8th Grade ELA
Remote Learning Schedule
May 25 - 29

This is our last week of the Remote Learning packets! Our focus this week is to read and compare informative texts, to use standard English to edit information, to analyze and understand elements of poetry, and to understand use of Greek and Latin roots. These activities WILL NOT be turned in for a grade—they are enrichment activities designed to enhance and extend learning as you progress into next school year. The answer keys for the assignments are available at the end of each activity. Your final Word Cell Packet #14 is included in this packet, along with the Answer Key. Please continue to check grades in PowerSchool for all classes and turn in missing/re-do semester two assignments (assigned on or before March 13). THE LAST DAY FOR TURN IN OF MISSING AND RE-DO ASSIGNMENTS IS THIS FRIDAY, MAY 29. Take care and stay well!

(Suggested Daily Outline)

<table>
<thead>
<tr>
<th>DATE</th>
<th>LEARNING INTENTIONS</th>
<th>TASKS</th>
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<tr>
<td>Mon. 5/25</td>
<td>• Read and understand grade level texts.</td>
<td>• Read the short informative texts “Clara Barton” and “Florence Nightingale.”</td>
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<td></td>
<td>• Identify and connect supporting evidence from the texts.</td>
<td>• Respond to questions at the end of the reading and support your answers with cited textual evidence from the texts.</td>
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<td>• Respond to text, connecting past to current day COVID-19 epidemic.</td>
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<tr>
<td>Tue. 5/26</td>
<td>• Apply correct use of standard English in writing.</td>
<td>• Edit passages in “A Not-So-Sweet Story” and rewrite them with correct capitalization, spelling, punctuation, usage, and grammar.</td>
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<td>Wed. 5/27</td>
<td>• State theme of a poem.</td>
<td>• Follow directions for reading and understanding Robert Frost’s poem “The Road Not Taken.”</td>
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<td>• Use clues to make inferences when ideas are not stated directly.</td>
<td>• Write an end-of-year self-reflection using theme of “The Road Not Taken.”</td>
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<td>• Summarize the poem.</td>
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<td>• Understand implied (connotative) meaning of words.</td>
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<tr>
<td>Thu. 5/28</td>
<td>• Understand use of Greek and Latin roots to determine meaning of unknown words.</td>
<td>• Complete Word Cell #14, and check your answers using the Answer Key.</td>
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<tr>
<td>Fri. 5/29</td>
<td>• Write for a shortened period of time.</td>
<td>• Continue your journal for as long as you like. This is something you’ll appreciate reading long after this silly virus is behind us!</td>
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Journaling Activity: Exploratory and Reflective Writing

Continue your journal or notebook reflecting on your experiences during this unprecedented time in all our lives – around the world. Write in your journal/notebook as often as possible and take as little or as much time as you want. You will want to look back on your thoughts and feelings in years to come, and this method of personal writing will help you remember what you experienced. Be sure to date each entry. Choose ideas from the writing prompts on the “Journal/Notebook Choice Board” to guide your journal/notebook reflections, or you can write what you would like to remember. If you prefer, keep your journal private—it’s a keepsake for future you!
<table>
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<tr>
<th>Journal/Notebook Choice Board</th>
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<tr>
<td><strong>Living through a pandemic is like...</strong> (Write a simile poem to express your feelings.)</td>
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<tr>
<td><strong>The struggles (and joys) of distance learning and being out of school are...</strong> (Use descriptive details to describe your feelings.)</td>
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<tr>
<td><strong>Track your feelings and experiences by creating visuals (drawings).</strong></td>
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<tr>
<td><strong>Cut out interesting articles related to the pandemic and paste them in your journal/notebook. What is the central idea of the article? Write it in one sentence beside each article you paste.</strong></td>
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<td><strong>My social/family life is...</strong> (Use a metaphor to describe how the pandemic has affected your relationships with friends and family.)</td>
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<tr>
<td><strong>If my dog, cat, or any other animal who’s receiving extra love and attention during this time could talk, he/she would say...</strong> (Use personification to express your pet’s feelings.)</td>
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<td><strong>The most important thing I’ll remember about this time period is...</strong> (Use examples from your personal experiences and knowledge of our current crisis to support your statement.)</td>
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<tr>
<td><strong>What weaknesses – and what strengths – is coronavirus exposing in our society? Provide examples.</strong></td>
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<tr>
<td><strong>What does it mean to be a “good citizen” during this time of crisis? Provide examples of what you’ve done or what you’ve experienced in the context of good citizenship.</strong></td>
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<td><strong>What are the causes and effects of the pandemic in your personal life, and how has/will the crisis change you? Provide examples.</strong></td>
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<tr>
<td><strong>What predictions can you make about how the pandemic will affect our society—the world—the future?</strong></td>
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<tr>
<td><strong>How can you best help yourself, your family, friends or any other part of the community affected by the pandemic? Provide examples.</strong></td>
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<td><strong>Describe in detail, special moments you are experiencing during this time. Include dialogue from your memorable conversations or moments with others.</strong></td>
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<td><strong>What’s your comfort food during this time? Create/write a favorite recipe, with step-by-step instructions, in your journal so your future self will remember.</strong></td>
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<td><strong>Send a hand-written letter or homemade card to family and friends. (These last longer than email.) Keep a list in your journal/notebook of those you’ve sent. Paste those you receive in your journal/notebook.</strong></td>
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<tr>
<td><strong>Compare and contrast how other countries are handling the COVID-19 pandemic. In your opinion, what are the positives and negatives of their choices?</strong></td>
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<td><strong>In your opinion, do you agree the U.S. government is doing a good job of handling COVID-19? Provide examples of why you do/do not agree.</strong></td>
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<td><strong>Do you feel that this crisis will affect our upcoming presidential election? Provide examples of why you do/do not feel it will have an impact.</strong></td>
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<td><strong>The U.S., Canada, Mexico, as well as other countries must work together to control the spread of COVID-19. Do you feel that when this pandemic is over, the U.S. will have an improved or positive relationship with most or all other countries? Why?</strong></td>
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<td><strong>Create a timeline on a page in your journal/notebook demonstrating how the pandemic is/is has affected the U.S.</strong></td>
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PRE-READING: How does reading historical text help us connect the past to the present? It’s apparent with today’s COVID-19 pandemic that nurses are making huge sacrifices and are playing a very important role in society. These two articles portray two nurses, Clara Barton and Florence Nightingale, who’ve had a significant impact in the history of the nursing profession and in helping others. Read each text and follow directions for answering questions at the end of the reading.

