

Christina School District Assignment Board

Grade Level: 8th

Week of May 4th, 2020

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	<p>This week we will explore persuasive rhetoric.</p> <p>Read and complete the Persuasive Techniques in Advertising sheet.</p> <p>**On the Identifying Persuasive Techniques in the box identify the persuasive technique used and your rationale for choosing the technique.</p>	<p><i>Review your notes from Day 1. When authors and advertisers write they always have an audience in mind. Revisit the Identifying Persuasive Techniques sheet. In the box identify the audience. Who is the advertiser speaking to?</i></p> <p><i>Review the Demographics sheet and complete the exercise.</i></p>	<p><i>Complete the Analyzing Ads sheet. Once complete analyze your data. In 1-2 paragraphs respond to the following. What do you notice? Compare and contrast the commercial shown on the two Networks. Explain whether or not the commercials matched the target audience for the show. Give specific examples of products, considering whom the products were intended. Finally, examine the commercials for your demographic. Did the commercials appeal to you, why or why not?</i></p>	<p><i>Choose one (or both) of the articles to read. As you read mark the ethos, pathos, logos and other persuasive techniques used by the author. In a paragraph identify the writer's claim and supports. What is the writer supporting, who is the target audience, what are the demographics? Cite specific evidence from the text to support the response.</i></p>	<p><i>Make your own advertisement. Use at least 3 of the persuasive techniques learned this week. Identify your target audience with demographics. Draw a picture of whatever it is you are advertising.</i></p>
Math8 (IM1 & 2)	<p><i>Side Lengths and Triangles</i></p>	<p>Complete 9-52 as a Journal Entry titled "Triangle Inequality. Use</p>	<p>Complete 9-53 as a Journal Entry titled "Triangle Side- Length</p>	<p>Complete 9-54 and 9-55. (attached)</p>	<p>Complete 9-57 and 9-62. (attached)</p>

Christina School District Assignment Board

<p>can be found on the HS Boards)</p>	<p>Answer “Which One Doesn’t Belong?” and justify your choice. (attached) Complete 9-51 using the two resource pages at the end of the packet. (attached)</p>	<p>examples to support your conclusions. (attached)</p>	<p>Patterns”. Again, use examples to support your conclusions. (attached)</p>		
<p>Science</p>	<p>Climate (part 1): Read article. Highlight, underline and/or annotate important information for understanding.</p>	<p>Climate (part 2): Reread article and notations as necessary. In your own words, write a paragraph summary of the article. Be sure to include an explanation of the different climate zones as well as their approximate location in the United States.</p>	<p>Climate vs. Weather (part 1): Read article. Highlight, underline and/or annotate important information for understanding.</p>	<p>Climate vs. Weather (part 2): Reread article and notations as necessary. In your own words, write a paragraph summary of the article.</p>	<p>What Are Climate and Climate Change? Read article. Highlight, underline and/or annotate important information for understanding. Keep articles for next week.</p>
<p>Social Studies</p>	<p>Complete Activity 5 from the document “Slavery in the US-Primary Sources and the Historical Record” NOTE: You have this document from last week’s CSD Assignment Board (Week 4, of April 27)</p>	<p>Complete Activity 6 from the document “Slavery in the US-Primary Sources and the Historical Record” NOTE: You have this document from last week’s CSD Assignment Board (Week 4, of April 27)</p>	<p>Complete Activity 1, 5Ws for Sections “Spanish Texas” and “Mexican Texas” from the document titled, “Texas Revolution”</p>	<p>Complete Activity 1, 5Ws for Sections “American Immigration to Texas” and “Texas Revolution” from the document titled, “Texas Revolution”</p>	<p>Complete Activity 1, 5Ws for Sections “Republic of Texas” and “Annexation Debate” from the document titled, “Texas Revolution.” NOTE: Activities 2-4 will be on next week’s CSD Assignment Board.</p>

Persuasive Techniques in Advertising

The persuasive strategies used by advertisers who want you to buy their product can be divided into three categories: **pathos**, **logos**, and **ethos**.

Pathos: an appeal to emotion.

An advertisement using **pathos** will attempt to evoke an emotional response in the consumer. Sometimes, it is a positive emotion such as happiness: *an image of people enjoying themselves while drinking Pepsi*. Other times, advertisers will use negative emotions such as pain: *a person having back problems after buying the "wrong" mattress*. **Pathos** can also include emotions such as fear and guilt: *images of a starving child persuade you to send money*.

Logos: an appeal to logic or reason.

An advertisement using **logos** will give you the evidence and statistics you need to fully understand what the product does. The **logos** of an advertisement will be the "straight facts" about the product: *One glass of Florida orange juice contains 75% of your daily Vitamin C needs*.




Ethos: an appeal to credibility or character.

An advertisement using **ethos** will try to convince you that the company is more reliable, honest, and credible; therefore, you should buy its product. **Ethos** often involves statistics from reliable experts, such as *nine out of ten dentists agree that Crest is the better than any other brand* or *Americas dieters choose Lean Cuisine*. Often, a celebrity endorses a product to lend it more credibility: *Catherine Zeta-Jones makes us want to switch to T-Mobile*.

Practice labeling **pathos**, **logos**, and **ethos** by placing a **P**, **L**, or **E** in the blank :

- _____ A child is shown covered in bug bites after using an inferior bug spray.
- _____ Tiger Woods endorses Nike.
- _____ Sprite Zero is 100% sugar-free.
- _____ A 32-oz. bottle of Tide holds enough to wash 32 loads.
- _____ A commercial shows an image of a happy couple riding in a Corvette.
- _____ Cardiologists recommend Ecotrin more than any other brand of aspirin.
- _____ Advil Liqui-Gels provide up to 8 hours of continuous pain relief.
- _____ Miley Cyrus appears in Oreo advertisements.
- _____ People who need more energy drink Red Bull Energy Drink.
- _____ A magazine ad shows people smiling while smoking cigarettes.

Part 2: The Power of Persuasion The persuasive messages that have made a lasting impression on you have probably been based on specific persuasive techniques, or methods, that were used to sway your heart and mind. The persuasive techniques shown in the chart can make strong arguments even more powerful. However, they can also disguise flaws in weak arguments because these techniques can lead to faulty reasoning. Faulty reasoning is a claim based on information that is incorrect, biased, or simply does not make sense. The examples below will help you be alert to common kinds of faulty reasoning.

