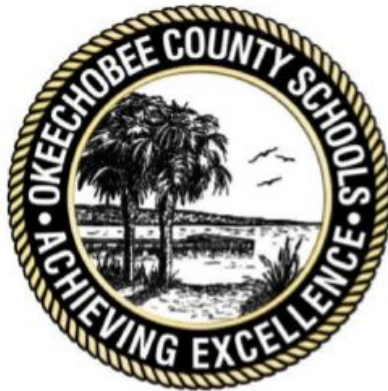


# **Eighth Grade ELA & Mathematics Week 2 Packet**



**First & Last Name:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**School:** \_\_\_\_\_

Read the passage. Then answer the questions that follow.

# The Battle Picnic

*by Jonas Sellers*

- 1 [Scene: a well-furnished drawing room in a fancy Washington D.C. home, July 16, 1861.]
- 2 MANFRED [Excitedly.] Well, the war with the Confederates has finally begun! We are determined to march to Richmond, and we will certainly overcome those rebels before the month has ended. Our victory will be swift, and the rebels will learn that they should not have unleashed Pandora's box with their traitorous ways.
- 3 JENNY [Distressed.] I believed that the war had already started in April, when the Confederate soldiers fired boldly on Fort Sumter. Surely that was an easy victory for them, and thankfully no one was killed on either side. But with all the volunteers President Lincoln gathered, why would the Confederate forces try to attack us now? I have heard officials say that our display of strength would frighten the Confederates into submission. [Pausing briefly in thought.] I am anxious about beginning a war; surely, many people will be harmed by such a serious act.
- 4 MANFRED [With a knowing smile.] I believe, sister, that you are less worried about war in general than about the safety of your own dear brother. Do not waste a moment worrying on my account; we will reward those Southern soldiers with a hearty beating, bring the black sheep back into the Union, and be at restful, even boring, peace again before you notice I am gone. By fighting, we will show our strength and our well-deserved confidence because we are battling on the proper side.
- 5 JENNY When must you leave?
- 6 MANFRED I came to say farewell, dear sister, as we march as soon as we are gathered. [Manfred walks over to the window and looks out.] Look at all the fine and fancy carriages filled with townspeople, determined to travel the road with our troops. What a stirring show of public support!
- 7 JENNY [Joining him at the window.] What can they be thinking of, to so merrily follow troops into battle?
- 8 MANFRED They are thinking that the battle will offer rewarding entertainment. They are thinking they will see our troops easily march to victory, just as I am thinking.
- 9 [Scene: July 21, 1861, along the Bull Run River, near Manassas Junction; there is a mass of confusion, with sightseers grabbing baskets and jumping into carriages; soldiers running toward the road heading back to Washington, and many soldiers dead and dying on the battlefield.]
- 10 JENNY [Totally distraught, staring toward the field.] Father, where is Manfred? Can you see Manfred anywhere on the battlefield?
- 11 MR. BENJAMIN [Demandingly.] Manfred will have to take care of himself. Sit down and get settled now, quickly as you can. The road is already filled to overflowing with panicky people.
- 12 JENNY Father, this is the most horrifying experience of my life. Why did we come? Why did so many people come, to picnic at a battle?

**Go On**

- 13 MR. BENJAMIN [Squarely facing Jenny.] Look at the growing hoards of Confederate soldiers, advancing so quickly. Our troops are fleeing off the field like bats from hell, hurrying back toward Washington, dropping their goods and guns so that they can run even faster.
- 14 JENNY I do not think they are cowards, Father. Who would stand at such a show of force?
- 15 MR. BENJAMIN We must go. We can talk later. Before long, the Confederates will be chasing us back to Washington, and who could imagine what might happen if they were to apprehend us?
- 16 JENNY I knew we should not have come!
- 17 MR. BENJAMIN Yes, I see that now.
- 18 JENNY [Solemnly.] I hope that Manfred makes it home safely. I hope . . . but I am not at all certain.
- 

**6** This question has two parts. First, answer part A. Then, answer part B.

**Part A**

What is one central theme of “The Battle Picnic”?

