8th Grade English
Directions for Virtual School (Jan 18th - Jan 21st)

The enclosed packet is worth a major grade so please keep up with it. The packet is due in full on January 24th at the start of your class period. No exceptions.

1. 16 Figurative Language Techniques - Use the 16 Figurative Language Techniques to write your own examples for each.

2. Lesson 2-4 Simple and Compound Sentences A-C

3. Common and Proper Nouns 1-5

Each assignment must be completed for full credit.
16

FIGURATIVE LANGUAGE TECHNIQUES

‘Figurative language’ refers to words, or groups of words, that exaggerate, make a comparison or alter the usual meanings of the component words. It can make language more descriptive, imaginative or fresh. There are many different figurative techniques used in poetry and prose, but below are fifteen of the most common ones you will come across.

**METAPHOR** – A figure of speech that implies a comparison between two relatively unlikely things.

  *E.g.* “My nephew is a monkey! He climbs on everything.”

**SIMILE** – A comparison between two unlike things, usually with the words ‘like’ or ‘as’.

  *E.g.* “She dances like a chicken on hot coals.”

**PERSONIFICATION** – The giving of human qualities to an animal, object or abstract idea.

  *E.g.* “The chocolate cake was calling my name.”

**HYPERBOLE** – An exaggerated statement used to emphasize an idea or make a point.

  *E.g.* “I’ve told you to clean your room a million times.”

**ONOMATOPOEIA** – The use of words which actually sound like the objects or actions to which they refer.

  *E.g.* “The guitar twanged as he thumped on it.”

**EUPHEMISM** – A ‘softer’, more inoffensive word or phrase, used as a substitute for one considered too harsh or blunt, when referring to something unpleasant or embarrassing.

  *E.g.* “His mother passed away last year.”

**ASSONANCE** – The repetition of vowel sounds.

  *E.g.* “Try to light the fire by the ottoman over there.”

**PARADOX** – A seemingly contradictory statement, which actually makes sense or contains some truth.

  *E.g.* “Deep down you are actually quite shallow.”

**APROPHORA** – The repetition of a word or phrase at the beginning of successive clauses.

  *E.g.* “Every man, every woman, every child, should be loved.”

**ALLITERATION** – The repetition of the same letter or sound at the beginning of adjacent or closely connected words.

  *E.g.* “The tall trees towered over the town.”

**SYNECDOCHE** – A figure of speech in which a part is used to represent the whole, or the whole for a part.

  *E.g.* “I see many new faces here tonight.”

**PUN** – A play on words; sometimes on different meanings of the same word and sometimes on the similar sense or sound of different words.

  *E.g.* “A horse is a very stable animal.”

**OXYMORON** – When incongruous or contradictory terms appear side by side.

  *E.g.* “Parting is such sweet sorrow.”

**ALLUSION** – A brief, indirect reference to a person, place, thing or idea of historical, cultural, literary or political significance.

  *E.g.* “Gosh he is romantic; quite the Romeo!”

**IRONY** – There are 3 types of irony: verbal (when what is said is actually the opposite of what is meant), situational (a contrast between the result of a situation and what is usually expected) and dramatic (when the audience or reader know more than the characters).

  *E.g.* “That hairdresser really needs a haircut.” (Situational)

**ANALOGY** – A comparison between two things in order to highlight a point of similarity. It is different to a metaphor or simile, in that it expresses a set of like relationships between two sets of terms.

  *E.g.* “As a sword is the weapon of a warrior, a pen is the weapon of a writer.”

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Lesson 2-4: Simple & Compound Sentences Practice

A. Recognizing Simple and Compound Sentences
Determine whether each sentence is a simple or compound sentence and write S for simple and C for compound.

____ 1. Jackson and James played baseball.
____ 2. We went out to eat for Thanksgiving, but we stayed home for Christmas.
____ 3. Pie is delicious.
____ 4. Mom and Dad bought a new car.
____ 5. I love school, but sometimes it can be boring.

B. Identifying Compound Sentences
Write the conjunction and/or punctuation mark that is used to turn each set of simple sentences into a compound sentence.

_______ 6. It was cold outside, so I wore my puffy coat.
_______ 7. Stella wanted a new phone, but she didn’t have any money.
_______ 8. Joey made chocolate chip cookies, so I ate some.
_______ 9. Mom could bake cookies, or she could bake a cake.
_______ 10. It was snowing outside, and the sun was still shining.