Appeals by Association	Emotional Appeals	Loaded Language
<p>“Sell” a product or an idea by linking it with something or someone positive or influential</p>	<p>Use strong feelings, rather than facts and evidence, to persuade</p>	<p>Relies on words with strongly positive or negative associations</p>
<p>Bandwagon Taps into people’s desire to belong to a group</p>	<p>Appeal to Fear Makes people feel as if their safety, security, or health is in danger</p>	<p>Words with Positive Associations Bring to mind something exciting, comforting, or desirable</p>
<p>Don’t miss the fundraiser that everyone’s talking about!</p>	<p>If a hurricane hit tomorrow, would your family be safe?</p>	<p>Sparkling waters, silky sands, and breezy air all await you at Shongum Lake Park.</p>
<p>Testimonial Relies on the backing of a celebrity, an expert, or a satisfied customer</p>	<p>Appeal to Vanity Uses flattery to win people over</p>	
<p>As the lead singer of Destination Home, I know good sound when I hear it. That’s why I won’t go anywhere without my FX portable music player.</p> 	<p>We’re looking for talented athletes like you. Join our after-school running club.</p> 	<p>Words with Negative Associations Call up unpleasant images, experiences, or feelings</p>
		<p>The calves were raised in cramped, filthy stalls.</p>



Identifying Persuasive Techniques

Directions: Identify the kind of persuasive language being used in each of the advertising slogans below.

Liquid Armor

1. Your nails will be beautiful — and 50% stronger than they are today.

2. *Love your wife. Love your kids. Love your*
Buick.

Babette's Basil

3. is fresh, beautiful, and bright, bright green.

Congressman Louis Black

4. trusts his money to
U.S.A. Bank

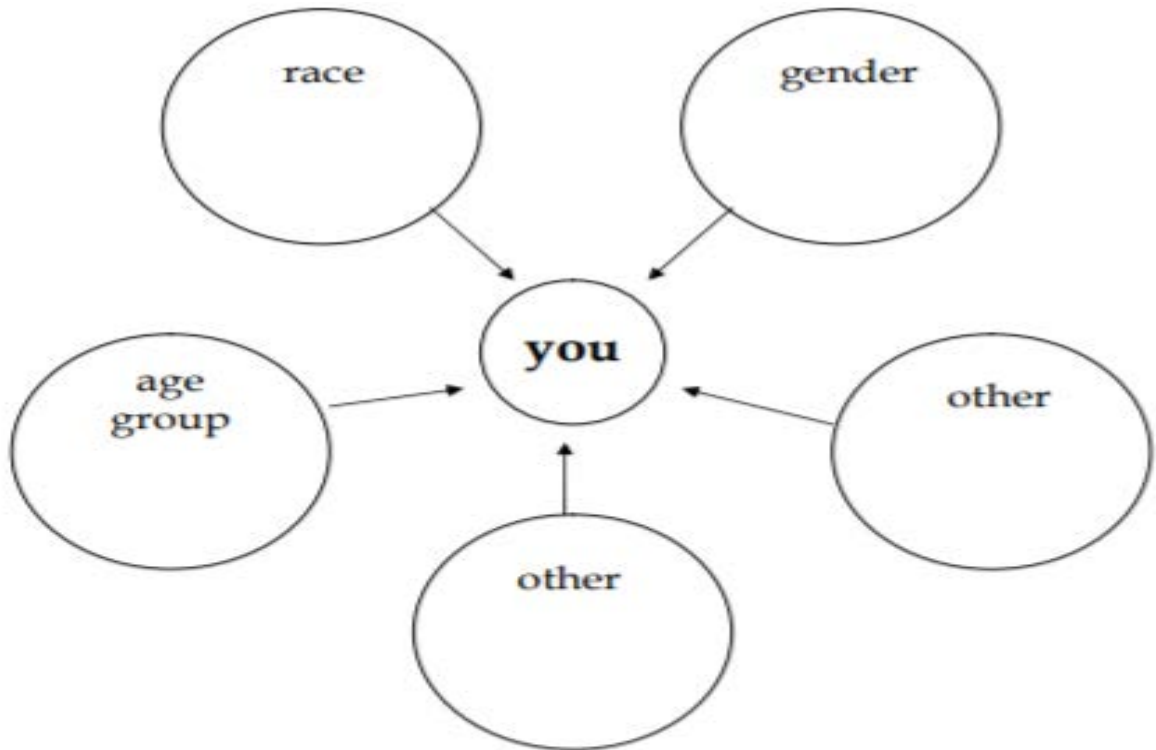
Do you want all of your child's dreams to come true?

5. 529 College Savings Plans
Invest TODAY for her
TOMORROW.

Demographics

Demographics are the characteristics that make up a human population such as gender, age, and race. *Demographics* are how advertisers think of consumers: not as individuals, but as members of groups that tend to believe, behave, or purchase in certain patterns. Even when an advertisement is appealing to the idea of individuality (such as Burger King's "Have It Your Way" promotion), advertisers are appealing to the demographic group of "people who eat meat and like to be thought of as individuals," not to any single consumer.

Which demographic do you belong? Complete the chart.



With these demographics in mind, list of specific types of media that people expect to appeal to someone like the person you described above:

TV programs

- 1.
- 2.
- 3.

Music

- 1.
- 2.
- 3.

Movies

- 1.
- 2.
- 3.

Advertising isn't a random process—commercials are often carefully chosen to match the "target audience" of a particular show. The characteristics of this "target audience" are referred to as demographics. Watch your favorite show. As you watch try to determine the target audience.

Network (Lifetime, BET, Cartoon Network, etc.) _____

Age range of the target audience: 0 - 4 5 - 9 10 - 12 13 - 17 18 - 24 25 - 35 36 - 49 50+

Race of the target audience African-American Asian Caucasian Hispanic Other

Gender of the target audience Male Female **Other** characteristics of the audience? Explain _____

After the program. In at least one paragraph, explain whether or not the commercials matched the target audience for the show. Give specific examples of products, considering for whom the products were intended.

Analyzing Ads

Choose two shows to watch on two different TV Networks. Explain how each uses pathos, logos, and ethos and other persuasive techniques. Not every advertisement will use all three, but examine the ad carefully before you decide to write "none." Also list any other strategies used. Refer to the definitions and examples given earlier for help.

Network (Lifetime, BET, Cartoon Network, etc.) _____ **TV Show** _____

Age range of the target audience: 0 - 4 5 - 9 10 - 12 13 - 17 18 - 24 25 - 35 36 - 49 50+

Race of target audience African-American Asian Caucasian Hispanic Other **Gender of target audience** Male Female

Product Name	Use of pathos	Use of logos	Use of ethos	Other strategies
Product 1				
Product 2				
Product 3				

Network (Lifetime, BET, Cartoon Network, etc.) _____ **TV Show** _____

Age range of the target audience: 0 - 4 5 - 9 10 - 12 13 - 17 18 - 24 25 - 35 36 - 49 50+

Race of target audience African-American Asian Caucasian Hispanic Other **Gender of target audience** Male Female

Product Name	Use of pathos	Use of logos	Use of ethos	Other strategies
Product 1				
Product 2				
Product 3				

Barbie's Malibu Dream house will be on Airbnb for \$60 per night

Have you ever fantasized about having your own “dream house”? What kind of features, gadgets and memorabilia would you put in it? Where would it be located? Who would live there with you? Well look no further! Call three friends, jump in the bubble gum pink Jeep, and hop on the Pacific Coast Highway. The Barbie Malibu Dream house is available to rent!

