

BEARCAT DAY

19 & 20

THURSDAY, APRIL 16, 2020

FRIDAY, APRIL 17, 2020

GRADE 8

ANDERSON COUNTY SCHOOLS



ANDERSON COUNTY MIDDLE SCHOOL

8TH GRADE BEARCAT DAY 19

<p>LANGUAGE ARTS</p>	<p>CHOOSING A MASCOT Read the Google Slides. (You do not need to fill out the individual slides- that's for participating online) Please complete 1,2,3 and turn in on paper as you have been doing. 1. fill in a chart on slide 10 and complete 2. WWW and 3. complete prewrite graphic organizer in slide 13. If you are using paper, disregard the slides asking you to draw items.</p>
<p>MATH</p>	<p>VOLUME OF CYLINDERS Students will need to use the notes and examples 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.</p>
<p>SCIENCE</p>	<p>Geologic Time Scale - MeSozoic Era Students will need to read the passage and answer the questions. Questions may be submitted in google classroom or written on paper and returned to the school</p>
<p>SOCIAL STUDIES</p>	<p>The Civil War Overview 1 Read 21-8 * The Civil War Overview 1 Answer the Questions: 1. During what years did the Civil War occur? 2. Based on the information which army had the most advantages? 3. Summarize IN YOUR OWN WORDS Lincoln's defense of blacks in the military. (Answer in Google Classroom by creating a Google Doc. If you cannot get into Google Classroom, write your answers on paper and email them to your teacher. If you cannot email, drop off your written work at the ACMS office.)</p>
<p>PE/HEALTH</p>	<p>ILLEGAL SUBSTANCES PROJECT Students should pick an Illegal substance from the notes and create a brochure. The brochure needs to include a definition/description of the substance, slang terms, how it enters the body, the effects of the substance on the body, and medical uses if any. Illustrations and color are a plus!</p>
<p>CAREERS</p>	<p>DRAFT RESUME Review the sample resumes. Use your notes from yesterday to write a first draft of your resume. Have an adult read it and give you some suggestions to make it great! Take a picture of it and email it to your teacher.</p>

8TH GRADE BEARCAT DAY 20

BEARCAT DAY 20 will be a buffer day. Buffer days are days that are regularly scheduled throughout the school year for kids to reflect on their learning and ask

questions. There will not be a separate “packet” for day 20. Please encourage your child to use this day to get caught up and seek help from his/her teacher if needed.

BEARCAT DAY 20 REFLECTION	
What is something that you did well this week?	What questions do you have from this week’s work?

CHOOSING A NEW MASCOT

Claims, Reasons and Evidence



Why is it important to
pay attention to details
in an article or picture?



Students, write your response!

Grade 8 Bearcat Day 19 ELA

What if your school had to choose a new mascot and you were in charge? Fill in the missing letters below to see if you are qualified.

____C____

____T____



____B____

____T____



____R____

____T____



Students, draw anywhere on this slide!

Pear Deck Interactive Slide
Do not remove this bar

Remember a **reason** can be based on:

- concrete or observational information,
- personal testimony ,
- written documents,
- and material objects and their condition and appearance.

Claim

Reason

Evidence

Grade 8 Bearcat Day 19 ELA

Situation

A new school, John L. Lewis Elementary, has just opened in Floodrock, Illinois. The town is in Saline County, in the very southern region of the state. The current enrollment is 315. The area has two major industries: farming and coal mining. Many families in Saline County have some connection to the coal mines. However, since fewer homes and businesses depend on coal as an energy source these days, mine activity has slowed and the coal companies no longer employ many residents. Nevertheless, the citizens of the town of Floodrock associate themselves with the coal industry and have named the school after John L. Lewis who was the president of the United Mine Workers of America for forty years.

The school has not yet selected a mascot, and the school leaders are running a contest to select one. The mascot's image will appear on the gym floor, on school stationery, on school spirit wear, and on publications. The four possibilities under final consideration are: lowland gorillas, manatees, lemurs, miners. The students have been asked to judge the contest.



Grade 8 Bearcat Day 19 ELA

Manatee



manatees

Lowland gorilla



lowland gorillas



Coal Miner



Lemur

In the next slide, students discuss the criteria for choosing a mascot.

Naytric H: Intimidating!

Carlos H: Yeah- that's a good one.

