Hello, Eighth Grader!

Summer is here! In order to keep minds and skills sharp, West Oak Lane students are required to complete the following activities over the summer months. Attached to this letter is a calendar with each activity listed by week. The activities alternate between Literacy and Math focuses. These skills are important to practice so that success can increase in the next school year. You will return the calendar included with all completed work by September 6th, 2019.

In addition to the activities outlined on the calendar, we have provided important focus skills to practice for both literacy and math this summer. Please review the focus skills using some of the suggestions provided each week. Again, this will significantly increase the chance of success in eighth grade!

**LITERACY**

8th grade readers learn to see the author as a writer, as a human being with his/her own biases, motivations and blind spots. They develop a critical eye toward writing and can discuss an author’s use of literary techniques and can compare and contrast the structure of two or more texts to analyze how the differing structure of each text contributes to its meaning and style.

Help your child prepare for 8th grade by asking your child to catch, or learn, a new word every day when he/she reads and by asking your child about the author’s point of view, or purpose, in the text they’ve read and how the author distinguishes his or her position from that of other texts they have read.

**MATH**

Below is the required fluency for your grade level and the previous. Fluencies should be able to be solved quickly and correctly!

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Solve $px + q = r$, $p(x + q) = r$</td>
</tr>
<tr>
<td>8</td>
<td>Solve simple 2×2 systems by inspection</td>
</tr>
</tbody>
</table>

Here are some ways to practice:
- make flash cards
- practice on KhanAcademy.org
- Practice on mobymax.com

Practice practice practice!
Create a free account on www.khanacademy.org for more fun practice in math this summer!!!
<table>
<thead>
<tr>
<th>SAT</th>
<th>FRI</th>
<th>THURS</th>
<th>WED</th>
<th>TUES</th>
<th>MON</th>
<th>SUN</th>
</tr>
</thead>
</table>

**August 2019**

**Notes**

Videos on WWKUOnline4Kids can help!

To complete the week's homework, focus on the week's goals. If you need support, videos on WWKUOnline4Kids can help!

**Geometric - Performance Task**

Be sure to use the back of the page or a piece of scrap paper.

Read Supreme Court Justices: Ruth Bader Ginsburg. Chunk the text and write 1-2 sentences summarizing what each section is about. Then, highlight the text in yellow and explain why.

Read a problem-solving strategy. Focus on the problem's goal. Identify and remove obstacles you've overcome in your life. What values and beliefs helped you overcome those obstacles? Specify one obstacle you've overcome and describe how you dealt with the obstacles. Complete the sentence.

Read a list of real obstacles you've overcome in your life. What values and beliefs helped you overcome those obstacles? Speculate one obstacle you've overcome and describe how you dealt with the obstacles. Complete the sentence.

Rewrite the text using direct quotations. Then, rewrite the text in your own words and explain the connection.

Rewrite the text using your own words and explain the connection. Then, rewrite the text using direct quotations.

Read a problem-solving strategy. Focus on the problem's goal. Identify and remove obstacles you've overcome in your life. What values and beliefs helped you overcome those obstacles? Speculate one obstacle you've overcome and describe how you dealt with the obstacles. Complete the sentence.
UNIT 1  The Number System
Performance Task

Of Kites and Fishing Hooks

The heights of kites and the depths of fishing hooks can be recorded using positive and negative integers and rational numbers. Use the table below. Show your work.

<table>
<thead>
<tr>
<th>Kite</th>
<th>Height (ft)</th>
<th>Fishing Hook</th>
<th>Depth (ft)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>21</td>
<td>E</td>
<td>-7.1</td>
</tr>
<tr>
<td>B</td>
<td>35.4</td>
<td>F</td>
<td>-5.6</td>
</tr>
<tr>
<td>C</td>
<td>$28 \frac{3}{4}$</td>
<td>G</td>
<td>$-6 \frac{2}{3}$</td>
</tr>
</tbody>
</table>

1. Kite A is at a height of 21 feet. It ascends 15 feet. At what height is it now?

2. Fishing Hook E is at -7.1 feet. It descends another 3.25 feet. What is its depth now?

3. The string on Kite C is tripled. How high can Kite C fly now?

4. Fishing Hook E is dropped 2.5 times its present depth. Where is Fishing Hook E now?

5. What is the distance from Kite C (in Exercise 3) to Fishing Hook E (in Exercise 4)?

6. Fishing Hook G is let down $2 \frac{1}{2}$ times its present depth. Where is Fishing Hook G now?

7. Write your own problem using the data in the table.

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UNIT 2
Ratios and Proportional Relationships
Performance Task

In the Doghouse
Two companies, Barkly and Woof-Woof, both sell doghouses. The cost of each doghouse depends on the size of its base.

Use the table and the blank graph below for 1–4.
1. Barkly Doghouses charges $50 per square meter for their doghouses. Complete the table to show this proportional relationship.

