



At Home Learning Resources

Grade 8 - Week 4

Grab and Go Meals
*Available for Lowell Public Schools Students
on Weekdays While School is Closed*

Butler (12:45 - 1:30pm) 1140 Gorham St.	Murkland (12:45 - 1:15pm) 350 Adams St.
Greenhalge (10:30 - 11:15am) 149 Ennell St.	Pawtucketville (12 - 12:30pm) 425 West Meadow Rd.
Lincoln (1:30 - 2pm) 300 Chelmsford St.	Robinson (11:30 - 11:45am) 110 June St.
Moody (12 - 12:30pm) 158 Rogers St.	STEM Academy (10:30am - 1pm) 43 Highland St. <i>Meal service at South St. entrance</i>
NEW: Morey (12 - 12:30pm) 130 Pine St.	NEW: Stoklosa (11 - 11:30am) 560 Broadway St.
NEW: Westminster Village Apartments (12.45 - 1:15pm) 1307 Pawtucket Blvd.	

When you pick up that day's lunch, you can also pick up breakfast for the next morning.

Grade 8 ELA - Week 4

Students can always continue any of the below activities from Weeks 1-3. Those include reading, talking about reading, writing, playing word games, and learning new vocabulary. Students can also go online and practice reading or completing lessons using iReady or Lexia via Clever or Raz Kids or Scholastic Learn or Get Epic!

After these reminders, possible Week 4 activities follow.

If this article is too tricky for your child right now, please feel free to use the Grade 1 - Grade 7 articles. If this is too easy for your child, please feel free to visit the high school resources.

Students in Grade 8 should be reading for 30 minutes or more each day. They can read, watch a read aloud on tv or YouTube, listen to an audio book, or use any of the great resources online.

Talking about Books

Talk about your books with your family. You can retell what you read. Use these stems to help you...

"This reminds me of..."

"In addition to what _____ said..."

"The theme was..."

"I agree with... because..."

"One thing I learned is..."

"A question I have is..."

"The character was..."

"On the other hand..."

"This makes me realize..."

Start a book club with some friends. Chat over FaceTime or Zoom. Text each other questions.

Sketchnote about the books you are reading. Draw the characters and the important ideas.

Writing Activities

- Write a new ending to a book you read or keep the story going. Don't forget to add details. Show some of your feelings. Add some dialogue. What did your characters say? How did they feel? Does it match the original book?
- Write a memoir about your life. What do you want others to know about you? What will your legacy be?
- Write an argument essay. What is something that you feel strongly about? Plan it using boxes and bullets. You can even do some research to learn more.
- Write a poem or song or rap. Perform it in front of the mirror or your family or live.
- Be an investigative reporter. What is happening in your house? Neighborhood? On the news? Create your own breaking news.
- Write a graphic novel. What images will you add? What words?
- Write a script. Get your family to perform it.

Vocabulary

- Choose 5 new words in each book or article you read. Practice using them with your family.
- Write complex sentences. See how you can grow your ideas to make them even better.
- Make a list of new words. Look them up. Then come up with synonyms and antonyms for those words.
- Play Scrabble or Words with Friends or Boggle or another word game.
- Learn new science or social studies vocabulary. Write a song using the new words. Teach them to your family.

These articles are from *Scholastic Scope*. You can find them [online](#) as well. If you read *The History of Teeth* or *Where Are All the Dentists?* online, you can have the text read aloud. Or view it like a magazine.

<https://scope.scholastic.com/issues/2017-18/100117/the-history-of-teeth.html>

Read both texts and complete the activities that follows. Enjoy!

The History of Teeth

By Kristin Lewis

How did the mummy die?

This is what researchers wanted to know as they studied the mummified body of a woman they called Djed. They knew she had lived more than 3,000 years ago along the Nile River in Egypt. She'd had a job playing music and was married. And somehow, when she was about 30, Djed had died.

Had she been bitten by a cobra? Killed by malaria? Attacked by a crocodile lurking near the river?

The answer was surprising. Djed died of a bad tooth.

In 1994, scans of Djed's skeleton showed a tooth that had never grown in. Over time, it created a hole that filled with stinky, yellow pus. Such an infection could easily be cured with antibiotics today. But the only treatment available to Djed was to have holes drilled in her jaw to drain the goo. Scientists believe that in the end, the infection in Djed's mouth got into her bloodstream, which led to her death.

Terrible Fact of Life

Today, dying from a bad tooth is extremely unlikely in the U.S. Proper brushing and flossing as well as regular visits to the dentist can prevent or cure most serious dental ailments. Yet for most of human history, tooth problems were a terrible fact of life. Ancient Spartan warriors would charge into battle with oozy abscesses in their gums. High-society women in 18th century France would politely cover their rotting teeth with hankies when they smiled. George Washington had only one tooth left by the time he became President—a fact that bothered him greatly. Tough cowboys of the American West would weep openly as their diseased teeth were yanked out with pliers—often with little more than a few gulps of whiskey to dull the searing pain.

The journey to modern dentistry may seem like a horror movie. It features a colorful cast of characters—charlatans and villains, misguided surgeons and curious scientists and many bizarre treatments that often hurt patients more than they helped. Yet it's also a story of human ingenuity and the triumph of science over superstition.



Royal Ontario Museum (coffin)

WHAT MUMMIES TELL US

Teeth last longer than any other part of the skeleton, thanks to the hard enamel that encapsulates them. Experts have learned a lot about ancient dentistry by studying the teeth of mummies.

Cat Intestines

Until the 20th century, most people had crooked and yellowed teeth. Many lost most or all of their teeth by the time they were middle – aged. As you might expect, people were always looking for ways to ease their suffering and make their teeth look better.

Some dental treatments of the past would seem strange to us now. Throughout history, people believed that toothaches were punishments from God or were the work of evil spirits. To scare away tooth-destroying demons, people might have kissed a donkey or walked around a barn three times while trying not to think about a fox.

On the other hand, some ancient procedures were quite sophisticated – and not so different from what we do today. The Romans, for instance, understood that teeth needed to be replaced when they fell out. So they used bone, wood, or ivory to create fake teeth similar to the dentures people wear now. In ancient Egypt, people tried to close up gaps between teeth using gold bands or cords made from cat intestines, kind of like modern-day braces.

