

# PLANNED INSTRUCTION LESSON MATERIALS

**7th Grade**

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**DUE DATE: FRIDAY, MAY 15<sup>TH</sup>**

Please complete the following materials by the due date noted above.

Completed materials may be dropped off at the school (1006 West 10th Street) during food distribution Tuesdays and Fridays from 10:00am – 12:00noon, or turned in when the next week's materials are delivered to your home.

If you need assistance in completing the attached materials, please reach out to your classroom teacher via email, the school's website or Facebook page, or Class Dojo. You may also call the school directly Monday – Friday from 9:00am – 11:00am at 814-520-6468

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*The growing demands of abolitionists helped deepen the divide between North and South.*

## The Start of the Abolition Movement

### *How did Americans' attitudes toward slavery change?*

Among the reformers of the early 1800s were **abolitionists** (a • buh • LIH • shuhn • ihsts), who sought the end of slavery. Though their voices were growing, their cause was not a new one.

### The Early Movement

Even before the Revolution, some Americans had tried to limit or end slavery. Early antislavery societies generally believed slavery had to be ended gradually. First they wanted to stop the slave trade. Then they would phase out slavery itself. Supporters believed that ending slavery gradually would give the South's economy time to adjust to the loss of enslaved labor.

At the Constitutional Convention in 1787, delegates debated slavery and its future. The delegates reached a compromise. While delegates agreed to regulating certain aspects of slavery, the role of regulating the practice of slavery was left up to individual states.

By the early 1800s, the Northern states had officially ended slavery there. The practice continued in the South. In fact, the rise of the Cotton Kingdom increased the use of enslaved labor.

The reform movement of the early and mid-1800s gave new life to the antislavery cause. A growing number of Americans were coming to believe slavery was wrong and that the practice should end.

Many who led the antislavery movement came from the Quaker faith. One Quaker, Benjamin Lundy, founded a newspaper in Ohio in 1821 called the *Genius of Universal Emancipation*. Its purpose was to spread the abolitionist message. "I heard the wail of the captive," he wrote. "I felt his pang of distress, and the iron entered my soul."

### The Colonization Plan

There were many barriers to ending slavery. Many white Northerners still supported the practice. Even some white abolitionists worried about the effect free African Americans would have on society. They did not like the idea of hundreds of thousands of former enslaved people living in the United States.

In 1816 a group of powerful whites formed the American Colonization Society. They planned to send free African Americans to Africa to start new lives. The society raised money to send free African Americans out of the country. Some went to the west coast of Africa, where the society acquired land for a colony. The first settlers arrived in Liberia ("place of freedom") in 1822. In 1847 Liberia declared itself an independent republic.

The American Colonization Society did not stop the growth of slavery. It helped resettle only about 10,000 African Americans by the mid-1860s. Only a few African Americans wanted to go to Africa, while most wanted to be free in America.

**Identifying** What was the purpose of the American Colonization Society?

## The Movement Builds Strength

### *Why did the reform movement gain momentum?*

Gradualism and colonization remained the main goals of antislavery groups until the 1830s. At this time, abolitionists began arguing that enslaved African Americans should be freed immediately. Slavery became America's most pressing social issue.

### Making the Case Against Slavery

Massachusetts abolitionist William Lloyd Garrison had a great influence on the antislavery movement. In 1831 he started a newspaper called *The Liberator*.

Garrison was one of the first white abolitionists to call for an immediate end to slavery. He rejected a slow, gradual approach. In the first issue of *The Liberator*, he wrote, "I will be as harsh as truth, and as uncompromising as justice. . . . I will not retreat a single inch—AND I WILL BE HEARD."

Garrison was heard. He attracted enough followers to start the New England Anti-Slavery Society in 1832 and the American Anti-Slavery Society the next year. By 1838, the groups Garrison started had more than 1,000 local branches.

Sarah and Angelina Grimké were two other early abolitionists. The sisters were born in South Carolina to a wealthy slaveholding family. They both moved to Philadelphia in 1832. While living in the North, the Grimké sisters spoke out for both abolition and women's rights.

To show their commitment to abolition, the Grimké sisters asked their mother to give them their family inheritance early. Instead of money or land, the sisters wanted several of the family's enslaved workers. The sisters immediately freed them.

The Grimké sisters, along with Angelina's husband Theodore Weld, wrote *American Slavery As It Is* in 1839. This book collected firsthand stories of life under slavery. The book was one of the most powerful abolitionist publications of its time.

Harriet Beecher Stowe was another writer who made a major impact on public opinion. Her 1852 novel, *Uncle Tom's Cabin*, became a wildly popular best-seller. The book portrayed slavery as a cruel and brutal system. Some people, however, strongly opposed the book and its message. Sale of *Uncle Tom's Cabin* was banned in the South.

### **African American Abolitionists**

Free African Americans in the North especially supported the goal of abolition. Most lived in poverty in cities and had trouble getting good jobs and decent housing. They were often subject to violent attacks. Yet these African Americans were proud of their freedom. They sought to help those who remained enslaved.

African Americans helped organize and lead the American Anti-Slavery Society. They subscribed to *The Liberator*. They also did their own writing and publishing. In 1827 Samuel Cornish and John Russwurm started the country's first African American newspaper *Freedom's Journal*.

Born free in North Carolina and settling in Boston, writer David Walker published a powerful pamphlet against slavery. He challenged African Americans to rebel and overthrow slavery. He wrote, "America is more our country than it is the whites'—we have enriched it with our blood and tears."

In 1830 free African American leaders held a convention in Philadelphia. Delegates met "to devise ways and means for the bettering of our condition." They discussed starting an African American college and encouraging free African Americans to move to Canada.

### **The Role of Frederick Douglass**

Frederick Douglass is the best-known African American abolitionist. Born into slavery in Maryland, Douglass escaped in 1838. He settled first in Massachusetts.

As a runaway, Douglass faced the danger of capture and a return to slavery. Still, he joined the Massachusetts Anti-Slavery Society. He traveled widely to speak at abolitionist meetings. He even appeared at events in London and the West Indies. Douglass was a powerful speaker who often moved listeners to tears. He also edited the antislavery newspaper *North Star*.

Douglass made his home in the United States because he believed abolitionists must fight slavery at its source. He insisted that African Americans receive not just freedom but full equality with whites as well. In 1847 friends helped Douglass buy his freedom from the slaveholder from whom he had fled in Maryland.

### **Sojourner Truth**

"I was born a slave in Ulster County, New York," Isabella Baumfree began when she told her story to audiences. After a childhood and youth filled with hardship, she escaped in 1826. Then, she officially gained her freedom in 1827 when New York banned slavery. Baumfree later settled in New York City with her two youngest children. In 1843 Baumfree chose a new name. In the biography *Sojourner Truth: Slave, Prophet, Legend*, she explained: "The Lord [named] me Sojourner . . . Truth, because I was to declare the truth to the people."

### **The Underground Railroad**

Abolitionists sometimes risked prison and death to help African Americans escape slavery. They helped create a network of escape routes from the South to the North called the Underground Railroad.

Underground Railroad "passengers"—that is, escaping African Americans—traveled by night, often on foot. The *North Star* guided them in the direction of freedom. During the day they rested at "stations"—barns, basements, and attics—until the next night. The railroad's "conductors" were whites and African Americans who guided the runaways to freedom in the northern United States or Canada. Harriet Tubman was the most famous conductor.

