



Compton USD Learning Packet #8

Eighth Grade

Name _____

8th Grade Learning Packet

TABLE OF CONTENTS

Week 9

Day	Lesson	Date Completed
1	1) ELA- Sentence Sense p. 77-78	
	2) Go Math-8.2 Reteach - Solving Systems by Substitution	
	3) HSS - Read pp. 3, "What are Primary and Secondary Sources?"	
	4) ELD - Vocabulary Development (2020 CENSUS)	
2	1) ELA - The Subject and The Predicate p. 79-80	
	2) Go Math -8.2 Practice and Problem Solving: D	
	3) HSS - Do pp. 4, "Primary and Secondary Group Activity"	
3	1) ELA - The Simple Subject and the Simple Predicate p. 81-82	
	2) Go Math-8.2 Practice and Problem Solving: A/B	
	3) HSS - Do pp. 5, "Primary and Secondary Quiz"	
	4) ELD - Reading-The History of the Census	
4	1) ELA - Compound Subjects and Compound Verbs p. 83-84	
	1) Go Math-8.2 Practice and Problem Solving: C	
	2) HSS - Do pp. 6, "Identify Primary and Secondary Sources" Document Two	
5	1) ELA - Chapter Review p. 85-86	
	2) Go Math- 8.2 Reading Strategies: Build Vocabulary	
	3) HSS - Do pp. 7, "Identify Primary and Secondary Sources" Document Three	
	4) ELD -Writing: Justify an Opinion	

SENTENCE SENSE

10a A *sentence* is a group of words that expresses a complete thought.

A sentence begins with a capital letter and ends with a period, a question mark, or an exclamation point.

EXAMPLES The fans at the softball game cheered wildly.
 Answer the telephone.
 Did you read the newspaper this morning?
 What a wonderful surprise this is!

When a group of words looks like a sentence but does not express a complete thought, it is called a *sentence fragment*.

SENTENCE The fruit in the bowl is too ripe.
 SENTENCE FRAGMENT The fruit in the bowl. [This is not a complete thought. What about *The fruit in the bowl?*]

10b A *declarative sentence* makes a statement. It is always followed by a period.

EXAMPLES The trails can be steep and rocky.
 Kareem Abdul-Jabbar played for the Los Angeles Lakers in the 1970s and the 1980s.

10c An *imperative sentence* gives a command or makes a request. It is usually followed by a period. A strong command is followed by an exclamation point.

The subject of a command or a request is always *you*, although *you* doesn't appear in the sentence. In such cases, *you* is called the *understood subject*.

EXAMPLES (You) Write your name on the top of the paper.
 (You) Call the fire department!

10d An *exclamatory sentence* shows excitement or expresses strong feeling. It is followed by an exclamation point.

EXAMPLE What an amazing athlete Jackie Joyner-Kersey was!

10e An *interrogative sentence* asks a question. It is always followed by a question mark.

EXAMPLE What is your favorite restaurant?

EXERCISE 1 Identifying Sentences and Sentence Fragments

Identify each group of words below by writing *sent.* for *sentence* or *frag.* for *sentence fragment* on the line before each group.

- EX. frag. 1. whenever she rides her mountain bike
sent. 2. Alana wears her helmet whenever she rides her mountain bike
- _____ 1. who wrote the screenplay for that movie
- _____ 2. river rafting, a popular and exciting sport
- _____ 3. gathering the elephants and herding them down to the Chao Phraya River
- _____ 4. a colorful caterpillar crept along a branch of the tree
- _____ 5. when compared to other creatures
- _____ 6. the lead part in the play
- _____ 7. a plumber repaired the leaking faucet in the kitchen
- _____ 8. wonderful drawings full of interesting details
- _____ 9. the paper in this book was once part of a tree
- _____ 10. even though the coach and the players seemed ready for the game on Saturday
- _____ 11. the man cleaned the carpets
- _____ 12. after running as hard as she could for several minutes
- _____ 13. tuck in your shirt
- _____ 14. she left early to do her homework
- _____ 15. for example, his long curly hair

EXERCISE 2 Classifying and Punctuating Sentences

On your own paper, write one of each of the four kinds of sentences (declarative, imperative, interrogative, and exclamatory). Use correct end punctuation, and label each sentence.

- EX. 1. Which planet is closest to the earth? (interrogative)

THE SUBJECT AND THE PREDICATE

A sentence is made up of two parts: the *subject* and the *predicate*.

10f The *subject* tells whom or what the sentence is about. The *predicate* tells something about the subject. The *complete subject* consists of all the words needed to tell *whom* or *what* the sentence is about. The *complete predicate* consists of all the words that say something about the subject.

EXAMPLES CMPL. S. CMPL. PRED.
Ten Lipizzaner stallions | jumped over the fence.

CMPL. S. CMPL. PRED.
All of the clown's balloons | popped.

CMPL. S. CMPL. PRED.
Bobby Ray | drew an ink sketch of the school.

Usually, the subject comes before the predicate. Sometimes, however, the subject appears elsewhere in the sentence. To find the subject of a sentence, ask *Who?* or *What?* before the predicate.

EXAMPLES Flying as fast as it could, the **hawk** caught a small bird. [*What caught a small bird? A hawk did.*]
Will **Janelle** play the trombone? [*Who will play the trombone? Janelle will.*]



Because a subject and a verb are the essential parts of a sentence, they are called the *sentence base*.

EXERCISE 3 Identifying Complete Subjects and Complete Predicates

In each of the following sentences, draw a line between the complete subject and the complete predicate.

EX. [1] Native Americans | hold many festivals and celebrations.

[1] The sun dance festival was important to the peoples of the Great Plains. [2] The festival was celebrated in the summer. [3] Leaders chose the site for the ceremony. [4] Young warriors rode out to other villages and announced the location of the ceremony. [5] People came

together and built a large structure of upright posts and rafters. [6] A tall pole stood in the middle of the area. [7] The people pitched their tepees in a circle facing each other. [8] The dancers painted their bodies and danced to the music. [9] The dancers faced the sun throughout the ceremonies. [10] The actual ceremonies lasted twelve days.

EXERCISE 4 Creating Sentences

Create five sentences by drawing a line to connect each complete subject with a complete predicate below. Then write the sentences on the lines provided. Use capital letters and end marks. Draw a line between the complete subject and the complete predicate.

EX. 1. a turtle yelling "Fire" — scrambled out of the soup.

