



A NETWORK *of* COLLEGE PREP ELEMENTARY SCHOOLS

## Grade 8

### Home Learning Packet

The contents of this packet contains 10 days of activities in paper copy. Students should be completing this packet, along with completing lessons on their math/reading *online* programs daily. If we surpass the 10 days without school, students should continue using their online math and reading programs for 45 minutes per day per program unless otherwise specified by your campus.

---

(Student Name)

## Applying Properties for Powers with the Same Exponent

► Rewrite each expression as a single power.

1  $9^4 \cdot 10^4$

2  $(12 \cdot 6)^3$

3  $\frac{3^3}{2^3}$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4  $\frac{6^2}{2^2}$

5  $(-5)^6 \cdot (-7)^6$

6  $\left(\frac{6^4}{12^4}\right)^2$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

► Rewrite each expression as a product of two powers or quotient of two powers.

7  $5^5(16^2 \cdot 5^3)^3$

8  $\left(\frac{8^4 \cdot 5^3}{8^5}\right)^2$

9  $\left(\frac{5^8 \cdot 3^7}{5^4}\right)^{10}$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 10 How does multiplying powers with the same base differ from multiplying powers with the same exponent but different bases?

## Analyzing *O! Pioneers*

Willa Cather's 1910 novel, *O! Pioneers*, follows a Swedish family of farmers in Nebraska. In this passage, John Bergson is dying and worries about what will become of his wife and young children. Alexandra is the oldest Bergson child.

Alexandra, her father often said to himself, was like her grandfather; which was his way of saying that she was intelligent. John Bergson's father had been a shipbuilder, a man of considerable force and of some fortune. Late in life he married a second time, a Stockholm woman of questionable character, much younger than he, who goaded him into every sort of extravagance. On the shipbuilder's part, this marriage was an infatuation, the despairing folly of a powerful man who cannot bear to grow old. In a few years his unprincipled wife warped the probity of a lifetime. He speculated, lost his own fortune and funds entrusted to him by poor seafaring men, and died disgraced, leaving his children nothing. But when all was said, he had come up from the sea himself, had built up a proud little business with no capital but his own skill and foresight, and had proved himself a man. In his daughter, John Bergson recognized the strength of will, and the simple direct way of thinking things out, that had characterized his father in his better days. He would much rather, of course, have seen this likeness in one of his sons, but it was not a question of choice. As he lay there day after day he had to accept the situation as it was, and to be thankful that there was one among his children to whom he could entrust the future of his family and the possibilities of his hard-won land.

### Discuss the Meaning

Alexandra shares personal qualities with her grandfather. What are these qualities and how will they help the Bergson family survive after her father dies? Cite text examples to support your ideas.

---

---

---

---

---

---

---

---

---

---

---

---

# Applying Properties of Negative Exponents

- Rewrite each expression using only positive exponents. The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1  $7^3 \cdot 16^{-9}$