<table>
<thead>
<tr>
<th>Size (m²)</th>
<th>0.5</th>
<th>1</th>
<th>2.5</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost ($)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Graph the proportional relationship.
3. Write an equation to show the relationship in your table and graph. Use $x$ for size and $y$ for cost.

4. Woof-Woof Doghouses charges half as much per square meter as Barkly. Draw the graph for Woof-Woof. Label both graphs with their equations.
5. Barkly Doghouses increased their prices by 10%. Complete the chart below to show their new prices.

<table>
<thead>
<tr>
<th>Size (m²)</th>
<th>0.5</th>
<th>1</th>
<th>2.5</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost ($)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. How will the graph change?

7. Write an equation to show the new relationship.

8. Woof-Woof decided to increase their prices by 40%. Complete the table to show their increased prices.

<table>
<thead>
<tr>
<th>Size (m²)</th>
<th>0.5</th>
<th>1</th>
<th>2.5</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost ($)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. The town has decided to add a sales tax of 2.3%. Using the new price and the town tax, calculate the cost of a 2 square-meter doghouse from each company.
1. Jessica's cell phone plan charges her a monthly fee plus a charge for each text message she sends. The cost of her cell phone is shown in the table above. How much does Jessica pay for each text message? Show your work.

2. What is the monthly fee for Jessica's plan if she does not send any text messages? Show your work.

3. What is an equation that shows the monthly fee, $m$, based on the number of text messages sent, $r$?

4. Jessica's bill last month was $77.00. Use the equation you wrote in Exercise 3 to find the number of text messages Jessica sent last month. Show your work.

5. Jessica wants to spend less than $80.00 per month on her cell phone. Write and solve an inequality that shows how many text messages Jessica must limit herself to in order to keep her monthly bill less than $80.00. Show your work.

6. Jessica has the option to switch to a plan that charges $65.00 per month with unlimited text messages. Jessica typically sends about 900 text messages per month. Does it make sense for her to switch to the new plan? Explain.
Answer the questions.

1. Alex is making a clock to give to his grandfather. To make the clock, he saws a slice of wood from a cylindrical log. What is the shape of the cross section of the log?

2. Alex then paints the face of the clock with white paint. It has a diameter of 14 inches. What is the area of the clock face?

3. Next, Alex glues a band of metal around the circumference of the clock. What is the length of the metal band?

4. After installing the clock mechanism, Alex positions the hours hand and minutes hand on the clock to show 12:30. The seconds hand forms a 60° angle with the minutes hand. What is the angle between the seconds hand and the hours hand?

5. Alex mounts the clock on a wood base with the shape shown at the right. What is the area of the wood base?

6. Since the clock is a gift, Alex puts it in a box. The box is 22 inches × 4 inches × 20 inches. What is the volume of the box?

7. Alex then wraps the box in wrapping paper. How much wrapping paper does Alex use, not including any overlap?

8. Finally, Alex is ready to deliver the gift. On a map, it is 2.5 inches between Alex's town and his grandfather's town. The scale on the map is 1 in. : 12 miles. What is the actual distance between the towns?
Name

✅ Checkpoint

Concepts and Skills

Identify the sampling method.

1. Sam wants to know which genre of movie is the favorite among his classmates. He randomly chooses 15 names from a list of the students in his class.

2. Shaelun is interested in finding the number of students in her school who like math. She asks the people on her team in gym class.

Write the probability in two different ways.

3. The probability of precipitation is 30%.

   Fraction: _____  Decimal: _____

4. The probability of picking a diamond from a standard deck of cards is \( \frac{1}{4} \).

   Decimal: _____  Percent: _____

5. The probability that Jiho will select a blue marble from a bag is 0.19.

   Fraction: _____  Percent: _____

6. The probability that the pointer will land on red when Yvette spins a prize wheel is \( \frac{1}{20} \).

   Decimal: _____  Percent: _____

Problem Solving 🔴

Valerie places some cards in a bag. Each card shows a color. She randomly chooses and replaces a card 20 times. Use the results in the table to find the experimental probability indicated.

Express your answer as a percent.

<table>
<thead>
<tr>
<th>Color</th>
<th>Red</th>
<th>Yellow</th>
<th>Blue</th>
<th>Green</th>
<th>Orange</th>
<th>Purple</th>
<th>Black</th>
<th>Brown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

7. What is the experimental probability of choosing an orange card?

8. What is the experimental probability of choosing a yellow card?
Choose the letter of the correct answer.

9. The probability that Jordan will make a free throw shot in his basketball game is 50\%. Which term describes the likelihood of Jordan making a free throw?
   A) impossible    C) as likely as not
   B) unlikely      D) certain

10. There are 25 students in Winnie’s class. In a randomly selected sample of 10 classmates, 4 have dogs. Based on the sample, predict how many students in Winnie’s class who have dogs.
    A) 4           B) 8           C) 10           D) 12

