

7th Core
Classes (ELA,
Science,
Math, World
Civ)



Sawtooth Middle School Remote Learning Cover Sheet

Subject: English Language Arts

Grade Level: 7

Teacher Names: Hilditch, Montgomery, Peterson, Updike

Date Range: April 27 – May 1

Date	Learning Intentions	Description/Directions
Monday 4/20	RL.7.10: I can read and understand grade level texts. RL.7.5: I can analyze how a drama's or poem's form or structure contributes to its meaning.	<ul style="list-style-type: none"> Analyze "Nothing Gold Can Stay" Poem Answer Comprehension and Analysis Questions for "Nothing Gold Can Stay"
Tuesday 4/21	RL.7.4: I can determine the meaning of words as they are used in a text. RL.7.10: I can read and understand grade level texts.	<ul style="list-style-type: none"> Complete Chapter 6 Vocabulary Begin <i>The Outsiders</i> Chapter 6, Pages 73-80 (through "I went down into peaceful darkness.")
Wednesday 4/22	RL.7.10: I can read and understand grade level texts. RL.7.1: I can cite evidence from a source to support my inferences and conclusions. W.7.4: I can write clearly where the development, organization, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> Finish <i>The Outsiders</i> Chapter 6, Pages 80 (start at "When I came to")-84 Complete Chapter 6 Comprehension and Analysis Questions Begin News Report
Thursday 4/23	W.7.4: I can write clearly where the development, organization, and style are appropriate to task, purpose, and audience. RI.7.10: I can read and understand grade level texts. RI.7.1: I can cite evidence from a source to support my inferences and conclusions.	<ul style="list-style-type: none"> Finish News Report Read "The Allure of Gangs" Complete "The Allure of Gangs" Comprehension and Analysis Questions

Friday 4/24	RL.7.4: I can determine the meaning of words as they are used in a text. RL.7.10: I can read and understand grade level texts.	<ul style="list-style-type: none"> • Complete Chapter 7 Vocabulary • Begin <i>The Outsiders</i> Chapter 7, Pages 85-93(through "What?")
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The full text of *The Outsiders* is available for download here:

https://www.dvusd.org/cms/lib/AZ01901092/Centricity/Domain/4219/the-outsiders_se_hinton.pdf

"Nothing Gold Can Stay" Analysis

In chapter 5 of *The Outsiders*, Ponyboy recites Robert Frost's poem "Nothing Gold Can Stay." Today, your task is to take a closer look at that poem and analyze it line-by-line.

Generally, the poem is about how beautiful things and happy moments fade away.

"Nothing Gold Can Stay" by Robert Frost

Instructions: Write the meaning of each line on the line next to it and then answer the questions below. An example is provided below.

Nature's first green is gold,	_____
Her hardest hue to hold.	_____
Her early leaf's a flower;	_____
But only so an hour.	_____
Then leaf subsides to leaf.	_____
So Eden sank to grief,	_____
So dawn goes down today.	_____
Nothing gold can stay.	_____

Example Analysis:

"Dreams" by Fleetwood Mac

Now here you go again you say you want your freedom	<u>Again you say you want to break up</u>
Well who am I to keep you down	<u>I'm no one to stand in your way if you want to be free</u>
It's only right you should play the way you feel it	<u>it's right for you to be true to yourself, are you still honest with yourself?</u>
But listen carefully to the sounds of your loneliness	<u>listen to your heart but don't get tricked by your loneliness</u>
Like the heartbeat drives you mad	<u>your heartbeat will make you miss</u>
In the stillness of remembering what you had	<u>what you think you had in comparison to</u>

And what you lost

what you really lost

"Nothing Gold Can Stay" Analysis and Comprehension Questions:

1. In line 2, who is the "Her" to whom the poet is referring? _____
2. In line 5, what does the word "subsides" mean? _____

3. What do you think the poet means when he says, "Nothing Gold Can Stay"? _____

4. What kind of mood is this poem expressing? (i.e. happiness, sadness, fear, anxiety, etc.) _____

5. Specifically, which words from the poem do you feel contribute to creating this mood? How does each contribute to the mood? _____

6. How does the meaning of "Nothing Gold Can Stay" apply to the characters/events in *The Outsiders*? _____

Chapter 6 Vocabulary

Write the underlined idiom or expression next to its meaning below.

1. I guess that guy knew how close to **hysterics** I really was, for he talked to me in a low, soothing voice all the way to the hospital.
2. "Man, this place is out of it. What do they do for kicks around here, play checkers?" Dally **surveyed** the scene without interest. "I ain't never been in the country before. Have you two?"
3. "I was scared," Johnny said with **conviction**. "I still am."

a. _____	Noun. Fixed or firm belief
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b. _____	Verb. Examined, looked at, inspected
c. _____	Noun. Uncontrollable laughter or crying

Use each of the vocabulary words above in an original sentence.

1. _____

2. _____

3. _____

Chapter 6 Reading Comprehension and Analysis

Directions: Read the required chapter and then answer the comprehension/analysis questions that follow on a separate sheet of paper or in Teams. Use complete sentences. Use evidence from the text where indicated.

1. "The spy" thinks the whole mess is her fault. Dally agrees that it is. Thinking back on the story, do you believe the trouble they are all in is because of her? Explain.
2. What does Dally tell Johnny when he asks about his parents? How does Johnny react? How is his reaction different from how Dally would react?
3. After Johnny asks about his parents, Ponyboy says that he feels bad for Dally. Why would he feel bad for Dally instead of Johnny?
4. Describe how Pony and Johnny's decision to help the children changes the direction of the story. Cite textual evidence to support your answer.

Chapter 6 Newspaper Activity

Instructions: When Johnny and Ponyboy rescue the children from the burning church, the local newspapers report the event under headlines such as, "Juvenile Delinquents Turn Heroes." In the novel, S.E. Hinton gives the reader the headline, but doesn't include the news story that illustrates Greasers can act with extraordinary bravery. Now, it's your turn to write the story as it might have appeared in the newspaper!

1. Your first paragraph will give a brief overview of the whole story and include an attention-grabbing hook.
2. When you mention people in your article:
 - give their full names the first time they are mentioned (e.g. Ponyboy Curtis – not Ponyboy). After the first time they are mentioned, call them by their surname (e.g. Curtis is being sought by the police.)
 - give their age
 - give their occupation (e.g. "Unemployed", "shop assistant", "student", etc.)
3. Answer the "Who? What? When? Where? Why?" questions by adding plenty of detailed information from the text in your paragraphs.
4. Your paragraphs should be short – a maximum of 3 sentences!
5. Include at least one short quote from a character in *The Outsiders* that you could have interviewed about the event (e.g. one of Bob Sheldon's friends, Cherry, Sodapop, etc.).

Newspaper Planning Sheet Headline:

Juvenile Delinquents Turned Heroes

Lead – opening paragraph, is the most important part of the story. Grab the reader’s attention with a hook!

The Details – 2 - 4 paragraphs after lead paragraph. Keep paragraphs short and to the point – remember there is a maximum of 3 sentences per paragraph!

Who is the article about? _____

What is the article about? _____

When did the event take place? _____

Where did the event take place? _____

Why did the event take place? (This may be a paragraph alone) _____

Conclusion – End with a prediction or possible consequence.

***FINAL COPY** should be written on a separate sheet of paper or typed below.

The Allure of Gangs

By now you have a good understanding of the characters in *The Outsiders*. You know that they are members of a “gang,” but they really are not like the gangs that exist today. Mainly, they stick together to watch out for one another, because they really feel they have no one else. But is that where the similarity ends?

Gangs are nothing new. At the turn of the century (the early 1900s), many large police departments on the east coast had gang units to monitor the immigrant gangs who got together to protect their neighborhoods and to gather for social reasons. Gangs as most people think of them today were probably first recognized by the public with the inception of the Los Angeles gangs in the early seventies.

Why do Kids Join Gangs?

The stereotype that comes to many people's minds is that kids who join gangs come from single-parent homes. They likely live with their mother, who has to go out and make a living for her family, and sometimes works two jobs to make ends meet. With the mother away from home, the kids have too much freedom and not enough supervision. They may feel as though they are unimportant in their own world, and join a gang because they need an identity.

Often, kids who join gangs feel alienated by their parents, and have lost the connection with them that they may have had when they were small. A difficult home life can affect their lives as well, and they may become more vulnerable to the fascination of gangs. Some think they will feel safer in a gang than they do in their own homes. They want to feel like they are a part of some kind of family, and the most logical bond, in their eyes, is being with friends. "Bad friends are better than no friends." Young people need someone to bond with. Being in a gang may also satisfy their need for attention and provide someone who will listen to and care about them.

If academic achievement is below average or poor, they often lack social success, and do not involve themselves in school activities. Gangs can fill that void for some. They may also join a gang to feel competent at *something – anything...*

Ironically, some kids enter a gang to combat their feelings of fear – fear of gang members. Some join because bigotry runs rampant in their neighborhoods, and they feel helpless to fix it.

Poverty leads some kids into gangs, because they need or want to help out their families and they are not educated, not skilled, or know of no other way to get the money they need to help.

Feelings of being caught in a trap in a hopeless situation, in a poor neighborhood with no way out, and the general breakdown of society as a whole are also considered motivations for joining a street gang.

Some kids join gangs just because they want to feel like a part of something different, new, and exciting.

Why do they Stay?

After entering gang life, most feel a sense of power. As people begin to fear them, they get a high from the presumed respect of others. Those who used to intimidate them now become their equals, and they begin to develop an elevated sense of self-esteem.

Children from poverty-stricken homes, for the first time, begin to experience what it is like to have some money to spend on the things they want. Although gang leaders reap the benefits of the gang's activities, keeping most of the money the gang takes in from its criminal behavior, the money received by the lower members is likely more than they have ever had before and it feels good to them to have that freedom.

The Three R's of Gang Culture – Reputation, Respect, Retaliation

In some gangs, status is gained by having the most callous and ruthless **reputation** (rep.). How a member gains that image is as important as having a reputation. The more violent and dangerous a member is perceived to be, the more respect he is given by both his own gang and rival gangs, further enhancing his reputation. Often, gang members will embellish a story about their gang activities to impress the people they are talking to, giving themselves a feeling of power. Gang members openly admit to the crimes they have committed, anticipating that it will improve their rep among the crew. Bringing a rep to the gang improves the status of the gang as well as the individual member.

Respect is another quality that gang members feel they must have. They want individual respect, but more importantly, they want the respect of rival gangs. In some gangs, it is mandatory that each member show *disrespect* for rival gang members. If he is caught *not* “dissing” a rival, he may have to endure beatings by his own gang as punishment.

In gang culture, no challenge goes without **retaliation**. Often, a drive-by shooting or other act of violence occurs following an event that has been perceived as a “diss.” If a gang member is confronted by a rival gang when he is alone, he will leave and return later with his “homies” either immediately afterwards or after they have had time to plan and equip themselves for retaliation. *He needs to retaliate* in order to keep his reputation intact. Many times, these acts of violence occur as a result of infringement on drug territory or because of drug deals gone bad.

Common Characteristics of Gangs

Gangs usually wear certain types or colors of clothing to identify themselves to their own gang members and as a warning to other gangs. Often tattoos, brands, or some other type of identifying marks of their gang’s name, logo, or other symbol are flaunted on their bodies. Most gangs have a system of communication using hand signs and graffiti. Graffiti can be used to send messages to other gangs, such as challenges, warnings, or announcements of deeds done or about to take place.

Gang members will break the law to further their own reputation and the reputation of their gang on the streets. Some sell drugs, steal cars, rob businesses and private homes, and assault a range of victims, even to the point of killing innocent people as a symbol of their gang loyalty. Guns and other weapons are common and they do not hesitate to use them to further their reps.

Getting Out of a Gang

Once within the clutches of a gang life, a member is reminded again and again that there is no escaping the gang; he will always be a gang member. This cultivates a fear in him of brutal retaliation from his fellow gang members if they suspect he wants out. Some are told that they will be killed if they ever try to leave the crew. Whatever they choose to do, you can be sure that they believe everything the gang tells them. What choice do they have?

Comprehension and Analysis Questions

Use the article “The Allure of Gangs” to answer the following questions on a separate sheet of paper or in Teams. Use complete sentences. Use evidence from the text where indicated.

1. When did the gangs of today first begin to be recognized?
2. Give one reason kids join gangs. Explain whether you believe the reason is valid and why or why not.
3. Briefly summarize the Three R’s of gang culture.
4. Explain why it is difficult to leave a gang once you become a member.
5. Determine the point of view of the writer of this article. Is he/she an advocate of gangs, or does he/she believe them to be bad? Explain, using examples from the text.

Chapter 7 Vocabulary

Write the underlined vocabulary word next to its definition below.

1. He'd grab one guy's press hat and another's camera and walk around interviewing the nurses and mimicking TV reporters.
2. Soda was awake by then, and although he looked stony-faced, as if he hadn't heard a word the doctor had said, his eyes were bleak and stunned.
3. "...anyway, I was walking around downtown and started to take this short cut through an alley"--- Two-Bit was telling me about one of his many exploits while we did the dishes. I mean, while I did the dishes.

a. _____	Adj. Without hope or encouragement; depressing
b. _____	Noun. Bold or daring acts or deeds; adventures
c. _____	Verb. Imitating or copying action, speech, etc.

Use each of the vocabulary words above in an original sentence.

1. _____

2. _____

3. _____

Answer Key

This answer key is for reference after completing the learning activities.

“Nothing Gold Can Stay” Poem: Answers will vary. Sample answers below:

1. Nature (and life) starts out innocent and new
2. This innocence does not stay
3. Nature (as well as children) start off as innocent and soft
4. This innocence only lasts a short while
5. Slowly, the innocence fades and becomes harsh and shielded from the world
6. Referencing the garden of Eden, innocence sinks away to grief and suffering
7. Innocence is lost completely to becoming an adult, as dawn becomes full daylight

“Nothing Gold Can Stay” Comprehension and Analysis Questions:

1. Nature
2. Makes way for; makes room for
3. Everything good has its end
4. Worry, depression, sadness, gloom, downheartedness
5. Possible answers: hardest, hour, subsides, sank, grief, down, nothing
6. Answers will vary; mood, tone, imagery

Chapter 6 Vocabulary:

- a. Conviction
- b. Surveyed

- c. hysterics

Chapter 6 Comprehension and Analysis Questions:

1. Answers will vary. I don't think Cherry has much to do with the trouble the boys are in, they're responsible for their own actions. She can speak to whoever she wants to without "some guy" telling her she can't and starting a fight over her.
2. Dally tells Johnny that his parents didn't ask about him, but, "Shoot, my old man don't give a hang whether I'm in jail or dead in a car wreck or drunk in the gutter." Dally doesn't care but Johnny is very hurt and confused.
3. Dally had no hope of any family and no connections to any family. Dally kept trying to replace Johnny's parents, but all Johnny wanted was his real parents.
4. They have gone from juvenile delinquents running away from the police to heroes. Citations will vary.

Chapter 6 Newspaper Article: Answers will vary. Evidence from the text should be included in the news article.

The Allure of Gangs Comprehension and Analysis:

1. The gangs of today were first recognized in the early seventies.
2. Answers will vary. Potential answers may include money, power, companionship, excitement, to feel competent at something
3. Reputation: really important because it moves the gang member up a notch as far as respect goes; to earn a reputation, some will embellish their stories to impress others, while other gang members commit worse crimes to further their reputations. Respect: respect of other gang members and members of his own gang, and sometimes involves disrespecting another gang to prove loyalty to his/her own gang, which leads to retaliation. Retaliation: To a gang member, no challenge goes unpunished, so retaliation is a must. It often leads to drive-by shootings and other acts of violence. The gang members must retaliate to keep their reputations.
4. Fear of retaliation; the gang warns you they will kill you if you try to leave
5. The writer believe gangs are bad – they repeatedly mention crimes committed by gangs, mention violence within the gang and violence the gangs inflict on society, as well as the inability to leave a gang.

