2020

Erie Rise Leadership
Academy Charter School

Parent Lesson Plan

[PARENT LESSON PLAN]

8th Grade, Week of 4/27

Contents

INTRODUCTION

Hello Parents!

Included in this packet is a week's worth of printed ELA, Mathematics, and Science/Social Studies work for your students while they are at home. Each day is separated into the 3 content areas for the printed material. If you have access to the digital curriculum, a pacing guide is also provided outlining the digital component assigned for each specific day. If you need technology, please contact the school and we can make it available to you. Also remember, USATestPrep is always an option!

We know some of this material maybe be challenging, but try your best to complete it! Hopefully we will see you back in the classroom soon and will be able to go over all the information.

Printed materials may be turned into to the distribution centers once completed, but it is not a requirement.

Mrs. Will will be available on Youtube Live every day from 10AM-11AM to assist with curriculum questions and/or any resource questions for parents or students.

Stay safe and healthy everyone!

Missing seeing everyone's smiling face! Remember to wash your hands!

Educationally Yours ,
Mrs. Veronica Will

Distribution Sites/Information

Food/Curriculum distribution will take place at:

Erie Rise Leadership Academy Charter School
1006 West 10th Street
Erie, PA 16502

Monday and Wednesday from 9AM until 12PM

Leadership Team

Mrs. Veronica Will, Principal: 814 873-5158
Mr. Aubrey Favors, HR: 814 812-3026
Mr. Kirk Paskell, Transportation: 814 566-0002
Mr. Homer Smith, PR: 814 392-3413
Mrs. Pearl Jeffries, Social Services: 814 722-5056

DIGITAL LESSON PACING GUIDE

ConnectED Instructions

Please see attached instructions for accessing the digital curriculum.

USATestPrep Instructions

Please see attached instructions for accessing this test-prep site.

If you have access to high speed internet, below are the assignments the teachers have assigned for the various content areas:

Digital Pacing Guide

	Monday	Tuesday	Wednesday	Thursday	Friday
ELA/Writing 7th grade	Connect Ed./Study Sync Skill- Connecting Words Complete assignments and Access sheet 1	Connect Ed./Study Sync Skill- Synonyms and Antonyms Complete assignments and Access sheet 1	Connect Ed./Study Sync 1st Read- "Deep Water" Complete assignments and Access sheet 1	Connect Ed./Study Sync Re-Read 1- "Deep Water" Complete assignments and Access sheet 1	Connect Ed./Study Sync Re-Read 2 "Deep Water" Complete assignments and Access sheet 1
Math	USA Test Prep	USA Test Prep	USA Test Prep	USA Test Prep	USA Test Prep
Science	Khan Academy- Climate	Khan Academy- Global distribution of Biomes	Khan Academy- How climate change with latitude	Khan Academy- Mountain, elevation, and latitude	Khan Academy- Lakes, oceans and climates
Social Studies	Khan Academy- The Achaemenid Empire	Khan Academy- State Building: The Persian Empire	Khan Academy- Zoroastrianism	Khan Academy- Cyrus the Great and the Achaemenid Empire	Khan Academy- The Rise of Persia

ELA- Mrs. Norgard

Complete the activity "Make TV Time Thinking Time"
This can be done using just one television show or you can split it up and complete the sections using different television shows. This is the full week's work. I hope it is of high interest for the scholars!

MATH PRINT MATERIALS

GRAYSON-WAYNE
Math

3 Printed Material - USATest Prep worksheets

- **3 worksheets**

Chapter 6 Packets

- **1-2 lessons per day**

Coach PSSA Packets on Probability and Statistics

- **1-2 lessons per day**

8148449220 Texts only please

Daily Class Dojo Check-Ins

- **please provide contact information if you haven't already.**

*****Please complete atleast 2 lessons per day and work on USATest Prep daily. Contact me for questions**

SCIENCE/SOCIAL STUDIES PRINT MATERIAL

Social Studies-Alimahmoodi:

Chapter 32: New Challenges
Chapter 19: Medieval Europe

Day 1 (Monday 4/27)

1. Complete Chapter 32 Document Based Test
2. Redefine Chapter 32 Vocabulary

Day 2 (Tuesday 4/28)

1. Read the graphic novel "September Morning"
2. Write a 10-sentence reflection on the graphic novel

Day 3 (Wednesday 4/29)

1. Complete Chapter 32 Test
    a. Use all previous materials to complete this test.

Day 4 (Thursday 4/30)

1. Read Chapter 19 Lesson 1
2. Answer the attached review questions
3. Define Chapter 19 Vocabulary words using the provided text

Day 5 (Friday 5/1)

1. Complete Chapter 19 Lesson 1 Guided Reading

Monday-Climate-Watch the Video by California Academy of Sciences.

Tuesday- Global distribution of Biomes Video by California Academy of Sciences.

Wednesday -How climate changes with latitude

Thursday-Mountains, elevation, and climate

Friday-Lakes, oceans, and climate

Daily Class Dojo Check-Ins

- **please provide contact information if you haven't already.**

ADDITIONAL RESOURCES (EDUCATIONAL)

Included are a list of hand selected resources for students with internet to use at home.

Make TV Time Thinking Time!

Note to Parents: This is a set of questions based on NWEA skills. You can talk about these questions during the commercial--just mute the sound!

For any story you read or see on TV, here are the questions you can think about.

Think it Through!

- Who is an **important character** in the story?
  What is one of that character's **traits**?
  Why do you think that? How do the character's actions show that trait?

- What is a **choice** that character makes?
  The reason someone does something is called **motive.**
  What was the character's motive--why did that character make that choice?
  What happened because the character made that choice?

- What is something important that happens--an **event** in the story.
  What is an important event in the story?
  What **caused** it?
  What **effects** did it have?

- Every story has a **theme**, a big idea that you can learn by thinking about what happens in the story. What is the theme of the story?
  Why do you think that?

Think More

Plan the sequel—tell what will happen next.

8-th Grade Lesson Plans

Monday-Climate-Watch the Video in the link below.

How biodiversity is distributed globally. Video by California Academy of Sciences. Created by California Academy of Sciences.

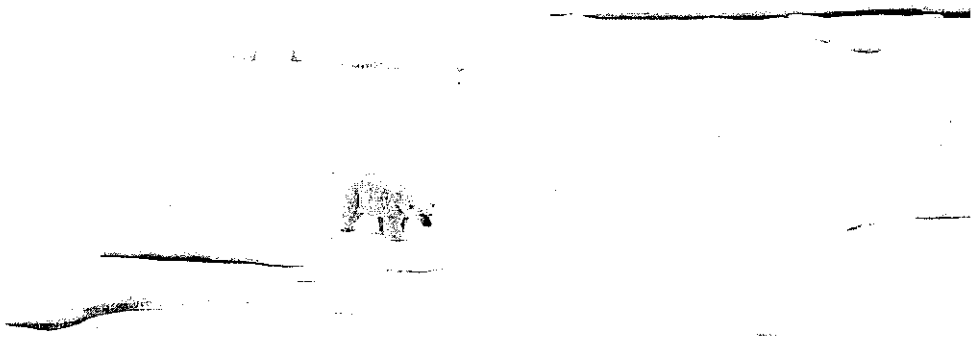
Global, regional, and local factors that influence climate. How climate affects where species are found.

Key points:

- Each species has a unique **range**, the set of locations where members of that species are found on Earth.
- A species' range depends on the **biotic** (living) and **abiotic** (non-living) conditions it needs for survival and on geography.
- The ranges of species and the distribution of **biomes** (types of ecosystems) are shaped by climate.
- A place's climate depends on global patterns of solar energy input and air flow, as well as features like mountains and bodies of water
- **Introduction**

  Let's start off with a question: Where would you find a polar bear?

  Like me, you may forget whether polar bears live near the North or South pole. (I looked it up: the answer is North!) Even so, you probably wouldn't look for one in, say, the rainforest or desert.



Polar bear walking in a snowy arctic landscape.

Image credit: *Polar bear range map*, by Patrick Kelley, U.S. Coast Guard, USGS, public domain

Let's think about why that's the case. Polar bears need certain conditions in order to live, thanks to the way their bodies are built and function. These conditions are found only in certain places. For instance, the thick fur coat that helps a polar bear survive in the cold would be useless (and even harmful) on hot day in the desert.

This is a general rule in ecology: each species is found only in a certain set of habitats out of the many on Earth. This occupied region is called the species' **range**. Some organisms have broader ranges than others, but no species is found *everywhere*. That's because different species have different needs, as well as different histories of **dispersal**, or how they've spread from place to place.

One of the most important factors determining where different species are found is **climate**, or long-term, typical weather conditions. In this article, we'll take a look at **biogeography** (the study of why different organisms are found in certain locations, in certain numbers) and how species ranges are affected by climate .

Each species has a range

The **range** of a species is the set of locations where that species is found on Earth. For instance, the diagram below shows the range of polar bears (looking down on the Earth from above the North pole):

Green highlight marks the regions in which polar bears are found. This map is a view of the globe looking down from above the North pole. Image credit: *Polar bear range map* by Fabio B., public domain

What determines a species' range? Historical chance and geographical barriers can play important roles. For instance, maybe polar bears could survive at the South pole as well as the North pole. But they were never introduced to the South pole, and have had no way to **disperse**, or spread, across the oceans in between.

