GRADE LEVEL PACKET:

8th

Week of Apr 13, 2020

4-13-2020

Hello!

All of the FRMS staff hope that you are staying safe and well during this extended closure. Our priority during this closure is the safety, health, and well-being of our students, our families, and our community.

To help provide your student with learning opportunities during this extended school closure, we have included the following in this packet:

Language Arts and Math Assignments with new instruction, content, or skills taught

Science and Social Studies Assignments- Supplemental activities and extended learning opportunities

P.E- Weekly plans to keep your child engaged in physical activities

Counselor's Page- Suggestions from Ryan Chambers on ways to keep your family healthy socially and emotionally during this closure.

We also have band practice materials available in the office or by email.

Each "assignment" comes with a guide for parents/students that walks them through what to do each day and includes phone and email contact information for teachers in case you have any questions. **At this time, we are not including answer keys.** If you are stuck and need information, please feel free to contact teachers directly and they will help you.

We are also asking families to hold onto all completed work for now. When school opens up again, we will work out a process for getting that completed work back.

Our office will be open 7:45 to 3:30 each day. If possible, please call before coming so if there is something you need out of a locker or a classroom, we can get it for you. We also have school supplies if needed. If you need to come into the building, please practice social distancing.

Stay well

Olivia Johnson
FRMS Principal

FERN RIDGE MIDDLE SCHOOL
Phone (541) 935-8230 FAX (541) 935-8234
Ryan Chambers, Counselor Olivia Johnson, Principal Eric Carman, Assistant Principal

Fern Ridge Families,

I hope you all are doing as well as can be expected during this uncertain and stressful time. Now that some longer term decisions have been made regarding school, sports, community activities and social distance measures, I know that stress related to closures of all kinds are mounting and may be causing some anxiety and familial stress. I wanted to share with you a document put together by the Clay Center for Young Health Minds that provides some information on reducing some of that anxiety and stress.

Additionally, on our district website under the Covid-19 tab you will find Mental Health and Wellness resources and a Family Resources page that has information on utility assistance and local food banks.

If you have any questions or would like any additional information, please email me at rchambers@fernridge.k12.or.us or call or text 541-362-4287.

Thank You,

Ryan Chambers, FRMS Counselor

Guidance For Helping Kids of All Ages:

1. Control Your Own Anxiety

Many of us are worried about the current situation and living with uncertainty isn't easy. Yet, anxiety is "contagious." Your kids will know that you are nervous even if you try to hide it. So how can you keep your cool, despite your own worries? Here are some things that may help:

- **Get the most credible information you can.** Focus on fact-based, helpful information about the virus. Avoid endless social media streams, which can be filled with misinformation, and constant breaking news headlines, which can fuel your concerns. Stay up to date with notices from your child's school, your state, and your city or town. Anxiety is best contained if you know the guidelines for protecting you and your loved ones, including hand washing, cleaning surfaces, use of sanitizers, whether you or your family need to be in isolation, and what supplies you should have at home in case you are quarantined.
- **Talk with folks who support you.** This could be your partner, a parent, a friend, a spiritual leader, or another trusted adult you can confide in.
- **Take care of your physical health.** Get a good amount of sleep and exercise and use other ways to reduce anxiety, such as meditation, yoga, listening to music, or watching a TV show.
- **If your child asks if you are worried, be honest!** They will know if you are not telling them the truth. You can say things like: "Yes, I'm worried about the virus, but I know that there are ways to prevent its spread and take care of the family if one of us gets sick."

2. Approach Your Kids and Ask What They Know

Most children will have heard about COVID-19, particularly school-age kids and adolescents. They may have read things online, seen something on TV, or heard friends or teachers talk about the illness. Others may have overheard you talking about it. There is a lot of misinformation out there, so don't assume that they know specifics about the situation or that the information they have is correct. Ask open ended questions:

- What have you heard about the coronavirus?
- Where did you hear about it?
- What are your major concerns or worries?

- Do you have any questions I can help you answer?
- How are you feeling about the Coronavirus?

Once you know what information they have and what they're concerned about, then you can help to fill in any necessary gaps.

3. Validate Their Feelings and Concerns

Kids may have all sorts of reactions to the COVID-19. Some may be realistic, while others exaggerated. For example, if grandma is in a nursing home, they may have heard that older adults get sicker than healthier, younger individuals. You need to be able to acknowledge this valid concern, but can reassure them that grandma has the best medical care to manage the illness.

4. Be Available for Questions and Provide New Information

This outbreak is likely to last a long time, so one conversation won't be enough. At first, your child's emotional reactions will outweigh their thoughts and concerns. As the outbreak continues and your kids get new information, they will need to talk again. Let them know they can come to you at any time with questions or worries. It's also a good idea to have regular check ins, as they may not approach you with their fears.
When you update your kids with new information, don't assume that they fully understand everything you say. Ask them to explain things back to you in their own language. This is an excellent way to know if your kids understood what you meant.

5. Empower Them by Modeling Behavior

An important part of prevention is hand washing, coughing or sneezing into your sleeves, wiping your nose with tissue then discarding it, trying to keep your hands away from your face, not shaking hands or making physical contact with others, and wiping surfaces with material that is at least 60% alcohol.

Be sure to demonstrate these behaviors first, so your kids can have a good model. It's a great idea for you to wash your hands *with* young children singing "Happy Birthday" twice (about 20 seconds) so they know what to do on their own. Wiping surfaces as a family, after dinner, helps everyone feel part of the prevention effort. For older kids and teens, give alternatives to high fives or fist bumps, like elbow bumping, bowing, or using Mr. Spock's "live long and prosper" Vulcan salute.
When you see your kids practicing good hygiene praise them for it! Reinforce that they are not only taking care of themselves, but also helping to prevent the spread of germs to others.

6. Provide Reassurance

Your kids may worry about how you're going to get through this. Remind them of other situations in which they felt helpless and scared. Kids love family stories, and these narratives carry a lot of emotional weight. Try something like: "Remember that hurricane when a tree fell on the apartment?" or "Remember when the pipes burst in the house and we were flooded?" Remind them that you have been through challenging times before, and though everyone was distressed, everyone also worked together and got through it. Reliving these kinds of narrative helps the whole family to build resilience and hope.

7. Don't Blame Others

In stressful times, when we feel helpless, there's a tendency to blame someone or become more fearful, even when there is no evidence to support these reactions. This can create social stigma and be harmful towards certain groups of people – in the case of COVID-19, particularly people of Asian descent, and people who have recently traveled. The last thing we want our kids to do when frightening events happen is to cast blame on others, either intentionally or without meaning to.
When you ask your kids what they know about the virus, listen for anything that discriminates against a group of people, and address it in your conversation. And make sure not to reinforce negative stereotypes in your own actions and conversations.

Plan For The Week Students Template

Plan for the week of: April 13- April 17th

At the end of the week you will know, understand, and/or be able to do the following:

You will read two types of text, informational and literary. And you will show what you know in a variety of ways.