TreSean: Proud.

Bradley C: Representing it!

Garrett S: Large instead of tiny.

Madison S: Has to have something to do with the school.

Aaliyah: No! Think about the slugs: they aren't big.

Drew Z.: Think about the Dukes.

Khloe K: We all like the Dukes!

Tristan: Strong. We like that!

McKenna P: Powerful!

Cole B: That's the same as strong.

Brayden O: What's our school color?

Sydney C: Blue and gray.



STUDENTS' CRITERIA



Mascots have to be strong or tough or fierce (e.g., lions, wildcats, badgers)



Mascots should have some historical, occupational, or geographic connection to the school or community (e.g., Joliet Ironmen, Wyoming Cowboys, Green Bay Packers)



Mascots should be something that someone would be proud to be (e.g., huskies, dukes, admirals)



Mascots should have names that fit well (sound good) **with the school name** (e.g., Elmhurst Eagles, Leo Lions; not the Elmhurst Wagon Wheels or Hinsdale Green Wave)



FINDING EVIDENCE to MEET CRITERIA

Strong/Tough/Fierce Community Connection Proud Sounds Good

Manatee				
Coal Miner				
Gorilla				
Lemur				

for John L. Lewis Elementary School

Grade 8 Bearcat Day 19 ELA

Now that you have filled in your own paper evidence chart based on the students' criteria... draw the mascot you will choose for John L. Lewis Elementary School.



Students, draw anywhere on this slide!



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Do not remove this bar

1. **Create your own chart of evidence criteria and complete it** (previous slide). *Use Google Forms or turn in on paper.
2. **Fill out WWW for the task below.** *Use Google Forms or paper.

W- (What are you writing)_____

W- (Who is your target audience)_____

W- (Why are you writing- *persuade, inform, entertain*)_____

WRITING TASK: Write an article to your school newspaper explaining why the mascot you chose should be the mascot. Remember to use evidence that meets the criteria given.

Grade 8 Bearcat Day 19 ELA

3. Complete PREWRITE graphic organizer ONLY for the writing task. *Use Google Forms or turn in on paper.

Example: Based on your evidence/criteria comparison chart pick one clear choice.

Mascot Choice

1. Criteria one and two details
2.

1. Criteria two and two details
2.

1. Criteria three and two details
2.

1. Criteria four and two details
2.

Did you find this lesson interesting and challenging?



Too hard



Just right



Too easy



Students, drag the icon!



Pear Deck

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Grade 8 Bearcat Day 19 Math

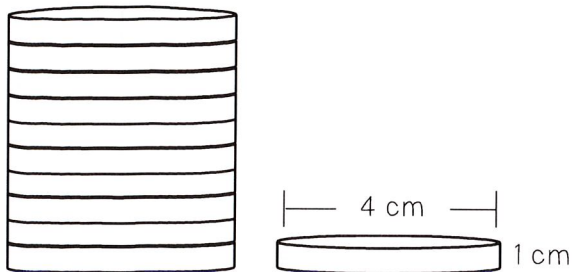
Unit: Volume
Student Handout 1

Name Answer Key

Date _____ Pd _____

VOLUME OF CYLINDERS

A cylindrical stack of coins is shown below. The dimensions of an individual coin are shown as well.



If you needed to find the amount of space taken up by the stack of coins, how could you use the dimensions of the individual coin to help?

You could find the area of one coin, and then multiply it by the total height of the stack of coins.

VOLUME

- Volume is the amount of three-dimensional space occupied by an object. Volume can also be referred to as capacity.

VOLUME OF CYLINDERS

- To find the volume of a cylinder, multiply the area of the base by the height of the cylinder.
- The formula can be written as $V = Bh$. Describe each variable:

$V =$ Volume of the cylinder

$B =$ Area of the base

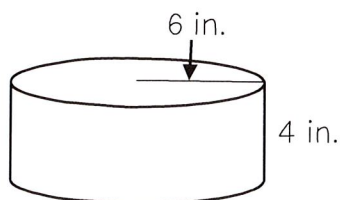
$h =$ Height/distance between the bases

*It's helpful to emphasize that height is not always a "vertical" distance, but is the distance between the bases.

- The base of a cylinder will always be a circle, so to find the area of the base, use the formula πr^2 .