1. A turtle yelling "Fire!" | scrambled out of the soup.

Complete subjects

- the crowd of yellow-bellied frogs
- two half-opened oysters
- the blue dog named Yeller
- a fat cat squinting in the sun
- a fish with a small fishing pole under its fin

Complete predicates

- scanned one dictionary page and turned to the next
- argued over the peanuts
- stands waiting for the school bus
- politely asked me for the time
- pushed the red panic button

1. _____

2. _____

3. _____

4. _____

5. _____

THE SIMPLE SUBJECT AND THE SIMPLE PREDICATE

10g The *simple subject* is the main word or words in the complete subject.

EXAMPLES A **poster** in the gym describes the contest. [The complete subject is *A poster in the gym.*]
The huge double **doors** slammed shut. [The complete subject is *The huge double doors.*]

The simple subject may consist of one word or several words. The simple subjects in these examples are both compound nouns.

EXAMPLES A **home run** ended the game.
I Love Lucy was a popular television series.



In this book, the term *subject* refers to the simple subject unless otherwise indicated.

EXERCISE 5 Identifying Complete Subjects and Simple Subjects

In each of the following sentences, underline the complete subject once and the simple subject twice.

EX. 1. Many immigrants entered the United States through Ellis Island.

1. The immigration station on Ellis Island opened on Saturday, January 1, 1892.
2. An immigrant's first look at the island was from the ferryboats.
3. A two-story brick building stood on the island.
4. Smaller buildings on the grounds included a hospital, a laundry, a dining hall, and a dormitory.
5. On the first floor of the main building was the Great Hall.
6. A large U.S. flag hung from the balcony of this hall.
7. Sitting on wooden benches were hundreds of immigrants.

8. Physical and dental examinations often required a two-day wait.
9. Most immigrants received a landing card after the examination.
10. The Ellis Island Immigration Station became a Coast Guard station in 1941.

10h The *simple predicate* is the main word or group of words in the complete predicate.

The simple predicate may be a one-word verb, or it may be a verb phrase. A *verb phrase* consists of a main verb and its helping verbs.

EXAMPLES ^{CMPL. S.} My brother | ^{CMPL. PRED.} **sings** in the third act.

^{CMPL. S.} Ignacio | ^{CMPL. PRED.} **is sorting** the mail.

^{CMPL. S.} Our group | ^{CMPL. PRED.} **will be joining** the cleanup committee.

The words *not* and *never*, which are frequently used with verbs, are not part of a verb phrase. Both of these words are adverbs.

EXAMPLES We | **did not listen** to the radio this morning.
Gordon | **has never played** football.



In this book, the term *verb* refers to the simple predicate unless otherwise stated.

EXERCISE 6 Identifying Complete Predicates and Verbs

In each of the sentences below, underline the complete predicate once and the verb twice.

- EX. 1. Your body can repair itself.
1. Even a small burn should not be neglected.
 2. You should hold a minor burn under cold water for ten minutes.
 3. Some skin cells are destroyed by the heat.
 4. You should never put grease, butter, or cream on a burn.
 5. Usually, a small blister forms over the hurt area.

COMPOUND SUBJECTS AND COMPOUND VERBS

10i A *compound subject* consists of two or more connected subjects that have the same verb. The usual connecting words are *and* and *or*.

EXAMPLES **Lloyd, Flo,** and I collected all the rubbish.
 Either **snow** or **showers** are predicted.
 At the bottom of the trunk were some old **newspapers** and **magazines**.

10j A *compound verb* consists of two or more connected verbs that have the same subject. A connecting word—usually *and*, *or*, or *but*—is used between the verbs.

EXAMPLES Tanya **stopped** and **stared** in disbelief.
 You may **read** a book, **play** chess, or **watch** a movie.

EXERCISE 7 Identifying Compound Subjects

In each of the sentences below, underline the compound subject once and the verb twice.

- EX. 1. Either sage or rosemary is a good choice for dry, stony ground.
1. Lila and Karl planted an herb garden last spring.
 2. Parsley, chives, and horseradish are all common cooking herbs.
 3. Roses and lilies are also included in the category of herbs.
 4. Nurseries, hardware stores, and seed catalogs sell a wide variety of herb seeds.
 5. Among herbs, chicory and flax make a fine show of blue flowers.
 6. The different textures and colors of thyme leaves produce a beautiful pattern.
 7. Karl and his parents dug a garden plot in their yard.
 8. Watering and weeding kept Lila and Karl busy all May and June.
 9. Basil and mint are the largest crops so far this year.
 10. Collecting dill seed and harvesting licorice root will happen in late summer and fall.

EXERCISE 8 Identifying Compound Verbs

In each of the sentences below, underline the subject once and the compound verb twice.

- EX. 1. The runners fought for position and then settled into a comfortable pace.
1. My cat sleeps behind the books in the bookcase and looks like a dust ball afterward.
 2. The Oregon Trail started in Independence, Missouri, and ran for about 2,100 miles.
 3. The photographers traveled to distant countries and took wonderful pictures of many strange animals.
 4. Oprah Winfrey not only is a talk-show host but also runs her own television production company.
 5. Father's Day was first celebrated in West Virginia, and was observed for the eighty-fourth time in 1993.

EXERCISE 9 Identifying Compound Subjects and Compound Verbs

In each of the sentences below, underline the subject once and the verb twice.

- EX. 1. The sun is a star and resembles a ball.
1. Long ago, people gave names to the brightest stars and learned their locations.
 2. These ancient stargazers saw patterns in the sky and named the constellations.
 3. Among the brightest stars in the sky are Sirius and Rigel.
 4. Sometimes stars explode and become much brighter.
 5. Many mysteries or unanswered questions about such events remain.

CHAPTER REVIEW**A. Classifying Sentences**

On the line provided, classify each of the sentences below by writing *dec.* for *declarative*, *inter.* for *interrogative*, *imp.* for *imperative*, or *excl.* for *exclamatory*. Add the appropriate end punctuation.

- EX. excl. 1. What a serious problem this is!
- _____ 1. Trash litters beaches around the world
- _____ 2. What terrible damage this litter causes
- _____ 3. Why are plastic bags so harmful to sea creatures
- _____ 4. Sea animals often mistake bits of plastic for food and choke on them
- _____ 5. What can you do to help stop this problem
- _____ 6. Take along a large garbage bag every time you go to the beach
- _____ 7. Pick up litter and throw it in the bag
- _____ 8. Every year, people all over the world get together and sponsor cleanup parties
- _____ 9. Does that sound like fun
- _____ 10. Write the Center for Marine Conservation in Washington, D.C., for more information

B. Identifying Subjects and Predicates

On the line before each sentence, label the italicized word group *cmpl. s.* for *complete subject* or *cmpl. pred.* for *complete predicate*.

