

PLANNED INSTRUCTION LESSON MATERIALS

8th Grade

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DUE DATE: FRIDAY, MAY 15TH

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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Millions of people around the world today follow the beliefs of religions that began in ancient India.

Origins of Hinduism

What are the basic beliefs of Hinduism? How did Hinduism develop?

Hinduism (HIHN • doo • ih • zuhm) is one of the world's oldest religions. It is also the third largest religion, after Christianity and Islam. Hinduism has no one founder and no one holy book. Hindus usually pay respect to the Vedas. They also take part in religious rituals, either at home or in a local temple.

At first, the Vedas had to be memorized by Brahmin priests and spoken out loud. Much later, they were written down in Sanskrit. Over time, the Brahmin religion blended with the ideas of other people of India. This mix of beliefs eventually became known as Hinduism.

What Is Hinduism?

Hinduism includes many beliefs and practices. A core belief of Hinduism is that there is one universal spirit called **Brahman** (BRAH • muhn).

Ancient texts known as the Upanishads (oo • PAH • nih • SHADZ) describe the search for Brahman. These writings say that every living thing has a soul that is part of Brahman. The body is part of life on Earth. At death, the soul leaves the body and joins with Brahman.

The Upanishads say that a soul that becomes one with Brahman is like a lump of salt thrown into water. The lump of salt is gone, but the water tastes salty. The salt has become part of the water.

Most ancient Indians, however, could not easily understand the idea of Brahman. They believed in many different deities that were more like people. Hindus built temples and statues and held ceremonies for these deities. Eventually, three deities became the most important: *Brahma* the Creator, *Vishnu* the Preserver, and *Shiva* the Destroyer. Over time, many Hindus came to think of all the deities as different parts of Brahman, the one universal spirit.

Another part of Hinduism is the belief in **reincarnation** (REE • ihn • kahr • NAY • shuhn), or the rebirth of the soul. Hindus strive for *moksha*, the ultimate peace. Hindus believe that most souls do not reunite with Brahman immediately after death. Instead, each soul must first pass through many lives. The Upanishads describe reincarnation as a process in this way:

"As a caterpillar, having reached the end of a blade of grass, takes hold of another blade, then draws its body from the first, so the Self having reached the end of his body, takes hold of another body, then draws itself from the first."

—from *Brihadaranyaka Upanishad, Fourth Brahmana, line 3*

In Hinduism, the idea of reincarnation is closely related to another idea known as **karma** (KAHR • muh). According to karma, people's **status** in life is not an accident. It is based on what they did in past lives. In addition, the things people do in this life decide how they will be reborn. If someone leads a bad life, that person is reborn into a lower form of life. When good people die, their souls are reborn into a higher form of life.

Hindus believe they have to earn a better existence in the next life. To do that, they must follow **dharma** (DAHR • muh), or their personal duty. People's duties are different, depending on their place in society. A farmer has different duties than a priest. Men have different duties than women.

How did Hindu beliefs shape the way of life in ancient India? For one thing, Indians accepted the Hindu idea that all life is sacred. Animals as well as people were treated with kindness and respect.

Beliefs such as reincarnation also made many Indians more accepting of the *jati* system. A devout Hindu believed that the people in a higher *jati* were superior and deserved their status. At the same time, the belief in reincarnation gave hope to people from every walk of life. A person who leads a good life is reborn into a higher *jati*.

Understanding Cause and Effect How did Hinduism affect the way ancient Indians lived day to day?

Connections to TODAY

Hindu Beliefs

Many Hindus today believe that a man should go through four stages in his life: a student (preparing to live in the world), a married man (accepting worldly responsibilities), a forest dweller (retirement from the world), and finally, a wandering monk (completely renouncing the world).

Rise of Buddhism

Why did Buddhism appeal to many people in various parts of Asia?

During the 500s B.C., some Indians felt unhappy with the many ceremonies of the Hindu religion. They wanted a simpler, more spiritual faith. They left their homes and looked for peace in the hills and forests. Many trained their minds to **focus** and think in positive ways. This training was called meditation. Some seekers developed new ideas and became religious teachers.

One of these teachers was Siddhartha Gautama (suh • DAHR • tuh GOW • tah • muh). He became known as the Buddha (BOO • dah). He founded a new religion called **Buddhism** (BOO • dih • zuhm).

The Buddha

Today, Buddhism is one of the major world religions. Most Buddhists live in Southeast Asia and East Asia. Only a few live in India, Buddhism's birthplace.

Siddhartha Gautama was born around the year 563 B.C. The exact date of his birth is not known. He grew up as a prince in a small kingdom near the Himalaya. Today, this area is in southern Nepal (nuh • PAWL).

As a young man, Siddhartha seemed to have everything. He was rich, handsome, and happily married with a newborn son. Then one day he left his palace to explore the life of ordinary people in the kingdom. As he traveled, Siddhartha was shocked at the misery and poverty around him. He saw beggars, people who were sick, and aged people with nowhere to live. For the first time, he understood that the world was filled with suffering.

Siddhartha gave up all he had and became a monk. Saying good-bye to his wife and son, he began his journey to find the meaning of life. Dressed in a yellow robe, he traveled the country, stopping to **meditate**, or think deeply. As he preached his message to people, he gathered followers. His teachings became known as Buddhism.