- A** It is unrealistic to believe that wars are not deadly.
- B** Believing you can win is more important than actually winning.
- C** One’s attitude toward an event will affect the outcome of that event.
- D** It is important to stay calm during times of crisis.

**Part B**

Select **three** pieces of evidence that support the answer to part A.

- A** “I believed that the war had already started in April, when the Confederate soldiers fired boldly on Fort Sumter.”
- B** “I came to say farewell, dear sister, as we march as soon as we are gathered.”
- C** “What can they be thinking of, to so merrily follow troops into battle?”
- D** “Manfred will have to take care of himself. Sit down and get settled now, quickly as you can. ”
- E** “ . . . there is a mass of confusion, with sightseers grabbing baskets and jumping into carriages; soldiers running toward the road heading back to Washington, . . . ”
- F** “Father, this is the most horrifying experience of my life. Why did we come? Why did so many people come, to picnic at a battle?”
- G** “We must go. We can talk later.”

**7**

Which details from “The Battle Picnic” **best** support the inference that the characters do not fully understand their situation? Select all that apply.

- A** Almost everyone is excited about a picnic on the battlefield.
- B** The Union soldiers are preparing to march on the Confederate capital of Richmond.
- C** Manfred says he and the other Union soldiers will overcome the Confederates before the month has ended.
- D** People decide to leave the battle region as quickly as possible once the Confederates take control.
- E** The people fleeing the battle are afraid they will be attacked by the advancing Confederate soldiers.

**8**

Read these sentences from “The Battle Picnic.”

Do not waste a moment worrying on my account; we will reward those Southern soldiers with a hearty beating, bring the black sheep back into the Union, and be at restful, even boring, peace again before you notice I am gone. By fighting, we will show our strength and our well-deserved confidence because we are battling on the proper side.

What do you learn about Manfred’s character by what he says?

- A** He believes battle is more exciting than daily life.
- B** He cares for his sister so much that he does not want to frighten her.
- C** He does not want to fight but he feels he must do so for his country.
- D** He does not care that his sister is concerned for his safety.

**9**

When Manfred states in “The Battle Picnic” that he is battling on the “proper side,” what does the word “proper” suggest?

- A** Manfred is certain that his side will win.
- B** Manfred believes he is the only person able to behave in a correct manner.
- C** Manfred views the war as necessary.
- D** Manfred believes his side is supported by the forces of justice.

***Go On***

10

What is the effect of Manfred's comment in "The Battle Picnic" that he will be back before Jenny notices he is gone?

- A** It creates a break in the tension of the passage because the audience knows that Manfred is using humor in his response to Jenny.
- B** It creates a sense of dread since the audience knows that Manfred's prediction of a quick and easy victory is incorrect.
- C** It causes the audience to share Jenny's sense of fear because the audience can tell Manfred is lying on purpose.
- D** It causes the audience to share Jenny's anger because the audience knows that Jenny has begged Manfred not to go to war.

11

At the beginning of the play, Manfred says, "Our victory will be swift, and the rebels will learn that they should not have unleashed Pandora's box with their traitorous ways." Read this telling of the Greek myth "Pandora's Box."

#### Pandora's Box

Long ago, the god Zeus was angry with two brothers named Epimetheus and Prometheus. Zeus, who was the most powerful of all the gods, had a plan to get even. He ordered another god, Hephaestus, to make a very beautiful woman out of clay. This woman, Pandora, was sent to Earth by Zeus to marry Epimetheus. As a wedding gift, Zeus gave Pandora a box but made her promise never to open it.

Pandora was very curious by nature, and after resisting for as long as she could, she finally opened the box. Out flew all the horrors and evils of the world—hate, disease, misery, poverty, envy, and more—which Zeus had hidden away in the box. Frightened by all the evil rushing out, Pandora quickly closed the lid, not realizing that there was one thing still trapped inside. That thing was hope.

What does Manfred suggest through his reference to Pandora's box? Use details from both "The Battle Picnic" and "Pandora's Box" in your answer.