The Underground Railroad helped as many as 100,000 enslaved people escape. It gave hope to many more.

**Identifying** What were Underground Railroad "stations"?

## **Reaction to the Abolitionists**

### ***Who opposed the abolition of slavery?***

Abolitionists stirred strong reactions. Most white Southerners believed abolition threatened their way of life, which required enslaved labor.

Even in the North, only a few white people supported abolition. Many white Northerners worried that freed African Americans would never blend into American society. Others feared that abolitionists could begin a war between the North and South.

Opposition to abolitionism sometimes led to violence. In Philadelphia a bloody race riot followed the burning of an antislavery group's headquarters. Police had to jail William Lloyd Garrison to protect him from a Boston mob.

Elijah Lovejoy in Illinois was not so lucky. Angry whites invaded his antislavery newspaper offices and wrecked his presses three times. Three times Lovejoy installed new presses. The fourth time the mob attacked, it set fire to the building. When Lovejoy came out of the blazing building, someone shot and killed him.

### The White South Reacts

White Southerners fought abolitionism with arguments in defense of slavery. They claimed that slavery was necessary to the Southern economy and had allowed Southern whites to reach a high level of culture. As anti-abolitionist Senator James Henry Hammond said in an 1858 speech to Congress: "In all social systems there must be a class to do the menial duties, to perform the drudgery of life. . . . Such a class you must have, or you would not have that other class which leads progress, civilization, and refinement."

White Southerners also argued that they treated enslaved people well. They claimed that Northern workers were worse off than enslaved workers because they worked in factories for long hours at low wages. Also, Northern workers had to pay for their own goods and services from their small earnings, while enslaved African Americans received food, clothing, and **medical** care.

Other defenses of slavery were based on racism. Many whites believed that African Americans were better off under white care than on their own.

The conflict between pro-slavery and antislavery groups continued to mount. At the same time, a new women's rights movement was growing.

**Identifying Points of View** How did many Southerners defend the institution of slavery?

## LESSON 2 REVIEW

### Review Vocabulary

1. Use the term *abolitionist* in a sentence about the mid-1800s.

### Answer the Guiding Questions

2. **Identifying Points of View** What concern about ending slavery did the American Colonization Society seek to address?

3. **Discussing** How did African Americans help the abolitionist movement gain strength?

4. **Comparing and Contrasting** How did Northerners and Southerners view abolition differently?

5. **NARRATIVE** Take the role of a conductor on the Underground Railroad. Write an explanation for why you are willing to help African Americans escape from slavery to freedom.

Name:

Directions: Type out the definition for the following vocabulary words **twice**.

**1. Abolitionist**

a.

b.

**2. Route**

a.

b.

**3. Medical**

a.

b.

# Chapter 15-2 Quiz

\* Required

What is your name? \*

Your answer

The American Colonization Society successfully ended slavery. \* 1 point

- True
- False

William Lloyd Garrison was a spokesperson for immediate emancipation. \* 1 point

- True
- False

The Grimke sisters grew up in a slaveholding family but became strong opponents of slavery. \* 1 point

- True
- False

The Underground Railroad carried food to poor areas in the South. \* 1 point

- True
- False



Opposition to abolitionism sometimes erupted into violence. \*

1 point

- True
- False

Which definition best fits the word abolition? \*

1 point

- writing about personal feelings
- describing the westward movement
- ending discrimination against women
- ending slavery

Which abolitionist was shot and killed by angry whites while escaping his burning newspaper office? \*

1 point

- David Walker
- Elijah Lovejoy
- Harriet Beecher Stowe
- William Lloyd Garrison

How did most African Americans live in the North? \*

1 point

- in poverty on farms
- in poverty in the cities
- moderately wealthily in cities
- moderately wealthily on farms



What did the Grimke sisters do? \*

1 point

- founded the American Colonization Society
- were leaders in the Quaker religion
- spoke out against slavery
- started an abolitionist newspaper

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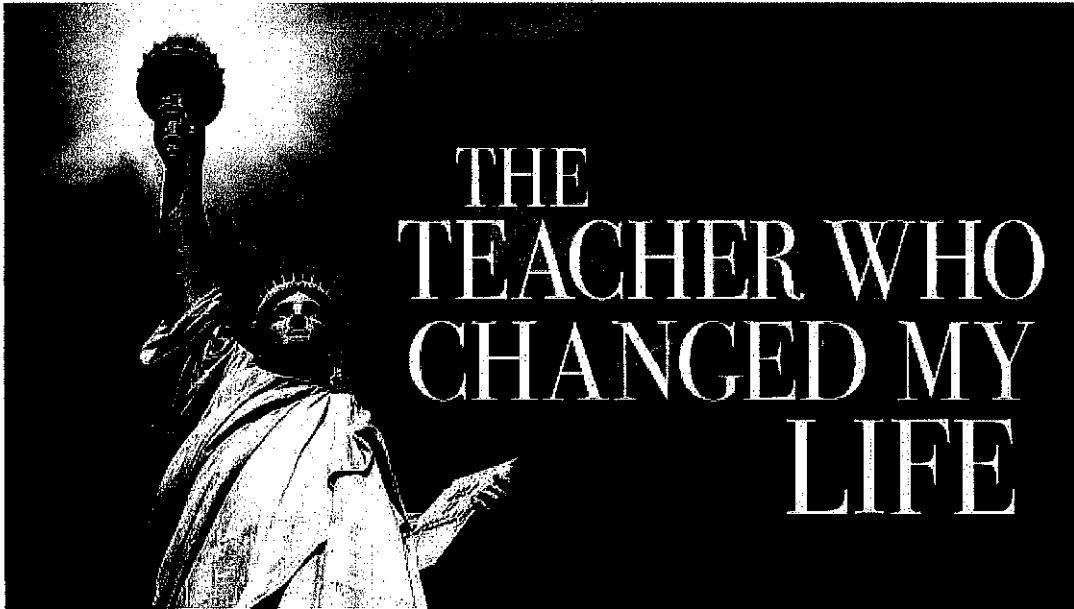
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The person who set the course of my life in the new land entered as a young war refugee—who, in fact, nearly dragged me on to the path that would bring all the blessings I've received in America—was a salty-tongued, no-nonsense schoolteacher named Marjorie Hurd. When I entered her classroom in 1953, I had been to six schools in five years, starting in the Greek village where I was born in 1939.

2

When I stepped off a ship in New York Harbor on a gray March day in 1949, I was an undersized 9-year-old in short pants who had lost his mother and was coming to live with the father he didn't know. My mother, Eleni Gatzoyiannis, had been imprisoned, tortured, and shot by Communist **guerrillas** for sending me and three of my four sisters to freedom. She died so that her children could go to their father in the United States.

3

The portly, bald, well-dressed man who met me and my sisters seemed a foreign, authoritarian figure. I secretly resented him for not getting the whole family out of Greece early enough to save my mother. Ultimately, I would grow to love him and

appreciate how he dealt with becoming a single parent at the age of 56, but at first our relationship was prickly, full of hostility.

4

As Father drove us to our new home—a tenement in Worcester, Mass.—and pointed out the huge brick building that would be our first school in America, I clutched my Greek notebooks from the refugee camp, hoping that my few years of schooling would impress my teachers in this cold, crowded country. They didn't. When my father led me and my 11-year-old sister to Greendale Elementary School, the grim-faced Yankee principal put the two of us in a class for the mentally retarded. There was no facility in those days for non-English-speaking children.