Once a species has been introduced to an area, it can only survive in that area if the conditions are right. Some of the conditions that must be "right"

are **biotic**, meaning that they're directly related to living organisms. For instance, a species may not be able to get a foothold in a given area because a competing species, predator, or pathogen is already there, or because no food supply is available.

Many factors that determine whether a species can live in a area are **abiotic**, or non-living. Examples of important abiotic factors include temperature, sunlight, and moisture level. These factors sometimes determine whether a species can live in a place in a very direct way. For instance, a plant species will only take root and spread in a place where it's getting enough sunlight and water.

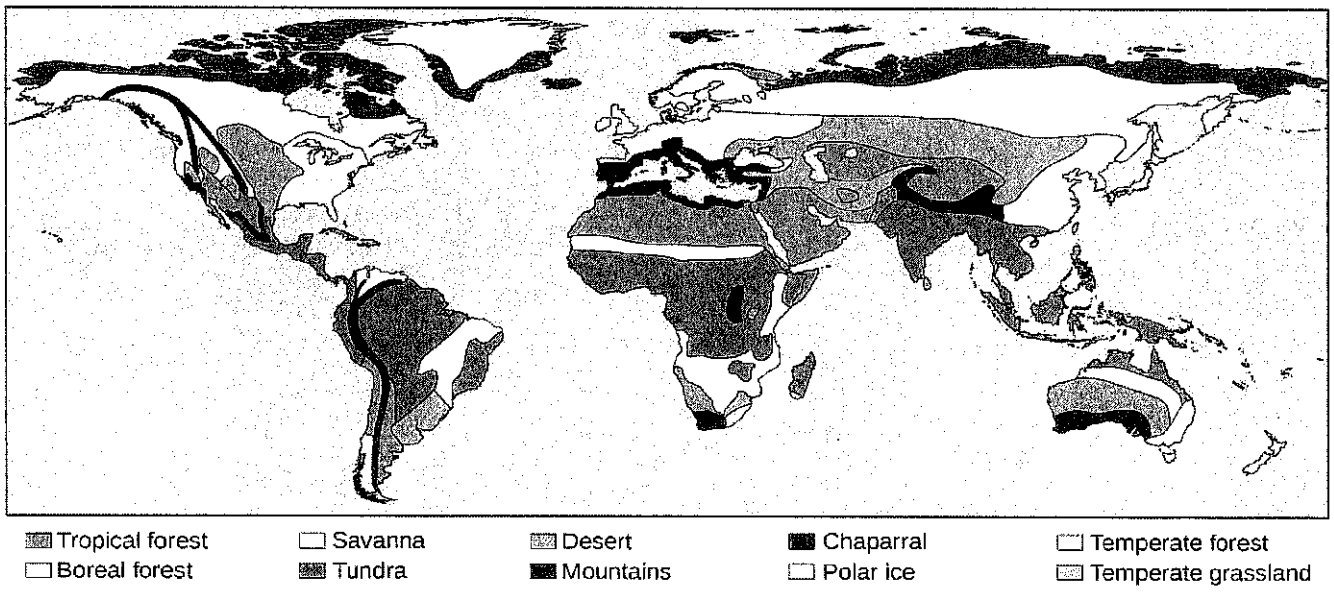
However, abiotic factors can also affect where species are found in less direct ways. For instance, climate and soil quality *directly* affect the type and number of plants that can grow in a particular area. Since energy enters ecosystems via plants and other primary producers, climate and soil quality *indirectly* determine what other trophic levels, or "food chain links," the ecosystem can support.

Tuesday- Global distribution of biomes

Watch the video in the link below Factors that influence the global distribution of biodiversity. Video by California Academy of Sciences. Created by California Academy of Sciences. Abiotic factors shape the ranges of individual species, such as our friend the polar bear. At a more zoomed-out level, though, they also determine where different types of biomes are found on Earth.

What exactly is a **biome**? Basically, it is a type or category of ecosystem. One familiar example is the desert biome. Each desert is in a different place and has its own unique set of plants and animals. Still, Earth's deserts are all distinctively deserts and share common features. They tend to have little rain, high daytime temperatures, and sparse plants adapted to the harsh conditions.

Climate is the key abiotic factor that determines where terrestrial (land) biomes are found. Each biome has a characteristic range of temperatures and level of precipitation (rainfall and/or snowfall). If we know what temperature and precipitation are like in a location, we can often predict what type of biome will be found there.



This diagram represents the eight major terrestrial biomes, along with mountains and polar ice (which are not formally considered biomes). Image credit: *Biomes: Figure 2* by OpenStax College, Biology, CC BY 4.0

Certain types of biomes tend to fall in rough bands along Earth's north-south axis. For instance, there is a big band of tropical forest (green in the diagram above) that encircles Earth's midline, or equator, including parts of Central and South America, Africa, and Southeast Asia. However, Earth's biomes also don't form a strict "stripe" pattern, as you can see from the bumpy shapes on the map.

We can explain both the general pattern of bands and variations from this pattern by looking at different factors that affect climate.

-What is climate?

Climate is just the weather, right? Well...sort of. In ecology (unlike in everyday life), these terms have slightly different meanings:

- **Climate** refers to long-term, typical atmospheric conditions in an area, such as temperature and rainfall. "It's usually hot in Dallas during the summer" is a description of climate.
- **Weather** refers to the same types of conditions, but on a shorter timescale. For instance, "The high was 100100100 ^\text oostart superscript, start text, o, end text, end superscript\text FFstart text, F, end text in Dallas yesterday" describes weather, not climate.

Basically, you can think of climate as a place's "average" weather.
[More about climate vs. weather]

Wednesday -How climate changes with latitude

In general, temperatures on Earth's surface drop as we move from the equator to the poles. That's not a big surprise—we tend to think of the Arctic as chillier than then tropics! But why is it the case?

The basic answer is that the equator gets more **insolation**, or solar energy per area per time, than the poles do. Rays of sunlight hit the Earth directly near the equator, but at an angle near the poles, so the same amount of energy is spread over more area in the polar regions, as you can see in the diagram below:

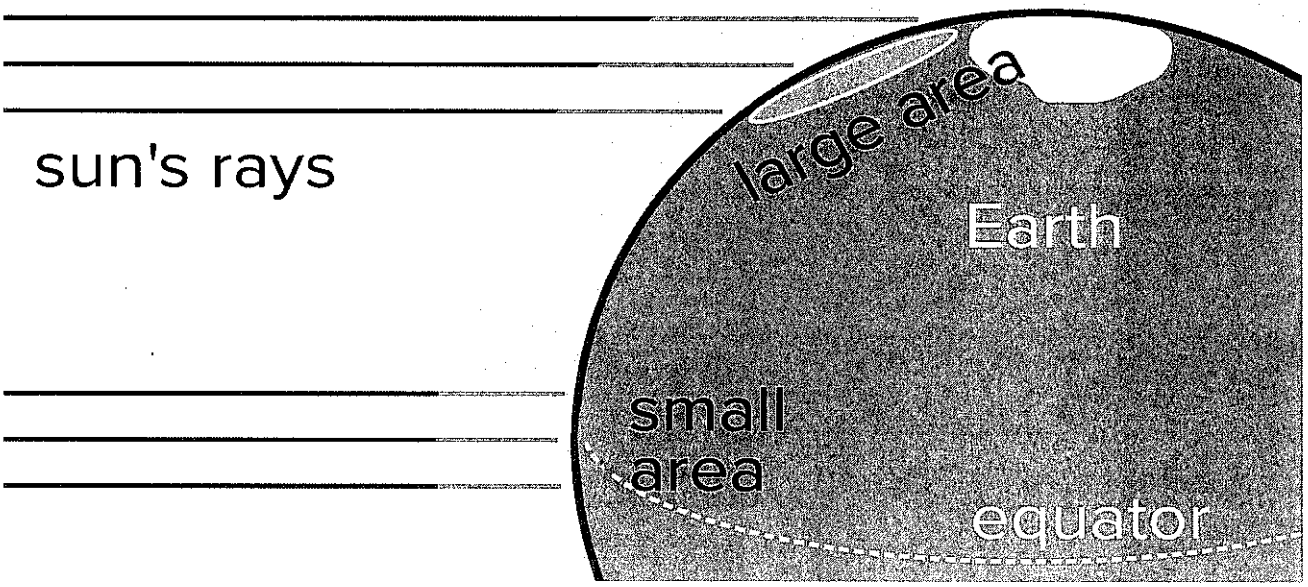


Diagram illustrating that rays of sunlight hit the earth directly (more or less straight on) near the equator, but obliquely (at an angle) near the poles. The same amount of solar energy is spread out over more surface area when the rays strike the Earth at an angle near the poles. Also, sunlight entering at the poles must travel a longer path through the atmosphere before hitting the earth's surface. This longer path allows more solar energy

to be deflected back into space by the molecules of the atmosphere, further reducing insolation at the surface.

Image modified from *Oblique rays* by Peter Halasz CC BY-SA 2.5. The modified image is licensed under a CC BY-SA 2.5 license

Also, at the poles, sunlight travels a longer path through the atmosphere before reaching the surface. That means more light is deflected into space by particles in the atmosphere (and thus never reaches the surface) at the poles than at the equator^11start superscript, 1, end superscript.