Find the volume of each cylinder. Use 3.14 for π .

1.

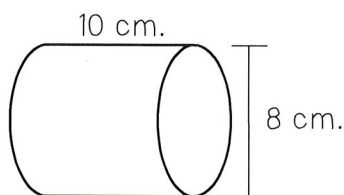


Formula: $V = \pi r^2 h$

Plug in values: $3.14(6^2)(4)$

Volume: 452.16 in^3

2.

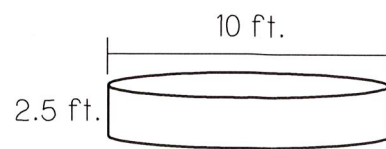


Formula: $V = \pi r^2 h$

Plug in values: $3.14(4^2)(10)$

Volume: 502.4 cm^3

3.



Formula: $V = \pi r^2 h$

Plug in values: $3.14(5^2)(2.5)$

Volume: 196.25 ft^3

Grade 8 Bearcat Day 19 Math

Unit: Volume
Homework 1

Name _____

Date _____ Pd _____

VOLUME OF CYLINDERS

Use your knowledge of the volume formula to solve the questions below. Show all work, and use 3.14 for π .

1. Which is the correct description of how to find the volume of a cylinder?

- A. Find the circumference of the base and multiply it by the height of the cylinder.
- B. Find the area of the base and multiply it by height of the cylinder.
- C. Square the area of the base and multiply it by the height of the cylinder.
- D. Find the area of the base and add it to the height of the cylinder.

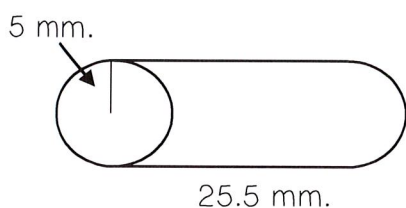
2. Eric needs to find the area of the base of a cylinder. Which formula will help him?

- A. $2\pi r$
- B. $2\pi rh$
- C. πr^2
- D. $\frac{1}{2}bh$

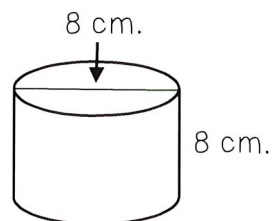
3. Mrs. Pitts wrote the volume formula as " $V=Bh$ ". What does "B" represent?

- A. The radius of the base.
- B. The diameter of the base.
- C. The circumference of the base.
- D. The area of the base.

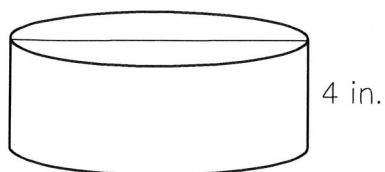
4. Find the volume of the cylinder. Leave your answer in terms of π .



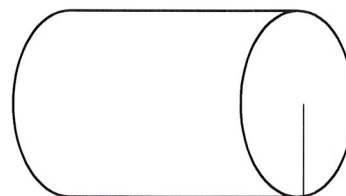
5. Find the volume of the cylinder. Leave your answer in terms of π .



6. The cylinder shown has a diameter of 11 inches. Find the volume of the cylinder. Round your solution to the nearest tenth.



7. The cylinder shown has a radius of 3 inches. The height is three times the radius. Find the volume of the cylinder. Round your solution to the nearest tenth.



Grade 8 Day 19 Science

MESOZOIC ERA: 250--65 MYA

This era is made up of the Triassic, Jurassic, and Cretaceous Periods.

TRIASSIC PERIOD:

The start of the Triassic period (and the Mesozoic era) was a desolate time in Earth's history. Something—a bout of violent volcanic eruptions, climate change, or perhaps a fatal run-in with a comet or asteroid—had triggered the **extinction** of more than 90 percent of Earth's species.

But it was also a time of tremendous change and rejuvenation. Life that survived the so-called Great Dying repopulated the planet, diversified into freshly exposed ecological niches, and gave rise to new creatures, including rodent-size **mammals** and the first **dinosaurs**.

Pangaea

By the start of the Triassic, all the Earth's landmasses had coalesced to form Pangaea, a supercontinent shaped like a giant C that straddled the Equator and extended toward the Poles. Almost as soon as the supercontinent formed, it started to come undone. By the end of the period 199 million years ago, tectonic forces had slowly begun to split the supercontinent in two: Laurasia in the north and Gondwana in the south.