It is beachy and dreamy, and it is very, very pink. Better yet? It's only \$60 per night on Airbnb. With panoramic ocean views and beachy, glamorous decor, the home is a larger-than-life recreation of Barbie's signature style and hospitality. The real house even has the iconic hot pink slide from the balcony to the infinity pool below.

In addition to relaxing alongside the infinity pool that boasts uninterrupted views of the Pacific Ocean, guests will be able to unwind in a stone-clad bathtub with windows that look out over the California hills or spend time painting in Barbie's hobby room.

Among the defining features are the pink accents that range from painted walls and furniture inside, to balustrades and sun loungers outside. There is also a bright-pink, oversized large radio speaker that appears to be modelled on a toy version.



The house, of course, is absolutely stunning. There's an insane closet decked out in Barbie attire. Hanging inside a massive walk-in closet are Barbie-style clothes – including several uniforms that catalog her fashions over the last 60 years. Styles include white cat eye sunglasses, an astronaut suit, a striped bathing suit and lots of high heels.

Barbie Malibu Dream house can accommodate four guests, with access to two bedrooms, kitchen with dining, an office and craft room. Guests can also try out a myriad of activities that draw on the careers of varieties of the doll, such as fencing, exploring outer space and crafting.

There is also a personal home movie theater, and a peaceful meditation terrace. In addition to the once-in-a-lifetime chance to stay in Barbie's Dream house, some pretty inspirational women will be there, too.

The world-class fencing champion, Ibtihaj Muhammad, will offer one-on-one fencing lessons. Pilot and aerospace engineer Jill Meyers will give a behind-the-scenes tour of the Columbia Memorial Space Center. Chef Gina Clarke-Helm, founder of Malibu Seaside Chef, will cook farm-fresh food and give a hands-on cooking lesson. And because Barbie is the ultimate glam girl, celebrity hair stylist Jen Atkin will provide makeovers. Yes, she's the one who works with Kim, Khloe and Kourtney Kardashian, so be ready for that glow up.

It's all in honor of the Barbie brand's 60th Anniversary. The quintessential Dream house will bring to life what drives Barbie, from spotlighting powerful and diverse role models to showcasing underrepresented career paths and giving all girls a voice," Mattel said. Airbnb will donate to [The Barbie Dream Gap Project GoFundMe](#) initiative, which gives young girls the resources and support to follow their dreams.

Nike Basketball Camp: Helping Players Reach Their Athletic Goals

Nike is arguably the most visible sports brand on basketball courts across the nation. It's easy to spot that trademark swoosh on everything from shoes and jerseys to headbands and socks. However, Nike also leaves a more direct mark on the athletes. Every year, thousands of young players participate in a Nike basketball camp.

By partnering with US Sports Camps and other youth athletics organizations, the brand has played a significant role in developing basketball talent. Nike basketball is all about providing opportunities for boys and girls from all walks of life. You'll find Nike basketball camps in 39 states and many countries across the globe. These Nike sports camps run the gamut from youth programs for kids just learning basketball to showcases for experienced players looking to earn athletic scholarships.



Like it or not, becoming a great athlete involves instituting much structure and hard work. Nike basketball camps are known for being very organized and always keeping attendees busy. While different instructors run the various Nike sports camps, they all exist for the betterment of the players involved. Partnerships with US Sports Camps enhances the player's skill. They have overseen hundreds of programs for children ages 7-18.

The benefits of going to Nike basketball camps and other basketball camps can include fun atmosphere, confidence building, excellent instructors, focus on a variety of skills, life lessons, sweet swag and visibility to coaches/scouts. If coaches see you playing like a star, word will spread to colleges.

The road to becoming a successful basketball player is never a solitary journey. With more than 130 camp locations, Nike basketball programs are often the most trusted option for players in many parts of the country.

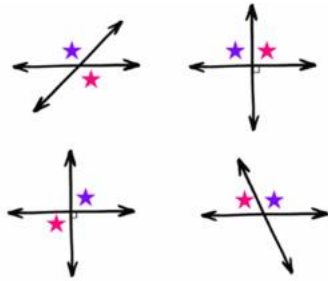
When you join the NCSA network, you create a recruiting profile that will be viewed by interested parties. The profile, which is like an online athletic resume, can be updated with personal information, statistics, highlight videos and more. NCSA staff will also provide you with an objective recruiting assessment to find out where you stand. Once you're set up, you'll be more visible to college coaches looking to fill roster positions.

More than 90 percent of U.S. colleges with athletic programs have had at least one NCSA client on their rosters. If you want to realize your athletic scholarship dreams, it's time to take control and make yourself stand out. The first step is to create a free recruiting profile with NCSA. Join today or call (866) 495-5172 with any questions.

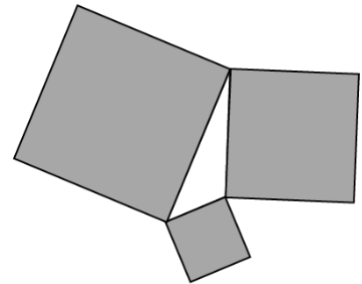
Math 8 – Week of May 4th

Side Lengths and Triangles

Which One Doesn't Belong? Why?



When do three lengths form a triangle? Are there special patterns in lengths that always make obtuse triangles? Or are there combinations of lengths that make right or acute triangles? To investigate these questions, you will build triangles and look for patterns that will allow you to predict what kind of triangle three lengths will make.



9-51 Carefully cut out each square on the Lesson 9.2.1A Resource Page at the end of this packet. Using different combinations of three squares, decide if a triangle can be made by connecting the corners of the squares. If you can make a triangle, what kind of triangle is it? (A paper's corner edge creates a right or 90° angle. Use this as a reference angle to create your triangles) Record the side lengths and areas for each combination of squares you try on the Lesson 9.2.1C Resource Page. Complete the other columns of the chart.

9-52 Look at your data from 9.2.1C Resource Page for the combinations that did *not* form triangles.

- What do you notice about how the three side lengths compare to each other?
- How are the sets of three side lengths that did not form triangles different from the sets of side lengths that *did* form triangles? Be as specific as you can.

