

# **BEARCAT DAY 11**

**GRADE 8  
ANDERSON COUNTY SCHOOLS**



**ANDERSON COUNTY MIDDLE SCHOOL**

# 8TH GRADE BEARCAT DAY 11

LANGUAGE ARTS	<b>MARTIN LUTHER KING JR.</b> Read the <a href="#">notes</a> and Dr. Martin Luther King Jr.'s famous speech entitled <a href="#">I Have a Dream</a> . Answer the <a href="#">10 questions</a> and submit them to your teacher. Google Classroom is preferred, but if not available you may take a picture and email it to your teacher OR drop off your work at the school office.
MATH	<b>THE SLOPE FORMULA REVIEW</b> Students will need to use the <a href="#">notes and examples</a> on the note sheet to help them complete the practice problems on the homework sheet. The homework sheet will need to be returned to the school and turned in for a grade.
SCIENCE	<b><u><a href="#">Relative Age of Rocks and Fossils</a></u></b> Read the <a href="#">passage</a> "The Relative Age of Rocks." Use the information from the passage to answer the <a href="#">questions</a> . Students should complete the assignment in their science class' google classroom. If you cannot access Google Classroom, please take a picture of your work and email it to your teacher or drop off your completed work in the school office.
SOCIAL STUDIES	<b>THE ROAD TO THE CIVIL WAR</b> Read the notes about <a href="#">The Road to the Civil War</a> . Answer the question on the last slide. Submit in Google Classroom or take a picture and email it to your teacher.
PE/HEALTH	Define the 15 vocabulary words. Type the definitions in your <a href="#">Google Doc</a> in Google Classroom or write them on paper, take a picture of your work, and email it to <a href="mailto:courtney.wells@anderson.kyschools.us">courtney.wells@anderson.kyschools.us</a> .
CAREERS	<b>RESUME: PURPOSE AND REQUIREMENTS</b> Read the <a href="#">notes</a> about creating a resume and answer the <a href="#">questions</a> .



## Martin Luther King, Jr.

THE WORDS YOU SAY MATTER!

### PREPARE FOR LEARNING

List 5 scenarios where it is more important to listen than to speak.

Choose the best one and explain why it is more important to listen than to speak.

Are you aware that on January 1, 2013, we celebrated the 150th anniversary of the Emancipation Proclamation? Probably not. It was issued on Sept 22, 1862 and went into effect on January 1, 1863. Let's step back in time for a moment and look at what that proclamation really meant.

## 1860 Census

STATE	TOTAL POPULATION	TOTAL NO. OF SLAVES	NO. OF FAMILIES	TOTAL FREE POPULATION	TOTAL NO. OF SLAVEHOLDERS	PERCENT OF FAMILIES OWNING SLAVES	SLAVES AS PERCENT OF POPULATION
ALABAMA	964,201	435,080	96,603	529,121	33,730	35%	45%
FLORIDA	140,424	61,745	15,090	78,679	5,152	34%	44%
GEORGIA	1,057,286	462,198	109,919	595,088	41,084	37%	44%
KENTUCKY	1,155,684	225,483	166,321	930,201	38,645	23%	20%
LOUISIANA	708,002	331,726	74,725	376,276	22,033	29%	47%
MARYLAND	687,049	87,189	110,278	599,860	13,783	12%	13%
MISSISSIPPI	791,305	436,631	63,015	354,674	30,943	49%	55%
MISSOURI	1,182,012	114,931	192,073	1,067,081	24,320	13%	10%
NORTH CAROLINA	992,622	331,059	125,090	661,563	34,658	28%	33%
SOUTH CAROLINA	703,708	402,406	58,642	301,302	26,701	46%	57%
TENNESSEE	1,109,801	275,719	149,335	834,082	36,844	25%	25%
TEXAS	604,215	182,566	76,781	421,649	21,878	28%	30%
VIRGINIA	1,596,318	490,865	201,523	1,105,453	52,128	26%	31%
<b>Total</b>	<b>31,183,582</b>	<b>3,950,528</b>	<b>5,155,608</b>	<b>27,233,198</b>	<b>393,975</b>	<b>8%</b>	<b>13%</b>

## The Words you Say Matter

- It's always important to pay attention to what is being said not just the emotion behind the message.
- It's the small print that gets you every time.

The 1860 census shows that almost 4 million people were registered slaves in southern states. That's almost 4 million people required to work 70-80 hours a week and by law were denied a formal education. Look at Alabama-45% of its ENTIRE STATE population were slaves. Mississippi sits at 55%. Now look at Kentucky-20% of our state population were slaves. Missouri at 10%.

## Emancipation Proclamation

- “That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within **any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free;...**”

## THE WORDS YOU SAY MATTER

- Slaves in Kentucky, Missouri and Maryland were not freed simply because these states had not left the Union.

