

SLPS



Continuous Learning Kit Grades 6-8



September 2020



St. Louis Public Schools

Remote Learning

Middle School English Language Arts

WEEK 1	Lesson Objective <i>What will you know and be able to do at the conclusion of this lesson?</i>	Missouri Learning Standard <i>What content standard will this learning align to?</i>	Instructional Activities <i>What needs to be done in order to learn the material?</i>	Resources <i>What print and electronic resources are available to support your learning?</i>	Assessment / Assignment* <i>How will you show your teacher that you learned the material?</i>
Monday	I can summarize a text.	RL.1.D Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	Independent Reading 20 minutes minimum	Novel of Choice News Articles Online Text Options (see attached list)	Reader Response Journal (See attached list of Reader Response prompts.)
	I can determine the meaning of unfamiliar words using context clues.	RI.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Read Article Identify Unfamiliar Vocabulary Words	"Are Graphic Novels Books?" <i>The article has an audio option.</i>	Select 3 highlighted vocabulary words from the article that were unfamiliar to you. What context clues help you understand the meaning of the words?
	I can draw conclusions from an infographic.	RI.1.C Interpret visual elements of a text and draw conclusions from them.	Read an Infographic <i>Learn more about the benefits of reading.</i> Respond to 1 Comprehension Question	Infographic	Based on this infographic, how does reading affect your health? Write a well-written paragraph of at least 7 sentences to answer this question. Be sure to use evidence from the infographic in your response.
Tuesday	I can summarize a text.	RL.1.D Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	Independent Reading 20 minutes minimum	Novel of Choice News Articles Online Text Options (see attached list)	Reader Response Journal (See attached list of Reader Response prompts.)
	I can cite textual evidence to analyze what a text says.	RI.1.A Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Read Article Respond to 2 Comprehension Questions After Reading	5 Big Questions About Coronavirus	Respond to the following questions after reading the article. Use complete sentences. Be sure to include evidence from the text to support your responses. 1. How are people trying to stop the spread of the new coronavirus? 2. Compare and contrast coronavirus and the flu. (You may create a Venn diagram for this assignment.)
Wednesday	I can summarize a text.	RL.1.D Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	Independent Reading 20 minutes minimum	Novel of Choice News Articles Online Text Options (see attached list)	Reader Response Journal (See attached list of Reader Response prompts.)

WEEK 1	Lesson Objective <i>What will you know and be able to do at the conclusion of this lesson?</i>	Missouri Learning Standard <i>What content standard will this learning align to?</i>	Instructional Activities <i>What needs to be done in order to learn the material?</i>	Resources <i>What print and electronic resources are available to support your learning?</i>	Assessment / Assignment* <i>How will you show your teacher that you learned the material?</i>
	I can cite textual evidence to support my inferences from the text.	RI.1.A Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Read: Citing Evidence to Make Inferences Complete Exercises	Citing Evidence to Make Inferences	Part 1: Read Introduction Part 2: On the lines provided, explain how the details you presented in the chart support your inference. Part 3: Explain how the evidence in your answer helped show that most scientists do not find value in investigating Bigfoot artifacts. Part 4: Explain how the examples of recent scientific discoveries support the idea that Chupacabras may one day be found. Use details from the text in your explanation. Part 5: Some people believe that the Loch Ness monster is a plesiosaur. Use at least three details from the account to explain why some people believe this.
Thursday	I can summarize a text.	RL.1.D Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	Independent Reading 20 minutes minimum	Novel of Choice News Articles Online Text Options (see attached list)	Reader Response Journal (See attached list of Reader Response prompts.)
	I can determine the meaning of words using affixes.	RI.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Read: Greek & Latin Word Parts Complete Exercises	Greek & Latin Word Parts	Part 1: Circle the roots in the underlined words. Write the meaning of each. Part 2: Reach each sentence and answer the question that follows.
	I can use a variety of sentence types and structures.	W.3.A Review, revise, and edit writing with consideration for the task, purpose, and audience.	Varying Sentence Patterns Exercises	Varying Sentence Patterns	Part 1: Read the Introduction and rewrite each pair of sentences. Part 2: Read the paragraphs for numbers 1-4 and answer the questions that follow.
Friday	I can summarize a text.	RL.1.D Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	Independent Reading 20 minutes minimum Reading / 20 min	Novel of Choice News Articles Online Text Options (see attached list)	Reader Response Journal (See attached list of Reader Response prompts.)

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	<p>I can cite textual evidence to support my analysis of the text.</p> <p>I can make inferences after reading a text.</p> <p>I can summarize a text.</p>	<p>RL.1.A Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.1.D Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.</p>	Complete Assessment	Reading Assessment	Reading Assessment #1-11



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WEEK 2	Lesson Objective <i>What will you know and be able to do at the conclusion of this lesson?</i>	Missouri Learning Standard <i>What content standard will this learning align to?</i>	Instructional Activities <i>What needs to be done in order to learn the material?</i>	Resources <i>What print and electronic resources are available to support your learning?</i>	Assessment / Assignment* <i>How will you show your teacher that you learned the material?</i>
Monday	I can summarize a text.	RL.1.D Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	Independent Reading 20 minutes minimum	Novel of Choice News Articles Online Text Options (see attached list)	Reader Response Journal (See attached list of Reader Response prompts.)
	I can cite textual evidence to support my analysis of the text.	RI.1.A Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Read Article Answer Writing Prompt	The Future of Zoos	Read the article and answer the writing prompt: Is it okay to keep animals in zoos? Find at least 3 pieces of evidence in the article or sidebars to support your opinion.
	I can determine the meaning of words and phrases using context clues.	RI.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Read: Using Content Clues Complete Exercises	Using Context Clues	Part 1: Read Introduction Part 2: Read the paragraph. Identify context clues to help you figure out the meaning of the underlined words. Part 3: Read the short paragraph. Answer #1-4.
Tuesday	I can summarize a text.	RL.1.D Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	Independent Reading 20 minutes minimum	Novel of Choice News Articles Online Text Options (see attached list)	Reader Response Journal (See attached list of Reader Response prompts.)
	I can cite textual evidence to support my analysis of the text. I can craft an argumentative essay with a claim and relevant evidence.	RI.1.A Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. W.2.A.c Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.	Read Article Answer Writing Prompt	Should Video Gaming Be A School Sport?	Read the article and answer the writing prompt: Write an essay explaining whether you think video gaming should be considered a school sport. Use evidence from the article, along with your own reasons, to support your claim. Your essay must be at least 3 paragraphs in length.

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	I can cite textual evidence to support my analysis of the text.	RL.1.A Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Read Short Story: If I Were A Superhero	If I Were A Superhero	Read the short story and respond to the prompts: 1. What is the narrator's internal conflict? Find two lines from the story that reveal the internal conflict. 2. What is the narrator's external conflict? Find two lines from the story that reveal the external conflict.
Thursday	I can summarize a text.	RL.1.D Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	Independent Reading 20 minutes minimum	Novel of Choice News Articles Online Text Options (see attached list)	Reader Response Journal (See attached list of Reader Response prompts.)
	I can determine the meaning of words using reference materials.	RI.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Read: Using a Dictionary or Glossary Complete Exercises	Using a Dictionary or Glossary	Part 1: Read Introduction Part 2: Read the paragraph. Use the entries provided to find the meanings of the underlined words and phrases. Part 3: For #1-4, use the dictionary entries to determine the meaning of the words as they are used in the sentences.
	I can cite textual evidence to support my inferences from the text.	RL.1.A Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Read: Citing Evidence to Make Inferences Complete Exercises	Citing Evidence to Make Inferences	Part 1: Read Introduction Part 2: Complete the chart. Use details from the chart to support the inference that Athena is upset about Arachne's bragging. Part 3: Complete the close reading exercise. Look at the answer you selected. Explain how the details in the story helped you infer why Arachne was turned into a spider. Part 4: Read the short passage and answer questions #1-3. Part 5: Complete the assessment of the lesson. Read the passage and answer questions #1-5 and #12-16.

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Friday	I can summarize a text.	RL.1.D Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	Independent Reading 20 minutes minimum	Novel of Choice News Articles Online Text Options (see attached list)	Reader Response Journal (See attached list of Reader Response prompts.)
	I can cite textual evidence to support my analysis of the text. I can make inferences after reading a text. I can summarize a text.	RL.1.A Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.1.D Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	Complete Assessment	Reading Assessment	Reading Assessment #1-8

****Please be prepared to submit these assignments to your teacher upon returning to school.***



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READER RESPONSE JOURNAL PROMPTS

After completing a minimum of 20 minutes of independent reading, please select one of the following prompts. Choose a prompt that is appropriate for the text you are reading. Respond to the prompt thoroughly, crafting a well-written paragraph of at least 7 complete sentences. You may only use a prompt one time. Prompts may be typed or hand-written. Some sentence stems to help you begin your responses have been provided. Please be prepared to submit your completed Reader Response Journal Prompts to your teacher upon returning to school.

1. How does a character change in the story?
(First the character _____. Then, the character _____.)
2. How do the illustrations help you understand the characters, setting or events in the story?
(The illustrations in the story help me understand the _____ in the story because _____.)
3. What does this text help you understand?
(After reading _____, I now know _____.)
4. What do you already know about this topic? Where have you learned about this topic?
(I already know _____ about _____. I learned this information from _____.)
5. What would you like to know more about after reading this text?
(I am curious about _____.)
6. From what you've read so far, make predictions about what will happen next and explain what in the text makes you think it will happen.
(Based on what I have read so far on _____, I think _____ will happen next. I think this because _____.)
7. Pick a scene in which you disagreed how a character handled a situation/person and rewrite it in the way you think it should have happened.
(When _____ did _____, I disagreed because _____. I would have handled this differently by _____.)
8. Copy an interesting/confusing/important/enjoyable quote from the text and explain why you chose it.
(I selected this quote because _____.)
9. Write a summary of what you read today.
(Today I read _____. In the text, _____.)
10. What ideas might you have for turning this work of nonfiction into a work of fiction? Give a brief summary of what your story might be like.
11. Explain the basic information that is being presented in your article in terms of the 5W's: Who? What? When? Where? Why?
12. Find examples of figurative language (simile, metaphor, personification, alliteration, idiom, hyperbole, cliché, allusion, etc.) in the text. Write them down, label each by type of figurative language, and explain what the author means by each sentence.
13. Write down any allusions found in the reading. Explain how each helps the reader's understanding or message the author is trying to convey.
14. Describe the author's craft: What was good about the author's writing? What things might you try to do in your own writing that you learned from this author?
15. Describe how the author makes you feel through their writing. What about it makes you feel this way?



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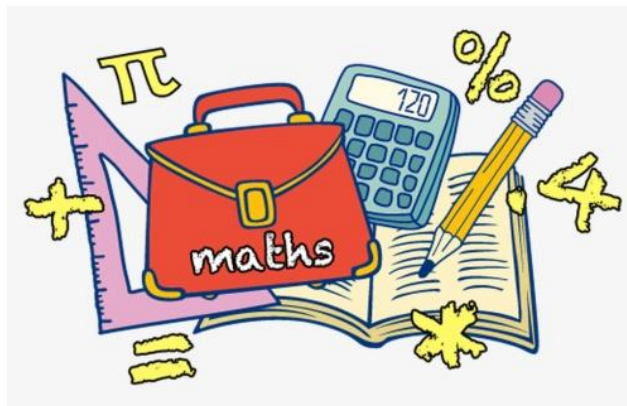
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INDEPENDENT READING RESOURCES

Students may select any reading material of their choice for independent reading assignments. If a novel is not available at home, please consider the following free resources.

- St. Louis Public Library [slpl.org]
- International Children's Digital Library [en.childrenslibrary.org]
- Open Library [openlibrary.org]
- Storynory [storynory.com]
- Unite for Literacy [uniteforliteracy.com]
- Newsela [newsela.com]
- Dogo News [dogonews.com]
- Tween Tribune [tweentribune.com]
- ReadWorks [readworks.org]
- Google News [news.google.com]
- PBS News Hour Extra for Students in Grades 6-12 [pbs.org/newshour/extra]
- Newseum [newseum.org]
- New York Times Student Section [nytimes.com/section/learning]
- Time for Kids [timeforkids.com]
- Science News for Students [sciencenewsforstudents.org]
- Youth Voices [yourcommonwealth.org]



Middle School Math

Aug 31-Oct 2

Middle School Math Learning Plan		
Date	Topic/Standard	Instructional Video and Activity
Week of Aug 31 st	6.NSB.2 : Demonstrate fluency with division of multi-digit whole numbers.	Students complete the worksheet. <ul style="list-style-type: none"> • Whole Number Operations • Order of Operations
Week of Sep 7 th	6.NSB.4a : Find common factors and multiples. a. Find the greatest common factor (GCF) and the least common multiple (LCM).	Students complete the worksheet. <ul style="list-style-type: none"> • Prime Factorization • Greatest Common Factor • Least Common Multiple
Week of Sep 14 th	6.NSA.1 : Compute and interpret quotients of positive fractions	Students complete the worksheet. <ul style="list-style-type: none"> • Adding and Subtracting Fractions • Multiplying Fractions
Week of Sep 21 st	6.NSA.1 : Compute and interpret quotients of positive fractions. 6.NSB.3 : Demonstrate fluency with addition, subtraction, multiplication and division of decimals	Students complete the worksheet. <ul style="list-style-type: none"> • Dividing Fractions • Dividing Mixed Numbers • Adding and Subtracting Decimals
Week of Sep 28 th	6.NSB.3 : Demonstrate fluency with addition, subtraction, multiplication and division of decimals	Students complete the worksheet. <ul style="list-style-type: none"> • Multiplying Decimals • Dividing Decimals

Students are encouraged to maintain contact with their home school and classroom teacher(s). If you have not already done so, please visit your child's school website to access individual teacher web pages for specific learning/assignment information. If you cannot reach your teacher and have elected to use these resources, please be mindful that some learning activities may require students to reply online, while others may require students to respond using paper and pencil. In the event online access is not available, please record responses on paper. Completed work should be dropped off at your child's school. Please contact your child's school for the dates and times to drop off your child's work.

If you need additional resources to support virtual learning, please visit: <https://www.slps.org/extendedresources>

1.1 Practice A

Find the value of the expression. Check your answer using estimation.

1. $986 + 1545$

2. $2847 + 2136$

3.
$$\begin{array}{r} 4767 \\ + 1309 \\ \hline \end{array}$$

4. $8903 - 4621$

5.
$$\begin{array}{r} 3928 \\ - 1564 \\ \hline \end{array}$$

6. $7612 - 5420$

7. 75×21

8.
$$\begin{array}{r} 316 \\ \times 24 \\ \hline \end{array}$$

9. 394×215

10.
$$\frac{414}{23}$$

11. $546 \div 78$

12. $3780 \div 126$

13. $5413 \div 16$

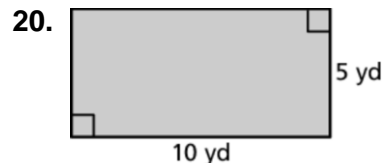
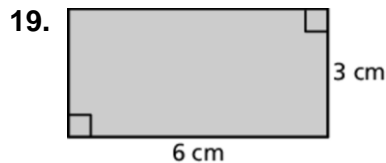
14.
$$\frac{7954}{181}$$

15. $40,785 \div 145$

Determine the operation you would use to solve the problem. Do not answer the question.

16. The box office sold a total of 1762 tickets. There were 241 balcony seat tickets sold. How many regular seat tickets were sold?
17. The warehouse has 14 aisles. Each aisle has 36 shelves. How many shelves does the warehouse have?
18. The orange grove produced 892 crates of oranges. Each train car holds 112 crates. What is the minimum number of train cars they will need?

Find the perimeter and area of the rectangle.



21. Without calculating, decide which is greater: 335×12 or 320×17 . Explain.
22. There are 143 guests coming to a wedding. There are 15 tables in the reception hall. If the tables have approximately the same number of guests, what is the minimum number of guests at each table?

1.3 Practice A**Find the value of the expression.**

1. $2 \times (5 - 3)$

2. $16 - (4 \times 3)$

3. $27 \div (3 + 6)$

Evaluate the expression.

4. $15 - 4 \times 3$

5. $5 + (2 + 1)^3$

6. $7 + 4 \times 2^3$

7. $30 \div 6 \times 2$

8. $4 + 6^2 \div 12$

9. $13 - (28 - 4^2)$

10. Describe and correct the error in evaluating the expression.

$\times \quad 56 \div 4 \times 2 = 56 \div 8 = 7$

11. For a math project, you need to complete 4 math worksheets in 5 days. Each worksheet contains 15 problems. Evaluate the expression $4 \times 15 \div 5$ to find how many problems you need to complete each day.

Evaluate the expression.

12. $(49 - 5^2) \div 2^3$

13. $7^2 - 5(10 - 3^2)$

14. $\left(\frac{5}{2} - \frac{3}{2}\right)^3 \times 16$

15. $33 - 6\left(1\frac{1}{3} + \frac{2}{3}\right)$

16. $18 - 5(4.7 - 1.7)$

17. $12(1.4 + 3.6) - 24 \div 3$

18. You have 8 dimes and 13 nickels. How many cents do you have?
19. Use all four operations without parentheses to write an expression that has a value of 1.
20. A family buys 3 dinners at \$9 each, 2 kid's meals at \$4 each, and 4 desserts at \$3 each. After using a \$10 off coupon, how much do they owe before sales tax? Explain how you solved the problem.
21. Four family members are going on an airplane trip together. They are parking a car at the airport terminal. The daily rate for parking a car is \$17 per car. The cars will be parked for 6 days. What is the total cost per family member? Explain how you solved the problem.

1.4 Practice A

Use divisibility rules to determine whether the number is divisible by 2, 3, 5, 6, 9, and 10. Use calculator to check your answers.

1. 1200 2. 1515 3. 1071

4. A baseball camp is held at a complex that has 6 baseball diamonds. The coaches would like each diamond to have the same number of campers. Use divisibility rules to determine whether this is possible if 152 kids show up for the camp.

List the factor pairs of the number.

5. 14 6. 26 7. 51
8. 18 9. 36 10. 47

Write the prime factorization of the number.

11. 9 12. 49 13. 28
14. 50 15. 66 16. 38

Find the number represented by the prime factorization.

17. $2^2 \cdot 5^2 \cdot 7$ 18. $2^2 \cdot 3^2 \cdot 11$

Write the prime factorization of the number.

19. 144 20. 243 21. 475

22. A teacher divides the students into three groups for a project. Each group has the same number of students. Is the total number of students *prime* or *composite*? Explain.
23. The glee club has 120 cupcakes to sell. They have decided to arrange the cupcakes in the shape of a rectangle, such that the rows have an even number of cupcakes and the columns have an odd number of cupcakes. How many arrangements of cupcakes can they create? Explain.
24. Find composite numbers that have the following characteristics:
- a. A number greater than 40 whose prime factorization contains 3 prime numbers that do not repeat.
 - b. A number greater than 1000 whose prime factorization contains 1 prime number that does not repeat, 1 prime number that repeats 3 times, and 1 prime number that repeats twice.

1.5 Practice A

Use a Venn diagram to find the greatest common factor of the numbers.

1. 10, 35

2. 18, 42

3. 48, 120

Find the GCF of the numbers using lists of factors.

4. 8, 12

5. 22, 121

6. 50, 90

7. 34, 119

8. 32, 45

9. 18, 42

Find the GCF of the numbers using prime factorizations.

10. 36, 60

11. 45, 75

12. 54, 126

13. 78, 117

14. 42, 63

15. 53, 86

16. A high school swim team has 12 new female swimmers and 30 returning female swimmers. Each practice team must have the same number of new and returning female swimmers.

- a. What is the greatest number of practice teams the coach can make using every swimmer?
- b. How many new and returning female students will be on each practice team?

Find the GCF of the numbers.

17. 27, 45, 63

18. 20, 36, 72

19. 24, 40, 64

20. Write a set of three numbers that have a GCF of 13.

Tell whether the statement is *always*, *sometimes*, or *never* true.

21. The GCF of two numbers is a composite number.
22. The GCF of two numbers is equal to the lesser of the numbers.
23. You have three numbers.
 - a. Two of the numbers are 24 and 42. What is the GCF of these two numbers?
 - b. The third number is greater than 42 and does not change the GCF. What is one possibility for the third number?

1.6 Practice A

Use a Venn diagram to find the least common multiple of the numbers.

1. 2, 3

2. 4, 10

3. 6, 9

Find the LCM of the numbers using lists of multiples.

4. 3, 5

5. 7, 8

6. 4, 6

7. 2, 7

8. 14, 21

9. 16, 24

Find the LCM of the numbers using prime factorizations.

10. 10, 12

11. 18, 30

12. 26, 39

13. 32, 48

14. 25, 40

15. 21, 56

16. Describe and correct the error in finding the LCM.

\times	$10 = 2 \cdot 5$
	$15 = 3 \cdot 5$
	$\text{LCM} = 5$

17. You have piano lessons every 7 days and tuba lessons every 3 days. Today you have both lessons.

- In how many days will you have both lessons on the same day again?
- Not counting today or the day when you have the same lesson again, how many piano lessons will you have in between? How many tuba lessons will you have in between?

Find the LCM of the numbers.

18. 3, 5, 7

19. 2, 3, 11

20. 6, 8, 12

21. The snooze button on your alarm clock activates the alarm every 5 minutes. The snooze button on your cell phone activates the alarm every 7 minutes. Both alarms activate at 7:00 A.M. You hit each snooze button as each alarm activates. At what time are both alarms activated again?

Extension
1.6 Practice

Use the LCD to rewrite the fractions with the same denominator.

1. $\frac{3}{4}, \frac{1}{10}$

2. $\frac{2}{3}, \frac{5}{8}$

3. $\frac{5}{14}, \frac{1}{6}$

4. $\frac{1}{3}, \frac{5}{6}, \frac{4}{9}$

Copy and complete the statement using $<$, $>$, or $=$.

5. $\frac{3}{4} \text{ --- } ? \frac{2}{3}$

6. $\frac{5}{12} \text{ --- } ? \frac{4}{15}$

7. $3\frac{5}{18} \text{ --- } ? 3\frac{7}{24}$

8. $\frac{18}{8} \text{ --- } ? 2\frac{1}{4}$

Add or subtract. Write the answer in simplest form.

9. $\frac{1}{2} + \frac{3}{5}$

10. $\frac{4}{9} - \frac{1}{4}$

11. $\frac{5}{8} - \frac{3}{14}$

12. $\frac{7}{15} + \frac{3}{10}$

13. $4\frac{1}{8} + 3\frac{3}{4}$

14. $5\frac{7}{12} - 2\frac{2}{9}$

15. $1\frac{1}{3} + \frac{6}{7}$

16. $4\frac{11}{12} - 2\frac{3}{20}$

17. In which of Exercises 9–16 is the LCD the same as the product of the denominators? What characteristic do the denominators in this set of problems have that the other problems do not?

2.1 Practice A**Multiply. Write the answer in simplest form.**

1. $\frac{3}{5} \times \frac{1}{4}$

2. $\frac{1}{3} \times \frac{4}{7}$

3. $\frac{2}{3} \times \frac{7}{11}$

4. $\frac{6}{7} \times \frac{5}{6}$

5. $\frac{2}{5} \times \frac{5}{8}$

6. $\frac{8}{15} \times \frac{3}{10}$

7. $\frac{2}{9} \times \frac{12}{13}$

8. $\frac{7}{8} \times 12$

9. $4 \times \frac{5}{12}$

10. $\frac{4}{9} \times \frac{4}{9}$

11. $\frac{3}{14} \times \frac{7}{9}$

12. $\frac{8}{9} \times \frac{24}{11}$

13. $2\frac{2}{5} \times \frac{1}{4}$

14. $5\frac{3}{5} \times \frac{5}{7}$

15. $5\frac{1}{2} \times \frac{7}{11}$

16. $6\frac{2}{3} \times 12$

17. $4\frac{2}{5} \times 1\frac{7}{8}$

18. $9 \times 2\frac{2}{3}$

19. $4\frac{4}{9} \times \frac{3}{8}$

20. $3\frac{5}{8} \times 12$

21. $4\frac{2}{3} \times \frac{3}{14}$

22. Describe and correct the error in finding the product.

$$\times \quad 3\frac{7}{8} \times 6\frac{2}{5} = 18\frac{14}{40} = 18\frac{7}{20}$$

23. Two-fifths of the students in your class are in the band. Of these, one-fourth play the saxophone.

a. What fraction of your class plays the saxophone?

b. There are 30 students in your class. How many students in your class play the saxophone?

24. Five years ago, an alligator was $2\frac{1}{6}$ feet long. Today, the alligator is three times longer. How long is the alligator now?

25. A poster is $8\frac{1}{2}$ inches by 11 inches. You enlarge the poster by increasing each dimension by a factor of $2\frac{1}{2}$. What is the area of the new poster?

2.2 Practice A**Write the reciprocal of the number.**

1. $\frac{5}{8}$

2. 6

3. $\frac{1}{3}$

4. $\frac{7}{4}$

Divide. Write the answer in simplest form.

5. $\frac{1}{6} \div \frac{1}{3}$

6. $\frac{3}{4} \div 6$

7. $\frac{3}{5} \div \frac{2}{15}$

8. $10 \div \frac{2}{7}$

9. $\frac{3}{8} \div \frac{9}{16}$

10. $\frac{5}{9} \div 15$

11. $\frac{10}{27} \div \frac{2}{3}$

12. $\frac{18}{25} \div \frac{8}{15}$

13. $\frac{7}{12} \div 14$

14. Describe and correct the error in finding the quotient.

$\times \quad \frac{3}{4} \div 6 = \frac{3}{4} \div \frac{6}{1} = \frac{18}{4} = \frac{9}{2} = 4\frac{1}{2}$

Determine whether the numbers are reciprocals. If not, write the reciprocal of each number.

15. $\frac{5}{8}, \frac{16}{10}$

16. $\frac{1}{12}, 12$

17. $\frac{2}{3}, \frac{12}{18}$

18. $\frac{4}{7}, \frac{7}{8}$

Copy and complete the statement.

19. $\frac{10}{7} \times \underline{\quad ? \quad} = 1$

20. $8 \div \underline{\quad ? \quad} = 24$

21. You have $\frac{2}{3}$ of a pizza. You divide the remaining pizza into 4 equal pieces. What fraction of the pizza is each piece?22. You have five quarts of paint. It takes $\frac{5}{8}$ quart to paint each chair you are asked to paint. How many chairs can you paint?

23. Is the reciprocal of a fraction always a whole number? Explain.

2.3 Practice A

Divide. Write the answer in simplest form.

1. $2\frac{1}{2} \div \frac{1}{4}$

2. $4\frac{1}{3} \div \frac{2}{3}$

3. $6\frac{2}{3} \div \frac{5}{6}$

4. $8\frac{1}{3} \div 2\frac{2}{9}$

5. $9\frac{4}{5} \div 7$

6. $3\frac{5}{9} \div 16$

7. $\frac{8}{27} \div 4\frac{2}{9}$

8. $21 \div 5\frac{1}{4}$

9. $9\frac{3}{5} \div 12$

10. $3\frac{3}{4} \div 5\frac{1}{4}$

11. $7\frac{1}{2} \div 1\frac{3}{4}$

12. $6\frac{2}{9} \div 6\frac{2}{3}$

13. Describe and correct the error in finding the quotient.

$$\times \quad 8 \div 2\frac{3}{4} = \frac{1}{8} \div \frac{11}{4} = \frac{1}{8} \times \frac{4}{11} = \frac{1}{22}$$

Evaluate the expression. Write the answer in simplest form.