Chapter 7 Vocabulary:

- a. Bleak
- b. Exploits
- c. Mimicking



Sawtooth Middle School Remote Learning Cover Sheet

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Grade Level: 7

Teacher Names: Hilditch, Montgomery, Peterson, Updike

Date Range: April 27 – May 1

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Thursday 4/23	W.7.4: I can write clearly where the development, organization, and style are appropriate to task, purpose, and audience. RL.7.10: I can read and understand grade level texts.	<ul style="list-style-type: none"> Finish News Report Read "The Allure of Gangs" Complete "The Allure of Gangs" Comprehension and Analysis Questions

	RI.7.1: I can cite evidence from a source to support my inferences and conclusions.	
Friday 4/24	RL.7.4: I can determine the meaning of words as they are used in a text. RL.7.10: I can read and understand grade level texts.	<ul style="list-style-type: none"> • Complete Chapter 7 Vocabulary • Begin <i>The Outsiders</i> Chapter 7, Pages 85-93(through "What?")

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"Nothing Gold Can Stay" Analysis

In chapter 5 of *The Outsiders*, Ponyboy recites Robert Frost's poem "Nothing Gold Can Stay." Today, your task is to take a closer look at that poem and analyze it line-by-line.

Generally, the poem is about how beautiful things and happy moments fade away.

"Nothing Gold Can Stay" by Robert Frost

Instructions: Write the meaning of each line on the line next to it and then answer the questions below. An example is provided below.

Nature's first green is gold,	_____
Her hardest hue to hold.	_____
Her early leaf's a flower;	_____
But only so an hour.	_____
Then leaf subsides to leaf.	_____
So Eden sank to grief,	_____
So dawn goes down to day.	_____
Nothing gold can stay.	_____

Example Analysis:

"Dreams" by Fleetwood Mac

Now here you go again you say you want your freedom	<u>Again you say you want to break up</u>
Well who am I to keep you down	<u>I'm no one to stand in your way if you want to be free</u>
Whistle away, do you still play the way you feel it	<u>sing your song, are you still honest about how you feel?</u>
Listen carefully to the sounds of your loneliness	<u>listen to your heart but don't get tricked by your loneliness</u>
Like the heartbeat drives you mad	<u>your heartbeat will make you miss</u>

In the stillness of the memories of what you had what you think you had in comparison to
 And what you lost what you really lost

“Nothing Gold Can Stay” Analysis and Comprehension Questions:

1. In line 5, what does the word “subsides” mean? _____

2. What do you think the poet means when he says “Nothing Gold Can Stay”? _____

3. What kind of mood is this poem expressing? (i.e. happiness, sadness, fear, anxiety, etc.) _____

Chapter 6 Vocabulary

Write the underlined idiom or expression next to its meaning below.

1. I guess that guy knew how close to hysterics I really was, for he talked to me in a low, soothing voice all the way to the hospital.
2. "Man, this place is out of it. What do they do for kicks around here, play checkers?" Dally surveyed the scene without interest. "I ain't never been in the country before. Have you two?"
3. "I was scared," Johnny said with conviction. "I still am."

a. _____	Noun. Fixed or firm belief
b. _____	Verb. Examined, looked at
c. _____	Noun. Uncontrollable laughter or crying

Choose one of the vocabulary words above to use in an original sentence.

1. _____

Chapter 6 Reading Comprehension and Analysis

Directions: Read the required chapter and then answer the comprehension/analysis questions that follow on a separate sheet of paper or in Teams. Use complete sentences. Use evidence from the text where indicated.

1. “The spy” thinks the whole mess is her fault. Dally agrees that it is. Thinking back on the story, do you believe the trouble they are all in is because of her? Explain. (p. 73)
2. What does Dally tell Johnny when he asks about his parents? How does Johnny react? (p. 75)

Chapter 6 Newspaper Activity

Instructions: When Johnny and Ponyboy rescue the children from the burning church, the local newspapers report the event under headlines such as, “Juvenile Delinquents Turn Heroes.” In the novel, S.E. Hinton gives the reader the headline, but doesn’t include the news story that illustrates Greasers can act with extraordinary bravery. Now, it’s your turn to write the story as it might have appeared in the newspaper!

- 1. Your first paragraph will give a brief overview of the whole story and include an attention-grabbing hook.
- 2. When you mention people in your article:
 - give their full names the first time they are mentioned (e.g. Ponyboy Curtis – not Ponyboy). After the first time they are mentioned, call them by their last name (e.g. Curtis is being sought by the police.)
- 3. Answer the “Who? What? When? Where? Why?” questions by adding plenty of detailed information from the text in your paragraphs.
- 4. Your paragraphs should be short – a maximum of 3 sentences!
- 5. Include at least one short quote from a character in *The Outsiders* that you could have interviewed about the event (e.g. one of Bob Sheldon’s friends, Cherry, Sodapop, etc.).

An example newspaper article is provided below.

Newspaper Planning Sheet

Headline -- Juvenile Delinquents Turned Heroes

Lead – opening paragraph, is the most important part of the story. Grab the reader’s attention with a hook!

The Details –2 –3 paragraphs after lead paragraph. Keep paragraphs short and to the point – remember there is a maximum of 3 sentences per paragraph! Include a quote from a character in this section.

Who is the article about?

What is the article about?

When did the event take place?

Where did the event take place?

Why did the event take place? (This may be a paragraph alone)

Conclusion – End with a prediction or possible consequence.

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Example Newspaper Article

Former Giants player saves man from roof of burning home

JANUARY 13, 2017 / 4:00 PM / CBS NEWS

ROCKAWAY TOWNSHIP, N.J. -- A former New York Giants player rescued a man from the roof of a burning home near Rockaway Township, New Jersey this week, CBS New York reports.

Intense flames shot out of the house early Monday morning.

When Cole Farrand, 23, woke up, he ran to the house next door and saw a man trapped on the roof.

Farrand used an extension ladder from his grandparents' house to bring the man to safety as his frightened mother watched.

"He's rescuing this man and the house is going, 'Boom, bang!' and the flames are flying up into the sky," said Beverly Farrand. "Cole, he's humble. He thinks anyone would've done that, and I don't think just anyone would do it."

It took volunteer firefighters several hours to contain the fire. It was unclear late Thursday how it started.

Farrand signed with the Giants in May 2015 after starting 29 games for Maryland. The linebacker was released in September of the same year.

The Allure of Gangs

By now you have a good understanding of the characters in *The Outsiders*. You know that they are members of a "gang," but they really are not like the gangs that exist today. Mainly, they stick together to watch out for one another, because they really feel they have no one else. But is that where the similarity ends?

Gangs are nothing new. At the turn of the century (the early 1900s), many large police departments on the east coast had gang units to monitor the immigrant gangs who got together to protect their neighborhoods

and to gather for social reasons. Gangs as most people think of them today were probably first recognized by the public with the formation of the Los Angeles gangs in the early seventies.

Why do Kids Join Gangs?

The stereotype that comes to many people's minds is that kids who join gangs come from single-parent homes. They likely live with their mother, who has to go out and make a living for her family, and sometimes works two jobs to make ends meet. With the mother away from home, the kids have too much freedom and not enough supervision. They may feel as though they are unimportant in their own world, and join a gang because they need to find their identity.

Often, kids who join gangs feel cut off by their parents, and have lost the connection with them that they may have had when they were small. A difficult home life can affect their lives as well, and they may become more at risk to join a gang. Some think they will feel safer in a gang than they do in their own homes. They want to feel like they are a part of some kind of family, and in their eyes, this is being with friends. "Bad friends are better than no friends." Young people need someone to bond with. Being in a gang may also satisfy their need for attention and provide someone who will listen to and care about them.

If grades in school are below average or poor, they often struggle to make friends, and do not involve themselves in school activities. Gangs can fill that void for some. They may also join a gang to feel good at *something* – *anything*...

Some kids enter a gang to combat their feelings of fear – fear of gang members. Some join because bigotry runs rampant in their neighborhoods, and they feel helpless to fix it. Some kids join gangs just because they want to feel like a part of something different, new, and exciting.

Why do they Stay?

After entering gang life, most feel a sense of power. Those who used to scare them now become their equals, and they begin to develop self-esteem.

Children from poor homes, for the first time, begin to experience what it is like to have some money to spend on the things they want. Although gang leaders keep most of the money from the gang's activities, the money received by the lower members is likely more than they have ever had before and it feels good to them to have that freedom.

The Three R's of Gang Culture – Reputation, Respect, Retaliation

In some gangs, status is gained by having the most heartless **reputation** (rep.), or what people think about them. How a member gains that image is as important as having a reputation. The more violent and dangerous a member is thought to be, the more respect he is given by both his own gang and rival gangs, further increasing his reputation. Often, gang members will embellish a story about their gang activities to impress the people they are talking to, giving themselves a feeling of power. Gang members openly admit to the crimes they have committed, thinking that it will improve their rep among the crew.

Respect is another quality that gang members feel they must have. They want individual respect, but more importantly, they want the respect of rival gangs. In some gangs, it is mandatory that each member show *disrespect* for rival gang members. If he is caught *not* "dissing" a rival, he may have to endure beatings by his own gang as punishment.

In gang culture, no challenge goes without **retaliation** or “getting back at” a different gang. Often, a drive-by shooting or other act of violence occurs following an event that has been thought of as a “diss.” If a gang member is confronted by a rival gang when he is alone, he will leave and return later with his “homies” either immediately afterwards or after they have had time to plan and equip themselves for retaliation. *He needs to retaliate* in order to keep his reputation intact. Many times, these acts of violence occur as a result of infringement on drug territory or because of drug deals gone bad.

Common Characteristics of Gangs

Gangs usually wear certain types or colors of clothing to identify themselves to their own gang members and as a warning to other gangs. Often tattoos, brands, or some other type of identifying marks of their gang’s name, logo, or other symbol are flaunted on their bodies. Most gangs have a system of communication using hand signs and graffiti. Graffiti can be used to send messages to other gangs, such as challenges, warnings, or announcements of deeds done or about to take place.

Gang members will break the law to further their own reputation and the reputation of their gang on the streets. Some sell drugs, steal cars, rob businesses and private homes, and assault a range of victims, even to the point of killing innocent people as a symbol of their gang loyalty. Guns and other weapons are common and they do not hesitate to use them to further their reps.

Getting Out of a Gang

Once within the clutches of a gang life, a member is reminded again and again that there is no escaping the gang; he will always be a gang member. Some are told that they will be killed if they ever try to leave the crew. Whatever they choose to do, you can be sure that they believe everything the gang tells them. What choice do they have?

Comprehension and Analysis Questions

Use the article “The Allure of Gangs” to answer the following questions on a separate sheet of paper or in Teams. Use complete sentences. Use evidence from the text where indicated.

1. Give one reason kids join gangs. Explain whether you believe the reason is valid and why or why not.
2. Explain why it is difficult to leave a gang once a person becomes a member.

Chapter 7 Vocabulary

Write the underlined vocabulary word next to its definition below.

1. He'd grab one guy's press hat and another's camera and walk around interviewing the nurses and mimicking TV reporters.
2. Soda was awake by then, and although he looked stony-faced, as if he hadn't heard a word the doctor had said, his eyes were bleak and stunned.
3. "...anyway, I was walking around downtown and started to take this short cut through an alley"--- Two-Bit was telling me about one of his many exploits while we did the dishes. I mean, while I did the dishes.

a. _____	Adj. Without hope or encouragement; depressing
b. _____	Noun. Bold or daring acts or deeds; adventures
c. _____	Verb. Imitating or copying action, speech, etc.

Choose one of the vocabulary words above to use in an original sentence.

1. _____

Answer Key

This answer key is for reference after completing the learning activities.

“Nothing Gold Can Stay” Poem: Answers will vary. Sample answers below:

1. Nature (and life) starts out innocent and new
2. This innocence does not stay
3. Nature (as well as children) start off as innocent and soft
4. This innocence only lasts a short while
5. Slowly, the innocence fades and becomes harsh and shielded from the world
6. Referencing the garden of Eden, innocence sinks away to grief and suffering
7. Innocence is lost completely to becoming an adult, as dawn becomes full daylight

“Nothing Gold Can Stay” Comprehension and Analysis Questions:

1. Makes way for; makes room for
2. Everything good has its end
3. Worry, depression, sadness, gloom, downheartedness

Chapter 6 Vocabulary:

- a. Conviction
- b. Surveyed
- c. hysterics

Chapter 6 Comprehension and Analysis Questions:

1. Answers will vary. I don’t think Cherry has much to do with the trouble the boys are in, they’re responsible for their own actions. She can speak to whoever she wants to without “some guy” telling her she can’t and starting a fight over her.
2. Dally tells Johnny that his parents didn’t ask about him, but, “Shoot, my old man don’t give a hang whether I’m in jail or dead in a car wreck or drunk in the gutter.” Dally doesn’t care but Johnny is very hurt and confused.

Chapter 6 Summary

That Cherry Valance is acting as a spy for the Greasers shocks Ponyboy and Johnny, but then they learn that Bob, the dead Soc, had been her boyfriend. Dally informs them that Cherry has said that she is willing to testify

that the Socs were drunk that night and that Johnny acted only in self-defense. Cherry's stance gives Johnny the hope he needs, and he announces that they are going to turn themselves in to the police. A stunned Dally rejects this plan, but Johnny only maintains, "I don't aim to stay in that church the rest of my life."

Dally relates to the two boys how worried the gang is about them. Johnny just keeps asking whether his parents have been worried. Dally avoids the question as long as he is able, but then has to admit to Johnny that, no, his parents have not asked about him. Johnny doesn't say anything, but looks devastated. Driving back from Dairy Queen, they spot the church on fire. A group of people stands around the church; a school evidently out on a picnic, and Ponyboy and Johnny jump out of the car to find out what's happening. As they arrive on the scene, one of the women shouts that some of the children are missing.

Both Ponyboy and Johnny leap through a window in search of the kids. An older man — later identified as Jerry Wood — follows them, but he is unable to get through the small window. The boys quickly find the kids and hand them out through the window to safety. Dally is now on the scene and he warns the boys to get out because the roof is starting to cave in. After dropping the last kid out the window, Johnny shoves Pony out the window, and the roof collapses. Pony blacks out, but Dally goes back inside for Johnny.

When Ponyboy regains consciousness, he hears sirens. He assumes that he is in a police car until Jerry Wood (who accompanies him) tells him that they are in an ambulance, and Johnny and Dally are in the ambulance behind them. Dally has a badly burned arm, but Johnny is in far worse condition, with a possible broken back and bad burns. They are all considered heroes for saving the children. At the hospital, doctors examine Ponyboy, and except for a few burns and a big bruise across his back, he's fine. He is in the waiting room, worried about Johnny and Dally, when Darry and Soda arrive. Soda gives Pony a great big bear hug, and Darry stands back with his hands dug into his pockets. When Pony looks at Darry he sees that he is crying. In that split second, Ponyboy realizes that Darry does care for him, that he was just trying too hard. After losing his parents, Darry fears losing another loved one.

Chapter 6 Newspaper Article: Answers will vary. Evidence from the text should be included in the news article.

