8th Grade Snow Day Packet

Day 3:

Language Arts.......pages _1-4_

Science....................pages _5_

Social Studies.......pages _6_

Math..........................pages _7-8_

P.E.............................pages _9_

STEM........................pages _10_

Art............................pages _11_

Band.........................pages _12_

Choir........................pages _____

Computers . . . . . . pages _13_

Name: _____   Class: _____
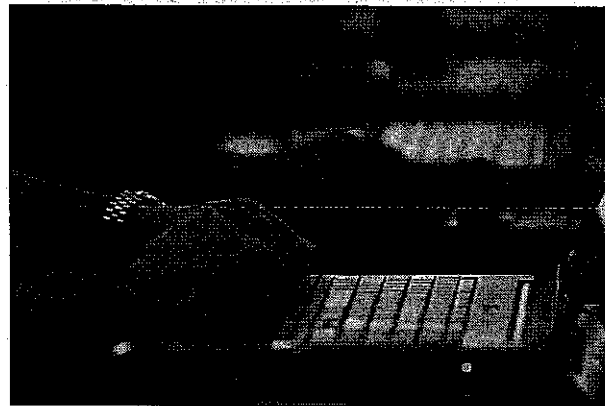
Online Identity

By CommonLit Staff
2014

Consider the different ways we express ourselves, especially in the new age of technology. The Internet has heavily shaped our notion of identity. On the Internet, people can create a multitude of personas, some of which can be created with false information.

As you read, take notes on the ways in which people express their identity on the Internet.

Online Identities

[1]   An online identity, sometimes called an Internet persona, is an identity established by a user to interact with others through social media such as Facebook, Twitter, blogs, or multi-player games. Although some people use their real names online, many Internet users prefer to be anonymous, identifying themselves by pseudonyms[1]. Some users can be deceptive[2] about their identity.

"Sisters" by Stephen Harlan is licensed under CC BY 2.0.

Users express online identity both explicitly and implicitly. Users express themselves explicitly through usernames, pictures, and the information about themselves that they choose to give others, such as their hometown. They can also explicitly express their identity by choosing an avatar, an icon-sized graphic image, or by creating user profiles in social media networks, such as Facebook. Implicitly, users express their identity through what they say to other users and the opinions they express. As other users interact with an established online identity, it gains a reputation, which enables them to decide whether the identity is worthy of trust.

The Reliability of Online Identity and the "Mask" Effect

Social networking services and online avatars have made the notion of identity far more

---

1. **Pseudonym** *(noun)* a false name
2. **Deceptive** *(adjective)* meant to trick or deceive someone

complex, because the identities that people define in the social media are not necessarily the identities that they actually have. For example, several studies have shown that people lie about themselves in online dating profiles, or in communication with potential partners.

A person may feel that she is able to lie about her identity on the Internet because it creates a "mask" effect, where no one can see her "true self." Social theorists believe that whenever an individual interacts with others online, she portrays a mask of her identity, not her true identity. This is partly due to the fact that in some online contexts, such as Facebook, she must answer specific questions to create an online profile. Further, as she begins to interact with others, she adds more and more layers to her mask through the vocabulary she uses and the topics she writes about.

[5] The kind of mask one chooses reveals at least something about the person who chooses it. While the online mask does not reveal the actual identity of the person, it does reveal an example of what lies behind the mask. For instance, if a person chooses to act like a rock star online, this may mean that he or she has an interest in rock music. Even a person choosing to hide behind a totally false identity says something about the fear and lack of self-esteem he or she may be experiencing.

Relation to real-world physical and sensory constraints

Online identity offers potential social benefits to those with physical and sensory[3] disabilities, because others cannot see them. These users can free themselves from their disabilities by creating online personas that are not disabled. This is called "disembodiment," and gives these users the opportunity to operate outside the constraints of social stigmatization. They can be treated on their merits as a person, rather than being seen as someone inferior due to a disability.

