

# **CMS Optional Weekly Assignment**

## **List**

**8<sup>th</sup> Grade**



**Chariton Middle School**

**Week 4**

**April 22 - 28**

# *One Packet Per Family*

## LANGUAGE ARTS

Miss Borkowski

### **Standards/Learning Targets:**

RI. 8.2: I can summarize what I read.

RI. 8.10: I can read and comprehend literature.

### **Directions:**

Read the story, complete the objective summary, and finish with the quiz.

**NARRATIVE  
NONFICTION**  
nonfiction that uses  
literary techniques

Nonfiction

# COURAGE IN A TIME OF TERROR

A story  
from the  
Holocaust

The incredible true story of a teenage girl named Stefania Podgórska, who risked her life to save 13 Jewish men, women, and children from the Nazis

By Kristin Lewis

**As You Read** Look for examples of how Stefania showed courage.

**T**he train barreled through the bitterly cold autumn air. Max Diamant, 27, did not know exactly where the train was carrying him, but he was certain the journey would end with his death.

It was November 1942 in the country of Poland, and World War II was raging across Europe. Earlier that day, a group of Nazis had forced Max and dozens of other Jewish men, women, and children onto the train at gunpoint. The Nazis didn't tell them the train was going to a death camp, but Max had his suspicions. He knew what the Nazis were capable of.

As Max saw it, he had two options: Die at the hands of the Nazis or jump from the speeding train.

He made his choice.

With a pair of pliers he'd hidden in his pocket, Max began **feverishly** cutting the barbed wire that covered one of the windows. When he'd made a hole large enough, he wiggled through.

For a terrifying moment, Max clung to the side of the train with one hand. Wind whipped his hair and clothes. The clanging of the wheels on the metal tracks rang in his ears.

And then—

He let go.

Meanwhile, miles away in the city of Przemyśl [puh-SHEM-ish-le], 16-year-old Stefania Podgórska was also gripped by fear. She had no idea that her friend Max had been taken—or that his life was in imminent danger. What did she know was that most of her own family was gone, that her food and money were nearly **depleted**, and that it was up to her to keep herself and her 7-year-old sister Helena alive in a war-torn city.

But Stefania would do more than protect her sister. She was about to become a lifeline for Max and 12 other Jewish people. She was about to risk everything to save them all.



Stefania (right) and her sister Helena, around 1942

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## Fear in the Air

Stefania was born in 1925 in a small village in Poland. She grew up on a farm; as a young girl, she longed to live in a big city. After Stefania's father passed away in 1938, her mother gave her permission to move to the nearby city of Przemyśl, with her older sisters.

To Stefania, life in Przemyśl was more thrilling than she could have imagined. She loved the cobblestone streets, the cafés that served gooey pastries, the shops that sold fancy dresses. She loved the energy of city life, far from the noisy chickens on the farm back home.

Stefania soon got a job in a grocery store owned by a kindhearted woman named Mrs. Lea Diamant. It was there that Stefania first met Max, one of Mrs. Diamant's sons. Max, then 23, was studying to become a dentist.

Max's parents treated "Fusia," as they affectionately called Stefania, like part of the family. She ate dinner with them often and sometimes stayed in their cozy apartment.

Like most Polish people at that time, Stefania was Catholic. The Diamants were Jewish. No doubt Stefania picked up new words in Yiddish, a language spoken by Jews in Europe. Over time, she probably learned that *chutzpah* means courage and that to *kvell* is to practically faint with pride. She likely knew to say yes when Mrs.



### The Rise of the Nazis

Above, German dictator Adolf Hitler gives a salute during a military parade in 1935. The map at right shows Europe in 1942. Germany, Italy, and Japan were on the same side in World War II. They were known as the Axis countries.



Diamant offered her a *bissel* more cake.

But even in the cheerful warmth of the Diamants' home, fear was in the air.

As Jews, the Diamants were part of a minority in Poland. Like people of all religions and cultures, Jewish people had their own unique rituals. For example, they worshipped in synagogues on Saturdays, not in churches on Sundays as Christians did. Many non-Jewish people viewed such differences with mistrust and intolerance.

For centuries, antisemitism—that is, prejudice against Jewish people—had smoldered in Poland and across Europe. Soon it would explode into an inferno of violence and death that nobody could have imagined.