Clara Barton

This article is provided courtesy of History.com

Clara Barton was an American nurse, suffragist and humanitarian who is best remembered for organizing the American Red Cross. Following the outbreak of the Civil War, she independently organized relief for the wounded, often bringing her own supplies to front lines. As the war ended, she helped locate thousands of missing soldiers, including identifying the dead at Andersonville prison in Georgia. Barton lobbied for U.S. recognition of the International Committee of the Red Cross, and became president of the American branch when it was founded in 1881. Barton continued her humanitarian work throughout several foreign wars and domestic crises before her death in 1912.

Barton was born in Massachusetts and worked briefly as a schoolteacher. She became a clerk in the U.S. Patent Office in 1854, but lost the job when the Democrats won the presidency in 1856.

Did You Know? While tending the wounded at the Battle of Antietam, Clara Barton worked so close to the battlefield that a bullet once tore through her sleeve and killed a man she was treating.

With the outbreak of the Civil War, Barton saw the need for an efficient organization to distribute food and medical supplies to the troops. The network, Barton believed, had to be disentangled from the bureaucracy of the War Department and the U.S. Sanitary Commission. Her work of soliciting and distributing supplies and nursing the wounded was grueling and endless. She once complained to a friend, 'I cannot tell you how many times I have moved with my whole family [the Army] of a thousand or fifteen hundred and with a half hour's notice in the night.' Her efforts, however, were much appreciated at battle sites, especially Antietam and Fredericksburg. At war's end she set up an office to sort out the difficult business of locating and identifying prisoners, missing men, and the dead buried in unmarked graves. But the strain of her work took its toll, and she was ordered to Europe by her doctor for a rest cure in 1869.

While abroad Barton came into contact with the International Committee of the Red Cross. She participated in relief efforts during the Franco-Prussian War in 1870-1871, but was forced into temporary retirement by ill health in 1872. After recovering, she campaigned to establish an American branch of the Red Cross, despite government resistance arising from fears of foreign entanglements. The U.S. Senate, after years of lobbying, finally ratified the Geneva Convention in 1882, forming the American Association of the Red Cross. Barton became its president. Her subsequent domestic program was impressive. The Red Cross provided relief at the Johnstown, Pennsylvania, flood in 1889 and after hurricanes in the Sea Islands off the southeastern coast in 1893. The organization also marshaled support for international campaigns, sending supplies to Russia during a famine in 1892 and to Armenia in 1896.
Florence Nightingale was born in Florence, Italy, on May 12, 1820. During the Crimean War, she and a team of nurses improved the unsanitary conditions at a British base hospital, reducing the death count by two-thirds. Her writings sparked worldwide health care reform. In 1860 she established St. Thomas' Hospital and the Nightingale Training School for Nurses. She died August 13, 1910, in London.