- EX. cmpl. pred. 1. Claude Debussy *was born in France in 1862.*
- _____ 1. *This important composer* was a gifted pianist.
- _____ 2. His exceptional talent *was apparent by the time he was nine years old.*
- _____ 3. Debussy *grew up in Paris in a very poor family.*

- _____ 4. *A Russian lady, von Meck, helped his career.*
- _____ 5. *Von Meck hired Debussy to play piano duets with her and her children.*
- _____ 6. *She took him to her many palaces all over Europe.*
- _____ 7. *Debussy traveled with the von Mecks during his summer vacations from the Paris Conservatory.*
- _____ 8. *Many of Debussy's works were inspired by a singer whom he loved.*
- _____ 9. *The new forms of music he developed startled his contemporaries.*
- _____ 10. *He believed that exploration was the basis of music.*

C. Writing a Journal Entry

You have been invited by NASA to witness the launch of a space shuttle from Cape Canaveral, Florida. On the morning of the launch, you can see the shuttle standing on a launch pad. The orbiter, which looks like an airplane, clings to a tank. At its side are two booster rockets. The scientists in the control room wait anxiously as the countdown begins. On the lines below, write a journal entry of at least five sentences describing the launch. Be sure each sentence has a subject and a predicate. Draw a line between the complete subject and the complete predicate.

EX. July 30, 0:7:45 — I | could see the space shuttle on the launch pad.

LESSON
8-2

Solving Systems by Substitution

Reteach

You can use substitution to solve a system of equations if one of the equations is already solved for a variable.

Solve $\begin{cases} y = x + 2 \\ 3x + y = 10 \end{cases}$

Step 1: Choose the equation to use as the substitute.

Use the first equation $y = x + 2$ because it is already solved for a variable.

Step 2: Solve by substitution.

$x + 2$

$$\begin{aligned} 3x + y &= 10 \\ 3x + (x + 2) &= 10 && \text{Substitute } x + 2 \text{ for } y. \\ 4x + 2 &= 10 && \text{Combine like terms.} \\ \underline{-2 \quad -2} & && \\ 4x &= 8 \\ \underline{4x \quad 8} & && \\ \underline{4 \quad 4} & && \\ x &= 2 \end{aligned}$$

Step 3: Now substitute $x = 2$ back into one of the original equations to find the value of y .

$$\begin{aligned} y &= x + 2 \\ y &= 2 + 2 \\ y &= 4 \end{aligned}$$

The solution is $(2, 4)$.

Check:

Substitute $(2, 4)$ into both equations.

$y = x + 2$	$3x + y = 10$
$4 \stackrel{?}{=} 2 + 2$	$3(2) + 4 \stackrel{?}{=} 10$
$4 \stackrel{?}{=} 4 \checkmark$	$6 + 4 \stackrel{?}{=} 10$
	$10 \stackrel{?}{=} 10 \checkmark$

Solve each system by substitution. Check your answer.

1. $\begin{cases} x = y - 1 \\ x + 2y = 8 \end{cases}$

2. $\begin{cases} y = x + 2 \\ y = 2x - 5 \end{cases}$

3. $\begin{cases} y = x + 5 \\ 3x + y = -11 \end{cases}$

4. $\begin{cases} x = y + 10 \\ x = 2y + 3 \end{cases}$

LESSON
8-2

Solving Systems by Substitution

Practice and Problem Solving: D

Fill in the blanks to solve each system by substitution. The first one is started for you.

1.
$$\begin{cases} y = 3x \\ y = x + 4 \end{cases}$$

Substitute 3x for y in the second equation.

3x = x + 4

- x -x

 = 4

 =

Since x = , substitute for x in one of the equations to find the value of y:

y = 3x

y = 3()

y =

Solution: (,)

2.
$$\begin{cases} 3x + y = 25 \\ y = x - 3 \end{cases}$$

Substitute _____ for y in the first equation.

3x + () = 25

 - 3 = 25

 + 3 +3

 = 28

 =

Since x = , substitute for x in one of the equations to find the value of y.

y = x - 3

y = - 3

y =

Solution: (,)

Solve each system by substitution. Check your answer.

3.
$$\begin{cases} y = 4x \\ y = 2x + 6 \end{cases}$$

4.
$$\begin{cases} y = x - 2 \\ 2x + y = 4 \end{cases}$$

5. A decorator charges a \$75 consultation fee, plus \$50 per hour. Another decorator charges a \$50 consultation fee, plus \$60 per hour. When do the decorators charge the same amount? How much is it? Solve.

1st decorator: y = _____ x + _____

2nd decorator: y = _____ x + _____

Write a system of equations for this problem.

1st equation: _____

2nd equation: _____

Solve the system of equations by substitution. x = _____ hours; y = \$ _____

LESSON
8-2

Solving Systems by Substitution

Practice and Problem Solving: A/B

Solve each system by substitution. Check your answer.

1. $\begin{cases} y = x - 2 \\ y = 4x + 1 \end{cases}$

2. $\begin{cases} 2x - y = 6 \\ x + y = -3 \end{cases}$

3. $\begin{cases} 3x - 2y = 7 \\ x + 3y = -5 \end{cases}$

(_____, _____)

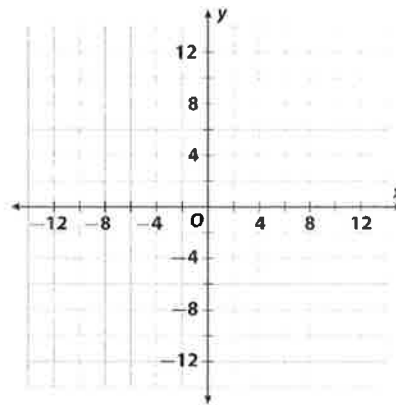
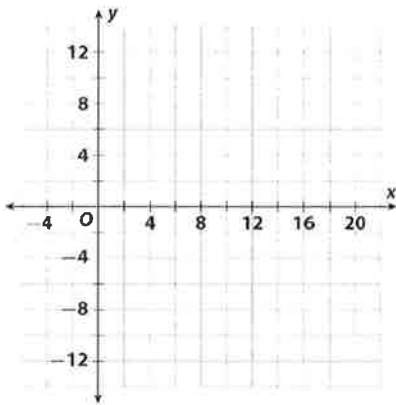
(_____, _____)

(_____, _____)

Estimate the solution of each system by sketching its graph.