## Hitler's Vicious Lies

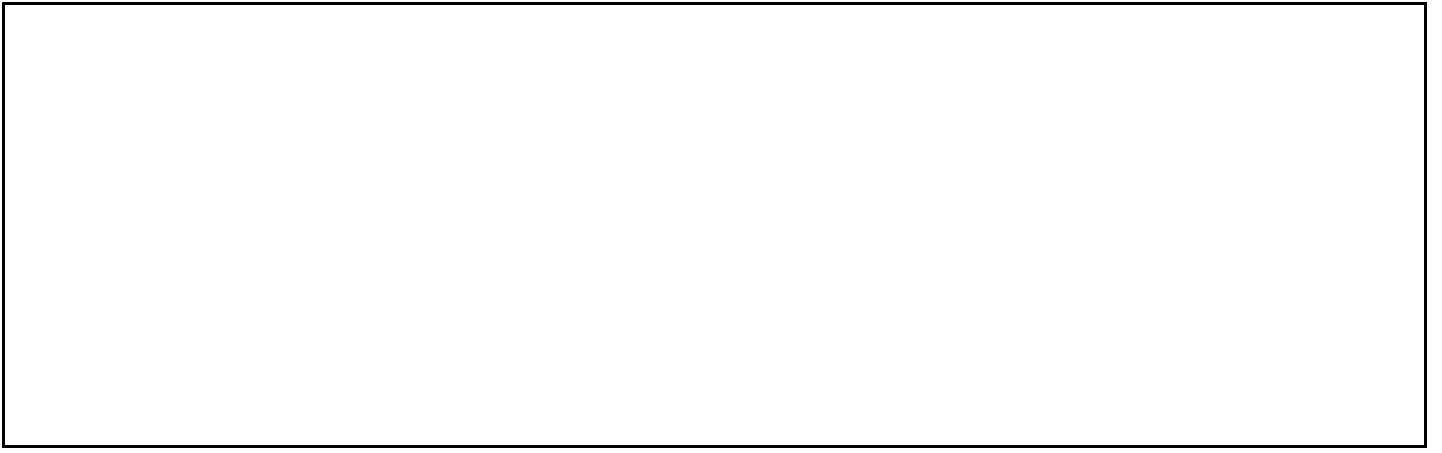
Next door to Poland was the country of Germany. And every day, it was becoming more dangerous for Jewish people.

In 1933, when Stefania was still a young girl living on the farm, Adolf Hitler became Germany's leader. At the time, Germany was still suffering from a humiliating defeat in World War I, which had ended in 1918. In the years since, the German people had endured growing poverty, unemployment, and hunger.

Hitler and his Nazi Party gave Germans someone to blame for these hardships: Jewish people. In hateful speeches, Hitler called Jewish people "pests" and "vermin" and "a virus," saying they were not human. His vicious lies stirred up old prejudices.

Keystone/Getty Images (Hitler); Jim McMahon/Magnam8 (map)

AP Images (Warsaw Ghetto); Photography/Shutterstock.com (siebar)





### Tide of Violence

By 1941, nearly every Jewish person in Nazi-occupied Poland had been forced into a ghetto. This famous photo was taken in the Warsaw ghetto, the largest in Poland. It's estimated that half a million Jewish people died from starvation and disease inside the ghettos.

By 1938, when Stefania was working for the Diamants, life in Germany had grown unbearable for Jewish people. Nazi laws had stripped them of their rights and dignity. Violent attacks had become common. Many feared far worse was coming.

In 1939, Hitler and his armies began invading the countries of Europe, igniting World War II. One by one, Poland and other countries fell to the Nazis. By the time Max leapt from that speeding train in 1942, Germany controlled much of Europe.

### Like a Prison

When the Nazis took control of Przemysł, life for Max and his family changed overnight. In Poland, as in

all Nazi-occupied countries, Jewish people were cast out from society. They were fired from their jobs, their possessions stolen. They were banned from schools, stores, and parks. They were even banned from sidewalks and made to walk in the gutters.

Stefania watched helplessly as the Diamants—and all the Jewish people in Przemysł—were ordered to move into a restricted area of the city called a ghetto. The ghetto was like a prison, surrounded by a wall and patrolled by armed guards. No one was allowed to leave except to do forced labor. Max was forced to shovel coal for 12 hours a day, with little more than dirty water to drink and moldy bread or wormy cabbage to eat.

In the ghetto, people were starving. Diseases spread quickly. Max and his family grew increasingly sick, their



