

Week of April 27- May 1, 2020

Mrs. Swigart

Hello! I hope everyone is doing well. My "office hours" will be Monday 1-3, Tuesday 11-1, and Thursday 3-5. Of course, you can always email me and I will try to get back to you as soon as I can. Please feel free to email me any questions you may have. As far as turning in work goes, you can either share a doc with me, or turn it into the school. Hard copies are at the school so you don't need to print anything. Loose leaf paper works for me as well for turning in assignments. I do ask that your name is written, with the date, class period, and the choice number. Again, please feel free to reach out to me if you need anything.

Miss you! - Mrs. Swigart

Class	Choice 1	Choice 2	Choice 3 (Enrichment)
8th Grade Language Arts	Write for 30-40 minutes. It can be a free write, journal entry, creative writing, poetry, etc. It should be 1-2 pages in length.	Figurative Language to Describe You wkst.	Write 3 paragraphs (8-10 sentences each) that describe 3 things that you've learned about yourself or others during the shelter-at-home time.
8th Grade Literature	Read Emily Dickinson's poem "I'm Nobody! Who are you?" Answer the questions in complete sentences.	Read a book of your choosing for 30 minutes. Then pick one prompt from the Independent Reading Journal Prompts Options. Your explanations should be at least a paragraph long (8-10 sentences). If you choose a project, please use complete sentences.	Lesson 9 Vocab Packet "Native American Peoples"

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Choice 1

I'm Nobody! Who are you? (260)

Emily Dickinson, 1830 - 1886

I'm Nobody! Who are you?
Are you - Nobody - too?
Then there's a pair of us!
Don't tell! they'd advertise - you know!

How dreary - to be - Somebody!
How public - like a Frog -
To tell one's name - the livelong June -
To an admiring Bog!

Read the poem. Reread the poem. Please answer the following questions.

1. Write a couple of sentences about how the speaker in the poem thinks about themselves?
2. Who is the "they'd" in the fourth line of stanza 1?
3. Why doesn't the speaker want the other "Nobody" to tell? Why doesn't the speaker want it advertised? Why did the speaker include "you know!"?
4. Who/what is the "admiring Bog" that the author refers to in the last line of stanza 2?
5. Reread the poem. What feelings is the author expressing in stanza 1?
6. Reread the poem. What feelings is the author expressing in stanza 2?

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Choice 1

7. Do you think it is better to be a Nobody or a Somebody? Explain why.

8. What do you think about this poem? How did it make you feel?

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Choice 2

Independent Reading Journal Prompts page 1

Following is a list of journal prompts. Use whatever helps you to arrive at good, interesting reflections. Remember, your journal entries should be your reflections, connecting your novel to universal ideas, current events, history, yourself, etc. Also, pay attention to the writer's craft. Have fun!

Please label your journal entry.

- Describe the problem/conflict of this book.
- Summarize the main events in this book so far.
- Who is your favorite or least favorite character? Why?
- Do any of the characters remind you of yourself, a family member, or a friend? How?
- Are there situations in the story where you would have acted differently than one of the characters? Describe what you would have done.
- Compare and contrast two characters. Include at least three important similarities and three important differences.
- Describe the setting (time and place). Does it remind you of anywhere you are familiar with?
- Describe the climax (the turning point of the story when the action reaches a critical point).
- What do you like best about the story? The least? Why?
- Does this story remind you of other books you have read, movies you have seen, or experiences you have had? Describe the similarities.
- Write a letter to a friend recommending this book.
- If you could ask the author one question, what would it be? Why do you want to know this?
- Why do you think the author wrote this selection?
- What did the author do in order to "hook" the reader? Explain.
- What "pictures" does the author create in your mind? Draw and describe them.
- Have you learned anything interesting that you didn't know before reading this selection? Explain.
- Are the characters believable? Why or why not?
- Write a letter to one of the characters giving him/her advice on how to handle a problem or situation he/she is facing. Be sure to include a greeting and a closing.
- If you could spend one day with a character, who would it be and what would you do? Explain why you chose these activities for this particular character.
- How has the main character changed over the course of the story? What do you think is the cause of the change?
- What was the best part of this book? Explain.
- Are there any parts you would change? Explain.
- How did you feel while reading this book? Why did you feel this way?
- Pretend you are a character in the story. Write a diary entry as the character, explaining what has happened to you and how you feel about it.
- Using the text, illustrate a descriptive passage, a key scene, or a character (this should take some time and effort . . . no stick figures!). Describe the picture.
- Create a timeline of important events in the story. Give corresponding page numbers by each event.
- What are two attributes that describe a particular character? Give at least two examples for each attribute that support your opinion.
- Prepare an interview with your favorite character in the book. Prepare at least 10 questions to ask the character. Write the character's answers to the questions.
- Cast the film version of the book. Decide which real life actors and actresses should play the parts of the main characters. Include photos and descriptions of the stars you've selected and an explanation of why each is "perfect" for the part.