2  $\frac{8^{-6}}{21^{-4}}$

3  $\left(\frac{7}{16}\right)^{-3}$

4  $16^3 \cdot (-7)^{-3}$

5  $(8 \cdot 21)^{-4}$

6  $8 \cdot 21^{-3}$

7  $\frac{11^{-7} \cdot 5^9}{6^9}$

8  $\frac{11^{-7} \cdot 5^9}{6^{-9}}$

9  $6^9 \cdot 11^{-7} \cdot 5^{-9}$

10  $\frac{3^5 \cdot (-4)^{-10}}{7^9 \cdot 21^{-4}}$

11  $\frac{(-21)^{-4} \cdot (-4)^0}{3^{-5} \cdot 7^{-9}}$

12  $\left(\frac{3}{7}\right)^{-5} \cdot (-21)^{-4} \cdot (-4)^2$

## Answers

$$\frac{1}{(8 \cdot 21)^4}$$

$$\frac{6^9}{11^7 \cdot 5^9}$$

$$\frac{16^3}{7^3}$$

$$\frac{7^5 \cdot (-4)^2}{3^5 \cdot (-21)^4}$$

$$\frac{21^4}{8^6}$$

$$\frac{6^9 \cdot 5^9}{11^7}$$

$$\frac{16^3}{(-7)^3}$$

$$\frac{3^5 \cdot 21^4}{7^9 \cdot (-4)^{10}}$$

$$\frac{3^5 \cdot 7^2}{(-21)^4}$$

$$\frac{8}{21^3}$$

$$\frac{5^9}{11^7 \cdot 6^9}$$

$$\frac{7^3}{16^9}$$



## Finding Text Evidence

*Frederick Douglass (1818-1895) was born into slavery in Maryland. As an adult, he escaped into freedom. He became a writer, orator and advocate for the abolition of slavery. In 1845, 16 years before the start of the Civil War, Douglass published his autobiography, Narrative of the Life of Frederick Douglass, An American Slave. In this passage from Chapter VIII, Douglass is a 10 year old slave.*

In a very short time after I went to live at Baltimore, my old master's youngest son Richard died; and in about three years and six months after his death, my old master, Captain Anthony, died, leaving only his son, Andrew, and daughter, Lucretia, to share his estate. He died while on a visit to see his daughter at Hillsborough. Cut off thus unexpectedly, he left no will as to the disposal of his property. It was therefore necessary to have a valuation of the property, that it might be equally divided between Mrs. Lucretia and Master Andrew. I was immediately sent for, to be valued with the other property. Here again my feelings rose up in detestation of slavery. I had now a new conception of my degraded condition. Prior to this, I had become, if not insensible to my lot, at least partly so. I left Baltimore with a young heart overborne with sadness, and a soul full of apprehension. I took passage with Captain Rowe, in the schooner Wild Cat, and, after a sail of about twenty-four hours, I found myself near the place of my birth. I had now been absent from it almost, if not quite, five years. I, however, remembered the place very well. I was only about five years old when I left it, to go and live with my old master on Colonel Lloyd's plantation; so that I was now between ten and eleven years old.

We were all ranked together at the valuation. Men and women, old and young, married and single, were ranked with horses, sheep, and swine. There were horses and men, cattle and women, pigs and children, all holding the same rank in the scale of being, and were all subjected to the same narrow examination. Silvery-headed age and sprightly youth, maids and matrons, had to undergo the same indelicate inspection. At this moment, I saw more clearly than ever the brutalizing effects of slavery upon both slave and slaveholder.

### Text Evidence

In the passage, Douglass explains that slavery was humiliating. Cite an example from the text that most clearly supports this idea.

---

---

---

Find one additional text example that also supports the idea that slavery was humiliating.

---

---

---

# Applying Properties of Integer Exponents

► Evaluate each expression.

1  $18^{-4} \cdot 6^7$

2  $3^4 \cdot 3^{-6} \cdot 9^0$

3  $\left(\frac{3^{-4} \cdot 3^6}{6^3 \cdot 6^{-1}}\right)^{-2}$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

► Write each expression using only positive exponents.

4  $19^{-3} \cdot 19 \cdot 19^{-4} \cdot 19^3$

5  $\frac{6^{-3} \cdot 17^3 \cdot 2}{6^5 \cdot 17^{-4} \cdot 2^{-1}}$

6  $24^{-3} \cdot 24^7 \cdot (24^{-3})^4 \cdot 24^9$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7  $\left(\frac{7^{-3} \cdot 3^{-8}}{7^{-2} \cdot 3^{-2}}\right)^{-4}$

8  $(2^{-1} \cdot 3^0)^{-3} \cdot (2^0 \cdot 5^3)^5$

9  $\left(\frac{5^6 \cdot 3^{-3}}{3^{-3}}\right)^4$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10 How could you have simplified problem 7 in a different way?

