Exceptional Closure Work Pack

Year 8

In addition, work can be completed on SPARX Maths, SPARX Reader and SPARX Science

English

Passage: Main Characters in *The Hunger Games*

The Hunger Games, written by Suzanne Collins, is a dystopian novel set in the nation of Panem, where the Capitol holds power over twelve districts. The story follows **Katniss Everdeen**, a brave and resourceful teenager from District 12. Katniss becomes the central figure in the narrative when she volunteers to take her younger sister Prim's place in the annual Hunger Games—a televised fight to the death among 24 tributes.

Katniss is known for her archery skills, independence, and strong sense of justice. Throughout the Games, she forms a complex relationship with **Peeta Mellark**, the male tribute from her district. Peeta is compassionate, clever, and deeply in love with Katniss, which adds emotional depth to their alliance. His ability to use words and emotions strategically contrasts with Katniss's more instinctive and survival-driven nature.

Another important character is **Gale Hawthorne**, Katniss's best friend and hunting partner. Though he doesn't participate in the Games, Gale represents Katniss's life before the Capitol's interference and becomes a symbol of rebellion and resistance.

Haymitch Abernathy, a former victor of the Games and mentor to Katniss and Peeta, plays a crucial role in guiding them. Despite his alcoholism and gruff demeanor, Haymitch proves to be a shrewd strategist who helps them navigate the deadly arena.

Together, these characters form the emotional and strategic core of the story, each contributing to the themes of survival, sacrifice, and resistance against oppression.

English

Comprehension Questions

1. Who is the main protagonist in *The Hunger Games*?
2. Why does Katniss volunteer to participate in the Hunger Games?
3. What skill is Katniss especially known for?
4. How does Peeta Mellark differ from Katniss in terms of personality?
5. What is the nature of the relationship between Katniss and Peeta?
6. Who is Gale Hawthorne, and what role does he play in Katniss's life?
7. What does Gale symbolize in the story?
8. Describe Haymitch Abernathy's role in the Games.
9. How does Haymitch help Katniss and Peeta despite his personal struggles?
10. What are some of the central themes explored through the main characters?

English

Dystopian Passage (with errors):

> The citys lights flickered dimly, as ash fell from the sky like snow. People hurried through the streets their faces hidden behind masks, no one spoke. It had been years since the government fell apart and now chaos ruled.
>
> In the distance a siren wailed, echoing through the empty buildings. A child clutched her mothers hand tightly, afraid of what might come next. They had heard rumors of patrols, groups who enforced order with iron fists.
>
> "Dont look back," the woman whispered "just keep moving."
>
> Hope was a dangerous thing in this world it got people killed.

Instructions:

1. Read the following dystopian passage carefully.
2. Identify **at least 10 punctuation or grammar errors**.
3. Rewrite the corrected version of the passage.
4. Discuss how the corrections improve the tone and readability of the text.

English

📝 Creative Writing Task: "The Last Light"

Scenario:

The year is **2147**. The world is no longer powered by electricity. A mysterious global blackout occurred 50 years ago, and no one has been able to restore power since. Cities have crumbled, governments have fallen, and society has returned to a more primitive way of life. People now live in small, isolated communities, relying on fire, wind, and water for energy.

You are a teenager living in one of these communities. One day, while exploring the ruins of an old city, you discover something incredible: **a single working lightbulb glowing faintly in an underground lab**. It's the first sign of electricity in decades.

💡 Tips for Writing:

- Use **sensory details** to describe the setting—what does the world look, sound, and feel like?
- Think about how people might behave in a world without modern technology.
- Include **dialogue** to show how characters interact.
- End your story with a **twist** or a **cliffhanger** to keep readers thinking.

✍️ Your Task:

Write a **short story (500–800 words)** from the perspective of this teenager. Your story should include:

- A **description of the world** you live in and how people survive without electricity.
- Your **reaction** to discovering the glowing lightbulb.
- The **choices** you face: Do you tell your community? Keep it a secret? Try to find out where the power is coming from?
- The **consequences** of your decision—good or bad.

Maths

3.1 Using the equals sign

Small steps

- Understand the meaning of equality
- Understand and use fact families, numerically and algebraically

Key words

Equal – having the same value. We use the sign = between numbers and calculations that are equal in value, and the sign ≠ when they are not

Equation – a statement showing that two things are equal

Fact family – a list of related facts from one calculation

Commutative – when an operation can be in any order

Are you ready?

