Harlan County Schools

NTI Days 1-5

"Adventures Across America"

Introduction: Beginning December 5th, the Harlan County Board of Education will begin implementing Non-Instructional (NTI) Days. By completing work at home on these days, both staff and students will get credit for a full day of instruction; therefore, the days missed will not have to be made up at the end of the school year.

This folder contains snow packets for these NTI days for your child to complete if school is cancelled. Please keep the folder in a safe place at home. Each NTI day, please have your child complete the work for the day specified by the County Board. For example, if the board specified that it is NTI Day 1, look for the assignment labeled NTI Day 1. Your child needs to hand in the work for this day within five school days. Students will receive a participation grade based upon the work completed during each NTI day, so it is important that each student complete each day's work.

Standards (Board use only; proceed to Instructional Day 1)

ELA STANDARDS:

CCSS.ELA-Literacy.RI.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.8.2
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.8.3
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCSS.ELA-Literacy.RL.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.8.2
Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-Literacy.SL.8.5
Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS.ELA-Literacy.SL.8.4
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.W.8.3.b
Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.8.6
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others

CCSS.ELA-Literacy.W.8.7
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.W.8.9.a
Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

MATH STANDARDS:

CCSS.Math.Content.8.G.B.7
Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

CCSS.Math.Content.8.F.A.2
Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*

CCSS.Math.Content.8.G.A.2
Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

SOCIAL STUDIES STANDARDS:

SS-08-5.1.1

Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.

SS-08-3.1.1

Students will explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

SS-08-2.1.1

Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.

SS-08-3.3.1

Students will explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand.

SCIENCE:

MS-ESS2-5.	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
MS-ESS3-2.	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
HS-ESS3-1.	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

ARTS AND HUMANITIES STANDARDS:

(MA:Cr2.1.8)Structure and critique ideas, plans, prototypes, and production Processes for media arts productions, considering intent, resources,
and the presentation context.

(MA:Cr3.1.8) a. Implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles, such as theme and unity.

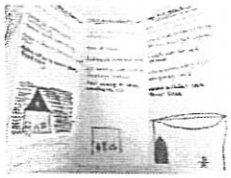
MA:Pr4.1.8 Integrate multiple contents and forms into unified media arts productions that convey specific themes or ideas, such as interdisciplinary projects, or multimedia theatre.

Day 1: "Travel North"

Activities:

Choose THREE of the following activities:

- Explore the Boston Massacre by watching the video and reading the article listed in resources from the History Channel along with the video at https://www.youtube.com/watch?v=LRxJh9mcfmk Write a ½ page summary about the video.
- Read the article "The Boston Massacre". Imagine you are a soldier. Create a postcard to send home. Be sure to make it look like an aged document considering this took place in the 1700's.
- Using the article "The Boston Massacre", create a political cartoon illustrating the event. Use Example.
- Read the article entitled "Statue of Liberty". Then take a virtual field trip of the statue at http://www.nps.gov/featurecontent/stli/eTour.htm Then create a brochure encouraging others to attend. Use both facts and opinions in your brochure. You may even include a quote you find on the internet from an immigrant as they view the Statue for the first time.

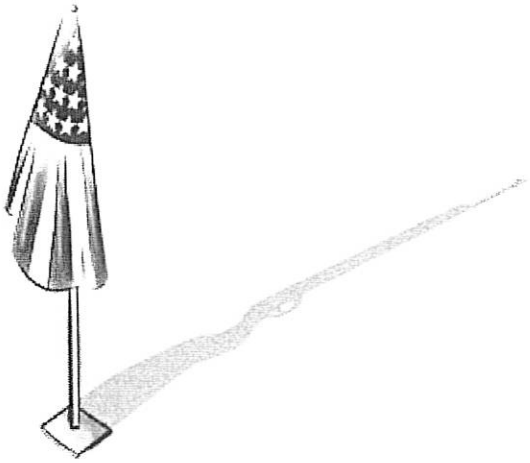
Here's an example: 

- While at Ellis Island, your family visits the Statue of Liberty. Lady Liberty stands at a height of 305 feet tall. The tour guide informs you that the Statue of Liberty casts a shadow that is 732 feet long. Complete the diagram above to determine the distance from the top of the Statue of Liberty to the end of the shadow. (Hint: Use Pythagorean Theorem) **Show all work.**

Resources Needed:

https://www.youtube.com/watch?v=LRxJh9mcfmk
http://www.history.com/topics/american-revolution/boston-massacre
http://www.nps.gov/featurecontent/stli/eTour.htm
Article "The Boston Massacre"
Article "Statue of Liberty Facts & History"

What is a Political Cartoon?



Political cartoons: Pictures with a point

A political cartoon is a cartoon that makes a point about a political issue or event. You can find them in any daily newspaper, but they won't be in the comics section. Instead, look on the editorial pages – they're right next to the editorial columns, and across from the opinion essays. You can also find them in newsmagazines and on political Web sites.

Political cartoons can be very funny, especially if you understand the issue that they're commenting on. Their main purpose, though, is not to amuse you but to persuade you. A good political cartoon makes you think about current events, but it also tries to sway your opinion toward the cartoonist's point of view. The best political cartoonist can change your mind on an issue without you even realizing how he or she did it.

Once you've identified the persuasive techniques that the cartoonist used, ask yourself:

- What issue is this political cartoon about?
- What is the cartoonist's opinion on this issue?
- What other opinion can you imagine another person having on this issue?
- Did you find this cartoon persuasive? Why or why not?
- What other techniques could the cartoonist have used to make this cartoon more persuasive?