## Confederate Flag of America-Stars and Bars



Interesting fact for you to know-This is the Confederate flag known as the 'Stars and Bars'. The flag most people consider the Confederate flag is actually a battle flag flown by the Armies of Tennessee and Northern Virginia, to name two.

## Lincoln's Gettysburg Address November 19, 1863

- "Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal."
- A score=20 years
- 1863-87=??

Lincoln is starting his speech by referring to the Declaration of Independence in 1776. Interesting facts-It is a myth that the Gettysburg Address was written on the back of a napkin. It was composed in Washington before Lincoln left. It's also interesting that Lincoln wrote every word his name was attached to. The only other president that can lay claim to that is Thomas Jefferson

## MLK's I Have a Dream speech

August 28, 1963

- “Five score years ago, a great American, in whose symbolic shadow we stand signed the Emancipation Proclamation...”
- “...But one hundred years later, we must face the tragic fact that the Negro is still not free...”
- Segregation, discrimination, poverty

## Did you know?

- The speech lasts 17 minutes.
- Dr. King refers to the Bible, the US Declaration of Independence and Shakespeare.
- There were more than 200,000 assembled for the March on Washington and millions watched on TV.
- It's ranked as the top speech of the 20<sup>th</sup> century.

- Dr. King is the subject of U2's most famous song, Pride (In the Name of Love)
- In the middle of his speech, someone in the crowd yelled, "Tell us your dream, Martin!" So he did.
- The words "I Have a Dream" were never in the original draft. They were ad libbed.
- The co-author of the speech "went on to depart drastically from the draft I'd delivered."

## I Have A Dream

Listen to speech

Read along and highlight sentences that touch your heart. A good persuasive speech doesn't use coercion or force to convince the audience. It does it by establishing trust and using proof to influence. Keep this in mind as you read. Remember, most of this speech is on the fly.





[youtube.com/watch?v=yXyr95yfl3M#action=share](https://youtube.com/watch?v=yXyr95yfl3M#action=share)

## Assignment

Answer the ten questions.

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# Exit Slip

Using RACE-

Give an example of a poetic term (allusion, analogy, figurative language, etc) found in the speech. Explain what type of figurative language your quote is and how you know it is a poetic term.

## 'I Have A Dream' Speech, In Its Entirety

January 18, 2010 1:00 PM ET

REBECCA ROBERTS, host:

This is TALK OF THE NATION. I'm Rebecca Roberts in Washington.

Today, we celebrate the birthday of Martin Luther King Jr. As millions of Americans honor his legacy today with a national day of service, we take a moment to reflect on Dr. King's life and message with his own words. As we did last year on the eve of a historic presidential inauguration, we now revisit King's celebrated "I Have a Dream" speech, delivered on August 28, 1963 on the steps of the Lincoln Memorial.

(Soundbite of archived recording)

Dr. MARTIN LUTHER KING JR. (Civil Rights Leader): Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But 100 years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later...

(Soundbite of applause)

Dr. KING: ...the Negro is still languished in the corners of American society and finds himself in exile in his own land. And so we've come here today to dramatize a shameful condition. In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men - yes, black men as well as white men - would be guaranteed the unalienable rights of life, liberty and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked insufficient funds.

(Soundbite of applause)

Dr. KING: But we refuse to believe that the bank of justice is bankrupt.

(Soundbite of laughter)

Dr. KING: We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.

(Soundbite of applause)

Dr. KING: We have also come to his hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism.

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(Soundbite of applause)

Dr. KING: Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time...

(Soundbite of applause)

Dr. KING: ...to lift our nation from the quick sands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. 1963 is not an end, but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual.

(Soundbite of applause)

Dr. KING: There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.

(Soundbite of applause)

Dr. KING: We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force. The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny.

(Soundbite of applause)

Dr. KING: And they have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone. And as we walk, we must make the pledge that we shall always march ahead. We cannot turn back.

There are those who are asking the devotees of civil rights, when will you be satisfied? We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities.

(Soundbite of applause)

Dr. KING: We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating: for whites only.

(Soundbite of applause)

Dr. KING: We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote.

(Soundbite of applause)

Dr. KING: No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters, and righteousness like a mighty stream.

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(Soundbite of applause)

Dr. KING: I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our Northern cities, knowing that somehow this situation can and will be changed.

Let us not wallow in the valley of despair, I say to you today, my friends.

(Soundbite of applause)

Dr. KING: So even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: We hold these truths to be self-evident, that all men are created equal.

(Soundbite of applause)

Dr. KING: I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today.

(Soundbite of applause)

Dr. KING: I have a dream that one day down in Alabama with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification, one day right down in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers. I have a dream today.

(Soundbite of cheers and applause)

Dr. KING: I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith that I go back to the South with. With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

(Soundbite of applause)

Dr. KING: This will be the day when all of God's children will be able to sing with new meaning: My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrims' pride, from every mountainside, let freedom ring.