C. Creating Compound Sentences
Write either a comma and a conjunction or a semicolon in each blank to turn each set of simple sentences into a compound sentence.

(11) During the Renaissance, Venice was known for its glass art _____ Milan was known for its iron. (12) Both were cities in Italy _____ both were very different. (13) Venice is known for its canals _____ Milan is known for its fashion. (14) Both cities are full of culture _____ they are popular tourist destinations. (15) Venice is pretty small _____ Milan is not much different in size. (16) You can travel from Venice to Milan _____ you might want to spend more than one day in each city. (17) Both cities have buildings and artifacts that were around during the Renaissance _____ they are full of history. (18) They both make good places to visit _____ they are educational too. (19) However, they are very different from the United States _____ make sure you plan ahead. (20) You might want to book a trip with a travel agency _____ you can do your research and book a trip yourself.
COMMON AND PROPER NOUNS

A. Read the sentences below. Underline any common nouns in each sentence once and any proper nouns twice.

1. Mr. Sherlock Holmes is a famous fictional detective.
2. This character was created by the author Sir Arthur Conan Doyle.
3. Holmes appeared in 56 stories and several novels written by Doyle, including The Sign of Four.
4. He was often assisted by his friend Dr. John Watson.
5. They worked together on mysteries throughout the city of London.

B. Read the sentences below. Identify the underlined words in each sentence as proper or common nouns.

1. Peter Jones is a detective who works at Scotland Yard.

2. Yesterday Mr. Reginald Merryweather came to him with a very strange story.

3. It seems that rare coins are missing from the Bank of London where he works.

4. The money was kept in a safe at the bank.

5. Peter Jones decided to call Sherlock Holmes to assist him with the case.
8th Grade Math
8.NS.2: Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π²).

[8-NS2]

Which value best represents point A on the number line below?

\[ 0 \ 1 \ 2 \ 3 \ 4 \ 5 \ 6 \ 7 \ 8 \]

a. \( \sqrt{6} \)

b. \( \sqrt{11} \)

c. \( \sqrt{34} \)

d. \( \sqrt{36} \)

Compare

\[ \pi \square 3.14 \]

a. =

b. +

c. <

d. >

What is \( \sqrt{65} \) rounded to the nearest whole number?

Which is the BEST estimation of \( \sqrt{200} \)?

a. between 14 and 15

b. between 15 and 16

c. between 13 and 14

d. between 12 and 13
8.EE.3: Know and apply the properties of integer exponents to generate equivalent numerical expressions. [8-EE1]

<table>
<thead>
<tr>
<th>Which of the following are equivalent to $2^4$? Select ALL that apply.</th>
<th>Simplify: $9^6 \times 9^3$</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. $2 \times 2^3$</td>
<td>a. $\frac{1}{9^6}$</td>
</tr>
<tr>
<td>b. $2 + 2^3$</td>
<td>b. $\frac{1}{9^2}$</td>
</tr>
<tr>
<td>C. $4 - 2^2$</td>
<td>c. $9^6$</td>
</tr>
<tr>
<td>d. $4 \times 4$</td>
<td>d. $9^{25}$</td>
</tr>
<tr>
<td>e. $2 \times 4$</td>
<td></td>
</tr>
<tr>
<td>f. $8 \times 2^1$</td>
<td></td>
</tr>
<tr>
<td>g. $2^6 \div 2$</td>
<td></td>
</tr>
</tbody>
</table>

Evaluate $x^b = 1$ for $x = 3$ and $b = -5$  

Write $9^3$ in standard form

<table>
<thead>
<tr>
<th>Simplify: $(2x)^{\frac{1}{3}}$</th>
<th>Simplify $((-2)^6)^3$</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. $2x^4$</td>
<td></td>
</tr>
<tr>
<td>b. $2x^3$</td>
<td></td>
</tr>
<tr>
<td>c. $\frac{2}{x^2}$</td>
<td></td>
</tr>
<tr>
<td>d. $\frac{2}{x^4}$</td>
<td></td>
</tr>
</tbody>
</table>
8.EE.8: Use similar triangles to explain why the slope $m$ is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at $b$. [8-EE6]