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Read the passage. Then answer the questions that follow.

# The Gift of the Flute

*a Brule Sioux legend  
retold by Isabella Stroud*

1 Long ago, in the land of the Sioux, there was a time before the People had flutes. They had drums made of wood and animal hide, and rattles made of gourd; but they had no flutes, for they had never seen or heard one.

2 One day, a young hunter left his village to follow the fresh tracks of an elk. He carried with him a new wooden bow and a deerskin quiver holding arrows carved of wood, with fine feathers and flint stone arrowheads as sharp as glass. Into the mountains he followed the tracks of the elk, who remained always just out of sight, so that the hunter never caught a glimpse of him. The elk's tracks led deep into a forest—where, as night fell, both they and the elk disappeared.

3 As darkness filled the woods, the moon did not rise, and the hunter was forced to admit that until daybreak he was lost. He ate a little of the wasna—dried meat, mixed with berries and fat—that he carried in his deerskin pouch, and followed the sound of water to a cold stream, from which he drank. Then he wrapped himself in his fur robe and tried to sleep. But the night sounds of the forest were ones of animals calling, and owls hooting, and trees groaning, and instead of sleeping the hunter lay wakefully listening. The more he listened, the more he heard, until he realized that he was hearing a sound he had never heard before. It was a sound of wind—though not only of wind—and it was strangely lovely, yet dry and mournful, like the whistle of a ghost. And it was somewhat frightening. With a shiver, the hunter gathered his robe closer about him and took a long, long time to fall asleep.

4 When the hunter awoke with the sun, he looked up and saw wagnuka, the redheaded woodpecker, on a branch of the tree under which he had slept. The bird flitted to another tree, and to another, each time looking back as if to say, “Follow!” Again the hunter heard the lovely, strange sound of the night before, and he took up his bow and quiver and followed the woodpecker from tree to tree through the forest, until the bird came to a great cedar. There it paused on one hollow, slender branch, and began hammering with its beak at holes it had pecked in the wood. When the wind entered the holes the woodpecker had carved, the branch whistled with the lovely, strange sound. “Kola—friend,” said the hunter to the woodpecker, “permit me to take this branch back to my people!”

5 So the hunter returned to his village with no elk meat, but instead with the first flute: a gift of the tree, of the wind, of the bird, and of one who had learned how to listen.

**Go On**

**Part A**

Which of the following sentences **best** states a central theme of the story?

- A** Taking time to understand nature can lead to rewarding friendships with plants and animals.
- B** It is generally better to settle for something unimportant than to leave empty-handed.
- C** If people remain motivated and focused, they can accomplish any goal that they set out to.
- D** If people are not too focused on what they think they want, they can find unexpected surprises.

**Part B**

Which sentence from the story **best** supports the answer to part A?

- A** "Into the mountains he followed the tracks of the elk, who remained always just out of sight, so that the hunter never caught a glimpse of him."
- B** "The more he listened, the more he heard, until he realized that he was hearing a sound he had never heard before."
- C** "When the hunter awoke with the sun, he looked up and saw wagnuka, the redheaded woodpecker, on a branch of the tree under which he had slept."
- D** "Again the hunter heard the lovely, strange sound of the night before, and he took up his bow and quiver and followed the woodpecker from tree to tree through the forest, until the bird came to a great cedar."
- E** "So the hunter returned to his village with no elk meat, but instead with the first flute: a gift of the tree, of the wind, of the bird, and of one who had learned how to listen."

**7**

Which sentence from the story **best** explains why the hunter has to stay in the woods overnight?

- A** "One day, a young hunter left his village to follow the fresh tracks of an elk."
- B** "Into the mountains he followed the tracks of the elk, who remained always just out of sight, so that the hunter never caught a glimpse of him."
- C** "As darkness filled the woods, the moon did not rise, and the hunter was forced to admit that until daybreak he was lost."
- D** "But the night sounds of the forest were ones of animals calling, and owls hooting, and trees groaning, and instead of sleeping the hunter lay wakefully listening."

