

# Online Learning Lessons for 8<sup>th</sup> Grade

**Directions:** Please complete the following work below for each subject. This work will count toward your final grade and must be complete to get credit for attendance.

Student Name \_\_\_\_\_ FOR Monday, April 20th

## ELA

Chapter 15 *Gathering Blue* Assignments. If completed choose an article from the NewsELA Coronavirus Text Set 2 posted on Classroom. (Optional Extra Credit: Daily Journal Project)

Parent Initials: \_\_\_\_\_

## ELA - Grahonya

Students will be reading Chapter 4 in *A Wrinkle in Time* and completing the vocabulary, comprehension, and constructed response assignments. See **Grahonya English Google Classroom** for further information and a link to an audio copy of the book. Students may submit this assignment via google classroom or turn it in upon return to school. This assignment will be due April 23rd.

Parent Initials: \_\_\_\_\_

## Math

Complete Exponent Product Rule Shortcut Method - Worksheet 1. See **Math Google Classroom** for directions. Students may submit their presentation via google classroom or turn it in via paper/pencil.

Parent Initials: \_\_\_\_\_

## Science - Hebert

Continue to work on Panda Bears in Momence assignment (today is the last day for this assignment)

Parent Initials: \_\_\_\_\_

## Science - Grahonya

After reading the article *Penguins Article*. Students will highlight 5 of the most important facts in the article. The students will highlight each fact a different color. See **Grahonya Science Google Classroom** for further information. Students may submit this assignment via google classroom or turn it in upon return to school.

Parent Initials: \_\_\_\_\_

## History/Social Studies - Hebert

Salt March Article (Do questions on article sheet)



Parent Initials: \_\_\_\_\_

## History/Social Studies - Grahonya

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After reading the article *Protesting Nuclear Weapons*. Students will highlight 5 of the most important facts in the article. The students will highlight each fact a different color. See **Grahonya History Google Classroom** for further information. Students may submit this assignment via google classroom or turn it in upon return to school.

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Parent Initials: \_\_\_\_\_

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Parent Signature: \_\_\_\_\_

If you have questions, please email your teacher.

Thank you!

Mrs. Russell      krussell@mcusd1.net

Mrs. Hebert      khebert@mcusd1.net

Mr. Toberman      btoberman@mcusd1.net

Mr. Grahonya      jgrahonya@mcusd1.net

<p><b>Teacher Hours:</b> <b>9:00 am - 11:30 am</b> <b>12:30 pm - 2:30 pm</b></p>
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## **Gathering Blue E-Learning Literature Circle**

***Use this template to complete your Chapter Annotations and Summaries for Gathering Blue. For each chapter you will complete a separate copy of this template. Submit your completed template FOR EACH CHAPTER on Google Classroom, or hold on to your templates to be submitted upon returning to school.***

Name \_\_\_\_\_ Chapter \_\_\_\_\_

Chapter Annotations:

1.

2.

3.

4.

5.

*(You may do extra annotations for extra credit)*

Chapter Summary:

Lined writing area for chapter summary, consisting of approximately 25 horizontal lines.

## Exponent Product Rule – Notes

\*When seeing a multiplication problem with exponents, there are two methods to simplify the problem. The last two days we spent on the **expanded method** - **expanding all the exponents, then rewriting the answer using exponents.**

The second method or “shortcut” we will be practicing the next two days is this:

### **Product Rule: Multiplying Powers with the Same Base**

*When multiplying powers with the same base, keep the base and ADD the exponents.*

$$\text{Example: } a^3 \times a^2 = a^{3+2} = a^5$$

Example	Same Bases, Add Exponents	Simplified Answer
$7^3 \cdot 7^5 \cdot 7 =$	$7^{3+5+1}$	$7^9$
$(-3)^4 \cdot (-3)^2$	$(-3)^{4+2}$	$(-3)^6$
$2^4x^2 \cdot 2^3x^8$	$2^{4+3} \cdot x^{2+8}$	$2^7 \cdot x^{10}$

## Worked Out Examples

### Expand and Simplify

Write the following without using exponents and then simplify:

