

2025-2026

8TH GRADE AMI WORKBOOK



A graphic of a spiral-bound notebook with a dark blue cover and a white page. The spiral binding is on the left side. The text "DAY 1" is centered on the page in a dark blue, sans-serif font. The word "DAY" is in all caps and is smaller than the large number "1".

DAY

1

AMI DAY #1

ELA

Read and annotate the article, "Birth of the Civil Rights Movement, 1941-1954," then answer the comprehension questions.

Math

Complete the *8th Grade Math Day 1* practice page. Use what you know about algebraic equations to answer each question.

Science

Read the article about prokaryotic and eukaryotic cells. Use the information from the article to compare and contrast the two types of cells, label the cell parts, and answer the questions about the different types of cells.

Social Studies

Why is it so hard to amend the Constitution?

Answer questions about the process required to amend the Constitution. Reflect on the importance of the Bill of Rights. Use "failed amendments" to respond to the writing prompts.

Birth of the Civil Rights Movement, 1941-1954

By National Park Service, adapted by Newsela staff on 05.07.17

Word Count **625**

Level **1120L**



A photo of the Zoot Suit Riots on June 7, 1943, in Los Angeles, California. Thousands of policemen, soldiers, sailors and marines roamed the streets of L.A. They were looking for Mexican-American youths wearing zoot suits. They stopped this streetcar during their search. Crowds jammed downtown streets to watch the servicemen tear clothing off the zoot suiters they caught. The mob considered the zoot suiters to be "unpatriotic" and "hoodlums" during World War II. AP Photo

America changed tremendously during World War II, creating a driving force for civil rights that transformed American life. African-Americans migrated to the North, where they had the right to vote. New government policies laid the groundwork for the end of racial segregation. Civil rights became a national issue for the first time since the Reconstruction era, the period after the Civil War between North and South.

Minorities, such as African-Americans, served in the military but fought in units that were segregated from white soldiers. However, the defense industry also created new jobs that eventually brought about social and legislative reform. Millions of married women and mothers worked outside the home for the first time, and some remained employed after the war was over.

Approximately 65,000 Native Americans left their reservations to work in wartime industries and serve in the armed forces. African-Americans demanded their fair share of jobs and an end to segregation in government departments and the military. President Franklin D. Roosevelt responded by banning discrimination in defense industries. To assure that companies complied, he formed the Federal Employment Practices Committee (FEPC). This committee held hearings to expose racial discrimination and helped African-Americans in the North find work. The formation of the FEPC also led to the first civil rights case regarding equal employment for Latinos. Protests were held before the FEPC to expose the fact that Latinos were still denied jobs in many war industries. Despite their American citizenship, they were considered "aliens" by employers.

African-Americans were denied mortgages and loans

Even as people of color served in the military, those at home still faced racial discrimination from federal and local governments. African-Americans were refused home loans partly because of the government's support for a practice called redlining. Beginning in the late 1930s, lines were drawn on government maps around black neighborhoods. Within these neighborhoods, banks refused to give out any mortgages or loans. Redlining prevented investments from flowing in, and made poor neighborhoods poorer. It also prevented African-Americans from owning their own homes, the most important way of building wealth in the 20th century.

Other minorities had to fight for equal rights as well. During World War II, nearly 110,000 people of Japanese descent from Oregon, Washington and California were sent to internment camps. In 1942, Federal Executive Order 9066 ordered civilians cleared from "military areas," but only Japanese-Americans were forced to leave. In the Zoot Suit Riots of 1943, police did not protect Latino teenagers who were attacked by white servicemen for wearing zoot suits, a fashion of the time. Many Chinese also struggled against anti-Chinese racism and were only allowed to immigrate to the U.S. in 1943. Native Americans were denied the right to vote in six states. They were accused of not being able to read, not being citizens and not paying taxes.

NAACP blasts segregation

World War II spurred a strong sense of injustice among African-Americans. The National Association for the Advancement of Colored People (NAACP) began major attacks against discrimination and segregation. It was encouraged by the record of black servicemen in the war and financial support from white donors.

Social pressure to end segregation also increased during and after the war. In 1944 the Swedish economist Gunnar Myrdal published "An American Dilemma," which gives a blunt account of the history of racial injustice in the U.S. The book became extremely influential. In 1946, President Harry S. Truman established a federal civil rights committee that called for an end to segregation in America.

In 1948, based on the committee's findings, Truman issued Executive Order 9981, desegregating the military. It also led to the 1954 Supreme Court decision ending segregation in the country's schools. Many scholars consider it the birth of the modern civil rights movement. ⁵

Quiz

- 1 Which two sentences from the article would be MOST important to include in a summary?
1. *America changed tremendously during World War II, creating a driving force for civil rights that transformed American life.*
 2. *President Franklin D. Roosevelt responded by banning discrimination in defense industries.*
 3. *Even as people of color served in the military, those at home still faced racial discrimination from federal and local governments.*
 4. *In 1942, Federal Executive Order 9066 ordered civilians cleared from "military areas," but only Japanese-Americans were forced to leave.*
- (A) 1 and 3
- (B) 1 and 4
- (C) 2 and 3
- (D) 2 and 4
- 2 Read the four statements below. Which statement shows the order of government action during and after World War II? >1. Executive Order 9981; formation of the federal civil rights committee; formation of the FEPC; Executive Order 9066 >2. Executive Order 9066; formation of the FEPC; formation of the federal civil rights committee; Executive Order 9981 >3. Formation of the FEPC; Executive Order 9066; formation of the federal civil rights committee; Executive Order 9981 >4. Formation of the FEPC; Executive Order 9066; Executive Order 9981; formation of the federal civil rights committee.
- (A) Statement 1
- (B) Statement 2
- (C) Statement 3
- (D) Statement 4
- 3 Based on Truman's Executive Order 9981, what can we assume about the findings of the federal civil rights committee?
- (A) The civil rights committee probably found that separation of races in the military was fair.
- (B) The civil rights committee probably found that African Americans had equal rights and access to jobs.
- (C) The civil right committee probably found that Latinos faced far more discrimination than African-Americans
- (D) The civil rights committee probably found that segregation was bad for the country and the military.
- 4 What would be one of the long-term effects of redlining on African-American families?
- (A) They accumulated wealth through work rather than by owning homes, meaning African-Americans owned small businesses.
- (B) Large numbers of African-Americans would migrate to northern cities, meaning that the South became largely white.
- (C) They participated in the FEPC in order to find better housing options, leading to them moving into the suburbs.
- (D) They failed to accumulated wealth that could be passed on to their children, keeping many African-Americans in poverty.

- 5 Read the sentence from the article. >Protests were held before the FEPC to expose the fact that Latinos were still denied jobs in many war industries. Why were protests necessary?
- (A) Because the focus of the FEPC was discrimination against African Americans.
 - (B) Because Latinos were not seen as Americans despite their citizenship.
 - (C) Because Latinos were not included in the civil rights movement.
 - (D) Because the federal civil rights committee wanted to study Latinos separately.

- 6 Read the sentence from the first paragraph of the article.

New government policies laid the groundwork for the end of racial segregation.

What is the meaning of the phrase "laid the groundwork" as it is used above?

- (A) completed what was already started
 - (B) put the beginning steps in place
 - (C) remained essentially inactive
 - (D) continued to create barriers
- 7 Which central idea is BEST supported by the section "NAACP blasts segregation"?
- (A) Some examples of discrimination had the unspoken support of the government.
 - (B) Minorities served in the military but fought in units segregated from white soldiers.
 - (C) Many groups in America continued to face discrimination even after serving in the military.
 - (D) Social and legal pressure forced the government to begin changing discriminatory policies.

- 8 Read the selection from the third paragraph of the article.

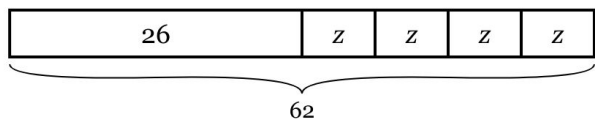
This committee held hearings to expose racial discrimination and helped African-Americans in the North find work. The formation of the FEPC also led to the first civil rights case regarding equal employment for Latinos. Protests were held before the FEPC to expose the fact that Latinos were still denied jobs in many war industries.

The author uses the word "expose" to mean:

- (A) reveal
- (B) betray
- (C) insult
- (D) endanger

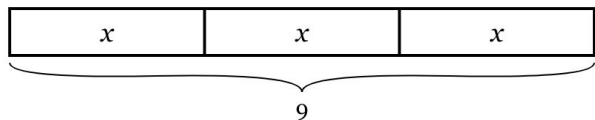
8th Grade Math Day 1

1. Which of the following equations corresponds to the diagram below?

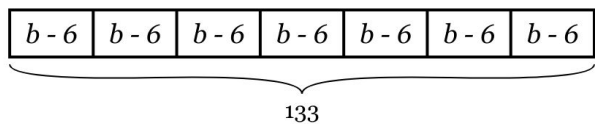


- A. $62 = 4z + 26$
 B. $62 + 4 = 26z$
 C. $62 \div 26 = 4z$
 D. $62 \div 26 = z$

2. Find the value of x in the diagram below.



3. Find the value of b in the diagram below.



4. Solve for x .

$$41 - 3x = 80$$

5. Solve for z .

$$26 - 5z = -49$$

6. Solve for c .

$$\frac{c}{7} - 31 = -29$$

7. Solve for a .

$$52 = -\frac{a}{11} + 48$$

8. Solve. $5(2y + 6) = 40$

9. Solve. $4(z - 8) = 4$

10. Solve. $2(4x - 7) = 10$

11. Solve for x .

$$3(2x - 4) - 5x - 2 = -8$$

12. Solve for x :

$$8x - 2 = 6x - 8$$

13. Solve for x :

$$-x + 6 = 4x + 21$$

14. Solve for x :

$$-4x + 7 = -7x + 28$$

15. Solve for x :

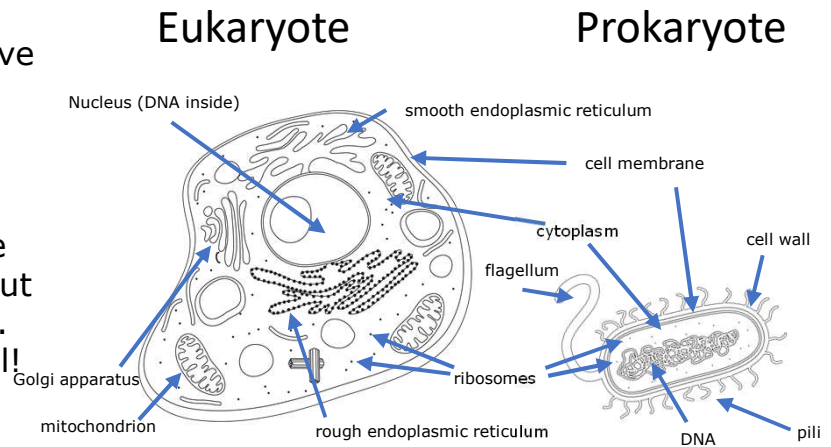
$$-15x - 9 = -10x - 24$$



Prokaryotic and Eukaryotic

There are two major types of cells: prokaryotic and eukaryotic cells. They have some things in common, and they also have some big differences!

