a linear relation?

- A $\{(0,1), (1,5), (2,9)\}$
- B $\{(2,0), (5,5), (-8,0)\}$
- C $\{(1,7), (4,3), (7,-7)\}$
- D $\{(0,-5), (1,7), (2,0)\}$

8.F.3 DOK 1

13

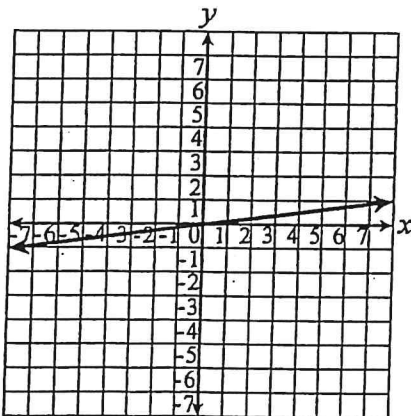
What happens to the graph of a line if the slope changes from -1 to 2 ?

- A The graph will slant downward towards the right instead of the left.
- B The graph will slant downward towards the left instead of the right.
- C The graph will move up 3 spaces.
- D The graph will be less steep.

8.F.4 DOK 3

14

The graph below shows the linear function $y = \frac{1}{7}x$. If the value of x is -7 , what is the value of y in the function?

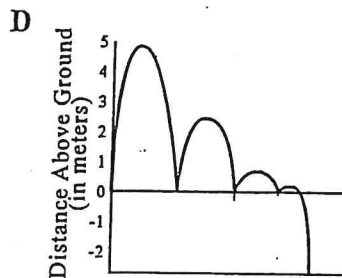
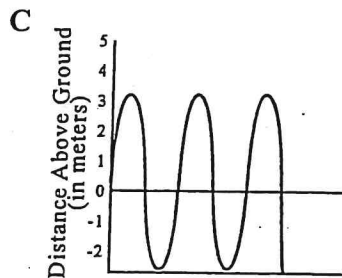
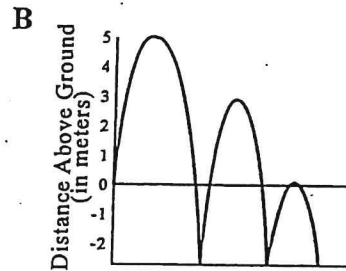
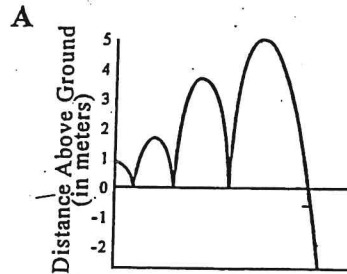


- A -5
- B -1
- C 1
- D 5

8.F.1 DOK 2

15

Katie is playing with a bouncy ball. The ball bounces off the ground three times before it rolled into the storm drain on the side of the road. Which of the following graphs best models the situation?

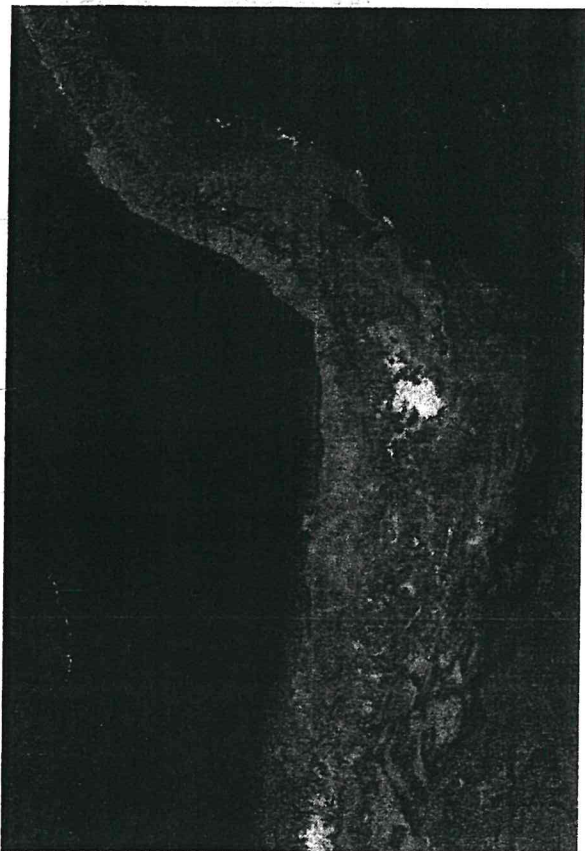


8.F.5 DOK 2

NTI 19

Desert Racing

by ReadWorks



When South African runner Ryan Sandes showed up for his first race in the 4 Deserts series in 2008, he was not expected to win. The then 27-year-old had only been running for three years. He was fit and had won a few South African races, but he was an unknown in the global and competitive world of ultrarunning. In March of 2008, Sandes entered the 4 Deserts Gobi March, a 155-mile trek in and around the Chinese areas of the Gobi Desert. His surprise victory raised his profile overnight and gave him the incentive to push himself harder. Sandes entered and won another race in the series, the Sahara Race, in the same year. In early 2010, he entered the Atacama Crossing in Chile, his third race in the series. He won once again.

Sandes's performance in those races scored him an invitation to compete in the racing series' most extreme leg—the Last Desert race in Antarctica. Sandes, with his eye on winning all four of the races in the series, trained for the Antarctic conditions by running in a large freezer. Temperatures in the freezer could be set as low as minus 20 degrees Celsius (minus 4 degrees Fahrenheit). A fan was adjusted to simulate the wind chill Sandes would experience during the race.

His preparation scheme worked. Sandes placed first in the Antarctic contest. By the end of 2010 Sandes had become the first runner to win all four races in the grueling 4 Deserts race series.

The races in the series are multi-day self-supported races of 250 kilometers (155 miles). Each race lasts one week and is made up of six stages. Self-supported races mean runners have to bring along all the food and gear they will need. Meals are not provided. Runners wear backpacks. Water and emergency medical care are provided by race organizers as well as nightly lodgings. Runners must arrive at the camp where they sleep in communal tents each night.

