

Christina School District Assignment Board

Grade Level: 8th

Week of April 27th, 2020

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	<p>This week we will use poetry to differentiate between tone and mood. Tone and mood convey meaning about a poem and help to identify the theme.</p> <p>Complete 'Understanding Mood and Tone' sheet.</p>	<p>Complete the Day 2 sheet, Read the poem Ellis Park.</p>	<p>On a separate sheet of paper rewrite the poem 'Ellis Park 'changing the words to give it a different tone or mood. You could give it a frightful or angry tone OR a silly or sad mood.</p>	<p>Complete the Day 4 Handout.</p>	<p>Complete the Day 5 Essay.</p>
<p>Math8 (IM1 & 2 can be found on the HS Boards)</p>	<p><i>Angle-Angle Triangle Similarity</i></p> <p>Complete 9-39, 9-40, and 9-41.. (attached) Graph paper is attached for 9-39.</p>	<p>Complete 9-42 and 9-43. (attached)</p>	<p>Complete 9-44 as a Journal Entry titled "Angle-Angle Similarity". (attached)</p>	<p>Complete Angle-Angle Similarity Practice Problems Worksheet #1-3. Use the example at the top of the worksheet to assist.</p>	<p>Complete Angle-Angle Similarity Practice Problems Worksheet #4. Use the example at the top of the worksheet to assist.</p>
Science	<p>The First Earth Day: Read article. Write down 2-3 things you learned from the article that you want to remember.</p>	<p>Pollution: Read article. Write down your answers to the questions at the end of the article.</p>	<p>Invasive Species: Read article. Write down 2-3 things you learned from the article that you want to remember.</p>	<p>Overharvesting: Read article. Write down your answers to the questions at the end of the article.</p>	<p>Habitat Loss: Read article. Write down 2-3 things you learned from the article that you want to remember.</p>
Social Studies	<p>Complete Activity 3 from the document titled, "Primary vs.</p>	<p>Complete Activity 1 from</p>	<p>Complete Activity 2 from</p>	<p>Complete Activity 3 from</p>	<p>Complete Activity 4 from</p>

Christina School District Assignment Board

	Secondary - Native American Removal NOTE: You have this document from last week's packet.	the document titled, "Slavery in the US – Primary Sources and the Historical Record"	the document titled, "Slavery in the US – Primary Sources and the Historical Record"	the document titled, "Slavery in the US – Primary Sources and the Historical Record"	the document titled, "Slavery in the US – Primary Sources and the Historical Record NOTE: Activity 5 & 6 will be on next week's CSD Assignment Board
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Understanding Mood and Tone – Day 1

Background Information:

Identifying tone and mood is important to understanding what the author is trying to convey as well as identify the theme of a text.

- **Tone** is the author's **attitude** toward his or her work or a character in the poem. One way to think about tone is to think of the text like a song. If the text was set to music, what sort of music would it have?
- **Mood** is the **feeling** produced by an author's use of language. In the movies, it is achieved by special lighting or music, in literature it is conveyed with words, imagery and figurative language.

Part I. Read the short passage, circle 3 words from the examples that indicate tone and 3 words that indicate the mood of the passage. In the passage underline the words/phrases that helped you determine the tone, put a [bracket] around words/phrases that helped you determine mood.

- **Tone examples:** solemn, tense, sarcastic, serious, enthusiastic, fearful, hostile, humorous, playful
- **Mood examples:** happy, confused, unhappy, angry, anxious, scared, uncertain, reassured, nervous, excited

Dinner threw me deeper into despair. My relatives licked the ends of their chopsticks and reached across the table, dipping them into the dozen or so plates of food. Robert and his family waited patiently for platters to be passed to them. My relatives murmured with pleasure when my mother brought out the whole steamed fish. Robert grimaced. Then my father poked his chopsticks just below the fish eye and plucked out the soft meat. "Amy, your favorite," he said, offering me the tender fish cheek. I wanted to disappear.

At the end of the meal my father leaned back and belched loudly, thanking my mother for her fine cooking. "It's a polite Chinese custom to show you are satisfied," explained my father to our astonished guests. Robert was looking down at his plate with a reddened face. The minister managed to muster up a quiet burp. I was stunned into silence for the rest of the night.

Part II. Read the following phrase from the passage. In the chart re-write the phrase using specific words to convey the specified mood and tone.

Example: **Tone:** Tense - **Mood:** Scared

The dog quickly charged towards the pair, barking angrily at the tiny child. The mother gasped and looked around frantically for help as the dog approached exposing sharp fangs dripping with venom.

Tone: Playful **Mood:** Happy

The dog quickly galloped towards the pair, yelping lightly at the tiny child. The mother laughed and looked around for toys as the dog flashed a toothy grin dripping with thick slobber.

"At the end of the meal my father leaned back and belched loudly, thanking my mother for her fine cooking. "It's a polite Chinese custom to show you are satisfied," explained my father to our astonished guests."		
Tone	Mood	New Sentence
Hostile	Angry	
Humorous	Happy	
Solemn	Unhappy	
Playful	Silly	

Day 2

Ellis Park

By Helen Hoyt

Little park that I pass through,
I carry off a piece of you
Every morning hurrying down
To my work-day in the town;
Carry you for country there
To make the city ways more fair.
I take your trees,
And your breeze,
Your greenness,
Your cleanness,
Some of your shade, some of your sky,
Some of your calm as I go by;
Your flowers to trim
The pavements grim;
Your space for room in the jostled street
And grass for carpet to my feet.