# Character Development in “The Tell-Tale Heart”

*Edgar Allan Poe wrote “The Tell-Tale Heart” in 1843. It is one of his most famous short stories. Below are the opening paragraphs of the story.*

TRUE! - nervous - very, very dreadfully nervous I had been and am; but why will you say that I am mad? The disease had sharpened my senses - not destroyed - not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? Hearken! and observe how healthily - how calmly I can tell you the whole story.

It is impossible to say how first the idea entered my brain; but once conceived, it haunted me day and night. Object there was none. Passion there was none. I loved the old man. He had never wronged me. He had never given me insult. For his gold I had no desire. I think it was his eye! yes, it was this! He had the eye of a vulture - a pale blue eye, with a film over it. Whenever it fell upon me, my blood ran cold; and so by degrees - very gradually - I made up my mind to take the life of the old man, and thus rid myself of the eye forever.

## The Narrator

The narrator in “The Tell-Tale Heart” insists that he is not mad. How does Poe use language, punctuation and structure in the opening paragraphs to show that the narrator is, in fact, insane?

---

---

---

---

---

---

---

---

---

---

---

---

## Writing Numbers in Scientific Notation

► Write each number in scientific notation.

1 8

---

2 54

---

3 0.02

---

4 229

---

5 187

---

6 0.452

---

7 0.006009

---

8 452

---

9 35,710

---

10 0.00005026

---

11 787,000

---

12 45.2

---

13  $934\frac{1}{2}$

---

14 0.000000452

---

15 11,235,000,000

---

16 How are the answers to problems 6, 8, 12, and 14 similar? How are they different?



## Evaluating Text: Helen Keller's My Life

*Helen Keller was born in Alabama in 1880. When she was less than 2 years old, she became very ill. While she recovered from her illness, she lost her eyesight and hearing. When Helen was 7, her parents hired a teacher for her. The teacher, Annie Sullivan, was able to bring Helen out of her dark, silent world by teaching her sign language. Helen would feel each sign with her fingers to determine the meaning. Helen Keller would go on to be a writer, lecturer and activist. Below is a passage from Chapter XI of her autobiography, My Life, published in 1903.*

**F**rom the beginning of my education Miss Sullivan made it a practice to speak to me as she would speak to any hearing child; the only difference was that she spelled the sentences into my hand instead of speaking them. If I did not know the words and idioms necessary to express my thoughts she supplied them, even suggesting conversation when I was unable to keep up my end of the dialogue.

This process was continued for several years; for the deaf child does not learn in a month, or even in two or three years, the numberless idioms and expressions used in the simplest daily intercourse. The little hearing child learns these from constant repetition and imitation. The conversation he hears in his home stimulates his mind and suggests topics and calls forth the spontaneous expression of his own thoughts. This natural exchange of ideas

is denied to the deaf child. My teacher, realizing this, determined to supply the kinds of stimulus I lacked. This she did by repeating to me as far as possible, verbatim, what she heard, and by showing me how I could take part in the conversation. But it was a long time before I ventured to take the initiative, and still longer before I could find something appropriate to say at the right time.

The deaf and the blind find it very difficult to acquire the amenities of conversation. How much more this difficulty must be augmented in the case of those who are both deaf and blind! They cannot distinguish the tone of the voice or, without assistance, go up and down the gamut of tones that give significance to words; nor can they watch the expression of the speaker's face, and a look is often the very soul of what one says.

### What Do You Think?

In the text, Helen Keller claims that it is more difficult for hearing impaired children to learn to converse with others. Do you think her claim is correct? Does she give good reasons for her statements? Explain your answer.

---

---

---

---

---

---

---

## Adding and Subtracting with Scientific Notation

► Find each sum or difference. Write your answer in scientific notation.

