

Happy Monday,

We hope everyone enjoyed their weekend and is ready to get back to work. We have deleted a good portion of the document. If you need any of the directions about logging on or zoom please let us know. We will send out the extra information.

Please remember all work is optional, but beneficial as we gear up to go back into the classroom. There are three different options for you per class per day. Do not feel like you have to do all the work. Choose something that interests you and get it done. Many of the given assignments will take 10 minutes or less. Please send us a copy of your work so we can give you feedback or additional assistance if you do not understand. Again, this will not be graded, but is an opportunity to stay ahead of the curve and prepared when we go back.

We hope you all have a wonderful week, get some exercise, interact (6 ft. apart), and spend this time with your family.

God Bless and see you soon:)

Mrs. Whelchel, Mrs. Kuehn, and Mrs. Kubalsky

General Recommended Ongoing Resources for our grade:

Religion: [www.formed.org](http://www.formed.org)

ELA/Reading:

Math: <https://www.khanacademy.org/math>,

<https://mashupmath.com/new-page-1>, <https://learnzillion.com/resources/75114-math/>

Science: <https://www.hmhco.com/one/login/>

Social Studies:

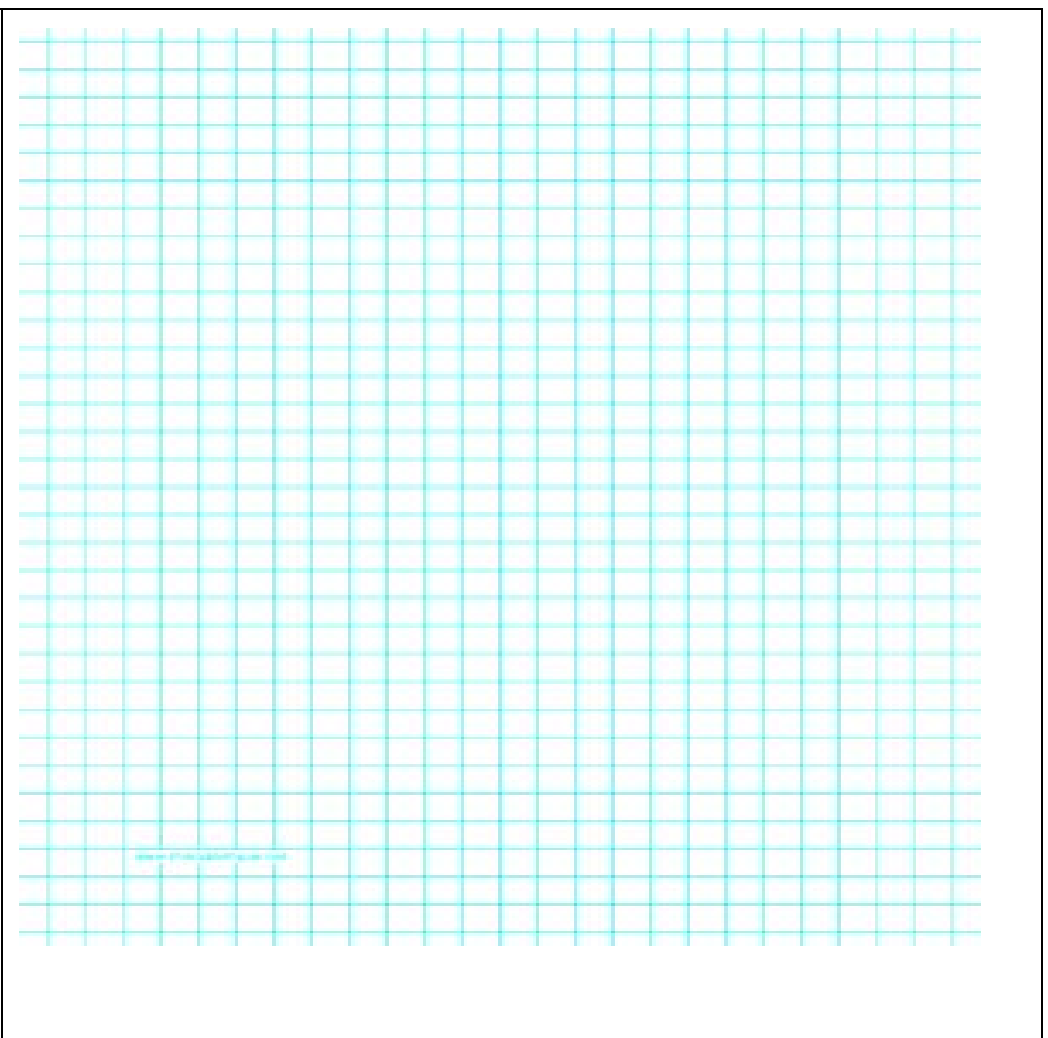
Connect with Mrs. Whelchel	<a href="mailto:rachael.whelchel@olvjfkmail.com">rachael.whelchel@olvjfkmail.com</a>	Mrs. Whelchel will check her email daily and will try to get back to you that same day. Any communication after 7pm will not be answered until the following day.
Connect with Mrs. Kuehn	<a href="mailto:norma.kuehn@olvjfkmail.com">norma.kuehn@olvjfkmail.com</a>	Mrs. Kuehn will check her email in the morning, at midday, and in the evening. Any communication after 7pm will not be answered until the following day.
Connect with Mrs. Kubalsky	<a href="mailto:elisha.kubalsky@olvjfkmail.com">elisha.kubalsky@olvjfkmail.com</a>	Mrs. Kubalsky will check her email daily but may not be able to respond immediately.
8th Grade Zoom meeting w/8th gr. teachers	Tuesday, March 31st @ 2-2:45	<a href="https://kennedy-dav.zoom.us/j/459689296?pwd=VWQ5WjQ2L3oyZmUrVGVsTDlZajh5dz09">https://kennedy-dav.zoom.us/j/459689296?pwd=VWQ5WjQ2L3oyZmUrVGVsTDlZajh5dz09</a>

		Meeting ID: 459 689 296 Password: jfk8th
	Friday, April 3rd @ 11AM	<a href="https://kennedy-dav.zoom.us/j/977727556?pwd=RzlwNEZEZGcweGVPd1AwTXhyV3p2UT09">https://kennedy-dav.zoom.us/j/977727556?pwd=RzlwNEZEZGcweGVPd1AwTXhyV3p2UT09</a>  Meeting ID: 977 727 556 Password: jfk8th

## Week Two, Day One

Religion	Goal: Students will study Holy Week.	
	Online:	<p>1) Go to <a href="http://www.formed.org">www.formed.org</a> (access code is 6RG4DH), and view the following:  <a href="https://watch.formed.org/formed-daily-reflections/season:3/videos/formed-daily-forgiven-and-healed">https://watch.formed.org/formed-daily-reflections/season:3/videos/formed-daily-forgiven-and-healed</a>  <a href="https://watch.formed.org/signs-of-grace/season:1/videos/you-are-forgiven-ep-1">https://watch.formed.org/signs-of-grace/season:1/videos/you-are-forgiven-ep-1</a></p> <p>Discuss both videos with your parents.</p> <p>2) Watch Father Jake's Daily reflection; write 5 or 6 sentences on how you feel about today's reflection and email to teacher.</p>
	Projects/Hands-on	Create a prayer service that you can do in your home with your family. Choose readings, responses, and songs that you all know.
	Other:	<p>Go through the Prayer list for 8th graders (link below) with your parents, siblings, or each other over video chat or social media. Practice them daily so that you learn them and are familiar with the Beatitudes, The Ten Commandments, and the Gifts and Fruits of the Holy Spirit. If you have problems with the link, it will be posted in Google Classroom under ELA 8W; topic is Religion 8W.</p> <p><a href="#">8th grade Prayer List</a></p>

ELA	Goal: Students will study different types of poetry and writing through exercises, practice and analysis of poems.	
	Online:	Watch the following: <a href="#">Poetic Devices</a> <a href="#">Poetry Types</a>
	Projects/Hands-on	Create/finish a free-form concrete poem. This type of poem doesn't have a definite rhyme scheme or rhythm, and it is written in such a way as to look like a picture when put on a page. Do brain-storming on a paper to come up with a topic that interests you. Create a list of words, then phrases, then finally sentences. Think of a simple picture or shape that signifies your topic, and then write your poem, putting the words into the shape or picture on a final draft. Take a picture of your final copy to send to Mrs. Kuehn, and make sure you keep your copy in a safe place so it can be included in the magazine. You will be working on this for two weeks (this is your second week).
	Other:	Continue to work on your Poetry Journal, adding to it with different types of poems. You can show just the final copies or you may wish to also show the brainstorming ideas as well. Please submit through pictures or through Google Classroom (under Remote Learning, assignment Poetry Journal). If you submit by photo or email, please keep the hard copies as well.
Math	Goal: Students will begin to investigate properties of right triangles.	
	Online:	Moby Max- Fact Fluency or Interactive Classroom Skill Review Online Book- Inquiry Lab pg.409-410
	Projects/Hands-on	Using the graph paper below, draw a right triangle with legs 3 inches and 4 inches long and a hypotenuse (longest side/belly) 5 inches long. . Draw a square off of each given leg and the hypotenuse. What is the relationship between the legs and the hypotenuse of a triangle? Create other right triangles and see if you can find a pattern.