Statue of Liberty Facts & History

Statue of Liberty Facts and History

- Official dedication ceremonies for the Statue of Liberty were held on Thursday, October 28, 1886. President Grover Cleveland accepted the Statue on behalf of the United States.
- The Statue of Liberty was designated as a National Monument in 1924 and restored for her centennial on July 4, 1986.
- The Statue of Liberty measures 305 feet 1 inch from the ground to the tip of the flame, and is as tall as a 22-story building. In 1886, it was the tallest structure in New York City.
- Winds of 50 miles per hour cause the Statue to sway up to 3 inches and the torch up to 6 inches.
- The seven rays of the Statue's crown represent the seven seas and continents of the world, each measuring up to 9 feet in length and weighing as much as 150 pounds.
- There are 25 windows in the crown, which symbolize gemstones and the heaven's rays shining over the world.
- The Statue's original torch was the first part constructed in 1876. In 1984 it was replaced by a new copper torch covered in thin sheets of 24 karat gold leaf. Sunlight reflects off the gold during the day and 16 floodlights light the torch by reflection at night. The original torch is currently located in the lobby of the monument. Access to the torch has been closed since 1916.
- Total weight of the Statue of Liberty is 225 tons (or 450,000 pounds).
- There are 154 steps from the pedestal to the head of the Statue of Liberty.
- A tablet held in her left hand measures 23 feet, 7 inches tall and 13 feet 7 inches wide. It is inscribed with the date of American Independence written in Roman numerals - JULY IV MDCCLXXVI (July 4, 1776).
- The Statue has a 35-foot waistline.
- Chains and a broken shackle lie at the Statue's feet, which symbolize the Statue as a woman free from oppression and servitude.
- The total weight of the Statue's concrete foundation is 54 million pounds (27,000 tons).
- The statue is covered in 300 sheets of copper, 3/32 of an inch thick (less than the thickness of two pennies), hammered into different shapes and riveted together. The light green color (called a patina) is the result of natural weathering of the copper.
- The French ship "Isere" transported the Statue of Liberty's 300 copper pieces packed in 214 crates to America. Although the ship nearly sank in rough seas, it arrived in New York on June 17, 1885. The Statue's parts remained unassembled for nearly a year until the pedestal was completed in 1886.

Statue of Liberty Measurements:

- Height from base to torch: 151'1"
- Pedestal foundation to tip of torch: 305'1"
- Heel to top of head: 111'1"
- Length of hand: 16'5"
- Index finger: 8'

- Head from chin to cranium: 17'3"
- Width of head: 10'
- Distance across the eyes: 2'6"
- Length of nose: 4'6"
- Length of right arm: 42'
- Width of right arm: 12'
- Length of sandal: 25' (U.S. women's shoe size: 879)
- Width of waist: 35'
- Width of mouth: 3'
- Length of tablet: 23'7"
- Width of tablet: 13'7"
- Thickness of tablet: 2'
- Ground to top of pedestal: 154'

Statue of Liberty History

"La Liberté Éclairant le Monde" or "Liberty Enlightening the World" is the official name given to the Statue the Liberty by sculptor Frederic Auguste Bartholdi and is a symbol of freedom to the entire world. In recognition of the friendship established during the American Revolution, French statesman and writer Edouard de Laboulaye proposed presenting a monument to America as a gift from the people of France. The statue was a joint effort between the two countries - Americans would build the pedestal and the French would build the statue - in honor of the centennial of the Declaration of Independence.

Bartholdi was commissioned to design the sculpture, which he modeled after his mother, Charlotte. Gustave Eiffel, who would later design the Eiffel Tower, designed Lady Liberty's skeleton - four huge iron columns that support a metal framework holding the thin copper skin. Bartholdi chose copper because it was attractive, yet durable enough to withstand the long voyage, and virtually impervious to the salt-laden air of the New York Harbor. Bartholdi began by creating the statue's right arm and torch, which were exhibited at Philadelphia's Centennial Exposition in 1876. In 1877, the 42-foot-high sculpture was placed in Madison Square Park at Madison Avenue and 23rd Street to raise funds for the construction of the Statue of Liberty's pedestal. The arm and torch remained in the park for seven years.

In France, the completed head and shoulders of the statue were publicly displayed to encourage donations. Various forms of entertainment and lotteries were among the many methods used to raise money. In the United States, in addition to the right arm and torch being displayed to inspire generosity, the American Committee for the statue solicited contributions, and used art and theater benefits, auctions, and prize fights to help fund the project. But it was the efforts of politician and newspaperman Joseph Pulitzer (of the Pulitzer Prize) that generated the most money; Pulitzer used his newspaper, "The World," to criticize the wealthy, who had not stepped up to the plate to assist in financing the pedestal construction, as well as the middle class, who relied upon the wealthy. His tactic worked and Americans were moved to donate more than $100,000. The financing of the pedestal was completed in August 1885 and construction was finished in April 1886.

Meanwhile, the Statue was completed in France in July 1884 and arrived in New York in June of 1885 in over 300 pieces, packed in 214 crates. The re-assembly took four months and the Statue was placed upon a granite pedestal on Bedloe's Island, renamed Liberty Island in 1956. On October 28th, 1886, a decade after the centennial, President Grover Cleveland unveiled and dedicated the Statue of Liberty to thousands of spectators. In 1903, Emma Lazarus' poem "The New Colossus" - *"Give me your tired, your poor, your huddled masses yearning to breathe free..."* - was inscribed on a bronze tablet laid in the statue's pedestal.

The Boston Massacre

"The Bloody Massacre" engraving by Paul Revere. Note that this is not an accurate depiction of the event.

The Boston Massacre was a street fight that occurred on March 5, 1770, between a "patriot" mob, throwing snowballs, stones, and sticks, and a squad of British soldiers. Several colonists were killed and this led to a campaign by speech-writers to rouse the ire of the citizenry.

The presence of British troops in the city of Boston was increasingly unwelcome. The riot began when about 50 citizens attacked a British sentinel. A British officer, Captain Thomas Preston, called in additional soldiers, and these too were attacked, so the soldiers fired into the mob, killing 3 on the spot (a black sailor named Crispus Attucks, ropemaker Samuel Gray, and a mariner named James Caldwell), and wounding 8 others, two of whom died later (Samuel Maverick and Patrick Carr).

A town meeting was called demanding the removal of the British and the trial of Captain Preston and his men for murder. At the trial, John Adams and Josiah Quincy II defended the British, leading to their acquittal and release. Samuel Quincy and Robert Treat Paine were the attorneys for the prosecution. Later, two of the British soldiers were found guilty of manslaughter.

