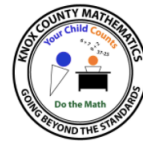


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# **Eighth Grade Math**

Week of May 4, 2020  
[knoxschools.org/kcsathome](https://knoxschools.org/kcsathome)



A	B	C	D	E																																				
<b>8.F.B.4.</b> Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two $(x, y)$ values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models and in terms of its graph or a table of values																																								
<p>Franklin’s faucet was leaking, so he put a bucket underneath to catch the water. After a while, Franklin started keeping track of how much water was in the bucket. His data is in the table below.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="background-color: #cccccc;">Hours</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td style="background-color: #cccccc;">Quarts</td> <td>5</td> <td>6.5</td> <td>8</td> <td>9.5</td> </tr> </table> <p>Is the relationship linear or nonlinear? Write an equation for the relationship. Predict how much water will be in the bucket after 14 hours if Franklin doesn’t stop the leak.</p>	Hours	2	3	4	5	Quarts	5	6.5	8	9.5	<p>The table shows Eli’s distance from home as he rides his bike at a steady rate.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="background-color: #cccccc;">Time (h)</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td style="background-color: #cccccc;">Distance (mi)</td> <td>14</td> <td>26</td> <td>38</td> <td>50</td> <td>62</td> </tr> </table> <p>Find the slope and y-intercept. How fast does Eli ride his bike, in miles per hour? Write an equation in <math>y = mx + b</math> form that represents the miles, <math>y</math>, that Eli goes in <math>x</math> hours.</p>	Time (h)	1	2	3	4	5	Distance (mi)	14	26	38	50	62	<p>A pool is in the shape of a rectangular prism. On Monday, water was pumped out of the pool at a constant rate, starting at 12:00 p.m. At 12:15 p.m., the water in the pool was 45 inches deep. At 12:35 p.m., the water in the pool was 41 inches deep.</p> <ol style="list-style-type: none"> <li>By how many inches does the depth of the water decrease each minute?</li> <li>Write an equation that represents <math>y</math>, the depth of the water (in inches), after <math>x</math> minutes.</li> </ol>	<p>Billy is training for a long-distance running event. During one training session, he records the miles run after every 5 minutes.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Time in Minutes, <math>x</math></th> <th>Miles Run, <math>y</math></th> </tr> </thead> <tbody> <tr> <td>5</td> <td>0.625</td> </tr> <tr> <td>10</td> <td>1.25</td> </tr> <tr> <td>15</td> <td>1.875</td> </tr> <tr> <td>20</td> <td>2.5</td> </tr> <tr> <td>25</td> <td>3.125</td> </tr> <tr> <td>30</td> <td>3.75</td> </tr> </tbody> </table> <p>He notices the table shows a linear relationship. What is the rate of change for the table? Complete the sentence: This means that Billy runs _____ for each _____.</p>	Time in Minutes, $x$	Miles Run, $y$	5	0.625	10	1.25	15	1.875	20	2.5	25	3.125	30	3.75	<p>For \$1200, a business can post an advertisement for 30 days. For \$1500, the advertisement will be posted for 60 days. The relationship comparing cost to days is linear. Write a function that can be used to model the relationship between cost, <math>y</math>, and the number of days, <math>x</math>, that an advertisement will be posted.</p>
Hours	2	3	4	5																																				
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<b>Answer Key</b>																																								
<p>Linear; <math>y = 1.5x + 2</math> 23 quarts</p>	<p><math>m = 12; b = 2</math> 12 mph; <math>y = 12x + 2</math></p>	<p>1.) 0.2 inches 2.) <math>y = 48 - 0.2x</math></p>	<p>Rate of Change: 0.125 This means that Billy runs 0.125 miles for each minute run.</p>	<p><math>y = 10x + 900</math></p>																																				

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# **Eighth Grade Social Studies**

Week of May 4, 2020  
[knoxschools.org/kcsathome](https://knoxschools.org/kcsathome)

# KCS@home 8th Grade Social Studies Week 5: The Jacksonian Era

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

## Standard 8.45

*Examine the importance of the elections of 1824 and 1828, including: the corrupt bargain, the spoils system, and Jacksonian Democracy. (C, G, H, P, T)*

## Standard 8.46

*Examine President Andrew Jackson's actions regarding the Bank of the U.S. and the Nullification Crisis, and analyze the effects of these events on the nation. (C, E, H, P, T)*

## Standard 8.47

*Describe the impact of the Indian Removal Act and the struggle between the Cherokee Nation and the U.S. government, including the significance of Worcester v. Georgia and the Trail of Tears. (C, G, H, P, T)*

### Resources and Materials:

- Pen/Pencil
- Extra sheet of Paper
- Andrew Jackson Reading Sheet
- Article Embedded in sheet

Background: Many of you have completed the Sectionalism unit and reform movements. Students will need to recall Underground Railroad and Harriet Tubman (article provided). Students will need to recall structure of US government from Module 3 based on the Constitution.