The Allure of Gangs Comprehension and Analysis:

1. Answers will vary. Potential answers may include money, power, companionship, excitement, to feel competent at something
2. Fear of retaliation; the gang warns you they will kill you if you try to leave

Chapter 7 Vocabulary:

- a. Bleak
- b. Exploits
- c. Mimicking

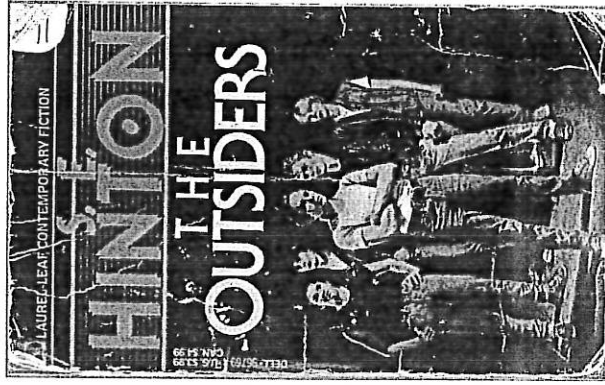
Chapter 7 Summary Pages 85-93

The reporters and police interview Ponyboy, Sodapop, and Darry in the hospital waiting room. Sodapop jokes with the reporters and hospital staff, keeping the mood light with his antics. The doctors finally emerge and say that Dally will be fine but that Johnny's back was broken when the roof caved in. Even if Johnny survives, they add, he will be permanently crippled.

The next morning, Ponyboy is making breakfast when Steve Randle (Sodapop's best friend) and Two-Bit come in with the morning papers. The papers portray Ponyboy, Johnny, and Dally as heroes for rescuing the schoolchildren. They also mention Ponyboy's excellent performance on the track team and in school. The papers mention that the state will charge Johnny with manslaughter and send both Ponyboy and Johnny to juvenile court, from which Ponyboy might be sent to a boys' home. The other boys reassure Ponyboy that his family will stay together. Ponyboy tells them he had his recurring nightmare—which first occurred on the night of his parents' funeral—the previous night. He never remembers the dream, but it makes him wake up in intense panic.

The Outsiders

S. E. Hinton



According to Wikipedia, *The Outsiders* is a coming-of-age novel by S. E. Hinton, first published in 1967 by Viking Press. Hinton was 15 when she started writing the novel, but did most of the work when she was sixteen and a junior in high school. Hinton was 18 when the book was published.

The book follows two rival groups, the Greasers and the Socs who are divided by their socioeconomic status.

The book takes place in Tulsa, Oklahoma, in 1965, but it is never stated in the book.

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Chapter 6

JOHNNY GAGGED AND I almost dropped my hot fudge sundae. "Cherry?" we both said at the same time. "The Soc?"

"Yeah," Dally said. "She came over to the vacant lot the night Two-Bit was jumped. Shepard and some of his outfit and us were hanging around there when she drives up in her little ol' Sting Ray. That took a lot of nerve. Some of us was for jumping her then and there, her bein' the dead kid's girl and all, but Two-Bit stopped us. Man, next time I want a broad I'll pick up my own kind."

"Yeah," Johnny said slowly, and I wondered if, like me, he was remembering another voice, also tough and just deepened into manhood, saying: "Next time you want a broad, pick up your own kind..." It gave me the creeps.

Dally was going on: "She said she felt that the whole mess was her fault, which it is, and that she'd keep up with what was comin' off with the Socs in the rumble and would testify that the Socs were drunk and looking for a fight and that you fought back in self-defense." He gave a grim laugh. "That little gal sure does hate me. I offered to take her over to The Dingo for a Coke and she said 'No, thank you' and told me where I could go in very polite terms."

She was afraid of loving you, I thought. So Cherry Valance, the cheerleader, Bob's girl, the Soc, was trying to help us. No, it wasn't Cherry the Soc who was helping us, it was Cherry the dreamer who watched sunsets and couldn't stand fights. It was hard to believe a Soc would help us, even a Soc that dug sunsets. Dally didn't notice. He had forgotten about it already.

"Man, this place is out of it. What do they do for kicks around here, play checkers?" Dally surveyed the scene without interest. "I ain't never been in the country before. Have you two?"

Johnny shook his head but I said, "Dad used to take us all huntin'. I've been in the country before. How'd you know about the church?"

"I got a cousin that lives around here somewheres. Tipped me off that it'd make a tuff hide-out in case of something. Hey, Ponyboy, I heard you was the best shot in the family."

"Yeah," I said. "Darry always got the most ducks, though. Him and Dad. Soda and I goofed around too much, scared most of our game away." I couldn't tell Dally that I hated to shoot things. He'd think I was soft.

"That was a good idea, I mean cuttin' your hair and bleachin' it. They printed your descriptions in the paper but you sure wouldn't fit 'em now."

Johnny had been quietly finishing his fifth barbecue sandwich, but now he announced: "We're goin' back and turn ourselves in."

It was Dally's turn to gag. Then he swore awhile. Then he turned to Johnny and demanded: "What?"

"I said we're goin' back and turn ourselves in," Johnny repeated in a quiet voice. I was surprised but not shocked. I had thought about turning ourselves in lots of times, but apparently the whole idea was a jolt to Dallas.

"I got a good chance of bein' let off easy," Johnny said desperately, and I didn't know if it was Dally he was trying to convince or himself. "I ain't got no record with the fuzz and it was self-defense. Ponyboy and Cherry can testify to that. And I don't aim to stay in that church all my life."

That was quite a speech for Johnny. His big black eyes grew bigger than ever at the thought of going to the police station, for Johnny had a deathly fear of cops, but he went on: "We won't tell that you helped us, Dally, and we'll give you back the gun and what's left of the money and say we hitchhiked back so you won't get into trouble. Okay?"

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Dally was chewing the corner of his ID card, which gave his age as twenty-one so he could buy liquor. "You sure you want to go back? Us greasers get it worse than anyone else."

Johnny nodded. "I'm sure. It ain't fair for Ponyboy to have to stay up in that church with Darry and Soda worryin' about him all the time. I don't guess..." "--- he swallowed and tried not to look eager--- "I don't guess my parents are worried about me or anything?"

"The boys are worried," Dally said in a matter-of-fact voice. "Two-Bit was going to Texas to hunt for you."

"My parents," Johnny repeated doggedly, "did they ask about me?"

"No," snapped Dally, "they didn't. Blast it, Johnny, what do they matter? Shoot, my old man don't give a hang whether I'm in jail or dead in a car wreck or drunk in the gutter. That don't bother me none."

Johnny didn't say anything. But he stared at the dashboard with such hurt bewilderment that I could have bawled.

Dally cursed under his breath and nearly tore out the transmission of the T-bird as we roared out of the Dairy Queen. I felt sorry for Dally. He meant it when he said he didn't care about his parents. But he and the rest of the gang knew Johnny cared and did everything they could to make it up to him. I don't know what it was about Johnny--- maybe that lost puppy look and those big scared eyes were what made everyone his big brother. But they couldn't, no matter how hard they tried, take the place of his parents. I thought about it for a minute--- Darry and Sodapop were my bothers and I loved both of them, even if Darry did scare me; but not even Soda could take Mom and Dad's place. And they were my real brothers, not just sort of adopted ones. No wonder Johnny was hurt because his parents didn't want him. Dally could take it--- Dally was of the breed that could take anything, because he was hard and tough, and when he wasn't, he could

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turn hard and tough. Johnny was a good fighter and could play it cool, but he was sensitive and that isn't a good way to be when you're a greaser.

"Blast it, Johnny," Dally growled as we flew along the red road, "why didn't you think of turning yourself in five days ago? It would have saved a lot of trouble."

"I was scared," Johnny said with conviction. "I still am." He ran his finger down one of his short black sideburns. "I guess we ruined our hair for nothing, Ponyboy."

"I guess so." I was glad we were going back. I was sick of that church. I didn't care if I was bald.

Dally was scowling, and from long and painful experience I knew better than to talk to him when his eyes were blazing like that. I'd likely as not get clobbered over the head. That had happened before, just as it had happened to all the gang at one time or another. We rarely fought among ourselves--- Darry was the unofficial leader, since he kept his head best, Soda and Steve had been best friends since grade school and never fought, and Two-Bit was just too lazy to argue with anyone. Johnny kept his mouth shut too much to get into arguments, and nobody ever fought with Johnny. I kept my mouth shut; too. But Dally was a different matter. If something beefed him, he didn't keep quiet about it, and if you rubbed him the wrong way--- look out. Not even Darry wanted to tangle with him. He was dangerous.

Johnny just sat there and stared at his feet. He hated for any one of us to be mad at him. He looked awful sad. Dally glanced at him out of the corner of his eye. I looked out the window.

"Johnny," Dally said in a pleading, high voice, using a tone I had never heard from him before, "Johnny, I ain't mad at you. I just don't want you to get hurt. You don't know what a few months in jail can do to you. Oh, blast it, Johnny"--- he pushed his white-blond hair back out of his eyes--- "you get hardened in jail. I don't want that to happen to you. Like it happened to me..."

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I kept staring out the window at the rapidly passing scenery, but I felt my eyes getting round. Dally never talked like that. Never. Dally didn't give a Yankee dime about anyone but himself, and he was cold and hard and mean. He never talked about his past or being in jail that way--- if he talked about it at all, it was to brag. And I suddenly thought of Dally... in jail at the age of ten... Dally growing up in the streets...

"Would you rather have me living in hide-outs for the rest of my life, always on the run?" Johnny asked seriously.

If Dally had said yes, Johnny would have gone back to the church without hesitation. He figured Dally knew more than he did, and Dally's word was law. But he never heard Dally's answer, for we had reached the top of Jay Mountain and Dally suddenly slammed on the brakes and stared. "Oh, glory!" he whispered. The church was on fire!

"Let's go see what the deal is," I said, hopping out.

"What for?" Dally sounded irritated. "Get back in here before I beat your head in."

I knew Dally would have to park the car and catch me before he could carry out his threat, and Johnny was already out and following me, so I figured I was safe. We could hear him cussing us out, but he wasn't mad enough to come after us. There was a crowd at the front of the church, mostly little kids, and I wondered how they'd gotten there so quickly. I tapped the nearest grownup. "What's going on?"

"Well, we don't know for sure," the man said with a good-natured grin. "We were having a school picnic up here and the first thing we knew, the place is burning up. Thank goodness this is a wet season and the old thing is worthless anyway." Then, to the kids, he shouted, "Stand back, children. The firemen will be coming soon."

"I bet we started it," I said to Johnny. "We must have dropped a lighted cigarette or something."

About that time a lady came running up. "Jerry, some of the kids are missing."

"They're probably around here somewhere. You can't tell with all this excitement where they might be."

"No." She shook her head. "They've been missing for at least a half an hour. I thought they were climbing the hill..."

Then we all froze. Faintly, just faintly, you could hear someone yelling. And it sounded like it was coming from inside the church.

The woman went white. "I told them not to play in the church... I told them..." She looked like she was going to start screaming, so Jerry shook her.

"I'll get them, don't worry!" I started at a dead run for the church, and the man caught my arm. "I'll get them. You kids stay out!"

I jerked loose and ran on. All I could think was: We started it. We started it. We started it!

I wasn't about to go through that flaming door, so I slammed a big rock through a window and pulled myself in. It was a wonder I didn't cut myself to death, now that I think about it.

"Hey, Ponyboy."

I looked around, startled. I hadn't realized Johnny had been right behind me all the way. I took a deep breath, and started coughing. The smoke filled my eyes and they started watering. "Is that guy coming?"

Johnny shook his head. "The window stopped him."

"Too scared?"

"Naw..." Johnny gave me a grin. "Too fat"

I couldn't laugh because I was scared I'd drown in the smoke. The roar and crackling was getting louder, and Johnny shouted the next question.

"Where's the kids?"

"In the back, I guess," I hollered, and we started stumbling through the church. I should be scared, I thought with an odd detached feeling, but I'm not. The cinders and embers began falling on us, stinging and smarting like ants. Suddenly, in the red glow and the haze, I remembered wondering what it was like in a burning ember, and I thought: Now I know, it's a red hell. Why aren't I scared?

We pushed open the door to the back room and found four or five little kids, about eight years old or younger, huddled in a corner. One was screaming his head off, and Johnny yelled, "Shut up! We're goin' to get you out!" The kid looked surprised and quit hollering. I blinked myself--- Johnny wasn't behaving at all like his old self. He looked over his shoulder and saw that the door was blocked by flames, then pushed open the window and tossed out the nearest kid. I caught one quick look at his face; it was red marked from falling embers and sweat streaked, but he grinned at me. He wasn't scared either. That was the only time I can think of when I saw him without that defeated, suspicious look in his eyes. He looked like he was having the time of his life.

I picked up a kid, and he promptly bit me, but I leaned out, the window and dropped him as gently as I could, being in a hurry like that. A crowd was there by that time. Dally was standing there, and when he saw me he screamed, "For Pete's sake, get outa there! That roofs gonna cave in any minute. Forget those blasted kids!"

I didn't pay any attention, although pieces of the old roof were crashing down too close for comfort. I snatched up another kid, hoping he didn't bite, and dropped him without waiting to see if he landed okay or not. I was coughing so hard I could hardly stand up, and I wished I had time to take off Dally's jacket. It was hot. We dropped the last of the kids out as the front of the church started to crumble. Johnny shoved me toward the window. "Get out!"

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I leaped out the window and heard timber crashing and the flames roaring right behind me. I staggered, almost falling, coughing and sobbing for breath. Then I heard Johnny scream, and as I turned to go back for him, Dally swore at me and clubbed me across the back as hard as he could, and I went down into a peaceful darkness.

WHEN I CAME TO, I was being bounced around, and I ached and smarted, and wondered dimly where I was. I tried to think but there was a high-pitched screaming going on, and I couldn't tell whether it was inside my head or out. Then I realized it was a siren. The fuzz, I thought dully. The cops have come for us. I tried to swallow a groan and wished wildly for Soda. Someone with a cold wet rag was gently sponging off my face, and a voice said, "I think he's coming around."

I opened my eyes. It was dark. I'm moving, I thought. Are they taking me to jail?

"Where...?" I said hoarsely, not able to get anything else out of my mouth. My throat was sore. I blinked at the stranger sitting beside me. But he wasn't a stranger... I'd seen him before...

"Take it easy, kid. You're in an ambulance."

"Where's Johnny?" I cried, frightened at being in this car with strangers. "And Dallas?"

"They're in the other ambulance, right behind us. Just calm down. You're going to be okay. You just passed out"

"I didn't either," I said in the bored, tough voice we reserved for strangers and cops. "Dallas hit me. How come?"

"Because your back was in flames, that's why."

I was surprised. "It was? Golly, I didn't feel it. It don't hurt."

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"We put it out before you got burned. That jacket saved you from a bad burning, maybe saved your life. You just keeled over from smoke inhalation and a little shock--- of course, that slap on the back didn't help much."

I remembered who he was then--- Jerry somebody-or-other who was too heavy to get in the window. He must be a school teacher, I thought. "Are you taking us to the police station?" I was still a little mixed up as to what was coming off.

"The police station?" It was his turn to be surprised. "What would we want to take you to the police station for? We're taking all three of you to the hospital."

I let his first remark slide by. "Are Johnny and Dally all right?"

"Which one's which?"

"Johnny has black hair. Dally's the mean-looking one."

He studied his wedding ring. Maybe he's thinking about his wife, I thought. I wished he'd say something.

"We think the towheaded kid is going to be all right. He burned one arm pretty badly, though, trying to drag the other kid out the window. Johnny, well, I don't know about him. A piece of timber caught him across the back--- he might have a broken back, and he was burned pretty severely. He passed out before he got out the window. They're giving him plasma now." He must have seen the look on my face because he hurriedly changed the subject. "I swear, you three are the bravest kids I've seen in a long time. First you and the black haired kid climbing in that window, and then the tough-looking kid going back in to save him. Mrs. O'Briant and I think you were sent straight from heaven. Or are you just professional heroes or something?"

Sent from heaven? Had he gotten a good look at Dallas? "No, we're greasers," I said. I was too worried and scared to appreciate the fact that he was trying to be funny.

"You're what?"

"Greasers. You know, like hoods, JD's. Johnny is wanted for murder, and Dallas has a record with the fuzz a mile long."

"Are you kidding me?" Jerry stared at me as if he thought I was still in shock or something.

"I am not. Take me to town and you'll find out pretty quick."

