


Hurricane Milton Homework Plan

Reading - Mrs. Olson

You will read Chapters 1-4 of The Giver, by Lois Lowery while at home.

1. **Before reading** chapters 1-2, please complete the "Before You Read" page on the set of chapters.
2. **After reading** chapters 1-2, please complete the "After You Read" page on the set of chapters. **You can do the Journaling Prompt on your reading log for 10/7.**
3. **Before reading** chapters 3-4, please complete the "Before You Read" page on the set of chapters.
4. **After reading** chapters 3-4, please complete the "After You Read" page on the set of chapters. **You can do the Journaling Prompt on your reading log for 10/8.**
5. **Do another reading log for Wednesday 10/9, but it can be based on The Giver as well if you choose.**

NAME: _____

 Before You Read



Chapters One to Two

Answer the questions in complete sentences.

1. **The Giver** is often categorized as a novel of Science Fiction. Write a brief statement describing what comes to your mind when you think of a work of Science Fiction.

2. What are three things you think will be **different** about the world in which you live when you are 70 years old?

Vocabulary

Choose a word from the list that means the same or nearly the same as the underlined word.

apprehensive
distraught

defiant
capacity

palpable
transgression

disposition
ironic

1. The principal of our school was most concerned with the student's obvious and deliberate **disobedience**.

2. It was so **absurd** that she and her daughter were both looking for a secure relationship at the same time.

3. The antagonism felt in the room was most **evident**.

4. Cynthia was so **upset** that she seemed on the verge of tears.

5. The Chicago Cubs fans were **anxious** about their baseball team's chances of making it to the World Series.

6. Sam was a very **disobedient** boy when he was small.

7. Her **temperament** is such that she will probably always have difficulty relating to others.

8. The Prime Minister of that Island nation has the **ability** to press his reforms in parliament.



Chapters Three to Four

Answer the questions in complete sentences.

1. Do you think it is a good idea for a parent to pressure their child to choose a particular career when they grow up? Why or why not?

2. Do you have a hobby or a special interest? What is it? Why do you find this activity interesting?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	insensitive	to regret	A
2	rarity	suitable	B
3	chastise	mystified	C
4	remorse	restore to good condition	D
5	humiliation	embarrassed	E
6	reluctant	peaceful	F
7	bewilderment	unusual or uncommon	G
8	appropriate	a garment	H
9	smock	without feelings	I
10	serene	to scold	J
11	invariable	not changing; constant	K
12	rehabilitation	hesitant	L

NAME: _____

After You Read 



Chapters One to Two

Answer each question with a complete sentence or short paragraph.

1. Keeping in mind that the setting of a story encompasses both place and time, how would you describe the setting of these first two chapters?

2. What did *being released from the community* mean? What were the two occasions of release which were not punishment?

3. What defiant gesture had Lily made earlier in the day at the boy who upset her?

4. Describe Jonas' feelings regarding *The Ceremony of Twelve*. Why did he feel this way?

5. Why did Jonas' father want to take little Gabe home with him?

6. Describe three things about the society in which Jonas lives that are much different to your own society.



Journaling Prompt

Imagine you are Jonas or Asher and describe your personal feelings in a journal entry about the upcoming *Ceremony of Twelve*.



Chapters Three to Four

Answer each question with a complete sentence.

1. Why do you think that Jonas felt his pale eyes gave him *depth*?

2. Why did Lily's mother consider the role of Birthmother to be one of little honor?

3. Explain why Jonas had taken home the apple.

4. What was impressive about Benjamin's achievements?

5. Describe your impression of Jonas' responsibilities at the Nurturing Center.

6. What evidence did Larissa provide to support her idea that Roberto's life had been wonderful? Do you agree with her assessment? Explain your answer.



Journaling Prompt

In these two chapters, we are introduced to another character — Fiona. Imagine that you are Fiona and write a journal entry describing your experiences that day at the Nurturing Center. Be sure to include your interaction with Jonas as well, giving your thoughts about your friend.

Weekly Reading Log

Name: _____

Week of: 10/7-11

Each night, choose one prompt to respond to on the log.

You must use the READ strategy to answer. Which means you must use text evidence and explain why that evidence supports your answer.

<p>Monday Date: <u>10/7</u> Pages Read: _____</p> <p>Skill: _____</p>	<p>Tuesday Date: <u>10/8</u> Pages Read: _____</p> <p>Skill: _____</p>
<p>Wednesday Date: <u>10/9</u> Pages Read: _____</p> <p>Skill: _____</p>	<p>Thursday Date: <u>10/10</u> Pages Read: _____</p> <p>Skill: _____</p>

Title:

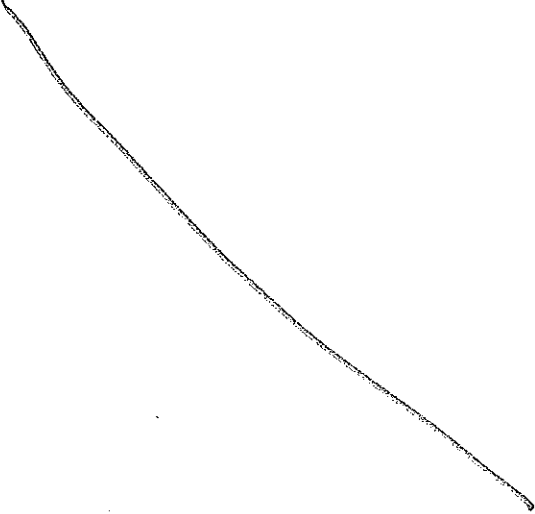
Author:

Weekly Reading Log

Name: _____

Week of: 10/14-17

Each night, choose one prompt to respond to on the log.
You must use the READ strategy to answer. Which means you must use text evidence and explain why that evidence supports your answer.

<p>Monday Date: <u>10/14</u> Pages Read: _____</p> <p>Skill: _____</p> 	<p>Tuesday Date: <u>10/15</u> Pages Read: _____</p> <p>Skill: _____</p>
<p>Wednesday Date: <u>10/16</u> Pages Read: _____</p> <p>Skill: _____</p>	<p>Thursday Date: <u>10/17</u> Pages Read: _____</p> <p>Skill: _____</p>

Title: _____

Author: _____

SELF-EVALUATION—BIOGRAPHICAL MEMOIR

BY _____

8th
Grade

As you evaluate your draft, ask the following questions.

- What ^{topic} historical event or situation does the biographical memoir identify and describe?