### Activities:

1. Page 1
  - a. Students will read and fill in summary notes into the Presidential Card
  - b. Answer questions at the bottom of the page
2. Page 2
  - a. Students will read and annotate important pieces of information by underlining/highlighting key words and circling words they don't know
3. Page 3
  - a. Students will get out a separate sheet of paper or use the back of a page in the packet to answer the questions based on the reading on page 2. Watching the video lesson will also help with answers to questions.
  - b. Engage Activity: Students will read the article at the bottom of the page and make an argument for who should be on the \$20 based on their knowledge from the lesson and the article provided.

Harriet Tubman	Your Opinion	Andrew Jackson
**Provide at least three reasons Harriet Tubman should be on the \$20	Respond in a Paragraph with your opinion of who should be on the \$20 and cite evidence from your lists	**Provide at least three reasons Andrew Jackson should be on the \$20

Conclusion: Andrew Jackson, the "Common Mans" President, implemented policies that decreased the power of the federal government and increased the power of state governments. His legacy is that of a President whose decisions have long lasting impacts in the United States and remains someone praised and criticized.

**Instructions:** Using the information provided on the page and in the lesson video, fill out Andrew Jackson's Presidential Card. Make sure to get all of your details correct, so you can reference it later.



<b>Name: Andrew Jackson</b> <b>_____th President of the US</b>
<b>Political Party:</b> _____
<b>Previous Career:</b> _____
<b>Important achievements:</b>
<ol style="list-style-type: none"> <li>1. Won the _____ of _____</li> <li>2. Nickname: " _____ "</li> <li>3. Born _____ of Appalachian Mountains to a _____ home.</li> </ol>
<b>Election Stats:</b>
<b>Election of 1824:</b> Wins Popular Vote, but does not have a majority, LOSS in House of Reps. to J. Q. Adams
<b>Election of 1828:</b> Wins Popular Vote, Wins Electoral College Vote. Becomes President
<b>Election of 1832:</b> Wins Popular Vote, Wins Electoral College Vote. Becomes President for second term

Andrew Jackson had become a respected figure in the United States after his decisive victory at the Battle of New Orleans during the War of 1812. His resilience as a military general earned him the nickname, Old Hickory. Jackson was also known to Americans as *the Common Man*. Unlike previous presidential candidates, Jackson was born west of the Appalachian Mountains into a less fortunate (poor) home and was orphaned at a young age. This made him relatable and inspiring to most Americans, and brought hope that ordinary citizens could have an impact in the United States government.

After his controversial loss in the 1824 presidential election and the Corrupt Bargain, Jackson and his supporters formed the Democrat party and campaigned throughout the United States to ensure that he would win the 1828 election, which he did. During the 1828 presidential election, voting rights had been expanded and more people voted than ever before. No longer did males have to own land to vote in presidential elections. The hope of Jackson becoming president and his campaign efforts encouraged more men to take advantage of their new voting opportunities than ever before. Therefore, in the election of 1828, approximately 1.1 million people voted in comparison with 350,000 voters in the election of 1824. In 1829, Andrew Jackson, with an intense belief of true democracy, was inaugurated as the 7th President of the United States.

Continuing his quest to create a strong national government ruled by the people and their needs, Jackson instituted a spoils system. A spoils system is the practice of rewarding supporters with government jobs. Jackson replaced an estimated 10% of government officials with his supporters, despite their experience in the government. He even appointed many inexperienced supporters with Cabinet positions. According to Jackson, he wanted to provide ordinary citizens with the opportunity to take part in the government.

**Pause for a Review:**  
Which election did Andrew Jackson lose and what happened after he lost that election? \_\_\_\_\_  
What is the Spoils System? \_\_\_\_\_

Instructions: Students will read and annotate important pieces of information by underlining/highlighting key words and circling words they don't know.

### 1. Jacksonian Democracy and the "spoils system"



Andrew Jackson and the Democratic Party appealed mostly to the "common man" American such as the factory worker and farmer. A main political aim of Jackson was to have a small federal government and give power back to the states. This idea was extremely popular in the South who believed that issues of the economy, slavery, and taxes should be regulated at a state level. During his campaign, Jackson criticized President Adams and labeled him an "aristocrat" who did not represent the common man. Upon winning the election of 1828, Jackson fired many government officials who supported political rivals and replaced them with his supporters in what became known as the "spoils system." Jackson's rationale was that long political terms led to federal abuse of power and he set the precedent (norm) that American Presidents would hire supporters when taking office. He also disagreed with high government spending that caused the country to go into debt and vetoed legislation that cost the federal government money.