1  $(6 \times 10^1) + (9 \times 10^1)$

\_\_\_\_\_

2  $32 - (2.1 \times 10^1)$

\_\_\_\_\_

3  $(7 \times 10^0) + (3 \times 10^1)$

\_\_\_\_\_

4  $100 - (1.4 \times 10^1)$

\_\_\_\_\_

5  $(8.8 \times 10^2) + (3 \times 10^2)$

\_\_\_\_\_

6  $(3.05 \times 10^2) + 64$

\_\_\_\_\_

# How Do I Love Thee?

## Supporting Ideas

*Elizabeth Barrett Browning wrote this poem shortly before her marriage to Robert Browning in 1846. The poem was published, along with some of her other poems, in 1850 as a collection called Sonnets from the Portuguese.*

How do I love thee? Let me count the ways.  
I love thee to the depth and breadth and height  
My soul can reach, when feeling out of sight  
For the ends of Being and ideal Grace.  
I love thee to the level of everyday's  
Most quiet need, by sun and candlelight.  
I love thee freely, as men strive for Right;  
I love thee purely, as they turn from Praise.  
I love thee with the passion put to use  
In my old griefs, and with my childhood's faith.  
I love thee with a love I seemed to lose  
With my lost saints,—I love thee with the breath,  
Smiles, tears, of all my life!—and, if God choose,  
I shall but love thee better after death.



It's clear from the poem that Elizabeth loves Robert. Find two passages from the text that most strongly support this idea Explain your reasoning.

---

---

---

---

---

---

---

---

---

---

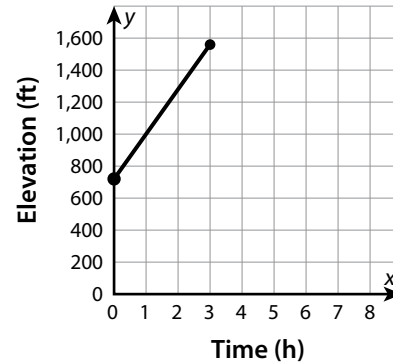
---

---

## Interpreting a Linear Function

► Interpret the linear function to solve the problems. Show your work.

- 1 A group of volunteers is spending a week cleaning up the trails in the Hudson Highlands. On day 2 the volunteers begin at the point on the trail where they ended the day before. The graph shows their elevation, in feet, as a function of the number of hours they work to clean the trails.



- What does the ordered pair (1, 1000) on the graph represent?
  - The graph begins at 720 on the y-axis. What does this value represent? Is this the rate of change or the initial value?
  - By how many feet does the elevation increase for one hour of work? What does this value represent, rate of change or initial value?
  - What is the equation that represents this function?
- 2 The table shows number of people as a function of time in hours. Write an equation for the function and describe a situation that it could represent. Include the initial value, rate of change, and what each quantity represents in the situation.

Hours	Number of People
1	150
3	250
5	350

## Literature About Chicago: Prose vs. Poetry

### Chicago by Carl Sandburg, 1916

Hog Butcher for the World,  
Tool Maker, Stacker of Wheat,  
Player with Railroads and the Nation's Freight Handler;  
Stormy, husky, brawling,  
City of the Big Shoulders:  
They tell me you are wicked and I believe them, for I have seen  
your painted women under the gas lamps luring the farm boys.  
And they tell me you are crooked and I answer: Yes, it is true I  
have seen the gunman kill and go free to kill again.  
And they tell me you are brutal and my reply is: On the faces of  
women and children I have seen the marks of wanton hunger.  
And having answered so I turn once more to those who sneer at  
this my city, and I give them back the sneer and say to them:  
Come and show me another city with lifted head singing so proud  
to be alive and coarse and strong and cunning.  
Flinging magnetic curses amid the toil of piling job on job, here is  
a tall bold slugger set vivid against the little soft cities;  
Fierce as a dog with tongue lapping for action, cunning as a  
savage pitted against the wilderness,  
Bareheaded,  
Shoveling,  
Wrecking,  
Planning,  
Building, breaking, rebuilding,  
Under the smoke, dust all over his mouth, laughing with  
white teeth,  
Under the terrible burden of destiny laughing as a young  
man laughs,  
Laughing even as an ignorant fighter laughs who has never  
lost a battle,  
Bragging and laughing that under his wrist is the pulse, and  
under his ribs the heart of the people, Laughing!  
Laughing the stormy, husky, brawling laughter of Youth, half-  
naked, sweating, proud to be Hog Butcher, Tool Maker, Stacker  
of Wheat, Player with Railroads and Freight Handler to  
the Nation.