	Other:	
Science	<p>Goal: Students will develop a model to describe the cycling of water through Earth's systems driven by energy from the Sun and the force of gravity.</p>	
	Online:	<p><i>Email responses for feedback of day's work with the subject heading 8th Grade Science, Week 2, Day 1, Your Name. Photos of work may also be included as needed.</i></p> <p>Learn more about the <i>water cycle</i> and <i>climate change</i> at  <a href="#">The Water Cycle</a>  and  <a href="#">The Water Cycle and Climate Change</a></p>
	Projects/Hands-on	<p>Create a mini water cycle. Sample directions found at  <a href="https://www.science-sparks.com/make-a-mini-water-cycle/#Make_a_water_cycle_model">https://www.science-sparks.com/make-a-mini-water-cycle/#Make_a_water_cycle_model</a></p>



Other:

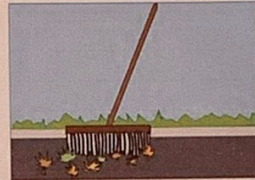
Explore ways you can conserve water at home.

# Water Cycle: 10 Ways to Conserve Water

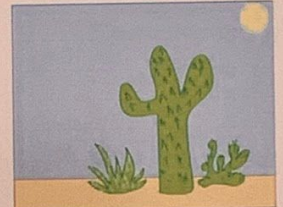
Here are 5 different ways to conserve water in your home. Can you think of 5 more ways to conserve water? Write them down underneath the images.



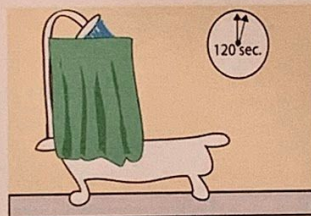
Water your plants at night when it is cooler as the hot sun won't evaporate the water.



Use a broom to sweep up and not a water hose to clean up.



Know where you live and plant flowers and shrubs that are water and drought tolerant for your area.



If you shorten your shower time by 2 minutes each time you will save 150 gallons a month.



When you are brushing your teeth remember to turn off the water and don't let it run.



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Social Studies

Goal: Students will continue to work on the CRM projects, and learn about Civil Rights in IA.

Online:

iCivics-iCivics.org  
<http://www.iowapbs.org/iowapathways/mypath/civil-rights>- IA Civil Rights Movement.

Projects/Hands-on

Continue working on your CRM project which will be due the Fri. of the week



		we return to school.
	Other:	<p><b>Read the article and share three things that you found interesting or did not know. (This is also on Google Classroom)</b></p> <h1 style="text-align: center;">African-Americans in Iowa, 1838-2005</h1> <p>African-American history is the story of the relationship binding so-called “blacks” and “whites” in America. This relationship has affected churches, schools, businesses, labor unions, politics, marriages and families, sports and arts since 1619.</p> <h2 style="text-align: center;">Themes in Iowa</h2> <p>In Iowa and the rest of the nation, African-American history has had three major themes:</p> <ul style="list-style-type: none"> <li>• The struggle for freedom and equal treatment before the law.</li> <li>• The struggle for economic opportunity and success.</li> <li>• The creation of an inclusive, supportive and vibrant culture.</li> </ul> <p>The struggle for black freedom in Iowa began in 1804 when York entered the state as a slave with the Lewis and Clark expedition exploring the Louisiana Purchase. It ended in 1839 when Charles Mason, chief justice of Iowa’s Supreme Court outlawed slavery with his ruling in <i>The Matter of Ralph</i>.</p> <p>The struggle for equality and equal opportunity has lasted much longer. In fact, it continues today. Iowa’s first constitution of 1846 required blacks to pay a \$500 bond to enter the state and barred them from voting, holding office, serving in the state militia, attending public schools and marrying whites.</p> <h2 style="text-align: center;">Refuses to Settle</h2> <p>Alexander Clark, Sr., a successful barber and real estate investor in Muscatine refused to accept these “black codes” and led a petition to the legislature to repeal them. He also headed the movement for the right to vote, which succeeded in 1868, the same year that he won his suit to have his daughter, Susan, admitted to the white school.</p> <p>Some whites also resisted racial discrimination in Iowa. Men like Josiah Grinnell, James Jordan and the Rev. John Todd helped fugitive slaves escape slavery as conductors on Iowa’s Underground Railroad. These and other men were also abolitionists and supported John Brown’s attack on slavery in Kansas and at</p>

Harper's Ferry.

Racial discrimination declined during and after the Civil War (1861-65), which the men of the 60th Iowa Regiment of U.S. Colored Troops helped the United States win. This decline in racial discrimination is seen in the increase in the black population in Iowa between 1865 and 1920, especially in such cities as Keokuk and Des Moines.

## **A Kind of Heaven**

Buxton is the most notable example of this progress. It was a company-owned, coal-mining town of about 5,000 located on the line between Mahaska and Monroe counties from 1900 to 1922. African-Americans were the majority in Buxton. And that majority attracted black professionals such as Dr. Edward A. Carter, lawyer George H. Woodson, businessman George Neal, and teacher Mrs. Minnie London. The relationship between blacks and whites in Buxton has been described by one who lived there as "a kind of heaven" where blacks and whites attended the same churches, schools and YMCA. They worked side by side in the mines and married one another.

## **Some Progress**

African-Americans made progress in other areas in the state too. And these activities had a national impact. George Washington Carver attended school and became a faculty member at Iowa State University in the 1890s. Over 600 men earned commissions as captains and lieutenants at the World War I Black Officer Training Camp at Ft. Des Moines in 1917. The Women's Army Auxiliary Corps (WAAC) Training Camp trained about 70,000 women for military service during World War II (1942-1945). Many of those women were black.

Black Iowans advanced even more after World War II. They integrated the University of Iowa, Iowa State University and Drake dormitories in 1946. Harriet Curley, Des Moines' first black teacher broke race barriers in 1947. Edna Griffin and others successfully sued Katz Drug Store in Des Moines for refusing to serve them an ice cream cone in 1948. In the same year Henry A. Wallace, founder of Pioneer Hi-Bred International, Inc., former secretary of agriculture and vice president of the United States, denounced segregation in his unsuccessful presidential campaign.

Since the civil rights movement of the 1950s and 60s, black Iowans have broken many more barriers. William Parker of Waterloo became Iowa's first black judge. Willie Stevenson Glanton became Iowa's first black female legislator and Cecil Reed became Iowa's first black male legislator. LaMetta Wynne won election and re-election as Clinton, Iowa's first black mayor, and Preston Daniels did likewise in Des Moines. George Boykin became Iowa's first black county supervisor, and Art Johnson became Iowa's first black sheriff. Leon Mosley won his bid for co-chair of Iowa's Republican party, but Almo Hawkins lost her race for lieutenant governor. In Iowa's business community Lloyd Ward filled the top job at Maytag, and Dr. Michael Martin rose to vice president for research at Garst Seed. James Harris, a Des Moines middle school art teacher, became the first

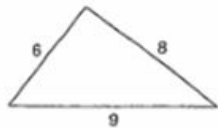
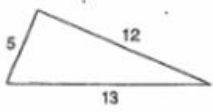
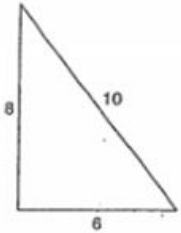
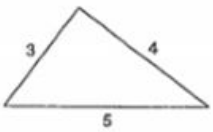