Prior to his inauguration, Jackson already opposed the National Bank. He believed that the National Bank was unconstitutional and that it was only beneficial for the wealthy, including the bank's president, Nicholas Biddle. The National Bank was first chartered under Washington, and its' charter was renewed under Madison. The bank's charter was up for renewal again as Jackson was running for re-election. Although many supporters of the bank believed that Jackson would approve the renewal in order to ensure his re-election, Jackson vetoed (rejected) the bank bill and closed the National Bank. The bank veto was the first presidential veto utilized on a government law/action that was not deemed unconstitutional. He vetoed in states having banks to impact local development. Under Washington, the National Bank was proven constitutional as part of the Elastic Clause (Necessary and Proper Clause). As a result, many supporters of the National Bank view Jackson's veto as an abuse of his presidential powers.

### 2. Jackson Opposes the National Bank



### 3. Jackson and the Nullification Crisis



The sectionalism of the United States became very evident during Jackson's Presidency. The continued development of factories in the North and expansion of farming in the South led the development of a trade because of Clay's American System. However, it was cheaper for the South to get goods from Europe rather than from the North. Jackson saw this as a problem and created a tariff (tax) on imported goods to the US. Many Southern states, specifically South Carolina tried to nullify (declare invalid) the tariff and refuse to pay the federally mandated import tariff. Congress passed the Force Bill which allowed the President to take the tariff by force using the US military. The crisis ended when the tariff got lowered. The significance of the Nullification Crisis was the display of Southern States to defy Federal power and try to ignore a directive to the whole country. This set up a pattern of federalism that would eventually lead to the Civil War.

President Jackson expressed concern in his inaugural address to create a "just" policy toward American Indians. Settlers were concerned about attacks from Indians and often fought with Indians over territorial claims. Jackson believed the relocation of Indians to the farther west would solve the problem. With pressure from Jackson, Congress passed the Indian Removal Act which encouraged all Indians east of the Mississippi River to leave their homes and move west. A Supreme Court case, *Worcester v. Georgia*, the court ruled that Cherokee lands were protected from white settlement. Jackson refused to enforce the courts decision, so Cherokee land continued to be taken. When many refused they were eventually forced off of the land taking up parts of TN, NC, and GA in a forced move called the "Trail of Tears." The US government sent 7,000 troops to forcibly remove the Cherokee from their homes on a six month march to what would be modern day Oklahoma.

### 4. Jackson and the Indian Removal Act



**Reading Comprehension Questions Instructions:** On another sheet of paper answer the questions based on the reading. Some answers will be found solely in the text, while others will require you to analyze or explain based on the text.

- 1) Andrew Jackson was the first president to implement the "spoils system" how do you think this precedent impacts how future presidents when elected to the White House?
- 2) Alexander Hamilton had helped to create the National Bank to allow America to have credit and help establish trade with other countries. Why would Andrew Jackson want banks to be run by states rather than a national bank?
- 3) Based on your knowledge of sectionalism, compare and contrast the economy of the North and the South. What did each region do to make money? Where did each region trade their products?
- 4) The Nullification Crisis was an instance where states began to ignore national authority on taxes. Why is this significant? (hint: include the word federalism in your answer)
- 5) Jackson signed the Indian Removal Act, how did it impact American Indians, specifically the Cherokee? What was Andrew Jackson's motivation for signing the Indian Removal Act?
- 6) Andrew Jackson refused to enforce the *Worcester v. Georgia* Supreme Court decision, what happened as a result of his decision?
- 7) Based on the political cartoon on the right, how is Andrew Jackson portrayed and what does this portrayal tell us about how he was viewed?



## Engage Activity: Read Article and Create an Opinion

### Rep. Katko reintroduces legislation to put Harriet Tubman on the \$20 bill

WASHINGTON D.C. — Rep. John Katko (R-NY-24) has reintroduced a bipartisan bill that would put Harriet Tubman on the \$20 bill starting in 2021.

He and Congressman Elijah Cummings (D-Maryland) submitted "The Harriet Tubman Tribute Act" Thursday.

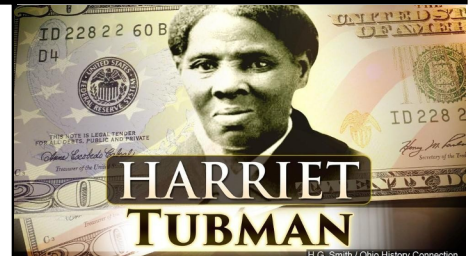
Harriet Tubman settled in Auburn after she gained her freedom from slavery in 1849 and became a conductor on the Underground Railroad.

"Harriet Tubman is an American icon, who represents our values of freedom and opportunity. She fought the evils of slavery and strived to create equality for all people, regardless of their race or gender," said Rep. Katko in a news release. "I am proud Harriet Tubman settled in Central New York and her influence is still present in our community today. The Harriet Tubman Home in Auburn honors her life's work and is a tremendous boost to our region's tourism-based economy. I'm proud to once again champion this bipartisan measure with Rep. Cummings to honor Harriet Tubman's legacy."