#### **Product (Multiply)**

a.  $2^2 \cdot 2^5$

$$2^{2+5} = 2^7$$

b.  $\left(\frac{3}{4}\right)\left(\frac{3}{4}\right)^2$

$$\left(\frac{3}{4}\right)^{1+2} = \left(\frac{3}{4}\right)^3$$

c.  $(-4)^2(-4)^3$

$$(-4)^{2+3} = (-4)^5$$

d.  $y^3 \cdot y^4$

$$y^{3+4} = y^7$$

e.  $2x^3 \cdot 4x^4$

$$2 \cdot 4 \cdot x^{3+4} = 8 \cdot x^7$$

f.  $(3^4d^2)(3d^4)$

$$3^{4+1} \cdot d^{2+4} = 3^5 \cdot d^6$$





# Exponent Product Rule Shortcut Method – Worksheet 1

\*Simplify the following problems using the shortcut method. (Keep the SAME base and ADD the exponents)

1)  $4^2 \cdot 4^2$

2)  $4 \cdot 4^2$

**Answer:**  $4^{2+2} = 4^4$

3)  $3^2 \cdot 3^2$

4)  $2 \cdot 2^2 \cdot 2^2$

5)  $2n^4 \cdot 5n^4$

6)  $6r \cdot 5r^2$

**Answer:**  $2 \cdot 5 \cdot n^{4+4} = 10 \cdot n^8$

7)  $2n^4 \cdot 6n^4$

8)  $6k^2 \cdot k$

9)  $5b^2 \cdot 8b$

10)  $4x^2 \cdot 3x$

11)  $6x \cdot 2x^2$

12)  $6x \cdot 6x^3$



# The Salt March

Freckle Level: 8C

In the early 1920s, a nonviolent movement developed in India aimed at securing India's independence from its **colonizer**, Great Britain. Though a declaration of sovereignty was issued by the Indian National Congress at the start of 1930, the country remained under occupation by the British. Thus, one of its leaders, Mahatma Gandhi, embarked on a month-long, 240-mile trek to the Arabian Sea in protest. His action not only garnered increased support for the independence movement, but it also elicited international attention to India's desire for self-rule.

## Salt: A Contentious Commodity

As a **colony** of the British Empire, India's resources were controlled by Britain. Salt was one of the most valued resources in the area, as it was a staple in the Indian diet. Since India is surrounded on three sides by ocean water, salt can easily be collected along the salt flats on the country's coasts. Recognizing this, Britain passed the Salt Acts in 1882, taking control of Indian salt production and sale. The acts prohibited Indians from collecting or selling salt themselves and imposed a significant tax on the purchase of salt from Britain.



*A salt flat*

The salt tax was particularly burdensome on the Indian people since the mineral had become deeply integrated into their diets. The Indian people depended on the ingredient for cooking and were unable to collect it themselves. So, they were forced to purchase it from the British at an extremely high price.

It is in this environment that the movement for Indian independence emerged. Frustrated by the oppression of the British, groups like the Indian National Congress, led by Mahatma Gandhi and Jawaharlal Nehru, formed. They advocated for India to become its own sovereign nation. In January 1930, the

## Writing

Skills: Informative, Writing Conventions

- Mahatma Gandhi once said, "Do not accept injustice in any form. Make the injustice visible. Be prepared to die for it." What do his words mean, and how do they relate to the Salt March? Use evidence from the text to support your ideas.

## Vocab

- declaration
- sovereignty
- imposed
- civil
- representative

## Reading

Skills:

- RI.3: Analyzing Connections
- RI.4: Word Meaning & Choice

### RI.3: Analyzing Connections

According to the text, what was the relationship between the British and the Salt Acts?

The British wanted to get rid of the Salt Acts imposed by the Indian people.

Congress put forth a declaration of independence, which asserted that the Indian people would no longer pay taxes to Britain and would move toward self-rule.



Jawaharlal Nehru (left) and Mahatma Gandhi (right)

The Indian National Congress decided to extend its protest against the salt tax to a **boycott** of the product. They hoped this would make a strong statement about the harm caused by British actions in India. After hearing about the salt boycott, British leaders dismissed its legitimacy. They claimed that the action would have little effect on their presence in India.

## A Secondary Protest

In conjunction with the salt boycott, Mahatma Gandhi began coordinating a movement to defy the Salt Acts. He declared a resistance campaign of *satyagraha* or **nonviolent mass civil disobedience**. Gandhi's work included teaching Indians how to speak out against the British through acts of peaceful civil disobedience. He believed that it was time for a large-scale action.

In February 1930, Gandhi announced he would lead a march against the Salt Acts. The march would begin at his *ashram*, or religious retreat, in Ahmadabad and travel 240 miles to the coast of the Arabian Sea. There, he and his followers would violate the Salt Acts by drawing salt from the seawater.