The giant ocean called Panthalassa surrounded Pangaea. Areas near the coast were pummeled by seasonal monsoons, but ocean-circulation patterns kept the isolated and vast interior warm and dry. Even the Poles were ice-free. The Tethys Ocean filled the C and was the zipper upon which Pangaea began to split apart. Earlier failed attempts at the split formed rift valleys in North America and Africa filled with red sediments that today contain the best preserved fossils of Triassic life.

Triassic Animal Life

The oceans teemed with the coiled-shelled ammonites, mollusks, and sea urchins that survived the Permian extinction and were quickly diversifying. The **first** corals appeared, though other reef-building organisms were already present.

Giant reptiles such as the dolphin-shaped ichthyosaurs and the long-necked and paddle-finned plesiosaurs preyed on fish and ancient squid. The bottom rung of the food chain was filled with microscopic plants called phytoplankton; two of the major groups still in the oceans today first appeared.

Frogs, salamanders, crocodiles, turtles, and snakes slunk and slithered on and off the Triassic coast, lakes, and rivers. Pterosaurs, a group of flying reptiles, took to the air. On firm ground, moss, liverwort, and ferns carpeted forests of conifers, ginkgoes, and palm-like cycads. Spiders, scorpions, millipedes, and centipedes thrived. Grasshoppers appeared.

Appearance of Mammals

But perhaps the biggest changes came with the evolution of dinosaurs and the first mammals in the late Triassic, starting around 230 million years ago.

One of the earliest true mammals was the three-foot-long (one-meter-long) *Eozostrodon*. The shrewlike creature laid eggs but fed its young mother's milk. Among the first dinosaurs was the two-footed carnivore *Coelophysis*, which grew up to 9 feet (2.7 meters) tall, weighed up to a hundred pounds (45 kilograms), and probably fed on small reptiles and amphibians. It showed up about 225 million years ago. A few million years later came the 27.5-foot-long (8-meter-long) herbivore called *Plateosaurus*.

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JURASSIC PERIOD:

DINOSAURS, BIRDS, AND rodents. Crumbling landmasses and inland seas. Sea monsters, sharks, and blood-red plankton. Forests of ferns, cycads, and conifers. Warm, moist, tropical breezes. This was the Jurassic, which took place 199 to 145 million years ago.

A Shifting Climate and Developing Oceans

At the start of the period, the breakup of the supercontinent [Pangaea](#) continued and accelerated. [Laurasia](#), the northern half, broke up into North America and Eurasia. Gondwana, the southern half, began to break up by the mid-Jurassic. The eastern portion—Antarctica, Madagascar, India, and Australia—split from the western half, Africa and South America. New oceans flooded the spaces in between. Mountains rose on the seafloor, pushing sea levels higher and onto the continents.

All this water gave the previously hot and dry climate a humid and drippy [subtropical](#) feel. Dry deserts slowly took on a greener hue. Palm tree-like cycads were abundant, as were conifers such as araucaria and pines. Ginkgoes carpeted the mid- to high northern latitudes, and podocarps, a type of conifer, were particularly successful south of the Equator. Tree ferns were also present.

The [oceans](#), especially the newly formed shallow interior seas, teemed with diverse and abundant life. At the top of the food chain were the long-necked and paddle-finned plesiosaurs, giant marine crocodiles, sharks, and rays. Fishlike ichthyosaurs, squidlike cephalopods, and coil-shelled ammonites were abundant. Coral reefs grew in the warm waters, and sponges, snails, and mollusks flourished. Microscopic, free-floating plankton proliferated and may have turned parts of the ocean red.

Huge Dinosaurs

On land, dinosaurs were making their mark in a big way—literally. The plant-eating sauropod *Brachiosaurus* stood up to 52 feet (16 meters) tall, stretched some 85 feet (26 meters) long, and weighed more than 80 tons. *Diplodocus*, another sauropod, was 90 feet (27 meters) long. These dinosaurs' sheer size may have deterred attack from *Allosaurus*, a bulky, meat-eating dinosaur that walked on two powerful legs. But *Allosaurus* and other fleet-footed carnivores, such as the coelurosaurs, must have had occasional success. Other prey included the heavily armored stegosaurus.