Currently, President Andrew Jackson is on the \$20 bill. In 2016, President Barack Obama's Treasury Secretary Jack Lew announced Tubman would be on the front of the \$20 bill starting in 2020, and Jackson would remain on the back. However, the Trump Administration delayed those plans.

Rep. Katko's proposal would get Tubman on the \$20 for money printed after Dec. 31, 2020.

Source: <https://cnycentral.com/news/local/rep-katko-reintroduces-legislation-to-put-harriet-tubman-on-the-20-bill>



**You Decide:**  
**Who do you believe should be on the \$20? Andrew Jackson or Harriet Tubman?**

**\*\*Extra directions are on the Front Page of Social Studies Section (Engage Activity)**



# **Eighth Grade**

## **ELA**



VOCABULARY

LITERARY

**Voice** is a writer's (or speaker's) distinctive use of language to express ideas as well as his or her persona.

An author's voice is conveyed by both their style and diction.

Setting a Purpose for Reading

- Underline words and phrases that show the author's personality and distinctive **voice**.
- As you read, underline any words or phrases that you find humorous.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

About the Author

Jon Scieszka (b. 1954) is the oldest of six brothers in his family. He became an elementary school teacher and found that his students liked the funny stories that he enjoyed telling. He has since published a number of children's books, which are illustrated by his friend Lane Smith. In 2008, the Library of Congress named him National Ambassador for Young People's Literature.



Essay



KNOWLEDGE QUEST

Knowledge Question:

Why is humor an effective way to communicate wisdom?

Across Activities 4.4 and 4.5 you will read two essays on the topic of humor as a way to communicate wisdom. While you read and build knowledge about the topic, think about your answer to the Knowledge Question.

from **Brothers**

by Jon Scieszka

- 1 Brothers are the guys you stick with and stick up for.
- 2 The Scieszka brothers are scattered all over the country now, but we still get together once a year to play a family golf tournament. We named it after our dad, Lou, and his favorite car—his old Cadillac Coupe de Ville. It is the Coupe de Lou Classic. We all grew up playing golf, because Dad Lou, an elementary school principal, taught Junior Golf and gave us lessons during summers off. And I'm sure my brothers would want me to point out the amazing fact that I am the winner of both the very first Coupe de Lou 1983 and the latest Coupe de Lou 2004.

3 But of all the Scieszka brother memories, I believe it was a family car trip that gave us our finest moment of brotherhood. We were driving cross-country from Michigan to Florida, all of us, including the family cat (a guy cat, naturally), in the family station wagon. Somewhere mid-trip we stopped at one of those Stuckey's rest-stop restaurants to eat and load up on Stuckey's candy.



4 We ate lunch, ran around like maniacs in the warm sun, then packed back into the station wagon—Mom and Dad up front, Jim, Jon, Tom, Gregg, Brian, Jeff, and the cat in back. Somebody dropped his Stuckey’s Pecan Log Roll® on the floor. The cat found it and must have scarfed every bit of it, because two minutes later we heard that awful ack ack ack sound of a cat getting ready to barf.

5 The cat puked up the pecan nut log. Jeff, the youngest and smallest (and closest to the floor) was the first to go. He got one look and whiff of the pecan nut cat yack and blew his own sticky lunch all over the cat. The puke-covered cat jumped on Brian, Brian barfed on Gregg. Gregg upchucked on Tom. Tom burped a bit of Stuckey lunch back on Gregg. Jim and I rolled down the windows and hung out as far as we could, yelling in group puke horror.

6 Dad Lou didn’t know what had hit the back of the car. No time to ask questions. He just pulled off to the side of the road. All of the brothers—Jim, Jon, Tom, Gregg, Brian, and Jeff—spilled out of the puke wagon and fell in the grass, gagging and yelling and laughing until we couldn’t laugh anymore.

7 What does it all mean? What essential guy wisdom did I learn from this?

8 Stick with your brothers. Stick up for your brothers. And if you ever drop a pecan nut log in a car with your five brothers and your cat ... you will probably stick to your brothers.

## Tuesday: Complete the Knowledge Quest and Focus on the Sentence.

### Knowledge Quest



- What happens in the story?
- What parts of this essay made you laugh?

### Focus on the Sentence

Complete the given sentences using the conjunctions because, *so*, and *but*.



The cat barfed because: \_\_\_\_\_

\_\_\_\_\_

The cat barfed, so \_\_\_\_\_

\_\_\_\_\_

The cat barfed, but: \_\_\_\_\_

\_\_\_\_\_

## Wednesday: Answer questions 5-10 on a separate piece of paper.

- Return to the text as you respond to the following questions. Use text evidence to support your responses.
5. How does the author show that he and his brothers have close relationships?
  6. What events happened during a family car trip to make it memorable?
  7. How does the author’s use of the word *brotherhood* help you to understand this essay is about more than just a humorous anecdote?
  8. How do the events in the story reveal a lesson the author learned?
  9. Describe the author’s voice. What language does he use to create his distinct voice and convey his personality in the text?
  10. How does the author use humor to reveal a truth about life?

