This book belongs to

This packet is compliments of Genesee Intermediate School District to support your learning at home!
Week 2

Please work with your child to complete the activities in the packet.

Your child may do these on their own or you may support them as needed.
"I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

Important Things to Remember

The Pledge of Allegiance to the Flag should be rendered by standing at attention facing the flag with the right hand over the heart. If not in uniform, a person should remove his or her hat with the right hand and hold it at the left shoulder, with the hand over the heart. Persons in uniform should remain silent, face the flag, and render the military salute.

Display the U.S. flag every day, but especially on national and state holidays. On Memorial Day, the flag should be flown at half-staff in the forenoon (sunrise until noon), then raised to its normal position at the top of the staff. When raising the flag to half-staff, first raise it to the top of the staff, then lower it half-way. When lowering a flag that has been flying at half-staff, first raise it to the top of the staff, then lower it all the way. The U.S. flag should be displayed on or near the main building of every public institution, in or near every school on school days, and in or near every polling place on election days. Always hoist the U.S. flag briskly. Lower it slowly and ceremoniously.

Things Not to Do

Never show disrespect to the U.S. flag. Never dip (lower quickly and then raise) the U.S. flag to any person or thing. Regimental colors, state flags and organization or institutional flags are dipped as a mark of honor. Never display the U.S. flag with the field of stars at the bottom, except as a distress signal. Never let the U.S. flag touch anything beneath it - ground, floor, water or merchandise. Never carry the U.S. flag horizontally, but always aloft and free.

Always allow the U.S. flag to fall free - never use the U.S. flag as drapery, festooned, drawn back or up in folds. For draping platforms and decoration in general, use blue, white and red bunting. Always arrange the bunting with blue above, the white in the middle and the red below. Never fasten, display, use or store the U.S. flag in a manner that will permit it to be easily torn, soiled or damaged in any way. Never use the U.S. flag as a covering or drape for a ceiling. Never place anything on the U.S. flag and never have placed upon it, or on any part of it, or attached to it, any mark, insignia, letter, word, figure, design, picture or drawing of any nature.
Respecting the Flag

Many Marines gave their lives to raise the American flag on Mt. Suribachi on the island of Iwo Jima in 1945. Based on a photograph by Joseph Rosenthal, the Marine Corps War Memorial depicts this sacrifice. Located near Arlington National Cemetery, it is a tribute to all the Marines who have fallen in combat.

The U.S. flag should not be embroidered on such articles as cushions, handkerchiefs, and the like; printed or otherwise impressed on paper napkins or boxes or anything that is designed for temporary use and discarded; or used as any portion of a costume or athletic uniform. However, a flag patch may be affixed to the uniform of military personnel, fire fighters, police officers and members of patriotic organizations. Advertising signs should not be fastened to a staff from which the flag is flown.

Folding the Flag
When the U.S. flag is no longer in suitable condition for display, it should be destroyed in a dignified way, preferably by burning. Many Veterans groups perform this service with dignified, respectful flag retirement ceremonies.
1. According to the article, what should be displayed on or near the main building of every public institution?
   A. blue, white, and red bunting
   B. regimental colors
   C. an institutional flag
   D. the U.S. flag

2. What does the author enumerate and describe in "Respecting the Flag"?
   A. things to do and not do to the U.S. flag
   B. occupations of people who work in public institutions
   C. the uniforms worn by officers of the U.S. military
   D. the wars in which American veterans have fought

3. Read these sentences from the text:

   "Never show disrespect to the U.S. flag. Never dip (lower quickly and then raise) the U.S. flag to any person or thing. Regimental colors, state flags and organization or institutional flags are dipped as a mark of honor. Never display the U.S. flag with the field of stars at the bottom, except as a distress signal. Never let the U.S. flag touch anything beneath it - ground, floor, water or merchandise."

   Based on this information, what can you conclude about letting the U.S. flag touch the ground?
   A. Letting the flag touch the ground shows respect to the flag.
   B. Letting the flag touch the ground shows disrespect to the flag.
   C. Letting the flag touch the ground shows neither respect nor disrespect to the flag.
   D. Letting the flag touch the ground shows more respect to the flag than letting it touch water.
4. Review the "Folding the Flag" section of the article. What can you infer about the folding method described there?

A. The folding method described there shows respect to the flag.
B. The folding method described there shows disrespect to the flag.
C. The folding method described there shows neither respect nor disrespect to the flag.
D. The folding method described there shows less respect to the flag than drawing the flag up in folds.

