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Eighth Grade
Math

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8TH GRADE
Week 3

A	B	C	D	E
8.EE.C.7b *Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.*				
Solve the equation. $(-0.25m - 2) - (1.5m + 1.2) = -11.6$	Marsha is changing her phone service. One data package charges an initial fee of $50 and $13.25 per month. The other has no initial fee but charges $25.75 per month for the same data package. After how many months would Marsha have paid the same amount for either data package?	Jamal states that $ax + b = a(x + c)$, given that a, b, and c are not equal to 0. What must be the value of c for Jamal's statement to be true?	Twice the difference of a number n and seven is equal to four less than the product of five and the number n. What is the value of n?	What value of the coefficient b makes the equation true for any real number x? $-3(2x-3) + 5x = bx + 9$
Answer Key				
m = 4.8	*4 months*	*c = b/a*	*n = -10/3 or -3 1/3*	*b = -1*

Eighth Grade
Social Studies

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8th Grade Social Studies Enrichment Activity

Standard 8.42- Analyze the development of the women's suffrage movement, including the ideals of Susan B Anthony, Elizabeth Cady Stanton, and Sojourner Truth.

***There will be a short video lesson of a Knox County teacher to accompany this task available on theKCS YouTube Channel and KCS TV.**

Resources and materials:

- Bios for Elizabeth Cady Stanton, Susan B. Anthony and Sojourner Truth
- Spreadsheet, pen or pencil

Background:

This task is designed as a review of standard 42, which was in the Sectionalism and Reform Module

Activities:

- Read the biographies and use the information to complete spreadsheet

Use the biographies of Stanton, Anthony, and Truth to fill in the boxes on the spreadsheet.

Women's Suffrage Movement			
Name	Born/Died	Contributions	Writings/Beliefs (Quotes)
Elizabeth Cady Stanton			
Susan B. Anthony			
Sojourner Truth			

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Elizabeth Cady Stanton

(November 12, 1815 - October 26, 1902)

When Elizabeth Cady married abolitionist Henry Brewster Stanton in 1840, she'd already observed enough about the legal relationships between men and women to insist that the word *obey* be dropped from the ceremony. An active abolitionist herself, Stanton was outraged when the World's Anti-Slavery Convention in London, also in 1840, denied official standing to women delegates, including Lucretia Mott. In 1848, she and Mott called for a women's rights convention to be held in Seneca Falls, New York. That convention, and the Declaration of Sentiments written by Stanton which was approved there, is credited with initiating the long struggle towards women's rights and woman suffrage.

Elizabeth Cady Stanton*

Elizabeth Cady Stanton and Susan B. Anthony (click image for a larger version)

Courtesy of the Library of Congress. Modifications © 2003 Jone Johnson Lewis. Licensed to About.com.

After 1851, Stanton worked in close partnership with Susan B. Anthony. Stanton often served as the writer and Anthony as the strategist in this effective working relationship. After the Civil War, Stanton and Anthony were among those who were determined to focus on female suffrage when only voting rights of freed males were addressed in Reconstruction. They founded the National Woman Suffrage Association and Stanton served as president.

When the NWSA and the rival American Woman Suffrage Association finally merged in 1890, Stanton served as the president of the resulting National American Woman Suffrage Association.

In her later years she added to her speech- and article-writing a history of the suffrage movement, her autobiography *Eighty Years and More*, and a controversial critique of women's treatment by religion, *The Woman's Bible*.

While Stanton is best known for her long contribution to the woman suffrage struggle, she was also active and effective in winning property rights for married women, equal guardianship of children, and liberalized divorce laws so that women could leave marriages that were often abusive of the wife, the children, and the economic health of the family. Elizabeth Cady Stanton died in New York on October 26, 1902, with nearly 20 years to go before the United States granted women the right to vote.