And if America is to be a great nation, this must become true. And so let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania. Let freedom ring from the snowcapped Rockies of Colorado. Let freedom ring from the curvaceous slopes of California. But not only that, let freedom ring from Stone Mountain of Georgia. Let freedom ring from Lookout Mountain of Tennessee. Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

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And when we this happen, when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual: Free at last. Free at last. Thank God almighty, we are free at last.

(Soundbite of cheers and applause)

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# Grade 8 Bearcat Day 11 ELA

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“I Have a Dream”  
Martin Luther King, Jr.  
August 28, 1963  
Washington, DC

1. As we listen to MLK say his “I Have a Dream” speech, underline the images that emotionally appeal to you.
2. Go back to the speech. Pick two images and draw a small a small icon to represent the image.

Example-“Open the doors of opportunity to all God’s children.”

3. What is the purpose of MLK’s “I Have a Dream” speech?
4. How does MLK gain our trust?
5. Go back and list words and phrases that MLK repeats numerous times in the speech.
6. Why does MLK repeat these words and phrases? How do they appeal to the listener?
7. Go back and list the allusions MLK makes in the speech. Remember that an allusion is an indirect reference to an historical event, work of art, documents, etc.
8. How do the allusions appeal to the listener?
9. Why does MLK include the states at the end of the speech?
10. What pronoun does MLK use throughout the speech? Why does he use this pronoun?

Unit: Linear Relationships  
Student Handout 3

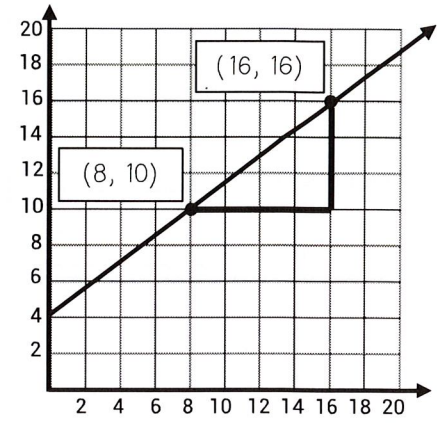
Name \_\_\_\_\_ Date \_\_\_\_\_ Pd \_\_\_\_\_

## THE SLOPE FORMULA

To find the slope of the graph, Aiden counted the rise to be 6 and the run to be 8 and set up the ratio  $\frac{6}{8} = \frac{3}{4}$ .

- Using the ordered pairs, how else could Aiden have found the rise to be 6?  
Subtract the y-values;  $16 - 10 = 6$ .

- Using the ordered pairs, how else could Aiden have found the run to be 8?  
Subtract the x-values;  $16 - 8 = 8$ .

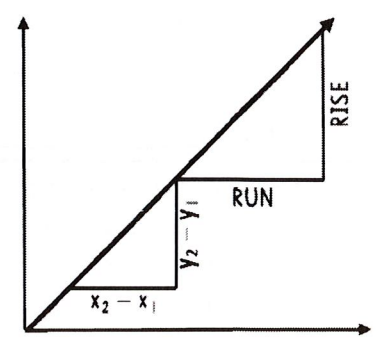


### THE SLOPE FORMULA

- We can describe slope as the following ratios:

$$\frac{\text{rise}}{\text{run}} \quad \text{or} \quad \frac{\text{change in } y}{\text{change in } x}$$

- Because of these ratios, the formula for slope is:  $\frac{y_2 - y_1}{x_2 - x_1}$



Tell students they can subtract the y-values in the order they choose, but they must stay consistent by subtracting the x-values in the same order. Use the slope formula to find the rate of change in each representation. Show all work.

1.

X	0	1	2	3
Y	5	5.5	6	6.5

Formula:  $\frac{6 - 5}{2 - 0}$  Slope:  $\frac{1}{2}$

2.

X	3	8	11	14
Y	22	62	86	110

Formula:  $\frac{62 - 22}{8 - 3}$  Slope:  $\frac{40}{5} = 8$

3.

Formula:  $\frac{80 - 50}{0 - 5}$  Slope:  $\frac{30}{-5} = -6$



# Grade 8 Bearcat Day 11 Math

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Unit: Linear Relationships  
Homework 3

Name \_\_\_\_\_  
Date \_\_\_\_\_ Pd \_\_\_\_\_

## THE SLOPE FORMULA

<p>1. Madeline needs to find the slope of the line that passes through the points (9, 12) and (7, 4). She sets up the following work:</p> $\frac{12 - 4}{7 - 9}$ <p>Has she set up her work correctly? Why or why not?</p>	<p>2. A line has a slope of <math>\frac{5}{3}</math>. Which of the following points could this line pass through?</p> <p>A. (15, 13) and (0, 4) B. (3, 9) and (6, 14) C. (0, 4) and (19, 9) D. (5, 7) and (10, 10)</p>
<p>3. It's raining outside, and after 1 hour of rain, the water level in Jake's pond is 2 meters. After 3 hours, the water level is 2.8 meters. Find the rate of change.</p>	<p>4. If Sarah works at the concession stand for 2 hours, she'll earn \$15.50, but if she works for 4 hours, she'll earn \$31.00. Find the rate of change.</p>

#5-8: Find the slope of the line that contains the following ordered pairs. Show all work.