My memoir describes

- What ^{who, when, where, why, what, how 5 W's} facts does the biographical memoir include about the historical situation or event? What details need to be added? What details might be deleted?

- Where ^{paragraph} does the biographical memoir explain why this historical situation or event is significant to the person you are writing about and to the larger community?

In paragraph . . .
adult
community

- * Where ^{which paragraph} does the memoir describe the person's perception of the historical situation or event? What insights will the reader gain from reading the memoir?

In paragraph . .

show not tell (good details)

- How does the biographical memoir create a picture of the person's feelings and thoughts about the event? How might word choice and sentence patterns be modified to create a clearer picture of the person's experience? (changed)

- What changes in sentence structure might improve the writing? complete sentences / fragments / run-on-sentences / variety (repetition)

STUDENT MODEL—REVISION

Level 4 Model (Textbook Model)

Making a Difference
by Deborah Cantrell

- ⊗ Use the G.O. on p. 20/ipad
- ⊗ Use the Research Notes
- ⊗ Use the Interview Notes

↓ Box #1

Introduction Paragraph
Introduce the historical event
(Researched facts: who, what, when, why, how)
Body Paragraph
• Introduce the adult (first & last name)
• Use the Interview Notes to share the adult's memories
• "Quotes" *Your personal thoughts/conviction

→ My neighbor, Mr. Henry, lived in Montgomery, Alabama, in 1955 when buses were segregated. Back then, black people and white people were treated differently on the buses. For example, Mr. Henry had to pay the driver his fare, then get off and enter through the back door. Sometimes, the bus left before he made it to the back entrance. Mr. Henry had to give up his seat if the white section was full and another white person got on the bus. He wasn't even allowed to sit across the aisle from a white person! He felt humiliated by the way he and other black people were treated. But it happened every day. "Most people didn't even question it," Mr. Henry said.

Then on Thursday, December 1, 1955, Rosa Parks questioned it. She was riding the bus home from work, and as the bus filled, she noticed some passengers could not sit down because there were not enough seats. Some passengers were white, but Rosa refused to give up her seat. The bus driver called the police and she was arrested. Dr. Martin Luther King, Jr., the pastor of the Dexter Avenue Baptist Church, called a meeting. Dr. King thought the best way to fight back would be to boycott the buses since two-thirds of the bus riders in Montgomery were black. Mr. Henry decided to join the boycott when Dr. King said, "If we are wrong, justice is a lie. And we are determined here in Montgomery to work and fight until justice runs down like water."

Box 2-1

On Monday, December 5, 1955, Mr. Henry and almost the entire black community honored the boycott. But the boycott didn't just last one day. It lasted over a year! Mr. Henry walked back and forth to work in pouring rain. He walked back and forth to work in unbearable heat. For over a year, Mr. Henry wondered if his actions would make any difference as he walked back and forth to work.

During that year, black people suffered many injustices. Even Dr. King's house was bombed. An angry mob, including the curious Mr. Henry, went to Dr. King's house. Dr. King told them to go home, saying, "We must learn to meet hate with love." Mr. Henry never forgot those words. Finally, on December 21, 1956, the Supreme Court ruled that segregation on public buses was illegal. Mr. Henry knew then that he had made a difference. He also knew he was part of a great moment in American history. He was glad he had stood firm for what is right.

Box 5

↳ Conclusion Paragraph

Level 3 Model

From One King to Another
by Geoffrey Bourdon

At 2 a.m. on August 2, 1990, Saddam Hussein sent hundreds of tanks into Kuwait. He had full control of this country in less than 24 hours. His ruthless action caused a counterattack that was led by a coalition made up of 31 nations, including the United States, the United Kingdom, and many Arab nations. The coalition sent 670,000 troops, 3500 tanks, and 1,800 combat planes. Alex Nordin was one of the men who was sent to fight on the front lines.

Alex was a young man of eighteen when he was sent over to the Middle East to fight. He was a crewman on an M1-A1 tank where he mainly fought on the front lines. Initially, he was very excited about his involvement. Yet, at the same time, he was scared. Alex saw many things, good and bad, in his time overseas. He saw beautiful acres of green onions flourishing in the desert! He saw breathtaking rock formations, and incredible lightning storms, but with all of those beautiful things he saw he also had to bring back memories of the bad things. He saw oil fires, war casualties, starving children, and all around mass destruction. When I asked Mr. Nordin to tell a short story about his experiences in Kuwait,

Rubric for Narrative Writing: Preparing a Biographical Memoir

Assessment Scoring Guide:	4	—	Strong
	3	—	Competent
	2	—	Developing
	1	—	Emerging
	0	—	Not Yet

Category	Writing Characteristic	Self Score	Peer Score	Teacher Score
<i>Intro</i> Focus and Construction of Knowledge	The memoir is clear and focused . It describes a historical event or situation with relevant details and facts to enrich the central theme (topic) . <i>who, what, when, why...</i>			
	The memoir explains why this event is significant both to the subject of the writing and to a larger community . <i>adult / World</i> <i>Last paragraph</i>			
	The memoir expresses the writer's thoughts, ideas, or personal convictions about the event described. <i>adults</i> <i>feelings / emotions</i>			
Organization and Elaboration	There is a logical order to how the events unfold . The presentation of information moves the reader through the text.			
	The writer demonstrates the use of a suitable organizational strategy, such as chronological order . <i>First, Next, Then, After, Dates (1950...)</i> <i>time (enough)</i>			
	The writer uses sufficient detail to create an essay of appropriate length for its purpose and audience .			
Voice and Word Choice	The memoir appeals to a variety of people . The writer's choice of words and details shows an awareness of audience. <i>interesting</i> <i>explain unfamiliar words</i>			
	The memoir creates a picture of how the writer feels and thinks about the event . Word choice and descriptions are powerful and engaging .			
	The writer's voice reflects original thoughts and ideas . <i>No plagiarism</i> " " <i>(teacher's last name pg#)</i>			
Construction of Language	The memoir is easy to read because the writer uses good sentence structure. <i>Complete sentences</i>			
	The writer demonstrates a creative use of word choice and sentence structure . <i>My mom... My mom...</i>			
	The writer demonstrates a good grasp of standard writing conventions . <i>punctuation, spelling, capitalization, grammar</i>			

LESSON 1

The Sentence and Its Functions

The Sentence

From the time you entered school, you probably have been speaking and writing in sentences. In the English language, the sentence is the basic unit of meaning.