Competing in these races is not only about being a fast runner. It is also a test of a competitor's ability to survive extreme conditions. The races are set in some of the world's harshest environments. Each poses unique challenges.

One of the races of the yearly 4 Deserts series is held in Chile's Atacama Desert. The Atacama Desert is a plateau in South America wedged between the Pacific Ocean and the Andes Mountains. It is the driest place in the world. The race here starts at an elevation of more than 3,000 meters (9,850 feet) and takes runners on several ascents and descents. Runners not only face loose rocky terrain, but they must battle the energy demands of high-altitude conditions.

The Gobi Desert is the fifth largest desert in the world and the largest desert in Asia. It lies in China and Mongolia and comprises several distinct ecological and geographic regions. The 4 Deserts Gobi March race sticks to the grasslands of the Chinese province of Xinjiang.

No desert race series would be complete without an event in the iconic Sahara Desert, the world's largest hot desert, where sand dunes can reach a height of 180 meters (590 feet). (The Sahara is the world's third largest desert, coming in after the Antarctic and the Arctic Polar Regions.) Dehydration and heat exhaustion are two of the biggest health concerns for runners in this race.

These three races are open to all competitors. Only the Last Desert race is reserved for qualifying runners. The Antarctic race is the only staged event held on the "frozen continent." This race is staged on the Antarctic Peninsula and its surrounding islands. Weather conditions are erratic, so planning the racecourse is put off until the last moment. Competitors and crew are housed in a ship that transports runners to the start of each stage every morning.

In the year when Ryan Sandes raced the Antarctic course, he ran across volcanic craters, black sand, and snow. He even encountered a penguin colony. Towards the end of the run, he was neck and neck with Italian runner Emanuele Gallo, but Sandes eventually won and went on to become the face of South African ultrarunning.

Name: _____ Date: _____

1. Where was Ryan Sandes's first race in the 4 Deserts Series?
 - A. Gobi Desert
 - B. Sahara Desert
 - C. Atacama Desert
 - D. Antarctica

2. What does the author describe in the passage?
 - A. how Ryan Sandes trained for the Sahara Race
 - B. planning the racecourse for the Atacama Desert race
 - C. the grueling conditions runners experience in the 4 Deserts races
 - D. the ecosystem of the Gobi Desert

3. Temperatures in Antarctica can fall as low as minus 20 degrees Celsius. What evidence from the text supports this statement?
 - A. The Last Desert Race in Antarctica is the most extreme of the 4 Deserts series.
 - B. Sandes trained for Antarctic conditions by running in a freezer that could be set as low as minus 20 degrees Celsius.
 - C. The freezer had a fan to simulate the wind chill Sandes would experience in Antarctica.
 - D. Sandes won the Antarctica race because of his training regime.

4. Which quality should "ultrarunners" have in order to be successful?
 - A. stamina
 - B. humor
 - C. kindness
 - D. intelligence

5. What is this passage mostly about?
 - A. how the sport of "ultrarunning" is gaining in popularity
 - B. training regimes used by pro "ultrarunners" to prepare for the 4 Deserts races
 - C. the 4 Deserts "ultrarunning" racing series and the first runner to win all four
 - D. the weather and terrain conditions that make the Sahara Race particularly challenging

6. Read the following sentences: "The Antarctic race is the only staged event held on the 'frozen continent.' This race is staged on the Antarctic Peninsula and its surrounding islands. Weather conditions are **erratic**, so planning the racecourse is put off until the last moment."

As used in the passage, what does "**erratic**" mean?

- A. even
- B. unpredictable
- C. rugged
- D. consistent

7. Choose the answer that best completes the sentence below.

The races in the Gobi Desert, Sahara Desert, and Atacama Desert are open to all competitors, _____ the race in Antarctica requires an invitation to compete.

- A. so
- B. then
- C. like
- D. but

8. In addition to running speed, what do the 4 Deserts races test?

Name: _____

Date: _____

NTI 19
8th Grade Science
Newton's First Law of Motion

1. According to Newton's first law of motion, a mass in motion remains in motion unless acted upon by some force.
 - a. True
 - b. False
2. Heavy objects have more inertia than light objects.
 - a. True
 - b. False
3. The first law of motion states
 - a. that an object at rest will remain at rest.
 - b. that an object in motion will remain in motion.
 - c. that an unbalanced force can change the velocity of an object.
 - d. all of the above.
4. The tendency of an object to resist change in motion is called
 - a. inertia.
 - b. force.
 - c. gravity.
 - d. weight.
5. Because of inertia, an object tends to move _____.
 - a. toward a larger object
 - b. in a curved path
 - c. away from a larger object
 - d. in a straight path
6. Why is Newton's first law sometimes called the law of inertia?
 - a. Inertia is the tendency of objects to resist changes to their motion.
 - b. Inertia describes the application of force to an object at rest.
 - c. Inertia describes the applications of force to an object in motion.
 - d. Inertia is the same thing as friction.
7. A magician suddenly jerks a tablecloth out from under the dishes on a table. This best demonstrates
 - a. an action-reaction pair of forces.
 - b. that the dishes have inertia.
 - c. that gravity tends to hold the dishes securely.
 - d. that the dishes have no acceleration.

8. An object is subjected to an unbalanced force. What happens to the object?
- The object remains in its place.
 - The object continues moving at constant speed.
 - The object changes its speed or direction.
 - Nothing happens to the motion of the object.
9. Inertia is most closely tied to what property of matter?
- mass
 - volume
 - gravity
 - normal force
 - pressure
10. Earth rotates west to east. According to Newton's first law of motion, which should occur if you jumped straight up?
- you land east of where you jumped from
 - you land west of where you jumped from
 - you land in the same place you jumped from

Study Guide



Chapter 7, Section 2 (continued)

ORGANIZING YOUR THOUGHTS

Use the chart on the previous page to help you take notes as you read the summaries that follow. Think about how the delegates to the convention compromised to draft a new constitution.