**Introducing the Strategy: TWIST**

**TWIST** is an acronym for tone, word choice, imagery, style, and theme. This writing strategy helps a writer analyze each of these elements in a text in order to write a response to an analytical writing prompt about the text.

12. Reread the excerpt from "Brothers," and use the TWIST strategy to guide your analysis of the text.

Acronym	Text: "Brothers" by Jon Scieszka
<p><b>Tone</b>  <i>What is the author's attitude about the topic?</i></p>	
<p><b>Word choice</b>  <i>What specific diction does the author use for effect? How does the author's word choice contribute to their voice?</i></p>	
<p><b>Imagery</b>  <i>What specific descriptive details and figurative language does the author use for effect?</i></p>	
<p><b>Style</b>  <i>How does the author use language to create humor?</i>  <i>What is the intended response the author hopes to achieve? How does the author's style contribute to their voice?</i></p>	
<p><b>Theme</b>  <i>What is the central idea of this text? What idea about life is the author trying to convey through humor?</i>  <i>What is the author's purpose?</i></p>	

13. Once you have found textual evidence from the text “Brothers” and made an inference about the theme, you are ready to write an analytical topic sentence. State the title, author, and genre (TAG) in your thesis or topic sentence.

For example:

Jon Scieszka’s anecdote “Brothers” is a low-level comedy that uses a comic situation, exaggeration, and comic diction to reveal a universal truth about how brothers who laugh together stick together.

Practice writing a topic sentence about the comedic monologues you viewed in class using the TAG format.

### Writing and Presenting Your Own Anecdote

14. Use the TWIST graphic organizer to plan your own anecdote.

**Subject of Humorous Memory:**

**People/Places/Events:**

**Tone:**

*What is your attitude about the topic? How will you convey that attitude?*

**Word Choice:**

*What specific diction can you use for effect?*

**Imagery:**

*What specific descriptive and figurative language can you use for effect?*

**Style:**

*How can you use language (diction and syntax) to create humor?*

*What is the intended response you hope to achieve?*

**Theme:**

*What idea about life are you trying to convey through humor?*

15. Draft your anecdote. Be sure to include a beginning, middle, and end. Think about who was involved, what happened, how you dealt with it, and what you learned about yourself or the world as a result.
16. Present an oral reading of your draft to a family member. After you read, ask for feedback relating to your ideas, organization, and language and the humorous effect.

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SpringBoard® English Language Arts

# Activity 4.4: Humorous Anecdotes

Notes

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## Learning Targets

- Analyze how authors convey humor in speech and writing.
- Write and present an oral reading of an original humorous anecdote.
- Integrate ideas from multiple texts to build knowledge and vocabulary about humor.

## Preview

In this activity, you will read a humorous essay and think about any funny memories you've had related to a road trip or riding in a car.

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## Learning Strategies

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Discussion Groups

Rereading

Close Reading

Marking the Text

Brainstorming

TWIST

Oral Reading

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## Word Connections

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## Etymology

The word **anecdote** comes from the Greek word *anekdota*, meaning “things unpublished.” Think about the connotation this brings to the modern word.

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## Humorous Anecdotes

1. In **Unit 2**, you learned about how authors of argumentative essays use anecdotes to support their claims. Humor authors also rely on anecdotes. Read the following information to see how the use of anecdotes applies to a study of humor.

An anecdote is a brief, entertaining account of an incident or event. Often, anecdotes are shared because of their humorous nature, but anecdotes can also help illustrate larger ideas and concepts. Families sometimes share anecdotes about the humorous things family members have done. Frequently, the stories become more and more absurd as the details are exaggerated with each retelling.

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2. Do you or your family have a humorous anecdote that is shared over and over? What is it? Why is it retold? Who tells it? How does it change over time?

## Viewing a Humorous Monologue

The following monologue provides humorous accounts of somewhat ordinary events. Finding and describing the humor in the people, places, and events you encounter can enrich your conversations as well as your writing.

3. As you watch the clip for the first time, listen for different topics in the monologue and take notes.

Comedian's Persona	People	Places	Events

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359

4. The second time you view the clip, pay attention to how the comedian delivers the anecdote. Take notes on your assigned section.

<p>1. Describe the comedian's delivery. What is the effect on the audience? Tone:</p> <p>Facial Expressions:</p> <p>Gestures:</p> <p>Volume:</p> <p>Pacing:</p> <p>Inflection (emphasis):</p> <p>Effect:</p>	<p>2. Record the comedian's transitions between topics within his anecdote. What words or phrasing does he use?</p>
<p>3. Describe the imagery the comedian uses. List details that describe a person, place, or event. Why does the comedian include these specific details? Topic:</p> <p>Descriptive Details:</p> <p>Figurative Language:</p>	<p>4. Does the speaker's tone shift? Record his attitude about the topic at the beginning of the monologue and if his attitude changes. How does he communicate this shift?</p>

### Check Your Understanding

List three ways the comedian in the clip makes the audience laugh with a simple anecdote. Does he use his persona? people in the story? humorous events?