<table>
<thead>
<tr>
<th>Find the slope of the line in each graph below.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graph A</strong></td>
</tr>
<tr>
<td><img src="image1" alt="Graph A" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Find an equation of the line that has intercepts $(1,0)$ and $(0,4)$</th>
</tr>
</thead>
</table>
| a. $y = 4x - 1$  
| b. $y = -4x + 1$  
| c. $y = -4x + 1$  
| d. $y = -4x - 4$  |

<table>
<thead>
<tr>
<th>Which graph represents the equation $y = \frac{1}{2}x - 3$?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3" alt="Graph A" /></td>
</tr>
</tbody>
</table>
| a.  
| b.  
| c.  
| d.  |

<table>
<thead>
<tr>
<th>Which of the following statements is true about slope?</th>
</tr>
</thead>
</table>
| a. Slopes of straight lines will always be positive numbers  
| b. The slopes vary between the points on a straight line  
| c. Slope is determined by dividing the horizontal distance between two points by the corresponding vertical distance  
| d. Slope is determined by dividing the vertical distance between two points by the corresponding horizontal distance |

Some questions were taken from USATest Prep. If Montgomery Public School's subscription expires or lapses, questions from USATest Prep will be removed from this packet.
8.NS.1: Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. [8-NS1]

<table>
<thead>
<tr>
<th>Select all numbers that are irrational.</th>
<th>Where does 0.16 belong on the Venn diagram?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ( \pi )</td>
<td>a. Integers</td>
</tr>
<tr>
<td>b. ( \sqrt{25} )</td>
<td>b. Natural Numbers</td>
</tr>
<tr>
<td>c. ( \sqrt{2} )</td>
<td>c. Rational Numbers</td>
</tr>
<tr>
<td>d. ( \sqrt{3} )</td>
<td>d. Irrational Numbers</td>
</tr>
</tbody>
</table>

Which number is irrational?

<table>
<thead>
<tr>
<th>a. 0.12345</th>
<th>Which type of number cannot be written as a fraction?</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. 0.75</td>
<td>A. rational numbers</td>
</tr>
<tr>
<td>c. ( \sqrt{2} )</td>
<td>B. natural numbers</td>
</tr>
<tr>
<td>d. ( \sqrt{4} )</td>
<td>C. whole numbers</td>
</tr>
<tr>
<td></td>
<td>D. irrational numbers</td>
</tr>
</tbody>
</table>

Some questions were taken from USATest Prep. If Montgomery Public School's subscription expires or lapses, questions from USATest Prep will be removed from this packet.
8.EE.9b: Solve linear equations in one variable. [8-EE7]

b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions, using the distributive property and collecting like terms. [8-EE7b]

<table>
<thead>
<tr>
<th>Solve for ( m ): ( \frac{7}{2m-1} - \frac{3}{5} m = \frac{6}{5} (1-3m) )</th>
<th>Solve for ( x ): ( \frac{4}{9} + 4(x - 1) = \frac{29}{9} (x - 7x) + 1 )</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Solve the following linear equation: ( \frac{7}{14} = n + \frac{7}{14} n )</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ( n = 1\frac{1}{2} )</td>
</tr>
<tr>
<td>b. ( n = 3 )</td>
</tr>
<tr>
<td>c. ( n = \frac{1}{3} )</td>
</tr>
<tr>
<td>d. ( n = 1 )</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Solve for ( x ): ( \frac{x + 24}{7} = 4 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. -7</td>
</tr>
<tr>
<td>b. -4</td>
</tr>
<tr>
<td>c. 4</td>
</tr>
<tr>
<td>D. 6</td>
</tr>
</tbody>
</table>

Some questions were taken from USATest Prep. If Montgomery Public School's subscription expires or lapses, questions from USATest Prep will be removed from this packet.
8.EE.9a: Solve linear equations in one variable. [8-EE7] a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities are the case by successively transforming the given equation into simpler forms until an equivalent equation of the form \( x = a \), \( a = a \), or \( a = b \) results (where \( a \) and \( b \) are different numbers). [8-EE7a]

In the equation, which is true about the value of \( x \)?

\[ 4(2x + 3) = x(3 + 5) + 12 \]

a. \( x = \frac{3}{8} \)
b. No solution
c. One solution
d. Infinitely many solutions

In the equation, which is true about the value of \( x \)?