READ TO LEARN

- **Economic Depression** (pages 199–201)

Americans faced financial troubles after the Revolutionary War. The economy was in a *depression*. Unemployment or joblessness was high and economic activity was slow. Plantations were damaged, rice exports dropped, and the British blocked American trade with the West Indies. The government owed large debts to other countries for their help during the war. Farmers could not sell their goods. States could not afford to pay the government to help pay off the war debts. There was a serious shortage of money.

Farmers in Massachusetts disliked the way the government treated its citizens. Citizens were upset with the government for taking farmers' lands and putting people in jail because they could not afford to pay their debts. They wanted the government to help people in debt. In 1786 Daniel Shays and a group of farmers rebelled, forcing courts to close. Their actions prevented judges from taking farmers' lands away. Then, in 1787, Shay and more than 1,000 farmers tried to take weapons and ammunition from the federal arsenal in Springfield, Massachusetts. Shay and his followers refused to stop even after they were warned. The state militia fired their weapons and killed four rebels, ending Shays's Rebellion.

Between 1776 and 1786, eleven states had laws that banned slavery or heavily taxed importing enslaved Africans. Slavery was legal in South Carolina and Georgia because plantations and the economy in Southern states relied on slave labor. Many Americans did not agree with the practice of slavery. The Quakers were the first Americans to organize an antislavery society in 1774. In 1780 enslaved people in Pennsylvania were gradually freed as a result of a new law. Other states followed, abolishing slavery. Virginia law encouraged *manumission*, the freeing of enslaved persons. The country was divided over the issue of slavery. In 1787, when a new government was being planned, each side gave up some of what it wanted in order to make a *compromise*.

1. What were the causes of Shays's Rebellion?

Study Guide



Chapter 7, Section 2 (continued)

- **A Call for Change (page 201)**

Because of all the problems faced by the Confederation of Congress, many states wanted to reform the Articles of Confederation. Some states favored a strong national government. Others wanted each state to have its own power. In 1786 Alexander Hamilton proposed a meeting of delegates in Philadelphia to discuss trade issues and to consider changing the Articles of Confederation. James Madison supported change. When George Washington agreed to attend, other political leaders agreed.

2. Why did Alexander Hamilton propose a meeting of delegates?

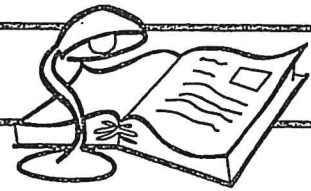
- **The Constitutional Convention (pages 202–203)**

Fifty-five well-educated delegates, ranging in age from under 30 to over 80, met in Philadelphia in May 1787. There were several leaders in the group of white male delegates, including George Washington, Benjamin Franklin, and James Madison. Washington was chosen to lead the meetings, which were secretive and not open to the public. A majority of states had to be represented at all meetings. Each state had one vote. Decisions were based on a simple majority, or having the most votes. James Madison, known as the *Father of the Constitution*, was the author of the plan of government that the Convention approved.

Edmund Randolph and the Virginia delegates surprised everyone by proposing that a strong national government be created instead of revising the Articles of Confederation. Their plan, created mainly by James Madison, was called the *Virginia Plan*. Smaller states were against the plan because it called for a *proportional* number of delegates to both upper and lower houses of a two-house legislature. The number of representatives would correspond in size to the population of the states. States with the greatest populations would have more representatives and, therefore, more power. The plan also called for a chief executive officer and a court system. The smaller states wanted all states to have an equal number of representatives.

3. What three branches of government did the Virginia Plan propose?

Study Guide



Chapter 7, Section 2 (continued)

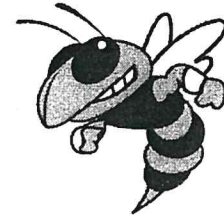
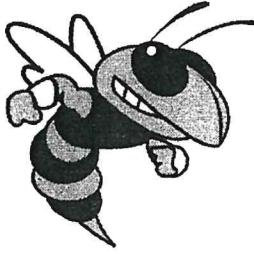
- **Compromise Wins Out** (pages 203–205)

The convention delegates voted to create a new national government. The constitution of the new government was based on parts of the Virginia Plan. Both sides agreed to compromise, or each give up some of what it wanted. Roger Sherman's *Great Compromise* was adopted.

A major compromise by the delegates, called the *Three-Fifths Compromise*, settled the issue of whether or not enslaved people would be counted in the population for determining representation and taxation. The Northern states wanted enslaved people counted for taxes. The Southern states wanted them counted for representation. No states suggested that enslaved African Americans be given the right to vote. It was agreed that enslaved people would count as three-fifths of a free person for taxation and representation. Northern states and Southern states also compromised on slavery and the slave trade. Both sides agreed that Congress could not interfere with the slave trade until 1808. Beginning that year, Congress could limit the slave trade if it chose to.

The Constitution was approved without a bill of rights. Most delegates felt that the Constitution protected individual rights. The draft of the Constitution was approved in Philadelphia in September 1787. It was sent to the states and needed 9 out of 13 states' approval in order to be adopted.

4. What compromises were made during the Constitutional Convention?



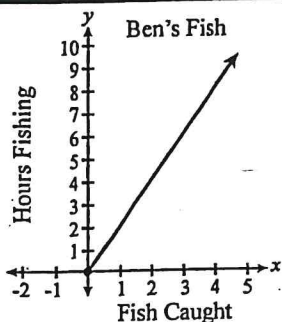
MMS 8th Grade

NTI Day 20

Math <u>Erica.Arnette@mborol.kyschools.us</u>	KPREP Practice 2
Language Arts <u>Wendy.Pillion@mboro.kyschools.us</u>	“Spinning Thunderstorms”
Science <u>Alex.Pratt@mboro.kyschools.us</u>	Speed, Velocity, and Acceleration
Social Studies <u>Amanda.Day@mboro.kyschools.us</u>	Roots of the Constitution

16

Ben and Jonathan went fishing, and each caught fish at a constant rate throughout the day. The fish Ben caught is represented by the graph shown below. The fish Jonathan caught is represented by the table shown below.