**EARLY LIFE**

Florence Nightingale was born on May 12, 1820, in Florence, Italy. She was the younger of two children. Nightingale's affluent British family belonged to elite social circles. Her mother, Frances Nightingale, hailed from a family of merchants and took pride in socializing with people of prominent social standing. Despite her mother's interest in social climbing, Florence herself was reportedly awkward in social situations. She preferred to avoid being the center of attention whenever possible. Strong-willed, Florence often butted heads with her mother, whom she viewed as overly controlling. Still, like many daughters, she was eager to please her mother. "I think I am got something more good-natured and complying," Florence wrote in her own defense, concerning the mother-daughter relationship.
Florence's father was William Shore Nightingale, a wealthy landowner who had inherited two estates—one at Lea Hurst, Derbyshire, and the other in Hampshire, Embley Park—when Florence was five years old. Florence was raised on the family estate at Lea Hurst, where her father provided her with a classical education, including studies in German, French and Italian.

From a very young age, Florence Nightingale was active in philanthropy, ministering to the ill and poor people in the village neighboring her family's estate. By the time she was 16 years old, it was clear to her that nursing was her calling. She believed it to be her divine purpose.

When Nightingale approached her parents and told them about her ambitions to become a nurse, they were not pleased. In fact, her parents forbade her to pursue nursing. During the Victorian Era, a young lady of Nightingale's social stature was expected to marry a man of means—not take up a job that was viewed as lowly menial labor by the upper social classes. When Nightingale was 17 years old, she refused a marriage proposal from a "suitable" gentleman, Richard Monckton Milnes. Nightingale explained her reason for turning him down, saying that while he stimulated her intellectually and romantically, her "moral...active nature...requires satisfaction, and that would not find it in this life." Determined to pursue her true calling despite her parents' objections, in 1844, Nightingale enrolled as a nursing student at the Lutheran Hospital of Pastor Fliedner in Kaiserwerth, Germany.

CAREER

In the early 1850s, Nightingale returned to London, where she took a nursing job in a Middlesex hospital for ailing governesses. Her performance there so impressed her employer that Nightingale was promoted to superintendent within just a year of being hired. The position proved challenging as Nightingale grappled with a cholera outbreak and unsanitary conditions conducive to the rapid spread of the disease. Nightingale made it her mission to improve hygiene practices, significantly lowering the death rate at the hospital in the process. The hard work took a toll on her health. She had just barely recovered when the biggest challenge of her nursing career presented itself.

In October of 1853, the Crimean War broke out. The British Empire was at war against the Russian Empire for control of the Ottoman Empire. Thousands of British soldiers were sent to the Black Sea, where supplies quickly dwindled. By 1854, no fewer than 18,000 soldiers had been admitted into military hospitals.

At the time, there were no female nurses stationed at hospitals in the Crimea. The poor reputation of past female nurses had led the war office to avoid hiring more. But, after the Battle of Alma, England was in an uproar about the neglect of their ill and injured soldiers, who not only lacked sufficient medical attention due to hospitals being horribly understaffed, but also languished in appallingly unsanitary and inhumane conditions.

In late 1854, Nightingale received a letter from Secretary of War Sidney Herbert, asking her to organize a corps of nurses to tend to the sick and fallen soldiers in the Crimea. Nightingale rose to her calling. She quickly assembled a team of 34 nurses from a variety of religious orders, and sailed with them to the Crimea just a few days later.
Although they had been warned of the horrid conditions there, nothing could have prepared Nightingale and her nurses for what they saw when they arrived at Scutari, the British base hospital in Constantinople. The hospital sat on top of a large cesspool, which contaminated the water and the hospital building itself. Patients lay in their own excrement on stretchers strewn throughout the hallways. Rodents and bugs scurried past them. The most basic supplies, such as bandages and soap, grew increasingly scarce as the number of ill and wounded steadily increased. Even water needed to be rationed. More soldiers were dying from infectious diseases like typhoid and cholera than from injuries incurred in battle.

The no-nonsense Nightingale quickly set to work. She procured hundreds of scrub brushes and asked the least infirm patients to scrub the inside of the hospital from floor to ceiling. Nightingale herself spent every waking minute caring for the soldiers. In the evenings she moved through the dark hallways carrying a lamp while making her rounds, ministering to patient after patient. The soldiers, who were both moved and comforted by her endless supply of compassion, took to calling her "the Lady with the Lamp." Others simply called her "the Angel of the Crimea." Her work reduced the hospital's death rate by two-thirds.

In addition to vastly improving the sanitary conditions of the hospital, Nightingale created a number of patient services that contributed to improving the quality of their hospital stay. She instituted the creation of an "invalid's kitchen" where appealing food for patients with special dietary requirements was cooked. She established a laundry so that patients would have clean linens. She also instituted a classroom and a library, for patients' intellectual stimulation and entertainment. Based on her observations in the Crimea, Nightingale wrote Notes on Matters Affecting the Health, Efficiency and Hospital Administration of the British Army, an 830-page report analyzing her experience and proposing reforms for other military hospitals operating under poor conditions. The book would spark a total restructuring of the War Office's administrative department, including the establishment of a Royal Commission for the Health of the Army in 1857.