\[ 2(6n + 5) = 12n - 3 \]

a. \( n = -13 \)
b. No solution
c. One solution
d. Infinitely many solutions

<table>
<thead>
<tr>
<th>One Solution ( x = a )</th>
<th>No Solutions ( a = b )</th>
<th>Infinitely Many Solutions ( x = x )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equation ( 5(a + 2) = 4a + 12 )</td>
<td>Equation ( 5(2c + c) = 45 + 5c )</td>
<td>Equation ( 2(a - 2) = 2a - 4 )</td>
</tr>
<tr>
<td>Solve</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check your solution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End Results</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8th Grade Science
<table>
<thead>
<tr>
<th>Game</th>
<th>Rays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laser</td>
<td>A technology that transmits a beam of electromagnetic radiation in order to image objects</td>
</tr>
<tr>
<td>Sonar</td>
<td>A technology that transmits and receives sound through water</td>
</tr>
<tr>
<td>Ultrasound</td>
<td>A technology that uses a pulse-echo technique of imaging the body</td>
</tr>
<tr>
<td>X-Rays</td>
<td>A technology that uses high-energy rays to study the structures inside the body</td>
</tr>
<tr>
<td>MRI</td>
<td>A technology that transmits a magnetic and uniform beam of electromagnetic radiation</td>
</tr>
</tbody>
</table>

Who am I? Matching Cards

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**2.** Is a device that creates a coherent and uniform beam of electromagnetic radiation. **Who am I?**

**3.** Is a technology that uses a pulse-echo technique of imaging the body. **Who am I?**

**4.** Is a technology that uses high-energy waves to destroy cancer cells. **Who am I?**

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Statement: You may write on the paper. Use the who am I? Matching Cards while the word best complete the sentence:

8.9 Electromagnetic Waves in Communication Devices
Comparing light and sound waves

Light waves are electromagnetic waves. They travel faster than sound waves and do not require a medium to travel through. They are transverse waves, meaning that the vibrations are perpendicular to the direction of wave propagation. Light can be reflected, refracted, and polarized.

Sound waves are mechanical waves. They require a medium (such as air, water, or solids) to travel through. Sound waves are longitudinal waves, meaning that the vibrations are parallel to the direction of wave propagation. Sound waves can be reflected, refracted, and absorbed.

Both light and sound waves can be used for communication, entertainment, and various scientific applications. However, their properties and behaviors differ significantly in terms of speed, wavelength, and medium requirements.

- Light waves can travel through a vacuum, while sound waves cannot.
- Light waves are much faster than sound waves.
- Sound waves are affected by temperature and pressure, while light waves are not.

Understanding these differences is crucial for various fields, including physics, engineering, and technology.
Electromagnetic Waves in Communication Devices
10. Why do remote controls have to be able to see the TV to work?

9. How do remote controls work?

8. Why do remote controls use?

7. What is frequency do cell phone call require?

6. A _______ area is the area where cell phone tower handles the calls for specific

5. _______ are called the "brains" of computers.

4. What do cell phones rely on?

3. Why do GPS receivers have to take into account when calculating

2. Where GPS receivers are found?

1. What do GPS rely on?
8th Grade Social Studies
Rome: Republic to Empire

Lesson 2 Rome As a Republic, Continued

It was the largest and richest city in the western Mediterranean. Carthage was built around 800 B.C. by the Phoenicians, who were skilled sailors and traders.

In 264 B.C. Rome and Carthage both wanted to rule the island of Sicily. The First Punic War was fought between Rome and Carthage. This war lasted 20 years until Rome won in 241 B.C. Carthage had to leave Sicily and pay a huge fine to the Romans.

Carthage then conquered southern Spain. The Romans helped the Spanish people rebel. In 218 B.C. Carthage sent their great general, Hannibal, to attack Rome. This started the Second Punic War.

Hannibal sailed his army from Carthage to Spain. His men rode horses and elephants across the Alps and into Italy. Hannibal’s army beat the Romans at Cannae and began raiding Italy. In response, the Roman general Scipio captured Spain and attacked Carthage. Hannibal and his army had to return home to defend his people. Finally, Scipio’s army defeated Hannibal’s forces. Carthage was forced to give up its navy and give its Spanish territory to Rome. Rome now ruled the western Mediterranean region.