Why does this learning matter?

This learning matters because the article is factual and gives the reader context behind the character in the poem, the poem is full of great vocabulary and tells a great story, and the activities put the student in control to connect to the reading and create something meaningful.

The plan for the week :

- **Monday, 4/13:** Read "10 Fascinating Facts About Ravens." When we read, we read with a purpose; our purpose is to highlight or underline anything you didn't already know. Write notes in the margins to relate and connect to the article also. The more you interact with the text, the better it is for your brain.

- **Tuesday, 4/14:** When finished reading the article, please write a half page reflection that answers this question: What are three fascinating facts about ravens that you didn't already know? Do you like or dislike ravens or birds in general?

- **Wednesday, 4/15:** Use the vocabulary list and as you read the poem, circle the vocabulary word. Consider this a vocabulary scavenger hunt, woo hoo!

- **Thursday, 4/16:** Read the poem "The Raven." When we read, we read with a purpose, our purpose to find our vocabulary and summarize the events of the poem.

- **Friday, 4/17:** You have a choice to show what you know. You may write a summary that tells the short version of the poem from beginning, middle, to end. Or you may draw a comic strip that summarizes the events of the poem. This is still stating the beginning, middle, and end using pictures and captions instead of detailed sentences.

- **Challenge and extension reading:** Poe dies at the age of 40 and his cause of death is as mysterious as his stories, read the article about how he died and come up with your own theory as to how. Convince me to agree with you with reasons and facts that prove your theory right.

Who To Ask For Help and How To Reach Them

Ruth Larson, 8th grade English teacher. My hours of availability are from 8am to 4pm. Email is the best way to contact me at rlarson@fernridge.k12.or.us. I am also available by phone using google voice, please call me for immediate support at (541) 539-6258. I usually answer emails within an hour or two of receiving them. If I hear from you outside of my hours, it will take longer than two hours to get back to you, but our communication is of highest priority to me.
Additionally, I know that working adults may not have time to connect with me during those hours because you don't get home from work or you don't clock out of working from home until after 5pm, if that's the case for you, like it is for many, please email me! I'm also a mom to a 9 year old, working from home, so being available for him and taking care of my family during this closure is important to me. Please have patience with this system of communication and I'm happy to work with you always.

10 Fascinating Facts About Ravens

BY JOY LANZENDORFER

JANUARY 7, 2016

ISTOCK

Edgar Allan Poe knew what he was doing when he used the raven instead of some other bird to croak out "nevermore" in his famous poem. The raven has long been associated with death and dark omens, but the real bird is somewhat of a mystery. Unlike its smaller cousin the crow, not a lot has been written about this remarkable bird. Here are 10 fascinating facts about ravens.

1. Ravens are one of the smartest animals.

When it comes to intelligence, these birds rate up there with chimpanzees and dolphins. In one logic test, the raven had to get a hanging piece of food by pulling up a bit of the string, anchoring it with its claw, and repeating until the food was in reach. Many ravens got the food on the first try, some within 30 seconds. In the wild, ravens have pushed rocks on people to keep them from climbing to their nests, stolen fish by pulling a fishermen's line out of ice holes, and played dead beside a beaver carcass to scare other ravens away from a delicious feast.

If a raven knows another raven is watching it hide its food, it will pretend to put the food in one place while really hiding it in another. Since the other ravens are smart too, this only works sometimes.

2. Ravens can imitate human speech.

In captivity, ravens can learn to talk better than some parrots. They also mimic other noises, like car engines, toilets flushing, and animal and birdcalls. Ravens have been known to imitate wolves or foxes to attract them to carcasses that the raven isn't capable of breaking open. When the wolf is done eating, the raven gets the leftovers.

3. Europeans often saw ravens as evil in disguise.

Many European cultures took one look at this large black bird with an intense gaze and thought it was evil in the flesh and feather. In France, people believed ravens were the souls of wicked priests, while crows were wicked nuns. In Germany, ravens were the incarnation of damned souls or sometimes Satan himself. In Sweden, ravens that croaked at night were thought to be the souls of murdered people who didn't have proper Christian burials. And in Denmark, people believed that night ravens were exorcized spirits, and you'd better not look up at them in case there was a hole in the bird's wing, because you might look through the hole and turn into a raven yourself.

4. Ravens have been featured in many myths.

Cultures from Tibet to Greece have seen the raven as a messenger for the gods. Celtic goddesses of warfare often took the form of ravens during battles. The Viking god, Odin, had two ravens, Hugin (thought) and Munin (memory), which flew around the world every day and reported back to Odin every night about what they saw. The Chinese said ravens caused bad weather in the forests to warn people that the gods were going to pass by. And some Native American tribes worshipped the raven as a deity in and of itself. Called simply Raven, he is described as a sly trickster who is involved in the creation of the world.

5. Ravens are extremely playful.

The Native Americans weren't far off about the raven's mischievous nature. They have been observed in Alaska and Canada using snow-covered roofs as slides. In Maine, they have been seen rolling down snowy hills. They often play keep-away with other animals like wolves, otters, and dogs. Ravens even make toys—a rare animal behavior—by using sticks, pinecones, golf balls, or rocks to play with each other or by themselves. And sometimes they just taunt or mock other creatures because it's funny.

6. Ravens do weird things with ants.

They lie in anthills and roll around so the ants swarm on them, or they chew the ants up and rub their guts on their feathers. The scientific name for this is called "anting." Songbirds, crows, and jays do it too. The behavior is not well understood; theories range from the ants acting as an insecticide and fungicide for the bird to ant secretion soothing a molting bird's skin to the whole performance being a mild addiction. One thing seems clear, though: anting feels great if you're a bird.

7. Ravens use "hand" gestures.

It turns out that ravens make "very sophisticated nonvocal signals," according to researchers. In other words, they gesture to communicate. A study in Austria found that ravens point with their beaks to indicate an object to another bird, just as we do with our fingers. They also hold up an object to get another bird's attention. This is the first time researchers have observed naturally occurring gestures in any animal other than primates.

8. Ravens are adaptable.

Evolutionarily speaking, the deck is stacked in the raven's favor. They can live in a variety of habitats, from snow to desert to mountains to forests. They are scavengers with a huge diet that includes fish, meat, seeds, fruit, carrion, and garbage. They are not above tricking animals out of their food—one raven will distract the other animal, for example, and the other will steal its food. They have few predators and live a long time: 17 years in the wild and up to 40 years in captivity.

9. Ravens show empathy for each other.

Despite their mischievous nature, ravens seem capable of feeling empathy. When a raven's friend loses in a fight, they will seem to console the losing bird. They also remember birds they like and will respond in a friendly way to certain birds for at least three years after seeing them. (They also respond negatively to enemies and suspiciously to strange ravens.) Although a flock of ravens is called an "unkindness," the birds appear to be anything but.