5

By the time I met Marjorie Hurd four years later, I had learned English, been placed in a normal, graded class, and had even been chosen for the college preparatory track in the Worcester public school system. I was 13 years old when our father moved us yet again, and I entered Chandler Junior High shortly after the beginning of the seventh grade. I found myself surrounded by richer, smarter, and better-dressed classmates who looked askance at my strange clothes and heavy accent. Shortly after I arrived, we were told to select a hobby to pursue during “club hour” on Fridays. The idea of hobbies and clubs made no sense to my immigrant ears, but I decided to follow the prettiest girl in my class—the blue-eyed daughter of the local Lutheran minister. She led me through the door marked “Newspaper Club” and into the presence of Miss Hurd, the newspaper adviser and English teacher who would become my **mentor** and my **muse**.

6

A formidable, solidly built woman with salt-and-pepper hair, a steely eye, and a flat Boston accent, Miss Hurd had no patience with layabouts. “What are all you goof-offs doing here?” she bellowed at the would-be journalists. “This is the Newspaper Club! We’re going to put out a newspaper. So if there’s anybody in this room who doesn’t like work, I suggest you go across to the Glee Club now, because you’re going to work your tails off here!”

7

I was soon under Miss Hurd's spell. She did indeed teach us to put out a newspaper, skills I honed during my next 25 years as a journalist. Soon I asked the principal to transfer me to her English class as well. There, she drilled us on grammar until I finally began to understand the logic and structure of the English language. She assigned stories for us to read and discuss; not tales of heroes, like the Greek myths I knew, but stories of underdogs—poor people, even immigrants, who seemed ordinary until a crisis drove them to do something extraordinary. She also introduced us to the literary wealth of Greece—giving me a new perspective on my war-ravaged, impoverished homeland. I began to be proud of my origins.

8

One day, after discussing how writers should write about what they know, she assigned us to compose an essay from our own experience. Fixing me with a stern look, she added, "Nick, I want you to write about what happened to your family in Greece." I had been trying to put those painful memories behind me and left the assignment until the last moment. Then, on a warm spring afternoon, I sat in my room with a yellow pad and pencil and stared out the window at the buds on the trees. I wrote that the coming of spring always reminded me of the last time I said goodbye to my mother on a green and gold day in 1948.

9

I kept writing, one line after another, telling how the Communist guerrillas occupied our village, took our home and food, how my mother started planning our escape when she learned the children were to be sent to reeducation camps behind the Iron Curtain and how, at the last moment, she couldn't escape with us because the guerrillas sent her with a group of women to thresh wheat in a distant village. She promised she would try to get away on her own, she told me to be brave and hung a silver cross around my neck, and then she kissed me. I watched the line of women being led down into the ravine and up the other side, until they disappeared around the bend—my mother a tiny brown figure at the end who stopped for an instant to raise her hand in one last farewell.

10

I wrote about our nighttime escape down the mountain, across the minefields and into the lines of the Nationalist soldiers, who sent us to a refugee camp. It was there that we learned of our mother's execution. I felt very lucky to have come to America, I concluded, but every year, the coming of spring made me feel sad because it reminded me of the last time I saw my mother.

11

I handed in the essay, hoping never to see it again, but Miss Hurd had it published in the school paper. This **mortified** me at first, until I saw that my classmates reacted with sympathy and tact to my family's story. Without telling me, Miss Hurd also submitted the essay to a contest sponsored by the Freedoms Foundation at Valley Forge, Pa., and it won a medal. The Worcester paper wrote about the award and quoted my essay at length. My father, by then a "five-and-dime-store chef," as the paper described him, was ecstatic with pride, and the Worcester Greek community celebrated the honor to one of its own.

12

For the first time I began to understand the power of the written word. A secret ambition took root in me. One day, I vowed, I would go back to Greece, find out the details of my mother's death and write about her life, so her grandchildren would know of her courage. Perhaps I would even track down the men who killed her and write of their crimes. Fulfilling that ambition would take me 30 years.

13

Meanwhile, I followed the literary path that Miss Hurd had so forcefully set me on. After junior high, I became the editor of my school paper at Classical High School and got a part-time job at the Worcester Telegram and Gazette. Although my father could only give me \$50 and encouragement toward a college education, I managed to finance four years at Boston University with scholarships and part-time jobs in journalism. During my last year of college, an article I wrote about a friend who had died in the Philippines—the first person to lose his life working for the Peace Corps—led to my winning the Hearst Award for College Journalism. And the plaque was given to me in the White House by President John F. Kennedy.

14

For a refugee who had never seen a motorized vehicle or indoor plumbing until he was 9, this was an unimaginable honor. When the Worcester paper ran a picture of me standing next to President Kennedy, my father rushed out to buy a new suit in order to properly receive the congratulations of the Worcester Greeks. He clipped out the photograph, had it laminated in plastic and carried it in his breast pocket for the rest of his life to show everyone he met. I found the much-worn photo in his pocket on the day he died 20 years later.

15

In our isolated Greek village, my mother had bribed a cousin to teach her to read, for girls were not supposed to attend school beyond a certain age. She had always dreamed of her children receiving an education. She couldn't be there when I graduated from Boston University, but the person who came with my father and shared our joy was my former teacher, Marjorie Hurd. We celebrated not only my bachelor's degree but also the scholarships that paid my way to Columbia's Graduate School of Journalism. There, I met the woman who would eventually become my wife. At our wedding and at the baptisms of our three children, Marjorie Hurd was always there, dancing alongside the Greeks.

16

By then, she was Mrs. Rabidou, for she had married a widower when she was in her early 40s. That didn't distract her from her vocation of introducing young minds to English literature, however. She taught for a total of 41 years and continually would make a "project" of some balky student in whom she spied a spark of potential. Often these were students from the most troubled homes, yet she would alternately bully and charm each one with her own special brand of tough love until the spark caught fire. She retired in 1981 at the age of 62 but still avidly follows the lives and careers of former students while overseeing her adult stepchildren and driving her husband on camping trips to New Hampshire.

17

Miss Hurd was one of the first to call me on Dec. 10, 1987, when President Reagan, in his television address after the summit meetings with Gorbachev, told the nation that Eleni Gatzoyiannis' dying cry, "My children!" had helped inspire him to seek an arms agreement "for all the children of the world."

18

"I can't imagine a better monument for your mother," Miss Hurd said with an uncharacteristic catch in her voice.

19

Although a bad hip makes it impossible for her to join in the Greek dancing, Marjorie Hurd Rabidou is still an honored and enthusiastic guest at all family celebrations, including my 50th birthday picnic last summer, where the shish kebab was cooked on spits, clarinets and bouzoukis wailed, and costumed dancers led the guests in a serpentine line around our Colonial farmhouse, only 20 minutes from my first home in Worcester.

20

My sisters and I felt an aching void because my father was not there to lead the line, balancing a glass of wine on his head while he danced, the way he did at every celebration during his 92 years. But Miss Hurd was there, surveying the scene with quiet satisfaction. Although my parents are gone, her presence was a consolation, because I owe her so much.

21

This is truly the land of opportunity, and I would have enjoyed its bounty even if I hadn't walked into Miss Hurd's classroom in 1953. But she was the one who directed my grief and pain into writing, and if it weren't for her, I wouldn't have become an investigative reporter and foreign correspondent, recorded the story of my mother's life and death in *Eleni* and now my father's story in *A Place for Us*, which is also a testament to the country that took us in. She was the **catalyst** that sent me into journalism and indirectly caused all the good things that came after. But Miss Hurd would probably deny this emphatically.