Concerns

Most concerns about virtual identity revolve around the contrast between online and offline existence. The ability to challenge the notion of what "real" means has raised questions about how virtual experience may affect one's offline emotions.

3. **Sensory** *(adjective)* something that can be felt by the five senses

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following best describes the central idea of the article?
   A. Individuals are more likely to explicitly share their true interests and personality on social media because online identities are anonymous.
   B. Online identities allow people to shape how others see them and express themselves in a way they are unable or unwilling to in real life.
   C. Individuals use online personas to positively and safely express their identities without people judging how they really look, speak, and behave.
   D. Online identities are deceptive representations of people who are unhappy with themselves and lie about their identity so they can be accepted by other online personas.

2. PART B: Which phrase from the text best supports the answer to Part A?
   A. "Users express themselves explicitly through usernames, pictures, and the information about themselves" (Paragraph 2)
   B. "For example, several studies have shown that people lie about themselves in online dating profiles" (Paragraph 3)
   C. "They can be treated on their merits as a person, rather than being seen as someone inferior due to a disability." (Paragraph 6)
   D. "Most concerns about virtual identity revolve around the contrast between online and offline existence." (Paragraph 7)

3. PART A: What does the word "stigmatization" mean as it is used in paragraph 6?
   A. standards
   B. portrayals
   C. approval
   D. judgement

4. PART B: Which phrase from the text best supports the answer to Part A?
   A. "decide whether the identity is worthy of trust" (Paragraph 2)
   B. "an example of what lies behind the mask" (Paragraph 5)
   C. "seen as someone inferior due to a disability" (Paragraph 6)
   D. "the contrast between online and offline existence" (Paragraph 7)

5. How does paragraph 5 contribute to the development of the ideas in the text? Cite evidence from the text to support your answer.

_____

_____

_____

_____

_____

_____

_____

Science Day 3: Animal Adaptations for Winter

Name: _____ **Date:** _____

Introduction

Winter can be tough for animals, but they've developed amazing ways to survive the cold! These are called **adaptations**. Some animals grow thicker fur, some store food, and others travel to warmer places to escape the harsh weather. Let's learn how animals stay warm and safe during snowy winters.

Types of Adaptations

1. **Physical Adaptations**
   - **Thicker Fur or Feathers:** Animals like deer and birds grow extra layers to trap heat.
   - **Color Changes:** Arctic foxes turn white to blend in with the snow and stay safe from predators.
   - **Fat Storage:** Bears build up fat to stay warm and have energy during hibernation.
2. **Behavioral Adaptations**
   - **Hibernation:** Animals like bears and groundhogs enter a deep rest during winter where their heart rate, breathing, and metabolism slow to save energy. They aren't fully asleep and may wake briefly to eat, move, or adjust before returning to rest.
   - **Migration:** Birds like geese fly to warmer places where food is easier to find.

1. Match the Adaptation

Read each problem and match it to the correct survival strategy by choosing the corresponding letter (a, b, c, or d). Then, write the name of the animal from the following list that uses that strategy in the "Animal" column.   **Animal list:** Arctic fox, Squirrel, Goose, Walrus

Problem	Survival strategy/adaptation	Animal
1) _____ Food becomes scarce in winter, but cannot travel long distances	a) Migrates to warmer areas where food is easier to find	_____
2) _____ Must be active in cold weather	b) Develops white fur to blend in for hunting and safety	_____
3) _____ Must hunt or avoid predators in snow	c) Stores nuts to eat when food is scarce	_____
4) _____ Struggles to stay warm AND find food	d) Grows a layer of fat or blubber for warmth and energy	_____

2. Local Animal: Tell one animal not mentioned above that lives in Indiana and has an adaptation for surviving the winter. Explain what it does.

Social Studies Day 3: Lewis and Clark Expedition: Winter at Fort Mandan

Name: _____ **Date:** _____

Introduction: Winter at Fort Mandan

In the winter of 1804-1805, Lewis and Clark and their team, called the Corps of Discovery, stayed at Fort Mandan in what is now North Dakota. They built the fort to protect themselves from the freezing temperatures and snow while exploring the western part of the United States. The winter was very cold, and the Missouri River froze over.