Complete the two statements below as a Journal Entry. Title your entry "Triangle Inequality" and include examples and today's date.

Three side lengths WILL NOT make a triangle if...

Three side lengths WILL make a triangle if...

9-53 Look at the data that you collected for the acute, obtuse, and right triangles. What patterns do you see between the sum of the areas of the two smaller squares and the area of the larger square that formed the triangles in each row? Copy and complete the sentence starters below as a Journal Entry to summarize the patterns that you see. Title the entry "Triangle Side-Length Patterns" and include some examples along with the date.

If three squares have sides that make an acute triangle, then the sum of the areas of the two small squares...

If three squares have sides that make an obtuse triangle, then the sum of the areas of the two small squares...

If three squares have sides that make a right triangle, then the sum of the areas of the two small squares...

9-54 Use the patterns you found to predict whether each set of lengths below will form a triangle. If a set will form a triangle, state whether the triangle will be acute, obtuse, or right. Justify your conclusion.

- a. 5 cm, 6 cm, 7 cm
- b. 2 cm, 11 cm, 15 cm
- c. 10 cm, 15 cm, 20 cm
- d. 10 cm, 24 cm, 26 cm
- e. 1 cm, 3 cm, 9 cm
- f. 2 cm, 10 cm, 11 cm

9-55 Lewis wants to build an obtuse triangle. He has already decided to use a square with an area of 81 square units and a square with an area of 25 square units.

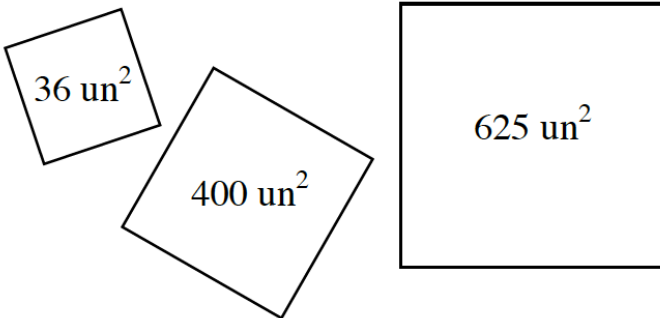
- a. What area of square could he use to form the third side of his triangle? Explain your reasoning.
- b. If he makes an acute triangle instead, what size square should he use? Explain
- c. your reasoning.

9-57.

Jenna is working with three squares. Their areas are 16 cm^2 , 9 cm^2 , and 36 cm^2 . She thinks they will make an obtuse triangle. Do you agree? Explain your reasoning

9-62.

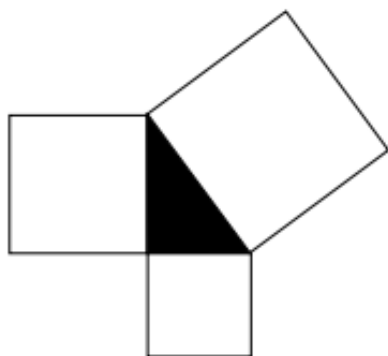
What kind of triangle will the edges of the squares at right form? What will the side lengths be?



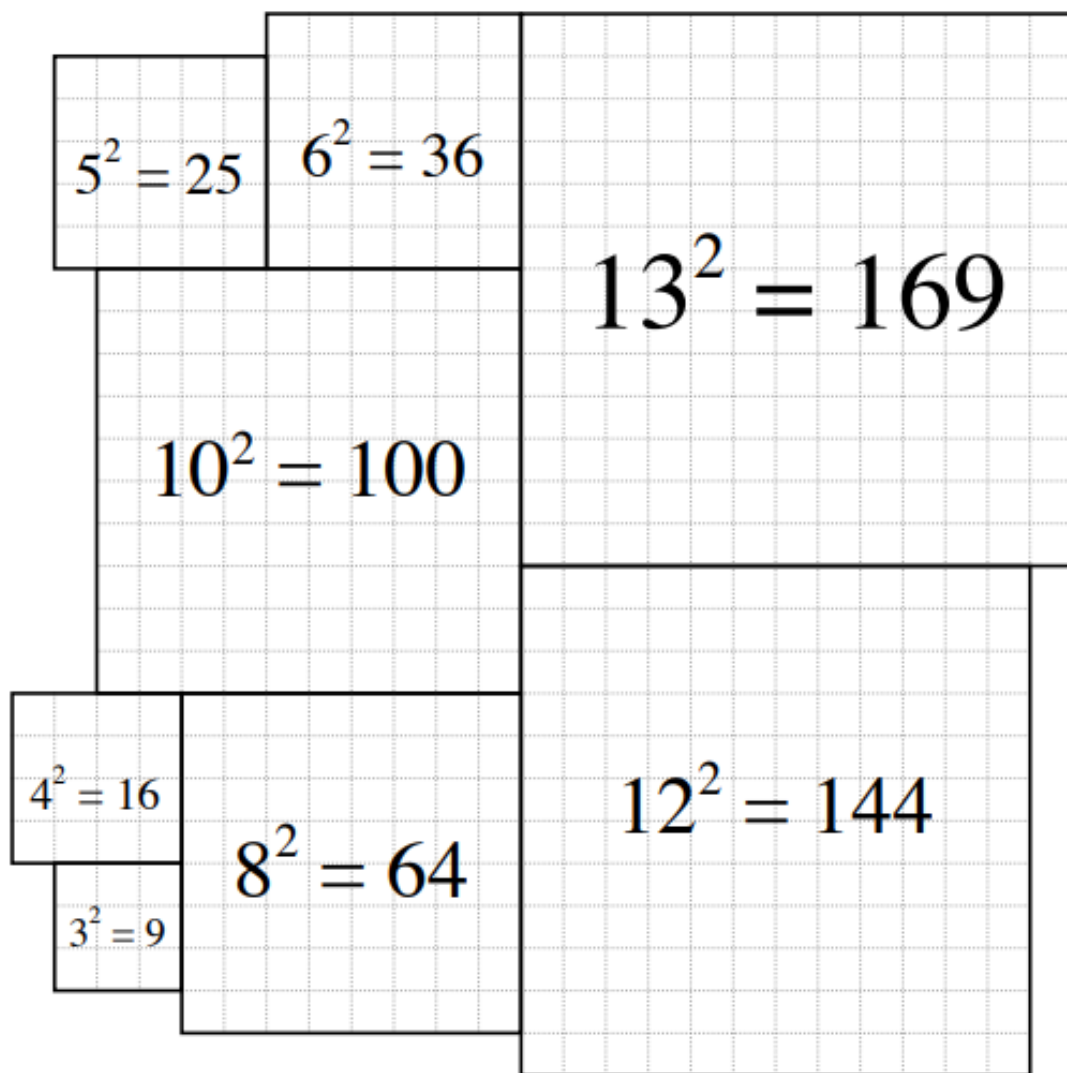
Lesson 9.2.1C Resource Page

Acute Triangle Obtuse Triangle Right Triangle										
Large Area										
Equal (=) Greater than (>) Less than (<)										
Small Area + Medium Area										
Area of Large Square										
Area of Medium Square										
Area of Small Square										
Length Largest Side										
Length Medium Side										
Length Small Side										

Is It a Triangle?