22

A few years ago, I answered the telephone and heard my former teacher's voice telling me, in that won't-take-no-for-an-answer tone of hers, that she had decided I was to write and deliver the eulogy at her funeral. I agreed (she didn't leave me any choice), but that's one assignment I never want to do. I hope, Miss Hurd, that you'll accept this remembrance instead.

# Vocabulary Assignment

Check the matching box for each vocabulary word.

\* Required

## Vocabulary Assignment \*

	catalyst	formidable	mortify	muse	ultimately	guerrilla
finally, at last	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to embarrass, humiliate, or cause to feel foolish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
someone or something that serves as an inspiration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an attitude, or way of thinking about something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
causing fear or dread; intimidating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a person or thing that causes something to happen or speed up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is your name? \*

Your answer

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# The Teacher Who Changed My Life

Answer the questions.

\* Required

What is your name? \*

Your answer

Use specific details from the second paragraph to write two or three sentences summarizing why Nicholas Gage came to the United States? \* 20 points

Your answer

What does Nicholas Gage mean in paragraph 7 when he says, "I was soon under Miss Hurd's spell"? \* 20 points

Your answer

What does Miss Hurd tell Gage to write about? In what way is this assignment a turning point in his life? \* 20 points

Your answer

What adjectives does Gage use to describe Miss Hurd in paragraph 1? What details does he then give in paragraph 6 that support his view of her? \* 20 points

Your answer



What evidence is there in paragraph 7 that Miss Hurd's "Newspaper Club" 20 points helped prepare the author for a career in journalism? \*

Your answer

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# The Teacher Who Changed My Life- Writing

Answer the writing prompt using complete sentences. Let's try for at least two paragraphs!

\* Required

What is your name? \*

Your answer

Write a short personal narrative about someone who has influenced you to do better? What would your life be like if that person had not been there for you? \*

Your answer

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10. Draw a quadrilateral with a right angle that has two side lengths of 7 centimeters.

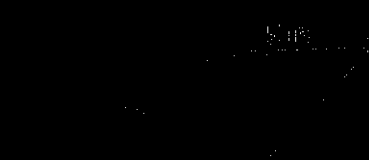
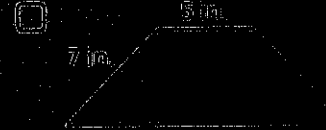
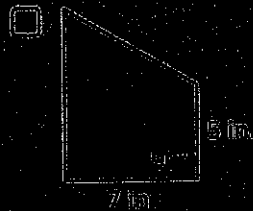
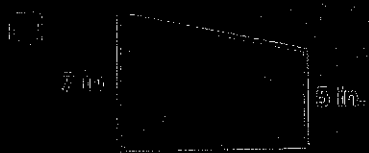
10. An interior angle of a quadrilateral is a right angle. Two side lengths of the quadrilateral are 7 centimeters. What quadrilaterals could be the garden?

11. Draw quadrilaterals that you can draw that have two side lengths of 9 centimeters and two side lengths of 4 centimeters?

11. A park has a pond shaped like a quadrilateral with side lengths of 17 feet and 24 feet of pond. What other geometric shapes could describe the shape of the pond?

12. Draw a quadrilateral that has one angle measure of  $20^\circ$  and exactly one side length of 4 units.

13. Which of the following shapes are trapezoids that have side lengths of 7 inches and 5 inches and a right angle? Select all that apply.



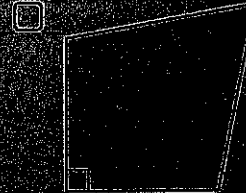
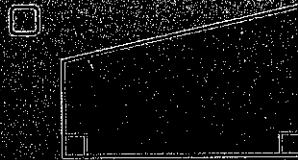
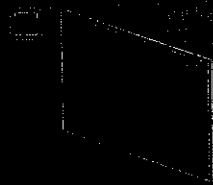
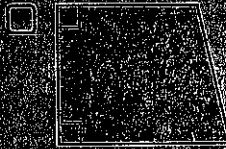
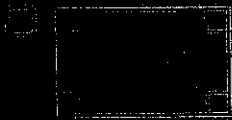
*Raquel Wayne*

## Assignment Practice

Thomas is painting a geometry mural. He is painting quadrilaterals that have exactly two pairs of perpendicular sides.

QUESTION

Which could be a quadrilateral that Thomas painted? Select all that apply.



ANSWER

Explain how quadrilaterals with exactly two pairs of perpendicular sides could be the same and how they can vary.

*Raquel Wayne*



QUADRILATERAL

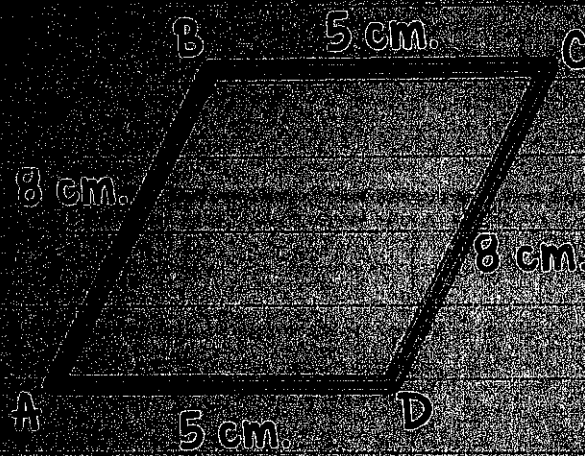
A QUADRILATERAL is a polygon with four sides. Here are some "famous" quadrilaterals, and how they are related.

NAME	EXAMPLE	CHARACTERISTICS
Parallelogram		Opposite sides are parallel and equal in length.
Rectangle		A parallelogram where all four sides form right angles.
Rhombus		A parallelogram where all sides are equal in length.
Square		A parallelogram where all sides are equal in length and all sides form right angles.
Trapezoid		Has exactly two parallel sides, which form the top and bottom bases.

*Raquel Wayne*

Calculate the perimeter of the parallelogram ABCD.

Calculate the perimeter of the parallelogram ABCD.



$$P = \overline{AB} + \overline{BC} + \overline{CD} + \overline{DA}$$

$$P = 8 + 5 + 8 + 5$$

$$P = 26 \text{ cm}$$

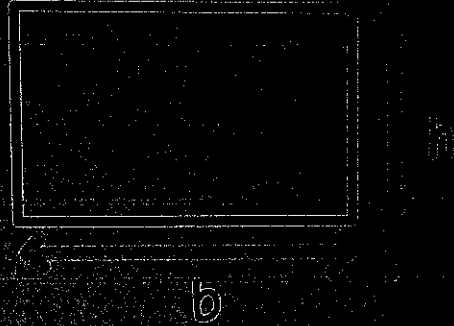
Area is the size of a surface or is the amount of space that a two-dimensional object takes up. Area is written in square units or  $\text{cm}^2$ .