<p>5.</p> <p>(4, 2) and (7, 6.5)</p> <p>Formula: _____</p> <p>Slope: _____</p>	<p>6.</p> <p>(10, 8) and (-5, 8)</p> <p>Formula: _____</p> <p>Slope: _____</p>	<p>7.</p> <p>(1, <math>-\frac{3}{4}</math>) and (4, -3)</p> <p>Formula: _____</p> <p>Slope: _____</p>	<p>8.</p> <p>(18, -7) and (18, 2)</p> <p>Formula: _____</p> <p>Slope: _____</p>
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# The Relative Age of Rocks

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## Reading Preview

### Key Concepts

- What is the law of superposition?
- How do geologists determine the relative age of rocks?
- How are index fossils useful to geologists?

### Key Terms

- relative age • absolute age
- law of superposition
- extrusion • intrusion • fault
- unconformity • index fossil

## Target Reading Skill

**Asking Questions** Before you read, preview the red headings. In a graphic organizer like the one below, ask a *what* or *how* question for each heading. As you read, write answers to your questions.

Relative Age

Question	Answer
What does the position of rock layers reveal?	The position of rock layers shows . . .

Lab zone

## Discover Activity

### Which Layer Is the Oldest?

1. Make a stack of different-colored layers of clay. Each layer should be about the size and thickness of a pancake. If these flat layers are sediments, which layer of sediment was deposited first? (*Hint: This is the oldest layer.*)
2. Now form the stack into a dome by pressing it over a small rounded object, such as a small bowl. With a cheese-slicer or plastic knife, carefully cut off the top of the dome. Look at the layers that you have exposed. Which layer is the oldest?



### Think It Over

**Inferring** If you press the stack into a small bowl and trim away the clay that sticks above the edge, where will you find the oldest layer?

As sedimentary rock forms, the remains of organisms in the sediment may become fossils. Millions of years later, if you split open the rock, you might see the petrified bones of an extinct reptile or insect.

Your first question about a new fossil might be, “What is it?” Your next question would probably be, “How old is it?” Geologists have two ways to express the age of a rock and any fossil it contains. The **relative age** of a rock is its age compared to the ages of other rocks. You have probably used the idea of relative age when comparing your age with someone else’s age. For example, if you say that you are older than your brother but younger than your sister, you are describing your relative age.

The relative age of a rock does not provide its absolute age. The **absolute age** of a rock is the number of years since the rock formed. It may be impossible to know a rock’s absolute age exactly. But sometimes geologists can determine a rock’s absolute age to within a certain number of years.

◀ The age of each family member could be given as relative age or absolute age.