		<p>black president of the National Education Association; and Ron McClain became a Trustee of the Teamsters International. In the education field Dr. Phillip Hubbard rose from the University of Iowa's first black professor to its first black vice president.</p> <p>In Iowa sports history Johnny Bright won All-American status for his role as Drake's quarterback in 1950. Calvin Jones (1960s) and Reggie Roby (1980s) won the same honor playing for the University of Iowa. Carl (Casey) Cain and Acie Earl did the same playing Hawkeye basketball.</p> <p>In the world of the arts novelists Margaret and Alice Walker developed their talents at the University of Iowa Writers' Workshop where short story great James McPherson began teaching in 1978. Sculptor Elizabeth Catlett, singer Al Jurreau, and opera star Simon Estes are other black artists who have Iowa roots. Jazz legend Herbie Hancock graduated from Grinnell College.</p> <p>As in other parts of the country, blacks in Iowa have faced struggles and discrimination. Despite these barriers many have become outstanding individuals in their fields. Many others have lived every day as ordinary Iowans. The struggles against racial discrimination, racial separation and racism will likely continue in the 21st century in Iowa and other parts of the country. But the history of the past 200 years suggests that those on the side of freedom, equal opportunity and humanity will win.</p> <p>Source:</p> <ul style="list-style-type: none"> <li>• Silag, Bill, Koch-Bridgford, Susan, Chase, Hal, (Eds). <i>Outside In: African-American History in Iowa, 1838-2000</i>. Iowa City, Iowa: State Historical Society of Iowa, 2001.</li> </ul> <p>Credit:</p> <p>Contributors to the article: Galin Berrier, Hal Chase, David Gradwohl, Jack Lufkin, Robert Morris, Lynda Walker-Webster.</p>
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## Week Two, Day Two

Religion	Goal: Students will continue to study about Holy Week.	
	Online:	Go to <a href="https://www.olvjfk.com/olv/">https://www.olvjfk.com/olv/</a> and watch the Daily Reflection by Father Jake. Write a reflection with your thoughts and email to Mrs. Kuehn.
	Projects/Hands-on	Start a journal detailing your thoughts, feelings, and happenings during all of this recent confinement. Talk about things you've done to pass time, things that you and your family may have "rediscovered" like old movies, game night, etc., and the impact it has had on you and your family. Try to

		write in it at least once per week. Email to Mrs. Kuehn.
	Other:	Go through the Prayer list for 8th graders (link below) with your parents, siblings, or each other over video chat or social media. Practice them daily so that you learn them and are familiar with the Beatitudes, The Ten Commandments, and the Gifts and Fruits of the Holy Spirit. If you have problems with the link, it will be posted in Google Classroom under ELA 8W; topic is Religion 8W.  <a href="#">8th grade Prayer List</a>
ELA	Goal: Students will study different types of poetry and writing through exercises, practice and analysis of poems.	
	Online:	Watch <a href="#">Epic Poetry</a>
	Projects/Hands-on	Create/finish a free-form concrete poem. This type of poem doesn't have a definite rhyme scheme or rhythm, and it is written in such a way as to look like a picture when put on a page. Do brain-storming on a paper to come up with a topic that interests you. Create a list of words, then phrases, then finally sentences. Think of a simple picture or shape that signifies your topic, and then write your poem, putting the words into the shape or picture on a final draft. Take a picture of your final copy to send to Mrs. Kuehn, and make sure you keep your copy in a safe place so it can be included in the magazine. You will be working on this for two weeks (this is your second week).
	Other:	Continue to work on your Poetry Journal, adding to it with different types of poems. You can show just the final copies or you may wish to also show the brainstorming ideas as well. Please submit through pictures or through Google Classroom (under Remote Learning, assignment Poetry Journal). If you submit by photo or email, please keep the hard copies as well.
Math	Goal: Students will define the Pythagorean Theorem and begin to use it to solve for missing parts of a triangle.	
	Online:	Moby Max- Interactive Classroom-Skill Review or Fact Fluency

		<p>Pythagorean Theorem-<a href="https://www.youtube.com/watch?v=WqhlG3Vakw8">https://www.youtube.com/watch?v=WqhlG3Vakw8</a></p> <p>- Watch and take notes to solve the four problems below.</p>
	Projects/Hands-on	Find right triangles around your house. Measure the legs and hypotenuse of each triangle. Does the Theorem hold for all right triangles?
	Other:	<p>Take a photo of your finished work and send it to me with any questions you may have.</p> <p>-----</p> <p>Do the following lengths form a right triangle?</p> <p>1) </p> <p>2) </p> <p>3) </p> <p>4) </p>
Science	Goal:	Students will develop a model to describe the cycling of water through Earth's systems driven by energy from the Sun and the force of gravity.
	Online:	<p><i>Email responses for feedback of day's work with the subject heading 8th Grade Science, Week 2, Day 2, Your Name. Photos of work may also be included as needed.</i></p> <p>Learn more about <i>clouds, precipitation and climate change</i> at <a href="https://scied.ucar.edu/longcontent/climate-and-water-air-and-land">https://scied.ucar.edu/longcontent/climate-and-water-air-and-land</a></p>
	Projects/Hands-on	Make a water cycle model in a bottle. Sample directions at: <a href="https://www.adabofgluewilldo.com/water-cycle-bottle-science-experiment/">https://www.adabofgluewilldo.com/water-cycle-bottle-science-experiment/</a>



# Water Cycle in a Bottle

*science experiment*



Other:

Play *Water Cycle* game on Legends of Learning.

		<p>To access this assignment, students should go to <a href="http://login.legendsoflearning.com">login.legendsoflearning.com</a></p> <p>Between: 03-29-2020 and 04-05-2020</p> <p>Then, enter your teacher code when prompted: KUBALS1</p> <p>and click the assignment named: "ASSIGNMENT - PLAYLIST - THE WATER CYCLE"</p>
Social Studies	Goal: Students will continue to learn about the CRM and Iowa's own CRM.	
	Online:	iCivics.org PBS- <a href="http://www.iowapbs.org/iowapathways/mypath/civil-rights">http://www.iowapbs.org/iowapathways/mypath/civil-rights</a>
	Projects/Hands-on	CRM project
	Other:	<h2 style="text-align: center;">The Story of the Ku Klux Klan in America and in Iowa</h2> <h3 style="text-align: center;">The Beginnings of the Klan</h3> <p>In 1865, after the Civil War, some white people in the South decided to form a group to protect themselves and to terrorize black people. Black people, who had been slaves before and during the war, became free after the war. Some white people who previously had all the power and wealth, resented their losses and feared retaliation by the newly freed blacks. The people who organized this group called it the Ku Klux Klan (KKK). It lasted only a few years, disbanding in 1869.</p> <p>However, a half century later, during World War I (1914-1918), the KKK began to reorganize. It was prompted by a movie, <i>The Birth of a Nation</i>, which showed the first Ku Klux Klan organizing to defend white people, especially women, against blacks, especially men. The movie played in Des Moines in 1916. The National Association for the Advancement of Colored People (NAACP) protested. The members were afraid that it would create a backlash against blacks. For the NAACP, which had just organized in Des Moines in</p>

1915, this was one of its first actions.

## **The Klan Moves Into Iowa**

The Klan gained strength after the First World War, drawing from white Protestants in small towns and cities. The beginning of a serious movement came in 1920 when a paid recruiter was hired. The Klan appealed to people who believed their beliefs were superior to the beliefs of immigrants, Catholics, Jews or “colored people.” The Klan supported what they called “clean living” and attacked “dope, bootlegging, graft, night clubs and road houses, violation of the Sabbath, unfair business dealings, sex, marital 'goings-on,' and scandalous behavior.”

Although the Klan had started in the South, it began to gain strength in the Midwest. There were many followers in Iowa—in Davenport, Sioux City, Waterloo, Ottumwa and Des Moines, among bigger cities. But it had followers in smaller communities too—Centerville, Manly, Cherokee and Red Oak. Several groups opposed the Klan, including the newly formed American Legion, Masons and the Farm Bureau, as well as the NAACP.

In their ceremonial and public occasions, Klan members wore white sheets with peaked hoods. They took on fantastic titles, such as Imperial Wizard, Imperial Kleagle (chief of staff), Grand Goblin (sales manager) and Grand Dragon. They had special names for membership fees (Klectoken). A particular sign of their presence in a community was a burning cross, which they would set up and light in the front yards of those they wanted to frighten.

The Klan’s peak year was in 1924, when they influenced many elections across the country, including an Iowa race for the United States Senate. The Klan helped the campaigns of many school board members, succeeding in electing representatives of their point of view, but in 1926 many of them were voted out.

There were many other ways that the Klan upset people. One was to stride silently in uniform into a church, and deposit money at the altar. One black congregation in Centerville, a coal-mining town in southeastern Iowa, received \$100 this way. Many of the church’s members thought that the Klan was their friend after that.