The strong sunlight at the equator (and weak sunlight at the poles) makes the tropics warmer than the Arctic. Not only that, but this difference in solar input also generates major global patterns of air circulation. Because air is heated by the sun most strongly at the equator, it has the greatest tendency to rise there. This rising of air at the equator drives large-scale patterns of air flow and rainfall.

What do these large-scale patterns look like? Earth's atmosphere contains six rotating cells of air are found (three north of the equator, three south of the equator). Each of these cells encircles the Earth like a giant "air donut," as shown in the figure below.

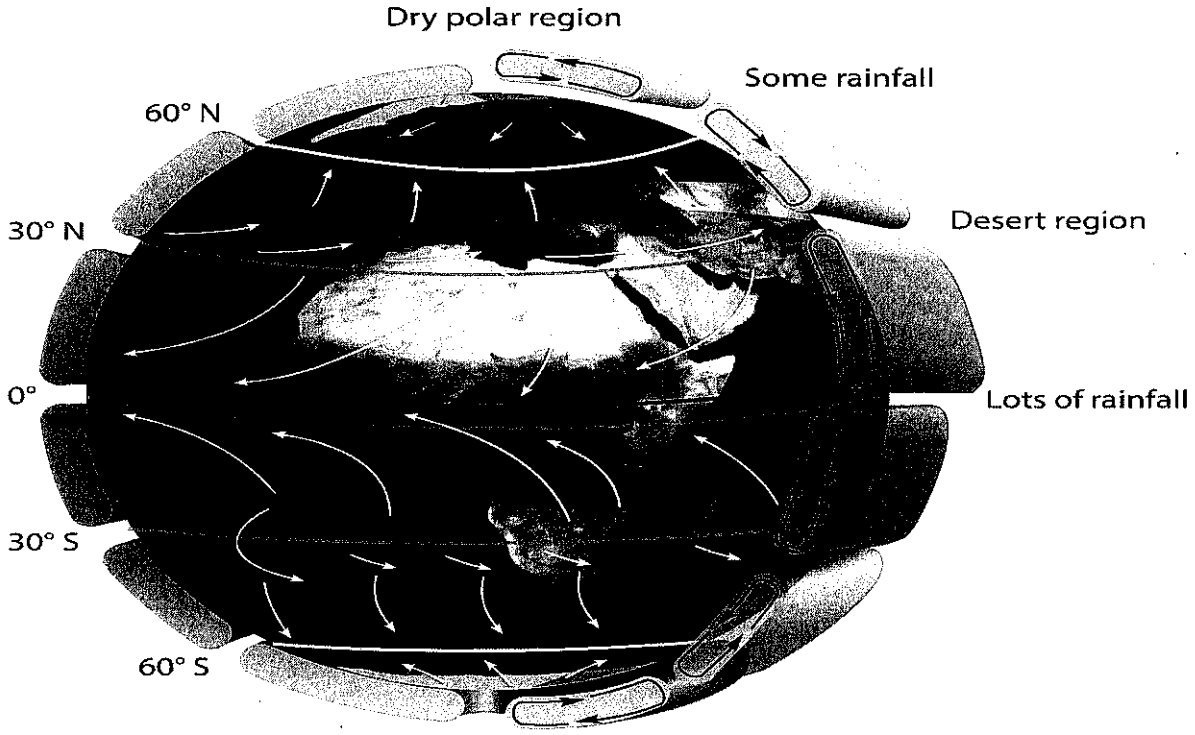


Illustration of the Earth's air circulation patterns and how they generate characteristic air circulation patterns and climate bands at different latitudes.

Around the equator: Air rises and releases water. There is lots of rainfall here. The air proceeds away from the equator to the north and south at high altitudes

Around 30 degrees N/S: The air that rose at the equator falls here. It is very dry and absorbs moisture, so deserts are usually found around these latitudes. Some of the air cycles back to the equator along the surface, while some of it moves poleward along the surface. The air returning from the 30 degrees N and 30 degrees S meets near the equator, in a band called the intertropical convergence zone. (This is the same region where the air originally rose and released water.)

Around 60 degrees N/S: The air the at moved along the surface from the 30-degree latitudes rises again here, releasing some rain. The air may return towards the equator at high altitude, or may continue poleward at high altitude.

Around the poles: Air descends here. It is again dry and absorbs moisture, creating desert-like conditions. The air returns poleward along the surface.

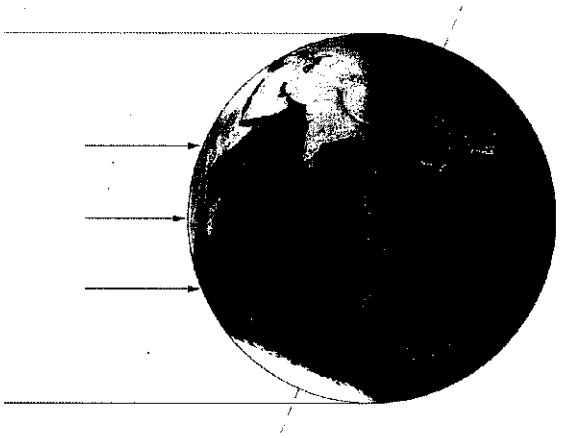
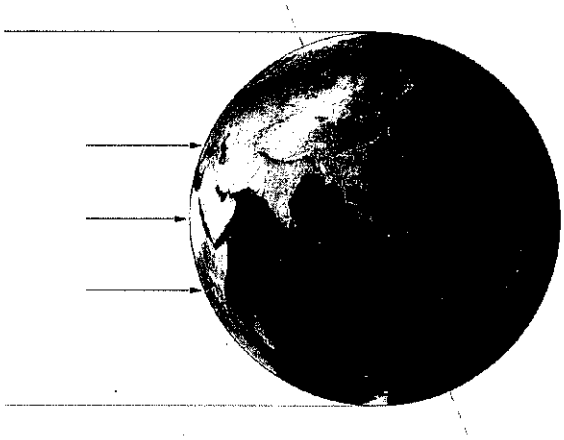
The white arrows show the major wind paths (patterns of air flow along the surface due to circulation of air in cells). The winds curve due to Earth's rotation. Image modified from *Earth global circulation* by Kaidor, CC BY-SA 3.0. The modified image is licensed under a CC BY-SA 3.0 license

In this six-celled pattern of air flow, air rises in low-pressure zones: one at the equator (under the influence of the strong equatorial sun) and two more at $60 ^{\text o}60o60$, start superscript, start text, o, end text, end superscript $\text NNstart text, N, end text and $\text SSstart text, S, end text. As it rises, the air cools and drops much of its moisture as rain or snow. This leads to regions of high precipitation (rain or snowfall) at the equator and at $60 ^{\text o}60o60$, start superscript, start text, o, end text, end superscript $\text NNstart text, N, end text and $\text SSstart text, S, end text.

Having already dropped its moisture, the air that rose in the high-pressure zones is dry as it flows towards the poles (traveling high up in the atmosphere). When it comes down again in high-pressure zones (which are found at $30 ^{\text o}30o30$, start superscript, start text, o, end text, end superscript $\text NNstart text, N, end text and $\text SSstart text, S, end text and at the poles), the dry air sucks up moisture from the surface, resulting in bands of desert at $30 ^{\text o}30o30$, start superscript, start text, o, end text, end superscript $\text NNstart text, N, end text and $\text SSstart text, S, end text and in dry regions at the north and south poles.

[Why are there seasonal changes in climate (summers and winters)?]

2323°°

Summer in southern hemisphere	Summer in northern hemisphere
	

Left panel: Summer in southern hemisphere. The southern hemisphere is tilted towards the sun, so the rays that strike the earth straight-on (rather than obliquely) hit the southern hemisphere.

Right panel: Summer in northern hemisphere. The northern hemisphere is tilted towards the sun, so the rays that strike the earth straight-on (rather than obliquely) hit the southern hemisphere.

^2squared

Thursday-Mountains, elevation, and climate

Latitude patterns in climate give us broad patterns, such as bands of desert and high rainfall at different latitudes. but as you may have guessed, they're only part of the picture. After all, not all places at the same latitude have the same climate or the same type of biome!

Elevation above sea level is one key factor that shapes climate. To give a real-life example, when I was a kid, I went to a school on top of a big hill. My classmates and I sometimes got a snow day (day off from school) when other kids in the area did not. Why? It was colder on the top of the hill than it was at sea level, so it sometimes snowed at our school when it was raining in the areas below.

To put that idea more generally, places at high elevations tend to have a colder climate than nearby low-lying areas. In general, for each 100010001000 meters we move upwards (say, hiking up a mountain), the air temperature will drop by roughly 666 ^\text o \text CoCstart superscript, start text, o, end text, end superscript, start text, C, end text ^33cubed.

Because temperature changes with altitude (along with things like moisture and soil type), a mountain can have different biomes at different altitudes. For instance, a tall mountain may have grassland on its lower slopes, but a zone of alpine tundra, like the arctic tundra biome found near the north pole, at higher elevations^{4,5}4,5start superscript, 4, comma, 5, end superscript.

Mountains also affect patterns of rainfall, both on their own slopes and in surrounding areas. Imagine the case where a mountain tends to get hit by winds coming from a certain direction—say, off the ocean. Especially if those winds are damp, the *windward* (wind-facing) slopes and surrounding areas will tend to get lots of rain.