## Historical Fiction

# “WHAT I WAS FACING”

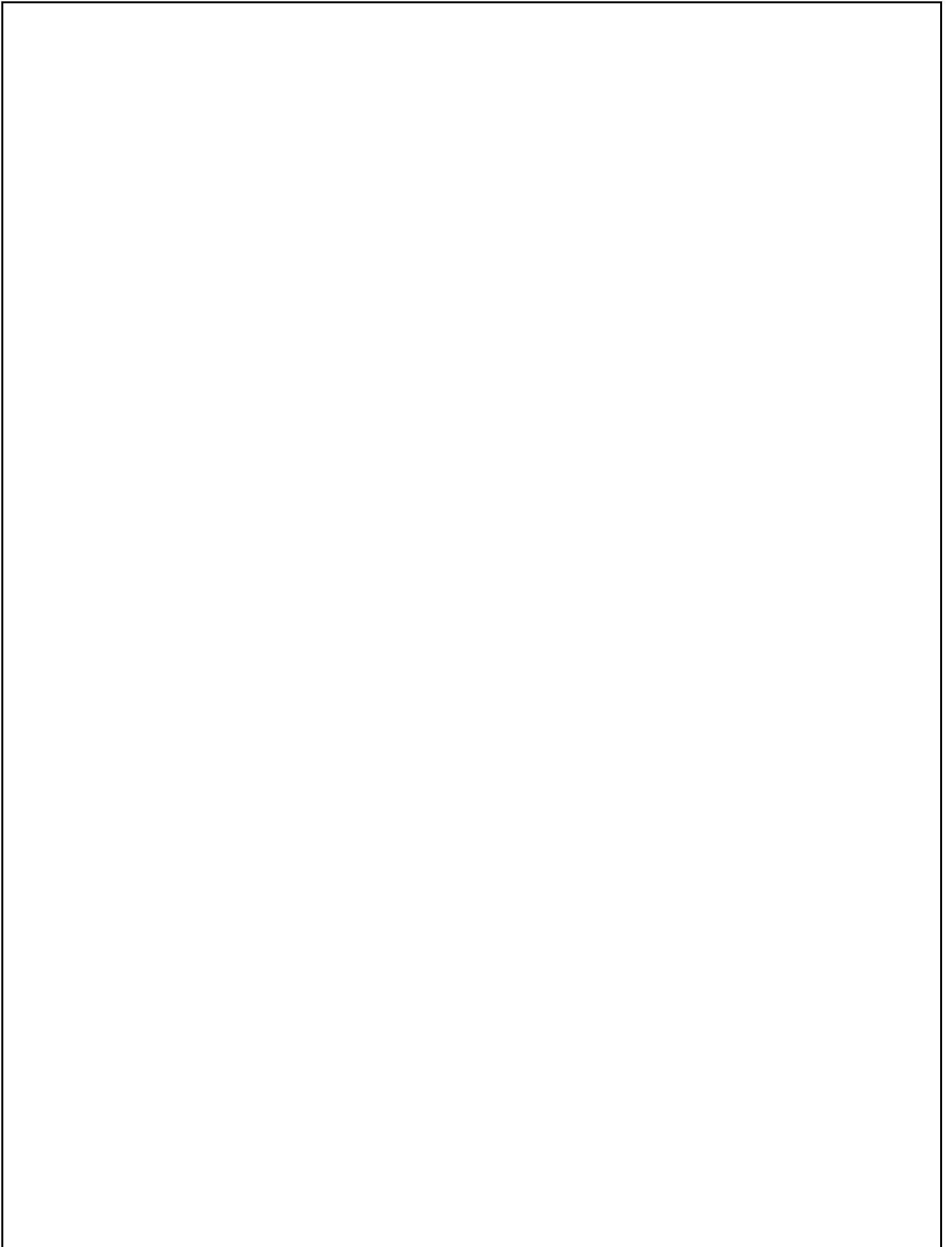
*The Light in Hidden Places* by Sharon Cameron is a new novel based on Stefania's life. This excerpt takes place after Stefania witnessed a Nazi officer commit murder in the ghetto.



... for the first time, I understood what I was facing. Before, it had been easy to imagine that all these terrible things were some kind of mistake. The misguided ideas of a misguided leader who in turn was misleading his army and his people. Hadn't there always been people who were poor and hungry? People who were hated and despised? Hadn't there always been wars where the young men fought and the innocent died? It was horrible, and it was the world. But that was not what I saw in that officer's face. What I saw was the joy of hate. The happiness of causing another person's death and pain.

What I saw was evil.  
And every part of me defied it.

From *The Light in Hidden Places* by Sharon Cameron, copyright 2020. Reprinted by permission of Scholastic Press.





### A Ruined Land

After the war, much of Europe lay in ruins. This photo shows Warsaw, the capital of Poland, in 1945.

clothes hanging from their thinning bodies, their faces turning **gaunt**.

Stefania worried constantly about the Diamants. She began smuggling food and supplies to them through a hole in the ghetto fence—eggs, bread, anything she could get her hands on. She traded her finest clothes for food and became adept at sneaking past guards with rifles.

Of course she knew the risks; the penalty for helping a Jewish person was death. She did it anyway.

### The Death Camps

By 1942, Stefania was the only member of her family still in Przemysł. Her older sisters had moved away and other members of her family had been forced to go to Germany to work. Stefania brought her young sister Helena to live with her in Przemysł.

Meanwhile, the Nazis were emptying the ghetto. Every day, more and more people were put on trains bound for death camps or forced-labor camps. The Nazis

had a **dehumanizing** term for this: “liquidation.”

Although Stefania and Max may not have fully understood this at the time, the ghettos were part of a Nazi plan to murder every Jewish person in Europe. It’s estimated that 6 million Jews were murdered in Nazi death camps. Some 2 million other people were also killed, including communists, homosexuals, people with disabilities, and the Romani (known then as gypsies).

History would remember this **genocide** as the Holocaust.

Max’s entire family, aside from his younger brother, was murdered by the Nazis. Then, in November 1942, the Nazis came for Max.

And that is how he found himself leaping from a speeding train.

### Supporters and Spies

Max landed in the hard snow and tumbled into a pole. But he was lucky: A loaf of bread he’d managed to hide in his shirt softened the blow and likely saved his life.

But where was he supposed to go? The Nazis were in control for hundreds of miles in every direction. Their supporters and spies were everywhere. Keeping to the shadows and desperately hoping he wouldn’t get caught, Max stumbled through the snow.

About two days later, Stefania and Helena were trying to sleep when suddenly, there was a knock at the door.

The sound filled Stefania with fear. Only the Gestapo—the dreaded Nazi secret police—knocked on doors in the middle of the night.

Had they come for her at last?

When Stefania opened the door, there stood not the Gestapo, but Max—badly injured and bleeding, his clothes filthy and torn.

*Only one night, please let me stay,* he asked, knowing that every moment he lingered in the apartment, he put the sisters in danger. Stefania and Helena gave him what little food and medicine they had, cleaned him up as best they could, and put him to bed.