Raquel Wayne

area of the rectangle is the product of the length and the width. The length is the longer side and the width is the shorter side. (area = length  $\times$  width)

$$A = \text{base} \times \text{height}$$

$$A = bh$$

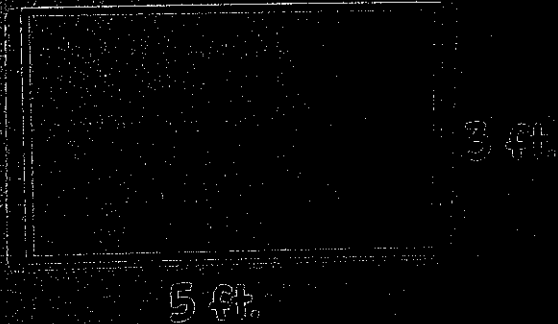


Calculate the area of the parallelogram.

$$A = bh$$

$$A = 3 \cdot 5$$

$$A = 15 \text{ ft}^2$$



An area of  $15 \text{ ft}^2$  means that 15 squares with an area of  $1 \text{ ft}^2$  will cover the area. So we can think of the area as 15 squares of  $1 \text{ ft}^2$ .

Raquel Wayne

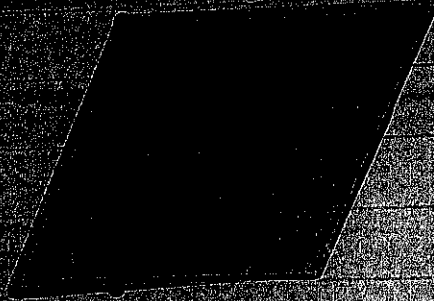


Area of a parallelogram = base x height  
 Area of a rhombus = side x side  
 Area of a square = side x side



Calculate the area of the rhombus.

5 cm



$$A = b \cdot h$$

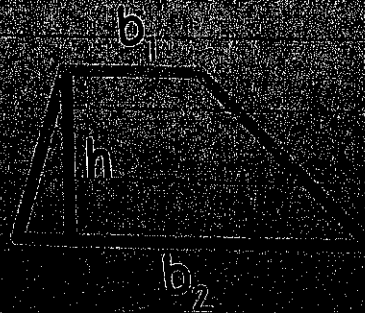
$$A = 5 \cdot 6$$

$$A = 30$$

$$A = 30 \text{ cm}^2$$

In order to calculate the **AREA OF A TRAPEZOID**, use the formula:

$$A = \frac{\text{base}_1 + \text{base}_2}{2} \cdot h$$



*Raquel Wayne*

$$A = \frac{1}{2} h (b_1 + b_2)$$



**EXAMPLE:** Calculate the area of the trapezoid.

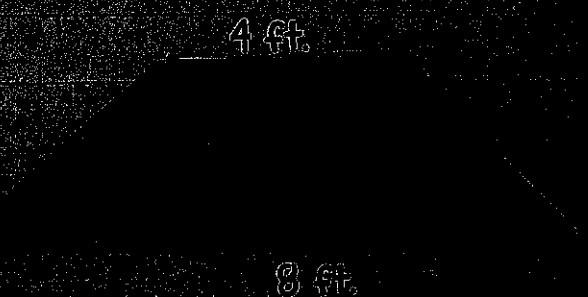
$$A = \frac{\text{base}_1 + \text{base}_2}{2} \cdot h$$

$$A = \frac{4 + 8}{2} \times 3$$

$$A = \frac{12}{2} \times 3$$

$$A = 6 \times 3$$

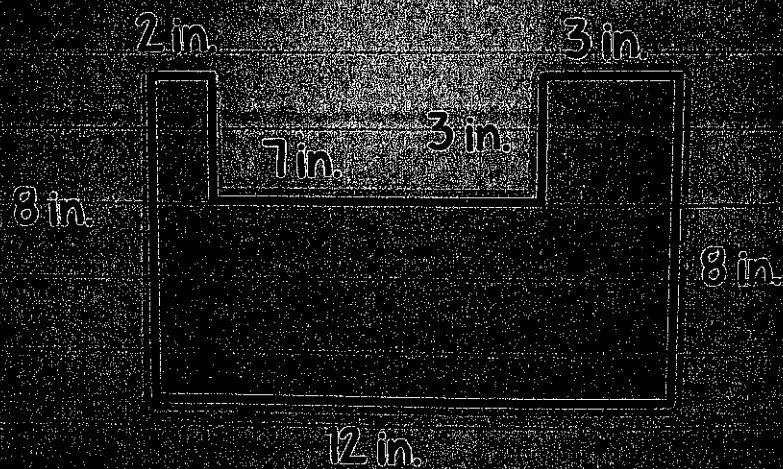
$$A = 18 \text{ ft}^2$$



*Raquel Wayne*

One way to find the area of a compound shape is to break it up into smaller shapes that you know how to find the area of. Then you find the area of each of the smaller shapes, and then add all the areas together to find the area of the entire compound shape.

Find the area of the following compound shape.



We first break it up into smaller quadrilaterals:



*Raquel Wayne*



Calculating the area of each of the quadrilaterals and adding them all up looks like this:

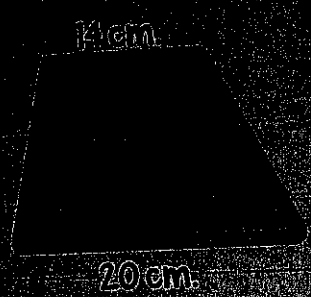
$$\text{Area} = 2 \times 8 + 7 \times 5 + 3 \times 8$$

$$A = 16 + 35 + 24$$

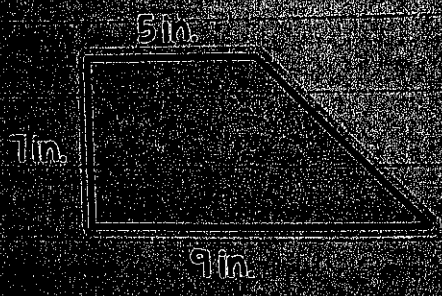
$$A = 75 \text{ in}^2$$

*Raquel Wayne*

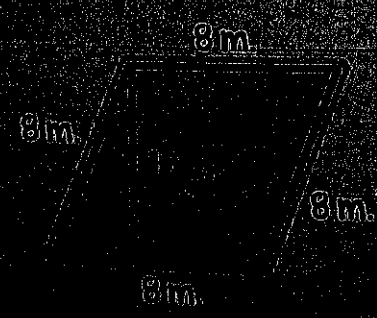
Calculate the area of the following trapezoid



Calculate the area of the following trapezoid



Calculate the area of the following rhombus



*Raquel Wayne*

Mr. Hernandez is buying a carpet that will cover a square area in the shape of a square. If one side of the square is 25 feet long, what is the area of the carpet?

India sees a rhombus someone drew in chalk on the playground. She measures one base and finds that it is 6 feet long. She measures the height and finds that it is 12 feet long. Calculate the area of the rhombus.

Tommy draws 3 identical rectangles on his paper. Each rectangle has a base of 15 cm and a height of 12 cm. What is the total area of all 3 rectangles drawn together?

Mr. Lee draws a diagram of his property. The property is a large rectangle with a base of 100 feet and a height of 50 feet. Inside the large rectangle, there is a smaller rectangle with a base of 30 feet and a height of 20 feet. What is the area of the property that is not covered by the smaller rectangle?