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page 2

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Choice 2

- Turn the book or a portion of it into a comic book with comic-style illustrations and dialogue bubbles.
- Create a poem that a character in the book would write. The poem may focus on a situation in the book or describe how the character feels about what is happening.
- Write a postscript or a continuation to the story, explaining future occurrences in the characters' lives.
- Write a letter from one character to another.
- Design a travel brochure focusing on the setting of the book. Include a map with explanatory notes of significant places. Describe the type of activities that tourists might find there.
- Create the front page of a newspaper based on the events in the book.
- Develop a fact sheet about the book, listing 10 facts that you learned from reading it. The facts must be written in complete sentences and include details you didn't know before reading the book.
- Design a book jacket for the book. Include an original book blurb and information about the author on the jacket along with your review comments. The jacket should "sell" the book to other readers.
- Make a list of 10 or 15 rules by which the main character in the book lives. Tell how these rules compare to the rules you live by. Tell how the character's life would have been different if you had been living it.
- Pretend that you are a fortune-teller and predict what each of the main characters will be doing in their lives ten years after the story ends. Explain your prediction for each character.
- Write a letter of recommendation for one of the main characters in the book. It can be a letter of recommendation for a job or for college admission. Discuss the good and bad points of the character and why you are recommending that character for the job or school.

(taken from Mr. Crumb and L. Cornwell)

I liked the way that the writer...

I didn't like...because...

This novel makes me realize...

The most important thing about this novel is...

If I were (name of character), I would (wouldn't) have

What happened in the novel was very realistic (unrealistic) because...

I agree (disagree) with the writer about ...

I think the title is a good (strange/misleading) choice because....

A better title for this book would be...because....

In my opinion, the most important word (sentence/paragraph) in this novel is...because...

If I could talk to (name of character), I would say...

The novel is similar to (different from) other novels I have read because...

The novel is similar to (different from) other novels by this writer because ...



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Choice 3

Native American Peoples

The words for this lesson are social studies words. You can often use context clues to figure out what social studies words mean.

Read the lesson words. Then read the passage. Underline context clues that help you decide the meaning of each lesson word.

Lesson Words

captor	ambassador	humane
unlawful	authorize	populate
mistreat	chronicle	barter
ancestry	doctrine	strife

The Trail of Tears

During the early 1800s, relations between American settlers and the Cherokee people were marked by **strife**. As more settlers arrived, the two groups were often in **conflict**. What resulted was one of the saddest events in the long **chronicle** of the Cherokee Nation—the Trail of Tears.

As the 19th century began, white settlers wanted to **populate** areas such as Georgia that were inhabited by the Cherokee. The Cherokee had lived there for many years. They began to **barter** with the settlers, trading furs for cloth and other goods. But soon the settlers pressured the government to make it **unlawful** for the Cherokee to remain on the land.

Many people did not want it to become illegal for the Cherokee to stay in Georgia. Davy Crockett was one person who acted as an unofficial **ambassador** to Congress and argued for the interests of the Cherokee. But in 1830, President Jackson pushed to

authorize the Indian Removal Act. This new law officially allowed the federal government to move Native Americans from lands in the East to territories in the West. President Jackson and his successor, Martin Van Buren, followed the same policy. They used this **doctrine** to remove the Cherokee not only from Georgia, but also from Alabama, Tennessee, and North Carolina.

In 1838, the U.S. Army imprisoned 13,000–17,000 Cherokee in camps. Their **captor**, General Winfield Scott, sent three groups of the captives west to what is now Oklahoma, and Scott allowed his men to terribly **mistreat** the Cherokee along the way. Many died from hunger and exhaustion. Cherokee Chief John Ross asked that his people be allowed to lead the rest of the group west.

Over the winter of 1838–1839, the Cherokee traveled west. They walked most of the 1,200 miles. The journey

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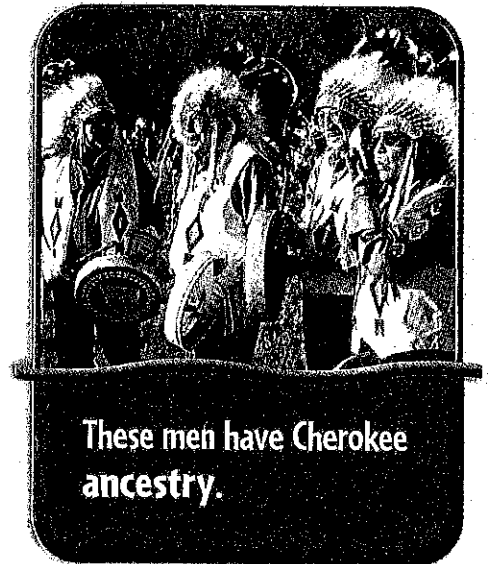
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Choice 3

took many months. Although Ross's leadership was **humane**, his concern for the Cherokee could not prevent many Cherokee deaths. Over 4,000 people died either during the trip or after their arrival in Oklahoma. For this reason, the route taken by the Cherokee and the journey itself are now called the Trail of Tears—"the trail where they cried."

Despite past hardships, today the Cherokee Nation is the largest group of Native Americans in the U.S. They have their own government and their own constitution. The descendants of those people who walked the Trail of Tears are honoring their **ancestry** by placing memorials along the Trail to mark where their ancestors suffered and died during that terrible journey.