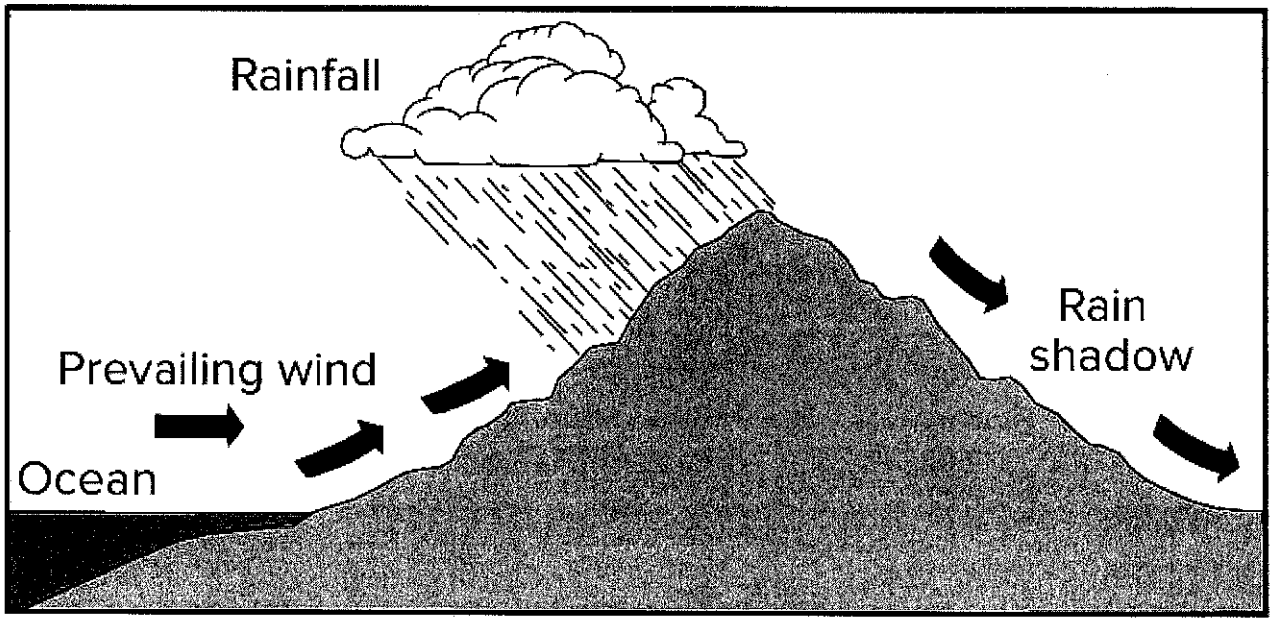


Diagram illustrating how a rain shadow forms. The prevailing wind blows off the ocean, bringing moisture-rich air over the land. When the air reaches a mountain, it's forced upward and loses its ability to hold as much water, so some water falls as rain. Descending the other side of the mountain, the air is very dry, so it absorbs moisture and produces a rain shadow (desert-like area).

Why is that the case? The air loses its capacity to hold water as it rises and cools while moving up the slopes, and it drops the extra moisture as rain. The air that makes it over the mountain is dry, so the other side (the *leeward* side) tends to have a desert-like climate. This dry region on the leeward side is known as a **rain shadow**.

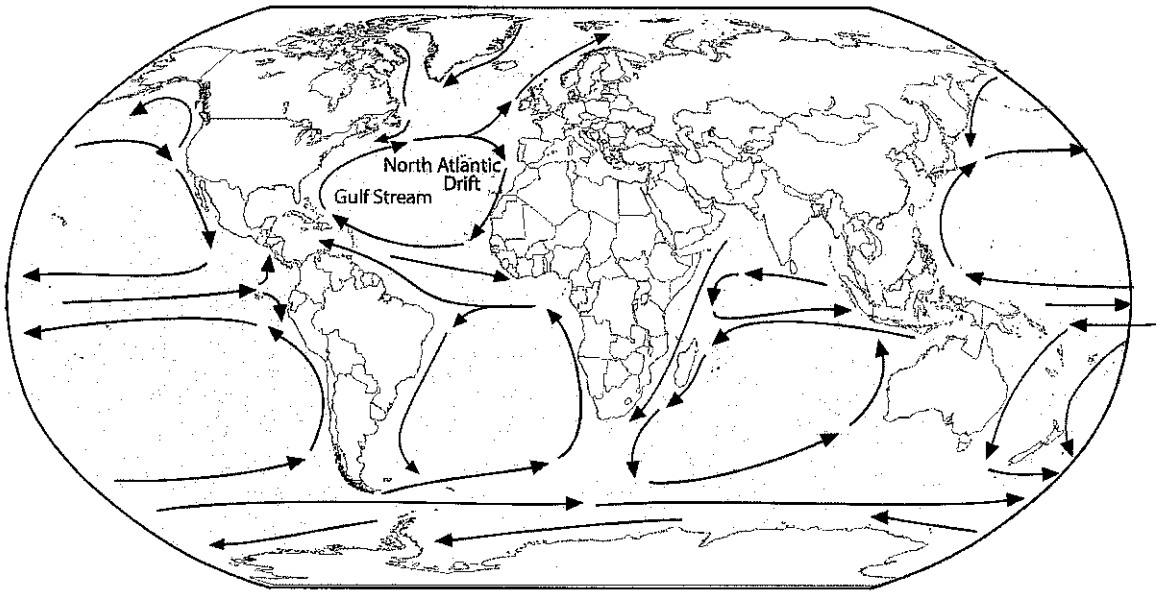
Friday-Lakes, oceans, and climate

As the example above shows, bodies of water (especially big ones like oceans and lakes) can affect the climate of surrounding regions. In fact, bodies of water influence climate in a variety of ways, even when mountains are not in the picture.

At a basic level, lakes, oceans, and streams play a vital role in climate processes by serving as reservoirs for water, which can evaporate from the surface to fall later as rain or snow. You can learn more about this process in the water cycle article.

Bodies of water also minimize changes in temperature of nearby landmasses. That is, they keep high temperatures from getting as high and low temperatures from getting as low as they otherwise would. You can learn more about how water's unique properties make this possible in the video on specific heat capacity of water.

Finally, ocean **currents** (which carry water from one place to another) can strongly affect the climate of nearby land. The map below shows some of Earth's major currents:



World map illustrating major ocean currents. The Gulf Stream carries warm water up past the eastern coast of the United States. The North Atlantic Drift then carries the water onward, across the Atlantic ocean and past the western coast of Europe, including the British Isles.

Warm currents are represented by red arrows in the diagram, while cold currents are shown in blue and neutral currents in black. Image modified from "Corrientes oceanicas," by Popadius (public domain).

To see how currents affect climate, let's compare two cities at nearly the same latitude: London, England and Calgary, Canada^66start superscript, 6, end superscript. London only gets down to 404040 ^\text o \text FoFstart superscript, start text, o, end text, end superscript, start text, F, end text or so in the winter. Calgary, on the other hand, routinely gets below 101010 ^\text o \text FoFstart superscript, start text, o, end text, end superscript, start text, F, end text—cold enough that a friend of mine had her eyelids freeze shut while she was visiting there!^{7,8}7,8start superscript, 7, comma, 8, end superscript

This difference between London and Calgary can be traced to a current called the Gulf Stream. The Gulf Stream carries water heated at the

equator up past the eastern coast of the United States, feeding into another current called the North Atlantic Drift. This current carries warm water past England and the west coast of Europe, making the climate warmer than it otherwise would be^{9}9start superscript, 9, end superscript.

[Where do these currents come from?]

^{10}start superscript, 10, end superscript

Why does this climate stuff matter?

Climate is a key factor that determines where different species can live. This principle holds true across the many branches of the tree of life, from animals (like our friend the polar bear) to plants to microbes. Each species needs its own specific set of conditions for survival, many of which are directly or indirectly related to climate.

If climate conditions in an area change, the species that can live there may also change. For instance, a drop in rainfall may mean that a region can no longer support the plant species it previously did, becoming more desert-like instead. Such changes can have cascading effects on ecological networks, with shifts in plant communities affecting all the animals that depend on them.

This principle holds true for any change in climate, whether it affects a tiny area or a large one. However, it's especially important in light of the **global climate change** that is now taking place. As a result of human activities, scientists predict a rise in average temperatures of 111-555°°°\text CCstart text, C, end text by 210021002100 ^{11}11start superscript, 11, end superscript. For species sensitive to small differences in temperature, this could be a devastating change.

To learn more about global climate change and how it can affect species ranges and biodiversity, see the climate change and biodiversity video from the California Academy of Sciences.

8th Grade Science Homework

Monday -Word Definitions

Range-

Biotic-abiotic

Biome

Climate

Global climate

Local climate

Regional Climate

Range

Dispersal

Biogeography

8th Grade Science Homework - Tuesday

Answer the questions and fill the missing words.

Name some factors that affect the climate?

Why each species has a range?

What does green highlight marks?

What is a food chain links?

Fill the blank

Many factors that determine whether a species can live in an area are _____ or _____.

Energy enters ecosystems via _____ and other _____

Wednesday -How does climate changes with latitude?

Word Definitions

Insolation-

Sun rays-

Altitude-

Dry polar region-

Rain fall-

Desert region-

Fill the blank

Temperatures on Earth's surface drop as

_____

_____

_____

Answer the questions?