What Did the Buddha Teach?

Some of the Buddha's ideas were not new to India. He followed some Hindu ideas and changed others. Like Hindus, the Buddha believed that the world of the spirit was more important than the everyday world. He felt that one reason people suffered in life was that they cared too much about the wrong things. These included fame, money, and personal possessions. Wanting such things could fill people with bad emotions like greed or anger. But seeking spiritual truth, he believed, led to inner peace.

The Buddha taught his followers the Four Noble Truths. He believed these would help people seek spiritual truth.

The Four Noble Truths:

1. Life is full of suffering.
2. People suffer because they desire worldly things and want to satisfy themselves.
3. The way to end suffering is to stop desiring things.
4. The only way to stop desiring things is to follow the Eightfold Path.

The Buddha's fourth truth says that people can end suffering by following eight steps.

The Eightfold Path:

1. Know and understand the Four Noble Truths.
2. Give up worldly things and do not harm others.
3. Tell the truth, do not gossip, and do not speak badly of others.
4. Do not **commit** evil acts, such as killing, stealing, or living an unclean life.
5. Do rewarding work.
6. Work for good and oppose evil.
7. Make sure your mind keeps your senses under control.
8. Practice meditation to see the world in a new way.

When people were finally free from all earthly concerns, they would reach **nirvana** (nih • VAH • nuh). According to Buddhist teaching, nirvana is not a physical place. It is an emotional or spiritual state, a feeling of perfect peace and happiness.

Buddhism spread because it welcomed people from all walks of life. The Buddha placed little importance on the *jati* system. He believed people's place in life did not depend on the *jati* into which they were born. The Buddha explained that the success of life depended on peoples' behavior now.

Like Hindus, the Buddha believed in reincarnation, but in a different way. He taught that people could end the cycle of rebirth by following the Eightfold Path rather than their dharma.

Many people accepted the Buddha's message, especially Untouchables and Indians in the lower *jati*. For the first time, these groups heard that they, too, could reach enlightenment.

For more than 40 years, the Buddha taught his ideas. After his death, Buddha's followers disagreed over the meaning of the Buddha's ideas. Eventually, the Buddhists divided into two groups: Theravada (ther • uh • VAH • duh) Buddhists and Mahayana (mah • huh • YAH • nuh) Buddhists.

Theravada Buddhism

Theravada means "teachings of the elders." Followers of Theravada view the Buddha as a great teacher, but not a god. Theravada Buddhism is the major religion of the modern-day country of Sri Lanka (sree LAHN • kuh). Buddhist teachers spread the ideas of Theravada to Myanmar (MEEAHN • mahr), Thailand (TEYE • land), Cambodia (kam • BOH • dee • uh), and Laos (LAH • ohs).

Mahayana Buddhism

Mahayana Buddhism teaches that the Buddha is a god. Followers of Mahayana Buddhism believe that the Eightfold Path is too difficult for most people. By worshipping the Buddha, people will go to a heaven after they die. There, they can follow the Eightfold Path and reach nirvana.

Bodhisattvas (BOH • dih • SUHT • vuhz) hold a special place in Mahayana Buddhism. Bodhisattvas are enlightened people who do not enter heaven. Instead, they stay on Earth to do good deeds and help others on the path to nirvana.

Mahayana Buddhism spread northward into China and from there to Korea and Japan. A special kind of Mahayana Buddhism arose in the central Asian country of Tibet (tih • BEHT).

Buddhist leaders called lamas led the government of Tibet. The Dalai Lama (DAH • ly LAH • muh) led Tibet's government, and the Panchen Lama led the religion. Tibetans considered both leaders to be reincarnations of the Buddha.

Today, few Buddhists live in India where the Buddha first preached. Buddhism, however, is widely practiced in Southeast Asia and East Asia. There are an **estimated** 376 million Buddhists in the world today.

Identifying Where is Buddhism practiced today and in what forms?

Jainism

What are the teachings of Jainism?

Along with Hinduism and Buddhism, another Indian faith known as **Jainism** (JEYE • nih • zihm) arose about 500 B.C. Today, there are 6 million followers of Jainism. Most of them live in India.

Who is Mahavira?

The exact origins of Jainism are unknown. Its current form was developed by a religious leader named Mahavira. Mahavira lived in India at about the same time as Siddhartha Gautama.

Like Siddhartha, Mahavira came from a wealthy royal family in northern India. After his parents died, Mahavira gave up his wealth and property. He owned nothing and begged for his food.

Mahavira became known as the Jina, or the conqueror. His followers came to be known as Jains. Many of Mahavira's teachings were like those of the Buddha. Both taught that people needed to stop wanting worldly things. Only by doing so could they escape the cycle of rebirth and reach nirvana. The Jains practiced strict poverty.

What is Ahimsa?

The key value of Jainism is *ahimsa* (ah • HIM • sah). This means practicing nonviolence toward all living things. Believing that all life is sacred, Mahavira's followers tried to avoid harming any living creature. For example, they used brooms to sweep away insects so that they would not step on them. Jains did not farm because they were afraid of plowing under worms and other living things in the soil.