*Raquel Wayne*

# Lesson 8-2

## Lesson 8-2

### Draw Geometric Figures

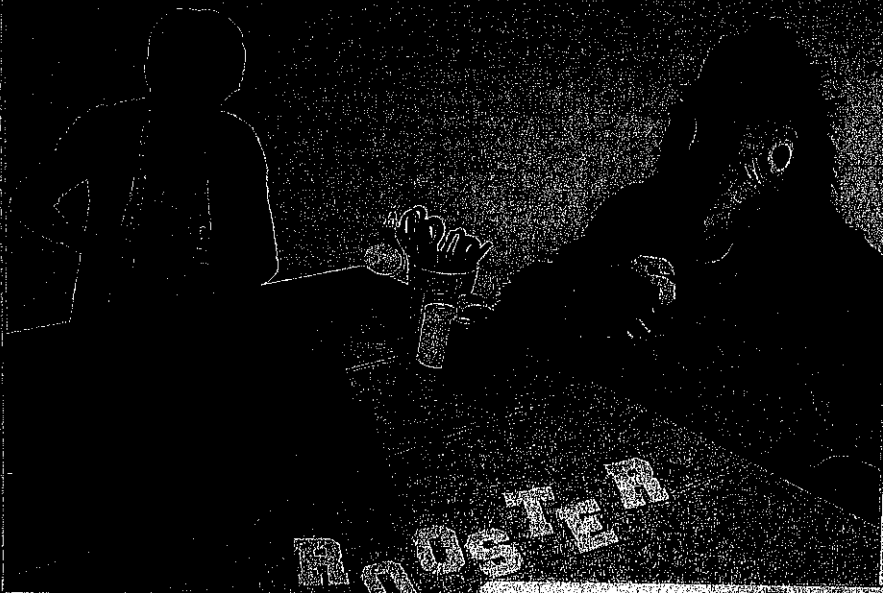


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Members of the Art Club are designing a flag with the school's motto and emblem. The flag has four sides, with two sides that are twice as long as the other two sides. What shape could the flag be, and what dimensions could it have? Write and label a scale drawing as part of your answer.

**I can...**  
draw figures with given conditions.

**Common Core Content Standards**  
7.GA.2  
**Mathematical Practices**  
MP1, MP2, MP3, MP5



**Make Sense and Persevere** Is there more than one shape that could represent the flag? ©MP1

#### Thinking on math practices

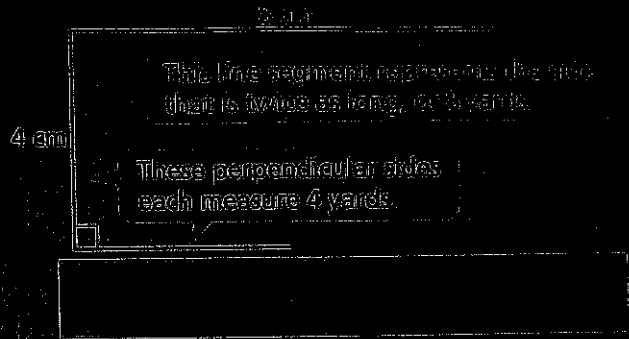
How did you decide what lengths to use for the four sides of the flag you drew? What lengths could the actual flag be, based on your drawing? ©MP2

*Raquel Wayne*

How do you draw a trapezoid with a right angle and a 135 degree angle?

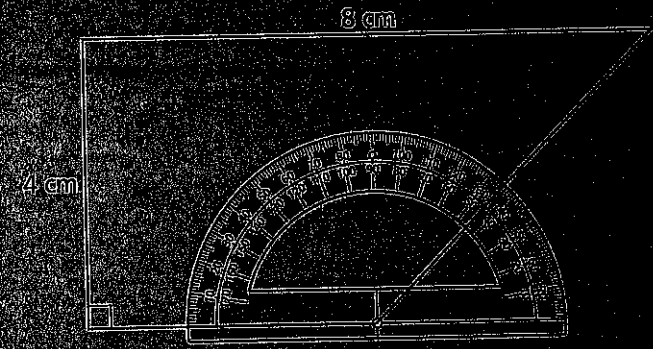
STEP 1 Use a ruler to draw a horizontal line that is 8 centimeters long. This line segment represents the top that is twice as long as the bottom. Make a scale drawing of the trapezoid with a right angle = 90°.

STEP 1 Use a ruler to draw a horizontal line that is 8 centimeters long.



STEP 2 Use a protractor to draw a 135 degree angle that connects and completes the shape.

STEP 2 Use a protractor to draw a 135° angle that connects and completes the shape.



The scale drawing shows that the patio is the shape of a trapezoid.

Use a ruler and a protractor to draw a quadrilateral with two equal sides that share a right angle, and two nonadjacent angles of the same measure. What shape is the quadrilateral you drew?

How do you draw a square?

Use a ruler and a protractor to draw a quadrilateral with two equal sides that share a right angle, and two nonadjacent angles of the same measure.

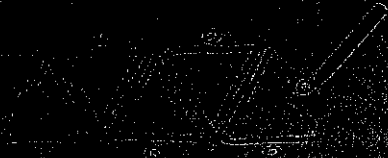
*Raquel Wayne*



Mr. Miller has 14 identical desks in his classroom. He wants to use them to make a lunch table for his students. He can arrange the desks in one long row or two rows of seven desks each. He can also arrange them in two rows of six desks each and one desk in the middle.

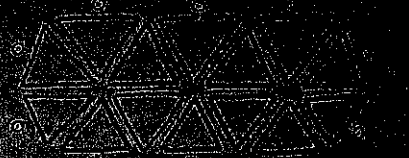
Mr. Miller has 14 identical desks in his classroom. He wants to use them to make a lunch table for his students. He can arrange the desks in one long row or two rows of seven desks each. He can also arrange them in two rows of six desks each and one desk in the middle.

Mr. Miller can arrange the desks in one long row or two rows of seven desks each.



He will need 14 desks to make this arrangement.

ANOTHER WAY Mr. Miller can arrange the desks in two rows to make a wider lunch table.



He will need 14 desks to make this arrangement.

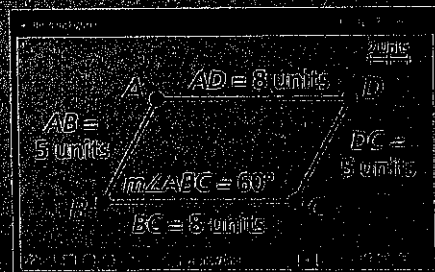
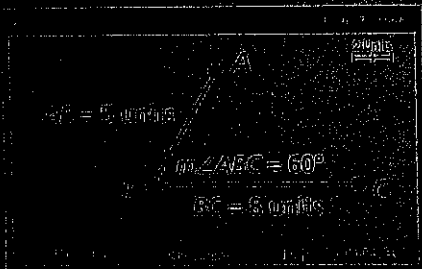
### 3 Draw a Figure Using Technology

An engineer makes a scale drawing of the floor of a building. The floor has two pairs of parallel sides that are perpendicular to each other. Two of the four angles measure  $60^\circ$ . Use geometry software to make a scale drawing. What is the name of the floor's shape?

**Use Appropriate Tools** Why would the engineer use technology, rather than a freehand sketch? ©MPS

STEP 1 Draw two line segments at a  $60^\circ$  angle. Using a scale of 1 unit = 10 feet, the segments are 5 units and 8 units long.

STEP 2 Duplicate each line segment to create pairs of parallel sides, and move them to construct a closed figure.



The floor shape of the building is a parallelogram.