14. $3\frac{3}{8} \div 4\frac{7}{8} + 3$

15. $4\frac{1}{2} - \frac{3}{4} \div 2\frac{3}{8}$

16. $3\frac{3}{5} - \frac{1}{2} \div 4\frac{3}{8}$

17. $\frac{2}{3} \times \frac{5}{8} \div 3\frac{7}{12}$

18. How many $6\frac{1}{4}$ -inch pieces of fabric can be cut from a 75-inch roll?

19. How many times heavier is a $16\frac{1}{2}$ -pound rock than a $10\frac{1}{2}$ -pound rock?

20. How many $2\frac{1}{2}$ -acre plots can be made out of a 35-acre field?

21. A bag contains 36 cups of flour. How many loaves of bread can be made if each loaf takes $5\frac{1}{3}$ cups? Is there any flour left over? If so, how much?

2.4 Practice A**Add.**

1. $6.58 + 2.436$

2. $1.8 + 4.307$

3. $11.415 + 15.32$

4. $16.75 + 14.349$

5. $18.741 + 14.113$

6. $12.799 + 17.301$

Subtract.

7. $5.64 - 2.31$

8. $9.385 - 5.216$

9. $9.75 - 6.523$

10. $16.435 - 12.144$

11. $18.908 - 14.76$

12. $10.8 - 8.752$

- 13.** It costs \$5.52 to park in parking lot A and \$3.75 to park in parking lot B. How much more does it cost to park in parking lot A?

Evaluate the expression.

14. $7.85 + 12.19 + 5.401$

15. $9.112 + 7.649 - 11.52$

16. $16.072 - 13.18 + 3.982$

17. $18.2 - 14.33 + 9.757$

18. $17.816 - 8.623 - 5.94$

19. $6.58 + 7.64 - 10.006$

- 20.** Write two decimals that have a sum of 16.825.

- 21.** Write two decimals that have a difference of 16.825.

- 22.** To find the girth of a suitcase, add the length, width, and depth.

- a.** Your suitcase has a length of 24.5 inches, a width of 14.25 inches, and a depth of 6.875 inches. Find the girth of your suitcase.
- b.** In order to store your suitcase in the overhead compartment, the girth must not exceed 45 inches. Will you be able to store your suitcase in the overhead compartment? Explain.

- 23.** You are saving money for a new bicycle, which costs \$85.99. So far you have saved \$47.52. How much more money do you need before you can purchase the new bicycle?

- 24.** A triangle has sides of length 15.463 centimeters, 11.34 centimeters, and 20.875 centimeters. What is the perimeter of the triangle?

2.5 Practice A

Copy the problem and place the decimal point in the product.

$$\begin{array}{r} 1. \quad 2.6 \\ \times 7.9 \\ \hline 2054 \end{array}$$

$$\begin{array}{r} 2. \quad 8.83 \\ \times 0.42 \\ \hline 37086 \end{array}$$

$$\begin{array}{r} 3. \quad 9.44 \\ \times 1.95 \\ \hline 184080 \end{array}$$

Multiply. Use estimation to check your answer.

$$4. \quad 3.2 \times 6$$

$$5. \quad 5.1 \times 8$$

$$6. \quad 0.34 \times 14$$

$$7. \quad 8.4 \times 3$$

$$8. \quad 6.2 \times 7$$

$$9. \quad 1.3 \times 3$$

$$10. \quad 5.4 \times 2.2$$

$$11. \quad 6.13 \times 15$$

$$12. \quad 100 \times 0.092$$

13. Describe and correct the error in the solution.

$$\begin{array}{r} \times \quad 0.0004 \\ \times \quad 8 \\ \hline 0.032 \end{array}$$

14. An international long-distance phone call costs \$0.79 per minute. How much will a 22-minute call cost?

Multiply.

$$15. \quad \begin{array}{r} 0.3 \\ \times 0.4 \\ \hline \end{array}$$

$$16. \quad \begin{array}{r} 0.05 \\ \times 0.9 \\ \hline \end{array}$$

$$17. \quad \begin{array}{r} 0.34 \\ \times 0.7 \\ \hline \end{array}$$

$$18. \quad 1.46 \times 0.5$$

$$19. \quad 19.4 \times 4.8$$

$$20. \quad 5.12 \times 0.23$$

$$21. \quad 2.024 \times 1.35$$

$$22. \quad 0.0032 \times 16.4$$

$$23. \quad 2.965 \times 3.208$$

24. The area of Pennsylvania is 46,055 square miles. The area of Florida is about 1.428 times larger than Pennsylvania. What is the area of Florida to the nearest square mile?

25. You buy three baskets of fruit at \$5.65 per basket. You hand the cashier a \$20 bill. How much change will you get back?

2.6 Practice A

Rewrite the problem so that the divisor is a whole number.

1. $4.2 \overline{)23.1}$

2. $0.15 \overline{)12.87}$

3. $0.535 \overline{)8.76}$

Divide. Use estimation to check your answer.

4. $7 \overline{)1.4}$

5. $5 \overline{)2.65}$

6. $6 \overline{)24.6}$

7. $21.6 \div 9$

8. $53.6 \div 8$

9. $0.256 \div 4$

10. Describe and correct the error in finding the quotient.

$$\begin{array}{r}
 \times \quad 2.7 \\
 5 \overline{)1.35} \\
 \underline{-10} \\
 35 \\
 \underline{-35} \\
 0
 \end{array}$$

11. You and three of your friends go parasailing for \$128.40. You split the cost evenly. How much does each person pay?

Evaluate the expression.

12. $20.6 + 19.4 \div 2$

13. $23.43 \div 3 - 2.5$

14. $18.6 \div 3 \times 6$

15. $9.3 \div 3 + 7.6$

16. $48.02 \div 7 \div 2$

17. $17.5 \times (2.4 \div 3)$

Divide. Check your answer.

18. $0.5 \overline{)13.5}$

19. $2.5 \overline{)45.5}$

20. $5.6 \overline{)16.8}$

21. $8.82 \div 0.6$

22. $75 \div 2.5$

23. $4.08 \div 1.2$

24. $2.94 \div 0.21$

25. $90.2 \div 0.22$

26. $357 \div 0.007$

27. An MP3 player can hold 350 hours of music. Each song on an MP3 player is about 2.5 minutes in length. About how many songs can the MP3 player store?

28. A piece of paper is 0.0075 inch thick. How many sheets of paper will be in a stack that is 2.25 inches high?

Divide. Round to the nearest hundredth if necessary.

29. $25.6 \div 0.7$

30. $19.43 \div 0.003$

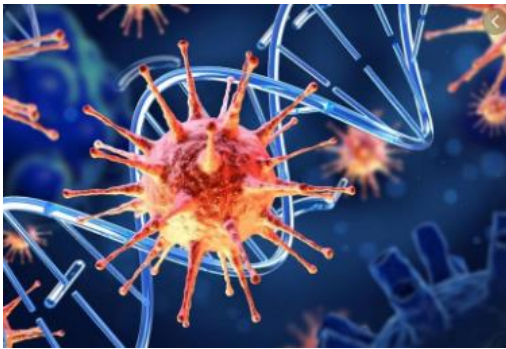
31. $56.22 \div 7.2$



**St. Louis Public Schools
Continuous Learning for Students
Middle School Science**



**Welcome to Virtual Learning for MS Science STUDENTS!
(PRINT Materials)**



Overview : This instructional plan offers tasks for students, which cover topics from current events and phenomena. Each task is broken down into several parts that can be completed on a daily basis. This plan also contains a summative assessment covering topics from module F on Geology and Plate Tectonics. The assessment also includes bonus questions covering topics from tasks in this instructional plan.

For questions related to this instructional plan, please contact:

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St. Louis Public Schools
Continuous Learning for Students
Middle School Science



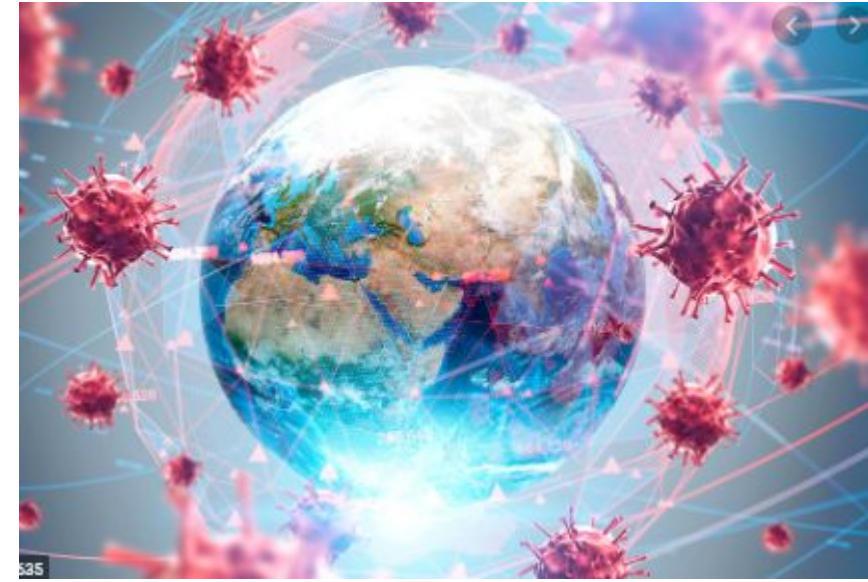
Tasks	Lesson Objective <i>What will you know and be able to do at the conclusion of this lesson?</i>	Instructional Activities <i>What needs to be done in order to learn the material?</i>	Assessment / Assignment* <i>What needs to be turned in to show your teacher that you learned the material?</i>
How does a pandemic cause less CO₂?	<p>Explain why concentrations of greenhouse gasses are decreasing as the world-wide spread of the coronavirus increases.</p> <p>Apply science ideas to design a system or process to reduce individual or family's carbon footprint</p>	<ol style="list-style-type: none">1. Access the <i>How does a pandemic cause less CO₂?</i> Slides.2. Follow the directions in the PPT slides.3. Write/draw in the appropriate and visible spaces.	After all parts are completed, scan or take pictures of your work and turn it in.
How do we find patterns in weather?	<p>Make observations and collect data about local weather.</p> <p>Analyze and interpret data around weather patterns.</p>	<ol style="list-style-type: none">1. Access the <i>How do we find patterns in weather?</i> PPT Slides.2. Follow the directions in the PPT slides.3. Write/draw in the appropriate and visible spaces.	After all parts are completed, scan or take pictures of your work and turn it in.
Final Exam	Demonstrate acquired knowledge on plate tectonics and geologic processes that have changed Earth's surface over time	Complete Final Assessment.	After all parts are completed, scan or take pictures of your work and turn it in.



TYPE Your Name:

How does a Pandemic Cause Less CO₂?

An SLPS Daily Task in MS Science



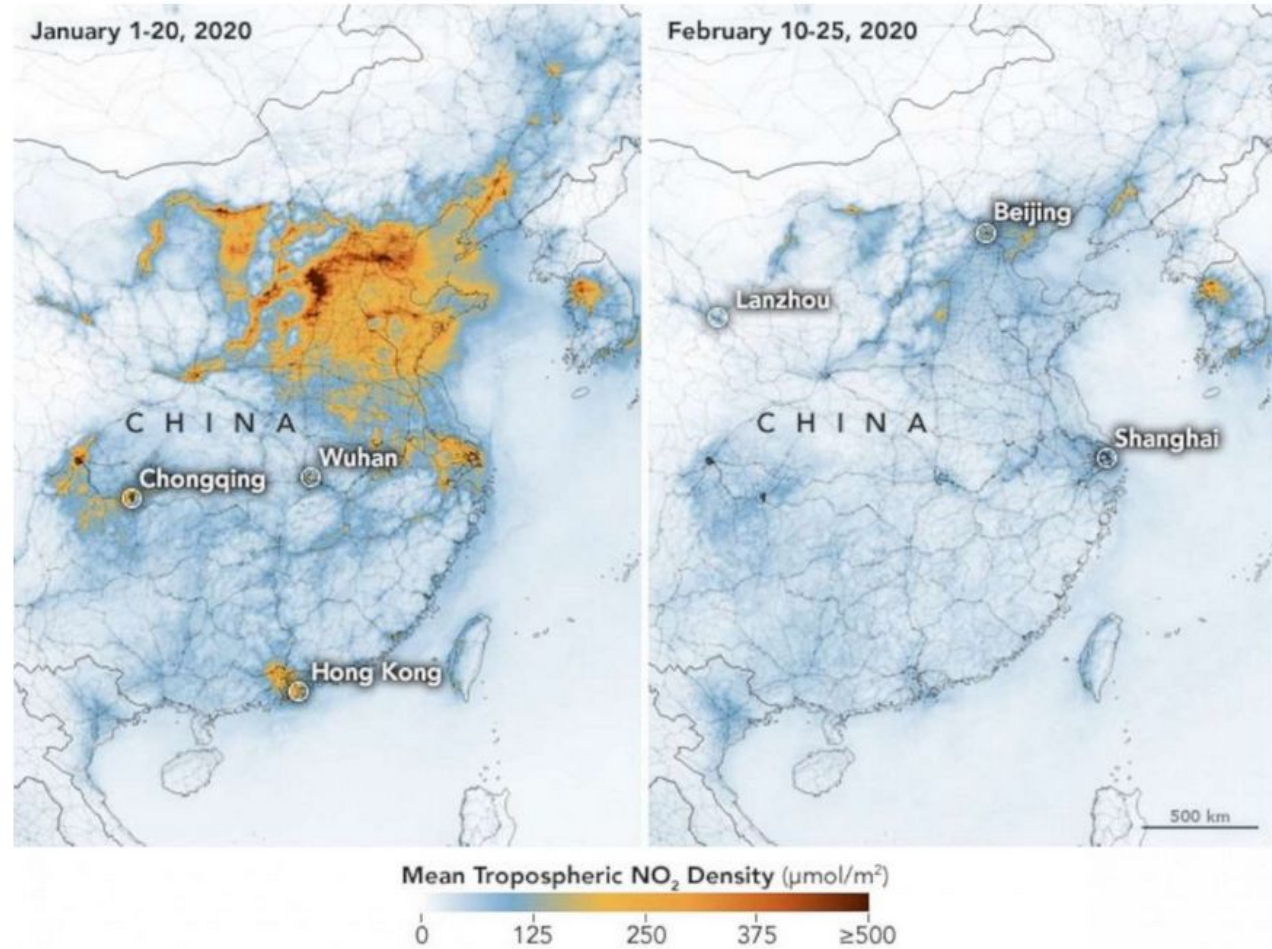
Introduction

- Closed schools and non-essential businesses and official stay-at-home mandates have kept millions of people at home and across the globe. Will we be able to return to our once-familiar daily routines after the pandemic is over? Will we still want to?
- In this task, you and your families make sense of the phenomenon of HOW concentrations of greenhouse gasses are decreasing as the world-wide spread of the coronavirus increases. You will then apply the science ideas they build to design a system or process to decrease their contribution of carbon dioxide to the atmosphere- in other words, reduce your family's carbon footprint.

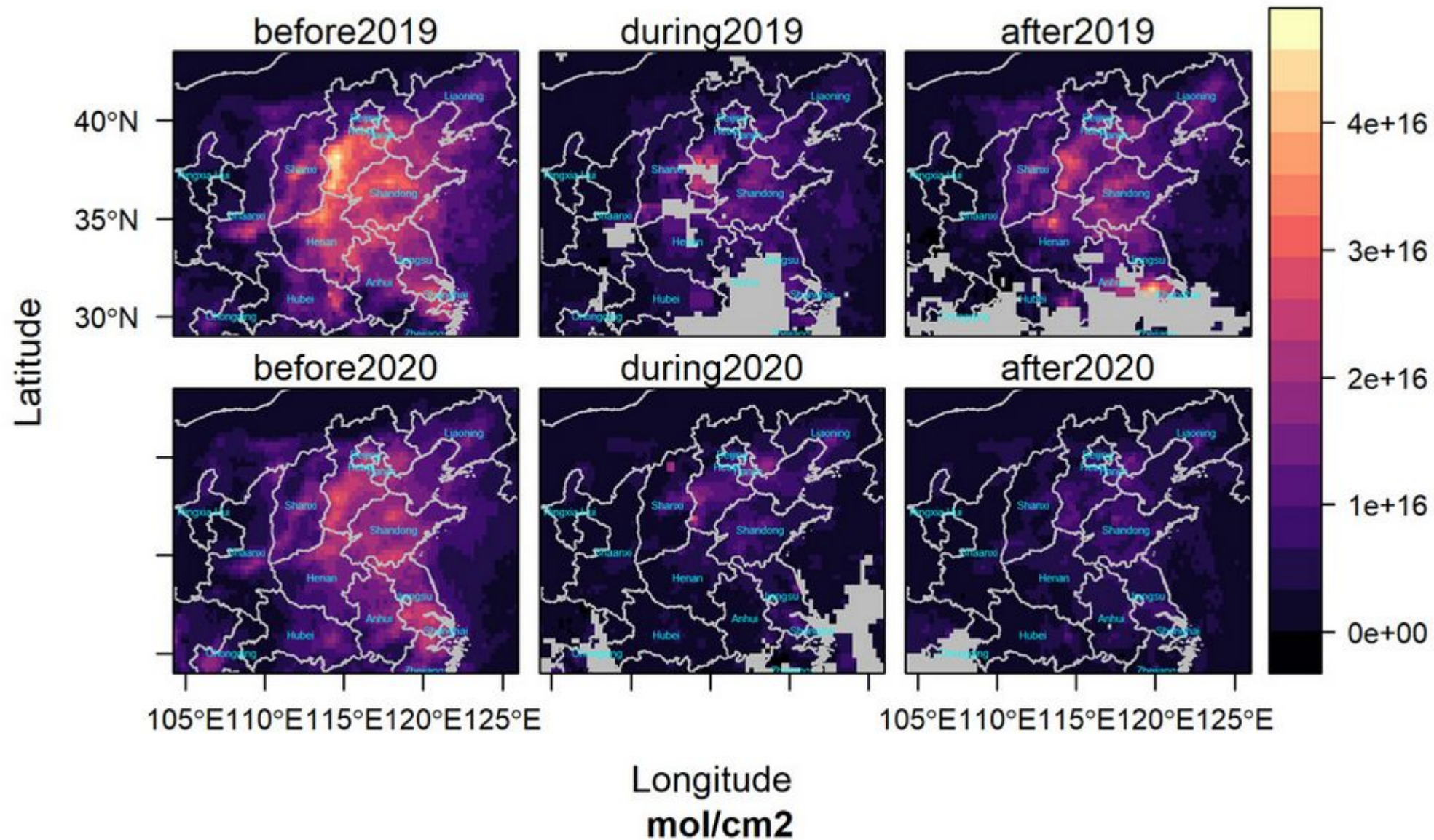
PART I:

Let's take a look at
nitrogen dioxide (NO₂)
concentration data for
Greater China and
Wuhan, China

Please observe the 3 sets of maps very closely
and include your observations and wonderings
in the following slides.

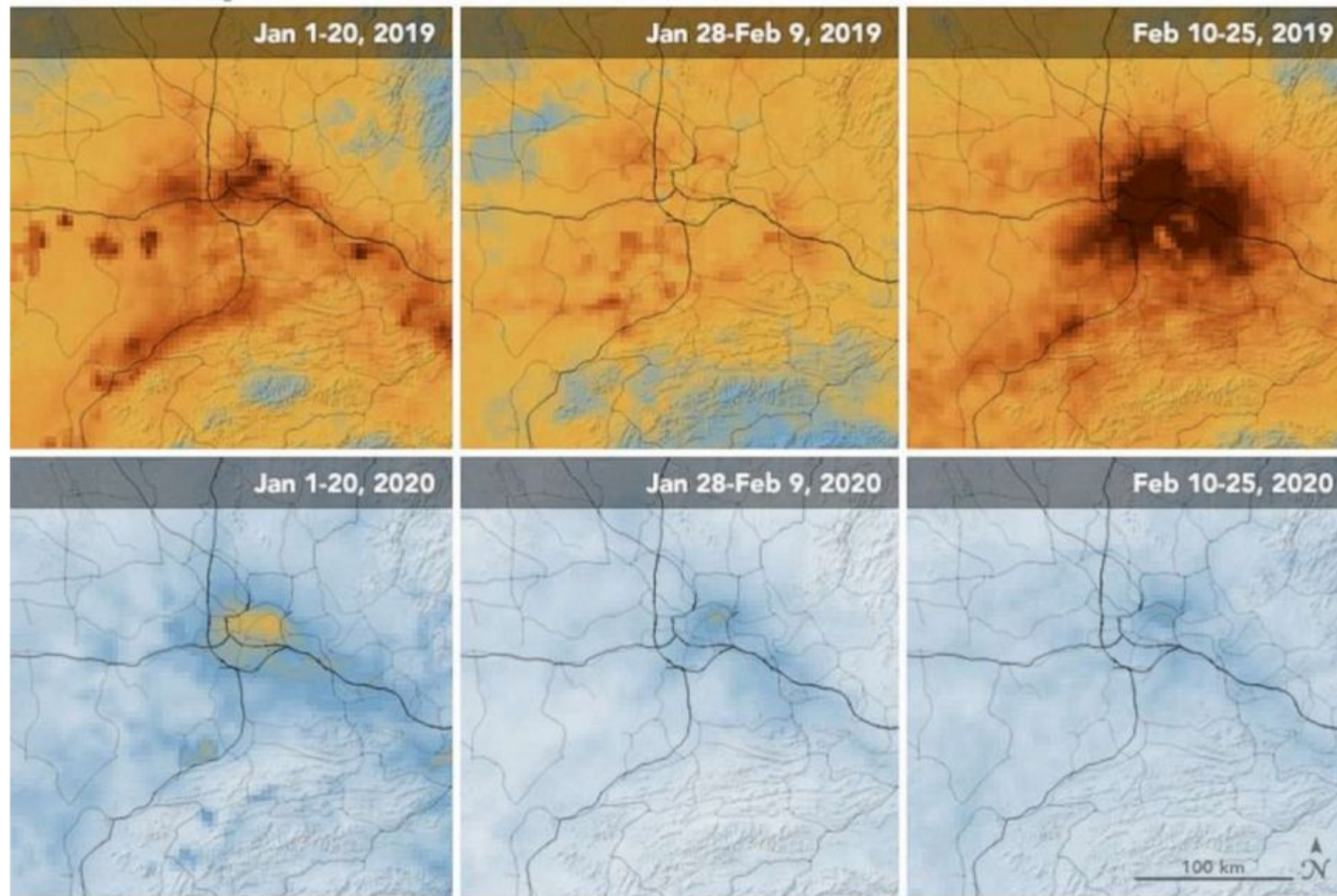


Satellite-based NO₂ levels before,during and after the Chinese New Year holiday



Pollutant Drops in Wuhan—and Does not Rebound

Unlike 2019, NO₂ levels in 2020 did not rise after the Chinese New Year.



Mean Tropospheric NO₂ Density (μmol/m²)



Nitrogen dioxide (NO₂) concentration data for Greater China and Wuhan, China

NO₂ is a harmful gas emitted by motor vehicles, power plants and industrial facilities into the atmosphere. These same sources also emit carbon dioxide (CO₂).

What patterns do you observe in the data presented in each set of maps?

TYPE your answer here

WHAT QUESTIONS DOES THIS RAISE FOR YOU? LIST AT LEAST 2.

TYPE your answer here

PARTII: Why NO₂ is measured and why it's in the news? Let's investigate this next.



- One reason scientists are excited about the current decrease in NO₂ concentrations over China is because it indicates CO₂ has also decreased.
- We're going to shift our focus to CO₂ because it is a greenhouse gas while NO₂ contributes to the formation of a greenhouse gas (ozone) through a series of reactions at an unknown rate.

What do you already know about greenhouse effect or climate change? Draw an initial model.

THINK ABOUT:

- What absolutely needs to be included in your model? In other words, what are the *components* of the model?
- How could you show how the components on your model are interacting? (i.e. arrows, lines, labels, text)

Create a model to explain how changing the amount of carbon dioxide (CO₂) in the atmosphere causes Earth's average temperature to change.

SMALL amount CO ₂ in atmosphere	LARGE amount CO ₂ in atmosphere
	

NOTE: You can draw your model by copying the attached empty model to google draw or you can draw on a piece of paper, put your name on it, take a picture of it, and attach it on the next slide.

Watch the 3 videos and make changes/additions to your previous model based on the new information you learned

- [NASA's Earth Minute: Gas Problem](https://youtu.be/K9kga9c0u2I)

<https://youtu.be/K9kga9c0u2I>

- [Greenhouse Gas](https://www.britannica.com/video/185587/characteristics-Earth-atmospheric-gas-molecules-properties-greenhouse)

<https://www.britannica.com/video/185587/characteristics-Earth-atmospheric-gas-molecules-properties-greenhouse>

- [How Carbon Dioxide Warms Planet Earth](https://www.pbs.org/wgbh/nova/video/carbon-dioxide-warms-earth/)

<https://www.pbs.org/wgbh/nova/video/carbon-dioxide-warms-earth/>

Attach your updated model below

Based on your model, what do you predict caused the CO₂ (and NO₂) to decrease between winter 2019 and winter 2020?

TYPE your answer here. *NOTE: If you are thinking the answer to be just the coronavirus, please elaborate on the implication of virus on daily activities.*

PART III (online option only): How can we measure our carbon footprint?

- It seems like we think people sheltering-in-place is causing the decrease in the amount of CO₂ (and NO₂) being emitted into the atmosphere.
- A carbon footprint is the amount of greenhouse gases - primarily carbon dioxide - released in the atmosphere by all of a person's, family's, community's, or nation's activities.
- Complete the [Calculate Your Carbon Footprint](https://coolclimate.berkeley.edu/calculator) survey
(<https://coolclimate.berkeley.edu/calculator>)

to determine your family's carbon footprint BEFORE the COVID-19 pandemic and AFTER schools and businesses closed. (You will complete the survey twice.)

- The survey results give you the total number of pounds of CO₂ per year emitted to the atmosphere as a result of your family's typical activities (home, travel, eating, and shopping). Students can see how much CO₂ (pounds) each activity contributes to the total.

NOTE: In any event you cannot take the survey due to lack of access to technology/internet, skip to PART IV.

Reflection questions

1. After you finished taking the survey before and after pandemic, what is the percent change in your carbon footprint from pre-COVID-19 pandemic to post-pandemic? (Subtract the amounts)

TYPE your answer here

2. If every household in your community had the same percent change as your family did, what would be the total reduction in CO₂ emitted to the atmosphere each year as a result of your community's activities? (NOTE: Students will need to look up their community's population)

TYPE your answer here

3. If every household in Wuhan, China had the same percent change as your family did, what would be the total reduction in CO₂ emitted as a result of the Wuhan, China community's activities?

TYPE your answer here

Reflection Questions, continued

4. Return to the Wuhan, China NO₂ data they observed at the start of the task Part 1, last image. Can changes in daily activities explain why the NO₂ emissions (remember CO₂ is closely linked to NO₂) have changed? What is your evidence?

TYPE your answer here

5. Return to their initial models. What would you add to/change to explain how changes in CO₂ causes changes in Earth's average temperature.