Let's look at prokaryotes first. Prokaryotes are single-celled organisms that don't have a nuclear membrane. The cell still has DNA (genetic information), but it is not enclosed in a protective covering. The DNA is just a loose coil within the cell! Archaea and bacteria are the only prokaryotes.



Prokaryotes are very simple organisms. They do have cytoplasm (to give the cell shape), cell membranes (to let material in and out of cells), and ribosomes (to make protein). They have no membrane-enclosed organelles like the mitochondria (for cellular respiration), Golgi apparatus (to sort protein and move lipids), and endoplasmic reticulum (to fold and move proteins). Some prokaryotes have something called a flagellum, which is a moving "tail" that helps the organism get from place to place. They have cell walls for protection (not made of the same material as plant cell walls), and may be covered in rigid pili, small tubes that help them stick to surfaces. Prokaryotic cells are also much smaller than eukaryotic cells.

Eukaryotic organisms can have one cell or multiple cells. Every multicellular organism (plants, animals, fungi, even you!) is a eukaryote. Single-celled eukaryotes include diatoms, paramecia, and others. They all have a nuclear membrane to hold their DNA in one place in the cell.

Eukaryotes can have one flagellum or several flagella. They have cytoplasm, cell membranes, and ribosomes. Eukaryotes have membrane-bound organelles. Some eukaryotes, like plants, have cell walls. Because they have all of these parts and functions, eukaryotic cells are considered much more complex than prokaryotic cells. In a multi-cellular eukaryotic organism, cells can be more specialized, and can have different jobs.

Use the words/phrases below to fill in the Venn Diagram on your paper:

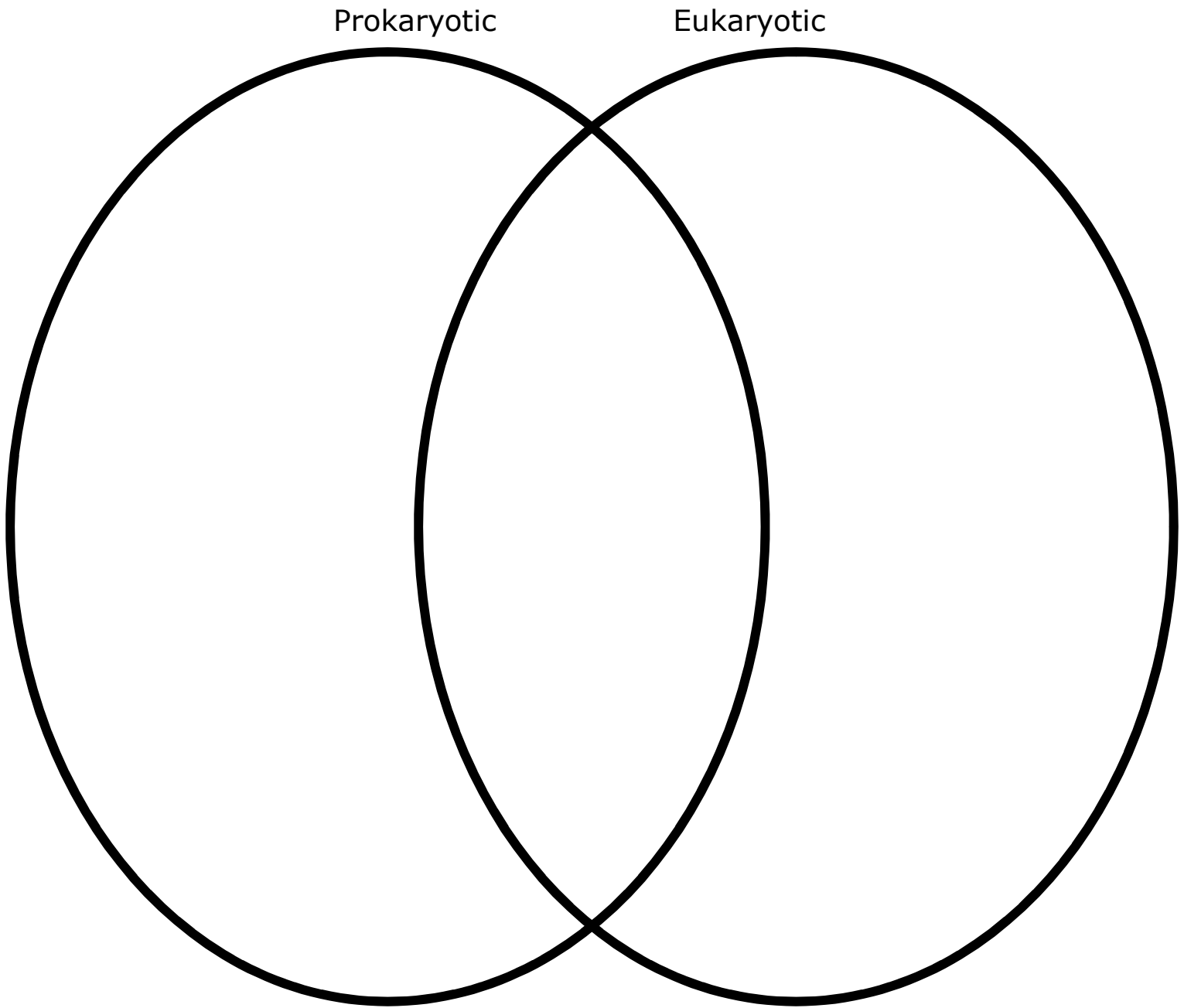
only one flagella	archaea and bacteria	animals	always single-celled
complex	cytoplasm	simple	has DNA
free-floating DNA	have cell membranes	can be multi-or single-celled	membrane-bound organelles
ribosomes	plants	nuclear membrane	one or more flagellum



Prokaryotic and Eukaryotic

Name: _____ Date: _____

Directions: Use the terms from the following page, and put them in the Venn diagram in the correct spot.





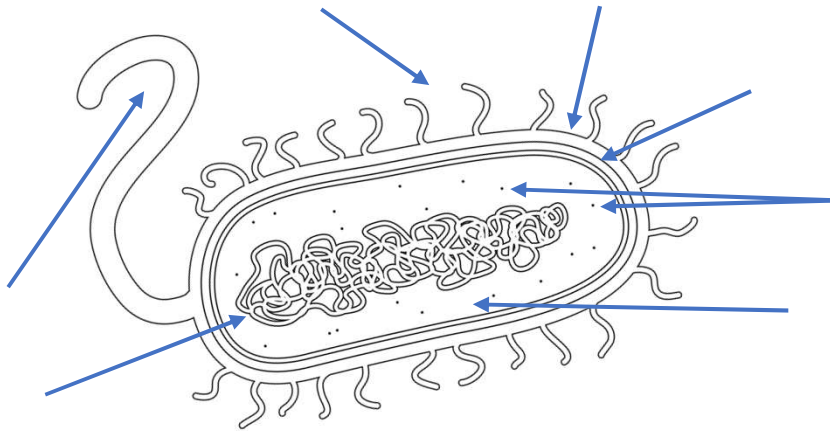
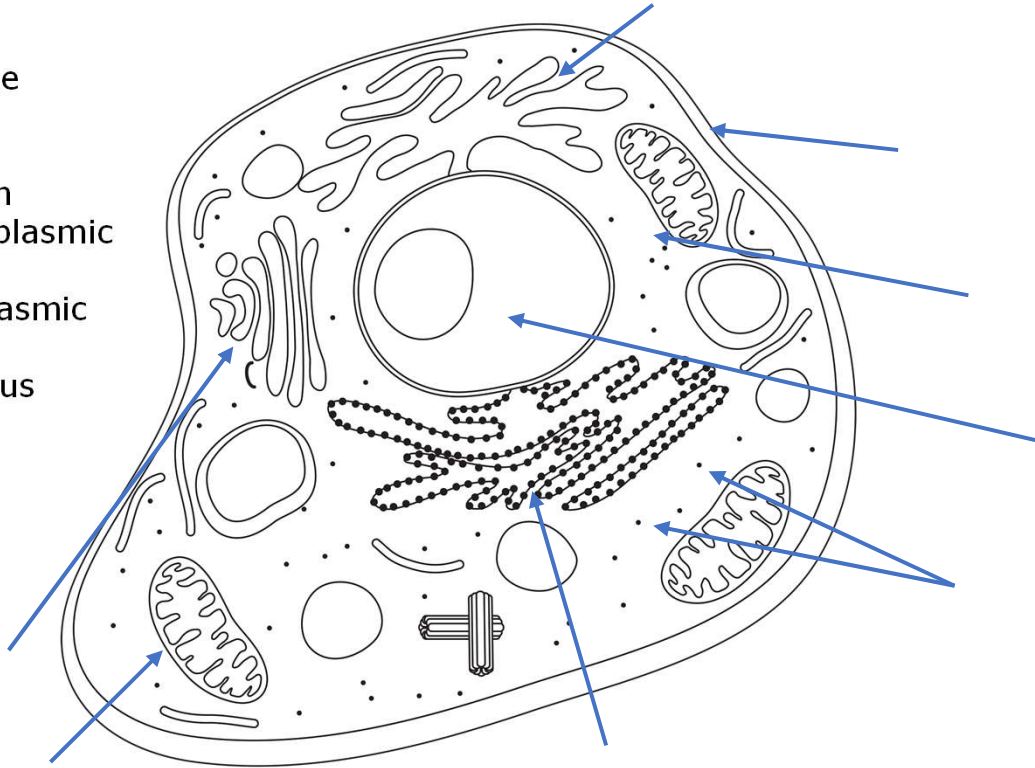
Prokaryotic and Eukaryotic

Name: _____ Date: _____

Label the cell parts. Some terms are used more than once.

Cell Parts Color Code

- ☐ nucleus
- ☐ flagellum
- ☐ cell membrane
- ☐ cell wall
- ☐ cytoplasm
- ☐ mitochondrion
- ☐ smooth endoplasmic reticulum
- ☐ rough endoplasmic reticulum
- ☐ Golgi apparatus
- ☐ ribosomes
- ☐ loose DNA
- ☐ pili





Prokaryotic and Eukaryotic

Name: _____ Date: _____

1. Write about some similarities between prokaryotic and eukaryotic cells:

2. Write about some differences between prokaryotic and eukaryotic cells:

3. What would be a positive and a negative about being a simple, prokaryotic cell?

4. What would be a positive and a negative about being a complex, eukaryotic cell?

AMI Day 1: Why is it so hard to amend the Constitution?