### From The Jungle by Upton Sinclair, 1906

*In this passage, a family of  
Lithuanian immigrants arrive in  
Chicago to start a new life.*

A full hour before the party reached the city they had begun to note the perplexing changes in the atmosphere. It grew darker all the time, and upon the earth the grass seemed to grow less green. Every minute, as the train sped on, the colors of things became dingier; the fields were grown parched and yellow, the landscape hideous and bare. And along with the thickening smoke they began to notice another circumstance, a strange, pungent odor. They were not sure that it was unpleasant, this odor; some might have called it sickening, but their taste in odors was not developed, and they were only sure that it was curious. Now, sitting in the trolley car, they realized that they were on their way to the home of it—that they had traveled all the way from Lithuania to it. It was now no longer something far off and faint, that you caught in whiffs; you could literally taste it, as well as smell it—you could take hold of it, almost, and examine it at your leisure. They were divided in their opinions about it. It was an elemental odor, raw and crude; it was rich, almost rancid, sensual, and strong. There were some who drank it in as if it were an intoxicant; there were others who put their handkerchiefs to their faces. The new emigrants were still tasting it, lost in wonder, when suddenly the car came to a halt, and the door was flung open, and a voice shouted—"Stockyards!"

Compare the two passages above. Which one do you think gives the most interesting image of Chicago? Does the genre (prose or poetry) make it more interesting? If so, why?

---

---

---

---

---

## Writing an Equation for a Linear Function from a Verbal Description

► Write an equation for each linear function described. Show your work.

- 1 The graph of the function passes through the point  $(2, 1)$ , and  $y$  increases by 4 when  $x$  increases by 1.
- 2 the function with a rate of change of  $\frac{3}{2}$  whose graph passes through the point  $(4, 10.5)$
- 3 the function with a rate of change of  $\frac{4}{5}$  that has a value of 10 at  $x = 10$
- 4 the function that has an  $x$ -intercept of  $-2$  and a  $y$ -intercept of  $-\frac{2}{3}$
- 5 Cameron stops to get gas soon after beginning a road trip. He checks his distance from home 2 hours after filling his gas tank and checks again 3 hours later. The first time he checked, he was 170 miles from home. The second time, he was 365 miles from home. What equation models Cameron's distance from home as a function of the time since getting gas?
- 6 A charity organization is holding a benefit event. It receives \$28,000 in donations and \$225 for each ticket sold for the event. What equation models the total amount earned from the event as a function of the number of tickets sold?

## Summarize It: President Theodore Roosevelt's 7th Annual Message to Congress

*President Theodore Roosevelt was a strong advocate for conservation. Below is a part of his 1907 message to Congress.*

Optimism is a good characteristic, but if carried to an excess it becomes foolishness. We are prone to speak of the resources of this country as inexhaustible; this is not so. The mineral wealth of the country, the coal, iron, oil, gas, and the like, does not reproduce itself, and therefore is certain to be exhausted ultimately; and wastefulness in dealing with it today means that our descendants will feel the exhaustion a generation or two before they otherwise would. But there are certain other forms of waste which could be entirely stopped—the waste of soil by washing, for instance, which is among the most dangerous of all wastes now in progress in the United States, is easily preventable, so that this present enormous loss of fertility is entirely unnecessary. The preservation or replacement of the forests is one of the most important means of preventing this loss. We have made a beginning in forest preservation, but it is only a beginning. At present lumbering is the fourth greatest industry in the United States; and yet, so rapid has been the rate of exhaustion of

timber in the United States in the past, and so rapidly is the remainder being exhausted, that the country is unquestionably on the verge of a timber famine which will be felt in every household in the land. There has already been a rise in the price of lumber, but there is certain to be a more rapid and heavier rise in the future. The present annual consumption of lumber is certainly three times as great as the annual growth; and if the consumption and growth continue unchanged, practically all our lumber will be exhausted in another generation, while long before the limit to complete exhaustion is reached the growing scarcity will make itself felt in many blighting ways upon our National welfare. About 20 per cent of our forested territory is now reserved in National forests; but these do not include the most valuable timber lands, and in any event the proportion is too small to expect that the reserves can accomplish more than a mitigation of the trouble which is ahead for the nation. Far more drastic action is needed.