**8**

Based on evidence from the text, which words below **best** describe the hunter? Select all that apply.

- A** curious
- B** cold-hearted
- C** respectful
- D** foolhardy
- E** careful
- F** cheerful

**9**

The author begins the fourth paragraph with the words "When the hunter awoke with the sun." How does this choice of words affect the tone of the story?

- A** The words further develop the frightening tone because the hunter is too scared to notice the sun.
- B** The words create a surprising tone because the reader expected the hunter to sleep into the afternoon.
- C** The words create a light tone to contrast with the mysterious tone of the previous paragraph.
- D** The words create a humorous tone because the hunter is now amused by his fear.

***Go On***



**10**

Which of these **best** summarizes the plot of this story?

- A** A Sioux hunter follows an elk into a forest. The elk stays too far ahead of him, so the hunter loses sight of the elk. The hunter decides to stay the night in the forest and look for the elk in the morning. When he wakes up, the hunter cannot find the elk. The hunter walks home and finds a flute on the way. He plays it for his people.
- B** A Sioux hunter follows an elk into a forest, and then night falls. Realizing it's too dark to get home, he lies down and listens to the sounds of the forest. He hears an unusual sound, and in the morning, he follows it to find a woodpecker who makes a flute. With permission from the woodpecker, the hunter takes the gift to his people.
- C** A Sioux hunter foolishly follows an elk into the forest. He lies down to fall asleep but is kept awake all night by the sounds of animals and trees. He also hears an unusual sound which frightens him because he is a coward. When he wakes up in the morning, he sees a woodpecker putting holes in some trees. This gives him an idea to make a flute.
- D** A Sioux hunter follows an elk into a forest until it gets dark. Then, he stays the night in the forest but is too worried about finding the elk to get any sleep. He hears the wind, the trees, and the animals of the forest. All the noises are very loud and frighten the hunter. He is given a flute on the way home.

**11**

Below are three inferences about the passage.

<b>Inference</b>	The people of the story placed a high value on music.
	The hunter is in tune with the nature surrounding him.
	For the hunter, the flute's sound carries deep emotion.

Circle one of the inferences. Then cite two lines from the passage that help support this inference.

Line 1: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Line 2: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A student is writing a report about Christopher Columbus. Read the following paragraphs from two of the student's sources. Then answer the questions that follow.

## Article 1

Christopher Columbus was one of the most brilliant navigators in history. In 1492, he “sailed the ocean blue,” heading west from Spain and into the unknown. On October 12, he sighted land in the Caribbean Sea. He didn’t know it at the time, but he had discovered a part of the world Europeans did not know existed. He created a small settlement and then, on a second voyage in 1494, founded a Spanish colony. Four years later, he sailed south, exploring the northern coast of South America. Most importantly, Columbus found a reliable sailing route from Europe to America. He did what no man before him had done, and so changed the world forever.

## Article 2

Christopher Columbus changed the world—for the worse. The consequence of his adventures was the deaths of millions of men, women, and children living in the Americas. How did this happen? Before Columbus, Europe and the Americas had long been separated. There had been no contact of any kind for hundreds of thousands of years. Then Columbus and his followers arrived. They brought with them new people, new plants and animals, and new diseases. This so-called Columbian Exchange led to 95 percent of all Native Americans living in Central and South America dying of disease. And those who did not die of disease were made slaves by men like Columbus. Columbus knew how to sail, but his skills brought only disaster.

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**35** Which is the best summary of Article 1?

- A** Christopher Columbus was a great navigator both for discovering America and finding a sailing route from Europe.
- B** Christopher Columbus created a small settlement in the Caribbean and sailed around the northern coast of South America.
- C** Christopher Columbus changed the world by making several voyages and establishing a Spanish colony.
- D** Christopher Columbus was the first man to discover a way of sailing easily from Europe to the Americas.
- E** Christopher Columbus was important because, in sailing to America, he discovered an unknown part of the world.

**36**

Which statement from Article 2 could the student quote to explain the meaning of "Columbian Exchange"?