What do these large-scale patterns look like?

Why are there seasonal changes in climate?

Thursday-Mountains, elevation, and climate

Write a long paragraph and explain why is Seattle rainy?

Fill the Blank

Latitude patterns in climate give us broad patterns, such as

_____

_____.

Elevation above sea level is one key factor that

_____

_____.

Mountains also affect patterns of rainfall, both on

_____

_____.

Diagram are illustrating how a rain shadow _____.

Why sometimes during a snow day some local areas have snow and some don't?

Friday-Quiz – Weather and Climate
Name: _____ Date: _____

Use these words to answer questions below. You may use them as many times as you need.

Weather thunder storms climate barometer humidity
Pressure precipitation rain sleet weather vane
ice ages temperature barometric pressure desert air
pressure precipitation rain sleet weather vane
tornado grassland temperate taiga latitude
elevation tropical bodies of water snow climate
polar flash flood wind thermometer blizzards
ice ages chocolate

1. **What is the difference between weather and climate? (5 points)**

2. **List 4 types of earth events and write a sentence to describe each one. (20 points)**

3. List 4 weather events that can occur on the prairie. (20 points)

4. What factors (list 3) affect climate? (15 points)

5. List 4 types of precipitation and tell which state of matter they are in (SLG(20 points)

6. List 3 instruments that are used to measure weather events. (15 points)

7. How does weather effect the surface of the earth? (5 points)

Name _____ Date _____

Solving One and Two Step Equations

Solve.

1. $3x + 12 = 36$

2. $x - 9 = -12$

3. $4y + 9 = 21$

4. $-5b = -25$

5. $2x + 7 = 21$

6. $6a - 14 = 16$

7. $-y = 17$

8. $9r - 8 = 28$

9. $m + 6 = -12$

10. $p - 12 = 6$

Write and solve an equation for each problem.

11. Ben has 12 more autographed baseball cards than Kevin. If Ben has 27 cards, how many does Kevin have?

12. Amanda and Sandy found seashells along the shore. Amanda found 8 shells, and Sandy found twice as many. How many seashells did Sandy find?

Name _____ Date _____

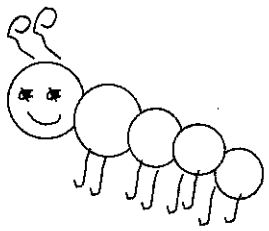
Making an Input-Output Table

Example: Rule: Add 4

n	n + 4
1	5
2	6
3	7

The input values are 1, 2, and 3.

The output values are 5, 6, and 7.



Follow the rule to complete the tables.
List the input and output values.

1. Rule: Subtract 6

x	x - 6
40	
30	
20	
10	

Input Values: _____

Output Values _____

2. Rule Multiply by 3

n	3 · n
8	
12	
16	
20	

Input Values: _____

Output Values _____

3. Divide by 9

r	r ÷ 9
36	
45	
54	
63	

Input Values: _____

Output Values _____

Find the rule.
Complete the table.

4.

x	?
22	19
25	22
28	
31	

Rule: _____

5.

d	?
18	6
36	
54	18
99	

Rule: _____

m	?
75	150
90	180
115	
140	

Rule: _____

Chapter 19 Lesson 1 Vocabulary

Ms. Alimahmoodi

Directions: Define the following words

1. Fjord

2. Missionaries

3. Concordat

4. Role

5. Establish

Directions:
Use the five vocabulary words in a sentence:

1.

2.

3.

4.

5.

NAME _____ DATE _____ CLASS _____

Chapter 32 Test, Document-Based Questions networks

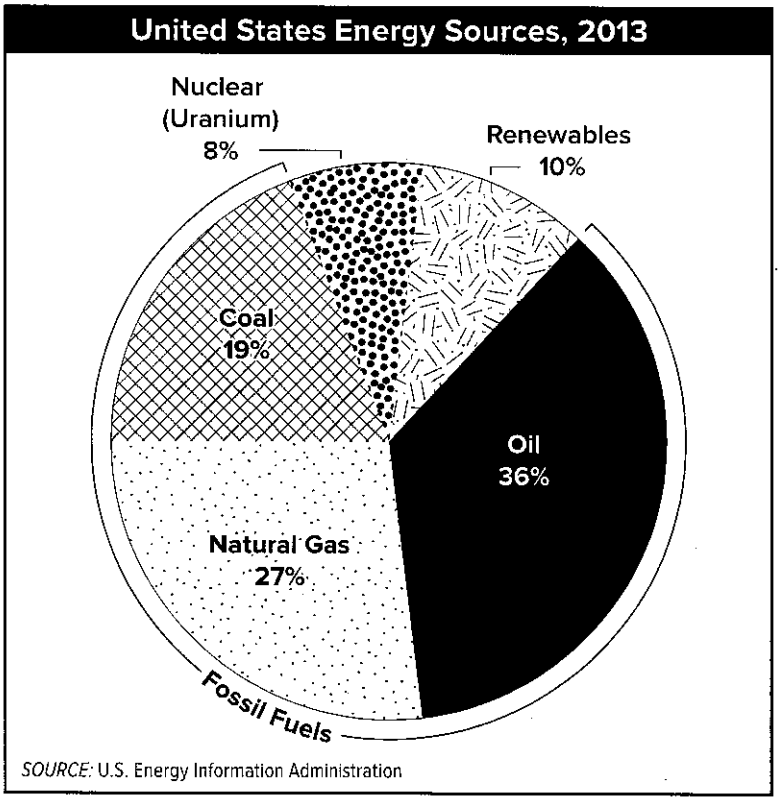
New Challenges

DIRECTIONS: Short Answer Answer each of the following question on a separate piece of paper.

> "A great people has been moved to defend a great nation. Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America. These acts shattered steel, but they cannot dent the steel of American resolve. America was targeted for attack because we're the brightest beacon for freedom and opportunity in the world. And no one will keep that light from shining."
>
> —George W. Bush, September 11, 2001, address to the nation on the terrorist attacks

1. What does President Bush mean by "the steel of American resolve"?

2. What technique does President Bush use in this excerpt to inspire and incite those listening to his address?



3. Based on the circle graph, which percentage of energy in the United States came from renewables, nuclear, and natural gas in 2013?

4. Which two sources of non-fossil fuel are shown in this graph?

NAME_____ DATE _____ CLASS _____

Chapter 32 Test, Document-Based Questions *cont.*

networks

New Challenges

Gasoline Consumption and Prices		
Year	**Consumption (billions of gallons)**	**Cost per Gallon**
2004	140.0	$ 1.85
2005	140.4	$ 2.27
2006	141.8	$ 2.58
2007	142.3	$ 2.81
2008	138.2	$ 3.26
2009	138.0	$ 2.35
2010	137.9	$ 2.78
2011	134.2	$ 3.53

5. Based on the table, how much did the price of a gallon of regular gas change from 2004 to 2011?

6. Based on the table, in which year was the United States consumption of gasoline at its highest?

DIRECTIONS: Essay Answer the following question on a separate piece of paper.

7. Renewable energy is naturally derived and includes solar and wind power, geothermal energy, and hydropower. Discuss how the production of renewable energy sources can affect both our environment and our economy.

Print

Medieval European governments, religions, languages, and culture still influence the modern world.

Geography of Europe

How did geography shape life in Europe after the fall of Rome?

During the 400s, Germanic groups invaded the Western Roman Empire. In A.D. 476, these groups overthrew the last emperor in Rome and brought the Empire to an end. Europe then entered a new era called the Middle Ages, or medieval times. This was a 1,000-year period between ancient and modern times. During the Middle Ages, Western Europe was divided into many kingdoms, and Catholic Christianity strongly influenced society.

Physical geography shaped Europe's development. The continent of Europe is a huge peninsula, with many smaller peninsulas branching out from it. As a result, most land in Europe lies within 300 miles (483 km) of a seacoast. This encouraged trade and helped the European economy to grow.

Rivers and Seas

Rivers also played an important **role** in Europe's growth. Major rivers, such as the Rhine, Danube, Seine, and Po, flow from inland mountains into the oceans and seas surrounding the continent. These rivers are navigable, or wide and deep enough for ships to use. People and goods can sail easily from inland areas to the open sea and, from there, to other parts of the world.

Europe's seas and rivers provided protection as well as possibilities for trade. The English Channel, for example, separated the islands of Britain and Ireland from the rest of Europe. As a result, these people were far enough away to be largely safe from the many wars fought on Europe's mainland. They were able to develop their own governments and societies. In mainland Europe, wide rivers like the Rhine also kept groups of people separated. Because of this separation and isolation, many different cultures developed.

Europe also has many mountain ranges. In the southwest, the Pyrenees isolated what is now Spain and Portugal from the rest of Europe. In the middle of the continent, the Alps separated Italy from central Europe. The Carpathians cut off what is now Ukraine and Russia from southeast Europe. The mountains, like the rivers, made it difficult for one group to control all of Europe and encouraged the growth of independent territories.

Explaining Why were rivers important to the peoples of Europe?

Kingdoms in Western Europe

How did Germanic groups build kingdoms in Western Europe?

By A.D. 500, Western Europe had divided into many Germanic kingdoms. Germanic people in Italy and Spain adopted many Roman ways. People farther from Rome held on to more of their Germanic traditions.