The idea of *ahimsa* has long influenced India's culture and politics. In the 1900s, the Indian leader Mohandas Gandhi (MOE • han • dahs GANH • dee) wanted to free India from Great Britain. He led a nonviolent struggle against British rule. Thousands would come to hear Gandhi speak or to simply sit with him while he prayed. At the time, Indians refused to pay taxes or buy British goods as a show of protest. Many protesters were jailed, but India eventually gained its independence. Gandhi himself was jailed many times.

Gandhi's method of nonviolent resistance influenced many others. In the United States, Dr. Martin Luther King, Jr., led nonviolent protests to gain rights for African Americans. Like Gandhi, Dr. King was able to use nonviolence to bring about great change in his country.

Identifying What is the belief of *ahimsa*?

LESSON 2 REVIEW

Review Vocabulary

1. What do the ideas of *reincarnation* and *karma* have in common?

2. How would practicing *Buddhism* affect people's daily lives?

Answer the Guiding Questions

3. **Explaining** What do Hindus believe about Brahman?

4. **Drawing Conclusions** How did the Buddha say people should live?

5. **Comparing** What beliefs do Buddhism and Jainism share?

6. **INFORMATIVE/EXPLANATORY** Write a paragraph comparing Hindu and Buddhist beliefs about reincarnation and how one should live.

Name:

Directions:

Define the following vocabulary words using full sentences.

1. Hinduism
2. Brahman
3. reincarnation
4. karma
5. dharma
6. Buddhism
7. nirvana
8. Jainism
9. Status
10. Focus
11. Meditate
12. Commit
13. estimate

Chapter 9 Lesson 2 Quiz

* Required

What is your name? *

Your answer

The personal duty one must follow to be a better being in the next life * 1 point

- nirvana
- Jainism
- karma
- dharma
- reincarnation

A force that decides the form that people will be reborn into their next life * 1 point

- nirvana
- Jainism
- karma
- dharma
- reincarnation



an Indian faith whose followers do not believe in a supreme being; they emphasize nonviolence and respect for all living things *

1 point

- nirvana
- Jainism
- karma
- dharma
- reincarnation

the rebirth of the soul *

1 point

- nirvana
- Jainism
- karma
- dharma
- reincarnation

an emotional or spiritual state of perfect peace and happiness *

1 point

- nirvana
- Jainism
- karma
- dharma
- reincarnation



Which is one of the oldest religions in the world and is the world's third largest religion today? *

1 point

- Aryanism
- Brahmanism
- Buddhism
- Hinduism
- Option 5

In Hinduism, the one universal spirit, or creator, is called

1 point

- Brahman
- Indra
- Krishna
- Siva

Who founded Buddhism during the 500s B.C.? *

1 point

- the Dalai Lama
- Lakshmi
- Sarawati
- Siddhartha Gautama

The Buddha believed that the only way to find truth was to give up *

1 point

- all desires
- the Four Noble Truths
- the Eightfold Path
- suffering



The two groups of Buddhists who spread the Buddha's ideas to Southeast Asia were *

- Nirvana and Varna
- Ceylon and Sri Lanka
- Dharma and Karma
- Theravada and Mahayana

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NARRATIVE OF THE LIFE OF
**FREDERICK
DOUGLASS**
CHAPTER 1



I was born in Tuckahoe, near Hillsborough, and about twelve miles from Easton, in Talbot county, Maryland. I have no accurate knowledge of my age, never having seen any authentic record containing it. By far the larger part of the slaves know as little of their ages as horses know of theirs, and it is the wish of most masters within my knowledge to keep their slaves thus ignorant. I do not remember to have ever met a slave who could tell of his birthday. They seldom come nearer to it than planting-time, harvest-time, cherry-time, spring-time, or fall-time. A want of information concerning my own was a source of unhappiness to me even during childhood. The white children could tell their ages. I could not tell why I ought to be deprived of the same privilege. I was not allowed to make any inquiries of my master concerning it. He deemed all such inquiries on the part of a slave improper and impertinent, and evidence of a restless spirit. The nearest estimate I can give makes me now between twenty-seven and twenty-eight years of age. I come to this, from hearing my master say, some time during 1835, I was about seventeen years old.

2

Start of paragraph 2 of 10

My mother was named Harriet Bailey. She was the daughter of Isaac and Betsey Bailey, both colored, and quite dark. My mother was of a darker complexion than either my grandmother or grandfather.

3

Start of paragraph 3 of 10

My father was a white man. He was admitted to be such by all I ever heard speak of my parentage. The opinion was also whispered that my master was my father; but of the correctness of this opinion, I know nothing; the means of knowing was withheld from me. My mother and I were separated when I was but an infant—before I knew her as my mother. It is a common custom, in the part of Maryland from which I ran away, to part children from their mothers at a very early age. Frequently, before the child has reached its twelfth month, its mother is taken from it, and hired out on some farm a considerable distance off, and the child is placed under the care of an old woman, too old for field labor. For what this separation is done, I do not know, unless it be to **hinder** the development of the child's affection toward its mother, and to blunt and destroy the natural affection of the mother for the child. This is the inevitable result.