11. There are 140 students enrolled at Madame LaComtesse’s Dance School. In a random sample of 30 students, 6 said they would be interested in the new hip-hop class. Based on the sample, how many students out of 140 are interested in the hip-hop class?
    A) 6           B) 18          C) 24           D) 28

12. Kyran has 6 socks in a bag. There are 4 white socks and 2 blue socks. Which term describes the event of picking a white sock from the bag?
    A) certain     C) as likely as not
    B) likely      D) unlikely

13. The probability that Yvette wins a game is 15\%. Which of the following shows this probability written in two different ways?
    A) 0.15 and \( \frac{3}{10} \)   C) 0.15 and \( \frac{3}{20} \)
    B) 1.5 and \( \frac{3}{10} \)     D) 15.0 and \( \frac{3}{20} \)

14. Nika has a bag of cards, each showing a shape. She randomly chooses and replaces a card 12 times. Use the results in the table to find the experimental probability that Nika will choose a card showing a heart.
    A) 25\%         C) 0.20
    B) \( \frac{3}{10} \)   D) \( \frac{1}{3} \)

15. Use the results in the table to find the experimental probability that Nika will choose a card that does NOT show a triangle.
    A) \( \frac{1}{6} \)    C) \( \frac{7}{12} \)
    B) \( \frac{5}{12} \)   D) \( \frac{5}{6} \)
Meet the musical Kelly family, all 17 of them

By Dahleen Glanton, Chicago Tribune
09/16/2015

CHICAGO — The family of young musicians took the Green Line of the Chicago Transit Authority from the West Side to downtown Chicago, lugging their instruments on their backs.

A harp. A cello. Four violins.

They set up their small orchestra at the corner of Michigan Avenue and Randolph Street. And for two hours on a warm weekday evening, the delicate music flowed, barely audible in the bustle of rush-hour traffic.

Most of the songs were improvised, loosely arranged by the eldest in the group, 20-year-old Joseph Kelly, who like most of his siblings began taking music lessons six years ago. He has a natural talent, some say, and when he plays the harp, it is enchanting.

But even with Joseph’s harp in the forefront, the performance was not perfect. When 8-year-old Jachin lost his rhythm playing the theme from “Star Wars” on his violin, his 17-year-old sister, La Shone, paused from her cello and swayed her hand to direct him back on track.

Jacob, 18, Laura, 14, and Leah, 12, chimed in on their violins, each with different skill levels.

Still, their music served as a soothing backdrop against the evening rush of downtown workers scrambling for buses and trains.

Passers-by stopped to listen or to snap a picture, struck by the unfamiliar sight of a group of young African-Americans playing strings.

A CTA bus driver, stopped at a red light, opened his door and leaned from his seat so he could better hear. A panhandler took a dollar bill from his stash and dropped it in an open violin case lined with cash. Occasionally, the musicians broke their intense concentration to offer a courteous smile to the onlookers.

But this wasn’t the time for kidding around. Playing music for donations one or two days a week was their summer job.

By the time they joined up with three other siblings, who had been playing guitar on another corner, and boarded the train back home to the West Side, the group had collected $240. The money would come in handy for the family of 17.

There are music lessons to pay for and instruments to maintain.

Most mornings, some neighbors on West Walnut Street wake up to the sound of violins and acoustic guitars coming from the yellow brick two-flat in the middle of the block.
From 6 a.m. to 7 a.m. is when the Kelly children practice on their instruments. Each finds a private corner of a bathroom, the kitchen or a bedroom, maybe separated only by a chair. Sometimes the “violin people” rehearse in one room while the “guitar people” practice in another.

“It’s hard, really hard to get everyone going in the morning,” said their father, Jonathan Kelly, 53. “We try to pair them with someone who motivates them.”

Jonathan Kelly and his wife, La Shone, didn’t set out to have 15 children. But the birth of each of their babies, now ages 8 to 33, brought them joy. (Two of their children are named after them.)

The couple has grown accustomed to disapproving looks and rude comments from strangers with preconceived notions about such a large family.

“I had a career and people thought I was crazy,” said La Shone Kelly, 51, a former real estate appraiser whose business dried up during the recession. “But I always wanted a large family. Both of us did.”

She now works as a housing specialist for the Garfield Park Community Council. Jonathan Kelly was injured on his job as a telecommunications technician and receives disability payments.

With the oldest six children grown and out of the house, 11 people cram into the three-bedroom, one-and-a-half bath apartment that the family owns in East Garfield Park. The apartment building designed by Frank Lloyd Wright in 1895 was once a jewel on the block. Though listed as a Chicago landmark, the building fell into disrepair as the neighborhood declined.

Inside the Kellys’ home, music fills the small rooms, drowning out the noise from the neighborhood.

“Music is our sanity in the madness,” said La Shone Kelly. “When we make music, everything is OK.”