The earliest known bird, *Archaeopteryx*, took to the skies in the late Jurassic, most likely evolved from an early coelurosaurian dinosaur. *Archaeopteryx* had to compete for airspace with pterosaurs, flying reptiles that had been buzzing the skies since the late [Triassic](#). Meanwhile, insects such as leafhoppers and beetles were abundant, and many of Earth's earliest mammals scurried around dinosaur feet—ignorant that their kind would come to dominate Earth once the dinosaurs were wiped out at the end of the [Cretaceous](#).

CRETACEOUS PERIOD

Continents were on the move in the Cretaceous, busy remodeling the shape and tone of life on Earth. At the start of the period, dinosaurs ruled the loosening remnants of the supercontinent [Pangaea](#) as rodents scurried at their feet through forests of ferns, cycads, and conifers. At the end of the period, about 80 million years later, oceans filled yawning gaps between isolated continents shaped much as they are today. Flowering plants were spreading across the landscape. And mammals sat poised to fill the void that soon would be left by the vanished dinosaurs. A giant crater smoldered on what would become known as the Yucatán Peninsula.

Extinct Species

Whether or not the asteroid or comet that carved the [Chicxulub crater](#) caused the extinction of more than half the planet's species at the end of the Cretaceous remains a matter of scientific debate. But the shifted

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continents, expanded coasts, and widened oceans had cooled and moistened the planet's climate and set in motion dramatic changes to the flora and fauna. An extraterrestrial impact or a bout of volcanism from within was perhaps too much for many of Earth's species to handle.

Long before the carnage began, the Cretaceous picked up where the **Jurassic** left off: Gigantic sauropods led parades of dinosaurs through the forests, over the plains, and along the coasts; long-necked and toothy marine reptiles terrorized fish, ammonites, and mollusks in the seas; pterosaurs and hairy-feathered birds filled the skies. But as the continents spread, the ocean currents churned with ever more vigor. After a temperature spike in the mid-Cretaceous, the climate began to cool, and the tenor changed.

New Dinosaurs

Though dinosaurs ruled throughout the Cretaceous, the dominant groups shifted and many new types evolved. **Sauropods** dominated the southern continents but became rare in the north. Herd-dwelling ornithischians like *Iguanodon* spread everywhere but Antarctica. Toward the close of the Cretaceous, vast herds of horned beasts such as *Triceratops* munched cycads and other low-lying plants on the northern continents. The carnivore *Tyrannosaurus rex* dominated the late Cretaceous in the north while monstrous meat-eaters like *Spinosaurus*, which had a huge sail-like fin on its back, thrived in the south. Smaller carnivores likely battled for the scraps.

Other creatures, such as frogs, salamanders, turtles, crocodiles, and snakes, proliferated on the expanded coasts. Shrewlike mammals scurried about the forests. The largest pterosaur known soared overhead though the group as a whole faced ever stiffening competition from fast diversifying birds: Ancestors to modern grebes, cormorants, pelicans, and sandpipers all show up in the Cretaceous.

In the warm, shallow seas that spilled onto the continents, the long-necked plesiosaurs gave way to the giant, snakelike mosasaurs. Rays and modern sharks became common. Sea urchins and sea stars (starfish) thrived; coral reefs continued to grow. Diatoms, a type of shelled plankton, made their first radiation into the ocean.

But it was the rapid dispersal of flowering plants that stole the show—a spread enhanced with the help of insects from bees and wasps to ants and beetles. Magnolia, ficus, and sassafras quickly outnumbered ferns, conifers, ginkoes, and cycads.

Much of this rich life—including all dinosaurs, pterosaurs, pliosaurs, and ammonites—perished in the extinction event at the end of the period 65 million years ago. In fact, the land, seas, and skies would never be the same in the new era that dawned after the close of the Mesozoic era.

Grade 8 Day 19 Science

Bearcat Day 19: Geologic Time Scale: Mesozoic Era

The end of the Permian Period was brought about by a mass extinction called the Great Dying. It is thought that 96% of marine species died off at the end of the Permian Period. There is much to read about the possible causes but it ushered in a new time in earth's geologic time scale called the Mesozoic Era.