Jonathan's Fish	
Fish Caught	Hours Spent Fishing
0	0
1	1
3	2
5	3

Who caught the fish at a faster rate?

- A Ben
- B Jonathan
- C They caught fish at the same rate.
- D There is not enough information to determine the answer.

8.F.2 DOK 2

17

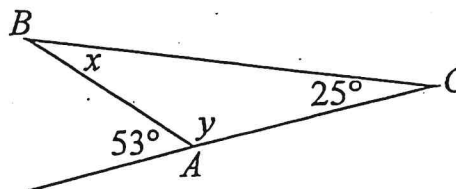
Which ordered pair could be part of this function: (2,7), (3,9), (5,13)?

- A (4,11)
- B (5,12)
- C (2,9)
- D (3,10)

8.F.3 DOK 2

18

What is the measure of the two missing angles?

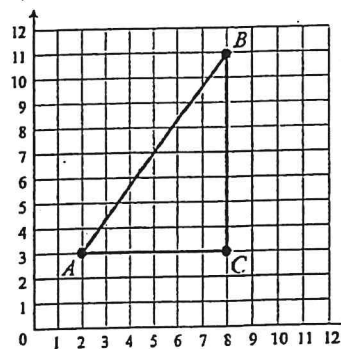


- A $x = 127^\circ, y = 28^\circ$
- B $x = 53^\circ, y = 102^\circ$
- C $x = 102^\circ, y = 53^\circ$
- D $x = 28^\circ, y = 127^\circ$

8.G.5 DOK 2

19

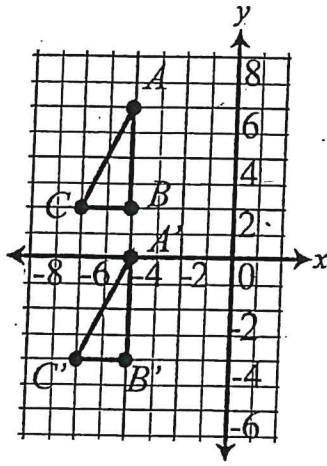
What is the perimeter of the triangle?



- A $p = 26$
- B $p = 24$
- C $p = 22$
- D $p = 14$

8.G.8 DOK 2

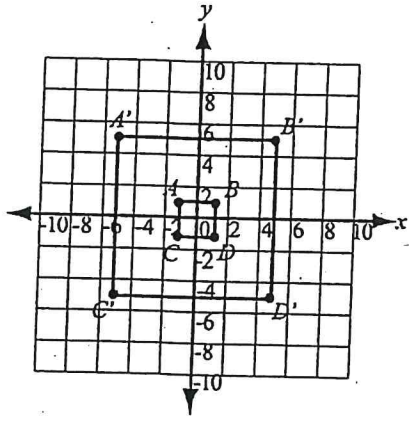
Using the given diagram, determine if the two given figures are congruent (\cong) and the statement that can be used to prove their congruency.



- A $ABC \cong A'B'C'$ because $A'B'C'$ has been rotated 270° clockwise about the origin.
- B $ABC \cong A'B'C'$ because $A'B'C'$ has been translated 6 units down.
- C $ABC \cong A'B'C'$ because $A'B'C'$ has been reflected across the x -axis.
- D $ABC \cong A'B'C'$ because $A'B'C'$ has been translated 6 units to the right.

8.G.1a, 8.G.2 DOK 3

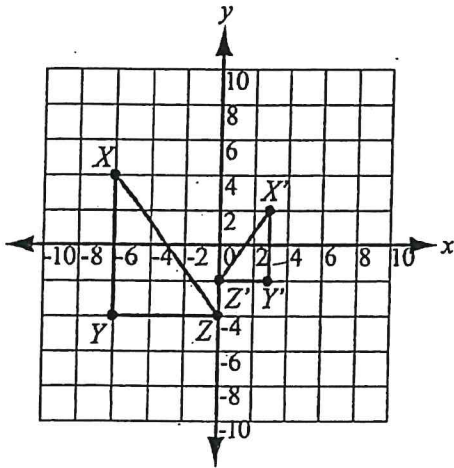
Look at the two given similar figures and describe the sequence of transformations to obtain the second figure.



- A Scale factor: 5
Center of dilation: $(-1, 1)$
- B Scale factor: $\frac{1}{5}$
Center of dilation: $(0, 0)$
- C Scale factor: 5
Center of dilation: $(0, 0)$
- D Scale factor: 5
Center of dilation: $(1, -1)$

8.G.3 DOK 2

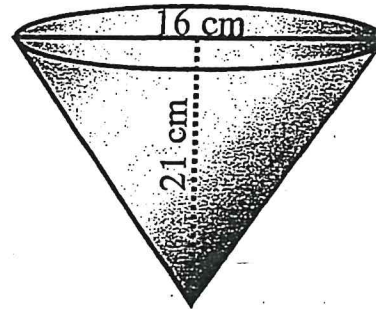
Triangles XYZ and $X'Y'Z'$ are similar. Which statement below could be used to describe the sequence of events which make the two figures similar.



- A Reflection across the origin, dilation with scale factor of 3, and center of dilation at the $(0, -1)$.
- B Reflection across the x -axis, dilation with scale factor of 2, and center of dilation at the origin.
- C Reflection across the x -axis, dilation with scale factor of $\frac{1}{2}$, and center of dilation at the origin.
- D Reflection across the y -axis, dilation with scale factor of $\frac{1}{2}$, and center of dilation at the origin.

8.G.4 DOK 3

Find the volume of the cone, and use $\pi \approx \frac{22}{7}$.