1 Sort these calculations into groups of equal value.

6 + 3	12 – 5	2 × 5	5 + 4	5 + 5
10 – 1	8 + 1	6 + 4	18 ÷ 2	2 + 5

2 Which of these expressions are equal when the value of a is 5?

$2a$	$15 - a$	$\frac{100}{a}$	$a^2 - 10$	$4a - 10$

3 Put the correct symbol, =, or ≠, between these calculations.

a 3 + 4 ◯ 4 + 3 **b** 7 – 2 ◯ 8 – 3

c 9 + 7 ◯ 10 + 8 **d** 6 – 4 ◯ 7 – 3

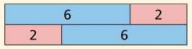
4 Are the statements true or false?

a 8 + 6 = 6 + 8 **b** 8 – 6 = 6 – 8 **c** 8 × 6 = 6 × 8 **d** 8 ÷ 6 = 6 ÷ 8

Models and representations

Bar models are really useful to show equality. If two amounts are **equal** in value, then you can represent this by bars of equal length.

Consider 6 + 2 and 2 + 6

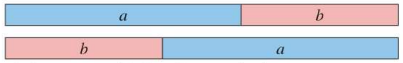


The bar model shows visually that the two number facts have equal value.

You can illustrate the result shown above for any pair of numbers.

First use a bar to represent the number a ... ... and another bar to represent the number b

Now compare $a + b$ with $b + a$



The bars are equal in length, so $a + b = b + a$

It does not matter what order you add numbers, the total is the same.

The same is true for multiplication:

$a \times b = b \times a$, which you can write as $ab = ba$

You say that addition and multiplication are **commutative**.

You will look at the commutative property of addition and multiplication in more detail later when you study calculations.

Example 1

Which of these statements are true?

a 13 + 7 = 4 × 5

b 19 + 5 = 18 + 6

c 364 + 99 = 364 + 100 – 1

d 37 × 9 = 370 – 37

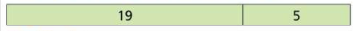
a 13 + 7 = 20
4 × 5 = 20
As both calculations have the answer 20, the statement 13 + 7 = 4 × 5 is true.

You can use your calculator or knowledge of number facts here.

b 19 + 5 = 24, and 18 + 6 = 24
So the statement 19 + 5 = 18 + 6 is true.

You can also see this is true from the structure of the **equation** – here is a bar model to show why.

The left-hand side of the equation is 19 + 5



19 = 18 + 1 so

1 + 5 = 6 so

The total is the same. So 19 + 5 = 18 + 6 is true.

c 364 + 99 = 364 + 100 – 1
The statement is true.

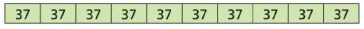
Again, instead of doing the calculations, just use the fact that 99 = 100 – 1 to see that the statement is true. You are adding an equal amount to 364 on both sides of the equation, so the equation must be true.

d $37 \times 9 = 370 - 37$
$37 \times 9 = 333$
$370 - 37 = 333$
So the statement is true.

Alternatively, look at the structure of the problem.

370 = 37 × 10 so the statement becomes
37 × 9 = 37 × 10 – 37

Here is 37 × 10 (or 370)



Subtract 37 by removing one of the blocks, to give 370 – 37

This leaves 37 nine times, or 37 × 9

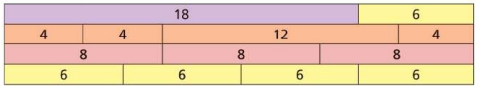
So 370 – 37 = 37 × 9, which is the same as 37 × 9 = 370 – 37

If two things are equal it does not matter what order you write the equation, they have the same value. So if $a = b$, then $b = a$.

If 370 – 37 = 37 × 9 then 37 × 9 = 370 – 37 as well.

Example 2

What equations with addition does this number wall show?



There are many equations! These are just examples.

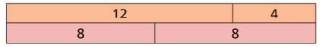
$18 + 6 = 4 + 4 + 12 + 4$ (top bar = second bar)

$18 + 6 = 8 + 8 + 8$ (top bar = third bar)

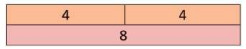
$8 + 8 + 8 = 6 + 6 + 6 + 6$ (third bar = fourth bar)

You can also use parts of the bar to show other equal additions.

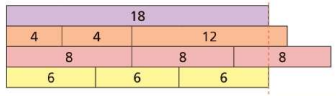
$12 + 4 = 8 + 8$



$8 = 4 + 4$



$18 = 6 + 6 + 6$



You can also use the bar model to see subtractions – you will have a look at this after the first practice section.