Nightingale remained at Scutari for a year and a half. She left in the summer of 1856, once the Crimean conflict was resolved, and returned to her childhood home at Lea Hurst. To her surprise she was met with a hero's welcome, which the humble nurse did her best to avoid. The Queen rewarded Nightingale's work by presenting her with an engraved brooch that came to be known as the "Nightingale Jewel" and by granting her a prize of $250,000 from the British government.

Nightingale decided to use the money to further her cause. In 1860, she funded the establishment of St. Thomas' Hospital, and within it, the Nightingale Training School for Nurses. Nightingale became a figure of public admiration. Poems, songs and plays were written and dedicated in the heroine's honor. Young women aspired to be like her. Eager to follow her example, even women from the wealthy upper classes started enrolling at the training school. Thanks to Nightingale, nursing was no longer frowned upon by the upper classes; it had, in fact, come to be viewed as an honorable vocation.

LATER LIFE

While at Scutari, Nightingale had contracted "Crimean fever" and would never fully recover. By the time she was 38 years old, she was homebound and bedridden, and would be so for the remainder of her life. Fiercely determined, and dedicated as ever to improving health care and alleviating patients' suffering, Nightingale continued her work from her bed.
Residing in Mayfair, she remained an authority and advocate of health care reform, interviewing politicians and welcoming distinguished visitors from her bed. In 1859, she published Notes on Hospitals, which focused on how to properly run civilian hospitals.

Throughout the U.S. Civil War, she was frequently consulted about how to best manage field hospitals. Nightingale also served as an authority on public sanitation issues in India for both the military and civilians, although she had never been to India herself.

In 1908, at the age of 88, she was conferred the merit of honor by King Edward. In May of 1910, she received a congratulatory message from King George on her 90th birthday.

DEATH AND LEGACY

In [the beginning of] August 1910, Florence Nightingale fell ill, but seemed to recover and was reportedly in good spirits. A week later, on the evening of Friday, August 12, 1910, she developed an array of troubling symptoms. She died unexpectedly at 2 pm the following day, Saturday, August 13, at her home in London.

Characteristically, she had expressed the desire that her funeral be a quiet and modest affair, despite the public's desire to honor Nightingale—who tirelessly devoted her life to preventing disease and ensuring safe and compassionate treatment for the poor and the suffering. Respecting her last wishes, her relatives turned down a national funeral. The "Lady with the Lamp" was laid to rest in a family plot at Westminster Abbey.

The Florence Nightingale Museum, which sits at the site of the original Nightingale Training School for Nurses, houses more than 2,000 artifacts commemorating the life and career of the "Angel of the Crimea." To this day, Florence Nightingale is broadly acknowledged and revered as the pioneer of modern nursing.
POST-READING: On your own paper, respond to the following questions. Write complete sentences, restating the question in your answer. Use textual evidence to support your responses.

Use the article “Clara Barton” to answer questions 1 and 2.
1. What did Clara Barton see “the need for” at the outbreak of the Civil War? Write a complete sentence, restating the question in your response.
2. Describe how Clara Barton helped soldiers during the Civil War. Use complete sentences and include at least two pieces of cited information from the text to support your answer.

Use the article “Florence Nightingale” to answer questions 3 and 4.
3. Florence Nightingale received a letter from British Secretary of War, Sidney Herbert, after the Crimean War broke out. Specifically, using textual evidence, what did the letter ask her to do?
4. Describe how Florence Nightingale helped soldiers during the Crimean War. Include at least two pieces of cited information from the text to support your answer.

Use the articles “Clara Barton” and “Florence Nightingale” to answer questions 5 and 6.
5. Compare the role of Clara Barton in the Civil War with the role of Florence Nightingale in the Crimean War.
6. Contrast the way Clara Barton helped soldiers in the Civil War with the way Florence Nightingale helped soldiers in the Crimean War. Support your answers with evidence from both texts.

7. REFER TO PRE-READING QUESTION: How does reading historical information help us connect the past to the present?
Write an explanatory paragraph (your opinion) explaining how these two texts connect to our current day COVID-19 situation and the nurses who are helping fight the Coronavirus. Do not criticize the articles or debate them, simply explain why you believe these two historical texts connect to our current day situation and the nurses who are working diligently to serve the needs of others, like Barton and Nightingale. You may even connect this to recent stories about nurses you’ve heard or read about in the news.
• Begin with a topic sentence
• Use several cited details from the text to help support your opinion
• Explain, in your own words, how these details connect to your opinion
• Wrap up your paragraph with a concluding statement that ties to your topic sentence
Use the article “Clara Barton” to answer questions 1 and 2.
1. What did Clara Barton see “the need for” at the outbreak of the Civil War? Write a complete sentence, restating the question in your response.
   *Clara Barton saw the need for an efficient organization to distribute food and medical supplies to the troops.*
2. Describe how Clara Barton helped soldiers during the Civil War. Include at least two pieces of cited information from the text to support your answer.
   *Answers will vary, but they should reflect two “cited examples” from the text. For example: Clara Barton helped soldiers during the Civil War by distributing supplies to them and nursing the wounded (support with evidence from text).*