- A 77 cm^3
- B 352 cm^3
- C 826 cm^3
- D 1408 cm^3

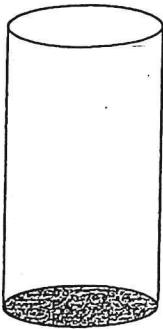
8.G.9 DOK 2

Eighth grade teachers are very happy when their students perform well on their tests. If data were plotted in a scatter plot to represent this statement, which type of relationship would the two variables have?

- A Positive
- B Negative
- C No relationship
- D Slightly negative

8.SP.1 DOK 1

Mr. Henderson was trying to figure out how many containers he would need to hold enough popcorn for his whole class on "Math Game Day." Each cylindrical container has a radius of 6 inches and a height of 18 inches. What is the volume of each container?



$$V_{\text{cylinder}} = \pi r^2 h$$

- A $36\pi \text{ in}^3$
- B $648\pi \text{ in}^3$
- C $24\pi \text{ in}^3$
- D $108\pi \text{ in}^3$

8.G.9 DOK 2

Which scatter plot shows a negative correlation?

A



B



C

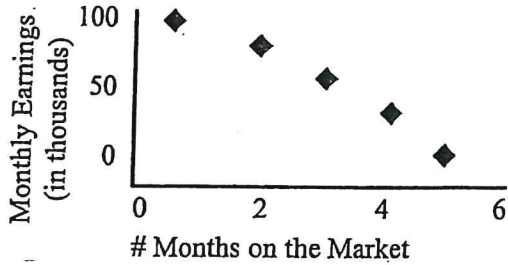


D



8.SP.1 DOK 1

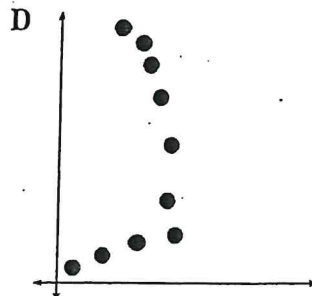
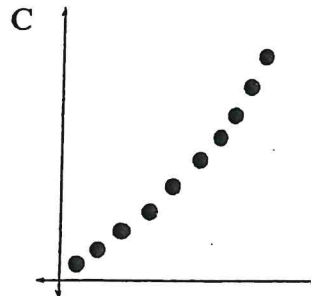
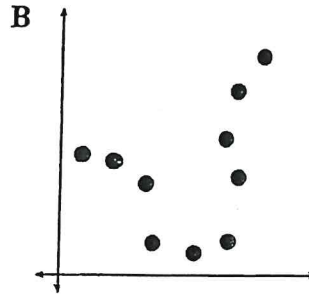
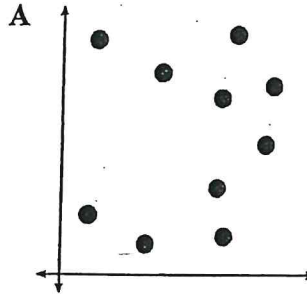
Which function would best be used to describe the line of best fit for the following data?



- A $y = -20,000x + 100,000$
- B $y = 20,000x + 100,000$
- C $y = -20x + 100$
- D $y = 20x + 100$

8.SP.2 DOK 2

Which of these scatter plots could best be modeled using a linear equation?



8.SP.2 DOK 1

NTI 20

Spinning Thunderstorms

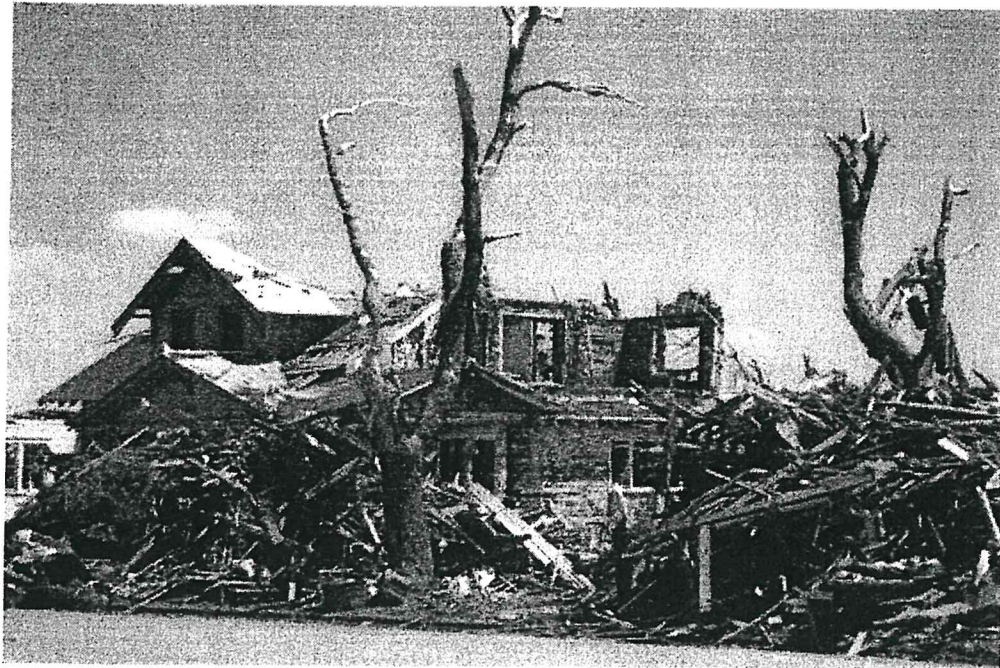
by American Museum of Natural History

This article is provided courtesy of the American Museum of Natural History.

On a spring night in 2007, disaster struck a small town in Kansas called Greensburg. Shortly before 10 p.m., a siren went off. A mile-wide tornado was approaching Greensburg. And it wasn't just any tornado. It was a category EF5, the most powerful kind there is.

Its winds were estimated to be more than 200 miles per hour. In less than ten minutes, the town was destroyed and ten people lost their lives.

When the fury had passed, people clambered through the rubble. Cars and trucks had been thrown about. Homes were crushed, or simply ripped from the ground. "I'm in downtown Greensburg. There's really nothing left," said one resident.