In fact, both ancient Rome and ancient Egypt were relatively advanced when it came to dentistry. But much of this knowledge was lost over time.

Worms in Your Teeth?

Today, the most common tooth problems are cavities. Cavities form when certain types of bacteria make acids that eat away at our teeth and form holes. These holes are painful and can get infected if left untreated. Good hygiene helps prevent cavities but some people are particularly prone to them, no matter how much they brush and floss.

Cavities were a major source of dental troubles in ancient times too – including when Djed lived. But ancient peoples were baffled by what caused them. For centuries, people in many parts of the world thought that cavities were caused by small maggot-like creatures they called “toothworms.” (It’s an understandable mistake; the pulpy center of our teeth *does* resemble worms.)

The recommended cures for toothworm and other toothaches were rather horrifying. You might have burned an inflamed tooth with acid or placed lice into your cavities. Rinsing with the first urine of the morning was another common treatment for tooth pain. While this likely did nothing for cavities, it may have whitened teeth, because urine contains a whitening chemical called ammonia.

Gaping Wounds

By the 1700s, a new crop of dentists was rising. Their work was based more on science than superstition. Over the course of the 18th and 19th centuries, they would invent special tools to better examine the mouth and remove problem teeth. They would hone new techniques and train others to perform them.

If you had grown up in this time, though, you would probably have lived your whole life without ever seeing one of these fancy new dentists. There were very few of them around, and they were expensive.

Instead, you'd likely have gone to your local barber. Back then, barbers did a lot more than cut hair; they also performed surgery.

Your barber would have yanked out your bad tooth with pliers—a miserable and risky procedure. There weren't many ways to dull the pain, and serious infections from the gaping wounds left behind were common. What's more, barbers sometimes broke people's jaws while pulling teeth.

If you didn't take your tooth troubles to your barber, you might have sought the help of a traveling "tooth drawer." These men went from town to town across North America and Europe, pulling bad teeth for a small fee.

Some tooth drawers were well-meaning but inexperienced. Others were outright con artists looking to make a quick buck. They'd show up to a town claiming they could pull teeth painlessly—which, of course, they couldn't. Sometimes they traveled with musicians who would play loudly to drown out people's screams. Then the tooth drawers would ride off into the sunset, leaving their "patients" to deal with bleeding gums, fractured jaws, infections, and facial disfigurements.

Tiny Robots

By the 19th century, people understood that cavities were not the work of toothworms or evil spirits. Dental schools sprang up across Europe and the U.S. New laws requiring dentists to be licensed put the con artists out of business. By the 1950s, professional dental care was widely available. And in the following decades, Americans became increasingly obsessed with their teeth.

Today, some 300,000 hygienists, dentists, and orthodontists work in the U.S. These highly trained professionals have powerful X-ray machines to spot problems, precision tools to clean teeth and gums, anesthetics to treat pain, and braces to straighten teeth.

Modern dentistry is arguably one of humanity's greatest achievements—and it's still changing. Exciting new technologies will surely be developed in your lifetime.

Soon, your dentist may be able to use 3-D printing technology to make custom replacement teeth in mere seconds. Our toothbrushes could be replaced with smartbrushes that scan our teeth, plug into our phones, and tell us if we have problems. Synthetic materials may enable our teeth to heal themselves, and microscopic robots may one day straighten and clean our teeth for us.

Sadly, modern dentistry wasn't around to help. But thousands of years from now, if scientists ever study our bodies, it is doubtful they will discover that any of us died from a bad tooth.

Teeth Through Time

Humans have been trying to fix their smiles for thousands of years.

SUGAR PROBS

Scientists believe humans had few dental problems before people started farming grains like wheat and corn, about 10,000 years ago. That's because grains break down into sugar, which causes cavities.



PIG BRUSH

The bristle toothbrush was invented in China in 1498. The bristles were made of hair from the back of a hog's neck. Today's bristles are made of nylon.



EARWAX FILLINGS

In ancient times, people filled cavities with such materials as silver, earwax, and mashed-up bird brains. There is also evidence that ancient peoples drilled cavities by twisting sharpened stones into teeth. (Ouch.)



LADYBUG MUSH

People have always needed ways to relieve tooth pain. Ancient Peruvians used coca leaves. Ancient Hebrews used salt. In 18th-century Italy, people used crushed-up ladybugs.



TOOTH SNATCHERS

In 1800s America, body snatchers followed armies into battle and returned with bags of teeth taken from dead soldiers. They sold these teeth to dentists, who implanted them into the mouths of the wealthy.



WATER MATTERS

In areas with water high in the mineral fluoride, people tend to have less tooth decay. In 1945, Grand Rapids, Michigan, became the first city to add fluoride to its drinking water. Today, most Americans drink fluoridated tap water.



HOLLYWOOD SMILES

Americans' obsession with good looking teeth started after World War II, when dental and orthodontic care became more affordable. People wanted smiles as bright as those of their favorite Hollywood stars, like Judy Garland (below).



BRACES NATION

Today, 4 million Americans have braces. Clear braces are made from a material that was originally developed by NASA!



Where Are All the Dentists?

Millions of Americans don't have access to dental care. But this problem can be solved.

By Kristin Lewis

We are very lucky to live in the age of modern dentistry. With regular trips to the dentist and daily flossing and brushing, our teeth and gums can stay healthy for many years. And it's not just our smiles that benefit. Studies show that taking care of our teeth lowers the risk of developing certain health issues, such as heart disease, later in life.

Yet right now, millions of Americans don't have access to a dentist. What's more, one in seven kids between the ages of 12 and 19 have at least one untreated cavity, according to the Centers for Disease Control and Prevention.

Clearly, inadequate dental care is a major issue. The good news is that many dedicated people are working to solve this terrible problem.

Dental Deserts

Many Americans can't go to the dentist because of the cost. The average price of an exam and a cleaning is about \$100. That can be a financial burden, especially for those without insurance. Yet the price of not getting regular cleanings can be much higher. When tooth issues go untreated, surgery may be required down the road. And dental surgery can cost thousands of dollars.