Example 3

Find the missing numbers.

a $10 + 9 = ? + 14$

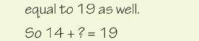
b $? \div 4 = 20 \times 3$

a $10 + 9 = ? + 14$
left-hand side: $10 + 9 = 19$
The right-hand side must be equal to 19 as well.
So $14 + ? = 19$
$? = 5$

You might just "spot" or know the answer, ? = 5

Or you can ask "What number adds to 14 to give 19?".

Or you can use a function machine



You know the inverse of "+ 14" is "– 14", so ? = 19 – 14 = 5

b $? \div 4 = 20 \times 3$
So $? \div 4 = 60$
So $? = 60 \times 4 = 240$

This time the calculation on the right-hand side is complete 20 × 3 = 60

The left-hand side must equal 60 as well.

Again there are lots of ways of thinking about this, such as the inverse of ÷ 4 is × 4,

so ? = 240

In this section, you can sometimes "spot" the missing numbers quite easily.

Practice 3.1A

1 Are these statements true or false?

a $17 + 8 = 5 \times 5$ **b** $30 \times 7 = 280 - 60$ **c** $50^2 = 10000 \div 4$

d $10.3 \times 2.6 = 2.06 \times 13$ **e** $500 - 127 = 265 + 108$ **f** $300 \div 0.4 = 250 \times 3$

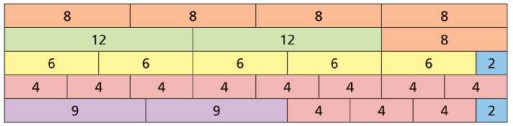
2 By looking at the structure of the calculations, decide which of the following are true.

a $87 + 9 = 88 + 10$ **b** $345 + 29 = 344 + 30$ **c** $612 - 9 = 613 - 10$

d $504 - 99 = 503 - 100$ **e** $20 \times 10 = 2 \times 10 \times 10$ **f** $600 \div 2 = 300 \div 4$

g $99 \times 60 = 6000 - 60$ **h** $38 \times 101 = 3800 - 38$ **i** $700 - 7 = 99 \times 7$

3 Use the number wall to write down some addition equations.



4 Amina says "116 + 93 = 115 + 94". Without doing the calculations, explain why Amina is right.

Maths

5 Match the pairs of calculations with same the overall result.

Add 100 and subtract 1	Subtract 99
Add 1 and subtract 100	Subtract 11
Subtract 1 and subtract 10	Add 99
Subtract 10 and add 1	Subtract 9
Subtract 1 and add 10	Add 9

6 Find the missing numbers.

a $37 + 84 = 36 + \square$ **b** $101 - 17 = 100 - \square$

c $10 \times 3 = 29 + \square$ **d** $712 - 99 = \square - 100$

e $228 - \square = 230 - 105$ **f** $80 \times 5 = \square \times 10$

What do you think?

1 Amina says that if $a = b$ then $a + c = b + c$

Investigate Amina's claim with some numbers for a, b and c. Try to illustrate the result using a bar model.

2 Rob says that if $a = b$ then $a - c = b - c$

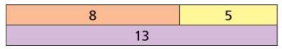
Investigate Rob's claim with some numbers for a, b and c. Try to illustrate the result using a bar model.

3 Sven says that if $a + b = a + c$ then b and c are equal.

Investigate Sven's claim with some numbers for a, b and c. Try to illustrate the result using a bar model.

Now you are going to look at fact families – lists of facts that use the same numbers.

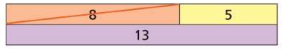
You have already looked at the additions from a bar model like this one:



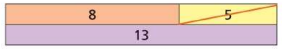
It shows both $8 + 5 = 13$ and $5 + 8 = 13$

Remember that addition is commutative so you can write the numbers either way around.

You can also see subtractions in the bar model.



$13 - 8 = 5$



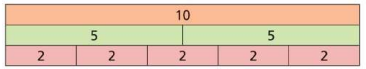
$13 - 5 = 8$

This completes the addition/subtraction **fact family** for 5, 8 and 13

$5 + 8 = 13$	$8 + 5 = 13$
$13 - 8 = 5$	$13 - 5 = 8$

You could write these as $13 = 5 + 8$, $8 = 13 - 5$ and so on, but these are the same facts with the equals sign in a different place, not 'new' facts.

You can also make fact families for multiplication and division.



This shows the multiplication and division fact family for 2, 5 and 10

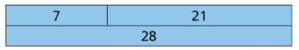
$2 \times 5 = 10$	$5 \times 2 = 10$
$10 \div 2 = 5$	$10 \div 5 = 2$

You will explore fact families again when you study calculations later in the year.

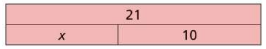
Example 4

Write the fact family for these bar models.