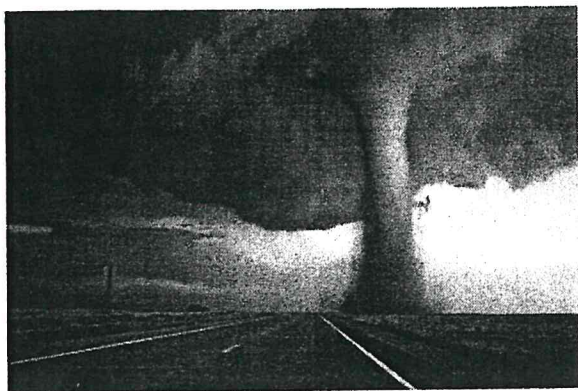


FEMA Photo by Michael Raphael

The tornado destroyed much of the town. Many residents needed temporary housing.

How do tornadoes form?

A tornado is a swirling, funnel-shaped column of wind that gets its start from a thunderstorm. Thunderclouds form when warm, wet air collides with cool, dry air. Then, strong winds form into a wide tube of spinning air. When the tube touches the ground, it becomes a tornado.



Credit: NOAA

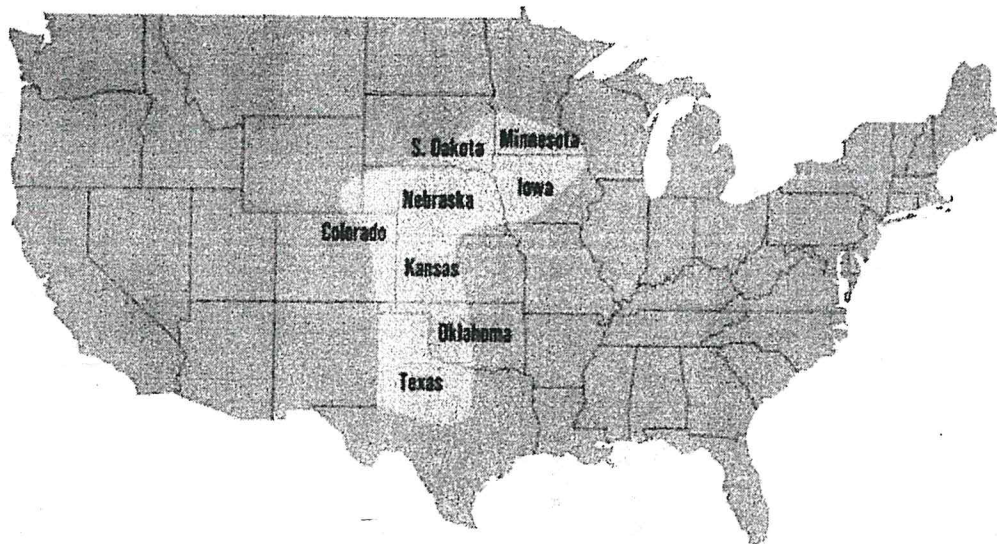
A tornado is a swirling, funnel-shaped column of wind. It stretches from a thunderstorm cloud down to the ground. A tornado gets its start when strong winds at high altitudes set a thunderstorm's winds rotating.



Credit: The Field Museum

The 200-plus-mph winds of a tornado can bend a stop sign.

Kansans are used to tornadoes. The people of Greensburg live smack in the middle of "Tornado Alley," an area that spans eight states in the Central United States. This region is a perfect thunderstorm factory. It has just what storms need to get started: cool, dry air from the Arctic mixing with warm, humid air from the Gulf of Mexico. Above the flat Great Plains, far from mountains and coastal weather, thunderstorms can form undisturbed. These conditions spawn more than 600 tornadoes, on average, in "Tornado Alley" every year.



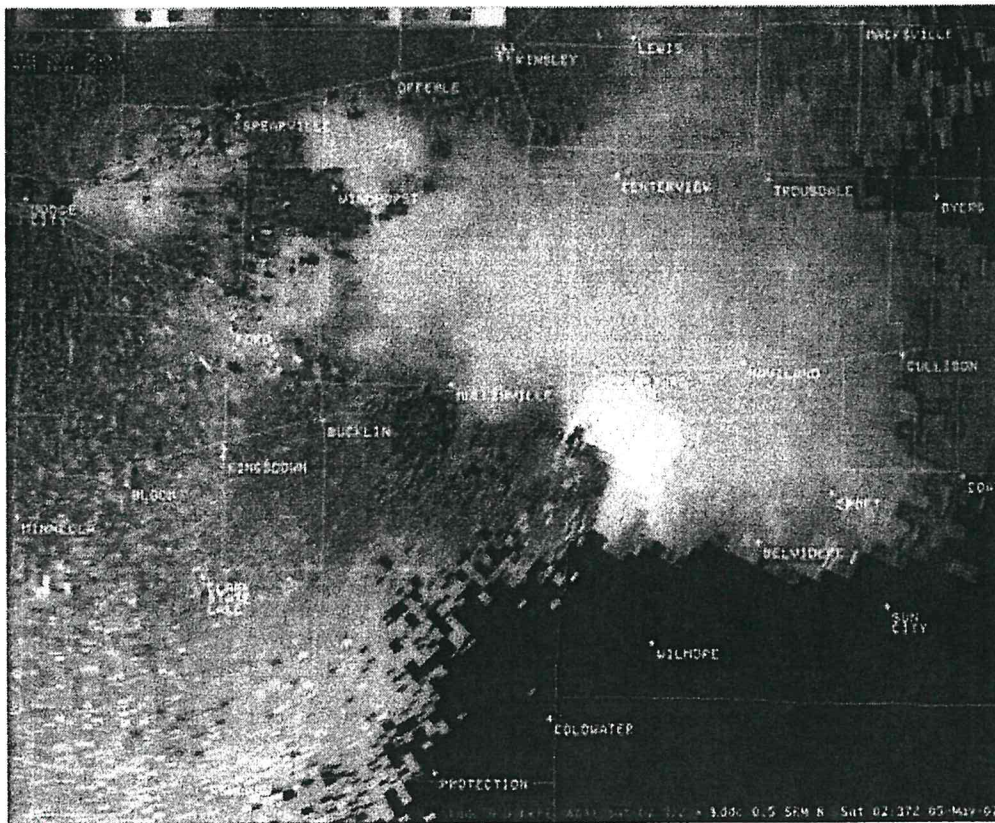
Credit: The Field Museum

More than 75% of all tornadoes in the world take place in "Tornado Alley."