Roman influence was even weaker in Britain. After Roman armies abandoned the area that is today England, Germanic groups known as Angles and Saxons settled there. In time, they became the Anglo-Saxons.

The Anglo-Saxons pushed aside earlier settlers known as the Celts (KEHLTS). Some Celts fled north and west, while others crossed the sea to Ireland. The Scottish, Welsh, and Irish peoples today are largely descended from the Celts.

The Franks in Europe

The Franks were the strongest Germanic group. They settled what is now France and western Germany. In 481, Clovis (KLOH • vuhs) became king of the Franks. Fifteen years later, he became the first Germanic ruler to accept Catholic Christianity. Before long, nearly all of the Franks became Catholic.

After Clovis died, Frankish kings lost much of their power. By 700, power had passed from kings to government officials known as mayors of the palace.

In 714, Charles Martel (mahr • TEHL), or "Charles the Hammer," became mayor of the palace. The pope, who was the head of the Catholic Church, gave Martel his support. Martel and the pope wanted to restore order and strengthen Catholic Christianity in the lands of the old Western Roman Empire.

Martel's first move was to halt the spread of Islam into Europe. By the early 700s, Muslims from North Africa had conquered Spain and entered France. In 732, Charles Martel defeated the Muslims at the Battle of Tours. This battle stopped the advance of Islam into Western Europe. It also ensured that Christianity would remain Western Europe's major religion.

After Charles Martel died, his son Pepin (PEH • puhn) became mayor of the palace. With the support and blessing of the pope, Pepin became king of the Franks. In return, Pepin was expected to help the pope. In 754, Pepin forced a Germanic group called the

Lombards to leave Rome. He then gave the pope a large strip of Lombard land in Italy. These lands became known as the Papal States.

The Emperor Charlemagne

After Pepin died in 768, his son Charles became king of the Franks. In the years that followed, Charles sent his armies into neighboring lands. He nearly doubled the size of his kingdom to include what is today Germany, France, northern Spain, and most of Italy.

By 800, Charles's kingdom had grown into an empire. For the first time since the fall of Rome, most Western Europeans were ruled by one government. His conquests won Charles the name of Charlemagne (SHAHR • luh • MAYN), or Charles the Great. A monk named Einhard described Charlemagne this way:

"Charles was large and strong, and of lofty stature [height] . . . [his] nose a little long, hair fair, and face laughing and merry. . . . He used to wear the . . . Frankish dress—next [to] his skin a linen shirt and linen breeches [pants], and above these a tunic fringed with silk. . . . Over all he flung a blue cloak, and he always had a sword girt [fastened] about him."

—from *The Life of Charlemagne*, by Einhard

In 800, Charlemagne came to Rome and defended the pope against unruly Roman nobles. On Christmas day, Charlemagne was worshipping at the church of St. Peter in Rome. After the service, the pope placed a crown on Charlemagne's head and declared him the new Roman emperor. Charlemagne was pleased but also concerned. He did not want people to think the pope had the power to choose who was emperor.

Despite this concern, Charlemagne accepted his duties as emperor and worked to strengthen the empire. The central government, located in the capital of Aachen (AH • kuhn), was small. As a result, Charlemagne relied on local officials called counts to help him govern. The counts ran local affairs and raised armies for Charlemagne. Royal messengers went on inspections and told the emperor how the counts were doing.

Charlemagne wanted to advance learning in his kingdom. He had tried late in life to learn to write and wanted his people to be educated too. He established a school for the children of government officials. Students at the school studied religion, Latin, music, literature, and arithmetic.

Waves of Invaders

More than anything else, Charlemagne's forceful personality held the empire together. After Charlemagne died in 814, his empire did not last long. It was soon divided into three kingdoms.

These Frankish kingdoms were prey to outside attacks. In the 800s and 900s, waves of invaders swept across Europe. Muslims from North Africa raided France and Italy. Fierce nomads called Magyars from Hungary invaded eastern parts of France and Italy. Vikings launched raids from their homeland in Scandinavia (SKAN • duh • NAY • vee • uh).

Scandinavia is in northern Europe. Norway, Sweden, and Denmark are all part of modern Scandinavia. Much of Scandinavia has a long, jagged coastline. It has many fjords (fee • AWRDS), or narrow inlets of the sea. The fjords, surrounded by steep cliffs or slopes, were carved by glaciers long ago. The Viking people, known as Norsemen or "north men," lived in villages near the fjords.

Scandinavia has little farmland, so the Vikings had to depend on the sea for food and trade. They became skilled sailors and traveled in sturdy longboats. These boats could survive the rough Atlantic and also navigate shallow rivers.

In the 700s and 800s, the Vikings left their crowded homeland and carried out raids along Europe's coasts. The word *viking* comes from their word for raiding. The Vikings attacked villages and churches, seizing grain, animals, and other valuable items. They burned whatever they could not steal.

The Vikings were more than just raiders. They were also explorers and settlers. They sailed across the Atlantic, settled the islands of Greenland and Iceland, and even landed in North America. For a short time, Viking groups also lived in England. They founded the territory of Normandy in northwestern France and settled in parts of what are now Russia and Ukraine.

Formation of the Holy Roman Empire

Muslim, Magyar, and Viking invaders brought much suffering to Europe's people. Their attacks also weakened the Frankish kingdoms. By the 900s, the eastern Frankish kingdom, known as Germany, became a collection of small territories ruled by nobles. In 911, a group of these nobles sought to unite Germany by electing a king.

In 936, Duke Otto of Saxony was elected king of Germany. Otto became a powerful ruler. Germanic forces defeated the Magyars and freed the pope from the control of Roman nobles. To reward Otto, the pope crowned him emperor of the Romans in 962. Otto's territory became known as the Holy Roman Empire. It included most of present-day Germany and northern Italy.

After Otto, two important emperors, Frederick I and Frederick II, tried to bring Germany and Italy under a strong central government during the 1100s and 1200s. The popes did not want the emperor to control them. They joined with Italy's cities to resist the emperor's forces. Ongoing conflict kept Germany and Italy from becoming united countries until the 1800s.

Explaining What impact did the Battle of Tours have on European history?

The Church and Its Influence

How did the Catholic Church influence life in early medieval Europe?

The Roman Catholic Church played an important role in the growth of a new civilization in medieval Western Europe.

Christianity in Europe

At the time of Rome's fall, large areas of northwestern Europe practiced a variety of non-Christian religions. Ireland was different. In the 400s, a Christian priest named Patrick traveled to Ireland. There, Patrick spread Christianity and founded churches and monasteries, or religious houses.

Patrick inspired Pope Gregory I, or Gregory the Great, to spread Christianity. Gregory asked monks to become missionaries (MIH • shuh • NEHR • eez)—people who are sent out to teach their religion. In 597, Gregory sent 40 monks to Britain to teach Christianity. Other monks spread Christianity, so that by 1050, most Western Europeans had become Catholic Christians.

The Contributions of Monks and Nuns

Monks and monasteries provided schools and hospitals. They taught carpentry and weaving, and they developed improvements in farming. Many monks copied Christian writings as well as Roman and Greek works. They also made illuminations, which are manuscripts decorated with beautiful lettering and miniature religious paintings. These monks helped preserve knowledge of the classical and early Christian worlds.

Monks lived in communities headed by abbots (A • buhtz). Women called nuns lived in their own monasteries called convents. Convents were headed by abbesses (A • buhs • ihs).

Church Authority

Many monasteries became wealthy. As their influence increased, abbots became active in political affairs. This caused disagreements. Kings wanted Church leaders to obey them. Popes, however, believed kings should obey the Church.

Elected pope in 1073, Gregory VII declared that only the pope had the power to appoint high-ranking Church officials. Pope Gregory's order angered Henry IV, the Holy Roman emperor. For many years, the Holy Roman emperor had chosen bishops in Germany. Henry insisted on naming his own bishops. Gregory then declared that Henry was no longer emperor and excommunicated him. This meant that he no longer had the rights of church membership and could not go to heaven.

When the German nobles supported the pope, Henry changed his mind. He traveled to Italy and begged the pope for forgiveness. Gregory forgave Henry, but the German nobles chose a new emperor. When Gregory accepted the new emperor, Henry seized Rome and named a new pope.

The struggle continued until 1122, when a new German king and a new pope agreed that only the pope could choose bishops, but only the king or emperor could give them government posts. This agreement, called the *Concordat of Worms,* was signed in the German city of Worms. A concordat (kuhn • KAWR • DAT) is an agreement between the pope and the ruler of a country.

Describing What major issue did kings and popes disagree on?

LESSON 1 REVIEW

Review Vocabulary

1. What is a *missionary* meant to do?

2. What natural process created the *fjords*?

Answer the Guiding Questions

3. ***Summarizing*** How did mountains and rivers make it difficult for one group to control all of Europe?

4. ***Explaining*** What happened in Britain after Roman armies abandoned the area during the 400s?

5. ***Identifying*** In what modern countries did the Franks settle?

6. ***Analyzing*** What did Charlemagne do to advance education?

7. *Analyzing* What role did monasteries play in medieval Europe?

8. INFORMATIVE/EXPLANATORY Henry IV begged for the pope's forgiveness. If you were going to interview King Henry about this incident, what three questions would you ask him? Write your answer in a paragraph.