### Setting a Purpose for Reading

360

- Underline words and phrases that show the author's personality and distinctive voice.
- As you read, underline any words or phrases that you find humorous.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

## Vocabulary

-

### Literary

**Voice** is a writer's (or speaker's) distinctive use of language to express ideas as well as his or her persona.

An author's voice is conveyed by both their style and diction.

### About the Author

Jon Scieszka (b. 1954) is the oldest of six brothers in his family. He became an elementary school teacher and found that his students liked the funny stories that he enjoyed telling. He has since published a number of children's books, which are illustrated by his friend Lane Smith. In 2008, the Library of Congress named him National Ambassador for Young People's Literature.

## Knowledge Quest

-

### Knowledge Question:

Why is humor an effective way to communicate wisdom?

Across Activities [4.4](#) and [4.5](#) you will read two essays on the topic of humor as a way to communicate wisdom. While you read and build knowledge about the topic, think about your answer to the Knowledge Question.

Monday: You can annotate using the Google add-on Kami or any other PDF editor. Annotate in advance so you are not annotating during the video.

### Essay

## Brothers

by Jon Scieszka

- 1 Brothers are the guys you stick with and stick up for.
- 2 The Scieszka brothers are scattered all over the country now, but we still get together once a year to play a family golf tournament. We named it after our dad, Lou, and his favorite car—his old Cadillac Coupe de Ville. It is the Coupe de Lou



Classic. We all grew up playing golf, because Dad Lou, an elementary school principal, taught Junior Golf and gave us lessons during summers off. And I'm sure my brothers would want me to point out the amazing fact that I am the winner of both the very first Coupe de Lou 1983 and the latest Coupe de Lou 2004.

3 But of all the Scieszka brother memories, I believe it was a family car trip that gave us our finest moment of brotherhood. We were driving cross-country from Michigan to Florida, all of us, including the family cat (a guy cat, naturally), in the family station wagon. Somewhere mid-trip we stopped at one of those Stuckey's rest-stop restaurants to eat and load up on Stuckey's candy.



361

4 We ate lunch, ran around like maniacs in the warm sun, then packed back into the station wagon—Mom and Dad up front, Jim, Jon, Tom, Gregg, Brian, Jeff, and the cat in back. Somebody dropped his Stuckey's Pecan Log Roll ® on the floor. The cat found it and must have scarfed every bit of it, because two minutes later we heard that awful ack ack ack sound of a cat getting ready to barf.

5 The cat puked up the pecan nut log. Jeff, the youngest and smallest (and closest to the floor) was the first to go. He got one look and whiff of the pecan nut cat yack and blew his own sticky lunch all over the cat. The puke-covered cat jumped on Brian, Brian barfed on Gregg. Gregg upchucked on Tom. Tom burped a bit of Stuckey lunch back on Gregg. Jim and I rolled down the windows and hung out as far as we could, yelling in group puke horror.

6 Dad Lou didn't know what had hit the back of the car. No time to ask questions. He just pulled off to the side of the road. All of the brothers—Jim, Jon, Tom, Gregg, Brian, and Jeff—spilled out of the puke wagon and fell in the grass, gagging and yelling and laughing until we couldn't laugh anymore.

7 What does it all mean? What essential guy wisdom did I learn from this?

8 Stick with your brothers. Stick up for your brothers. And if you ever drop a pecan nut log in a car with your five brothers and your cat ... you will probably stick to your brothers.

Tuesday: Complete the "Knowledge Quest" and "Focus on the Sentence."

### Knowledge Quest

#### 1. What happens in the story?

Jon and his family take a road trip in the family car. During the trip, the cat eats a pecan log, which makes it sick. The result is a chain reaction of barfing by most of the brothers.

#### 2. What parts of this essay made you laugh?

The chain reaction of barfing made me laugh because of the descriptive language. I also laughed because the dad did not know what was happening behind him. The entire scene sounds funny.

### Focus on the sentence

Complete the given sentences using the conjunctions because, *so*, and *but*.

The cat barfed because:

ANSWER

it ate a Pecan Log Roll ® that someone dropped on the floor of the car.

The cat barfed, so

ANSWER

several of the brothers barfed on each other because of the smell.

The cat barfed, but:

ANSWER

the brothers still laugh about it years later.

Wednesday: Answer questions 5-10 on a separate piece of paper.

5. How does the author show that he and his brothers have close relationships?

ANSWER

Every year, the brothers get together for a family golf tournament.

362

6. What events happened during a family car trip to make it memorable?

ANSWER

The family cat threw up after eating a piece of candy one of the brothers dropped. This caused several brothers to throw up on each other.

7. How does the author's use of the word *brotherhood* help you to understand this essay is about more than just a humorous anecdote?