4. $\begin{cases} x = -\frac{1}{4}y + 5 \\ 3x + 2y = 0 \end{cases}$

5. $\begin{cases} 3x = -y + 10 \\ 2x + 3y = -12 \end{cases}$



Estimated solution:

(about _____, about _____)

Estimated solution:

(about _____, about _____)

6. A sales associate in a department store earns a commission on each suit and each pair of shoes sold. One week, she earned \$47 in commission for selling 3 suits and a pair of shoes. The next week, she earned \$107 in commission for selling 7 suits and 2 pairs of shoes. How much commission does she earn for selling each suit and each pair of shoes? Solve by substitution.

LESSON
8-2

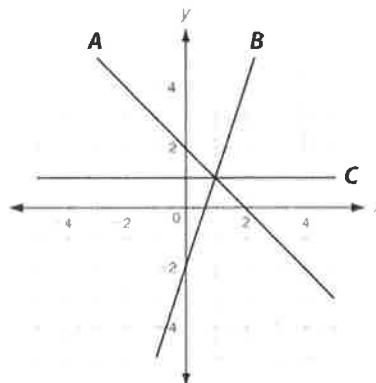
Solving Systems by Substitution

Practice and Problem Solving: C

Use the information below to complete Exercises 1–3.

The following three equations are shown on the graph:

- A:** $x + y = 2$
B: $-3x + y = -2$
C: $y = 1$



1. What is the solution of this system?
(_____, _____)
2. How can you re-write Equation C so that it is satisfied by the system solution?

3. Two weavers are selling their products at a crafts fair. One weaver sells 4 blankets and 6 sweaters for \$150. The other weaver sells 8 blankets and 12 sweaters for \$400. Do the weavers charge the same amount for blankets and sweaters? Write and solve a system of equations to support your answer.

Re-write these systems to make it easier to estimate a solution.

$$4. \begin{cases} 4.13x - \frac{23}{34}y = 5.754 \\ -1.804x = 10.04 + \frac{56}{11}y \end{cases}$$

$$5. \begin{cases} y = 0.005 \\ 0.006x + 0.00812y = 0.00087 \end{cases}$$

The linear equation $195x - 221y = 65$ has an infinite number of solutions for x and y . These are given by the linear equations $x = 40 - 17n$ and $y = 35 - 15n$, where n is any integer.

6. What is the smallest integer that will make $x < 0$ and $y < 0$?

7. Is there any integer that will give the values $x = 20$ and $y = 30$? Prove that your answer is correct.

LESSON
8-2

Solving Systems by Substitution

Reading Strategies: Build Vocabulary

When you solve and check a system of equations by **substitution**, sometimes you **estimate** or **round**.

Example

Solve the system by substitution.

$$4x - y = 8$$

$$-2x + 3y = -6$$

Solution

The term **substitution** means to *replace* one of the variables, x or y , in one of the equations with its value from the *other* equation. Look at the equations and decide which variable would be the easiest to find.

Here, it's the y in $4x - y = 8$. Add a "+ y " to both sides of the equation, and subtract 8 from both sides of the equation to give $4x - 8 = y$.

Then, **substitute** this value for y in the other equation and simplify:

$$-2x + 3y = -6 \quad \longrightarrow \quad -2x + 3(4x - 8) = -6$$

$$\quad \longrightarrow \quad -2x + 12x - 24 = -6, \text{ or } 10x = 18$$

This gives $x = \frac{9}{5}$. Next, **replace** x with $\frac{9}{5}$ in *either* of the equations in the system. For the first equation, this gives $4\left(\frac{9}{5}\right) - y = 8$, which simplifies to $36 - 5y = 40$, or $y = -\frac{4}{5}$. So, the solution of the system is $\left(\frac{9}{5}, -\frac{4}{5}\right)$.

Check

You might graph the equations on a coordinate plane to check your answer. If you **round** the numbers in the solutions, **about** where will you find the point of intersection?

The x value of $\frac{9}{5}$ is **about** 2. The y value of $-\frac{4}{5}$ is **about** -1. So, the point of intersection would be at **about** (2, -1).

Solve each system by substitution.

1.
$$\begin{cases} 2x = 3y \\ y = x - 2 \end{cases}$$

2.
$$\begin{cases} x + y = 2 \\ -x = 2y - 7 \end{cases}$$

Solution: (_____, _____)

Solution: (_____, _____)

Identifying Primary and Secondary Sources

What are Primary and Secondary Sources?

	PRIMARY SOURCE	SECONDARY SOURCE
Definition	<p>A primary source is a document or physical object which was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event. Some types of primary sources include:</p> <ul style="list-style-type: none"> • ORIGINAL DOCUMENTS (excerpts or translations acceptable): Diaries, speeches, manuscripts, letters, interviews, news film footage, autobiographies, official records • CREATIVE WORKS: Poetry, drama, novels, music, art • RELICS OR ARTIFACTS: Pottery, furniture, clothing, buildings 	<p>A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them. Some types of secondary sources include:</p> <ul style="list-style-type: none"> • PUBLICATIONS: Textbooks, magazine articles, histories, criticisms, commentaries, encyclopedias
Examples	<p>Examples of primary sources include:</p> <ul style="list-style-type: none"> • Diary of Anne Frank - Experiences of a Jewish family during WWII • The Constitution of Canada - Canadian History • A journal article reporting NEW research or findings • Weavings and pottery - Native American history • Plato's Republic - Women in Ancient Greece 	<p>Examples of secondary sources include:</p> <ul style="list-style-type: none"> • A journal/magazine article which interprets or reviews previous findings • A history textbook • A book about the effects of WWI
Your Examples		

Information taken from Princeton Reference Desk: <http://www.princeton.edu/~refdesk/primary2.html>

Identifying Primary and Secondary Sources

Primary and Secondary Sources Group Activity

Directions: In your group, work to answer the questions below.