While at Fort Mandan, the team worked hard to survive. They traded with the nearby Mandan and Hidatsa Native American tribes for food like corn and dried meat. The Native Americans also taught them important survival skills. This winter gave Lewis and Clark time to prepare for the next part of their journey west.

Part 1: Key Details

Answer the questions below:

1. **The Fort:** Why did Lewis and Clark and their team build Fort Mandan?

2. **Challenges:** What was one challenge the Corps of Discovery faced during the winter?

3. **Help from Native Americans:** How did the Mandan and Hidatsa tribes help Lewis and Clark during the winter?

Part 2: Reflection and Critical Thinking

1. Imagine you were part of Lewis and Clark's team. What would you have done to stay warm and safe during the winter at Fort Mandan?

2. Why do you think it was important for Lewis and Clark to prepare during the winter before continuing their journey?

Slope-Intercept Form: Graphing Lines

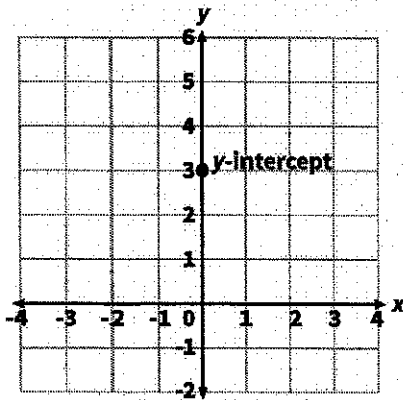An equation is in **slope-intercept form** if it is written like this:

$$y = mx + b$$

slope   y-intercept

If you have an equation in slope-intercept form, you can use the slope and y-intercept to graph the line.

Let's try an example! Graph $y = 2x + 3$.

First, plot the y-intercept. The y-intercept is **3**, so that's where the line will cross the y-axis. Place a point at (0, **3**).

Next, use the slope to plot more points on the line. Remember:

$$slope = \frac{rise}{run}$$

The slope is **2**, or $\frac{2}{1}$. So, the rise is 2 and the run is 1.

From the y-intercept, go up 2 and right 1 to plot another point on the line. You can also go in the opposite direction. From the y-intercept, go down 2 and left 1 to plot a third point on the line.
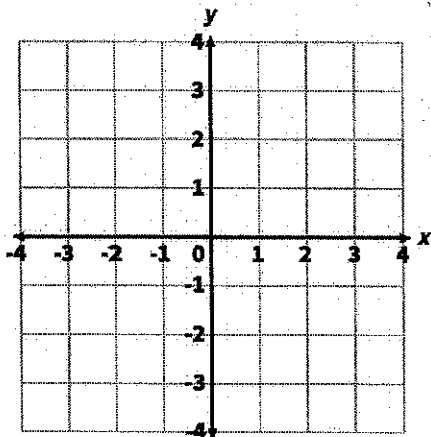
Once you have a few points, draw a straight line connecting them.
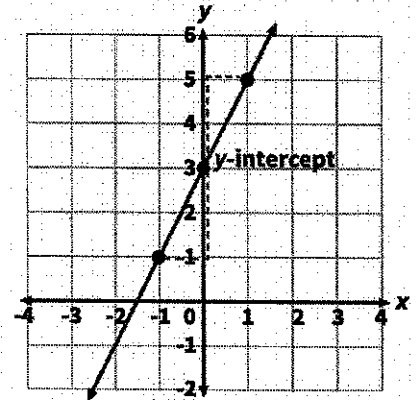
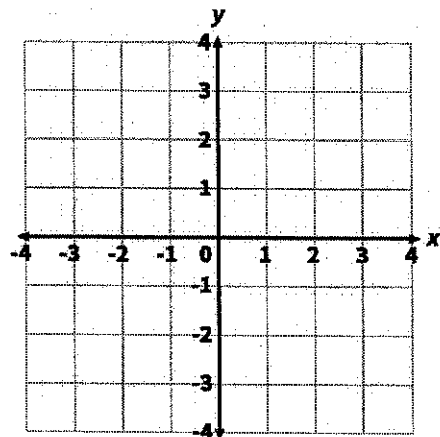**Try it yourself!** For each equation, write the slope and y-intercept. Then, graph the line.