### Summary

In your own words, write a summary of the passage from President Roosevelt's message.

---

---

---

---

---

---

---

## Finding the Slope of a Line

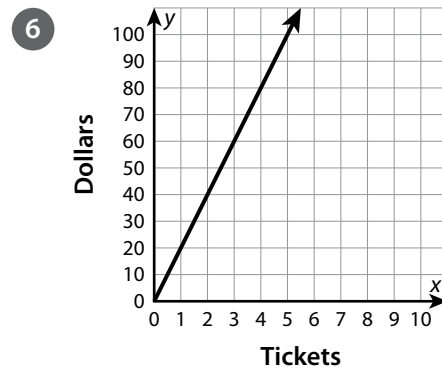
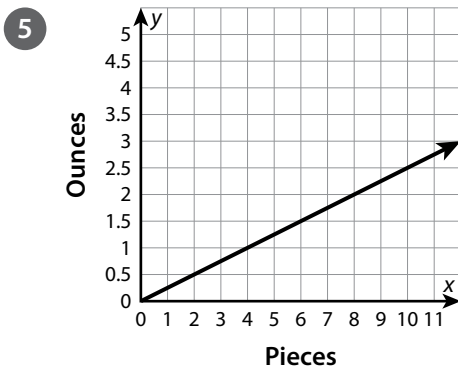
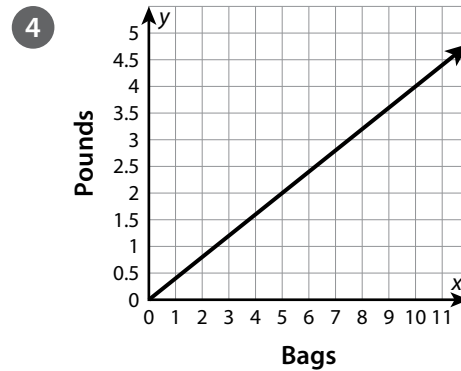
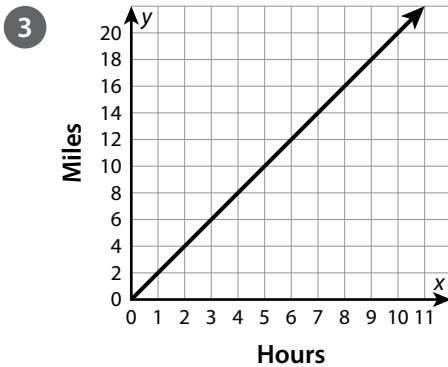
- Use the information provided to find the slope of each line. State what the slope represents.

1

<b>Seconds</b>	0	5	10
<b>Feet</b>	0	30	60

2

<b>Hours</b>	0	2	5
<b>Dollars</b>	0	18	45





## Shakespeare's Language: What's the Meaning?

All the World's a Stage  
from Act II, Scene VII of  
As You Like It  
by William Shakespeare

