

8th Grade Student eLearning Activities Log Day 9

Student Name _____ Grade _____

Teacher _____

Complete your selected activity per subject and have your parent/guardian sign it. You can use a device for the online activities **or** complete the hard copy activities. Students must participate in the eLearning activities to be counted as in attendance for the eLearning days. Submit form to your homeroom teacher the day after the eLearning day. Together the activities should take about 5 hours to complete.

Day 9

Language Arts	Math	Social Studies	Science	Encore
Engage in Reading activities with Compass Learning accessed via Clever. www.clever.com/in/maywood89	Engage in Math activities with MATHia accessed via Clever. www.clever.com/in/maywood89	Complete Social Studies Activities on HMH Ed via Clever assigned by your teacher. www.clever.com/in/maywood89	Go to StemScopes accessed via Clever to complete assignments assigned by your teacher. www.clever.com/in/maywood89	PE: Complete Quick Cuts and set up an obstacle course and practice dribbling a ball.
Pearson Realize Literary Analysis: Historical Context				Health: Complete Five Components of Physical Fitness and set short term goals for yourself.
Read for 20 minutes using a book at home or use World Book Online accessed via Clever and complete a Reading Log and 4 Square activities OR				Drama: Write a new script that has at least 2 characters, 2 stage directions, and 4 lines of dialogue.
Read for 20 minutes using a book at home and complete a Reading Log and 4 Square activities Then complete a Z-chart graphic organizer Using the Z-chart graphic organizer , write two paragraphs summarizing what you have read.	Complete the Math handout. Show your work on a separate sheet of paper and return them to school.	Complete the Social Studies handouts and return them to school.	Read “Inventors and Scientists: Louis Braille” and answer the questions.	Art: Take one of the drawings that have already completed and add to it.
				Music: Complete a song reflection for a favorite song that is appropriate for school . Describe the reasons you like or dislike about the song and genre.
				Journalism /Global Awareness: This assignment should be completed during an eLearning day. Research a person, topic, or event you are interested in and write down 3-5 interesting findings . List research resources and create a summary of what you learned .
				STEM: Build a simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.) . Click here for some examples .

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico para estudiantes Día 9: Grado 8

Number _____ Grado _____

Maestro/a _____

Complete su actividad seleccionada por materia y haga que sus padres / tutores la firmen. Puede usar un aparato electrónico para las actividades en línea o completar las actividades en papel. Los estudiantes deben participar en las actividades de eLearning para ser contados como presentes durante los días de eLearning. Envíe el formulario a su maestro de aula el día después del día de eLearning. Las actividades deben tomar alrededor de 5 horas para completarse.

Día 9

Language Arts	Math	Social Studies	Science	Encore
Engage in Reading activities with Compass Learning accessed via Clever. www.clever.com/in/maywood89	Engage in Math activities with MATHia accessed via Clever. www.clever.com/in/maywood89	Complete Social Studies Activities on HMH Ed via Clever assigned by your teacher. www.clever.com/in/maywood89	Go to StemScopes accessed via Clever to complete assignments assigned by your teacher. www.clever.com/in/maywood89	<p>PE: Complete Quick Cuts and set up an obstacle course and practice dribbling a ball.</p>
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Then complete a Z-chart graphic organizer Using the Z-chart graphic organizer , write two paragraphs summarizing what you have read.				<p>Music: Complete a song reflection for a favorite song that is appropriate for school. Describe the reasons you like or dislike about the song and genre.</p>
				<p>Journalism /Global Awareness: This assignment should be completed during an eLearning day. Research a person, topic, or event you are interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned.</p>
				<p>STEM: Build a simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.). Click here for some examples.</p>

Firma de Padres _____ Fecha _____

Literary Analysis: Historical Context

Practice

Historical context—the actual political and social events and trends of the time—can explain why characters act and think the way they do.

Read the two passages. Then, complete the Venn diagram. Describe Marly's situation and reactions in the *Then* section. Describe Carla's situation and reactions in the *Now* section.