5. What is the main idea of this text?

A. The U.S. flag should be displayed in or near every polling place on election days.
B. The U.S. flag should never have a picture or drawing attached to it.
C. The U.S. flag should always be treated in a manner that shows respect.
D. Many Marines gave their lives to raise the American flag on Iwo Jima in 1945.

6. Read these sentences from the text:

"When the U.S. flag is no longer in suitable condition for display, it should be destroyed in a **dignified** way, preferably by burning. Many Veterans groups perform this service with **dignified**, respectful flag retirement ceremonies."

Based on these sentences, what does the word "**dignified**" probably mean?

A. wild, noisy, and causing a disturbance
B. silly, fun, and likely to make people laugh
C. violent, scary, and likely to cause harm
D. calm, serious, and deserving respect
7. Read this sentence from the text:

"The U.S. flag should not be embroidered on such articles as cushions, handkerchiefs, and the like; printed or otherwise impressed on paper napkins or boxes or anything that is designed for temporary use and discarded; or used as any portion of a costume or athletic uniform."

How could this sentence best be broken in two?

A. The U.S. flag should not be embroidered. It should not be on such articles as cushions, handkerchiefs, and the like; printed or otherwise impressed on paper napkins or boxes or anything that is designed for temporary use and discarded; or used as any portion of a costume or athletic uniform.

B. The U.S. flag should not be embroidered on such articles as cushions, handkerchiefs, and the like. It should not be printed or otherwise impressed on paper napkins or boxes or anything that is designed for temporary use and discarded, or used as any portion of a costume or athletic uniform.

C. The U.S. flag should not be embroidered on such articles as cushions, handkerchiefs, and the like; printed. It should not be otherwise impressed on paper napkins or boxes or anything that is designed for temporary use and discarded; or used as any portion of a costume or athletic uniform.

D. The U.S. flag should not be embroidered on such articles as cushions, handkerchiefs, and the like; printed or otherwise impressed on paper napkins or boxes or anything that is designed for temporary use and discarded; or used as any portion of a costume. It should not be used as any portion of an athletic uniform.

8. What did many Marines give their lives to raise on Mt. Suribachi in 1945?
9. Explain whether the Marines on Mt. Suribachi in 1945 showed respect to the American flag. Support your answer with evidence from the text.

[Blank lines]

10. Explain why respecting the American flag is important. Support your answer with evidence from the text.

[Blank lines]
WRITING PROMPT

Week 2:
What makes the best pet? Provide evidence for your choice.
Applying Properties for Powers with the Same Base

- Rewrite each expression as a single power.

1. $6^4 \cdot 6^4$
2. $(-5^5)^2$
3. $\frac{2^9}{2^5}$
4. $3 \cdot 3 \cdot 3 \cdot 3^2$
5. $\frac{12^5 \cdot 12^7}{-12^4}$
6. $\left(\frac{7^5}{7^2}\right)^2$

- Evaluate each expression.

7. $\frac{4^8}{4^5}$
8. $(-10) \cdot (-10)^4$
9. $\left(\frac{-3^4}{-3^2}\right)^3$

- What value of $x$ makes the equation true?

10. $\frac{8^x}{8^5} = 8^7$
11. $(-11)^x \cdot (-11)^4 = \frac{(-11)^{10}}{(-11)^3}$
12. $(6^x)^{10} = \frac{(6^{12})^2}{6^4}$

Applying Properties for Powers with the Same Exponent

➤ Rewrite each expression as a single power.

1. \(9^4 \cdot 10^4\)
2. \((12 \cdot 6)^3\)
3. \(\frac{3^3}{2^3}\)
4. \(\frac{6^2}{2^2}\)
5. \((-5)^6 \cdot (-7)^6\)
6. \(\left(\frac{6^4}{12^4}\right)^2\)

➤ Rewrite each expression as a product of two powers or quotient of two powers.

7. \(5^5(16^2 \cdot 5^3)^3\)
8. \(\left(\frac{8^4 \cdot 5^3}{8^5}\right)^2\)
9. \(\left(\frac{5^8 \cdot 3^7}{5^4}\right)^{10}\)

10. How does multiplying powers with the same base differ from multiplying powers with the same exponent but different bases?
Applying Properties of Negative Exponents