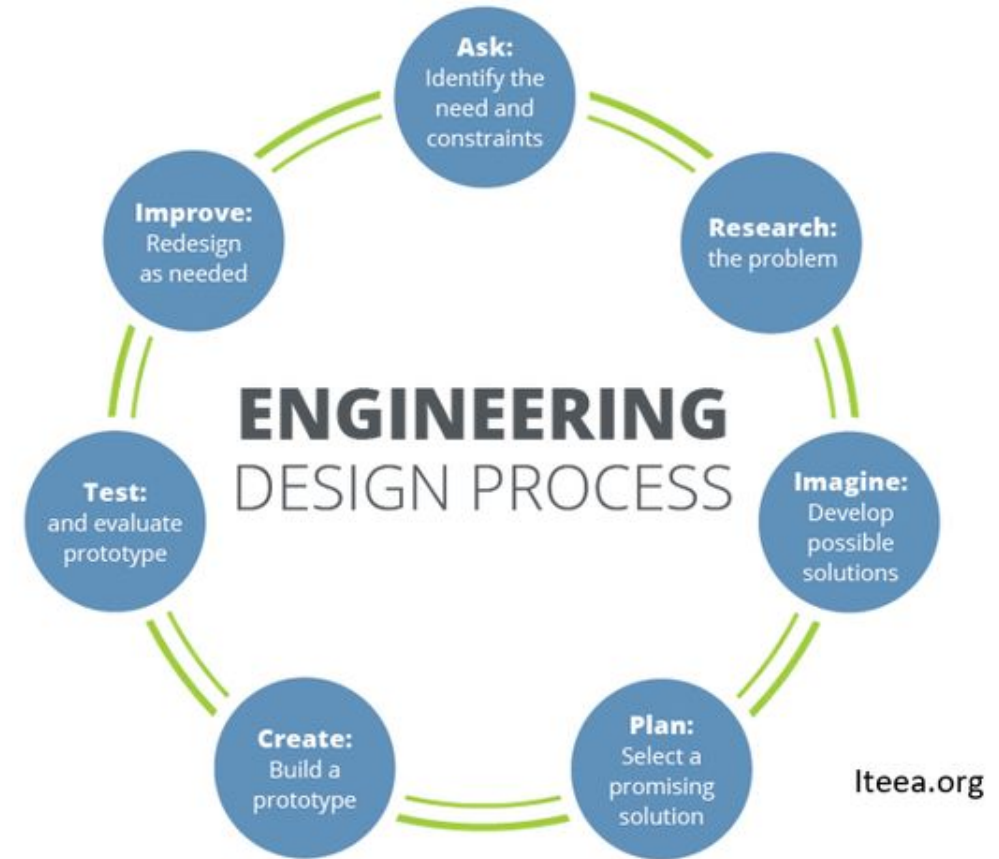
TYPE your answer here

PART IV: Engineer a solution to reduce your family's carbon footprint!

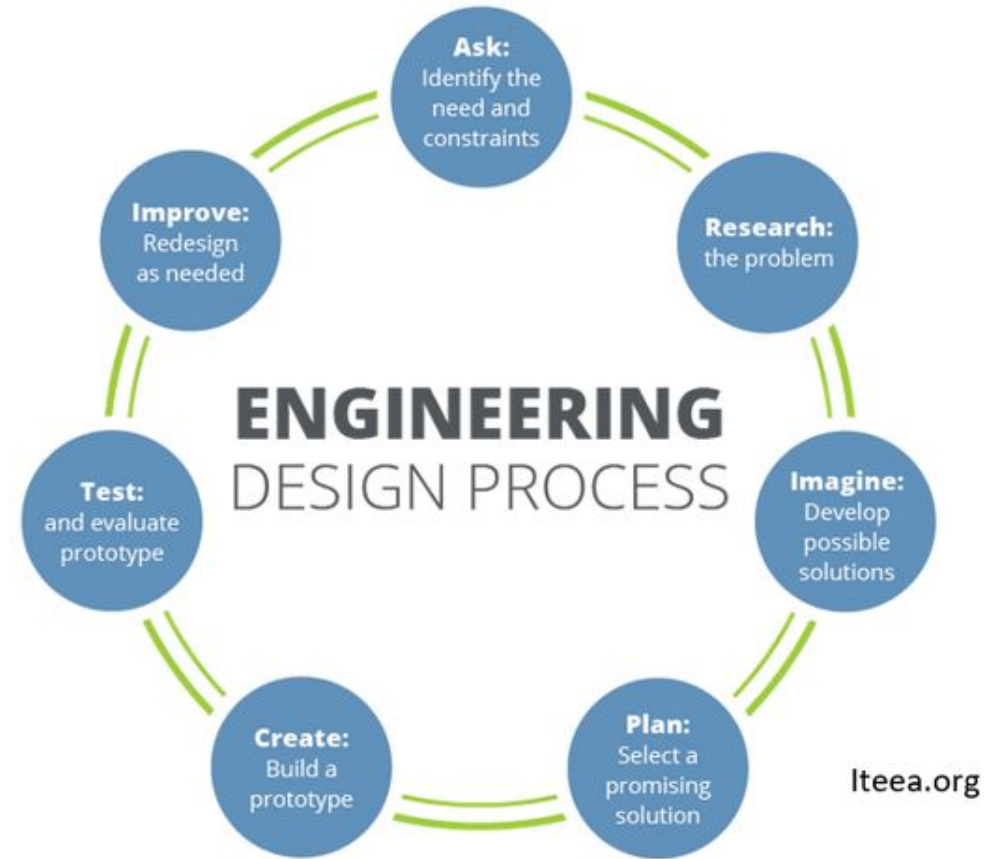
1. When we go back to our normal daily activities, what might you do to continue to reduce your carbon footprint?

TYPE your answer here

The Engineering Design Process (EDP) comes in many forms. Engineers enter the EDP to create a new technology - or improve an existing one - to meet a need or want. Engineers on the job may start at any step, depending on the needs of a particular project.



Watch the video, *A Strict Carbon Diet* (<https://www.pbs.org/wgbh/nova/video/a-strict-carbon-diet/>) to find out how engineer Saul Griffith is helping his family reduce their carbon footprint. As you watch the video, can you identify the steps of the EDP Griffith uses to design a solution to the problem of lowering his family's carbon footprint? What's your evidence?



TYPE your answer here

Like Griffith, you can use the EDP to reduce your family's or community's carbon footprints and share your plan below. *(Note: address as many steps in the EDP cycle in your response)*

- TYPE your answer here

Take it Further

- You can really make a difference by getting your friends, teachers, school and district thinking about reducing their carbon footprints! One way is to explore even more changes to make by checking out the Energy Star website.
- You can also track and change their carbon footprint in real-time by trying one of these mobile Apps: *Mobile Carbon Footprinting* or *Carbon Footprint ACP*.

Extension! Explore STEM Careers: Environmental Engineer

- Now that you are engineering ways to help the environment, meet Marielle Thillet and explore her STEM Career as an Environmental Engineer!
- <https://youtu.be/z6cJ9IULgMk>
- What are some challenges and rewards of job as an Environmental Engineer?

TYPE your answer here



HOW DO WE FIND PATTERNS IN WEATHER?

Your Name:

Since this is PRINT copy, you may write anywhere visible on the page to engage with the content of this task.



LESSON PLAN

DAY 1 – INTRODUCTION, SLIDES 3- 7

DAY 2 –SLIDES 11 - 14


DAY 3 – SLIDES 15- 18

DAY 4 – SLIDES 19 – 25 DESCRIBING WEATHER

SLIDE 14 - WEATHER OBSERVATIONS (CAN BE DONE AS THE LESSON IS GOING ON AFTER DAY 1)

INTRODUCTION:

"WHAT'S THE WEATHER LIKE TODAY?" MOST OF US THINK ABOUT THE WEATHER EVERY DAY. IT INFORMS THE CHOICES WE MAKE LIKE WHAT TO WEAR AND HOW WE'RE GOING TO GET TO SCHOOL, WORK OR THE STORE (WALK, BIKE, TAKE THE BUS, ETC.). WE MIGHT NOT NOTICE IT, BUT WE THINK ABOUT CLIMATE A LOT, TOO. WE MAY MAKE A PLAN TO VISIT SOMEPLACE NEW AT A PARTICULAR TIME OF YEAR TO HELP ENSURE WE'LL EXPERIENCE THE WEATHER WE WANT OR WE MAY WAIT EXCITEDLY FOR WARM MONTHS TO SWIM AND PLAY OUTSIDE.



In today's task, *How do we find patterns in weather?*, students will read the NSTA eBook, *Thinking Like a Scientist: Investigating Weather and Climate* which engages them in science and engineering practices and the use of patterns as a thinking tool (crosscutting concept) to figure out science ideas about weather and how patterns of weather determine the climate of an area.

NSTA'S EBOOK - INVESTIGATING WEATHER AND CLIMATE

If you have access to the book there are many interactive features. If you do not there are activities included in this document.

<https://my.nsta.org/ebook/109161/investigating-weather-and-climate/>



ENGAGE STUDENTS IN THE EBOOK



What do you see on the cover that makes you think about weather and why?



MAKE AT LEAST 3 OBSERVATIONS ABOUT TODAY'S WEATHER

Remember an observation is what you can feel, smell, see.

PAGE 3 OF EBOOK

What words do we use to describe the weather? Describe the weather you observe outside the window. Select tabs 1 through 4 to examine different kinds of weather. Decide which words describe what you see for each scene and drag them to the box on the left of the window.

Breezy	Cloudy	Cold	Cool	Dry
Hot	Rainy	Snowy	Sunny	Warm

1
2
3
4


Check Definitions

3

On the next four slides compare the weather describing words on the page with the words they used to describe the day's weather.

What words do we use to describe the weather? Describe the weather you observe outside the window. Select tabs 1 through 4 to examine different kinds of weather. Decide which words describe what you see for each scene and drag them to the box on the left of the window.

Breezy	Cloudy	Cold	Cool	Dry
Hot	Rainy	Snowy	Sunny	Warm



Check


Definitions

1

2


3

4


 3

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Check




Definitions

1

2


3

4

 3

What words do we use to describe the weather? Describe the weather you observe outside the window. Select tabs 1 through 4 to examine different kinds of weather. Decide which words describe what you see for each scene and drag them to the box on the left of the window.

Breezy	Cloudy	Cold	Cool	Dry
Hot	Rainy	Snowy	Sunny	Warm



30°F

Check


Definitions

1

2

3

4

 3

PAGE 5 OF EBOOK

Meteorologists use many tools to observe and measure the weather. Look below.

What types of weather do you think these tools measure?

Write the correct instrument name under the instrument.

RAIN GAUGE

ANEMOMETER

THERMOMETER

WIND VANE

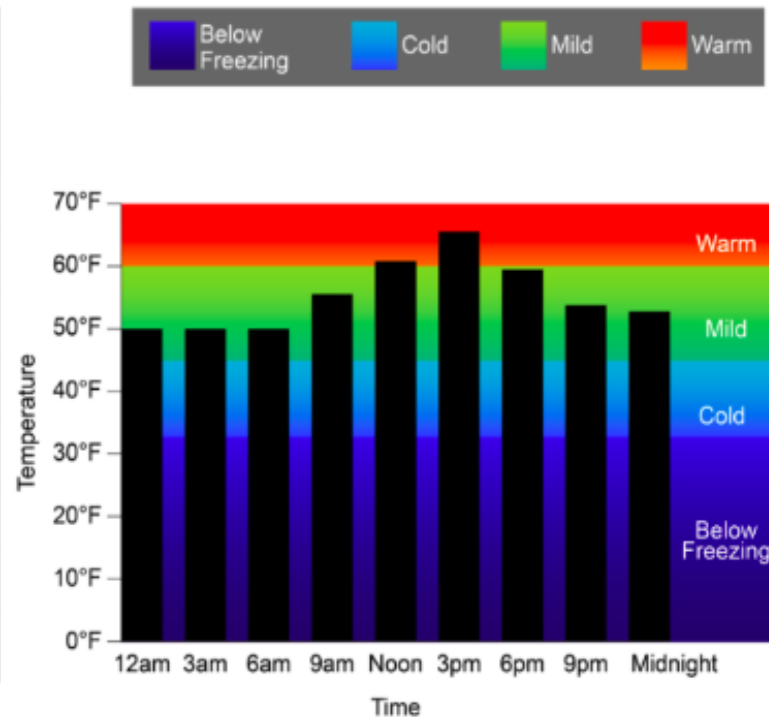


Match each weather instrument with its proper name

PAGE 7 OF EBOOK

"What patterns do you observe in the data presented in this bar graph?"

Time (Hour)	Temperature (°F)
12:00am	50
3:00am	50
6:00am	50
9:00am	55
Noon	61
3:00pm	65
6:00pm	59
9:00pm	54
Midnight	52



Above we see a **data table** and a **graph**. Both show the same information about temperature over a single day. Explore how they each show that information in different ways by tapping a bar in the graph or a row in the data table

PAGE 17 OF EBOOK

Meteorologists studied their data and saw a pattern in the kind of precipitation that fell and the temperature of the air above and close to Earth's surface. Would you be able to predict the type of precipitation that would fall?

"What patterns do you notice in the data presented in this model?"




Predict what precipitation you would see if the air is below freezing from the ground up to the clouds.

✓ Check Your Thinking

PAGE 23

Will the weather tomorrow be the same as it was on the same day last year?

Today will be bright and sunny. However, tonight clouds will make their way in from the west with the chance of a passing shower.

Today	Tonight
 High 65°F	 Low 50°F
Sunny with winds from the west.	Cloudy with a chance of rain.

Forecast for Boston, Massachusetts

Select the four students to see what they think. Which student do you agree with most?

Write a paragraph using evidence to explain your thinking.



23

Choose the student they most agree with and record your thinking (you can use words, picture, symbols, graphs, etc.) Each individual student response is on the next page.

PAGE 23 OF EBOOK- STUDENT RESPONSES



Student A

There's no way to predict the weather using this data.



Student B

I think the weather is always the same from year to year. That's how they know what the weather will be like.



Student C

I think the weather from year to year is similar but not exactly the same.



Student D

I think that the weather forecast is probably nothing like what it was last year on this date.

PAGE 26 OF EBOOK



What do you think the colors tell us about the weather patterns at different places on Earth? For example, what might the weather pattern be for the dark green areas?"

Complete the following prompt for the tan, dark green and light green areas on the map.

I think _____

because _____

I think _____

because _____

I think _____

because _____

PAGE 50 OF EBOOK



How would you describe the climate in St. Louis?

How would you describe the usual weather during the winter months? The summer months?

Do we have a wet or dry season?"

DESCRIBING WEATHER

Listen to the weather BROADCAST

1. Make observations (what you see and hear).
2. Based on the observations you made what can you predict is going to happen in St. Louis later in the evening?



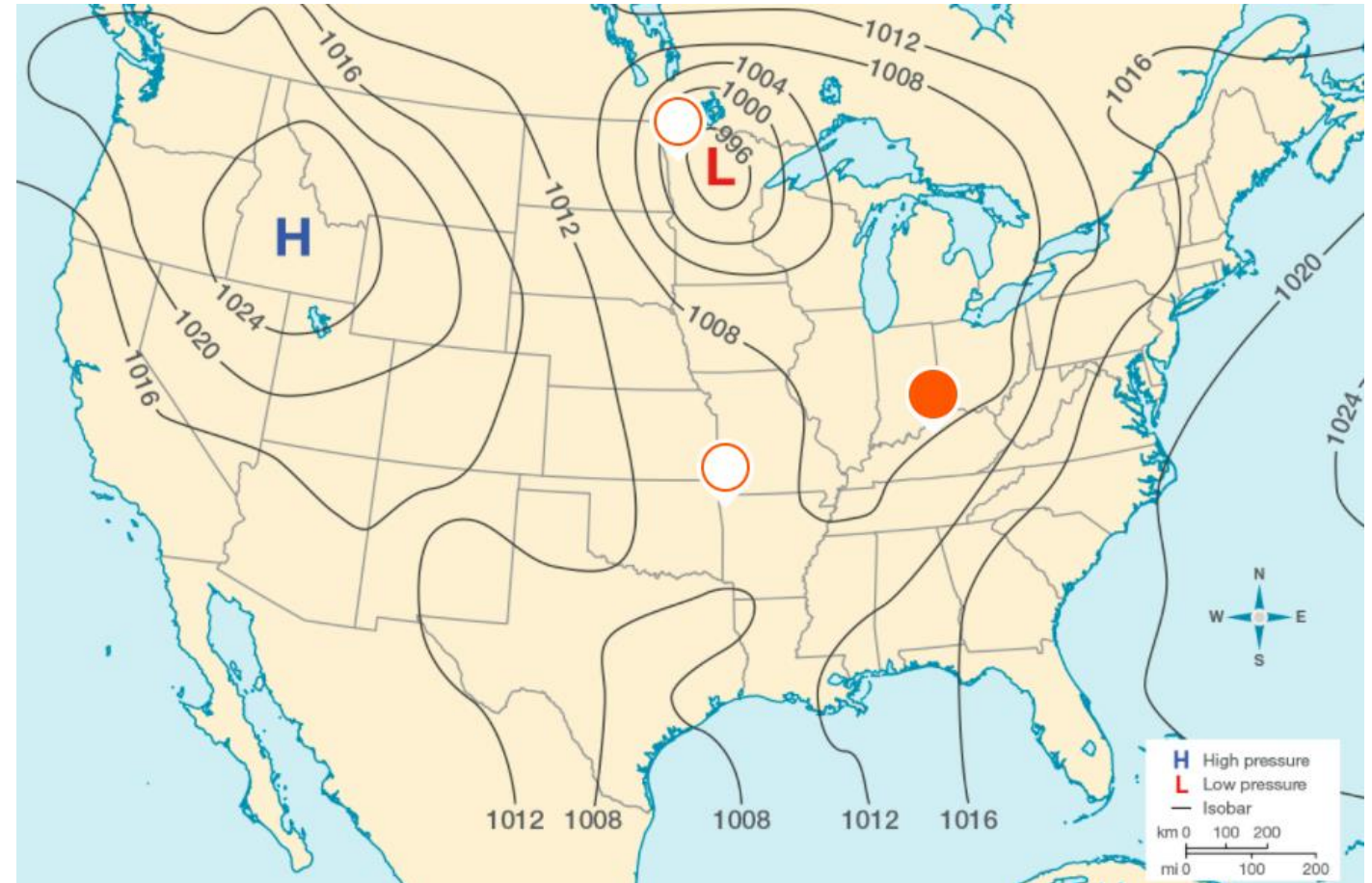


Air Pressure

Air temperature varies because the sun warms Earth's surface unevenly. Because temperature affects pressure, differences in air temperature result in differences in air pressure. Differences in air pressure cause wind to blow. Wind moves clouds and precipitation from one place to another.

Weather Maps

- On weather maps, an “H” shows where the air pressure is highest. An “L” shows where it is lowest. An isobar is a line that follows along points of equal air pressure. Observe the patterns in air pressure on the map. The numbers show the measured air pressure in millibars (mb).



Pressure Systems

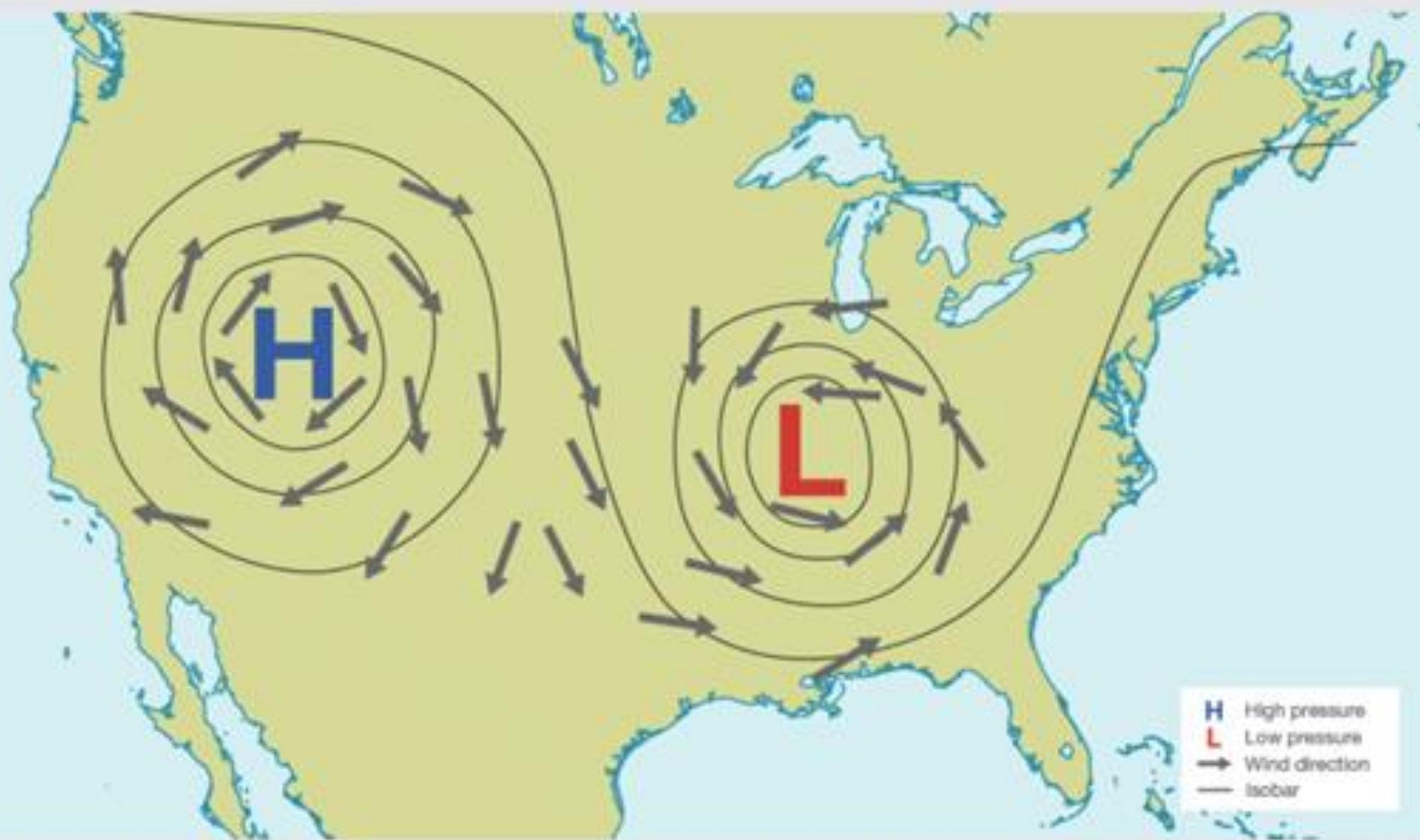
High Pressure

- A high-pressure system forms where air sinks toward the surface.
- As air in a high-pressure system sinks, it gets warmer.
- Relative humidity decreases, and if there were any clouds, they evaporate.
- These conditions usually bring clear skies and calm or gentle winds.

Low Pressure

- Where warm, less dense air rises from Earth's surface, a *low-pressure system* forms.
- The air in a low-pressure system rises and cools.
- Clouds and rain form if the air rises and cools enough.

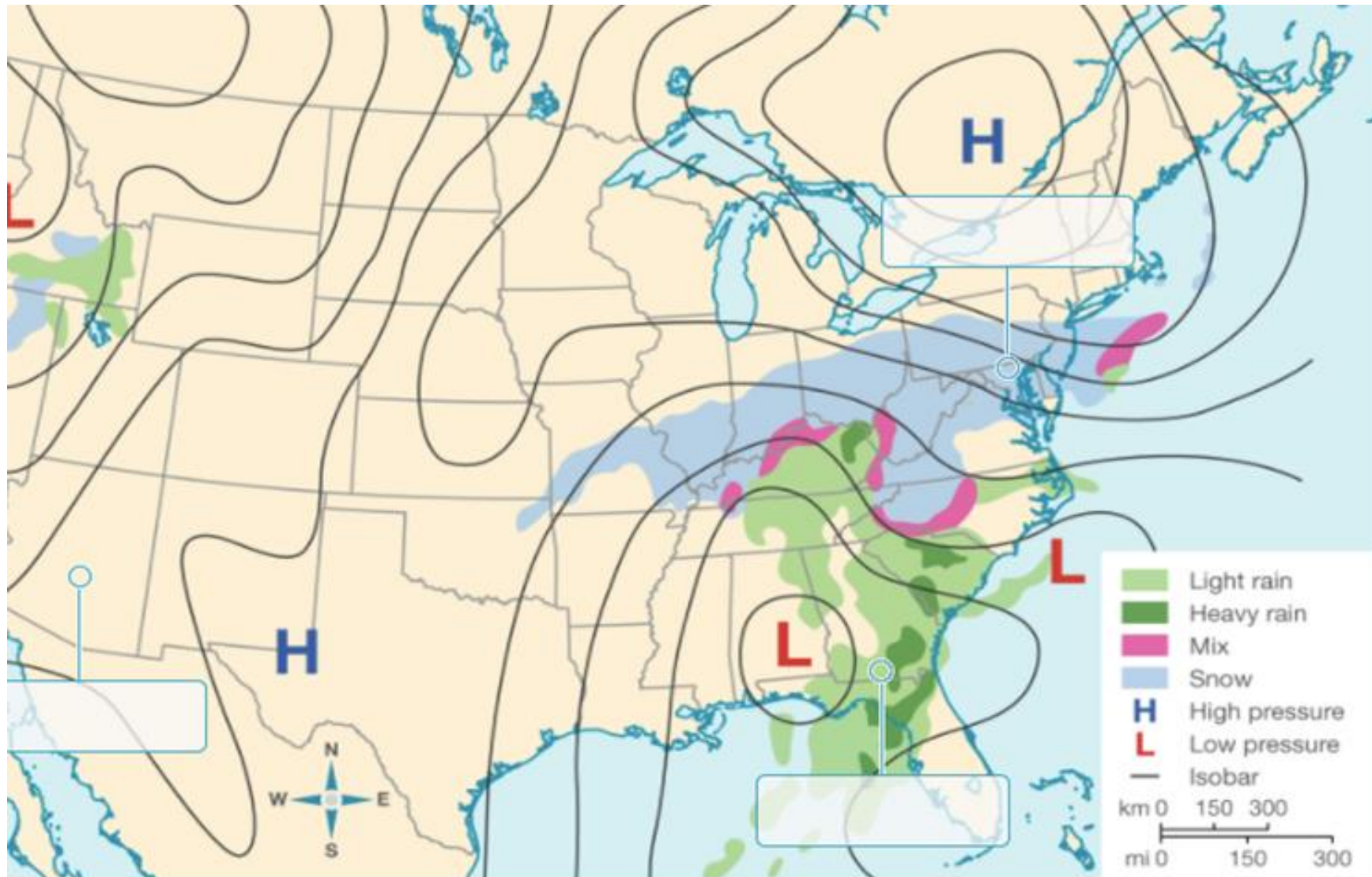
Earth rotates, so wind does not blow in a straight line. In the Northern Hemisphere, air spirals counterclockwise around a low-pressure system and clockwise around a high-pressure system.



Question 3

Complete the table to show whether each statement is associated with a **high-pressure system** or a **low-pressure system** in the Northern Hemisphere. The first one is done for you.

Sinking air becomes warmer	High-pressure system
Rising air becomes cooler	
Clear, sunny weather	
Cloudy, rainy weather	
Clockwise winds spread out	
Counterclockwise winds move in	



The map (to the left) shows precipitation and air pressure. Which label best describes the pressure system in Arizona, Georgia, Maryland?

- **Sunny and calm;**
- **Rainy;**
- **Snowstorms / Windy**

WEATHER LOG

Record the weather for the next three days and make predictions.