## **Friend or Enemy?**

But one woman, Emma Simms, didn’t think so. Emma wrote to the national office of the NAACP about her concerns. Robert Bagnall, an NAACP official, wrote back to her explaining that the Klan tried to gain favor with some groups, in order to separate them from their allies. Specifically, in Centerville, they tried to separate the blacks and the Jews. They planned to isolate first the Jews and later deal with the blacks. So Emma had a letter she could take and read to people who had been fooled by the gift from the Klan.

In Sioux City in northwest Iowa, some white officials proposed constructing a cemetery solely for colored people. A newspaper editor, J.N. Boyd, wrote to



Robert Bagnall at the NAACP, complaining about this proposal. Robert wrote back to him suggesting that the Klan was behind the proposal. He said the black community should protest loudly.

In Des Moines the Klan gained support from some white Protestants in neighborhoods near Italian Catholic and black communities. These Klan supporters feared the cultural and ethnic differences of their new Catholic and black neighbors. The NAACP and Council of Churches joined forces to create Interracial Council in 1924. The council tried to end discrimination in a number of ways, from swimming pools to schools. Some historians think this may have been in response to the activities the Klan was carrying out.

In the little town of Manly in north central Iowa where blacks and Catholics had come to work on the railroads in the years before World War I, the Klan tried to intimidate both groups. Others in the town fought back, ridiculing the Klan. After many years there were strong signs of racial harmony. An example was in 1951 when a black homecoming king and queen, Leroy Dunn and Delores Dunn, were crowned at the high school.

## **The Klan Declines**

The Klan died down nationally and in Iowa by 1930. There had been five to six million Klan members in 1924. There were probably fewer than 100,000 in the whole country by 1930. They were seen as cruel, foolish and unethical. They were denounced widely. Also, when the Great Depression hit, people preferred not to spend scarce dollars on membership in the Klan.

The Klan officially disbanded in 1944 when the federal government demanded payment of more than \$600,000 in back taxes. It reorganized in 1946 and continued to operate against blacks, mainly in the South, until the 1970s. Klan members wanted to intimidate blacks to prevent them from voting or gaining power. But the national civil rights movement succeeded in empowering so many blacks, that the Klan had little influence.

Another resurgence of the Klan came in the 1980s, protesting affirmative action programs that tried to create a better balance of white and black students in colleges and black and white employees in government. This latest resurgence touched Iowa, at least symbolically, in Dubuque in the early 1990s. Dubuque had tried to diversify its population by soliciting blacks to come to town. Crosses were burned in the front yards of some black families. While this was a symbol of the Klan, there was no evidence that the Klan was really organized in Dubuque. A chapter of the NAACP had been organized in Dubuque in 1989 and was able to rally public opinion against such actions. In 1991 the NAACP branch had 400 members, and the support of many institutions in town.

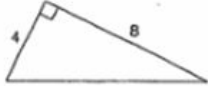
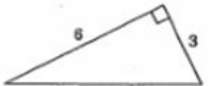
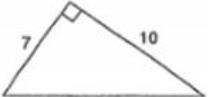
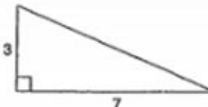
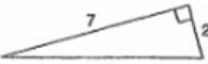
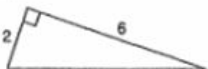
The peak activity of the Ku Klux Klan in Iowa was in 1924, when many towns and cities experienced cross-burnings, Klan parades and political activism. Its appeal faded rapidly, however. It was never again a force in Iowa, despite national attempts to give it new life.

		<p>Sources:</p> <ul style="list-style-type: none"> <li>• Brigham, Jeremy. "Civil Rights Organizations in Iowa." Chapter 13 in <i>Outside In: African-American History in Iowa: 1838-2000</i>. Des Moines, Iowa: State Historical Society of Iowa. 2001.</li> <li>• Chalmers, David. <i>Hooded Americanism: The History of the Ku Klux Klan</i>. New York, New York: New Viewpoints-A Division of Franklin Watts. 1981.</li> <li>• Chase, Hal. "Chapter 6: You Live What You Learn: The African-American Presence in Iowa Education, 1839-2000." ,<i>Outside In: African-American History in Iowa: 1838-2000</i>. Des Moines, Iowa: State Historical Society of Iowa. 2001.</li> <li>• Fisher, Allen and David Hay. <i>In The Heart of the City: A History of First Presbyterian Church</i>, Cedar Rapids, Iowa, 1847-1997. Cedar Rapids, Iowa: First Presbyterian Church. 1997.</li> <li>• William J Maddix, "Blacks and Whites in Manly: An Iowa Town Overcomes Racism." <i>The Palimpsest</i>, 1982: 130-137.</li> <li>• Randel, William Peirce. <i>The Ku Klux Klan: A Century of Infamy</i>. New York, New York: Chilton Books. 1965.</li> </ul> <p>Credit: Written for Iowa Pathways by Jeremy Brigham.</p>
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## Week Two, Day Three

Religion	Goal: Students will continue to study Holy Week and Lent.	
	Online:	Go to <a href="https://www.olvjfk.com/olv/">https://www.olvjfk.com/olv/</a> and watch the Daily Reflection by Father Jake. Write a reflection with your thoughts and email to Mrs. Kuehn.
	Projects/Hands-on	Pick one of the following: Palm Sunday, Holy Thursday, Good Friday-research the traditions within the Church on your selected day. Talk about your personal or your family's experiences on that day, and how you would have felt witnessing the first "day" (the original event in Jesus' life). Email or submit through Google Classroom (8K under Confirmation, Remote Learning, and Holy Week 2.3; 8W under ELA, Religion 8W, and Holy Week 2.3)
	Other:	Go through the Prayer list for 8th graders (link below) with your parents, sibilings, or each other over video chat or social media. Practice them daily so that you learn them and are familiar with the Beatitudes, The Ten Commandments, etc. If you have problems with the link, it will be posted in Google Classroom under ELA 8W; topic is Religion 8W. <a href="#">8th grade Prayer List</a>

ELA	Goal: Students will work on poetry projects or Creative Writing.	
	Online:	Go to <a href="#">Examples of Concrete poems</a> and view examples of the types of shapes and pictures that you can do.
	Projects/Hands-on	Create a free-form concrete poem. This type of poem doesn't have a definite rhyme scheme or rhythm, and it is written in such a way as to look like a picture when put on a page. Do brain-storming on a paper to come up with a topic that interests you. Create a list of words, then phrases, then finally sentences. Think of a simple picture or shape that signifies your topic, and then write your poem, putting the words into the shape or picture on a final draft. Take a picture of your final copy to send to Mrs. Kuehn, and make sure you keep your copy in a safe place so it can be included in the magazine. You will be working on this for two weeks.
	Other:	Creative Writing: Student choice. 4-5 paragraphs of your choice. Submit through Classroom.
Math	Goal: Students will practice using the Pythagorean Theorem to find missing parts of a right triangle?	
	Online:	Online Practice- <a href="https://www.ixl.com/math/geometry/pythagorean-theorem">https://www.ixl.com/math/geometry/pythagorean-theorem</a>
	Projects/Hands-on	Create a picture using right triangles. Show that the square of side a + the square of side b= the hypotenuse for five of the triangles that create your picture.

	Other:	<p>Find each missing length to the nearest tenth.</p> <p>7) </p> <p>8) </p> <p>9) </p> <p>10) </p> <p>11) </p> <p>12) </p> <p>Take a photo of your finished work, and send it back to me.</p>
Science	<p>Goal: Students will develop a model to describe the cycling of water through Earth's systems driven by energy from the Sun and the force of gravity.</p>	
	Online:	<p><i>Email responses for feedback of day's work with the subject heading 8th Grade Science, Week 2, Day 3, Your Name. Photos of work may also be included as needed.</i></p> <p>Learn more about <i>water, climate and ice</i> at <a href="#">Climate and Ice</a> and <a href="#">The Impacts of Climate Change on Water and Ice</a></p>
	Projects/Hands-on	<p>Make a water cycle model in a bag. Sample directions at <a href="https://www.mobileedproductions.com/blog/how-to-make-a-water-cycle-in-a-bag">https://www.mobileedproductions.com/blog/how-to-make-a-water-cycle-in-a-bag</a></p>



Other:

Play Water Cyler game on Legends of Learning.  
*To access this assignment, students should go to [login.legendsoflearning.com](http://login.legendsoflearning.com)*  
*Between:*  
*03-29-2020 and 04-05-2020*  
*Then, enter your teacher code when prompted:*  
*KUBALS1*  
*and click the assignment named:*  
*"ASSIGNMENT - PLAYLIST - THE WATER CYCLE"*