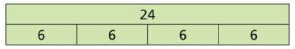
a



b



c

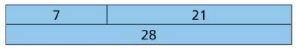


a Working left to right, $7 + 21 - 28$

Also $21 + 7 = 28$

$28 - 7 = 21$

Likewise, $28 - 21 = 7$



Addition is commutative.

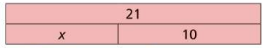
If you subtract the 7 from the whole 28 the remaining part is 21

b Working left to right, $x + 10 = 21$

Also $10 + x = 21$

$21 - x = 10$

Likewise, $21 - 10 = x$



Addition is commutative

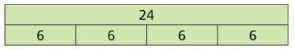
If you subtract the x from the whole 21 the remaining part is 10

This fact gives an easy calculation from which you can work out $x = 11$. Now check this value in the other fact equations.

c

$6 \times 4 = 24$

$4 \times 6 = 24$



"6 four times"

"4 lots of 6"

As multiplication is commutative, both facts are true.

$24 \div 4 = 6$

$24 \div 6 = 4$

"What is each part if you share 24 into 4 equal parts?"

"How many groups of 6 are there in 24?"

Maths

Practice 3.1B

1 Write the addition/subtraction fact families for these bar models.

a

7	10
17	

b

23	59
82	

c

7.4	
4.6	3.8

d

x	53
81	

e

2.6	y
11.3	

f

9.4	a
b	

g

p	q
r	

2 For each statement, write the other three facts that complete the fact family.

a $72 + 96 = 168$ **b** $17.3 - 8.8 = 8.5$

c $c + 104 = 172$ **d** $130 - d = 51$

3 Write the multiplication/division fact families for these bar models.

a

15		
5	5	5

b

30				
x	x	x	x	x

c

7.1	7.1	7.1
21.3		

d

280		
y	y	y

e

a	a
18.62	

f

1.7			
p	p	p	p

4 For each statement, write the other three facts that complete the fact family.

a $72 \times 5 = 360$ **b** $80 \div 4 = 20$

c $5 \times c = 108$ **d** $x \div 7 = 103.4$

e $4e = 13.2$ **f** $\frac{12}{f} = 3$

What do you think?

1 For each statement, write the other three facts that complete the fact family.

a $\frac{1}{2} + \frac{1}{3} = \frac{5}{6}$ **b** $0.5 - \frac{1}{5} = 0.3$

c $\frac{3}{4} \times 12 = 9$ **d** $x \div \frac{1}{3} = 2$

2 Can you find a fact family with squares and square roots?

Consolidate – do you need more?

1 Are these statements true or false?

a $6 \times 7 = 21 \times 2$ **b** $500 - 180 = 80 \times 4$ **c** $800 \div 2 = 20^2$

d $17 \times 5 = 34 \times 10$ **e** $12^2 = 36 \times 4$ **f** $1.8 \times 2.3 = 18 \times 23 \times 10$

2 By looking at the structure of the calculations, state whether the following are true or false.

a $203 + 99 = 202 + 100$ **b** $100 \times 20 = 50 \times 40$ **c** $356 - 99 = 355 - 100$

d $164 + 99 = 154 + 109$ **e** $600 \div 4 = 600 \div 2 \div 2$ **f** $56 \times 99 = 56 \times 90 + 56 \times 9$

g $99 \times 12 = 120 - 12$ **h** $102 \times 45 = 4500 + 90$ **i** $201 - 40 = 202 - 39$

3 Copy and complete the facts shown by the bar model.

42					
a	a	a	a	a	a

$42 = \square \times \square$ $42 = \square \times \square$

$42 \div \square = \square$ $42 \div \square = \square$

4 Draw a bar model to show $86 - 37 = 49$

List other facts that the bar model shows.

5 Write the fact families for the calculations.

a $7.8 + 6.7 = 14.5$ **b** $400 - 128 = 272$ **c** $6 \times 9.3 = 55.8$

d $836 \div 11 = 76$ **e** $a + 9.7 = 23.4$ **f** $305 - b = 127$

g $c \times 15 = 57$ **h** $98 \div d = 140$

Science

Reading Comprehension: *Electricity and Magnetism*

Electricity and magnetism are closely related forces that form the basis of electromagnetism. Electricity involves the movement of electric charge, usually carried by electrons in a wire. A simple electric circuit includes a power source, such as a battery, wires, and a device like a bulb that uses the electrical energy.

When electric current flows through a wire, it creates a magnetic field around the wire. This is the principle behind electromagnets. An electromagnet is made by wrapping a coil of wire around an iron core and passing current through the wire. The magnetic field can be turned on and off by switching the current on or off.

