

HAMPSHIRE COUNTY SCHOOLS

Snow and Ice Packet (SIP)

8th Grade

Day 2

Instructions: Read ALL Instructions carefully before you begin.

- Complete this packet on **Day 2** for all classes you are taking if a snow and ice packet day is announced by Hampshire County Schools. Check off each subject when it is completed. You do not have to complete work for classes you are not currently taking.

- English _____
- Math _____
- Science _____
- Social Studies _____
- Foreign Language (if taking that class) _____
- Related Arts (2 classes) _____

- Write your name, date, grade, and class period on the top of each work page.
- Turn in each assignment to the correct teacher on the day you return to school. Each assignment will be counted as a standard class grade as determined by your teacher.

Name: _____ Class: _____

The power of 'like'

A single 'like' can make a social-media post more popular and even affect how teens behave

By Alison Pearce Stevens
2017

In this informational text, Alison Pearce-Stevens discusses various studies that explore how people are influenced by social media posts and "likes." As you read, take notes on how people are affected by certain photos and posts on social media.

- [1] Like it or love it, social media is a major part of life. Teens spend more than half of their waking hours online. They use some of that time to post pictures and create profiles on social media accounts. But most of what they do is read and respond to posts by friends and family.

Clicking on a thumbs-up or a heart icon is an easy way to stay in touch. But those "likes" can have power that goes beyond a simple connection. Some social media sites use those likes to determine how many people eventually see a post. One with many likes is more likely to be seen — and to get even more likes.

What's more, viewing posts with a lot of likes activates the reward system in our brain. It also can lower the viewer's self-control. And posts related to alcohol may encourage teens to drink. That means that what you like online has the power to influence not just what others like, but even what they do.



"Man With Emojis & Smartphone" by Free Images is licensed under CC BY 2.0

Popularity on the brain

It's no surprise: Feedback from peers affects how teens behave. And not always in a good way. For example, in one 2011 study, teens doing a driving task in a lab took more risks when their friends were around. Researchers also looked at the teens' brains during this task. They saw activity in a part of the brain that's involved in rewards. This area is known as the *nucleus accumbens*. That suggests the teens were changing their behavior to try to get social approval, explains Lauren Sherman. She's a cognitive neuroscientist at Temple University in Philadelphia, Penn. Cognitive neuroscientists are researchers who study the brain.

- [5] Joining social media can give people a sense of being in the know. But posts may exaggerate how well our friends and others are feeling, making them appear much happier than we are. And that can, inappropriately, make us feel less successful than them.

Sherman wanted to know whether teens make similar changes to their behavior when they use social media. To find out, she and her team recruited 32 teens for their study, last year. The participants submitted photos from their personal Instagram accounts.

The researchers mixed the teens' photos with other pictures from public Instagram accounts. Then they randomly gave half of the images many likes (between 23 and 45; most had more than 30). They gave the other half no more than 22 likes (most had fewer than 15). The participant's own pictures were evenly divided between getting many or few likes.

The researchers told the participants that about 50 other teens had already viewed and rated the photos. That let the participants know how big the audience was. It also gave the teens a feel for how popular the pictures were.

The researchers wanted to find out how the participants' brains were responding to the different images. To find out, they had the teens view the photos while they were inside a *magnetic resonance imaging*, or MRI, machine. It uses a strong magnet to record blood flow in the brain. When brain cells are active, they use up oxygen and nutrients. MRI scans show where blood flow has increased because of this activity. When people perform some task while in the MRI machine, the test is now known as *functional MRI*, or fMRI.

- [10] While the teens were in the machine, researchers asked them to either like an image or skip to the next one. Teens were much more likely to like images that seemed popular — those that had more than 23 likes, Sherman's team found. The kids tended to skip pictures with few likes. And the brain's reward pathways became especially active when the teens viewed their own photos with many likes.

Likes can have a subtle¹ but significant effect on how teens interact with friends online, the data show. "The little number appearing below a picture affects the way [people] perceive that picture," Sherman reports. "It can even affect their tendency to click 'like' themselves."

A like is a social cue,² Sherman explains. Teens "use this cue to learn how to navigate their social world." Positive responses to a teen's own photos (in the form of many likes) tell teens that their friends appreciate the material they're posting. Their brains respond to those likes by turning on the reward center.