Your fountains take and sweet bird calls
To sing me from my office walls.
All that I can see
I carry off with me.
But you never miss my theft,
So much treasure you have left.
As I find you, fresh at morning,
So I find you, home returning --
Nothing lacking from your grace.
All your riches wait in place
For me to borrow
On the morrow.

Do you hear this praise of you,
Little park that I pass through?

Part I. Tone and Mood

1. Summarize the poem in 2-3 sentences.

2. What is the speaker's tone? Use words/phrases from the text to support your answer.

3. What is the mood of the poem? How do you feel after reading it? What words/phrases make you feel this way and why?

4. What is the theme, central meaning or lesson in life of this poem?

Day 4

During Reading: Read the poems 'If' by Rudyard Kipling and 'Travel' by Robert Louis Stevenson. As you read each poem, underline the words you feel convey the tone and circle the words you feel convey the mood of the piece. Read the poem aloud first then reread them silently in order to refine your understanding of the tone and mood.

After Reading: Complete the chart by identifying the theme and words/phrases that reflect tone and mood in each poem. Once you complete the chart complete a Venn diagram on the back of the sheet that compares and contrasts each poem's mood and tone. These organizers will help you with the essay on Day 5.

	'If'	'Travel'
The theme of the poem is ...		
The words and phrases I underlined reflect tone because...		
The words and phrases I circled reflect mood because...		

Day 5.

Writing: Use the organizer and Venn diagram to guide you as you write about the two pieces. This essay will compare and contrast mood and tone of the two poems with the use of the prewriting organizers. Your essay will be 2-3 paragraphs long.

Be sure to:

- Summarize both poems and identify themes. What tone and mood do the poems convey? Specifically, what words or devices are used to convey that tone and mood?
- Compare and contrast the poems. What concepts and ideas do the poems have in common and what differences do the poems have in terms of mood and tone?

Name: _____ Class: _____

If

By Rudyard Kipling
1910

Rudyard Kipling (1865-1939) was an English short story writer, poet, and novelist, perhaps best known for The Jungle Book (1894). Kipling wrote in Victorian England,¹ and the following poem is considered representative of the ideal qualities of a proper Englishman during that time. As you read, take notes on the structural form of the poem and how it contributes to the tone and message.

- [1] If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
[5] If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream—and not make dreams your
master;

- [10] If you can think—and not make thoughts your
aim;

If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves² to make a trap for fools,

- [15] Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings

- [20] And never breathe a word about your loss;
If you can force your heart and nerve and sinew³
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'



"Father and Son" by Nicolas is licensed under CC BY-NC-SA 2.0.

1. The Victorian era took place during the English Queen Victoria's rule (1837-1901). It was an era of relative peace and prosperity, considered the height of the British empire. Victorian culture, especially in the later years, consisted notably of strict moral and social conduct.
2. Dishonest men
3. Tissue connecting muscle to bone; something that binds together

- [25] If you can talk with crowds and keep your virtue⁴,
Or walk with Kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
[30] With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!

If by Rudyard Kipling is in the public domain.

4. **Virtue** (*noun*): Morally good behavior or character

Name: _____ Class: _____

Travel

By Robert Louis Stevenson
1913

Robert Louis Stevenson (1850-1894) was a Scottish novelist, poet, essayist, and travel writer. He is best known for his novels Treasure Island and The Strange Case of Dr. Jekyll and Mr. Hyde. This poem comes from his collection A Child's Garden of Verses. As you read, identify the descriptive language the speaker uses to characterize travel and different places.

- [1] I should like to rise and go
Where the golden apples grow;—
Where below another sky
Parrot islands anchored lie,
[5] And, watched by cockatoos and goats,
Lonely Crusoes¹ building boats;—
Where in sunshine reaching out
Eastern cities, miles about,
Are with mosque² and minaret³
[10] Among sandy gardens set,
And the rich goods from near and far
Hang for sale in the bazaar⁴,—
Where the Great Wall round China goes,
And on one side the desert blows,
[15] And with bell and voice and drum
Cities on the other hum;—
Where are forests, hot as fire,
Wide as England, tall as a spire,
Full of apes and cocoa-nuts
[20] And the negro hunters' huts;—
Where the knotty crocodile
Lies and blinks in the Nile,
And the red flamingo flies
Hunting fish before his eyes;—
[25] Where in jungles, near and far,
Man-devouring tigers are,
Lying close and giving ear
Lest the hunt be drawing near,
Or a comer-by be seen
[30] Swinging in a palanquin⁵;—



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1. a reference to Robinson Crusoe, a novel published in 1719 about a castaway named Robinson Crusoe shipwrecked on an island near Trinidad
2. a place of worship for Muslims, people of the Islamic faith
3. a tall slender tower of a mosque with one or more balconies from which the summons to prayer is cried
4. a market consisting of rows of shops or stalls selling various goods
5. a covered chair made for one passenger, consisting of a large box carried on two horizontal poles by four or six people

Where among the desert sands
Some deserted city stands,
All its children, sweep⁶ and prince,
Grown to manhood ages since,
[35] Not a foot in street or house,
Not a stir of child or mouse,
And when kindly falls the night,
In all the town no spark of light.
There I'll come when I'm a man
[40] With a camel caravan⁷;
Light a fire in the gloom
Of some dusty dining-room;
See the pictures on the walls,
Heroes, fights and festivals;
[45] And in a corner find the toys
Of the old Egyptian boys.