Carthage was no longer a military power, but it was still a rich trading center. In 146 B.C. during the Third Punic War, Roman soldiers burned Carthage to stop it from getting stronger. Many people in Carthage were enslaved.

In the 140s B.C., Rome conquered all of Greece. Twenty years later, it took its first province in Asia. Romans began to call the Mediterranean Sea mare nostrum, which means “our sea.”

Check for Understanding

Explain the role or importance of each group of people in Rome.

1. consuls ______________________________________
2. dictators ______________________________________
3. patricians ______________________________________
4. plebeians ______________________________________
5. praetors ______________________________________
6. tribunes ______________________________________

Identifying

7. What happened to Carthage after the Third Punic War?
   ______________________________________
   ______________________________________

Reading Check

8. How did Hannibal lose the Second Punic War?
   ______________________________________
   ______________________________________

9. Place a one-tab Foldable along the dotted line to cover the Check for Understanding. Label the anchor tab Conflict Between Classes. Write Changes in Government at the top of the tab. Draw three arrows from the title and list three changes that were the result of conflict between different classes in Rome.
Rome: Republic to Empire

Lesson 2 Rome As a Republic, Continued

The Roman Republic included dictators. Today, a dictator is a cruel ruler who controls everything. In early Rome, dictators were chosen by the Senate to rule during an emergency. As soon as the emergency ended, the dictator quit.

**Tribunes**
- elected by the Council of Plebs
- told leaders what plebeians thought about issues
- could veto government decisions

**Dictators**
- chosen by the Senate
- ruled during an emergency
- quit when the emergency was over

In 458 B.C. the Roman army was attacked. The Senators chose a farmer named Cincinnatus to be dictator. He had been a respected Roman consul. Cincinnatus gathered an army, which easily defeated the enemy. Afterward, he went home to his farm. Cincinnatus was famous for doing his civic duty by serving his government when he was needed.

Plebeians demanded that Rome's laws be written down. That way, everyone could know the laws and make sure the judges followed them. In 451 B.C. Rome adopted its first written laws, known as the Twelve Tables. They were carved on bronze tablets and placed in the marketplace where everyone could see them. The Twelve Tables were based on the idea that all citizens should be treated equally under the law.

When Rome began taking over other nations, they made a new set of laws called the Law of Nations. The Law of Nations listed principles, or ideas, for justice. We still use some of these ideas today. For example, American law says that people are innocent until they are proven guilty.

Rome's legal system was based on the idea that everyone should be treated equally. This is called "the rule of law." Many rich people did not like the rule of law. They were used to having special privileges. In fact, many rich people were not used to obeying the law at all. The rule of law changed that.

The Punic Wars
Rome continued to grow. It wanted to control the entire Mediterranean world, but so did an empire named Carthage. Carthage was a trading empire on the coast of North Africa.
Rome: Republic to Empire

Lesson 2 Rome As a Republic, Continued

Governing Rome

There were two main social classes in early Rome: patrician and plebeian. Patricians were wealthy landowners who held government offices. Most people were plebeians—shopkeepers, artisans, and small farmers. Patricians and plebeians could not marry each other.

All patrician and plebeian men were citizens and had the right to vote. They had to pay taxes and join the army, but only patricians could be in the government.

The Roman government had three parts. This was to stop any one part from getting too strong. The top leaders were two consuls who served for one year. One consul headed the army. The other headed the rest of the government. Each consul could veto, or reject, the other consul’s decision.

<table>
<thead>
<tr>
<th>The Republican Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consul</td>
</tr>
<tr>
<td>Head of military</td>
</tr>
<tr>
<td>Head of government</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Rome had two legislative bodies, or groups that made laws. The Senate was made up of 300 patrician men. They were senators for life. They passed laws and approved building projects. The second group that made laws was the Assembly of Centuries. It also elected consuls and praetors (or judges). Roman praetors could lead armies and help run the government.

Over time, the plebeians got mad. They had the duties of citizens, but they could not be a part of government. They wanted equal rights. As a result, in 494 B.C., the plebeians went on strike. The patricians were scared. To prevent the collapse of the republic, plebeians were allowed to set up the Council of Plebs. It elected tribunes. The tribunes told the government what the plebeians thought about issues. The tribunes could also veto government decisions. A few wealthy families, however, still held most of the real power.