But seeing someone *else's* popular photo didn't necessarily turn on that reward center. Sometimes it affected behavioral attitudes. For instance, *cognitive control*³ helps people maintain self-control. It also helps them think about plans and goals. When looking at some photos — no matter how many likes they had — the brain region linked to cognitive control tended to become less active. What kinds of pictures turned off this brain control region? They were photos showing risky behaviors, such as smoking or drinking.

1. **Subtle (adjective):** hard to notice, not obvious
2. a verbal or nonverbal hint that guides conversation and social interaction like facial expression and tone
3. the ability of the brain to adapt behavior and information processing to current goals and new information

Viewing pictures like these could make teens let down their guard when it comes to experimenting with drugs and alcohol, Sherman worries. "Repeated exposure to risky pictures posted by peers could make teens more likely to try those behaviors."

Small act, big impact

- [15] Clicking "like" is a simple act that can have complex results. In fact, a single like can have a big impact on a post's popularity and reach, say Maria Glenski and Tim Weninger. These computer scientists work at the University of Notre Dame in Indiana.

Glenski and Weninger studied the social news site Reddit. Its users can respond to headlines by clicking an arrow that points up or down. An up arrow, or "upvote," is similar to a like. The researchers created a computer program that scanned Reddit every two minutes for six months. During each scan, the program recorded the most recent post on the site. Then it randomly upvoted the post, downvoted it or did nothing. By the end of the study, the program had upvoted 30,998 posts and downvoted 30,796. It left alone another 31,225 posts.

Glenski and Weninger watched to see how popular each post was four days after their program had interacted with it. The final score they used was the number of upvotes minus the downvotes. The researchers considered posts with a score of more than 500 to be very popular.

Posts that their program had upvoted did better. These posts were eight percent more likely to have a final score of at least 1,000, compared to posts the program ignored. And upvoted posts were almost 25 percent more likely to reach a final score of 2,000 — making them extremely popular. In contrast, posts that the program downvoted ended up with scores five percent lower, on average, than were posts that the program had ignored.

"Early up-ratings or likes can have a large impact on the ultimate popularity of a post," Glenski concludes. "People tend to follow the behavior of the group." If other people have liked a post, new viewers will be more likely to like it too. And that popularity can feed on itself.

- [20] Many social media sites share more of the higher-ranked — or more popular — posts. As a result, "people are more likely to see what others have positively rated," Glenski says. So the posts that get the most likes tend to spread even more widely.

Teens should keep in mind, Glenski cautions, that just because a post is popular doesn't mean it is a quality post. Similarly, she adds, they should pay careful attention to what they like, share or comment on. "Your actions influence what other people see and hear in the media."

Risky business

Popular photos might signal to teens that what's in those photos is socially acceptable. If those images show alcohol use or other risky behaviors, this could lead teens to make bad choices. That's the conclusion Sarah Boyle came from a study she ran last year.

Boyle is a psychologist at Loyola Marymount University in Los Angeles, Calif. Her team recruited first-year college students to see if — and how — social media influences underage drinking. Their participants included 412 incoming students. All were under 21 (the legal drinking age).

Each student completed two surveys. They took the first between September and October. This was 25 to 50 days into the first half of the school year. The second survey took place between February and March, well into the second half. The survey asked how much alcohol a student drank, and how often. It also asked why someone drank and what role they felt drinking plays in the college experience.

- [25] Each survey also asked students how frequently they checked Facebook, Instagram and Snapchat. And when they did, had they seen alcohol-related posts? The researchers then compared responses from the first and second surveys.

Students who saw alcohol-related posts during the first six weeks of school were more likely to drink alcohol by the second survey, the data show. Men increased their drinking more than did women. Seeing alcohol-related posts on social media increased how much they thought other male students were drinking, Boyle says. Those posts made the young men see drinking as an important part of their college experience. “These things, in turn, led them to drink more themselves,” Boyle says.

Women saw alcohol-related posts also began to view drinking as part of the college experience. They, too, increased their drinking, but not as much as men did. However, the posts didn’t change their idea of how often other women drank. That’s probably because male students made the most alcohol-related posts, Boyle observes.