A **sentence** is a group of words that expresses a complete thought. Every sentence has two basic parts: a subject and a predicate. The **subject** tells whom or what the sentence is about. The **predicate** tells information about the subject—what the subject is, what the subject does, or what happens to the subject.

EXAMPLE

sentence	The old professor read the dusty manuscript.
	(subject) (predicate)

A group of words that does not have both a subject and a predicate is called a **sentence fragment**. A sentence fragment does not express a complete thought.

EXAMPLES

sentence fragment	The baker. (The fragment does not have a predicate. The group of words does not answer the question <i>What did the baker do?</i>)
sentence fragment	Frosted the chocolate cake. (The fragment does not have a subject. The group of words does not answer the question <i>Who frosted the chocolate cake?</i>)
sentence fragment	In his kitchen. (The fragment does not have a subject or predicate. The group of words does not tell what the sentence is about or tell what the subject does.)
complete sentence	The baker frosted the chocolate cake in his kitchen.

EXERCISE 1

Identifying Sentences and Sentence Fragments

Identify each of the following groups of words as either a complete sentence or a sentence fragment. Write *S* for sentence or *F* for fragment.

- _____ 1. James was a guitarist for a garage band.
- _____ 2. Yelling at the children in the street.
- _____ 3. Far above the snowcapped mountains.
- _____ 4. The shark swam silently into the lagoon.

- _____ 5. On the table in the corner of the living room.
- _____ 6. His dog barked for three hours.
- _____ 7. Over the fence she threw the plastic ball.
- _____ 8. A politician and a lawyer.
- _____ 9. Flowers add color and cheer on a winter day.
- _____ 10. The aging queen and her son.

EXERCISE 2

Understanding Sentences and Their Basic Parts

Some of the following groups of words are missing a subject or predicate or both. Tell what part is missing; then revise the sentence to include the missing part. If the group of words contains both a subject and a predicate, write *sentence*.

EXAMPLE

The mysterious man.

(predicate missing; The mysterious man *disappeared in a cloud of fog.*)

1. The girl waited in the long line. _____

2. Under the sofa. _____

3. An exciting movie. _____

4. Fills the pitcher with water. _____

5. A woman found the stone. _____

6. On a hastily constructed raft. _____

7. Had read the morning newspaper. _____

8. Dark mounds of dirt in the yard. _____

9. He could be in the shed. _____

10. The painted vase. _____

EXERCISE 3

Using Complete Sentences in Your Writing

Write a paragraph describing to a friend an unusual occupation that you find interesting. Why do you find this occupation appealing? What do people in this occupation usually do or make? Make sure that each sentence in your paragraph contains a subject and predicate.

1. Factor out the greatest common factor from the polynomial.

$$9x + 18$$

$$9x + 18 = \boxed{} \text{ (Type your answer in factored form.)}$$

2. Factor out the GCF from the given polynomial.

$$32x - 16$$

$$32x - 16 = \boxed{}$$

3. Factor out the GCF from the polynomial.

$$x^3 + 5x^2$$

$$x^3 + 5x^2 = \boxed{} \text{ (Type your answer in factored form.)}$$

4. Factor out the GCF from the polynomial.

$$9x - 18y + 9$$

$$9x - 18y + 9 = \boxed{} \text{ (Type your answer in factored form.)}$$

5. Factor out the GCF from the given polynomial.

$$2x^3y - 12x^2y - 10xy$$

$$2x^3y - 12x^2y - 10xy = \boxed{} \text{ (Type your answer in factored form.)}$$

6. Factor out the GCF from the polynomial.

$$y(x^5 + 2) + 7(x^5 + 2)$$

$$y(x^5 + 2) + 7(x^5 + 2) = \boxed{}$$

7. Factor out the GCF from the given polynomial.

$$y(x - 8) - 5(x - 8)$$

$$y(x - 8) - 5(x - 8) = \boxed{} \text{ (Type your answer in factored form.)}$$

8. Factor a negative number or a GCF with a negative coefficient from the polynomial.

$$-7x - 35$$

$$-7x - 35 = \boxed{} \text{ (Factor completely.)}$$

9. Factor a negative number or a GCF with a negative coefficient from the polynomial.

$$-6x^4 + x^6$$

$$-6x^4 + x^6 = \boxed{} \text{ (Factor completely.)}$$

Student: _____
Date: _____Instructor: Jim Giles
Course: 3rd Period Algebra 2024/2025

Assignment: Lesson 4.1 Objective D

1. Factor the four-term polynomial by grouping.

$$x^3 + 8x^2 + 5x + 40$$

Select the correct choice below and, if necessary, fill in the answer box to complete your choice.

☐ A. $x^3 + 8x^2 + 5x + 40 = \boxed{}$

☐ B. The polynomial is not factorable by grouping.

2. Factor the following four-term polynomial by grouping.

$$4x + 16 + xy + 4y$$

Select the correct choice below and, if necessary, fill in the answer box within your choice.

☐ A. $4x + 16 + xy + 4y = \boxed{}$

☐ B. The polynomial is not factorable by grouping.

3. Factor the four-term polynomial by grouping.

$$9m^3 + 2mn + 9m^2 + 2n$$

Select the correct choice below and, if necessary, fill in the answer box to complete your choice.

☐ A. $9m^3 + 2mn + 9m^2 + 2n = \boxed{}$

☐ B. The polynomial is not factorable by grouping.

4. Factor the four-term polynomial by grouping.

$$4x^3 + x^2 + 32x + 8$$

Select the correct choice below and, if necessary, fill in the answer box within your choice.

☐ A. $4x^3 + x^2 + 32x + 8 = \boxed{}$

☐ B. The polynomial is not factorable by grouping.

5. Factor the four-term polynomial by grouping.

$$7x - 7 + x^3 - 3x^2$$

Select the correct choice below and, if necessary, fill in the answer box within your choice.

☐ A. $7x - 7 + x^3 - 3x^2 = \boxed{}$

☐ B. This polynomial is not factorable by grouping.

6. Factor the four-term polynomial by grouping.

$$3x^2 - 12xy - 5x + 20y$$

Select the correct choice below and, if necessary, fill in the answer box within your choice.

☐ A. $3x^2 - 12xy - 5x + 20y = \left[\quad \quad \quad \right]$

☐ B. The polynomial is not factorable by grouping.

7. Factor out the GCF from the polynomial. Then factor by grouping.

$$12x^2y - 18x^2 - 8y + 12$$

Select the correct choice below and, if necessary, fill in the answer box to complete your choice.