"We're taking you to a hospital there anyway. The address card in your billfold said that was where you lived. Your name's really Ponyboy?"

"Yeah. Even on my birth certificate. And don't bug me about it. Are..."--- I felt weak--- "are the little kids okay?"

"Just fine. A little frightened maybe. There were some short explosions right after you all got out. Sounded just exactly like gunfire."

Gunfire. There went our gun. And Gone with the Wind. Were we sent from heaven? I started to laugh weakly. I guess that guy knew how close to hysterics I really was, for he talked to me in a low soothing voice all the way to the hospital.

I WAS SITTING in the waiting room, waiting to hear how Dally and Johnny were. I had been checked over, and except for a few burns and a big bruise across my back, I was all right. I had watched them bring Dally and Johnny in on stretchers. Dally's eyes were closed, but when I spoke he had tried to grin and had told me that if I ever did a stupid thing like that again he'd beat the tar out of me. He was still swearing at me when they took him on in. Johnny was unconscious. I had been afraid to look at him, but I was relieved to see that his face wasn't burned. He just looked very pale and still and sort of sick. I would have cried at the sight of him so still except I couldn't in front of people.

Jerry Wood had stayed with me all the time. He kept thanking me for getting the kids out. He didn't seem to mind our being hoods. I told him the whole story--- starting

when Dallas and Johnny and I had met at the corner of Pickett and Sutton. I left out the part about the gun and our hitching a ride in the freight car. He was real nice about it and said that being heroes would help get us out of trouble, especially since it was self-defense and all.

I was sitting there, smoking a cigarette, when Jerry came back in from making a phone call. He stared at me for a second. "You shouldn't be smoking."

I was startled. "How come?" I looked at my cigarette. It looked okay to me. I looked around for a "No Smoking" sign and couldn't find one. "How come?"

"Why, uh," Jerry stammered, "uh, you're too young."

"I am?" I had never thought about it. Everyone in our neighborhood, even the girls, smoked. Except for Darry, who was too proud of his athletic health to risk a cigarette, we had all started smoking at an early age. Johnny had been smoking since he was nine; Steve started at eleven. So no one thought it unusual when I started. I was the weed-fiend in my family— Soda smokes only to steady his nerves or when he wants to look tough.

Jerry simply sighed, then grinned. "There are some people here to see you. Claim to be your brothers or something."

I leaped up and ran for the door, but it was already open and Soda had me in a bear hug and was swinging me around. I was so glad to see him I could have bawled. Finally he set me down and looked at me. He pushed my hair back. "Oh, Ponyboy, your hair... your tuff, tuff hair..."

Then I saw Darry. He was leaning in the doorway, wearing his olive jeans and black T-shirt. He was still tall, broad-shouldered Darry; but his fists were jammed in his pockets and his eyes were pleading. I simply looked at him. He swallowed and said in a husky voice, "Ponyboy..."

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I let go of Soda and stood there for a minute. Darry didn't like me... he had driven me away that night... he had hit me... Darry hollered at me all the time... he didn't give a hang about me.... Suddenly I realized, horrified, that Darry was crying. He didn't make a sound, but tears were running down his cheeks. I hadn't seen him cry in years, not even when Mom and Dad had been killed. (I remembered the funeral. I had sobbed in spite of myself; Soda had broken down and bawled like a baby; but Darry had only stood there, his fists in his pockets and that look on his face, the same helpless, pleading look that he was wearing now.)

In that second what Soda and Darry and Two-Bit had been trying to tell me came through. Darry did care about me, maybe as much as he cared about Soda, and because he cared he was trying too hard to make something of me. When he yelled "Pony, where have you been all this time?" he meant "Pony, you've scared me to death. Please be careful, because I couldn't stand it if anything happened to you."

Darry looked down and turned away silently. Suddenly I broke out of my daze.

"Darry!" I screamed, and the next thing I knew I had him around the waist and was squeezing the daylight out of him.

"Darry," I said, "I'm sorry..."

He was stroking my hair and I could hear the sobs racking him as he fought to keep back the tears. "Oh, Pony, I thought we'd lost you... like we did Mom and Dad..."

That was his silent fear then— of losing another person he loved. I remembered how close he and Dad had been, and I wondered how I could ever have thought him hard and unfeeling. I listened to his heart pounding through his T-shirt and knew everything was going to be okay now. I had taken the long way around, but I was finally home. To stay.

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Chapter 7

NOW THERE WERE three of us sitting in the waiting room waiting to hear how Dally and Johnny were. Then the reporters and the police came. They asked too many questions too fast, and got me mixed up. If you want to know the truth, I wasn't feeling real good in the first place. Kind of sick, really. And I'm scared of policemen anyway. The reporters fired one question right after another at me and got me so confused I didn't know what was coming off. Darry finally told them I wasn't in any shape to be yelled at so much and they slowed down a little. Darry's kinda big.

Sodapop kept them in stitches. He'd grab one guy's press hat and another's camera and walk around interviewing the nurses and mimicking TV reporters. He tried to lift a policeman's gun and grinned so crazily when he was caught that the policeman had to grin too. Soda can make anyone grin. I managed to get hold of some hair grease and comb my hair back so that it looked a little better before they got any pictures. I'd die if I got my picture in the paper with my hair looking so lousy. Darry and Sodapop were in the pictures too; Jerry Wood told me that if Sodapop and Darry hadn't been so good-looking, they wouldn't have taken so many. That was public appeal, he said.

Soda was really getting a kick out of all this. I guess he would have enjoyed it more if it hadn't been so serious, but he couldn't resist anything that caused that much excitement. I swear, sometimes he reminds me of a colt. A long-legged palomino colt that has to get his nose into everything. The reporters stared at him admiringly; I told you he looks like a movie star, and he kind of radiates.

Finally, even Sodapop got tired of the reporter--- he gets bored with the same old thing after a time--- and stretching out on the long bench, he put his head in Darry's lap and went to sleep. I guess both of them were tired--- it was late at night and I knew they hadn't had much sleep during the week. Even while I was answering questions I remembered that it had been only a few hours since I was sleeping off a smoke in the corner of the church. Already it was an unreal dream and yet, at the time I couldn't have imagined any other world. Finally, the reporters started to leave, along with the police.

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One of them turned and asked, "What would you do right now if you could do anything you wanted?"

I looked at him tiredly. "Take a bath."

They thought that was pretty funny, but I meant it. I felt lousy. The hospital got real quiet after they left. The only noise was the nurse's soft footsteps and Soda's light breathing. Darry looked down at him and grinned half-heartedly. "He didn't get much sleep this week," he said softly. "He hardly slept at all."

"Hhhmmmm," Soda said drowsily, "you didn't either."

The nurses wouldn't tell us anything about Johnny and Dally, so Darry got hold of the doctor. The doctor told us that he would talk only to the family, but Darry finally got it through the guy's head that we were about as much family as Dally and Johnny had.

Dally would be okay after two or three days in the hospital, he said. One arm was badly burned and would be scarred for the rest of his life, but he would have full use of it in a couple of weeks. Dally'll be okay, I thought. Dallas is always okay. He could take anything. It was Johnny I was worried about.

He was in critical condition. His back had been broken when that piece of timber fell on him. He was in severe shock and suffering from third-degree burns. They were doing everything they could to ease the pain, although since his back was broken he couldn't even feel the burns below his waist. He kept calling for Dallas and Ponyboy. If he lived... If? Please, no, I thought. Please not "if." The blood was draining from my face and Darry put an arm across my shoulder and squeezed hard.... Even if he lived he'd be crippled for the rest of his life. "You wanted it straight and you got it straight," the doctor said. "Now go home and get some rest."

I was trembling. A pain was growing in my throat and I wanted to cry, but greasers don't cry in front of strangers. Some of us never cry at all. Like Dally and Two-Bit and Tim Shepard--- they forgot how at an early age. Johnny crippled for life? I'm

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dreaming. I thought in panic, I'm dreaming. I'll wake up at home or in the church and everything'll be like it used to be. But I didn't believe myself. Even if Johnny did live he'd be crippled and never play football or help us out in a rumble again. He'd have to stay in that house he hated, where he wasn't wanted, and things could never be like they used to be. I didn't trust myself to speak. If I said one word, the hard knot in my throat would swell and I'd be crying in spite of myself.

I took a deep breath and kept my mouth shut. Soda was awake by then, and although he looked stony-faced, as if he hadn't heard a word the doctor had said, his eyes were bleak and stunned. Serious reality has a hard time coming through to Soda, but when it does, it hits him hard. He looked like I felt when I had seen that black-haired Soc lying doubled up and still in the moonlight.

Darry was rubbing the back of my head softly. "We'd better go home. We can't do anything here."

In our Ford I was suddenly overcome by sleepiness. I leaned back and closed my eyes and we were home before I knew it. Soda was shaking me gently. "Hey, Ponyboy, wake up. You still got to get to the house."

"HMMMMM," I said sleepily, and lay down in the seat. I couldn't have gotten up to save my life. I could hear Soda and Darry, but as if from a great distance.

"Oh, come on, Ponyboy," Soda pleaded, shaking me a little harder, "we're sleepy, too."

I guess Darry was tired of fooling around, because he picked me up and carried me in.

"He's getting mighty big to be carried," Soda said. I wanted to tell him to shut up and let me sleep but I only yawned.

"He's sure lost a lot of weight," Darry said.

I thought sleepily that I should at least pull off my shoes but I didn't. I went to sleep the minute Darry tossed me on the bed. I'd forgotten how soft a bed really was.

I WAS THE FIRST ONE up the next morning. Soda must have pulled my shoes and shirt off for me; I was still wearing my jeans. He must have been too sleepy to undress himself, though; he lay stretched out beside me fully clothed. I wiggled out from under his arm and pulled the blanket up over him, then went to take a shower. Asleep, he looked a lot younger than going-on-seventeen, but I had noticed that Johnny looked younger when he was asleep, too, so I figured everyone did. Maybe people are younger when they are asleep.

After my shower, I put on some clean clothes and spent five minutes or so hunting for a hint of beard on my face and mourning over my hair. That bum haircut made my ears stick out.

Darry was still asleep when I went into the kitchen to fix breakfast. The first one up has to fix breakfast and the other two do the dishes. That's the rule around our house, and usually it's Darry who fixes breakfast and me and Soda who are left with the dishes. I hunted through the icebox and found some eggs. We all like our eggs done differently. I like them hard, Darry likes them in a bacon-and-tomato sandwich, and Sodapop eats his with grape jelly. All three of us like chocolate cake for breakfast. Mom had never allowed it with ham and eggs, but Darry let Soda and me talk him into it. We really didn't have to twist his arm; Darry loves chocolate cake as much as we do. Sodapop always makes sure there's some in the icebox every night and if there isn't he cooks one up real quick. I like Darry's cakes better; Sodapop always puts too much sugar in the icing. I don't see how he stands jelly and eggs and chocolate cake all at once, but he seems to like it. Darry drinks black coffee, and Sodapop and I drink chocolate milk. We could have coffee if we wanted it, but we like chocolate milk. All three of us are crazy about chocolate stuff. Soda says if they ever make a chocolate cigarette I'll have it made.

"Anybody home?" a familiar voice called through the front screen, and Two-Bit and Steve came in. We always just stick our heads into each other's houses and holler "Hey" and walk in. Our front door is always unlocked in case one of the boys is hacked off at his parents and needs a place to lay over and cool off. We never could tell who we'd find stretched out on the sofa in the morning. It was usually Steve, whose father told him about once a week to get out and never come back. It kind of bugs Steve, even if his old man does give him five or six bucks the next day to make up for it. Or it might be Dally, who lived anywhere he could. Once we even found Tim Shepard, leader of the Shepard gang and far from his own turf, reading the morning paper in the armchair. He merely looked up, said "Hi," and strolled out without staying for breakfast. Two-Bit's mother warned us about burglars, but Darry, flexing his muscles so that they bulged like oversized baseballs, drawled that he wasn't afraid of any burglars, and that we didn't really have anything worth taking. He'd risk a robbery, he said, if it meant keeping one of the boys from blowing up and robbing a gas station or something. So the door was never locked.

"In here!" I yelled, forgetting that Darry and Sodapop were still asleep. "Don't slam the door."

They slammed the door, of course, and Two-Bit came running into the kitchen. He caught me by the upper arms and swung me around, ignoring the fact that I had two uncooked eggs in my hand.

"Hey, Ponyboy," he cried gleefully, "long time no see."

You would have thought it had been five years instead of five days since I'd seen him last, but I didn't mind. I like of Two-Bit; he's a good buddy to have. He spun me into Steve, who gave me a playful slap on my bruised back and shoved me across the room. One of the eggs went flying. It landed on the clock and I tightened my grip on the other one, so that it crushed and ran all over my hand.

"Now look what you did," I griped. "There went our breakfast. Can't you two wait till I set the eggs down before you go shovin' me all over the country?" I really was a

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little mad, because I had just realized how long it had been since I'd eaten anything. The last thing I'd eaten was a hot fudge sundae at the Dairy Queen in Windrixville, and I was hungry.

Two-Bit was walking in a slow circle around me, and I sighed because I knew what was coming.

"Man, dig baldy here!" He was staring at my head as he circled me. "I wouldn't have believed it. I thought all the wild Indians in Oklahoma had been tamed. What little squaw's got that tuff-lookin' mop of yours, Ponyboy?"

"Aw, lay off," I said. I wasn't feeling too good in the first place, kind of like I was coming down with something. Two-Bit winked at Steve, and Steve said, "Why, he had to get a haircut to get his picture in the paper. They'd never believe a greasy lookin' mug could be a hero. How do you like bein' a hero, big shot?"

"How do I like what?"

"Bein' a hero. You know"—he shoved the morning paper at me impatiently—"like a big shot, even."

I stared at the newspaper. On the front page of the second section was the headline: JUVENILE DELINQUENTS TURN HEROES.

"What I like is the 'turn' bit," Two-Bit said, cleaning the egg up off the floor. "Y'all were heroes from the beginning. You just didn't 'turn' all of a sudden."

I hardly heard him. I was reading the paper. That whole page was covered with stories about us—the fight, the murder, the church burning, the Socs being drunk, everything. My picture was there, with Darry and Sodapop. The article told how Johnny and I had risked our lives saving those little kids, and there was a comment from one of the parents, who said that they would all have burned to death if it hadn't been for us. It told the whole story of our fight with the Socs—only they didn't say "Socs," because most grownups don't know about the battles that go on between us. They had interviewed

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Cherry Valance, and she said Bob had been drunk and that the boys had been looking for a fight when they took her home. Bob had told her he'd fix us for picking up his girl. His buddy Randy Adderson, who had helped lump us, also said it was their fault and that we'd only fought back in self-defense. But they were charging Johnny with manslaughter. Then I discovered that I was supposed to appear at juvenile court for running away, and Johnny was too, if he recovered. (Not if, I thought again. Why do they keep saying if?) For once, there weren't any charges against Dally, and I knew he'd be mad because the paper made him out a hero for saving Johnny and didn't say much about his police record, which he was kind of proud of. He'd kill those reporters if he got hold of them. There was another column about just Darry and Soda and me: how Darry worked on two jobs at once and made good at both of them, and about his outstanding record at school; it mentioned Sodapop dropping out of school so we could stay together, and that I made the honor roll at school all the time and might be a future track star. (Oh, yeah, I forgot--- I'm on the A-squad track team, the youngest one. I'm a good runner.) Then it said we shouldn't be separated after we had worked so hard to stay together.

The meaning of that last line finally hit me. "You mean..."--- I swallowed hard--- "that they're thinking about putting me and Soda in a boys' home or something?"

Steve was carefully combing back his hair in complicated swirls. "Somethin' like that"

I sat down in a daze. We couldn't get hauled off now. Not after me and Darry had finally got through to each other, and now that the big rumble was coming up and we would settle this Soc-greaser thing once and for all. Not now, when Johnny needed us and Dally was still in the hospital and wouldn't be out for the rumble.