Susan B. Anthony
(February 15,1820 – March 13, 1906)

Susan B. Anthony played a major part in getting women the right to vote as well as other major roles and freedoms for women in the United States. Her Quaker family background helped her in her life and in moving what she believed was right forward due to her strong stand on morals and justice. Her family was heavily involved in the anti-slavery movement at the time.

Susan B. Anthony took the same passion that she held with abolition to the fight for the right for women to vote and to achieve some of the same rights that were held by men. Stanton and Anthony organized the Women's National Loyal League in 1863 to petition and support the 13th Amendment to the Constitution which outlawed slavery. They continued to campaign for full rights for women as citizens, no matter what their race.

She continued to work for the women's movement to encourage the right to vote. Anthony campaigned across the country and, when she and other members tried to 'vote' they were arrested in Rochester, NY. Her continued efforts for the rights of women allowed her to get 10,000 signatures to make a change in the Constitution. When she showed up in 1877, the members of Congress laughed at her. She showed up at every Congress from 1869 to 1906 to demand attention to the suffrage movement. Her voice was also included in addressing some of the antiquated laws regarding women's property rights.

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Sojourner Truth

Truth was born Isabella Baumfree in 1797 and born into a slave family in New York. She was sold at 11 years old along with a herd of sheep for $100. She suffered abuse as a slave and escaped to freedom, taking her infant daughter with her. She became an avid voice for the freedom of slaves and women's rights and this was unusual during a time when neither Black Americans, but especially not Black American women spoke up. She decided to take the self-given name of Sojourner Truth in 1843.

Truth joined organizations in 1844 that supported both abolitionist's beliefs and women's rights, including the Northampton Association of Education and Industry in Massachusetts. All of the members lived in a self-sufficient community on 500 acres. During this time, Truth also met other leading abolitionist leaders including Frederick Douglass, William Lloyd Garrison and David Ruggles. Garrison, who published the activist newspaper, published Truth's memoirs in 1850 with the title: "The Narrative of Sojourner Truth: A Northern Slave". Since she could not read or write, she dictated the story to a writer.

"If women want any rights, more than they's got, why don't they just take them, and not be talking about it".

-Sojourner Truth

It was in 1851 that Truth attended the Ohio Women's Rights Convention in Akron and gave her famous speech "Ain't I a Woman?". The speech was published in a number of anti-slavery publications, but without the famous title itself. She became a well-known individual during this time and made use of it when the Civil War took over the attention of the country, acting to recruit Black Americans to fight for the cause of freedom for the North. She died on November 26th, 1883.

Seventh Grade
ELA

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Essay

Activity 4.2

Made You Laugh

by Marc Tyler Nobleman

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1 Would you like to know a language everyone in the world understands? You already do—because you laugh. Any two people from vastly different cultures who don't speak a word of the other's language still know exactly what is meant when the other person laughs.

2 Think of laughter as the unofficial language of Earth. Yet how much do any of us really understand about humor?

On the Laugh Track

3 What makes things funny? READ asked John Ficarra, the editor of MAD magazine. After all, he should know. Here's what he said: "Monkeys. They're unbeatable. For example, show a photo of a dentist—not funny. Show a photo of a dentist with a monkey in his chair, and it's comedy gold. Try this theory out on a few of your family photos, and you'll see." OK, so monkeys are funny. What else? How about this?

4 In the year 2001, one joke was voted the funniest in the world as part of a project called LaughLab. Psychologist Richard Wiseman's goal was to determine what makes people laugh and what is found to be funny among men and women, older and younger people, and people from different countries. His research team tested people in person and asked others to submit opinions online using a "Giggleometer," which ranked jokes on a scale of 1–5. More than 40,000 jokes were tested.

5 You may be saying to yourself, "Studying jokes? Is that science?" But plenty of smart people say yes. Laughter is a biological function. It has a certain rhythm; laughter syllables build, then trail off, and they come out in a repetitive, not random, sequence. For example, "ha-ha-ho-ho-he" is typical, but "ha-ho-ha-ho-ha" or "he-ho-he" just doesn't happen.