There is another reason some Americans do not go to the dentist. In some parts of the country, especially rural areas, there are almost no dentists to go to. People in these "dental deserts" must travel long distances for an appointment, which is inconvenient and expensive.

So why don't dentists simply go work in these areas? Dental school has a hefty price tag, and many dentists graduate with debt. To pay off this debt and earn a good living, they need to treat a lot of patients. So they go to urban and suburban areas, where a lot of people live.



How to Solve the Problem

Fortunately, the problem of dental deserts can be solved. Across the country, people are starting mobile dental clinics that travel to remote and underserved places. Dentists and hygienists work in these clinics providing cleanings, X-rays, and other important services at reduced cost or for free.

In Mississippi, for example, an organization called Smiles to Go sends dental professionals into schools. In Colorado, the Miles for Smiles clinic hits the road in a brightly colored bus with an entire dentist's office inside.

Hopefully, such traveling dental clinics will result in more people flashing bright, healthy smiles. In the meantime, though, more needs to be done so that everyone can get the dental care they need.





Solving Systems of Linear Equations by Substitution

► Find the solution of each system of equations.

1 $y = 2x - 1$

$$y = 3x + 2$$

2 $x = y + 4$

$$2x + 2y = 16$$

3 $x + y = 5$

$$6x + 3y = 27$$

4 $5x + 2y = 10$

$$2x + y = 2$$

5 $4x - 8y = -26$

$$9x + 4y = 13$$

6 $2x - 3y = 24$

$$2x + y = 4$$

7 How do you decide which variable to substitute when solving a system of equations by substitution? Explain.

Solving Systems of Linear Equations by Elimination

► Find the solution to each system of equations.

1 $4x - 12y = -8$
 $-3x + 12y = 12$

2 $6x - 9y = 18$
 $-6x + 2y = -4$

3 $6x + 3y = 3$
 $3x - y = 4$

4 $-3x + 2y = -17$
 $-6x + 3y = -30$

5 $7x + 6y = 16$
 $4x - 2y = 1$

6 $16x + 5y = -2$
 $4x - y = -2$

7 When using the elimination method to solve a system of equations, how do you choose which variable to eliminate?

Solving Real-World Problems with Systems of Linear Equations

► Solve the problems by solving a system of equations.

- 1 Otis paints the interior of a home for \$45 per hour plus \$75 for supplies. Shireen paints the interior of a home for \$55 per hour plus \$30 for supplies. The equations give the total cost for x hours of work for each painter. For how many hours of work are Otis's and Shireen's costs equal? What is the cost for this number of hours?

$$y = 45x + 75$$

$$y = 55x + 30$$

- 3 There are 47 people attending a play at an outdoor theater. There are 11 groups of people sitting in groups of 3 or 5. How many groups of each size are there?
-
-

- 2 Calvin has 13 coins, all of which are quarters or nickels. The coins are worth \$2.45. How many of each coin does Calvin have?
-

- 4 Agnes has 23 collectible stones, all of which are labradorite crystals or galena crystals. Labradorite crystals are worth \$20 each, while galena crystals are worth \$13 each. Agnes earns \$439 by selling her entire collection. How many stones of each type did she sell?
-
-

Solving Real-World Problems with Systems of Linear Equations *continued*

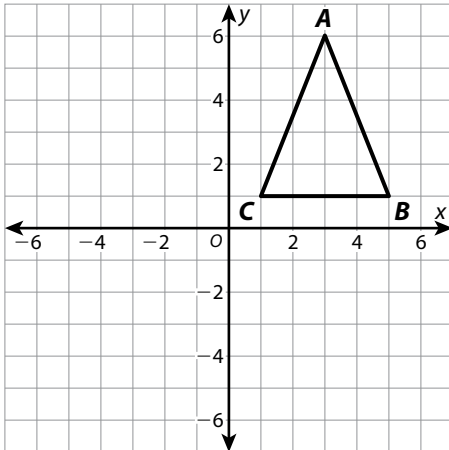
- 5 A dog groomer buys 7 packages of treats. Gourmet treats are sold in packs of 2. Treats that help clean a dog's teeth are sold in packs of 5. The dog groomer buys 26 treats in all. How many packages of each did she buy?
- 6 Copland competes in 27 swimming events this season. He wins either first place or second place in each event. Copland has 3 more first-place wins than second-place wins. In how many events did he win first place, and in how many did he win second place?

- 7 Choose one problem from problems 1–6. Check your answer by solving the system of equations in a different way.

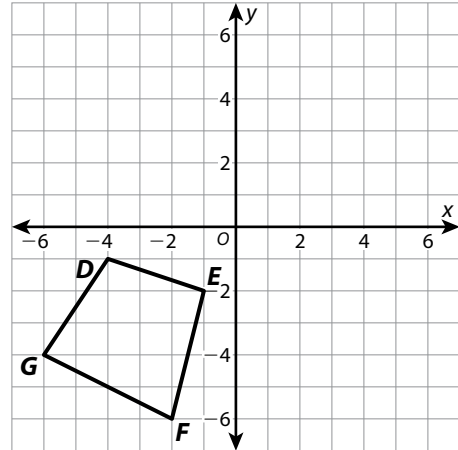
Performing Sequences of Rigid Transformations

- Perform the given sequence of transformations on each figure. Write the coordinates of the vertices of the final image. Then tell whether the final image is congruent to the original figure.

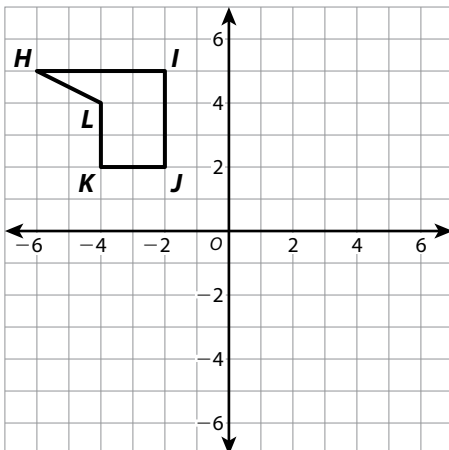
- 1 Reflect across the x -axis.
Translate 5 units left.