Rewrite each expression using only positive exponents. The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1. \(7^3 \cdot 16^{-9}\)
2. \(\frac{8^{-6}}{21^{-4}}\)
3. \(\left(\frac{7}{16}\right)^{-3}\)
4. \(16^3 \cdot (-7)^{-3}\)
5. \((8 \cdot 21)^{-4}\)
6. \(8 \cdot 21^{-3}\)
7. \(\frac{11^{-7} \cdot 5^9}{6^9}\)
8. \(\frac{11^{-7} \cdot 5^9}{6^{-9}}\)
9. \(6^9 \cdot 11^{-7} \cdot 5^{-9}\)
10. \(\frac{3^5 \cdot (-4)^{-10}}{7^9 \cdot 21^{-4}}\)
11. \(\frac{(-21)^{-4} \cdot (-4)^0}{3^{-5} \cdot 7^{-9}}\)
12. \(\frac{3^{-5} \cdot (-21)^{-4} \cdot (-4)^2}{(21)^4}\)

Answers

\[
\begin{align*}
1 & = \frac{1}{(8 \cdot 21)^4} \\
2 & = \frac{6^9}{11^7 \cdot 5^9} \\
3 & = \frac{16^3}{7^3} \\
4 & = \frac{7^5 \cdot (-4)^2}{3^5 \cdot (-21)^4} \\
5 & = \frac{21^4}{8^6} \\
6 & = \frac{6^9 \cdot 5^9}{11^7} \\
7 & = \frac{16^5}{(-7)^3} \\
8 & = \frac{3^5 \cdot 21^4}{7^9 \cdot (-4)^{10}} \\
9 & = \frac{3^5 \cdot 7^2}{(-21)^4} \\
10 & = \frac{8}{21^3} \\
11 & = \frac{5^9}{11^7 \cdot 6^9} \\
12 & = \frac{7^3}{16^9}
\end{align*}
\]
Applying Properties for Powers with the Same Base

- Rewrite each expression as a single power.

1. \(6^4 \cdot 6^4\)
2. \((-5)^2\)
3. \(\frac{2^9}{2^5}\)
4. \(3 \cdot 3 \cdot 3 \cdot 3 \cdot 3^2\)
5. \(\frac{12^5 \cdot 12^7}{-12^4}\)
6. \(\left(\frac{7^5}{7^2}\right)^2\)

- Evaluate each expression.

7. \(\frac{4^8}{4^5}\)
8. \((-10) \cdot (-10)^4\)
9. \(\left(\frac{(-3)^4}{3}\right)^3\)

- What value of \(x\) makes the equation true?

10. \(\frac{8^x}{8^5} = 8^7\)
11. \((-11)^x \cdot (-11)^4 = \frac{(-11)^{10}}{(-11)^3}\)
12. \((6^x)^{10} = \frac{(6^{12})^2}{6^4}\)

- Explain how you solved for \(x\) in problem 12.

Possible answer: I know that \((a^m)^n = a^{m \cdot n}\). So, I simplified the left side of the equation to be \(6^{10x}\) and the right side of the equation to be \(\frac{6^{24}}{6^4}\). Also, I know \(\frac{a^m}{a^n} = a^{m-n}\), so I subtracted the exponents on the right side of the equation. Therefore, \(6^{10x} = 6^{20}\). Since \(10 \cdot 2 = 20\), \(x = 2\).
Applying Properties for Powers with the Same Exponent

- **Rewrite each expression as a single power.**

  1. $9^4 \cdot 10^4$
  2. $(12 \cdot 6)^3$
  3. $\frac{3^3}{2^3}$
  4. $\frac{6^2}{2^2}$
  5. $(-5)^6 \cdot (-7)^6$
  6. $\left(\frac{6^4}{12^4}\right)^2$

- **Rewrite each expression as a product of two powers or quotient of two powers.**

  7. $5^5(16^2 \cdot 5^3)^3$
  8. $\left(\frac{8^4 \cdot 5^3}{8^5}\right)^2$
  9. $\left(\frac{5^8 \cdot 3^7}{5^4}\right)^{10}$

  $16^6 \cdot 5^{14}$
  $\frac{5^6}{8}$
  $5^{40} \cdot 3^{70}$

**10. How does multiplying powers with the same base differ from multiplying powers with the same exponent but different bases?**

Possible answer: When powers with the same base are multiplied, the bases remain the same and the exponents are added. When powers with the same exponent but different bases are multiplied, the bases are multiplied and the exponents remain the same.
Applying Properties of Negative Exponents