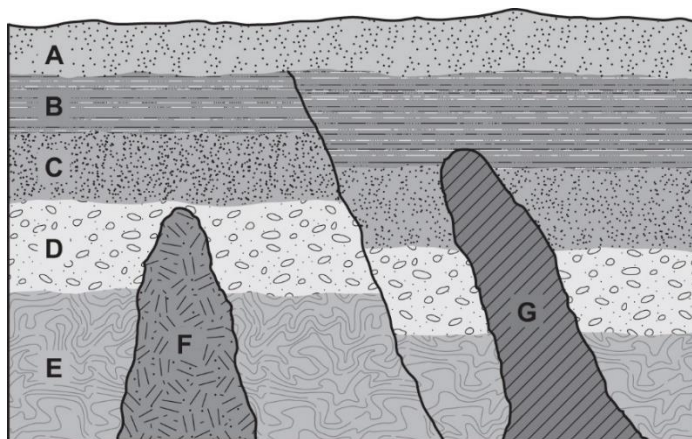
Date and Time	Temperature	Wind Speed	Wind Direction	Precipitation Type	Sky Conditions (sunny, cloudy, partially cloudy)
May ____					
Tomorrow's prediction					
May ____					
Tomorrow's prediction					
May ____					

Directions: Read the passage, then answer the questions that follow.

Layers of Rock, Layers of Fossils

A geologist is studying the history of an area in the southeastern United States. He looks at rock strata to learn about the geologic history of the area.

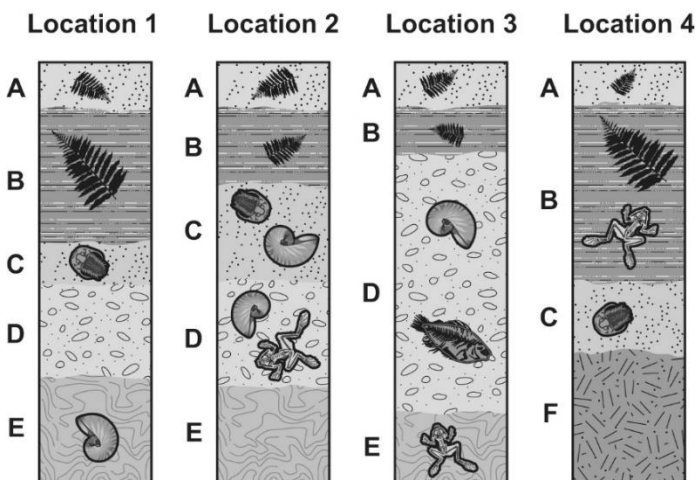
The geologist wants to determine the relative and absolute ages of the different layers of rock that he sees. He examines the five different fossils that are located throughout the rock layers at different locations.



1. Which conclusion could be made about the layers of rock in the sample based on the information in the passage?

Circle the letter of the correct answer.

- A. The absolute age of the rock is 100 million years.
- B. A volcanic eruption disrupted the rock layers sometime in history.
- C. The environment has remained an ocean throughout the time being studied.
- D. The layers at the base of the sample are older than the layers at the top of the sample.



2. Type the letters of the layers in the rock strata that are likely a result of an intrusion of magma from the very top model?
3. The geologist uses other dating techniques to determine that layer E is 90 million years old and the fault occurred 65 million years ago. Based on this information, during what time span was layer D deposited?

Write your answers on the lines.

Between _____ million years ago and _____ million years ago.

4. Fossils are shown in various layers for four locations in the area of the given rock strata.

Write one letter in each blank to explain what information can be learned from these fossils and their locations.

The **1.** _____ can be used as an index fossil because it is found **2.** _____. The index fossil can

be used to determine the 3. _____ age of the rock strata. Based on the fossils located in this strata, the environment was likely 4. _____ historically.

1. A. fish B. fern C. trilobite	2. D. consistently in one layer E. in different layers in each location	3. F. relative G. absolute	4. H. desert I. ocean
--	---	----------------------------------	-----------------------------

Directions: Read the passage, then answer the questions that follow.

New York, New York

A group of students in New York City are learning about earth science. They believe that processes they are learning about can only be seen in wild and far-away places. But, in fact, evidence of ways that matter is cycled through the earth can be seen in even the biggest cities and busiest neighborhoods.

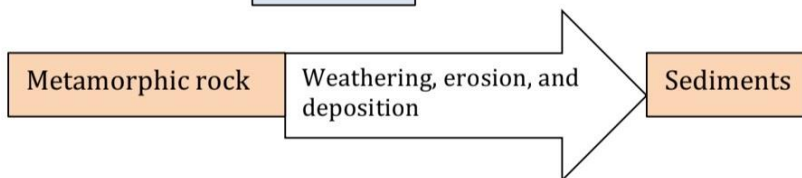
The picture shown here is New York City's Coney Island. The sand came from a 1.1 billion year old metamorphic rock. A glacier broke the rock into pieces (sediments or sand) and moved it to this beach.



Begin with the sand on Coney Island. To help the students understand how this sand is an example of the cycling matter, you show them Model 1 below.

Model 1

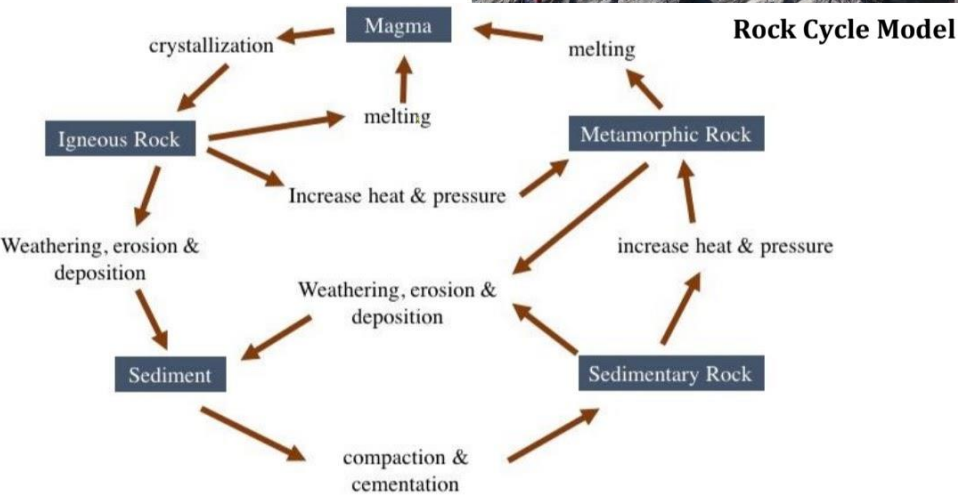
1. Describe to the students what Model 1 shows about how matter was changed to form sand on Coney Island.

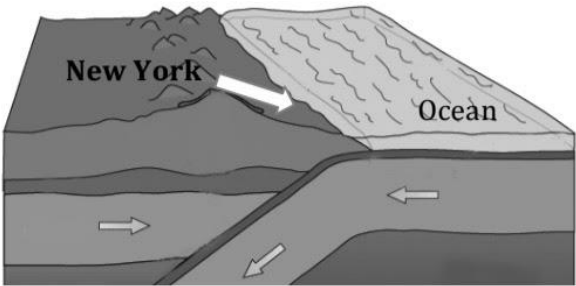
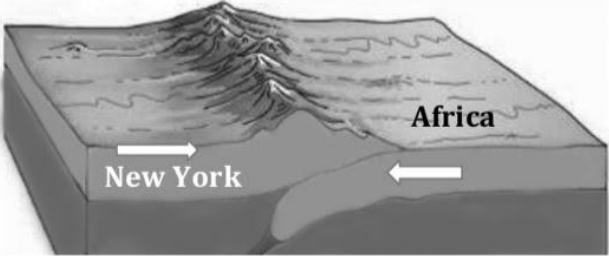


2. Glaciers changed some of the bedrock into sand in New York, but some bedrock is still there. In fact, most of the all buildings in the city sit on part of the 450 million year old bedrock shown here call Manhattan Schist.

This rock did not always look the way it does today. Two processes that formed it are described in the table below. Answer the questions in the table to describe some of the ways matter was changed over time to form the Manhattan Schist.

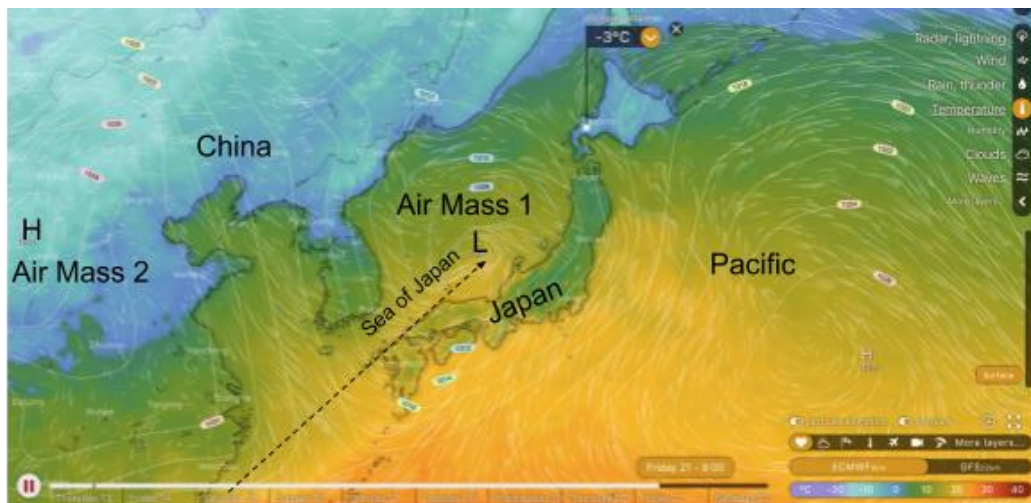
You can use the rock cycle model **above** to help you answer the questions in the second column of the table.



How the Manhattan Schist formed		Analysis of changes
	Sediments were broken from the land by wind and water and were moved into the ocean at the edge of New York. The sediments were buried deeper under more and more sediments.	<p>What type of new rock formed?</p> <p>What process caused the new rock to form?</p>
	Later, the African Plate began moving toward the North American Plate until the two continents collided. This collision compressed all of the rock at the edges of the continents, including the new rock that had formed under the ocean next to New York.	<p>What type of new rock formed?</p> <p>What process caused the new rock to form?</p>

BONUS Question 1 (on *How does a pandemic cause less CO₂?* task): In this task you learned that during the COVID19 pandemic levels of NO₂ and, hence, CO₂ (greenhouse gas) dropped significantly compared to last year and previous months. What action steps (at least 2) will you continue to take to reduce your and or your family's carbon footprint?

BONUS Question 2 (on *How do we find patterns in weather?* Task): Use evidence from the map to answer the questions below about Niseko's weather over the course of the 2-day period. Type/Write the correct set of characteristics of **Air Mass 1** (path travelled identified by the arrow) that is moving toward Niseko on **9AM Friday, December 21st**.



i. Moisture	humid	dry
ii. Temperature	warm	cold
iii. Pressure	low	high

ACADEMIC INTEGRITY STATEMENT

By signing or typing my name below, I certify that this assessment was completed independently, without the use of outside help (including, but not limited to: web searches, peer assistance, adult help, and copying).

Student Name (Type or Sign)

Today's Date (Type or Print)

6-8 Social Studies



1. **Ama Ata Aidoo** 6-8.G.1.GS.A Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society.
2. **Archaeologists Hit a Homer Run** 6-8.WH.1.G.B Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.
3. **Don't Know Much about Liberty** 6-8.AH.2.GS.B Explain how the founding of English colonies influenced their governments and expectations for self-rule.
4. **First Ladies** 6-8.G.1.GS.A Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society.
5. **Mayflower Myths** 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.
6. **Nefertari's Tomb** 6-8.WH.3.CC.A Analyze the rise and fall of classical civilizations to determine their significance to future societies.
7. **Nothing But Firing** 6-8.AH.2.CC.B. Compare factors motivating Europeans to explore and settle in the New World to explain colonial diversity and regional differences in North and South America.
8. **Penobscot Nation** 6-8.AH.2.CC.B. Compare factors motivating Europeans to explore and settle in the New World to explain colonial diversity and regional differences in North and South America.
9. **The Code of Hammurabi** 6-8.WH.2.GS.C Explain how the codification of law impacted early civilizations.
10. **The History and Process of Voting** 6-8.AH.2.GS.B Explain how the founding of English colonies influenced their governments and expectations for self-rule.
11. **The Making of a President** 6-8.AH.2.GS.B Explain how the founding of English colonies influenced their governments and expectations for self-rule.
12. **Wesley Harris: An Account of Escaping Slavery** 6-8.AH.1.CC.E Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
13. **Duck and Cover** 6-8.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in American history.
14. **Hippocratic Oath** 6-8.AH.1.CC.E Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
15. **Letter to Mrs. Roosevelt** 6-8.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in American history.
16. **Peace and Friendship** 6-8.AH.1.CC.E Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
17. **Runaway Slave Analysis** 6-8.AH.1.CC.E Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
18. **John D. Rockefeller** 6-8.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in American history.
19. **Tenochtitlan Analysis** 6-8.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in American history.

Ama Ata Aidoo

by ReadWorks



Photo Credit: Rei-artur, CC-BY-SA-3.0

Ghana on a world map

Ama Ata Aidoo was born on March 23, 1942, in a small village in Ghana. Growing up, Ama's family emphasized the importance of education. In fact, her father opened the first school in their village. The high value Ama's family placed on schooling certainly impacted her future career path. In 1982, Ama became the Minister of Education in Ghana. Her goal as Minister was to provide free education to all Ghanaian children. Ama soon realized, however, that this goal was not feasible, and she abandoned her post in disillusionment.

Ama instead decided to focus her energies on writing. Since the age of 15, Ama had always wanted to be a writer. She had even studied literature at university, where she was able to produce a play she had written. In addition to writing plays, Ama wrote short stories and novels. Prior to her post as Minister, Ama's creative writing received positive public reception, and as a result of her success, she became a university lecturer in Ghana. Following her post, Ama moved to Zimbabwe to pursue her writing career full time. In recent years, she has taught at various universities throughout the United States, including Brown University.

The prevailing theme in Ama's writing is the interaction between Western and African perspectives and cultural values. She also has dedicated a great deal of her writing to exploring issues of gender, specifically the female position in African society.



photograph of Ghanaian Women

Name: _____ Date: _____

1. What did Ama Ata Aidoo's family emphasize?

- A. the importance of writing
- B. the importance of education
- C. the importance of African perspectives
- D. the importance of Ghanaian villages

2. What did Ama do right after she left her post as Minister of Education in Ghana?

- A. She studied literature at university and produced a play.
- B. She wrote short stories and novels, which received positive public reception.
- C. She moved to Zimbabwe to pursue her writing career full time.
- D. She taught at various universities throughout the United States.

3. Ama's dream job growing up was being a writer.

What evidence from the text supports this conclusion?

- A. "Growing up, Ama's family emphasized the importance of education."
- B. "Since the age of 15, Ama had always wanted to be a writer."
- C. "In 1982, Ama became the Minister of Education in Ghana."
- D. "Prior to her post as Minister, Ama's creative writing received positive public reception . . ."

4. Read these sentences from the text.

Growing up, Ama's family emphasized the importance of education. In fact, her father opened the first school in their village. The high value Ama's family placed on schooling certainly impacted her future career path. In 1982, Ama became the Minister of Education in Ghana. . . .

. . . Prior to her post as Minister, Ama's creative writing received positive public reception, and as a result of her success, she became a university lecturer in Ghana. Following her post, Ama moved to Zimbabwe to pursue her writing career full time. In recent years, she has taught at various universities throughout the United States, including Brown University.

How does Ama feel about education?

- A. Education has always been important to Ama.
- B. Education is more important than writing to Ama.
- C. Education is less important than writing to Ama.
- D. Education is no longer important to Ama.

5. What is the main idea of the text?

- A. Ama's family taught her the importance of education, so she grew up to become Ghana's Minister of Education.
- B. Ama wrote plays, short stories, and novels while she was studying literature at university.
- C. Education has always been important to Ama, but writing has also been very important to her since a young age.
- D. Much of Ama's writing focuses on the interaction between Western and African perspectives and cultural values.

Archaeologists Hit a Homer Run



Leigh Haeger

Map of Cyprus

A blood thirsty Cyclops traps Odysseus and his soldiers in a cave. Thinking fast, the hero stabs the monster in the eye, blinding it. He and the soldiers escape unharmed.

That scene is one of the most action-packed chapters in the *Odyssey*, an epic, or long poem, by the Greek poet Homer. It's also the decoration on a rare 2,500-year-old sarcophagus that was recently found in Asia.

The coffin features a vivid color illustration of Odysseus's brave act. Odysseus is one of the most famous fighters in Greek mythology.

Construction workers found the sarcophagus in a tomb in western Cyprus, an island in the Mediterranean Sea. The tomb had already been looted of other valuables.

Only two similar coffins have been found in Cyprus. One is housed at the Metropolitan Museum of Art in New York City, and the second is in a London museum. The colors on those coffins have faded and are not as vibrant as the paintings on the newly discovered sarcophagus, experts say.

The coffin might have held a soldier. "Maybe this represents...a warrior," Pavlos Flourentzos, a Cyprus official, told reporters.

Name: _____ Date: _____

1. Where did construction workers find the sarcophagus?

- A. in a cave in upstate New York
- B. floating in the Mediterranean Sea
- C. buried under a museum in Greece
- D. in a tomb in western Cyprus

2. Read this paragraph from the passage:

"The coffin features a vivid color illustration of Odysseus's brave act. Odysseus is one of the most famous fighters in Greek mythology."

What is the purpose of this paragraph?

- A. to show the effect of finding an ancient coffin
- B. to explain how Odysseus's problem was solved
- C. to describe the appearance of the coffin
- D. to compare the coffin to the work of the Greek poet Homer

3. Which of the following can you conclude will most likely happen next to the sarcophagus?

- A. It will most likely be housed at a museum for people to see.
- B. It will be repainted and taken apart so scientists can learn how it was made.
- C. It will be presented to the Greek poet Homer to honor his work.
- D. It will eventually be placed back into the tomb where it was found.

4. Read this sentence from the passage:

"The tomb had already been looted of other valuables."

Based on the text, the word **looted** means

- A. robbed
- B. forgotten
- C. beaten
- D. swollen

5. Which statement best describes the central idea of this passage?

- A. Cyprus is an island in the Mediterranean Sea where many coffins have been found.
- B. Homer was a famous Greek poet who wrote an epic poem called the *Odyssey*.
- C. Many people enjoy reading Greek mythology and visiting art museums.
- D. A sarcophagus was found in Cyprus depicting a scene from the *Odyssey*.

6. Who is Odysseus?

7. Why is the newly discovered sarcophagus important? How do you know? Give specific examples from the article that support your answer.

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

In the *Odyssey*, Odysseus _____ his soldiers become trapped in a cave with a bloodthirsty Cyclops.

- A. yet
- B. but
- C. and
- D. or

Name: _____ **Date:** _____

1. The big difference between this sarcophagus and the two that were found earlier is
 - A. the story scene it illustrates.
 - B. how colorful it is.
 - C. who was buried in it.
 - D. the place where it was found.

2. Even though the title of the passage mentions archaeologists, the people who actually found the sarcophagus were
 - A. farmers.
 - B. construction workers.
 - C. story-tellers.
 - D. archaeologists.

3. The title compares the archaeologists who first identified the sarcophagus to baseball players hitting a home run, because
 - A. they did a rare, successful thing.
 - B. of the kind of equipment they use.
 - C. of the way they look.
 - D. of when they work.

4. Both the map and the passage show that Cyprus is
 - A. a Greek country.
 - B. near Turkey.
 - C. in the Aegean Sea.
 - D. an island.

5. Retell in your own words what Odysseus did to Cyclops. Name the poem and its author.

Don't Know Much about Liberty

Americans Are Clueless When It Comes to the First Amendment



Chris Murphy

When it comes to the First Amendment, most Americans don't know their rights from their wrongs!



Chris Murphy

1. Freedom of religion

Only one in 1,000 Americans can list all five freedoms protected by the First Amendment to the U.S. Constitution, according to a survey done in 2006. The rights are: freedom of religion, freedom of speech, freedom of the press, freedom of assembly, and freedom to petition.



Chris Murphy

2. Freedom of speech

One in seven people could name one of the five First Amendment freedoms, and one in five people could name two, according to the McCormick Tribune Freedom Museum in Chicago, which sponsored the survey.



Chris Murphy

3. Freedom of the press

Although Americans failed the First Amendment pop quiz, they passed the Bart Simpson section of the survey with flying colors. More than half of the respondents could name at least two of the main characters of *The Simpsons*. Twenty-two percent could name all five. Those findings made Gene Policinski, executive director of the First Amendment Center, want to eat his shorts (as Bart Simpson would say). "These are such basic freedoms, and they're in our lives every day," he told Senior Edition.



Chris Murphy

4. Freedom of assembly

"All we have to do is look around."

No matter how old you are or what state you live in, you exercise First Amendment freedoms every day,

That's exactly what the nation's founders hoped to achieve when they ratified, or approved, the Bill of Rights in 1791. The Bill of Rights is the first 10 amendments to the Constitution. The founders wanted Americans to have control over their daily lives and a say in how the government is run.

1. Freedom of religion

2. Freedom of speech

3. Freedom of the press

4. Freedom of assembly

[illegible]

5. Freedom to petition the government for a redress of grievances

The Colonists started the American Revolution (1775-1783) because they had little voice in Great Britain's government. This clause requires that the government listen to what citizens have to say, whether it be through letter writing or lawsuits.

Name: _____ Date: _____

1. According to a survey, how many Americans can list all five freedoms protected by the First Amendment?

- A. one in 10
- B. one in 100
- C. one in 1,000
- D. one in 10,000

2. In the passage, the author enumerates the five freedoms. What is the first freedom?

- A. Freedom of the press
- B. Freedom of religion
- C. Freedom of speech
- D. Freedom of the assembly

3. What can you conclude about Americans after reading the passage?

- A. Most Americans can't name the five freedoms.
- B. Americans are very educated about the five freedoms.
- C. Americans don't need to know much about the five freedoms.
- D. No American can pass a test about the five freedoms.

4. Read this sentence from the passage: "The nation's founders feared that if the government controlled the nation's newspapers, it could violate the Constitution without anyone finding out."

In this sentence, the word **violate** means

- A. to change direction
- B. to agree to surrender
- C. to break apart into tiny pieces
- D. to fail to comply with

5. The primary purpose of this passage is to

- A. persuade Americans to watch fewer hours of television
- B. explain why surveys are useful in figuring out intelligence
- C. show how obsessed most Americans are with Bart Simpson
- D. teach Americans about their basic freedoms

6. What is the Bill of Rights?

7. How might learning the five freedoms benefit Americans? Give specific examples from the text that support your answer.

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Congress can neither stop people from practicing their chosen religion _____ establish a religion for the nation.

- A. or
- B. nor
- C. and
- D. but

Name: _____ Date: _____

1. Which clause of the First Amendment requires the government to listen to what citizens have to say?

- A. the freedom of the press clause
- B. the freedom of assembly clause
- C. the freedom to petition clause
- D. the freedom of speech clause

2. What is the main idea of this passage?

- A. The five freedoms described in the First Amendment are important to American liberty.
- B. People can criticize the United States government without getting in trouble.
- C. Colonists came to America in search of religious freedom.
- D. The McCormick Tribune Freedom Museum sponsored a survey to determine how much Americans know about the First Amendment.

3. Which clause of the First Amendment gives Americans the right to peacefully protest or parade in public?

- A. the freedom of the press clause
- B. the freedom of assembly clause
- C. the freedom to petition clause
- D. the freedom of speech clause

4. The _____ clause was written so that the government can't violate the Constitution without anyone finding out.

- A. freedom of the press
- B. freedom of assembly
- C. freedom of petition
- D. freedom of speech

5. Based on the text, why might it be important for American citizens to know what is stated in the First Amendment? Use information from the text to support your answer.

First Ladies

Three countries. Three new leaders. Three women.



Chris Hondros/Getty Images

Johnson-Sirleaf vows to unite Liberia and create jobs.

Chile, Liberia, and Germany don't seem to have much in common. The three countries lie on different continents. They do not have a shared language, currency, culture, or history.

But on closer examination, those different nations are more similar than they appear. All three nations have elected women leaders. Michelle Bachelet of Chile, Ellen Johnson-Sirleaf of Liberia, and Angela Merkel of Germany join a small but growing group of female heads of state.

Here is a look into the lives of these three powerful women and the challenges currently facing their countries.

Michelle Bachelet - Chile

When Michelle Bachelet was 23 years old, she and her mother were jailed and beaten. They had opposed a 1973 coup, or government overthrow that brought Augusto Pinochet Ugarte to power. Pinochet was a brutal dictator who terrorized those who disagreed with him. He jailed more than 27,000 Chileans and executed more than 3,000.

Bachelet and her mother were released and exiled to Australia and Germany. In 1979, Bachelet returned to Chile and graduated from medical school. After democracy was restored in Chile in 1990, she entered public service. Bachelet served as Minister of Health and as Defense Minister. She was praised for helping to heal lingering distrust between Chilean citizens and the military. On January 15, 2006 the 54-year-old was elected President. Her term ended in March of 2010.

As Chile's first female head of state, Bachelet's priority was to bridge the gap between the rich and the poor. Chile is a wealthy nation, but the richest 20 percent of its population controls 61 percent of the country's wealth, according to the World Bank.

"Chile needs to [create] more equal opportunities so that everyone can benefit from what the country has to offer," Bachelet told reporters after her election.

Ellen Johnson-Sirleaf - Liberia

Ellen Johnson-Sirleaf is known as "Iron Lady" and "Ma Ellen." Both sides of her personality will help her in the daunting task she faces: reuniting and rebuilding Liberia following 14 years of war.

Although the bloody civil war ended in 2003, scars still mark the African nation. Fighting left more than 200,000 people dead. Millions more were forced to flee their homes. Liberia still has no regular electricity or running water. The nation's unemployment rate is 80 percent.

Johnson-Sirleaf, a Harvard-educated economist and grandmother, has vowed to make a "fundamental break" with her country's past. "We [must] take bold and decisive steps to address the problems that for decades have stunted our progress," Johnson-Sirleaf said in her inaugural address on January 16, 2006.

Johnson-Sirleaf is Africa's first elected female head of state, but she is not new to politics. She served as Liberia's Finance Minister until 1980 and made an unsuccessful run for the presidency in 1997.

"I am excited by the potential of what I represent: the aspirations and expectations of women in Liberia, African women, and women all over the world," Johnson-Sirleaf says.

Angela Merkel - Germany

Angela Merkel is not only the first woman to serve as the Chancellor of Germany but also the first Chancellor, male or female, to have grown up in East Germany.

After World War II (1939-1945), the United States, France, and Britain divided Germany into two parts- East Germany and West Germany. As West Germany prospered as a democracy, communist East Germany remained poor. Under communism, the country had few jobs. East and West Germany were reunited in 1989.

Experts say Merkel's humble upbringing as a minister's daughter will help her understand Germany's economic problems. Back when she was elected, the European country's economy hadn't grown for more than five years, and 12.6 percent of the population was unemployed in March 2005. That unemployment rate was the highest Germany had seen since the 1930s.

When Merkel was sworn in as Chancellor on November 22, 2005, she promised to reduce unemployment. "Our aim is to stop this downward trend and reverse it," Merkel told reporters. "We want to give people hope of having jobs." The country's unemployment has since fallen to 5.6 percent.

Name: _____ Date: _____

1. According to the text, which three countries have elected women to lead them?

- A. Italy, France, and Liberia
- B. Canada, Liberia, and Germany
- C. Chile, Liberia, and Germany
- D. Cuba, Liberia, and Germany

2. Read these sentences from the text.

Chile, Liberia, and Germany don't seem to have much in common. The three countries lie on different continents. They do not have a shared language, currency, culture, or history.

Which of the following describes the relationship of these sentences?

- A. The sentences present three items in sequence.
- B. One sentence gives a cause, and the others give effects.
- C. The sentences describe problems and solutions.
- D. The sentences compare three countries.