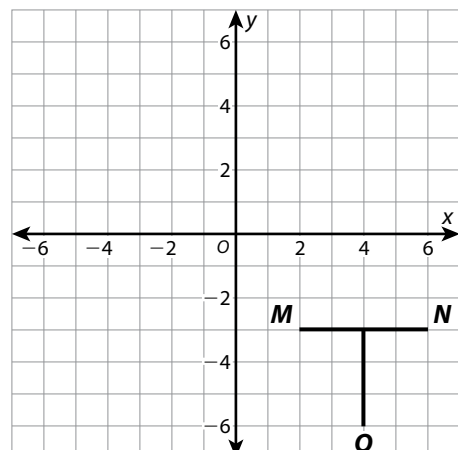
- 2 Rotate 90° clockwise around the origin.
Reflect across the x -axis.



- 3 Translate 2 units right and 4 units down.
Rotate 180° around the origin.

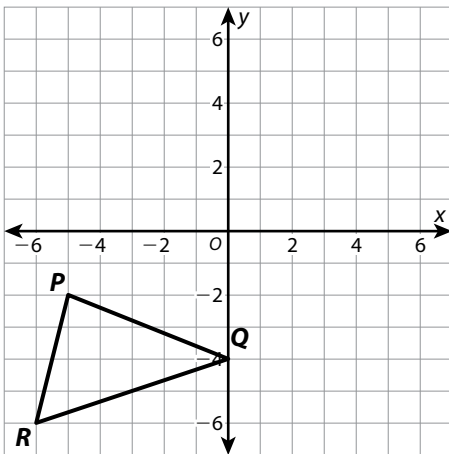


- 4 Reflect across the x -axis. Rotate 90° counterclockwise around the origin.

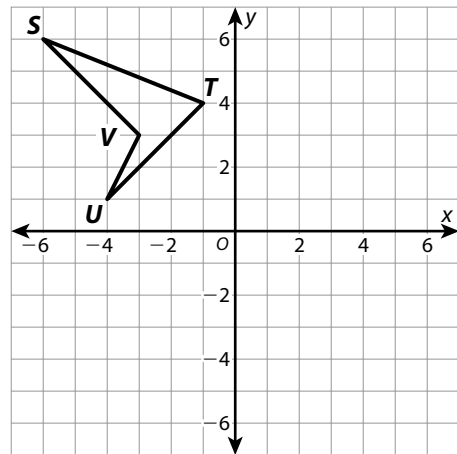


Performing Sequences of Rigid Transformations *continued*

- 5 Reflect across the y -axis.
Translate 5 units up.
Rotate 90° clockwise around the origin.



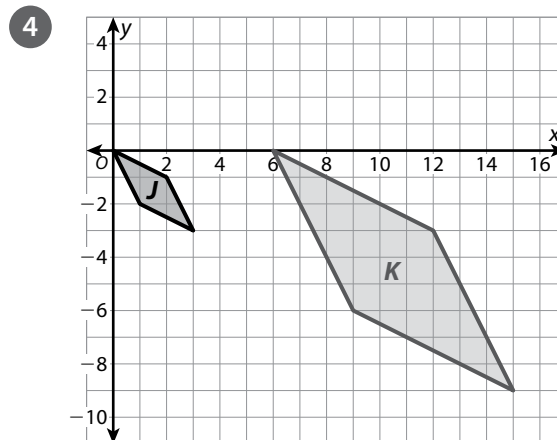
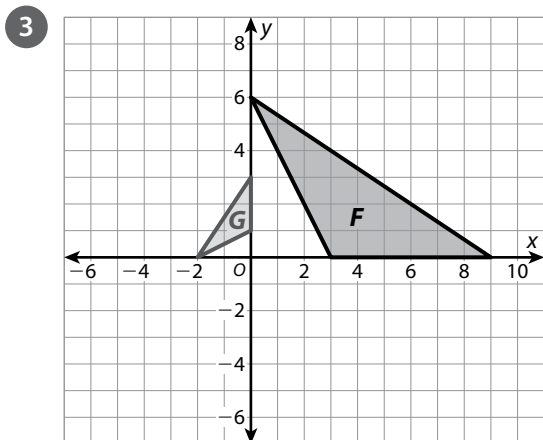
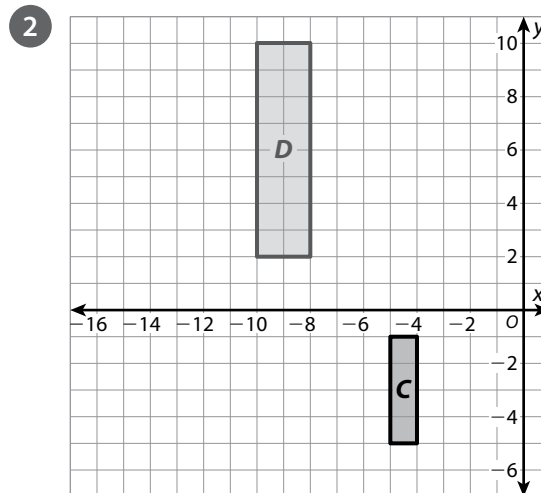
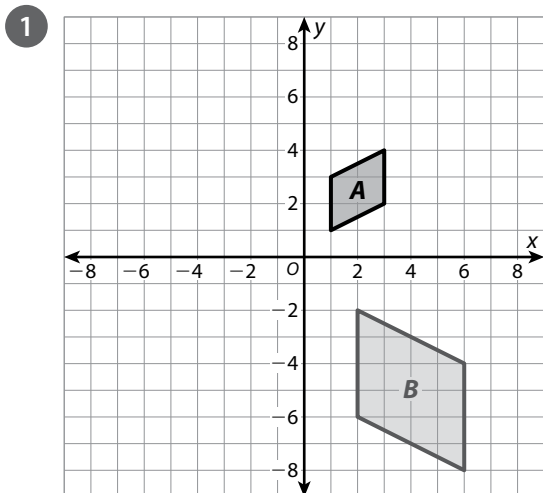
- 6 Translate 6 units right.
Rotate 180° around the origin.
Reflect across the y -axis.