4

Start of paragraph 4 of 10

I never saw my mother, to know her as such, more than four or five times in my life; and each of these times was very short in duration, and at night. She was hired by a Mr. Stewart, who lived about twelve miles from my home. She made her journeys to see me in the night, travelling the whole distance on foot, after the performance of her day's work. She was a field hand, and a whipping is the penalty of not being in the field at sunrise, unless a slave has special permission from his or her master to the contrary—a permission which they seldom get, and one that gives to him that gives it the proud name of being a kind master. I do not recollect of ever seeing my mother by the light of day. She was with me in the night. She would lie down with me, and get me to sleep, but long before I waked she was gone. Very little communication ever took place between us. Death soon ended what little we could have while she lived, and with it her hardships and suffering. She died when I was about seven years old, on one of my master's farms, near Lee's Mill. I was not allowed to be present during her illness, at her death, or burial. She was gone long before I knew any thing about it. Never

having enjoyed, to any considerable extent, her soothing presence, her tender and watchful care, I received the tidings of her death with much the same emotions I should have probably felt at the death of a stranger.

5

Start of paragraph 5 of 10

Called thus suddenly away, she left me without the slightest **intimation** of who my father was. The whisper that my master was my father, may or may not be true; and, true or false, it is of but little consequence to my purpose whilst the fact remains, in all its glaring **odiousness**, that slaveholders have ordained, and by law established, that the children of slave women shall in all cases follow the condition of their mothers; and this is done too obviously to administer to their own lusts, and make a gratification of their wicked desires profitable as well as pleasurable; for by this cunning arrangement, the slaveholder, in cases not a few, sustains to his slaves the double relation of master and father.

6

Start of paragraph 6 of 10

I know of such cases; and it is worthy of remark that such slaves invariably suffer greater hardships, and have more to contend with, than others. They are, in the first place, a constant offence to their mistress. She is ever disposed to find fault with them; they can seldom do any thing to please her; she is never better pleased than when she sees them under the lash, especially when she suspects her husband of showing to his mulatto children favors which he withholds from his black slaves. The master is frequently compelled to sell this class of his slaves, out of deference to the feelings of his white wife; and, cruel as the deed may strike any one to be, for a man to sell his own children to human flesh-mongers, it is often the dictate of humanity for him to do so; for, unless he does this, he must not only whip them himself, but must stand by and see one white son tie up his brother, of but few shades darker complexion than himself, and ply the gory lash to his naked back; and if he lisp one word of disapproval, it is set down to his parental partiality, and only makes a bad matter worse, both for himself and the slave whom he would protect and defend.

7

Start of paragraph 7 of 10

Every year brings with it multitudes of this class of slaves. It was doubtless in consequence of a knowledge of this fact, that one great statesman of the south predicted the downfall of slavery by the inevitable laws of population. Whether this prophecy is ever fulfilled or not, it is nevertheless plain that a very different-looking class of people are springing up at the south, and are now held in slavery, from those originally brought to this country from Africa; and if their increase do no other good, it will do away the force of the argument, that God cursed Ham, and therefore American slavery is right. If the lineal descendants of Ham are alone to be scripturally enslaved, it is certain that slavery at the south must soon become unscriptural; for thousands are ushered into the world, annually, who, like myself, owe their existence to white fathers, and those fathers most frequently their own masters.

8

Start of paragraph 8 of 10

I have had two masters. My first master's name was Anthony. I do not remember his first name. He was generally called Captain Anthony—a title which, I presume, he acquired by sailing a craft on the Chesapeake Bay. He was not considered a rich slaveholder. He owned two or three farms, and about thirty slaves. His farms and slaves were under the care of an overseer. The overseer's name was Plummer. Mr. Plummer was a miserable drunkard, a profane swearer, and a savage monster. He always went armed with a cowskin and a heavy **cudgel**. I have known him to cut and slash the women's heads so horribly, that even master would be enraged at his cruelty, and would threaten to whip him if he did not mind himself. Master, however, was not a humane slaveholder. It required extraordinary barbarity on the part of an overseer to affect him. He was a cruel man, hardened by a long life of slaveholding. He would at times seem to take great pleasure in whipping a slave. I have often been awakened at the dawn of day by the most heart-rending shrieks of an own aunt of mine, whom he used to tie up to a joist, and whip upon her naked back till she was literally covered with blood. No words, no tears, no prayers, from his gory victim, seemed to move his iron heart from its bloody purpose. The louder she screamed, the harder he whipped; and where the blood ran fastest, there he whipped longest. He would whip her to make her scream, and whip her to make her hush; and not until overcome by fatigue, would he cease to swing the blood-clotted cowskin. I remember the first time I ever witnessed this horrible exhibition. I was quite a

child, but I well remember it. I never shall forget it whilst I remember any thing. It was the first of a long series of such outrages, of which I was doomed to be a witness and a participant. It struck me with awful force. It was the blood-stained gate, the entrance to the hell of slavery, through which I was about to pass. It was a most terrible spectacle. I wish I could commit to paper the feelings with which I beheld it.

9

Start of paragraph 9 of 10

This occurrence took place very soon after I went to live with my old master, and under the following circumstances. Aunt Hester went out one night,—where or for what I do not know,—and happened to be absent when my master desired her presence. He had ordered her not to go out evenings, and warned her that she must never let him catch her in company with a young man, who was paying attention to her belonging to Colonel Lloyd. The young man's name was Ned Roberts, generally called Lloyd's Ned. Why master was so careful of her, may be safely left to **conjecture**. She was a woman of noble form, and of graceful proportions, having very few equals, and fewer superiors, in personal appearance, among the colored or white women of our neighborhood.