Name:

SS Teacher/Hour

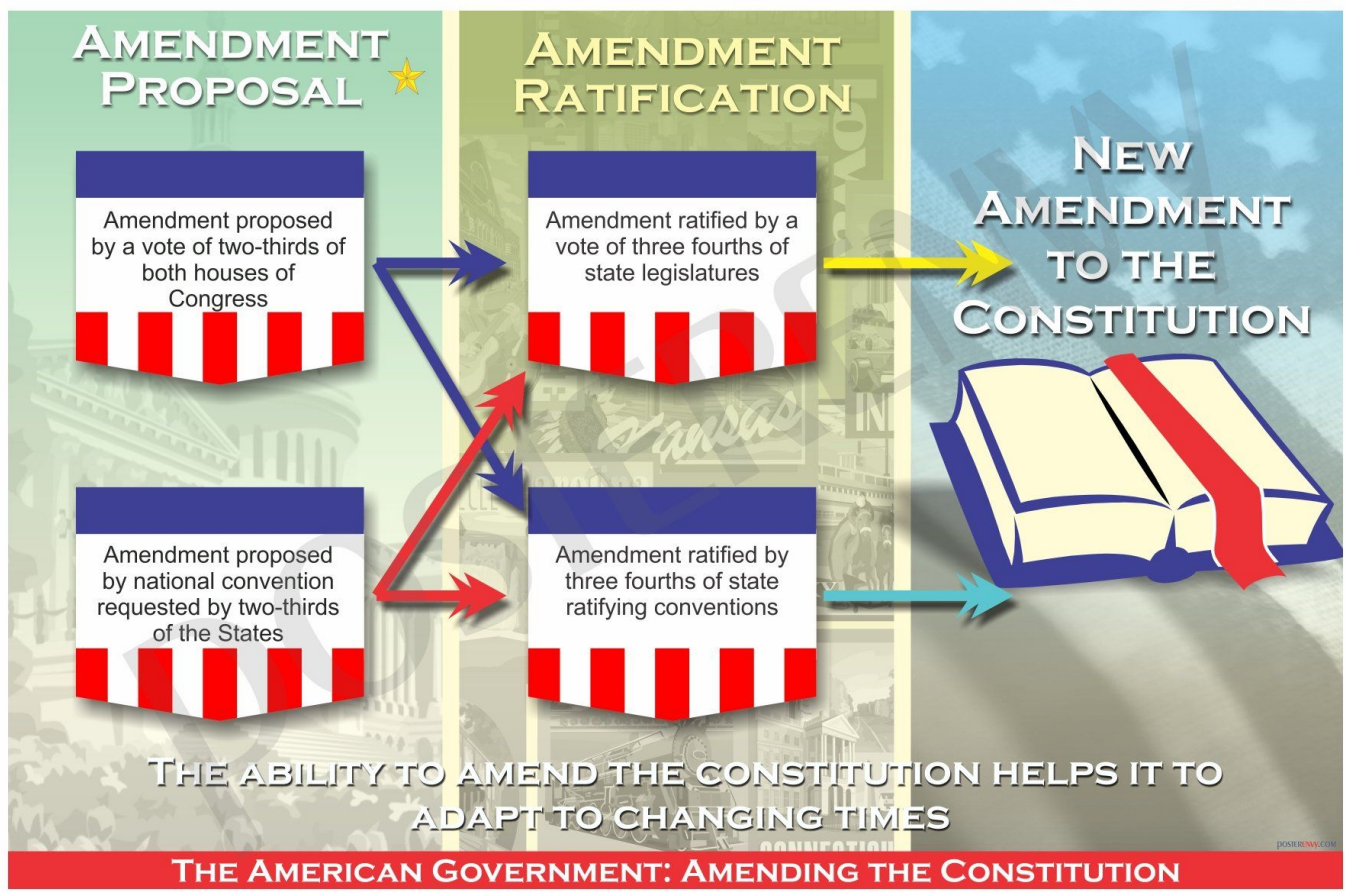
The Constitution is the supreme law of the land!

Since the Bill of Rights and the first 10 amendments passed in 1791, only 17 amendments have been added to the Constitution. The last amendment passed was the 27th Amendment, which was ratified in 1992

Right now, do what do you think? Is it good or bad that the Constitution is hard to change?

Use the diagram below to explain ONE WAY the Constitution can be changed.

Circle all references to numbers below:



AMI Day 1: Why is it so hard to amend the Constitution?

THE BILL OF RIGHTS

The First Ten Amendments to the U.S. Constitution



The first ten amendments were added as group to secure basic rights for all. What would life be like without these protections?

- ★ 1810 | No american can accept a title of nobility from another country.
- ★ 1861 | Keep slavery legal.
- ★ 1876 | Eliminate the office of president and replace with three presidents.
- ★ 1893 | Rename the US, "the United States of the Earth"
- ★ 1921 | Make divorce illegal
- ★ 1924 | Congress could limit child labor.
- ★ 1933 | Make it illegal to a millionaire.
- ★ 1972 | Guarantee legal rights for all people no matter their gender.
- ★ 1978 | Make the District of Columbia a state.

Complete the following prompts:
It is important that the Constitution can be changed because:

It might be good that the Constitution is hard to change because:

DAY

2

AMI DAY #2

ELA

Reread the article, "Birth of the Civil Rights Movement, 1941-1954." Use the RACE response writing strategy to answer the first writing prompt. Use the cause and effect graphic organizer to plan and respond to the second writing prompt.

Math

Complete the *8th Grade Math Day 2* practice page. Use what you know about linear relationships to answer each question.

Science

Read the short article about the different body systems, then answer the questions that follow.

Social Studies

What was it like to be a pioneer?
Read three first-hand diaries from pioneers.
Mark up each diary as directed.
Respond to the writing prompt.

Birth of the Civil Rights Movement, 1941-1954

By National Park Service, adapted by Newsela staff on 05.08.17

Word Count **625**

Level **1120L**



A photo of the Zoot Suit Riots on June 7, 1943, in Los Angeles, California. Thousands of policemen, soldiers, sailors and marines roamed the streets of L.A. They were looking for Mexican-American youths wearing zoot suits. They stopped this streetcar during their search. Crowds jammed downtown streets to watch the servicemen tear clothing off the zoot suiters they caught. The mob considered the zoot suiters to be "unpatriotic" and "hoodlums" during World War II. AP Photo

America changed tremendously during World War II, creating a driving force for civil rights that transformed American life. African-Americans migrated to the North, where they had the right to vote. New government policies laid the groundwork for the end of racial segregation. Civil rights became a national issue for the first time since the Reconstruction era, the period after the Civil War between North and South.

Minorities, such as African-Americans, served in the military but fought in units that were segregated from white soldiers. However, the defense industry also created new jobs that eventually brought about social and legislative reform. Millions of married women and mothers worked outside the home for the first time, and some remained employed after the war was over.

Approximately 65,000 Native Americans left their reservations to work in wartime industries and serve in the armed forces. African-Americans demanded their fair share of jobs and an end to segregation in government departments and the military. President Franklin D. Roosevelt responded by banning discrimination in defense industries. To assure that companies complied, he formed the Federal Employment Practices Committee (FEPC). This committee held hearings to expose racial discrimination and helped African-Americans in the North find work. The formation of the FEPC also led to the first civil rights case regarding equal employment for Latinos. Protests were held before the FEPC to expose the fact that Latinos were still denied jobs in many war industries. Despite their American citizenship, they were considered "aliens" by employers.

African-Americans were denied mortgages and loans

Even as people of color served in the military, those at home still faced racial discrimination from federal and local governments. African-Americans were refused home loans partly because of the government's support for a practice called redlining. Beginning in the late 1930s, lines were drawn on government maps around black neighborhoods. Within these neighborhoods, banks refused to give out any mortgages or loans. Redlining prevented investments from flowing in, and made poor neighborhoods poorer. It also prevented African-Americans from owning their own homes, the most important way of building wealth in the 20th century.

Other minorities had to fight for equal rights as well. During World War II, nearly 110,000 people of Japanese descent from Oregon, Washington and California were sent to internment camps. In 1942, Federal Executive Order 9066 ordered civilians cleared from "military areas," but only Japanese-Americans were forced to leave. In the Zoot Suit Riots of 1943, police did not protect Latino teenagers who were attacked by white servicemen for wearing zoot suits, a fashion of the time. Many Chinese also struggled against anti-Chinese racism and were only allowed to immigrate to the U.S. in 1943. Native Americans were denied the right to vote in six states. They were accused of not being able to read, not being citizens and not paying taxes.

NAACP blasts segregation

World War II spurred a strong sense of injustice among African-Americans. The National Association for the Advancement of Colored People (NAACP) began major attacks against discrimination and segregation. It was encouraged by the record of black servicemen in the war and financial support from white donors.

Social pressure to end segregation also increased during and after the war. In 1944 the Swedish economist Gunnar Myrdal published "An American Dilemma," which gives a blunt account of the history of racial injustice in the U.S. The book became extremely influential. In 1946, President Harry S. Truman established a federal civil rights committee that called for an end to segregation in America.

In 1948, based on the committee's findings, Truman issued Executive Order 9981, desegregating the military. It also led to the 1954 Supreme Court decision ending segregation in the country's schools. Many scholars consider it the birth of the modern civil rights movement.

Cause and effect

Directions: Record the cause(s) on the left and draw an arrow to the effect. Note: There may be multiple “causes” that lead to the same “effect”, or one “cause” that had multiple “effects”.

Cause(s)	Effect(s)

Write Prompt

Discrimination was a problem while World War II was in progress. Who were some of the targets of discrimination? What was done about this problem? Cite evidence from the article to support your answers.

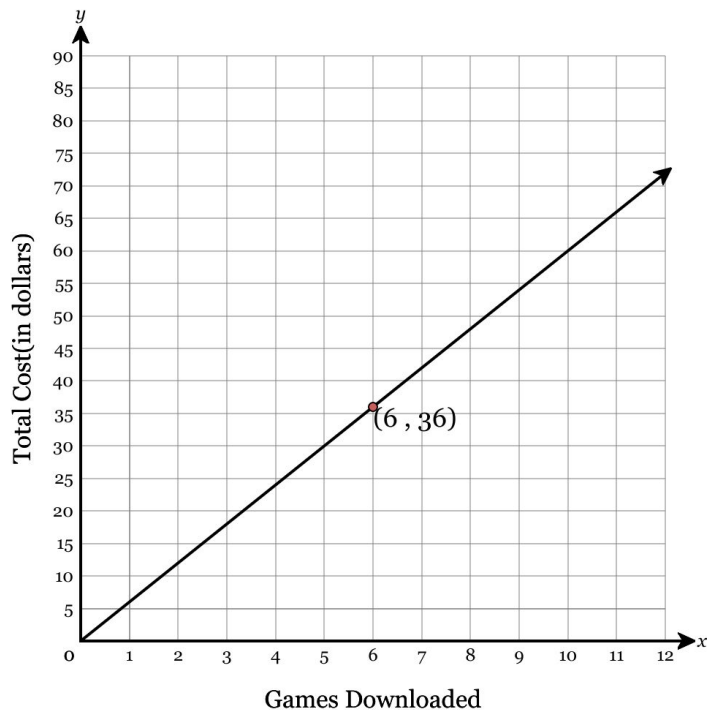
Write Prompt

Cause & Effect: What was the main event described in the article? What were the causes of this event? Describe each cause by citing specific details from the article and explaining how it contributed to the main event.

8th Grade Math Day 2

1. Eva buys mobile games via an app store on her phone. The relationship between the number of games downloaded, x , and the total cost in dollars of the downloads, y , is represented by the graph below.

What does the ordered pair $(6, 36)$ indicate?