3. Read these sentences from the text.

Johnson-Sirleaf is Africa's first elected female head of state, but she is not new to politics. She served as Liberia's Finance Minister until 1980 and made an unsuccessful run for the presidency in 1997.

What conclusion can you draw based on this information?

- A. Johnson-Sirleaf has been president twice, once in 1980 and once in 1997.
- B. Johnson-Sirleaf was not elected president in 1997 because of her poor performance as finance minister.
- C. Johnson-Sirleaf did not win the presidency the first time she ran for the position in 1997, but did not give up and tried again.
- D. Johnson-Sirleaf was never able to become president even though she did have political experience.

4. Based on the text, what might have best prepared the three women to lead their countries?

- A. meetings with other leaders
- B. trips to other countries
- C. their families
- D. their past experiences

5. What is the main idea of the this text?

- A. Three women leaders worked very hard to become leaders of their countries.
- B. Three countries elected women leaders to solve major economic and social problems.
- C. Chile and Liberia have serious social problems that need to be resolved.
- D. Three countries have to solve major economic and social problems.

6. Read this sentence from the text.

She was praised for helping to heal **lingering** distrust between Chilean citizens and the military.

As used in the text, what does the word "**lingering**" mean?

- A. lasting
- B. rising
- C. increasing
- D. growing

7. Choose the answer that best completes the sentence.

The bloody civil war in Liberia ended in 2003, _____ scars still mark the African nation.

- A. mostly
- B. next
- C. after
- D. but

8. According to the text, in which country do only a small percentage of people control most of the wealth?

9. What might help each of the leaders solve her country's economic problems? Use evidence from the text to support your answer.

Name: _____ Date: _____

1. The priority of both Ellen Johnson-Sirleaf and Angela Merkel is:
 - A. crime.
 - B. healthcare.
 - C. unemployment.
 - D. education.

2. Based on the passage, what do Liberia and Germany have in common?
 - A. Both countries are located on the continent of Africa.
 - B. Both countries have been negatively affected by war.
 - C. People in both countries speak the same language.
 - D. Neither country has electricity or running water.

3. The author wrote that Bachelet has improved the "lingering distrust" between the citizens of Chile and the military." This means
 - A. the military is having a hard time controlling the citizens of Chile.
 - B. the citizens of Chile do not want to join the military.
 - C. the citizens of Chile still do not fully trust the military.
 - D. the citizens of Chile trusted the military too much.

4. The three countries, Liberia, Germany and Chile, are all
 - A. wealthy nations.
 - B. currently at war with one another.
 - C. on different continents.
 - D. experiencing low unemployment rates.

5. Do you think women lead their countries differently from the way men do? Why or why not?

Mayflower Myths

This article is provided courtesy of History.com

The Mayflower brought the group of English settlers now known as the Pilgrims to North America. Leaving England in the fall of 1620, the Pilgrims were attempting to land near the mouth of the Hudson River, but instead ended up in Cape Cod Harbor. Plymouth, the colony established there by the Pilgrims in 1621, became the first permanent European settlement in New England. The story of the Pilgrims and their harvest feast has since become one of the best-known in American history, but you may not know it as well as you think. Discover the facts behind these well-known Thanksgiving myths!

MYTH: THE FIRST THANKSGIVING WAS IN 1621 AND THE PILGRIMS CELEBRATED IT EVERY YEAR THEREAFTER.

Fact: The first feast wasn't repeated, so it wasn't the beginning of a tradition. In fact, the colonists didn't even call the day Thanksgiving. To them, a thanksgiving was a religious holiday for which they would go to church and thank God for a specific event, such as the winning of a battle. On such a religious day, the types of recreational activities that the Pilgrims and Wampanoag Indians participated in during the 1621 harvest feast—dancing, singing secular songs, playing games—wouldn't have been allowed. The feast was a secular celebration, so it never would have been considered a thanksgiving in the pilgrims' minds.

DID YOU KNOW?

The Mayflower was originally supposed to sail with a sister ship, the Speedwell, but it proved unseaworthy, and the Mayflower made the journey alone.

MYTH: THE ORIGINAL THANKSGIVING FEAST TOOK PLACE ON THE FOURTH THURSDAY OF NOVEMBER.

Fact: The original feast in 1621 occurred sometime between September 21 and November 11. Unlike our modern holiday, it was three days long. The event was based on English harvest festivals, which traditionally occurred around the 29th of September. After that first feast was completed by the Plymouth colonists, Gov. William Bradford proclaimed a day of thanksgiving and prayer, shared by all the colonists and neighboring Indians. In 1623 a day of fasting and prayer during a period of drought was changed to one of thanksgiving because the rain came during the prayers. Gradually the custom prevailed in New England of annually celebrating thanksgiving after the harvest.

During the American Revolution, a yearly day of national thanksgiving was suggested by the Continental Congress. In 1817 New York State adopted Thanksgiving Day as an annual custom, and by the middle of the 19th century many other states had done the same. In 1863 President Abraham Lincoln appointed a day of thanksgiving as the last Thursday in November, which he may have correlated with the November 21, 1621, anchoring of *Mayflower* at Cape Cod. Since then, each president has issued a Thanksgiving Day proclamation. President Franklin D. Roosevelt set the date for Thanksgiving to the fourth Thursday of November in 1939 (approved by Congress in 1941.)

MYTH: THE PILGRIMS WORE ONLY BLACK AND WHITE CLOTHING. THEY HAD BUCKLES ON THEIR HATS, GARMENTS, AND SHOES.

Fact: Buckles did not come into fashion until later in the seventeenth century and black and white were commonly worn only on Sunday and formal occasions. Women typically dressed in red, earthy green, brown, blue, violet, and gray, while men wore clothing in white, beige, black, earthy green, and brown.

MYTH: THE PILGRIMS BROUGHT FURNITURE WITH THEM ON THE MAYFLOWER.

Fact: The only furniture that the Pilgrims brought on the *Mayflower* was chests and boxes. They constructed wooden furniture once they settled in Plymouth.

MYTH: THE MAYFLOWER WAS HEADED FOR VIRGINIA, BUT DUE TO A NAVIGATIONAL MISTAKE IT ENDED UP IN CAPE COD MASSACHUSETTS.

Fact: The Pilgrims were in fact planning to settle in Virginia, but not the modern-day state of Virginia. They were part of the Virginia Company, which had the rights to most of the eastern seaboard of the U.S. The Pilgrims had intended to go to the Hudson River region in New York State, which would have been considered "Northern Virginia," but they landed in Cape Cod instead. Treacherous seas prevented them from venturing further south.

Name: _____ Date: _____

1. Where did the Pilgrims land when they came to North America?

- A. Canada
- B. Virginia
- C. The Hudson River
- D. Cape Cod Harbor

2. What does the author list in this article?

- A. the types of food at the first harvest feast
- B. the colors of clothing that Pilgrims wore
- C. the different cities where colonists settled
- D. the ways in which the Indians helped the Pilgrims

3. The Plymouth colonists had strong religious beliefs.

What evidence in the text supports this conclusion?

- A. "To them, a thanksgiving was a religious holiday in which they would go to church and thank God for a specific event, such as the winning of a battle."
- B. "Gradually the custom prevailed in New England of annually celebrating thanksgiving after the harvest."
- C. "The pilgrims had intended to go to the Hudson River region in New York State, which would have been considered "Northern Virginia," but they landed in Cape Cod instead."
- D. "The original feast in 1621 occurred sometime between September 21 and November 11. Unlike our modern holiday, it was three days long."

4. Based on the article as a whole, what is a myth?

- A. something that people think is a lie, and that is a lie
- B. something that people believe to be true, and that is true
- C. something that people believe to be true, but that may not be true
- D. something that people think is a lie, but that is actually true

5. Which sentence from the text best states the article's main idea?

- A. "The feast was a secular celebration, so it never would have been considered a thanksgiving in the pilgrims' minds."
- B. "The story of the Pilgrims and their harvest feast has since become one of best-known in American history, but you may not know it as well as you think."
- C. "Gradually the custom prevailed in New England of annually celebrating thanksgiving after the harvest."
- D. "Plymouth, the colony established there by the Pilgrims in 1621, became the first permanent European settlement in New England."

6. Why might the author have chosen to use headings that start with "Myth:" throughout the entire article?

- A. to hint that people today do not believe that Thanksgiving is important
- B. to show that people today think of the Pilgrims as imaginary heroes
- C. to help put the content of the article into groups based on the myth they address
- D. to prove that the statements in the headings are all completely true

7. Choose the answer that best completes this sentence.

The pilgrims landed in Cape Cod instead of the Hudson River region _____ treacherous seas prevented them from venturing further south.

- A. because
- B. although
- C. however
- D. for example

8. What did the pilgrims think of as a "thanksgiving?"

9. Why would the Pilgrims never have thought of their own harvest feast as a thanksgiving?

10. Would Pilgrims have considered today's Thanksgiving to be a true "thanksgiving" in their eyes? Why or why not? Use evidence from the text to support your answer.

Nefertari's Tomb

by Alizah Salario



Valley of the Queens in Egypt

Think about a story involving tomb raiders, a journey into the underworld, and a romance between a glamorous queen and a powerful king. This may sound like the latest Hollywood blockbuster, but it's a script pulled straight from the history books. The story begins with Ramesses the Great, who is known to have ruled Egypt from 1279 B.C. to 1213 B.C. Ramesses had many consorts, but his most beloved wife was Queen Nefertari. She was known for her beauty and for the many Egyptian monuments built in her honor. Nefertari had many nicknames including "beautiful face," "pretty with two feathers," and "appeasing the Gods." When Queen Nefertari died, Ramesses ordered the building of one of Egypt's most extraordinary tombs for her.

Nefertari's tomb is located in Egypt's Valley of the Queens, which hosts more than 70 lavishly decorated tombs belonging to queens, princesses, and other members of the nobility. Queen Nefertari's tomb is considered the most impressive of them all. It's known as the Sistine Chapel of ancient Egypt because of its beautiful decorations and detailed artwork. When it was discovered in 1904 by an Italian Egyptologist, Nefertari's tomb had long before been looted by tomb raiders. They had stolen nearly all of the precious treasures buried with the queen, including her sarcophagus and her mummy. Still, the tomb was an extremely important discovery. The magnificent paintings on the tomb walls are some of the most detailed and well-preserved in all of ancient Egypt. The stories these paintings tell about Queen Nefertari's journey into the underworld shed light on ancient Egyptian beliefs about death and the afterlife.

The ancient Egyptians developed elaborate burial rituals and ornate tombs because they believed in a life after death. These rituals were designed to help the deceased travel safely into the netherworld and

hopefully find paradise in the world beyond. (This is one of the reasons grave robbing was considered such a heinous crime in ancient Egypt. Looters not only took material goods, but, it was believed, stole the deceased's chance at a peaceful afterlife.) Ancient Egyptians believed that when people died, they rode across a lake of fire on the boat of the god Ra. Once they crossed to the other side, they were faced with many challenges and tests on their journey into the underworld.

If you were to tour Nefertari's tomb today, you would first descend steps down into the rock where the tomb was built. Next, enter the antechamber, or vestibule, and notice the grand ceiling painted dark blue and flecked with golden five-pointed stars. On the east wall, notice a huge doorway. The god Osiris stands to the left and Anubis to the right of that opening. These gods are associated with mummification and the afterlife, and, in Egyptian mythology, play an important role in the journey of the deceased. Then cross the threshold into the next room, and examine the paintings of Nefertari being presented to the welcoming gods.

Walk around the room and take a moment to examine a splendid painting of the queen playing a game of senet against an invisible opponent. Perhaps her opponent is fate? (Senet is an ancient Egyptian board game, and sometimes senet game boards were put into graves to provide protection for the journey in the afterlife.) The queen wears a white gown of sheer linen, a gold bracelet, thick collar, and what are probably silver earrings. Her head is adorned with the vulture headdress of a queen. Other paintings in the room depict Nefertari giving special offerings to the gods.

Walk back to the antechamber, and then cross to the north wall, where you will see a stairway. Walk down the stairway, and you will find yourself in the large burial chamber. At one time, the queen's red granite sarcophagus lay in the middle of this chamber. Now carefully study the motifs and decorative pictograms about death and the afterlife on the walls and ceiling. Some of them illustrate ideas from *The Book of the Dead*, an ancient Egyptian funeral text that contained magic spells used to help dead people on their voyage to the underworld. Some of the scenes tell the story of Nefertari's meetings with gods and monsters, and in some cases they offer information about ceremonies concerning the afterlife. These images also provide information on the special roles of many major and minor gods that were important during Nefertari's time in Egypt's period called the New Kingdom. On the door of the burial chamber, notice an image of Nefertari emerging from the horizon, reborn as a sun disc.

Before leaving the burial chamber, look closely at the walls. They're decorated with poetry that Ramesses wrote for his wife. He is believed to have penned the line, "My love is unique-no one can rival her, for she is the most beautiful woman alive. Just by passing, she has stolen away my heart."

Name: _____ Date: _____

1. Who was Nefertari?

- A. a king who ruled Egypt from 1279 B.C. to 1213 B.C.
- B. a queen whose tomb is located in Egypt's Valley of the Queens
- C. a looter who stole goods from tombs in Egypt
- D. an Egyptian god who was associated with the afterlife

2. What does the author describe in the second half of this text?

- A. the journey of an Italian Egyptologist
- B. a king's journey into the netherworld
- C. the art inside Queen Nefertari's tomb
- D. the plot of a Hollywood blockbuster

3. Ancient Egyptians wanted to help the deceased to travel safely into the underworld and find paradise in the afterlife. What evidence from the text best supports this conclusion?

- A. "Ancient Egyptians believed that when people died, they rode across a lake of fire on the boat of the god Ra."
- B. "On the east wall, notice a huge doorway. The god Osiris stands to the left and Anubis to the right of that opening."
- C. "[S]ometimes senet game boards were put into graves to provide protection for the journey in the afterlife."
- D. "The stories these paintings tell about Queen Nefertari's journey into the underworld shed light on ancient Egyptian beliefs."

4. How can ancient Egyptian beliefs about the afterlife best be described?

- A. detailed and elaborate
- B. simple and minimalistic
- C. solemn and negative
- D. celebratory and thankful

5. What is this passage mostly about?

- A. a looting trend by tomb raiders impacting many Egyptian tombs
- B. a tomb that gives insight into ancient Egyptian beliefs
- C. the poetry a king wrote for his beloved wife after she died
- D. the remarkable beauty and kindness of Queen Nefertari

6. [Queen Nefertari's tomb] is known as the Sistine Chapel of ancient Egypt because of its beautiful decorations and detailed artwork. [. . .] The magnificent paintings on the tomb walls are some of the most detailed and well-preserved in all of ancient Egypt. The stories these paintings tell about Queen Nefertari's journey into the underworld shed light on ancient Egyptian beliefs about death and the afterlife.

The ancient Egyptians developed elaborate burial rituals and ornate tombs because they believed in a life after death.

Based on these sentences from the text, what does the word "ornate" mean?

- A. simple and plain
- B. heavily decorated
- C. highly expensive
- D. bright and colorful

7. Choose the answer that best completes the sentence.

The Valley of the Queens hosts more than 70 lavishly decorated tombs. _____, Queen Nefertari's tomb is considered the most impressive of them all.

- A. However
- B. Meanwhile
- C. Therefore
- D. Finally

8. Some scenes in Nefertari's tomb illustrate ideas from The Book of the Dead, an ancient Egyptian funeral text that contained magic spells. What was the purpose of these magic spells?

9. Why are the well-preserved paintings in Nefertari's tomb so important to people who want to learn about ancient Egyptians?

10. What does Nefertari's tomb tell us about ancient Egyptian beliefs regarding burials and the afterlife? Support your answer with at least one example of a painting or decoration in her tomb that illustrates these beliefs.

Nothing But Firing

by ReadWorks



David De Vries was never sure what to make of his boss, William Kieft. The man's fiery red hair and thick, long moustache, which he was constantly twirling, stood out like a flaming torch wherever he went and made De Vries want to run in the other direction. Still, he knew his place in this new land. He was under Kieft's authority and had to obey his instructions as they set up New Netherland on this land so far away from home, all the way across the Atlantic. De Vries had agreed to this expedition not realizing what was expected of him. Others back home had spoken of America as a land full of promise, rich with green fields, crops that never spoiled, flowing rivers, and the whitest and most pointed of mountains. Who could refuse a land like that? But De Vries had been mistaken. Well before he stepped off the boat onto the new land, he could smell the sewage and rot of a country that wasn't under any kind of proper rule and regulation. Nothing like the Netherlands. No matter, he thought. He knew William Kieft's reputation and his ability to whip people into shape. There were rumors of people already living in the new land. Back home they called them savages, and when De Vries first laid eyes on the Native Americans, he wasn't surprised at all. Their skin was much darker, the color of mud. They wore strange garments, not at all civilized or uniform, and treated the land like it was a person, not material to be controlled and forced to yield life.

De Vries had come to the new land hearing about New Netherland that Kieft was busily, ruthlessly developing. From the window of his small cabin, he could see all the development that Kieft had put into place. The natives stood off to the side, watching, staying on their territory but obviously unhappy with how Kieft was overrunning the land. De Vries thought to speak up about it, but no one else in the crew seemed to care, and Kieft was his employer, after all; he had come to the new land because Kieft needed more men.

And so, on February 25, 1643, when Kieft invited some men and women over for a dinner party, De Vries did not think anything of it. At Kieft's spacious home, De Vries didn't notice that Kieft was being more

restless than usual. He snapped at his servants and seemed impatient with the women, even Adrienne, the wife of one of the other men. Dinner was long and delicious. But soon De Vries could tell that something was on Kieft's mind. He wrote later in his diary, "I remained that night at the Governor's sitting up."

The night deepened, De Vries became tired, but then a lot of noise, bursts of sound, screaming, and shots assaulted his ears at midnight, and he snapped back into focus. He saw, from the edges of the fort where Kieft lived, "nothing but firing, and heard the shrieks of savages murdered in their sleep." Before he knew it, 120 Native Americans in Pavonia, across the Hudson River in modern day New Jersey, had been killed. A plot hatched by Kieft that had taken the Indians-and him, De Vries-completely by surprise. It was a day he, and history, would not forget.

Name: _____ Date: _____

1. Why does De Vries travel to "New Netherland"?

- A. because Kieft asked for him personally
- B. to take part in a raid on Native Americans
- C. to help develop and set up the new land
- D. to attend a dinner party at Kieft's house

2. How does the author describe the way William Kieft is developing New Netherland?

- A. patient
- B. ruthless
- C. moral
- D. intelligent

3. New Netherland is not yet developed. What evidence from the passage best supports this evidence?

- A. "He could smell the sewage and rot of a country that wasn't under any kind of proper rule and regulation."
- B. "Others back home had spoken of America as a land full of promise, rich with green fields."
- C. "There were rumors of people already living in the new land. Back home they called them savages..."
- D. "No matter, he thought. He knew William Kieft's reputation and his ability to whip people into shape."

4. Why is Kieft restless during the house party?

- A. because he is nervous his guests wouldn't like the food
- B. because he is bored with the party and the people
- C. because he is not used to having guests in his home
- D. because he is anticipating the upcoming raid

5. What is this passage mostly about?

- A. the slaughter of Native Americans
- B. how Kieft developed New Netherland
- C. the relationship between De Vries and Kieft
- D. how Kieft destroyed Native American land

6. Read the following sentences: "From the window of his small cabin, he could see all the development that Kieft had put into place. The natives stood off to the side, watching, staying on their territory but obviously unhappy with how Kieft was **overrunning** the land."

As used in this sentence, what does "**overrunning**" mean?

- A. walking over something
- B. invading and occupying
- C. cooperating with someone
- D. working hard at something

7. Choose the answer that best completes the sentence below.

De Vries thought about talking to Kieft about the unhappiness of the Native Americans; _____, he did not take action.

- A. therefore
- B. for example
- C. however
- D. finally

8. What plan does Kieft hatch?

9. Compare how Native Americans and Kieft treat the land.

10. The word "savage" is used to refer to someone who is violent and not advanced. In the passage, De Vries describes the Native Americans as "savages." Explain whether this description better fits the Native Americans or Kieft. Support your answer with information from the passage.

Penobscot Nation

by ReadWorks



BIRCHBARK WIGWAMS OF PENOBSCOT INDIANS.

Maine has a varied landscape, which includes hills, forests, rivers, streams, mountains, and coastline. The Penobscot Indians, a tribe native to a large portion of what is now the state of Maine, adapted to and used many parts of the land.

For centuries before the state of Maine was created, Penobscot Indians lived mainly in the region now known as the Penobscot River Basin. A riverbasin is the name for the land around a river and its smaller tributaries; riverbasins can be very small, or, in the case of the Penobscot River, very large. The Penobscot River Basin accounts for one-third of the state's area!

Rivers are known to be fundamental for civilizations. They provide a source of utmost importance: water! The Penobscot Indians built their lives around the river and all that it supported. The river was a source of food, for example, as it provided fish for the Penobscot Indians to eat.

Both the main river and its smaller branches provided a means of transportation, and the Penobscot were extremely skilled at making canoes from the bark of birch trees, using branches and roots from ash, spruce, and cedar trees for other parts of the boats.

Besides its rivers, one of Maine's most distinct features has been its tree cover. Today, forestry and logging are important industries in Maine. Trucks stacked high with tree trunks rattle down roads in central Maine all day long, making loud noises and leaving behind the sticky smell of pine. Penobscot Indians used trees to their advantage long before modern loggers, however. In addition to making canoes, the Penobscot Indians built homes from the bark of birch trees. Bigger dwellings were made of larger branches and logs.

Within the forest, Penobscot Indians were able to hunt bears, moose, caribou, beavers, and otters for pelts (used for a variety of purposes, including warmth-it gets cold during Maine winters!) and food. They also gathered much of their food, collecting nuts, berries, and birds' eggs to augment their diet.

The Penobscot people crafted their own tools, including arrowheads, baskets, boats, and snowshoes. Today, Penobscot Indians have access to the same modern amenities that all Americans do, but many still make their own tools. This is in part because craftspeople can make money selling their work, but also for cultural reasons.

Penobscot Indians, like American Indians all over the United States, suffered a great deal when European settlers arrived. Disease killed thousands of American Indians, and settlers stole much of their land. Now, many American Indians live on reservations dedicated specifically to their population. Many Penobscot Indians today live near the land of their ancestors, in Maine.

Name: _____ Date: _____

1. Which geographic feature did the Penobscot Indians build their lives around?

- A. the forest
- B. the river
- C. the sea
- D. the plains

2. What does the author describe throughout the text?

- A. how Penobscot Indians adapted to Maine's landscape
- B. how the Penobscot River Basin has impacted the populations that live near it
- C. how Penobscot Indians are similar to and different from other American Indian tribes
- D. different industries that have developed throughout Maine

3. The Penobscot Indians adapted to Maine's landscape. What evidence from the passage supports this statement?

- A. "The Penobscot people crafted their own tools, including arrowheads, baskets, boats, and snowshoes."
- B. "Penobscot Indians, like American Indians all over the United States, suffered a great deal when European settlers arrived."
- C. "Both the main river and its smaller branches provided a means of transportation, and the Penobscot were extremely skilled at making canoes from the bark of birch trees..."
- D. "For centuries before the state of Maine was created, Penobscot Indians lived mainly in the region now known as the Penobscot River Basin."

4. Why might Penobscot Indians continue to make their own tools?

- A. because modern tools are of a lower quality
- B. because they do not have access to modern amenities
- C. because they cannot afford to buy mass-produced tools
- D. to preserve their unique cultural traditions

5. What is this passage mostly about?

- A. how the Penobscot Indians suffered after European settlement
- B. why the Penobscot Indians continue to make their own tools
- C. how the Penobscot Indians used Maine's resources
- D. how the Penobscot Indians preserve their cultural traditions

6. Read the following sentences: "Rivers are known to be **fundamental** for civilizations. They provide a resource of utmost importance: water! The Penobscot Indians built their lives around the river and all that it supported."

What does "**fundamental**" mean as used in this sentence?

- A. destructive
- B. essential
- C. unimportant
- D. ideal

7. Choose the answer that best completes the sentence below.

The Penobscot Indians hunted a variety of animals for their pelts, _____ bears, otters, and beavers.

- A. especially
- B. therefore
- C. ultimately
- D. such as

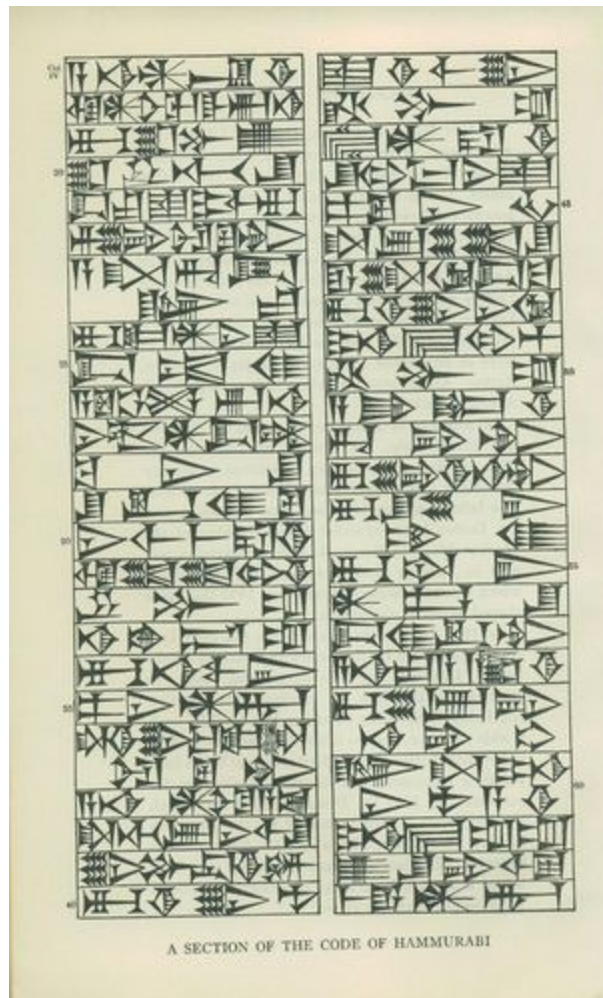
8. What two things did Penobscot Indians build from the bark of birch trees?

9. Explain why rivers are important to civilization.

10. Explain how the Penobscot Indians utilized the resources of their geographic surroundings.

The Code of Hammurabi

by ReadWorks



Section of the Code of Hammurabi

We may take for granted the existence of written laws. Many people grow up with the understanding that certain laws exist. If you fail to stop at a stop sign in your car, you will likely receive a fine. Refusal to pay your taxes can result in a prison sentence. In some states, killing another human being can even result in the death penalty.

The U.S. Constitution, the supreme law of the United States of America, was written to ensure that everyone knows the laws of living in this country. Instead of allowing a single ruler to impose his or her will, people are required to follow a set of written laws. Breaking them comes with certain punishments. Based on the code of laws, a judge determines the punishment for a particular crime. Committing murder is a much larger crime than running a red light. Thus, the punishment for murder is much greater than failing to stop at a red light.

Written laws existed long before the U.S. Constitution. Historians trace the creation of written laws to around 1772 B.C. At that time, what we now consider Iraq was known as Mesopotamia. And the ruler of Mesopotamia was a man named King Hammurabi. Hammurabi was a member of the Babylonian

people. He was also a talented military leader and a smart governor. It was he who is credited with creating the first written laws.

Hammurabi's Code often required the criminal to receive the same injury that he or she had inflicted on a victim in an effort to make the punishment fit the crime. Such laws may seem harsh today, but they were intended to prevent society from descending into chaos and disorder. They helped to advance the rule of law in Mesopotamia.