The Boston Massacre was a signal event leading to the Revolutionary War. It led directly to the Royal Governor evacuating the occupying army from the town of Boston. It would soon bring the revolution to armed rebellion throughout the colonies.

Note that the occupation of Boston by British troops in 1768 was not met by open resistance.

The Boston Massacre Trial Historic Timeline

It took only few hours for the tragic events to unfold on the evening in March of 1770, starting from a confrontation with the British regulars and ending with the death of five colonists. It took several years to get to the situation. The Boston Massacre is best understood in the context of several other key historic events.

June 29, 1767 – the British Parliament Passes the Townshend Acts

The heavy presence of British troops in Boston that lead to the fatal shooting was the direct results of the Townshend Acts passed by British Parliament to impose additional taxes on common products imported into the Colonies. These products among others included paper, glass and tea.

October 1, 1768 - British Troops Start Arriving to Boston

On October 1, 1768 a group of British regulars arrived in Boston, MA to maintain order. The civilians reacted to the redcoats like they were invaders by taunting them through name calling, spitting, and fighting. The people of Boston had gained control of the reigns of power and prevented the soldiers from carrying out their duties. During the next eighteen months tension mounted between the two sides.

March 5, 1770 - The Boston Massacre Occurs

On March 5, 1770 the Twenty-Ninth Regiment came to the relief of the Eighth on duty at the Customs House on King (now State) Street. The soldiers, led by Captain Thomas Preston, were met by a large and taunting crowd of civilians. Captain Preston was unable to disperse the crowd and as they chanted "Fire and be damned" he ordered his troops "Don't Fire!" With all the commotion the soldiers probably did not hear his orders and they opened fire on the crowd killing three men instantly and another two who died later.

October 24-30, 1770 - The Trial of Captain Preston

Seven months later, in October of 1770, Captain Preston was tried for murder in a Boston courtroom. He was defended by John Adams and Robert Auchmuty and assisted by Josiah Quincy Jr. Captain Preston was acquitted by a Boston jury. It was never satisfactory explained why the radicals Adams and Quincy represented Preston, and later the soldiers, although some surviving documents suggest that the jury in Preston's case was "packed." When the soldiers case came to trial soon after they were defended by Adams, Quincy, and Sampson Salter Blowers. The jurors in their case came from outside of Boston and they won acquittals a month after the trial began.

November 27 - Dec 14, 1770 - the Trial of the British Soldiers

The eight British soldiers accused of murder were tried separately from their officer Captain Preston. But just like the Preston's trial the proceedings were delayed by 8 months after the incident to allow emotions to cool down. As a result of the trial, six soldiers were acquitted on the grounds of self-defense, but two were found guilty of murder because of the overpowering proof that they fired into the crowd.

Day 2: "Off to Virginia"

Activities:

Choose THREE of the following:

- Read article entitled "History of Jamestown". Based on what you learned about the colony, design a blueprint for your own fort. Clearly label the dimensions and calculate the area of each building as well as the entire fort together.
- Research natural resources found in Virginia on the web. Think about how those resources are needed for human survival. Create a tri-fold poster on a sheet of paper to illustrate the natural resources used for survival in Jamestown. Then, on the back of the poster, tell what you think might have been the reason for the fall of the colony.

Here is an example:

- Prepare a meal you might have been served during colonial times. Include your recipe showing the measurements you use. Take a picture of your plated meal.
- Complete the *Online Adventure of Jamestown,* link listed in Resources. Follow the directions given on the website. Next, list 10 facts you learned.
- Read *Annabelle Lee* by Virginia author Edgar Allan Poe. Write the rhyme scheme of the poem; circle examples of alliteration; and underline examples of repetition.

Resources:

- **www.Historyglobe.com/Jamestown**
- **"Annabelle Lee" poem**
- **Article "History of Jamestown"**

Annabelle Lee
By Edgar Allan Poe

It was many and many a year ago,
In a kingdom by the sea,
That a maiden there lived whom you may know
By the name of ANNABEL LEE;
And this maiden she lived with no other thought
Than to love and be loved by me.

I was a child and she was a child,
In this kingdom by the sea;
But we loved with a love that was more than love-
I and my Annabel Lee;
With a love that the winged seraphs of heaven
Coveted her and me.

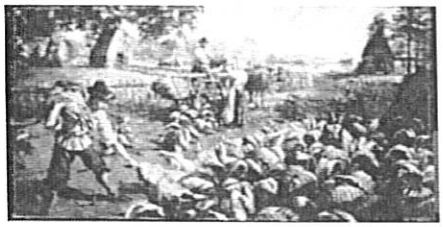
And this was the reason that, long ago,
In this kingdom by the sea,
A wind blew out of a cloud, chilling
My beautiful Annabel Lee;
So that her highborn kinsman came
And bore her away from me,
To shut her up in a sepulchre
In this kingdom by the sea.

The angels, not half so happy in heaven,
Went envying her and me-
Yes! - that was the reason (as all men know,
In this kingdom by the sea)
That the wind came out of the cloud by night,
Chilling and killing my Annabel Lee.

But our love it was stronger by far than the love
Of those who were older than we-
Of many far wiser than we-
And neither the angels in heaven above,
Nor the demons down under the sea,
Can ever dissever my soul from the soul
Of the beautiful Annabel Lee.

For the moon never beams without bringing me dreams
Of the beautiful Annabel Lee;
And the stars never rise but I feel the bright eyes
Of the beautiful Annabel Lee;
And so, all the night-tide, I lie down by the side
Of my darling- my darling- my life and my bride,
In the sepulchre there by the sea,
In her tomb by the sounding sea.

History of Jamestown



On December 6, 1606, the journey to Virginia began on three ships: the *Susan Constant*, the *Godspeed*, and the *Discovery*. In 1607, 104 English men and boys arrived in North America to start a settlement. On May 13 they picked Jamestown, Virginia for their settlement, which was named after their King, James I. The settlement became the first permanent English settlement in North America.

The site for Jamestown was picked for several reasons, all of which met criteria the Virginia Company, who funded the settlement, said to follow in picking a spot for the settlement. The site was surrounded by water on three sides (it was not fully an island yet) and was far inland; both meant it was easily defensible against possible Spanish attacks. The water was also deep enough that the English could tie their ships at the shoreline - good parking! The site was also not inhabited by the Native population.