Making Connections

1. How is the structure of the Roman government similar to that of the U.S.?

Comparing and Contrasting

2. Place a three-tab Venn diagram Foldable along the dotted line. Label the top tab Patrician, the middle Both, and the bottom Plebeian. On the top and bottom tabs, write facts about the patricians and plebeians that are different. On the Both tab, write what the two groups have in common.

Explaining

3. How did the Council of Plebs change life for the plebeians?
Rome: Republic to Empire

Lesson 2 Rome As a Republic

ESSENTIAL QUESTION
How do governments change?

GUIDING QUESTIONS
1. How did conflict between classes change Rome’s government?
2. How did Rome conquer the Mediterranean region?

Terms to Know
patrician a member of the ruling class
plebeian an ordinary citizen
consul head of government
eveto to reject or say no to
praetors government officials who interpret the law and serve as judges
tribune an elected official who protects the rights of ordinary citizen
dictator a person given total power
civic duty the idea that citizens have a duty to help their country

Where in the world?

When did it happen?

<table>
<thead>
<tr>
<th>500 B.C.</th>
<th>400 B.C.</th>
<th>300 B.C.</th>
<th>200 B.C.</th>
<th>100 B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. 509 B.C. Rome becomes a republic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>458 B.C. Cincinnatus appointed dictator</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>494 B.C. Plebeians go on strike</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>451 B.C. Twelve Tables adopted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>264 B.C. First Punic War begins</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>241 B.C. Rome defeats Carthage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>218 B.C. Second Punic War begins</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>206 B.C. Scipio attacks Carthage</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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Rome: Republic to Empire

Lesson 1 The Founding of Rome, Continued

Roman soldiers used a short sword called a *gladius* and an iron spear called a *pilum*. Each group also had a *standard*. A standard was a tall pole with a symbol on top—sometimes an eagle or other animal. One soldier would hold up the standard so others could see it. This helped the group stay together during battle.

The Romans were also smart planners. They built military towns in every region they conquered. Then they built roads between these towns. Soon their armies could travel quickly across the land.

The Romans believed they needed to treat conquered people fairly. They stressed that people would become loyal to Rome if they were treated well. The Romans created the Roman Confederation. It gave some conquered people full Roman citizenship. They could vote and be in the government. They were also treated the same as other citizens by law.

The Romans made other people allies. Allies could run their own towns, but they had to pay taxes to Rome. Allies also had to fight in Rome's armies. With these procedures, the Romans hoped to keep peace. If an area did rebel, Rome was ready to squash it. As a result, the Roman republic grew stronger.

**Check for Understanding**

List four characteristics of Rome and its people.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________

**Drawing Conclusions**

8. How do you think the people conquered by the Romans felt about their new rulers?

9. Why were the Romans able to expand their control of Italy?

**Reading Check**

10. Place a two-tab Foldable along the dotted line to cover the Check for Understanding. Label the anchor tab *Roman Civilization*. Label the two tabs—*Rome* and *Romans*. Write at least three words or phrases that you remember about each on the front and back of the tabs. Use your notes to help you complete the Check for Understanding.
Lesson 1 The Founding of Rome, Continued

The Etruscans introduced togas and short cloaks. A toga is like a sheet wrapped around your body, with one end over your shoulder. Most importantly, the Etruscans showed the Romans how an army could be more effective. Later, the Romans copied the Etruscan army and conquered an empire.

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Etruscan Influence on Rome
Buildings
Roads
Clothing
Army

Greek Influence on Rome
Growing olives and grapes
Alphabet
Art

---

Becoming a Republic
The Etruscans ruled Rome for more than 100 years. The people benefited from Etruscan culture and ideas, but they got tired of Etruscan rulers. According to Roman tradition, in 509 B.C., the Romans rebelled and set up a republic. A republic is a form of government in which citizens elect their leaders.

Rome was still a small city when it became a republic. It had enemies all around it. Over the next 200 years, Rome fought many wars. By 267 B.C., the Romans had taken over the Greek colonies in what is now known as Italy. By then, the Romans ruled almost all of the Italian peninsula.

The Roman Republic grew because of its strong army. Roman soldiers were well trained. At the beginning of the republic, every male citizen who owned land had to join the army. Men who ran away, or deserted the army, were killed. This turned Romans into loyal fighters.