6 Babies begin to laugh instinctively when they're about four months old, perhaps to form a connection with parents. Those born blind and deaf also laugh, so laughter is not dependent on sight and hearing. Other animals, notably chimps, exhibit laugh-like behavior when playing with one another. Even rats, when tickled, make high-pitched squeals that can be interpreted as laughter. (As you might guess, only a dedicated few know this firsthand.)

Comedy Is Serious Stuff

7 Comics know that the same jokes are not funny to everyone everywhere. Ed Hiestand, a writer for comedy great Johnny Carson, told READ, "Everyone who writes comedy needs to know the audience. On the Carson show, everybody would laugh on a Friday night. Nobody would laugh on a Monday." Even within one state or town or family, senses of humor are as varied as the people are. Professional comics do not assume a 10 p.m. audience will like a joke because a 7 p.m. audience did.

8 Comedians who test jokes for a living say it's hit or miss. "It's a tough gig, and you have to have a large threshold for pain," said stand-up Jay Nog. Performers whose jokes get a two-second laugh consider that a significant accomplishment.

9 Timing is critical. Starting stand-up Zubair Simonson said he's learning the hard way that "good timing can cause a weak joke to soar, while poor timing can cause a strong joke to falter." Authors and film actors do not often get immediate public feedback. But comics do.

10 What keeps the funny guys going? The laughs and after-effects. "The best humor has some sort of layer to it; it makes a statement of some kind or comment," said Margy Yuspa, a director at Comedy Central. "An example

is [Dave] Chappelle. His comedy is funny on the surface and also often comments on race or social issues."

Funny You Said That

11 Comedians have their own theories about humor. "What makes us laugh is a surprise change in perspective that connects an unknown with a known idea in a unique manner," said Ronald P. Culberson, a humorist at FUNsulting.com. "For instance, a three-legged dog walks into an Old West saloon and says, "I'm looking for the man who shot my paw."

12 Ask an average person why humans laugh, and he or she would probably say, "Because something was funny." But comics need to know what gives the giggles; their livelihood depends on it.

13 Comedian Anthony DeVito told READ that "people tend to laugh at things that reinforce what they already believe. Comedy tells them they're right."

14 Gary Gulman, a finalist in Last Comic Standing, a reality TV show and comedy competition, gave specifics. "Sometimes it's a keen observation about something you thought you lived through. Sometimes it's a juxtaposition of words. Sometimes it's a gesture or a sound. An encyclopedia couldn't do this question justice."

Juxtaposition
is a technique used by artists and writers, places normally unassociated ideas, words, and phrases next to one another for effect (e.g., surprise or wit).

What Are You Laughing At?

15 Yet laughter is not always a planned response to a joke. One study found that 80 percent of the time, we laugh at something that just happens. People often laugh just because someone else does. Like a yawn, a laugh is contagious. That's why some sit-coms use laugh tracks.

16 Laughter is also social, a way to bond with others. After all, how often do you laugh alone? When two or more people laugh at the same thing, it is as if nature reminds them of what they have in common.

17 Behavioral neuroscientist Robert R. Provine conducted a 10-year experiment in which he eavesdropped on 2,000 conversations in malls, at parties, and on city sidewalks. He found that the greatest guffaws did not follow intentionally funny statements; people laughed hardest at everyday comments that seemed funny only in a certain social context.

18 "Do you have a rubber band?" is not in and of itself humorous, but it is if it's said in response to "I like Amelia so much. I wish I could get her attention."