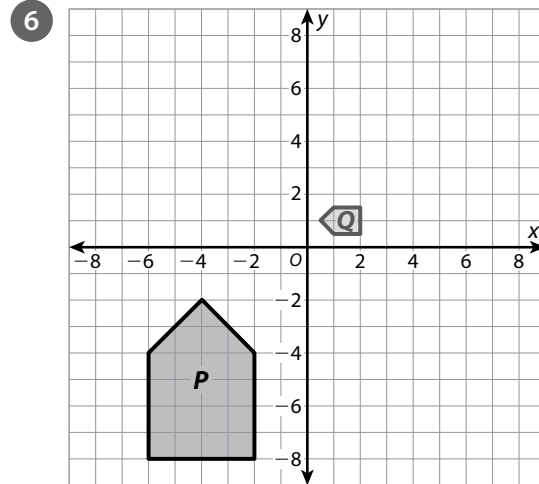
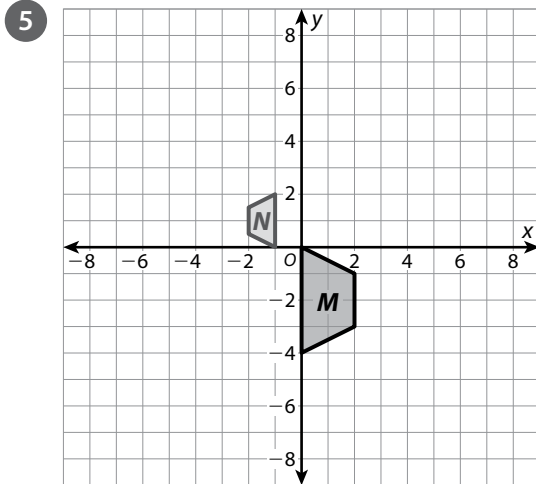
- 7 How did you determine the label for each vertex when you transformed the triangles in problem 5?

Describing Sequences of Transformations Involving Dilations

► For each pair of figures, describe a sequence of three or fewer transformations that can be used to map one figure onto the other.



Describing Sequences of Transformations Involving Dilations *continued*



- 7 Give an example of a sequence of transformations that can be performed in any order and will result in the same image.

- 8 Give an example of a sequence of transformations for which changing the order results in a different final image.



Solve the problems.

1 Which expression is equivalent to $(-4^{-5})^0$?

- A 1
- B $(-4)^5$
- C $\frac{1}{(-4)^5}$
- D $\frac{1^5}{-4}$

2 Which expression is equivalent to $\frac{(7^2)^5}{7^{-6}}$?

- A 7
- B 7^4
- C 7^{13}
- D 7^{16}

3 Which expression is equivalent to $\frac{1}{49}$? Select all that apply.

- A $7^{-1} \times 7^{-1}$
- B $7^8 \times 7^{-6}$
- C $7^{-5} \times 7^3$
- D $7^7 \times 7^{-9}$
- E $7^{-2} \times 7^4$

4 Write 16^8 as a power with a base of 4.



5 Look at the equations below. Choose True or False for each equation.

A $2^4 \times 3^4 = 4^6$ True False

B $5^2 \div 5^3 = \frac{1}{5}$ True False

C $(6^3)^4 = (6^4)^3$ True False

D $\frac{3^2}{3^7} = 3^2 \times 3^{-7}$ True False

E $\frac{8^0}{8^{-4}} = 8^{-4}$ True False

F $4^{10} \div 4^5 = 4^2$ True False

6 Write each of these numbers as the product of a whole number and a power of 10. Then describe the relationship between place value and exponents.

3,000 = _____

300 = _____

30 = _____

3 = _____

0.3 = _____

0.03 = _____

0.003 = _____

Self Check Go back and see what you can check off on the Self Check on page 1.

Through The Eyes of Lowell Spring PHOTO PROJECT

Building a community of students that use their powers of observation
to create a record of their natural world.

Project Idea by Laura Schofield, Bartlett Community Partnership School

AS YOU EXPLORE THE OUTDOORS, BE SURE TO MAINTAIN SOCIAL DISTANCING OF SIX FEET.
WASH YOUR HANDS WHEN YOU RETURN HOME.

1) Choose Option 1 or 2.

OPTION 1 – Pick a subject listed below to photograph:

- Signs of new life
- Branches with new leaf buds
- Animals with their young
- Sunrise or Sunset
- Moonrise or Moonset
- Wild Turkeys
- Bald Eagle
- Birds feeding
- Rabbits or squirrels gathering food
- Beaver, muskrat or otter swimming
- Squirrels & chipmunks collecting food
- Egg sacks
- Evidence of erosion
- Animal scat (poop)
- Beaver lodge
- Nests



OPTION 2 – Pick a theme below & create two photographs that embodies that theme

- Capture a pattern in the natural world
- Capture a change in the natural world

Through The Eyes of Lowell Spring PHOTO PROJECT

- 2) **Take your digital photos.** You may use a phone, tablet or digital camera.



- 3) **Send your photos to your teacher using Google Classroom or whatever electronic platform used by your class. Give your pictures a title.**

4) Rules

- Be safe when taking photos
- Take your own photos
- Please no people or pets in photos (*We love them, but the focus is the natural world*)
- Names of students will not be posted with photos

GRADE EIGHT - SCIENCE

Name _____

Unit - Planetary

Essential Question: How do the Earth, Sun, & Moon affect my life?

Target: I can make a model to show the effect of Earth's movement.



1. Question

How Can You Make a Sundial?

2. Background/Research

A sundial is a device that uses the position of the Sun to indicate the time of day. There are several types of sundials. A sundial can show one effect of Earth's movement. How did man first learn to measure time? The difference between the dark nights and the daylight was probably the first division of time recognized by early peoples. They would also have noticed that the sun came up over the eastern horizon and went down again below the western horizon bringing darkness to their world.

During the day they saw that the shadow cast by a tree, a rock, or even their own body was long early in the morning and grew shorter and shorter until it disappeared when the sun was overhead in the middle of the day. They also would have noticed that the shadow grew longer again, on the other side of the tree, as night came.