How many different triangles
can you make using these
squares?



Climate

This text is from the U.S. National Oceanic and Atmospheric Administration: National Weather Service.

The earth's tilt, rotation, and land/sea distribution affect the global weather patterns we observe. While the weather varies from day-to-day at any particular location, over the years, the same type of weather will reoccur. The reoccurring “average weather” found in any particular place is called climate.

German climatologist and amateur botanist Wladimir Köppen (1846-1940) divided the world's climates into categories based upon general temperature profile related to latitude. He worked with Rudolf Geiger to modify these categories, which is [known] today as the Köppen-Geiger climate classification system. The major categories are as follows:

A - Tropical Climates

Tropical moist climates extend north and south from the equator to about 15° to 25° latitude. In these climates all months have **average temperatures** greater than 64°F (18°C) and **annual precipitation** greater than 59".



B - Dry Climates

The most obvious climatic feature of this climate is that potential evaporation and transpiration exceed precipitation. These climates extend from 20°-35° North and South of the equator and in large continental regions of the mid-latitudes often surrounded by mountains.



C - Moist Subtropical Mid-Latitude Climates

This climate generally has warm and humid summers with mild winters. Its extent is from 30°-50° of latitude mainly on the eastern and western borders of most continents. During the winter, the main weather feature is the mid-latitude cyclone. Convective thunderstorms dominate summer months.



D - Moist Continental Mid-latitude Climates

Moist continental mid-latitude climates have warm to cool summers and cold winters. The location of these climates is poleward of the “C” climates. The average temperature of the warmest month is greater than 50°F (10°C), while the coldest month is less than -22°F (-30°C). Winters are severe with snowstorms, strong winds, and bitter cold from Continental Polar or Arctic air masses.



E - Polar Climates

Polar climates have year-round cold temperatures with the warmest month less than 50°F (10°C). Polar climates are found on the northern coastal areas of North America, Europe, Asia, and on the land masses of Greenland and Antarctica.

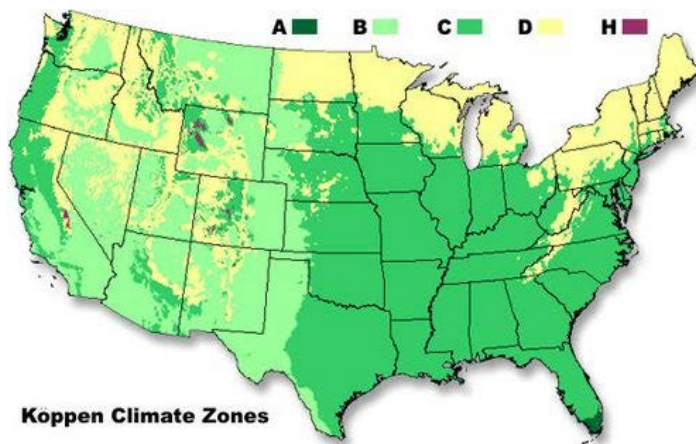


H - Highlands

[These are unique] climates based on their elevation. Highland climates occur in mountainous terrain where rapid elevation changes cause rapid climatic changes over short distances.



The map (below) shows where these major categories occur in the mainland United States.



The major Köppen zones in the U.S.

The classical length of record to determine the climate for any particular place is 30 years, as defined by the World Meteorological Organization (WMO). The quantities most often observed are temperature, precipitation, and wind.

The "normals" are computed once every 10 years, which helps to smooth out year-to-year variations. For example, the current 30-year normals were calculated from the actual weather data that occurred during the 30 years of 1981-2010. In 2021, a new set of 30-year normals will be calculated using the data from the period of 1991-2020. So when you hear what the normal high and low temperature for your location, for example, they come from these 30-year averages.

This article from the U.S. National Oceanic and Atmospheric Administration has no known copyright restrictions.

Climate vs. Weather

This text is from the U.S. National Oceanic and Atmospheric Administration: National Weather Service.



2015 was an extraordinary year for rainfall in North Texas. This view is looking north into Oklahoma, from Texas, across the Red River in a "normal" year (bottom) and after very heavy rains that was part of the phenomenally wet year weather-wise.

Time is the basic difference between climate and weather. When one averages the weather (maximum temperature, minimum temperature, wind speed and direction, rainfall, etc.) for any place, for any day, over a fixed number of years, that determines the average weather experienced, for that day, at that location.

Those averaged weather values then become to represent the *climatic normal* weather for that day. From the National Centers for Environmental Information (NCEI, formally NCDC), "the *climatic normal* is simply the arithmetic average of the values over a 30-year period (generally, three consecutive decades)."

The current set of climate normals is based upon observed weather in the years of 1981 to 2010. [I]n 2021, a new set of climate normals will be generated based upon the observed weather between 1991 and 2020.

Climatic normals (or averages) are most commonly seen on local weather broadcasts. The daily observed maximum and minimum temperatures is often compared to the "normal" temperatures based upon the 30-year average.

Also, these climatic normals help provide context if you hear something like "this winter will be wetter (or drier, or colder, or warmer, etc.) than normal." Other phrases such as "unseasonably warm (or cool)" weather is a comparison of the current weather conditions as related to the "climatic normal" for that time.

It has been said, "Climate is what you expect. Weather is what you get." In part, that is true, but for the vast majority of time, the observed weather [is] rarely "normal."

A good example is the all-time record rainfall for the Dallas/Fort Worth Airport in 2015. Climate normal for rainfall is 36.14" (918 mm). The actual rainfall for the year was 62.61" (1,590 mm). In only three months (May, October, and November) nearly a "normal" year's worth of rain fell.

The annual rainfall for 2015 broke the old all-time record by over 9" (229 mm). This was truly an extraordinary rain record that will stand for tens of decades, if not centuries.

2015 was a "roller coaster" year for the *occurrence* of rainfall in the DFW area as well. That same year, there was a stretch of 41 consecutive days with **NO** precipitation, which was the third-longest number of rain-free days on record.

Even individual days can have a wide variety of weather yet appear to be near climatologically normal. Again at the Dallas/Fort Worth Airport on November 27, 2015, the average of the maximum and minimum temperature was 55°F (13°C). The normal for that day is 52°F (11°C). So at first glance it would have appeared to be a "near normal" day temperature-wise.