"No," I said out loud, and Two-Bit, who was scraping the egg off the clock, turned to stare at me.

"No what?"

"No, they ain't goin' to put us in a boys' home."

"Don't worry about it," Steve said, cocksure that he and Sodapop could handle anything that came up. "They don't do things like that to heroes. Where're Soda and Superman?"

That was as far as he got, because Darry, shaved and dressed, came in behind Steve and lifted him up off the floor, then dropped him. We all call Darry "Superman" or "Muscles" at one time or another; but one time Steve made the mistake of referring to him as "all brawn and no brain," and Darry almost shattered Steve's jaw. Steve didn't call him that again, but Darry never forgave him; Darry has never really gotten over not going to college. That was the only time I've ever seen Soda mad at Steve, although Soda attaches no importance to education. School bored him. No action.

Soda came running in. "Where's that blue shirt I washed yesterday?" He took a swig of chocolate milk out of the container.

"Hate to tell you, buddy," Steve said, still flat on the floor, "but you have to wear clothes to work. There's a law or something."

"Oh, yeah," Soda said. "Where're those wheat jeans, too?"

"I ironed. They're in my closet," Darry said. "Hurry up, you're gonna be late."

Soda ran back, muttering, "I'm hurryin', I'm hurryin'."

Steve followed him and in a second there was the general racket of a pillow fight. I absently watched Darry as he searched the icebox for chocolate cake.

"Darry," I said suddenly, "did you know about the juvenile court?"

Without fuming to look at me he said evenly, "Yeah, the cops told me last night."

I knew then that he realized we might get separated. I didn't want to worry him any more, but I said, "I had one of those dreams last night. The one I can't ever remember."

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Darry spun around to face me, genuine fear on his face. "What?"

Stop

I HAD A NIGHTMARE the night of Mom and Dad's funeral. I'd had nightmares and wild dreams every once in a while when I was little, but nothing like this one. I woke up screaming bloody murder. And I never could remember what it was that had scared me. It scared Sodapop and Darry almost as bad as it scared me; for night after night, for weeks on end, I would dream this dream and wake up in a cold sweat or screaming. And I never could remember exactly what happened in it. Soda began sleeping with me, and it stopped recurring so often, but it happened often enough for Darry to take me to a doctor. The doctor said I had too much imagination. He had a simple cure, too: Study harder, read more, draw more, and play football more. After a hard game of football and four or five hours of reading, I was too exhausted, mentally and physically, to dream anything. But Darry never got over it, and every once in a while he would ask me if I ever dreamed any more.

"Was it very bad?" Two-Bit questioned. He knew the whole story, and having never dreamed about anything but blondes, he was interested.

"No," I lied. I had awakened in a cold sweat and shivering, but Soda was dead to the world. I had just wiggled closer to him and stayed awake for a couple of hours, trembling under his arm. That dream always scared the heck out of me.

Darry started to say something, but before he could begin, Sodapop and Steve came in.

"You know what?" Sodapop said to no one in particular. "When we stomp the Societies good, me and Stevie here are gonna throw a big party and everybody can get stoned. Then we'll go chase the Socs clear to Mexico."

"Where you gonna get the dough, little man?" Darry had found the cake and was handing out pieces.

"I'll think of somethin'," Sodapop assured him between bites.

Sawtooth Middle School Remote Learning Cover Sheet

Subject: Life Science and GT Science
Grade Level: 7
Teacher Names: Crane & Hardin
Date Range: April 27 – May 1

Day	Learning Intention	Description/Directions
<u>Monday 4/27</u> <u>Scavenger Hunt:</u> Asking Questions	Students will ask questions that arise from careful observation of phenomena, models, or unexpected results, to clarify and/or seek additional information. How do you interact with components of your environment?	Ecosystem Interactions Scavenger Hunt: Find examples of living organisms interacting with living and nonliving components of their environments. Complete Chart with 'I notice' and 'I wonder' statements.
<u>Tuesday 4/28</u> <u>Lab: Color celery stalks or white carnations</u> Developing and Using Models	Students will use and construct models as a tool for representing ideas and explanations. Record what do you notice? And what do you wonder? How could you create multi-colored flowers or multi-colored celery stalks and leaves?	Choose one of the objects that you found in the Day 1 Scavenger Hunt and draw a scientific diagram in your science journal. Use the provided ABCDE's of Science Diagramming. <u>Lab: Color White Carnations or Celery Stalks</u> *Need a few celery stalks or white flowers with stems
<u>Wednesday 4/29</u> Interpreting Graphs	Students will analyze and interpret data displayed in 4 graphs by making sense of the data produced during investigations and add a creative title to each graph.	Use the 4 graphs provided to answer the given questions. Also, add an appropriate title to each graph. Enrichment (optional) - Choose something from the scavenger hunt, collect data, and create a graph about it. Title your graph.
<u>Thursday 4/30</u> Obtaining, Evaluating, and Communicating Information Constructing Explanations	Scientists need to obtain, evaluate, and communicate information to others. This allows a scientific community to deepen their understanding of the natural world. Construct an explanation about why oceans are salty.	Read the article "Big Questions: What makes oceans so salty?" linked below on Newsela Complete "The Explanation Game" notes page during and after reading the article. https://newsela.com/read/elem-big-q-salt-in-oceans/id/44202/?flash_query_param_1=341?
<u>Friday 5/1</u> <u>Lab: Camouflage Butterflies</u> Developing & Using Models, Analyzing & Interpreting Data, and Constructing Explanations	Students explore how natural selection and adaptations equip organisms for survival in their environment. Think about and explain other survival adaptations of butterflies: physical, structural, behavioral or reproductive.	Print the Butterfly Camouflage template. Camo as many butterflies as you want and tape on surfaces in your bedroom or other rooms (ask your parent/guardian). Then, have a butterfly hunt with your family members. They record the butterflies they find. The ones not found, explain the types of camouflage and why certain traits emerge in populations and why they survive.

Week 3 Scientific Practices and Labs

Monday, April 27th (Day 1) Learning Intention: Ask questions that arise from careful observation of phenomena, models, or unexpected results, to clarify and/or seek additional information.

Brief Explanation: Find examples of living organisms interacting with living and nonliving components of their environments.

Resources needed: Day 1 Ecosystems Interactions Scavenger Hunt page from the packet and a pencil. Backyard, park, or other outdoor space near your house.

Tuesday, April 28th (Day 2) Learning Intention: Use and construct models as a tool for representing ideas and explanations. Lab: How could you create multi-colored flowers or multi-colored celery stalks and leaves?

Brief Explanation: First, choose one of the objects that you found in the day 1 scavenger hunt and draw a scientific diagram on a separate sheet of paper. Remember the ABCDE's of Science Diagramming! Resources needed: Science journal/notebook, pencil and coloring pencils/crayons. Instructions are on Day 2- Developing and Making Models page of the packet.

Second, gather the lab materials below and explore how you could create multi-colored flowers or multi-colored celery stalks and leaves? Lab materials: White carnations or Celery Stalks with Leaves, two to four colors of food dye, sturdy clear plastic or glass cups, water, scissors.

Wednesday, April 29th (Day 3) Learning Intention: Complete Interpreting Graphs Worksheet by using 5 different tables, the graphs and other visualization techniques to analyze data and how to best represent that data.

Brief Explanation: Analyzing and Interpreting data includes making sense of the data produced during investigations.

Resources needed: Day 3 Graph worksheet or your Science journal. Answer key at the end of the science section so parents can check your work.

Thursday, April 30th (Day 4) Learning Intention: Scientists need to obtain, evaluate and communicate information to others. This allows a scientific community to deepen their understanding of the natural world.

Brief Explanation: Read the article "Big Questions: What makes oceans so salty?" linked below. Use the annotation guide to take notes from each section. https://newsela.com/read/elem-big-a-salt-in-oceans/id/44202/?flash_query_param_1=341?

Complete "The Explanation Game" notes page during and after reading the article.

Resources needed: Article "Big Questions: What makes oceans so salty?"

Friday, May 1st (Day 5) Learning Intention: Students explore how natural selection and adaptations equip organisms for survival in their environment. Think about other survival adaptations of butterflies: physical, structural, behavioral or reproductive.

Brief Explanation: Print off the Butterfly Camouflage Template and color as many as you want to camo on the surfaces in your bedroom or other rooms. Then, have a butterfly hunt with family members. After the hunt, discuss the type of camouflage employed by the most successful butterflies in the room environment that were not found and think about what other kinds of adaptations of butterflies (physical, structural, behavioral or reproductive) allow their survival.

Resources needed: Print the butterfly template, coloring markers, pencils or crayons, scissors, tape

Monday Day 1 - Asking Questions

Learning Intention: Ask questions that arise from careful observation of phenomena, models, or unexpected results, to clarify and/or seek additional information.

Instructions: Follow the scavenger hunt to find examples of living organisms interacting with living and nonliving components of their environments. Record an 'I notice' and 'I wonder' statement for each scavenger hunt item.

Ecosystem Interactions Scavenger Hunt

I found...	I notice...	I wonder...
1. A bird or mammal interacting with a plant		
2. An animal interacting with dirt or rocks		
3. An insect interacting with a plant		
4. An animal eating food		
5. A bird interacting with a nonliving component of its ecosystem		
6. An insect interacting with a nonliving component of its ecosystem		
7. A plant that needs shade to live		
8. A plant interacting with a nonliving component of its ecosystem		
9. A fungus that returns nutrients to the soil		
10. An animal using a living or nonliving component of its ecosystem for shelter		

Question: How do you interact with the living and non-living components of your environment? Give 4 examples.

Tuesday Day 2 - Developing and Using Models

Learning Intention: Use and construct models as a tool for representing ideas and explanations.

Instructions: Choose one of the objects that you found in the scavenger hunt day 1 and draw a scientific diagram on a separate sheet of paper. Use the ABCDE's of Science Diagramming below!

A-ACCURATE *draw a rough draft outline of the object first, then go to the mid-line and start adding details from the middle out.

B-BIG *take up the space given!

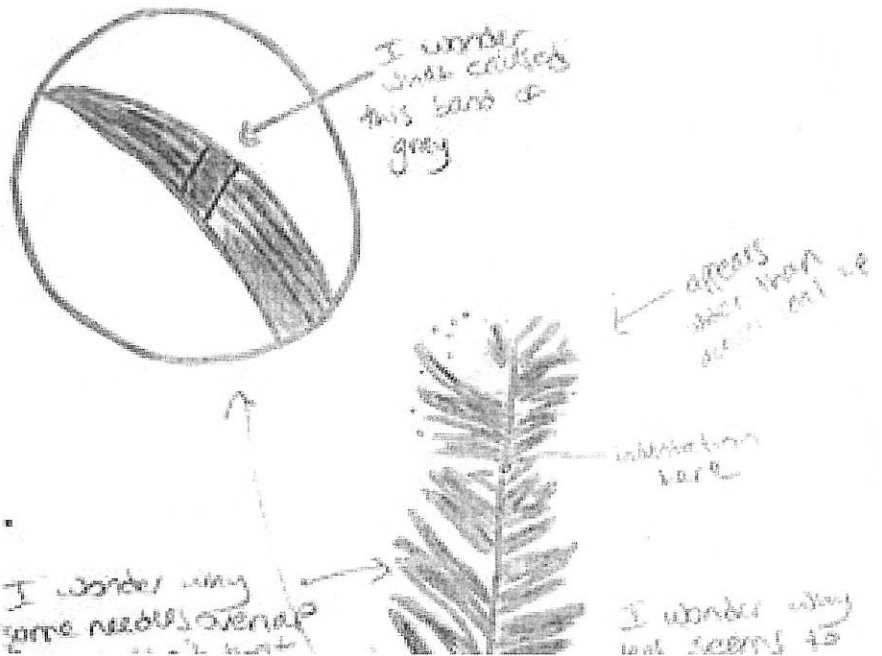
C-COLORFUL

D-DETAILED *Find a point of interest on your object and draw a zoom bubble.

E-EXPLAIN * This is the most important part of a science diagram! Label with Quantitative and Qualitative data. What do you notice? What do you wonder?

****Enrichment opportunity-**

Can you make a different type of model for the same object you just diagrammed? Examples of other types of models include physical replicas, mathematical representations, analogies, or a computer simulation.



Day 2 Lab: Color White Carnations or Celery Stalks

Ques. How could you create multi-colored flowers or multi-colored celery stalks and leaves?

Hypothesis: Write your if, then, because statement in your journal.

If a white flower stem or celery stalk stays in water with dye overnight,

Then _____

Because _____

Materials

White carnations or Celery Stalks with Leaves, two to four colors of food dye, sturdy clear plastic or glass cups, water, scissors

Method

1. Use the scissors to make a small cut to the end of the stem of the carnation in half lengthways or the opposite end of the celery stalk from the celery leaves.
2. Take two to four cups and fill them with water. Add a different colored food dye to each cup.
3. Put the split stems of the carnation or celery into the cups and leave overnight.
4. The next morning you should find that your flower has changed color.
5. What do you notice about the petals?

Next morning conclusion: Was your hypothesis correct? Why or why not?

Wednesday Day 3-Interpreting Graphs

Learning Intention: Analyzing and Interpreting data by making sense of the data produced during investigations.

Instructions: Use the graphs provided to answer each question. Also, add an appropriate title to each graph.

****Enrichment opportunity-** Choose something from the scavenger hunt, collect data, and create a graph about it.

Pie Graph Title: _____

1. Mr. M's class grades were graphed as a pie graph. Based on this graph:

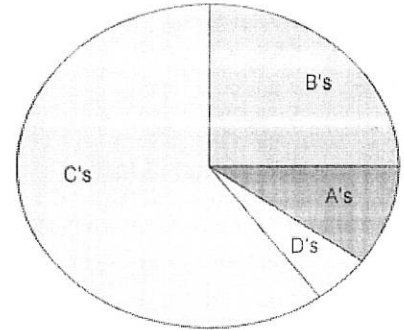
a) The largest percentage of students received what grade? _____

b) The smallest percentage of students received what grade? _____

c) Estimate what percentage of the class received a B. _____

d) Based on the graph, do you think Mr. M's class is hard?