- A. 36 games that cost \$6.00 each
- B. 6 games that cost \$36.00 each
- C. 36 games that cost a total of \$6.00
- D. 6 games that cost a total of \$36.00

2. Assuming a linear relationship, find the missing value in the table below.

x	1	2	3	4	5
y	2	10	18	26	

3. Assuming a linear relationship, find the missing value in the table below.

x	1	2	3	4	5
y	7	16	25	34	

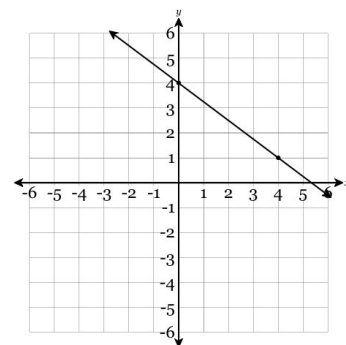
4. The table below represents a linear function. Which relationship represents a function with a lesser slope than the function represented by the table?

x	y
-2	1
2	-5
6	-11
10	-17

A

$$y = \frac{5}{4}x + 1$$

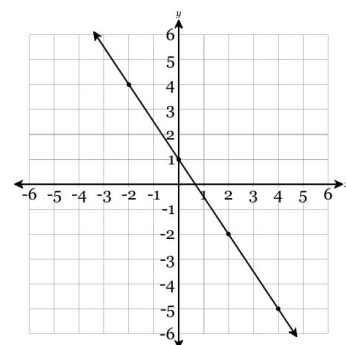
B



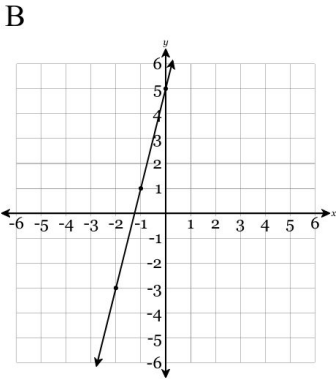
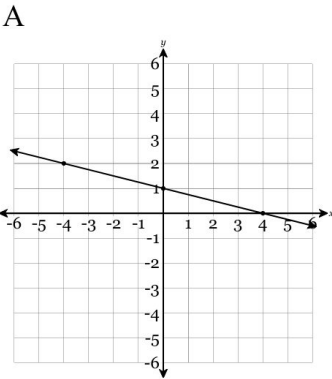
C

$$y = -3x + 4$$

D



5. Which of the relationships below represents a function with the same rate of change as the function $y = -5x + 2$?



C

x	y
3	-10
7	-30
11	-50
15	-70

D

x	y
4	7
8	10
12	13
16	16

6. Find the equation of the linear function represented by the table below in slope-intercept form.

x	0	1	2	3	4
y	-8	-6	-4	-2	0

7. Find the equation of the linear function represented by the table below in slope-intercept form.

x	0	1	2	3	4
y	-3	-1	1	3	5

8. Find the equation of the linear function represented by the table below in slope-intercept form.

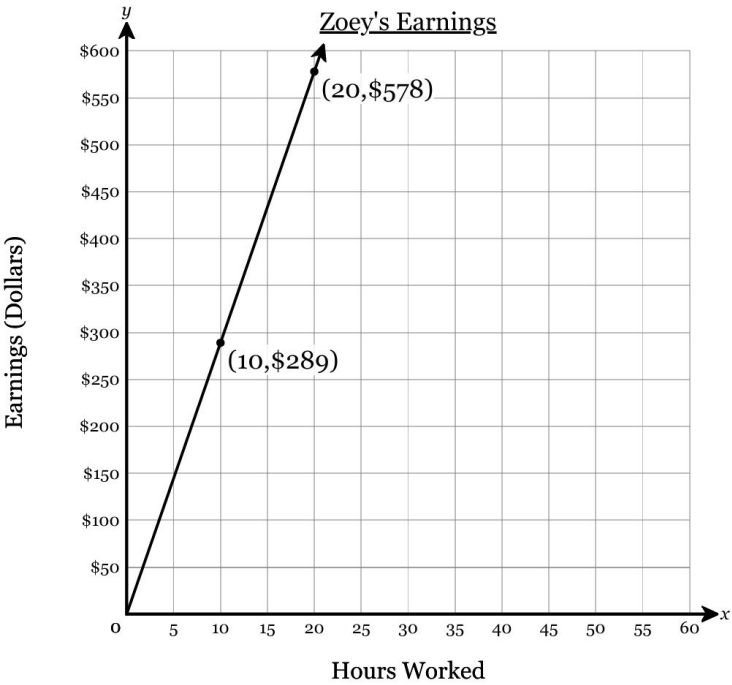
x	y
1	3
2	5
3	7
4	9

9. A health club charges a one-time sign-up fee and a monthly membership fee. The table below represents what the health club charges. Find the rate of change.

Health Club

Months (x)	Total Cost (y)
8	467
13	737
18	1007
23	1277

10. Two friends, Zoey and Kevin, took summer jobs. The graph below represents Zoey's earnings in dollars and cents, y , for working x hours. Complete the sentence below.



The table below represents Kevin's earnings in dollars and cents, y , for working x hours.

Kevin's Earnings

Hours (x)	Earnings (y)
5	\$122
15	\$366
25	\$610
35	\$854

Zoey earns \$_____ per hour (more / less) than Kevin.



Body Systems

The human body is an extraordinary machine consisting of many systems. Each system has a unique structure (form and parts) that allows it to carry out a specific function of life.

- The **skeletal system** is made up of bones, cartilage, tendons, and ligaments. It provides support, helps with movement, and produces new blood cells.
- The **muscular system** is made up of three types of muscles (skeletal, cardiac, and smooth) that work together to allow movement of the body.
- The **nervous system** acts as a control center for the body and coordinates both voluntary actions like raising your hand and involuntary actions such as breathing. The main structure of the nervous system is the brain, which receives and sends signals to other organs.
- The **respiratory system** allows our body to take in oxygen and exhale carbon dioxide. It consists of the lungs, trachea, and diaphragm.
- The **circulatory system** is made up of the heart, blood, arteries, and veins. It transports blood, nutrients, oxygen, and carbon dioxide throughout the body.
- The **excretory system** works with several other systems to eliminate waste from the body.
- The **digestive system** consists of a series of connected organs that allow the body to break down food and absorb nutrients. It includes the mouth, esophagus, stomach, small intestine, and large intestine.



Read the article above, then answer these questions. Highlight where you found the answers.

- _____ 1. The main idea is:
- a) the digestive system allows the body to break down food and absorb nutrients
 - b) the nervous system is the control center of the body
 - c) the human body consists of many systems that carry out specific functions
 - d) the muscular system is made up of different muscles

- _____ 2. Which body system eliminates waste from the body?
- a) muscular system
 - b) nervous system
 - c) circulatory system
 - d) excretory system

- _____ 3. Which structure can be found in the respiratory system?
- a) diaphragm
 - b) heart
 - c) kidney
 - d) stomach



Body Systems

Directions: Identify which body system each statement is referring to.

1. I act as the control center for the body and coordinate important functions such as breathing.

2. When you inhale, oxygen enters the body, and when you exhale, carbon dioxide exits the body. I allow for this exchange of gases to take place.

3. I work with the circulatory system to remove waste products from blood.

4. I work with the skeletal system to allow movement of the body.

5. I work with the respiratory system to control breathing.



Body Systems

Imagine a cheeseburger sitting in front of you. Identify three (there are more) body systems that need to work together for you to eat and digest the cheeseburger.

System	Role



Body Systems

Directions: Answer the following questions using complete sentences.

In your own words, define *structure*.

In your own words, define *function*.

Identify the following statements as true or false.

_____ The heart is the main organ of the circulatory system.

_____ The excretory system is responsible for breaking down food and absorbing nutrients for our body to use.

_____ When you exhale, oxygen is removed from your lungs.

_____ The skeletal and muscular systems work together to allow movement.

_____ The excretory and circulatory systems work together to remove waste from blood.

_____ The respiratory system transports oxygen and carbon dioxide around the body.



Body Systems

Directions: Draw a line to match each body system with its correct function.

Circulatory

Coordinates and controls the body

Nervous

Allows for oxygen to enter and CO₂ to exit

Excretory

Breaks down food and absorbs nutrients

Digestive

Transports blood throughout the body

Respiratory

Removes waste from the body

AMI Day 2: What was it like to be a Pioneer?

Name:

SS Teacher/Hour

These are first-hand accounts of people who traveled west in wagon trains. As you read, **underline challenges** these people encountered on their journey.

While we were traveling along the Platte River in June cholera broke out among the emigrants. Mother was among the first victims. We camped alone on the day she was first taken ill. Our train went on. We heard there was a physician not far behind us, a Dr. Mason, and we waited for his train to overtake us in the middle of the afternoon. He stopped and treated mother, stating the case was very serious, and advised us to join his train the following day, as they intended to camp part of the day. We started the next morning, overtaking his train at noon, and camped on the Platte River, under cottonwood trees, in a beautiful spot where wild roses grew in great profusion. On June

1. Mary Ackley: Crossing the Plains and Early Days in California, Memories of Girlhood Days

2. Diary kept by H. D. Barton in crossing the plains in 1865 from Wright Co., Iowa to California

Mon July 3- Fine morning a good many antelope along the road. I took a gun and started out to try and kill one but the gun would not go off. I tried to get it off by pricking powder into the tube till I got considerable distance behind the trains when I struck the road I felt that the train to which I belonged had took another road I struck across to find it I struck the road a little after noon ahead of the train I did not know the train had turned back so I went ahead to try and find the river but the road did not strike it the sun was about an hour high when I left the road and struck north to find the other road about dark I came to the river which I tried to cross in doing so I got wet to my shoulders I could not find the other road so I layed out by strawberry creek all night with out a coat the weather rather cold some wind and rain storms the train I learned traveled about 25 miles.

AMI Day 2: What was it like to be a Pioneer?

3. T.J. Connor, Diary 1853 "To Oregon"

July 1 Traveled 18 miles much of the way through heavy sand. we this day came in sight of the Wind river Mountains the scene was delightful, covered with masses of snow and ice they rise to an immense highth glistening in the sun like a crystal city The road passes near the southern extremity of those mountains which extend to the north farther than the eye can penetrate

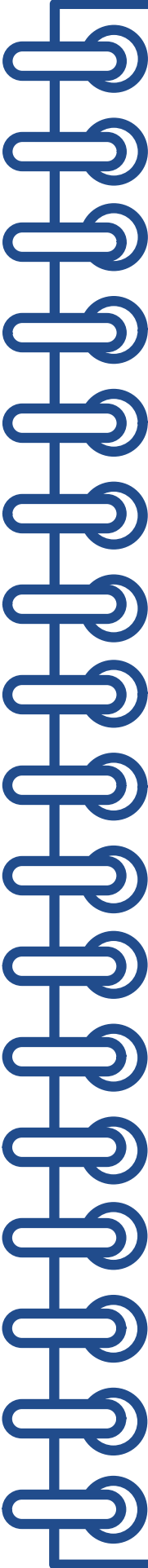
July 2 Traveled 16 miles our road continues up Sweet water

July 3 Sabbath remained in camp

July 6 This morning at 8 oclock A.M. we passed the dividing ridge that separates the waters flowing into the Atlantic from those which find their way into the Pacific we had reached the summit of the Rocky Mountains.

The Scenery upon the summit of this vast mountain is beautiful beyond description for 40 miles or more the road is very fine. no deep ravines or rugged cliffs but one continuous gradual ascent untill the highest point is reached and then descends in like manner not a tree or shrub obstructs view but one vast plain spreads out around you as far as sight can penetrate interrupted only by the majestic appearance of the snow caped Wind River Mountains in the N.E. and a few distant peaks of the Rocky Range.