The maximum temperature was 70°F (21°C), but [it] occurred around 3 AM in the morning. . . . [A] strong cold front moved past Fort Worth and Dallas early that morning, and the temperature began to fall.

The minimum temperature . . . was 39°F (4°C), and [it] occurred just prior to midnight. So the average temperature was near normal *climate*-wise, when that day was quite different weather-wise.

So large swings in day-to-day, month-to month, and even year-to year weather does not necessarily imply large, rapid changes in climate. Weather, over time, will become part of the 30-year normal.

This article from the U.S. National Oceanic and Atmospheric Administration has no known copyright restrictions.

What Are Climate and Climate Change?

This text is from the "NASA Knows!" series from NASA.



NASA

Do you know the difference between weather and climate?

The climate of a region or city is its typical or average weather. For example, the climate of Hawaii is sunny and warm. But the climate of Antarctica is freezing cold. Earth's climate is the average of all the world's regional climates.

Climate change, therefore, is a change in the typical or average weather of a region or city. This could be a change in a region's average annual rainfall, for example. Or it could be a change in a city's average temperature for a given month or season.

Climate change is also a change in Earth's overall climate. This could be a change in Earth's average temperature, for example. Or it could be a change in Earth's typical precipitation patterns.

What Is the Difference Between Weather and Climate?

Weather is the short-term changes we see in temperature, clouds, precipitation, humidity and wind in a region or a city. Weather can vary greatly from one day to the next, or even within the same day. In the morning the weather may be cloudy and cool. But by afternoon it may be sunny and warm.

The climate of a region or city is its weather averaged over many years. This is usually different for different seasons. For example, a region or city may tend to be warm and humid during summer. But it may tend to be cold and snowy during winter.

The climate of a city, region or the entire planet changes very slowly. These changes take place on the scale of tens, hundreds and thousands of years.

Texas Revolution

Benchmark Standard	History 1a-Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change. History 2a-Students will develop and implement effective research strategies for investigating a given historical topic.
Grade Band	8
Vocabulary / Key Concepts	Revolution; immigration; annexation

~This is a *Stanford History Education Group (SHEG)* lesson, modified by CSD for use at home~

ACTIVITY 1 (The 5 Ws): Read the following information regarding the Texas Revolution of 1835-1836. For each section, *Spanish Texas, Mexican Texas, American Immigration to Texas, Texas Revolution, Republic of Texas* and *Annexation Debate* complete the 5 Ws → Who did it involve? What happened? When did it happen? Where did it happen? Why did it happen? (Each question will be answered 6 different times, because there are 6 different sections to read)

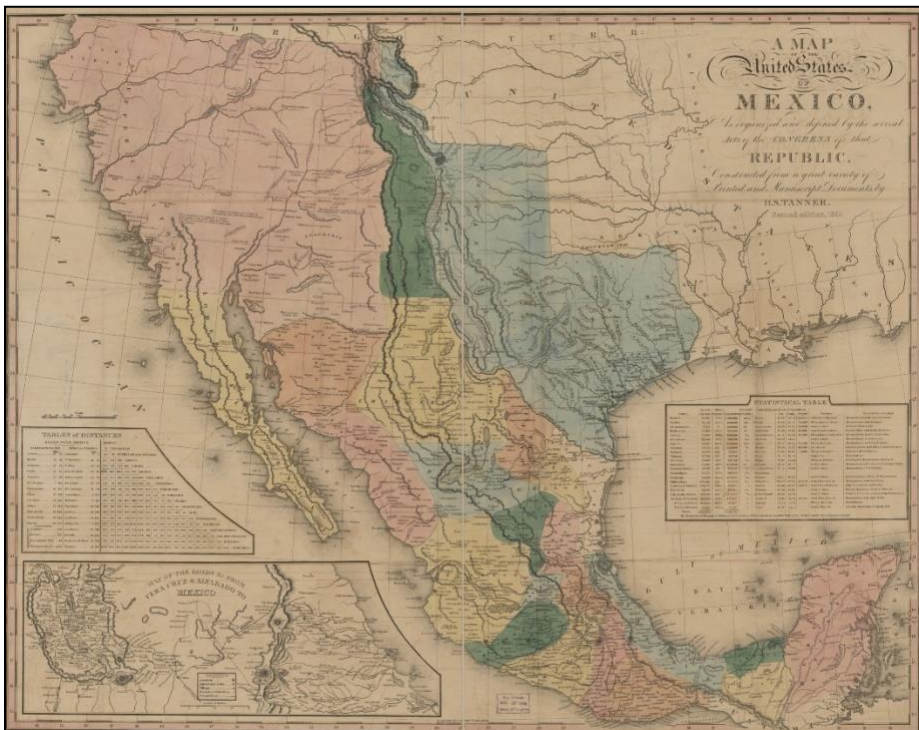


Spanish Texas (1689-1821)

Mission Concepción in San Antonio, dedicated 1755

Texas was home to various Native American tribes—including the Caddos, Apaches, Atakapans, Karawankawas, and Coahuiltecas—when Spain first claimed the territory as part of New Spain in 1519. Although Spain claimed ownership, it made few attempts to directly control Texas until 1689, when it sent a military expedition across the Rio Grande to counter French attempts to colonize the territory. Over the next century, Spain built a series of missions, presidios, and settlements across Texas,

solidifying its claims to the land and making a lasting impact on its culture, laws, and landscape. Although Spain established lasting settlements, the Spanish presence in Texas was sparse. By the first two decades of 19th century, there were fewer than 8,000 Spanish residents across the vast territory.



Mexican Texas (1821-1836)

1832 Map of Mexico by American Henry Tanner

A decade-long war for independence won by subjects of New Spain ended with the establishment of Mexico as an independent nation in 1821, and Mexico combined Texas with Coahuila to form a new state called Coahuila y Tejas in 1824.