- 1) Using a dictionary, find the definition for the two words below:

Primary:

Secondary:

- 2) When historians look at documents in order to understand history, they often divide these documents into categories, including primary and secondary sources. One of these categories includes *material produced by individuals who lived through an event* and the other includes *material produced from individuals about an event after it happened*. Based on the dictionary definitions above, which do you think is which? Fill in the blank, placing the correct word with hits correct definition (taken from the Society of American Archivists) below:

Primary Source

Secondary Source

- a) A _____ is material that contains firsthand accounts of events and that were created contemporaneous to those events or later recalled by an eyewitness.
- b) A _____ is a work that is not based on direct observation of or evidence directly associated with the subject but instead relies on sources of information.
- 3) If you are an historian who wants to research what life was like for women living in America in 1994, what kinds of primary sources might you look for? What kinds of secondary sources? Try to list three of each.
- 4) Why might it be important for us to consider both primary and secondary resources when we look at history?

Identifying Primary and Secondary Sources

Primary vs. Secondary Sources Quiz

Directions: Look at the sources below. Determine if they are a primary or secondary source. Then, write the reason that you think this is true.

Document One: Excerpt taken from *Tupac: Resurrection* by Jacob Hoye and Karolyn Ali

My mother was a Black Panther and she was really involved in the movement.

Just black people bettering themselves and things like that. She was in a high position in the party which was unheard of because there was sexism, even in the Panthers. All my roots to the struggle are real deep. My stepfather at the time, Mutulu Shakur, he was also a well-known revolutionary. And then my godfather, Geronimo Pratt, he had a top official rank position with the Panthers on the West Coast.

There's racism, so when the Panthers hit, the government panicked and they felt like the Panthers were detrimental to American society. So they raided every Panthers' house, especially the ones who they felt like, could do damage as an orator. My mother was seven months pregnant, they put a match to the door and said "Fire, Fire!" And you know it's like five in the morning so my mother opened the door and they just burst in, put a shotgun to her pregnant belly and put a gun to her head and said, "Don't move, bah, bah, bah, you're under arrest." They treated them like less than humans.

- 1) **What event or historical period is being discussed?**
- 2) **Is this a Primary or Secondary Source?**
- 3) **Why do you think this?**

: Identifying Primary and Secondary Sources

Document Two: Video interview with Aaron Dixon, co-founder and Captain of the Seattle chapter of the Black Panther Party.

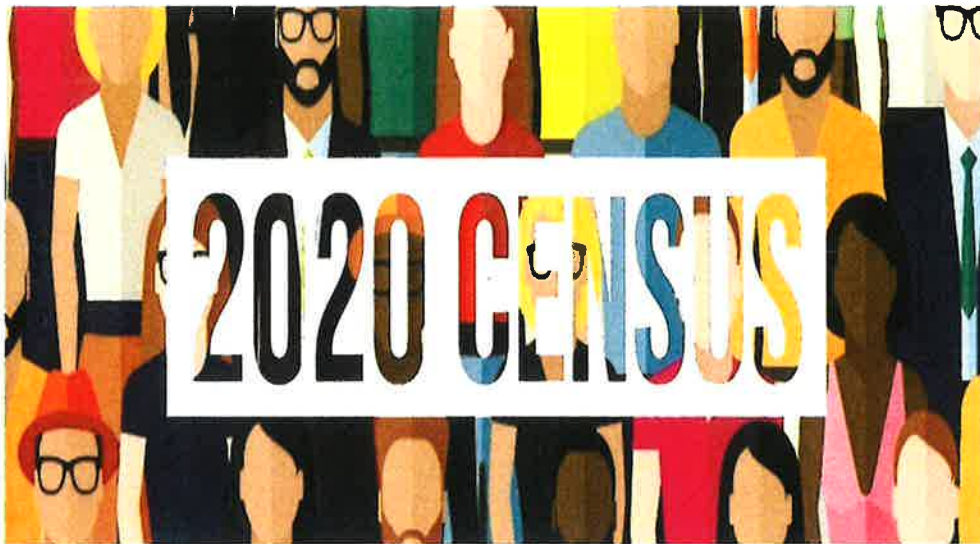


- 1) What event or historical period is being discussed or represented?
- 2) Is this a Primary or Secondary Source?
- 3) Why do you think this?

Document Three: *Tlaloc ceramic face pot, Templo Mayor, Mexico. Between between AD 1325-1521.*




- 1) What event or historical period is being represented?
- 2) Is this a Primary or Secondary Source?
- 3) Why do you think this?



Directions:

1. For each vocabulary word, draw a sketch to help you remember what each term means.
2. Next, provide the definition and a real-world example of the word in a sentence. The first one is done for you.

Vocabulary Word & Drawing	Definition & Real-World Example
<p>census</p> 	<p>Definition: A process of counting all the people in a country, city, or town, and collecting information about them.</p> <p>Real-world example: The U.S. census is data collected by the government every 10 years.</p>
<p>Questionnaire</p>	
<p>diversity</p>	

percentage	
data	
population	

The History of the Census

By National Geographic Society, adapted by Newsela staff on 02.02.20

Word Count 735

Level 1030L



Protesters gather outside the U.S. Supreme Court as the court hears oral arguments in the *Commerce vs. New York* case on April 23, 2019, in Washington, D.C. The case highlights a question about U.S. citizenship included by the Trump administration in the proposed 2020 U.S. census. Photo: Win McNamee/Getty Images

Every 10 years in the United States, the government conducts a population census. Required by the U.S. Constitution, the census was originally intended as a way to determine how many congressional representatives should represent each state. More recently, it has grown into a method of keeping track of population demographics and other social categories.



Around the world, most countries conduct a census to collect information on their populations. What they learn helps the government meet people's needs and plan for the future. Although the idea of a census is pretty common, the information that turns up is often far from ordinary.

In U.K., Religion Inspired By "Star Wars"

In the United Kingdom (U.K.), the 2011 population census asked for standard information about people's religions. What was not so standard was the number of people identifying as members of the Jedi religion. More than 170,000 people listed "Jedi" as their primary religion, making it the seventh most popular religion in the United Kingdom. The problem? Jediism is a religion from the fictional "Star Wars" universe.

In fact, so many people self-identified as Jedis that a government commission was asked to rule on whether it was, in fact, an actual religion in the country. (The commission ultimately said "no" to giving Jediism an official status.)

Countries like Canada and Australia saw a similar trend in self-declared Jedi knights. It was unclear whether they were merely fans of the movies showing their devotion, or the true emergence of a new religion. Whatever the case, the response seems to be on the decline in recent years.

Method For Processing Census Data

When you think of the census, you may picture volunteers and government workers going from door to door and asking questions. But did you know that the U.S. census was one of the earliest uses of computer technology?