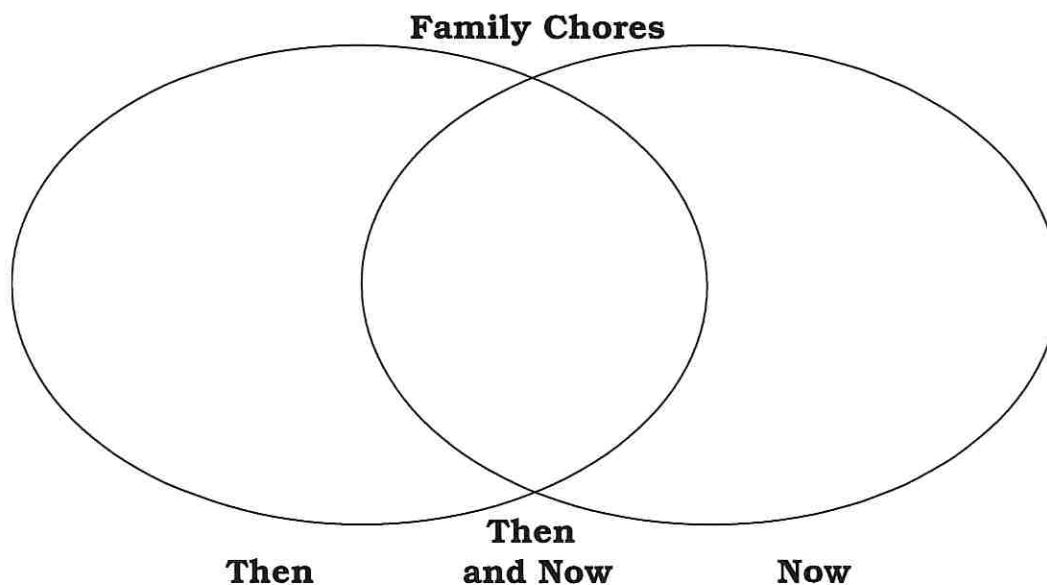
Marly knew that it was her responsibility to do the laundry. Her mother had three smaller children to care for, and she needed help with some of the housework. In the small Western town where they lived, everyone in a family had to pitch in to get the household work done.

Doing the laundry was an all-day event. Clothes had to be scrubbed by hand down at the stream, using homemade soap. Then, they had to be rinsed and hung outdoors to dry.

By evening, Marly was exhausted. Sometimes, if she was lucky, there would be a community meeting where she could socialize with other girls her age for a few hours.

Carla usually came home from school on Thursday and did the laundry for her mother. Some of her friends' mothers had cleaning ladies, but Carla's mother couldn't spare the money for such a luxury. She worked in a small office, and she did not get paid that much.

Carla did not mind doing the laundry, though. There were machines in the basement of her building. She could sit down there and do her homework while she waited for the washer and dryer to finish, and she could go out later. The whole job took maybe two hours. Sometimes, while she worked, she talked on the phone to one of her friends.



Name_____

Date_____ Period_____

Adding/Subtracting Integers

Find each sum.

1) $(-12) + 7$

2) $(-10) + (-7)$

3) $(-6) + 12$

4) $8 + 7$

5) $3 + 4$

6) $(-45) + 9$

7) $(-1) + (-46)$

8) $(-30) + 10$

9) $(-34) + 50$

10) $38 + (-5)$

Find each difference.

11) $2 - (-2)$

12) $(-1) - 10$

13) $8 - 7$

14) $(-8) - (-6)$

15) $11 - 4$

16) $48 - (-31)$

17) $18 - 41$

18) $(-38) - 30$

19) $(-1) - (-3)$

20) $(-1) - (-40)$

Evaluate each expression.

21) $(-10) - 47$

22) $(-29) - 29$

23) $13 + (-29)$

24) $38 + 22$

25) $(-32) - 44$

26) $(-12) + (-11)$

27) $2 + 15 + 4$

28) $16 + (-13) + 5$

29) $2 - (-9) - 8$

30) $10 + 3 - (-8)$

Fierce, feared and female: The World War II pilots known as the 'Night Witches'

By Michael Rosenwald, The Washington Post on 02.27.20

Word Count **713**

Level **MAX**



Female pilots in the 46th Taman Guards Night Bomber Regiment receiving information about an upcoming raid in World War II. Photo from: Getty/Sovfoto/Universal Images Group.

At the height of World War II, as darkness descended on the battlefields, a nightmare would appear in German skies.

The "Night Witches."