ANSWER

The word *brotherhood* is a serious word that refers to the deep bond between brothers. This is a clue that the trip means more to the author than just a funny story.

8. How do the events in the story reveal a lesson the author learned?

ANSWER

The author learned a lesson about brotherhood based on the experience he had on a family trip, during which their cat got sick and caused a group vomiting session.

9. Describe the author's voice. What language does he use to create his distinct voice and convey his personality in the text?

**ANSWER**

The author's voice is humorous and sarcastic. He conveys his voice by saying, "And I'm sure my brothers would want me to point out the amazing fact that I am the winner of both the very first Coupe de Lou 1983 and the latest Coupe de Lou 2004" and "including the family cat (a guy cat, naturally)." He also uses rhetorical questions to speak directly to his readers.

10. How does the author use humor to reveal a truth about life?

**ANSWER**

The author uses a humorous story about vomiting on each other to talk about the importance of brotherhood. He says you might "stick to your brothers," making a joke about how they threw up on each other when he really means "stay close and stand up for each other." The author makes a joke to show humor can get you through hard times.

Thursday: Complete the TIWST strategy based on the excerpt from “Brothers.”

**TIWST** is an acronym for tone, word choice, imagery, style, and theme. This writing strategy helps a writer analyze each of these elements in a text in order to write a response to an analytical writing prompt about the text.

12. Reread the excerpt from “Brothers,” and use the TIWST strategy to guide your analysis of the text.

Acronym	Text: “Brothers” by Jon Scieszka
<p><b>Tone</b> <i>What is the author's attitude about the topic?</i></p>	<p>ANSWER</p> <p>Humor; tries to convey the incident as hysterical; side-splitting</p>
<p><b>Word choice</b> <i>What specific diction does the author use for effect? How does the author's word choice contribute to their voice?</i></p>	<p>ANSWER</p> <p>Slangy and colloquial (the language of kids) “cat yack” “scarfed,” “ack, ack, ack,” “barf” “puke,” “upchuck,” “burp”</p>

Acronym	Text: "Brothers" by Jon Scieszka
<p><b>Imagery</b>  <i>What specific descriptive details and figurative language does the author use for effect?</i></p>	<p>ANSWER</p> <p>"pecan log"  "... blew his own sticky lunch all over the cat. The puke-covered cat jumped on Brian, Brian barfed on Gregg. Gregg upchucked on Tom. Tom burped a bit of Stuckey lunch back on Gregg."</p>
<p><b>Style</b>  <i>How does the author use language to create humor?</i>  <i>What is the intended response the author hopes to achieve? How does the author's style contribute to their voice?</i></p>	<p>ANSWER</p> <p>Family language—"Coupe de Lou Classic"  Exaggeration—"ran around like maniacs in the warm sun,"  "spilled out of the puke wagon and fell in the grass, gagging and yelling and laughing until we couldn't laugh anymore."  Slangy language—scarfed, ack, ack, ack, barf, puke, upchucked, burped</p>
<p><b>Theme</b>  <i>What is the central idea of this text?</i>  <i>What idea about life is the author trying to convey through humor?</i>  <i>What is the author's purpose?</i></p>	<p>ANSWER</p> <p>"family car trip that gave us our finest moment of brotherhood"  "Stick with your brothers. Stick up for your brothers ... stick to your brothers."</p>

Friday: Complete questions 13-16.

364

13. Once you have found textual evidence from the text "Brothers" and made an inference about the theme, you are ready to write an analytical topic sentence.

State the title, author, and genre (TAG) in your thesis or topic sentence.

**For example:**

Jon Scieszka's anecdote "Brothers" is a low-level comedy that uses a comic situation, exaggeration, and comic diction to reveal a universal truth about how brothers who laugh together stick together.

Practice writing a topic sentence about the comedic monologues you viewed in class using the TAG format.

## Writing and Presenting Your Own Anecdote

14. Use the TWIST graphic organizer to plan your own anecdote.

Subject of Humorous Memory:	People/Places/Events:
<p><b>Tone:</b> <i>What is your attitude about the topic? How will you convey that attitude?</i></p> <p><b>Word Choice:</b> <i>What specific diction can you use for effect?</i></p> <p><b>Imagery:</b> <i>What specific descriptive and figurative language can you use for effect?</i></p> <p><b>Style:</b> <i>How can you use language (diction and syntax) to create humor?</i></p> <p><i>What is the intended response you hope to achieve?</i></p> <p><b>Theme:</b> <i>What idea about life are you trying to convey through humor?</i></p>	

365

15. Draft your anecdote. Be sure to include a beginning, middle, and end. Think about who was involved, what happened, how you dealt with it, and what you learned about yourself or the world as a result.

16. Present an oral reading of your draft to a partner. After your partner presents, provide feedback relating to his or her ideas, organization, and language and the humorous effect.