☐ A. $12x^2y - 18x^2 - 8y + 12 = \left[\quad \quad \quad \right]$

☐ B. The polynomial is not factorable by grouping.

How to Stay

CHILL



(*when everyone around you is losing their mind)

By REBECCA FISHBEIN • Illustrations by SEAN McCABE

**FIGHTING
A STRESS
ATTACK?
TRY
MEDITATING.
IT'S EASIER—
AND LESS
BORING—
THAN YOU
THINK.**

PICTURE THIS: Your gym teacher announces you're going to practice meditating. Soon you're sitting on the floor with your eyes closed, trying to clear your mind, but instead, your brain is racing with a million thoughts—what's for lunch, how you did on your algebra test, the fact that your crush is sitting next to you. And is that your nose starting to itch? Do you feel relaxed? No. You feel silly, self-conscious, and restless.

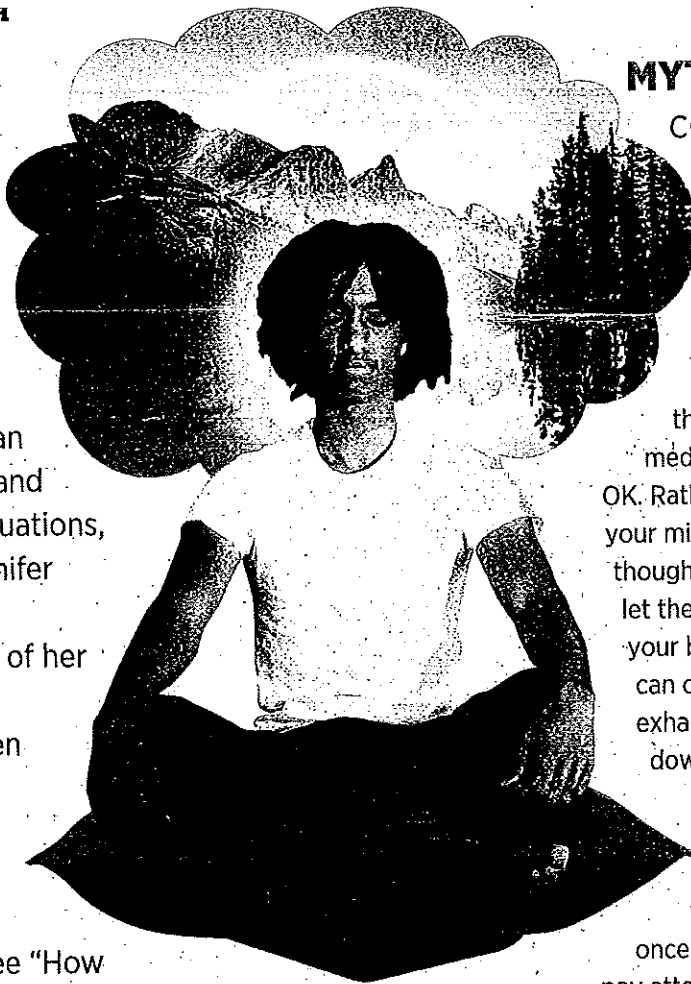
In other words, as sophomore Carrie Tananbaum says, "Meditation is really stressful."

Here's the thing: Carrie's right. Meditation—aka the practice of sitting quietly and focusing your mind—*can* be stressful. And boring. It's hard to sit still and be alone with your thoughts, especially if you're used to constant entertainment and distraction. But your gym teacher is also right: You should try it anyway. That's because regular periods of meditation can increase activity in your hippocampus, the part of your brain that helps regulate your emotions, while reducing activity in your amygdala—the section that triggers fear, stress, and anxiety.

Meditation can also help you focus right away—say, when you're cramming for a test. Taking a break for a few →

moments to reset your brain while you're studying can improve your memory, so you retain more of what you learn. And over time, meditation can train your brain to be less reactive, so you can make good decisions and manage frustrating situations, says psychologist Jennifer Guttman, who uses meditation with many of her teen clients.

All it takes is an open mind (and maybe a comfy seat), and you can be meditating in no time. (For a step-by-step guide, see "How to Meditate.") To get you started, we asked some experts—including teen meditators—to bust some myths about what meditation is and how to do it. (Spoiler alert: There is no one right way.) So read on, and get ready to get your calm on.



MYTH: I need to completely clear my mind to meditate.

FACT: It's practically impossible not to have a random thought while you're meditating—and that's totally OK. Rather than trying to force your mind to go blank, notice your thoughts as they come up, then let them go. Try focusing on your breath—for example, you can count your inhalations and exhalations up to 10, then back down to zero. Do your best not to worry about what happened before you started meditating, or what you're going to do once you're done. Just try to pay attention to what you're feeling in the moment: "Meditation lets me be in a different zone and focus on one thing instead of the chaos happening around me," says Ilana Drake, 17.

KARIN DREYER/GETTY IMAGES (MEDITATING TEEN); ISTOCKPHOTO/GETTY IMAGES (PILLOWS, LANDSCAPE); JERRITT CLARK/GETTY IMAGES (NORMANI); DIN DIPASUPLI/GETTY IMAGES (HARRY STYLES)

THE CHILLEST CELEBS Check out how meditation helps these stars

NORMANI

"Having more awareness about what's going on pushes me to be in the now and to breathe, which is something I desperately needed because I'm always thinking ahead or dwelling on something that could've been better."



HARRY STYLES

"I feel like I'm able to enjoy the things that are happening right in front of me, even if it's food or it's coffee or it's being with a friend—or a swim in a really cold pond! Meditation just brings a stillness that has been really beneficial for my mental health."



HOW TO MEDITATE Not sure how to start? Follow these steps.

1. Grab a chair and sit comfortably.

2. Set a timer for 3 to 5 minutes.



3. Close your eyes (this is optional, though it does help you clear your mind).

4. Feel your body touching the chair: How does your butt feel in the seat? Where are your arms hitting the armrests?



5. Notice your breathing: Can you make each breath longer than the one before it?

6. If you get distracted with outside thoughts, just acknowledge them and go back to focusing on your body and your breathing.



7. Voilà—you're meditating!

Swipe Up, Calm Down

Go to [choices.scholastic.com](https://www.scholastic.com) for a list of meditation apps.

MYTH: I don't have time to meditate.