10

Start of paragraph 10 of 10

Aunt Hester had not only disobeyed his orders in going out, but had been found in company with Lloyd's Ned; which circumstance, I found, from what he said while whipping her, was the chief offence. Had he been a man of pure morals himself, he might have been thought interested in protecting the innocence of my aunt; but those who knew him will not suspect him of any such virtue. Before he commenced whipping Aunt Hester, he took her into the kitchen, and stripped her from neck to waist, leaving her neck, shoulders, and back, entirely naked. He then told her to cross her hands, calling her at the same time a d——d b——h. After crossing her hands, he tied them with a strong rope, and led her to a stool under a large hook in the joist, put in for the purpose. He made her get upon the stool, and tied her hands to the hook. She now stood fair for his infernal purpose. Her arms were stretched up at their full length, so that she stood upon the ends of her toes. He then said to her, "Now, you d——d b——h, I'll learn you how to disobey my orders!" and after rolling up his sleeves, he commenced to lay on the

heavy cowskin, and soon the warm, red blood (amid heart-rending shrieks from her, and horrid oaths from him) came dripping to the floor. I was so terrified and horror-stricken at the sight, that I hid myself in a closet, and dared not venture out till long after the bloody transaction was over. I expected it would be my turn next. It was all new to me. I had never seen any thing like it before. I had always lived with my grandmother on the outskirts of the plantation, where she was put to raise the children of the younger women. I had therefore been, until now, out of the way of the bloody scenes that often occurred on the plantation.

Frederick Douglass Vocabulary

Match the correct word to the definition

* Required

What is your name? *

Your answer

*

	denunciation	orator	prudence	unabated	vindication
a person who makes speeches and is very good at doing so	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a statement that publicly criticizes someone or something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
at full strength	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the act of being cleared of blame or accusation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
good judgement that helps a person avoid problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Frederick Douglass Quiz

Answer in complete sentences.

* Required

What is your name? *

Your answer

Identify textual evidence from the story that reveals why reading was so important to Frederick Douglass when he was a boy? *

Your answer

What is similar between the books that Douglass reads and his own life? * 0 points

Your answer

What does "unabated" mean in this story? *

Your answer

Douglass does not begin to detest his slaveholder, and regard his en-slavers as the "most wicked of men" until he reads "The Columbian Orator." What is it about this text and its content that really disturbs him? Besides the idea that he may never escape slavery? *

Your answer



Douglass uses a lot of figurative language to help the reader understand his situation. Write a sentence from paragraph 3 that uses figurative language. *

Your answer

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Frederick Douglass Writing Assignment

Do your best to answer the prompt in complete sentences. Remember to use the questions in your answer.

* Required

In some informational texts, authors try to persuade readers to accept a specific point of view about a subject. List some examples of when Mr. Douglass used figurative language to express his anger and torment. Do you think his description helped you to understand his situation better? Why or why not? *

Your answer

What is your name? *

Your answer

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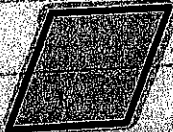

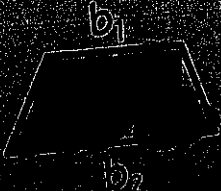
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QUADRILATERALS AND AREA

"QUADRI" → "LATERAL"

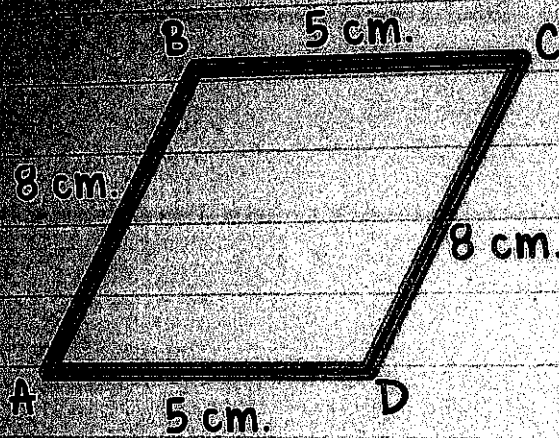
A **QUADRILATERAL** is a polygon with four sides. Here are some "famous" quadrilaterals, and how they are related.

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 are called bases and bases. Sides do not have to be equal in length.

Raquel Wayne

...to find the distance around a shape...
 ...to find the perimeter of an object, you can
 ...all of its sides.

Calculate the perimeter of the
 parallelogram $ABCD$.



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

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

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

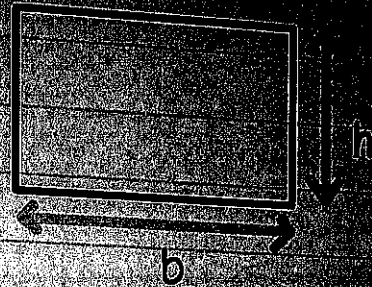


The AREA is the size of a surface or is the amount of
 space inside a two-dimensional object. Area is written in
 "units squared" or units^2 .

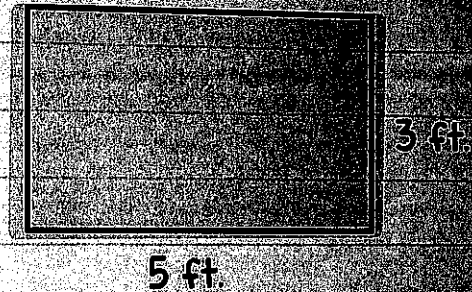
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How do we calculate the area of a parallelogram?
Multiply the base by the height. (This formula applies to rectangles, rhombuses, and squares, too.)