*Raquel Wayne*

10. Draw a quadrilateral that has one right angle and one obtuse angle.

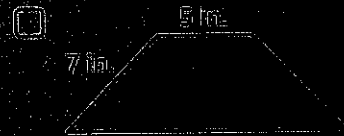
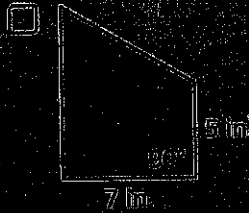
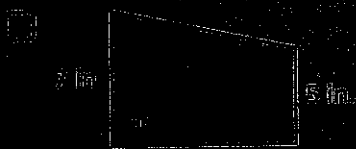
11. As indicated in the diagram below, what other geometric figure does the garden have? Is it a right angle? What other geometric shapes describe the garden?

11. Draw quadrilaterals that you can draw that have one side length of 9 centimeters and two side lengths of 4 centimeters?

12. A park has a pond shaped like a quadrilateral with side lengths of 17 feet and no right angles. What other geometric shapes could describe the shape of the pond?

13. Draw a quadrilateral that has one angle measure of  $20^\circ$  and exactly one side length of 4 units.

14. Which of the following shapes are trapezoids that have side lengths of 7 inches and 5 inches and a right angle? Select all that apply.

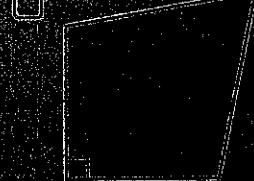
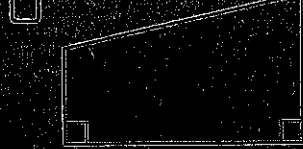
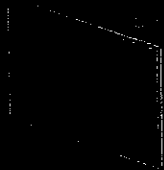
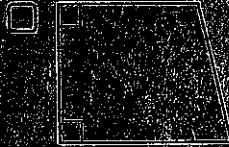
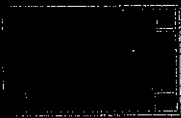


*Raquel Wayne*

### Area Practice

Thomas is painting a geometry mural. He is painting quadrilaterals that are made by two pairs of perpendicular sides.

Which could be a quadrilateral that Thomas painted? Select all that apply.



Draw two more quadrilaterals with exactly two pairs of perpendicular sides. Label them the same and how they can vary.

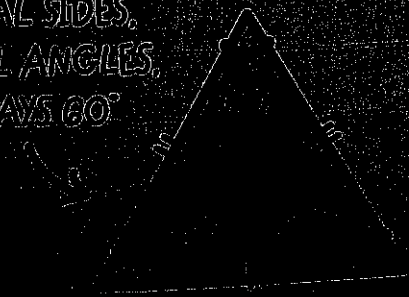
*Raquel Wayne*

# TRIANGLES AND AREA

A TRIANGLE has three sides and three angles. The symbol for a triangle is  $\Delta$ . We can classify triangles by their sides:

## EQUILATERAL TRIANGLE

3 EQUAL SIDES,  
3 EQUAL ANGLES,  
ALWAYS  $60^\circ$



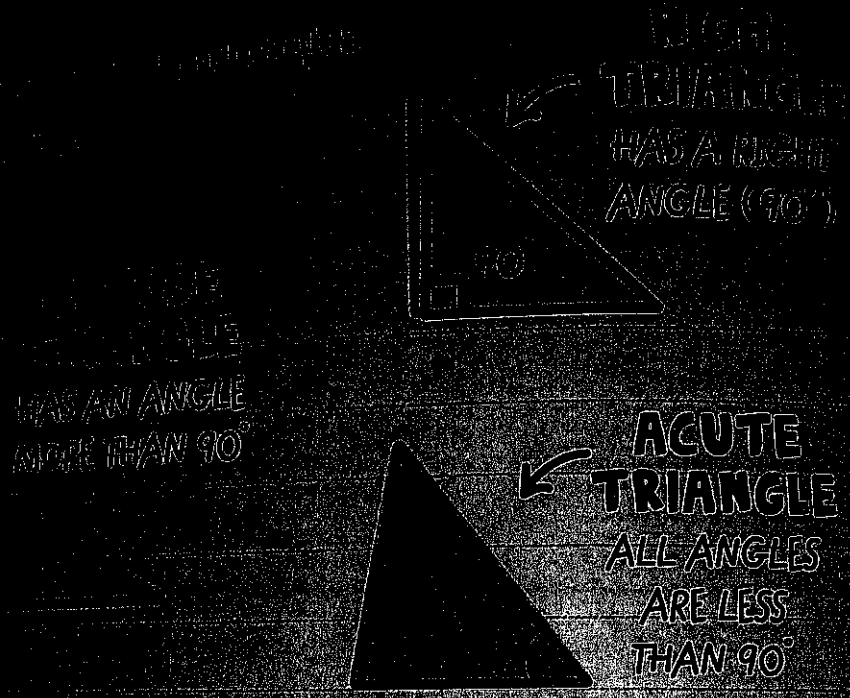
## ISOSCELES TRIANGLE

2 EQUAL SIDES,  
2 EQUAL ANGLES

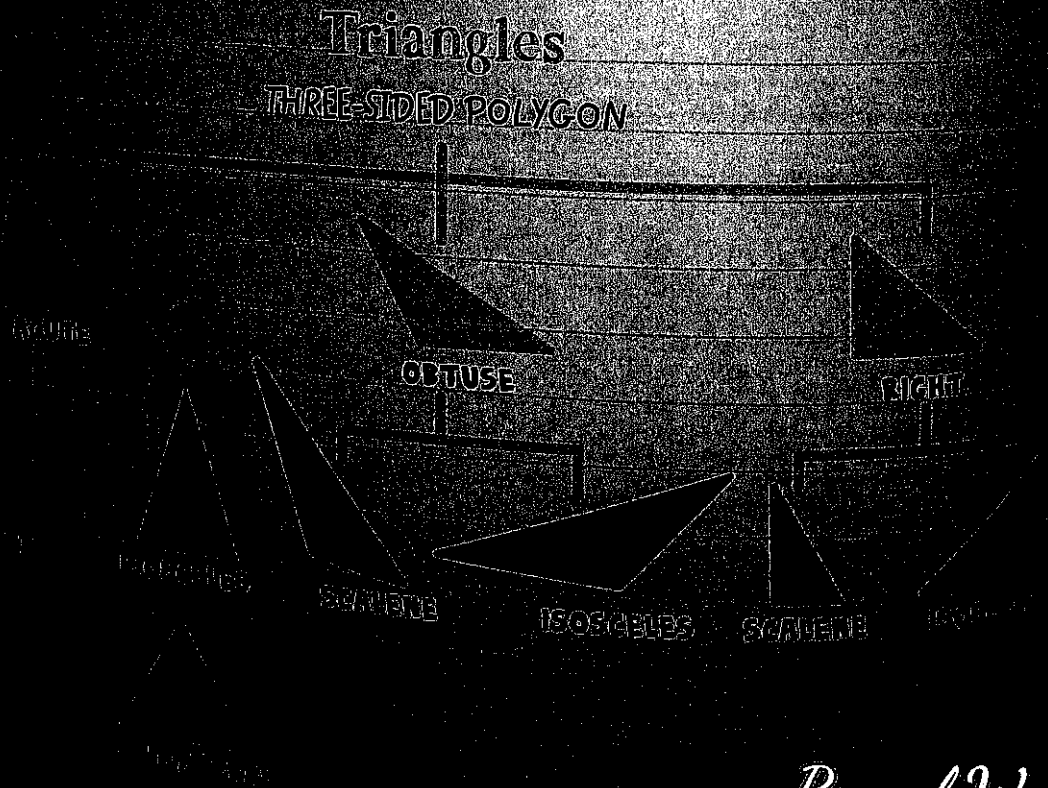


THEY ALL MEAN THE SAME ALL EQUAL

*Raquel Wayne*



We can even combine both systems of classification to describe a triangle more precisely by using this TRIANGLE TREE!



