

# 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 \_\_\_\_\_ **Tuesday, April 28th** \_\_\_\_\_

## ELA - Toberman

Chapter 21 *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 5 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 May 1st.

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

## Math

Complete Exponent Power Rule Expanded 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

Begin the Ecology Webquest

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

## Science - Grahonya

After reading the article "Otters Article," students will develop a question for each fact that was highlighted the previous day. The students will also provide the correct answer to each question they created. 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

Read the March on Washington Article and complete the questions

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

## History/Social Studies - Grahonya

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After reading the article, "Warm Hearth," students will develop a question for each fact that was highlighted the previous day. The students will also provide the correct answer to each question they created. 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

**Teacher Hours:**  
**9:00 am - 11:30 am**  
**12:30 pm - 2:30 pm**

## **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)*

## Exponent Power Rule – Notes

\*When seeing an exponent to another exponent, there are two methods to simplify the problem. The one we will work on today is the **expanding method**.

Example with Steps Listed:

$$(2^3)^4$$

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

Expand what is inside the parenthesis

$$(2 \cdot 2 \cdot 2)(2 \cdot 2 \cdot 2)(2 \cdot 2 \cdot 2)(2 \cdot 2 \cdot 2)$$

Write out the parenthesis (as many times as the exponent on the outside says to)

$$2^{12}$$

Write the expanded form back into exponential form

## Exponent Power Rule Expanded Method – Worksheet 1

\*Simplify the following problems by expanding first.

Write the following without using exponents and then simplify. POWER		
24. $(3^5)^2$	25. $(7^4)^3$	26. $[(-5)^3]^4$
27. $(y^4)^6$	28. $(3n^5)^2$	29. $(7x^2y)^3$

# Ecology Web Quest

## Part I: Ecosystems

You will go to the following websites and answer the questions that go along with that website.

Food Chains and Food Webs

1. In the following chart you will take the words and provide an example and description of each word.

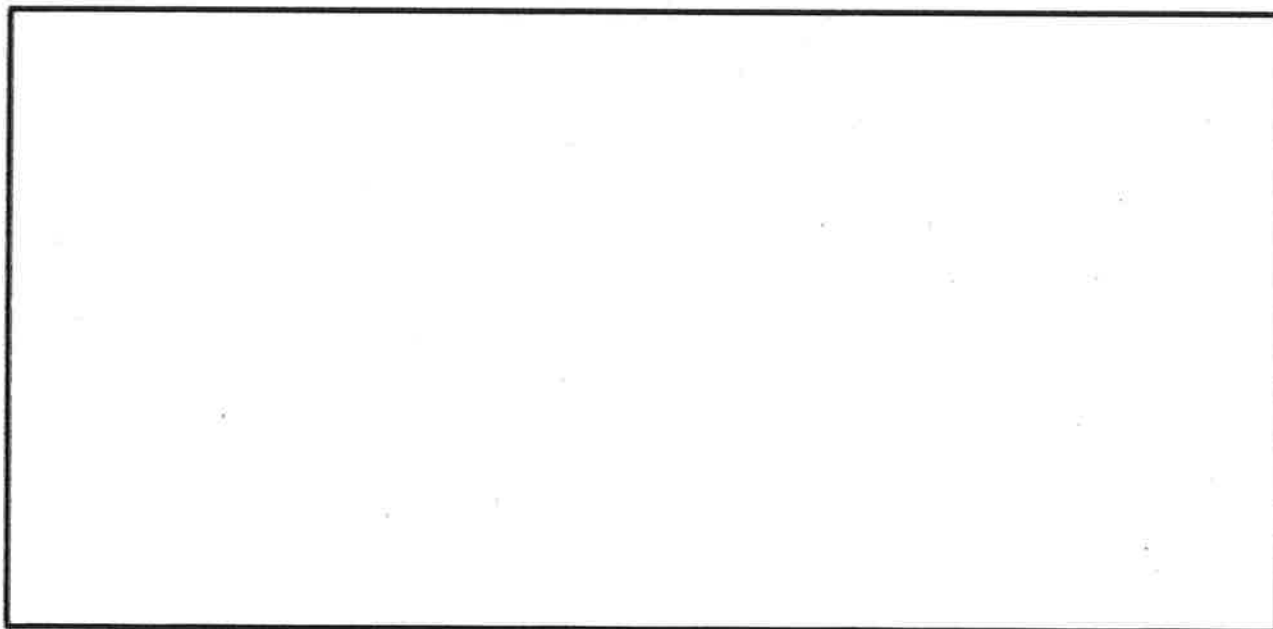
Word	Example	Description
Producer		
Consumer		
Carnivore		
Herbivore		
Secondary Consumer		
Tertiary Consumer		
Decomposers		

## Part II. FOOD WEBS

- (1) Go to [Fun with Food Webs](#)  
Diagram each of the food webs below.

to complete all three food webs.