A Trip Through  
Geologic Time

Video Preview

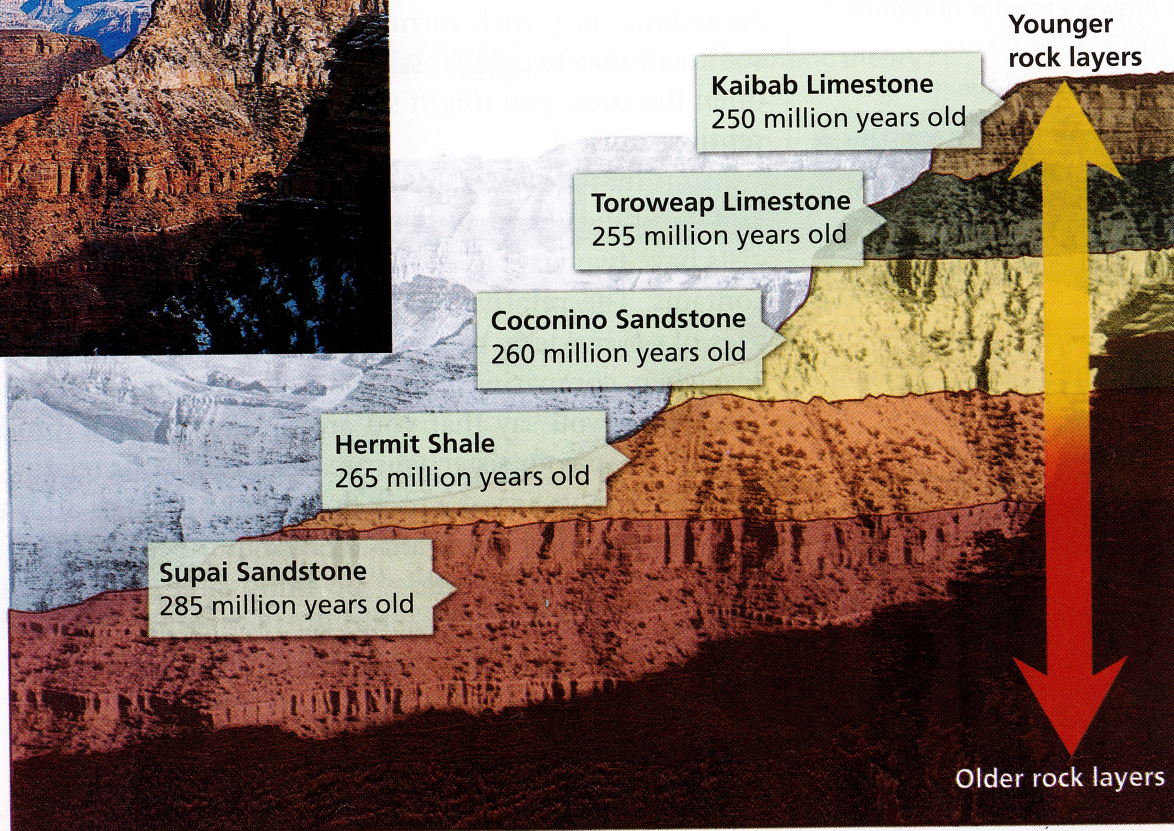
▶ Video Field Trip

Video Assessment

FIGURE 5

### The Grand Canyon

More than a dozen rock layers make up the walls of the Grand Canyon. You can see five layers clearly in the photograph. **Applying Concepts** In which labeled layers would you find the oldest fossils? Explain.



Reading  
Checkpoint

Why do sedimentary rocks have layers?

## The Position of Rock Layers

Have you ever seen rock layers of different colors on a cliff beside a road? What are these layers, and how did they form? The sediment that forms sedimentary rocks is deposited in flat layers one on top of the other. Over time, the sediment hardens and changes into sedimentary rock. These rock layers provide a record of Earth's geologic history.

It can be difficult to determine the absolute age of a rock. So geologists use a method to find a rock's relative age. Geologists use the **law of superposition** to determine the relative ages of sedimentary rock layers. **According to the law of superposition, in horizontal sedimentary rock layers the oldest layer is at the bottom. Each higher layer is younger than the layers below it.**

The walls of the Grand Canyon in Arizona illustrate the law of superposition. You can see some of the rock layers found in the Grand Canyon in Figure 5. The deeper down you go in the Grand Canyon, the older the rocks.

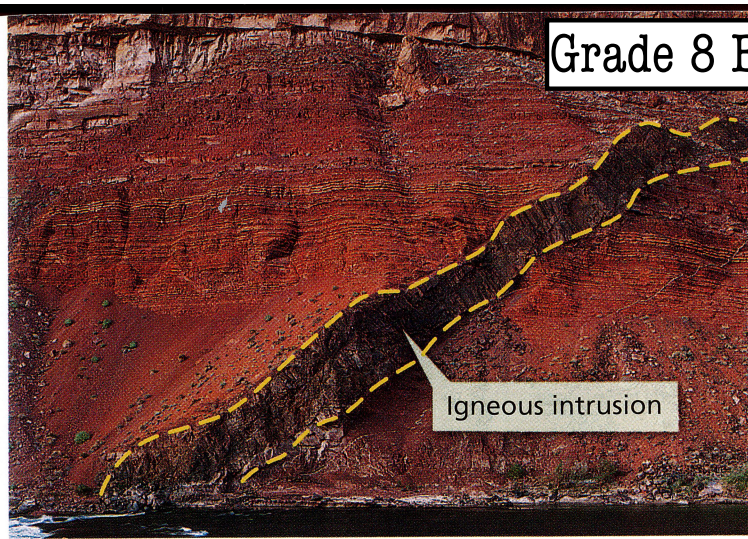
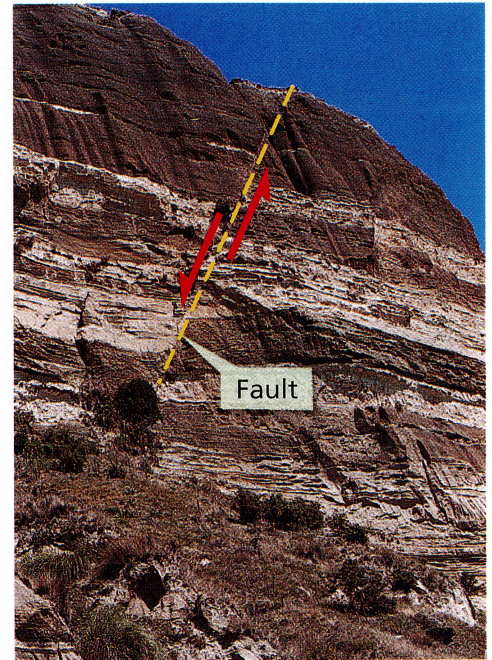


FIGURE 6

**Intrusions and Faults**

Intrusions and faults give clues to the relative ages of rocks. An intrusion (left) cuts through rock layers. Rock layers are broken and shifted along a fault (right).