Rewrite each expression using only positive exponents. The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1. \(7^3 \cdot 16^{-9}\)
2. \(\frac{8^{-6}}{21^{-4}}\)
3. \(\left(\frac{7}{16}\right)^{-3}\)
4. \(16^3 \cdot (-7)^{-3}\)
5. \((8 \cdot 21)^{-4}\)
6. \(8 \cdot 21^{-3}\)
7. \(\frac{11^{-7} \cdot 5^9}{6^9}\)
8. \(\frac{11^{-7} \cdot 5^9}{6^{-9}}\)
9. \(6^9 \cdot 11^{-7} \cdot 5^{-9}\)
10. \(\frac{3^5 \cdot (-4)^{-10}}{7^9 \cdot 21^{-4}}\)
11. \(\frac{(-21)^{-4} \cdot (-4)^0}{3^{-5} \cdot 7^{-9}}\)
12. \(\frac{\frac{3}{7} \cdot (-21)^{-4} \cdot (-4)^2}{3^5 \cdot (-21)^4}\)

Answers

\[
\begin{align*}
1. \quad & \frac{1}{(8 \cdot 21)^4} \\
2. \quad & \frac{6^9}{11^7 \cdot 5^9} \\
3. \quad & \frac{16^3}{7^3} \\
4. \quad & \frac{7^5 \cdot (-4)^2}{3^5 \cdot (-21)^4} \\
5. \quad & \frac{21^4}{8^6} \\
6. \quad & \frac{6^9 \cdot 5^9}{11^7} \\
7. \quad & \frac{16^3}{(-7)^3} \\
8. \quad & \frac{3^5 \cdot 214}{7^9 \cdot (-4)^{10}} \\
9. \quad & \frac{3^5 \cdot 7^2}{(-21)^4} \\
10. \quad & \frac{8}{21^3} \\
11. \quad & \frac{5^9}{11^7 \cdot 6^9} \\
12. \quad & \frac{7^3}{16^9}
\end{align*}
\]
SCIENCE 8 – DENSITY CALCULATIONS WORKSHEET

NAME: ________________________________

1) A student measures the mass of an 8 cm\(^3\) block of brown sugar to be 12.9 g. What is the density of the brown sugar?

2) A chef fills a 50 mL container with 43.5 g of cooking oil. What is the density of the oil?

3) Calculate the mass of a liquid with a density of 2.5 g/mL and a volume of 15 mL.

4) Calculate the volume of a liquid with a density of 5.45 g/mL and a mass of 65 g.

5) A machine shop worker records the mass of an aluminum cube as 176 g. If one side of the cube measures 4 cm, what is the density of the aluminum?

6) A teacher performing a demonstration finds that a piece of cork displaces 23.5 mL of water. The piece of cork has a mass of 5.7 g. What is the density of the cork?

7) A carver begins work on the following block of granite that weighs 2700 g. What is the density of the granite?

8) A piece of PVC plumbing pipe displaces 60 mL when placed into a container of water. If the pipe has a mass of 78 g, what is the density of PVC?

9) A solid magnesium flare has a mass of 1300 g and a volume of 743 cm\(^3\). What is the density of the magnesium?
10) A graduated cylinder has a mass of 50 g when empty. When 30 mL of water is added, the graduated cylinder has a mass of 120 g. If a rock is added to the graduated cylinder, the water level rises to 75 mL and the total mass is now 250 g. What is the density of the rock?

11) A student performs an experiment with three unknown fluids and obtains the following measurements:

Fluid A: $m = 2060$ g, $V = 2000$ mL
Fluid B: $m = 672$ g, $V = 850$ mL
Fluid C: $m = 990$ g, $V = 1100$ mL

Draw how the fluids would be layered if they were combined in a beaker.

12) Use your density skills to find the identity of the following mystery objects.

<table>
<thead>
<tr>
<th>Table of Densities</th>
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</thead>
<tbody>
<tr>
<td>Solids</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>Marble</td>
</tr>
<tr>
<td>Quartz</td>
</tr>
<tr>
<td>Diamond</td>
</tr>
</tbody>
</table>

While digging in the backyard, you find an old coin. Its mass is 26.76 g and its volume is 3 cm$^3$.

What is the coin made of? __________________________

You think you have found a diamond. Its mass is 5.28 g and its volume is 2 cm$^3$.

What did you find? __________________________

You find a ring with a mass of 107 g. You fill a graduated cylinder up with 10 mL of water and put the ring into the cylinder. The water rises up to the 15 mL mark.

What is the ring made of? __________________________

There is a block on your desk that acts as a paperweight. Its measurements are 3 cm by 4 cm by 6 cm. The block has a mass of 184.32 g.