Triassic Period

1. Pangaea that you have learned about formed at the start of the Triassic period. It was called a _____ because all the land masses were together forming the letter C.
2. By the end of the Triassic Period, it began to break apart due to tectonic forces for form 2 land masses. The one to the north was called _____ and the one to the south was called _____.
3. From the reading **list** the animals and plants found in the ocean & on land

Ocean:	Animal Life	Plant life	Land:	Animal life	Plant Life
	ammonites			Frogs	Moss

Jurassic Period

4. The Jurassic Period lasted from _____ to _____ million years ago.
5. The supercontinent Pangaea continued to break apart -
Laurasia became - _____ and _____
Gondwana became - _____, _____, _____, and _____ in the east. In the west, it broke into _____ and _____
6. The hot, dry climate of the Triassic gave way to _____ climate during the Jurassic.

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7. Marine creatures at this time were (list several):

8. Plants on land during the Jurassic included (list several):

9. Land animals included (list several):

Cretaceous Period

At the start of the Cretaceous Period life was much the same as the Jurassic. Dinosaurs ruled the land, small mammals scurried around at night, marine reptiles hunted for fish in the oceans, and giant flying pterosaurs dominated the skies. However, the climate began to change, to become cooler. Volcanoes had an increased period of eruptions. Life began to change.

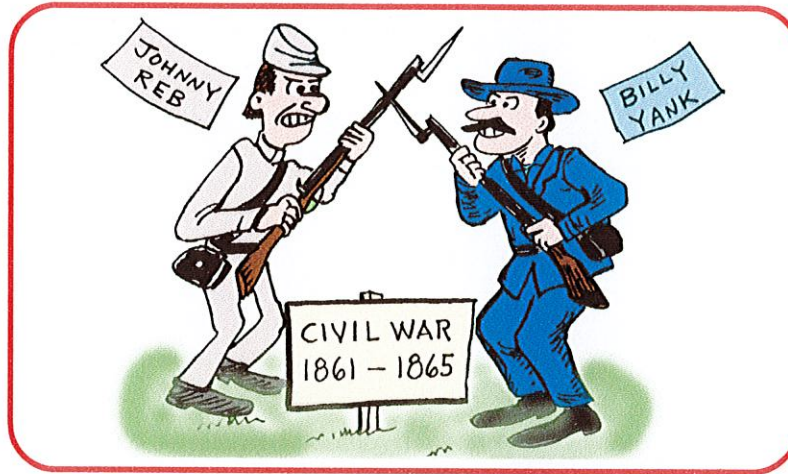
10. List some of the new types of dinosaurs to appear:

11. List some of the new ocean creatures:

12. List some of the new land plants:

13. At the end, there was a giant crater, called the Chicxulub crater, that hit an area known today as the Yucatan Peninsula. Science believed this crater was caused by _____. It caused a mass extinction, opening up many diverse habitats for the mammals.

Black soldiers “have proved themselves among the bravest of the brave, performing deeds of daring and shedding their blood with a heroism unsurpassed by any other race.”—Secretary of War Edwin M. Stanton



How would you evaluate the strengths and weaknesses of each side? What predictions would you make about the length of the war? What generalization, or summary, would you make about the North's eventual victory?

CONFEDERATE STATES OF AMERICA

UNITED STATES OF AMERICA

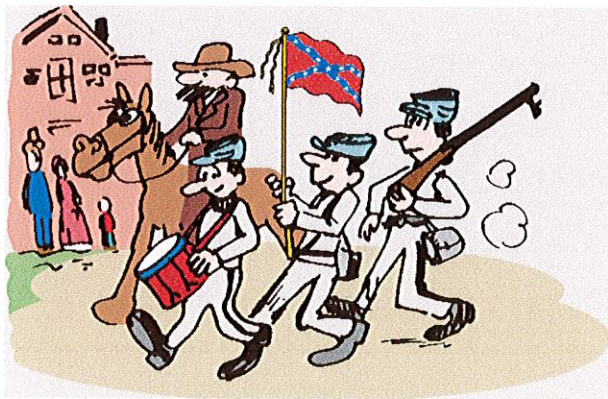
POPULATION

◆ 11 states: 9 million people, including 3.5 million slaves

◆ 23 states: 22 million people

ARMIES

◆ **CONFEDERATE ARMY:** 600,000 to 1,500,000 total, according to estimates (There are no exact statistics because the Confederate archives in Richmond were destroyed by fire.)