## Determining Relative Age

There are other clues besides the position of rock layers to the relative ages of rocks. To determine relative age, geologists also study extrusions and intrusions of igneous rock, faults, and gaps in the geologic record.

**Clues From Igneous Rock** Igneous rock forms when magma or lava hardens. Magma is molten material beneath Earth's surface. Magma that flows onto the surface is called lava.

Lava that hardens on the surface is called an **extrusion**. An extrusion is always younger than the rocks below it.

Beneath the surface, magma may push into bodies of rock. There, the magma cools and hardens into a mass of igneous rock called an **intrusion**. An intrusion is always younger than the rock layers around and beneath it. Figure 6 shows an intrusion. Geologists study where intrusions and extrusions formed in relation to other rock layers. This helps geologists understand the relative ages of the different types of rock.

**Clues From Faults** More clues come from the study of faults. A **fault** is a break in Earth's crust. Forces inside Earth cause movement of the rock on opposite sides of a fault.

A fault is always younger than the rock it cuts through. To determine the relative age of a fault, geologists find the relative age of the youngest layer cut by the fault.

Movements along faults can make it harder for geologists to determine the relative ages of rock layers. You can see in Figure 6 how the rock layers no longer line up because of movement along the fault.

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Lab  
zone

### Try This Activity

#### Sampling a Sandwich

Your teacher will give you a sandwich that represents rock layers in Earth's crust.

1. Use a round, hollow, uncooked noodle as a coring tool. Push the noodle through the layers of the sandwich.
2. Pull the noodle out of the sandwich. Break the noodle gently to remove your core sample.
3. Draw a picture of what you see in each layer of the core.

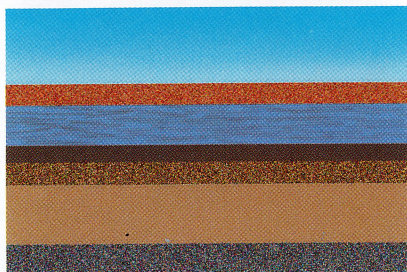
**Making Models** Which layer of your sandwich is the "oldest"? The "youngest"? Why do you think scientists study core samples?

FIGURE 7

## Unconformity

An unconformity occurs where erosion wears away layers of sedimentary rock. Other rock layers then form on top.

**Sequencing** What two processes must take place before an unconformity can form?



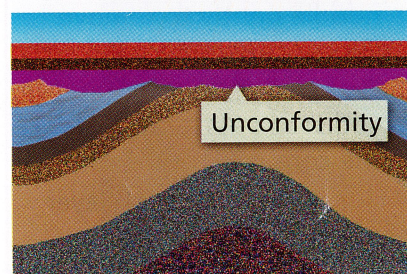
- 1 Sedimentary rocks form in horizontal layers.



- 2 Folding tilts the rock layers.



- 3 The surface is eroded.



- 4 New sediment is deposited, forming rock layers above the unconformity.

**Gaps in the Geologic Record** The geologic record of sedimentary rock layers is not always complete. Deposition slowly builds layer upon layer of sedimentary rock. But some of these layers may erode away, exposing an older rock surface. Then deposition begins again, building new rock layers.

The surface where new rock layers meet a much older rock surface beneath them is called an **unconformity**. An unconformity is a gap in the geologic record. An unconformity shows where some rock layers have been lost because of erosion. Figure 7 shows how an unconformity forms.



Reading Checkpoint

What is an unconformity?

p40f5

## Using Fossils to Date Rocks

To date rock layers, geologists first give a relative age to a layer of rock at one location. Then they can give the same age to matching layers of rock at other locations.

Certain fossils, called index fossils, help geologists match rock layers. To be useful as an **index fossil**, a fossil must be widely distributed and represent a type of organism that existed only briefly. A fossil is considered widely distributed if it occurs in many different areas. Geologists look for index fossils in layers of rock. **Index fossils are useful because they tell the relative ages of the rock layers in which they occur.**

Geologists use particular types of organisms as index fossils—for example, certain types of ammonites. Ammonites (AM uh nyts) were a group of hard-shelled animals. Ammonites evolved in shallow seas more than 500 million years ago and became extinct about 65 million years ago.

Ammonite fossils make good index fossils for two reasons. First, they are widely distributed. Second, many different types of ammonites evolved and then became extinct after a few million years.

Geologists can identify the different types of ammonites through differences in the structure of their shells. Based on these differences, geologists can identify the rock layers in which a particular type of ammonite fossil occurs.

You can use index fossils to match rock layers. Look at Figure 8, which shows rock layers from four different locations. Notice that two of the fossils are found in only one of these rock layers. These are the index fossils.