FACT: If you have time to brush your teeth, you have time to meditate. Research shows that meditating for as little as 10 minutes can change your brain, and you can see results from even a few minutes a day. "I used to think that meditation was a waste of time, but then I reached high

school and needed something to manage stress or else I was going to crack," Isabel, 16, says. "Now I know that even meditating for 5 minutes is helpful."

MYTH: I have to be a certain religion to meditate.

FACT: It's true that meditation, which is thousands of years old, has roots in various religions, but you can be any religion—or none at all—to meditate. And while the idea of meditation might make you picture Hindu monks chanting "Ommm," chanting is optional. You can, however, repeat a favorite word or phrase out loud or in your mind. (A word or phrase you repeat is sometimes called a mantra, and it can help you stay focused.) You might also try telling yourself something nice, like "I'm proud of myself for taking the time to meditate today." Or you can say nothing. It all works.

MYTH: I have to sit cross-legged with my eyes closed and my body perfectly still.

FACT: Those Hindu monks we mentioned? You most likely picture them sitting cross-legged with their eyes closed, but you can meditate in any position that's comfortable for you: lying down, sitting on a cushion on the floor, resting in a chair, even standing on one foot (seriously!). If staying still isn't your thing, try meditating while you go for a walk—just keep your eyes open so you don't run into anything!

up their cool.

KATY PERRY

"My whole brain kind of opens up; it feels like a halo is ignited around my head. It's the deepest rest your brain gets."



Name: _____

Close-Reading Questions

HOW TO STAY CHILL

1. How can meditation improve your brain function? List at least two specific ways mentioned by psychologist Jennifer Guttman in the article.

2. Does your mind need to be totally blank while you meditate? Explain.

3. What opinion did Isabel used to have about meditation? Why did she change her mind about it?

13 ORIGINAL COLONIES

CLIMATE, GEOGRAPHY, AND ECONOMY

The original thirteen American colonies were firmly established by the early 1700s. The colonies stretched for thousands of miles down the eastern coastline. The climate and geography of the different locations played a big role in shaping the economy of each colony.

The New England Colonies

The northernmost colonies consisted of Massachusetts, New Hampshire, Rhode Island, and Connecticut. The economy of the New England Colonies was built around the abundant forests and miles of ocean lining its borders. Shipbuilding, whaling, and fishing were very big industries in the New England Colonies. The long cold winters and overall harsh climate made large scale farming difficult. Farms in the New England Colonies tended to be small **subsistence farms**, a type of agriculture in which people lived on what they grew themselves.

The Middle Colonies

The Middle Colonies consisted of New York, New Jersey, Pennsylvania, and Delaware. The climate was mild and the soil proved fertile for farming. Many farmers in the Middle Colonies produced **cash crops** such as wheat and corn. Mining was also lucrative in the middle colonies. Iron was used to make products such as kettles, nails, tools, and guns.

The Southern Colonies

The southernmost colonies consisted of Maryland, Virginia, North Carolina, South Carolina, and Georgia. The South had the warmest climate with long hot summers and mild winters. The weather of the Southern Colonies played a big role in determining the economy. Huge **plantations** were established for growing crops such as tobacco and cotton to be exported overseas. Due to the large-scale farming, the Southern Colonies had the largest population of enslaved labor.

Vocabulary

subsistence farm: a type of farm in which people live on what they grow themselves

cash crop: a crop grown for sale to make a profit

plantation: a large farm or estate dedicated to growing substantial amounts of crops for sale and profit

Name: _____ Date: _____

13 ORIGINAL COLONIES

CLIMATE, GEOGRAPHY, AND ECONOMY

Part I: Fill in the table below to show how climate and geography affected the economies of the colonies.

	CLIMATE	GEOGRAPHY	ECONOMY
NEW ENGLAND COLONIES			
MIDDLE COLONIES			
SOUTHERN COLONIES			

Part II: Write an original sentence using each word listed in the box below.

subsistence farm

cash crop

plantation

1. _____

2. _____

3. _____

Name: _____ Date: _____

13 COLONIES

Climate, Geography, & Economy

—— Map Activity ——

1. Label each colony:

Massachusetts (MA)
New Hampshire (NH)
Rhode Island (RI)
Connecticut (CT)
New York (NY)
New Jersey (NJ)
Pennsylvania (PA)
Delaware (DE)
Maryland (MD)
Virginia (VA)
North Carolina (NC)
South Carolina (SC)
Georgia (GA)

2. Label the Atlantic Ocean

3. Shade the New England Colonies green.

-Draw a snowflake to represent the harsh winter climate.

-Draw a tree and a fish to represent the economy.