That's the name the Germans came up with for their nightly terror — 80 or so female aviators from Russia dropping bombs from rickety wooden planes that sounded like brooms sweeping the sky.

These pilots, who flew more than 30,000 sorties, were among the bravest fighters in that terrible, long war.

"One girl managed to fly seven times to the front line and back in her plane," Irina Rakobolskaya, chief of staff for the Night Witches, said in a short documentary for the NBC News education division. "She would return, shaking, and they would hang new bombs, refuel her plane and she'd go off to bomb the target again. This is how we worked, can you imagine?"

The Night Witches, despite their fierce air prowess, have been mostly lost to history.

But now, due to New York Times best-selling author Kate Quinn, their story is being revived. Quinn's new historical novel "The Huntress," published last month, highlights the exploits of the Night Witches and is being heavily promoted on social media.

Quinn stumbled across the story of the Night Witches during a late night Google hunt for potential storylines. She was hooked immediately.

"It's a story about women of the past who have done some truly amazing things," Quinn said in an interview. "What's especially cool about the Night Witches is that of all the allies during World War II, the Russians were the only country who put women into combat officially."

To create her fictional Night Witches, Quinn relied, in part, on a collection of interviews with real Night Witches titled "A Dance with Death: Soviet Airwomen in World War II." The women described their fascination with flight in the days after Amelia Earhart captured the world's attention.

Also, they wanted revenge.

Nadezhda Vasiliyevna Popova, one of the pilots interviewed, said she volunteered after her brother was killed in battle.

"I saw the German aircraft flying along our roads filled with people who were leaving their homes, firing at them with their machine guns," she said. "Seeing this gave me feelings inside that made me want to fight them."

The Night Witches were led by Marina Raskova, a famous Russian aviator who convinced Soviet dictator Joseph Stalin to use female bomber pilots after Germany invaded Russia. Furious attacks by the Germans left Stalin short on men.

The female pilots were treated like male bomber pilots. Well, sort of.

The witches were forced to wear old uniforms and boots discarded by their male counterparts. Their planes were rickety biplane crop-dusters — "a coffin with wings," as another writer told the History Channel.

But none of that mattered to the Night Witches. In reading about their missions and examining pictures of them, Quinn was astounded by just how far they'd go to drop their bombs.

"It's quite astounding when you're looking at a picture of this Russian babushka," Quinn said, "and she's saying something about 'Oh yes, you know, when the bomb gets stuck on the rack you just climb out on the wing at a thousand meters and, you know, you just lay flat and you give it a push.'"



Quinn's assessment of their tenacity: "You women are crazy. You're incredibly brave, but my god you're crazy."

The bonds between the female bomber pilots resembled the bonds formed between men in the trenches. They'd sing and dance on the airfield while waiting for the sun to set. They'd help each other with laundry. They'd complain to one another about the misery of wearing men's underwear.

And then, as darkness descended, they became killing machines.

At least 30 Night Witches never returned from sorties. Those who did make it home alive spent the rest of their lives marveling at what they had done.

"I look up into the dark sky," Popova said, "close my eyes and picture myself as a girl at the controls of my bomber, and I think, 'Nadya, how on earth did you do it?' "

Quiz

1

Read the list of sentences from the article.

1. "One girl managed to fly seven times to the front line and back in her plane," Irina Rakobolskaya, chief of staff for the Night Witches, said in a short documentary for the NBC News education division.
2. Quinn's new historical novel "The Huntress," published last month, highlights the exploits of the Night Witches and is being heavily promoted on social media.
3. To create her fictional Night Witches, Quinn relied, in part, on a collection of interviews with real Night Witches titled "A Dance with Death: Soviet Airwomen in World War II."
4. In reading about their missions and examining pictures of them, Quinn was astounded by just how far they'd go to drop their bombs.

Which two sentences taken together provide the BEST evidence to support the idea that the Night Witches have received more attention recently?

- (A) 1 and 2
- (B) 1 and 3
- (C) 2 and 4
- (D) 3 and 4

2 According to the article, German attacks had a significant impact on Russia's military capacity.

Which paragraph BEST supports the idea outlined above?