Hammurabi created 282 laws, which dealt with aspects of everyday life. Crimes came with specific penalties, and many of them were punishable by death. The laws were inscribed on a stone pillar, and became known as Hammurabi's Code. To ensure that everyone knew all 282 laws, they were also probably read aloud in public on a regular basis. That way, no one could be excused for committing a crime because of not knowing the law. Laws in the United States function in a similar way. The United States government usually allows people full access to its laws, so the fact that you don't know that running a red light is illegal in the U.S. does not excuse you from paying a fine for doing so.

One of many differences between Hammurabi's Code and the U.S. Constitution is that the laws in Hammurabi's Code often depended on social standing. Soldiers and noblemen had certain rights that ordinary citizens and poor people did not. Still, the existence of laws prevented a future single ruler from imposing his will on the populace.

Hammurabi's Code also dealt with similar issues that we confront in our own justice system today. The laws covered issues related to trade, marriage, taxes, theft, and murder, among other things. To create the code, the king collected laws from different regions of Mesopotamia and compiled them into a single rulebook. If a person was accused of a crime, that person would face a judge. This judge would determine whether the accused person was innocent or guilty of the crime. If the person was found guilty, then the judge would prescribe the appropriate punishment as written in Hammurabi's Code.

Here's an example of how Hammurabi's Code might have been used in Mesopotamia. Imagine a shepherd is accused of stealing a sheep that was taken from a nobleman's flock. The shepherd and the nobleman are both brought before a judge. The nobleman introduces a witness. The witness claims to have seen the shepherd in the nobleman's field the night before the nobleman realized one of his sheep was missing. Then, the witness says, "The shepherd picked a sheep up and ran off with it in the direction of his own property." The witness is certain it was the same man because she got a good look at the shepherd's face and he was wearing the same hat that he now has on during this "trial." Later, the nobleman points out that the sheep found at the shepherd's place was marked with the nobleman's brand.

In an attempt to defend himself, the shepherd claims he purchased the sheep from a man in town. The shepherd names the man in town, and that man is also brought before the judge. The man says that he has never seen the shepherd and also that he was not selling sheep in the market on the day that the shepherd says he bought the sheep. The man continues to say that he was visiting his daughters. The man's daughters and their husbands act as witnesses and confirm that he was not in the market on said day.

Since the shepherd's story of purchasing a sheep from the marketplace has been cast into doubt by witnesses, the judge determines that he is guilty of stealing the sheep. The judge consults Hammurabi's Code.

Law number eight states: "If any one steals cattle or sheep, or an ass, or a pig or a goat, if it belongs to a god or to the court, the thief shall pay thirtyfold therefor." This means that if a man steals a sheep that's owned by the ruling class in Mesopotamia, he would be required to pay 30 times the amount of the sheep's worth. The law continues: "If they belonged to a freed man of the king he shall pay tenfold; if the thief has nothing with which to pay he shall be put to death." Because the shepherd is found guilty of stealing the sheep from a nobleman and noblemen are considered to be members of the court, the shepherd is required to pay 30 times the cost of the sheep based on the law. According to Hammurabi's Code, if the shepherd does not have enough money to cover his payment, he will be put to death.

Fortunately for the shepherd, he has many other sheep in his flock. He sells 30 of his sheep and pays the nobleman. As a result, the shepherd now has only three sheep left in his flock.

Name: _____ Date: _____

1. What is Hammurabi's Code?

- A. a collection of 282 laws believed to be the first written laws
- B. a group of soldiers and noblemen who lived in ancient Mesopotamia
- C. the ancient idea that a punishment should fit the crime
- D. the punishment for stealing sheep from a nobleman in ancient Mesopotamia

2. What does this passage describe?

- A. the origin and meaning of the word "judge"
- B. what Mesopotamian society was like before written law
- C. the life and death of the Mesopotamian King Hammurabi
- D. the function and influence of the first written laws

3. Read these sentences from the text.

In an effort to make the punishment fit the crime, Hammurabi's Code often required the criminal to receive the same injury that he or she had inflicted on a victim. Such laws may seem harsh today, but they were intended to prevent society from descending into chaos and disorder.

Based on this evidence, what might King Hammurabi have wanted to promote in society?

- A. chaos and confusion
- B. justice and order
- C. anger and violence
- D. wealth and fortune

4. How might Hammurabi's Code have prevented a single ruler from imposing, or forcing, his or her will on people?

- A. by convincing the public that a ruler always wants what is best for the people
- B. by punishing a ruler for trying to change the Code
- C. by forcing a ruler to get people to agree on a new law before adding it to the Code
- D. by preventing the ruler from making up new laws that were not mentioned in the Code

5. What is the main idea of this text?

- A. In the time of Hammurabi's Code, it was illegal for a shepherd to steal a sheep from the flock of a nobleman.
- B. The U.S. Constitution is mostly based on the ideas and laws mentioned in Hammurabi's Code.
- C. Hammurabi's code and the U.S. Constitution differ in that the laws in Hammurabi's Code often depended on social standing.
- D. Hammurabi's Code was the first collection of written law and advanced the rule of law in Mesopotamia.

6. Why might the author have described the imaginary trial of the shepherd who stole the nobleman's sheep?

- A. to show that the shepherd did not commit the crime of which he was accused
- B. to show that a single ruler could impose his or her will on other people
- C. to show how Hammurabi's Code might apply to a specific situation
- D. to convince the reader that Hammurabi's Code was unfair in its punishments

7. Choose the answer that best completes the sentence.

All 282 laws of Hammurabi's Code were also probably read aloud in public on a regular basis _____ no one could be excused for committing a crime because of not knowing the law.

- A. although
- B. however
- C. above all
- D. so that

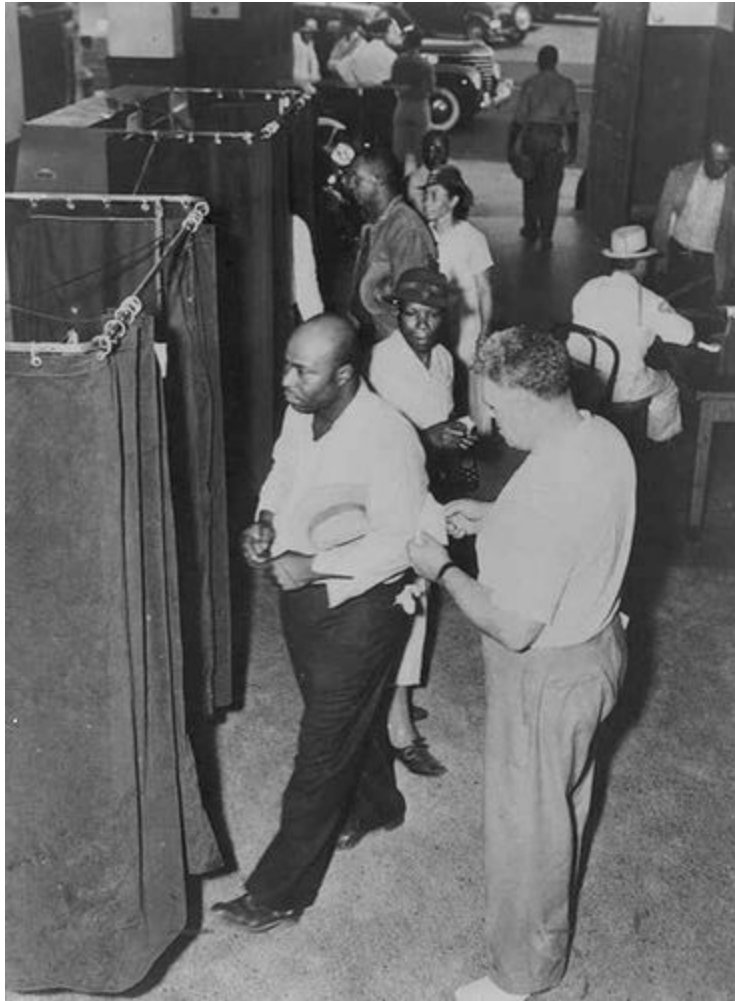
8. What does law number eight of Hammurabi's Code describe the punishment for?

9. In the example of the trial of the shepherd, how did the judge determine the shepherd's punishment for stealing the nobleman's sheep?

10. Why is it important for laws to be written down? Support your answer with at least two pieces of evidence from the text.

The History and Process of Voting

by Ben's Guide to the U.S. Government



voting booths in U.S., 1945

Any U.S. citizen who is at least 18 years old, and who meets certain requirements, can vote in federal elections. This has not always been the case. When the United States first won its independence, there were restrictions on who could vote. In some states, only white male landowners that were at least 21 years old could vote. Beginning in 1870, a series of Constitutional Amendments and other laws have extended voting privileges to more and more citizens.

- The Fifteenth Amendment (Amendment XV) was ratified (or officially adopted) on February 3, 1870. It gave African-American men the right to vote by declaring that the "right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude."
- The Nineteenth Amendment (Amendment XIX) was ratified on August 18, 1920. It guarantees the right to vote to all American women by declaring that "the right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex."

- The Voting Rights Act of 1965 (Public Law 89-110) became effective on August 6, 1965. It enforced the Fifteenth Amendment and outlawed discriminatory voting practices.
- The Twenty-sixth Amendment (Amendment XXVI) was ratified on July 1, 1971. It lowered the voting age from 21 to 18 and declared that "the right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age."

It took a long time and a lot of hard work to extend the right to vote to every adult citizen in the United States. That's why it is every eligible American citizen's civic responsibility to vote. In order to vote, you must first be registered. Requirements for registration and registration deadlines change depending on where you live in the U.S.

Registration forms can be obtained from local election officials in your county, from your state's election office, or through voting advocacy groups. You can also register to vote at motor vehicle or driver's licensing offices, Armed Forces recruitment offices, or state agencies that provide public assistance services. Many states offer registration opportunities at public libraries, public high schools and universities, and post offices.

The form from the United States Election Assistance Commission (EAC) allows you to register to vote from anywhere in the United States. The forms on the EAC site have specific information in several languages about voter registration for each state. Can you find the instructions for your state?

Name: _____ Date: _____

1. Who can vote in Federal elections?

- A. any U.S. citizen who is at least 18 years old and meets certain requirements
- B. any U.S. resident who is at least 18 years old and meets certain requirements
- C. any U.S. citizen who is at least 16 years old and meets certain requirements
- D. any U.S. resident who is at least 16 years old and meets certain requirements

2. The text discusses the extension of voting rights in the United States. What was the sequence of their extension?

- A. Voting rights were given to all American women, then to African-American men, and then to citizens of the United States who are 18 years of age or older.
- B. Voting rights were given to all American women, then to citizens of the United States who are 18 years of age or older, and then to African-American men.
- C. Voting rights were given to African-American men, then to all American women, and then to citizens of the United States who are 18 years of age or older.
- D. Voting rights were given to African-American men, then to citizens of the United States who are 18 years of age or older, and then to all American women.

3. Read these sentences from the text:

"When the United States first won its independence, there were restrictions on who could vote. In some states, only white male landowners that were at least 21 years old could vote. Beginning in 1870, a series of Constitutional Amendments and other laws have extended voting privileges to more and more citizens."

What evidence in the text supports the statement that "a series of Constitutional Amendments and other laws have extended voting privileges to more and more citizens"?

- A. Requirements for voter registration and registration deadlines change depending on where you live in the U.S.
- B. You can register to vote at motor vehicle or driver's licensing offices and Armed Forces recruitment offices.
- C. The National Mail Voter Registration Form from the United States Election Assistance Commission allows you to register to vote from anywhere in the United States.
- D. The Nineteenth Amendment, ratified in 1920, guaranteed the right to vote to all American women.

4. Read these sentences from the text: "The Voting Rights Act of 1965 (Public Law 89-110) became effective on August 6, 1965. It enforced the Fifteenth Amendment and outlawed discriminatory voting practices."

Based on this information, what can you infer about the Fifteenth Amendment before the Voting Rights Act?

- A. The Fifteenth Amendment was popular with a lot of U.S. citizens who were under the age of 21.
- B. The Fifteenth Amendment was unpopular with a lot of U.S. citizens who were under the age of 21.
- C. The Fifteenth Amendment was not being completely obeyed.
- D. The Fifteenth Amendment was being completely obeyed.

5. What is a main idea of this text?

- A. The Twenty-sixth Amendment, ratified in 1971, lowered the voting age from 21 to 18.
- B. The right to vote in the United States was slowly extended to more and more citizens.
- C. Many states offer voter registration opportunities at public libraries and post offices.
- D. When the United States was founded, only white male landowners that were at least 21 years old could vote in some states.

6. Read these sentences from the text:

"It took a long time and a lot of hard work to extend the right to vote to every adult citizen in the United States. That's why it is every eligible American citizen's civic responsibility to vote."

What does the author probably mean by writing that "it is every eligible American citizen's civic responsibility to vote"?

- A. It is the responsibility of every American citizen who can vote to vote.
- B. It is the responsibility of every American who works for the government to vote.
- C. It is the responsibility of all American voters to respect each other.
- D. It is the responsibility of all American voters to think carefully when they are voting.

7. Read these sentences from the text: "It took a long time and a lot of hard work to extend the right to vote to every adult citizen in the United States. That's why it is every eligible American citizen's civic responsibility to vote."

How could the second sentence be rewritten without changing its meaning?

- A. Currently, it is every eligible American citizen's civic responsibility to vote.
- B. Specifically, it is every eligible American citizen's civic responsibility to vote.
- C. Instead, it is every eligible American citizen's civic responsibility to vote.
- D. Therefore, it is every eligible American citizen's responsibility to vote.

8. Read this statement from the text: "It took a long time . . . to extend the right to vote to every adult citizen in the United States."

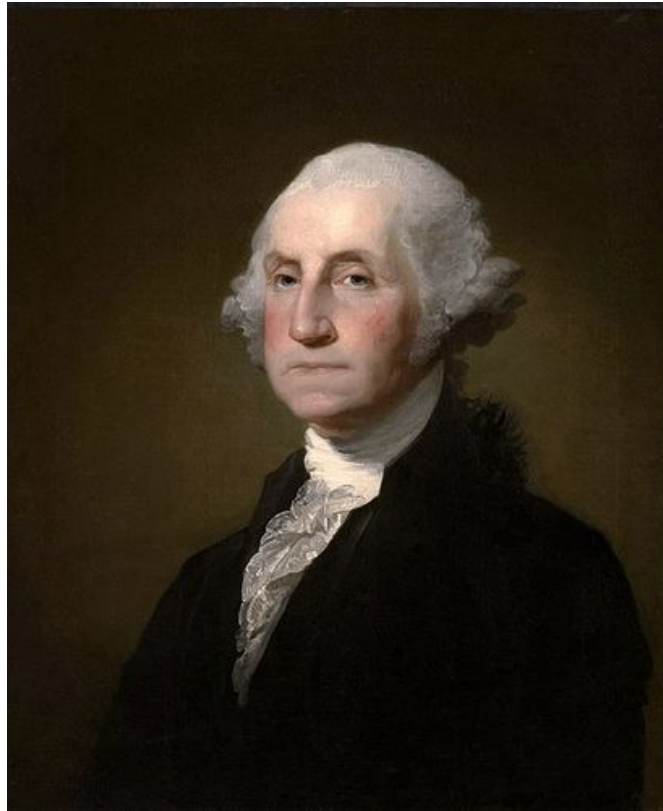
What evidence in the text supports this statement?

9. Why does the author believe "it is every eligible American citizen's civic responsibility to vote"?

10. Argue for or against the author's claim that "it is every eligible American citizen's civic responsibility to vote."

Support your argument with evidence from the text.

The Making of a President



Scientists and Artists Build Washington

Photography did not exist in George Washington's lifetime. So how do we know what he looked like? Recently, a team of experts led by scientist Jeffrey Schwartz used historical evidence, or clues, to build a statue of Washington at age 45. Here's how the team did it.

1. The team began by **scanning** a mold of Washington's face into a computer. A **sculptor** had made the mold of the 53-year-old Washington's face in 1785. Washington's dentures, or false teeth, showed the shape of his mouth.
2. Once the team had an idea of what Washington's face looked like at age 53, **sculptors** re-created the face to show what it would have looked like at age 45. The nose and ears continue to grow during adulthood, so those features were sculpted smaller.
3. Painters added color to the statue based on historical documents that depict Washington with pale skin and grayish blue eyes.
4. The statue was placed in an **exhibit** that shows Washington leading his troops during the long winter at Valley Forge, Pennsylvania, in 1777.

Name: _____ Date: _____

1. Which of the following tools was **not** necessary to complete the project?

- A. camera
- B. a 1785 mold of Washington's face
- C. computer
- D. historical documents

2. How are the paragraphs numbered 1-4 organized?

- A. in order of sequence
- B. in order of importance
- C. in alphabetical order
- D. in cause and effect order

3. Why did the author have to include the sentence, "photography did not exist in George Washington's lifetime?"

- A. to explain the technology problems of Washington's lifetime
- B. to show why historians do not know exactly what Washington looked like
- C. to convince the reader of the importance of photography
- D. to provide details about the historical time period 1777-1785

4. The definition of mold, as noted in the footnote, is a "mask made from the **imprint** of a person's face."

As used in the passage, **imprint** most nearly means

- A. imprint (*verb*): to fix into the mind of someone else
- B. imprint (*noun*): any marketing name used by a company
- C. imprint (*noun*): a figure impressed or printed on something
- D. imprint (*verb*): to produce a mark

5. What is the author's purpose in "The Making of a President?"

- A. to argue that artists should more constantly document important historical figures
- B. to explain how a team of sculptors, scientists, and historians recreated Washington's face
- C. to compare and contrast the art forms of photography and sculpture
- D. to explore the effects of limited technology in the 1700s

6. List the steps the team of experts used to build a statue of George Washington at age 45.

7. Explain why Washington's nose and ears were sculpted smaller on the sculpture of his face at age 45.

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

The team displayed patience and ingenuity in their project, and their hard work _____ paid off with an accurate statue of George Washington.

- A. however
- B. previously
- C. ultimately
- D. meanwhile

Name: _____ Date: _____

1. Which of the following did *not* exist *before* the historical experts started this project?

- A. Washington's set of false teeth.
- B. historical papers telling Washington's skin and eye colors.
- C. a computer image of Washington at age 45.
- D. a mold of Washington's face at age 53.

2. Parts of Washington's body that were made smaller than the mold showed were his

- A. eyes and ears.
- B. teeth and nose.
- C. nose and ears.
- D. eyes and teeth.

3. Which step is implied but missing in the "Making of a President" article?

- A. taking pictures of the finished sculpture
- B. painting the background part of the display
- C. creating a computer image of the younger Washington
- D. cleaning the false teeth

4. The younger image of Washington was needed for an exhibit that showed Washington

- A. as a teenager.
- B. the way he looked when he was president.
- C. at Valley Forge, when he was 45 years old.
- D. as a young child.

5. List the steps in order that will explain how the statue was made.

Wesley Harris: An Account of Escaping Slavery



Excerpt from *The Underground Railroad: A Record of Facts, Authentic Narratives, Letters, &c.* William Still

A friend by the name of C. Matterson, told me that he was going off. Then I told him of my master's writing to Mrs. Carroll concerning selling, etc., and that I was going off too. We then concluded to go together. There were two others-brothers of Matterson-who were told of our plan to escape, and readily joined with us in the undertaking. So one Saturday night, at twelve o'clock, we set out for the North. After traveling upwards of two days and over sixty miles, we found ourselves unexpectedly in Terrytown [in the state of Maryland]. There we were informed by a friendly colored man of the danger we were in and of the bad character of the place towards colored people, especially those who were escaping to freedom; and he advised us to hide as quickly as we could. We at once went to the woods and hid. Soon after we had secreted ourselves a man came near by and commenced splitting wood, or rails, which alarmed us. We then moved to another hiding-place in a thicket near a farmer's barn, where we were soon startled again by a dog approaching and barking at us. The attention of the owner of the dog was drawn to his barking and to where we were. The owner of the dog was a farmer. He asked us where we were going. We replied to Gettysburg-to visit some relatives, etc. He told us that we were running off. He then offered friendly advice, talked like a Quaker, and urged us to go with him to his barn for protection. After much persuasion, we consented to go with him.

Soon after putting us in his barn, himself and daughter prepared us a nice breakfast, which cheered our spirits, as we were hungry. For this kindness we paid him one dollar. He next told us to hide on the mow till eve, when he would safely direct us on our road to Gettysburg. All, very much fatigued from traveling, fell asleep, excepting myself; I could not sleep; I felt as if all was not right.

About noon men were heard talking around the barn. I woke my companions up and told them that that man had betrayed us. At first they did not believe me. In a moment afterwards the barn door was opened, and in came the men, eight in number. One of the men asked the owner of the barn if he had any long straw. "Yes," was the answer. So up on the mow came three of the men, when, to their great surprise, as they pretended, we were discovered. The question was then asked the owner of the barn by one of the men, if he harbored

runaway negroes in his barn? He answered, "No," and pretended to be entirely ignorant of their being in his barn. One of the men replied that four negroes were on the mow, and he knew of it. The men then asked us where we were, going. We told them to Gettysburg, that we had aunts and a mother there. Also we spoke of a Mr. Houghman, a gentleman we happened to have some knowledge of, having seen him in Virginia. We were next asked for our passes. We told them that we hadn't any, that we had not been required to carry them where we came from. They then said that we would have to go before a magistrate, and if he allowed us to go on, well and good. The men all being armed and furnished with ropes, we were ordered to be tied. I told them if they took me they would have to take me dead or crippled. At that instant one of my friends cried out-"Where is the man that betrayed us?" Spying him at the same moment, he shot him (badly wounding him). Thence the conflict fairly began.

The constable seized me by the collar, or rather behind my shoulder. I at once shot him with my pistol, but in consequence of his throwing up his arm, which hit mine as I fired, the effect of the load of my pistol was much turned aside; his face, however, was badly burned, besides his shoulder being wounded. I again fired on the pursuers, but do not know whether I hit anybody or not. I then drew a sword, I had brought with me, and was about cutting my way to the door, when I was shot by one of the men, receiving the entire contents of one load of a double barreled gun in my left arm, that being the arm with which I was defending myself. The load brought me to the ground, and I was unable to make further struggle for myself. I was then badly beaten with guns. . . In the meantime, my friend Craven, who was defending himself, was shot badly in the face, and most violently beaten until he was conquered and tied. The two young brothers of Craven stood still, without making the least resistance.

After we were fairly captured, we were taken to Terrytown, which was in sight of where we were betrayed. By this time I had lost so much blood from my wounds, that they concluded my situation was too dangerous to admit of being taken further; so I was made a prisoner at a tavern, kept by a man named Fisher. There my wounds were dressed, and thirty-two shot were taken from my arm. For three days I was crazy, and they thought I would die. During the first two weeks, while I was a prisoner at the tavern, I raised a great deal of blood, and was considered in a very dangerous condition-so much so that persons desiring to see me were not permitted. Afterwards I began to get better, and was then kept privately-was strictly watched day and night. Occasionally, however, the cook, a colored woman (Mrs. Smith), would manage to get to see me. Also James Matthews succeeded in getting to see me; consequently, as my wounds healed, and my senses came to me, I began to plan how to make another effort to escape. I asked one of the friends . . . to get me a rope. He got it. I kept it about me four days in my pocket; in the meantime I procured three nails.

On Friday night, October 14th, I fastened my nails in under the window sill; tied my rope to the nails, threw my shoes out of the window, put the rope in my mouth, then took hold of it with my well hand, clambered into the window, very weak, but I managed to let myself down to the ground. I was so weak, that I could scarcely walk, but I managed to hobble off to a place three quarters of a mile from the tavern, where a friend had fixed upon for me to go, if I succeeded in making my escape. There I was found by my friend, who kept me secure till Saturday eve, when a swift horse was furnished by James Rogers, and a colored man found to conduct me to Gettysburg. Instead of going direct to Gettysburg, we took a different road, in order to shun our pursuers, as the news of my escape had created general excitement. My three other companions, who were captured, were sent to Westminster jail, where they were kept three weeks, and afterwards sent to Baltimore and sold for twelve hundred dollars a piece, as I was informed while at the tavern in Terrytown.

Name: _____ Date: _____

1. What do Wesley Harris and C. Matterson decide to do?

- A. run away to Terrytown
- B. fight against each other
- C. escape from slavery
- D. rebel against their masters

2. The cause of the slaves' discovery by the farmer is the dog barking at them. What is an effect of the slaves' discovery?

- A. The farmer tells the slaves to hide in his barn.
- B. Wesley Harris is mistrustful of the farmer.
- C. The slaves are captured and arrested.
- D. The slaves run away to the woods and hide.

3. Harris was not sent directly to Westminster jail because he was seriously injured.

What evidence from the passage best supports this conclusion?

- A. "After we were fairly captured, we were taken to Terrytown, which was in sight of where we were betrayed."
- B. "I had lost so much blood from my wounds, that they concluded my situation was too dangerous to admit of being taken further."
- C. "I was made a prisoner at a tavern, kept by a man named Fisher. There my wounds were dressed, and thirty-two shot were taken from my arm."
- D. "Consequently, as my wounds healed, and my senses came to me, I began to plan how to make another effort to escape."

4. Why does the black man in Terrytown warn Harris and his companions about the danger of the town?

- A. He thinks they don't know how to hide.
- B. He wants to scare Harris and his companions.
- C. He wants Harris's company to take him with them.
- D. He doesn't want them to be caught.

5. What is this passage mostly about?

- A. how one man tries to escape from slavery
- B. the history of Terrytown, Maryland
- C. how four slaves successfully escaped slavery
- D. the Underground Railroad in Maryland

6. Read the following sentences: "He then offered friendly advice, talked like a Quaker, and urged us to go with him to his barn for protection. After much persuasion, we **consented** to go with him. Soon after putting us in his barn, himself and daughter prepared us a nice breakfast."

As used in this sentence, what does "**consented**" mean?

- A. argued
- B. declined
- C. agreed
- D. shouted

7. Choose the answer that best completes the sentence below.

Harris did not trust the farmer and felt that something was not right. _____, he could not fall asleep.

- A. On the other hand
- B. As a result
- C. Finally
- D. In particular

8. What happened to Harris's three companions who tried to escape with him?

9. Explain what the farmer did after telling Harris and his companions to sleep in his barn. What is a likely reason why he did this?

10. When Harris and his companions arrive in Terrytown, a black man warns them of the "bad character of the place towards colored people, especially those who were escaping to freedom." Explain what this means and how Harris's account demonstrates the town's bad character.

Name: _____ Date: _____

Duck and Cover Cartoon



Name: _____ Date: _____

Addressing Threats

Directions: How do government officials address national security threats today, and how is that similar to or different from the way they addressed nuclear destruction in the 1950s? Use the graphic organizer below to record your answers.

Today	The 1950s

Name: _____ Date: _____

“Duck and Cover” Questions

Directions: Watch the video recordings and then answer the questions below.

1. In what ways do the commercials address different audiences?

2. In what ways do these commercials mislead people and do you think that was intentional? Why or why not?

The Hippocratic Oath (Classic Version)

I swear by Apollo Physician and Asclepius and Hygieia and Panacea and all the gods and goddesses, making them my witnesses, that I will fulfill according to my ability and judgment this oath and this covenant:

To hold him who has taught me this art as equal to my parents and to live my life in partnership with him, and if he is in need of money to give him a share of mine, and to regard his offspring as equal to my brothers in male lineage and to teach them this art—if they desire to learn it—without fee and covenant; to give a share of precepts and oral instruction and all the other learning to my sons and to the sons of him who has instructed me and to pupils who have signed the covenant and have taken an oath according to the medical law, but no one else.