### Language & Writer's Craft: Using Verbals

A verbal is a form of a verb that functions as something other than a verb. For example, a verbal might be used as a noun, an adjective, or an adverb. An infinitive is the *to* form of a verb, such as *to chuckle* or *to snort*. Infinitives are verbals that can be used as nouns, adjectives, or adverbs. A participle is a verbal that is used as an adjective. There are present and past participles.

Present: giggling, snickering

Past: raised, destroyed

A gerund is a verbal that acts as a noun and ends in *-ing*. It can sometimes be difficult to tell the difference between a gerund and a present participle because both end in *-ing*. The key is to determine whether the word acts as an adjective or a noun.

Participle: The giggling child made lots of noise.

*Giggling* is an adjective describing the noun *child*.

Gerund: His giggling was distracting.

*Giggling* is the subject of the sentence, so it is a noun.

Writers use verbals for variety and effect.

Look at these examples based on the essay:

Golfing was an activity that the Scieszka family enjoyed. (*Golfing* is a gerund because it acts as a noun. It is the subject of the sentence.)

"Jim and I rolled down the windows and hung out as far as we could, yelling in group puke horror." (*Yelling* is a present participle. It modifies Jim and I.)

"We still get together once a year to play a family golf tournament." (*To play* is an infinitive. It functions as an adverb, modifying the verb *get* by answering the question "why.")

**PRACTICE** In your Reader/Writer Notebook, write a brief summary of Jon Scieszka's anecdote using one infinitive, one gerund, and one participle.



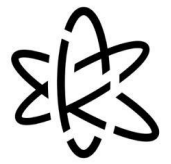
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# **Eighth Grade Science**

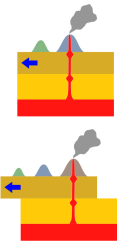
Week of May 4, 2020  
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# 8<sup>th</sup> Grade Science: Week 5 May 4th

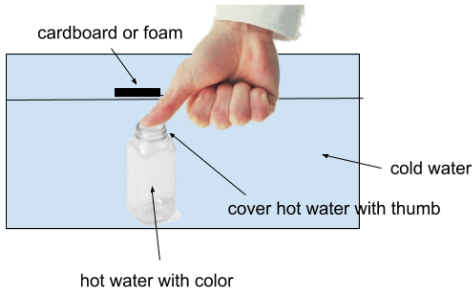
## Modeling Hotspots—How does a volcanic island chain form?



**Directions:** This handout goes with a KCS Teacher Video. If you have access to the video, watch the video before doing this activity. You can find the videos here <https://www.knoxschools.org/Page/21816>



A “hot spot” in the earth’s mantle forms when a plume of magma that is much hotter than the surrounding magma rises up through the earth. If given enough time, the rising magma can break through the earth’s crust to the surface and create a volcano. When a tectonic plate moves slowly over the hot spot, it forms a chain of volcanoes. In this activity, you will model hotspot volcanoes.

<p><b>Procedures:</b> Use adult supervision to complete the following procedures.</p>	<p><b>Materials:</b> Substitutions of materials have been suggested below.</p>
<p>1) Fill a clear plastic container with cold tap water.</p>	<p>1) Plastic container (Tupperware or glass bowl, or even just a kitchen sink)</p>
<p>2) Mix food coloring, pepper, or drink mix with hot tap water in a small bottle. You should be able to put your thumb over the top of the bottle.</p>	<p>2) Cold water 3) Hot tap water. Use adult supervision when handling and transporting hot water. Boiling water is NOT needed for this activity.</p>
<p>3) Hold your thumb or finger over the mouth of the bottle and stand the bottle in the center of the container. The mouth of the bottle must be under water. Keep your thumb or finger on the mouth of the bottle.</p>	<p>4) Food coloring, pepper, or drink mix. 5) Small bottle with narrow neck (empty hand sanitizer bottle, shampoo, or soda bottle)</p>
<p>4) Have a partner float a small piece of foam or cardboard on the water above the bottle.</p>	<p>6) Thin sheet of flexible foam (cardboard)</p>
<p>5) Take your thumb off the mouth of the bottle and observe what happens.</p>	
<p>6) Move the foam to show how a chain of hot spot volcanoes forms.</p>	

**Post Lab Questions:** Complete the questions in the table below.

<p>1. <b>COMMUNICATE:</b> Draw a diagram to show what happened in your model of the formation of a “hot spot” volcano.</p>	<p>3. <b>DRAW CONCLUSIONS</b> Suppose a series of “hot spot” volcanoes forms a line along a moving plate. Is the plate moving toward the newest volcano in the line of volcanoes or away from it?</p>
<p>2. <b>OBSERVE</b> As you moved the foam “plate” to one side and you repeated the procedure, in which direction did the “hot spot” move?</p>	<p>4. <b>INFER</b> Suppose a hot spot forms a chain of volcanic islands. If one island has an active volcano, is it likely to be the newest or oldest island in the chain?</p> 