### **Meadow Food Web**



### Part III. POPULATION

Go to [Biosphere: Populations](#)

and answer the following questions:

1. What is population?
  
  
  
  
  
  
  
  
  
  
2. Two things that increase a population:
  - a.
  
  
  
  
  
  
  
  - b.
  
  
  
  
  
  
  
  
  
  
3. Two things that decrease a population:
  - a.
  
  
  
  
  
  
  
  - b.

### Part IV: Impact of Human Activity on Ecosystems

Choose and read about the many impacts that humans have on ecosystems from the list below:

<b>Impact of Human Activity on Ecosystems</b>	
Deforestation	<a href="https://kids.kiddle.co/Deforestation">https://kids.kiddle.co/Deforestation</a>
Extinction of Species	<a href="https://www.ducksters.com/animals/endangered_animals.php">https://www.ducksters.com/animals/endangered_animals.php</a>
Pollution	<a href="http://tiki.oneworld.net/pollution/pollution_home.html">http://tiki.oneworld.net/pollution/pollution_home.html</a>
Human Soil Erosion	<a href="https://www.livescience.com/63-earth-movers-humans-erosion.html">https://www.livescience.com/63-earth-movers-humans-erosion.html</a>
Greenhouse Effect	<a href="http://www.bbc.co.uk/climate/evidence/greenhouse_effect_img.shtml">http://www.bbc.co.uk/climate/evidence/greenhouse_effect_img.shtml</a>

Biome	Location	Plants	Animals

(5) Click on one of the six biomes and give 3 interesting facts for each.

Biome	Fact #1	Fact #2	Fact #3

Most of the earth is covered by the \_\_\_\_\_ biome.

The most diverse biomass is found in which two biomes \_\_\_\_\_?

Which biome supports the least amount of life \_\_\_\_\_?



# Notes to complete Ecology Webquest

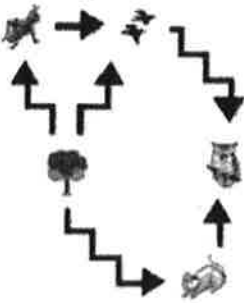
The above energy pyramid shows many shrubs & grass providing food and energy to zebras. Note that as we go up, there are fewer zebras than shrubs & grass and even fewer lions than zebras ... as we go further along a food chain, there are fewer and fewer consumers. In other words, a large mass of living things at the base is required to support a few at the top ... many herbivores are needed to support a few carnivores.

2. Most food chains have no more than four or five links.

There cannot be too many links in a single food chain because the animals at the end of the chain would not get enough food (and hence energy) to stay alive.

Most animals are part of more than one food chain and eat more than one kind of food in order to meet their food and energy requirements. These interconnected food chains form a food web.

The following is a possible food web:



Note that the arrows are drawn from food source to food consumers ... in other words, you can substitute the arrows with the words "eaten by".

If you are using Internet Explorer, Firefox, Safari or Netscape Navigator (v4) browsers, you may want to have some fun ... [creating a possible food web](#)!

## FOOD CHAINS

### Create a food web

Possible food chains / food webs: [Desert](#) | [Coniferous Forest](#) | [Deciduous Forest](#) | [Temperate Rainforest](#)

A change in the size of one population in a food chain will affect other populations.

The interdependence of the populations within a food chain helps to maintain the balance of plant and animal populations within a community. For example, when there are too many zebras, there will be insufficient shrubs and grass for all of them to eat. Many zebras will starve and die. Fewer zebras means more time for the shrubs and grass to grow to maturity and multiply. Fewer zebras also mean less food is available for the lions to eat and some lions will starve to death. When there are fewer lions, the zebra population will increase.

## Meadow Food Web

# Congratulations!

Drag each picture to its place in the Meadow Food Web.



Red Fox











Hint
Menu

## Groups Working As One

A **population** is a group of organisms that are all the same species. That's it. You're done. A group of ducks would not be a population if there were mallard and wood ducks combined. Scientists would say that there are two populations existing in the same area.

Population biologists study groups in a specific area. For example, among political regions there are a U.S. population and a Mexico population. Life for these groups is totally different in many ways. We also said a population is all the same species. When you look at the U.S. and Mexico, you might be looking at human populations or dog populations. They all interact, but they are different populations.

## Health Of A Population

You need to remember that populations don't just sit there. Things are always happening. Organisms are born and the population size increases. Other factors that will increase the size of a population are good weather, medicine, geographic isolation and no predators. Organisms will also die of old age and the population will decrease. Populations can also decrease when there are more **predators** around, after a natural disaster, when **competition** is too great, or when some of the organisms just leave the area (**migration**).