Jonathan Kelly grew up in the building, in the apartment next-door once owned by his grandmother. It was there that he learned to play the violin, though he didn’t keep it up. It was his idea to introduce music to his children, he said, so that they could experience the joy and discipline it can bring.

The most expensive item in their sparsely furnished home is an upright piano that they bought brand-new in 1998. Most of the children know how to play it.

“I know that music is best learned at an early age,” Jonathan Kelly said. “Then it becomes something you can do your whole life. When we get together and sing and play, we do it for ourselves. If others enjoy it, that’s a good thing.”

The children said they were given instruments based on their personality.

“People were given a choice, but Dad guided the choice,” said La Shone, the daughter. “I enjoy playing sad songs. I chose the cello because it’s deep.”

For Joseph, the innovative one, the harp was a natural fit.

“The first time I played the harp, the teacher told me to close my eyes and play whatever I felt. I just started doing it,” he said. “It sounded magical to me.”
Thirteen-year-old Jeffrey found a soul mate in the bass guitar.

“I channel Jimi Hendrix,” he said. “I can’t stand classical music. I’d rather play jazz.”

Lena, 10, plays the acoustic guitar. “It makes you feel nice and confident when you can play well,” she said.

Lynda, a 22-year-old student at Wilbur Wright College, lives in the family’s basement. She also plays guitar and plans to work as a music therapist when she graduates next summer. Joseph, the harpist, plans to attend a city college in the fall.

La Shone Kelly admits that she was apprehensive when her husband suggested the children start taking music lessons in 2009. That was a tough year financially. Her husband, who had been used to working 18-hour days, was suddenly without a job. The real estate industry was in a recession, and the family’s income was at its lowest.

She went along with it, she said, for the children’s sake.

“It was important to us that the children don’t feel the brunt of our financial situation,” she said. “We wanted to give them some kind of stability, something where they could stay focused. So we got rid of a lot of material things so that we could give them the music.”

It was an expensive choice. They spend about $1,300 each month on music lessons and instrument rentals. Some of the adult siblings, including a son in the Navy, help out. But the family has given up a lot of conveniences.

The house is in need of repairs, and the walls could use a fresh coat of paint. They shop for clothes at thrift stores. On movie night, DVDs are projected onto a blank wall in the living room. On special occasions, they might order takeout from KFC. They used to have a 15-passenger van; now they take two cars, a Chevrolet Impala owned by their son in the Navy and a Ford minivan.

“We make tremendous sacrifices for their music. We pool our money and do what we have to do,” La Shone Kelly said. “The children understand that if we’re going to shell out that kind of money, they have to take it seriously. They have to practice.”

The family’s morning routine begins at 5 a.m. in a vacant lot across the street. Dressed in T-shirts and shorts, the children line up for a CrossFit exercise session, using kettle bells, old tires and ropes. Their father sits on a wooden box nearby, making sure that everyone takes a turn.

They are back by 6 a.m. for music practice. The family gathers downstairs for a spiritual devotional at 7 a.m., followed by breakfast at 8 a.m. In a typical week, they consume 10 loaves of bread, six dozen eggs and 10 gallons of milk.

Then it’s time for chores: taking out the trash, doing the dishes and tidying their rooms.

During the school year, classes start at 9 a.m. The children attend Chicago Virtual Charter School, so the classroom is downstairs in the dining room. They share seven laptops and one desktop computer.

The younger kids are in bed by 8 p.m.; the high school kids by 10.
In the summer, the entire day is devoted to music. The eight youngest participate in a weekday camp at the Chicago West Community Music Center, a program that teaches string instruments, song and dance. A service group called After School Matters provides financial assistance.

When school is in session, all the children participate in the center’s more intensive Saturday program. The high school kids also attend an after-school program weekdays at the center.

It requires a strong commitment from the parents, but persistence has its benefits.

“We don’t hear that screeching noise at 6 a.m. anymore,” La Shone Kelly said, referring to the time the kids were just beginning to play. “That was a lot to endure.”

On the second floor of the Garfield Park Fieldhouse, in a West Side neighborhood rife with crime and poverty, children as young as 3 years old are learning the art of Suzuki violin. The Kellys are also enrolled in the program.

During the school year, 50 young people from the neighborhood come here six days a week to get an introduction to a spectrum of music they might otherwise never hear — one that includes Bach, Vivaldi and Strauss, but also Motown, jazz and blues.

Howard Sandifer, a former North Lawndale musician, composer and educator, and his wife, Darlene, came up with the idea for the music center in 1999, providing outreach to students in schools, day care centers and churches. In 2003, they formed a partnership with the Chicago Park District to run an arts partners-in-residence program that offers free music classes in exchange for space in the fieldhouse.

On Saturdays, professional instructors come from across the city to teach violin, viola, cello, guitar and harp using Suzuki and traditional methods. For $100 a month, students in this program get a half-hour of private lessons and a half-hour group lesson each week. The majority of the students, including the Kellys, receive scholarships to cover some costs. The only requirement is that parents be present during the sessions.