Why or why not? _____



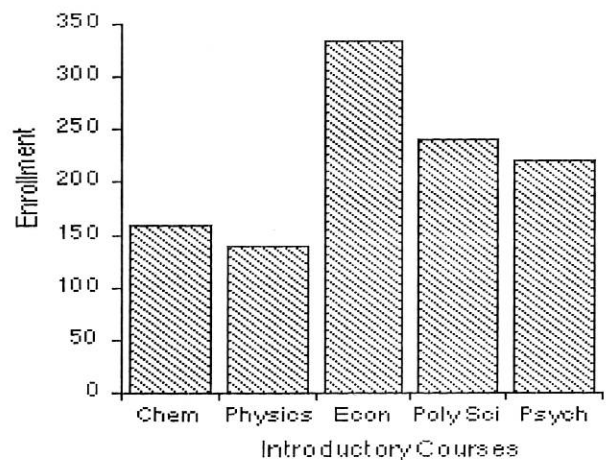
Bar Graph Title: _____

2. The bar graph compares the number of students enrolled in classes.

a) What class has the highest enrollment?

b) How many students are enrolled in Chemistry (chem.) _____

c) How many are enrolled in Psychology (Psych)? _____



3. This line graph compares the growth of plants that were

kept in the sun for different amounts of time.

a) On Day 7, the plants kept in the sun for 3 hours were how tall? _____

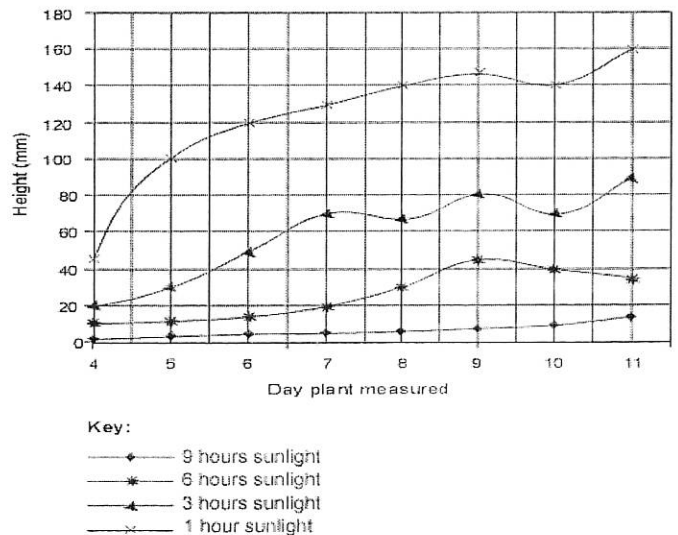
b) On Day 7, the plants kept in the sun for 6 hours were how tall? _____

c) On Day 10, the plants kept in the sun for 9 hours were how tall? _____

d) On Day 10, the plants kept in the sun for 6 hours were how tall? _____

e) Based on the graph, the plant grows best in what amount of sunlight? _____

Line Graph Title: _____



Line Graph Title: _____

4. The line graph shows the number of worms collected and their lengths.

a) What length of worm is most common? _____

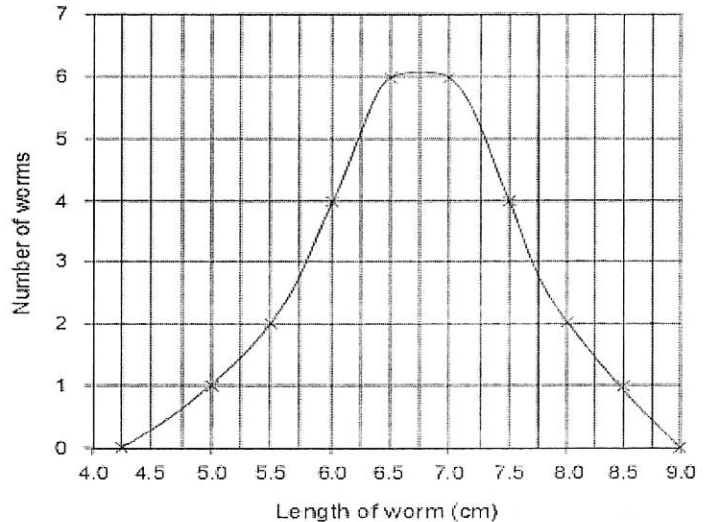
b) What was the longest worm found? _____

c) How many worms were 6 cm long? _____

d) How many worms were 7.25 cm long? _____

e) The peak of the curve represents the

[longest worms / average worms]



Thursday Day 4 – Obtaining, Evaluating and Communicating Information

Learning Intention: Scientists need to obtain, evaluate and communicate information to others. This allows a scientific community to deepen their understanding of the natural world.

Read the article “Big Questions: What makes oceans so salty?” linked below. Use the annotation guide in the chart below to take notes from each section. https://newsela.com/read/elem-big-q-salt-in-oceans/id/44202/?flash_query_param_1=341?

Complete “The Explanation Game” notes page during and after reading the article.

Resources needed: Article “Big Questions: What makes oceans so salty?”

Instructions:

1. If possible, use the annotation guide provided to record your thinking and understanding or take notes from each section
2. Highlight or list any adaptations that you identify

Symbol	Guide
circle	Words and vocabulary. This can be words you don't know or words you think will be important.
Underline/highlight	Ideas that you think are the main idea of this text and major details that support the main idea.
?	Place a question mark next to text that raises questions or something that is unclear or you don't understand.
!	Place an exclamation point next to ideas that surprise you.
WRITE	Write important thoughts or connections in the margins or on the side. You can also write questions that you have.

Friday Day 5: Camouflage Butterflies Lab

Print butterflies from p. 2 of the lab or draw your own. Color and cut out as many butterflies as you want to camo on the surfaces in your bedroom or other rooms. Be sure to ask your parent/guardian about where in your house you can tape your camouflaged butterflies. Then, have a butterfly hunt with family members.

After the hunt, discuss the type of camouflage employed by the most successful butterflies in the room environment (that were not found) and think about what other kinds of adaptations of butterflies (physical, structural, behavioral or reproductive) that allow their survival. Write below kinds of butterfly adaptations:

Big Questions: What makes oceans so salty?

By Rachel Feltman, Washington Post, adapted by Newsela staff on 06.25.18

Word Count **543**

Level **MAX**



Have fun in the surf, like these kids in Ocean City, Maryland, but make sure to drink water — from a faucet or bottle: The stuff you're swimming in is so salty, gulping large amounts actually will make you dehydrated. Photo by Washington Post/Michael S. Williamson

Summertime finds many of us at the beach, frolicking in the waves. So when you think of summer, you probably think of the sounds and smells of a day spent by the ocean. Such sensory memories would be incomplete without the saltiness of the water: the flavor of the brine as some seeps into your mouth, the sting of the water as it hits any cuts and scrapes on your skin, the smell and crunch as it dries in your hair. But what gives the seashore its signature saltiness?

Salts come out of rocks, often thanks to the rain. Rain is slightly more acidic than pure water. That's because carbon dioxide from the air combines with water to form carbonic acid. In most cases, rain is not acidic enough to harm plants or animals — although certain pollutants from factories and cars can make what's called acid rain, which can cause all sorts of problems. But rain does cause rocks to erode, or slowly break down over time. Minerals, including various salts, break free from rocks. They seep into the ground or water around them.

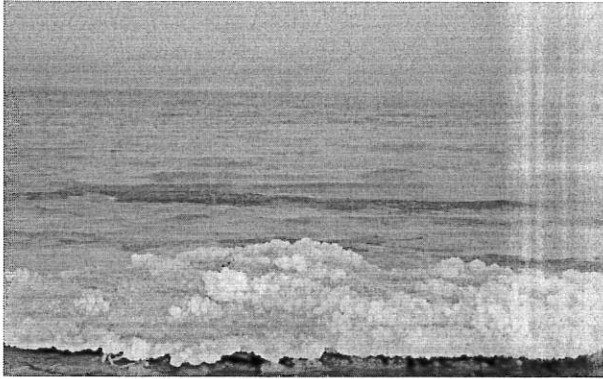
Rivers don't get very salty, because minerals come out of rocks in small quantities. But rivers are constantly feeding water into the ocean. That river water doesn't really leave once it arrives — unless it evaporates under the sun. And evaporation doesn't get rid of the salt. Salt leaves the

ocean only when living things use it or carry it out on their bodies.

When the planet was new, our oceans probably weren't that salty. Their saltiness — called salinity — built up over time. The National Oceanic and Atmospheric Administration estimates that if you took all the salt out of the ocean and spread it out on land, it would form a layer 500 feet thick over the entire surface.



The ocean isn't the only place that



accumulates salty water. The Dead Sea, which is bordered by Jordan, Israel and the Palestinian territories, is considered one of the saltiest bodies of water on the planet. And it is actually a lake! Most lakes have water flowing out, not just in, which keeps salt from accumulating. But after water enters the Dead Sea from the Jordan River, it has no way to exit. And the lake's location — in a very dry place, and sitting very far below sea level — means it evaporates quickly. The salinity is so high near the bottom of the Dead Sea that salt clumps together to form big crystals.

Although seawater is fun to play in, try your best not to swallow more than an accidental mouthful. Your body needs salt to survive, but you must urinate any extra amount before it poisons you. A glass of ocean doesn't actually contain enough water to make up for the added salt. It won't take too much ocean gulping before your body runs out of water. So make sure you stay hydrated while you enjoy the sea this summer!

Butterfly Camouflage

Introduction

Introduce natural selection using this exciting, hands-on activity about camouflage. Students will explore how natural selection equips organisms for survival in their environment and why certain traits emerge in populations.

Concepts

- Camouflage
- Adaptation
- Natural selection

Background

Natural selection is a process in which individuals with inherited characteristics that are well-suited to their environment are capable of leaving more offspring on average than other individuals without such characteristics. Charles Darwin (1809–1882) developed this theory based on two major observations. He first recognized that more offspring are produced than can survive or that the environment can support. The other observation was that members of the same species have slight variations that are inherited and passed from generation to generation. When individuals that function best in their environment leave more offspring, a higher proportion of individuals with the advantageous characteristics will emerge over time. These inherited characteristics are called *adaptations*. Adaptations improve an organism's ability to survive and reproduce in a particular environment.

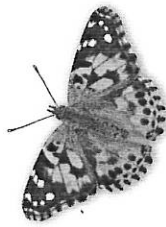
An example of an adaptation that is easily understood is *camouflage*. Camouflage, or *cryptic coloration*, is basically background matching—making a visible organism indistinguishable from the surrounding habitat. However, this tactical deception only works in the natural environment of the organism. Various types of cryptic coloration exist among Earth's inhabitants. Examples include concealing coloration, disruptive coloration or self-decoration. *Concealing coloration* is the most common, where the organism resembles its surroundings in coloration, form or movement. An example would be the earth-tone colors of a white-tailed deer or the swaying walking pattern of a walking leaf insect. *Disruptive coloration* allows the organism to disguise its identity or location so that predators misidentify what they are seeing. For example, a zebra has a black and white stripe pattern. This pattern makes it extremely difficult for a predator to stalk one zebra, as the patterns of the herd blend together. Another example is the eye spot on some butterfly wings. The eye spot can be misinterpreted as an eye of a larger animal like an owl or can misdirect the predator to attack a less vulnerable body part, providing the prey with an opportunity to escape. *Self-decoration* is the act of hiding and concealing body features. Organisms, like the dresser crab, decorate themselves to match the background. The dresser crab obtains pieces of coral or sponge and affixes them onto hooked hairs that cover its body. This allows the dresser crab to blend into the seafloor and be overlooked by a predator.

Materials

- Butterfly template
- Colored paper or construction paper
- Colored pencils, crayons or markers

Safety Precautions

This classroom activity is considered nonhazardous. Follow all classroom safety guidelines. Students need to exercise caution walking with and using scissors.



Procedure

Activity A.

1. Prepare a minimum of 100 butterflies for students to "hunt" by using a die cutting machine or tracing and cutting out the provided template. Use many different colors of construction paper or wrapping paper to ensure some butterflies will be camouflaged while others will not.
2. Using tape, affix the butterflies around your classroom. Do not hide them, but rather place them out in the open.
3. Have students meet you in another room, like the science laboratory, for the explanation of the activity. Alternately, students could be kept in the hallway for the explanation if another room is not available.
4. Explain to students that they are predators going "hunting." When they are allowed in the environment, they will have an allotted amount of time to "feast"—or pull down butterflies. Allow enough time for students to gather several butterflies, about 20–30 seconds. Emphasize safety—students are not allowed to run, climb objects to reach butterflies, push each other or steal each other's butterflies.
5. Once time is called, have students tally their results (color of butterfly and number caught) in a chart.
6. Have students take a minute or two to look for remaining butterflies and give an explanation for why they were not found.
7. Discuss with students how the activity demonstrates natural selection through camouflage.
8. Have students return the butterflies back into the environment for the next class period. Express that some butterflies should be obvious while others should blend in and that butterflies are not to be hidden.

Activity B.

1. Photocopy three butterflies from the template for each student.
2. Students are now in control of natural selection. Students should color the butterflies with markers, colored pencils or crayons so they are camouflaged in the "habitat" of their choice. Students can be as creative as they want. Reinforce the idea that there are multiple habitats within an environment. For example, the environment is the classroom while a habitat is a poster.
3. After designing the butterflies, students need to label the back of the butterflies with their name and class period and then cut them out.
4. For the "hunt," have the prior class period affix their butterflies in the habitat using tape. The following class will then hunt for the butterflies that were not created during their class period. Allow as many hunting rounds as desired. Two or three hunting rounds should be enough for students to remove most butterflies.
5. Remove the surviving butterflies each class period to showcase the "fittest" butterflies from each period.
6. Discuss with students the types of camouflage utilized and trends of natural selection.

NGSS Alignment

This laboratory activity relates to the following Next Generation Science Standards (2013):

Disciplinary Core Ideas: Middle School

- MS-LS1 From Molecules to Organisms: Structures and Processes
 - LS1.A: Structure and Function
 - MS-LS2 Ecosystems: Interactions, Energy, and Dynamics
 - LS2.A: Interdependent Relationships in Ecosystems
- Disciplinary Core Ideas: High School**
- HS-LS1 From Molecules to Organisms: Structures and Processes
 - LS1.A: Structure and Function
 - HS-LS2 Ecosystems: Interactions, Energy, and Dynamics
 - LS2.A: Interdependent Relationships in Ecosystems

Science and Engineering Practices

- Developing and using models
- Analyzing and interpreting data
- Constructing explanations and designing solutions

Crosscutting Concepts

- Cause and effect
- Structure and function

Tips

- A greater amount of butterflies created for *Activity A* allows for extra hunting rounds or a longer hunting time ensuring obvious butterflies are consumed while camouflaged butterflies are not or less likely to be.
- In *Activity A* or *B*, several rounds may be performed to ensure that well-camouflaged butterflies tend to survive while more noticeable butterflies do not.
- Prizes could be awarded for the “fittest” butterflies from each class period.
- Extensions to this activity could include:
 - For *Activity A*, have students analyze the data by graphing the captured butterflies round by round and predict changes to the butterfly population over time. Have students infer which adaptation (variation) will be selected for by natural selection.
 - For *Activity A*, students could be eliminated after a “hunting” round if they do not “eat” enough butterflies. The remaining students could be responsible for adding more butterflies to the habitat, representing reproduction of surviving butterflies. For example, any butterflies not removed would have another butterfly of the same color added to the population. General trends should emerge for the fittest butterfly coloration.
 - For *Activity B*, challenge students to utilize other forms of camouflage besides concealing coloration. They could also practice classification by grouping butterflies according to camouflage categories. Students can determine which type of cryptic camouflage was most successful for survival.
- Butterflies for *Activity A* may be laminated for more durability.
- Other types of camouflage include countershading, warning coloration and motion dazzle, but these types do not pertain to this activity. Students could research animals that utilize these types of camouflage and the advantage of these adaptations.
- Flinn offers several kits that relate to adaptations and natural selection. *Fish Fitness—Flinn STEM Design Challenge™* (Catalog No. FB2129) and *Beaks—Flinn STEM Design Challenge™* (Catalog No. FB2130) both incorporate STEM and are aligned to NGSS. *Natural Selection* (Catalog No. FB1989) is a simulation of the classic peppered moth natural selection study.