A difference also emerged between social media sites. More posts about alcohol appeared on Instagram and Snapchat than on Facebook. Boyle suspects this is because fewer parents, professors and other older adults use Instagram and Snapchat. Instagram’s filters also may allow people to glamorize photos, making alcohol more attractive, she adds. Similarly, people may post photos of alcohol to Snapchat because they know their posts will disappear.

The important take-home message here, Boyle says, is that what students see on social media can influence their attitudes about drinking, Boyle says. “The problem with social media is that posts can distort reality.” Social media users see only highlights from the party. These are the posts that others like. People rarely, however, post pictures of their hangovers, poor grades or drinking-related injuries and accidents, she notes.

- [30] Neuroscientist Sherman hopes that all tech users will be thoughtful about social media. Our online experiences are shaped by others’ opinions. Going along with the crowd isn’t necessarily bad, she says. But teens need “to be aware that peer influence is a constant factor whenever they use social media.”

Glenski, the computer scientist, agrees. Social media “shapes how we perceive the world around us,” she says. Your online ratings have a big influence on what others see and hear. So it’s important that you read carefully. Think about what you like and upvote, she says. And keep in mind that “Your digital votes matter.”

Text-Dependent Questions

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

1. PART A: Which statement expresses the central idea of the text?
 - A. The pictures that people post and the likes that they receive have the power to influence the actions of the people who see them.
 - B. Posting and receiving likes on social media posts is an easy way to improve a person's mood by activating the brain's reward system.
 - C. Looking through photos and posts on social media decreases activity in the brain as it is a mindless task.
 - D. People are more likely to feel jealousy towards other people's photos and likes than they are to feel rewarded for their own posts.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "What's more, viewing posts with a lot of likes activates the reward system in our brain. It also can lower the viewer's self-control. And posts related to alcohol may encourage teens to drink." (Paragraph 3)
 - B. "Positive responses to a teen's own photos... tell teens that their friends appreciate the material they're posting." (Paragraph 12)
 - C. "Teens should keep in mind, Glenski cautions, that just because a post is popular doesn't mean it is a quality post." (Paragraph 21)
 - D. "More posts about alcohol appeared on Instagram and Snapchat than on Facebook. Boyle suspects this is because fewer parents, professors and other older adults use Instagram and Snapchat." (Paragraph 28)

3. What is the author's main purpose in the article?
 - A. to discourage teens from posting and liking pictures on social media
 - B. to expose to people how social media only promotes certain posts
 - C. to prove how social media is harmful to a person's mental and physical health
 - D. to show people why they should be mindful of what they post and like

4. How does the researchers' experiment with Reddit contribute to the central idea of the text?
 - A. It emphasizes the large number of people that posts on social media can reach.
 - B. It shows how the actions of people on social media can sway the actions of other users.
 - C. It suggests that people aren't being honest online when they upvote or downvote posts.
 - D. It stresses how little thought is required to upvote or downvote posts on Reddit.

5. What is the relationship between the number of likes a post receives and the perception that people have of a social media post? Use evidence from the text in your response.

Snow Packet 8th Grade Math

Day 2
Date _____

Student Name: _____ Teacher: _____

6 Between which two whole numbers is $\sqrt{91}$?

- A 10 and 11
- B 9 and 10
- C 8 and 9
- D 91 and 92

7 What is $\sqrt{45}$ estimated to the nearest tenth?

- A 6.2
- B 4.5
- C 6.7
- D 6.5

8 Which of the following best represents $\sqrt{99}$? A number between —

- A 7 and 8
- B 8 and 9
- C 9 and 10
- D 3 and 4

9 A square has an area of 29 square inches. Which choice below is the BEST estimate for the side length of the square?

- A More than 5 inches but less than 6 inches.
- B More than 7 inches but less than 8 inches.
- C More than 14 inches but less than 15 inches.
- D More than 25 inches but less than 36 inches.

10 Order the following from LEAST to GREATEST: $\frac{7}{5}$, $\sqrt{2}$, $\frac{7}{9}$.

- A $\sqrt{2}$, $\frac{7}{5}$, $\frac{7}{9}$
- B $\sqrt{2}$, $\frac{7}{9}$, $\frac{7}{5}$
- C $\frac{7}{9}$, $\sqrt{2}$, $\frac{7}{5}$
- D $\frac{7}{9}$, $\frac{7}{5}$, $\sqrt{2}$

8th Grade Science Snow Day Packet Day 2

Pick one of the two mini labs listed below (whichever one you have supplies for). For each activity, write a hypothesis for the experiment, create a well labeled data table, and write a conclusion paragraph stating your results, if your hypothesis was correct and why you think the results occurred.