It is a full-day commitment for La Shone and Jonathan Kelly. But the payoff has been worth it: Their children have developed a love for music.

Music, according to Darlene Sandifer, enhances the quality of life. It was unfortunate for children, she said, when Chicago Public Schools cut music programs because of budget constraints.

“Music changes your heart and mind. It helps you find calm,” she said. “I am convinced that if our children had access to these kinds of opportunities, they wouldn’t be running around with guns trying to kill each other. These kids on the streets have a gift. They just need someone to channel them in the right direction.”

The older students held several performances at public parks across the city. But they drew the biggest crowd — more than 100 relatives and friends — at the final performance on the last day of camp.

The little kids entered the stage first, with violins resting on their shoulders.
Their repertoire consisted of simple nursery rhymes: “Mary Had a Little Lamb” and “See-Saw Margery Daw.” Jachin, Lena and Leah were among the more advanced violinists performing solos such as “Gavotte from ‘Mignon.’”

The program closed with the older students performing a Motown revue. La Shone showed off her singing voice. The backup band included Jacob and Laura on the violin, and Jeffrey on the bass guitar.

Jonathan and La Shone Kelly cheered them on. This, they said, is what the sacrifice is all about.

“We just want them to see the possibilities,” their father said.

Text Dependent Question

Determine two or more central ideas in a text and analyze their development over the course of the text. Be sure to cite textual evidence.
Why kids can be leaders and send powerful messages

By Washington Post, adapted by Newsela
03/12/2019

A senator from California met with a group of people from her district recently. Her name is Dianne Feinstein. The meeting was far from a routine visit with voters, however. The visitors were mostly children, from third grade to high school.

They carried a large handwritten letter asking the senator to vote "yes" for the Green New Deal. It is a plan to slow climate change or global warming, the heating up of Earth's climate.

"That resolution will not pass the Senate," Feinstein, a Democrat, said. She pointed to the high cost of the program and the lack of Republican support. "I know what can pass, and I know what can't pass."

The video of the meeting became popular online, prompting a range of reactions, with some accusing adults of using children as political tools. However, others called Feinstein "rude" and "dismissive." The senator responded that she heard the children and remains "committed to doing everything I can to enact real, meaningful climate change legislation." Children often call on us to do better, inspiring us by example to speak up or join a cause.

Children Can Sway Public Opinion

Clayborne Carson is the director of the Martin Luther King Jr. Research and Education Institute at Stanford University. He believes the Children's Crusade, the 1963 children's march in Birmingham, Alabama, turned the tide of the civil rights movement.

Police officers responded to the children as if they were adults. However, "pictures of the bravery and determination of the Birmingham children as they faced the brutal fire hoses and vicious police dogs were splashed on the front pages of newspapers all across America, and helped turn the tide of public opinion," says Marian Wright Edelman. She is the founder and president of the Children's Defense Fund.

Getting Honest Answers To Tough Questions

What gives children the moral authority and boldness to take action for causes? Feinstein's meeting shows that children's voices can sometimes get people to talk more directly about concerns. While some children might simply be following the lead of adults, those who work with children know that kids often ask tough questions and want honest answers.

The honesty and sincerity of children's questions and actions have a strong appeal. I have heard kindergartners gasp when I tell them about Malala Yousafzai's campaign for global education and that girls do not go to school in many parts of the world.

There is also the commitment of kids. It's rarely even possible for adults. Most adults have daily duties, lacking the time and energy that author Phillip Hoose says are critical to youthful success.
Young people can truly devote themselves to their commitments of marching or rounding up followers. In the process, they are often able to reach grown-ups who can bring change. In his book "It's Our World, Too!" Hoose also points to the importance of young activists' firmly defined senses of right and wrong, as well as the power of being underestimated and the availability of school as a place to organize.

**Kids Take On Climate Change**

Children, especially by their teenage years, also display bravery in the face of risk, which is often boosted by their frustration with being under the rules of adults. The title of Hoose's book comes from an 11-year-old boy's words. He was told he could not sign a petition to stop the spread of nuclear weapons because he was too young. "It's our world, too!" the boy said, and he started a petition for kids.

Swedish teenager Greta Thunberg initiated school strikes last year calling for action to stop global warming. Her commitment, time and energy, as well as the truth of her arguments, brought attention to her cause. She sat outside the parliament building in Stockholm, Sweden, every day for three weeks. Thousands of young supporters staged school strikes in Germany, France, Britain, Belgium and Australia.

Amy Neugebauer is the founder of Giving Square, a youth charity organization based in Montgomery County, Maryland. She said Feinstein missed an opportunity with the children "to engage them around why they believe what they do."

Environmentalist Bill McKibben said in The New Yorker magazine that Feinstein had gracious moments with the children. However, she showed "why climate change exemplifies an issue on which older people should listen to the young. Because, to put it bluntly, older generations will be dead before the worst of it hits," he said.