Reading Checkpoint

What characteristics must a fossil have to be useful as an index fossil?

# Grade 8 Bearcat Day 11 Science

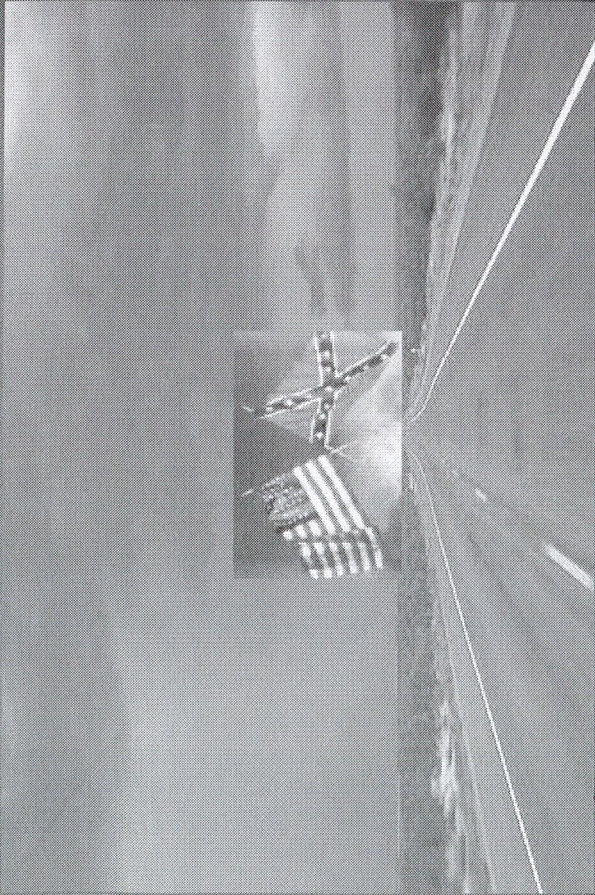
P 5 of 5

## Bearcat Day 11: Relative Age of Rocks & Fossils Questions

### LESSON REVIEW:

1. Which of these can scientists learn from relative dating of fossils?
  - A. the exact age of a fossil
  - B. the age of an organism when it dies
  - C. the age of a fossil compared to that of another fossil
  - D. the exact age of a rock layer
  
2. Rock formed by volcanoes can help date the age of rocks, these rock structures are called?
  - A. Faults & Extrusions
  - B. Intrusions & Extrusions
  - C. Inclusions & Faults
  - D. Unconformities & Intrusions
  
3. Faults are breaks in the Earth's crust caused by earthquakes and are \_\_\_?
  - A. older than the rock they break
  - B. the same age as the rock they break
  - C. not used to date the age of rocks
  - D. younger than the rock that they break
  
4. Gaps in the aging or dating of rock occur due to \_\_\_\_\_.
  - A. extrusions
  - B. faults
  - C. unconformities
  - D. intrusions
  
5. Using the Law of Superposition, we know that the \_\_\_\_\_ rock is at the bottom.
  - A. older
  - B. younger
  - C. mid-aged
  - D. current

## The Road to the Civil War



## Factors That Led to the War

### Many causes

- Some we have already gone over

### Federal government vs. states' rights

- Can states nullify federal laws and make their own?

### Harriet Beecher Stowe and *Uncle Tom's Cabin*

- Heightened awareness of slavery

### Westward expansion

- New states and territories – slaves or not?

### Abolitionist violence

- John Brown

The North and South were just different from each other

## Factors That Led to the War

Other causes we will discuss throughout the Slideshow.

### Kansas-Nebraska Act (1854)

- New states – slave or free?

### “Bleeding Kansas” (1854-1858)

- Outbreak of violence in new state

### Dred Scott Decision

- 1857 Supreme Court case

### Abraham Lincoln

- 1860 election resulted in secession

## Federal Govt. vs. States' Rights

Main question – can a state go against the federal govt. when it comes to laws?

Alien and Sedition Acts (1798) were resisted by the Virgin & Kentucky Resolutions (1798-99)

Nullification Crisis (1828-33) – the South attempted to nullify the Tariff of 1828, but President Andrew Jackson threatened military action, and the South backed down

**Slavery – North wants to ban slavery nationwide, South wants states to be able to choose (popular sovereignty)**

- Missouri Compromise (1820). Compromise of 1850 – both sides give up something to get something in return

Secession crisis – can a state lawfully secede from the Union?

# Harriet Beecher Stowe & Uncle Tom's Cabin

Turned many against slavery and the South



135,000 SETS, 270,000 VOLUMES SOLD.

## UNCLE TOM'S CABIN

**FOR SALE HERE.**

15 BIRTHS FOR THE BIBLES COMPLETE IS 1 VOL. BIBLE 21 1/4 FT. IN. SERIES IS 1 VOL. PRICES 98 CENTS. IN 2 VOL. CLARKE & PETERS. PAPER 150. SEVER HANDBOOKS. BIBLES IS 1 VOL. AFTER 150. ENGLISH. PICTURES FROM 1840 TO 1850.