$y = 3x + 1$

slope = _____   y-intercept = _____

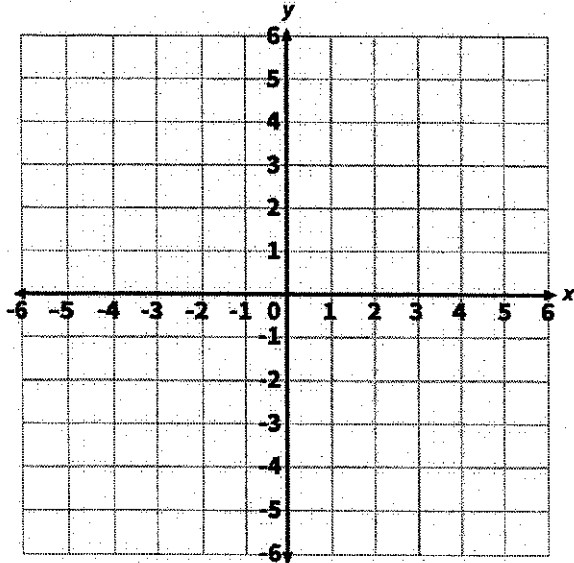$y = \frac{1}{2}x - 3$

slope = _____   y-intercept = _____

Slope-Intercept Form: **Graphing Lines**

Keep going! For each equation, write the slope and *y*-intercept. Then, graph the line.
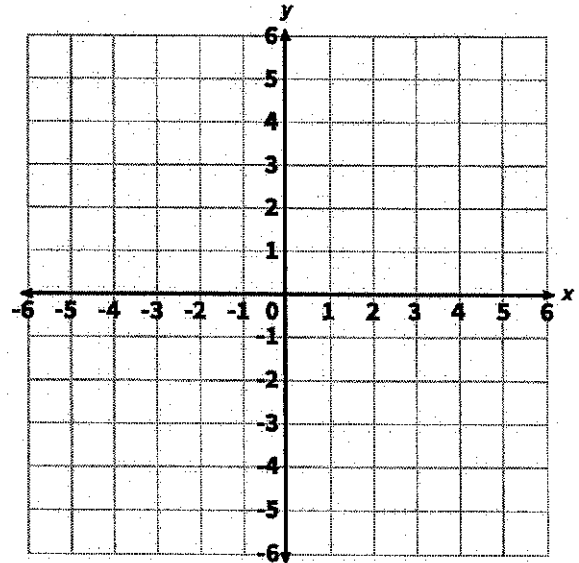
$$y = -\frac{1}{3}x + 2$$