Use the article “Florence Nightingale” to answer questions 3 and 4.
3. Florence Nightingale received a letter from British Secretary of War, Sidney Herbert, after the Crimean War broke out. Specifically, using textual evidence, what did the letter ask her to do?
   *The letter asked Nightingale to organize a corps of nurses to tend to the sick and fallen soldiers in the Crimea. Cited evidence to support should also be included in answer.*
4. Describe how Florence Nightingale helped soldiers during the Crimean War. Include at least two pieces of cite information from the text to support your answer.
   *Answers will vary, but responses should reflect two “cited examples” from the text that demonstrate how Nightingale helped the soldiers.*

Use the articles “Clara Barton” and “Florence Nightingale” to answer questions 5 and 6.
5. Compare the role of Clara Barton in the Civil War with the role of Florence Nightingale in the Crimean War.
   *Answers will vary, but responses should reflect how Barton’s and Nightingale’s roles as a nurse were similar. Think about what each achieved above and beyond their normal duties as a nurse.*
6. Contrast the way Clara Barton helped soldiers in the Civil War with the way Florence Nightingale helped soldiers in the Crimean War. Support your answers with evidence from both texts.
   *Answers will vary, but responses should reflect how Barton’s and Nightingale’s roles as a nurse were different. Did they have different responsibilities? What did each achieve that was different? How were their lives different?*

7. Write an explanatory paragraph.
   *Paragraphs will vary; however, it should clearly answer the question, include a topic sentence, include several cited pieces of information from the texts to support opinion, include writer’s own words explaining why the cited information used is important to support writer’s opinion, and it should include a concluding sentence that wraps up paragraph.*
A Not-So-Sweet Story

EDIT #1: Hints- Some of the things to look for: verbs, parentheses, commas

Diabetes are on the rise in the united states – not just for Adults but also for Teens. Diabetes is a serious condition. In which the level of glucose, or sugar in the blood is too high. The body normaly regulate its own blood glucose level; the pancreas (an organ near the kidneys) produce insulin (an Hormone that helps convert glucose into energy. With diabetes, this process don’t work properly; glucose stay’s unused in the blood. It coat red blood cells, causing them to stick to the blood vesel walls and to block surkyulation. Thin, blood vessels in the eyes feet and kindey’s are most at risk.

EDIT #2: Hints- Some of the things to look for: dashes, commas, adverbs, words that compare

There are three main types of diabetes type 1 type 2 and gestational diabetes. In type 1, the pancreas produce almost no insulin at all. In type 2, the body produces insulin, but cant process it good. Gestational diabetes occur during a womans pregnancy. A woman with gestational diabetes has a more great risk for the rest of her life of developing type 2 diabetes, she also pass this risk on to the child. People who have type 1 diabetes must add insulin to the body – usually through injection. People who have type 2 diabetes usual take pills to regulate the bodys use of insulin?
EDIT #3: Hints- *Some of the things to look for:* parallel structure (the repetition of a chosen grammatical form within a sentence) double negatives, commas, incomplete sentences

The causes of diabetes is not fully understood. We do know that type 1 can be cause by something in a persons genetic makeup; Viruses and Toxins may also be factors. As for type 2 diabetes, we know that this chronic disease is linked to obesity, inactivity and genetics. Some people believe that indulgeing in too much sugar cause diabetes. This is not stricky true, however eating a ecsessive amount of sugar is not good for anyone, because it can increase blood glucose levels and can contribbute to weight gain. many nutritionists recommends that people eat good carbohydrates, such as whole grains low-fat milk, and fresh fruits and vegetables.

EDIT #4: Hints- *Some of the things to look for:* incomplete sentences, adverb, adjectives, apostrophes

Other than eating healthful foods and regular meals what can people do if they have diabetes The goal should be to prevent spikes in blood glucose levels. Here is just a few guide lines for maintaining steddy levels:

- Do something physical active each day.
- Maintain an healthy weight.
- You should check your blood glucose level’s reggulary.
- Take medications as percriced

Actually these simply gurdelines apply to all indivijewels. (whether they are at risk for diabetes or not. In general people can make many choises that lead to a healthy life!
A Not-So-Sweet Story

EDIT #1:

Diabetes is on the rise in the United States—not just for adults but also for teens. Diabetes is a serious condition in which the level of glucose, or sugar, in the blood is too high. The body normally regulates its own blood glucose level; the pancreas (an organ near the kidneys) produces insulin (a hormone that helps convert glucose into energy). With diabetes, this process doesn’t work properly; glucose stays unused in the blood. It coats red blood cells, causing them to stick to the blood vessel walls and to block circulation. Thin blood vessels in the eyes, feet, and kidneys are most at risk.