American Immigration to Texas

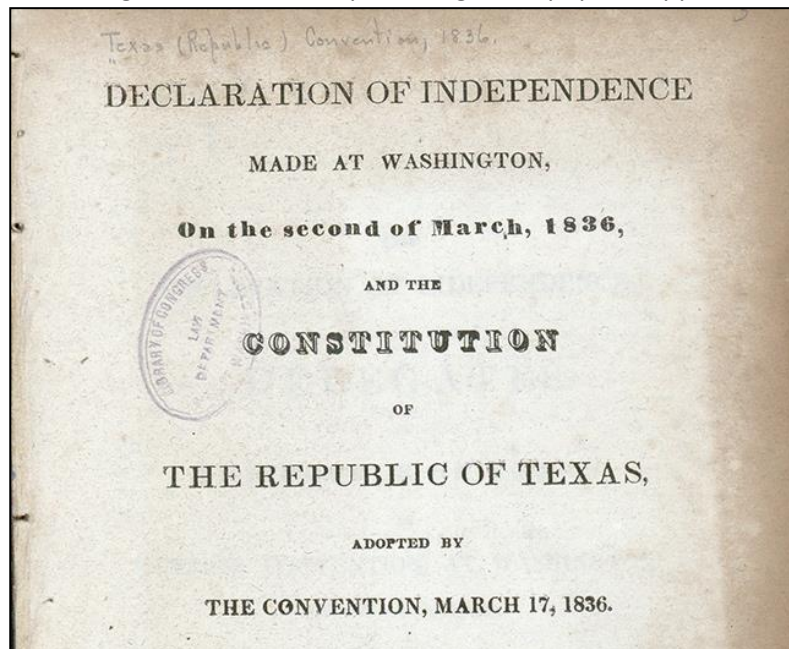
1830 Map of Texas created by Stephen f. Austin, the founder of the first large settlement of Americans in Texas.

New Spain had not allowed Americans to immigrate to Texas (though some Americans settled in Mexico illegally in the decade before Mexico's independence). Mexico, on the other hand, encouraged American immigration in order to grow the territory's population and develop its economy. Ironically, populating Texas with immigrants from the United States was seen as the best available option for preventing territorial encroachment by the rapidly expanding population of the United States. Mexico hoped that American immigrants would become loyal Mexican citizens and that their sizable population would dissuade advances by both the United States and Native Americans. By 1830, about 20,000 American immigrants had arrived in Texas – more than the number of Tejano (Mexicans living in Texas) and Native American residents combined. Concerned about the influx of Americans, the Mexican government outlawed immigration from the United States in 1830.



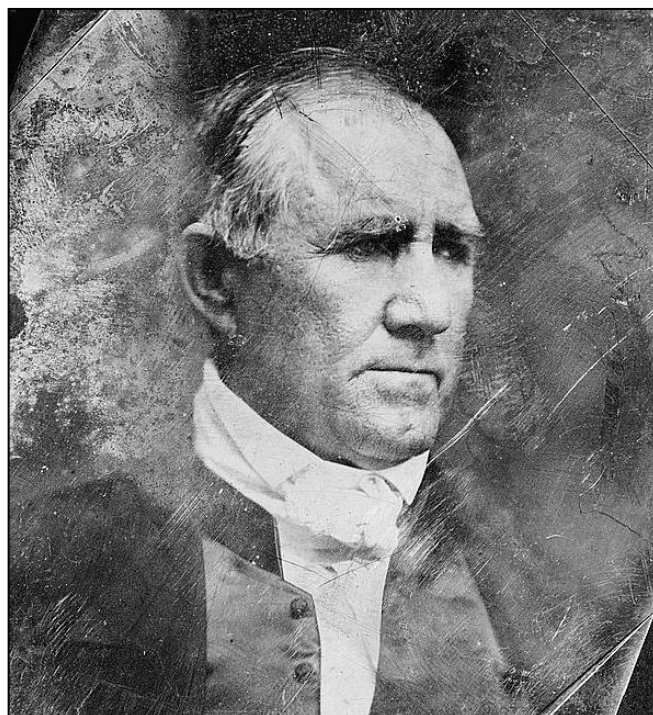
Although the law was ultimately ineffective in stopping immigration—and ultimately repealed in 1833—it was cause for anger and resentment among Americans in Texas.

The majority of immigrants to Texas came from the American South, and some forced enslaved African Americans to travel with them. Cash crops grown by enslaved people—especially cotton—became a major part of the economy of Tejas y Coahuila in spite of the fact that many Mexicans opposed slavery. The Mexican government made several attempts to outlaw slavery in the 1820s and 1830s, but slaveholding Texans challenged the laws or simply ignored them, continuing to hold slaves in spite of legal and popular opposition.



Texas Revolution:

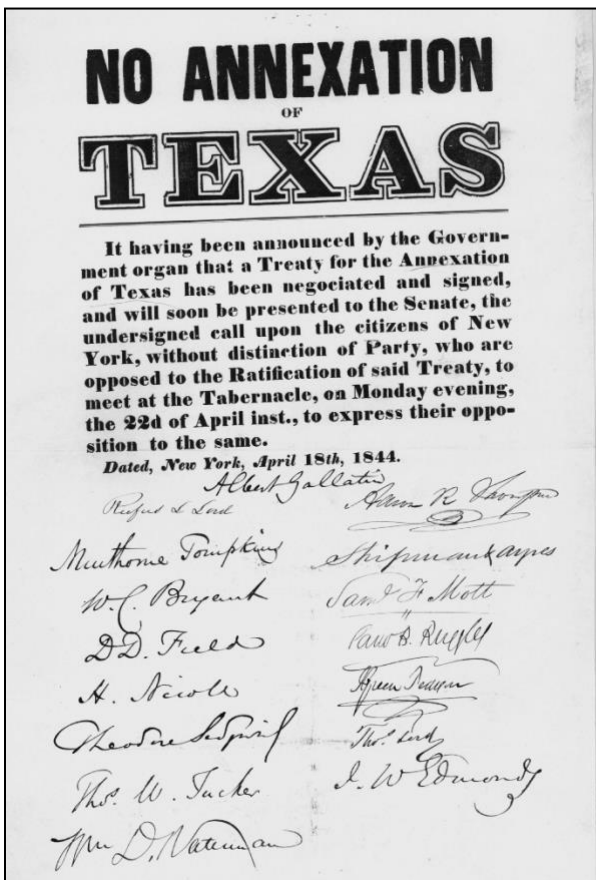
Discontented Texans revolted against the Mexican government in 1835. The first armed conflict took place on October 2 in the small Texas town of Gonzalez, when a detachment of Mexican soldiers tried to confiscate a cannon that the Mexican government had previously given the town to defend against Native American raids. Texans in Gonzalez refused to turn over the cannon and fought the Mexican soldiers in a small battle that left two Mexican soldiers dead. The battle inspired support and built momentum for a revolution against the Mexican government. Over the next six months, a rebel force of Texans battled the Mexican Army and eventually won independence after defeating Mexican forces under General Santa Anna at the Battle of San Jacinto.



Republic of Texas (1836-1845)

Texas Currency from 1837 (above left) & Sam Houston, first president of Texas (above right)

Texas was as an independent republic for a decade after winning independence, but the transition to nationhood was far from smooth. Its government was deeply divided, and its finances were unstable. International relations were also tricky for the young republic. Mexico continued to refute Texas's claim of independence, and European powers initially refused to recognize Texas as an independent nation. Even the United States was wary of recognizing Texas and only did so after contentious debate.