### A Daring Plan

As Max recovered, Stefania decided that he would stay with them. But it was dangerous. There were many **prying** eyes. Every time someone came to the door, Max scrambled to hide under the bed.

Then Max had an idea: Why not find a bigger apartment where he and others still trapped in the ghetto could hide?



Stefania agreed. She found a cottage on a street named Tatarska. It had no electricity or running water, only an outhouse for going to the bathroom and a well for water. It had two rooms plus a kitchen and an attic. And it would have to do.

With Helena's help, Stefania spent three days cleaning the cottage and getting it ready. Max was the first to move in. Later they were joined by Max's brother Henek and Henek's fiancée, Danuta. Eventually, there were 10 adults and three children hiding in the cottage on Tatarska Street.

### Tiny Attic

For the next two years, while Stefania and Helena lived downstairs, the group lived in the tiny attic above, as quietly as they could. They went to the bathroom in a bucket that Helena emptied into the outhouse at night. Max built a false wall in the attic to hide behind when needed.

It was up to Stefania to feed everyone. She got a job in a factory and used her earnings, along with whatever she could trade, to buy food. When shop owners grew suspicious of how much food she bought, she alternated the stores she went to, or sent Helena, who was too young to arouse suspicion.

Stefania was exhausted all the time. But she pressed on.

During those long years, there were many close calls. The worst was when an officer showed up and

told Stefania he was seizing the cottage for army nurses, who were coming to work in the German hospital across the street. Stefania had two hours to leave, he said, or she'd be shot.

Max and the others begged

Stefania to take Helena and flee—to save herself. But she refused to abandon them and prayed for help instead. At the last moment, the officer changed his mind and allowed Stefania to stay, as long as two German nurses



## MEET THE 13

The men, women, and children who Stefania hid during the Holocaust

### MAX DIAMANT



Max Diamant changed his name to Josef Burzminski as protection from antisemitic attacks, which continued in Poland after the war. He married Stefania, and they moved to the U.S. Max later testified at the trial of a Nazi war criminal named Adolf Eichmann.

### DR. WILHELM AND DZIUSIA SCHILLINGER



Dr. Schillinger was Max's employer. His wife was killed during the Holocaust. After the war, he remarried and lived in Poland, where he became an oral surgeon. His daughter, Dziusia, married and settled in Belgium. She has a son, a daughter, and four grandchildren.

### MALWINA, CESIA, AND JANEK ZIMMERMANN



Malwina Zimmermann came to Tatarska with Cesia and Janek, her children. They all eventually immigrated to the U.S. Janek has two sons and a grandson. Cesia has a son, a daughter, and four grandchildren.

### DR. LEON, SIUNEK, MONEK, AND SALA HIRSCH



Dr. Hirsch and his son, Siunek, lived in Russia after the borders were redrawn following the war. Dr. Hirsch's cousin Monek Hirsch and his wife, Sala, settled in Israel.

### HENEK DIAMANT AND DANUTA KARFIOL



Henek was Max's younger brother. He changed his name to Henek Zawadzki after the war. He became a dentist and moved to Belgium with his wife, Danuta. They had one daughter and seven grandchildren.

### JANEK DORLICH



Janek was Stefania's mail carrier. After the war, he moved to Israel with Monek and Sala Hirsch.

### The Hiding Place

Many years later, Stefania returned to the cottage on Tatarska Street. Here she stands in the attic, where 13 Jewish men, women, and children hid for two years. The building is now being restored and turned into a museum.



could move into one of the rooms.

And so for six months, the nurses lived downstairs with Stefania and Helena, while Max and the others lived in the attic—one sneeze, one stumble, one creaky floorboard away from being caught. Max would stay awake at night, gently waking anyone who snored.

### A New Beginning

In 1945, Germany was at last defeated by the Allied forces of the United States, Great Britain, Canada, and Russia. World War II soon came to an end. Hundreds of cities and towns were in ruins. In addition to the millions of victims of the Holocaust, it's estimated that some 80 million men, women, and



Max drew this picture, showing Stefania as an angel looking over the adults hiding in the Tatarska cottage, and Helena as an angel looking over the children.

children were killed in bombings, in combat, and by disease.

Every Jewish person Stefania sheltered during those long and difficult years had survived. But that wasn't the end of the story for Stefania and Max. It was the beginning of a new one.

After the war, the two got married. They looked after Helena until she went to college.

Eventually, they immigrated to the U.S., where Max had a successful career as a dentist. They had two children. Helena became a doctor and settled in Poland.

In 1979, Stefania and Helena were named "Righteous Among Nations," by Yad Vashem, the World Holocaust Remembrance Center. This great honor recognizes those who helped Jewish people during the Holocaust.

The rest of Stefania's family survived the war, but they never accepted Stefania's marriage to a Jewish person, and they disowned her and Helena for **harboring** Jewish people during the war. Tragically, even after the Holocaust,

antisemitism continued to fester in Poland and other countries.

Max passed away in 2003 and Stefania passed away in 2018.

During Stefania's life, she was interviewed many times about what she did as a teenager. She never expressed regret for the extraordinary risks she took.