Theories of Funniness

19 There are three main theories about humor.

20 Release theory—Humor gives a break from tension. In a horror movie, as a character creeps through a dark house (often idiotically) to follow an eerie noise, he might open a door to find a cat playing with a squeeze toy. The audience laughs in relief. Humor also lets us deal with unpleasant or forbidden issues, such as death and violence. People are often more comfortable laughing at something shocking said by someone else, though they would never say it themselves. Comedian Keenen Ivory Wayans once said, "Comedy is the flip side of pain. The worst things that happen to you are hysterical—in retrospect. But a comedian doesn't need retrospect; he realizes it's funny while he's in the eye of the storm."

21 Superiority theory—Audience members laugh at those who appear to be more stupid than they judge themselves to be. Slapstick humor, such as seeing a guy slip on a banana peel, often falls into this category. This theory dates back to Plato in ancient Greece and was prominent in the Middle Ages, when people with deformities were often employed as court jesters.

22 Some comedians exploited this theory by building a routine—or even a persona—around the idea that they were losers who couldn't catch a break. Larry David, David Letterman, and Woody Allen are comedians who have done this, each in his own way.

23 Incongruity theory—People laugh when things that are not normally associated with each other are put together. Many comedy duos, from Laurel and Hardy to David Spade and Chris Farley, feature a thin man and a fat man, a visual contrast.

24 People also laugh when there is a difference between what they expect to happen and what actually occurs. They are being led in a certain direction, and then that direction abruptly changes, and the unpredictability makes them laugh. Children see birds all the time without reaction, but if one flies into their classroom through an open window, they will probably explode in giggles.

Got Laughs?

25 What we laugh at changes as we age. Here are some examples.

Audience	Often Likes
Young children	Slapstick, or silly physical humor
Elementary school children	Puns, simple jokes that play off the sound rather than the meaning of a word, such as "Lettuce all go to the salad bar"
Teens	Jokes about topics that authority figures would consider rebellious, a way to use humor to deal with nerve-racking subjects
Adults, particularly well-educated ones	Satire, which makes fun of the weaknesses of people and society

26 Generally, children laugh more than adults. One study found that adults laugh 20 times a day, while children laugh 200 times!

The Secrets of Humor

27 Certain comedic devices turn up again and again in jokes, comic strips, and filmed entertainment—because they succeed.

28 "There were tricks," said Hiestand of his days writing for The Tonight Show hosted by Johnny Carson, "things you would see, certain things always got laughs." One of the most popular is often called the rule of threes. That is a pattern in which two nonfunny elements are followed by a third that is funny (yet still makes sense within the context). Many jokes start off with a list of three, such as "A rabbi, a lawyer, and a duck walk into a bar." As the joke unfolds, the rabbi says something straightforward, then the lawyer does as well,
but the duck finishes with something witty or absurd.

29 Three guys were stranded on an island. An antique lamp washed ashore. When the guys touched it, a genie came out. "I'll grant each of you one wish," the genie said. The first guy said, "I want to go home," then disappeared. The second guy said, "I also want to go home," and he too disappeared. The third man suddenly looked sad. He said, "I want my two friends back to keep me company."

30 Certain concepts seem to be more amusing than others. If you tell any joke involving an animal, and it doesn't matter which one you use, think Donald and Daffy. In the LaughLab experiment, scientists determined that the funniest animal is the duck. (It's not arbitrary that a duck was used in the rule of-threes joke.)

Do Tell—But Do It Right

31 There are also known techniques for telling jokes well.

• Keep it short—Don't include any details that are not necessary to bring you to the punch line. In the genie joke, there was no need to specify it was a tropical island or to name the castaways. The quicker you tell a joke, the funnier it will be.

• Be specific—Some comedians swear that a joke is funnier if you say “Aquafresh” instead of “toothpaste.” The attention to detail makes the story seem more real.
• Keep a straight face—Deliver the joke deadpan, or without emotion. That way, any strangeness in the joke will seem even stranger because the person telling it doesn’t seem to notice.
• Don’t laugh at your own joke—Let your audience decide whether it is funny or foolish—or both.