Magnetism is the force that magnets use to attract or repel certain materials, like iron. Magnets have a north pole and a south pole. Like poles repel each other, while opposite poles attract. Earth itself acts like a giant magnet because of its iron core, which creates a magnetic field around the planet.

Electromagnets are useful in many everyday devices. They are used in electric bells, MRI machines, scrap yard cranes, and even in maglev trains. These trains float above the tracks using magnetic forces, which reduces friction and allows for very high speeds.

Electricity and magnetism also work together in generators and motors. In a generator, motion is converted into electricity by rotating a coil of wire in a magnetic field. In a motor, the opposite happens: electricity is used to produce motion.

1.What carries electric charge in a wire?
a) Neutrons
b) Protons
c) Electrons
d) Atoms

2.Which part of an electromagnet is wrapped with wire?
a) Plastic rod
b) Wooden stick
c) Iron core
d) Magnet

3.What happens when you turn off the current in an electromagnet?
a) The magnetic field disappears
b) The wires melt
c) The magnetic field becomes stronger
d) The iron core changes shape

4.Which of these is an application of electromagnets?
a) Solar panels
b) Scrap yard cranes
c) Thermometers
d) Microscopes

5.Name the three basic parts of a simple electric circuit.

6.What kind of materials do magnets attract? Give one example.

7.Why do maglev trains use electromagnets?

8.Explain how a generator works.

9.Opposite poles of a magnet repel each other.
(True / False)

10.Electricity and magnetism are completely separate and unrelated.
(True / False)

Science

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When electric current flows through a wire, it creates a magnetic field around the wire. This is the principle behind electromagnets. An electromagnet is made by wrapping a coil of wire around an iron core and passing current through the wire. The magnetic field can be turned on and off by switching the current on or off.

Magnetism is the force that magnets use to attract or repel certain materials, like iron. Magnets have a north pole and a south pole. Like poles repel each other, while opposite poles attract. Earth itself acts like a giant magnet because of its iron core, which creates a magnetic field around the planet.

Electromagnets are useful in many everyday devices. They are used in electric bells, MRI machines, scrap yard cranes, and even in maglev trains. These trains float above the tracks using magnetic forces, which reduces friction and allows for very high speeds.

Electricity and magnetism also work together in generators and motors. In a generator, motion is converted into electricity by rotating a coil of wire in a magnetic field. In a motor, the opposite happens: electricity is used to produce motion.

Multiple Choice (1–4)

1. **What carries electric charge in a wire?**
   a) Neutrons
   b) Protons
   c) Electrons
   d) Atoms
2. **Which part of an electromagnet is wrapped with wire?**
   a) Plastic rod
   b) Wooden stick
   c) Iron core
   d) Magnet
3. **What happens when you turn off the current in an electromagne**
   a) The magnetic field disappears
   b) The wires melt
   c) The magnetic field becomes stronger
   d) The iron core changes shape
4. **Which of these is an application of electromagnets?**
   a) Solar panels
   b) Scrap yard cranes
   c) Thermometers
   d) Microscopes

Short Answer (5–8)

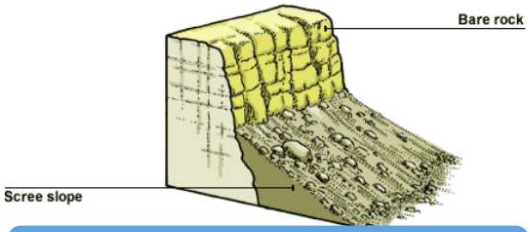
5. **Name the three basic parts of a simple electric circuit.**
6. **What kind of materials do magnets attract? Give one example.**
7. **Why do maglev trains use electromagnets?**
8. **Explain how a generator works.**

True or False (9–10)

Mass movement

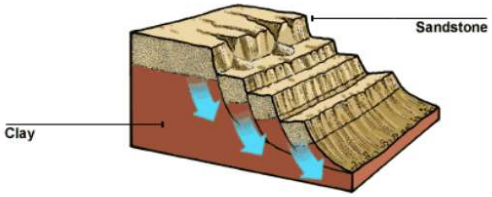
Mass movement is active at the coast, particularly where cliffs are undercut by the sea, making them unstable. It includes sliding and slumping as well as falls (rockfalls) and flows (mudflows).