What Stefania did say was that given the choice, she would do it all again. ●

Special thanks to Stefania's son Ed Burzminski and the Stefi Foundation: [thestefifoundation.org](http://thestefifoundation.org).

### Writing Contest

The cottage on Tatarska Street is being turned into a museum to honor Stefania and Helena. Write a speech to be given on the day the museum opens. Send your speech to **Courage Contest**. Five winners will each get a signed copy of *The Light in Hidden Places* by Sharon Cameron.



Get this activity online.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.  
It does not include unimportant details or the opinions of the person writing it.

**Directions:** Follow the prompts in the margins to complete the summary of "Courage in a Time of Terror."

In the 1930s, a teen named Stefania Podgórska \_\_\_\_\_

\_\_\_\_\_ . In Germany,

\_\_\_\_\_ . In 1939,

Hitler and his armies began invading the countries of Europe. After the Nazis invaded Poland in 1939, they \_\_\_\_\_

\_\_\_\_\_ . Life in the ghetto was \_\_\_\_\_

\_\_\_\_\_ . At the risk of losing her life, Stefania smuggled food and supplies into the ghetto for the Diamants.

In 1942, Max Diamant was forced onto a train that would take him to a death camp. But Max \_\_\_\_\_

\_\_\_\_\_ .

Stefania and her sister agreed to hide Max in their apartment. Eventually, they moved to a cottage with an attic so that \_\_\_\_\_

\_\_\_\_\_ .

Stefania and Helena successfully hid Max and the 12 other people in their attic for two years until the war was over. After the war, \_\_\_\_\_

\_\_\_\_\_ .

\_\_\_\_\_ .

\_\_\_\_\_ .

1. Where did she live and whom did she work for?

2. Who rose to power in Germany at this time?

3. Where did the Nazis force the Diamants and all other Jewish people to live?

4. Describe what life was like in the ghetto.

5. What did Max do?

6. Why did they move to Tatarska Street?

7. What happened to Stefania, Max, and Helena after the war?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## “Courage in a Time of Terror” Quiz

**Directions:** Read “Courage in a Time of Terror.” Then answer the questions below.

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- 1. On page 6, author Kristin Lewis writes that Stefania likely learned the meanings of several Yiddish words from the Diamants. Lewis writes this to support the idea that**
  - (A) Stefania was good at learning new languages.
  - (B) Stefania and the Diamants had a close relationship.
  - (C) Stefania and the Diamants struggled to communicate with each other.
  - (D) Stefania was courageous.
- 2. In the sections “Fear in the Air” and “Hitler’s Vicious Lies,” Lewis explains that Adolf Hitler**
  - (A) introduced antisemitism to Europe.
  - (B) encouraged antisemitism in Europe to grow.
  - (C) made antisemitism in Europe illegal.
  - (D) had no effect on antisemitism in Europe.
- 3. What does Max’s drawing on page 10 help you understand?**
  - (A) Max wanted to be an artist.
  - (B) Stefania and Helena had a strong religious faith.
  - (C) Max was very grateful to Stefania and Helena for hiding him and the others in the attic.
  - (D) Life in the attic was frightening and unpleasant.
- 4. On page 10, Lewis writes, “Max would stay awake at night, gently waking anyone who snored.” Why did Max do this?**
  - (A) He could not sleep if others were snoring.
  - (B) He didn’t want to disturb Stefania.
  - (C) He believed snoring was unhealthy.
  - (D) He was afraid the German nurses downstairs would hear the snoring.
- 5. When a cut *festers*, it becomes infected and starts to smell bad and ooze pus. On page 10, Lewis writes that after the Holocaust, “antisemitism continued to fester.” Lewis is using *fester* to**
  - (A) stress that antisemitism is harmful and disgusting.
  - (B) show that antisemitism was slowly fading.
  - (C) reveal that people tried to hide their antisemitism after the Holocaust.
  - (D) stress that antisemitism was uncommon.
- 6. What is likely the author’s purpose for writing this article? Choose two.**
  - (A) to provide a detailed account of the experiences of 13 people who spent two years in hiding
  - (B) to give general information about the Holocaust
  - (C) to show how the Allied forces won World War II
  - (D) to share the story of a young woman who saved 13 people during the Holocaust

### LA answers from last week:

1. C 2. B 3. B 4. B

5-9: Answers may vary, but should follow the RACE strategy.

# SCIENCE

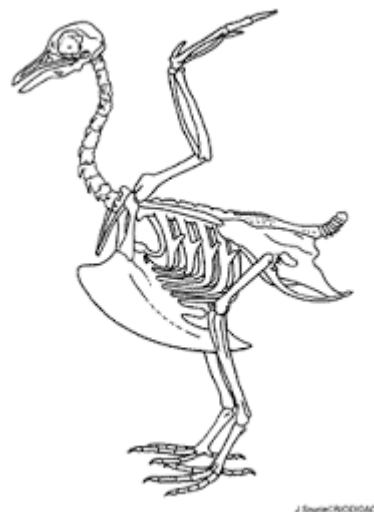
Miss Dyer

## Is A Chicken A Dinosaur?

Learning Target: I can compare and contrast a chick and a t-rex to understand how life on Earth has changed.

### Part 1 - Comparing and Contrasting Bone Structure

Instructions: Use the pictures below to find as many similarities and differences between the skeleton of a chicken and the skeleton of a T-Rex. List them below. Look at the placement of bones, the back and front limbs, the foot structures, and the skull.