After the 1880 census, the U.S. government was struggling to keep up with the data it collected. The country's population was growing faster than ever before and also becoming more complex, and the U.S. Census Office needed a more efficient way to process the information. Searching for new ideas, they set up a contest for the public, asking them to design a faster method for processing census data. The winner would be hired to process data for the 1890 census.

Herman Hollerith, an engineer and former government employee, took the prize. He came up with a machine system that processed punch cards that had census data coded onto them. The machine would "read" the holes punched into the cards, and then the data would appear on a series of dials that a clerk would record. Hollerith won the contract, and his machine helped tabulate the 1890 census much faster than before and under budget. With the success of his machine, Hollerith went on to create the Tabulating Machine Company. It would eventually evolve into the global computer company International Business Machines (IBM).

Today, the U.S. Census serves many purposes. It still collects basic population figures, and these numbers are used to assign the proper number of congressional representatives. At the same time, the census is a useful informational tool for meeting people's needs, and can literally save lives.

Natural Disasters

For example, information about who lives where comes in handy when natural disasters strike. Accurate data about local populations helps federal agencies be better prepared. For instance, census data can alert officials that an area has a large number of Spanish speakers. Such information may help emergency teams better communicate with local people.

The U.S. Census Bureau's On the Map online tool offers real-time information, providing emergency organizations with the latest information. Census data is matched up with geographic information to help manage immediate emergency response or create future emergency preparedness plans. Knowing who is where also helps the government account for changes

following a disaster. Census data can track how people are doing — and where they are going — after they are evacuated.

A country's census produces valuable basic information about its population. It also can provide glimpses into the less measurable parts of people's lives. They may identify cultural trends (as in the "Star Wars" census trend) or provide needed data for future planning. We may see the census as simply a series of numbers, but the stories those numbers tell can tell us a lot about the country at any given time.

1 Which two of the following sentences from the article include CENTRAL ideas of the article?

1. *More recently, it has grown into a method of keeping track of population demographics and other social categories.*
2. *Countries like Canada and Australia saw a similar trend in self-declared Jedi knights.*
3. *At the same time, the census is a useful informational tool for meeting people's needs, and can literally save lives.*
4. *Knowing who is where also helps the government account for changes following a disaster.*

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

2 Read the following paragraphs from the section "Natural Disasters."

For example, information about who lives where comes in handy when natural disasters strike. Accurate data about local populations helps federal agencies be better prepared. For instance, census data can alert officials that an area has a large number of Spanish speakers. Such information may help emergency teams better communicate with local people.

The U.S. Census Bureau's On the Map online tool offers real-time information, providing emergency organizations with the latest information. Census data is matched up with geographic information to help manage immediate emergency response or create future emergency preparedness plans. Knowing who is where also helps the government account for changes following a disaster. Census data can track how people are doing — and where they are going — after they are evacuated.

How is the CENTRAL idea developed in these two paragraphs?

- (A) by citing evidence to support combining census data and geographic information
 (B) by explaining the difficulty in using census data in times of natural disasters
 (C) by offering reasons that some people are suspicious of census workers
 (D) by providing examples of how census data can be used to help people

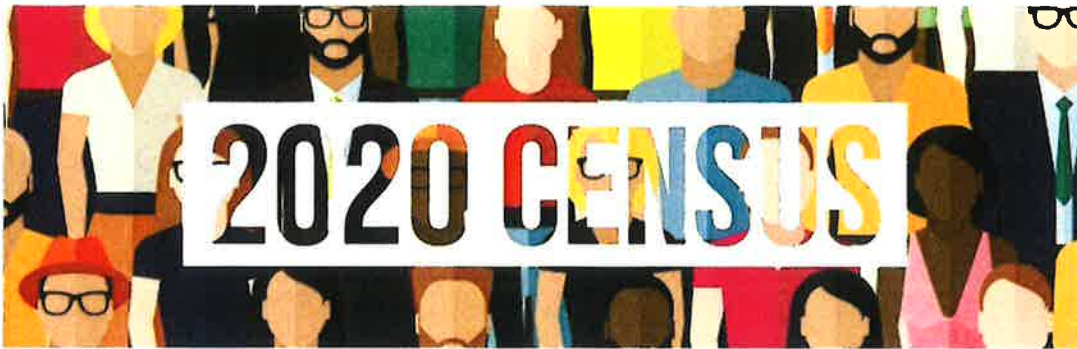
3 What is the MAIN reason the author includes the section "In U.K., Religion Inspired By 'Star Wars'"?

- (A) to argue that the census data might not be useful for government agencies
 (B) to explain the development of census data collection over the years
 (C) to introduce the idea that the census can provide unexpected and unusual information
 (D) to show that many people do not take the census seriously

4 Read the introduction of the article [paragraphs 1-2].

How does the introduction develop the MAIN idea?

- (A) by citing the new types of information gathered through the census
 (B) by identifying how the intention of the census has developed over time
 (C) by presenting the methods used to conduct a census
 (D) by providing the rationale for conducting a census periodically



Learning Packet ELD 6.7 - 8.7

2020 Census - Be Counted! Justify an Opinion

You are going to write at least one paragraph in English about an important issue.

- Think about what you will write before you begin writing.
- State your opinion clearly and give two or more reasons to support your opinion.
- The paragraph should include at least three complete sentences.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.
- Do not write outside the box..



The City of Compton received 1 million dollars in federal funding because many Compton residents filled out the census. The census data showed that there was a need for more funding, or monies, to provide resources for the Compton community.

Should the City of Compton build new parks or new libraries? Write at



CUSD Learning Packet #8

Eighth Grade Answer Key

EXERCISE 2, page 72

(Answers will vary. Possible responses are given.)

1. surprised
2. antique
3. aroma
4. sleepy
5. requested
6. mild
7. asked
8. sheer
9. pride
10. Ornate

CHOOSING YOUR WORDS II

EXERCISE 3, page 73

(Answers will vary. Possible responses are given.)

1. Her smile was so bright and cheerful that everyone at the meeting felt warmed by her friendly manner.
2. I really enjoyed your party, from the opening mystery game to the spicy pizza feast.
3. The bad news made me feel disappointed and sad.
4. The sunset last night spread vivid red streaks across the sky.
5. The subway car streaked through the tunnel at sixty miles an hour.