Once the spot was chosen the instructions sent by the Virginia Company, with the list of the council members (chosen by officials in England), was read. The names were kept in a sealed box on the ship (each ship had a sealed copy). The first President of the new Virginia colony was to be Edward Maria Winfield. The other six council members were: Bartholomew Gosnold, Christopher Newport, John Martin, John Ratcliffe, George Kendall, and John Smith.

By June 15, the fort was completed. It was triangle shaped with a bulwark at each corner, holding four or five pieces of artillery. The settlers were now protected against any attacks that might occur from the local Powhatan Indians, whose hunting land they were living on. Relations had already been mixed between the newcomers and the Powhatan Indians. On June 22, Captain Newport left for England to get more supplies for the new settlement.

Not long after Captain Newport left, the settlers began to succumb to a variety of diseases. They were drinking water from the salty or slimy river, which was one of several things that caused the death of many. The death tolls were high. They were dying from swellings, fluxes, fevers, by famine, and sometimes by wars. Food was running low, though then Chief Powhatan starting to send gifts of food to help the English. If not for

the Powhatan Indians help in the early years, the settlement would most likely have failed, as the English would have died from the various diseases or simply starved.

By late 1609, the relationship between the Powhatan Indians and the English had soured as the English were demanding too much food during a drought. That winter of 1609-10 is known as the "Starving Time." During that winter the English were afraid to leave the fort, due to a legitimate fear of being killed by the Powhatan Indians. As a result they ate anything they could: various animals, leather from their shoes and belts, and sometimes fellow settlers who had already died. By early 1610 most of the settlers, 80-90% according to William Strachey, had died due to starvation and disease.

In May 1610, shipwrecked settlers who had been stranded in Bermuda finally arrived at Jamestown. Part of a fleet sent the previous fall, the survivors used two boats built on Bermuda to get to Jamestown. Sir Thomas Gates, the newly named governor, found Jamestown in shambles with the palisades of the fort torn down, gates off their hinges, and food stores running low. The decision was made to abandon the settlement. Less than a day after leaving, however, Gates and those with him, including the survivors of the "Starving Time," were met by news of an incoming fleet. The fleet was bringing the new governor for life, Lord Delaware. Gates and his party returned to Jamestown.

Harvesting Tobacco.
In 1612, John Rolfe, one of many shipwrecked on Bermuda, helped turn the settlement into a profitable venture. He introduced a new strain of tobacco from seeds he brought from elsewhere. Tobacco became the long awaited cash crop for the Virginia Company, who wanted to make money off their investment in Jamestown.

On July 30, 1619, newly appointed Governor Yeardley called for the first representative legislative assembly. This was the beginning of representative government in what is now the United States of America. In that same year, the first documented Africans were brought to Virginia. They added needed human resources for the labor-intensive tobacco. Also in 1619, the Virginia Company recruited and shipped over about 90 women to become wives and start families in Virginia, something needed to establish a permanent colony. Over one hundred women, who brought or started families, had arrived in prior years, but 1619 was when establishing families became a primary focus.

Peace between the Powhatan Indians and the English, brought about by the conversion and marriage of Pocahontas (kidnapped by the English in 1613) and John Rolfe in 1614, ended in 1622. In March of that year the paramount chief, then Opechancanough, planned a coordinated attack against the English settlements. He was tired of the English encroachment on Powhatan lands. Jamestown escaped being attacked, due to a warning from a Powhatan boy living with the English. During the attack 350-400 of the 1,200 settlers were killed. After the attack, the Powhatan Indians withdrew, as was their way, and waited for the English to learn their lesson or pack up and leave. Once the English regrouped they retaliated and there was fighting between the two peoples for ten years, until a tenuous peace was reached in 1632.

On May 24, 1624, the Virginia Company's charter was revoked by King James I due to overwhelming financial problems and politics, and Virginia became a royal colony, which it remained until the Revolutionary War. This shift in control did not change the English policy towards the Powhatan Indians. Despite peace being declared in 1632, English encroachments on Powhatan lands continued undiminished as more settlers arrived in the Colony.

In April 1644, Opechancanough planned another coordinated attack, which resulted in the deaths of another 350-400 of the 8,000 settlers. The attack ended when Opechancanough was captured in 1646, taken to Jamestown, and shot in the back by a guard - against orders - and killed. His death brought an eventual death to the Powhatan Chiefdom; it was reduced to tributary status. His successor signed the first treaties with the English, which made the Powhatan Indians subjects of the English.

Bacon's Rebellion, in 1676, saw more struggles in Jamestown. The settlers were unhappy about their tobacco being sold only to English merchants due to the Navigation Acts, high taxes, and attacks on outlying plantations by American Indians on the frontiers. Nathaniel Bacon got about 1,000 settlers to join him and take care of the "Indian Problem." Bacon forced Governor Berkeley to give him an official commission to attack the American Indians to blame. Bacon and his followers, however, did not differentiate between those tribes responsible for the attacks and those who were loyal to the English. Governor Berkeley declared Bacon a rebel and civil war erupted in the colony. In September, Bacon and his followers set fire to Jamestown, destroying 16 to 18 houses, the church and the statehouse. Not long after, in October, the Rebellion began its end with the death of Nathaniel Bacon of the "bloody flux." Eventually, many of the rebels were captured and 23 were hanged by Governor Berkeley.

As a result of Bacon's Rebellion, another treaty was signed between the English and the Virginia Indians. More tribes were part of this treaty than the one of 1646. The treaty set up more reservation lands and reinforced a yearly tribute payment of fish and game that the tribes had to make to the English.

In 1698, fire struck Jamestown again. The fire was evidently started by a prisoner awaiting execution in the nearby prison. The fire destroyed the prison and the statehouse, though many of the public records were saved. In 1699, the government and capital were moved from Jamestown to Middle Plantation, renamed Williamsburg. People continued to live on Jamestown Island and owned farm lands, but it ceased to be a town.