EDIT #2:

There are three main types of diabetes—type 1, type 2, and gestational diabetes. In type 1, the pancreas produces almost no insulin at all. In type 2, the body produces insulin but can’t process it well. Gestational diabetes occurs during a woman’s pregnancy. A woman with gestational diabetes has a greater risk for the rest of her life of developing type 2 diabetes. She also passes this risk on to the child. People who have type 1 diabetes must add insulin to the body—usually through injection. People who have type 2 diabetes usually take pills to regulate the body’s use of insulin.

EDIT #3:

The causes of diabetes are not fully understood. We do know that type 1 can be caused by something in a person’s genetic makeup; viruses and toxins may also be factors. As for type 2 diabetes, we know that this chronic disease is linked to obesity, inactivity, and genetics. Some people believe that indulging in too much sugar causes diabetes. This is not strictly true. However, eating an excessive amount of sugar is not good for anyone, because it can increase blood glucose levels and can contribute to weight gain. Many nutritionists recommend that people eat good carbohydrates, such as whole grains, low-fat milk, and fresh fruits and vegetables.

EDIT #4:

Other than eating healthful foods and regular meals what can people do if they have diabetes? The goal should be to prevent spikes in blood glucose levels. Here are just a few guidelines for maintaining steady levels:

• Do something physically active each day.
• Maintain a healthy weight.
• Check your blood glucose levels regularly.
• Take medications as prescribed.

Actually, these simply guidelines apply to all individuals (whether they are at risk for diabetes or not). In general, people can make many choices that lead to a healthy life!
POETRY PRACTICE: “The Road Not Taken” by Robert Frost

Who is Robert Frost?
Robert Frost (1874–1963) is one of the most celebrated American poets in the early 20th century. His poems are mostly realistic depictions and settings of early rural life in New England. His poems reflect ordinary people in everyday situations. Frost became one of the most famous poets of his time, and he won a record four Pulitzer Prizes before his death at the age of 88 (Poetry Foundation).

Reading poetry can be intimidating for some, but it’s usually easier than you think! Interpreting poetry begins with reading the words of the poems themselves and understanding how those words are being used. It also means understanding how words, phrases, and figurative language are being used to help create a thought or image in the readers’ minds. It’s true, poetry (like music) is left up to one’s own interpretation. When a poem or song evokes emotion in the reader and the reader can relate to the poem or song, the writer has achieved success!

Read the poem “The Road Not Taken” and work through activities and questions 1-10.

“The Road Not Taken”
Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence;
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

1. Underline words or phrases with a **positive connotation**. An example of positive connotation is when a word or phrase gives a positive or pleasant feeling.

2. Box words or phrases concerning **imagery**. Use of imagery helps to evoke a picture in your mind.

3. Highlight all **unfamiliar words** and look them up in the dictionary to determine meaning/s.

4. Write a brief **summary** of the poem.

5. What does the word “diverged” mean in line one? What **context clues** can you use to figure out the meaning of this word?

6. What **metaphor** do the roads represent in this poem?

7. Does the speaker think one of the roads is better than the other? Use **textual evidence** to support your response.

8. Why does the speaker say, “I shall be telling this with a sigh?” Use **textual evidence** to support your response.

9. What is the **theme** of this poem? Which stanza contributes to this theme? How?

10. Write your own personal response to “The Road Not Taken” reflecting on your school year and your future. What “road” did you take, or you wish you’d taken this school year (relating to friendships, family, sports, grades, etc.). What “road” do you want to take in your future—the road more or less traveled? If you’ve been keeping the suggested journal that’s included in the Remote Learning lesson plans, feel free to include this reflection there. Again, a journal is a great gift to your future self!
"The Road Not Taken"
Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,
And both that morning equally lay.
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

1. **Underline words or phrases with a positive connotation.**
   (Connotation: word or phrase gives a positive or pleasant feeling).
   Answers will vary – Open to one’s own interpretation

2. **Box words or phrases concerning imagery.** Use of imagery helps to evoke a picture in your mind.
   Answers will vary – Open to one’s own interpretation

3. **Highlight all unfamiliar words and look them up in the dictionary to determine meaning/s.**
   Answers will vary

4. **Write a brief summary of the poem.**
   Answers will vary, but may sound similar to...

   Frost’s poem “The Road Not Taken” allows the reader to think about one’s own choices in life. Life presents itself with all kinds of “roads” and it’s up to each of us to decide which way to go. One could decide to travel the mainstream path or go down the path that may seem more challenging or risky. Life is a journey, and the paths chosen are part of that journey.

5. The word “diverged” means to split. The context clues used to determine the meaning of this word include the author’s mention that he “could not travel both.” This indicates that the roads part or split in different directions.

6. The roads in the poem are a metaphor for choices in life.

7. No, the speaker does not think one road is better than the other. He writes, “…both that morning equally lay” to demonstrate this.

8. The speaker says, “I shall be telling this with a sigh,” because, in the future, he’ll be remembering how his choice to take the road less traveled has “made all the difference” in his life.