- A** "Before Columbus, Europe and the Americas had long been separated."
- B** "There had been no contact of any kind for hundreds of thousands of years."
- C** "They brought with them new people, new plants and animals, and new diseases."
- D** "And those who did not die of disease were made slaves by men like Columbus."

**37**

Article 1 is organized sequentially, and Article 2 has a cause-effect organization. How can the student explain why those structures are appropriate for the arguments the authors are making?

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**STOP**

## Interpreting a Linear Function *continued*

- 3** Amber plans to cook a turkey and macaroni and cheese for a special dinner. Since she will need to use the oven for both dishes, and they won't both fit in the oven at the same time, she has to determine how much time all the cooking will take. The macaroni and cheese will take a set amount of time, while the turkey takes a certain number of minutes per pound that the turkey weighs.

The equation models the total cooking time Amber will need to prepare her dishes.

$$y = 15x + 40$$

- a. What do variables  $x$  and  $y$  represent? Use the phrase *is a function of* to describe how the two quantities relate to each other.
- b. What does the value 40 represent?
- c. What does the rate of change represent?
- d. What is the total cooking time for just the turkey if it weighs 12 pounds? How do you know?

# Writing an Equation for a Linear Function from a Verbal Description

► Write an equation for each linear function described. Show your work.

- 1 The graph of the function passes through the point  $(2, 1)$ , and  $y$  increases by 4 when  $x$  increases by 1.
- 2 the function with a rate of change of  $\frac{3}{2}$  whose graph passes through the point  $(4, 10.5)$
- 3 the function with a rate of change of  $\frac{4}{5}$  that has a value of 10 at  $x = 10$
- 4 the function that has an  $x$ -intercept of  $-2$  and a  $y$ -intercept of  $-\frac{2}{3}$
- 5 Cameron stops to get gas soon after beginning a road trip. He checks his distance from home 2 hours after filling his gas tank and checks again 3 hours later. The first time he checked, he was 170 miles from home. The second time, he was 365 miles from home. What equation models Cameron's distance from home as a function of the time since getting gas?
- 6 A charity organization is holding a benefit event. It receives \$28,000 in donations and \$225 for each ticket sold for the event. What equation models the total amount earned from the event as a function of the number of tickets sold?

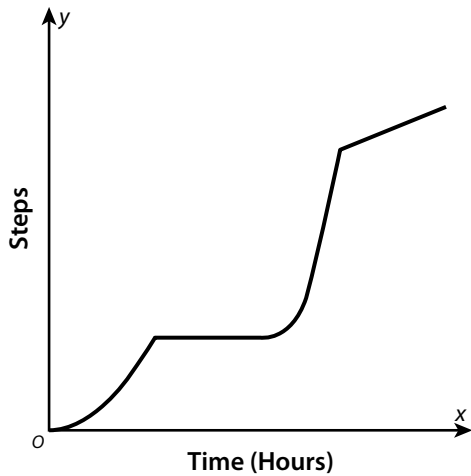
## Writing an Equation for a Linear Function from a Verbal Description *continued*

- 7** The same charity organization from problem 6 has to pay \$4,700 for the banquet hall as well as \$110 per plate for each ticket sold.
- What equation models the total amount spent as a function of the number of tickets sold?
  - Using your answer from problem 6, write an equation for the charity's profit as a function of ticket sales. (profit = amount earned – amount spent)
- 8** A school pays \$1,825 for 150 shirts. This includes the \$25 flat-rate shipping cost.
- What equation models the total cost as a function of the number of T-shirts ordered?
  - What does each variable represent?
  - What are the initial value and rate of change of the function? What does each one represent?