How do scientists predict dangerous storms?

Meteorologists are scientists who study and forecast weather. They use a technology called radar to track storms. Weather radar works by detecting the precipitation (rain, snow, or hail) in approaching storms. The radar unit sends out a radio wave towards the storm. The radio wave bounces off the raindrops, hail or snow that is in the storm, and then returns to the radar unit. The amount of time it takes for the wave to return tells meteorologists how far away the storm is. Most radar units send out about 1,000 radio waves per second. This gives them detailed, up-to-the-minute information about the storm.

Using radar, forecasters can track the formation and path of severe storms like tornadoes. When a tornado takes shape, its winds blow raindrops in a circular pattern. When scientists see that pattern on a radar screen, they know that a tornado is developing. Although tornadoes have fast swirling winds, tornadoes themselves move relatively slowly across the land (18-30 miles per hour). So scientists can make reasonable forecasts about where they are headed. A system of tornado watches and warnings are used to alert the public to danger. A tornado "watch" means thunderstorm conditions exist that could spawn tornadoes. A "warning" means a tornado has touched down and been spotted.



Credit: NOAA

Doppler radar map shows the tornado shortly before it leveled most of Greensburg, Kansas.

This system saved many lives in Greensburg. After the tornado sirens shrieked, people had 20 minutes to escape to their basements and storm shelters before the tornado destroyed their town.

Name: _____ Date: _____

1. What happened to the town of Greensburg in 2007?

- A. It was destroyed by a fire.
- B. It was destroyed by a tornado.
- C. It was destroyed by a hurricane.
- D. It was destroyed by an earthquake.

2. What does this article explain?

- A. how scientists use radar to track storms
- B. how the town of Greensburg was rebuilt
- C. how the system of tornado watches and warnings developed
- D. how cool, dry air moves from the Arctic to the middle of the United States

3. Read this sentence from the article: "Kansans are used to tornadoes."

What evidence in the article supports this statement?

- A. The tornado that destroyed Greensburg was a mile wide and had winds that were moving faster than 200 miles an hour.
- B. A tornado came through Greensburg and destroyed the town 20 minutes after tornado sirens went off.
- C. Kansans live in an area of the United States where a lot of tornadoes happen.
- D. "Tornado Alley" has cool, dry air from the Arctic that mixes with warm, wet air from the Gulf of Mexico.

4. What might be a reason why scientists track tornadoes?

- A. to encourage more people to use radar technology
- B. to warn people against living in "Tornado Alley"
- C. to lower the number of tornadoes that happen every year
- D. to gather information that is used to warn people that a tornado is approaching

5. What is the main idea of this article?

- A. Tornadoes are dangerous spinning storms, but storm tracking and a system of watches and warnings can lessen their danger.
- B. "Tornado Alley" is an area in the middle of the United States where cool, dry air mixes with warm, wet air.
- C. The tornado that struck Greensburg threw cars and trucks through the air, pulled homes out of the ground, and killed 10 people.
- D. Radio waves give scientists information about approaching storms by traveling from a radar unit toward a storm and then returning to the radar unit.

6. Why might the author use headings such as "How do tornadoes form?" and "How do scientists predict dangerous storms?"

- A. to make readers think more deeply about the effects of tornadoes
- B. to suggest that there is still a lot to be learned about tornadoes
- C. to provide information about the pictures included with the article
- D. to help organize the information in the article

7. Select the word that best completes the sentence.

A tornado warning saved many lives in Greensburg _____ the town itself was destroyed.

- A. after
- B. although
- C. because
- D. for example

8. What is a tornado?

9. Explain how radar could be used to track a tornado. Support your answer with evidence from the article.

10. Could using radar to track a tornado help save lives? Explain why or why not, using evidence from the article.

Name: _____

Date: _____

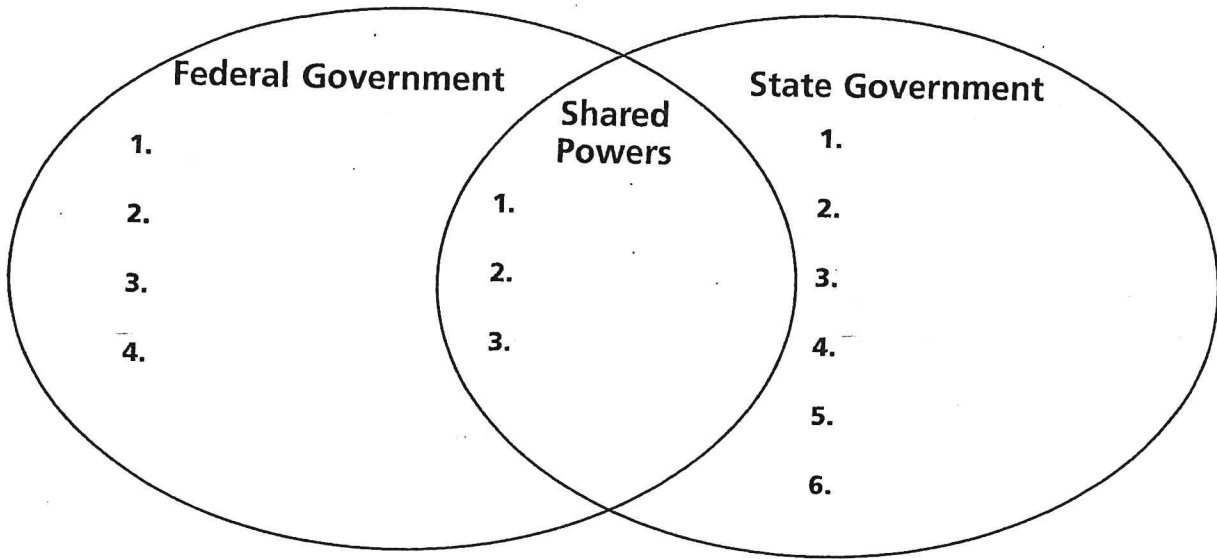
NTI 20
8th Grade Science
Speed, Velocity, and Acceleration