EXERCISE 4, page 74

1. updated or revised version
2. lighting electrician
3. a plumbing tool that resembles a snake
4. in baseball, an illegal movement by the pitcher that entitles any base runners to advance one base
5. Unsolicited e-mail sent to a large number of addresses

CHAPTER REVIEW

A., page 75

(Answers will vary. The revised paragraph should not contain any examples of informal English, such as colloquialisms or slang.)

B., page 75

1. snobby
2. picky
3. undistinguished
4. rowdy
5. talkative
6. glaring
7. tricky
8. argue
9. cheap
10. weird

C., page 76

(Answers will vary. Possible responses are given.)

1. As an athlete, he has extraordinary speed and agility.
2. Now children grow up quickly.
3. Her singing has tremendous emotional range.
4. Tara sweated over her word processor to finish writing the paper.
5. Alice always seems to think of others first.

D., page 76

(Answers will vary. Responses should show understanding of activity-related jargon. Commend responses that contain clear and complete definitions.)

CHAPTER 10: THE SENTENCE

SENTENCE SENSE

EXERCISE 1, page 78

1. sent. or frag.
2. frag.
3. frag.
4. sent.
5. frag.
6. frag.
7. sent.
8. frag.
9. sent.
10. frag.
11. sent.
12. frag.
13. sent.
14. sent.
15. frag.

EXERCISE 2, page 78

(Answers will vary. Possible responses are given.)

1. Yesterday the sky was cloudy, (declarative)
2. Please follow me. (imperative)
3. Can your dog do tricks? (interrogative)
4. I had a great time! (exclamatory)

THE SUBJECT AND THE PREDICATE

EXERCISE 3, page 79

1. festival | was
2. festival | was
3. Leaders | chose
4. warriors | rode
5. People | came
6. pole | a stood
7. people | pitched
8. dancers | painted
9. dancers | faced
10. ceremonies | lasted

EXERCISE 4, page 80

(Answers will vary. Possible responses are given.)

1. The crowd of yellow-bellied frogs | stands waiting for the school bus.
2. Two half-opened oysters | argued over the peanuts.
3. The blue dog named Yeller | pushed the red panic button.
4. A fat cat squinting in the sun | scanned one dictionary page and turned to the next.
5. A fish with a small fishing pole under its fin | politely asked me for the time.

THE SIMPLE SUBJECT AND THE SIMPLE PREDICATE

EXERCISE 5, page 81

- | COMPLETE SUBJECT | SIMPLE SUBJECT |
|--|----------------------------------|
| 1. The immigration station on Ellis Island | station |
| 2. An immigrant's first look at the island | look |
| 3. A two-story brick building | building |
| 4. Smaller buildings on the grounds | buildings |
| 5. the Great Hall | Great Hall |
| 6. A large U.S. flag | flag |
| 7. hundreds of immigrants | hundreds |
| 8. Physical and dental examinations | examinations |
| 9. Most immigrants | immigrants |
| 10. The Ellis Island Immigration Station | Ellis Island Immigration Station |

EXERCISE 6, page 82

- | COMPLETE PREDICATE | SIMPLE PREDICATE |
|--|---------------------|
| 1. should not be neglected | should be neglected |
| 2. should hold a minor burn under cold water for ten minutes | should hold |

- | | |
|--|---------------|
| 3. are destroyed by the heat | are destroyed |
| 4. should never put grease
butter, or cream on a burn | should put |
| 5. forms over the hurt area | forms |

**COMPOUND SUBJECTS
AND COMPOUND VERBS**

EXERCISE 7, page 83

<i>SUBJECTS</i>	<i>VERBS</i>
1. Lila; Karl	planted
2. Parsley; chives; horseradish	are
3. Roses; lilies	are included
4. Nurseries; stores; catalogs	sell
5. chicory; flax	make
6. textures; colors	produce
7. Karl; parents	dug
8. Watering; weeding	kept
9. Basil; mint	are
10. Collecting; harvesting	will happen

EXERCISE 8, page 84

<i>SUBJECTS</i>	<i>VERBS</i>
1. cat	sleeps; looks
2. Oregon Trail	started; ran
3. photographers	traveled;
	took
4. Oprah Winfrey	is; runs
5. Father's Day	was celebrated;
	was observed

EXERCISE 9, page 84

<i>SUBJECTS</i>	<i>VERBS</i>
1. people	gave; learned
2. stargazers	saw; named
3. Sirius; Rigel	are
4. stars	explode; become
5. mysteries; questions	remain

CHAPTER REVIEW

A., page 85

- | | | |
|--------------|--------------|--------------|
| 1. dec.; . | 5. inter.; ? | 9. inter.; ? |
| 2. excl.; ! | 6. imp.; . | 10. imp.; . |
| 3. inter.; ? | 7. imp.; . | |
| 4. dec.; . | 8. dec.; . | |

B., page 85

- | | | |
|---------------|---------------|----------------|
| 1. cml. s. | 5. cml. pred. | 9. cml. s. |
| 2. cml. pred. | 6. cml. s. | 10. cml. pred. |
| 3. cml. pred. | 7. cml. pred. | |
| 4. cml. s. | 8. cml. s. | |

C., page 86

(Answers will vary. Possible responses are given.)

- The early morning sun | shone brightly.
- The scientists in the control room | were staring at their computer screens.
- An announcer on the loudspeaker | began the countdown.
- The large rockets | suddenly fired and lifted the shuttle off the launch pad.
- The space shuttle | rose into the sky and gradually disappeared into the outer atmosphere.

**CHAPTER 11:
PARTS OF SPEECH**

NOUNS

EXERCISE 1, page 87

- Lydia Kamakaeha; princess
- member; family; Lydia; education
- travels; tour; Europe; United States
- composer; song; "Aloha Oe"
- King Kalakaua; Pearl Harbor; United States; 1887
- Lydia; king's; gift; land
- Hawaii; kingdom
- leaders; princess; concern; Hawaii
- Lydia; throne; Hawaii; 1891; Queen Liliuokalani
- Hawaii's; leaders; power; queen
- January; 1893; Sanford Dole; group; queen; throne
- President Grover Cleveland; Liliuokalani; ruler
- queen; Hawaii; 1895
- reign; Liliuokalani; Hawaii; nation; nations
- 1898; *Hawaii's Story by Hawaii's Queen*; book; life; islands