Today, Jamestown Island is a historic site, though there is still a private residence on the island. It is preserved by the National Park Service and Preservation Virginia for visitors to learn about the importance of Jamestown and what was born out of its being the first permanent English settlement in North America.

Day 3: "The Deep South"

Activities:

Complete the following activity, AND…

- **Create Mardi Gras mask. See NTI Math Day 3.**

Choose TWO of the following:

- Explore the events of the *Louisiana Purchase Timeline* on www.timetoast.com/timelines/4819 Create a timeline of your own including at least 10 of the events.
- Read the article entitled "History of Mardi Gras". Imagine you are a Journalist attending Mardi Gras for the first time. Write an article based on your experiences. Remember to answer the five W's in your article. In addition, be sure to use text features such as headings, subheadings, sidebars, graphs, etc.
- Conduct research on the weather patterns before the disaster Hurricane Katrina. Pretend you are a weather reporter. Make a 3-5 minute video of you as a meteorologist explaining how the pattern of weather was used to predict the catastrophic event.
- Read "Effects of the Louisiana Purchase". Create a cause and effect chart.

Resources:
Article "History of Mardi Gras"
Article "Effects of the Louisiana Purchase"
www.timetoast.com/timelines/4819
NTI Math Day 3

Effects of the Louisiana Purchase

The Louisiana Purchase had several impacts on the United States. The first impact is that it doubled the size of the country. Our borders went from the Atlantic Ocean to the Rocky Mountains, north to Canada, and south to the boundary with Spanish Florida. It helped to secure the port of New Orleans and the use of the Mississippi river for us. When Spain cut off our right to deposit goods at New Orleans and limited our use of the Mississippi River, this presented a serious challenge for us. Western farmers needed to store goods at New Orleans and ship products on the Mississippi River. It is what prompted our original offer to France, once France got control of this region from Spain.

The Louisiana Purchase also made it clear to other countries that we would try to find ways to peacefully solve our problems. Instead of fighting Spain, and then France, over the use of the Mississippi River and the port of New Orleans, we tried to find a peaceful solution to resolve an issue. It also showed our own people, especially the farmers who lived in the west, that our government did care about them also and would work to meet their needs. This helped western farmers remain loyal to our country.

The Louisiana Purchase also showed us that a loose view of the Constitution was needed. Jefferson hesitated to make the Louisiana Purchase because the Constitution said nothing about buying land. Fortunately, he was convinced to make the Louisiana Purchase with France. There are times when the Constitution must be adapted to changing times.

The United States acquired Louisiana from France through a purchase agreement. The purchase of this large tract of land resulted in America's fifteen states. The deal increased United States territory by doubling it.

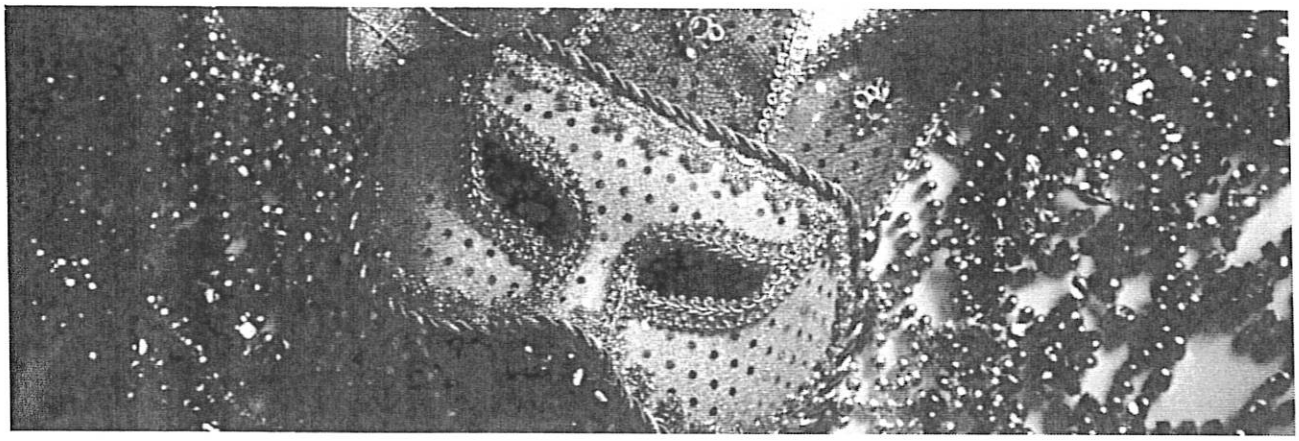
The United States had always been interested in Louisiana because of trade and the fact that it offered access to the port of New Orleans and the Mississippi river. At some brief point in history, the United States had their rights to access the Mississippi River revoked. This upset the Americans and although the issue was resolved, President Thomas Jefferson was more determined to acquire the land.

France acquired the property from Spain much to the discomfort of the United States. Due to the new situation, the United States had to begin military preparations. Issues within the French administration with regards to their expansion forced Napoleon to agree to a deal with United States to completely transfer Louisiana. This in turn averted an impending conflict.

Of course, the major effect of the Louisiana Purchase was that it made the United States much bigger than it had been before. The Purchase doubled the land area of the country. This helped to make Americans feel like their country was strong and important, contributing to a sense of nationalism.

A second major effect of the Purchase was sectional discord. It was because of the Louisiana Purchase that the issue of slavery arose between North and South for the first time since the writing of the Constitution. The North and South came into conflict over the issue of whether slavery would be allowed in the areas that had been purchased from France. This was solved by the Missouri Compromise, but the issue would not go away, eventually helping to cause the Civil War.

History of Mardi Gras



The origins of Mardi Gras can be traced to medieval Europe, passing through Rome and Venice in the 17th and 18th centuries to the French House of the Bourbons. From here, the traditional revelry of "Boeuf Gras," or fatted calf, followed France to her colonies.Mardi Gras History

On March 2, 1699, French-Canadian explorer Jean Baptiste Le Moyne Sieur de Bienville arrived at a plot of ground 60 miles directly south of New Orleans, and named it "Pointe du Mardi Gras" when his men realized it was the eve of the festive holiday. Bienville also established "Fort Louis de la Louisiane" (which is now Mobile) in 1702. In 1703, the tiny settlement of Fort Louis de la Mobile celebrated America's very first Mardi Gras.