Mini Lab 1

Title: Salty Ice

Materials: 2 ice cubes or snow balls, salt, 2 bowls

Question: Which will melt faster the snowball with salt or without?

Procedure:

1. Place each ice cube or snowball in a bowl.
2. Sprinkle a teaspoon of salt on one of the ice cubes or snowball.
3. Watch and record which ice cube or snowball melts faster and the times it take to melt.

OR

Mini Lab 2

Title: Rubbery Egg

Question: What will happen to an egg when placed in vinegar for 3 days?

Materials: 1 egg, glass, vinegar

Procedure:

1. Gently place the egg into the glass.
2. Pour vinegar over the egg to completely cover it.
3. Wait several days. (If doing this lab, a weekend would be best or start and complete the conclusion in three days. Please be sure to make your hypothesis and create a data table.)
4. Take the egg out of the glass and feel the shell. What important element is reacting with the vinegar to make the egg this way?

Name: _____

Date: _____

The National Road

Directions: The following excerpt, which describes travel on the National Road (US Route 40) in the early 1800s, is taken from an article that appeared in Harper's Monthly in 1879. After reading the document, answer the questions below on a separate sheet of paper.

The wagons were so numerous that the leaders of one team had their noses in the trough at the end of the next wagon ahead and the coaches, drawn by four or six horses, dashed along at a speed of which a modern limited express might not feel ashamed. Besides the coaches and wagons, there were gentlemen traveling singly in the saddle, with all their luggage stuffed into their saddlebags. There were enormous droves of sheep and herds of cattle, which raised the dust like a cloud along their path. Once in a while, Mr. Clay or General Jackson made an appearance, and answered with stately cordiality the familiar greetings of the other passers-by. Homespun Davy Crockett sometimes stood in relief against the busy scene, and all the statesmen of the West and South Harrison, Houston, Taylor, Polk, and Allen among others came along the road to Washington.

The traffic was so heavy that generally it was safe from highway robbery, but the traveler by coach had his expedition spiced by the occasional assaults of highwaymen, who sprang out of the pines that in some place made perpetual night of the most brightest day. Nearly every mile had its tavern, and every tavern its pretty maid or jovial host. "The eating was the cream of the earth, Sir," said an old traveler to me. "I dined at Delmonico's (in New York) last week, and my dinner was nothing to the venison cutlets and the ham and eggs and Johnny-cakes of the pike," which the reader may answer by saying that tastes are variable and unaccountable.

Nevertheless, the cookery was excellent and after the exhilaration of a gallop down a mountain without brakes, and the tonic air of the pines, what appetite would not be set on edge, what refinement of palate displeased, by venison cutlets, or even ham and eggs? There were rival lines of coaches, and the competition led to overdriving and many accidents. The passengers became partisans of the line by which they traveled and execrated the opposition and its patrons. Sometimes two coaches of different lines would travel together and, as one passed the other, the passengers in the vehicle left behind would threaten and gesticulate against the victors. The verbal menacé was often emphasized by an exhibition of bowie-knives and pistols which more than once led to the verge of a battle, but among themselves the passengers in each coach were fraternally intimate and the driver was usually an old hand, who could tell stories by the hour to beguile his companions on the box seat. The rival lines brought rival taverns into existence, and as the two opposition coaches drove into a town for supper, they pulled up before separate houses.

1. How congested was road travel?
2. Who were the highwaymen?
3. What were foods that were served in the inns along the road?
4. How did travelers on rival coach lines interact with one another?

Day 2 W.V. Studies

8th grade German

Day 1:

Write the question and answer in German:

1, How are you?

2, What is your name?

3, How old are you?

4, Where are you from?

5, Where do you live?

6, What do you do in your free time?

7, Do you like to play video games? What is your favorite video game?

Day 2:

(minimum of 10 sentences) Describe your family and your house. Do you have animals. Give ages and names.