Discussion Questions

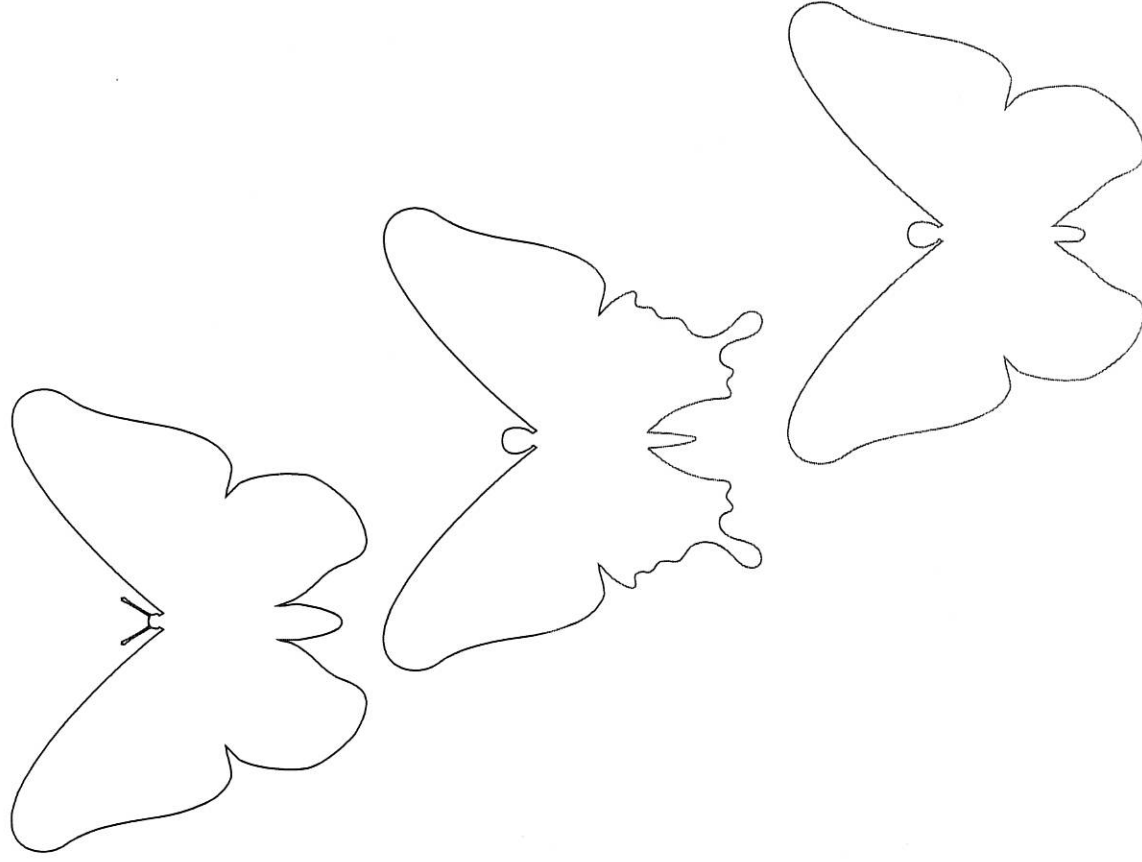
The discussion after completing *Activity A* should be basic and focus on which butterflies were easily caught and which butterflies survived to reproduce. This would lead into a discussion about what trends or patterns would emerge after several generations (rounds of “hunting”). Include in this discussion how an organism’s structure enables survival and predict what might occur if the butterfly’s habitat was disturbed or damaged. For example, if a meadow became a shopping center or burns due to a fire.

For *Activity B*, focus the discussion on the type of camouflage employed by the most successful butterflies in the classroom environment and challenge students to ascertain other adaptations of butterflies allowing survival.

Materials for *Butterfly Camouflage* are available from Flinn Scientific, Inc.

Catalog No.	Description
AP5394	Scissors, Student
AP6400	Prismacolor Art Pencils, 24-Color Set
FB2129	Fish Fitness—Flinn STEM Design Challenge™
FB2130	Beaks—Flinn STEM Design Challenge™
FB1989	Natural Selection

Consult your *Flinn Scientific Catalog/Reference Manual* for current prices.



The Explanation Game

Name: _____

Class: _____ Date: _____

Directions: In the boxes below, write your observations about an object or event and explain why you think it is that way.

I noticed that....

I think this is because....



Sawtooth Middle School Remote Learning Cover Sheet

Subject: Math
Grade Level: 7
Teacher Names: Daw, Lodal, Barnhart
Date Range: April 27 – May 1

Day	Learning Intention	Description/Directions
Monday	Two-Day Lesson 7.EE.3. I can solve one-step equations using inverse operations.	Complete the addition and subtraction one-step equation problems. Answer key and notes (cheat sheet) attached.
Tuesday	Two-Day Lesson 7.EE.3. I can solve one-step equations using inverse operations.	Complete the multiplication and division one-step equation problems. Answer key and cheat sheet attached.
Wednesday	7.EE.3. I can write and solve one-step equations based on a given word problem.	Answer the Khan Academy questions by writing then solving equations according to the word problems given. Check the answer sheet once you're done.
Thursday	7.EE.3. I can solve one-step and two-step equations using inverse operations.	Finish yesterday's lesson. Once you're done, start the two-step maze. Cut the squares, solve the equations, then match the equations to their answers. (Cutting is not mandatory, you may solve on notebook paper then find the matches).
Friday	7.EE.3. I can solve two-step equations using inverse operations.	Finish the two-step maze.

One Step Addition Example

The Opposite of Addition is Subtraction

$$y + 14 = 20$$

$$\quad -14 \quad -14$$

$$y = 6 \checkmark$$

The value which makes the equation true is 6

ONE STEP SUBTRACTION EXAMPLE

The Opposite of Subtraction is Addition

$$x - 120 = 80$$

$$\quad +120 \quad +120$$

$$x = 200 \checkmark$$

The value which makes the equation true is 200

Multiplication Example

The Opposite of Multiplication is Division

$$3n = 12$$

$$\frac{3n}{3} = \frac{12}{3}$$

3's cancel down
to become 1's = 1

$$n = 4 \checkmark$$

is it empty "n"

The value which makes the equation true is 4

One Step Division Example

The Opposite of Division is Multiplication

$$\frac{k}{2} = 16$$

k is divided by 2,
so we need to multiply
both sides by 2

$$\frac{k}{\cancel{2}} = 16 \times 2$$

2's cancel down
to become 1's = 1

$$k = 32 \checkmark$$

2's divide "k"

The value which makes the equation true is 32

Name _____ Period _____ Date _____

Solving One-Step Equations 1

You must show your work to get credit!! Check your answer.

Adding and Subtracting

1) $y + 6 = 20$

2) $x - 10 = 12$

3) $12 + z = 15$

4) $2 + n = 16$

5) $a + 4 = 14$

6) $m - 5 = -10$

7) $4 + b = 30$

8) $10 + c = 25$

9) $x - 60 = 20$

10) $g - 16 = 4$

11) $x - 15 = -20$

12) $w + 14 = 10$

13) $r - 18 = 27$

14) $13 + k = 25$

15) $f - 16 = 34$

16) $j + 17 = 19$

17) $r - 16 = 5$

18) $9 + t = 56$

Multiplying and Dividing

$$19) 2x = 16$$

$$20) 15 = 3t$$

$$21) \frac{k}{2} = 6$$

$$22) 3h = 27$$

$$23) \frac{j}{3} = 4$$

$$24) 6p = 30$$

$$25) \frac{n}{10} = 40$$

$$26) \frac{h}{4} = 15$$

$$27) 9s = 81$$

$$28) 14 = 2c$$

$$29) 26 = 13d$$

$$30) 6 = \frac{m}{3}$$

$$31) 7 = \frac{p}{5}$$

$$32) 4w = 16$$

$$33) \frac{f}{3} = 9$$

$$34) 20 = 4x$$

$$35) 3z = 36$$

$$36) 10 = \frac{j}{6}$$

Name ANSWER KEY Period _____ Date _____

Solving One-Step Equations 1

You must show your work to get credit!! Check your answer.

Adding and Subtracting

1) $y + 6 = 20$

14

2) $x - 10 = 12$

22

3) $12 + z = 15$

3

4) $2 + n = 16$

14

5) $a + 4 = 14$

10

6) $m - 5 = -10$

-5

7) $4 + b = 30$

26

8) $10 + c = 25$

15

9) $x - 60 = 20$

80

10) $g - 16 = 4$

20

11) $x - 15 = -20$

-5

12) $w + 14 = 10$

-4

13) $r - 18 = 27$

45

14) $13 + k = 25$

12

15) $f - 16 = 34$

50

16) $j + 17 = 19$

2

17) $r - 16 = 5$

21

18) $9 + t = 56$

47

Multiplying and Dividing

19) $2x = 16$

8

20) $15 = 3t$

5

21) $\frac{k}{2} = 6$

12

22) $3h = 27$

9

23) $\frac{j}{3} = 4$

12

24) $6p = 30$

5

25) $\frac{n}{10} = 40$

400

26) $\frac{h}{4} = 15$

60

27) $9s = 81$

9

28) $14 = 2c$

7

29) $26 = 13d$

2

30) $6 = \frac{m}{3}$

18

31) $7 = \frac{p}{5}$

35

32) $4w = 16$

4

33) $\frac{f}{3} = 9$

27

34) $20 = 4x$

5

35) $3z = 36$

12

36) $10 = \frac{j}{6}$

60

Khan Academy

One step equations word problems

- 1). After Luca took his dogs for a walk, he gave them 6 dog treats. When Luca's dad got home from work, he gave the dogs t more treats. All together that day, Luca's dogs got 10 dog treats.

Write an equation to describe this situation.

How many dog treats did Luca's dad give the dogs?

- 2). Jayda takes her dog Rolo to obedience training once each week. Jayda bought a box of 96 dog treats and split them evenly into b bags. Each bag contains 16 treats.

Write an equation to describe this situation.

How many bags of dog treats does Jayda have?

- 3). Carl is on the school track team. To prepare for an upcoming race, he plans to run 217 miles total over the next 31 days.

Write an equation to determine how many miles, m , he needs to run per day, assuming he runs the same amount each day.

How many miles does Carl need to run each day?

- 4). Liang bought a basket of apples to make pies for her friends. The basket of apples weighed p pounds. Before she had time to make the pies, she ate 3 pounds of apples. There are 17 pounds of apples left to make pies.

Write an equation to describe this situation.

What was the total weight of the basket of apples?

Khan Academy Answers

One Step Equations Word Problems

- 1).
- 1 / 5 Luca gave his dogs 6 dog treats. Luca's dad gave the dogs t more treats. All together, the dogs had 10 dog treats.
- 2 / 5 We can represent the number of treats Luca's dogs ate as a sum:
- $$6 + t$$
- We know that the dogs got 10 treats all together.
- 3 / 5 We can set these two expressions equal to describe this situation with an equation:
- $$6 + t = 10$$
- Other ways to represent the situation with an equation include: $t + 6 = 10$ or $10 - t = 6$, or $10 - 6 = t$.
- 4 / 5 Now we can solve for t .
- Subtract 6 from both sides of the equation to get t by itself:
- $$6 - 6 + t = 10 - 6$$
- $$t = 4$$
- 2).
- 1 / 4 Jayda started with 96 dog treats.
- She splits them into b bags, with 16 treats in each bag.
- 2 / 4 We can find out how many bags of dog treats Jayda has by finding the quotient:
- $$b = \frac{96}{16}$$
- Other ways to represent the situation with an equation include: $\frac{96}{b} = 16$ or $16b = 96$.
- 3 / 4 Now we can solve for b .
- Since b is already by itself, we can solve by dividing $\frac{96}{16}$.
- $$b = \frac{96}{16}$$
- $$b = 6$$

3).

1 / 5 Carl will run an unknown number of miles, m , per day.

We know he plans to run 217 miles total over 31 days.

2 / 5 To figure out how many miles Carl will run per day, we need to divide the total miles by the number of days.

3 / 5 We can find out how many miles Carl will run per day by solving this equation:

$$m = \frac{217}{31}$$

Other ways to represent the situation with an equation include: $31m = 217$ or $\frac{217}{m} = 31$.

4 / 5 Now we can solve for m .

Since m is already by itself, we can solve by dividing $\frac{217}{31}$.

$$m = \frac{217}{31}$$

$$m = 7$$

4).

1 / 5 The weight of the basket of apples was p pounds. Liang ate 3 pounds of apples, and there were 17 pounds left to make pies.

2 / 5 We can represent the total number of pounds of apples left to make pies as a difference:

$$p - 3$$

We know there were 17 pounds of apples left to make pies.

3 / 5 We can set these two expressions equal to describe this situation with an equation:

$$p - 3 = 17$$

Other ways to represent the situation with an equation include: $17 = p - 3$ or $p = 17 + 3$.

4 / 5 Now we can solve for p .

Add 3 to both sides of the equation to get p by itself:

$$p - 3 + 3 = 17 + 3$$

$$p = 20$$

Two Step Equations Puzzle:

This is a puzzle and the pieces are all mixed up. Match up the equations with their answers. I'll match the first one to get you started. Cut out the pieces to finish the puzzle.

This is the first match. ☺

$$5x + 5 = 20$$

$$x = -6$$

$$1 + \frac{x}{9} = 0$$

$$x = -9$$

$$x = 5$$

$$3 + \frac{x}{9} = 2$$

$$-2 + 3x = -14$$

$$x = -5$$

$$-4 + 3x = 11$$

$$x = 6$$

$$x = 1$$

$$\frac{x}{2} - 3 = -1$$

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

$$x = -4$$

$$-2 + \frac{x}{2} = -6$$

$$x = -10$$

$$2 + \frac{x}{9} = 1$$

$$9 - x = x$$

$$\frac{x}{6} - 2 = -1$$

$$4 - x = x$$

$$\frac{x}{2} - 4 = -9$$

$$x = 5$$

$$-x - 4 = -4$$

$$8 = x$$

$$\frac{x}{3} - 5 = -7$$

$$x = -8$$

$$3x - 2 = 1$$

$$6 = x$$

$$-1 + \frac{x}{2} = -4$$

$$x = -9$$

$$5 + 5x = 25$$

$$x = 1$$

$$1 - 4x = 21$$

$$\frac{x}{2} - 4 = -6$$

$$x = -10$$

Two Step Equations Worksheet and Puzzle

Examples: $-5 + 3x = -5$
 $+5$ $+5$ \leftarrow add or subtract first \rightarrow $5 + \frac{x}{3} = 2$
 $\frac{3x}{3} = 0$ $\frac{1}{3}$ \leftarrow multiply or divide next \rightarrow $3 \cdot \frac{x}{3} = -3 \cdot 3$
 $x = 0$ $x = -9$

$5x + 5 = 20$ $x = -6$	$x = 5$ $x = -9$ $3 + \frac{x}{9} = 2$	$\frac{x}{1} + 5 = 5$ $-2 + 3x = -14$ $x = -4$
$1 + \frac{x}{9} = 0$ $x = -9$	$x = -5$ $1 - 4x = 21$	$-2 + \frac{x}{2} = -6$ $x = -8$
$\frac{x}{3} - 5 = -7$ $3x - 2 = 1$ $x = 1$	$x = -16$ $\frac{x}{2} - 4 = -9$ $x = -10$	$-x - 4 = -4$
$x = -6$ $-1 + \frac{x}{2} = -4$	$\frac{x}{2} - 4 = -6$ $x = -4$	$x = 5$ $-4 + 3x = 11$
$x = -8$ $5 + 5x = 35$	$x = -9$ $2 + \frac{x}{9} = 1$ $\frac{x}{6} - 2 = -1$ $x = 6$	$x = 1$ $\frac{x}{2} - 3 = -1$



Sawtooth Middle School Remote Learning Cover Sheet

Subject: World Civilizations
Grade Level: 7
Teacher Names: Kurt Dorn, Mark Williams
Date Range: 4/27 thru 5/1

Day	Learning Intention	Description/Directions
Monday	Understand common reasons for the breakdown of order among countries. Understand the consequences of the absence of resources. Who pays this cost?	This week is a printed version of a power point presentation that describes what life looked like at home for people that were not fighting on the front lines
Tuesday	Same	Students should understand how the war effort effected people at home. How women helped with the war effort and the various contributions of many others.
Wednesday	Same	The importance of the efforts of minorities, African Americans and many others should be a point of learning for students this week
Thursday	Same	Review the power point and move at your own pace.
Friday	Same	Review the power point and move at your own pace.

■ Essential Question:

–How did World War II transform the American home front?