In 1704, Mobile established a secret society (Masque de la Mobile), similar to those that form our current Mardi Gras krewes. It lasted until 1709. In 1710, the "Boeuf Gras Society" was formed and paraded from 1711 through 1861. The procession was held with a huge bull's head pushed along on wheels by 16 men. Later, Rex would parade with an actual bull, draped in white and signaling the coming Lenten meat fast. This occurred on Fat Tuesday.

New Orleans was established in 1718 by Bienville. By the 1730s, Mardi Gras was celebrated openly in New Orleans, but not with the parades we know today. In the early 1740s, Louisiana's governor, the Marquis de Vaudreuil, established elegant society balls, which became the model for the New Orleans Mardi Gras balls of today.

The earliest reference to Mardi Gras "Carnival" appears in a 1781 report to the Spanish colonial governing body. That year, the Perseverance Benevolent & Mutual Aid Association was the first of hundreds of clubs and carnival organizations formed in New Orleans.

By the late 1830s, New Orleans held street processions of maskers with carriages and horseback riders to celebrate Mardi Gras. Dazzling gaslight torches, or "flambeaux," lit the way for the krewe's members and lent each event an exciting air of romance and festivity. In 1856, six young Mobile natives formed the Mistick Krewe of Comus, invoking John Milton's hero Comus to represent their organization.

Comus brought magic and mystery to New Orleans with dazzling floats (known as tableaux cars) and masked balls. Krewe members remained anonymous.

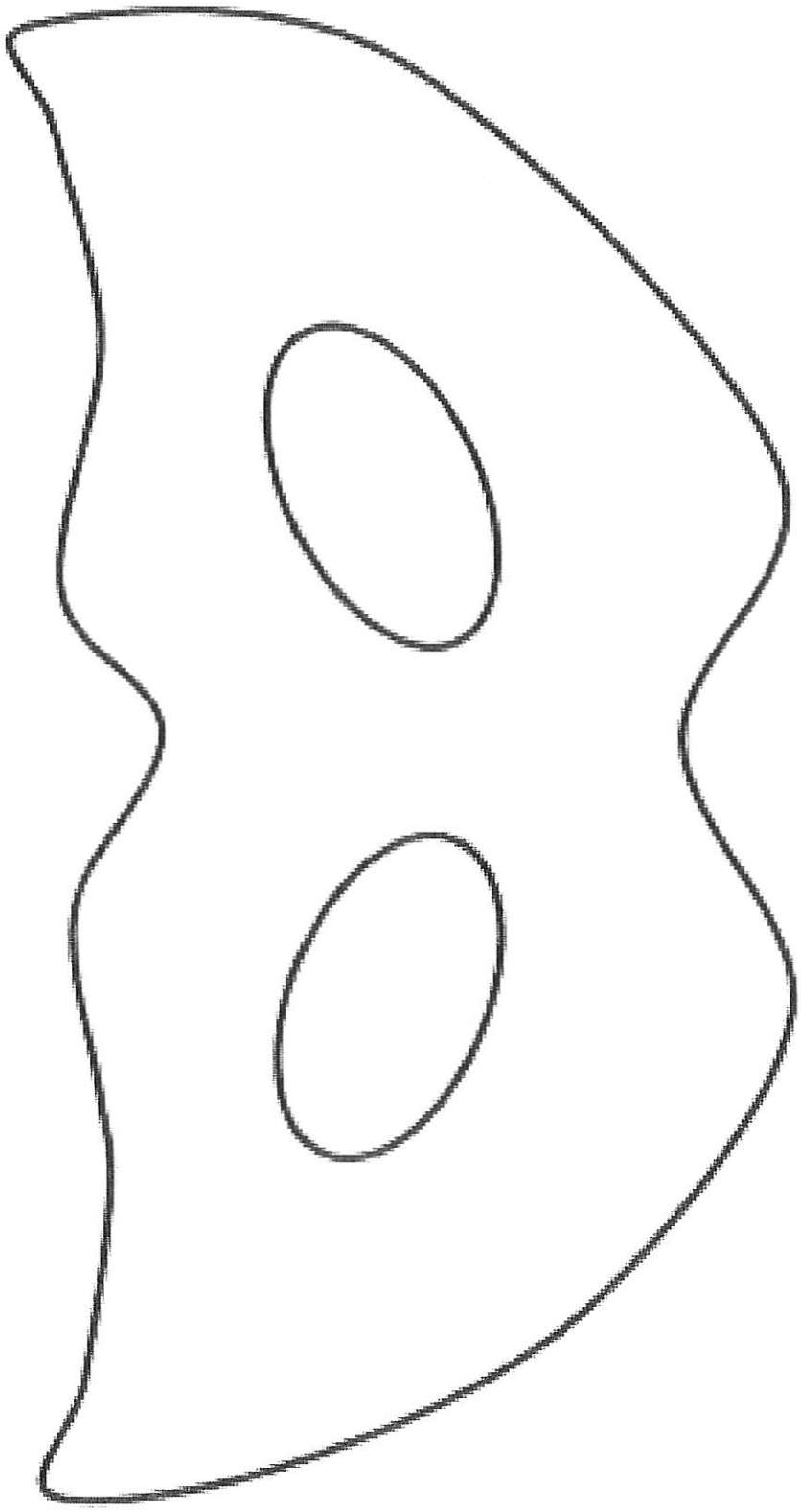
In 1870, Mardi Gras' second Krewe, the Twelfth Night Revelers, was formed. This is also the first recorded account of Mardi Gras "throws."

Newspapers began to announce Mardi Gras events in advance, and they even printed "Carnival Edition" lithographs of parades' fantastic float designs (after they rolled, of course - themes and floats were always carefully guarded before the procession). At first, these reproductions were small, and details could not be clearly seen. But beginning in 1886 with Proteus' parade "Visions of Other Worlds," these chromolithographs could be produced in full, saturated color, doing justice to the float and costume designs of Carlotta Bonnecase, Charles Briton and B.A. Wikstrom. Each of these designers' work was brought to life by talented Parisian paper-mache' artist Georges Soulie', who for 40 years was responsible for creating all of Carnival's floats and processional outfits.