- (A) "It's a story about women of the past who have done some truly amazing things," Quinn said in an interview. "What's especially cool about the Night Witches is that of all the allies during World War II, the Russians were the only country who put women into combat officially."
- (B) "I saw the German aircraft flying along our roads filled with people who were leaving their homes, firing at them with their machine guns," she said. "Seeing this gave me feelings inside that made me want to fight them."
- (C) The Night Witches were led by Marina Raskova, a famous Russian aviator who convinced Soviet dictator Joseph Stalin to use female bomber pilots after Germany invaded Russia. Furious attacks by the Germans left Stalin short on men.
- (D) At least 30 Night Witches never returned from sorties. Those who did make it home alive spent the rest of their lives marveling at what they had done.

3 Which of the following answer choices would BEST describe Quinn's reaction to the Night Witches?

- (A) She thinks they should be honored for their sacrifice and serve as models of courage.
- (B) She thinks they were extraordinarily brave and more people should know their story.
- (C) She thinks they were crazy to fly the planes and had a major impact on World War II.
- (D) She thinks they were unique in their service and heralded a new era for female pilots.

4 Which characterization accurately describes BOTH the male and female bomber pilots?

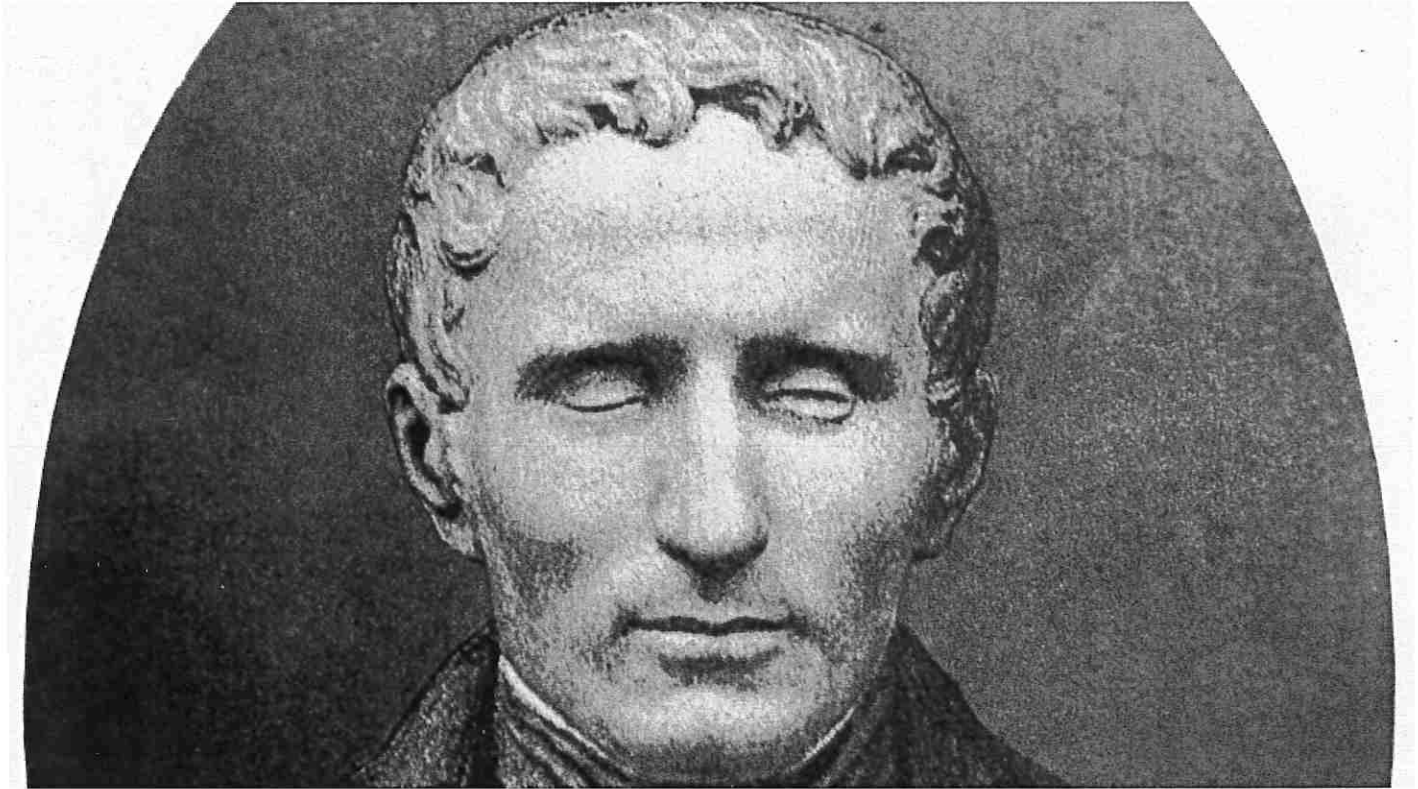
- (A) Both groups suffered losses during German attacks and developed strong friendships with each other.
- (B) Both groups demonstrated great courage and were motivated by revenge after attacks by Germany.
- (C) Both groups were forced to fly inferior planes and lost nearly half of their bomber pilots to German attacks.
- (D) Both groups volunteered for duty as bomber pilots and fought with the allied countries against Germany.