Rockfall



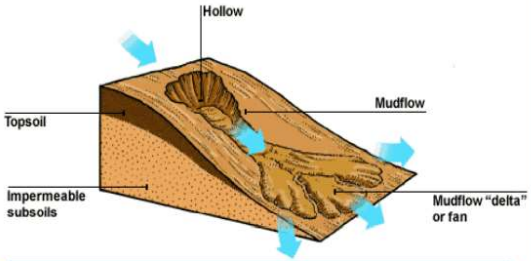
Individual fragments or chunks or rock falling off a cliff face, often resulting from **freeze-thaw** weathering.

Landslide



Sliding of blocks of rock moving rapidly downslope along a linear shear-plane, usually **lubricated by water**.

Mudflow



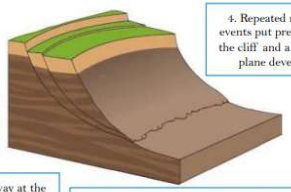
Saturated material (usually clay) **flowing downhill**, which may involve elements of sliding or slumping as well as flow.

Rotational slip/slump

1. Rainwater soaks into the porous sandstone, which becomes saturated, as it cannot penetrate the impermeable clay beneath it.

2. The heavy, saturated rock bears down on the cliff, causing a curved slip plane to develop.

3. A section of the cliff face tears away at the top of the curved slip plane. Gravity pulls the slab of rock down to the beach. Loose material collects at the bottom as a toe.



4. Repeated rainfall events put pressure on the cliff and a new slip plane develops.

5. Waves remove the toe and undercut the cliff's base so that it becomes unstable, and eventually it slumps again along the new slip plane.

Slumping of loose material, often along a **curved surface lubricated by water**.

Mass Movement

1. What process often triggers rockfall, and what material is left behind at the base of a cliff?
2. How is a landslide different from a rotational slip/slump in terms of movement surface?
3. Why does mudflow typically occur in areas with saturated clay soils?
4. What role does water play in rotational slip/slump? Describe the process in steps.
5. Which types of mass movement are lubricated by water? Name at least two.

Challenge: Create your own series of diagrams to illustrate each process of weathering and mass movement

Geography

Weathering

Weathering involves the **decomposition** or **disintegration** of rock in its original place at or close to the ground surface. There are three types of weathering: **chemical** weathering and **mechanical (physical)** weathering and **biological** weathering.

Chemical

Hydrolysis
Acid rainwater reacts with minerals in granite, causing it to crumble.

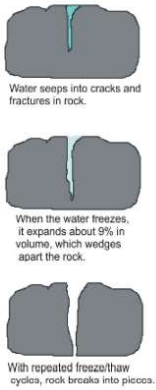
Oxidation
Oxygen dissolved in water reacts with iron-rich minerals, causing rocks to crumble.

Carbonation
Carbon dioxide dissolved in rainwater forms a weak carbonic acid. This reacts with calcium carbonate (limestone and chalk) to form calcium bicarbonate, which is soluble and can be carried away by water.

Mechanical

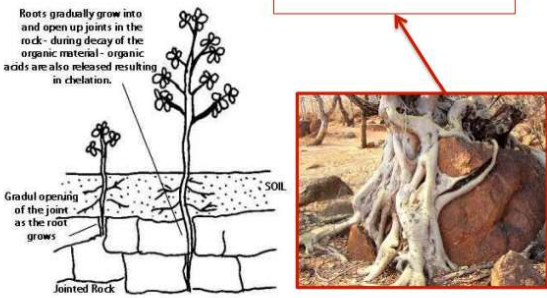
Salt weathering
Crystals of salt, often evaporated from seawater, grow in cracks and holes, expanding to cause rock fragments to flake away.

Freeze-thaw
Repeated cycles of freezing and thawing causing water trapped in rocks to expand/contract, eventually causing rock fragments to break away.



Biological

Biological weathering
Living organisms such as nesting birds, burrowing rabbits and plant roots.



Weathering

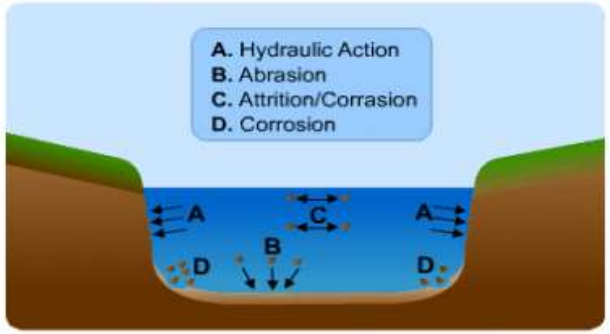
6. What is the main difference between mechanical, chemical, and biological weathering?
7. Describe how salt weathering breaks down rock. What environmental conditions are needed for it to occur?
8. Explain the freeze-thaw process and how it leads to mechanical weathering.
9. How does carbonation contribute to chemical weathering in coastal areas?
10. In what way do plant roots cause biological weathering, and what is the result on the rock?