I will apply dietetic measures for the benefit of the sick according to my ability and judgment; I will keep them from harm and injustice.

I will neither give a deadly drug to anybody who asked for it, nor will I make a suggestion to this effect. Similarly I will not give to a woman an abortive remedy. In purity and holiness I will guard my life and my art.

I will not use the knife, not even on sufferers from stone, but will withdraw in favor of such men as are engaged in this work.

Whatever houses I may visit, I will come for the benefit of the sick, remaining free of all intentional injustice, of all mischief and in particular of sexual relations with both female and male persons, be they free or slaves.

What I may see or hear in the course of the treatment or even outside of the treatment in regard to the life of men, which on no account one must spread abroad, I will keep to myself, holding such things shameful to be spoken about.

If I fulfill this oath and do not violate it, may it be granted to me to enjoy life and art, being honored with fame among all men for all time to come; if I transgress it and swear falsely, may the opposite of all this be my lot.

—*Translation from the Greek by Ludwig Edelstein.*

(From "The Hippocratic Oath: Text, Translation, and Interpretation," by Ludwig Edelstein. Baltimore: Johns Hopkins Press, 1943.)

The Hippocratic Oath (Modern Version)

I swear to fulfill, to the best of my ability and judgment, this covenant:

I will respect the hard-won scientific gains of those physicians in whose steps I walk, and gladly share such knowledge as is mine with those who are to follow.

I will apply, for the benefit of the sick, all measures (that) are required, avoiding those twin traps of overtreatment and therapeutic nihilism.

I will remember that there is art to medicine as well as science, and that warmth, sympathy, and understanding may outweigh the surgeon's knife or the chemist's drug.

I will not be ashamed to say "I know not," nor will I fail to call in my colleagues when the skills of another are needed for a patient's recovery.

I will respect the privacy of my patients, for their problems are not disclosed to me that the world may know. Most especially must I tread with care in matters of life and death. If it is given me to save a life, all thanks. But it may also be within my power to take a life; this awesome responsibility must be faced with great humbleness and awareness of my own frailty. Above all, I must not play at God.

I will remember that I do not treat a fever chart, a cancerous growth, but a sick human being, whose illness may affect the person's family and economic stability. My responsibility includes these related problems, if I am to care adequately for the sick.

I will prevent disease whenever I can, for prevention is preferable to cure.

I will remember that I remain a member of society, with special obligations to all my fellow human beings, those sound of mind and body as well as the infirm.

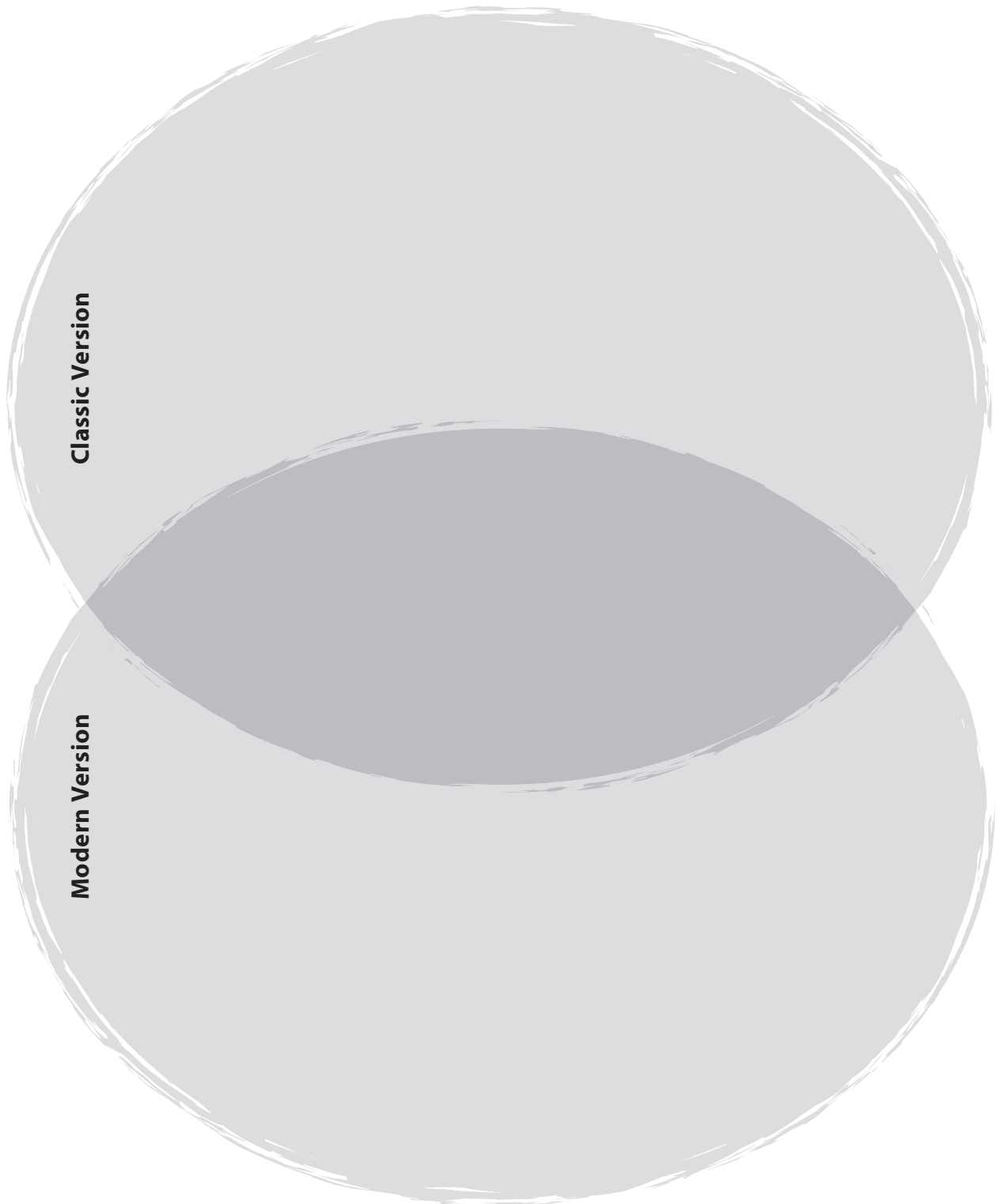
If I do not violate this oath, may I enjoy life and art, respected while I live and remembered with affection thereafter. May I always act so as to preserve the finest traditions of my calling and may I long experience the joy of healing those who seek my help.

Written by Louis Lasagna, Academic Dean of the School of Medicine at Tufts University, in 1964, and used today in many medical schools.

Name: _____ Date: _____

Comparing Modern and Old

Directions: How does the modern version of the Hippocratic Oath compare to the classic version? Use the Venn diagram below to show your answers.



Directions: Read the document and answer the questions below.

1. Cite evidence from the text that implies that a doctor would not prescribe harmful antidotes to a patient.

- 2.** Based on the things that make this document dated for today's world, should doctors still take this oath? Use the text to support your answers.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Child Letter to Mrs. Roosevelt

Mason, Wisconsin
January 9, 1934

Dear Mrs. F. Roosevelt,

I suppose you'll be kind of surprised to hear from a poor little girl. I am ten years old. On Christmas Eve I had wished for Santa Clause to come but my mama said the chimney was blocked and he couldn't come so I had a poor Christmas. I was expecting Santa to bring me some things.

I lost my daddy when I was two years old.

I have read in the papers how good you are to the poor and thought maybe you could help me some. I will appreciate it all my life.

To-day we have started school from our Christmas vacacion (sic) and all the children talk about how many presents Santa has brought them and I felt so bad cause I had nothing to say. I guess that is all. My address is R#2, Box 7 Mason, Wisconsin.

Yours truely (sic),

M.A.

Name: _____ Date: _____

Letter Questions

.....

Directions: Read the letter and then answer the questions.

1. From the text, we can conclude that Hazel is a proud woman. Find evidence to support this conclusion.

2. Use the letter to explain the dynamics in this family. Give evidence from the document.

3. How can we use this text to prove that people felt comfortable contacting Mrs. Roosevelt for help?

Name: _____ Date: _____

Life at that Time

Directions: Use this chart to show what these texts tell us about the people and events during the time in which they were created.

ABCs for Baby Patriots	McKinley's Speech	African Map

Peace and Friendship Medal

.....



Name: _____ Date: _____

Comparing Medals and Coins

Directions: How do the coins and the medal compare to one another? Use the Venn diagram to record your answers.



Name: _____ Date: _____

Peace and Friendship Medal Questions

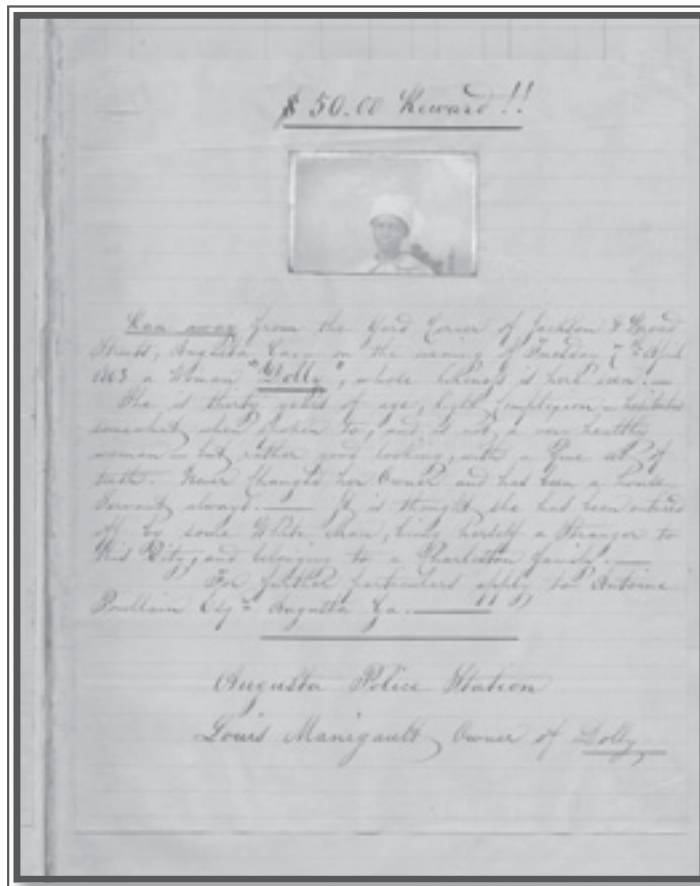
Directions: Analyze the medal and the coins. Then answer the questions below.

1. What is the creator's intended purpose in creating this medal?

2. The US government created the Peace and Friendship Medal. How would the medal change if it was created by the American Indians?

3. In what ways do these coins and medal act as symbols of something greater?

Dolly Runaway Slave Poster



\$50.00 Reward!!

Ran away from the Yard Corner of Jackson and Broad Streets, Augusta Ga. on the evening of Tuesday 7th April 1863 a Woman "Dolly", whose likeness is here seen. She is thirty years of age, light Complexion—hesitates somewhat when spoken to, and is not a very healthy woman—but rather good looking, with a fine set of teeth. Never Changed her Owner and has been a house Servant always. It is thought she has been enticed off by some White Man, being herself a Stranger to this City, and belonging to a Charleston family. For further particulars apply to Antoine

Poullain Esqr Augusta Ga.

Augusta Police Station

Louis Manigault, Owner of Dolly

Slave Auction Poster

TO BE SOLD & LET
BY PUBLIC AUCTION,
On MONDAY the 18th of MAY, 1829,
UNDER THE TREES.

FOR SALE,
THE THREE FOLLOWING
SLAVES,

VIZ.
HANNIBAL, about 30 Years old, an excellent House Servant, of Good Character.
WILLIAM, about 35 Years old, a Labourer.
NANCY, an excellent House Servant and Nurse.
The MEN belonging to "LEECH'S" Estate, and the WOMAN to Mrs. D. SMIT

TO BE LET,
On the usual conditions of the Hirer finding them in Food, Clo^t in^s, and Medical
THE FOLLOWING
MALE and FEMALE
SLAVES,

OF GOOD CHARACTERS,
ROBERT BAGLEY, about 20 Years old, a good House Servant.
WILLIAM BAGLEY, about 18 Years old, a Labourer.
JOHN ARMS, about 18 Years old.
JACK ANTONIA, about 40 Years old, a Labourer.
PHILIP, an Excellent Fisherman.
HARRY, about 27 Years old, a good House Servant.
LUCY, a Young Woman of good Character, used to House Work and the Nursery.
ELIZA, an Excellent Washerwoman.
CLARA, an Excellent Washerwoman.
FANNY, about 14 Years old, House Servant.
KARAH, about 14 Years old, House Servant.

Also for Sale, at Eleven o'Clock,
Fine Rice, Gram, Paddy, Books, Muslins,
Needles, Pins, Ribbons, &c. &c.

AT ONE O'CLOCK, THAT CELEBRATED ENGLISH HORSE
BLUCHER,

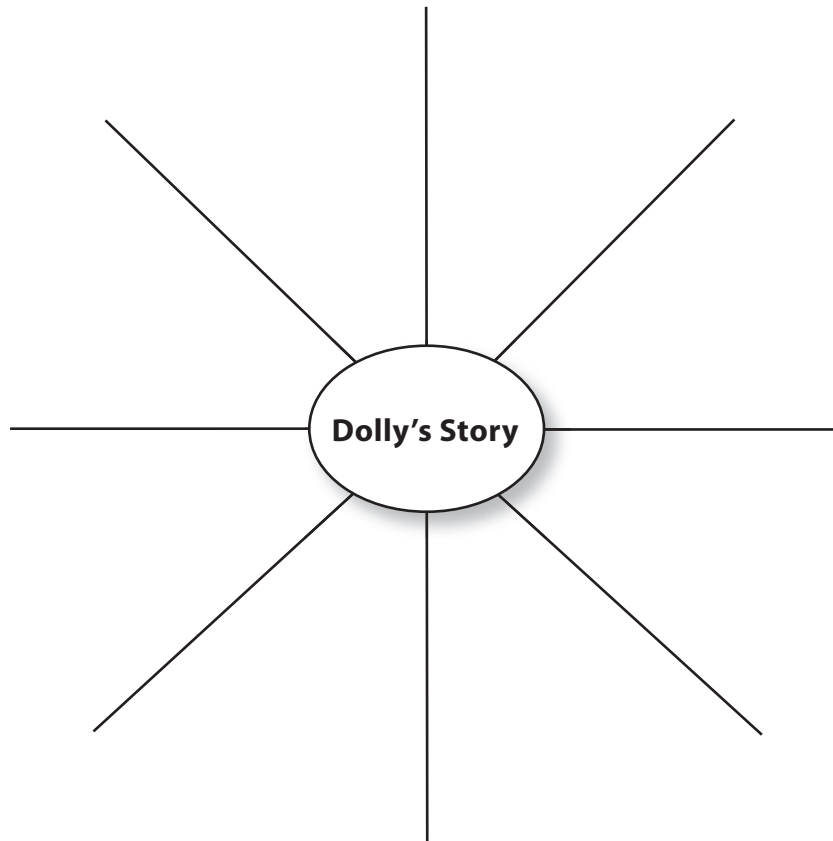
ADDISON PRINTER GOVERNMENT OFFICE.

Name: _____ Date: _____

Dolly's Story

.....

Directions: Use this web to explore how the documents tell Dolly's story.



Name: _____ Date: _____

Slavery Questions

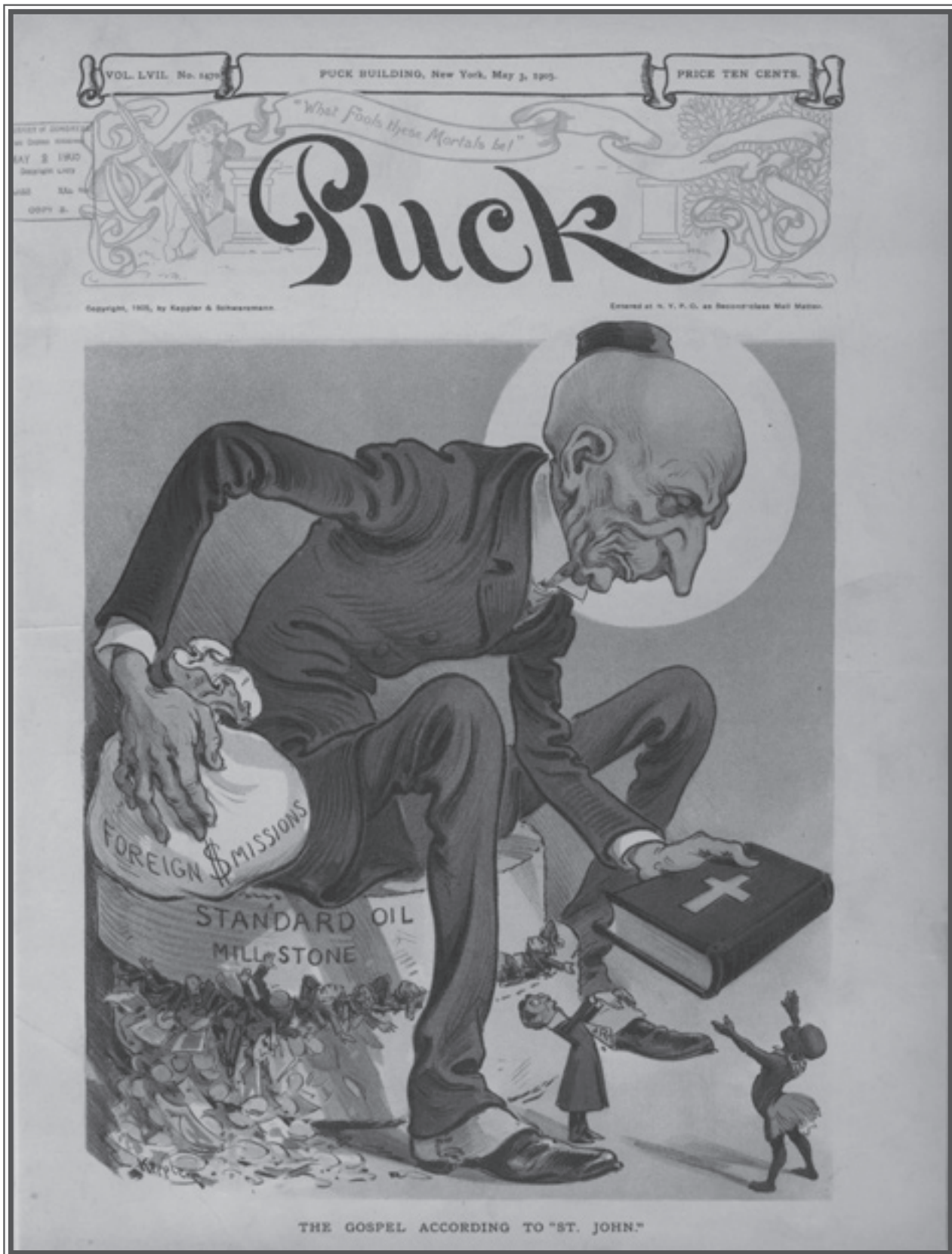
Directions: Read the three primary sources and answer the questions.

1. In what ways do these texts tell Dolly's story?

2. How can you use the poster and related texts to support the idea that laws have to be written before people's minds will change?

3. What leads you to believe that Dolly wanted freedom—whether she really acted on it or not? Cite text evidence from these primary sources to support your thinking.

The Gospel According to St. John Cartoon



John D. Rockefeller Cartoon



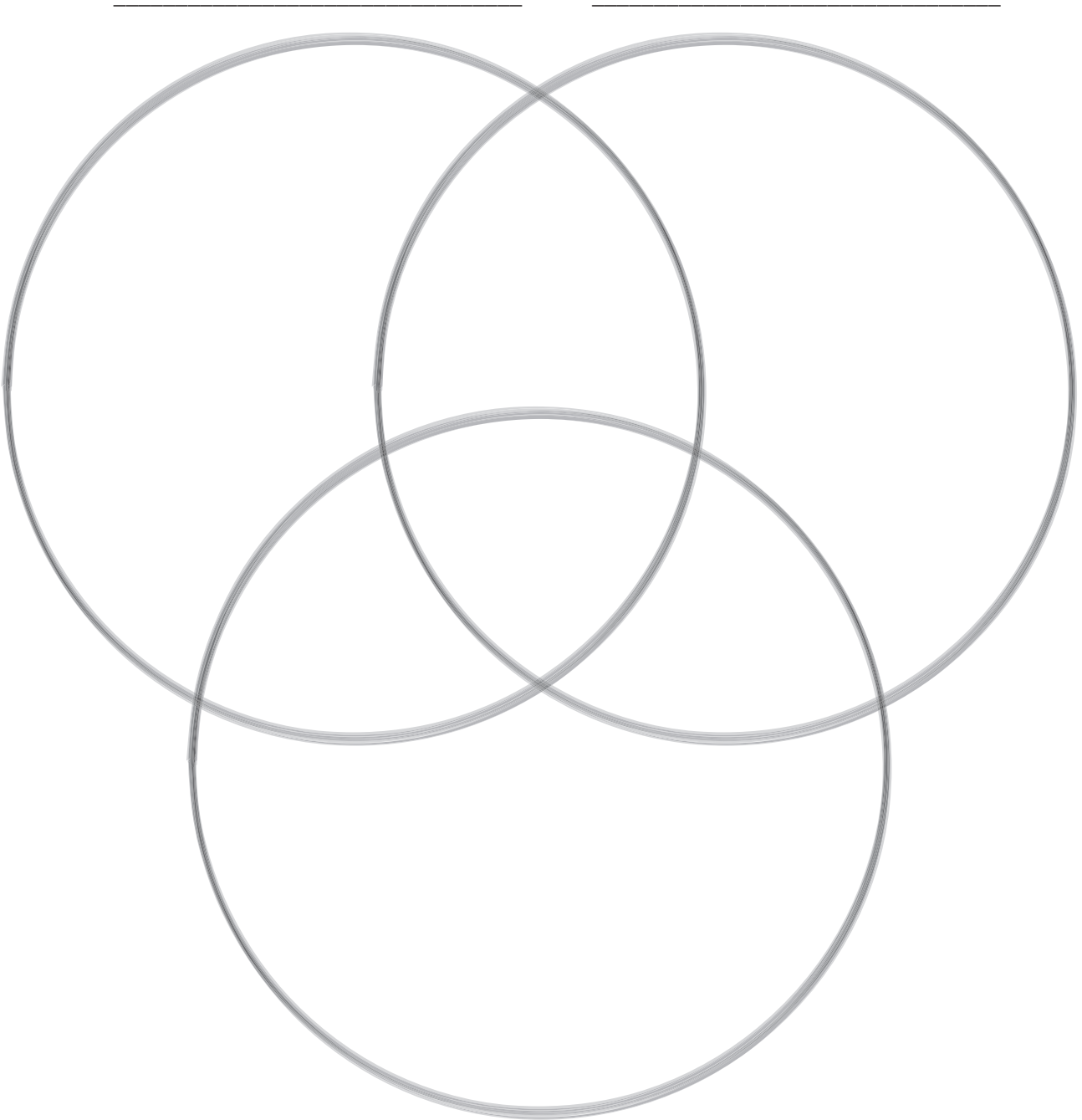
Standard Oil Cartoon



Name: _____ Date: _____

Comparing Cartoons

Directions: Use this graphic organizer to show how the documents compare to one another. How are they alike and how are they different?



Name: _____ Date: _____

Standard Oil Questions

Directions: Look at the cartoons and then answer the questions below.

1. How do the cartoons compare to one another? How are they alike and how are they different?

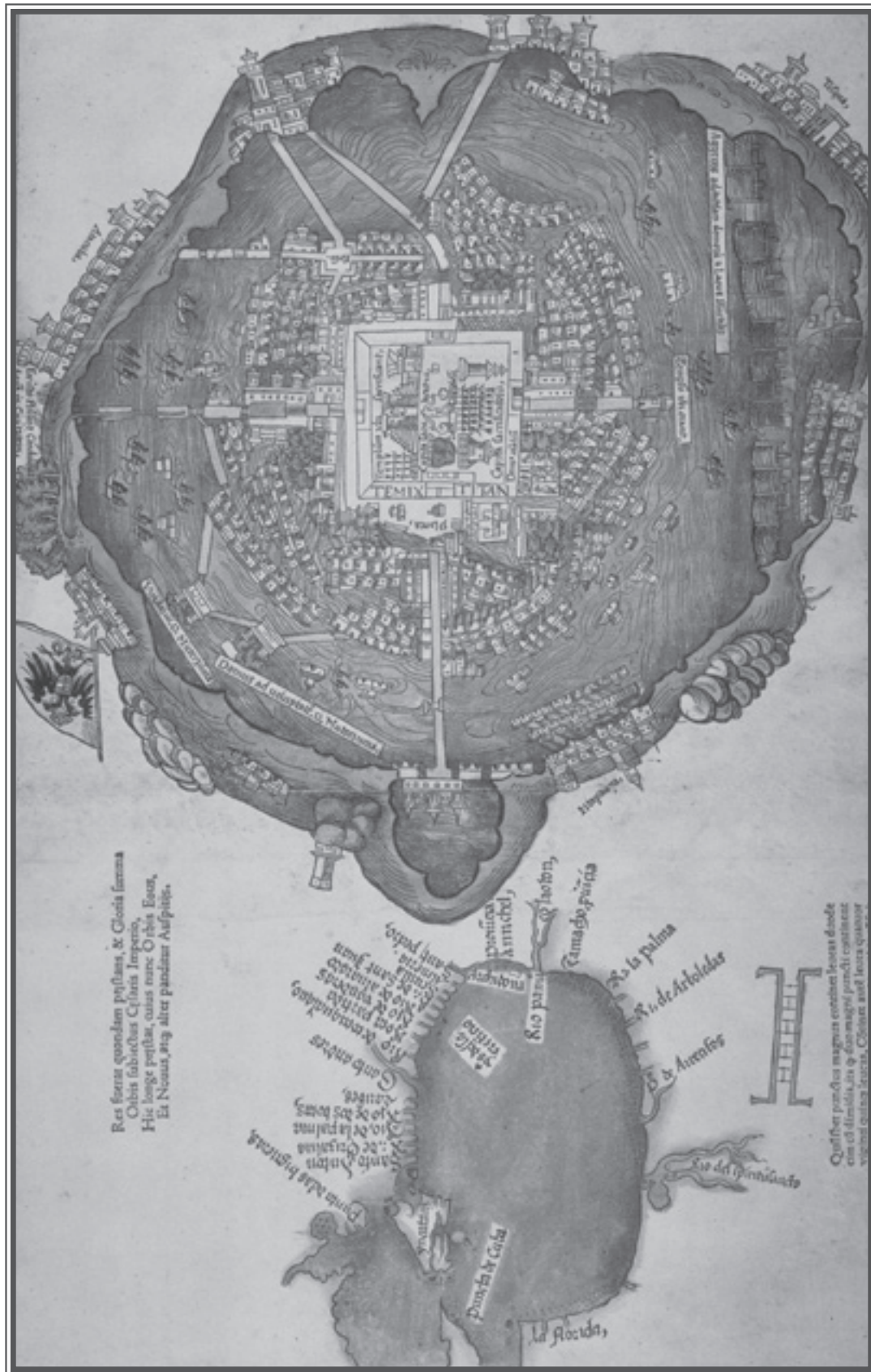
2. What do these texts tell us about the people and events during the time in which they were created?