3. Hypothesis

I think that _____

because _____

4. Experiment

Materials

- | | |
|--------------------------------------|-------------------------------|
| Construction paper | Plain white paper 8 ½" x 11 " |
| Drawing compass or round object | Modeling clay |
| Ruler | Unsharpened pencil |
| Compass (most phones have a compass) | Clock |
| Pencil/marker | Lamp |

Procedure

1. Use a drawing compass or trace a round object to draw a 7 or 8-inch circle on the paper/construction paper. Mark the center of the circle and draw a line through it. Write noon at one end of the line.
2. Place a small mound of clay at the center of the circle. Press the eraser end of a pencil into the clay so the pencil stands upright.
3. Put your sundial and directional compass under the lamp. Place the sundial so that “noon” on your sundial points north (N). Move the lamp to illustrate the sun moving across the horizon, rising in the east and setting in the west.
4. Observe the pencil’s shadow moving around the sundial.

5. Data Collection & Analysis

1. Set up your Sundial. Turn the light OFF. Predict the position (shadow) on your sundial. Turn the light ON, then check the actual position and time. Record your data.

2. Why do you think the shadow is moving? Explain.

3. Did you find that your sundial is not as accurate as you would like? Why? Explain.

4. Why would a clock and a sundial tell a different time? Explain.

6. Conclusion

I learned that _____

because _____

Historical Events

TEXT SET

RATIFICATION OF THE UNITED STATES CONSTITUTION

The United States Constitution tells how the federal government works. Each state also has its own constitution. The constitution of each state is the highest law for that state—but the U.S. Constitution is the highest law of the land.

The U.S. Constitution was adopted and signed in September 1787. Then it had to be ratified by nine of the thirteen states before it became official. On June 21, 1788, New Hampshire became the ninth state to ratify the Constitution. It was agreed that government under the U.S. Constitution would begin on March 4, 1789. By 1790, all the thirteen states had ratified the Constitution.

TEXTS

Anchor Text: Why the Constitution Matters (<i>magazine article</i>)	2
Alexander Hamilton vs. Patrick Henry (<i>debate</i>).	3
The Three Branches of the United States Government (<i>diagram</i>)	5
The Bill of Rights (<i>document</i>)	6
Sum It Up (<i>graphic organizer</i>)	9

Why the Constitution Matters

President Barack Obama spoke with *Scholastic News* about how a document written in 1787 still guides our nation today. He sat down in 2011 with *Scholastic News* Kid Reporters Jacob Schroeder, 12, and Topanga Sena, 10, at the White House to talk about why the Constitution is still so important—to adults and kids.

Jacob: Why is the Constitution important to kids today?

President Obama: It is an amazing document. When you think about our country, unlike most countries, we're not all of the same race or religion. We don't all come from the same places. Many of us are immigrants. But what holds us all together is a belief in certain ideals and certain values.

The Constitution really is what sets us apart by saying that every single person is treated with respect; every single individual has certain rights; and that the government has to follow certain rules in how it interacts with its citizens. So it sets out a model not only for our democracy, but also for how each of us has certain individual freedoms and certain rights that can't be broken.

The best example is freedom of speech, which, since you guys are reporters, you have to be concerned about. It's because of our Constitution that newspapers and radio and television reporters are able to find out what's happening. They can ask questions of elected officials. They can write criticisms about what officials are doing. In a lot of countries, that's not true. But our Constitution says that's a right that's important to us.

Topanga: The Constitution is more than 220 years old. Why is it still cool now?

President Obama: Well, I think it's very cool to have a document that—even though it was written [more than] 220 years ago—still applies today.

The Founders were trying to solve problems that all human societies have to deal with. We all need a government to make sure that we can live together in an orderly fashion. But we don't want the people in power to be able to tell us what to do across the board. Instead, we have a system where we, the people, are able to tell the government what we think is best.

If it weren't for the Constitution, a lot of the things that we take for granted—[such as] our ability to speak our minds, our ability to worship any religion that we want—wouldn't be around. So I think that's pretty cool, because there are a lot of societies that don't have those protections.

THINK ABOUT IT

For more than 220 years, America has been governed by the same document. What does that say about America, its people, and this document?

Alexander Hamilton vs. Patrick Henry

Did you know that the leaders of the young United States did not feel very united when it came to agreeing on our Constitution? If two of them were alive today, how would they explain themselves? Let's hear an imaginary, fact-based argument between Alexander Hamilton, who was a Federalist, or a supporter of a strong central government, and Patrick Henry, an Anti-Federalist, who was against a central government.

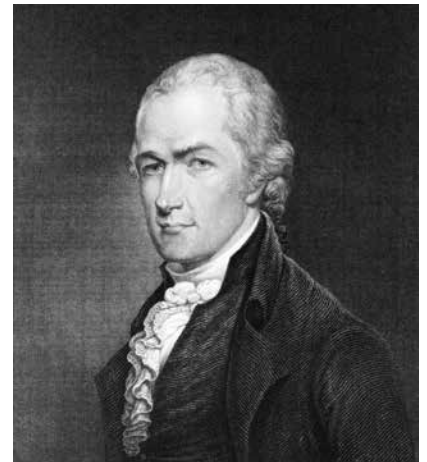
Hamilton: We need a strong central government. We cannot have each of the 13 states running itself. The states should work toward a common goal—to make our new country strong. We don't want individual groups fighting for their own best interests against the will of all of the people.

Henry: We fought the American Revolution to get away from a domineering central government. What you are suggesting sounds a lot like England's monarchy.

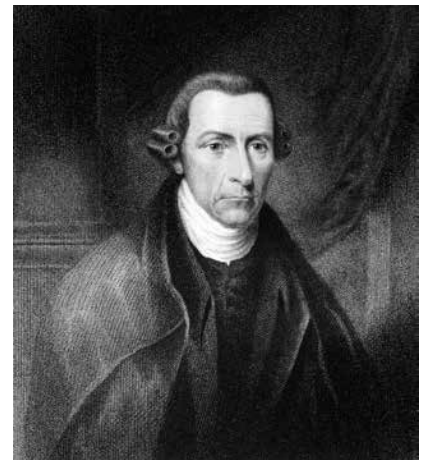
Hamilton: No, it is absolutely not! We cannot function properly if every state chooses when to go or not go to war or to borrow money for military needs. Unlike in a monarchy, the people will have a voice, but the final decisions must be made by a central government or else there will be total chaos!