## Limiting Factors

No matter how well a population succeeds in its area, it is still limited even if no outside forces are applied. Three main factors limit population expansion. There are others, but these are some biggies.

There are **physical limits**. Sometimes other environments are just bad places to live. They may be too hot, too cold, or too dangerous.

Next are the **competition limits**. You might have a great place to live but there may be other organisms competing for your food. If there is a smarter bird in the next area, you might not be able to get all of the food you need. A worse situation would be to meet a bird that wants to eat you.

Last are the **geographic limits**. If you are a mouse living in a valley and there are mountains in every direction, are you going to leave your area? Probably not. You live a good life and might die if you tried to get over the mountains. An ocean might be another geographic limitation.

# Pollution facts for kids

Kids Encyclopedia Facts

**Pollution** is when something is added to the environment that is harmful or poisonous to living things. Smoke or dust in the air is a type of pollution as it is bad for the lungs when we breath in. Sewage in drinking water is another type of pollution, as it can make people ill because it contains germs and viruses. People living next to a building site where there is too much noise can become sick as they cannot sleep.

As pollution grows, ways to combat it has grown too. Solar energy and wind energy give people other ways to power their homes. When people use these alternative forms of energy, they put less carbon dioxide into the environment. Pollution is of four types; Air, Noise, Water, and Soil or Land pollution.

## Erosion

Human activity causes 10 times more soil erosion than all natural processes combined, according to a new study. And it's been that way for a long time.

People have been the main cause of erosion on continental surfaces since early in the first millennium, says Bruce Wilkinson, University of Michigan geologist.

Wilkinson used existing figures natural erosion amounts to about 60 feet every 1 million years.

In agricultural regions of the United States, the rate runs around 1,500 feet per million years, due largely to the human touch. Rates are even higher in other parts of the world, he said today.

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# Biomes

## Desert

We've all seen deserts in the movies. They are full of miles and miles of sand dunes. However, not all deserts are like this. Many deserts are rocky with scattered plants and shrubs. There are even deserts that are icy and cold. On this page we will describe the hot and dry deserts. You can follow these links to read about the icy cold polar deserts that are found in the [Antarctic](#) and the [North Pole](#).

### What makes a desert a desert?

Deserts are primarily defined by their lack of rain. They generally get 10 inches or less rain in a year. Deserts are characterized in an overall lack of water. They have dry soil, little to no surface water, and high evaporation. They are so dry that sometimes rain evaporates before it can hit the ground!

### Hot in the Day, Cold at Night

Because deserts are so dry and their humidity is so low, they have no "blanket" to help insulate the ground. As a result, they may get very hot during the day with the sun beating down, but don't hold the heat overnight. Many deserts can quickly get cold once the sun sets. Some deserts can reach temperatures of well over 100 degrees F during the day and then drop below freezing (32 degrees F) during the night.

The grasslands biome can be divided up into the temperate grasslands and tropical grasslands. On this page we will discuss the temperate grasslands. Tropical grasslands are also called savannas. You can read more about this biome on the [savanna biome](#) page.

### What are grasslands?

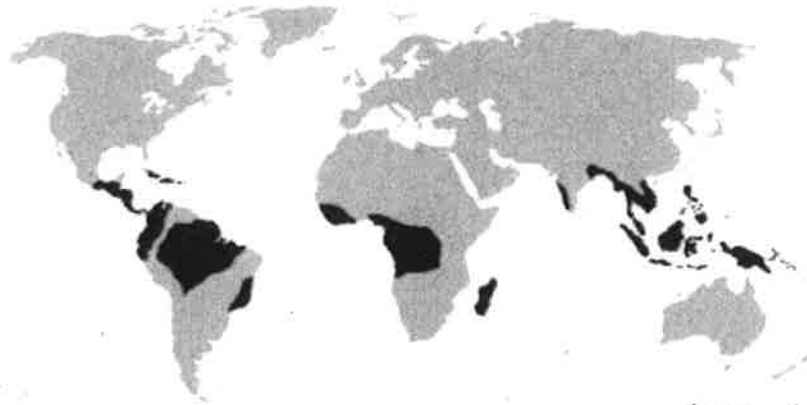
Grasslands are wide expanses of land filled with low growing plants such as grasses and wildflowers. The amount of rain is not enough to grow tall trees and produce a forest, but it is enough to not form a desert. The temperate grasslands have seasons including a hot summer and a cold winter.

### Where are the major world grasslands?

Grasslands are generally located between deserts and forests. The major temperate grasslands are located in central North America in the United States, in Southeast South America in Uruguay and [Argentina](#), and in Asia along the southern portion of Russia and Mongolia.