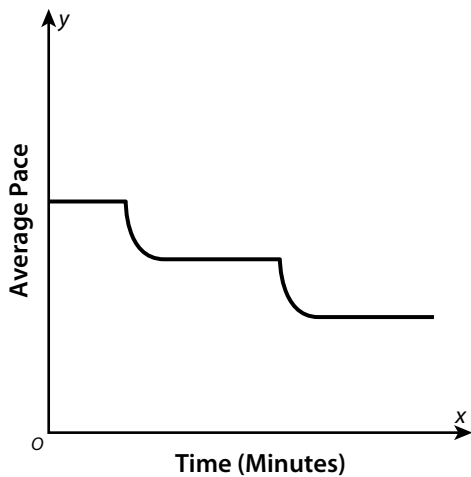
# Using Graphs to Describe Functions Qualitatively

► Tell a story that could be represented by the graph shown.

- 1 The graph represents steps taken as a function of time.

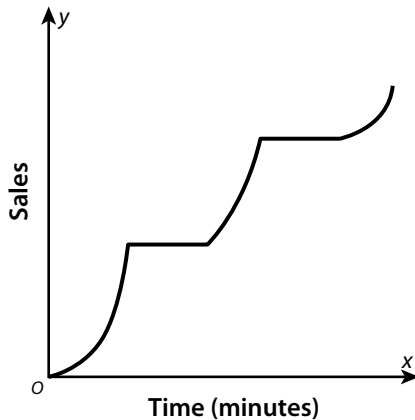


- 2 The graph represents average pace as a function of time.

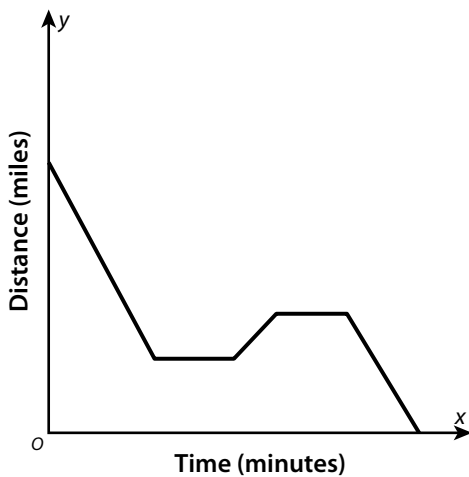


## Using Graphs to Describe Functions Qualitatively *continued*

- 3 The graph shows sales as a function of time.



- 4 The graph shows distance as a function of time.



- 5 For an interval on a graph that shows that a change is happening, explain how the shape of the graph on that interval tells you whether the change is happening gradually or quickly.



# Finding the Slope of a Line

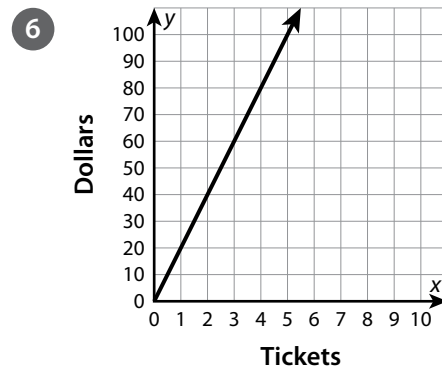
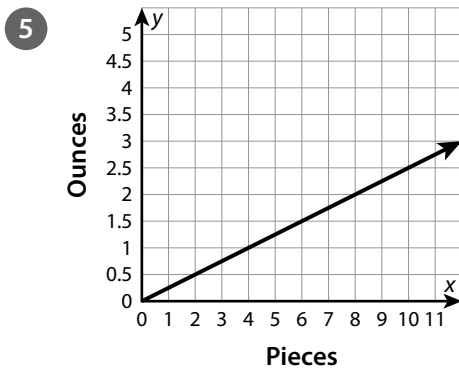
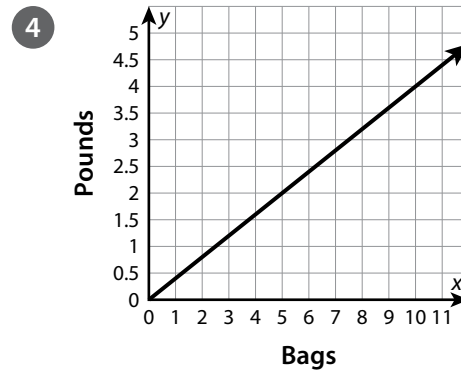
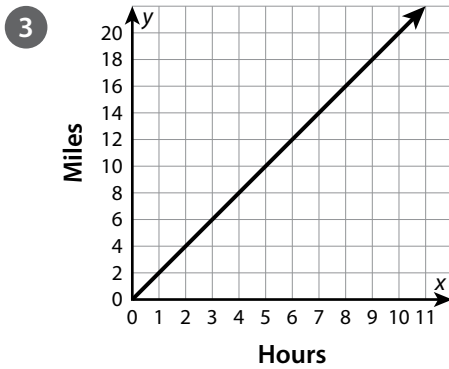
- Use the information provided to find the slope of each line. State what the slope represents.