4. Shade the Middle Colonies yellow.

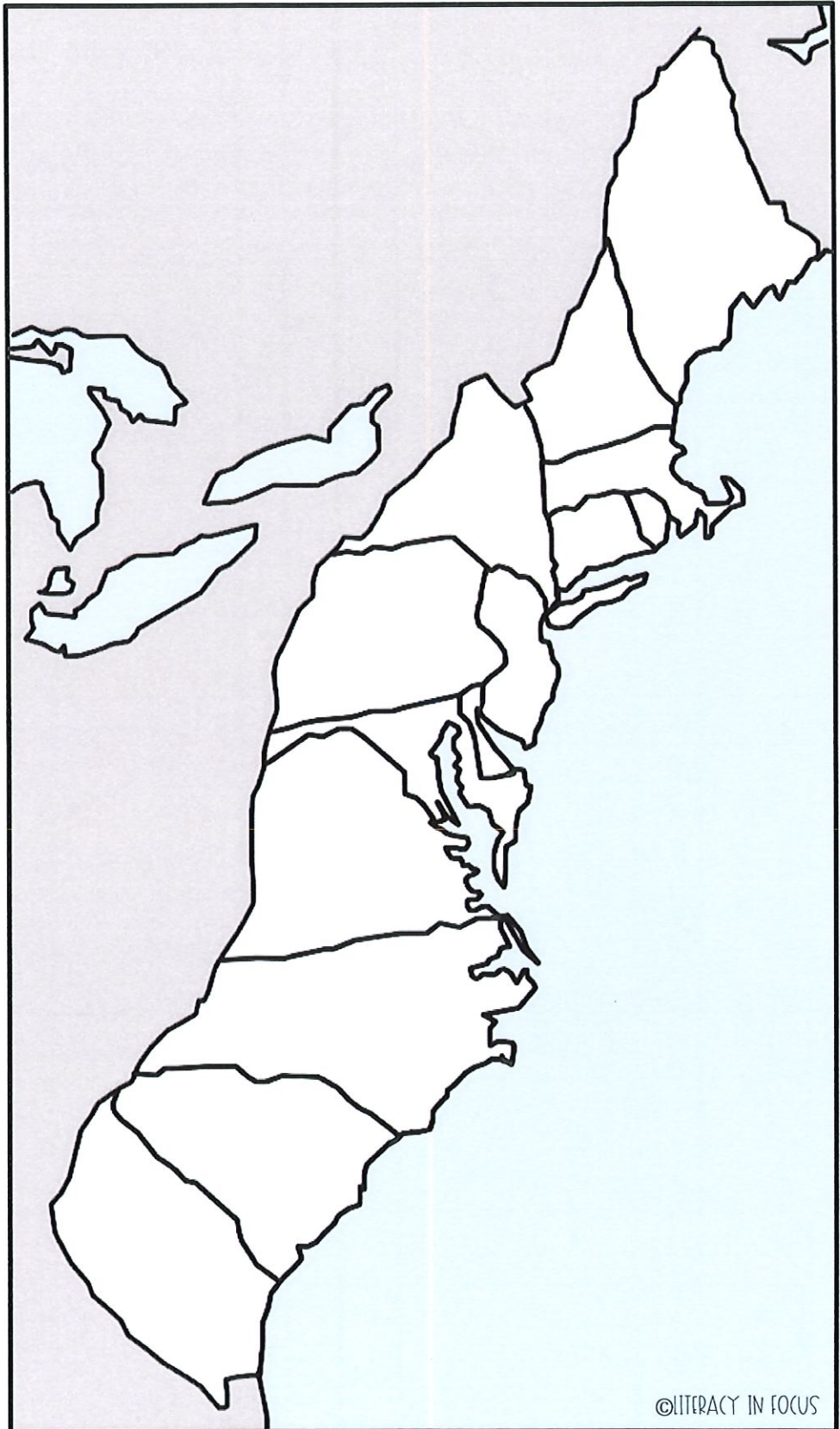
-Draw a sun and rain drops to represent the mild climate.

-Draw a small farm and an iron nail to represent the economy.

5. Shade the Southern Colonies red.

-Draw a big sun to represent the climate.

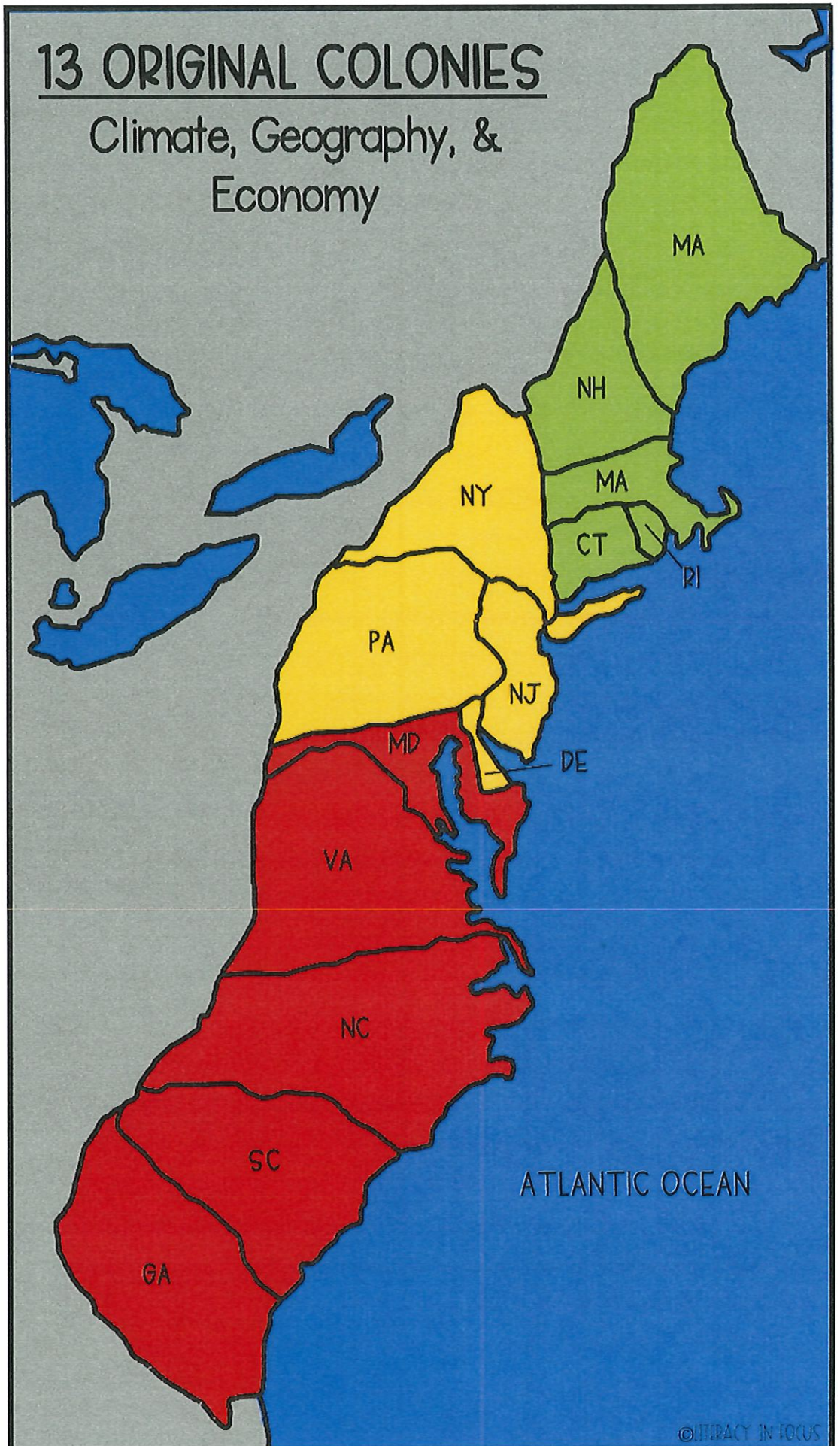
-Draw rows of crops and chains (enslaved labor) to represent the economy.