Travel by Robert Louis Stevenson (1913) is in the public domain.

6. "Sweep" may be referring to a child in the lower class; children were often hired in Great Britain to clean chimneys and were thus called "chimney sweeps."

7. a company of travelers on a journey through desert or hostile regions; may include a covered wagon(s) equipped as living quarters

Math 8 – Week of April 27th

AA Triangle Similarity

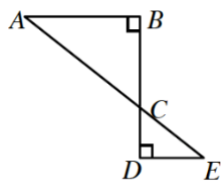
9-39 ANGLES IN SIMILAR FIGURES

- Using a sheet of graph paper and a straightedge, graph the quadrilateral M (0,3), N (4,0), P (2,-2), Q (-2,1).
- Enlarge the quadrilateral by a scale factor of 2.
- What do you notice about side MN and side M'N'? Explain.
- What can you say about $\angle M$ and $\angle M'$? Explain your reasoning. Hint: Extend sides MN and QM.
- Remember that a **conjecture** is an inference or judgment based on incomplete evidence. Based on your work in this problem so far, make a conjecture about the angles in similar figures.
- Test your conjecture in part (e) using a figure of your own design and a different scale factor. Try a second figure. Does your conjecture seem to work always, sometimes, or never?

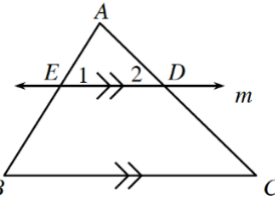
9-40 Imagine that two pairs of corresponding angles in two triangles are of equal measure. What could you then conclude about the third set of angles? Justify your answer and draw a diagram.

9-41 Use your conjecture from part (e) of problem 9-39 along with your work from problem 9-40 to explain how you can use the angles in a pair of triangles to determine if they are similar. Be sure to include how many angles you need and what needs to be true about them.

9-42 The relationship in the previous problem is called Angle-Angle Similarity and is written $AA\sim$. The symbol \sim means "similarity" or "is similar to." In the figure below, is $\triangle ABC \sim \triangle EDC$ (that is, is $\triangle ABC$ similar to $\triangle EDC$)? Explain your reasoning.

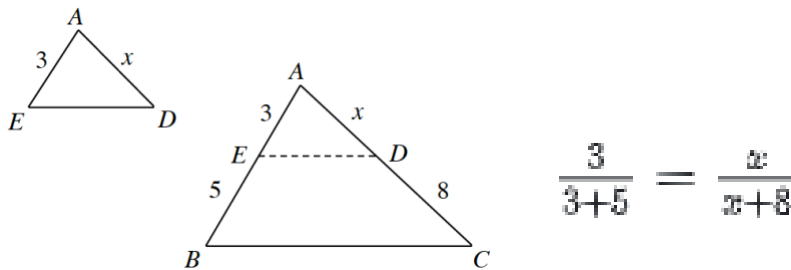


9-43 Eleanor and John were working on a geometry problem together. They knew that in the figure below, line m is parallel to side BC . They wanted to find the side lengths of each triangle. First they decided that they needed to show that $\triangle AED \sim \triangle ABC$. Eleanor said, "This is easy. We have parallel lines, so the triangles are similar by AA~."



"Hold on a minute!" John replied, "Which angles are equal?"

- Using the diagram at right, name the pairs of equal angles Eleanor sees. Why are they equal?
- Are the triangles ($\triangle AED$ and $\triangle ABC$) similar? Explain.
- Now that John sees how the triangles are similar, he suggests redrawing them separately as shown below. "Look," he says, "Now we just write a proportion." He suggests the following equation:



Explain how John came up with this equation.

- Solve the proportion equation in part (c) for x and check your answer.

9-44 JOURNAL ENTRY - What is Angle-Angle Similarity? What does it tell you about a pair of triangles? In your Journal Entry, explain the relationship and how you can use it. Be sure to include a diagram. Title this entry "Angle-Angle Similarity" and include today's date.

Think If two angles in one triangle are congruent to two angles in another triangle, then the third angle in each must also be congruent to the other.

In the diagram to the right, $\angle B \cong \angle D$ and $\angle A \cong \angle F$.

$$20^\circ + 115^\circ + m\angle C = 180^\circ$$

$$m\angle C = 180^\circ - 135^\circ$$

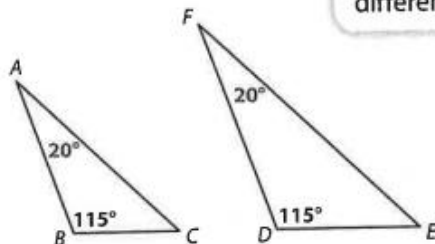
$$m\angle C = 45^\circ$$


$$20^\circ + 115^\circ + m\angle E = 180^\circ$$

$$m\angle E = 180^\circ - 135^\circ$$

$$m\angle E = 45^\circ$$

So $\angle C \cong \angle E$.