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



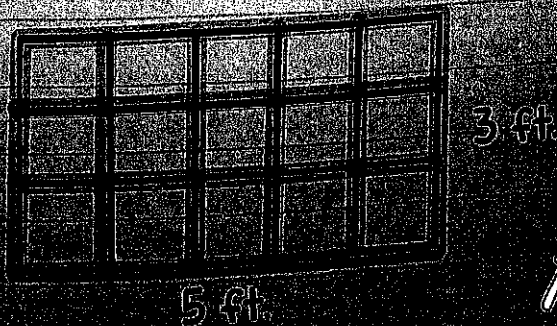
EXAMPLE Calculate the area of the parallelogram.



$$A = bh$$
$$A = 3 \cdot 5$$
$$A = 15 \text{ ft}^2$$



An area of 15 ft^2 means that 15 squares with an area of 1 foot^2 each can fit inside, so we say "fifteen feet squared," or "fifteen square feet."



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you can make it into a rectangle



EXAMPLE

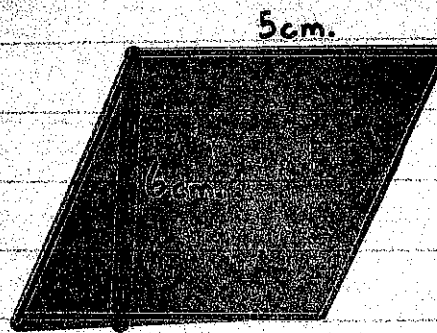
Calculate the area of the rhombus.

$$A = b \cdot h$$

$$A = 5 \cdot 6$$

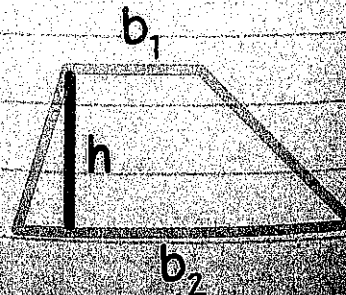
$$A = 30$$

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



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

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



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

YOU CAN ALSO

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



EXAMPLE: Calculate the area of the trapezoid.

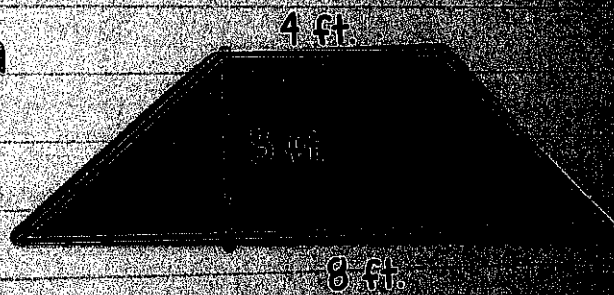
$$A = \frac{\text{base}_1 + \text{base}_2}{2} \cdot h$$

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

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

$$A = 6 \times 3$$

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

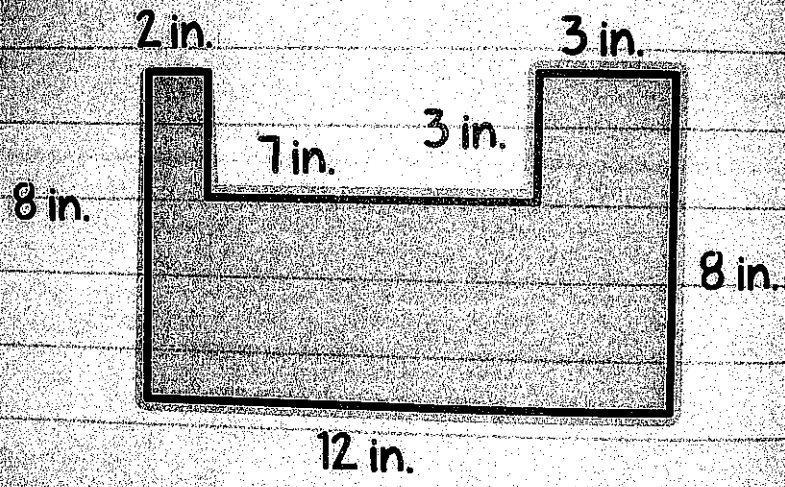


We can also calculate the area of a **COMPOUND SHAPE** (a shape made up of two or more other shapes) that is made of quadrilaterals.

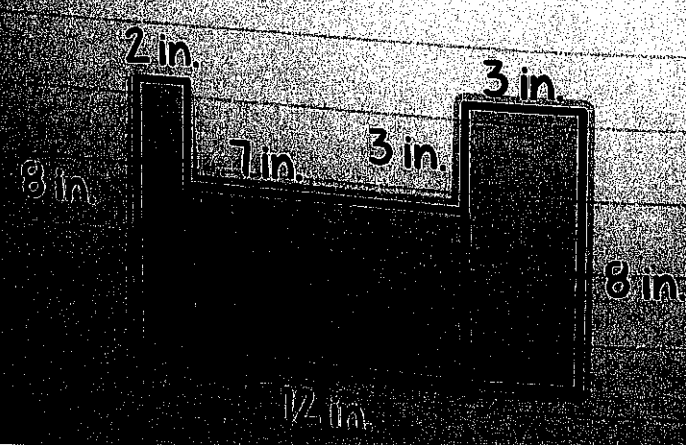
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... by the compound shape...
... then we find the area of each...
... and then add all the areas together...
... area of the entire compound shape.