The Romans also thought of better ways to organize their army in battle. At first, the soldiers marched next to each other, moving in one large group. They attacked their enemy from only one direction. This way of fighting was slow. Then the generals changed the style of battle.

The Roman generals divided their armies into groups of soldiers called legions. Each legion had about 6,000 men. Legions were broken into even smaller groups of 60 or 120 men. These small groups could move very quickly in battle.
The Beginning of Rome

Italy is a peninsula in the Mediterranean Sea. It is shaped like a boot. The heel points toward Greece. The toe points toward the island of Sicily.

The Alps cross the top of Italy and separate it from the rest of Europe. Another mountain range, called the Apennines, runs down Italy, from north to south. Passes, which run through the mountains, helped link people from different parts of early Italy. They could trade ideas and goods with each other. Italy has a mild climate, rich soil, and large, flat plains that make good farmland.

Historians know little about the first people in Italy. Between 2000 B.C. and 1000 B.C., groups of people settled in the hills and on the plains. These people included the Latins. Historians think that a group of Latins tended herds and grew crops on Rome’s hills. Their community developed into Rome. The people living there became known as the Romans.

Rome was built along the Tiber River about 15 miles from the Mediterranean Sea. The river could be used for fresh water, transportation, and the shipping of goods. Its location meant that sea-going pirates could not attack the city. Rome was built on seven hills. The hills made it easy to protect the city from attackers.

<table>
<thead>
<tr>
<th>Tiber River</th>
<th>Seven Hills</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 miles from Mediterranean Sea</td>
<td>Protected city from attacks</td>
</tr>
<tr>
<td>Used for fresh water, transportation, and shipping</td>
<td>Latins settled here</td>
</tr>
</tbody>
</table>

Roman history does not just involve the Latins. Around 800 B.C., the Greeks and the Etruscans came to Italy. The Greeks built many colonies in Italy between 750 B.C. and 500 B.C. They taught the Romans to grow olives and grapes and to use the Greek alphabet. Romans also copied Greek sculpture and other art forms.

The Etruscans had an even greater influence. They came from the area north of Rome. Many Etruscans were rich miners and traders. Others were devoted to art. They painted pictures and created jewelry, tools, and weapons. When the Etruscans came, Rome was a village with straw huts. That changed, however, after 650 B.C. when the Etruscans conquered Rome. They taught the Romans to build temples, streets, and public squares.
Lesson 1 The Founding of Rome

ESSENTIAL QUESTION
How does geography influence the way people live?

GUIDING QUESTIONS
1. What effect did geography have on the rise of Roman civilization?
2. How did Rome become a great power?

Where in the world?

Terms to Know
- republic: a form of government in which citizens elect their leaders
- legion: a large group of Roman soldiers

When did it happen?

- 1000 B.C.
  - c. 760 B.C.: Latins settle Rome
  - You Are Here in History

- 750 B.C.
  - c. 750 B.C.: Greeks begin settling in southern Italy

- 500 B.C.
  - c. 509 B.C.: Rome becomes a republic

- 250 B.C.
  - c. 267 B.C.: Rome controls most of Italy

- 1 B.C.
  - c. 650 B.C.: Etruscans take control of Rome
P.E
All Grades
MODERATE TO VIGOROUS PHYSICAL ACTIVITY

This week we talked about exercising within your healthy heart zone (HHZ). This means keeping your heart rate between 140 and 170 beats per minute. Activities that keep your heart rate in the lower end of your HHZ are "moderate" activities. When your heart rate is at the moderate level, you can still talk without too much discomfort. But when your heart rate is at the upper end of your HHZ, it is more difficult to exercise and talk at the same time! These are called "vigorous" activities.

Remember you need 60 minutes of activity that ranges from moderate to vigorous every day!

GET IN "THE ZONE"
The Healthy Heart Zone [HHZ], that is...