"They Will Make Us Think"

The Internet plays a role in the reach of children's voices. Young adults have organized protests on Twitter and other social media. Emma González and her fellow students from Parkland, Florida, worked to get attention for their #NeverAgain response to the deadly shooting at their school. She quickly built a Twitter following of 1.2 million.

Yousafzai was shot as a teen in Pakistan by the Taliban for her support of girls' education. She has rallied supporters worldwide because of her honesty and determination to change the world.

Young people relate to Malala because of her age. However, it is also because she speaks with the authority of one willing to risk danger to continue speaking. "Listen to kids, their ideas, their concerns," Neugebauer said, "because they will make us think and make us better people."

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**Text Dependent Question**

Determine two or more central ideas in a text and analyze their development over the course of the text. Be sure to cite textual evidence.
Famous Speeches: Martin Luther King's "I Have a Dream"

By Dr. Martin Luther King, Jr., adapted by Newsela staff
09/01/2018

On Aug. 28, 1963, Dr. Martin Luther King Jr., head of the Southern Christian Leadership Conference, addresses marchers during his "I Have a Dream" speech at the Lincoln Memorial in Washington.

Editor's Note: This speech is often thought of as one of the greatest in American history. Dr. Martin Luther King, Jr. gave the speech to more than 200,000 civil rights supporters during the March on Washington. It was a march for jobs and freedom. The huge rally was held in support of civil and economic rights for black Americans. The march was an important moment for the civil rights movement and is thought to have helped pass the Civil Rights Act of 1964. In the speech, King begins by talking of President Abraham Lincoln's Emancipation Proclamation and continues to describe the rights that black Americans were still not given, even 100 years later.

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American president, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This remarkable decree came as a great light of hope to millions of Negro slaves who had been burned by the flames of injustice. It came as a joyous daybreak to end the long night of slavery.

But 100 years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the handicaps of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty surrounded by a vast ocean of material wealth. One hundred years later, the Negro is still wasting away in the corners of American society and finds himself an exile in his own land.

So we have come here today to dramatize a shameful condition. In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a check that every American was able to cash. This check was a promise to all men. Yes, black men, as well as white men, would be guaranteed the unalienable rights of life, liberty and the pursuit of happiness.

It is obvious today that America has defaulted on this check when it comes to her citizens of color. Instead of honoring this promise, America has given the Negro people a bad check. The check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is broke and we refuse to believe that there are no funds in the great vaults of opportunity of this nation. So we have come to cash this check that will give us upon demand the riches of freedom and justice.

"We Seek The Sunlit Path Of Racial Justice"

We have also come to this holy spot to remind America of the importance of now. This is no time for cooling off or to take the calming drug of going slowly. Now is the time to make real the promises of democracy. Now is the time to rise from the dark valley of segregation. We seek the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of
brotherhood. Now is the time to make justice a reality for all of God's children. It would be fatal for the
nation to overlook the urgency of the moment. This sweltering summer of the Negro's desire for more
will not pass until there is refreshing autumn of freedom and equality.

The year 1963 is not an end. It is but a beginning. Some have hoped that the Negro needed to blow off
steam and will now be content. They will have a rude awakening if the nation returns to business as
usual. There will be neither rest nor peace in America until the Negro is given his citizenship rights. The
whirlwinds of revolt will continue to shake the foundations of our nation. We seek the bright day when
justice emerges.

But there is something that I must say to my people who stand in the warm doorway which leads into
the palace of justice. In seeking our rightful place we must not be guilty of wrongful deeds. Let us not
seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever
conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest
to be changed by physical violence. Again and again we must rise to great heights meeting physical force
with soul force. A marvelous new militancy has engulfed the Negro community. This must not lead us to
distrust of all white people. For many of our white brothers, as seen by their presence here today, have
come to realize that their future is tied up with our future. They have come to realize that their freedom
is most surely bound to our freedom. We cannot walk alone. As we walk, we must make the pledge that
we shall always march ahead. We cannot turn back.

There are those who are asking those pledged to civil rights, "When will you be satisfied?" We can never
be satisfied. As long as the Negro is the victim of the unspeakable horrors of police brutality, we can
never be satisfied. As long as our bodies, tired from travel, cannot get rooms in the motels of the
highways and the hotels of the cities, we cannot be satisfied. We can never be satisfied as long as the
Negro is merely moved from a smaller ghetto to a larger one. We can never be satisfied as long as our
children are stripped of their pride. We can never be satisfied when we are robbed of our dignity by signs
stating "For Whites Only." We cannot be satisfied as long as a Negro in Mississippi cannot vote and a
Negro in New York believes there's nothing for which to vote. No, no, we are not satisfied. We will not be
satisfied until justice rolls down like waters and righteousness like a mighty stream.