After reading all three accounts, would you have wanted to be a pioneer traveling west? Support your answer a quote from at least two of the diaries.

A blue spiral binding is located on the left side of the page, consisting of a series of loops.

DAY

5

AMI DAY #3

ELA

Read and annotate the article, "Teen takes one last shot at winning notable speech contest," then answer the comprehension questions.

Math

Complete the *8th Grade Math Day 3* practice page. Use what you know about linear relationships to answer each question.

Science

Read about photosynthesis and answer the questions that follow.

Social Studies

What happened to Roanoke?
Read the accounts provided.
Mark up the clues in each source.
Select the answer that best answers the question and support it with evidence.

Teen takes one last shot at winning a notable speech contest

By Clarence Williams, The Washington Post on 02.21.24

Word Count **761**

Level **MAX**



At the January 2024 contest, Brooklynn Saunders' speech drew a standing ovation. Photo: Craig Hudson/The Washington Post Photo: Craig Hudson/The Washington Post

Brooklynn Saunders whispered her speech into a microphone backstage, trying to calm her nerves. Weeks of writing, editing and practicing aloud had led to this moment: a chance to win an oratorical contest sponsored by the Delta Sigma Theta sorority and her last shot at victory before she graduated from high school.

Last year, she'd lost. When this year's contest theme — what does it take to remain a great nation? — was announced, she put together a draft that night. Now, the 17-year-old stood at a Virginia high school in Prince William County, facing an audience that included a United States senator and congresswoman, as well as members of the historically Black fraternity Omega Psi Phi,

dressed in purple blazers, men from Alpha Phi Alpha in black and gold; and members of the historically Black sorority Delta Sigma Theta, dressed in crimson and cream.

Every January, students across the country craft speeches for poetry and prose contests to honor the Reverend Martin Luther King Jr.'s legacy. They recite King's speeches and imagine what King would say if he were alive today. And they remind listeners of the stalled progress on racial equity as the nation becomes more polarized.

At Brooklyn's final practice with her oratory coach, Anthony Amoruso, she fidgeted uncomfortably in a classroom chair. The senior at Gar-Field High School in Woodbridge, Virginia, bristled with displeasure as she listened to phrases from the speech she made last year. She'd been a finalist, but it wasn't gold medal-worthy.

Amoruso, a language arts teacher, scribbled reminders on a touch screen: poise, voice, life, eye contact, gestures and speed.

Then they turned to YouTube, listening to Barack Obama's keynote speech at the 2004 Democratic National Convention. Brooklyn's eyes widened. She sighed involuntarily and placed her hand on her heart as she listened to him say there were no red states or blue states — just the United States. The theme echoed her own essay.

Then, she practiced her speech aloud. Her smile dazzled. She radiated poise. But she spoke too fast, Amoruso said. She started again, more slowly.

"I'm so proud of you," Amoruso said. "You put in the work. Just have fun with this. This is the last go-round."

"That it is," Brooklyn responded.

"It's out of our hands," Amoruso said. "Really focus on the positive legacy this man left behind. Try to embrace that history for a second and enjoy it."

At the contest, Brooklyn's fellow competitors challenged Americans to take on the issues of air quality, homelessness, poverty and water quality. The emcee had introduced Brooklyn as a young lady who planned to study international business and international relations before launching a career in real estate and running for political office.

Brooklyn strode to the front of the stage, dressed in red, microphone in hand.

"I like to see our U.S. Constitution as a mission statement," she said. "The people of the U.S., through our government, seek to form a more perfect union by establishing justice, ensuring domestic tranquility and securing the blessings of liberty to ourselves and our posterity.

"A key statement to me within the Constitution that stands out is 'to form a more perfect union,' which leads to my question for you: Are we effectively working towards the mission statement of unity? ... Sadly, the answer to that question is still subjective and inconclusive."

Brooklyn's smile sparkled. She slowed for applause lines and inflected emotion with the flair of a Southern pastor. Brooklyn stumbled on a few phrases but never broke rhythm, and she



Image 1. Brooklyn practices with coach Anthony Amoruso days before the contest.
Photo: Craig Hudson/The Washington Post

eventually brought the crowd to their feet as she urged them to learn to disagree more respectfully and to choose political leaders who do the same.

But it wasn't enough.

Another competitor won.

Brooklynn's smile never faltered.

Moments after the announcement of the winner, Brooklynn posed for photos and accepted congratulations from her family and from strangers. She hugged her mom, Virginia Pettis, a single mother and member of Delta Sigma Theta who smiled with pride. She held Brooklynn's 6-year-old nephew, Tafari, who was convinced that "Auntie Brooklynn won."

Ahead lay decisions about college selection, career paths and perhaps a stint in elected office to help change the world.

A woman yelled, "Sis! I would vote for you!"

Brooklynn dashed across the aisle and extended her arm: "Here's my card."



Image 2. After her speech, Brooklynn gets a hug from her sister-in-law Kianna Waters and her nephew Tafari Pettis-Dancy III.

Photo: Craig Hudson/The Washington Post

Quiz

1 Read the list of sentences from the article.

1. *Now, the 17-year-old stood at a Virginia high school in Prince William County, facing an audience that included a United States senator and congresswoman, as well as members of the historically Black fraternity Omega Psi Phi, dressed in purple blazers, men from Alpha Phi Alpha in black and gold; and members of the historically Black sorority Delta Sigma Theta, dressed in crimson and cream.*
2. *And they remind listeners of the stalled progress on racial equity as the nation becomes more polarized.*
3. *At the contest, Brooklynn's fellow competitors challenged Americans to take on the issues of air quality, homelessness, poverty and water quality.*
4. *Moments after the announcement of the winner, Brooklynn posed for photos and accepted congratulations from her family and from strangers.*

Which two sentences taken together provide the BEST evidence to support the idea that the contest featured speeches about issues facing the U.S.?

- (A) 1 and 2
- (B) 1 and 4
- (C) 2 and 3
- (D) 3 and 4

2 Which sentence from the article BEST explains how Barack Obama inspired Brooklynn?

- (A) Brooklynn Saunders whispered her speech into a microphone backstage, trying to calm her nerves.
- (B) She sighed involuntarily and placed her hand on her heart as she listened to him say there were no red states or blue states — just the United States.
- (C) The emcee had introduced Brooklynn as a young lady who planned to study international business and international relations before launching a career in real estate and running for political office.
- (D) Ahead lay decisions about college selection, career paths and perhaps a stint in elected office to help change the world.

3 Which option would BEST describe Brooklynn's reaction to watching her speeches from last year?

- (A) Brooklynn fidgeted and became annoyed by her mistakes.
- (B) Brooklynn felt the judges wrongfully denied her a gold medal.
- (C) Brooklynn became confident she would win this year's contest.
- (D) Brooklynn was proud of the hard work she put into her speech.

4 According to the article, why did Anthony Amoruso just want Brooklynn to have fun at the contest?

- (A) Brooklynn's speech would likely win the contest.
- (B) Brooklynn's family would be attending the contest.
- (C) The contest would help Brooklynn launch her career running for political office.
- (D) The contest would be Brooklynn's last one and the result was out of her hands.

8th Grade Math Day 3

1. There's a roughly linear relationship between the number of times a species of cricket will chirp in one minute and the temperature outside. For a certain type of cricket, this relationship can be expressed using the formula $T = 33 + 0.25c$, where T represents the temperature in degrees Fahrenheit and c represents the number of times the cricket chirps in one minute. What could the number 0.25 represent in the equation?

- A. The expected temperature in degrees Fahrenheit if the cricket has chirped 0.25 times per minute.
- B. The change in temperature in degrees Fahrenheit for each additional cricket chirp in one minute.
- C. How long the cricket continues to chirp.
- D. The change in cricket chirps per minute for each additional degree Fahrenheit.

2. Joshua is going to use a computer at an internet cafe. The cafe charges \$0.60 for every minute using a computer on top of an initial charge of \$9. Make a table of values and then write an equation for C , in terms of t , representing the total cost of using a computer for t minutes at the internet cafe.

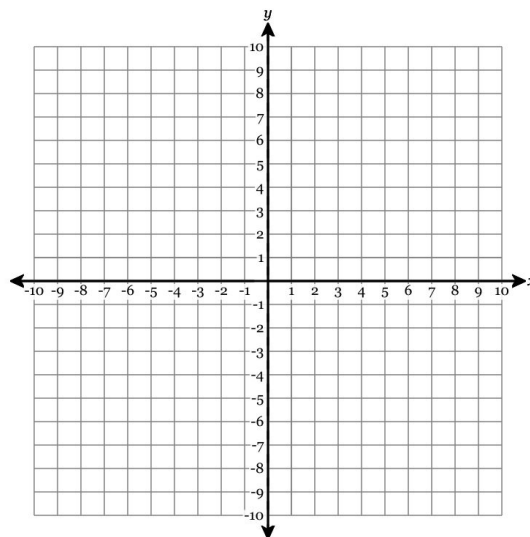
Number of Minutes	Total Cost to Use Computer
0	_____
1	_____
2	_____
3	_____

3. Lucy bought a plant and planted it in a pot near a window in her house. The initial height of the plant was 12 inches and it grew at a rate of 2 inches per month. Make a table of values and then write an equation for H , in terms of t , representing the height, in inches, of the plant t months after Lucy bought the plant.

Number of Months	Height of the Plant (Inches)
0	_____
1	_____
2	_____
3	_____

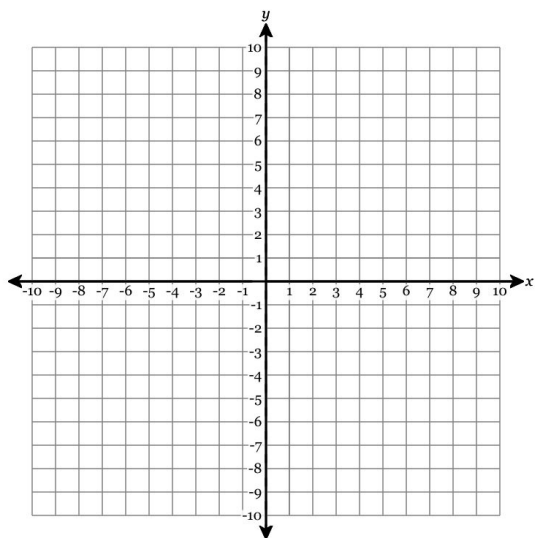
4. Graph the following features:

- Slope = $-\frac{3}{4}$
- Y-intercept = 3



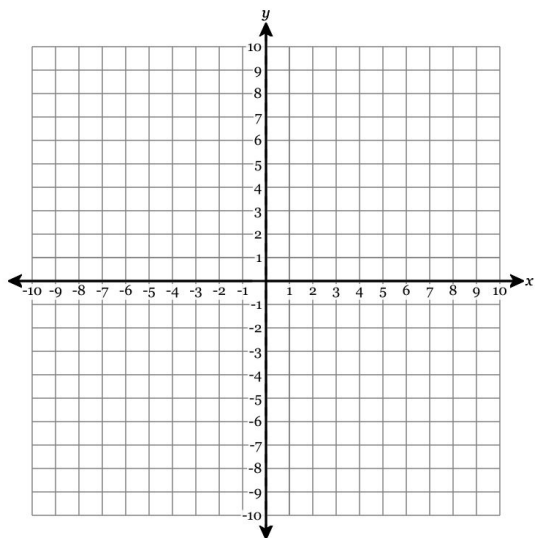
5. Graph the following features:

- Slope = $-\frac{1}{2}$
- Y-intercept = -4

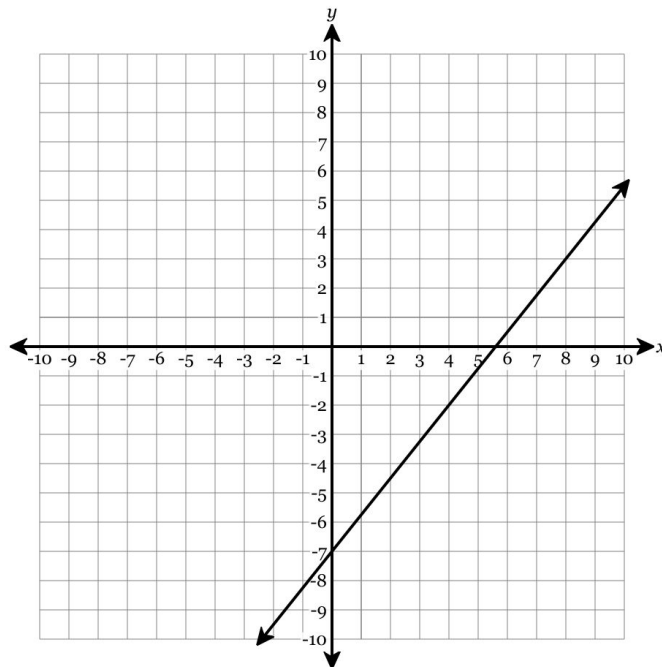


6. Graph the following features:

- Y-intercept = 3
- Slope = $-\frac{2}{3}$



7. Draw a line representing the “rise” and a line representing the “run” of the line. State the slope of the line in simplest form.



8. What is the slope of the line that passes through the points $(7, -9)$ and $(6, -11)$? Write your answer in *simplest form*.

9. What is the slope of the line that passes through the points $(-6, 5)$ and $(-3, 20)$? Write your answer in *simplest form*.



Photosynthesis Student Pages

Name: _____ Date: _____

It's silly to think about a plant sitting down at the dinner table and enjoying a meal, but plants need food just like all of us. They just obtain their food in a different way than you and I do. Plants are called autotrophs because they can use energy from light to synthesize, or make, their own food source. This process is known as photosynthesis and takes place inside the chloroplast of plant cells. The word photosynthesis comes from two root words: *photo* meaning light and *synthesis* meaning to make.

In order for photosynthesis to take place, plants need three reactants, or materials to start the reaction: carbon dioxide, water, and radiant energy from the sun. Carbon dioxide enters the plant through tiny openings on the underside of leaves called stomata. The stomata are surrounded by specialized cells called guard cells that open and close the stomata to regulate how much carbon dioxide enters a plant, plus control how much water and oxygen leave a plant.

Plants also require water to make their own food. Water typically enters the the plant through the roots and travels upward to the stem and leaves.

Last, plants require radiant (light) energy from the sun, which drives the process of photosynthesis. This light energy is trapped by the green chlorophyll found in the chloroplasts of plant cells.

The energy from light causes a chemical reaction that breaks down the molecules of carbon dioxide and water. The atoms are reorganized to make the products of sugar (glucose) and oxygen gas. Plants use glucose for chemical energy for their growth and repair. The oxygen that is produced is released back into the ecosystem through the stomata.



Read the article above, then answer these questions. Highlight where you found your answer in the article.

1. The main idea is:
 - a) plants need three reactants for photosynthesis to take place
 - b) plants need food just like all of us
 - c) oxygen that is produced is released back into the ecosystem
 - d) plants use energy from light to make their own food
2. All of the following are reactants of photosynthesis except:
 - a) oxygen
 - b) carbon dioxide
 - c) water
 - d) radiant energy



Photosynthesis Student Pages:

Name: _____ Date: _____

Use the table to determine how to color the picture of the plant.

Question	Option 1	Option 2
In what part of the cell does photosynthesis occur?	Mitochondria Color the leaves lime-green	Chloroplast Color the leaves dark green
Radiant energy is transferred into _____ energy through the process of photosynthesis.	Thermal Color the soil black	Chemical Color the soil brown
Carbon dioxide enters the plant through tiny openings called...	Stomata Color the flower pot blue	Stacks Color the flower pot pink
Plants use glucose for...	Storing Water Color the inside circle yellow	Growth Color the inside circle purple
Synthesis means...	To Make Color the outside circle orange	Light Color the outside circle red



Use arrows to label the products and reactants of photosynthesis. For example, show an arrow pointing toward a leaf and label it carbon dioxide.



Photosynthesis Student Pages:

Name: _____ Date: _____

Directions: Answer the following question using complete sentences.

What does the root word *photo* mean? What does the root word *synthesis* mean? Give a definition of photosynthesis using your own words.

In what part of the cell does the process of photosynthesis occur?

Describe the energy transformation that takes place during the process of photosynthesis.

What do you think happens to the energy stored by a plant when it gets eaten by a predator? Hint: remember the Law of Conservation of Energy.

Name:

SS Teacher/Hour

Roanoke background:

Roanoke was founded by the English explorer and poet Walter Raleigh in 1587. It was located on Roanoke Island, in what is now Dare County, North Carolina. Roanoke was settled by a group of 122 English people. Their leader was a man named John White.

White went back to England shortly after Roanoke's founding. When he returned to Roanoke in 1590, all the colonists were gone. White had no idea what had happened to them. There were only two clues. One was the word "Croatoan," which had been carved on a post in the fort. The other was the letters "Cro" carved on a tree. The Croatans were a local Indigenous people.

Walter Raleigh attempted to discover what had happened to the Roanoke colonists. He sent out several expeditions to find answers. However, they all failed to come up with anything definite. To this day, no one knows for sure what became of the mysterious "lost colony."

How long was John White gone from Roanoke? How might this contribute to the failure of this colony?

Underline important details from this source.

Clue #1: "Upon A Tree Were Carved The Letters 'CRO'"

We went to the place where I left our colony in 1586. Upon a tree on the sandy bank were carved the letters "CRO." These letters we knew to tell us the place where I should find the planters, according to a secret code we had agreed upon. At that time, the planters were prepared to move from Roanoke to the mainland. They agreed to carve on trees or doorposts the name of the place where they moved. If they should be distressed in any of those places, they were to carve a cross over the letters. We found no such sign of distress.

Clue #2: "Everything Inside Was Spoiled And Scattered"

We went to the place where there had been houses, but the houses were taken down. The place was very like a fort. It was enclosed with a high fence of great trees. A protective wall surrounded it. At the entrance, the word "CROATOAN" was carved on a tree without any cross or sign of distress. Inside the fence were iron and lead weapons overgrown with grass and weeds. We went toward the creek but found no sign of their boats. Upon our return, sailors told us they had found divers chests long since dug up. Everything inside was spoiled and scattered.

I found five chests, three of which were mine, many of my possessions spoiled. This could only be the deed of our enemies, the native peoples at Dasamongwepeuk. They must have watched the planters leave for Croatoan and dug up our chests as soon as our men were gone. It grieved me to see my goods spoiled. Yet I rejoiced that I had found proof that the planters were safe at Croatoan. For the native peoples of Croatoan are our friends.

Underline important details from this source.

Clue #3



Which of the following theories best explains what happened to the people at Roanoke?

- a. They went to live with local Native Americans.
- b. They starved to death
- c. Native Americans wiped out the colony.

Use two pieces of evidence from the clues to explain why your answer is correct:

What features are close to Roanoke?

A graphic of a spiral-bound notebook with a dark blue cover and a white page. The spiral binding is on the left side. The text "DAY 4" is written in a dark blue, sans-serif font in the center of the page.

DAY 4

AMI DAY #4

ELA

Reread the article, "Teen takes one last shot at winning notable speech contest," then respond to the writing prompt. Include evidence from the text to support your answer.

Math

Complete the *8th Grade Math Day 4* practice page. Use what you know about geometric relationships and equations to answer each question.

Science

Read about abiotic and biotic factors. Place the nine factors into the abiotic or biotic factor columns. Identify 4 biotic and 4 abiotic factors in the rainforest and desert ecosystem and complete the four questions about factors within ecosystems.

Social Studies

How does a bill become a law?
Mark up the diagram as directed. Use the diagram to answer the questions on the back page. Respond to the writing prompt.

Teen takes one last shot at winning a notable speech contest

By Clarence Williams, The Washington Post on 02.21.24

Word Count **761**

Level **MAX**



At the January 2024 contest, Brooklynn Saunders' speech drew a standing ovation. Photo: Craig Hudson/The Washington Post Photo: Craig Hudson/The Washington Post

Brooklynn Saunders whispered her speech into a microphone backstage, trying to calm her nerves. Weeks of writing, editing and practicing aloud had led to this moment: a chance to win an oratorical contest sponsored by the Delta Sigma Theta sorority and her last shot at victory before she graduated from high school.

Last year, she'd lost. When this year's contest theme — what does it take to remain a great nation? — was announced, she put together a draft that night. Now, the 17-year-old stood at a Virginia high school in Prince William County, facing an audience that included a United States senator and congresswoman, as well as members of the historically Black fraternity Omega Psi Phi,

dressed in purple blazers, men from Alpha Phi Alpha in black and gold; and members of the historically Black sorority Delta Sigma Theta, dressed in crimson and cream.

Every January, students across the country craft speeches for poetry and prose contests to honor the Reverend Martin Luther King Jr.'s legacy. They recite King's speeches and imagine what King would say if he were alive today. And they remind listeners of the stalled progress on racial equity as the nation becomes more polarized.

At Brooklyn's final practice with her oratory coach, Anthony Amoruso, she fidgeted uncomfortably in a classroom chair. The senior at Gar-Field High School in Woodbridge, Virginia, bristled with displeasure as she listened to phrases from the speech she made last year. She'd been a finalist, but it wasn't gold medal-worthy.

Amoruso, a language arts teacher, scribbled reminders on a touch screen: poise, voice, life, eye contact, gestures and speed.

Then they turned to YouTube, listening to Barack Obama's keynote speech at the 2004 Democratic National Convention. Brooklyn's eyes widened. She sighed involuntarily and placed her hand on her heart as she listened to him say there were no red states or blue states — just the United States. The theme echoed her own essay.

Then, she practiced her speech aloud. Her smile dazzled. She radiated poise. But she spoke too fast, Amoruso said. She started again, more slowly.

"I'm so proud of you," Amoruso said. "You put in the work. Just have fun with this. This is the last go-round."

"That it is," Brooklyn responded.

"It's out of our hands," Amoruso said. "Really focus on the positive legacy this man left behind. Try to embrace that history for a second and enjoy it."

At the contest, Brooklyn's fellow competitors challenged Americans to take on the issues of air quality, homelessness, poverty and water quality. The emcee had introduced Brooklyn as a young lady who planned to study international business and international relations before launching a career in real estate and running for political office.