1

<b>Seconds</b>	0	5	10
<b>Feet</b>	0	30	60

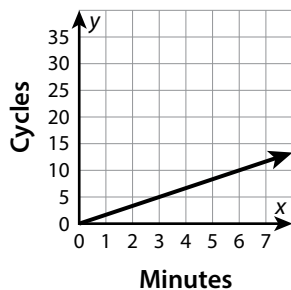
2

<b>Hours</b>	0	2	5
<b>Dollars</b>	0	18	45

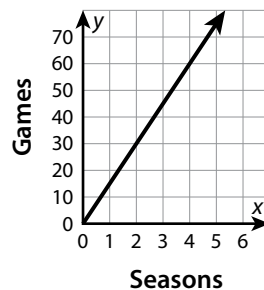


## Finding the Slope of a Line *continued*

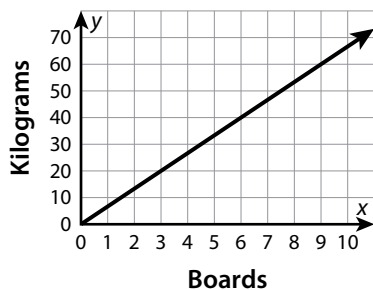
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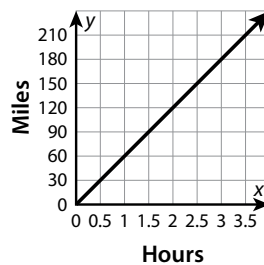
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9



10

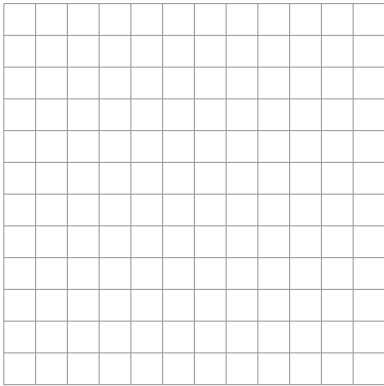


11 Compare finding the slope using a table and using a graph.

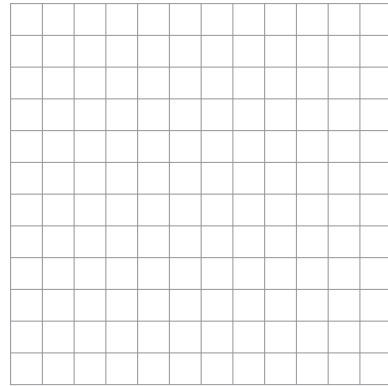
# Graphing a Linear Equation Given in Any Form

- Graph each linear equation on the grid provided. Be sure to label the units on the  $x$ - and  $y$ -axes.