9. The theme of this poem is... (answers will vary). Cite a stanza from the poem that supports your opinion of theme. Remember, theme is the author’s message, moral, or lesson to be learned when reading the poem.
CENT, CENTI, CENTU  a hundred, a hundredth part (L-R)

cent/en/arian  (a) of or pertaining to one hundred years, or to one who is one hundred years old; (n) one who is one hundred years old or older

cent/ennial  (a) lasting for or consisting of one hundred years; as, a centennial war, a centennial

derence/age  (n) that part of a whole thing as expressed in terms of so many or so much per hundred; as, a large percentage of the animals died during the storm.

cent  (n) the one-hundredth part of a basic monetary unit; as, one hundred cents make up a U.S. dollar; one hundred centesimi equal an Italian lira; one hundred centavos equal a Mexican peso; one hundred centimes are needed to equal a French franc

centi/grade  (a) consisting of one hundred degrees, or having one hundred equal divisions; as, a centigrade thermometer; compare Fahrenheit

centi/gram  (n) a metric measure of weight equal to one-hundredth of a gram

centi/liter  (n) a metric measure of volume equal to one-hundredth of a liter

centi/meter  (n) a measure of length equal to one-hundredth of a meter: .3937”

centu/ple  (a) a hundredfold; (v) to multiply by one hundred

bi/cent/ennial (a-n), centi/pede (n), per/cent (a-n), tri/cent/ennial (a-n)

CHRON, CHRONO  time (Gr-R)

chron/ic  (a) of or pertaining to time; remaining for a long time; as, a chronic headache, fever, etc.; (n) a chronic patient

syn/chron/ize  (v) to set at the same time; as, the soldiers synchronized their watches so they would attack as a unit.

chrono/logical  (a) in order of when things took place in time; as, the historical events were placed in chronological order; compare alphabetical, numerical, and size orders

chrono/meter  (n) a very accurate instrument for measuring time, as is the chronometer at the U.S. Naval Observatory in Washington, D.C.

chrono/logy  (n) the science that deals with the placement of dates, events, etc., in their order in time

CO-, COL-, COM-, CON-, COR-  with; together; jointly (L- Pr)

coop/er/ate  (v) to work together in some task; as, the scientists cooperated in their research

col/lab/or/ate  (v) to work together, especially in some scientific or literary pursuit; as, the newspaper staff collaborated in an effort to produce a good biweekly newspaper

com/mot/ion  (n) a great movement or disturbance; as, the commotion at the meeting was audible in the street below.

con/cur  (v) to agree on some matter; as, following the autopsy, the doctors did not concur as to the cause of death.

cor/rode  (v) to be slowly eaten away by rust, the action of acids, etc; as, certain metals tend to corrode more rapidly in damp areas.
EXERCISE 1: MATCHING GAME: In the spaces provided, supply each word-cell in Column A with its proper definition from Column B. Place the number of the correct definition in the provided space.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>grade</td>
<td>(1) through or throughout; proportion: one out of every</td>
</tr>
<tr>
<td>chrono</td>
<td>(2) year or years</td>
</tr>
<tr>
<td>ize</td>
<td>(3) at the same time; together; like</td>
</tr>
<tr>
<td>ple</td>
<td>(4) to subject to; to make</td>
</tr>
<tr>
<td>per</td>
<td>(5) thicknesses; to fold</td>
</tr>
<tr>
<td>logy</td>
<td>(6) work</td>
</tr>
<tr>
<td>cent</td>
<td>(7) time</td>
</tr>
<tr>
<td>syn</td>
<td>(8) hundred</td>
</tr>
<tr>
<td>en</td>
<td>(9) the science or study of</td>
</tr>
<tr>
<td>lab</td>
<td>(10) degree</td>
</tr>
</tbody>
</table>

EXERCISE 2: DEFINITIONS: In the spaces provided, supply the words being defined. Use the correct form of the word, as necessary.

1. _____________________________ in order of when things took place in time
2. _____________________________ to be slowly eaten away by rust, acids, etc.
3. _____________________________ the one-hundredth anniversary of an event
4. _____________________________ a very accurate timepiece
5. _____________________________ so many or so much per hundred

EXERCISE 3: GOOFY WORDS: Use word cell definitions to find definitions for made-up words.