Brooklyn strode to the front of the stage, dressed in red, microphone in hand.

"I like to see our U.S. Constitution as a mission statement," she said. "The people of the U.S., through our government, seek to form a more perfect union by establishing justice, ensuring domestic tranquility and securing the blessings of liberty to ourselves and our posterity.

"A key statement to me within the Constitution that stands out is 'to form a more perfect union,' which leads to my question for you: Are we effectively working towards the mission statement of unity? ... Sadly, the answer to that question is still subjective and inconclusive."

Brooklyn's smile sparkled. She slowed for applause lines and inflected emotion with the flair of a Southern pastor. Brooklyn stumbled on a few phrases but never broke rhythm, and she



Image 1. Brooklyn practices with coach Anthony Amoruso days before the contest.
Photo: Craig Hudson/The Washington Post

eventually brought the crowd to their feet as she urged them to learn to disagree more respectfully and to choose political leaders who do the same.

But it wasn't enough.

Another competitor won.

Brooklynn's smile never faltered.

Moments after the announcement of the winner, Brooklynn posed for photos and accepted congratulations from her family and from strangers. She hugged her mom, Virginia Pettis, a single mother and member of Delta Sigma Theta who smiled with pride. She held Brooklynn's 6-year-old nephew, Tafari, who was convinced that "Auntie Brooklynn won."

Ahead lay decisions about college selection, career paths and perhaps a stint in elected office to help change the world.

A woman yelled, "Sis! I would vote for you!"

Brooklynn dashed across the aisle and extended her arm: "Here's my card."



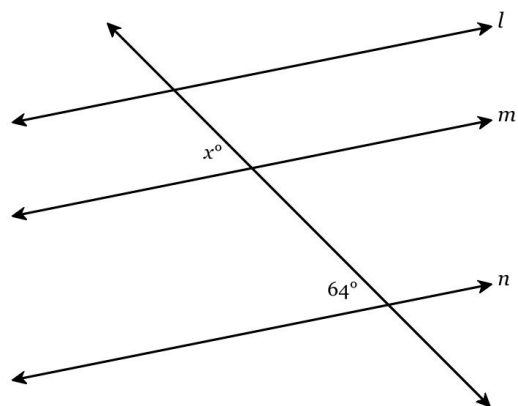
Image 2. After her speech, Brooklynn gets a hug from her sister-in-law Kianna Waters and her nephew Tafari Pettis-Dancy III.

Photo: Craig Hudson/The Washington Post

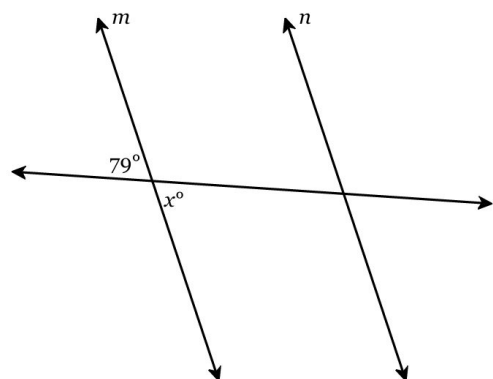
Write Prompt

Discuss the significance of these types of contests and how they honor Reverend Martin Luther King Jr.'s legacy. How does Brooklyn's participation contribute to this legacy?

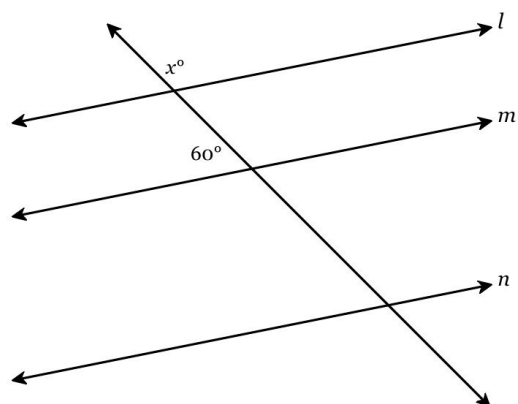
1. Given $l \parallel m \parallel n$, find the value of x .



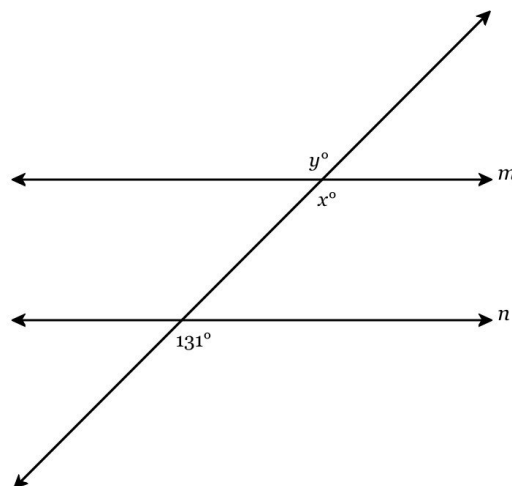
2. Given $m \parallel n$, find the value of x .



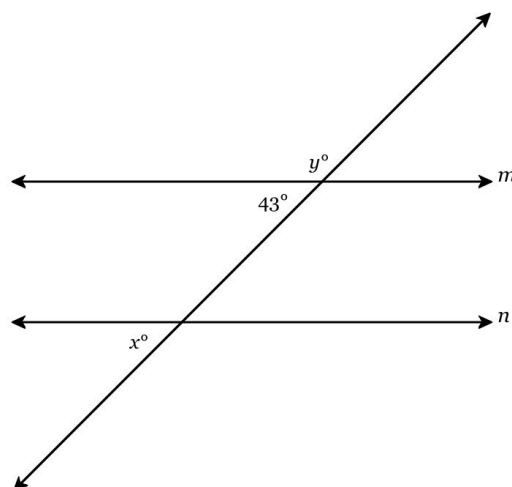
3. Given $l \parallel m \parallel n$, find the value of x .



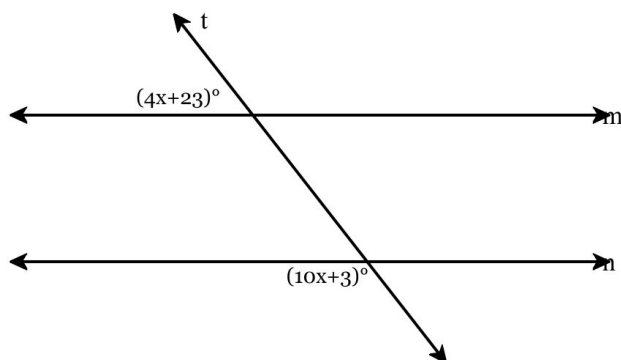
4. Given $m \parallel n$, find the value of x and y .



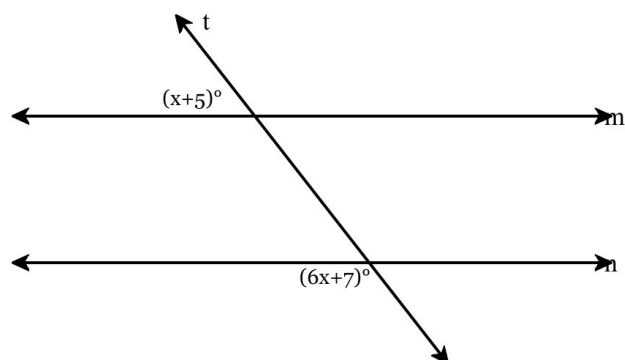
5. Given $m \parallel n$, find the value of x and y .



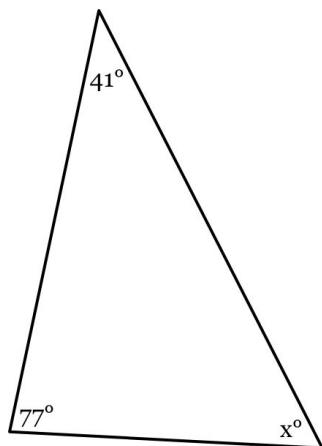
6. Given $m \parallel n$, find the value of x .



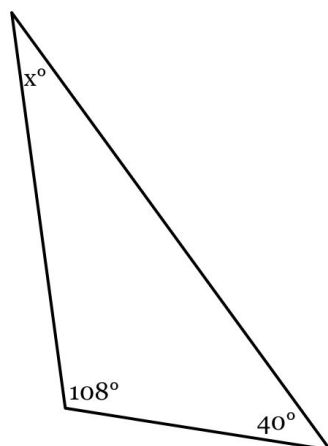
7. Given $m \parallel n$, find the value of x .



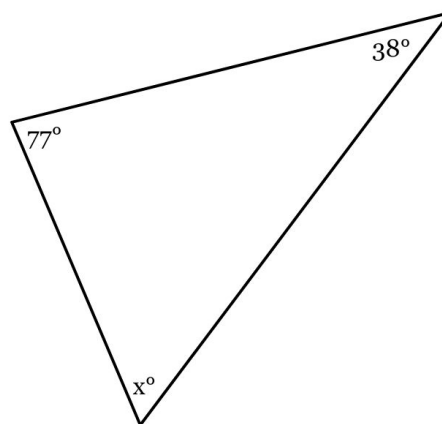
8. The measures of the angles of a triangle are shown in the figure below. Solve for x .



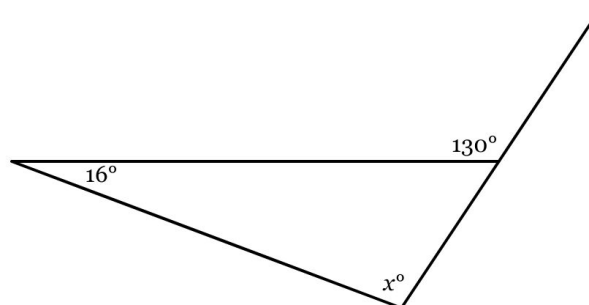
9. The measures of the angles of a triangle are shown in the figure below. Solve for x .



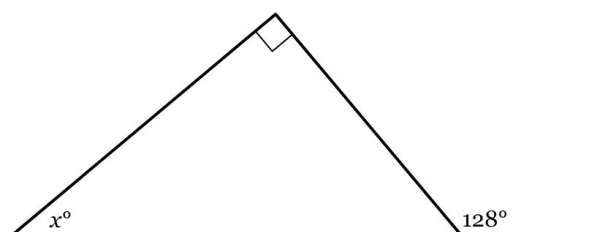
10. The measures of the angles of a triangle are shown in the figure below. Solve for x .



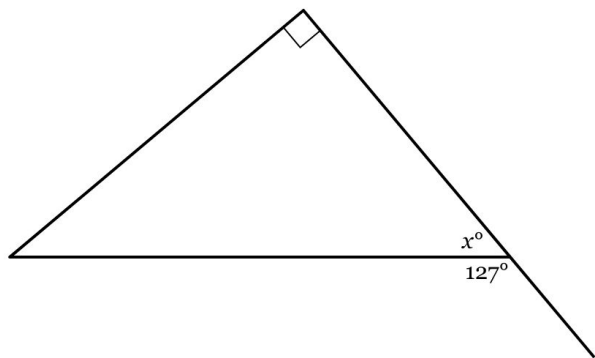
11. A side of the triangle below has been extended to form an exterior angle of 130° . Find the value of x .