EXERCISE 2, page 88

- William of Normandy; King Edward
- deathbed
- brother-in-law
- English Channel
- headquarters
- outskirts
- outcome
- October 1066; Anglo-Saxons; Battle of Hastings
- Christmas Day
- William I; William the Conqueror; iron hand

**COMMON, PROPER, ABSTRACT, AND
CONCRETE NOUNS**

EXERCISE 3, page 89

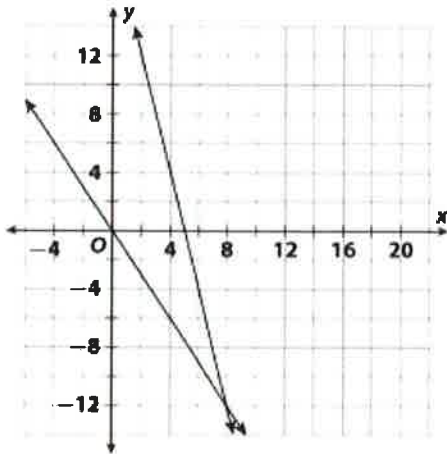
<i>COMM. N.</i>	<i>PROP. N.</i>
1. Thousands; years; people; caves; shelters	
2. Archaeologists; remains; tools; weapons; paintings; caves	Europe; Africa; Asia
3. cave; people; years	Peking
4. cave; artists; images; horses; deer; animals; wall	Lascaux, France; Ice Ages
5. caves; drawings	Aruba; American Indians
	Pueblo Indians; United States
6. villages	
7. parts; world; people; caves; homes	
8. Caves; homes; people	Africa; Europe; Asia
9. members; people; caves	Tasaday; Philippine Islands
10. homes; caves	Spain; Gypsies; Granada

8th Grade Answer Key

LESSON 8-2

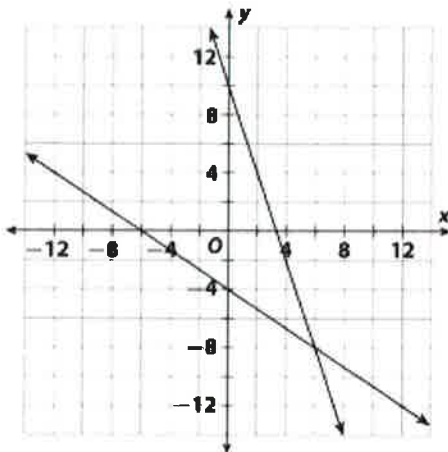
Practice and Problem Solving: A/B

1. $(-1, -3)$
2. $(1, -4)$
3. $(1, -2)$
- 4.



(about 8, about -12)

5.



(about 6, about -8)

6. \$13/suit, \$8/pair of shoes

Practice and Problem Solving: C

1. 1; 1
2. $0 \cdot x + y = 1$
3. No. The equations $4B + 6S = 150$ and $8B + 12S = 400$ have no solution, which means there are no values of B and S that satisfy both equations.
4. Round the coefficients:
 $4x - \frac{2}{3}y = 6$ and $-2x = 10 + 6y$
5. Multiply the coefficients by 1,000 and round: $y = 5$; $6x + 8y = 1$
6. Solve the inequalities $40 - 17n < 0$ and $35 - 15n < 0$ to find the smallest integers that make $x < 0$ and $y < 0$. n has to be 3 or greater.
7. Substitute $x = 20$ and $y = 30$ in the equations to see if an integer results; it does not in either case.

Practice and Problem Solving: D

1. $2x$; x ; 2; 2; 2; 2; 6; 2; 6
2. $x - 3$; $x - 3$; $4x$; $4x$; x ; 7; 7; 7; 7; 4; 7; 4
3. $(3, 12)$
4. $(2, 0)$
5. 50; 75; 60; 50; $y = 50x + 75$; $y = 60x + 50$; 2.5; 200

For 2.5 hours both decorators charge the same amount, \$200.

Reteach

1. $(2, 3)$
2. $(7, 9)$
3. $(-4, 1)$
4. $(17, 7)$

Reading Strategies

1. $(6, 4)$
2. $(-3, 5)$

ANSWER KEY (*Real-world example and sketched answers will vary*)
U.S. Census Bureau, Statistics In Schools



Census: A process of counting all the people in a country, city, or town and collecting information about them



Questionnaire: A set of written questions that is given to people to collect facts or opinions about something



Diversity: The ways people are different from one another



Percentage: A number that shows a part of a group



Data: Facts usually represented by numbers



Population: The number of people who live in an area

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WRITING Justify an Opinion

In this task type, students write an essay about a school-related issue as if they will give it to a school principal. Students provide their position along with appropriate supporting reasons.

Aligned 2012 ELD Standards: PI.C.11, PI.C.12, PII.A.1, PII.B.3, PII.B.4, PII.B.5, PII.C.6

Rubric

Score	Descriptors
4	<ul style="list-style-type: none">• The response successfully expresses an opinion (grades three through five) or states a position (grades six through twelve) and provides relevant and detailed support.• The response is readily coherent.• Grammar and word choice are varied and effective.• Minor errors in spelling and punctuation may be present but do not impede meaning.• For grades three through five: The response includes at least two reasons that support the opinion using three or more sentences.• For grades six through twelve: The response includes at least two reasons that support the position using six or more sentences.• For grades nine through twelve: Register is appropriate.
3	<ul style="list-style-type: none">• The response expresses an opinion or states a position with some relevant support.• The response is generally coherent.• Errors and limitations in grammar and word choice may impede meaning in some sentences.• Errors in spelling and punctuation minimally impede meaning.• For grades three through five: The response includes at least one reason that supports the opinion using two sentences.• For grades six through twelve: The response includes at least one reason that supports the position using three or more sentences.• For grades nine through twelve: Register is mostly appropriate.
2	<ul style="list-style-type: none">• The response expresses an opinion or states a position with some relevant support but is not complete.• The response is somewhat coherent.• Errors and limitations in grammar and word choice impede meaning.• For grades three through five: The response includes at least one sentence.• For grades six through twelve: The response includes at least two sentences.• For grades nine through twelve: Register is somewhat appropriate.
1	<ul style="list-style-type: none">• The response does not include a clear opinion or position and/or conveys little relevant information.• The response lacks coherence.• Frequent errors and/or severe limitations in grammar and word choice prevent expression of opinion or position.• For grades three through five: The response may consist of isolated words or phrases.• For grades six through twelve: The response may consist only of one sentence or of isolated words or phrases.• For grades nine through twelve: Register may not be appropriate.