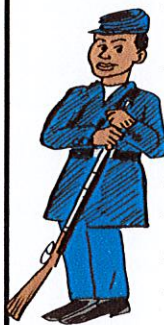
◆ **AFRICAN-AMERICANS:** Not until March 13, 1865, did the Confederate government open the army to blacks. It was too late. The Confederacy surrendered on April 9, 1865.

◆ **UNION ARMY:** 2,128,948 total (In 1861 the entire United States Army consisted of only 16,350 men.)

◆ **AFRICAN-AMERICANS:** 178,895 total (134,111 from slave states), 21 Congressional Medal of Honor recipients

◆ In 1863 the all-black 54th Regiment from Massachusetts performed with great valor at the Battle of Fort Wagner. Lincoln defended the use of blacks in the military:

“You say you will not fight to free Negroes. Some of them seem willing to fight for you. [After victory] there will be some black men who can remember that, with silent tongue and clenched teeth, and steady eye and well-poised bayonet, they have helped mankind on to this great consummation; while, I fear, there will be some white ones, unable to forget that with malignant heart and deceitful speech, they strove to hinder it.”



NAVIES

◆ The Confederacy had no real navy, only a few cruisers. It relied on privateers to run the Union blockade of the 3,500-mile southern coast.

◆ 42 ships in 1861; 671 ships in 1864

◆ 84,415 white sailors; 29,000 black sailors

CONFEDERATE STATES OF AMERICA

UNITED STATES OF AMERICA

MILITARY LEADERS

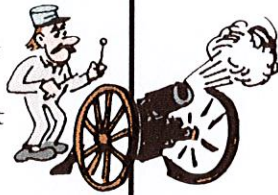
GENERAL ROBERT E. LEE
of Virginia

Commander, Army of Northern Virginia



I have fought against the people of the North because I believed they were seeking to wrest from the South its dearest rights. But I have never cherished toward them bitter or vindictive feelings, and I have never seen the day when I did not pray for them.

General Pierre G.T. Beauregard
General Braxton Bragg
General Simon Bolivar Buckner
General Jubal Early
General Nathan Bedford Forrest
General Ambrose P. Hill
General John Bell Hood
General Thomas J. (Stonewall) Jackson
General Albert Sidney Johnston
General Joseph E. Johnston
General James Longstreet
General John C. Pemberton
General J.E.B. (Jeb) Stuart



LIEUTENANT GENERAL ULYSSES S. GRANT
of Illinois

Commander, All Northern Armies



"Bobby Lee, Bobby Lee, he'll do this, that, and the other." I'm tired of hearing about Bobby Lee. You'd think he was going to do a double somersault and land in our rear. Quit thinking about what he's going to do to you and think about what you're going to do to him.

General Don Carlos Buell
General Ambrose E. Burnside
General Benjamin F. Butler
Admiral David G. Farragut
General Henry W. Halleck
General Joseph Hooker
General Irvin McDowell
General George B. McClellan
General George G. Meade
General William S. Rosecrans
General Winfield Scott
General Philip Sheridan
General William Tecumseh Sherman

STRATEGY

- ◆ Capture Washington, D.C., the Union capital
- ◆ Seize central Pennsylvania
- ◆ Divide Northwest and Northeast
- ◆ Gain recognition of Confederacy's independence

- ◆ Capture Richmond, the Confederate capital
- ◆ Blockade the South
- ◆ Split the Confederacy by gaining control of the Mississippi River

ADVANTAGES

- ◆ Outstanding generals, many of whom had fought in the Mexican War
- ◆ Strong military tradition
- ◆ Strong motivation—fighting to preserve way of life
- ◆ Fighting on home ground—knew the territory
- ◆ Skilled with guns and horses because of rural experiences
- ◆ Cotton could be exchanged on world market for weapons and manufactured goods

- ◆ Superior leadership of Abraham Lincoln
- ◆ Larger population
- ◆ Military power—a five-to-two advantage in men available to fight
- ◆ Industrial power; more manufactured goods
- ◆ Greater wealth
- ◆ Three-fourths more railroads
- ◆ Two-thirds more farm acreage
- ◆ Controlled shipping