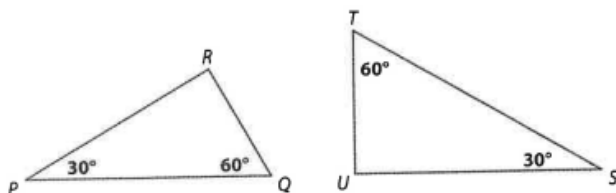


 **Mark** the congruent angles in the triangles in different colors.

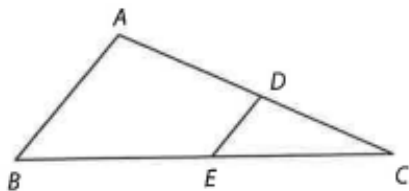
When all three angles of one triangle are congruent to three angles in another triangle, the two triangles are similar, which means that pairs of corresponding sides are proportional.

The triangles above are similar, and $\frac{AB}{FD} = \frac{BC}{DE} = \frac{CA}{EF}$.

1. In triangle PQR, $m\angle P = 30^\circ$ and $m\angle Q = 60^\circ$. In triangle STU, $m\angle S = 30^\circ$ and $m\angle T = 60^\circ$. How do you know that $m\angle R = m\angle U$? How can you prove this using the fact that the measures of the angles in a triangle have a sum of 180° ?

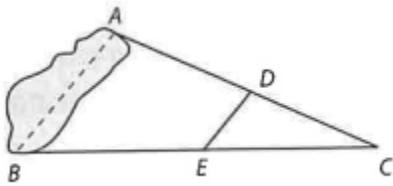


2. In the diagram, $\triangle ABC$ is similar to $\triangle DEC$. Explain how you know that triangle ABC and triangle DEC are similar triangles.

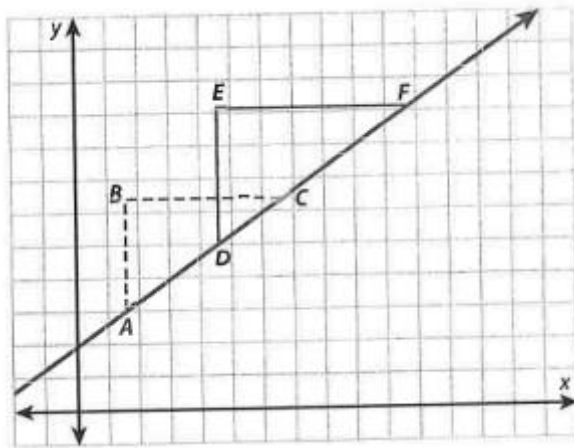


3. The diagram shows the similar triangles as in Problem 2. Each segment except

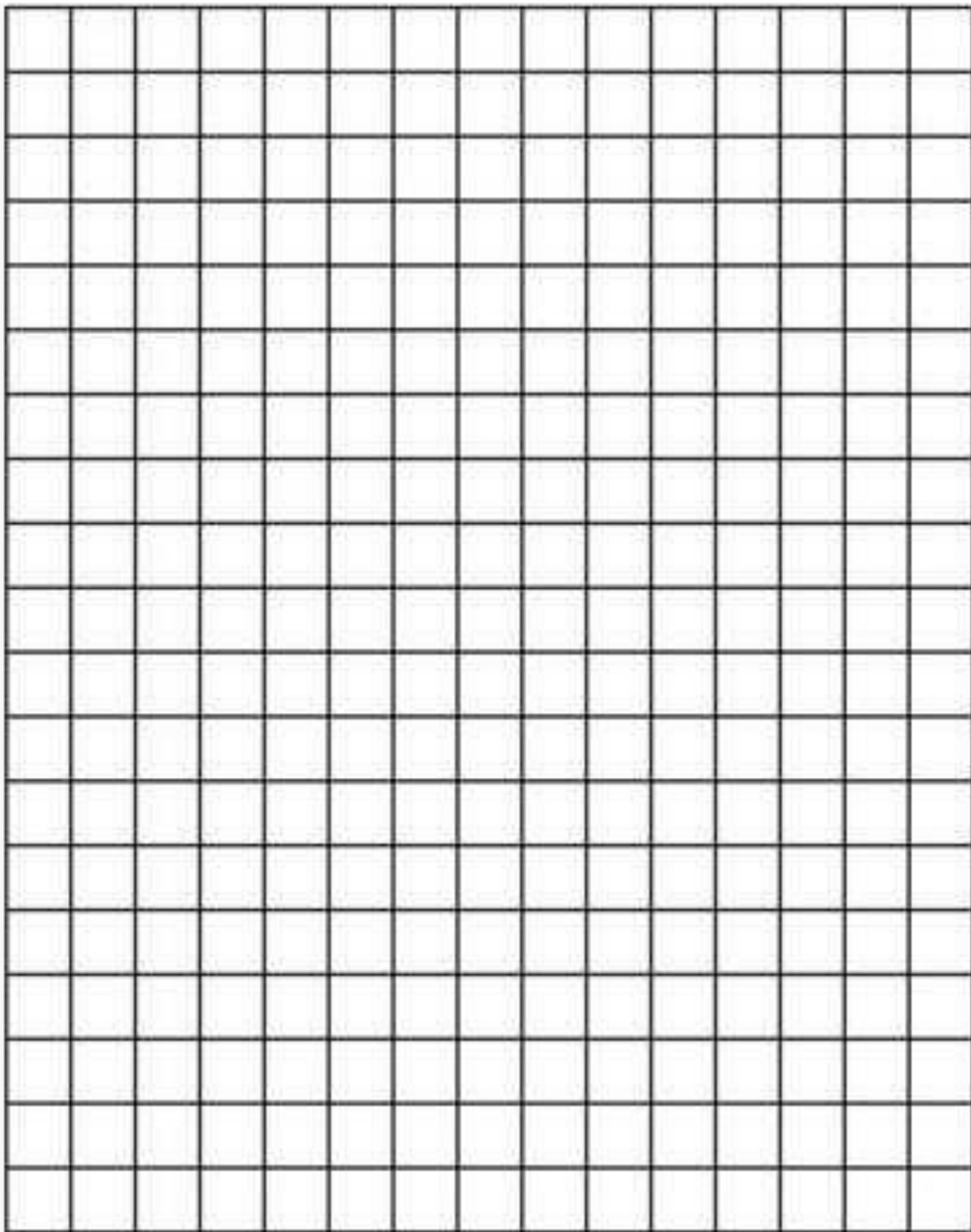
\overline{AB} is a road. Between points A and B is a pond. Explain how you can find the distance across the pond by measuring other distances.