Find the area of the following compound shape.



We first break it up into smaller quadrilaterals:



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In other words, we have three smaller quadrilaterals that look like:



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

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

$$A = 16 + 35 + 24$$

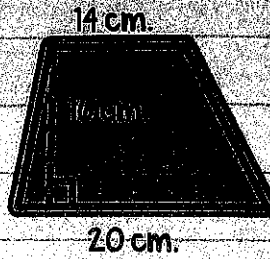
$$A = 75 \text{ in}^2$$

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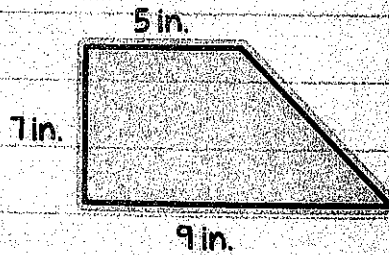
1. Calculate the area of the following rectangle.



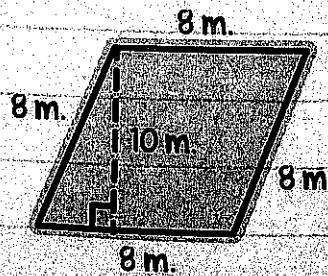
2. Calculate the area of the following trapezoid.



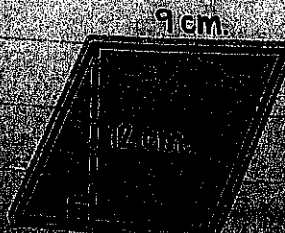
3. Calculate the area of the following trapezoid.



4. Calculate the area of the following rhombus.



5. Calculate the area of the following rhombus.



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Roxie is coloring a rectangular sheet of paper. If the base of the rectangle is 8 inches and the height is 11 inches, what is the area that Roxie colors?

7. Max wants to buy a carpet that covers his entire floor, which is in the shape of a square. If each of the 4 sides is 25 feet long, what is the area of the carpet?

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

9. Sammy draws 3 identical rectangles on his paper. If each rectangle has a base of 15 cm and a height of 12 cm, what is the total area of all 3 rectangles added together?

10. Mr. Lee draws a diagram of his property. His house is shaped like a rectangle, with a base of 100 feet and a height of 75 feet. Next to this house is his garage, which is shaped like a square. Each of the sides of the garage is 25 feet. Calculate the area of the entire property belonging to Mr. Lee.

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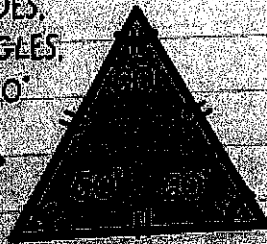
Chapter 43

TRIANGLES AND AREA

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

EQUILATERAL TRIANGLE

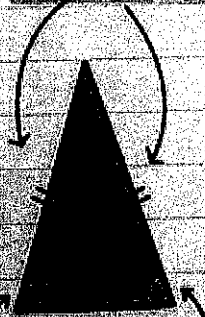
3 EQUAL SIDES,
3 EQUAL ANGLES,
ALWAYS 60°



ISOSCELES TRIANGLE

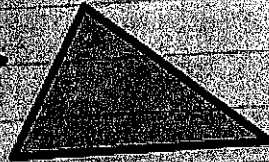
2 EQUAL SIDES,
2 EQUAL ANGLES

THESE MARKS
MEAN THE SIDES
ARE EQUAL



SCALENE TRIANGLE

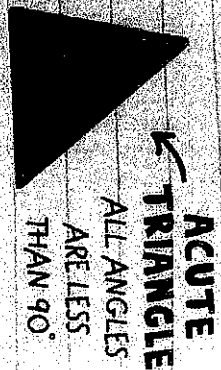
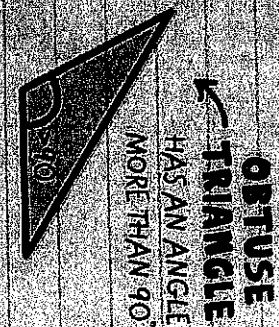
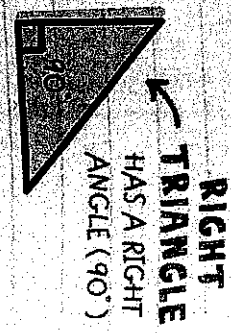
NO EQUAL SIDES,
NO EQUAL ANGLES



THESE MARKS
MEAN THE ANGLES
ARE EQUAL

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We can also classify triangles by their angles:

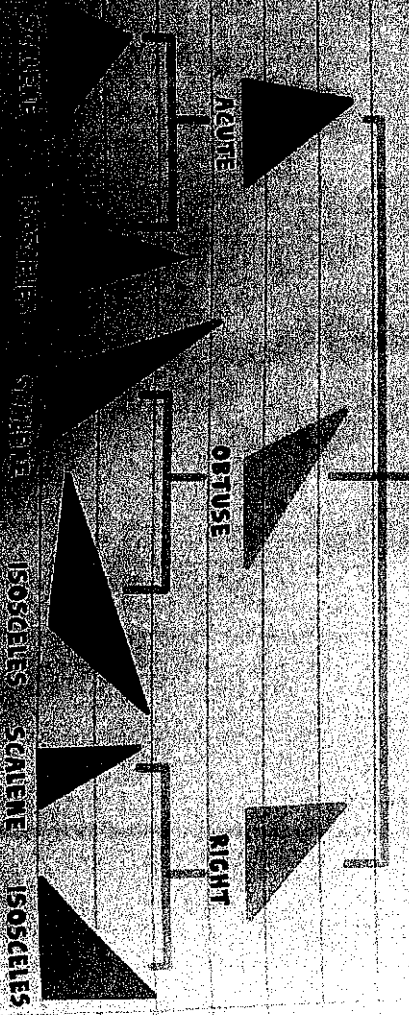


We can even combine both systems of classification to describe a triangle more precisely by using this

TRIANGLE TREE!

Triangles

THREE SIDED POLYGON



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ANGLES: There is an angle greater than 90° , so it's obtuse.

SIDES: It has two equal sides.

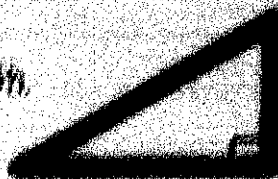
TYPE: This is an obtuse isosceles triangle.



ANGLES: There is a right angle.

SIDES: None of the sides are equal in length.

TYPE: 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.

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

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

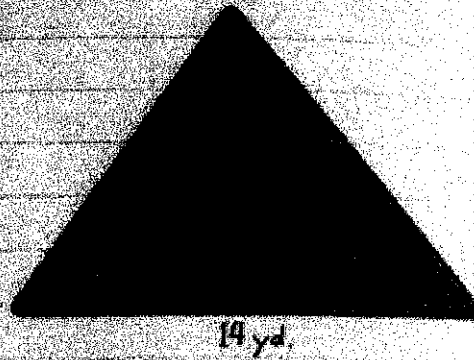
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Find the area of the triangle.

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

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

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



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.

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

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

$$A = 10.5$$

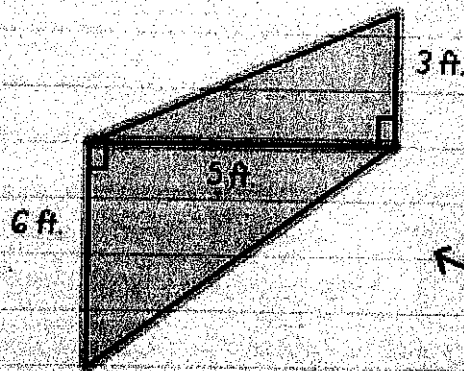


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We can also calculate the area of a triangle that is a compound shape.

EXAMPLE: 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 TRAPEZOID.

TOTAL AREA =

area of the top triangle + area of the bottom triangle

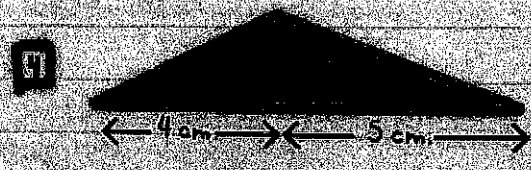
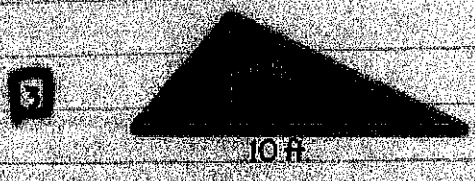
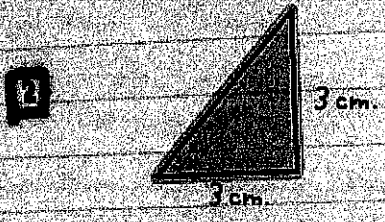
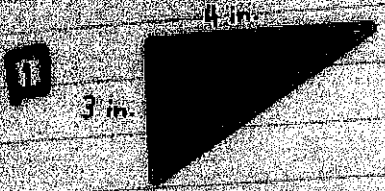
$$A = \frac{1}{2}bh + \frac{1}{2}bh \rightarrow A = \frac{1}{2} \cdot 5 \cdot 3 + \frac{1}{2} \cdot 5 \cdot 6$$

$$A = 7\frac{1}{2} + 15 \rightarrow A = 22\frac{1}{2} \text{ ft}^2$$

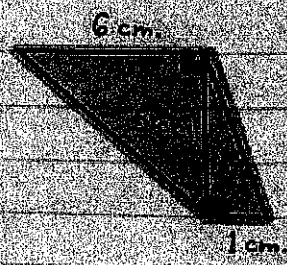
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CHECK YOUR KNOWLEDGE

Find the area of the triangles below.



5 Find the area of this shape



Raquel Wayne

- 6 Linda has one side of a pyramid to paint for the scenery of 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 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 8 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

Word Definition-Homework-Circulatory and Pulmonary Systems

Name: _____ Date: _____

Blood-

Plasma-

Red blood cells-

Platelets-

White blood cells-

Serum-

Erythrocytes-

Erythropoietin-

Hemoglobin-

Fibrin-

Megakaryocytes-

Leukocytes-

Granulocytes-

Agranulocytes-

Myeloid stem cells-

Lymphoid stem cells-