Social Studies	Goal: Students will continue studying the CRM.in IA.	
	Online:	Section 15.4 assigned on online and in Google Classroom
	Projects/Hands-on	Work on CRM project
	Other:	<h2 data-bbox="544 420 1388 588">The Fight for Women's Suffrage</h2> <p data-bbox="544 619 1510 819">It was a long and difficult struggle. But finally in 1919 women in Iowa—and across the country—celebrated the passage of the 19th Amendment to the U.S. Constitution. At last women were allowed to vote! The passage of the amendment for women's suffrage meant that women all across the country could vote for the president, senators, governor, mayor and local school board members.</p> <p data-bbox="544 871 1502 1176">When the news reached Iowa many women and men in the state said, "It's about time!" The first public proposal for women's suffrage occurred at a women's rights convention in Seneca Falls, New York, in 1848. While some people favored it, most people ridiculed the concept of women taking a role in public affairs. Individuals against a woman's right to vote would say that a woman's role was in the home, they argued, taking care of her family. She should not be required to involve herself in politics or discussion of public issues. They also argued that most women did not want to vote and granting women the vote would create tension within the family.</p> <p data-bbox="544 1197 1518 1470">In 1868 there was talk about changing the wording of the Iowa Constitution as it related to who could vote. And in fact, the wording was changed. The Iowa lawmakers took out the word "white" in the sentence that described who could vote in Iowa. They left the word "male" in the sentence. This change gave black men the right to vote in Iowa. But women still weren't allowed to vote. Two years later in 1870 the 15th Amendment to the U.S. Constitution made it illegal to deny the right to vote to black men in all states. Many people were happy for black men, but they were disappointed for women.</p> <p data-bbox="544 1491 1502 1627">The first woman suffrage association was formed in Dubuque in 1869. Local suffrage organizations were started all over the state after 1869. These groups met to hear speeches about women's rights and to learn how to get a law passed to allow women to vote.</p> <p data-bbox="544 1648 1518 1774">The first state women's suffrage convention was held in Mt. Pleasant in 1870. After this more and more speeches were given around the state about women's suffrage. Many newspapers carried articles about the issue. Church members and ministers became involved in the discussion.</p>



## The Struggle in Iowa

The Iowa Constitution had to be changed in order to allow women to vote. It takes quite a long time to make changes to the Constitution. Any change or "amendment" requires *two* legislatures to vote on the amendment. And the legislature at that time met only every two years. So, if an amendment was proposed in one year, it was another two years before the legislature met again to talk about it. That's one reason the passage of a women's suffrage law took so long. But it wasn't the only reason. Not everyone was sure that women should vote. In order for the amendment to become law after the legislature passed it, the voters of the state had to vote in favor of the amendment.

In 1870 a women's suffrage bill passed both the Senate and the House of Representatives in the Iowa legislature for the first time. But when the legislature met the next time—in 1872—the amendment didn't pass. This happened several times over the next 50 years. Often women's suffrage was tied to other political issues, especially the sale of alcoholic beverages. Most people believed that women with the vote would favor restricting or even eliminating saloons or other places where beer, wine and alcoholic drinks were sold. To a large extent, those who favored prohibiting such places from operating favored giving women the vote. Those who wanted less restriction opposed women's suffrage. Some churches like the Methodists, Presbyterians and Baptists were often very strong in their support of granting women the vote.

In 1894 the Iowa legislature granted women the right to vote in some cases. They were granted "partial suffrage." The constitution defined who could vote in *elections*. And elections were defined where candidates ran against each other for public office. However, sometimes voters voted "yes" or "no" on issues, like building a new school or library. After 1894, women were allowed to vote on issues where there were no candidates but they were not allowed to vote to elect public officials.

In 1916 the state legislature approved an amendment to the constitution that would have granted women the same rights men had, to vote in all elections. To become part of the state constitution, however, the proposal had to be approved by the voters of the state. To the great disappointment of those who favored women's suffrage, the proposal failed to win a majority. However, victory was only a few years away.

## Federal Law Passes



In 1919 Congress approved an amendment to the United States constitution and submitted it to the states. It would become law when three-fourths of the states, 36 states at that time, ratified (approved) it. Tennessee became the thirty-sixth state in the summer of 1920, and women voted in the general election in the fall to elect a president, vice president, congressmen, and state and local officials. It had taken nearly 75 years since women's suffrage was first proposed in Seneca Falls, New York, in 1848.

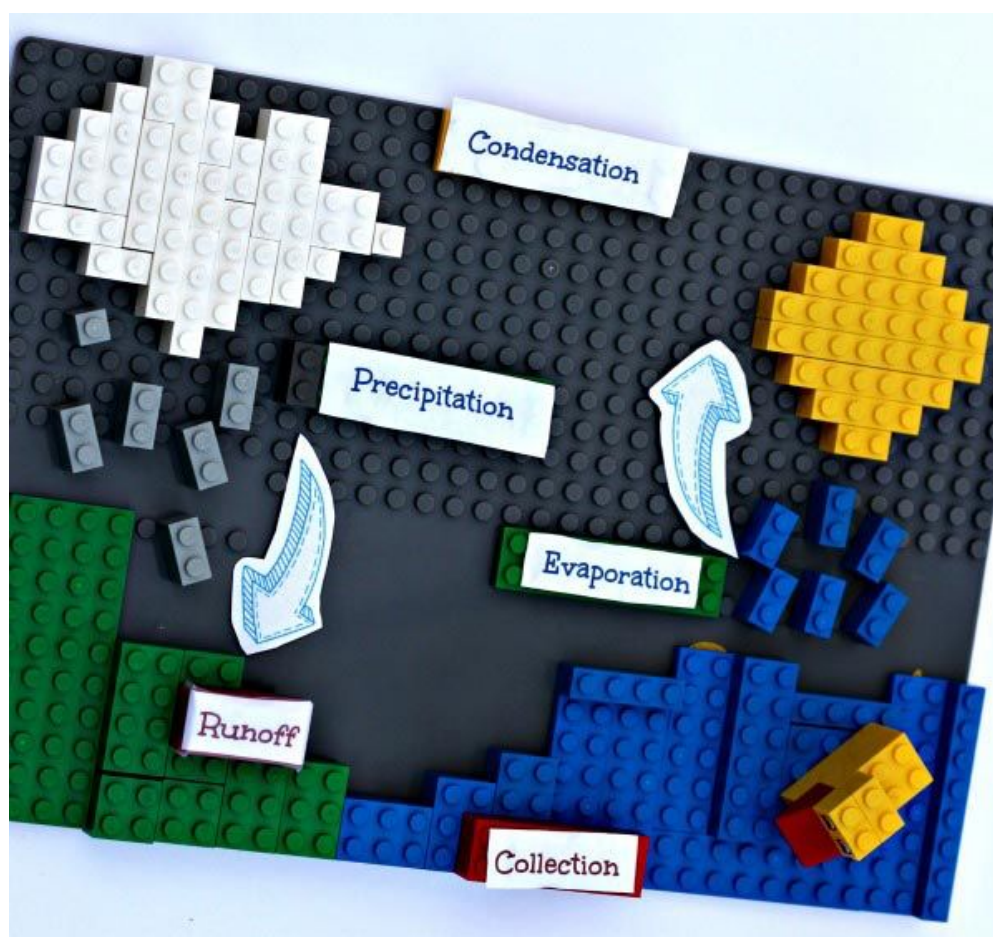
		<h2 style="text-align: center;">Iowa Suffrage Leaders</h2> <p>Some of the same people who had fought for passage of an amendment in Iowa worked at the federal level to win passage of the federal law. Elizabeth Cady Stanton, Mary Jane Coggeshall and Amelia Bloomer were Iowans who worked at the national level to win the right to vote for women throughout the United States.</p> <p>One Iowan—Carrie Chapman Catt—was a key player in the fight for women's rights at the national level. She was president of the National American Woman Suffrage Association, an organization that was instrumental in winning passage of the 19th Amendment to the U.S. Constitution. She also helped organize the International Woman Suffrage Alliance, which supported women's rights in over 30 countries.</p> <p>The issue of women's right to vote was fought and won in the nation's capital and in small towns and rural areas of Iowa. It was an issue that affected men and women in all parts of the country in the late 1800s and early 1900s. The events that occurred and the people who made them happen had a lasting impact on life in Iowa.</p> <p>Sources</p> <ul style="list-style-type: none"> <li>● Schwieder, Dorothy. <i>Iowa Past to Present: The People and the Prairie</i>. Ames, Iowa: Iowa State Press, 2002.</li> <li>● Stanton, Elizabeth Cady; Anthony Susan B.; Gage, Matilda Joslyn, eds. <i>History of Woman Suffrage, vol. 3: 1876-1885</i>. Rochester, New York: Privately published, 1886.</li> </ul>
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**Week Two, Day Four**