4. In this exercise, you will use similar triangles to explain why the slope m is the same between any two distinct points on the line shown below.



- Use the fact that \overline{AB} is parallel to \overline{DE} and \overline{BC} is parallel to \overline{EF} to find pairs of congruent angles in triangles ABC and DEF.
- Explain how you can show that triangles ABC and DEF are similar triangles.
- The slope of the line between A and C is $\frac{AB}{BC}$. The slope of the line between D and F is $\frac{DE}{EF}$. Use similar triangles to explain how you know the slope of the line is the same between both pairs of points.



THE FIRST EARTH DAY:

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Earth Day reminds us to protect rivers like this one.

We only have one earth, so we need to take care of her. That's what Senator Gaylord Nelson of Wisconsin believed. He was disturbed that an issue as important as our environment was not addressed in politics or by the media, so he created the first Earth Day, on April 22, 1970. An estimated 20 million people nationwide attended festivities that day. It was a truly astonishing grassroots explosion, leading eventually to national legislation such as the Clean Air Act and the Clean Water Act. . . .

For the many people who care for the environment, Earth Day became the first opportunity they had to join in a nationwide demonstration to send a big message to public officials--a message to tell them to protect our planet. Both Arbor Day and Bird Day (established in the late 1800s) supported forestation, conservation, and the appreciation of nature, but on a smaller scale than Earth Day. While all three of these days helped educate the general public, some Americans already had a deep appreciation of nature.



These Iroquois understand the importance of a give-and-take relationship with nature.

Native American people, for example, the Iroquois, have long recognized and celebrated in story and song the interdependence of the earth and all its creatures. For the 20th anniversary of Earth Day in 1990, they were joined by more than 200 million people in 141 countries participating in celebrations of the planet that supports us. . . .

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POLLUTION:

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ollution

Acid rain destroys forests. Oil spills kill coastal plants and animals. Poisons wash into waterways. Plastic trash entangles wildlife. It's easy to see how pollution is a big problem for biodiversity.

Reptiles in Danger

Species of turtles lived 210 million years ago, at the same time as the dinosaurs. However, some species that are alive today are in danger of extinction. For example, a serious threat to marine leatherback turtles is probably all over your home—plastic! When people leave plastic bags, sandwich bags, balloons, and other plastic items on the beach they get swept into the ocean. Clear plastic floating in the water looks a lot like the leatherback's favorite meal—jellyfish. Unsuspecting turtles eat the plastic trash, mistaking it for food. Since it's impossible to digest, plastic's a dangerous diet for any animal!

What you can do:

- Don't use too many plastic bags when they're not necessary.
- Always make sure you throw away your garbage in a trash can and avoid releasing balloons into the air.

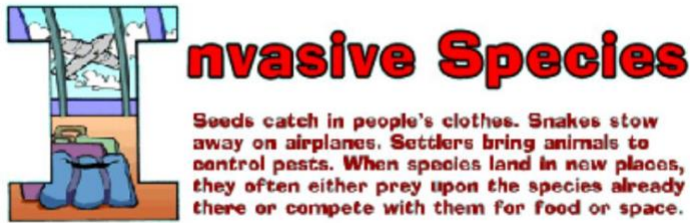
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QUESTIONS (Write your answers to the following using evidence from the passage you just read):

1. What is a serious threat to marine leatherback turtles that is probably all over your home?
2. Give one example of how pollution can harm plants or animals in the environment. Support your answer with evidence from the text.
3. The author mentions things you can do to help stop plastic pollution. One is to not use too many plastic bags when they're not necessary. What is something else you can do?
4. How might taking the steps described in the section, "What you can do", help animals? Support your answer with evidence from the text.

INVASIVE SPECIES:

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Hawaii's Unwelcome Visitors

Long ago, Hawaii's lush islands were home to many native birds found nowhere else on Earth. But everything changed when people came to Hawaii. They hunted some of the birds to extinction. The animals they brought were even more dangerous. Some, like chickens, infected the native birds with diseases. Others, like cats and snakes, threatened the native birds that couldn't defend themselves against these new types of predators.