REFERENCE MAP

13 ORIGINAL COLONIES

Climate, Geography, &
Economy



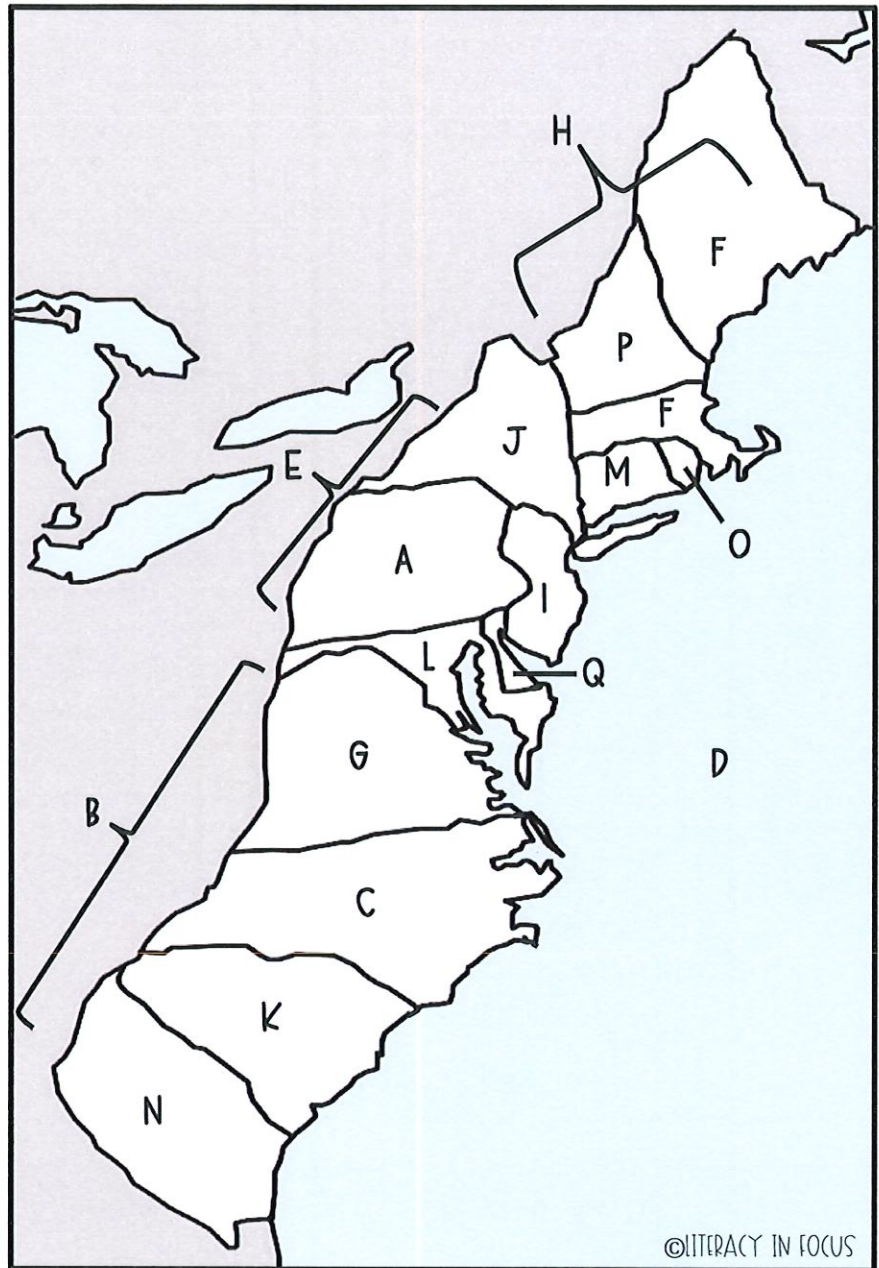
Name: _____ Date: _____

13 COLONIES

Climate, Geography, & Economy Map Assessment

Part I. Match the places below with the corresponding letter on the map.

1. Massachusetts _____
2. New Hampshire _____
3. Rhode Island _____
4. Connecticut _____
5. New York _____
6. New Jersey _____
7. Pennsylvania _____
8. Delaware _____
9. Maryland _____
10. Virginia _____
11. North Carolina _____
12. South Carolina _____
13. Georgia _____
14. New England Colonies _____
15. Middle Colonies _____
16. Southern Colonies _____
17. Atlantic Ocean _____



Part II. Accurately describe how climate and geography shaped the economy of the colonies by completing the sentences below.

18. Enslaved labor was used in the Southern Colonies on large farms called _____.
19. The New England Colonies relied heavily on forestry and _____ because of the abundant forests and long coastline.
20. Colonists in the Middle Colonies mined _____ to make kettles, nails, and guns.

8/11
Name: _____

Score: _____

THE SOLAR SYSTEM

1.) The sun is a star.

- A. true
- B. false

2.) How many planets are in our solar system?

- A. 5
- B. 6
- C. 7
- D. 8

3.) The smallest planet is called ____.

- A. Mercury
- B. Venus
- C. Mars
- D. Jupiter

4.) The largest planet is called ____.

- A. Mercury
- B. Jupiter
- C. Saturn
- D. Earth

5.) The hottest planet is called ____.

- A. Mercury
- B. Venus
- C. Mars
- D. Neptune

6.) Which planet is often called "the red planet?"

- A. Venus
- B. Saturn
- C. Mars
- D. Uranus

7.) Which planet is surrounded by rings of ice?

- A. Venus
- B. Jupiter
- C. Saturn
- D. Neptune

8.) Which planet has the most moons?

- A. Jupiter
- B. Saturn
- C. Uranus
- D. Neptune

9.) Which planet orbits the sun on its side?

- A. Mercury
- B. Jupiter
- C. Uranus
- D. Neptune

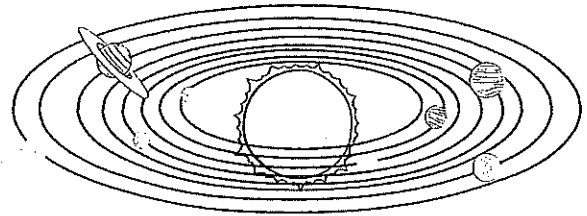
10.) Which planet is one of the four gas giants?

- A. Mercury
- B. Venus
- C. Earth
- D. Saturn

THE SOLAR SYSTEM

When you look into the night sky, you see thousands and thousands of stars. During the day you see the sun. Did you know that the sun is a star? It looks much larger than the other stars because it is much closer to us. The Earth is not alone in space.

There are 7 other planets that **orbit** the sun with us. Our sun is the center of our **solar system**.



The closest planet to the sun is called **Mercury**. Mercury is the smallest planet. It has no atmosphere. This means daytime on Mercury is extremely hot and night is extremely cold. It also means there is no air to breathe. It takes 88 Earth days for Mercury to orbit the sun one time.