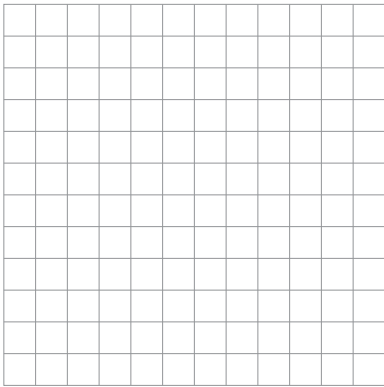
1  $5x + 2y = 10$



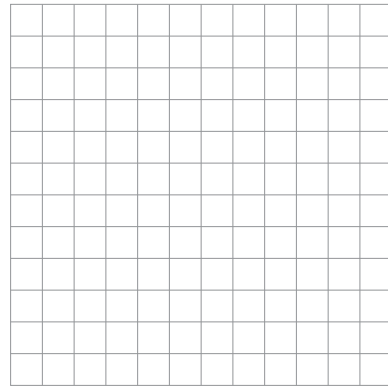
2  $200x - 300y = 600$



3  $-\frac{1}{2}x - 2y = 4$

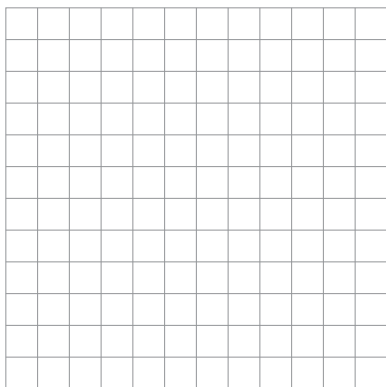


4  $6x - 12y + 24 = 0$

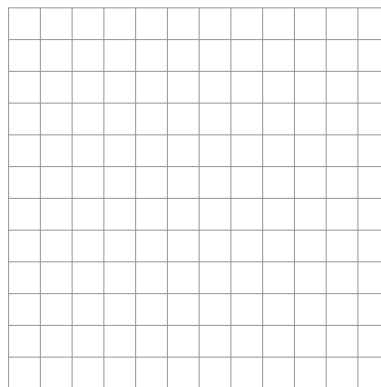


## Graphing a Linear Equation Given in Any Form *continued*

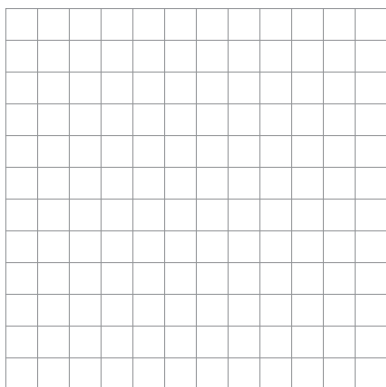
5  $-150x + 5y = 300$



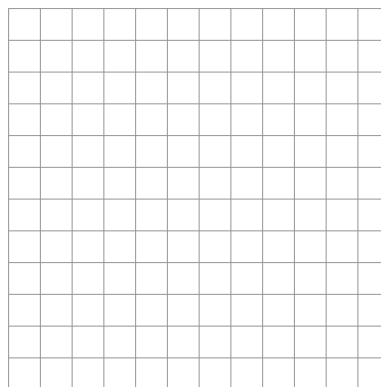
6  $-4x - 40y - 80 = 0$



7  $-6x + 7y = 42$



8  $10x + \frac{1}{3}y = 30$

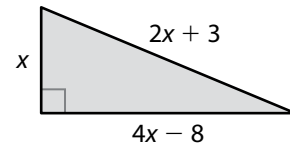


- 9 Which method do you prefer for graphing linear equations that are not in the form  $y = mx + b$ ?

# Representing and Solving Problems with One-Variable Equations

► Write and solve an equation to answer each question.

- 1 The perimeter of the triangle shown is 30 inches. What is the length of the longest side of the triangle?



- 2 Two times the quantity of seven less than one-fourth of a number is equal to four more than one-third of the number. What is the number?
- 3 Amanda uses a rectangular canvas for a painting. The length is  $6x - 3$  centimeters. The width is  $2x + 6$  centimeters, and is  $\frac{4}{5}$  of the length. What are the dimensions of the canvas?
- 4 Three friends fill bags with trash at a neighborhood cleanup. Randall's bag weighs  $3x - 7$  pounds, Seth's bag weighs  $2x - 10$  pounds, and Joanna's bag weighs  $2x + 2$  pounds. Together, Randall's and Joanna's bags weigh 3 times as much as Seth's bag. How many pounds of trash does each friend pick up?