Today, Hawaii's native bird population has fewer species, and many of the surviving species are endangered.

What You Can Do:

- Don't let your pets hunt wild animals.
- Don't release pets—including aquarium fish, turtles, and birds—into the wild.
- Don't travel with wild plants and animals.

OVERHARVESTING:

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verharvesting

Humans use thousands of the world's species in their daily lives for food, shelter, and medicine. But these natural resources are limited. People can take only so many fish from the sea or cut down so many acres of forests without permanently damaging ecosystems and threatening species. For many species, this "overharvesting" may mean total extinction.

Enough Fish in the Sea?

Every year, people catch about 85 million tons of fish and other marine animals. Advances in fishing technology are increasing the worldwide "catch" to keep pace with rising populations and demands for seafood. Fishing has become so intensive and efficient that many marine populations are shrinking. These species cannot recover quickly enough to survive constant overfishing.

What you can do:

- Be sure that fish and other food you buy don't come from overharvested areas.
- Don't buy wood or wood products from threatened native forests like Pacific maple, California redwood, mahogany, ebony, or teak.
- Buy recycled or salvaged wood whenever possible.

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QUESTIONS (Write your answers to the following using evidence from the passage you just read):

1. Overharvesting is taking too many animals or plants out of their environments for human use. What can overharvesting mean for many species?
2. Explain how human fishing has affected the populations of many fish and other marine animals. Support your answer with evidence from the text.
3. The overharvesting of fish and other marine animals for food is a major problem. According to the text, what is one way to help solve this problem? Support your answer with evidence from the text.

HABITAT LOSS:

This text is provided courtesy of OLogy, the American Museum of Natural History's website for kids.

Preserving the Ancient Forests

When people cut down forests, build cities, or make roads, they destroy habitats-the places where plants, animals, and other organisms live.

Deep in the ancient forests of the Pacific Northwest live some of the oldest and largest trees in the world. For centuries, Douglas firs and cedars have towered above the forest floor. But these majestic trees are only part of the rich areas known as old-growth forests. They are home to hundreds of plant and animal species.

Old-growth forests used to extend across the Pacific Northwest, but these precious habitats are quickly disappearing. In some cases, logging has destroyed the forest animals' habitats.

What can you do? Before you buy wood, make sure it comes from a "sustainable forest," a forest where trees are replanted.

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Slavery in the US – Primary Sources and the Historical Record

Benchmark Standard	<p>History 2a: Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena.</p> <p>History 2b: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.</p>
Grade	8
Vocabulary / Key Concepts	<p>Contraband - a black slave who escaped to or was brought within the Union lines.</p> <p>Evidence – Every image, object, building, written source and landscape is a piece of evidence that can help us understand and know about the past.</p> <p>Historical Record – evidence used to create a “story” / record of an artifact or document.</p> <p>Civil War – from April 12, 1861 to April 9, 1865; was fought in 1861 after decades of tensions between the southern and northern states over slavery, westward expansion and state rights. The election of Abraham Lincoln as President, caused eleven states to secede from the Union beginning with South Carolina and form the Confederate States of America. In hopes that Lincoln would get help for the Union, Lincoln turned the war into a war against slavery.</p>

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ACTIVITY 1:

1. Think about all of the activities you were involved in during the past 24 hours, and on a separate sheet of paper, list as many of these activities as you can remember.
2. For each activity, write down all of the evidence that may have been left behind (For example, if you ate breakfast, are there crumbs on the table and/or a dirty bowl in the sink?)
3. After you have completed steps one and two, review your list and answer the following questions:
 - a. Which of the daily activities were most likely to leave trace evidence behind?
 - b. What, if any, of the evidence might be preserved for the future? Why?
 - c. What might be left out of a historical record of these activities? Why?
 - d. What would a future historian be able to tell about your life and your society based on evidence of your daily activities that might be preserved for the future?
4. Now think about a more public event currently happening (a court case, election, public controversy, law being debated), and answer these questions:
 - a. What kinds of evidence might this event leave behind?
 - b. Who records information about this event?
 - c. For what purpose are different records of this event made?
5. Based on this activity, write one sentence that describes how the historical record can be huge and limited at the same time. What are the strengths and limitations of the historical record?

ACTIVITY 2: Choose one of the two photographs (on page 3) and analyze it by answering the “Photograph Questions” (see below):

ACTIVITY 3: Choose the other photograph (on page 3) and analyze it by answering the “Photograph Questions” (see below):

PHOTOGRAPH QUESTIONS:

OBSERVE	REFLECT	QUESTION
Identify and note details: 1. Describe what you see... 2. What do you notice first? 3. What people and objects are shown? 4. How are they arranged? 5. What is the physical setting? 6. What, if any, words do you see? 7. What other details can you see?	Generate and test hypotheses about the source: 8. Why do you think this image was made? 9. What's happening in the image? 10. When do you think it was made? 11. Who do you think was the audience for this image? 12. What tools were used to create this? 13. What can you learn from examining this image? 14. If someone made this today, what would be different? 15. What would be the same?	Ask questions that lead to more observations and reflections. 16. What do you wonder about? a. Who? b. What? c. When? d. Where? e. Why? f. How? (continued on next page)

FURTHER INVESTIGATION:

Identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

17. What more do you want to know, and how can you find out?

18. Select an image. Predict what will happen one minute after the scene shown in the image. One hour after? Explain the reasoning behind your predictions.