The next planet is **Venus**. Venus is the hottest planet in our solar system. It has a very thick atmosphere which traps heat from the sun. Venus is almost the size of Earth. It takes 225 Earth days for Venus to orbit the sun.

Earth is the third planet from the sun. It is the only planet in our solar system with the air and water needed to support life. Earth's atmosphere protects its inhabitants from extreme temperatures. It takes 365 days for the Earth to orbit the sun one time. This is the length of a year on Earth.

Next is **Mars**. Mars is often called "the red planet" because of a mineral called iron oxide that gives it a rusty red color. Although smaller in size, Mars is similar to Earth in a lot of ways. It takes 687 days for Mars to orbit the sun.

After Mars there is a long stretch of empty space before you reach the next planet, **Jupiter**. Jupiter is the largest planet. Unlike the first four planets, Jupiter is not made of rock. It is made of gases. Jupiter is known for its violent storms and for having 79 moons! It takes 12 Earth years for Jupiter to orbit the sun one time.

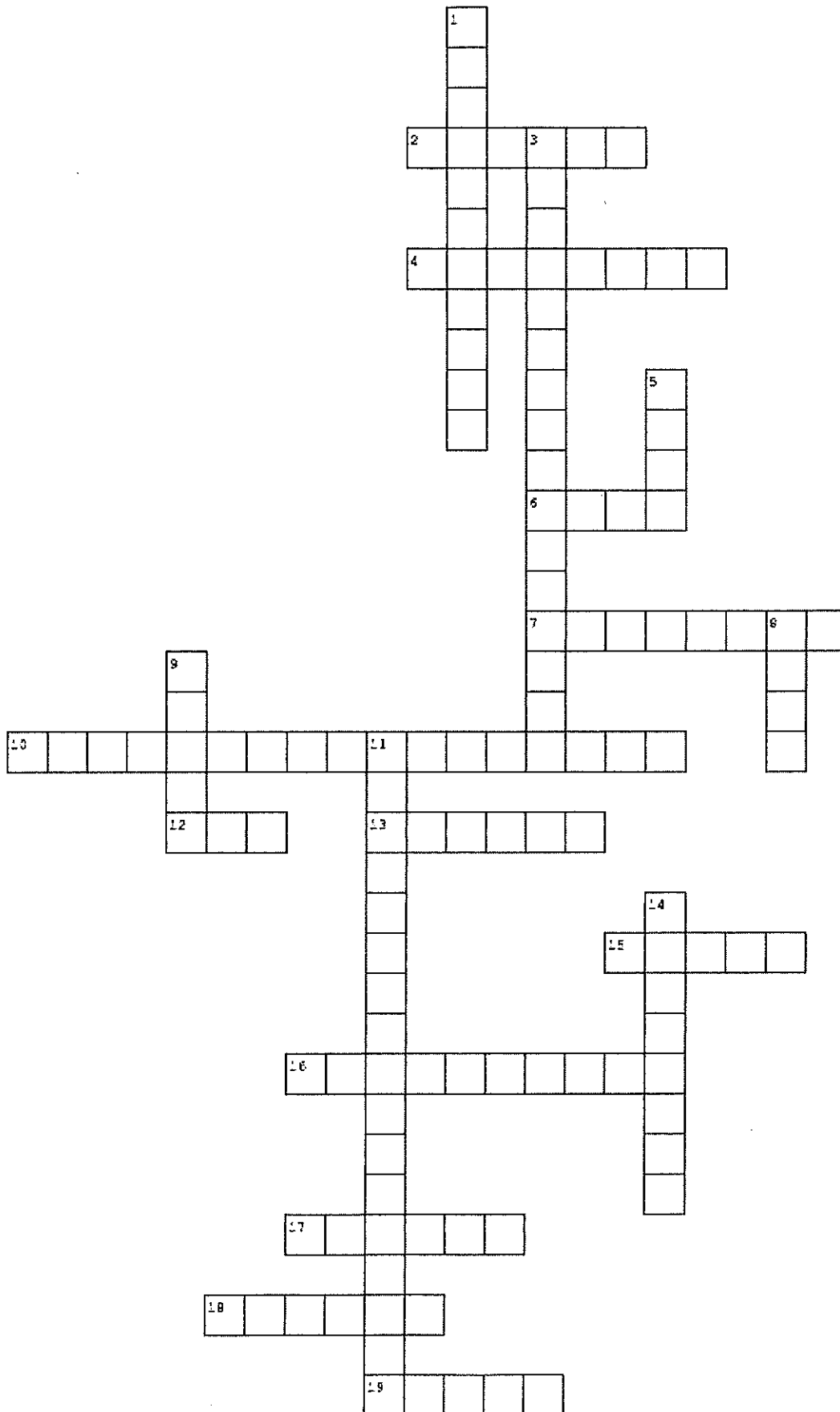
After Jupiter is **Saturn**, another **gas giant**. Saturn is known for its rings which are made of ice. Saturn is the second largest planet and has 146 moons. It takes 29 Earth years for Saturn to orbit the sun.

Next is **Uranus**. Uranus has a blue green color and orbits the sun on its side. This gas giant has 27 moons. It takes 84 Earth years for Uranus to complete one orbit around the sun.

The last planet in the solar system is **Neptune**. Neptune is also made of gasses, not rock. Neptune has 14 moons. It takes 165 Earth years for Neptune to orbit the sun.

8th Grade Unit 2 Practice Test

Name: _____



8th Grade Unit 2 Practice Test

Name: _____

Across

2. a collection of stars, dust and gas bound together by gravity
4. one of the most common elements in a star
6. nuclear fusion takes place in a star's _____
7. space and all matter and energy in it
10. is the brightness of stars if they were all moved to the same distance from Earth (10 parsecs)
12. coldest stars are this color
13. a relatively large spherical body that orbits a star
15. there are _____ planets in our solar system
16. actual brightness of an object such as a star
17. our galaxy is not an elliptical or irregular galaxy it is a _____ galaxy
18. one of the most common elements in a star
19. this planet is special because it has the perfect atmosphere and water which makes it habitable

Down

1. the sun and all of the planets and other bodies that travel around it
3. average distance between Earth and the Sun
5. hottest stars are this color
8. a large celestial body that is composed of gas and that emits light
9. if you know a star's temperature, then you know a star's _____
11. the brightness of a star as seen from Earth (not absolute magnitude)
14. name of the galaxy we live in