"You Have Been The Veterans Of Great Suffering"

I know that some of you have come here from great trials and tribulations. Some of you have come fresh
from narrow jail cells. Some of you have come from areas where your quest for freedom left you
battered by the storms of persecution and staggered by the winds of police brutality. You have been the
veterans of great suffering. Continue to work with the faith that unfair suffering makes one stronger. Go
back to Mississippi. Go back to Alabama. Go back to South Carolina. Go back to Georgia. Go back to
Louisiana. Go back to the slums and ghettos of our northern cities. Know that somehow this situation
can and will be changed. Let us not wallow in the valley of despair.

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have
a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will
rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men
are created equal." I have a dream that one day on the red hills of Georgia the sons of former slaves and
the sons of former slave owners will be able to sit down together at the table of brotherhood. I have a
dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering
with the heat of cruelty, will be transformed into an oasis of freedom and justice. I have a dream that my
four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words that block and try to cancel our rights; one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today!

I have a dream that one day every valley down low shall be exalted and every hill and mountain up high shall be made low. The rough places will be made plain, and the crooked places will be made straight. The glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith that I go back to the South with. With this faith we will be able to mold from the mountain of sadness, a stone of hope. With this faith we will be able to change the upsetting sounds of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day. This will be the day when all of God's children will be able to sing with a new meaning, "My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring." And if America is to be a great nation, this must become true.

So let freedom ring from the wonderful hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania! Let freedom ring from the snow-capped Rockies of Colorado! Let freedom ring from the curvaceous slopes of California! But not only that; let freedom ring from Stone Mountain of Georgia! Let freedom ring from Lookout Mountain of Tennessee! Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

And when this happens, when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Free at last! Thank God Almighty, we are free at last!"

Text Dependent Question

Determine two or more central ideas in a text and analyze their development over the course of the text. Be sure to cite textual evidence.
Supreme Court Justices: Ruth Bader Ginsburg

By Biography.com Editors and A+E Networks, adapted by Newsela staff
12/02/2016

Early Life

Ruth Joan Bader Ginsburg was born Ruth Joan Bader in Brooklyn, New York, on March 15, 1933. She grew up in a low-income, working-class neighborhood in Brooklyn, where her mother taught her the value of independence and a good education.

Ginsburg worked diligently and excelled in high school while her mother struggled with cancer. Sadly, her mother died the day before Ginsburg's graduation.

In 1954, Ginsburg graduated from Cornell University, finishing first in her class. That same year she married Martin D. Ginsburg, whom she had met at Cornell. Their first child, Jane, was born shortly after Martin was drafted into the military. He served for two years and, after his discharge, the couple enrolled a year apart at Harvard.

At Harvard, Ginsburg learned to balance life as a mother and a law student in a hostile, male-dominated environment. There were only eight other women in her class of more than 500, and the law school's dean chided them for taking the places of men. But Ginsburg excelled academically, becoming the first female member of the prestigious Harvard Law Review.

Arguing For Gender Equality

Martin contracted cancer in 1956, requiring intensive treatment and rehabilitation. Ruth attended to her young daughter and husband, taking notes for him in classes while she continued her own studies. Martin recovered, graduated from law school and joined a New York law firm.

Ruth Ginsburg transferred to Columbia Law School in New York City, where she was elected to the school's law review and graduated first in her class in 1959. Despite her outstanding academic record, however, she encountered gender discrimination while seeking employment.

After clerking for U.S. District Judge Edmund L. Palmieri (1959–61), Ginsburg taught at Rutgers University Law School (1963–72) and at Columbia (1972–80), where she became the school's first female tenured professor. During the 1970s, she also served as the director of the Women's Rights Project of the American Civil Liberties Union, where she argued six landmark cases on gender equality before the U.S. Supreme Court.

On The Supreme Court

In 1980, President Jimmy Carter appointed Ruth Bader Ginsburg to the U.S. Court of Appeals for the District of Columbia. She served there until she was appointed to the U.S. Supreme Court in 1993 by President Bill Clinton, selected to fill the seat vacated by Justice Byron White. Clinton wanted a replacement with the intellect and political skills to deal with the more conservative members of the court.
The Senate Judiciary Committee hearings were unusually friendly, though several expressed concern about how she could move from social advocate to Supreme Court justice. In the end, she was easily confirmed by the Senate, 96–3.

As a judge, Ginsburg favors caution, moderation and restraint. She is considered part of the Supreme Court’s moderate-liberal bloc. She strongly favors gender equality, the rights of workers, and the separation of church and state. In 1996, Ginsburg wrote the Supreme Court’s landmark decision in United States v. Virginia. In this case, the court held that the state-supported Virginia Military Institute could not refuse to admit women. In 1999, she won the American Bar Association’s Thurgood Marshall Award for her contributions to gender equality and civil rights.