slope = _____   *y*-intercept = _____
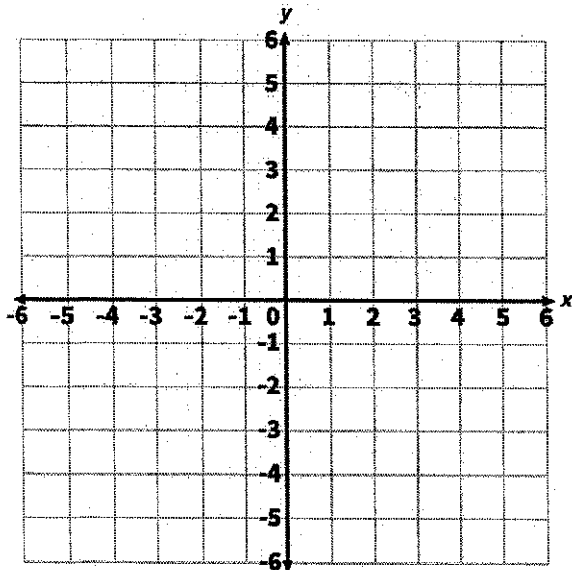

$$y = \frac{3}{4}x - 2$$
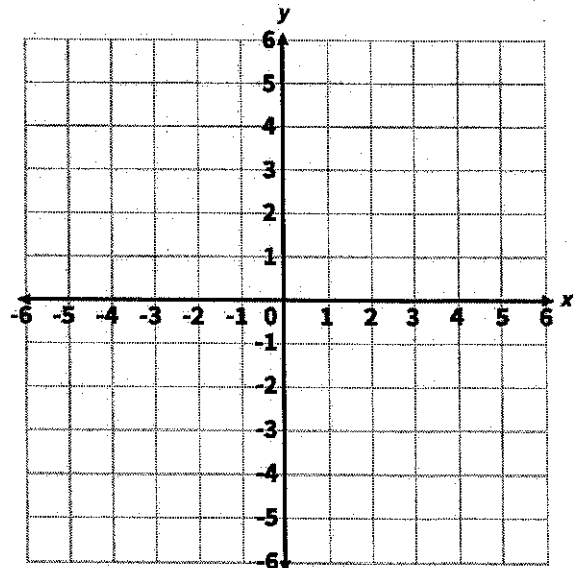
slope = _____   *y*-intercept = _____

$$y = 4x - 1$$

slope = _____   *y*-intercept = _____

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

slope = _____   *y*-intercept = _____

Advanced PE

- **Day 1:** Write an agility workout consisting of 8 different exercises (example jumps, sprint, cone drills) Then create a 4 exercise core finisher.

- **Day 2:** Write an upper body weight room workout consisting of 9 different exercises Then create a 4 exercise core finisher.

- **Day 3:** Write a lower body weight room workout consisting of 9 different exercises Then create a 4 exercise core finisher.

PE 7/PE 8

- **Day 1:** The goal of this assignment is to use your creativity to come up with a game or activity that you can set up, explain to your classmates and play during PE class.I want you to be creative and use equipment that we have in school.

- **Day 2:** Write a workout Wednesday workout consisting of 10 bodyweight exercises and write down which body part is being worked beside the exercise.

- **Day 3:** Create a personal fitness plan and then select an activity that will help you reach one of your fitness goals. Write a plan that shows when and where you will do this activity. Set goals for improving your performance.

Part 3: Math in Action

6. Convert the following measurements:
   - 8 cups of snow = _____ tablespoons
   - 1 cup of condensed milk = _____ milliliters (1 cup = 240 ml)

7. Proportional Reasoning:
   - If you wanted to double the recipe, how much snow would you need? _____
   - If you used 4 cups of snow, how much condensed milk would you need? _____

Part 4: Reflection Questions

8. What changes did you observe while mixing the ingredients?

   _____

9. What do you think would happen if you used less snow or more milk?

   _____

10. Describe how the texture of the snow ice cream changed as you mixed it:

    _____

    _____

Enjoy your delicious snow day treat and remember the science behind it!