Annexation Debate:

1844 petition from New York opposing the annexation of Texas by the United States

Many Texans hoped the United States would admit Texas to the Union as a state, but this was a politically charged issue in the United States. If admitted as a state, Texas would shift the balance of power in Congress and the Electoral College toward slaveholding interests. Abolitionists in the North tended to oppose annexation, while slaveholders in the South and those who supported American territorial expansion tended to favor it. The Texas annexation question became a major issue in the 1844 election, and the proannexation candidate, James K. Polk, won the presidency. Texas was admitted as a state the next year.

CENTRAL HISTORICAL QUESTION:
We know that rebels in Texas were able to win independence from Mexico, but why did they rebel to begin with? You are going to examine four historical documents and answer the question: *Why did Texans revolt against the Mexican government?*

ACTIVITY 2: Read Documents A and B, then on a separate sheet of paper, answer the Guiding Questions that follow.

Document A: Texas Declaration of Independence (Modified)

This is an excerpt from the Texas Declaration of Independence of March 2, 1836. It was drafted in only one day by delegates to the Convention of 1836, which had been called by leaders of the revolution to discuss the future of Texas.

When a government has ceased to protect the lives, liberty and property of the people . . . it is the right of the people to abolish such government and create another one that will secure their future welfare and happiness.

General Santa Anna has overturned the constitution of his country, and now offers us the cruel option either to abandon our homes or submit to the most intolerable of all tyranny. [Note: Santa Anna had abolished the Mexican constitution in 1835 and had limited the power of states to govern themselves.]

The Mexican government has failed to establish any public system of education. . . .

It denies us the right of worshipping the Almighty as we want to. . . .

It has demanded that we give up our arms, which are essential to our defense. . . .

It has invaded our country both by sea and by land, with intent to lay waste our territory, and drive us from our homes. .

It has encouraged the merciless Indians to massacre the inhabitants of our defenseless frontiers. . . .

We, therefore, do hereby resolve and declare, that our political connection with the Mexican nation has forever ended, and that the people of Texas do now constitute a free and independent republic.

Document B: Alamo Defenders' Speech (Modified)

Juan Seguín, a Tejano officer in the Texas army, gave the following speech on April 4, 1837, at the burial site for Texas soldiers killed at the Battle of the Alamo, a famous battle in which the Mexican army overran a fort in San Antonio held by about 200 Texans and killed nearly all inside.

Companions in Arms!! These remains which we have the honor of carrying on our shoulders are those of the brave heroes who died in the Alamo. Yes, my friends, they preferred to die a thousand times rather than submit themselves to the tyrant's yoke. Yes, soldiers and fellow citizens, these are the worthy beings who, by the twists of fate, delivered their bodies to the ferocity of their enemies. I invite you to declare to the entire world, "Texas shall be free and independent or we shall perish in glorious combat."

Guiding Questions: Texas Revolution

Document A: Texas Declaration of Independence

1. Close Reading: According to Document A, why did Texans revolt against the Mexican government?
2. Sourcing: Who wrote the Texas Declaration of Independence? How might this affect its trustworthiness as evidence for why Texans revolted?
3. Sourcing: What is the purpose of the document? How might this affect the trustworthiness of the document as evidence for why Texans revolted?
4. Contextualization: The Texas Declaration of Independence closely mirrors the sentiments and structure of the United States' Declaration of Independence. Why might the authors have chosen to do this?

Document B: Alamo Defenders' Speech

1. Close Reading: According to Document B, why did Texans revolt?
2. Corroboration: Does the evidence in Document B support or contradict the evidence in Document A? Explain your reasoning.
3. Sourcing: How trustworthy is this document as evidence of why Texans revolted? Explain.

Thought Answer:

Based on the evidence provided in Document A and Document B, directly answer the question: Why did Texans revolt against the Mexican government? Use evidence from the documents to support your answer.

ACTIVITY 3: Read Documents C, D, and E, then on a separate sheet of paper, answer the Guiding Questions that follow.

Document C: Manchola Letter (Modified)

Coahuila y Tejas politician Rafael Manchola wrote the following about Anglo Americans in an 1826 letter to a military commander.

We cannot trust the Anglo-American colonists because they are continually demonstrating that they refuse to follow our laws, unless it is convenient for them. We will have many problems if we do not stop their disrespectful behavior by stationing soldiers and a Mexican judge in each settlement. They have been using their own colonists as judges and practicing their own laws, forgetting that they swore to obey the laws of Mexico.

Document D: Burnet Letter

The following is an excerpt from an 1836 letter written by David G. Burnet, a New Jersey-born leader of the revolution to Senator Henry Clay of the United States.

One general fact may account for all: the utter dissimilarity of character between the two people, the Texians and the Mexicans. The first are principally Anglo Americans; the others a mongrel race of degenerate Spaniards and Indians more depraved than they.

Document E: Lundy Pamphlet (Modified)

The following is from an 1836 pamphlet called “War in Texas” by Benjamin Lundy, a well-known American abolitionist. The pamphlet helped convince influential American leaders to oppose the annexation of Texas.

We have been asked to believe that the inhabitants of Texas have been fighting to maintain the sacred principles of Liberty, and the natural, inalienable Rights of Man:— whereas, their motives have been exactly the opposite. The immediate cause and main goal of this war—led by the slaveholders of this country, (with land speculators and slave traders)—has been to grab the large and valuable territory of Texas from the Mexican Republic, in order to re-establish the SYSTEM OF SLAVERY; to open a vast and profitable SLAVEMARKET; and, ultimately, to annex it to the United States.

Document C: Manchola Letter

1. Close reading: According to Document C, why did Texans revolt?
2. Sourcing: How trustworthy is this as evidence of why Texans revolted? Explain.
3. Corroboration: Does the evidence in Document C affect your thesis? If so, how?

Document D:

1. Close reading: According to Document D, why did Texans revolt?
2. Sourcing: How trustworthy is this as evidence of why Texans revolted? Explain.
3. Corroboration: Does the evidence in Document D affect your thesis? If so, how?

Document E:

1. Close reading: According to Document E, why did Texans revolt?
2. Sourcing: How trustworthy is this as evidence of why Texans revolted? Explain.
3. Corroboration: Does the evidence in Document D affect your thesis? If so, how?

Revised Thought Answer:

Based on all the available evidence, revise your answer to the question: Why did Texans revolt against the Mexican government? Use evidence from the documents to support your answer.

ACTIVITY 4:

Review all of the above information. Imagine you lived in Texas during this time. Who would you side with? Why would you choose this side? Explain and support your answer with evidence from any of the information in this document / Social Studies packet.