Religion	Goal: Students will learn about the Catholic process of becoming a Saint and about some American Saints.	
	Online:	Go to <a href="https://www.olvjfk.com/olv/">https://www.olvjfk.com/olv/</a> and watch the Daily Reflection by Father Jake. Write a reflection with your thoughts and email to Mrs. Kuehn.
	Projects/Hands-on	<p>Read "Saints" ( <a href="#">Saints</a>, or pdf is also available on Classroom)</p> <p>Go to <a href="#">American Saints</a>, and choose 2 (or more) to read about and further research. You can choose to write your findings, or make a poster about your Saint(s). Take a picture of any artwork, or email the written work.</p>

	Other:	Continue to work on journal detailing your thoughts, feelings, and happenings during all of this recent confinement. Talk about things you've done to pass time, things that you and your family may have "rediscovered" like old movies, game night, etc., and the impact it has had on you and your family. Try to write in it at least once per week. Email to Mrs. Kuehn.
		Continue to go through the Prayer list for 8th graders (link below) with your parents, siblings, or each other over video chat or social media. Practice them daily so that you learn them and are familiar with the Beatitudes, The Ten Commandments, and the Gifts and Fruits of the Holy Spirit. If you have problems with the link, it will be posted in Google Classroom under ELA 8W; topic is Religion 8W.  <a href="#">8th grade Prayer List</a>
ELA	Goal: Students will study read pieces and practice analysis.	
	Online:	Go to <a href="#">Examples of Concrete poems</a> and view examples of the types of shapes and pictures that you can do.
	Projects/Hands-on	Finish a free-form concrete poem. This type of poem doesn't have a definite rhyme scheme or rhythm, and it is written in such a way as to look like a picture when put on a page. Do brain-storming on a paper to come up with a topic that interests you. Create a list of words, then phrases, then finally sentences. Think of a simple picture or shape that signifies your topic, and then write your poem, putting the words into the shape or picture on a final draft. Take a picture of your final copy to send to Mrs. Kuehn, and make sure you keep your copy in a safe place so it can be included in the magazine. This is due tomorrow.
	Other:	Go to Classroom and find Short Stories; there you will find three examples of short stories. Read 2 ( or all 3) and write a comparison of them, analyzing style and content, as well as any inferred meanings or messages. Submit through Classroom (Short Stories 2.4)
Math	Goal: Students will continue to review previous information that we have covered this year.	
	Online:	Legends of

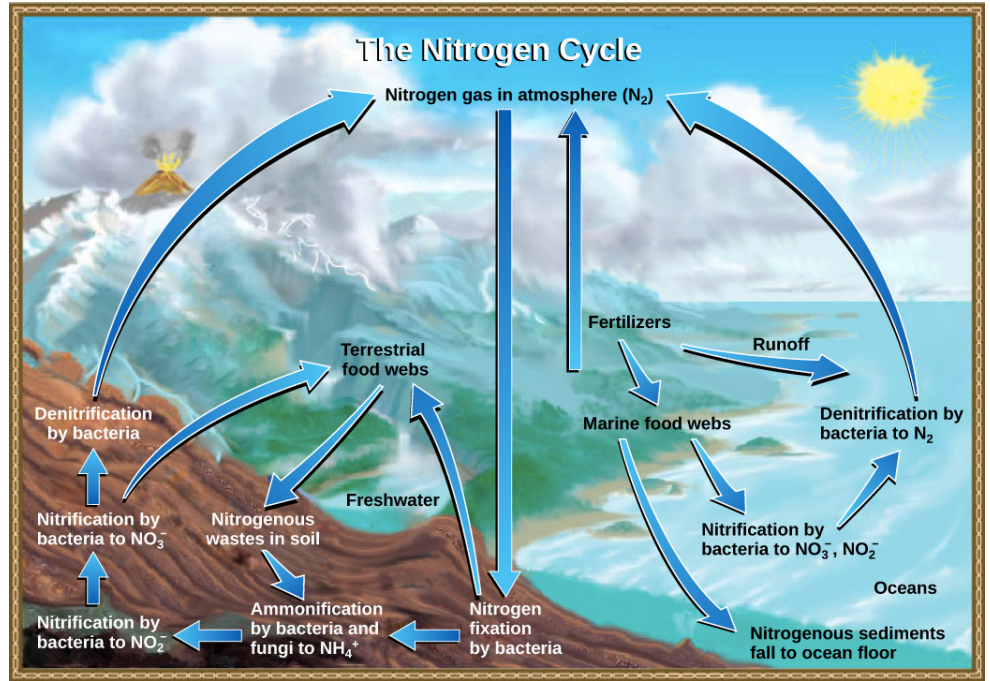
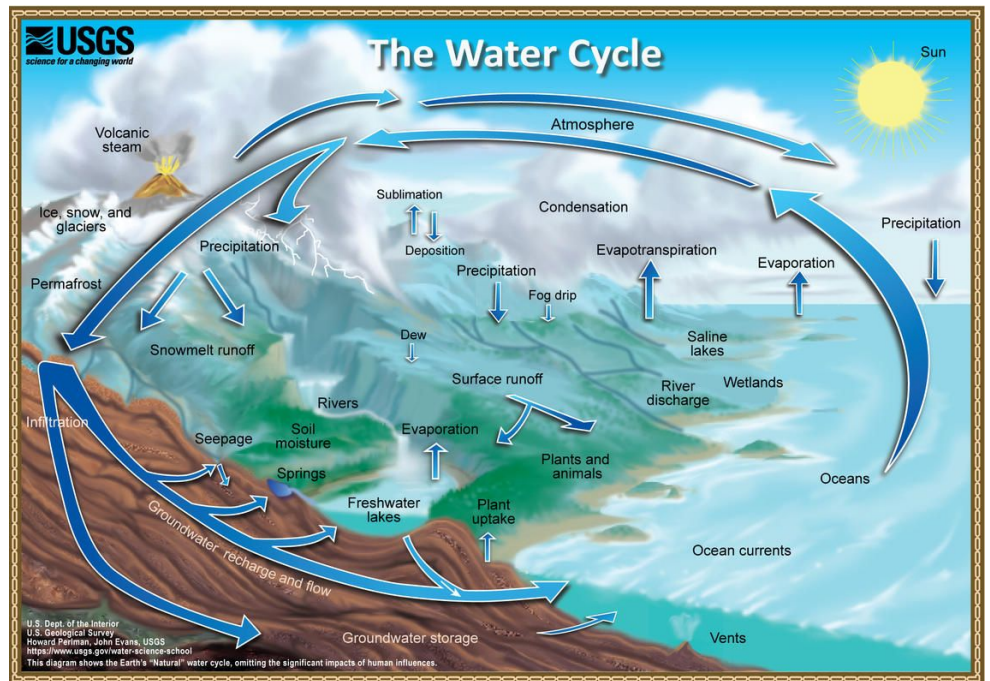
		<p>Learning-<a href="https://app.legendsoflearning.com/join/session-958606">https://app.legendsoflearning.com/join/session-958606</a></p> <ol style="list-style-type: none"> <li>1. students should go to login.legendsoflearning.com to join</li> <li>2. choose play teacher playlists, enter teacher code <b>WHELCH2</b> and select awakening assignment</li> </ol>
	Projects/Hands-on	Play a game. Roll two dice to represent the side length of side a and side b. See who can figure out the length of the hypotenuse faster?
	Other:	<div style="text-align: center;">  Map Quest <span style="float: right;"> 8.G.6</span> </div> <p>The distance from Jonestown to Maryville is 180 miles, the distance from Maryville to Elm City is 300 miles, and the distance from Elm City to Jonestown is 240 miles. Do the three towns form a right triangle? Why or why not?</p> <p>Take a photo of your finished work, and send it back to me.</p>
Science	Goal:	Students will develop a model to describe the cycling of water through Earth's systems driven by energy from the Sun and the force of gravity.
	Online:	<p><i>Email responses for feedback of day's work with the subject heading 8th Grade Science, Week 2, Day 4, Your Name. Photos of work may also be included as needed.</i></p> <p>Complete <i>make a hurricane simulation</i> at <a href="#">Make a Hurricane</a></p>
	Projects/Hands-on	Make a <i>water cycle model</i> out of LEGOS. Sample below.



Other:

Create a venn diagram comparing and contrasting the *water cycle* and *nitrogen cycle*.