Inventors and Scientists: Louis Braille

By Biography.com Editors and A+E Networks, adapted by Newsela staff on 08.24.16

Word Count **610**

Level **1030L**



TOP: Louis Braille portrait, Ullstein Bild via Getty Images. Middle: Braille Alphabet, Photos by Wikimedia Commons. Bottom: Hellen Keller Pointing to Braille Alphabet, Bettman via Getty Images.

Synopsis: Louis Braille invented a raised-dot code that made it possible for blind people to read and write using the sense of touch. He was born on January 4, 1809, in Coupvray, France, and was blinded by an accident when he was 3 years old. Braille was later educated at the National Institute for Blind Youth in Paris. Although his system of touch reading was not used much during his lifetime, it is now used widely around the world. He died in 1852.

Early Life And Education

Louis Braille was born on January 4, 1809, in the village of Coupvray, France. He was the fourth child of Simon-René and Monique Braille. Simon-René Braille made harnesses, saddles and other gear for riding horses.

When Braille was 3 years old, he injured one of his eyes with an awl, a sharp tool used to make holes in leather and wood. Over time, both of his eyes became infected. By the time Braille was 5 years old, he was blind. Although there were not many options for blind people at that time, Braille's parents wanted their son to be educated. At first, he went to school in their village and

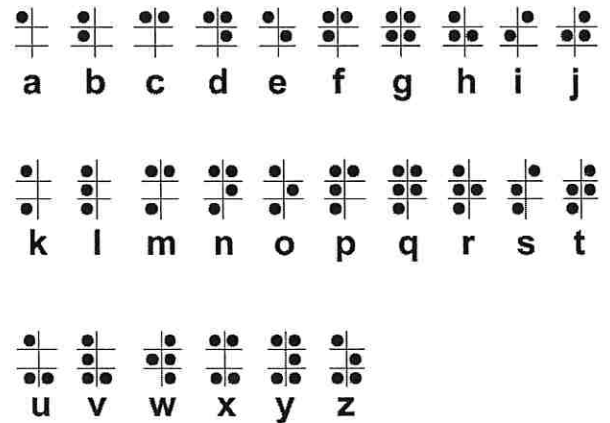
learned by listening. Braille was a good student, and when he was 10 years old, he received a scholarship to attend the National Institute for Blind Youth in Paris, France.

The National Institute was the first school for blind students, and was founded by Valentin Haüy. At the school, Braille learned academic and vocational skills, and met Charles Barbier. While serving in the French army, Barbier invented a code that used different combinations of 12 raised dots to represent different sounds. The blind would decode the dots by touching them. Barbier called the system sonography. He had invented it as a way for soldiers to communicate silently at night. Sonography did not succeed as a military tool, but Barbier thought the system might be useful for blind citizens.

Educator And Inventor

Braille found Barbier's sonography system promising, but also discovered its weaknesses. The system was very complicated; it was based on sounds rather than letters, and soldiers had had difficulty learning it.

Braille spent three years, from ages 12 to 15, developing a much simpler system. Braille's alphabet had only six dots, arranged in two columns of three dots each. He assigned different combinations of dots to different letters and punctuation marks and ended up with a total of 64 symbols.