Chapter 32 Vocabulary

Ms. Alimahmoodi

1. Terrorism

2. Insurgent

3. Levee

4. Prior

5. Definite

6. Bailout

7. Interdependent

8. Globalization

9. Trade Deficit

10. Free Trade

11. Outsourcing

12. Acid Rain

13. Decade

14. Aware

NAME_____ DATE _____ CLASS _____

Chapter 32 Test, Traditional

networks

New Challenges

DIRECTIONS: True/False Indicate whether the statement is true or false.

_____ **1.** President Obama took office during the best economic times in many decades.

_____ **2.** Osama bin Laden's terrorist organization is known as al-Qaeda.

_____ **3.** The Office of Homeland Security was created by President Bush to help protect the United States from further terrorist attacks.

_____ **4.** Acid rain's effect on the environment is minimal.

_____ **5.** During President Obama's second term in office, ISIS took credit for deadly terrorist attacks in Paris and Brussels.

DIRECTIONS: Matching Match each item with the correct statement shown.

_____ **6.** thought by some to weaken traditional Muslim values

_____ **7.** controlled Afghanistan's government in the 1990s

_____ **8.** process used to extract gas and oil from shale rock underground

_____ **9.** protested against reforms of President Obama

_____ **10.** the shared currency of the European Union

A. fracking

B. the Tea Party

C. Western culture

D. the euro

E. the Taliban

DIRECTIONS: Multiple Choice Indicate the answer choice that best completes the statement or answers the question.

_____ **11.** The September 11, 2001, terrorist attacks included damage to which building?

A. the Capitol

B. the Lincoln Memorial

C. the Pentagon

D. the White House

_____ **12.** Which of these statements about the Taliban is true?

A. The Taliban turned over Osama bin Laden to President Bush.

B. The Taliban was a Muslim fundamentalist group supportive of bin Laden.

C. The Taliban is another name for the terrorist organization al-Qaeda.

D. The Taliban claimed responsibility for the terrorist attacks on September 11, 2001.

Chapter 32 Test, Traditional *cont.*

networks

New Challenges

_____ **13.** What was behind the controversy surrounding the Patriot Act?

A. It protected the rights of terrorists to appeal to a court.

B. It allowed terrorists imprisoned at Guantanamo Bay to receive visitors.

C. Some thought it violated Fourth Amendment protections from unreasonable searches and seizures.

D. It was thought to be too restrictive and useless in the war on terror.

_____ **14.** How did President Bush's appointments to the Supreme Court affect its character?

A. The Supreme Court moved in a conservative direction.

B. The Supreme Court became decidedly more liberal.

C. Women achieved a more prominent voice.

D. The Supreme Court's credibility became questionable.

_____ **15.** What problem did the Affordable Care Act of 2010 address?

A. the financial distress of companies and homeowners

B. lack of health insurance for many Americans

C. homelessness of Iraqi refugees

D. increasing unemployment

> "We know that nations that open their economies to the benefits of trade are more successful at climbing out of poverty. . . . We also know that free trade encourages the habits of liberty that sustain freedom."
>
> —President George W. Bush

_____ **16.** Which of the following best summarizes this quote from President George W. Bush?

A. Free trade encourages good habits in workers.

B. Free trade combats poverty and encourages democracy.

C. Free trade causes poverty but sustains freedom.

D. Free trade is the answer to all economic problems.

New Challenges

_____ **17.** What has resulted from ISIS's attempt to create an Islamic state in the Middle East?

A. the overthrow of several dictators in countries such as Tunisia, Egypt, and Libya

B. an alliance with the pro-Russian sympathizers in Crimea

C. a large movement of refugees intent on finding safety

D. support from peace-loving Muslims from around the world

_____ **18.** What is the focus of NAFTA?

A. outsourcing

B. free trade

C. deficit reduction

D. educational reform

DIRECTIONS: Short Answer Answer each of the following questions.

19. What does it mean to say "nations are interdependent"?

_____

_____

_____

20. Who is the target of stricter gun control laws?

_____

_____

_____

NAME_____ DATE _____ CLASS _____

Chapter 32 Test, Traditional *cont.*

networks

New Challenges

> "This is the meaning of our liberty and our creed—why men and women and children of every race and every faith can join in celebration across this magnificent mall, and why a man whose father less than sixty years ago might not have been served at a local restaurant can now stand before you and take the most sacred oath."
>
> —First Inaugural Address, President Barack Obama, January 20, 2009

21. How does President Obama contrast himself with his father in the quote?

_____

_____

22. Based on the quote, what is President Obama's sacred oath?

_____

_____

DIRECTIONS: Essay Answer the following question on a separate piece of paper.

23. What are two sides of the argument regarding free trade?

NAME _____ DATE _____ CLASS _____

Guided Reading

networks

Medieval Europe

Lesson 1 *The Early Middle Ages*

ESSENTIAL QUESTION

Why does conflict develop?

Geography of Europe

1. **Determining Cause and Effect** What major world event caused Europe to enter a new era called the Middle Ages?

_____

_____

2. **Identifying** As you read the lesson, fill in facts you learn about how Europe's physical geography shaped the continent's development during the Middle Ages.

Physical Geography	Effect on Europe
Seas	
Rivers	
Mountains	

NAME _____ DATE _____ CLASS _____

Guided Reading *Cont.*

networks

Medieval Europe

Kingdoms in Western Europe

3. Listing As you read the lesson, write down important facts about each of the leaders in the chart below.

King Clovis	Charles Martel	Charlemagne

4. Explaining Who were the Vikings and why were they important in the development of Europe in the Middle Ages?

_____

_____

_____

5. Describing How was the Holy Roman Empire formed? Who was Otto?

_____

_____

_____

NAME _____ DATE _____ CLASS _____

Guided Reading *Cont.*

networks

Medieval Europe

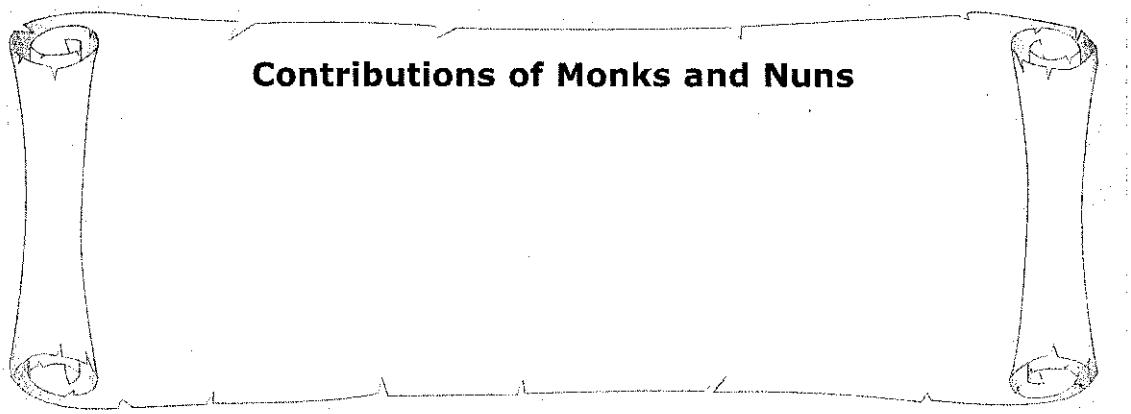
The Church and Its Influence

1. **Determining Effects** What were two effects of the spread of Christianity in Ireland?

_____

_____

2. **Identifying** On the scrolls below, identify at least three contributions made by Catholic monks and nuns in Europe during the Middle Ages.



3. **Explaining** What powers could a pope use to make kings obey his orders?

_____

_____

_____

4. **Describing** What conflict erupted between the Holy Roman Emperor and the leaders of the Catholic Church?