*Raquel Wayne*

- RTT: There is a right angle.
- SSS: None of the sides are equal in length.
- RTSS: This is a right scalene triangle.

In order to calculate the **AREA OF A TRIANGLE**, multiply the base times the height, then multiply that amount by half. The base and the height must always form a right angle.

$$\text{Area of a triangle } A = \frac{1}{2} \cdot \text{base} \cdot \text{height}$$

$$\text{or } A = \frac{1}{2} bh$$

*Raquel Wayne*

Find the area of the triangle.

$$A = \frac{1}{2} (14)(9)$$

$$A = 63 \text{ yd}^2$$



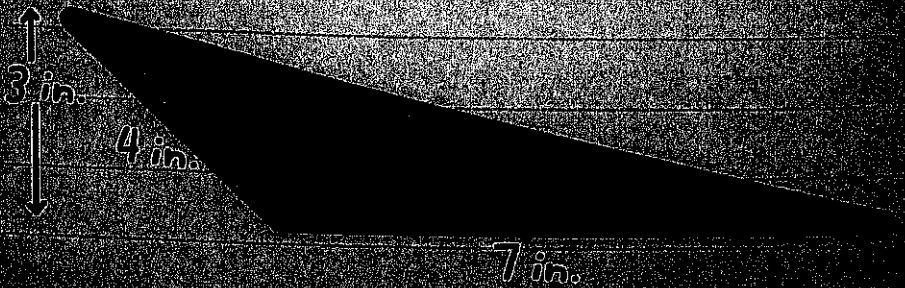
**EXAMPLE:** Find the area of the triangle. We know that the base and the height must form a right angle. So, the height and the base are 3 inches and 7 inches.

$$A = \frac{1}{2} bh$$

$$A = \frac{1}{2} \cdot 3 \cdot 7$$

$$A = \frac{21}{2}$$

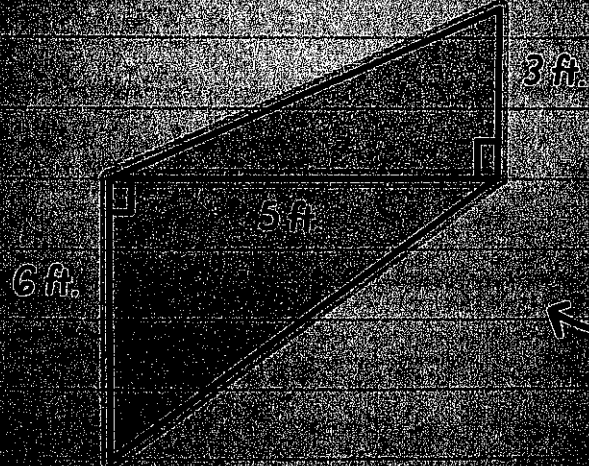
$$A = 10 \frac{1}{2} \text{ in}^2$$



*Raquel Wayne*

1. An artist draws a shape on the ground and  
wants to color inside his shape with paint. What is the total  
area of space that he will paint?

Hint: Think about which one of the amounts  
are the base and the height.



YOU COULD  
ALSO SOLVE THIS  
BY USING THE  
FORMULA FOR  
THE AREA OF A  
TRAPAZOID.

TOTAL AREA =

area of the top triangle + area of the bottom triangle

$$A = \frac{1}{2}bh + \frac{1}{2}bh$$

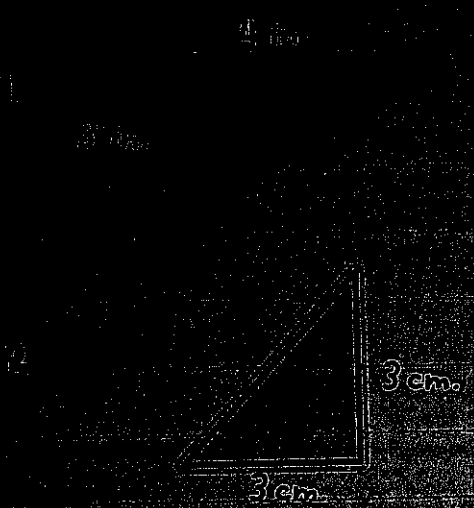
$$A = \frac{1}{2} \cdot 5 \cdot 3 + \frac{1}{2} \cdot 5 \cdot 6$$

$$A = \frac{1}{2} \cdot 45 + \frac{1}{2} \cdot 30$$

Raquel Wayne



Find the area of the shapes below:



Find the area of the shape.

6 cm

Raquel Wayne

6. Amber has one side of a pyramid to paint for the entrance to her school play. The side has a base of 30 feet and a height of 10 feet. How much area will she paint?
7. Bruno is designing a flag with a height of 8 inches and a base of 5 inches. He draws a line along the diagonal and paints the area above the line red. How much area did he paint?
8. The area of a triangular-shaped sail on a boat is  $62 \text{ ft}^2$ . The height is 8 ft. What is the base?
9. Josh, Alice, and Henry stand at the same point. Josh walks north 25 feet while Alice walks west 12 feet. What is the area of the shape that Josh, Alice, and Henry make?
10. Mr. Lee paints a picture of a house. The wall has the shape of a rectangle, which has a height of 5 inches and a base of 3 inches. The roof has the shape of a triangle, which has a height of 3 inches and a base of 10 inches. What is the total area that Mr. Lee paints?

*Raquel Wayne*

## **Science Biology Human biology Circulatory and pulmonary systems-Facts**

Summary- Although water, oxygen and food are necessary for the body to survive, blood is the body's life force.

Blood is part of the connective tissue.

White blood cells carry and release antibodies to help the body fight bacteria and other foreign invaders.

The four blood types are A, B, AB and O. AO is NOT a blood type.

The red blood cells carry oxygen to every cell in the body. There are more red blood cells than there are white blood cells.

Plasma is the fluid in the body which is a mixture of water, minerals, nutrients, sugars, proteins and other substances.

The function of platelets is to form blood clots when bleeding in order to stop the flow of blood and to prevent the body from losing too much blood.

Blood is made up of four parts. They include the plasma, red blood cells, platelets and white blood cells

Pathogens are bacteria, viruses and other microscopic particles that make the body ill.

Although veins make blood appear to be blue, the blood is actually red. The skin's filtration gives the bluish appearance. The notion that blood is actually blue and then turns red when oxygen hits it is a false notion.

If the human body fascinates you, you will love these 10 amazing facts!

Bones are four times stronger than concrete.

The human body produces enough saliva in a lifetime to fill two swimming pools.

The acid in the stomach is strong enough to dissolve zinc.

The nose can recognize and remember 50,000 different scents.

In 30 minutes, the human body gives off enough heat to bring a gallon of water to the boil.

There are 45 miles of nerves in the body.

More than half of the bones in the human body are found in our hands and feet.

The human body has enough carbon to fill 1000 pencils.

Our hearts pump 2000 gallons of blood each day.

Humans sneeze at speeds of up to 100 miles per hour.