All the world's a stage,  
And all the men and women merely players:  
They have their exits and their entrances;  
And one man in his time plays many parts,  
His acts being seven ages. At first the infant,  
Mewling and puking in the nurse's arms.  
And then the whining school-boy, with his satchel  
And shining morning face, creeping like snail  
Unwillingly to school. And then the lover,  
Sighing like furnace, with a woeful ballad  
Made to his mistress' eyebrow. Then a soldier,  
Full of strange oaths and bearded like the pard,  
Jealous in honour, sudden and quick in quarrel,  
Seeking the bubble reputation  
Even in the cannon's mouth. And then the justice,  
In fair round belly with good capon lined,  
With eyes severe and beard of formal cut,  
Full of wise saws and modern instances;  
And so he plays his part. The sixth age shifts  
Into the lean and slipper'd pantaloon,  
With spectacles on nose and pouch on side,  
His youthful hose, well saved, a world too wide  
For his shrunk shank; and his big manly voice,  
Turning again toward childish treble, pipes  
And whistles in his sound. Last scene of all,  
That ends this strange eventful history,  
Is second childishness and mere oblivion,  
Sans teeth, sans eyes, sans taste, sans everything.



### Find the Meaning

Briefly explain the meaning of each of the following phrases.

"...creeping like snail/Unwillingly to school"

---



---



---

"His youthful hose, well saved, a world too wide/For his shrunk shank"

---



---



---

"Sans teeth, sans eyes, sans taste, sans everything"

---



---



---



---



---

## Solving Systems of Linear Equations by Substitution

► Find the solution of each system of equations.

1  $y = 2x - 1$

$$y = 3x + 2$$

---

2  $x = y + 4$

$$2x + 2y = 16$$

---

3  $x + y = 5$

$$6x + 3y = 27$$

---

4  $5x + 2y = 10$

$$2x + y = 2$$

---

5  $4x - 8y = -26$

$$9x + 4y = 13$$

---

6  $2x - 3y = 24$

$$2x + y = 4$$

---

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

## What's the Purpose? FDR's Pearl Harbor Speech

*On December 7, 1941, the Japanese aircraft and naval ships attacked the U.S. military at Pearl Harbor on the island of Oahu in Hawaii. Over 2,400 people were killed and the U.S. lost a large number of ships and aircraft. The next day, President Franklin Roosevelt addressed a Joint Session of Congress, which was broadcast to the American people. The text on the right is the beginning of his speech.*

Yesterday, December 7, 1941 - a date which will live in infamy - the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in Oahu, the Japanese Ambassador to the United States and his colleague delivered to the Secretary of State a formal reply to a recent American message. While this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

### Determine the Purpose

From reading the passage, what do you think was the purpose of President's Roosevelt's speech?

---

---

---

---

---

---

---

---

---

---

## Solving Systems of Linear Equations by Elimination

► Find the solution to each system of equations.

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

---

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

---

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

---

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

---

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

---

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

---

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



# The Ransom of Red Chief



by O. Henry

*O. Henry wrote "The Ransom of Red Chief" in 1910. The story follows two kidnappers who steal Johnny, the son of a rich man. The son, called Red Chief by the kidnappers, is a redheaded, devilish brat. He makes life miserable for the two criminals. Below is the ransom demand sent to Red Chief's father and the father's reply.*

Ebenezer Dorset, Esq.:

We have your boy concealed in a place far from Summit. It is useless for you or the most skilful detectives to attempt to find him. Absolutely, the only terms on which you can have him restored to you are these: We demand fifteen hundred dollars in large bills for his return; the money to be left at midnight tonight at the same spot and in the same box as your reply — as hereinafter described. If you agree to these terms, send your answer in writing by a solitary messenger tonight at half-past eight o'clock. After crossing Owl Creek, on the road to Poplar Cove, there are three large trees about a hundred yards apart, close to the fence of the wheat field on the right-hand side. At the bottom of the fencepost, opposite the third tree, will be found a small pasteboard box. The messenger will place the answer in this box and return immediately to Summit.

If you attempt any treachery or fail to comply with our demand as stated, you will never see your boy again.

If you pay the money as demanded, he will be returned to you safe and well within three hours. These terms are final, and if you do not accede to them no further communication will be attempted.

TWO DESPERATE MEN.



Two Desperate Men.