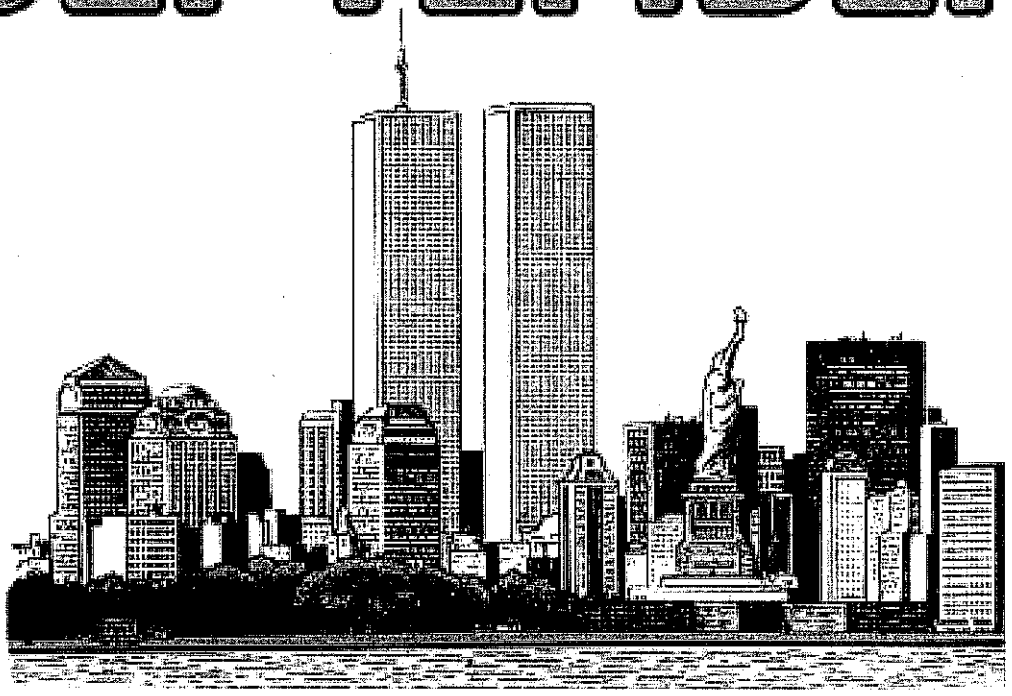
_____

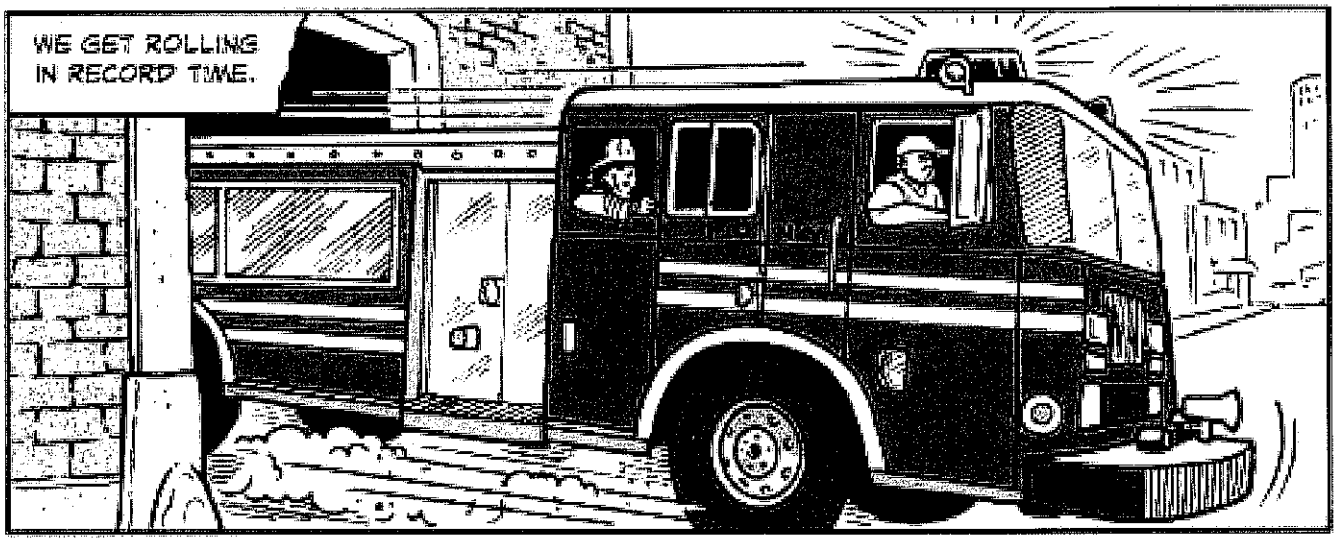
_____

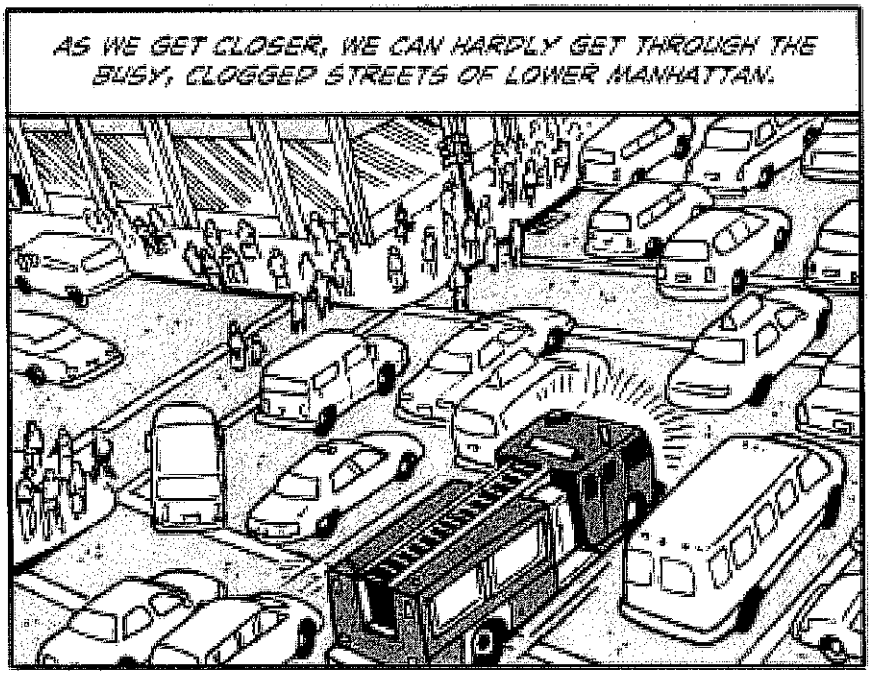
_____

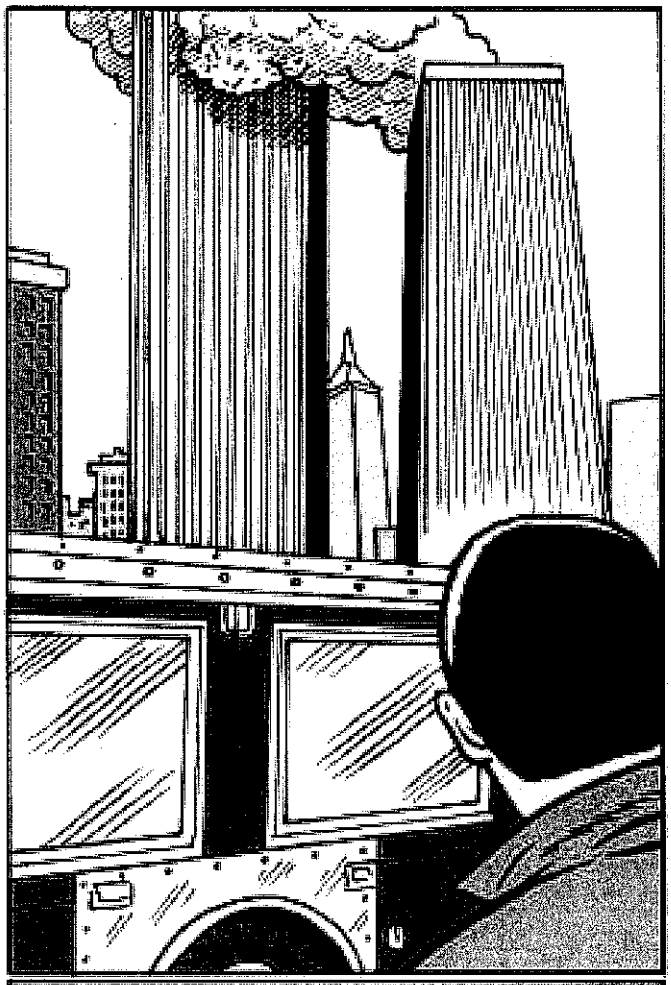
GRAPHIC NOVEL

SEPTEMBER MORNING





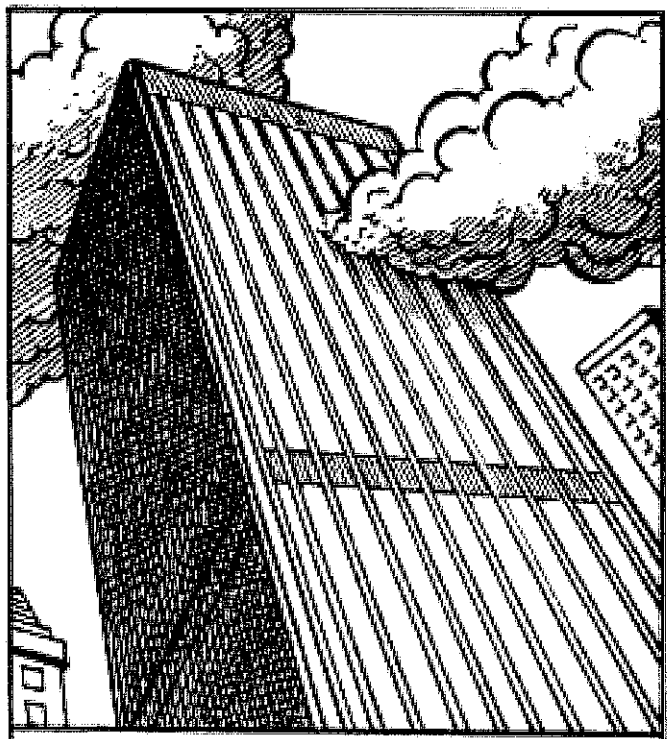




I CAN'T BELIEVE MY EYES!

WASTING NO TIME, WE GRAB OUR MED KITS AND A COUPLE OF TANKS OF "O".

SUDDENLY THERE IS A DEAFENING ROAR ABOVE US...



THE SOUTH TOWER HAS BEEN HIT!

FLYING DEBRIS COMES RAINING DOWN. I HOPE THAT NOTHING BIG HITS US!