Day 3:

Give questions and answers in German:

1, What is your favorite sport?

2, What is your favorite color?

3, How many hours do you play with your phone?

4, What do you think of soccer?

5, Do you like Math?

6, Sequence all the classes you have during the day?

Day 4:

You are clothes shopping with your mom: create a conversation (10 sentences)

Day 5:

Your friends invite you to go to the movies. You decline because you have to do chores at home. Your friends want you to go and offer to help you. Create a conversation (10 sentences).

Spanish Day 2

→ Solve the math problems. Write answers out in Spanish:

1) $8 - 3$

6) $5 - 2$

2) $4 + 4$

7) $6 - 5$

3) $3 + 6$

8) $7 + 0$

4) $7 - 7$

9) $18 - 10$

5) $11 - 9$

10) $1 + 3$

Answer the following questions in Spanish:

1) ¿Que día es hoy?

2) ¿Que día es mañana?

3) ¿Que tiempo hace hoy?

4) ¿De donde eres?

5) ¿Como se escribe tu nombre?

Review: Spacing/Homerow/Sitting Position

1. _____ space(s) follow a period at the end of an abbreviation.
2. _____ space(s) follow a period at the end of a sentence in a paragraph.
3. _____ space(s) follow a semicolon.
4. _____ space(s) follow a question mark.
5. _____ space(s) follow a colon in a sentence.
6. _____ space(s) follow a comma in a sentence.

List the two purposes of the shift key:

7. _____
8. _____

9. The homerow keys for the left hand are _____.
10. The homerow keys for the right hand are _____.

List the five components for proper sitting position:

11. _____
12. _____
13. _____
14. _____
15. _____

Write in the Barlines

Name: _____

Date: _____

Period: _____

Directions: For each line of music below, write in the counts (e.g., 1,2,3, for 3/4 time). Then draw in the barlines. ^(counting)
Watch the time signature!

1.
1 2 3 4 1 2 3 4...

2.
1 2 3 1, 2 3...

3.

4.

5.

6.

Name: _____

Directions: Fill in the chart for each day we are out for snow, ice or cold. Complete at least 30 minutes of physical activity and write down what you ate each day. Snacks should be included. Examples: shoveling snow, playing in the snow, walking the dog, etc. Have a parent/guardian sign each day.

Date: _____

Day 1

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Snacks</u>
<u>Activity:</u>		<u>How Many Minutes:</u>	

Parent/Guardian Signature

Date: _____

Day 2

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Snacks</u>
<u>Activity:</u>		<u>How Many Minutes:</u>	

Parent/Guardian Signature

Date: _____

Day 3

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Snacks</u>
<u>Activity:</u>		<u>How Many Minutes:</u>	

Parent/Guardian Signature

Date: _____

Day 4

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Snacks</u>
<u>Activity:</u>		<u>How Many Minutes:</u>	

Parent/Guardian Signature

Date: _____

Day 5

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Snacks</u>
<u>Activity:</u>		<u>How Many Minutes:</u>	

Parent/Guardian Signature

Snow Day Art Challenge

Choose one of the challenges below. Then use whatever resources you have at home. Please bring your entry back to the art teacher the next day that we DO have school! * Some challenges require a photo to be emailed to your teacher. Good luck and happy making!

1). DRAW:

Draw a snow globe. It must contain a main object surrounded by a creative landscape. Your picture must include a foreground, middle ground, and background.

2). BUILD:

Build the tallest tower possible out of ice cubes. Do it on a towel... ice melts! Take a picture for evidence and email it to your teacher. You should be in the photo too, for size reference!

3). DESIGN:

Design and draw a blueprint of the ultimate sled. Be sure to draw it from different angles to show all the unique features. (rocket boosters, automatic cocoa machine, etc... be creative!)

4). MAKE:

Make as many individually cut snowflakes from full sized paper (8.5 X 11) as possible. Each snowflake must be made from one piece of paper. (No confetti snowflakes please!)

5). IMAGINE:

Imagine a world where things (besides snow) fell from the sky like candy, cats, coffee...you decide! Draw or paint what that place would look like.

6). CREATE:

Go outside and build a snow sculpture! Take a picture for evidence and email it to your teacher. You should be in the photo too, for a size reference.