1. Circle the activities that are aerobic and help strengthen your heart and get you in “The Zone”.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td></td>
</tr>
<tr>
<td>Running</td>
<td></td>
</tr>
<tr>
<td>Ice Skating</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Moderate</td>
</tr>
<tr>
<td>Dancing</td>
<td>Moderate</td>
</tr>
<tr>
<td>Drawing</td>
<td>Moderate</td>
</tr>
<tr>
<td>Jumping Rope</td>
<td>VIGOROUS</td>
</tr>
<tr>
<td>Watching TV</td>
<td>VIGOROUS</td>
</tr>
<tr>
<td>Basketball</td>
<td>VIGOROUS</td>
</tr>
<tr>
<td>Soccer</td>
<td>VIGOROUS</td>
</tr>
<tr>
<td>Playing Board Games</td>
<td>VIGOROUS</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>VIGOROUS</td>
</tr>
<tr>
<td>Baseball</td>
<td>VIGOROUS</td>
</tr>
<tr>
<td>Volleyball</td>
<td>VIGOROUS</td>
</tr>
</tbody>
</table>

2. Now categorize the AEROBIC activities that you circled in number 1 as either ‘Moderate’ or ‘Vigorous’.

<table>
<thead>
<tr>
<th>MODERATE</th>
<th>VIGOROUS</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

3. It is important that you know how to check your heart rate (pulse) when you don’t have a heart rate monitor. Be sure you are sitting down and calm and that you haven’t been running around. Place your first three fingers in the middle of your neck, right below your chin. Now, move your fingers to one side of your neck (1-2 inches) and feel your pulse at your carotid artery. Do not press too hard. Count the number of heart beats for 6 seconds, then enter that number in the following formula:

Number of beats: ______ x 10 (or just add a zero)= ______

This is the number of times your heart beats in one minute. This is called your Resting Heart Rate.

4. Over the weekend, do an aerobic activity for 3 minutes without stopping. Take your pulse again right after you stop and complete the formula below:

Number of beats: ______ x 10 (or just add a zero)= ______

The heart rate increases as you exercise. This is called your Active Heart Rate. Remember, the heart is a muscle and gets stronger as you exercise.

5. Calculate and record your heart rate for the following activities:
   • Resting Heart Rate (RHR)- You must be calm and still to check RHR: ______
   • Sit in a chair and stand up ten times- Calculate your heart rate: ______
   • Jog in place for 30 seconds- Calculate your heart rate: ______
   • Jump rope or run in place for 1 minute- Calculate your heart rate: ______

6. What does Healthy Heart Zone mean?

7. What is the difference between moderate activity and vigorous activity?
HEALTH-RELATED
PHYSICAL FITNESS

You have learned about the differences between health-related and skill-related fitness. Working with a friend or family member, answer the following questions. You can also use the internet for help!

1. Circle the statement that defines health-related fitness:
   - Health-related fitness helps you live better
   - Health-related fitness helps you do better in sports

2. Scratch out the components that are not health-related fitness components.

<table>
<thead>
<tr>
<th>Component</th>
<th>Bodily Composition</th>
<th>Agility</th>
<th>Muscular Strength</th>
<th>Balance</th>
<th>Muscular Endurance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerobic Fitness</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Power</td>
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</tr>
<tr>
<td>Flexibility</td>
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<tr>
<td>Speed</td>
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</tr>
<tr>
<td>Coordination</td>
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</tr>
</tbody>
</table>

3. What is the most important component of health-related fitness?

4. Name the five health-related fitness components and say what you can do to improve that component. An example is provided for you.

<table>
<thead>
<tr>
<th>HRF Component</th>
<th>What Activities Help You Improve This Component?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerobic Fitness</td>
<td>Running, biking, hiking - Anything that allows you to get in your HZ</td>
</tr>
</tbody>
</table>

(P) HP-1
Art
ART PACKET
Due: Jan. 24th 2022
This will be graded as the first assignment of the 9 weeks.

Use your time wisely, by doing one assignment per day.

Please complete the following worksheets.

1. Tuesday - Stick Figure Action
2. Wednesday - Expressionism Word Search
3. Thursday - Boomerang Design
4. Friday - Practicing Symmetry

Ms. Haynes
Stick Figure Action

Directions:
Stick figures can still show action:
Step 1: Write what kind of action the stick figure is performing (running, jumping etc) under the stick figure.
Step 2: Draw 2 new poses and 2 of the poses on the blank paper attached

Ex. Meditating
Design your own boomerang using colours and symbols from Aboriginal Art

Use these images and symbols to help you with your design!
Practice in Symmetry: Use the grid below to draw a mirror image of the owl's left side on the blank side of the axis.