Gentlemen: I received your letter today by post, in regard to the ransom you ask for the return of my son. I think you are a little high in your demands, and I hereby make you a counter-proposition, which I am inclined to believe you will accept. You bring Johnny home and pay me two hundred and fifty dollars in cash, and I agree to take him off your hands. You had better come at night, for the neighbors believe he is lost, and I couldn't be responsible for what they would do to anybody they saw bringing him back.

Very respectfully,  
EBENEZER DORSET.

## Irony in Literature

Explain why the reply from Red Chief's father is an example of irony.

---

---

---

---

---

---

## Day 1

**Directions:** Should cell phones be banned in schools? Write a persuasive essay in favor or against cell phones in school.

[illegible]

## Day 2

**Directions:** Describe one time when you were brave using the lines below.

[illegible]

## Day 3

**Directions:** Imagine you opened your own restaurant. Tell the name of your restaurant. Explain what the restaurant looks like, who works there, and what you serve using the lines below.

[illegible]



## Day 4

**Directions:** Write a descriptive essay about a fun fact many people don't know about you using the lines below.

[illegible]

## Day 5

**Directions:** Write a short story about you and a friend using the lines below.

[illegible]

## Day 6

**Directions:** Write a poem in the lines below using the word *happy* at least once.

[illegible]

**Directions:** According to Facebook's terms of service, you need to be at least 13 years-old to have a Facebook or Instagram account. Do you think this is a fair rule? Write a persuasive essay in the lines below.

[illegible]

## Day 8

**Directions:** Create a story about a girl or boy who goes on a trip. Use the lines below.

[illegible]

## Day 9

**Directions:** What is your dream job as an adult? Describe what you need to do to achieve your goal using the lines below.

[illegible]

## Day 10

**Directions:** Using the lines below, reflect on your experience staying home from school for two weeks.

[illegible]

## Current Events Log

### Day 1

On the lines below, write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show. Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]



## Current Events Log

### Day 2

On the lines below, write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show. Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

## Current Events Log

### Day 3

On the lines below, write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show. Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

## Current Events Log

### Day 4

On the lines below, write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show. Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

## Current Events Log

### Day 5

On the lines below, write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show. Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

## Current Events Log

### Day 6

On the lines below, write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show. Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

## Current Events Log

### Day 7

On the lines below, write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show. Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

## Current Events Log

### Day 8

On the lines below, write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show. Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

## Current Events Log

### Day 9

On the lines below, write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show. Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]



## Current Events Log

### Day 10

On the lines below, write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show. Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

# LEARN Charter Schools Reading Log

Name: \_\_\_\_\_ Week Of: \_\_\_\_\_

**Directions:** Record the amount of time you read each day.

At home reading goal:

I will read at least 45 minutes at home five times a week.

[illegible]

Day	Date	Title	Genre	Page Started	Page Finished	Total Time

## Weekly At-Home Reading Tally

Day	Number of Minutes
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	
<b>Total Minutes This Week</b>	

Teacher Initials for Meeting Weekly Goal: \_\_\_\_\_

Your Weekly Goal is **225** minutes. Did you meet your goal? \_\_\_\_\_

Did you exceed your goal? \_\_\_\_\_

If yes, by how many minutes? \_\_\_\_\_

What is your favorite book you read this week? Why was it your favorite?

---



---



---



---



---



---



---

# LEARN Charter Schools Reading Log

Name: \_\_\_\_\_ Week Of: \_\_\_\_\_

**Directions:** Record the amount of time you read each day.

At home reading goal:

I will read at least 45 minutes at home five times a week.

[illegible]

Day	Date	Title	Genre	Page Started	Page Finished	Total Time

## Weekly At-Home Reading Tally

Day	Number of Minutes
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	
<b>Total Minutes This Week</b>	

Teacher Initials for Meeting Weekly Goal: \_\_\_\_\_

Your Weekly Goal is **225** minutes. Did you meet your goal? \_\_\_\_\_

Did you exceed your goal? \_\_\_\_\_

If yes, by how many minutes? \_\_\_\_\_

What is your favorite book you read this week? Why was it your favorite?

---



---



---



---



---



---



---