Henry: I smell a rat! Where are the rights of individuals? If that one central government is making the final decisions, who is to say that the people in each state will get equal treatment? It should be every state for itself if we don't want to be ruled by a king or queen! Our rights and privileges will be endangered! It will be tyranny!

Hamilton: It is not tyranny that we want—only a just, fair, limited federal government.



Alexander Hamilton



Patrick Henry

Continued on next page >>

- Henry:** What do you mean by “limited?” It sounds like you’re saying the federal government would have all the power.
- Hamilton:** No, you misunderstand. Each state will have its own senators and governors. Those leaders will look out for the needs of each individual state. But when it comes to major decisions that will affect the whole union, there must be one deciding branch. If we let each state’s passions rule, we will not be able to make rational decisions for the better of the country.
- Henry:** But you make it sound like people are foolish and are only led by emotion. You really underestimate the intelligence of the average person to make a rational decision. The Constitution was not written so that the government could control the people. It was written so that the people could control the government. If people don’t have control, the government will rule every aspect of our lives!
- Hamilton:** We will create three branches of our national government. Each branch will have a different job. Each branch will check the other two. This way, no one group will overpower the others.
- Henry:** It’s beginning to sound a bit better. But it’s not enough. I don’t think every state should agree to this Constitution unless you add more about individual rights.
- Hamilton:** I don’t believe that we need to do that.
- Henry:** We must find a way around this. Perhaps a compromise?*

** That compromise was the Bill of Rights, which protects the rights of individual citizens. It was added to the Constitution in 1791.*

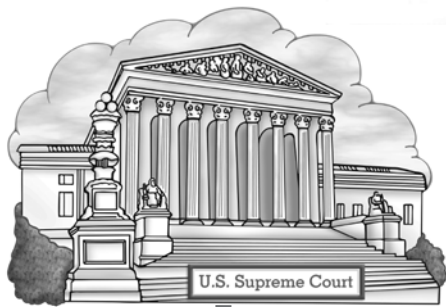
THINK ABOUT IT

1. Put yourself in Patrick Henry’s shoes. Try to explain to a partner how a constitution without a section for individual rights would be like a monarchy.
2. Think of a time when you had to convince someone that your idea was the best one. How was your situation similar to or different from Alexander Hamilton’s argument with Patrick Henry?
3. Now try to remember a time when you had to make a compromise with someone. How did it work out? Explain whether the compromise made the situation better.

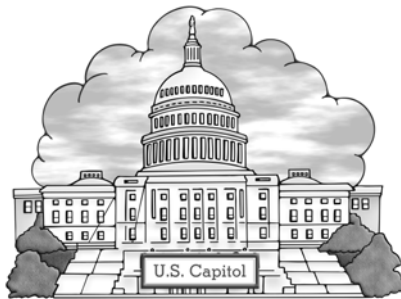
The Three Branches of the United States Government

The creators of the United States Constitution wanted to divide power within the federal government. They did not want these powers to be controlled by just one person or one group. The creators were afraid that if a small group received too much power, the United States would fall under the rule of another dictator or tyrant. To avoid that risk, the new government was divided into three parts, or branches: the executive branch, the legislative branch, and the judicial branch.

How Our Government Works The Three Branches of Government



JUDICIAL
Evaluates laws



EXECUTIVE
Carries out laws



LEGISLATIVE
Makes laws

THINK ABOUT IT

Explain how having three branches of government prevents our country from becoming a dictatorship.

The Bill of Rights

In 1789, the First Congress of the United States proposed 12 amendments to the Constitution. Of these, ten (Articles 3 to 12) were ratified, or approved, by the majority of state legislatures on December 15, 1791. These first 10 amendments to the Constitution are called the Bill of Rights. It outlines the basic rights and freedoms of American citizens, including freedom of religion, speech, and the press.

Congress of the United States, begun and held at the City of New-York, on Wednesday the fourth of March, one thousand seven hundred and eighty nine.

THE Conventions of a number of the States, having at the time of their adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added: And as extending the ground of public confidence in the Government, will best ensure the beneficent ends of its institution.

RESOLVED by the Senate and House of Representatives of the United States of America, in Congress assembled, two thirds of both Houses concurring, that the following Articles be proposed to the Legislatures of the several States, as amendments to the Constitution of the United States, all, or any of which Articles, when ratified by three fourths of the said Legislatures, to be valid to all intents and purposes, as part of the said Constitution; viz.

ARTICLES in addition to, and Amendment of the Constitution of the United States of America, proposed by Congress, and ratified by the Legislatures of the several States, pursuant to the fifth Article of the original Constitution.



Continued on next page >>

- Article the third...** Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.
- Article the fourth...** A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.
- Article the fifth...** No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.
- Article the sixth...** The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.
- Article the seventh...** No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.
- Article the eighth...** In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Continued on next page >>

- Article the ninth...** In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.
- Article the tenth...** Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.
- Article the eleventh...** The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.
- Article the twelfth...** The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

ATTEST,

Frederick Augustus Muhlenberg, Speaker of the House of Representatives

John Adams, Vice-President of the United States, and President of the Senate

John Beckley, Clerk of the House of Representatives.

Sam. A Otis, Secretary of the Senate

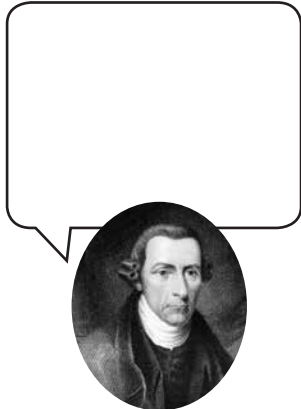
THINK ABOUT IT

Which amendment to the Constitution do you think is the most important? It's a tough choice! What are the reasons for your choice?

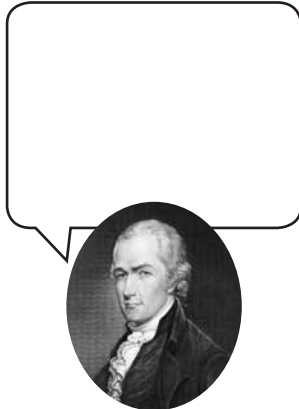
SUM IT UP

Hamilton and Henry brought up a lot of points in their debate about the Constitution.