**The Greatest Book of the Age.**

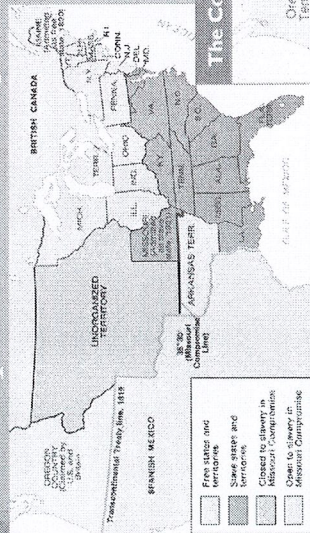
## Westward Expansion

Many territories in the West were not states yet.

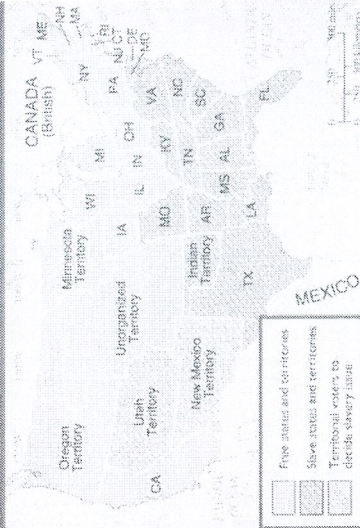
Would they be slave or free?

Missouri Compromise and the Compromise of 1850 made some slave and some free, but did not solve the issue.

## Missouri Compromise and the Compromise of 1850



The Compromise of 1850



## Abolitionist Violence

John Brown

- Pottawatomie Massacre in Kansas (1856)
- Harpers Ferry Raid (1859)
- Violence elevated the situation to another level





P 3 of 3

## Bearcat Day 11 Questions

### Answer in complete sentences.

Describe an example of when the supporters of strong federal government and states' rights activists disagreed.

How was Uncle Tom's Cabin a contributing factor to the division between the North and the South?

What does the term secession mean?

How did Westward expansion contribute to the sectionalism of the United States?

What divisions do you recognize in the United States in 2020?

## North & South Were Different

Urban vs. rural

Industrial vs. agricultural

Federal power vs. states' rights

2 distinct regions with different cultures & ways of life

P1 of 1

Health- Bearcat Day 11

Please define the following words: (Yes, you may write/type on this paper)

1. Drug:
2. Tolerance:
3. Withdrawal:
4. Dependence:
5. Abuse:
6. Misuse:
7. Stimulant:
8. Depressant:
9. Hallucinogen:
10. Narcotic:
11. Inhalant:
12. Addiction:
13. Medicine:
14. Side-Effect:
15. Prescription:

# Resume

## Purpose & Requirements

1

## What is a resume & its purpose?

A **resume** is a document that tells prospective employers exactly what you want them to know about you and why you would be a good fit for their open position.

**For you, a resume is a tool that's designed to get you to the next step in the employment process: the interview.** It can even help you prepare for the interview by giving you specific items to practice talking about.

2

## Why have a good resume?

**Employers use resumes to screen potential employees.** They typically look at a resume for less than 15 seconds before deciding what to do with it. It either goes into the YES pile or the NO pile.

Think of your resume as your very own 30-second commercial spot. Hopefully, you catch the hiring manager's attention within the first five seconds so she'll keep reading. Otherwise, your resume may end up in the NO pile.

## What should your resume look like?

Your resume should be.....

- No more than 1 page
- Neatly typed (NOT handwritten)
- Typed in a simple font (Times New Roman, Arial, etc.) NOT in a script font
- Be organized to make it easier to read and find specific information
- Use a variety of formatting (bold, indents, font size) to make it easier to read and find specific information
- K.I.S.S. (KeeP It Short and Simple) - use bulleted lists, no complete sentences, no "I", "my", or "me" (unless including an objective)

## Quiz Time

Follow the link to take the quiz. Once finished, mark the assignment as “DONE”.  
Your score will be entered into Google Classroom for you to view.

[https://drive.google.com/open?id=1\\_NnsOw0Ootpalju53X7avqtn37SEnljCFii8\\_i4genl](https://drive.google.com/open?id=1_NnsOw0Ootpalju53X7avqtn37SEnljCFii8_i4genl)

# Resumes

\* Required

1. Email address \*

---

2. First Name \*

---

3. Last Name \*

---

4. Class Period \*

*Mark only one oval.*

1

2

4

5

6

5. 1. What is a resume? \*

---

6. 2. What is the purpose of a resume? \*

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7. 3. How long do you have to get someone's attention with your resume? \*

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8. 4. How long should your resume be? \*

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9. 5. What does K.I.S.S. mean? Give one example. \*

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