What is the block made of? __________________________
Graphic Organizer

With your child read through the Graphic Organizer and the Big Ideas. Then, cut out each rectangle from the “Colonial Card Sort” page and determine under which colonial region each card should be placed. A reference sheet is provided for guidance.
### Big Idea Card

#### Big Ideas of Lesson 3, Unit 1

- When historians investigate past events, they consider the overall context in which those events occurred. This includes understanding the temporal (time/when) and spatial (geography/where) circumstances in which the event occurred. By understanding both time and place, we can begin to appreciate differences in economic, sociocultural, and political factors when exploring past events.

- Every place has geographic factors that influence how people live. Geographic factors consist of the natural/physical environment including the resources found there, and how humans interact with those features and resources.

- Social scientists also consider economic, sociocultural, and political factors that can make a place distinct.
  - Economic factors involve the use of resources that have value to individuals or groups of people.
  - Sociocultural factors involve identities, customs, and traditions of groups of people.
  - Political factors involve how groups make decisions (power and authority).

- Due to the influence of geography on human life ways, historians and geographers use the idea of “regions” to narrow their investigations of the past so they are more accurate. A “region” is an area that shares at least one common characteristic (geographic, economic, sociocultural, and/or political).

- Over time, thirteen distinct British colonies emerged in North America, which historians have grouped into three colonial regions. Each colonial region shared some economic, political, and sociocultural factors that set it apart from the other colonial regions.
## Colonial Card Sort

<table>
<thead>
<tr>
<th>Family and community labor</th>
<th>Cash crops like tobacco &amp; rice</th>
<th>Small, self-sufficient family farms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indentured servants and slave labor</td>
<td>Small, self-sufficient family farms</td>
<td>Indentured servants and slave labor</td>
</tr>
<tr>
<td>Plantation owners, plantation overseers, and poor farmers</td>
<td>Town Meetings Mayflower Compact</td>
<td>Farmers, merchants, craftsmen</td>
</tr>
<tr>
<td>House of Burgesses</td>
<td>Large plantation systems</td>
<td>Whaling &amp; shipbuilding</td>
</tr>
<tr>
<td>Rich soil and long growing season</td>
<td>Religion played little role in politics/economy</td>
<td>Royal Governors with colonial assemblies</td>
</tr>
<tr>
<td>Virginia</td>
<td>Small, interconnected settlements</td>
<td>Good farm land</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>Religion played a role in politics/economy</td>
<td>Religious leaders had great political influence</td>
</tr>
<tr>
<td>Large, isolated settlements</td>
<td>Wealthy plantation owners had great political influence</td>
<td>Massachusetts</td>
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<tr>
<td>Breadbasket crops</td>
<td>Farmers, merchants, craftsmen</td>
<td>Small town governments reflecting diversity of settlement</td>
</tr>
<tr>
<td>Religion controlled society/politics/economy</td>
<td>Rocky soil</td>
<td>Close knit towns</td>
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</table>
## Colonial Regions and their Characteristics Handout

<table>
<thead>
<tr>
<th>New England Colonies</th>
<th>Middle Colonies</th>
<th>Southern Colonies</th>
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</table>
Parent Reference Sheet - Colonial Regions and their Characteristics

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>NEW ENGLAND COLONIES</th>
<th>MIDDLE COLONIES</th>
<th>SOUTHERN COLONIES</th>
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<tr>
<td>Geographic</td>
<td>Close knit towns</td>
<td>Small, interconnected settlements</td>
<td>Large isolated settlements</td>
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<td>Rocky soil</td>
<td>Good farm land</td>
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<td>Massachusetts</td>
<td>Pennsylvania</td>
<td>Virginia</td>
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<td>Economic</td>
<td>Family and community labor</td>
<td>Indentured servants and slave labor</td>
<td>Indentured servants and slave labor</td>
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<td>Small, self-sufficient family farms</td>
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<td>Cash crops like tobacco &amp; rice</td>
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<td>Farmers, merchants, craftsmen (or listed under sociocultural)</td>
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<td></td>
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<td>Socio-cultural</td>
<td>Religion controlled society/politics/economy</td>
<td>Religion played a role in politics/economy</td>
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<td>Political</td>
<td>Town Meetings Mayflower Compact</td>
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<td>Wealthy plantation owners had great political influence</td>
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<td>Activity</td>
<td>Check When Complete</td>
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Career Choices

Use the clues below to circle the names of different careers in the puzzle. The names go across and down.

- Helps students learn
- Works in a library
- Keeps neighborhoods safe
- Takes care of teeth
- Treats sick people
- Takes care of pets
- Puts out fires
- Delivers mail
- Drives students to school
- Serves food at a restaurant
- Sells things at a store
- Cooks food at a restaurant

On another sheet of paper, write about what you want to be when you grow up. Give three reasons why.