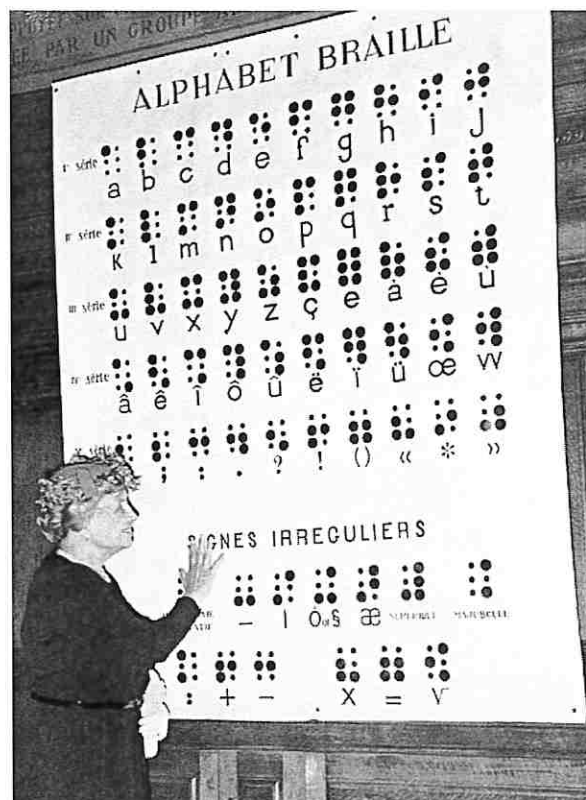
American author and activist Helen Keller, who was deaf and blind, later compared Louis Braille to Johannes Gutenberg, who had introduced the printing press to Europe. Keller said, "In our way, we, the blind, are as indebted to Louis Braille as mankind is to Gutenberg."

In 1829, Braille published a book about his new code called "Method of Writing Words, Music, and Plain Songs by Means of Dots for Use by the Blind and Arranged for Them." Braille became an apprentice teacher at the National Institute for Blind Youth when he was 19 years old. By the time that he was 24 years old, he was a teacher.

First Book In Braille

In 1837, the school published the first book written in the code later called braille, but the system was not popular with everyone. Alexandre François René Pignier, the National Institute's director at the time, supported using the code. However, a later director, Pierre-Armand Dufau, banned it in 1840.

By 1850, when tuberculosis forced Braille to retire from teaching, his six-dot code was already becoming popular around the world. He died of the disease on January 6, 1852, in Paris, France. Braille was 43 years old.



Quiz

- 1 Select the sentence from the section "Early Life And Education" that suggests opportunities to learn were limited for blind people.
- (A) When Braille was 3 years old, he injured one of his eyes with an awl, a sharp tool used to make holes in leather and wood.
 - (B) Although there were not many options for blind people at that time, Braille's parents wanted their son to be educated.
 - (C) Braille was a good student, and when he was 10 years old, he received a scholarship to attend the National Institute for Blind Youth in Paris, France.
 - (D) At the school, Braille learned academic and vocational skills, and met Charles Barbier.
- 2 Which of the following sentences BEST explains why Braille wanted to improve upon the existing sonography system?
- (A) While serving in the French army, Barbier invented a code that used different combinations of 12 raised dots to represent different sounds.
 - (B) Sonography did not succeed as a military tool, but Barbier thought the system might be useful for blind citizens.
 - (C) Braille found Barbier's sonography system promising, but also discovered its weaknesses.
 - (D) The system was very complicated; it was based on sounds rather than letters, and soldiers had had difficulty learning it.
- 3 Which of the following MOST influenced Louis Braille to invent his system for reading?
- (A) the support of his parents
 - (B) the school for the blind he attended
 - (C) the work of Charles Barbier
 - (D) the inspiration of Helen Keller
- 4 Based on the section "Educator And Inventor," which answer choice accurately characterizes Helen Keller's reaction to the invention of Braille's alphabet?
- (A) She did not believe it would make much of a difference for blind people who wanted to read.
 - (B) She felt that Braille had simply stolen the ideas of Charles Barbier and Johannes Gutenberg.
 - (C) She did not think at first that she would be able to learn his system but was happily surprised.
 - (D) She believed that Braille had changed the lives of blind people by giving them a way to read.

QUICK CUTS

ACTIVITY GOALS

- I will give my best effort while dribbling through the obstacle course.