■ Warm-Up Question:

–In your document packet, examine Document F & answer the questions

1

American Home Front in WWII

The U.S. Government

2

The U.S. Government

■ To win wars in Asia & Europe & meet civilian demands, the U.S. gov't grew to its largest size ever:

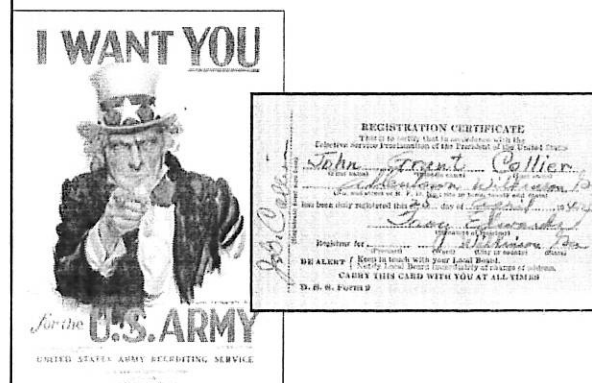
–The War Powers Act gave the president power to expand the gov't & its secret (censorship)

– The U.S. gov't spent \$250 million per day from 1941 to 1945

– This is 2x as much as all previous gov't spending combined so that the Allies could out produce the Axis Powers

3

Mobilizing Soldiers: The Draft

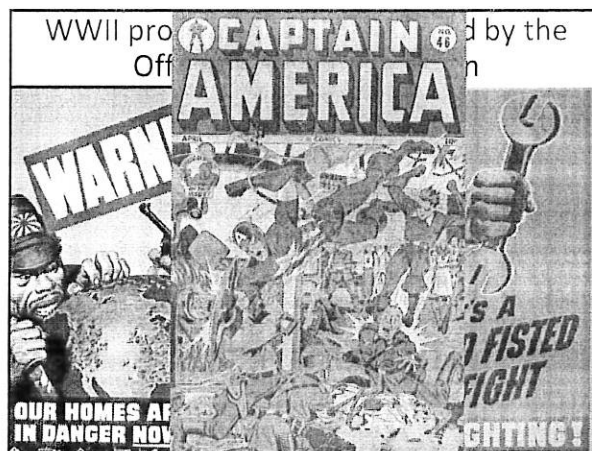


4

War bonds helped raise \$187 billion

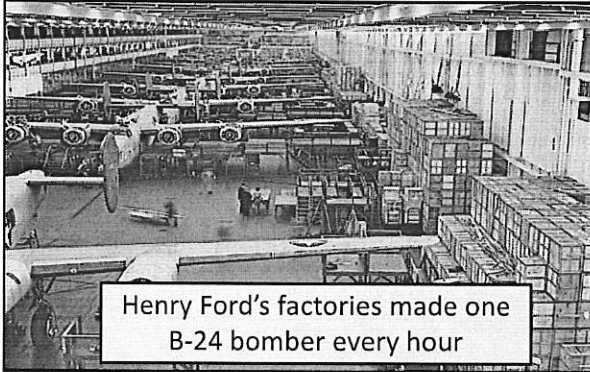


5



6

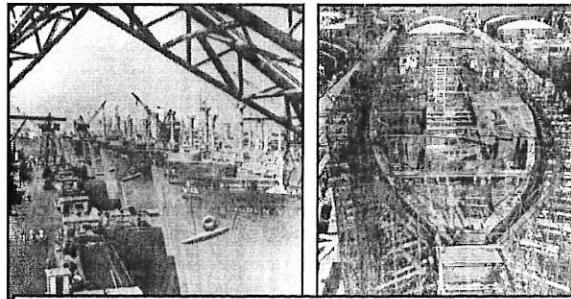
The War Mobilization Board oversaw production of war equipment



Henry Ford's factories made one B-24 bomber every hour

7

The War Mobilization Board oversaw production of war equipment



Pre-fabrication allowed shipbuilders to make a battleship in 14 days (rather than 355 days)

8

American Home Front in WWII

Consumers

9

Consumers

- War production stimulated the economy & created new jobs:
 - Business & farm profits doubled
 - Wages rose & people wanted to buy, but wartime production led to shortages of consumer goods
 - Office of Price Administration fixed prices & distributed ration books to save gas, meat, butter
 - Americans recycled & planted victory gardens for the war effort

10

Wartime Ration Books



11

Get 2 RED POINTS

and up to 4c a pound

Used kitchen fats, if no longer fit for cooking, are needed in the manufacture of hundreds of vital items used on the fighting and production fronts.

WAR USE

WANTED!

250 Million Pounds KITCHEN FATS FOR WAR USE

Supplies of this vital material are short.

The frying pan is a source of supply.

KEEP A CAN HANDY

12

Victory Gardens



13

Wartime production led to shortages on consumer goods



14

American Home Front in WWII

GIs

15

GIs

- When the USA declared war, the military needed soldiers to fight a two-front war in Europe & Asia:
 - 6 million men volunteered
 - 10 million more were drafted
 - Everything soldiers were given was "government issue" so WWII became known as "GIs"
 - Homesickness among soldiers was common

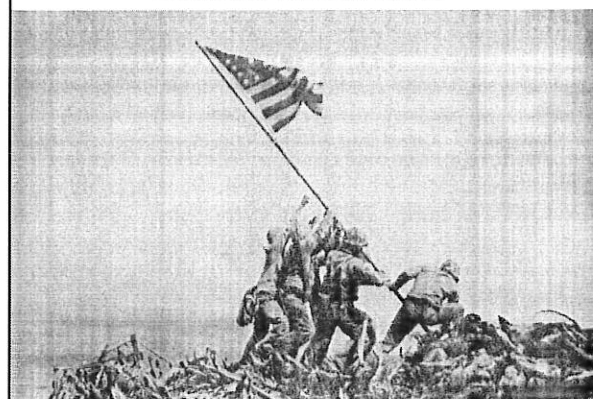
16

Preparing for a jump into Nazi-occupied France



17

Marines at Iwo Jima



18

GIs missed the freedoms of "home"



GIs with movie star Marlene Dietrich

19

American Home Front in WWII African Americans

20

African Americans

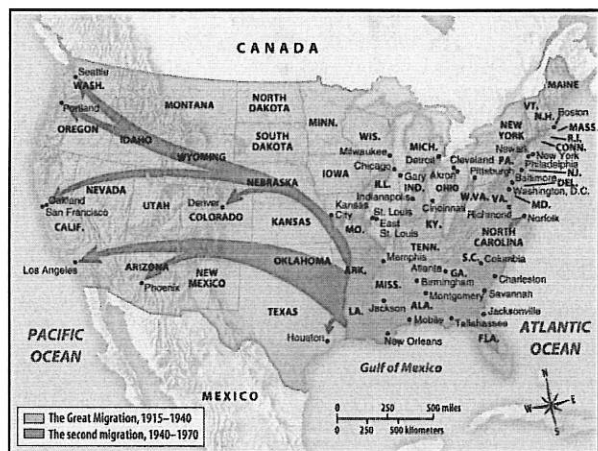
- During WWII, African Americans fought in the military & at home:
 - The war led to factory jobs & increased the Great Migration of blacks in the North & west coast
 - African Americans faced racial discrimination; civil rights leader A Philip Randolph forced FDR to offer equal pay for black workers by creating the Fair Employment Practices Commission

21

African Americans

- During WWII, African Americans fought in the military & at home:
 - More than 1 million black soldiers served in segregated units under the command of white officers
 - Unlike WWI, black soldiers were allowed to fight; the "Tuskegee airmen" in the U.S. military were recognized for heroism & bravery

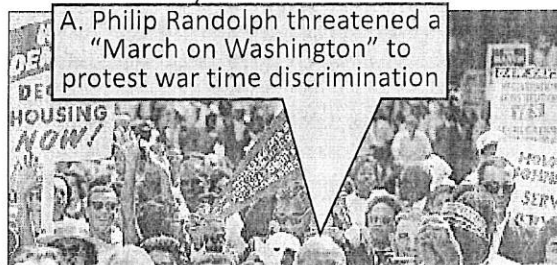
22



23

Randolph led the "Double V" campaign: victory at home & abroad

A. Philip Randolph threatened a "March on Washington" to protest war time discrimination



Other groups, like the Congress of Racial Equality (CORE), staged sit-ins in restaurants in major cities to protest discrimination

24

African Americans fought in segregated units



Tuskegee
Airmen

25

American Home Front in WWII

Women

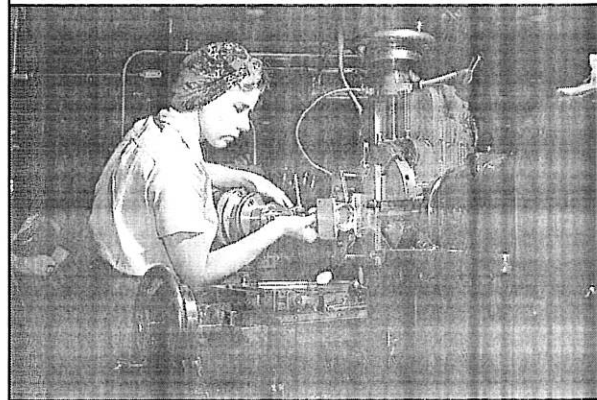
26

Women

- World War II led to opportunities for women in the workforce & military:
 - 6 million women entered the workforce, many did clerical work but others did “men’s work”
 - 200,000 women joined special, noncombat military units
 - Led to an increase in daycare centers & child delinquency
 - After the war, women were forced out of high-paying factory jobs

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“Rosie, the Riveter”



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Women’s Army Corps (WACs)



WOMAN’S PLACE IN WAR
The Army of the United States
has 239 kinds of jobs for women
THE WOMEN’S ARMY CORPS

29

Women Accepted for Volunteer Emergency Service (WAVES)



30

Women served as military nurses & photographers



31

American Home Front in WWII

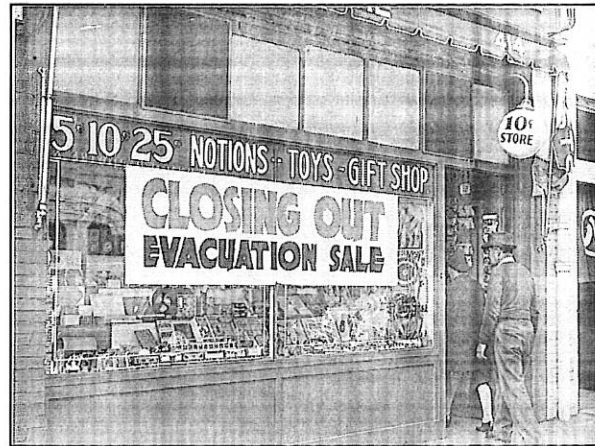
Japanese Americans

32

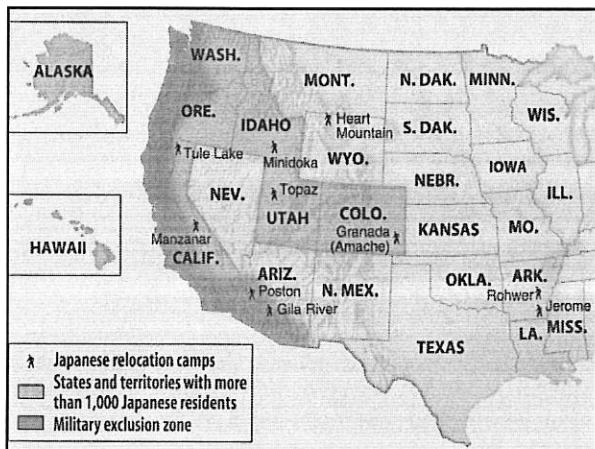
Japanese-Americans

- Due to Pearl Harbor, people feared that Japanese-Americans were spying or helping prepare for a Japanese invasion of the USA
- In 1942, FDR issued Executive Order 9066 which ordered 112,000 Japanese-Americans to move to internment camps
- The Japanese in camps faced bad living conditions & a lack of rights
- Faced racial stereotypes ("Japs")

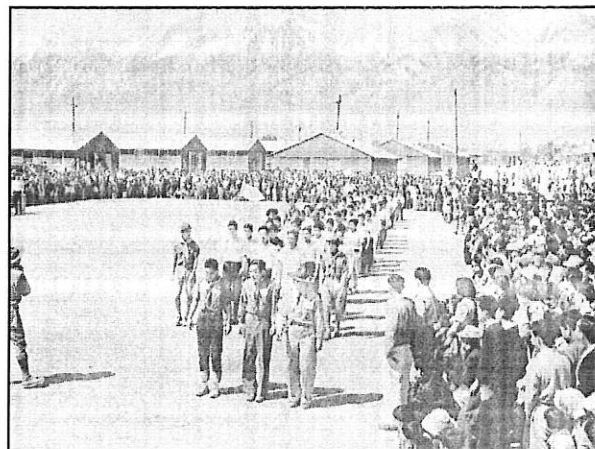
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Closure Activity

- In groups, use the information in your charts to discuss these questions
 - What was the biggest change on the U.S. home front during WW2?
 - What were the positive & negative aspects of the changes in the American home front during WW2?
 - Which group had it the “best” during the war? The “worst”?

The American Home Front During World War II

	Basic Questions	Notes from Class & PowerPoint
Government	1. How did the government make sure that America produced enough food and equipment needed to support our troops?	To win wars in Asia & Europe & meet the U.S. gov't grew to its largest _____ ever:
	2. What methods did the gov't use to raise money to finance the war?	<ul style="list-style-type: none"> The _____ Act gave the president power to expand the gov't & _____ (censorship) The gov't imposed _____, sold _____ drafted soldiers _____ factories to produce _____ directed the Allies could out produce the Axis Powers so that _____
	3. In what other ways did the government attempt to protect our economy and national security during the war?	
Consumers	1. What effect did the war have on the economy and consumers?	War production stimulated the _____ & created new _____:
	2. Explain the rationing system and its problems.	<ul style="list-style-type: none"> Business & farm profits _____ Wages _____ & people wanted to _____ but wartime production led to _____ of consumer goods Office of Price Administration _____ & distributed _____ to save gas, meat, butter Americans recycled & planted _____ for the war effort
	3. How did citizens respond to wartime economic conditions and rationing?	
GIs	1. Describe the transition from civilian life to military life.	When the USA declared war, the military needed _____ to fight a _____ war in Europe & Asia:
	2. Explain what life was like for an American soldier in World War II.	<ul style="list-style-type: none"> 6 million men _____ 10 million more were _____ Everything soldiers were given was " _____ " so WWII became known as " _____ " _____ among soldiers was common
	3. How were GIs affected by warfare?	

	Basic Questions	Notes from Class & PowerPoint
African Americans	<ol style="list-style-type: none"> Describe the roles and experiences of African Americans on the home front during the war. Explain the discrimination faced by African American soldiers in the armed forces. What progress was made in civil rights during the war? 	<p>During WWII, African Americans fought in the military & at home:</p> <ul style="list-style-type: none"> The war led to factory jobs & increased the _____ of blacks in the North & _____ African Americans faced racial _____; civil rights leader _____ forced FDR to offer _____ for black workers by creating the Fair Employment Practices Commission More than _____ black soldiers served in segregated units under the command of white officers Unlike WWI, black soldiers were allowed to _____; the "_____ airmen" in the U.S. military were recognized for heroism & bravery
Women	<ol style="list-style-type: none"> Explain the contributions of women in the workforce during the war. In what ways did women serve in the military during the war? What happened to women at the end of the war? 	<p>World War II led to opportunities for women in the workforce & military:</p> <ul style="list-style-type: none"> 6 million women entered the _____, many did clerical work but others did "_____" 200,000 women joined special, noncombat _____ Led to an increase in _____ & child delinquency After the war, women were _____ of high-paying factory jobs
Japanese Americans	<ol style="list-style-type: none"> How were Japanese Americans treated during World War II? Describe the conditions in the internment camps. Describe the Japanese response to internment. 	<p>Due to Pearl Harbor, people feared that Japanese-Americans were _____ of the USA or helping prepare for a Japanese _____</p> <ul style="list-style-type: none"> In 1942, FDR issued _____ which ordered 112,000 Japanese-Americans to move to _____ camps The Japanese in camps faced bad _____ & a lack of _____ Faced racial _____ ("japs")