Social Studies      Goal: Students will continue to work on the CRM in IA

Online:      In iCivics.org  
 PBS- IA CRM  
<http://www.iowapbs.org/iowapathways/mypath/carrie-chapman-catt%E2%80%940%94leading-way-womens-rights>



	Projects/Hands-on	CRM project
	Other:	<p style="text-align: center;"><b>Carrie Chapman Catt—Leading the Way for Women's Rights</b></p> <p>The 19th Amendment made it illegal to deny a person the right to vote based on gender. With the passage of the amendment women all over America were able to vote for the first time. It took 52 years of struggle to pass an amendment to the U.S. Constitution that allowed women to vote.</p> <p>An Iowan—Carrie Chapman Catt—led the cause and dominated the efforts to pass the 19th Amendment. She devoted 30 years of her 50 year public service career working for woman suffrage. Catt was known as “the brains of the woman’s suffrage movement.” Her greatest achievement in life was reached on August 26, 1920, when the state of Tennessee became the 36th and final state needed to ratify the 19th Amendment. It was because of Carrie Chapman Catt’s dedication to the cause, her brilliant organization skills, and tireless writing and speaking efforts that American women were allowed to vote.</p> <p style="text-align: center;"><b>Pioneer Upbringing</b></p> <p>Carrie Lane was born January 9, 1859 in Ripon, Wisconsin. When she was seven years old the family moved to a farm near Charles City, Iowa. Her girlhood home can still be found southeast of Charles City. She grew up in an atmosphere influenced by attitudes of the frontier times. A curious child and an avid reader, she began to establish her own feminist principles at a young age. At the age of six in the first grade she slapped a rude boy in the face after he teased a classmate who had lost her hoop skirt.</p> <p>At the age of 13 she wondered why her father could vote could not in the 1872 presidential election, but her mother. Before the Civil War era the only people who could vote were white males who were age 21 or over, who owned property or who could show proof of military service.</p> <p>Carrie graduated from Charles City High School in just three years. Her father opposed his daughter’s wish to attend college. She wanted to become a teacher. He didn’t think a girl should get a college education. However, she was determined to go to college. She obtained a teaching certificate, taught for a year and saved her money before going to Iowa State Agricultural College (now Iowa State University) in Ames. Catt worked her way through college by washing dishes for nine cents an hour and working in the library for ten cents an hour.</p>

## **A Leader in Her Class**

In her long career Catt was an outstanding and effective speaker for the causes she dedicated her life to. She developed her speaking skills in college. Catt became the first female student to give a speech before a debating society. In the 1870s she helped start military drills for girls at the college. Catt believed that girls should be given the same opportunity to take military training as boys. She started what became a popular unit called "Company G" ("G" for girls). This military unit continued until the outbreak of World War I. In 1880 Carrie Lane completed her bachelor's degree in general science. Carrie Chapman Catt would return to Iowa State University in 1921 to deliver the commencement address, the first woman to do so at ISU.

## **Achieving Success in a Man's World**

After graduating from college Carrie Lane's career took her to jobs usually reserved for men. Her first job was with a law firm where she read law. In 1881 she was named the principal of Mason City High School. This was not a typical job for a woman at the time. Two years later at age 24 she served as the superintendent of schools in Mason City. One of the first female school superintendents, she served in that position from 1883 until 1885 when she married newspaper editor Leo Chapman.

When she married Chapman, she reluctantly gave up her education career, as was expected for women at that time. She became co-editor with her husband, Leo, of the paper the *Mason City Republican*. Both Leo and Carrie's names appeared on the masthead. She started a new feature called "Woman's World." In 1886 Leo Chapman died while visiting California. Carrie Chapman then took a job as a newspaper reporter in San Francisco. She returned to Iowa in 1887 to earn a living and to begin working to "change people's minds about woman's function in society."

## **Women's Rights Crusade**

It was in Mason City where Carrie Chapman Catt first became active in the women's rights crusade. Her success in jobs usually reserved for men convinced her that since women could do the work of men, women should also have the right to vote. She was courageous, intelligent and faced ridicule by people who believed a woman's place was in the home. As a young widow she began lecturing and working for women's suffrage. She joined the Iowa Woman's Suffrage Association.

Carrie Chapman married her second husband, George Catt in 1890. He was a civil engineer and was sympathetic to the women's movement. Catt had a contract arranged with him before their marriage that guaranteed her two months off in the spring and two months off in the fall for suffrage work. When he died in 1905, Carrie Chapman Catt became financially independent and was able to devote the rest of her life to the woman suffrage movement. She

lectured in every state and many European countries during her lifetime.

She replaced Susan B. Anthony in 1900 as the president of National American Woman Suffrage Association. She served in the position for four years, leaving to be with her dying husband. In 1915 she became president of the national association for the second time.

This time Catt led the campaign for women's suffrage with a federal amendment to the U.S. Constitution. As an organizer and a strategist she turned the National American Woman Suffrage Association (NAWSA) from a loosely run local organizations into a tightly knit political machine. Carrie Chapman Catt's leadership kept the cause of women's suffrage alive through her writings and speeches. The years from 1917-1920 were the most important and most climactic years of her work. Iowa was the tenth state to ratify the woman suffrage amendment on July 2, 1919.

In 1916 at the NAWSA convention in Atlantic City, Catt revealed her "Winning Plan" strategy for winning the vote. That plan included a push for suffrage at both the state and federal levels of government. Influenced by his respect for Catt's judgment, tact and statesmanship, President Woodrow Wilson finally voiced his support of the women's suffrage amendment.

It was a monumental event in American history when Congress passed the suffrage amendment on February 13, 1920. Carrie Chapman Catt directed the tough national ratification battle that followed. Success was finally achieved with the Tennessee ratification in August 1920.

## **Peace Efforts**

By 1920 Carrie Chapman Catt was known worldwide as a leader who worked for equal voting rights for women. After the suffrage battle ended, Catt's interests turned towards working for world peace. She was a dynamic leader for the cause. She supported efforts for both the League of Nations and the United Nations.

In 1919 Catt founded the League of Women Voters to help women vote intelligently. She described the league as "A group of...women who want not merely to vote, but to vote for *something*." She explained, "The vote is a tool with which to work, and for years they (women) have struggled and sacrificed to secure it. Now, they want to build a better world for their neighbors and their posterity." The League of Women Voters continues to provide political education to voters. The league sponsors debates among candidates for political office.

## **Honored as Outstanding Woman**

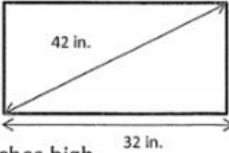
She devoted the remaining years of her public service career to social justice, social welfare and international peace efforts. Carrie Chapman Catt received many awards during her lifetime. She received the first honorary degree to be awarded by the University of Wyoming in 1921. Wyoming was the first state to

		<p>give women the vote. She was given similar awards by Iowa State College, Smith College and Moravian College for Women. She received the American Hebrew Medal in 1933 for her work on behalf of German Jewish Refugees. In 1940, she received the National Institute of Social Sciences gold medal. In 1947 the League of Women Voters established the Carrie Chapman Catt Memorial Foundation (later the Overseas Education Fund) to spread knowledge of the democratic process among women who could vote in foreign countries.</p> <p>In 1936 Carrie Chapman Catt delivered the dedication address at the Iowa state Capitol for the memorial plaque called “Pioneering Suffragists.” She died in 1947 and honors continued after her death. Catt was named one of the first inductees into the Iowa Women’s Hall of Fame in 1973. In 1982 she was inducted in the National Women’s Hall of Fame. In 1992 she was named the recipient of the Iowa Award. This award is the highest honor the state of Iowa bestows on a citizen who has been an outstanding leader and made outstanding contributions throughout their life and career. She devoted the remaining years of her public service career to social justice, social welfare and international peace efforts.</p> <p>When Carrie Chapman Catt died in 1947 her entire estate was given to Iowa State University. This included her Peace Library of over 1,000 volumes. The university archives in the library safeguard treasured documents and other relics of her efforts working for women’s rights. Iowa State University is home to the Carrie Chapman Catt Center for Women and Politics. In 1992 the research and education center was established as a memorial to Catt.</p>
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## Week Two, Day Five

Religion	Goal: Students will continue to learn about Holy Week.	
	Online:	Go to <a href="http://www.formed.org">www.formed.org</a> (code 6RG4DH) watch <a href="#">Holy Week in Rome</a>
	Projects/Hands-on	Discuss with your parents how the Holy Week as celebrated in Rome is similar to/different from how we celebrate here in the United States. Talk about why that might be. Also talk with your parents to see what their favorite part of the week is, and why.
	Other:	Go through the Prayer list for 8th graders (link below) with your parents, sibilings, or each other over video chat or social media. Practice them daily so that you learn them and are familiar with the Beatitudes, The Ten Commandments, etc. If you have problems with the link, it will be posted in Google Classroom under ELA 8W; topic is Religion 8W. <a href="#">8th grade Prayer List</a>