TEACHING TIPS

- Soft Touches Keep Control
- Use All of Your Foot
- Head Up on the Dribble

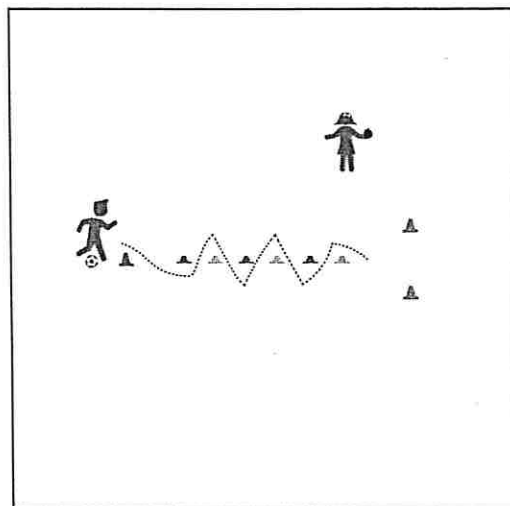
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 15 spot markers, cones, or pinnies
- 1 soccer ball
- 1 "goal"
- 1 stopwatch

Set-Up:

- Set up a speed-dribbling course using the cones: Designate a starting cone, and then place 14 cones in a row after it, about 3–5 feet away from each other. The cones must have enough room for a player to dribble in between them.
- Place a goal at the end of dribbling course.



Activity Procedures:

- Today's activity is called Quick Cuts. We are going to have fun practicing our foot dribbling and shooting skills.
- 1 person will begin at the starting cone with a soccer ball at their feet. On the signal, "Ready, Set Go!" the clock will start. Start dribbling the course by "cutting" in and out of cones and controlling the ball with your feet. If you miss a cone, you must go back and complete it.
- When you reach the end of the course, shoot and until you score in the goal. Once a goal is scored, the clock will stop.
- Try to beat your personal time or play with a friend for a competitive dribbling race.
- Got it down?? Make a new course and try again.

Tips:

- Use small touches to maintain control of the ball.
- Use inside, outside, and laces of feet. No toes.
- Use accuracy when shooting at the goal. It's almost like a pass into the net.
- Try to keep your head up when dribbling.

- Take Your Time:** Time is important! How we spend our time during our day is extremely important, especially when it comes to food. Give yourself time to eat breakfast, lunch, and dinner. In addition, make sure you take your time while you eat: **DON'T RUSH!** Did you know it takes our brains 20–30 minutes from the time we start eating to tell our stomachs we're full? Find time each day to sit down and eat a slow and healthy meal!

Five Components of Physical Fitness Activity Instructions

Cardiovascular Endurance Activity

Cardiovascular endurance is the ability of the body's circulatory and respiratory systems to supply fuel during sustained physical activity.

Your job: Perform jumping jacks for two minutes. Immediately after Find your pulse either at your neck or wrist and time the heart rate for six seconds. Add a zero to the end of this number and you have your heart rate for a minute. Record this on your worksheet. You will do this TWICE.

Body Composition

Body composition refers to the relative amount of muscle, fat, bone, and other vital parts of the body

Your Job: You will brainstorm 4 ways to improve your body composition. Please use complete sentences and complete this on the worksheet portion.

Muscular Endurance

Muscular endurance is the ability of the muscle to continue to perform without fatigue (getting tired).

Your Job: You will be doing squats! Brainstorm as many different types of squats as possible. After you have brainstormed at least 3 different ways, the you will do one type of squat for 45. Take a 10 second break and then do the second type of squat for 45 seconds. Take a 10 second break and then do the last type of squat for 45 seconds. Please take note the way your muscles felt after each type of squat.

Muscular Strength

Muscular strength is the ability of the muscle to exert force during an activity. The key to making your muscles stronger is working them against resistance, whether that be from weights or gravity.

Your Job: You will be doing push-ups and lunges! You will do push-ups for 30 seconds. Take a 30 second break and then do lunges for 30 seconds.

On your worksheet, write down which muscles you feel you worked the most.

Flexibility

Flexibility is the range of motion around a joint. Good flexibility in the joints can help prevent injuries through all stages of life.