ACTIVITY 4:

Choose one of the two interviews (on pages 4 & 5) and analyze it by answering the “Interview Questions” (see below):

ACTIVITY 5:

Choose the other interview (on page 4 & 5) and analyze it by answering the “Interview Questions” (see below):

INTERVIEW QUESTIONS:

OBSERVE	REFLECT	QUESTION
Identify and note details: 1. Describe what you notice... 2. What do you notice first? 3. Are any words unfamiliar to you? 4. Even though it's written down, can you tell if there is an accent? 5. What other details do you notice?	Generate and test hypotheses about the source: 6. What was the purpose of this interview? 7. What do you think was happening when it was happening? 8. What can you tell about the person telling the story, and about that person's point of view? 9. What is the significance of the interview? 10. Is it more personal or historical? 11. How does encountering the story firsthand change its emotional impact? 12. What can you learn from this interview?	Ask questions that lead to more observations and reflections. 13. What do you wonder about? a. Who? b. What? c. When? d. Where? e. Why? f. How?

FURTHER INVESTIGATION:

Identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

14. What more do you want to know, and how can you find out?

15. Speculate about the purpose of the interview. What do you think the people in the interview expected to accomplish from it? Do you think they succeeded? Explain why you think so.

ACTIVITY 6:

Based on your analysis of the four documents, complete the following questions:

1. What was slavery like for African-Americans in the period before the Civil War?
2. Was any document completely believable? Completely unbelievable? Why or why not?
3. Did some types of primary sources seem less believable than other kinds of sources? Why do you think this is true?
4. What information about slavery did each document provide? How did looking at several documents expand your understanding of slavery?
5. If you found contradictory information in the sources, which sources did you tend to believe? Why?
6. What generalizations about primary historical sources can you make based on this document set?
7. What additional sources (and types of sources) would you like to see to give you greater confidence in your understanding of slavery?
8. What would you say the historical record is based on these four documents? Explain and use evidence to support your record.



PHOTOGRAPH A:

Title: [Cumberland Landing, Va. Group of "contrabands" at Foller's house]

Creator(s): Gibson, James F., 1828-, photographer

Date Created/Published: 1862 May 14.



PHOTOGRAPH B:

Title: ["Auction & Negro Sales," Whitehall Street]

Creator(s): Barnard, George N., 1819-1902, photographer

Date Created/Published: [1864]

Excerpt from "My Ups and Downs"

MY UP'S AND DOWN'S – an interview with Kert Shorrow

Written By: Mrs. Ina B. Hawkes

Research Field Worker, Georgia Writers' Project, Athens -

Edited By: Mrs. Maggie B. Freeman

Editor, Georgia Writers' Project, Athens - WPA Area -6

October 9, 1939

September 14, 1939

[Kert Shorrow?] (Negro)

Route # 1, Athens, Georgia

INTERVIEW A:

Mrs. Ina B. Hawkes

MY UP'S AND DOWN'S

It was just a small Negro shanty, just off the highway. I went up to the front door. I noticed it was open, but I found the screen door shut and latched.

I came back down off the porch and walked around the house. I saw an old Negro woman coming down a little grassy lane. I walked up to meet her. She looked a little tired. She had a white cotton sack on her back where she had been picking cotton and a big sun hat on. She looked up and appeared very much surprised to see me.

"Good morning, Aunty. Do you live here?" She said, "Good morning, Miss. Yes, man, I lives here. I aint been here so long though. Is der something I can do for yo?"

I told her that I wanted to talk to her a little while if she had time. She said, "Yes'um, but you see I don't want to be [empolite?] cause I won't raised dat way. But if you will come in I will talk to you while

I fix a little dinner. I works in the field all I can."

About that time I saw a small boy coming around the house with his cotton sack.

"My name is [Sadie?]," she said, "and dis is my great grandson here. I'se got seventeen chillun, Honey."

"How did you manage with so many children, Aunty?" I asked. "By the help of the Lawd. We didn't have much, but you know what the old frog said when he went to the pond and found jus a little water, don't you? Well, he said, "A little is better than none.' Dat's de way I all'ers felt about things.

"I was born and raised in Walton County. But dey is done changed things back over der so much. I was over der to see my daughter while back and, Lawdy mussy, chile, dey is done built a new bridge ah didn't know nothing about.

"Here, Sammy, make mama a fire in de stove while I gits a few things ready to cook."

The little boy had a kerosine lamp over the blaze and, before I could stop myself, I had yelled at him to get it away from that blaze. Aunt Sadie said, "Dat's right, Miss. Correct him. Chillun des days don't see no danger in nothing.

"Back in my day as far back as I can remember my mother and father was [Marse?] Holt and Mistess Holt's slaves. 'Case we chilluns was too, but slavery times wus over fo I wus big nuf to know very much 'bout hit.

"But I do know about [Marse?] Holt and Mistess Holt. Lawd, child, dey wus de best people in de world I do think. Ole Mistess use to make us go to bed early. She would feed us out under a walnut tree. She wouldn't let us eat lak chilluns do now. We would have milk and bread, and dey would always save pot liquor left over from the vegetables. They put corn bread in it. We little Niggers sho' injoyed hit though. Sometimes we would get syrup and bread and now and then a biscuit.