There are three major areas of tropical rainforests:

- Africa - The major tropical rainforest in Africa is in the southern central portion of the continent with the Congo River running through it. There are also rainforests in western Africa and Madagascar.
- Southeast Asia - Much of Southeast Asia is considered part of a tropical rainforest biome. It runs all the way from Myanmar to New Guinea.
- South America - This is the world's largest tropical rainforest. It covers much of the northern part of South America as well as the southern portion of Central America. The area is often called the Amazon basin and has the Amazon and Orinoco Rivers running through it.



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## Biodiversity

The tropical rainforest has the most biodiversity of all the land biomes. Despite only covering around 6% of the Earth's surface, scientists estimate that around half of the planet's animal and plant species live in the world's rainforests.

All forests have lots of trees, but there are different types of forests. They are often described as different biomes. One of the main differences is where they are located in relation to the equator and the poles. There are three main types of forest biomes: the rainforest, the temperate forest, and the Taiga. Rainforests are located in the tropics, near the equator. Taiga forests are located far north. Temperate rainforests are located in between.

### What makes a forest a temperate forest?

- Temperature - Temperate means "not to extremes" or "in moderation". In this case temperate is referring to the temperature. It never gets really hot (like in the rainforest) or really cold (like in the Taiga) in the temperate forest. The temperature is generally between minus 20 degrees F and 90 degrees F.
- Four seasons - There are four distinct seasons: winter, spring, summer, and fall. Each season is about the same length of time. With only a three month winter, plants have a long growing season.
- Lots of rain - There is lots of rain throughout the year, usually between 30 and 60 inches of rain.
- Fertile soil - Rotted leaves and other decaying matter provide a rich, deep soil that is good for trees to grow strong roots.

### Where are the temperate forests located?

They are located in several locations around the world, around halfway between the equator and the poles.

# March on Washington

Freckle Level: 7B

## History of Slavery

The United States calls itself the land of the free, but that wasn't always the case. For hundreds of years, African Americans were forced into slavery in the United States. They had to work strenuous jobs without pay and suffer serious repercussions for not following orders. Slavery remains an extremely dark stain on American history.

The Emancipation Proclamation of 1863 was signed by Abraham Lincoln and put an end to slavery. The Southern states did not let this pass without a fight. They were making too much money off the hard labor of their slaves and did not want to give that up. States in the South ended up seceding from the Union, beginning the Civil War. The northern states eventually won the Civil War, which should have ushered in an era of freedom and equality for all. Unfortunately, this was far from the truth.

## Jim Crow South

Following the Civil War, African Americans were no longer forced into slavery. They also weren't given the equal rights that they deserved. A series of racist laws, known as Jim Crow laws, began to rule over the American South. These laws segregated Americans based on their skin color and prevented African Americans from receiving equal opportunities. Children were sent to different schools based on their race. Even water fountains and bathrooms were segregated. The key function of Jim Crow laws was to ensure white Americans had access to all the best resources and jobs, while African Americans received no access.

## March on Washington

In the 1960s, the Civil Rights Movement was in full swing. A group of leaders in the African American community began to fight back against Jim Crow laws and their inherent racism. These leaders were firm believers in non-violent protesting, a way of expressing their displeasure without resorting to violence. One of the largest demonstrations during the Civil Rights movement took place 100 years after the Emancipation Proclamation was signed. It was known as the March on Washington.

## Writing

Skills: Argument, Writing Conventions, Drawing Evidence

- What do you think made the March on Washington so successful? Explain why.

## Vocab

- strenuous
- repercussions
- extremely
- proclamation
- ushered
- racist
- prevented
- inherent
- monument

## Reading

Skills:

- RI.1: Explicit Information
- RI.3: Analyzing Connections

### RI.1: Explicit Information

Based on the text, what can you infer to be true about the March on Washington? Select all that apply.

The march helped show others how to set up demonstrations and protests.

It helped showcase the newly finished Lincoln Memorial.

**RI.3: Analyzing Connections**

Why did a group of African American leaders decide to host the March on Washington?

They wanted to convince Congress to end the Civil War.

They wanted to show the U.S. how many African Americans had jobs at the time.

They felt that they were not being valued at their jobs.

They were tired of unfair treatment and Jim Crow laws.

**RI.3: Analyzing Connections**

How did the participants of the March on Washington influence the future of the United States? Select all that apply.

They helped convince Congress to pass the Civil Rights Act of 1964.

They made the U.S. allow people to march for freedom wherever they want.

They showed the U.S. that Jim Crow laws were unfair and caused those laws to fade away.

They created a country of people that do not protest often.