Your Job: At this time you will go through a series of stretches. Each stretch should be held for 15 seconds

- Muscles/Body Parts to Stretch: Hamstrings, Quadriceps, Calf's, Lower Back, Shoulders, Triceps,
- You will need to write down all of these stretches on your worksheet and keep them documented

Five Components of Physical Fitness Activity Worksheet

Cardiovascular Endurance

Heart rate trial #1:

Heart rate trail #2:

Body Composition

Brainstorm 4 ways you can improve your own body composition:

-
-
-
-

Muscular Endurance

List the 3 types of squats you completed:

How did your leg muscles feel after each type of squat:

Muscular Strength

Which muscles did you feel you worked the most?

Flexibility

Muscle	Stretch
Hamstrings	
Quadriceps	
Calf's	
Lower Back	
Triceps	
Shoulders	

Name: _____

Short term goals: 5 fitness components

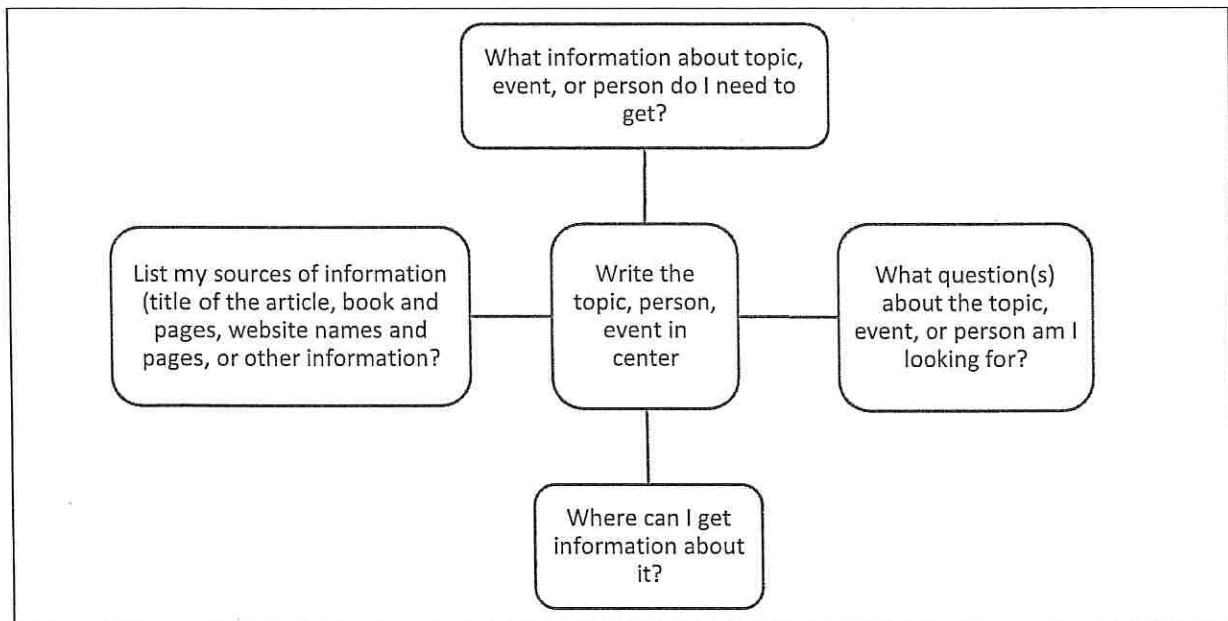
Fitness Component	Short Term Goal	How will you achieve it?
Cardiovascular Endurance		
Muscular Endurance		
Body Composition		
Muscular Strength		
Flexibility		

eLearning Research Activity

Name: _____ Date: _____

Research about a person, topic, or event you are interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned. Use the graphic organizer below to help you organize what you would like to write about.

THINK AHEAD



COLLECT YOUR IDEAS

Answer the following questions to choose a topic, narrow a topic, or get your ideas in order.

- What do you want to know more about?
- What do you really want to investigate?

What do I already know about this topic, person, or event?

What do I need to know more about?

What keywords relate to this topic, person, or event?

WRITE

Summary of the interesting findings about my topic, person, or event in 3-5 sentences:

LIST RESOURCES

Write down the research resources used to write your summary:

Name of Book, Website, Magazine Article, or Textbook: _____
Author(s) of the resource: _____
Title of the chapter, section, website if needed: _____
Date of Publication/Last Update/Posting Listed on Resource _____ Date of Access _____
Exact name of website (URL) _____

Name of Book, Website, Magazine Article, or Textbook: _____
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