1872 was the year that a group of businessmen invented a King of Carnival, Rex, to preside over the first daytime parade. To honor the visiting Russian Grand Duke Alexis Romanoff, the businessmen introduced Romanoff's family colors of purple, green and gold as Carnival's official colors. Purple stands for justice; gold for power; and green for faith. This was also the Mardi Gras season that Carnival's improbable anthem, "If Ever I Cease to Love," was cemented, due in part to the Duke's fondness for the tune.

The following year, floats began to be constructed entirely in New Orleans instead of France, culminating with Comus' magnificent "The Missing Links to Darwin's Origin of Species," in which exotic paper-mache' animal costumes served as the basis for Comus to mock both Darwin's theory and local officials, including Governor Henry Warmoth. In 1875, Governor Warmoth signed the "Mardi Gras Act," making Fat Tuesday a legal holiday in Louisiana, which it still is.

Like Comus and the Twelfth Night Revelers, most Mardi Gras krewes today developed from private social clubs with restrictive membership policies. Since all of these parade organizations are completely funded by their members, New Orleanians call it the "Greatest Free Show on Earth!"



NTI Day Three - Math

List the geometric figures that are present on the Mardi Gras mask.

1.

2.

3.

4.

Choose one of the following:

- Use the mask template to draw your own Mardi Gras mask..
- Create your own Mardi Gras mask using any materials you have available. (i.e feathers, glitter, construction paper, etc)

Criteria for mask:

- At least:
  - 3 different types of triangles
  - 3 different quadrilaterals
  - 3 other types of polygons

Answer these questions about your mask:

1. **Classify the triangles that you used in your mask**
   a.
   b.
   c.
2. **Classify the quadrilaterals that you used in your mask**
   a.
   b.
   c.
3. **Classify the other polygons that you used in your mask**
   a.
   b.
   c.

Day 4: "Way Out West"

Activities:

Complete the following activity, AND…

- Calculate the difference of the prices now in comparison to the prices during the Gold Rush Era. See NTI Math Day 4.

Choose TWO of the following:

- Read the article "California Gold Rush History". Based on what you read, go to www.storyboardthat.com and create your own 3-frame storyboard of a fictional character in California who is seeking gold. (If you've never used Story Board, here is a short tutorial: https://www.youtube.com/watch?v=zsDryTkqdrY) Imagine one character has just arrived in town while the other has been there several months. What dialogue would the characters say to each other? How would the backgrounds change as they make their way up the mountain? Be creative! When finished, take a screenshot of the storyboard to print or email your teacher.
- Create a Venn Diagram to compare and contrast today's prices to the prices during the Gold Rush and write a paragraph explaining your findings.
- Read the article at http://historycooperative.org/the-history-of-the-hollywood-movie-industry/ After reading about the history of Hollywood, California, record (either voice only or video) an interview of a parent or grandparent about his or her experience with watching movies. Ask them the following ten questions:

1. What was the first movie you went to see at a theater? What year was it? Cost?
2. What kind of theater was it; indoor or drive-in?
3. Where was the theater located?
4. Was the film black and white or color?
5. What actors/actresses starred in the film?
6. Were there other films starring this same actor/actress you enjoyed?
7. What is the most recent movie you went to see?
8. How have things changed through the years?

**Please note, more questions may be added.

Resources:

www.storyboardthat.com
Article entitled "Gold Rush Merchants; Everything Has a Price"
Article entitled "California Gold Rush History"
NTI Math Day 4
http://historycooperative.org/the-history-of-the-hollywood-movie-industry/
https://www.youtube.com/watch?v=zsDryTkqdrY

California Gold Rush History

The California Gold Rush took place between 1848 and 1855. During this time gold was discovered in California. Over 300,000 people rushed to California to find gold and "strike it rich".

Gold Is Found in California

Gold was first discovered in California by James Marshall at Sutter's Mill near the city of Coloma. James was building a sawmill for John Sutter when he found shiny flakes of gold in the river. He told John Sutter about the discovery and they tried to keep it secret. However, soon word got out and prospectors were rushing to California to find gold. Sutter's Mill from the California Department of Parks and Recreation

The Forty-niners

Before the gold rush, there were only around 14,000 non-Native Americans living in California. This soon changed. Around 6,000 people arrived in 1848 and in 1849 around 90,000 people arrived to hunt for gold. These people were called the Forty-niners. They came from all around the world. Some were Americans, but many came from places like China, Mexico, Europe, and Australia.

Digging for Gold

Many of the first prospectors did make a lot of money. They often made ten times in a day what they could working a normal job. The original miners would pan for gold. Later, more complex methods were used to allow multiple miners to work together and search larger amounts of gravel for gold.

What is "panning for gold"?

One method miners used to separate gold from dirt and gravel was called panning. When panning for gold, miners put gravel and water into a pan and then shook the pan back and forth. Because gold is heavy it will eventually work its way to the bottom of the pan. After shaking the pan for a while, the gold will be on the bottom of the pan and the worthless material will be at the top. Then the miner can extract the gold and set it aside.

Supplies

All these thousands of miners needed supplies. Typical supplies for a miner included a mining pan, a shovel, and a pick for mining. They also needed food and living supplies such as coffee, bacon, sugar, beans, flour, bedding, a tent, lamp, and a kettle. The store and business owners who sold supplies to the miners often became wealthier than the miners. They were able to sell items at very high prices and the miners were willing to pay.

Boomtowns

Whenever gold was discovered in a new place, miners would move in and make a mining camp. Sometimes these camps would rapidly grow into towns called boomtowns. The cities of San Francisco and Columbia are two examples of boomtowns during the gold rush.

Ghost Towns

A lot of boomtowns eventually turned into abandoned ghost towns. When the gold ran out in an area, the miners would leave to find the next gold strike. The businesses would leave too and soon the town would be empty and abandoned. One example of a gold rush ghost town is Bodie, California. Today it is a popular tourist attraction.