Geography

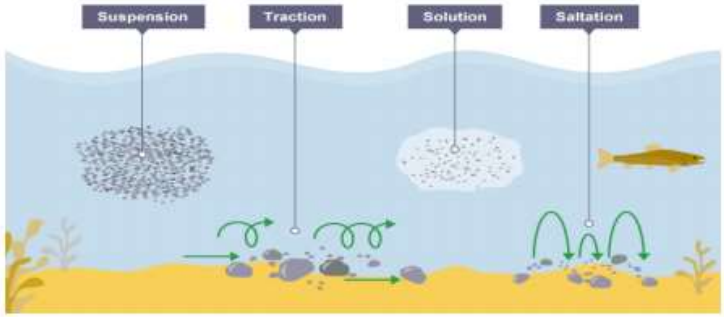
Erosion, transportation and deposition

River erosion involves the picking up and removal of loose material or sculpting landforms.

Process	Description
Hydraulic action	The power of flowing water to erode the river's bed and banks.
Abrasion	Scrapping or sandpapering of a river's bed and banks by rock particles carried by a river.
Attrition	Gradual rounding and smoothing or rock particles as the knock against each other.
Solution	Dissolving of soluble chemicals in water, particularly affecting limestone and chalk.

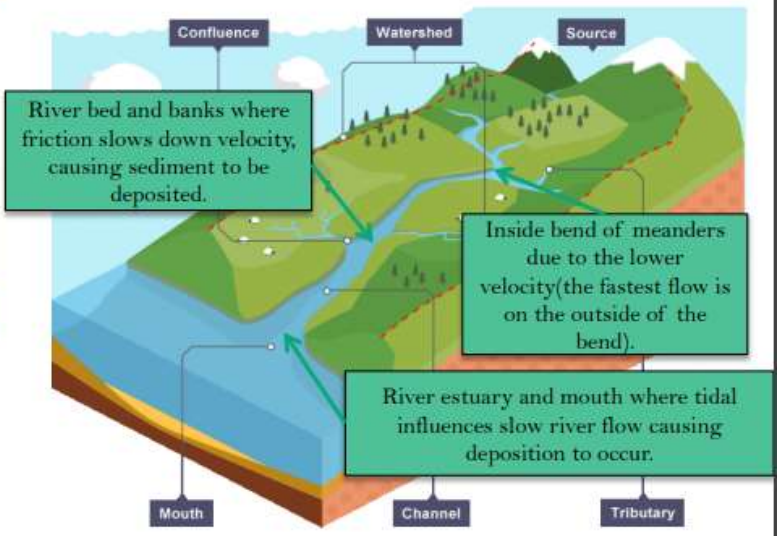


River transportation involves the transfer of sediment by a river.



Traction: Large particles rolled along the river bed by the force of the water.
Saltation: A bouncing or hopping motion by pebbles too heavy to be suspended.
Suspension: Particles suspended within the water.
Solution: Chemicals dissolved in the water

Coastal deposition involves the dropping of sediment that has been transported by a river.



Quick fire questions

- **Identify one way a river can erode sediment.**
- **What is Hydraulic Action?**
- **Describe one way in which a river can transport sediment.**
- **How is saltation different to suspension?**
- **Explain the process of traction.**
- **Explain the way attrition can shape a river channel.**
- **Give one reason a river may deposit material.**

Challenge:

Create a diagram to show how each of the processes of erosion, transport and deposition occur in a river.

History- Little Rock Nine

The Little Rock Nine were nine African American students who bravely integrated Central High School in Little Rock, Arkansas, in 1957. Their enrollment sparked the Little Rock Crisis, a pivotal moment in the Civil Rights Movement, when Governor Orval Faubus used the National Guard to prevent their entry, ultimately leading to federal intervention by President Dwight D. Eisenhower.

Key Details:

- **The Students:**
- The Little Rock Nine were: Elizabeth Eckford, Ernest Green, Thelma Mothershed, Minnijean Brown, Jefferson Thomas, Carlotta Walls, Gloria Ray, Terrence Roberts, and Melba Pattillo.

- **The Context:**
- Their attempt to attend Central High was a direct result of the Supreme Court's 1954 ruling in Brown v. Board of Education, which declared public school segregation unconstitutional.

- **The Crisis:**
- Governor Faubus defied the court order and used the National Guard to block the students' entry, sparking protests and national attention.