Similarities	Differences

1. Did you find more similarities or differences?
2. Is there any evidence that chicken is related to a T-Rex? Explain your answer.

### Part 2 - Observations

Instructions: Go outside and look for birds. Look for Robins, Ducks, Geese, Finches, or even Chickens. In the space below, write down observations. Notice the way they move, how they walk, how they eat, how their feet work and anything else that stands out to you.

Observations:

Think about any time you've seen a T-Rex on TV or in movies. Compare your real life observations of birds to the T-Rexes you've seen on your screen.

Similarities	Differences

### Part 3 - Linking Birds and Dinosaurs

Instructions: Below is an excerpt from an article on Khan Academy. Use the information to answer the questions below

Article:

To demonstrate that non-avian(non-flying) dinosaurs and birds are related, scientists needed fossils of both advanced dinosaurs and primitive birds to compare characters (scientific term for trait). But at the time the early bird Archaeopteryx was discovered, no good specimens of small, advanced dinosaurs had been found. When they were discovered at the end of the 20th century, they showed that, except for the relative length of the forelimb, there is very little difference between primitive birds like Archaeopteryx and advanced theropods(a group of carnivorous dinosaurs) like the dromaeosaur Velociraptor.

Both have: wishbones, feathers, breastbones, wrists that contain a crescent-shaped bone and hands like most other advanced theropods, with three fingers in which the middle finger is the longest

Part of the reason that Archaeopteryx was so important is that for a long time it was the only well-preserved early bird fossil. All of that is now changed. Several newly found fossils document transitional body plans from non-avian dinosaurs to modern birds.

1. Why did early scientists have trouble finding a link between non-flying dinosaurs and birds?
2. What did early birds like Archaeopteryx and Velociraptors have in common?
3. Does this article support a link between birds and dinosaurs?

### Part 4 - Conclusion

Based on all of your observations from parts 1, 2, and 3 do you think that birds and dinosaurs are related? Explain your answer below.

**MATH**

Mr. Nethers

Regular Math: For this week we are going to focus on Two Step Equations

For solving two step equations follow these simple rules:

1. Separate the variable from the whole number
2. Divide by the coefficient (whole number with variable), that is your final answer

Example:  $5x - 7 = 13$

1. Move -7 over the other side to now get  $5x = 20$
2. Divide by the coefficient, in this case 5.  $5x/5 = 20/5$
3. Final Answer  $x = 4$

Try These Problems:

1.  $\frac{r}{4} - 12 = -5$
2.  $7k - 14 = 42$
3.  $-12 = 24 + 4b$
4.  $3g - 5 = 17$
5.  $9 = 4a + 13$
6.  $13 = 5m - 2$
7.  $-5 + 7k = -19$
8.  $-15 = 11 - 2t$
9.  $13 = 11 - 4x$

Answers to last week's work: 1a) 66 1b)  $3\frac{1}{2}$  2a)  $64/9$  2b) 0 3a) 16 3b)  $2\frac{1}{2}$  4a) 51 4b) 6 5a) 6 5b) 11

You can post your answers on google classroom when complete. We will be having a zoom meeting at 3:00 both on Tuesday and Thursday for math periods 2,3,6,7. Please try to make the zoom meetings if possible. We will have these meetings every week.

Mr. Revalee - Algebra

For those that need my Google Classroom Code, it is 2432vot. I will try to post our Zoom videos on there. I will be holding a Zoom every Friday at 3:00. I hope to see all of you there.

For this week's lesson, we are multiplying polynomials. Polynomials are when we have multiple terms that may or may not have variables that we are performing operations on, such as  $5x^2 + 3x - 4$ .

We have already learned that when we have  $5(3x - 2)$  that we would multiply the 5 times the 3x and the 2, which would give us an answer of  $15x-10$ . We are going to take this one step further. We are now going to multiply 2 polynomials. Let's say we have  $(8x - 3)(2x^2 + 4)$ . First, I take the 8x and multiply it by the  $2x^2$  and the 4. 8 times  $2x^2$  would be  $16x^3$ . 8x times 4 would be 32x. So that gives me  $16x^3+32x$  for my first part. Now, I multiply the negative 3 by the  $2x^2$  and the 4. Negative 3 times  $2x^2$  would be  $-6x^2$ . -3 times 4 would be -12. Now, I have  $-6x^2 - 12$  for my second part. When I combine the two parts, I have  $16x^3+32x -6x^2-12$ . There are no like terms to combine. I do want to rearrange the exponents in order from greatest to least and put the constant at the end. That would give me

a final answer of  $16x^3 - 6x^2 + 32x - 12$ .

Let's say I had like terms in an answer such as  $5x^2 - 8x - 4x + 12$ . I would combine the  $-8x$

and the  $-4x$  to get  $-12x$ . My final answer would be  $5x^2 - 12x + 12$ .

If I had 3 terms such as  $(9x^2 - 4x + 3)(2x^2 + 5x - 7)$ , I would also take each term one at a time. I would multiply the  $9x^2$  by each of the other terms in the other parentheses, then multiply the  $-4x$  by them, then multiply the  $3$  by them.