32 Theories and techniques aside, much about humor remains a mystery. According to Hiestand, Carson many times said, “I don’t understand what makes comedy a sure thing. There’s no 100-percent surefire formula.” Meanwhile, for most of us, laughter is never a problem. It does not need to be solved, just enjoyed.

Unpacking Embedded Assessment 1

Closely read the assignment for Embedded Assessment 1.
Write an essay that explains how an author creates humor for effect and uses it to communicate a universal truth.

Week 3 Assignments

Monday
Read and annotate the essay "Made You Laugh." As you read, think about your own sense of humor and what makes you laugh. Consider annotating by underlining key ideas, circling unknown vocabulary words, and asking questions you have about the text in the margins.

Tuesday
Reread the article. Answer the questions below on a separate piece of paper or electronically.

1. Why does laughter seem to qualify as a biological function? What might be the biological function of laughter?

2. In paragraph 6, what purpose does the sentence in parentheses serve?

3. As discussed in paragraphs 15 - 18, why is unplanned humor often funnier than planned humor?

Wednesday
Answer the questions listed below on a separate piece of paper or electronically.

4. What context clues in paragraph 20 help you understand the meaning of the word retrospect?

5. Based on paragraphs 25-26, what distinction can you make between what makes children laugh and what makes adults laugh? Why might children laugh more often than adults?

Thursday
Answer the questions listed below on a separate piece of paper or electronically.

6. Read the definition of juxtaposition on page two. Reread each of the headings used throughout the essay. Which heading is an example of juxtaposition. Explain you answer.

7. What is the author's thesis in this essay? Cite specific evidence from the text in your response.

Friday
Write your answer or a piece of lined paper or electronically.

8. Referring to the words and phrases you underlined on Monday, write an accurate summary of **one section** of the essay "Made You Laugh" by putting the main points into your own words. Remember that a summary is a broad overview of the text; stick to the main points by writing about big ideas and excluding smaller details.

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Eighth Grade
Science

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8th Grade Science: Week 3 April 20th
Evidence of Earth's Interior - Activity

This activity is a follow up from last week's lesson. If you have not done last week's lesson, go online to view the videos before continuing with this assignment.

Part 3 - Use evidence from the seismograph data in last week's *Part 1* and your completed Earth model from last week in *Part 2* to construct explanations about Earth's interior structure.

Directions: Answer conclusion questions 1 - 3.

1. In Part 1, each seismic record has a similarity. Which seismic wave appears first on *each* seismic record? Using evidence from the seismic records, what can you conclude about the speed of p waves in comparison to s waves?

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_____

_____

2. In Part 1, why do you think there are no s waves on seismic record IV? **Hint: Think about what happened to the s waves. Refer to page 1 of this lesson for additional help.*

_____

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_____

3. Based on the seismograph at location C and the absence of s waves on seismic record IV, what can you conclude about Earth's interior structure? **Hint: Think about the layers of Earth.*

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8th Grade Science: Week 3 April 20th
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Part 3 - Use evidence from the seismograph data in *Part 1* and your completed Earth model in *Part 2* to construct explanations about Earth's interior structure.

Directions: Answer conclusion questions 1 - 3.

1. In Part 1, each seismic record has a similarity. Which seismic wave appears first on *each* seismic record? Using evidence from the seismic records, what can you conclude about the speed of p waves in comparison to s waves?

P waves are the first waves to appear on the seismic data on each seismic record. I can conclude that p waves must travel at a higher speed than s waves.

2. In Part 1, why do you think there are no s waves on seismic record IV? **Hint: Think about what happened to the s waves. Refer to page 1 of this lesson for additional help.*

There are no s waves on seismic record IV because s waves do not reach location C.

3. Based on the seismograph at location C and the absence of s waves on seismic record IV, what can you conclude about Earth's interior structure? **Hint: Think about the layers of Earth.*

S waves are unable to travel through liquids. Because the s waves do not reach location C, we can conclude that there are liquid areas inside Earth.