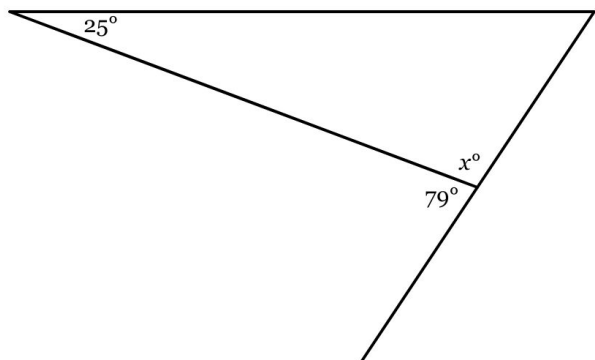
12. A side of the triangle below has been extended to form an exterior angle of 128° . Find the value of x .



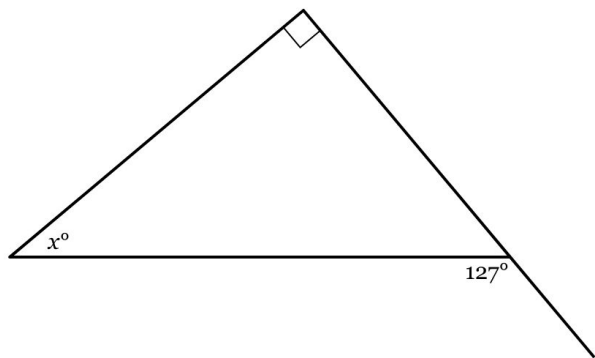
13. A side of the triangle below has been extended to form an exterior angle of 127° . Find the value of x .



14. A side of the triangle below has been extended to form an exterior angle of 79° . Find the value of x .



15. A side of the triangle below has been extended to form an exterior angle of 127° . Find the value of x .



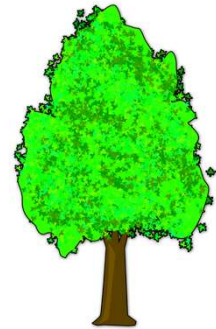


Biotic and Abiotic Factors

Biotic and Abiotic Factors

Look around your classroom. How many living things can you see? Are there just students? Any plants? Insects on the window? How does that number compare to the nonliving things, or factors, in the room?

In every ecosystem, there are two kinds of factors: biotic and abiotic. The Greek root 'bio' means *life*. Biotic means living things and abiotic means non-living things. This goes for all ecosystems, from the forests full of wildlife to an urban ecosystem full of buildings. For an ecosystem to function correctly, it needs both living and non-living things. They work together and rely on each other.

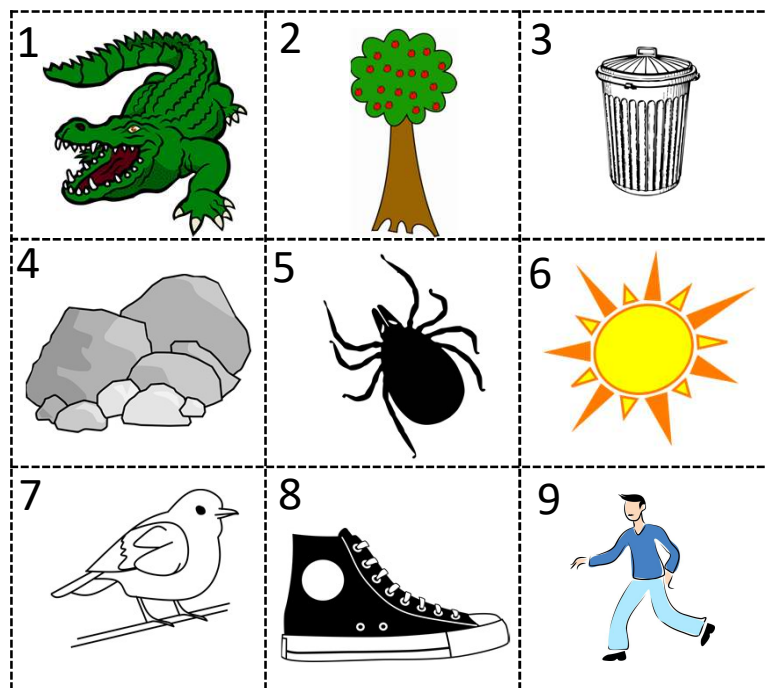


Let's look at abiotic factors first. Non-living factors in an environment can all look very different from one another! Air, water, and rocks are all non-living things that still impact the environment. However, did you know that sunshine and weather are also considered abiotic factors? An area's typical climate is also an abiotic factor; it has a huge impact on the living things in an area!

Biotic factors are things in an environment that are alive. This includes the tiniest bacteria and insects to the biggest, tallest trees and animals. Humans are biotic, because we're living things.

How do they interact? Let's look at one example: a farm! On a farm, you have biotic factors like the humans who work the farm, the cows, corn, trees, and fish in a pond. Those cows eat grass, which is biotic, but the grass relies on soil to grow, and soil is abiotic. The corn is biotic, but it needs sunlight to grow, which is abiotic. Fish are living things that live in a nonliving thing: water. All of these things work together to create a functioning environment.

Directions: First, let's compare abiotic and biotic factors. Look at the pictures and decide if they are biotic or abiotic factors. Write your answers on your answer sheet.



1. Alligator
2. Tree
3. Trash can
4. Rock
5. Tick
6. Sun
7. Bird
8. Shoe
9. Human



Biotic and Abiotic

Name: _____ Date: _____

Directions: First, let's compare abiotic and biotic factors. You should have a separate sheet with picture on it for examples. Below, list those into the correct categories.

Biotic Factors	Abiotic Factors



Biotic and Abiotic Factors

Pictures: Look at the pictures below. List as many abiotic and biotic factors as you can on the T-chart on the next page! (There are two pictures, a rainforest and a desert, and two charts, so you can try twice.)

Rainforest



https://commons.wikimedia.org/wiki/File:Ulva_Island_rainforest.jpg en [CC BY 2.5
(<https://creativecommons.org/licenses/by/2.5>)]

Desert



Pictures:

Rainforest

Biotic Factors:

Abiotic Factors:

Desert

Biotic Factors:

Abiotic Factors:



Biotic and Abiotic Factors

Name: _____ Date: _____

What do the words 'biotic' and 'abiotic' mean?

Give two examples each of biotic and abiotic factors:

Give one example of how an abiotic and a biotic factor interact:

Look at the picture of the city below. How many factors can you find, and how do they interact?



AMI Day 4: How does a Bill become a law?

Name: _____

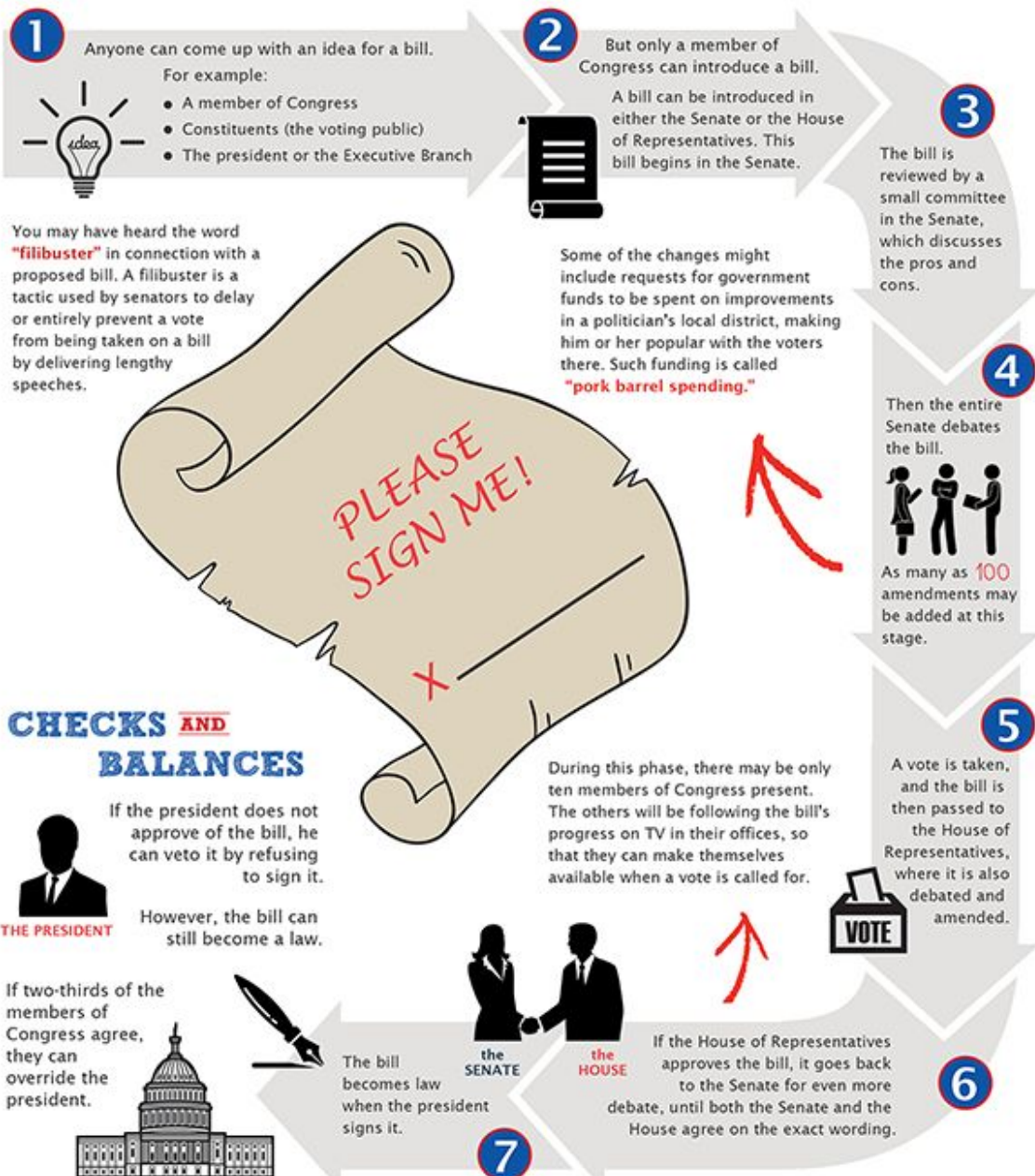
SS Teacher/Hour _____

Look through the diagram below. For each step, circle the part of government that is involved.

How a Bill becomes a Law



All U.S. laws start out as bills in Congress. For a bill to become a law can be a lengthy process, and many bills don't make it through. Of the approximately 5,000 bills that are introduced each year, only about 150 actually become laws.



AMI Day 4: How does a Bill become a law?

Use the diagram to answer the following questions:

1. What is the difference between a “bill” and a “law”?	
2. You want to get a law passed to let 14 year olds get a driver’s license. Where would you start?	
3. What can happen if the president refuses to sign a bill?	
4. Why are committees important in the law-making process?	
5. What happens if the House of Representatives and the Senate bills that are similar, but not exactly the same?	
6. How does this process show “checks and balances”?	

A bill faces many dangers on its way to become a law. What are three moments where a bill might fail in its journey?