1. _____ gramion a. become volume
2. _____ literize b. process of weighing
3. _____ conchrono c. with cause
4. _____ colgram d. with time
5. _____ colize e. with weight
EXERCISE 4: WORD SUBSTITUTION: Use the words below and select the word which best describes the underlined word or words in the sentences. Then place it in its proper blank space below. The first one has been done for you. All words will be used once.

corroded  cooperated  centupled  concur  commotion
centimeter  centigrade  synchronized  centiliter  centigram
chronometer  centennial  centenarian  chronic  chronologically

1. The events were placed ______ in the order of when they took place in time.
2. Certain metals are ______ slowly eaten away ______ by rust.
3. A total of a ______ ______ of gas was used in the experiment.
4. For weeks after a fire, the firemen complained of ______ ______ headaches.
5. The umpire and manager did not ______ ______ on a call made at home plate.
6. The soldiers’ watches were ______ ______.
7. At times the students create a ______ ______ in the school’s halls.
8. The nation celebrated its ______ ______ ______ last year.
9. The workmen moved the pole a ______ ______ forward.
10. The tiny worm weighed a ______ ______.
11. My ______ ______ ______ ______ loses only twelve minutes a year.
12. The scientists’ problems ______ ______ ______.
13. Many doctors ______ ______ ______ ______ in the research project.
14. The ______ ______ ______ ______ had a fantastic memory.
15. The ______ ______ ______ ______ thermometer verified the fact that the child had a fever.

1. ______ ______ ______ ______  6. ______ ______ ______ ______  11. ______ ______ ______ ______
2. ______ ______ ______ ______  7. ______ ______ ______ ______  12. ______ ______ ______ ______
3. ______ ______ ______ ______  8. ______ ______ ______ ______  13. ______ ______ ______ ______
4. ______ ______ ______ ______  9. ______ ______ ______ ______  14. ______ ______ ______ ______
5. ______ ______ ______ ______ 10. ______ ______ ______ ______  15. ______ ______ ______ ______

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<tr>
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<tbody>
<tr>
<td>______</td>
<td>collaborates 1) so much or so many per hundred</td>
</tr>
<tr>
<td>______</td>
<td>cent 2) the science of time</td>
</tr>
<tr>
<td>______</td>
<td>percentage 3) one hundred centavos</td>
</tr>
<tr>
<td>______</td>
<td>peso 4) our country’s basic monetary unit</td>
</tr>
<tr>
<td>______</td>
<td>chronology 5) to work together</td>
</tr>
</tbody>
</table>
ACROSS
1. remaining for a long time
2. to be slowly eaten away by rust
3. suffix meaning “one who/that which”
4. suffix meaning “to cause or become”
5. of or pertaining to one hundred years
6. to multiply by one-hundred
7. suffix meaning “science/study of”
8. consisting of one-hundred degrees
9. to agree on some matter
10. root meaning “time”
11. to work together
12. to set at the same time
13. prefix meaning “with/together/jointly”
14. a metric measure of “weight”

DOWN
1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________
11. ____________________________
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(a) of or pertaining to one hundred years, or to one who is one hundred years old;  
(n) one  
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(a) lasting for or consisting of one hundred years; as, a centennial war, a centennial

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(n) that part of a whole thing as expressed in terms of so many or so much per hundred; as, a  
large percentage of the animals died during the storm.

**cent**  
(n) the one-hundredth part of a basic monetary unit; as, one hundred cents make up a U.S.  
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(a) a hundredfold;  
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bi/cen/tiennial (a-n), centi/pede (n), per/cen/t (a-n), tri/cen/tiennial (a-n)

---CHRON, CHRONO---  
(time)  
(Gr-R)

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(with; together; jointly (L-Pr)

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(v) to work together in some task; as, the scientists cooperated in their research

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(v) to work together, especially in some scientific or literary pursuit; as, the newspaper staff  
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cause of death.

**cor/rode**  
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more rapidly in damp areas.

col/lect (v), com/par/ion (n), con/duct (v-n), con/spire (v), con/stell/ation (n), con/struct/ion (n),  
con/tempor/ary (a-n), con/vert (v-n), cor/rect (a-v), cor/rupt (v-a), co/work/er (n)
UNIT 14

NAME: ______________________

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<td>10</td>
<td>grade</td>
</tr>
<tr>
<td>7</td>
<td>chrono</td>
</tr>
<tr>
<td>4</td>
<td>ize</td>
</tr>
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<td>ple</td>
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1. chronological — in order of when things took place in time
2. corrode — to be slowly eaten away by rust, acids, etc.
3. centennial — the one-hundredth anniversary of an event
4. chronometer — a very accurate timepiece
5. percentage — so many or so much per hundred

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1. _b_ gramion
   - b. become volume
2. _a_ literize
   - a. process of weighing
3. _d_ conchrono
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4. _e_ colgram
   - e. with time
5. _c_ colize
   - c. with weight

Atkinson Unit #14
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11. My very accurate watch loses only twelve minutes a year.
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13. Many doctors worked together in the research project.
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1. __chronologically__
2. __corroded__
3. __centiliter__
4. __chronic__
5. __concur__
6. __synchronized__
7. __commotion__
8. __centennial__
9. __centimeter__
10. __centigram__
11. __chronometer__
12. __centupled__
13. __cooperated__
14. __centenarian__
15. __centigrade__

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<td>4. cent</td>
<td>(ii) the science of time</td>
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