ELA	Goal: Students will practice analysis of poem and short stories.	
	Online:	Go to <a href="#">How to Analyze a Short Story</a> ; read and then return to the 3 stories in yesterday's plans. (even if you read them). If you read, go over your analysis using these questions and improve your analysis as needed; if you did not read, read them now and analyze using these questions as guides. Email.
	Projects/Hands-on	Finish a free-form concrete poem. This type of poem doesn't have a definite rhyme scheme or rhythm, and it is written in such a way as to look like a picture when put on a page. Do brain-storming on a paper to come up with a topic that interests you. Create a list of words, then phrases, then finally sentences. Think of a simple picture or shape that signifies your topic, and then write your poem, putting the words into the shape or picture on a final draft. Take a picture of your final copy to send to Mrs. Kuehn, and make sure you keep your copy in a safe place so it can be included in the magazine. This is due today.
	Other:	Go to Google Classroom and Find Emily Dickinson's Poem; read and then look over the analysis sheet and graphic organizer. As you read the analysis sheet, write your answers/thoughts on the back of the graphic organizer. Then complete the organizer. Submit via Classroom assignment 2.5, or take pictures of both sides and email.
Math	Goal: Students will continue to practice using the Pythagorean Theorem to solve for missing pieces of a triangle.	
	Online:	Legends of Learning- <a href="https://app.legendsoflearning.com/join/session-958606">https://app.legendsoflearning.com/join/session-958606</a> 3. students should go to login.legendsoflearning.com to join 4. choose play teacher playlists, enter teacher code <b>WHELCH2</b> and select awakening assignment
	Projects/Hands-on	Create a word problem in which you would have to use the Pythagorean Theorem to solve. Share with me :)

	Other:	<p style="text-align: center;"><b>Jane's TV</b> <span style="float: right;">8.G.7</span></p> <p>Jane is hoping to buy a large new television for her den, but she isn't sure what size screen will be suitable for her wall. This is because television screens are measured by their diagonal line.</p> <p>This 42 inch screen measures 32 inches along the base.</p>  <ol style="list-style-type: none"> <li>1. What is the height of the screen? Explain your thinking.</li> <li>2. What is the area of the screen? Show your calculations.</li> <li>3. Jane would like to have a screen 40 inches wide and 32 inches high. About what screen size will she need to buy? Show how you figured this out.</li> </ol>
Science	<p>Goal: Students will develop a model to describe the cycling of water through Earth's systems driven by energy from the Sun and the force of gravity.</p>	
	Online:	<p><i>Email responses for feedback of day's work with the subject heading 8th Grade Science, Week 2, Day 5, Your Name. Photos of work may also be included as needed.</i></p> <p>Complete <i>make a thunderstorm simulation</i> at <a href="#">Make a Thunderstorm</a></p>
	Projects/Hands-on	<p>Choose an activity from <a href="https://www.usgs.gov/special-topic/water-science-school/science/water-science-activity-center?qt-science_center_objects=0#qt-science_center_objects">https://www.usgs.gov/special-topic/water-science-school/science/water-science-activity-center?qt-science_center_objects=0#qt-science_center_objects</a></p>
	Other:	<p>Explore more about the water cycle at <a href="#">The Water Cycle for Schools and Students</a></p>
Social Studies	<p>Goal: Students will learn about the CRM in IA</p>	
	Online:	<p>iCivics.org PBS- <a href="http://www.iowapbs.org/iowapathways/mypath/civil-rights">http://www.iowapbs.org/iowapathways/mypath/civil-rights</a></p>
	Projects/Hands-on	<p>CRM project</p>



Other:

# Americans with Disabilities Act of 1990

"We have created an image of disabled people that is perhaps the greatest barrier they face. We see the disability—the chrome and the leather, the guide dog, the hearing aid, the crutches—and look the other way. Just as we cannot seem to see the man in the policeman, so imposing are the uniform and the cultural expectations that go with it, so we cannot see the woman in the wheelchair. We do not see, nor do we look to find, her abilities, interests, and desires."

-Frank Bowe, 1978

People often fear differences. People with disabilities—whether physical or mental—have been regarded over the last centuries with either pity or fear. Society did not often believe a blind woman, a deaf man or a wheelchair-bound child could contribute to society. They were often denied basic civil rights.

## A Time for Change

Attitudes started to change in the 20th century. Changes were made after many permanently injured soldiers came home from both world wars as well as Korea and Vietnam.

During the civil rights reform-minded era of the 1960s, ideas began to change not only about race and gender but also about age and ability. People became more aware of past discrimination. They became more aware of ways to correct these wrongs. Social changes in funding and programs that started with the Social Security Act in 1935 continued into the 1960s and 1970s, and these bills began to address various aspects of disabled people's lives and needs.

For people with disabilities, often their causes and issues had been kept from public view because of their difficulty with mobility or communication. People often saw their inabilities rather than their capabilities. That began to change, however. People with disabilities begin to protest discrimination. They

organized to create change, and society began to consider their needs and rights. People with special needs were no longer “the hidden minority.”

## **A Dark Past**

The changes that began in the 1950s and '60s were badly needed. For people born with disabilities before the changes began to occur, life could be very difficult.

In 1900 students in Iowa and elsewhere in the nation went to special schools or institutions if they had mental or physical disabilities. Iowa children had to leave their families and move to Vinton to attend the School for the Blind or Council Bluffs to attend the School for the Deaf. If a child had a mental disability, he or she might go to the Iowa Institution for Feeble-Minded Children in Glenwood. The mission of this school stated that it wanted “to make each child as nearly self-supporting as practicable.”

In 1930 Dr. D. W. Smouse donated a third of a million dollars to build a special school for disabled children. The Smouse School in Des Moines was the first school in the nation built specifically for disabled children, especially those with polio. This school had special construction—such as a long circular ramp—for children with wheelchairs and crutches. Railings were installed in every room.

## **A Brother Helps**

In 1990 Iowa’s Senator Tom Harkin was one of the authors of the Americans with Disabilities Act (ADA). Senator Harkin was interested in the quality of life for people with disabilities because of his own personal experiences growing up with his brother. Frank Harkin, the senator's brother, had lost his hearing at a young age.

On July 26, 1990, over 3,000 people gathered on the White House lawn in Washington, D.C. and watched the signing of the American with Disabilities Act. ADA is now considered civil rights legislation—to make life for people with disabilities more fair and just. The purpose of ADA is to help people experience “full inclusion into the mainstream of American life.” The ADA protects the civil rights of over 57 million Americans with physical and mental disabilities.

## **What Does it Mean?**

The law addressed employment, public services, public accommodations and telecommunications. In other words, society was now required to remove

traditional and perhaps unintentional barriers and provide equal access for all disabled people.

The spirit of ADA was collaboration and cooperation, not coercion. This meant that businesses and schools should work together to guarantee disabled people's rights. These adjustments or accommodations were not to pose "an undue burden" (not too much time and expense).

One area affected by ADA was employment. People were not to be denied a job because of their disability. Another phrase was "reasonable accommodation." In the job hiring process or the work itself, some adjustments may have to be made to help the disabled person complete the work.

Another part of ADA was public accommodations. Businesses and organizations such as hotels, restaurants, theaters, stores, sports stadiums, funeral homes, hospitals, buses, trains, parks, schools, nursing homes and day care centers were not to discriminate based on a disability. The phrase used was "full and equal enjoyment."

With the passage of the ADA the public has become accustomed to parking spaces for disabled people, special entry ramps and door entrances, curb cuts, elevators with Braille floor designations, and specially designed restroom facilities. The physical changes have been important in the day-to-day lives of the disabled. Additionally, ADA has encouraged the general public to become more observant and thoughtful of the rights of people with special needs.

Sources:

- Stephen L. Percy, *Disability, Civil Rights, and Public Policy: The Politics of Implementation*. Tuscaloosa, Alabama: The University of Alabama Press, 1989.
- Paul Wehman, *The ADA Mandate for Social Change*. Baltimore, Maryland: Paul H. Brookes Publishing Company, 1993.
- Sen. Tom Harkin, US Senate webpage, <https://www.congress.gov/member/thomas-harkin/H000206>, 2005
- "The Americans with Disabilities Act of 1990", US Department of Justice. [https://www.ada.gov/2010\\_regs.htm](https://www.ada.gov/2010_regs.htm)

Credit:

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