1. Average speed equals
 - a. Distance/Time.
 - b. Time/Distance.
 - c. Distance + Time.
2. Velocity is the measure of
 - a. time and distance.
 - b. space and time.
 - c. speed that is constant.
 - d. speed in a certain direction.
3. What information is required in order to measure speed?
 - a. time and distance
 - b. velocity and time
 - c. distance and velocity
 - d. momentum and time
4. This describes how far an object moves during a certain amount of time.
 - a. velocity
 - b. magnitude
 - c. average speed
5. Acceleration refers to _____.
 - a. increasing speed
 - b. decreasing speed
 - c. changing direction
 - d. all of the above
6. An object will not change its velocity if a force acts upon it.
 - a. True
 - b. False
7. What does a car's speedometer measure?
 - a. Speed
 - b. Velocity
 - c. Both
8. The slope of a distance-time graph correlates to
 - a. acceleration.
 - b. time.
 - c. distance.
 - d. velocity.
9. Calculate the average speed of a bicycle that travels 100 m in 20 s.
10. If you speed up from rest to 12 m/s in 3 seconds, what is your acceleration?
 - a. 4 m
 - b. 4 m/s/s
 - c. 36 m
 - d. 36 m/s

Study Guide



Chapter 7, Section 3 (continued)



READ TO LEARN

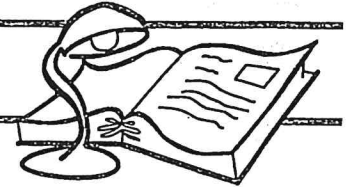
• **Roots of the Constitution** (pages 207–208)

It took the delegates four months to study, discuss, and write a constitution for the new national government of the United States. By studying different forms of government in Europe throughout history, the delegates hoped to avoid past mistakes. The delegates were influenced by other forms of government, including the way the British system protected individual rights and prevented the monarch from becoming too powerful. They were also influenced by the English Bill of Rights. Many Americans believed the Constitution of the United States should also have a bill of rights.

European writers of the *Enlightenment* movement, who wrote about how science, reason, and knowledge would improve society, also influenced the delegates. Some of the ideas of the English philosopher, John Locke, were incorporated into the Constitution. The Constitution was seen as a contract between the government and the people. It limited the power of the government in order to protect the people's rights of life, liberty, and the pursuit of happiness.

1. What were the sources of inspiration for the new constitution?

Study Guide



Chapter 7, Section 3 (continued)

- **The Federal System** (pages 208–209)

Sharing or dividing powers between the federal and state governments, called *federalism*, is the most noticeable feature of the government of the United States. Some of the state's powers were given to the federal government, while others were maintained by the states. Both had important powers. Under the Constitution, the federal government could tax, regulate trade, control the currency, raise an army, declare war, and pass laws. The states could pass and enforce laws and regulate trade within the state. They could tax and build roads and establish local governments and schools. The United States Constitution was the final authority in any disputes. Federal courts resolved any disagreements.

2. How does the Constitution make the federal government strong?

- **The Organization of Government** (pages 209–211)

The federal government was divided into three branches.

- A. Congress was the *legislative branch* that made the laws. Congress had the power to collect taxes, coin money, regulate trade, declare war, and raise and support armies.
- B. The *executive branch*, headed by the president, carried out the laws and policies of the country. The president was the commander in chief of armed forces. The president and vice president are chosen to serve a four-year term by *electors*, a special group selected by state legislatures.
- C. The *judicial branch* enforced the laws made by Congress. The Supreme Court had the final authority over any disagreements about the constitution, laws passed by Congress, and between states.

A system of *checks and balances* was built in so that no one branch of government was more powerful than another. Both houses had to pass a bill before it became law. The president could veto a bill, but Congress had the right to override the veto by a two-thirds majority. Justices to the Supreme Court are appointed by the president, but approved by Congress. The people of the United States changed its government by choice, not by war.

3. What are the roles of the three branches of government?

Study Guide



Chapter 7, Section 3 (continued)

- **The Constitutional Debate (pages 211–212)**

All states except Rhode Island held ratifying conventions to discuss the new constitution. Nine states had to *ratify*, or approve, it before it would become the plan of government for the United States. *Federalists*, including George Washington and Benjamin Franklin, supported the new constitution. James Madison, Alexander Hamilton, and John Jay wrote essays and published them in a book called *The Federalist Papers*, which explained and supported the new constitution. *Antifederalists*, including Patrick Henry, opposed the new constitution. Essays were published in a book called *The Antifederalist Papers*. Antifederalists worried that they would lose the freedom they won from Britain. They wanted local control rather than national control. They wanted a bill of rights to guarantee their freedom.

4. Why were the Antifederalists opposed to the Constitution?

- **Adopting the Constitution (page 213)**

The first nine states to approve the constitution did not include New York and Virginia, which were the largest. Many people worried about the success of the new government without the two largest states. After it was agreed that an *amendment* to include a bill of rights would be added to the Constitution, Virginia approved the plan. By May 1790, every state had ratified or approved the Constitution. People all over the United States celebrated the beginning of the United States. The Constitution was amended to include a bill of rights in 1791.

5. What prevented the new United States government from going into effect as soon as the first nine states had ratified the plan?