- **Federal Intervention:**
- President Eisenhower federalized the Arkansas National Guard and sent in troops to escort the Little Rock Nine into the school, ensuring their safety and enforcing the court's ruling.

- **The Aftermath:**
- Despite the military escort, the students faced ongoing harassment and abuse at school. Ernest Green became the first African American to graduate from Central High, and the Little Rock Nine's experience served as a catalyst for further desegregation efforts.

Read the information and complete the following tasks:

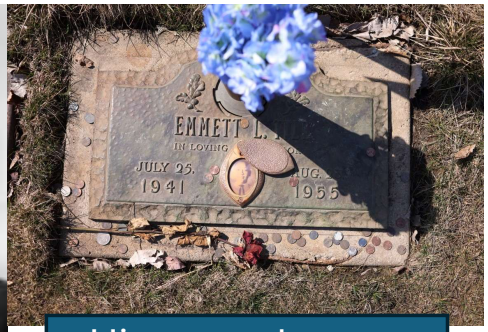
1. Complete a 5 Ws analysis of this event; who, what, when, why, how.
2. Why does the information describe the students as 'brave'?
3. Which do you think had a greater impact on the civil rights movement; the Brown Vs Board case or this and why?
4. Write a diary entry as if you were one of the Little Rock Nine – include your motives, how it felt to do what you did, your fears and your achievements.

History – Emmett Till

Emmett Till

His parents grieving by his deformed body.

Emmett Till and the white lady he was supposed to have whistled at, costing him his life.



His grave -he was 14 when he died.

Emmett Louis Till (July 25, 1941 – August 28, 1955) was a 14-year-old African-American youth, who was abducted and lynched in Mississippi in 1955 after being accused of offending a white woman, Carolyn Bryant, in her family's grocery store. The brutality of his murder and the acquittal of his killers drew attention to the long history of violent racism in the United States. Till posthumously became an icon of the civil rights movement.

Till was born and raised in Chicago, Illinois. During summer vacation in August 1955, he was visiting relatives. Till spoke to 21-year-old Carolyn Bryant, the white, married proprietor of a local grocery store. Although what happened at the store is a matter of dispute, Till was accused of whistling at Bryant. Till's interaction with Bryant, perhaps unwittingly, violated the unwritten code of behavior for a black male interacting with a white female in the Jim Crow-era. Several nights after the encounter, Bryant's husband Roy and his half-brother J. W. Milam, who were armed, went to Till's great-uncle's house and abducted Till, age 14. They beat and mutilated him before shooting him in the head and sinking his body in a river. Three days later, Till's mutilated and bloated body was discovered and retrieved from the river. Till's body was returned to Chicago, where his mother insisted on a public funeral service with an open casket which exposed the world to more than her son Emmett Till's bloated, mutilated body. Her decision focused attention on not only American racism and the barbarism of lynching but also the limitations and vulnerabilities of American democracy. Tens of thousands attended his funeral or viewed his open casket, and images of Till's mutilated body were published in black-oriented magazines and newspapers, rallying popular black support and white sympathy across the United States. Intense scrutiny was brought to bear on the lack of black civil rights in Mississippi, with newspapers around the U.S. critical of the state. Although local newspapers and law enforcement officials initially decried the violence against Till and called for justice, they responded to national criticism by defending Mississippians, giving support to the killers.In September 1955 an all-white jury found Bryant and Milam not guilty of Till's murder. Protected against double jeopardy,, the two men publicly admitted in a 1956 interview with a magazine that they had tortured and murdered Till, selling the story of how they did it for $4,000 (equivalent to $46,000 in 2024). Till's murder was seen as a catalyst for the next phase of the civil rights movement.

TASK – read the story of Emmett Till.

Why do you think his case became so famous?

What does his case show us about Aerica at the time?

Create a timeline of this story, including Emmett's 'crime', his death, his funeral, the court case and the aftermath. At each point, write a description of what happened, draw a picture and write a sentence explaining each point's SIGNIFICANCE to the civil rights movement.

Spanish

Copy the Spanish and translate these little words into English.

a. Voy _____

b. Escocia _____

c. divertido _____

d. nadé _____

e. y _____

f. porque _____

g. fui _____

h. prefiero _____

i. pero _____

j. avión _____

k. vamos _____

l. visité _____

m. es _____

n. compré _____

o. aburrido _____

p. España _____

Spanish

5 Choose a word from each box to make four logical sentences.

Fui Fuimos	a la playa a un restaurante al centro comercial a la discoteca	donde	bailé con mis amigos. tomé el sol. comí paella. no compré nada.

1. Fuimos a la playa donde tomé el sol.