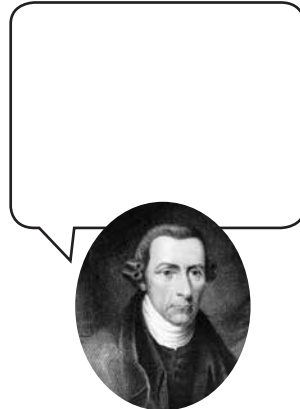
Fill in the speech balloons with highlights of their debate.



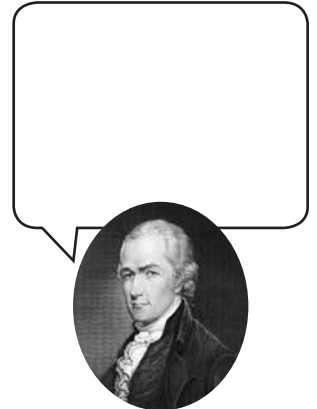
Henry



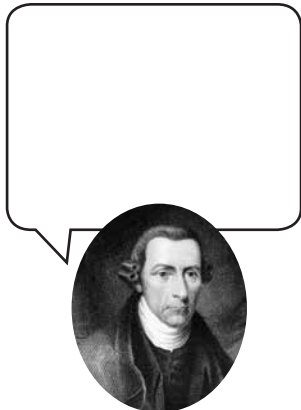
Hamilton



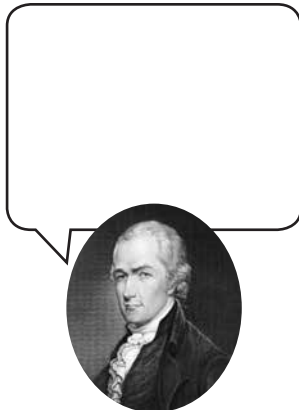
Henry



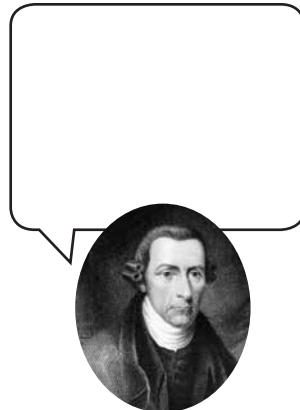
Hamilton



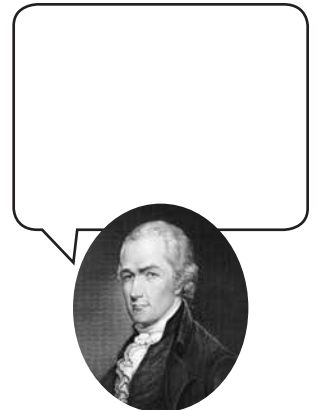
Henry



Hamilton



Henry

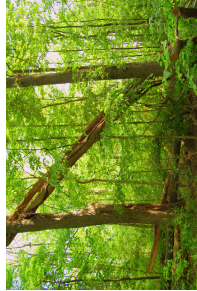


Hamilton

What do you think about the Constitution? Is a central government good for our country? Explain.

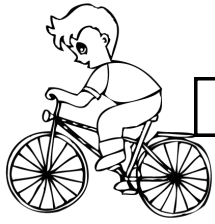
ESL at Home Grades 6-8 Weeks 3-4

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday				
<p>Pick a page from a book. Change all of the nouns to things you see right in front of you in your house, then read it aloud.</p>	<p>Make a T-chart. Make a list of things you like about learning at home versus at school.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Home</td> <td style="text-align: center;">School</td> </tr> <tr> <td style="height: 50px;"></td> <td style="height: 50px;"></td> </tr> </table>	Home	School			<p>Find food in your house, like crackers or water bottles. Write or draw a word problem. Omar has 346 crackers. Neveah ate one hundred three. How many are left?</p>	<p>Go outside and look up at the clouds. Draw what you see.</p>	<p>Choose two animals. Draw and label their food web. Create a Venn diagram to compare their ecosystems.</p>
Home	School							
<p>Monday</p> <p>Create a shadow puppet story on the wall. Write the title, characters, problem, solution, and ending to your story.</p>	<p>Tuesday</p> <p>Use crackers or candy to build a castle. How tall can you make it? How many pieces did you use? List your materials.</p>	<p>Wednesday</p> <p>Take a walk in your neighborhood and search for items in nature that form the shape of letters. Draw what you see.</p> 	<p>Thursday</p> <p>Think of someone you would like to interview. Write them a letter with at least three questions.</p>	<p>Friday</p> <p>Use the food in your house to create a menu with prices. Use them to write word problems.</p> <p>Example: Milk = \$21.00 Bananas = \$33.00 Ice cream = \$12.00</p>				

How Often (1) Week/Month/Year

My name is _____



S (M) T (W) T F (S)

He rides a bicycle three times a week.



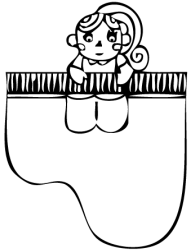
1 2 3 4 5 6 7
8 9 (10) 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 (28)
29 30 31



(J) F M A M J J A S O N (D)



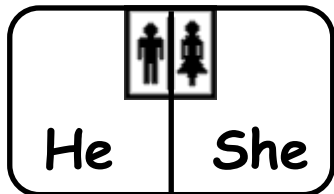
S M (T) W T F S



1 2 3 4 5 6 7
8 9 (10) 11 12 13 14
15 16 17 18 (19) 20 21
22 23 24 25 26 27 (28)
29 30 31



(J) F M (A) M J J A S O N (D)



- goes swimming
- plays volleyball
- rides a bicycle
- gets a haircut
- plays piano
- goes skiing

- 0 = never
- 1 = once
- 2 = twice
- 3 = three times
- 4 = four times
- 5 = five times
- 6 = six times
- 7 days a week = every day

S M T W T F S = a week

1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30 31 = a month

J F M A M J J A S O N D = a year