Leading up to the event, Gandhi held a series of prayer meetings and provided instruction on strict nonviolent response for those interested in joining the march. He also shared information with the international press to highlight the march and the protest. He even notified the British government of the action, telling them he would cancel the march if they agreed to overturn the Salt Acts and several other oppressive taxes. The British, of course, did not agree to Gandhi's terms, and so he prepared to depart on the trek in mid-March.

## The March

On March 12, 1930, Gandhi and 80 supporters departed from his retreat in Ahmadabad and headed toward the coastal town of Dandi on the Arabian Sea. During the march, Gandhi and his followers peacefully walked through Indian villages, stopping to

The British worked with the Indian people to determine the terms of the Salt Acts.

The British imposed the Salt Acts to ensure that salt was evenly distributed among the people.

The British imposed the Salt Acts to take advantage of the Indian people and their resources.

### RI.3: Analyzing Connections

How is satyagraha different from other protest techniques?

Satyagraha focuses on protest through prayer.

Satyagraha encourages using force against police.

Satyagraha encourages nonviolent resistance.

Satyagraha focuses on establishing independence.

### RI.3: Analyzing Connections

What distinction does the text make between Gandhi's march and other marches around India?

Gandhi's march included thousands of people, whereas other marches around India were much smaller.

Gandhi's march was relatively peaceful, whereas other marches around India were met with more aggression.

share their message about the cruelty of British taxes on poor Indians. The group of marchers grew as villagers who were inspired by Gandhi's message joined the cause.



Gandhi (front center) leading the Salt March

Throughout the march, Gandhi remained in contact with the international press, updating it on the march and the number of participants. By the time the march reached Dandi on April 5, tens of thousands of people were marching alongside Gandhi. He announced that the next morning, he would walk to the salt flats and gather salt for himself.

When Gandhi arrived at the salt flats on the morning of April 6, he discovered that the British had crushed the salt deposits into the mud. This made it difficult to separate the salt from the dirt. Still, Gandhi dug through the dirt and extracted a cluster of salt crystals. Those who marched behind him followed suit. As word of this action spread, people across India began gathering their own salt in coastal cities like Bombay and Karachi. The British responded by arresting more than 60,000 Indians for violating the Salt Acts.



Indian nationalists defying the Salt Acts by filling containers with seawater

On May 5, when Gandhi announced that he would lead another march, he was arrested. However, the *satyagraha* continued without him, and additional protests were held throughout India. While Gandhi's group experienced little aggression from the British, other marchers were violently attacked by its military. The poet Sarojini Naidu led a march of 2,500 people on the Dharasana Salt Works on May 21. The peaceful demonstrators

Gandhi's march was violent, whereas other marches around India were much more peaceful.

Gandhi's march was interrupted, whereas other marches around India successfully made it to the salt flats.

#### RI.4: Word Meaning & Choice

What does the author mean when she calls the Salt March as a "tipping point"?

The author means that the Salt March was a significant event that led to a larger, more important change.

The author means that the Salt March was an event that particularly angered the British government.

The author means that the Salt March was an inspiring moment in history.

The author means that the Salt March was equally as unsuccessful as it was successful.

#### RI.4: Word Meaning & Choice

"This drew even more international attention to the oppressive British policies in India." What does the word "oppressive" most clearly evoke in this sentence?

trust

anger

were viciously beaten by the British-led Indian policemen. This drew even more international attention to the oppressive British policies in India.

## Aftermath of the March

Gandhi remained in jail until January 1931. When he was released, British authorities agreed to meet with him to discuss a truce. In exchange for calling off his *satyagraha*, Gandhi was allowed to speak as an equal negotiator at a conference in Britain on the future of India. He was the only representative of the Indian National Congress present at the event.

Though no major action emerged from that meeting, it was apparent that Gandhi's movement was growing in power and strength. When India's independence was finally won in August 1947, the Salt March was cited as the tipping point for the long and grueling movement toward sovereignty. Today, the Salt March continues to serve as a prime example of how using peaceful protest and garnering media attention can help highlight oppression and create real change.

shame

humor

### RI.4: Word Meaning & Choice

What does the author mean when she writes that the salt tax was "burdensome" on poor Indians?

The tax was difficult and stressful for poor Indians.

The tax was helpful in the long run for poor Indians.

The tax was insignificant for poor Indians.

The tax was welcomed by poor Indians.