Here are this week's problems:

1.  $(4x - 5)(-2x + 8)$
2.  $(6x^2 + 3)(2x - 1)$
3.  $(x + 6)(x - 4)$
4.  $(2x - 9)(5x^2 - x + 11)$
5.  $(10x^5 + 4x^3 - 2)(x^2 + 1)$
6.  $(8x^4 + 5x^3 - 3x^2)(12x^3 + 7x^2 - x)$

Here are the answers to last week's problems:

1.  $x = -2$
2.  $a = 1$
3.  $a = 1$
4.  $a = 1$
5.  $x = -\frac{1}{2}$
6.  $x = -3$
7.  $a = 1$
8.  $a = 2$
9.  $x = -3$
10.  $x = 1$
11.  $x = -2$
12.  $a = -1$
13.  $x = 2$
14.  $x = -1$
15.  $x = 3$
16.  $b = 4$
17.  $y = 2$
18.  $m = 7$
19.  $t = -2$
20.  $a = 5$
21.  $x = 2$
22.  $c = 7$
23.  $s = 4$
24.  $w = 1$

**SOCIAL STUDIES**

Mr. Brown



Hi, I hope you enjoyed creating your country's map. The ones I saw are just awesome. Now for the last assignment for our country you need to write a constitution for it. You need to remember back to studying the US Constitution to know what you need to include. Things to create is a preamble which is your country's mission statement, what kind of government your country has and how it functions, and also what are some of the rights and privileges your country's citizens can enjoy. This does not need to be a huge document but you need to include enough in it so that your constitution will function within the culture and society of your country. Here is a video that you can watch for reviewing how to write a constitution

[https://www.youtube.com/watch?v=q5P4pTrF\\_yI](https://www.youtube.com/watch?v=q5P4pTrF_yI)

Remember, you can have a monarchy, dictatorship, a total democracy, a republic, or even a government by committee. It is up to you. You just need to spell out in your constitution what it is and how it is going to work. Good Luck!

Mr. Pierschbacher / Mr. Zimmerli

**Week 4 Physical Activity Log**

Use this activity log to track your physical activity minutes for 1 week. Have an adult write their initials next to each day that you complete 60 minutes. Be creative with your activities. It can be walking, riding a bike, hiking, playing sports and games, fitness stations, dancing, Wii activities, chores, etc. Try to get an hour of physical activity each day.

I would like to see your logs this week please send them to me via my school email. You can take a pic of your log and attach it to an email. I will be picking 6 logs that are complete and have used the most creative exercises. I will be sending prizes out by Amazon to the top 6th grade boy and girl, the top 7th grade boy and girl, and the top 8th grade boy and girl. Looking forward to seeing your logs. I will post the winners right here next week.

Thanks Mr P

Day	Activity 1	Activity 2	Activity 3	Total
<i>Sample Day</i>	<i>Active Outside 30 Minutes</i>	<i>Walk with Family 15 Minutes</i>	<i>Dance Project 15 Minutes</i>	<i>60 Minutes</i>
Week of April 22-29				
Monday				
Tuesday				

Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

**HEALTH**  
Mr. Zimmerli

**8<sup>th</sup> Health**

For this week I would like you to research 3 of the mental disorders from the list below. Write a paragraph for each in which you a) explain what the mental disorder is, b) what is the believed cause of the disorder, c) what are the signs and symptoms of the disorder, and d) what types of treatment are commonly used to treat the disorder.

Anxiety (Generalized Anxiety Disorder)

Panic attacks

Phobias

Obsessive-Compulsive Disorder (OCD)

Post-Traumatic Stress Disorder (PTSD)

Depression

Bipolar Disorder

Schizophrenia

# ART

Mrs. Dickhoff

## Aboriginal Art

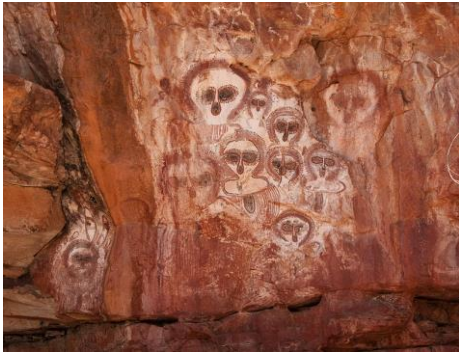
From Australia

### What is Aboriginal Art

The Aborigines, the Indigenous people of Australia, first created art as rock carvings, ground designs and body painting. Their art was based on ancient stories and symbols from, "The Dreamtime". Papunya Art is the type of art we will be covering. Papunya Art is based on dots and were painted to explain secret-sacred ceremonies. Many people at the time were upset that the symbols were shared with the rest of the world.

### Papunya Art Then

The artwork used basic colors such as; yellow for the sun, brown for the soil, red for the desert sand, and white for the clouds or sky. The art was painting on anything from tree bark, leaves, rocks or wood.



### Papunya Art Now

The artwork now is applied by using bamboo sticks to create the dots. The type of paint varies between artists and what they enjoy working with.