DISADVANTAGES

- ◆ Autocratic leadership of Jefferson Davis
- ◆ Inflation: printed paper money that lost its value because of no hard currency (gold/silver), called specie, backing it
- ◆ Inferior numbers in men, money, and machinery
- ◆ State sovereignty yielded to national sovereignty in order to conduct the war

- ◆ Weak motivation—not fighting for a cause
- ◆ Unaggressive officers—failed to press advantages
- ◆ Far from home base—resulting in poor communications and a long supply line
- ◆ 3,500-mile enemy coastline—hard to blockade
- ◆ Vast land—could conquer but not hold territory
- ◆ European aid to Confederacy

Grade 8 Bearcat Day 19 Careers

Your Name

Address

Cell: 381-345-8432, Email: xxxxx@gmail .com

Objective To enhance my skills by applying them to practical work.

Early Education

Granada High School, Livermore Class 2012

Major Courses:

- Psychology
- General Science
- Art & Craft
- Mathematics

Activities& Interests

- Scouting
- Junior Cadets Club – 2002
- Stage Drama Festival – 2003
- Golf Club – 2004

Volunteer Work & Job History

Internet Cafe (2005) Livermore, California (CA)

Boutique (winter 2005) Livermore, California (CA) Livermore, California (CA)

Beacon House Program (2006) Livermore, California (CA)

Morocco's Pizza Store (2006) Livermore, California (CA)

Skills and Languages

- Experience in Child Care
- German – Intermediate Level
- Excellent Communication Skills

Referees

- David More –Science teacher at Granada High School, Livermore
- Nixon Carter – Arts teacher at Granada High School, Livermore

Grade 8 Bearcat Day 19 Careers

Your Name
6 Pine Street Arlington, VA 12333
home: 555.555.5555
cell: 566.486.2222
email: xxxx@xxx.com

Education

Arlington High School, Arlington, Virginia
2002 – 2006

Experience

Pet Sitter

2004 – Present

- Provide pet sitting services including dog walking, feeding and yard care.

Child Care

2002 - Present

- Provide child care for several families after school, weekends and during school vacations.

Achievements

- National Honor Society: 2004, 2005, 2006
- Academic Honor Roll: 2002 - 2006

Volunteer Experience

- Big Brother / Big Sisters
- Arlington Literacy Program
- Run for Life

Interests / Activities

- Member of Arlington High School Tennis Team
- Girl Scout
- Piano

Computer Skills

- Proficient with Microsoft Word, Excel, and PowerPoint, and Internet

Grade 8 Bearcat Day 19 Careers

123 Paradise Road
Anytown, Michigan 12345
123. 456.7890
sabrainiac@mtu.edu

Student A. Brainiac

OBJECTIVE

To obtain the position of Work-Study at Career Services

EDUCATION

Anytown High School
Anytown, MI

GPA: 3.59
2011 May

WORK EXPERIENCE

Subway Anytown, MI
Sandwich Artist/Customer Service Summers 2009
& 2010

- Food prep to specific customer order
- Marketed specials and meal deals
- Operated cash register, taking payment and making change

ABC Hardware Anytown, MI
Inventory Clerk Summers
2007

- Checked hardware shipments against packing slips
- Priced all items
- Ensured accurate placement of product on shelves for display

The Daily Anytown Gazette Anytown,
MI
Paper Carrier 2005
– 2007

EXTRA-CURRICULAR ATHLETIC PARTICIPATION

- Anytown High School
Varsity Tennis Team, 2007 – 2010
Varsity Track & Field Team, 2006 – 2010
▪ Captain, 2009 – 2010

CO-CURRICULAR INVOLVEMENT & LEADERSHIP

- Anytown High School
- NHS
 - Student Council
 - President, 2010, Vice President, 2009
 - Young Statesmen of America Club
 - Prom Committee
 - Chair, Decoration Committee
 - First Chair Flute, Houghton High School Band
 - Member, Houghton High School Choir

HONORS and AWARDS

- Graduated with High Honor
- Received Anytown Best Student Scholarship
- Eagle Scout

VOLUNTEER EXPERIENCE

- Dog Walker, Anytown Humane Society
- Sunday School Teacher, Grades 1 -2, Anytown Church
- Home Builder, Habitat for Humanity, Anytown, MI
- Team Organizer, Anytown High School, Relay for Life

Grade 8 Bearcat Day 19 Careers