Interesting Facts about the Gold Rush

San Francisco was a small town of around 1,000 people when gold was discovered. A few years later it had over 30,000 residents. California was admitted as the 31st state of the United States in 1850 during the gold rush. Sometimes groups of miners used "rockers" or "cradles" to mine. They could mine a lot more gravel and dirt this way than with just a pan. There have been other gold rushes in the United States including the Pike's Peak gold rush in Colorado and the Klondike gold rush in Alaska. Historians estimate that around 12 million ounces of gold was mined during the gold rush. That would be worth around $20 billion using 2012 prices.

Gold Rush Merchants: Everything has a Price

There was gold in California and everyone wanted their share. In that spirit, in early September, 1850, 17-year old Stephen Chapin David and his older brother Josiah arrived in Gold Rush California. Entrepreneurial skills showed quickly as Stephen purchased newspapers before boarding the ship to sell to the other sailors. While early searching for gold did not prove as lucrative as hoped, they turned to jobs such as cooks and storekeeping. On October 25, 1850, the brothers purchased a store from Mr. Stones for $260 and all its goods at cost value.

Selling goods such as ham, flour, sugar or quicksilver proved profitable for Stephen and Josiah. Many items could be sold for more than double their original cost. Seasons often affected the profitability of the store, but other avenues were always available that insured a stable income. First, they fixed up their store in order to host boarders at $11 a week. Going into town to buy supplies for the store was no reason to have lost out on money; they would often collect mail from the miners to send out for them, charging $1.25 per letter that cost 40 cents to post. Return mail was also brought from the cities to the mining camps. Often miners only received mail from home once a month, so while the brothers did make a profit from the miners, they also provided a valuable service that gave them a small sense of security from home that they had not been forgotten about.

Many early gold seekers left with the intention of becoming merchants. Robert M. Senkewicz reveals they left home with things to sell and relationships with big city merchants that could send goods to their aspiring businesses on a regular basis once they had settled in California. Communication was important with the suppliers. They had to make sure that goods were packed properly for shipment so they could be sold at full value instead of discounted rates for damaged goods, as well as insuring which goods to ship that were in the greatest need and would make the most money. Too much of any one item on the market forced lower prices and burdening quantities of unsold stock. The influx of miners and merchants alike that flocked to California, many whom stayed on after the gold rush had ended, began the diversified population that California still has today.

Gold Rush Prices Worksheet

Many arrived in California hoping to strike it rich, but they quickly learned it was hard work to find gold. Most miners only found $10 to $15 worth of gold dust a day. Merchants quickly realized they could get rich by selling supplies at high prices to miners. Sam Brannan, a merchant who built a store next to Sutter's Fort, made more than $2,000 a day selling goods to the miners. Supplies were scarce in California, and the demand for them was so great that merchants raised prices as high as they wanted. The gold pans that miners needed cost 20 cents before 1849, but soon were sold for $8 each. The cost of eggs rose from $1.00, to $2.00, to $3.00 per egg.

Below are what certain items cost in the gold fields during 1851 and what the price would be equal to in 2007 at gold rush era values. Compare them with what these items cost today in a grocery store. Find out today's prices by visiting the market or looking at newspaper food ads. Calculate the difference between then and now.

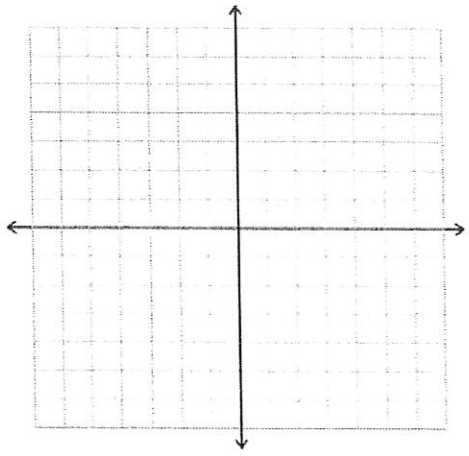
	Gold Rush Prices			Today's Prices	Difference
	1851		2007		
Beef	$10.00	per lb.	$279.81		
Butter	$20.00	per lb.	$559.63	per lb.	
Cheese	$25.00	per lb.	$699.53	per lb	
Coffee beans	$ 0.15	per lb.	$ 4.20	per lb.	
Crackers, in tins	$ 0.15	per tin	$ 4.20	per box	
Eggs	$ 3.00	each	$ 83.94	each	
Flour	$13.00	per bag	$363.76	per bag	
Oranges	$ 0.15	each	$ 4.20	each	
Rice	$ 8.00	per lb.	$223.85	per lb.	
Optional					
Boots	$ 6.00	per pair	$167.89	per pair	
Flannel shirts	$ 1.50	each	$ 41.97	each	
Blanket	$ 5.00	each	$139.91	each	
Shovel	$36.00	each	$1007.33	each	

Choose one item, create an equation, table and graph by represent the function

Item Chosen:_____ Equation_____

lbs	Cost
1	
2	
3	
4	

Ordered Pairs
(.)
(.)
(.)
(.)



Day 5: Culminating Activity

Activities:

Choose only ONE of the following:

- Create a 3 dimensional diorama entitled "Adventures Across America" that represents what you've learned from ONE of the four places you visited in this unit. You may use any materials you can find at home. You may use a shoe box or even a cereal box; BE CREATIVE! In addition, you may use any media you would like. For example, you may use cotton balls, spaghetti, gravels from the driveway, small toys, yarn, etc.

  Here are some examples:

- Create a Powerpoint Presentation to show what you have learned.

Include:

Slide 1	Introduction: Name, Title of Project, Date, Homeroom Class Name
Slides 2-3	Demonstrate what you learned from Day 1 activities.
Slides 4-5	Demonstrate what you learned from Day 2 activities.
Slides 6-7	Demonstrate what you learned from Day 3 activities.
Slides 8-9	Demonstrate what you learned from Day 4 activities.
Slide 10	Closing Slide Provide a short paragraph explaining which activities you liked best and why. Also include which parts of the unit were challenging as well as which parts were almost too simple. What would you have added if you had created the unit yourself?