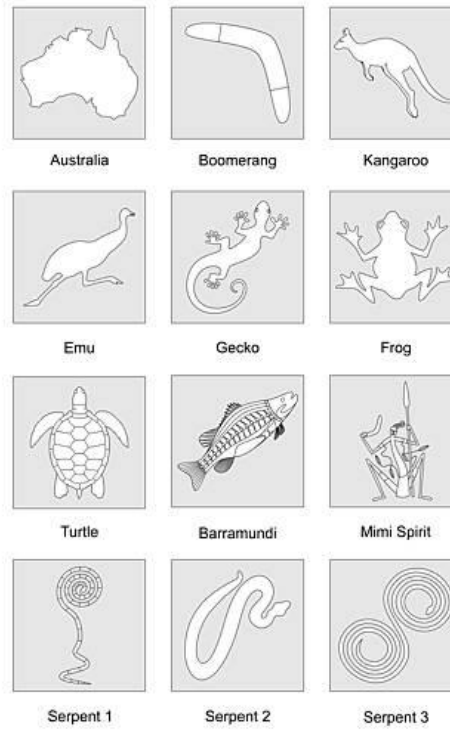
### Symbols to choose and use

1. Choose 1 Aboriginal Art Images on the right side.
2. Pick at least 4 Aboriginal Art Symbols to add into the image.

#### ABORIGINAL ART SYMBOLS

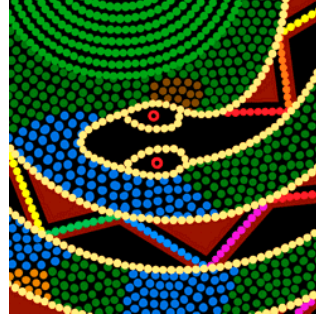
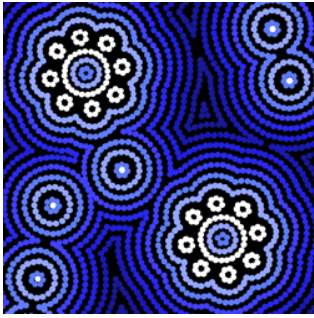


#### ABORIGINAL ART IMAGES



### Example Art projects





### Assignment

- Choose 1 Aboriginal Art Image
- Pick at least 4 Aboriginal Art Symbols to add into the image
- Size of artwork must fill at least half of a piece of paper
- You can use paint, markers, colored pens, or pencils and pens
- You can make the art on any type of material, example - rock, bark, tree stump, piece of wood, paper, poster board, canvas, even dirt ( if you choose to do your art in the dirt please figure a way to add some sort of color)
- To make dots you can use sticks, q-tips, toothpicks, end of a pencil or pen, or your fingers

### Questions to Complete

1. With the image and symbols you chose, did your artwork turn out the way you thought it would?  
Explain your reasoning.
2. If you could change one thing about your project what would it be and why?

### Challenge

Make your project as big as you!



Something fun - Create a twist tie guy and place him somewhere fun in your house.



1. Start with 2 twist ties from bread packages and straighten them out.



2. Take one and bend into a V, this one will be the legs, while with the other one make a circle in the middle of the tie and twist so it will hold this will be the head and arms.



3. Now to connect them together. Pull down the arms into and upside down V, bring the legs up so the two bent pieces are touching.



4. Twist the legs around the head and pull down the legs.



5. Twist the legs some more to create a body, then you are finished.



Mike places these all over the house!!  
Never a dull moment!  
In our kitchen where we hang towels.

## BAND

Mrs. Tordoff

If you do not have your instrument/music, you need to email Mr Bonte and make an appointment to pick it up!!

WARM UP: I can play the warm up exercise designated for my instrument.

Brass players - lip slurs - increase your lip slurs to four notes or five notes;

clarinet - register exercise - play low to high now start to play high to low;

flute and saxophone - octave exercise - play low to high now start to play high to low

Percussion - mallets - major scales; snare drum - rudiments in the back of your book - slowly for accuracy

MAJOR SCALES: I can play my major scales correctly at the prescribed tempo and rhythm.

Practice your major scales in order, like we did in the classroom, using the quarter- eighth note rhythm.

At our last rehearsal, we were playing the scales at a metronome marking of quarter note equals 84. You can go online or use your phone to find a metronome app. Please use the metronome to increase your tempo.

It usually takes two to three days at one tempo before it becomes a habit. Play one scale at a time when you increase the tempo then play them in order at the new tempo. Be patient with yourself and with the process.

Start to work on memorizing the scales as well.

SOLO: I can read and interpret the information on a piece of music. I can perform that piece of music.

Continue to practice your solo. In the future, you will be recording yourself playing your solo and sending

It to me over Google Classroom. I just need to figure out how to do that.

### P.R.I.D.E. Activity for this week

**Dependability:** The quality of demonstrating reliability. A person who is **dependable** is one others can count on for their truthfulness and integrity. Individuals who demonstrate **dependability** have a reputation of doing what they say they are going to do. They persist in projects and responsibilities until the task or job is complete.

Please think about the definition of **dependability** described above to answer the questions below. The questions are written to encourage you to think about the importance of character, leadership and our P.R.I.D.E. expectations at Chariton Middle School.

1. Why is it important to be **dependable**?
2. What consequences can students suffer when they have a reputation for being undependable?"
3. In what ways can your teachers count on you?
4. Would your parents say that they are able to count on you? Why or why not?
5. Would your friends say they are able to count on you? Why or why not?
6. Describe someone you know that has earned your trust for being **dependable**.