ART

Directions: Answer the following questions with 2 or 3 <u>complete</u> sentences about the painting. Use additional paper or the back if needed.
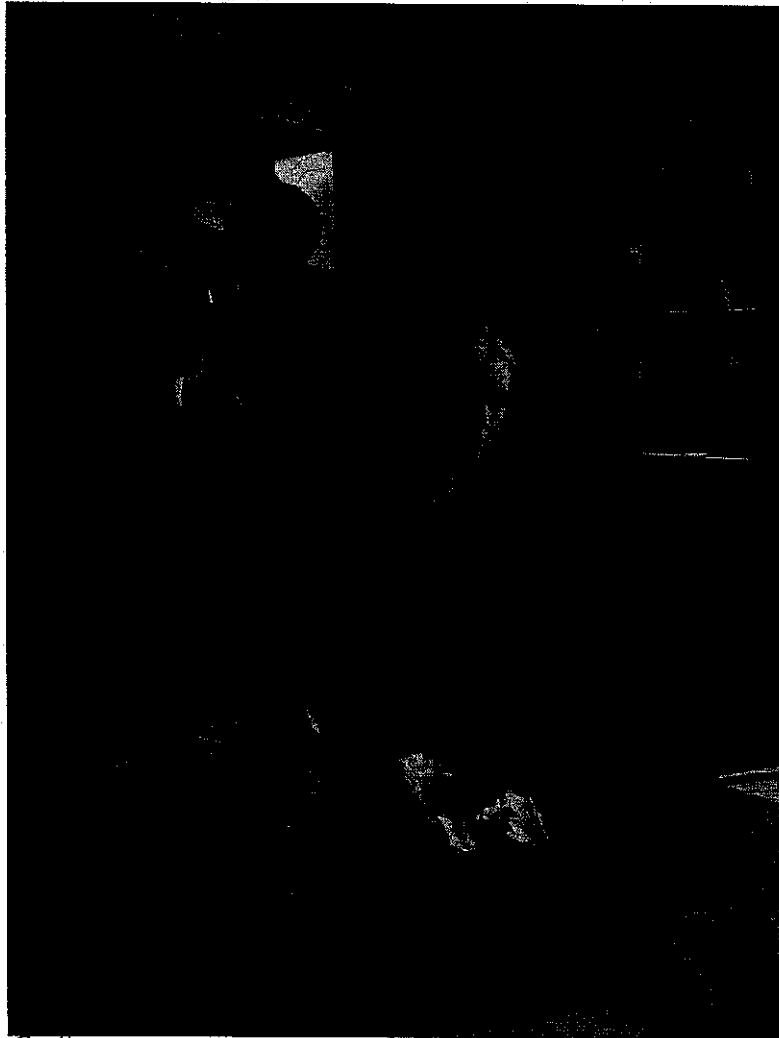
Title: *The Annoying Gentleman*
Artist: Berthold Woltze
Year: 1874
Type: Oil Paint
Dimensions: 22 x 30 in

1. What is its title? What does the title tell you about the painting? How does she feel?

_____

_____

_____

_____

2. What do you think this painting tells you about the artist's views of people?

_____

_____

_____

_____

Band

Watch a YouTube video on instrument cleaning, clean your instrument based on the technique used, and practice at least 10-15 minutes per day.

Assignment Title: How to Purchase a Car or Truck

Mr. Walkers Business and Computers Class

Objective:
Students will learn the process of purchasing a vehicle by researching and planning a hypothetical car or truck purchase. This activity will teach them how to budget, compare options, and evaluate factors like price, reliability, and financing.

Instructions

1. **Set a Budget**
   Imagine you are purchasing your first car or truck. Decide on a budget for your purchase. Consider the following:
   - How much money you can afford to spend upfront?
   - Will you need to take out a loan, or are you paying in cash?

2. **Choose a Vehicle**
   - Decide whether you want to purchase a car or truck and explain why.
   - Research 2-3 vehicles within your budget. Write down their:
     - Make and model
     - Year
     - Price
     - Mileage (for used vehicles)
     - Special features

3. **Research Financing Options**
   - If you plan to take out a loan, research how loans work.
   - Identify the interest rate you might get for your loan.
   - Calculate your monthly payments for a loan lasting 6 years.

4. **Compare Pros and Cons**
   - Compare your top choices by considering:
     - Price
     - Reliability (look at reviews or ratings)
     - Gas mileage
     - Insurance costs

5. **Decision and Justification**
   - Write a short paragraph explaining which vehicle you would purchase and why.
   - Include how it fits your budget, why it's a good value, and how it meets your needs.

6. **Bonus Challenge (Optional)**
   - Imagine you have $1,000 left in your budget. What upgrades or accessories would you purchase for your vehicle?