**Bush v. Gore**

Despite her reputation for restrained writing, Ginsburg gathered attention for her dissenting opinion in the case of Bush v. Gore. When the Supreme Court rules on an issue, it often explains its decision in a majority opinion. The justices who do not agree may issue a minority, or dissenting, opinion outlining their objections. The case of Bush v. Gore effectively decided the 2000 presidential election between George W. Bush and Al Gore. Objecting to the court’s decision favoring Bush, Ginsburg concluded her opinion with the words, “I dissent”—a significant departure from the tradition of including the adverb “respectfully.”

On June 27, 2010, Ginsburg’s husband of 56 years, Martin, died of cancer. She described him as her biggest booster and “the only young man I dated who cared that I had a brain.”

The day after her husband’s death, she was back at work on the court for the last day of the 2010 term.

**Historic Rulings**

In 2015, Ginsburg sided with the majority in two landmark Supreme Court rulings. On June 25, the court decided King v. Burwell. In this case, Ginsburg was one of the six justices to uphold a key part of the 2010 Affordable Care Act (ACA), often referred to as Obamacare. The ruling was a huge victory for President Barack Obama and made the ACA difficult to undo.

On June 26, the Supreme Court handed down another historic decision with a 5–4 ruling in Obergefell v. Hodges, which made same-sex marriage legal in all 50 states. Ginsburg is considered to have played a big role in the decision. She had officiated same-sex marriages in the past, and she challenged arguments against the idea during the early proceedings of the case.

**Text Dependent Question**

*Determine two or more central ideas in a text and analyze their development over the course of the text. Be sure to cite textual evidence.*
Essay Prompt:

Jackie Robinson broke the color barrier in baseball in 1947. He believed a person needed these nine values to overcome obstacles: citizenship, determination, justice, commitment, excellence, persistence, courage, integrity, and teamwork. Write an essay explaining how you used one of Jackie’s nine values to overcome a barrier in your life.
Values and Barriers

Read how Astros superstar George Springer conquered a stutter to find his voice.

Center fielder and power hitter George Springer definitely makes baseball look easy (he was named the 2017 World Series Most Valuable Player!). Despite his athletic skills, the Houston Astros player had to overcome a major barrier as a child. He had a severe stutter that made him so self-conscious, he was afraid to speak in class. Today he’s committed to helping kids who stutter by talking openly about his own experiences.

How did having a stutter as a kid make you feel?
When I was at school, having a stutter meant that I didn’t want to participate in class. It was tough because I felt I knew the answers, but I just didn’t want to participate.

When did you start to overcome your stutter?
I transferred from a large high school to a smaller school where I was forced to be active and wasn’t able to hide behind a class of 30 or 45 kids. I had to participate and say the answers, no matter what. On top of it, I was fortunate enough to be around people who didn’t think anything of it. They judged me for who I was—not for what made me different.

“If you work toward a common goal no matter what...that is what sports is about and what life is about.”

Why is Jackie Robinson an important role model for you?
Jackie Robinson is the model for courage, strength...I could go on. He endured pain and suffering but was able to overcome it and engage in a time when you weren’t encouraged to do that. He not only broke the color barrier but he started a movement in America to get things going in the right direction and make everyone equal.

Which of Jackie Robinson’s values do you use as a professional baseball player, or in other areas of your life?
Persistence defines me. If you work toward a common goal no matter what, getting through things, obstacles—whatever it may be—that is what sports is about and what life is about.

KEY TERMS

- VALUE A belief that is important to you and helps to guide your life
- BARRIER A challenge or obstacle that makes it difficult for you to move forward

JACKIE ROBINSON’S NINE VALUES

- CITIZENSHIP Making a contribution that improves the lives of others
- COMMITMENT Making a promise and following through on it
- COURAGE Doing what you know is the right thing even when it is hard to do
- DETERMINATION Staying focused on a plan even though the path to its end may be difficult
- EXCELLENCE Doing the best that you possibly can
- INTEGRITY Sticking to your values, regardless of what others think you should do
- JUSTICE Treating all people fairly, no matter who they are
- PERSISTENCE Working toward a goal and continuing to move forward even though you face obstacles or barriers
- TEAMWORK Working with other people toward a common goal

Cut out your own Jackie Robinson’s Nine Values bookmark.
Brainstorming Template

You may copy this brainstorming template as needed to organize your thoughts. Please include this worksheet with your finished project.
Brainstorming Template

You may copy this brainstorming template as needed to organize your thoughts. Please include this worksheet with your finished project.
## 4-Square Writing Template

### Paragraph 1

**Hook/Opening Sentence:**

**Background on the Topic:**

**Claim:**

### Paragraph 2

**Transition Word/Phrase:**

**Supporting Reason:**

**Evidence:**

### Paragraph 3

**Transition Word/Phrase:**

**Supporting Reason:**

**Evidence:**

### Paragraph 4

**Transition Word/Phrase:**

**Supporting Reason:**

**Evidence:**

### Paragraph 5

**Transition Word/Phrase:**

**Restate the claim:**

**Restate Supporting Reasons:**

**Final Thoughts:**