Using Context Clues Use the clues you underlined in the passage to write the correct lesson word for each meaning.

1. _____: to treat badly or wrongly
2. _____: struggle, conflict, or fighting
3. _____: an official or unofficial representative or messenger
4. _____: someone who takes or holds prisoners
5. _____: a family line of descent from a common ancestor
6. _____: a record or account of events
7. _____: to inhabit or live in
8. _____: illegal or against the law
9. _____: 1. kind, full of compassion
2. concerned with relieving suffering
10. _____: to officially allow or establish
11. _____: 1. a principle of law
2. a statement of policy by a government
12. _____: to trade or exchange goods in place of money



These men have Cherokee ancestry.

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Choice 3

What's the Title? Write the lesson word from the box that completes the movie title.

1. This drama follows the events that led one man to join the Union Army.

_____ of a Soldier

2. A reporter learns about a criminal's biggest crimes.

_____ Activities

3. A family discovers who their great grandparents really were.

The True _____ of the Irvings

4. A holder of prisoners of war sets his captives free.

_____ No More!

5. The English queen sends her trusted messenger to China to speak on her behalf.

_____ to Asia

6. The three Bower girls find themselves in conflict over the same boy.

_____ Among Sisters

7. This documentary follows an organization fighting for the kind and merciful treatment of animals. *The Story of the _____ Society*

8. A collection of funny scenes about silly laws throughout history.

Who Decided to _____ This?

9. This science-fiction story shows what would happen if a city were taken over by machines. *Robots _____ New York!*

10. A boy is wrongly accused of a crime and his friends turn against him.

The Year to _____ Marcus Cole

11. A town policy forbids people to own a certain breed of dog.

The Doberman _____

12. A pioneer family learns how to obtain the things they need by trading with their neighbors. _____ for Your Breakfast

- captor
- unlawful
- mistreat
- ancestry
- ambassador
- authorize
- chronicle
- doctrine
- humane
- populate
- barter
- strife

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Analogies In the blank to the left of the number, write S for synonym, A for antonym, PW for part to whole, PO for performer/object, PA for performer/action, and L for location. The first one is done for you.

captor	ancestry	chronicle	populate
unlawful	ambassador	doctrine	barter
mistreat	authorize	humane	strife

- PW 1. *Step* is to *process* as *event* is to chronicle.
- ___ 2. *Qualified* is to *eligible* as *illegal* is to _____.
- ___ 3. *Emancipator* is to *free* as _____ is to *confine*.
- ___ 4. *Intercede* is to *intervene* as *swap* is to _____.
- ___ 5. *Child* is to *offspring* as *forefathers* is to _____.
- ___ 6. *Inevitable* is to *avoidable* as *peace* is to _____.
- ___ 7. *Teacher* is to *policy* as *government* is to _____.
- ___ 8. *Obvious* is to *conspicuous* as *compassionate* is to _____.
- ___ 9. *Attorney* is to *court* as _____ is to *nation*.
- ___ 10. *Scatter* is to *congregate* as *ban* is to _____.
- ___ 11. *Limit* is to *constrict* as *abuse* is to _____.
- ___ 12. *Crucial* is to *unimportant* as *abandon* is to _____.

Word Wisdom



The words *populated* and *popular* come from the Latin word *populus*, meaning "the people." How does the words' origin relate to their meaning?

Write Away!

On separate paper, write an editorial about a group you feel has not been treated fairly. What will help the situation? Persuade your readers that this is an important cause. Use at least five lesson words in your editorial.

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Checking What You Know Circle the letter for the answer choice that best completes the sentence or answers the question.

- Which of these people would be a member of one's **ancestry**?
A nephew
B sister
C daughter
D grandmother
- A **captor** takes away someone's—
A pride. C freedom.
B health. D money.
- If people **populate** a place, they—
A renovate it.
B inhabit it.
C restore it.
D visit it.
- A country experiencing **strife**—
A makes money.
B heads toward war.
C welcomes immigrants.
D builds new towns.
- If you tell someone something in a **humane** way, you do it with—
A disrespect.
B equality.
C humor.
D compassion.
- If the coaches **authorize** a group to use the gym after school, they—
A prevent the group from using it.
B allow the group to use it.
C revoke the group's use of it.
D disapprove the group's using it.
- An **ambassador** should be good at—
A investing.
B persecuting.
C dining.
D interceding.
- If people **mistreat** a book, they—
A cover it. C rip pages.
B check it out. D read it.
- Which of the following would be a **chronicle**?
A a brief report about Mars
B an account of the Civil War
C a joke about raising cattle
D a plan for building a new mall
- We don't **barter** in stores now because we—
A use money instead.
B don't need anything.
C don't like shopping.
D have nothing to trade.
- A government's **doctrine** states—
A what doctors should charge.
B how it officially stands on an issue.
C what is illegal to do.
D how many legislators it has.

Branching Out

Unlawful is a form of the word *law*. Think about the meanings of the *law* words. Then add two more words to the web.