10. Ravens roam around in teenage gangs.

Ravens mate for life and live in pairs in a fixed territory. When their children reach adolescence, they leave home and join gangs, like every human mother's worst nightmare. These flocks of young birds live and eat together until they mate and pair off. Interestingly, living among teenagers seems to be stressful for the raven. Scientists have found higher levels of stress hormones in teenage raven droppings than in the droppings of mated adults. It's never easy being a teenage rebel.

Please use the next page for your reflection. Thank you! ☺

Prompt for Reflection

What are the three most fascinating facts about ravens that you didn't already know? Do you like or dislike ravens or birds in general? Please write a half page for full credit.

"The Raven" Vocabulary

1. **ponder**-reflect deeply on a subject
2. **quaint**-strange in an interesting or pleasing way
3. **chamber**-a room used primarily for sleeping
4. **bleak**-unpleasantly cold and damp
5. **entreat**-ask for or request earnestly
6. **implore**-beg or call upon in supplication
7. **lattice**-framework consisting of an ornamental wood or metal design
8. **stately**-refined or imposing in manner or appearance
9. **yore**-time long past
10. **obeisance**-bending the head or body in reverence or submission
11. **mien**-a person's appearance, manner, or demeanor
12. **bust**-a sculpture of the head and shoulders of a person
13. **beguile**-influence by slyness
14. **stern**-of a strict bearing or demeanor; forbidding in aspect
15. **decorum**-propriety in manners and conduct
16. **countenance**-the appearance conveyed by a person's face
17. **craven**-an abject coward
18. **ghastly**-shockingly repellent; inspiring horror
19. **ungainly**-lacking grace in movement or posture
20. **placid**-not easily irritated
21. **aptly**-in a competent capable manner
22. **burden**-the central meaning or theme of a speech or literary work
23. **dirge**-a song or hymn of mourning as a memorial to a dead person
24. **melancholy**-grave or even gloomy in character
25. **ominous**-threatening or foreshadowing evil or tragic developments
26. **gaunt**-very thin especially from disease or hunger or cold
27. **divine**-perceive through some inexplicable perceptive power
28. **gloat**-gaze at or think about something with self-satisfaction
29. **seraph**-an angel of the first order
30. **respite**-a relief from harm or discomfort
31. **quaff**-swallow hurriedly or greedily or in one draught
32. **undaunted**-unshaken in purpose
33. **balm**-an aromatic resinous substance used for healing and soothing
34. **laden**-burdened psychologically or mentally
35. **pallid**- deficient in color suggesting physical or emotional distress

Please circle each vocabulary word on the next page, thank you! ☺

The Raven

BY EDGAR ALLAN POE

Once upon a midnight dreary, while I pondered, weak and weary,
Over many a quaint and curious volume of forgotten lore—
  While I nodded, nearly napping, suddenly there came a tapping,
As of some one gently rapping, rapping at my chamber door.
"'Tis some visitor," I muttered, "tapping at my chamber door—
    Only this and nothing more."

  Ah, distinctly I remember it was in the bleak December;
And each separate dying ember wrought its ghost upon the floor.
  Eagerly I wished the morrow;—vainly I had sought to borrow
  From my books surcease of sorrow—sorrow for the lost Lenore—
For the rare and radiant maiden whom the angels name Lenore—
    Nameless *here* for evermore.

  And the silken, sad, uncertain rustling of each purple curtain
Thrilled me—filled me with fantastic terrors never felt before;
  So that now, to still the beating of my heart, I stood repeating
  "'Tis some visitor entreating entrance at my chamber door—
Some late visitor entreating entrance at my chamber door;—
    This it is and nothing more."

  Presently my soul grew stronger; hesitating then no longer,
"Sir," said I, "or Madam, truly your forgiveness I implore;
  But the fact is I was napping, and so gently you came rapping,
  And so faintly you came tapping, tapping at my chamber door,
That I scarce was sure I heard you"—here I opened wide the door;—
    Darkness there and nothing more.

  Deep into that darkness peering, long I stood there wondering, fearing,
Doubting, dreaming dreams no mortal ever dared to dream before;
  But the silence was unbroken, and the stillness gave no token,
  And the only word there spoken was the whispered word, "Lenore?"
This I whispered, and an echo murmured back the word, "Lenore!"—
    Merely this and nothing more.

Back into the chamber turning, all my soul within me burning,
Soon again I heard a tapping somewhat louder than before.
"Surely," said I, "surely that is something at my window lattice;
Let me see, then, what thereat is, and this mystery explore—
Let my heart be still a moment and this mystery explore;—
'Tis the wind and nothing more!"

Open here I flung the shutter, when, with many a flirt and flutter,
In there stepped a stately Raven of the saintly days of yore;
Not the least obeisance made he; not a minute stopped or stayed he;
But, with mien of lord or lady, perched above my chamber door—
Perched upon a bust of Pallas just above my chamber door—
Perched, and sat, and nothing more.

Then this ebony bird beguiling my sad fancy into smiling,
By the grave and stern decorum of the countenance it wore,
"Though thy crest be shorn and shaven, thou," I said, "art sure no craven,
Ghastly grim and ancient Raven wandering from the Nightly shore—
Tell me what thy lordly name is on the Night's Plutonian shore!"
Quoth the Raven "Nevermore."

Much I marvelled this ungainly fowl to hear discourse so plainly,
Though its answer little meaning—little relevancy bore;
For we cannot help agreeing that no living human being
Ever yet was blessed with seeing bird above his chamber door—
Bird or beast upon the sculptured bust above his chamber door,
With such name as "Nevermore."

But the Raven, sitting lonely on the placid bust, spoke only
That one word, as if his soul in that one word he did outpour.
Nothing farther then he uttered—not a feather then he fluttered—
Till I scarcely more than muttered "Other friends have flown before—
On the morrow *he* will leave me, as my Hopes have flown before."
Then the bird said "Nevermore."

Startled at the stillness broken by reply so aptly spoken,
"Doubtless," said I, "what it utters is its only stock and store
Caught from some unhappy master whom unmerciful Disaster
Followed fast and followed faster till his songs one burden bore—

Till the dirges of his Hope that melancholy burden bore
Of 'Never—nevermore'."

But the Raven still beguiling all my fancy into smiling,
Straight I wheeled a cushioned seat in front of bird, and bust and door;
Then, upon the velvet sinking, I betook myself to linking
Fancy unto fancy, thinking what this ominous bird of yore—
What this grim, ungainly, ghastly, gaunt, and ominous bird of yore
Meant in croaking "Nevermore."

This I sat engaged in guessing, but no syllable expressing
To the fowl whose fiery eyes now burned into my bosom's core;
This and more I sat divining, with my head at ease reclining
On the cushion's velvet lining that the lamp-light gloated o'er,
But whose velvet-violet lining with the lamp-light gloating o'er,
She shall press, ah, nevermore!

Then, methought, the air grew denser, perfumed from an unseen censer
Swung by Seraphim whose foot-falls tinkled on the tufted floor.
"Wretch," I cried, "thy God hath lent thee—by these angels he hath sent thee
Respite—respite and nepenthe from thy memories of Lenore;
Quaff, oh quaff this kind nepenthe and forget this lost Lenore!"
Quoth the Raven "Nevermore."

"Prophet!" said I, "thing of evil!—prophet still, if bird or devil!—
Whether Tempter sent, or whether tempest tossed thee here ashore,
Desolate yet all undaunted, on this desert land enchanted—
On this home by Horror haunted—tell me truly, I implore—
Is there—*is* there balm in Gilead?—tell me—tell me, I implore!"
Quoth the Raven "Nevermore."

"Prophet!" said I, "thing of evil!—prophet still, if bird or devil!
By that Heaven that bends above us—by that God we both adore—
Tell this soul with sorrow laden if, within the distant Aidenn,
It shall clasp a sainted maiden whom the angels name Lenore—
Clasp a rare and radiant maiden whom the angels name Lenore."
Quoth the Raven "Nevermore."

"Be that word our sign of parting, bird or fiend!" I shrieked, upstarting—

"Get thee back into the tempest and the Night's Plutonian shore!
Leave no black plume as a token of that lie thy soul hath spoken!
Leave my loneliness unbroken!—quit the bust above my door!
Take thy beak from out my heart, and take thy form from off my door!"
Quoth the Raven "Nevermore."

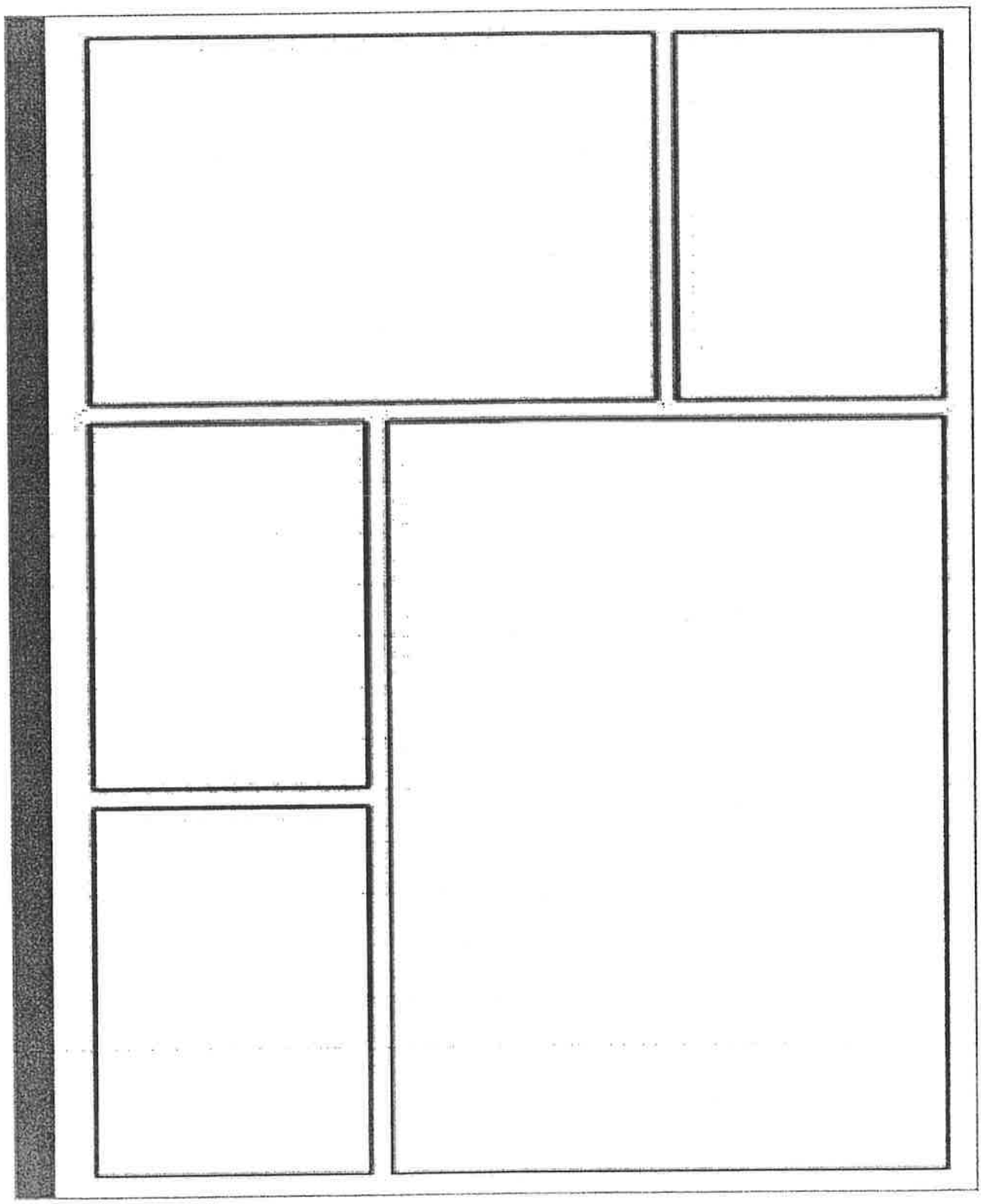
And the Raven, never flitting, still is sitting, *still* is sitting
On the pallid bust of Pallas just above my chamber door;
And his eyes have all the seeming of a demon's that is dreaming,
And the lamp-light o'er him streaming throws his shadow on the floor;
And my soul from out that shadow that lies floating on the floor
Shall be lifted—nevermore!

Summarize or make a Comic Strip

You have a choice to show what you know. You may write a summary that tells the short version of the poem from beginning, middle, to end. Or you may draw a comic strip that summarizes the events of the poem. This is still stating the beginning, middle, and end using pictures and captions instead of detailed sentences.

Summary

Comic Strip



Challenge/ Extension Activity

Edgar Allan Poe

National Historic Site
Philadelphia

National Park Service
U.S. Department of the Interior

THE DEATH OF EDGAR ALLAN POE
OCTOBER 7, 1849
IN THE CITY OF BALTIMORE

Illustration by Gustave Doré

An Unsolved Mystery

"...there is no telling what may happen to a man all alone as I am - I may get sick or worse...." E. A. Poe "The Lighthouse"

"The Raven"
Illustration by Gustave Doré

No one subject on Edgar Allan Poe ignites as much controversy as his untimely death at the age of forty. Shrouded in mystery, Poe's uncertain whereabouts and physical condition during his final days leave us with more puzzling questions than definite answers. Still, the topic is intriguing and lends to the mystique that is POE.

What We Know

On a planned trip from Richmond, Virginia to New York City, Poe traveled by steamer and stopped in Baltimore on September 28, 1849. Poe was well known by many people in Baltimore. However, over the next few days, details about his actions and whereabouts remain uncertain.

On October 3, 1849, Poe was found inside or near Gunner's Hall tavern by a printer, Joseph Walker, who sent a note for J.E. Snodgrass (a Poe acquaintance), asking for assistance. He described Poe as appearing in "great distress".

October 3rd was an election day and Gunner's Hall was being used as a polling place.

Snodgrass noted that the clothes Poe wore looked disheveled and out of place "... he had evidently been robbed of his [own] clothing or cheated in an exchange..."

Within Gunner's Hall, Poe was met by Snodgrass and his uncle, Henry Herring. They both presumed Poe was in a drunken state. They agreed that he should be sent to Washington College Hospital.

At the hospital, Poe was brought to a room reserved for patients who were ill due to intoxication.

Over the next few days, Poe lapsed in and out of consciousness. According to Dr. John J. Moran, attending physician who questioned Poe about his condition, Poe's answers were incoherent and unsatisfactory. Poe's cousin, Neilson Poe tried to visit him but was kept from doing so by Moran due to the alleged "excitable" condition of Edgar.

Moran later noted, in a letter to Maria Clemm (Poe's mother in-law), that during a period of consciousness Poe held "...vacant converse with spectral and imaginary objects on the walls. His face was pale and his whole person drenched in perspiration."

Before sunrise, on Sunday October 7, 1849, Poe died quietly.

Corner of Calvert and Baltimore streets, near Gunner's Hall

Washington College Hospital

Theories

It all seems too simple. On a trip north from Richmond, Poe stopped in Baltimore, possibly met with some friends and engaged in a fatal bout of drinking. It may be logical to assume that alcohol played a role in Poe's death given that it intermittently surfaced as a negative influence during his adult life. But, how does this explain him wearing somebody else's old clothes or accounts that Poe appeared ill and may have sought medical attention before leaving Richmond? Neither does it give any clue or explanation as to what circumstances led up to him being found in such an unfortunate state. This and more has led to the unending development of theories and speculation on what brought about the great author's premature death. Here are just some of those theories:


illustration by Gustave Dore'

- **weakened physical condition due to an infectious disease.**

abducted, forced to drink alcohol, and used as a repeat voter. (a fraudulent 19th Century practice known as "cooping").

- **meningitis**
- **suffered from diabetes.**
- **beaten and robbed.**
- **lesions on the brain.**

a heart condition.

- **rabies**
- **hypoglycemia**
- **epilepsy**
- **brain hemorrhage**
- **toxic blood disorder**

In the End...

"Lo! Death has reared himself a throne."
E. A. Poe "The City in the Sea"


"The Raven"
illustration by Gustave Doré

...we are left with too few facts to know for certain the true cause of Edgar Allan Poe's untimely death. Some believe modern technology and scientific breakthroughs will give us more definite clues. More than likely, they will just add to our speculations. For now, Poe's death will have to remain a mystery. However, within this mystery lies one certainty. On that fatal day of October 7, 1849, the world lost one of its greatest literary geniuses.

For Further Reading


illustration by Gustave Doré

The following books are among the many available about the intriguing life of Edgar Allan Poe:

Meyers, Jeffrey.
Edgar Allan Poe, His Life and Legacy
New York, 1992

Quinn, Arthur Hobson.
Edgar Allan Poe: A Critical Biography
New York, 1941

Robbins, Miller.
Edgar Allan Poe, The Creation of a Reputation.
Reprinted by Eastern Acorn Press, 1983.

Silverman, Kenneth.
Edgar Allan Poe, Mournful and Never-ending Rememberance.
New York, 1991.

Thomas, Dwight.
The Poe Log
New York, 1987.

Math Plan for

Week 4-13 through 4-17

At the end of the week you will know, understand, and/or be able to do the following:

Be able to recognize that the pythagorean theorem as $a^2 + b^2 = c^2$ and apply it to real world uses

Why does this learning matter?

The pythagorean theorem is true for all right triangles and therefore explains the relationship of all right triangles. It serves as a base for learning theorems in the future and is one that can be recognized in buildings and framework throughout the world and likely found all around your.

The plan for the week :

- Monday: Explore and investigate the relationship between the side lengths of a right triangle
- Tuesday: Solve for side lengths of right triangles
- Wednesday: Recognize when a triangle isn't a right triangle and when it is a right triangle by its side lengths
- Thursday: Explore real world situations of the use of right triangles
- Friday: Perform a task using what you know about the pythagorean theorem

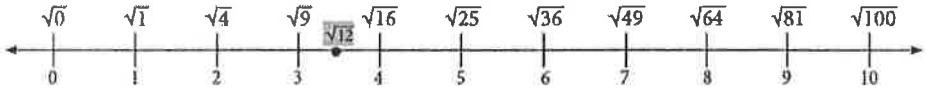
Who To Ask For Help and How To Reach Them

Mr. Humphrey e-mail or phone are great.
E-mail: Khumphrey@fernridge.k12.or.us
Phone 541.782.8255

Math 4/13 Monday Pythagorean Theorem Name_____

Hi 8th graders I encourage you to struggle a little but not a lot. If there is anything that is causing you hang ups with the math packet you can always come back to it the next day after contacting me. Please don't spend more than an hour any one day on any of the materials. It is designed to be less than that. If you need more or less lets' figure that out. Recall estimating square roots example below we can use this way to approximate square roots if we don't have a calculator

$\sqrt{12}$ *is between* 3 *and* 4 *about half way so* $\sqrt{12} \approx 3.5$

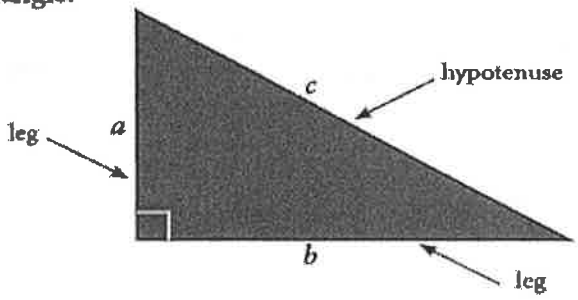


Recall

1. *Hypotenuse*: The long side of a right triangle. The side isolated in the equation. The c value in the equation.

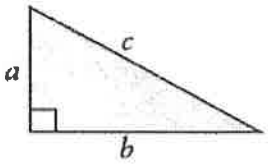
In a right triangle, the side opposite the right angle is called the hypotenuse. The hypotenuse is always the longest side. In the figure below, *c* represents the hypotenuse of the right triangle.

The two sides of the right triangle that form the right angle are called legs. In the figure below, *a* and *b* represent the legs of the right triangle.



THE PYTHAGOREAN THEOREM

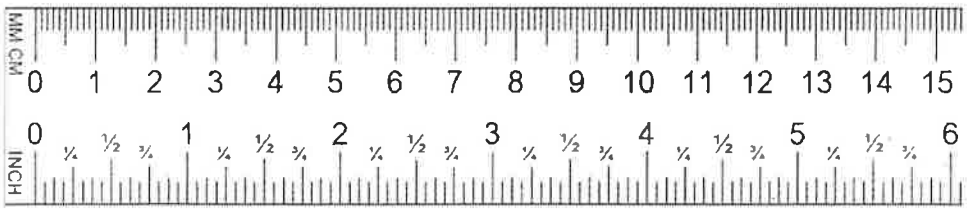
In a right triangle, the sum of the squares of the lengths of the legs is equal to the square of the length of the hypotenuse.



$$a^2 + b^2 = c^2$$

Let's refer back to this first page if unsure about definitions. Next go through the explore on the next page

You will likely need a ruler throughout this week; you may use the one at the bottom of this page.



Lesson 2.3 ~ Explore! Monday

A Rule for Right Triangles

Name_____ Date 4/13/2020

Use a seperate sheet of paper and follow the instructions for step 2 feel free to use the table provided.

The lengths of the legs and the hypotenuse of a right triangle have a special relationship.

Step 1: Draw a right triangle. Make one of the legs 3 centimeters long and the other leg 4 centimeters long.

Step 2: Use the chart below for **Steps 3-8**. Each measurement is written in centimeters.

Short Leg, Long Leg, Hypotenuse	Square of Short Leg	Square of Long Leg	Square of Hypotenuse
3, 4, ___	$3^2 = 9$	$4^2 = 16$	
5, 12, ___			
6, 8, ___			
8, 15, ___			

Step 3: Measure the length of the hypotenuse of the triangle you drew in **Step 1**. Round the measurement to the nearest centimeter. Fill in the blank in the first column with this measurement.

Step 4: Find the square of the hypotenuse. Fill in the last column as shown in the middle columns.

Step 5: Draw another right triangle with the two legs given in the next row of the table. Measure the hypotenuse to the nearest centimeter. Complete the row.

Step 6: Repeat the process for the remaining two right triangles.

Step 7: Look at your chart. Do you see any patterns or relationships between the squares of the two legs and the hypotenuse? If so, explain.

Step 8: Sum the squares of the legs of each triangle. What do you notice about the sum and the square of the hypotenuse?

Step 9: Create a rule for the lengths of the legs of a right triangle in relation to the hypotenuse length. Use *a* and *b* to represent the two legs and *c* to represent the hypotenuse.

Math 4/14 **Tuesday** Pythagorean Theorem Name_____

Examples please read. In example 1 solving for c the hypotenuse. Example two solving a real world scenario problem we will do some of these on Thursday and example 3 solving for a leg of a right triangle instead of a hypotenuse we will do today.

EXAMPLE 1

Find the length of the hypotenuse in a right triangle with leg lengths of 9 and 12 units.

SOLUTION

Write the Pythagorean Theorem.	$a^2 + b^2 = c^2$
Substitute the lengths of the legs for a and b.	$9^2 + 12^2 = c^2$
Simplify by squaring.	$81 + 144 = c^2$
Add.	$225 = c^2$
Square root both sides of the equation.	$\pm\sqrt{225} = \sqrt{c^2}$
	$\pm 15 = c$
	$15 = c$

Since the Pythagorean Theorem is used to find a length, only the positive square root is needed.

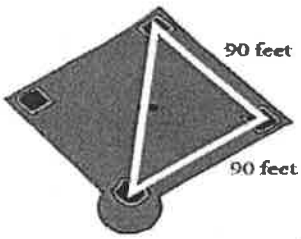
The length of the hypotenuse is 15 units.

EXAMPLE 2

A baseball diamond is a square. Baseball regulations require the bases to have 90 feet between them. What is the shortest distance between home plate and second base to the nearest foot?

SOLUTION

Draw a diagram.



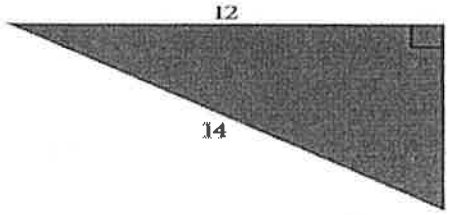
Write the Pythagorean Theorem.	$a^2 + b^2 = c^2$
Substitute the lengths of the legs for a and b.	$90^2 + 90^2 = c^2$
Simplify by squaring.	$8100 + 8100 = c^2$
Add.	$16200 = c$
Square root both sides of the equation.	$\pm\sqrt{16200} = \sqrt{c^2}$
Round to the nearest integer.	$127 \approx c$

The answer must be positive because it is a length.

The shortest distance from second base to home plate is about 127 feet.

EXAMPLE 3

Find the missing side length. Round to the nearest tenth.



SOLUTION

The unknown side is a leg of the right triangle.

Write the Pythagorean Theorem.	$a^2 + b^2 = c^2$
Substitute the lengths for a leg and the hypotenuse.	$12^2 + b^2 = 14^2$
Simplify by squaring.	$144 + b^2 = 196$
Subtract 144 from both sides of the equation.	$-144 \quad -144$
	$b^2 = 52$
Square root both sides of the equation.	$\sqrt{b^2} = \pm\sqrt{52}$
Round to the nearest tenth.	$b \approx 7.21$
	$b \approx 7.2$

It does not matter if you substitute the given leg length for a or b.

The missing side length is about 7.2 units.

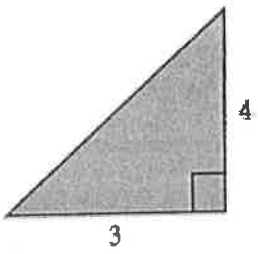
Pythagorean Theorem Math 4/14 **Tuesday**

Please use a seperate sheet of paper and do the following problems

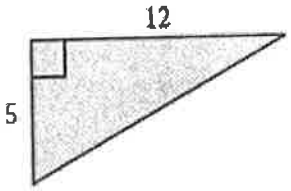
First set like example one.

Find the length of the hypotenuse in each right triangle. If necessary, round to the nearest tenth.

1.



2.



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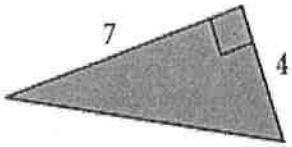

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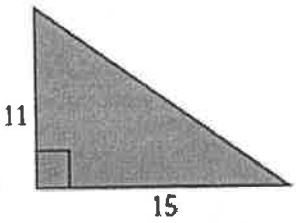
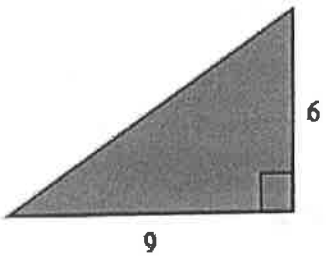


5.



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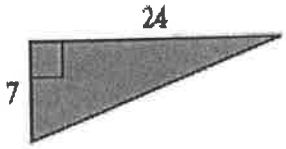
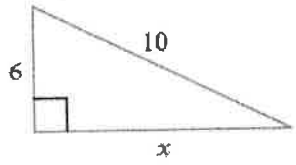


Second set Like example three solving for legs.

Find the value of x. If necessary, round to the nearest tenth.

10.



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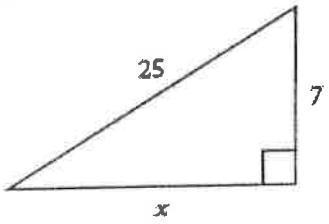

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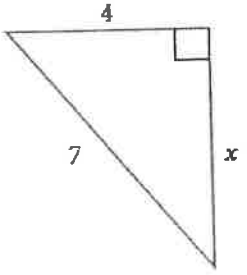
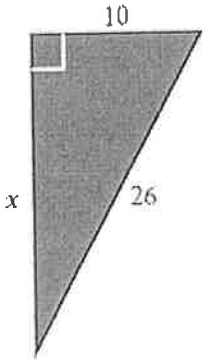


Find the value of x. If necessary, round to the nearest tenth.

13.



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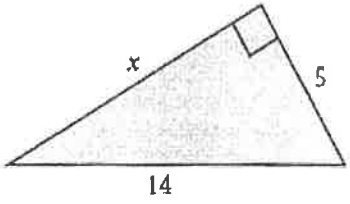

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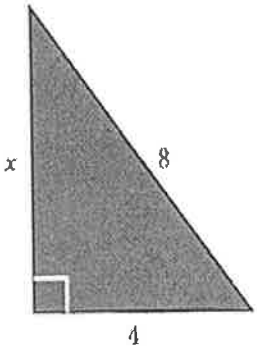
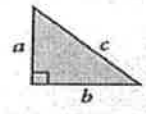


Math 4/15 **Wednesday** Pythagorean Theorem Name_____

Primary goal is to recognize when a triangle is a right triangle and when it is not. If when all three side lengths are inserted into the pythagorean theorem and they make a true statement it is a right triangle and when it doesn't make a true statement it is not.

Determine if three side lengths create a right triangle.

If a triangle is a right triangle, then the Pythagorean Theorem can be used to find the measure of a missing side. The converse of the Pythagorean Theorem makes it possible to determine if a triangle is a right triangle when the lengths of the sides are known.



THE CONVERSE OF THE PYTHAGOREAN THEOREM

If $a^2 + b^2 = c^2$, then the triangle is a right triangle.

Three positive integers that form a right triangle and make the Pythagorean Theorem true are called Pythagorean triples. Recognizing the common Pythagorean triples will save you time when you find them in problems or real-world situations. Some of the common sets of Pythagorean triples are:

3, 4, 5	5, 12, 13	8, 15, 17	7, 24, 25
9, 12, 15	10, 24, 26	6, 8, 10	

Notice that the Pythagorean triples in the second row are multiples of a Pythagorean triple in the top row. You can create an infinite number of Pythagorean triples by multiplying all numbers in a Pythagorean triple by a constant.

Example $9^2 + 12^2 = 15^2$

$81 + 144 = 225$

$225 = 225$ *makes a true statement therefore it is a right triangle*

Next is an example where it is not a right triangle and it makes a false statement

EXAMPLE 1

A triangle has side lengths of 4, 10 and 9 inches. Determine if this triangle is a right triangle.

SOLUTION

The largest measure is the hypotenuse. The other two measures are the legs.

It does not matter which leg is a and which leg is b.

$c = 10$
$a = 4$
$b = 9$

Write the Pythagorean Theorem. $a^2 + b^2 = c^2$

Substitute the given values for the hypotenuse and legs. $4^2 + 9^2 \stackrel{?}{=} 10^2$

Simplify by squaring. $16 + 81 \stackrel{?}{=} 100$

Check to see if one side of the equation equals the other side. $97 \neq 100$

A triangle with side lengths of 4, 10 and 9 is not a right triangle.

In the worksheet to follow you will find that some are and some are not right triangles. See if you can quickly identify pythagorean triples as ones that are right triangles

Math 4/15/20 **Wednesday** Converse of the Pythagorean Theorem

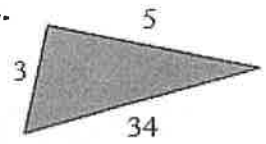
Name_____ Date_____

You may need a seperate sheet of paper. Spend no more than 35 minutes working through this paper.

Determine if the given lengths will form a right triangle.

1. 3, 4, 5

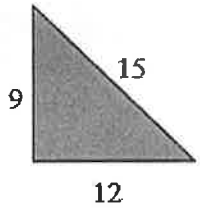
2.



3. 5, 7, 9

4. 4.3, 8.3, 6.9

5.



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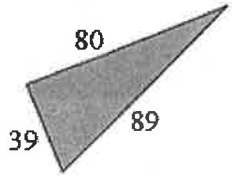


Determine if the set of numbers is a Pythagorean triple.

7. 6, 8, 10

8. 21, 28, 35

9. 10, 11, 14

10. 4.0, 4.2, 5.8

11. 8, 40, 41

12. $\frac{3}{5}, \frac{4}{5}, 1$

13. Use the Pythagorean triple containing the integers 7, 24, 25.

a. Multiply each number in the set by 2.

b. Verify that the new set of numbers from **step a** form a right triangle.

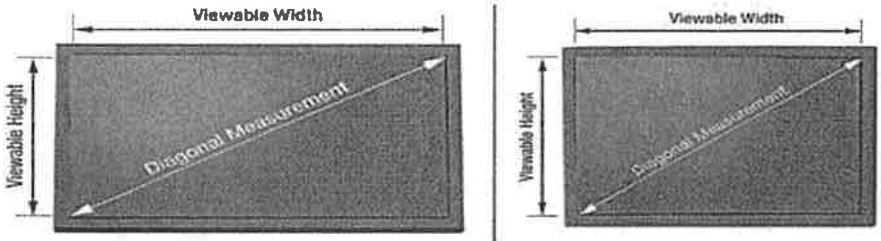
c. Create two more multiples of the Pythagorean triple 7, 24, 25.

14. Vance wants to determine if an old photo frame is still rectangular. The height of the frame is 8 inches, the base is 6 inches and the diagonal is 10 inches long. Is the old photo frame still rectangular? How do you know?

Math 4/16/20 **Thursday** Applying the Pythagorean Theorem

Explore this if you have a screen near you.
Find the biggest screen near you in your home. Ask the owner of the screen how big it is.
Record that number here _____.

With a tape measure or ruler (perhaps from page one or your own) measure the length, width and diagonal and record below.
Width_____
Height _____
Diagonal_____



WIDESCREEN **STANDARD**

Which measurement do you think is used to determine how big a TV or monitor is?

The Pythagorean Theorem is used in many careers on a regular basis. Construction workers and cabinet makers use the Pythagorean Theorem to determine lengths of materials and right angles. Engineers use the theorem to design buildings. Pilots and ship captains use the Pythagorean Theorem to plan routes.

When a real-world situation requires finding a missing measure, it is helpful to draw a diagram. Label the diagram with the known information. Then solve for the missing measure.

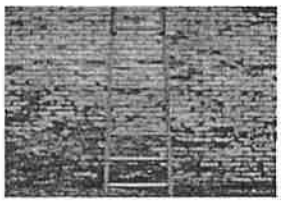
SOLVING APPLICATION PROBLEMS

1. Draw a diagram to represent the situation.
2. Label the diagram with the given measures.
3. Solve for the missing measure. Label the answer.

To make it clear you will draw a triangular diagram. Label the diagram with given measures and solve for the missing measure. The missing measure can be a leg or a hypotenuse. Take the time to make sure that you label it correctly. The below example is finding a leg.

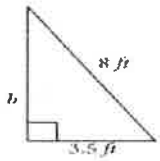
EXAMPLE 1

An 8 foot ladder is placed 3.5 feet from the base of a wall. How high up the wall will the ladder reach? Round to the nearest tenth.



SOLUTION

Draw a diagram.



Substitute known values into the Pythagorean Theorem. $3.5^2 + b^2 = 8^2$
Simplify by squaring. $12.25 + b^2 = 64$
Subtract 12.25 from both sides of the equation. $-12.25 \quad -12.25$
$b^2 = 51.75$
Square root both sides of the equation. $\sqrt{b^2} = \pm\sqrt{51.75}$
$b \approx 7.19$
Round to the nearest tenth. $b \approx 7.2$

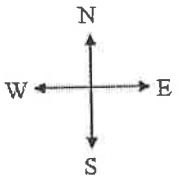
The ladder will reach approximately 7.2 feet up the wall.

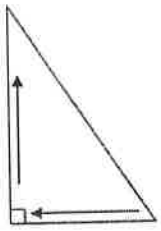
Math 4/16/20 **Thursday** Applying the Pythagorean Theorem

Draw and label a diagram for each situation. Then solve for the missing measure. Round to the nearest tenth.

1. A car travels 40 miles west then goes 30 miles north. How far is the car from its starting point? The diagram is drawn for you. Please label the diagram and then solve using the pythagorean theorem.

DIAGRAM





PYTHAGOREAN THEOREM

Answer: _____

2. A 10-foot ladder leans against a wall. It hits the wall 9 feet up. How far is the base of the ladder from the wall?

3. A rectangular window is 2 feet by 3 feet. About how long is the diagonal of the window?

4. Jennifer walks 9 blocks south and 5 blocks west. Approximately how many blocks is she from home if she were to take a direct path?

5. A local businessman bought a square plot of land. The sides of the lot measure 32 feet on each side. He decides to split the lot into two equal-sized right triangles by putting a fence down the diagonal. Approximately how many feet of fencing will he need?

Math 4/17/20 **Friday**

The Pythagorean Theorem Redecorating please do as a work sample.
Please spend no more than 40 minutes on the task.

Juan is redecorating his house. Juan needs to purchase a rug for his living room.

The dimensions of Juan's living room are 14 feet by 20 feet. Juan wants the rug to be at least 3 feet away from each wall. He found a rug at the furniture store, but the only measurement identified on the rug is the length of its diagonal, 21 feet. Will this rug work in Juan's living room? Use diagrams, numbers and/or words to explain your answer.

Rate this work sample on a scale of 1-10 for how difficult it is? 1 is easiest and 10 is hardest work sample you have done.

Physical Education ACTIVITY LOG

April 13 - 19

Use this activity log to track your physical activity minutes for one week. Have an adult sign their initials next to each day that you complete 30-60 minutes. Do the Warm-Up Daily Routine, pick one fitness activity from list on back, pick one activity from list on back, and complete the cool-down. (Example day is done for you)

Day	Warm-Up	Fitness	Activity	Cool-Down	Total
Example Day	*Daily Routine - 5 Min*	*One Minute Challenge Push Ups - 1 Min*	*Walk The Dog - 20 Min*	*Cool-Down - 5 Min*	*31 Minutes*
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

Goals for the week:

1. The Students Will Be Able To (TSWBAT) complete at least 30 minutes of activity 5 days a week.
2. TSWBAT complete one DARBEE workout during the week.

Reason:

- During this tough time, students need to really focus not only on school, but themselves. Being physically active, even at home, is very important to help with the mental and physical state of the student. Please really try to get some activity in each day. This will help get everyone through this tough time.

Contact Info:

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Mrs. McBride Phone Number - (541) 362-4757 Email- cmcbride@fernridge.k12.or.us

Physical Education ACTIVITY LOG

Warm-Up Daily Routine:

1. Stork Pose - 15 Seconds on Each Leg
2. 10 Push-Ups
3. 20 Swimmers
4. 30 Second Plank
5. 10 Small Crunches
6. 10 Oh-No's
7. 10 Heel Touches

Cool-Down:

Pick 5 muscles to stretch each day and hold each stretch for 20 seconds.

- Examples - Quads, Hamstrings, Calfs, Triceps, etc.

Fitness Activities:

1. One Minute Challenges - Do as many as possible for one minute
   a. Push-Ups
   b. Sit-Ups
   c. Air Squats
   d. Jump Squats
   e. Burpees
   f. Plank
   g. Jumping Jacks
   h. Jump Rope
2. Tabata - Pick 4 different exercises. Complete one exercise 8 times for 20 seconds of exercise and 10 seconds of rest. (Youtube has great examples)
   a. Example - 20 sec air squats/10 sec rest (repeat 8 times), 20 sec Oh-No's/10 sec rest (repeat 8 times), 20 sec plank/10 sec rest (repeat 8 times), 20 sec jumping jacks/10 sec rest (repeat 8 times)
3. Darbee Workouts - www.Darbee.com (great examples)
   a. ***Extra Mile*** - 5 Rounds of: 20 March Steps, 10 Calf Raises, 20 March Steps, 20 Butt Kickers, 20 March Steps, 20 High Knees, 20 March Steps (2 minute rest between rounds)
   b. ***White Rabbit*** - 5 Rounds of: 20 Arm Circles, 20 Jumping Jacks, 20 Arm Circles, 20 March Steps, 20 Arm Circles, 20 Jumping Jacks, 20 Arm Circles (2 minute rest between rounds)
   c. ***Rascal*** - 5 Rounds of: 10 High Knees, 2 Jump Lunges, 10 High Knees, 2 Jump Lunges, 10 High Knees, 2 Jump Lunges, 10 High Knees, 2 Jump Lunges, 10 High Knees, 2 Jump Lunges (2 minute rest between rounds)
   d. ***Burn-Out*** - 3 Rounds of: 30 High Knees, 30 Arm Circles, 30 High Knees, 30 Arm Circles, 30 High Knees, 30 Arm Circles (2 minute rest between rounds)

Activity Examples:

Walk the Dog
Family Walk
Family Hike
Basketball
Badminton
Clean Horse Stalls
Frisbee
Yard Work
Dance Party
Clean House
Tag Game
Bike Riding
Play Catch
Stack Wood
Go for a Jog
Wiffle Ball
Soccer