3. In what ways do these texts show bias? Cite text evidence from these selected texts to support your thinking.

Hernán Cortés's Description of the City

"This great city of Tenochtitlán is built on the salt lake, and no matter by what road you travel there are two leagues from the main body of the city to the mainland. There are four artificial causeways leading to it, and each is as wide as two cavalry lances. The city itself is as big as Seville or Córdoba. The main streets are very wide and very straight; some of these are on the land, but the rest and all the smaller ones are half on land, half canals where they paddle their canoes. All the streets have openings in places so that the water may pass from one canal to another. Over all these openings, and some of them are very wide, there are bridges.... There are, in all districts of this great city, many temples or houses for their idols. They are all very beautiful buildings.... Amongst these temples there is one, the principal one, whose great size and magnificence no human tongue could describe, for it is so large that within the precincts, which are surrounded by very high wall, a town of some five hundred inhabitants could easily be built. All round inside this wall there are very elegant quarters with very large rooms and corridors where their priests live. There are as many as forty towers, all of which are so high that in the case of the largest there are fifty steps leading up to the main part of it and the most important of these towers is higher than that of the cathedral of Seville...."

Map of Tenochtitlán



Name: _____ Date: _____

Tenochtitlán Map Questions

Directions: Look closely at the map and then answer the questions below.

1. What makes this community of people different than most communities?

2. Based on its location, is this community more secure or less secure? Use the map to defend your answer.

3. Why was this map created and how could it be used?

Name: _____ Date: _____

Understanding Tenochtitlán

Directions: Use this graphic organizer to compare *Hernán Cortés’s Description of the City* and the *Map of Tenochtitlán*.

Hernán Cortés’s Description of the City	Map of Tenochtitlán

Performing Arts



Explore music, movement and drama to make connections in your life.

The activities here are may be printed or used in a variety of ways including personal exploration in the arts.

Non-Tech Activities in Performing Arts

Body percussion: Try creating a body percussion routine. Be consistent and do the exact same movements each time. Teach it to another person and perform together for your family. If possible, record your routine to share.

Soundtrack of my life: Create an imaginary album that shows who you are. You can make a list of song titles, and for each song describe the music—this could be done either by coming up with your own imaginary songs or by finding existing songs that describe aspects of your personality or life. Try designing an album cover to go with it!

How Does Background Music Affect Film: Turn the sound off when viewing a scene of a movie. If possible, choose a scene with very little talking. View the scene multiple times if possible.

1. How does changing the music of the film clip change the meaning of what you saw?

2. In your opinion, which aspects music need to change in order to create the strongest change in feeling? (Tempo, dynamics, range of melody, instrument choice, etc.)
3. If you were the composer for a (funny/scary/silly/romantic) movie, how would you convey the appropriate feeling?
 - Which instruments would you use?
 - Which dynamics?
 - Which Tempo?
 - Would the melodies be mostly high or low?
 - Would there be many parts at the same time, or just a few?

Hand-washing dance choreography: Choreograph a short dance routine incorporating the different methods recommended to wash our hands (scrubbing nails, between fingers, etc.). Record this by phone, if possible.

All students may provide a reflection of their experience. Lower elementary may draw a picture depicting their interpretation of the event. Upper elementary, middle and high school students may use the following prompts to write a reflective paragraph or essay.

1. How did the experience change or affect you?
2. What was your most enjoyable moment?
3. What did you learn about today?
4. How was this experience similar or dissimilar to what you expected?
5. If you could capture a photograph in your mind from this experience that meant something to you, what would that be?
6. What impact did this have on how you think and feel? What might you do differently as a result?
7. What did you encounter that you didn't expect?

Visual Art Activities

Students are encouraged to maintain contact with their home school and classroom teacher(s). If you have not already done so, please visit your child's school website to access individual teacher web pages for specific learning/assignment information. If you cannot reach your teacher and have elected to use these resources, please be mindful that some learning activities may require students to reply online, while others may require students to respond using paper and pencil. In the event online access is not available, please record responses on paper. Completed work should be dropped off at your child's school. Please contact your child's school for the dates and times to drop off your child's work.



If you need additional resources to support virtual learning, please visit: <https://www.slps.org/extendedresources>



St. Louis Public Schools

Continuous Learning Plans

Grade 6-8 Visual Art


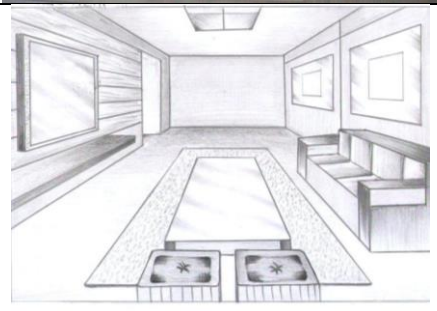

Sept. WEEK 1	Activities: “What do I do?” <i>What needs to be done in order to learn the material?</i>	Resources: “What do I need to do it?” <i>What print and electronic resources are available to support your learning? What materials are needed?</i>	Examples: “What does it look like?”
	<p>Draw a still life – Set up a display of 5 objects that are special to you. Make sure they are close together or touching. Draw the objects from two different points of view. Use pen for the first drawing and pen for second.</p>	<ul style="list-style-type: none"> • Blank paper – copy paper, construction paper, etc. • Pencil • Pen 	
	<p>Draw any image (flowers, landscape, abstract design, etc.) with colored pencils. Use only the primary colors (red, yellow, and blue), blending them together to create all the colors. (Red and yellow make orange. Red and blue make violet. Yellow and blue make green. All the colors together can make brown or black.)</p>	<ul style="list-style-type: none"> • Blank white paper – copy paper, construction paper, etc. • Red, Yellow, and Blue Colored Pencils (or crayons) • Video: Color theory and blending techniques https://www.youtube.com/watch?v=y1aZpm7rjuQ 	



St. Louis Public Schools

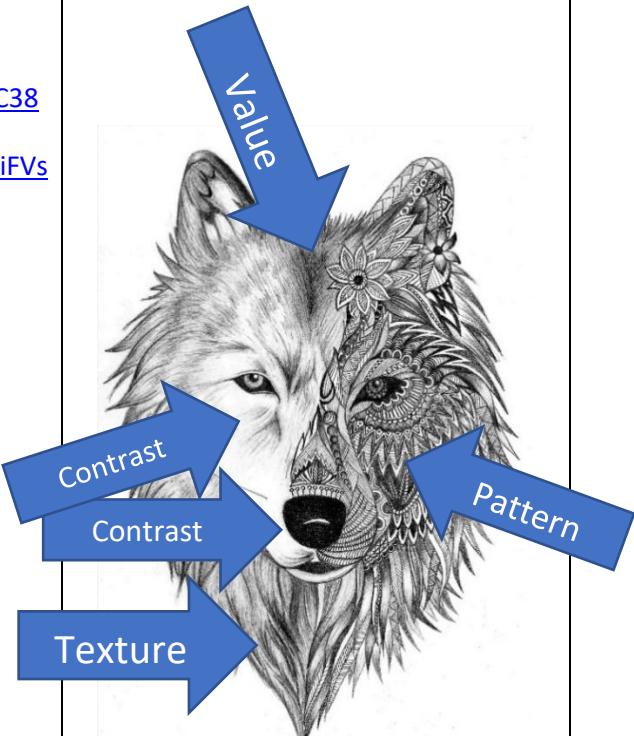
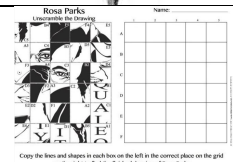
Continuous Learning Plans

Grade 6-8 Visual Art

Sept. WEEK 2	Activities: “What do I do?” <i>What needs to be done in order to learn the material?</i>	Resources: “What do I need to do it?” <i>What print and electronic resources are available to support your learning? What materials are needed?</i>	Examples: “What does it look like?”
	Draw a design using one-point linear perspective.	<ul style="list-style-type: none"> • Blank paper – copy paper, construction paper, etc. • Pencil • Ruler • Video: Drawing basic shapes using one-point perspective. https://www.youtube.com/watch?v=dtlwz5Hhbe0 • Worksheet attached 	
	Draw an interior room using one-point linear perspective.	<ul style="list-style-type: none"> • Blank paper – copy paper, construction paper, etc. • Pencil • Ruler • Video: Drawing interior room https://www.youtube.com/watch?v=KEVjAuzptfc • Worksheet attached 	
	Draw a cityscape using one-point linear perspective. (This can be a real city based on a photograph, or an city based on your imagination.)	<ul style="list-style-type: none"> • Blank paper – copy paper, construction paper, etc. • Pencil • Ruler • Video: Drawing a cityscape https://www.youtube.com/watch?v=ISw5UTdN0ac • Worksheet attached • For more advanced work see this video on drawing a cityscape with two-point perspective. https://www.youtube.com/watch?v=aKX0owFvxmQ 	



St. Louis Public Schools Continuous Learning Plans Grade 6-8 Visual Art

Sept. WEEKS 3-4	Activities: “What do I do?” <i>What needs to be done in order to learn the material?</i>	Resources: “What do I need to do it?” <i>What print and electronic resources are available to support your learning? What materials are needed?</i>	Examples: “What does it look like?”
	<ol style="list-style-type: none"> Create any two-dimensional artwork that shows at least 4 Elements of Art and 2 Principles of Art. <ol style="list-style-type: none"> Elements of Art (line, shape, space, value, form, texture, and color) Principles of Art (balance, contrast, emphasis, movement, pattern, rhythm, and unity/variety) Write a paragraph explaining how your artwork is an example of 4 Elements of Art and 2 Principles of Art. Site specific examples in your artwork. 	<ul style="list-style-type: none"> Art supplies of your choice See Elements of Art and Principles of Art attached. Video: Elements of Art https://www.youtube.com/watch?v=uVrh3frrC38 Video: Principles of Art (Design) https://www.youtube.com/watch?v=ZK86XQ1iFVs 	
	Complete grid drawing	<ul style="list-style-type: none"> See grid drawing worksheet attached 	

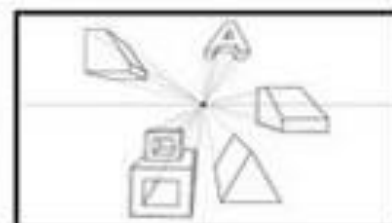
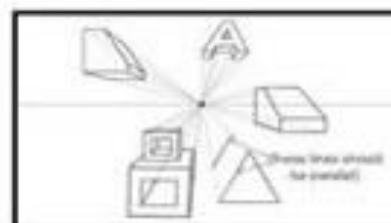
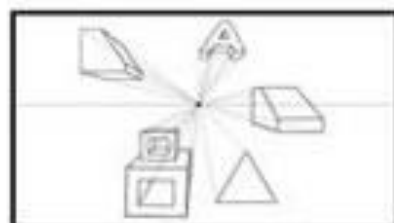
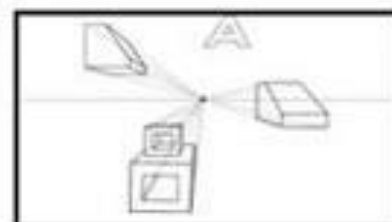
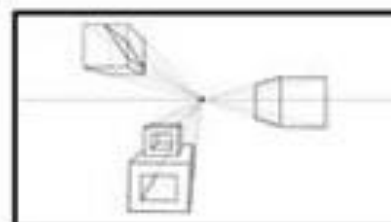
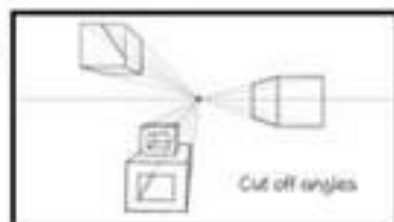
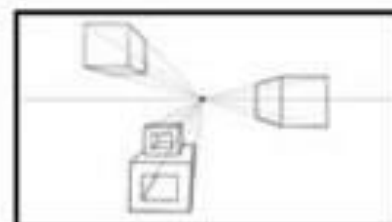
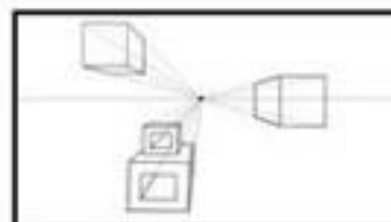
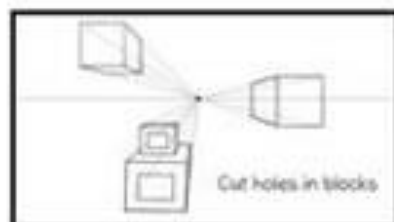
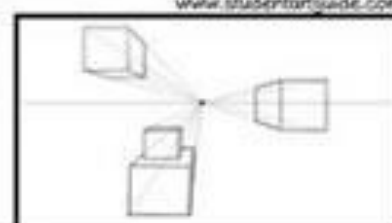
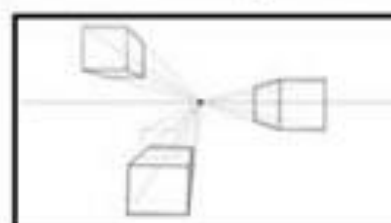
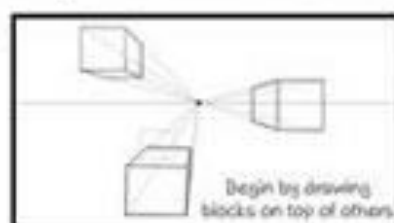
1 Point Perspective: Complex Forms

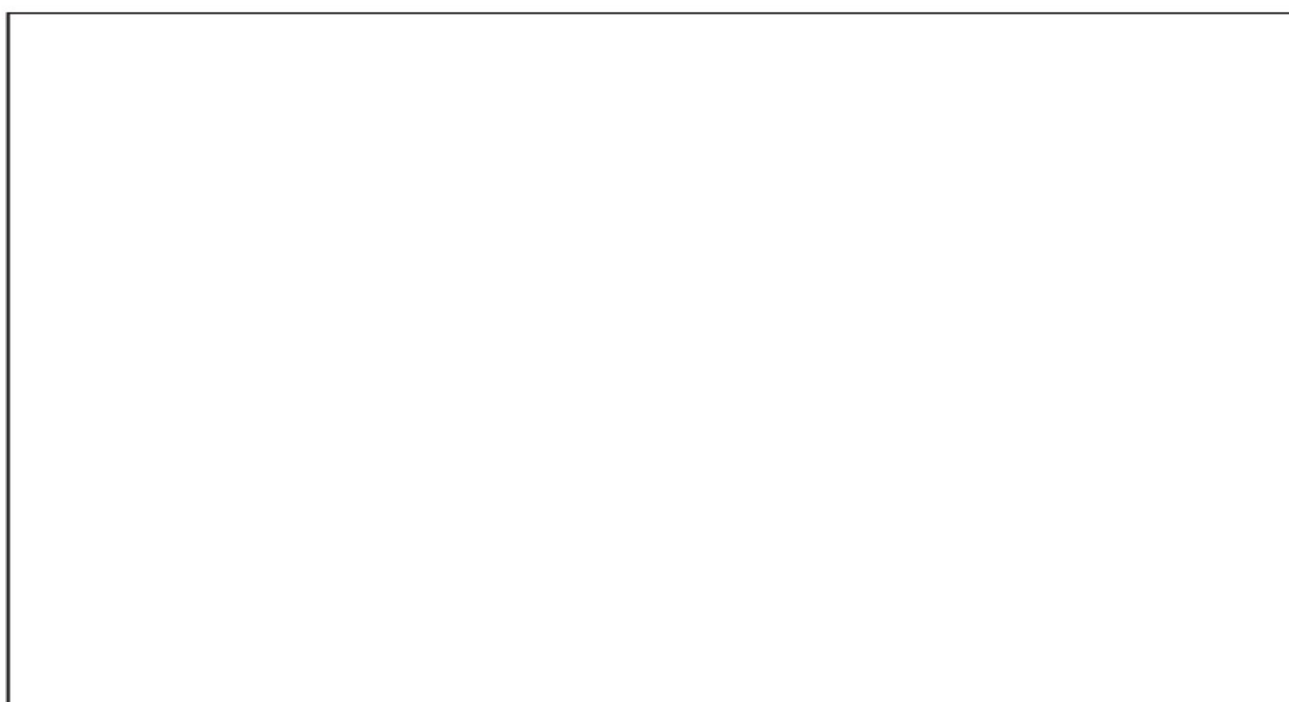
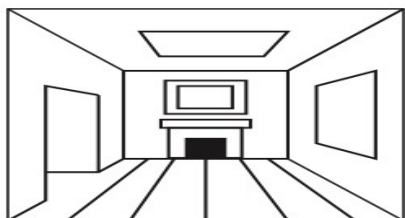
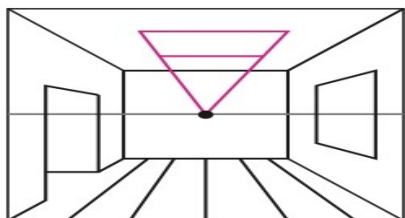
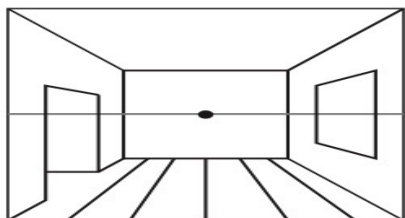
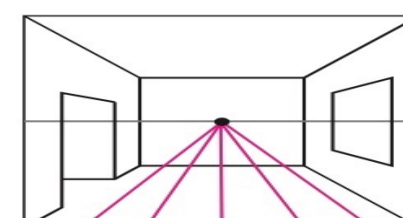
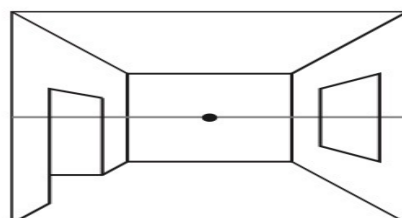
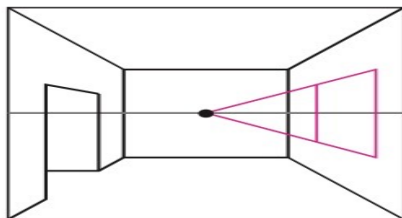
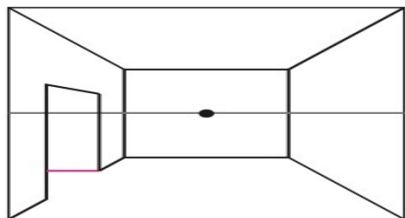
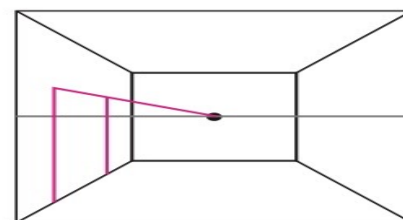
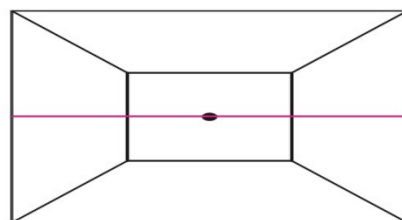
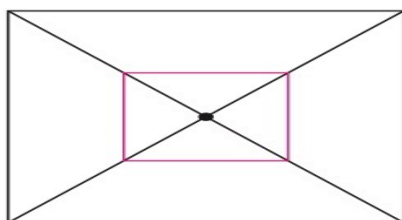
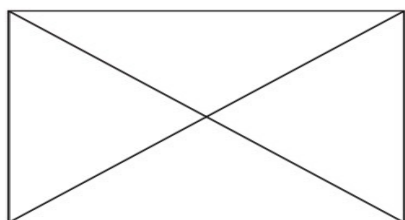
www.studentartguide.com

This worksheet helps you to move from drawing simple blocks to creating more complex forms, by stacking, cutting holes and adding unusual angles.

TASK:

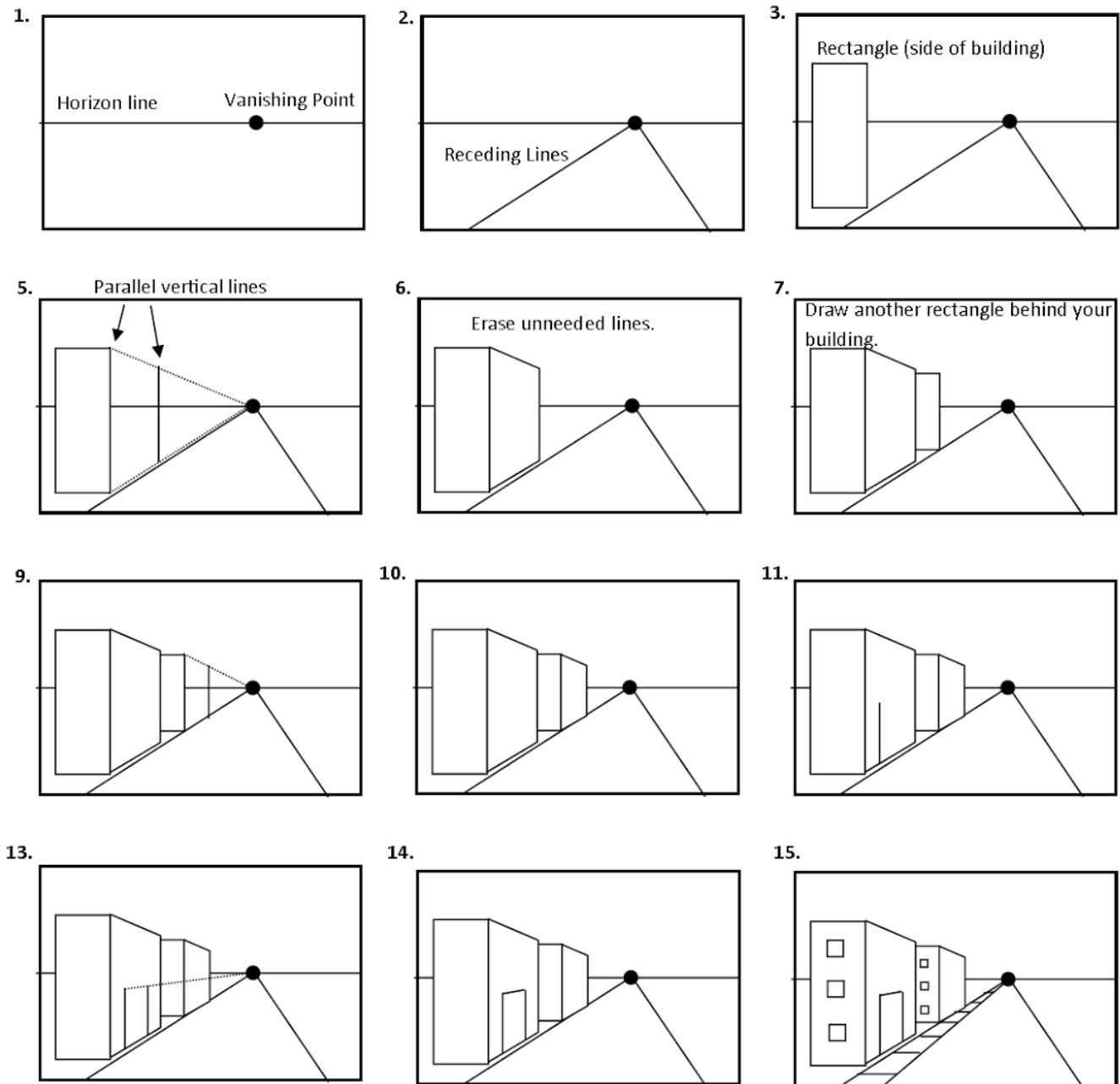
- Begin by drawing a series of blocks in one point perspective; above and below the vanishing point
- Draw other blocks sitting on top or beside these blocks
- Draw rectangular holes cutting through some of the blocks. Remember you may need to draw construction lines to find where the back edge of the hole will be
- Slice off different edges of the blocks on unusual angles
- In the gaps around the blocks, add in more complicated forms, such as letters and triangular shaped blocks (extension activity)





How to draw a city street in **one-point** perspective.

<http://artwithmsgram.blogspot.com/>



Elements of Art

Line



Different tools make different kinds of **lines**.

Shape



Shapes come in many types and sizes.

Color



Every **color** can be bright, dull, dark, or light.

Value



Value refers to dark and light in painting or drawing.

Form



Form is three-dimensional, and takes up space.

Texture



Texture is how a surface of something feels or looks.

Space



We use illusions to make **space** in art.

Principles of Art

Balance



Balance is the comfortable arrangement of things in art.

Contrast



Contrast is the difference between elements in an artwork.

Emphasis



Emphasis is the creation of a focal area in a work of art.

Movement



Movement is how we get around in a work of art.

Pattern



Pattern decorates surfaces with planned, repeated units.

Rhythm



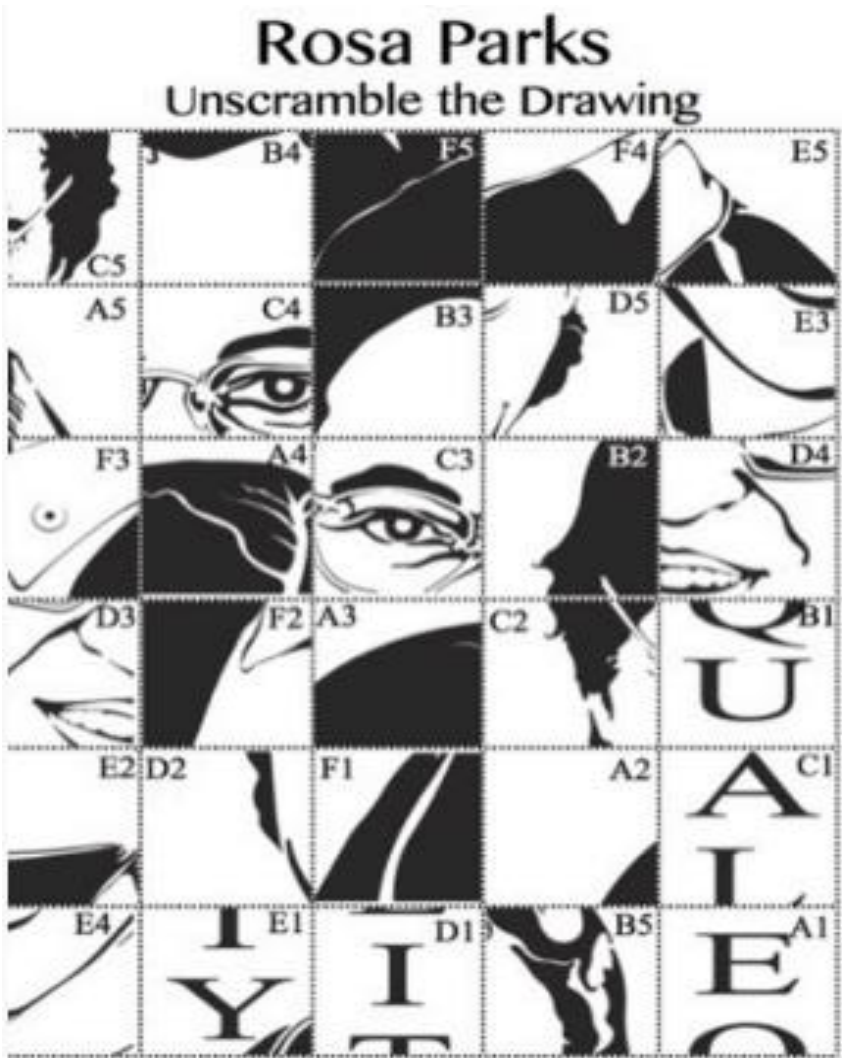
Rhythm is the repetition of shapes, lines, and forms.

Unity



Unity means that all is in **harmony**. **Variety** adds interest.

Visual Art - Secondary (Grades 6-12)



Name: _____

	1	2	3	4	5
A					
B					
C					
D					
E					
F					

Copy the lines and shapes in each box on the left in the correct place on the grid on the right to find the finished drawing of Rosa Parks.