

George Kelly School – 8th Grade Language Arts Assignments

Week 5: May 18th – May 21st, 2020

| Subject and Office Hours | Assignment | Platform to receive attachments and learning links |
|---|--|--|
| <p>Language Arts Patrick and Rhodes</p> <p>Office Hours: 9:00-10:00 (M-F) available via video through Office 365 Teams. See Teams Calendar.</p> <p>10:00-11:00 (M-F) available through Office 365 Teams chat or Edmodo messaging.</p> <p>Email: 8:00-3:30, M-F kpatrick@tUSD.net drhodes@tUSD.net</p> | <p>This week (5/18-5/21) for Language Arts, students will:</p> <ul style="list-style-type: none"> • Complete the reading and activities for the BLAST: Fresh Start • BLAST and activities can also be completed online in Study Sync at my.mheducation.com. <p>Monday-Wednesday</p> <ul style="list-style-type: none"> ➤ Read the background for the BLAST: Fresh Start. (attached) ➤ Complete the prompt question and poll question for the BLAST: Fresh Start. (attached) ➤ Complete the summary sentence frames for the BLAST: Fresh Start. (attached) ➤ Online ONLY – If you are completing the BLAST online, do 5 peer reviews before submitting. | <p>Edmodo www.edmodo.com Turn on your Edmodo notifications!</p> <p>Patrick- avbf5j Rhodes – x8w9ff</p> <p>Study Sync Online my.mheducation.com</p> |

May 20, 2020

Fresh Start?

What can we learn from the aftermath of the American Civil War?

Create Your Blast

What can we learn from the aftermath of the American Civil War?

Blast back here...

280 characters left

Answer the StudySync QuikPoll



What do you think the most important benefits are to talking about the conflicts and hardships of past generations?

- It can help prevent history from repeating itself.
- It can help us figure out how to deal with similar issues when they arise.
- It can help us find connections and similarities between generations.
- There is no reason to revisit past conflicts and hardships.

Number Crunch

6,000,000

Additional Resources



[Access 4
HTM Document](#)



StudySync Blast Info



Background

After the Civil War, the states reunified. But America struggled to move forward.

African-Americans were freed from bondage. But cultural conflict continued. Even though the 13th, 14th, and 15th Amendments gave blacks constitutional equality with whites, their struggles on both sides of the Mason-Dixon Line continued.

At the end of the Civil War, thousands of former slaves fled north to escape violence, racism, and poverty. Many Northern citizens who fought to end slavery still believed blacks were inherently inferior. This made respect and equality difficult for blacks to attain. Many had to take the lowest paying jobs, often competing with immigrants and lower-class whites for work. Though immigrants were also new to the American work force and faced similar prejudice and hardship, both they and poor whites resented the African-Americans' presence.

Life for blacks who remained in the South was much worse. They lived mostly in poverty and faced the constant threat of violence. Racism became rampant as the South struggled to rebuild its economy and infrastructure. The South developed a set of laws designed to keep blacks second-class citizens, treated as less than human. The Jim Crow laws forced blacks to defer to whites in every way. They used separate neighborhoods, schools, seating, doorways and drinking fountains. The separate accommodations for blacks were always substandard.

Jim Crow reigned from 1877 until the Civil Rights Movement in the 1960s, when many blacks and whites worked together to fight for equality. Many people, both black and white, lost their jobs, homes, families, and lives in the pursuit of equal rights.

The Civil Rights Movement marked a major cultural shift in America. However, the northern and southern territories of the country are still, in many ways, politically and culturally divided. The issues of racism and equality in America are still present 150 years after the end of the Civil War.

What did the Civil War accomplish? What can we learn from the events that followed the Civil War? How does conflict shape a nation?

CA-CCSS: [CA.RI.8.1](#), [CA.RI.8.2](#), [CA.SL.8.1a](#), [CA.W.8.1a](#)

CA-ELD: [ELD.PI.8.1.Em](#), [ELD.PI.8.1.Ex](#), [ELD.PI.8.3.Em](#), [ELD.PI.8.3.Ex](#), [ELD.PII.8.5.Em](#), [ELD.PII.8.5.Ex](#)

Access 4

Blast: Fresh Start?

Read and Summarize

Read the Background information and complete the fill in the blank summary below. Use what you learn during the reading to complete the sentences.

The Civil War reunified the _____ and freed _____.
However, struggles continued for _____ in the _____.
Many blacks moved to the North to avoid _____. Even though
the war ended slavery, whites in the North still thought of blacks as _____.
After the war, they _____ blacks because they competed with whites
for _____. Blacks living in the South lived _____.
To make matters worse, the _____ forced blacks to be _____
in everything they did. Their separate accommodations, including neighborhoods and schools,
were _____. In the 1960s, _____ worked together in the
_____, marking a major cultural shift in America.

*RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

*RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provided an objective summary of the text.

Blast Glossary

As you read the Background section of the Blast, look for these key words and use the definitions below to help you understand the information.

| Word or Phrase | Meaning |
|------------------|--|
| bondage | the state of being a slave |
| Mason–Dixon Line | the boundary between free and slave states; boundary between the North and the South |
| inherently | being part of the nature of a person |
| inferior | less important |
| resented | felt anger or annoyance toward someone |
| rampant | widespread growth or spreading rapidly |

| | |
|-------------|------------------|
| substandard | of lower quality |
|-------------|------------------|

*RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other text.

*L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.