"[Marse?] and Mistess died, but Ma and Pa and we chillun just stayed on and waked hard. Pa and Ma both wus good farmers. But, Honey, talk 'bout slavery times, hit's mor lak slavery times now with chillun dan it wus den. 'Cause us didn't have to go to de fields til we wus good size chillun. Now de poor things has to go time dey is big nuf to walk and tote a cotton sack.

"Miss Ruth is [Marse?] and Mistess Holt's daughter. I wus fortunate to know Miss Ruth. She larnt me to say my A B C's. If I didn't know them or say them fast nuf she would slap me and make me do hit right". She got up and went over to an old washstand and got an old blue back speller. "Here," she said, "look at dis and you will see whut she taught me wid. You can see why I loves dat book. I don't let nobody bother wid dat.

"I sits and looks at my little book lots of times and think of dem good old days. I went to regular school two months in my life.

"I thought I wus grown when I hopped up and married."

"...My life, Honey, is jus been ups and downs. Me and pa and the chilluns always jus had to stay home and work 'cept on Saddays. We would always go to town and church on Sundays. We would fix a big box of oats and get up soon Sadday morning, and

Tom and the boys would hitch up old Buck to the cart. Yes, dat old ox wus jus as fast as anybody's mule. He would take us to town and bring us back safe.

"I never will forget one Sadday we wus in town. It wus a treat to jus go to town for us, the lights wus so pretty, but coming home dat day a man stopped us. Me and Tom had most of the chilluns with us. He said he wanted to take our pictures, so he could save it and show it ot his grandchilluns.

"We jus sold old Buck in 1934. He wus gitting old and couldn't plow and git 'bout lak he used too. And we needed a mule too.

"Lawdy, dere's Tom now. He come in the back door, a little man not much older looking than I is."....

{Begin handwritten} Beliefs Customs - Customs {End handwritten}

Date received - 10/10/40

Title Social Customs. Mrs. Lula Bowers II

Place of origin Hampton Co., S. Car. Date 6-28-38

Project worker Phoebe Faucette

Source: Mrs. Lula Bowers, 79, Luray, S. C.

(Second interview.)

SOCIAL CUSTOMS

Mrs. Lula Bowers {Begin handwritten}, II {End handwritten}

...."There is a great change in the men and women, too, from what it used to be. It used to be that the men tended to all the business. Now most all the business is tended to by the women!

I remember the first woman free dealer. She was Mr. Ned Morrison's grandmother. She was the first free-dealer I ever heard of. Her husband was an excellent man but no business man. He had a large farm to manage after the war, with free labor. He'd get so mad with the negroes that he'd just let them go, and give up. So she had to take charge. She went to the courthouse and got an appointment. She was the only woman I know that got an appointment to run her own farm. Now women run their farms if they want to.

"The churches and schools wasn't much. They got free-schools for three months then. Now they get it for nine.

"The roads weren't good either like they are now. And it was so hard to get anybody to work on the roads. Each farmer had to send a certain amount of hands to work the roads, and someone had to oversee the work. My father was generally the one.

"In slavery time we had three slave quarters - ten houses in each quarter. The houses were kept nice, kept clean. And there was one special house where they kept the children and a nurse. The houses were log-houses, and they didn't have any windows more than ten or twelve inches square. And they had shutters, not sash. The hinges for the shutters were made in the blacksmith shop. They wouldn't have but two rooms. Very often they wouldn't have lumber enough to put in the partition, and would have to hang up sheets between the rooms.

They'd ceil them with clapboards from the woods. Their furniture was just anything that they could get - little stools, and little benches, and just anything. They'd use the back of their old dresses for quilts.

"The clothes of the slaves were spun at home and made by their mistresses. The'd weave them white, then dye the cloth. They'd go in the woods and get bark and dye them.

"The slaves had bread and hominy, and what little meat they could get hold of now and then. There were a lot of cattle in this country. And they raised a lot of geese, and guineas, and such like. Most of the slaves were doctored by their owners. Dr. Nathan A. Johnston was the first doctor I knew anything about. They'd rake soot off the back of the chimney and make a tea out of it for the colic. Called it soot-tea. I've seen my grandmother do it a many a time! The slaves didn't have any education in that day. They'd have Sunday Schools for the white people and for the slaves. The old people would write down what the children had to say. They had no books then, and paper was so scarce they sometimes had to use paste-board. When the slaves wanted to go off on a visit they were given tickets, and allowed to go for just so many hours.

"After the war, military rule was oppressive for a while; but they got so they dropped that. There was much lawlessness. There was no law at all, and they couldn't manage the negroes at all. There was a man that came from Beaufort named Wright, and he controlled them. He was a northerner but he was a good man. He and his wife came. They stayed in three different homes when they were here. Only three homes would take those people in! One of them was a relative of mine. She said one night Mrs. Wright said she would make a pudding for them all - what she called Hasty Pudding. So my aunt got out the sugar, and eggs and seasonings for her; but the 'Pudding' proved to be just Fried Hominy - cold hominy sliced and rolled in egg and flour and fried. They had a son and a daughter. After a while they came, too,"

INTERVIEW B: