

# SLPS



Continuous Learning Kit  
Grades 9-12



# September 2020



# St. Louis Public Schools

## Remote Learning Plans

### High School English

<b>WEEK 1</b>	<b>Lesson Objective</b> <i>What will you know and be able to do at the conclusion of this lesson?</i>	<b>Missouri Learning Standard</b> <i>What content standard will this learning align to?</i>	<b>Instructional Activities</b> <i>What needs to be done in order to learn the material?</i>	<b>Resources</b> <i>What print and electronic resources are available to support your learning?</i>	<b>Assessment / Assignment</b> <i>How will you show your teacher that you learned the material?</i>
<b>Monday</b>	I can summarize a text.	RL.1.D Determine the theme(s) of a text and cite evidence of development; summarize the text.	Independent Reading 20 minutes minimum	Novel of Choice News Articles Online Text Options	Reader Response Journal (See attached list of Reader Response prompts.)
	I can conduct research to answer a question (including a self-generated question) or solve a problem.	W.1.A Gather relevant information from multiple authoritative print and digital sources; assess the strengths and limitations of each source in terms of the task, purpose, and audience.	Select an Article Read the Article Respond to the Article (use the daily writing expectations to guide your work)	Self-Selected Articles and/or Articles Linked in this Document	See daily writing assignment described in the ELA section of your Continuous Learning Packet.
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# St. Louis Public Schools

## Remote Learning Plans

### High School English

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## St. Louis Public Schools Remote Learning Plans High School English

## 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?



## **St. Louis Public Schools Remote Learning Plans High School English**

## **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]



**SLPS Continuous  
September 2020**

# Welcome!

You can print this packet directly from the site or pick up a packet from one of the lunch sites.

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>*

If you have any questions or concerns please contact your child's teacher or myself ([zehra.khan@slps.org](mailto:zehra.khan@slps.org) or 314-532-3574)

Thank you and enjoy a great learning day!

Zehra Khan

Secondary Math Curriculum Specialist

**Learning Standards/Objectives:**

- 1) I can create equations and inequalities in one variable and use them to model and/or solve problems.
- 2) I can create and graph linear, quadratic and exponential equations in two variables.
- 3) I can solve literal equations and formulas for a specified variable that highlights a quantity of interest.
- 4) I can understand that a function from one set (domain) to another set (range) assigns to each element of the domain exactly one element of the range.
- 5) I can use function notation to evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- 6) I can relate the domain and range of a function to its graph and, where applicable, to the quantitative relationship it describes.
- 7) I can represent constraints by equations or inequalities and by systems of equations or inequalities, and interpret the data points as a solution or non-solution in a modeling context.
- 8) I can solve a system of linear equations algebraically and/or graphically
- 9) I can solve problems involving a system of linear inequalities.

<b>Algebra 150 Learning Plan</b>		
<b>Date</b>	<b>Topic</b>	<b>Practice</b>
<b>May 11, 2020</b>	Review Solving Equations and Inequalities	Students should review reteach for understanding and solve the given problems <ul style="list-style-type: none"> <li>• <a href="#">Review 1</a></li> </ul>
<b>May 12, 2020</b>	Review Solving Equations and Inequalities	Students should watch the video(s) and complete practice questions <ul style="list-style-type: none"> <li>• <a href="https://youtu.be/0671cRNjeKI">https://youtu.be/0671cRNjeKI</a></li> <li>• <a href="#">Practice</a></li> </ul>
<b>May 13, 2020</b>	Review Linear Equations	Students should watch the video(s) and complete practice questions <ul style="list-style-type: none"> <li>• <a href="https://youtu.be/WkspBxrzuZo">https://youtu.be/WkspBxrzuZo</a></li> <li>• <a href="https://youtu.be/T-aCweuimis">https://youtu.be/T-aCweuimis</a></li> <li>• <a href="#">Practice</a></li> </ul>
<b>May 14, 2020</b>	Review Linear Functions	Students should watch the video(s) and complete practice questions <ul style="list-style-type: none"> <li>• <a href="https://youtu.be/ld6UovYjd-M">https://youtu.be/ld6UovYjd-M</a></li> <li>• <a href="https://youtu.be/WkspBxrzuZo">https://youtu.be/WkspBxrzuZo</a></li> <li>• <a href="#">Practice</a></li> </ul>
<b>May 15, 2020</b>	Review Systems of Linear Equations and Inequalities	Students should watch the video(s) and complete practice questions <ul style="list-style-type: none"> <li>• <a href="https://youtu.be/5a6zpf150go">https://youtu.be/5a6zpf150go</a></li> <li>• <a href="https://youtu.be/NPXTkj75-AM">https://youtu.be/NPXTkj75-AM</a></li> <li>• <a href="https://youtu.be/GWZKz4F9hWM">https://youtu.be/GWZKz4F9hWM</a></li> <li>• <a href="#">Practice</a></li> </ul>

<b>Algebra 150 Learning Plan</b>		
<b>Date</b>	<b>Topic</b>	<b>Practice</b>
<b>Week of May 18</b>	Final Assessment	Students will complete the final assessment <ul style="list-style-type: none"> <li>• <a href="#">Assessment</a></li> </ul>



## Solving Linear Equations

An equation is a mathematical sentence with an equal sign. If a sentence is true for a value of the variable in the equation, that value is called a *solution* of the equation. For  $x + 2 = 8$ , the solution is 6, because when 6 is substituted in the equation for  $x$ , the equation is true:  $6 + 2 = 8$ .

1. Draw a line to match each lettered step for solving the equation  $x + 3(2x - 1) = 11$  with a justification.

$$x + 3(2x - 1) = 11$$

- |                                  |                               |
|----------------------------------|-------------------------------|
| a. $x + 6x - 3 = 11$             | Division Property of Equality |
| b. $7x - 3 = 11$                 | Combine like terms.           |
| c. $7x - 3 + 3 = 11 + 3$         | Distributive Property         |
| d. $\frac{7x}{7} = \frac{14}{7}$ | Addition Property of Equality |

$$x = 2$$

2. Describe and correct the error Cameron made when solving the equation  $6x - 2(x - 5) = -2$ . Place an X next to the incorrect step and describe his error.

$$6x - 2(x - 5) = -2$$

\_\_\_\_\_

$$6x - 2x - 10 = -2$$

\_\_\_\_\_

$$4x - 10 = -2$$

\_\_\_\_\_

$$4x - 10 + 10 = -2 + 10$$

\_\_\_\_\_

$$\frac{4x}{4} = \frac{8}{4}$$

\_\_\_\_\_

$$x = 2$$

\_\_\_\_\_

3. In the table below, show the solution of  $7x - 10 + 4x = 34$  by completing the missing expressions and equations in the steps.

Step	Reason
$7x - 10 + 4x = 34$	Given equation
$\underline{\hspace{2cm}} = 34$	Combine like terms.
$\underline{\hspace{2cm}} = 34 + 10$	Addition Property of Equality
$\underline{\hspace{2cm}}$	Simplify.
$\underline{\hspace{2cm}}$	Division Property of Equality
$\underline{x = \hspace{1cm}}$	Simplify.



# 1-3 Reteach to Build Understanding

## Solving Equations with a Variable on Both Sides

Each of these equations has a different type of solution.

$$6x - 12 = 3x - 12$$

$$6x + 3x = 12 - 12$$

$$x = 0$$

One solution,  $x = 0$ .

Only one value of  $x$

makes the equation true.

$$6x - 12 = 6x - 12$$

$$6x - 6x = 12 - 12$$

$$0 = 0$$

Infinitely many solutions.

Any value of  $x$  makes the

equation true.

$$6x - 18 = 6x - 12$$

$$6x - 6x = 18 - 12$$

$$0 \neq 6$$

No solution.

No value of  $x$  will make

the equation true.

1. Simplify each equation so there is one expression on each side of the equation.

a.  $2m = 8 - 6m$        $8m = 8$

b.  $3x = 9 + 9x$  \_\_\_\_\_

c.  $4 \cdot 3t = 12 - 2t$  \_\_\_\_\_

d.  $4y = 3(3y - 4)$  \_\_\_\_\_

For each equation in Exercises 2–4, fill in the blank to form an identity.

2.  $-5x + 9 = 9$  \_\_\_\_\_

3. \_\_\_\_\_  $+ 14n = 14n + 16$

4. \_\_\_\_\_  $- 18 = -5 - k - 13$

For Exercises 5–7, fill in the blank to form an equation that has no solution.

5. \_\_\_\_\_  $+ 12 - 3d = 5d + 6$

6. \_\_\_\_\_  $(m - 2) = -2(-2m + 6)$

7. \_\_\_\_\_  $+ 2y - 8 = 3(y - 11)$

8. Replace the answer you chose for Exercise 7 so that  $y = 5$ .

9. Describe and correct the error Isabel made when solving  $26(3 - b) = -13(b - 1)$ . Place an X next to the incorrect statement and describe what was actually done.

a. Use the Distributive Property to get  $78 - 26b = -13b + 13$ .

b. Subtract  $13b$  from each side to get  $78 - 13b = 13$ .

c. Subtract 78 from each side to get  $-13b = -65$ .

d. Divide each side by  $-13$  to get  $b = 5$ .



# 1-4 Reteach to Build Understanding

## Literal Equations and Formulas

1. For each literal equation, fill in the blanks to describe the steps you need to solve for the given variable.

a. Solve  $A = bh$  for  $b$ .

$$\frac{A}{h} = \frac{bh}{h}$$

$$b = \frac{A}{h}$$

To solve for  $b$ , divide each side of the equation by \_\_\_\_\_.

b. Solve  $P = 2l + 2w$  for  $l$ .

$$P - 2w = 2l + 2w - 2w$$

$$\frac{P - 2w}{2} = \frac{2l}{2}$$

$$\frac{P - 2w}{2} = l$$

To solve for  $l$ , first subtract \_\_\_\_\_ from each side of the equation and then divide each side by \_\_\_\_\_.

2. Place an X next to the error made when solving the literal equation  $ky + 3x = 8$  for  $y$ . What is the correct solution?

$$ky + 3x = 8$$

$$ky + 3x - 3x = 8 - 3x$$

$$\frac{ky}{k} = \frac{8-3x}{k}$$

$$y = \frac{8}{k} - 3x$$

3. For each equation, complete the missing steps to solve for  $x$ .

a.  $\frac{xy}{6} = w$

\_\_\_\_\_

$$xy = 6w$$

\_\_\_\_\_

$$x = \underline{\hspace{2cm}}$$

b.  $y = \frac{1}{3}(x + w)$

\_\_\_\_\_

$$3y = x + w$$

\_\_\_\_\_

$$x =$$

\_\_\_\_\_



# 1-5 Reteach to Build Understanding

## Solving Inequalities in One Variable

Many of the same rules apply for solving an inequality as for solving an equality. The main difference is that when you multiply or divide each side of the inequality by a negative number the inequality sign is reversed.

1. Match each step on the left with its description on the right.

$$4t + 9 > 4$$

Simplify.

$$4t + 9 - 9 > 4 - 9$$

Divide each side by 4.

$$4t > -5$$

Combine like terms and simplify.

$$\frac{4t}{4} > \frac{-5}{4}$$

Subtract 9 from each side.

$$t > \frac{-5}{4}$$

Original inequality

2. Benito has \$120 to go shopping. He spends \$30 on a pair of jeans. Benito also wants to buy some rings that cost \$18 each. He writes and solves an inequality to determine how many rings  $r$  he can buy. Describe and correct the error he made when solving the inequality.

$$18r + 30 \leq 120$$

$$18r + 30 - 30 \geq 120 - 30$$

$$\frac{18r}{8} \geq \frac{90}{18}$$

$$r \geq 5$$

Benito can purchase 5  
or more rings.

3. Complete the steps to solve each inequality. Then complete the sentences to describe the solutions.

a.  $3(p - 2) - 7p < 6$

$$3p - 6 - 7p < 6$$

$$-4p \text{ _____ } < 6$$

$$-4p - 6 + 6 < 6 \text{ _____}$$

$$-4p < \text{_____}$$

$$\text{_____} \text{ _____}$$

$$p \text{ _____ } -3$$

The solution to this  
inequality is \_\_\_\_\_

b.  $2(3b + 7) - 6b > 12$

$$\text{_____} + 10 - 6b > 12$$

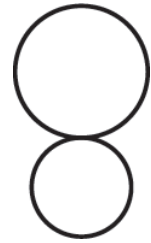
$$\text{_____} > 12$$

There are \_\_\_\_\_  
solutions to this inequality.



# 1 Performance Assessment Form A

Kelsey has designed a pendant, shown here, that hangs from a chain. She makes pendants by bending silver wire into circles. She plans to sell the pendants at a craft fair, and her goal is to make a minimum profit of \$50 at the fair.



1. Kelsey's pendant design connects one circle made from a wire 6 cm long to a second circle made from a wire 8 cm long.

## Part A

The height of the pendant is determined by using the formula for the circumference of a circle,  $C = \pi d$ . Find the total height of the pendant design from top to bottom in terms of  $\pi$ . Then find the height rounded to the nearest tenth of a centimeter. Use 3.14 for  $\pi$ . Justify your answer.

## Part B

Is the exact height of the pendant an irrational or a rational number? Justify your answer.

## Part C

The cost of making a large circle is an amount in dollars and cents. The cost of making the smaller circle is  $\frac{3}{4}$  the cost of making the larger circle. Is the cost of making the smaller circle a rational or an irrational number? Justify your answer.

2. Kelsey has to pay \$200 to rent a booth at the craft fair. The materials for each pendant cost \$7.80, and she plans to sell each pendant for \$13.50. To make a profit, she must make more money than she spends. Kelsey has already made 10 pendants.

**Part A**

Given that Kelsey has already made 10 pendants, how many additional pendants must she make and sell in order to make a profit? Write and solve an inequality to answer that question. Show the steps of your solution.

**Part B**

Given that Kelsey has already made 10 pendants, how many additional pendants must she make and sell to make a profit of \$50? Justify your answer.

**Part C**

It takes Kelsey 5 hours to make 12 pendants. If she works 8 hours per day for 3 days before the craft fair, can she make enough additional pendants to sell so that she can make a profit of at least \$50? Explain.



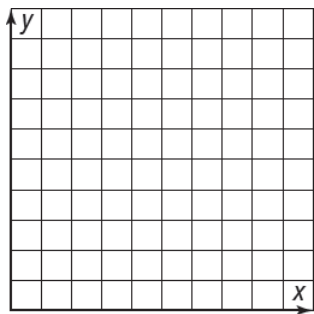
## 2 Performance Assessment Form A

Suppose you are the diving officer on a submarine conducting diving operations. As you conduct your operations, you realize that you can relate the submarine's changes in depth over time to some linear equations. The submarine descends at different rates over different time intervals.

1. The depth of the submarine is 50 ft below sea level when it starts to descend at a rate of 10.5 ft/s. It dives at that rate for 5 s.

### Part A

Draw a graph of the segment showing the depth of the submarine from 0 s to 5 s. Be sure the graph has the correct axes, labels, and scale. What constraints should you take into consideration when you make the graph?



### Part B

You want to model the segment in Part A with a linear equation. Determine the slope and the  $y$ -intercept. Then write the equation in slope-intercept form for depth  $y$ , in feet, below sea level over time  $x$ , in seconds.

2. After the initial 5-second descent, the submarine increases its rate of descent to 20 ft/s for 5 s.

### Part A

Sketch a second segment on the graph from Item 1 that represents a descent of 20 ft/s for 5 s.

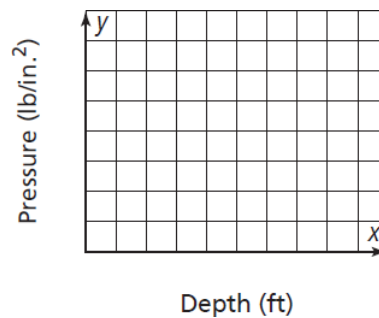
### Part B

What is the point-slope form of a linear equation that models the situation described in Item 2, Part A? Why does it make sense to use slope-intercept form for the equation you wrote in Item 1, and point-slope form for the equation in Item 2?

3. At the surface of the ocean, the water pressure on the submarine is the same as the air pressure above the water—about  $15 \text{ lb/in.}^2$ . Below the surface, the water pressure increases by about  $9 \text{ lb/in.}^2$  for every 20 ft of descent.

### Part A

Write an equation in slope-intercept form showing the pressure  $p$ , in pounds per square inch, on the submarine at different depths  $d$ , in feet. Then graph the equation.



### Part B

On another dive, the submarine descends at a steady rate from sea level. After 20 s the pressure gauge reads  $100 \text{ lb/in.}^2$ . What is the rate of descent for the submarine? Show the steps of your solution. If necessary, round answers to the nearest tenth.



### 3 Performance Assessment Form A

Radio announcers must time their speeches so that commercials and news updates are the correct length. Do you know how fast you talk? How fast your friends talk? Students wrote tongue twisters like the ones below to use in an experiment. Each tongue twister is made up of a different number of words. For each tongue twister, the students timed how long each person in the experiment took to say it. Then they calculated the average time.

- Cheyenne shares pseudo sonar noise codes. (6 words)
- The sunshade sheltered Sawyer from the sunshine. (7 words)
- Parker picked a plenitude of perfect Paradise pears. (8 words)

1. The results of the students' experiment are shown in the table.

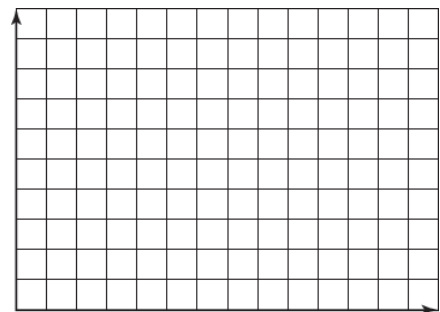
#### Part A

According to the data, is the relationship between the number of words  $n$  and the number of seconds it takes to say the tongue twister  $t$  a function? If so, describe the domain, its constraints, and the type of function (continuous or discrete) given by the domain.

Number of words	Average Time (s)
6	4.0
7	3.3
8	3.6
9	5.6
10	6.6
11	4.1
13	4.6

#### Part B

Make a scatter plot of the data in the table. Use technology to help you draw a line of best fit. What do you observe about the data?



2. From Item 1 Part B, describe the type of association the scatter plot shows. Is there a correlation between the number of words a tongue twister has and the time it takes to say the tongue twister? If so, do you think there is also a causal relationship? If not, what could influence the data? Explain.

3. A teacher decides to use text-to-speech software to read the tongue twisters and time the results. The results of the teacher's experiment are shown in the table.

**Part A**

From the two data sets in the table, is there a correlation between the number of words a tongue twister has and the time it takes to say the tongue twister? If so, do you think there is also a causal relationship? Explain.

Number of words	Average Time (s)
6	2.1
7	2.7
8	2.9
9	3.4
10	3.9
11	4.1
13	4.5

**Part B**

Using a graphing calculator, perform a linear regression to calculate the line of best fit for a scatter plot of the data. Write your function using the function notation from Item 1.

**Part C**

From Part B, what could the slope and the y-intercept of the line of best fit represent?



## 4 Performance Assessment Form A

Paula is the student council member responsible for planning an outdoor student dinner dance. Plans include hiring a band and buying and serving dinner. She wants to keep the ticket price as low as possible to encourage student attendance while still covering the cost of the band and the food.

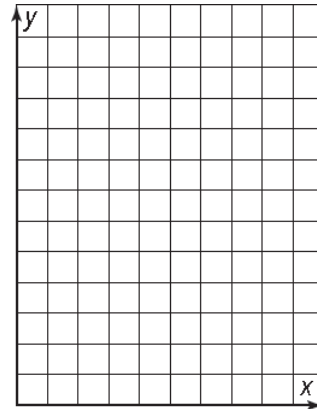
1. Band A charges \$600 to play for the evening.  
Band B charges \$350 plus \$1.25 per student.

### Part A

Write a system of equations to represent the costs of the two bands.

### Part B

Graph the system of equations and find the number of students for which the costs for both bands would be equal.



2. A caterer charges a fixed amount for preparing a dinner plus a rate per student served. The total cost is modeled by this equation:

total cost = fixed amount + rate · number of students

Paula knows that the total cost for 100 students will be \$750, and the total cost for 150 students will be \$1,050. Find the caterer's fixed cost and the rate per student served. Explain.

3. Use the information you found in Items 1 and 2. Assume that 200 students attend the dance. Decide which band Paula should choose and what the cost per ticket should be so that the expenses for the dance are covered. Then repeat your calculations for 300 students. Explain.

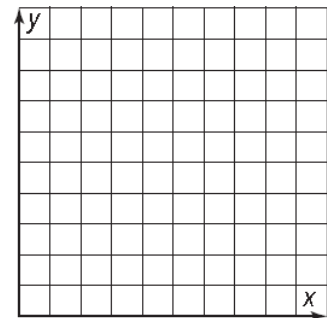
4. Paula can spend no more than \$500 for a photographer to take specialty photos for the dinner. Aerial photos from a drone cost \$25 each, and wide-angle photos cost \$50 each.

**Part A**

Write and graph an inequality that represents the number of each type of photo that Paula can buy.

**Part B**

Suppose the photographer takes 11 aerial photos. What is the maximum number of wide-angle photos that Paula can afford? Explain.



## **SLPS Algebra 150 Final Exam 2020**

Completed exams should be submitted electronically to your teacher in the virtual classroom space or delivered to your school (If you have elected to complete the exam on paper). Please contact your Math teacher related to the exam contents, due dates and submission. **Before the Final Exam, please review the Academic Integrity Statement.**



### **Missouri Learning Standards Assessed:**

- A1.CED.A.1: Create equations and inequalities in one variable and use them to model and/or solve problems.
- A1.CED.A.2: Create and graph linear, quadratic and exponential equations in two variables.
- A1.CED.A.3: Represent constraints by equations or inequalities and by systems of equations or inequalities, and interpret the data points as a solution or non-solution in a modeling context.
- A1.CED.A.4: Solve literal equations and formulas for a specified variable that highlights a quantity of interest.
- A1.IF.A.1: Understand that a function from one set (domain) to another set (range) assigns to each element of the domain exactly one element of the range. a. Represent a function using function notation. b. Understand that the graph of a function labeled  $f$  is the set of all ordered pairs  $(x, y)$  that satisfy the equation  $y=f(x)$ .
- A1.IF.A.2: Use function notation to evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- A1.IF.B.4: Relate the domain and range of a function to its graph and, where applicable, to the quantitative relationship it describes.
- A1.REI.B.3: Solve a system of linear equations algebraically and/or graphically
- A1.REI.C.8: Solve problems involving a system of linear inequalities.

### **Academic Integrity Statement:**

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

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**Student Name (Type or Sign)**

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**Today's Date (Type or Print)**

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**Math Teacher Name (Type or Print)**

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**School Name (Type or Print)**



1. What is the value of  $x$  in this equation?

$$4(x + 6) - 3x = 26$$

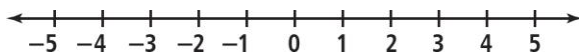
- A** 20                      **C** 2  
**B** 50                      **D** 10

2. Kendall bought 6 notebooks and 3 pens for a total of \$27. The cost of one notebook is \$1.50 more than the cost of one pen. What is the combined cost of one notebook and one pen?

3. Solve the equation  $A = \frac{1}{2}bh$  for  $h$ .

4. Graph the solution of the inequality on the number line.

$$2(x - 3) - 5x < x - 2$$



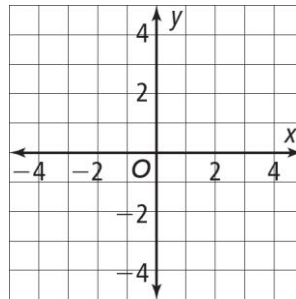
5. Solve the absolute value equation.

$$|x| - 7 = -3$$

- A**  $x = \pm 4$   
**B**  $x = \pm 10$   
**C**  $x = 4, 10$   
**D**  $x = -4, -10$

6. Graph the linear equation

$$y = -\frac{2}{3}x + 4.$$



7. Which of the following is an equation of the line through  $(11, -3)$  and  $(7, 9)$ ?

- A**  $y = -\frac{1}{3}x - \frac{20}{3}$   
**B**  $y = \frac{1}{3}x - \frac{20}{3}$   
**C**  $y = -3x + 30$   
**D**  $y = 3x - 12$

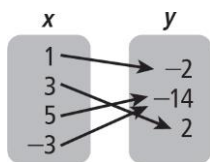
8. What is an equation in standard form of the line that has x-intercept 1 and y-intercept 4?

- A**  $x - 4y = 4$   
**B**  $4x - y = 4$   
**C**  $4x + y = 4$   
**D**  $x - 4y = -4$



9. Write the equation in slope-intercept form of the line that passes through (12, 9) and is perpendicular to the graph of  $y = -\frac{3}{4}x + 1$ .

10. Identify the domain and range of the function.



domain: \_\_\_\_\_

range: \_\_\_\_\_

11. A hardware store rents vacuum cleaners that customers may use for part or all of a day before returning. The store charges a flat fee plus an hourly rate. Write a linear function  $f$  for the total rental cost of a vacuum cleaner.

Hours	1	1.5	2	2.5	3
Cost (\$)	20	23	26	29	32

- A  $f(x) = 6x + 14$   
 B  $f(x) = 3x + 14$   
 C  $f(x) = 3x + 22$   
 D  $f(x) = 6x + 24$

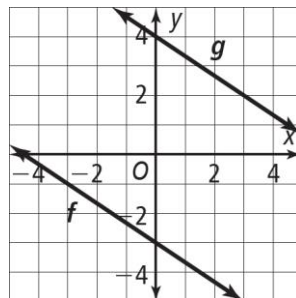
12. In Item 11, how much is the flat fee that the store charges?

13. Which is a reasonable domain for the function in Item 11?

- A  $14 < x \leq 32$   
 B  $0 < x \leq 6$   
 C  $0 < x \leq 12$   
 D  $14 < x \leq 86$

14. In Item 11, what would be the cost to a customer to rent a vacuum for 7 hours?

15. Given that  $g(x) = f(x) + k$ , identify a value of  $k$  that transforms  $f$  into  $g$ .



$k =$  \_\_\_\_\_

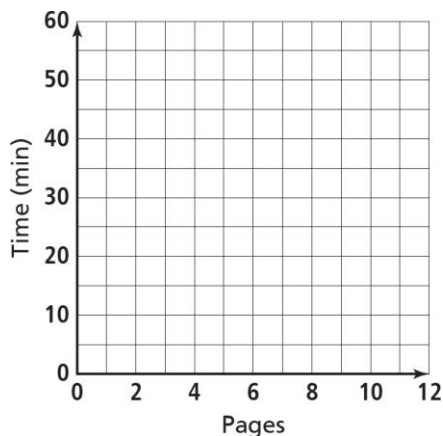
16. Which of the following is an arithmetic sequence that could be modeled by an explicit formula expressed as a linear function?

- A 0, 3, 8, 15, 24, 35, ...  
 B 9, 4, -1, -6, -11, -16, ...  
 C 1, 3, 6, 10, 15, 21, ...  
 D -1, 0, 1, 0, 3, 0



17. Each day, Amaya studies language flashcards and then reads some pages in a novel, as shown in the table. Make a scatter plot of the total time she studies as a function of the number of pages she reads. Draw a trend line.

Pages	4	6	8	10	12
Time (min)	27	32	39	45	51



18. What type of correlation does the scatter plot in Item 17 show?

A positive  
 B negative  
 C none  
 D cannot tell

19. Which could be an equation of a trend line for the data in Item 17?

A  $y = 4x + 12$   
 B  $y = 5x + 12$   
 C  $y = 6x + 10$   
 D  $y = 3x + 14$

20. Compute the residuals for the trend line from Items 17–19.

$x$	4	6	8	10	12
Residual					

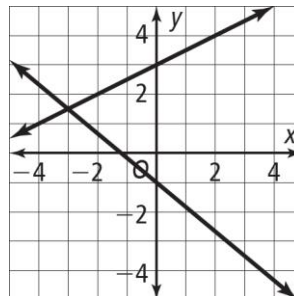
21. Which  $r$ -value suggests a weak positive correlation?

A  $r = -0.23684$   
 B  $r = 0.23684$   
 C  $r = -0.97917$   
 D  $r = 0.97917$

22. The table shows the ages and weights of six kittens. Do the data show a *positive* or a *negative* correlation? Do the data show *causation* or *no causation*?

Age (weeks)	2	4	6	8	10
Weight (oz)	8	14	23	31	42

23. Estimate the solution of the system of equations from the graph.



solution: \_\_\_\_\_

24. What is the solution of the system of equations?

$$y = \frac{2}{3}x + 5$$

$$7x - 3y = 15$$

- A (0, 5)  
B  $(2, \frac{19}{3})$   
C  $(4, \frac{23}{3})$   
D (6, 9)

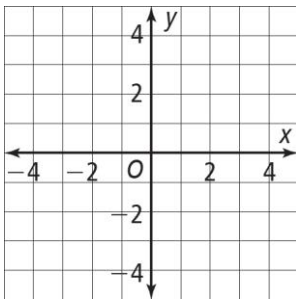
25. What is the solution of the system of equations?

$$y = -\frac{7}{2}x + 11$$

$$7x + 2y = 20$$

26. Ten granola bars and twelve bottles of water cost \$23. Five granola bars and four bottles of water cost \$10. How much do one granola bar and one bottle of water cost?

27. Graph the inequality  $y > \frac{2}{3}x - 1$ .



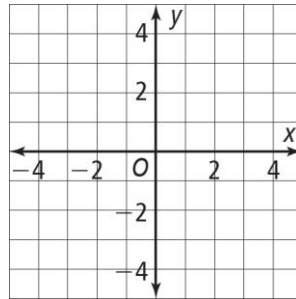
28. In the graph of an inequality, the region below a dashed horizontal line through the point (4, 1) is shaded. What inequality does the graph represent?

- A  $x < 4$   
B  $y < 1$   
C  $y > 1$   
D  $x > 4$

29. Graph the system of inequalities.

$$2x - y \leq 3$$

$$x - 2y \geq -2$$

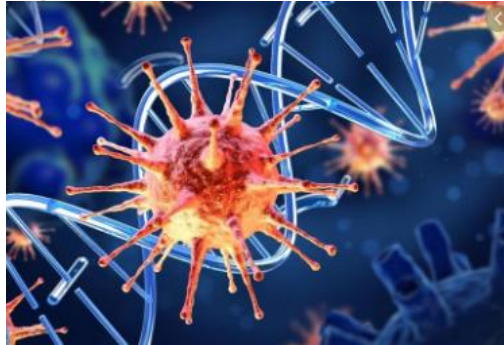


30. For a fundraiser, a group plans to sell granola bars and bottles of water at the same prices as described in Item 26. The group wants the income from the fundraiser to be at least \$150. Write an inequality to show the numbers of granola bars  $x$  and bottles of water  $y$  that the group needs to sell.



# St. Louis Public Schools Continuous Learning Kits High School Science

**Welcome to September HS Science Materials, STUDENTS!**



Students are encouraged to maintain contact with their home school and classroom teacher(s). If you have not already done so, please visit your 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 and the teacher cannot be reached, responses should be recorded on paper and 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>*

To access the pdf file of all the materials in the September kit, go [HERE](#)



# St. Louis Public Schools Continuous Learning Kits High School Science

	<b>Standard / Lesson Objective</b> <i>What will you know and be able to do at the conclusion of this lesson?</i>	<b>Resources</b> <i>What print and electronic resources are available to support your learning?</i>	<b>Assessment / Assignment*</b> <i>How will you show your teacher that you learned the material?</i>
<b>Week of Aug 31</b>	<b>9-12.ETS1.A.2</b> SWBAT analyze the spread of the disease and develop a model of its spread.  SWBAT design a solution to determine the cause of disease outbreaks	<b>Lesson 1</b> <b>Print:</b> <a href="#">Lesson 1: John Snow The First Epidemiologist</a> <b>Online:</b> BBC: <a href="http://www.bbc.co.uk/history/historic_figures/snow_john.shtml">http://www.bbc.co.uk/history/historic_figures/snow_john.shtml</a> Informational Video: <a href="https://www.youtube.com/watch?v=TLpzHHbFrHY">https://www.youtube.com/watch?v=TLpzHHbFrHY</a>	Complete the questions and graphic organizers after reading the article about cholera spread and the factors involved in epidemiology.
	<b>9-12.ETS1.A.2</b> SWBAT use a model to analyze the spread of disease.	Lesson 2: <b>Print:</b> <a href="#">Spread of Pathogens</a>	Complete the “Spread of Pathogens” packet using the models to answer the questions.
<b>Week of Sep 7</b>	<b>9-12.ETS1.A.1</b> SWBAT differentiate between viruses, understand viral structure and calculate viral size.	Lesson 3: <b>Online:</b> <a href="#">Virus Explorer</a> <b>Print:</b> <a href="#">Virus Explorer Worksheet</a>	Complete the Virus Explorer Worksheet by using the Click and Learn Website provided.
	<b>9-12.ETS1.A.1 ALTERNATE LESSON 3</b> <i>Only complete if student has no access to internet.</i> SWBAT evaluate informational text to develop understanding of the COVID-19 virus.	<b>Print:</b> <a href="#">Alternate Lesson 3</a> <b>CDC Website:</b> <a href="https://www.cdc.gov/coronavirus/2019-ncov/cases-updates/cases-in-us.html">https://www.cdc.gov/coronavirus/2019-ncov/cases-updates/cases-in-us.html</a>	Read and annotate the article, then answer the comprehension questions.
	<b>9-12.LS4.C.2</b> SWBAT describe the life cycle and structure of a virus. SWBAT describe how viruses replicate using the host’s own cells.	Lesson 4 <b>Print:</b> <a href="#">Virus Life Cycle</a> <b>Online</b> videos: <a href="#">Where Did Corona Virus Come From?</a> <a href="#">Flu Attack: How a Virus Invades the Body</a>	Students will watch the videos and complete the reading on the viral life cycle and infection mechanisms. The students will answer the questions and label the diagram of the infection and life cycle.
<b>Week of Sep 14</b>	<b>9-12.LS4.C.2</b> SWBAT graph and analyze data of bacterial growth over time. SWBAT compare and contrast data for different bacterial growth trends. SWBAT use data to make predictions.	Lesson 5: <b>Print:</b> Microbe Multiplication Magic  <b>Online:</b> How to Graph by Hand <a href="https://www.youtube.com/watch?v=GUYRMdcEs00">https://www.youtube.com/watch?v=GUYRMdcEs00</a>	Students will analyze all graphs and use the starter questions at the top of the worksheets to extract as much information as possible from them. An emphasis should be placed on applying this data to the current state of the pandemic.



# St. Louis Public Schools Continuous Learning Kits High School Science

	<b>9-12.ETS1.A.1</b> SWBAT design a strategy to use data to determine the source of an outbreak.	Lesson 6: <b>Print:</b> <a href="#">Patient Zero Activity</a>	Follow the instructions to complete the activity and answer the questions.
<b>Week of Sep 21</b>	<b>9-12.PS1.A.3</b> SWBAT evaluate informational text and models related to the chemistry of microbes and soap.	Lesson 7: <b>Print:</b> <a href="#">Why Soap Works Article 6-Pack</a>	Read and annotate the article entitled <i>Why Soap Works</i> .  Fill out the Article 6-Pack graphic organizer based on your interpretation of the text
	<b>9-12.ETS1.A.1</b> SWBAT develop and model and construct an explanation for the importance of herd immunity.	Lesson 8: <b>Print:</b> <a href="#">Herd Immunity</a>	Read and annotate the article, then design a visual model or analogy that explains the importance of vaccination. Complete this model on a separate sheet of paper to be submitted.
<b>Week of Sep 28</b>	<b>9-12.ETS1.A.1</b> SWBAT construct an argument from data and textual evidence about COVID-19.	Lesson 9: <b>Print:</b> <a href="#">CER Coronavirus</a>	Complete the CER graphic organizer after each data set/article. Use supporting evidence from the chart and text.
	9-12.ETS1.A.1 SWBAT read and interpret graphs of data related to COVID-19 and other infectious diseases.  SWBAT use models of data to make predictions about the repercussions of COVID - 19	Lesson 10: <b>Print:</b> <a href="#">Graph Interpretation Worksheets</a> <b>Online:</b> How to Read Scientific Graphs <a href="https://study.com/academy/lesson/how-to-read-scientific-graphs-charts.html">https://study.com/academy/lesson/how-to-read-scientific-graphs-charts.html</a>	Students will demonstrate mastery by analyzing the multiple graphs and using the prompts at the top of the worksheets to find all the relevant information and record all they see. Students should make an intentional effort to connect these graphs to our current situation in the COVID – 19 pandemic

## John Snow: The World's First Epidemiologist

### Finding the Real Cause of Cholera

Cholera (KOLL-er-uh) is a terrible disease. People who have been infected with cholera have diarrhea so badly that they get dehydrated. Within a short time—two or three days—nearly half the patients will die.

On the night of the 31st of August, 1854, cholera broke out in the Soho section of London. It was, according to a local doctor, “the most terrible outbreak of cholera which ever occurred in the kingdom.” In a single night, doctors reported 56 new cases of cholera—all within a few blocks of each other. Before the outbreak was over, nearly 500 people had lost their lives.

In those days, people did not have running water in their homes. They carried in water from pumps located around the neighborhood.

At the time, most people—even the best scientists—thought that cholera was spread through the air. But one local doctor did not agree. His name was John Snow. He believed that cholera was caused by a microbe and was spread by contaminated water.

But at the time, no one knew how this terrible disease was spread. That’s what you are going to do. In this activity, you will become “disease detectives,” trying to figure out how cholera is spread so you can prevent infection in more people.

### Glossary

Contaminated (cun-TAM-in-ay-tud): Polluted, poisoned.

Dehydrated (dee-HY-dray-tud): What happens when there’s not enough water in your body. If people lose too much water, then can even die!

**Part A:** Pretend you are John Snow or a doctor who agrees with him. You want to prove that the cholera in your neighborhood is being caused by contaminated water. How would you prove that?

1. What are some things you would want to know about the people who got sick and died in the neighborhood?

- 1.
- 2.
- 3.

2. What would you want to know about people who lived in the neighborhood who did not die?

- 1.
- 2.
- 3.

What would you want to know about people who died and lived away from the neighborhood?

- 1.
- 2.

Figure out the information you might need to prove your case. Later, you will present your ideas before the class.

### John Snow's Methods

Snow carefully mapped the location of each death. Nearly all lived close to the pump at the corner of Cambridge and Broad Streets. Two women who had died lived many miles away. But Snow learned they had drunk water from the pump.

Some people who lived in the area had not gotten sick. Snow learned that most of them drank water from other wells.

Snow presented the map to local authorities. This time, they paid attention. He asked them to take the handle off the pump, and eventually, they did. The number of new cases of cholera went down (although it had been declining already since so many people had left the area).

Later, people learned that the well below the pump was about 28 feet deep. But close by ran a sewer that was only 22 feet below ground level. A few days before people got sick, some people remembered a bad smell near the pump. The raw sewage had seeped through the ground and into the well. As more people got sick, the sewage contained more of the microbes that caused cholera. That made the water even more contaminated.

Today, John Snow is recognized as one of the first “disease detectives.” His methods of gathering information are still used by epidemiologists. One of the first things epidemiologists do when they get to the site of an outbreak of a new disease is to map it. They figure out in detail where all the sick people live, work, and play. They also keep track of anyone with whom a sick person has had contact.

### Disease-Causing Microbes

Microbe that Causes Disease	Environment in which the Microbe Thrives	How to Break the Environmental Chain and Control the Spread of the Disease
<i>Salmonella</i> —bacterium that causes salmonellosis	Intestines of people and animals—lives in raw eggs, poultry, and meat.	
<i>Borrelia burgdorferi</i> —bacterium that causes Lyme disease	Lives in deer ticks.	
Group A Streptococcus—bacterium that causes “strep” infections	Lives in the mucus from the nose or throat of an infected person.	
<i>Giardia</i> —protozoan that causes giardiasis	Lives in feces of infected people and animals. Spread by contact with contaminated water.	
Rabies virus	Lives in the saliva of infected animals. Spread when an infected animal bites another animal or person.	

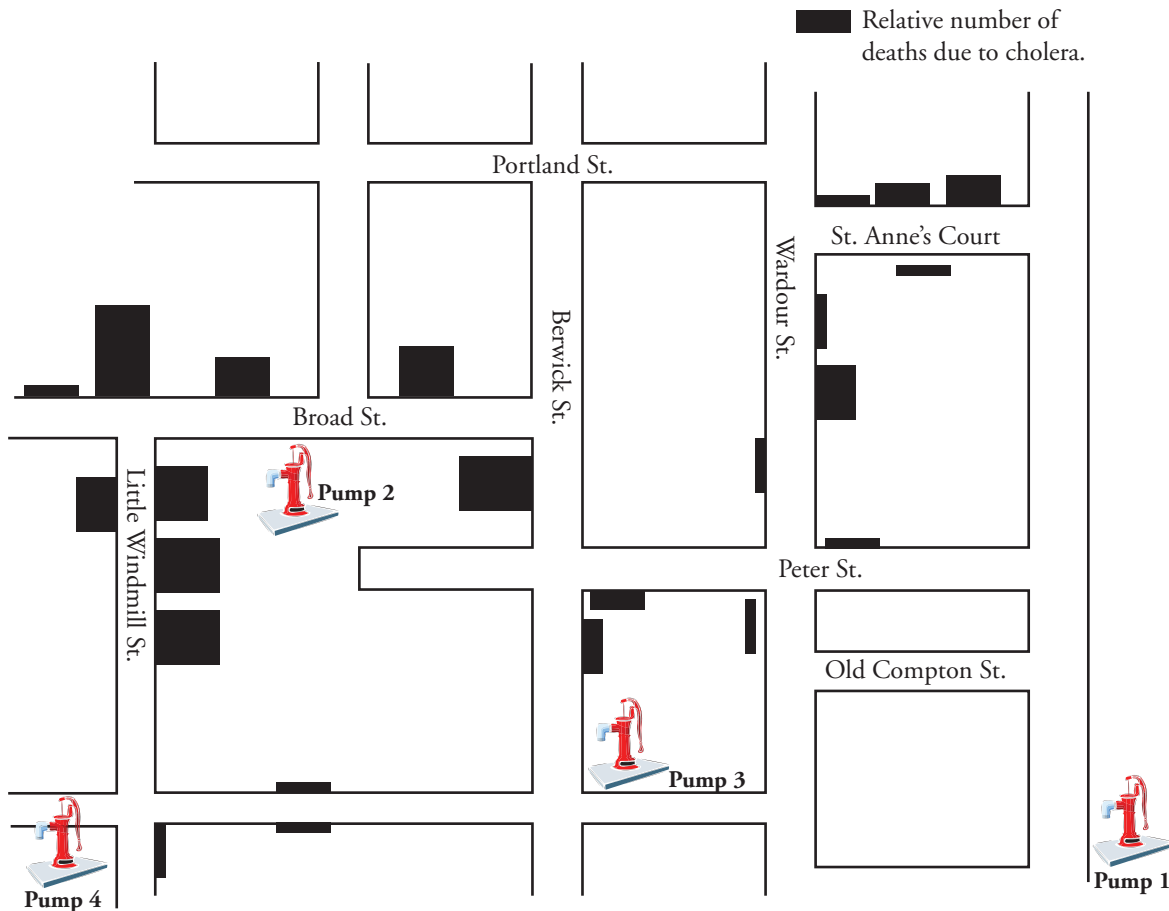
# The Spread of Pathogens

How do we get sick?

## Why?

Communicable diseases are spread between individuals by different methods, but they are all caused by **pathogens**, which are commonly called “germs.” Knowledge of pathogens and the ways in which they can be spread helps humans understand and prevent disease outbreaks.

## Model 1 – The 1854 London Cholera Outbreak



1. Model 1 is a map of an area in London where a large number of cases of cholera occurred in 1854.
  - a. How many water pumps are shown on the map?
  - b. What do the black boxes represent on the map?
  - c. What do the relative sizes of the boxes represent?

2. Is the concentration and size of boxes the same at all locations on the map? Explain your answer.
3. Where exactly on the map does the size and concentration of the boxes appear to be the highest?
4. Is there a relationship between the number of black boxes and any of the water pumps? Be specific and detailed in your answer.
5. Based on the information provided in the map, propose a way cholera may be transmitted.



6. Based on this information, what action would you have taken if you had been responsible for public health in London in 1854?



## Read This!

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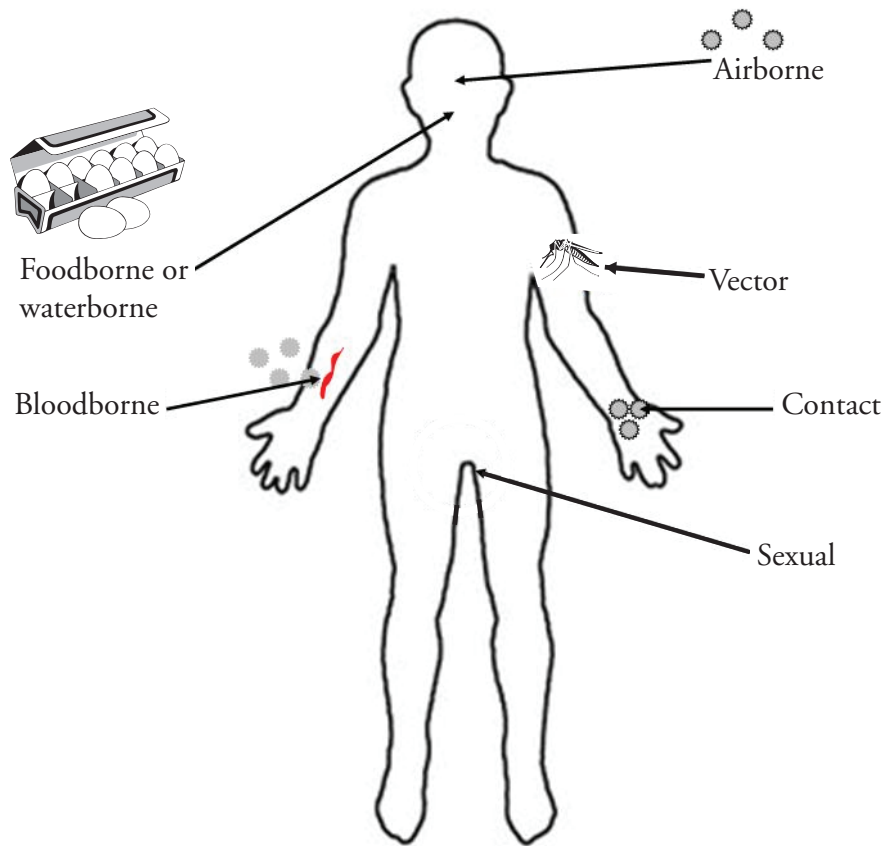
Dr. John Snow is often referred to as the “father of epidemiology.” **Epidemiology** is the study of the causes and spread of infectious diseases. Dr. Snow’s study of the cholera outbreak of 1854 led to the discovery of the cause of this epidemic.

---

7. Cholera is caused by bacteria found in the fecal material of infected individuals. Brainstorm with your group the possible ways that cholera could have been transmitted from an infected individual into the water. Consider the distribution of deaths shown on the map as you develop your response.



## Model 2 – Six Modes of Disease Transmission



8. Model 2 illustrates several methods by which diseases may be transmitted.
- List the six modes of disease transmission shown in Model 2.
  - Which of these modes of transmission require a bodily opening, either natural or artificial?
9. An organism that is used by a pathogen to move from one person to another is called a vector.
- What vector is shown in Model 2?
  - With your group, brainstorm a list of other organisms besides the one shown in the diagram that could be vectors for transmitting pathogens.

10. Considering all of the different ways disease may be transmitted, which modes are more likely to cause large numbers of individuals to get sick in the United States? Explain your reasoning.

11. Consider the information given below concerning several diseases. Identify the mode(s) of transmission from Model 2 that is most appropriate based on the description.

Name of Disease	Class of Pathogen	Scientific Name of Pathogen	Disease Transmission (How it is spread)	Mode of Transmission from Model 2
<b>Cholera</b>	Bacteria	<i>Vibrio cholerae</i>	Fecal contamination of water	
<b>Syphilis</b>	Bacteria	<i>Treponema pallidum</i>	Sexual contact with body fluids (can include saliva)	
<b>Common cold</b>	Virus	<i>Rhinovirus</i>	Touching contaminated objects and surfaces, and then touching eyes/nose; inhaling air contaminated from a cough or sneeze	
<b>AIDS</b>	Virus	Human immunodeficiency virus (HIV)	Body fluids, which include blood, semen, vaginal fluids, and breast milk	
<b>Athlete's foot</b>	Fungus	<i>Trichophyton sp.</i>	Moist areas where people walk barefoot	
<b>Tuberculosis (TB)</b>	Bacteria	<i>Mycobacterium tuberculosis</i>	Inhalation of respiratory secretions	
<b>Malaria</b>	Protist	<i>Plasmodium sp.</i>	Being bitten by certain mosquitoes	
<b>Food poisoning</b>	Primarily bacteria (and some viruses)	<i>Salmonella</i> is a common cause	Improperly handled food, fecal contamination of food.	
<b>Lyme Disease</b>	Bacteria	<i>Borrelia sp.</i>	Being bitten by deer ticks	



12. Below are several methods used by society to control disease. Under each method of control, list the diseases from Question 11 that could be prevented with that method. (You may list a disease under more than one category.)
- a. Preventing the contamination of food and water supplies.
  - b. Hand washing and good personal hygiene.
  - c. Avoiding contact with body fluids.
  - d. Controlling insect populations.
13. Why might diseases transmitted by vectors be harder to control than those transmitted by other means?
14. In the 14th century in Europe, the bubonic plague killed approximately one third of the population. Bubonic plague is caused by the bacteria *Yersinia pestis*, which is spread by an insect vector carried by rats and other rodents. This disease can be spread to other animals besides humans. How is control of a disease such as bubonic plague complicated by the fact that it spreads across multiple animal species?



## Extension Question

15. In a recent *Scientific American* article (February 2010), *The Art of Bacterial Warfare*, the authors state that 33% of humans are carrying the *Mycobacterium tuberculosis* bacteria—many without actually getting sick. In addition, 50% of the human population is carrying the bacteria *Helicobacter pylori* (which causes stomach ulcers), and 50% is carrying *Staphylococcus aureus* (which causes skin infections). Knowing that carriers are individuals who often do not show any visible signs of disease, what challenges can you think of for health care officials trying to control these types of communicable diseases?

# **CDC on COVID-19 Reading**

## **(adapted)**

### **Background**

CDC is responding to an outbreak of respiratory disease caused by a novel (new) coronavirus that was first detected in China and which has now been detected in more than 100 locations internationally, including in the United States. The virus has been named “SARS-CoV-2” and the disease it causes has been named “coronavirus disease 2019” (abbreviated “COVID-19”).

On January 30, 2020, the International Health Regulations Emergency Committee of the World Health Organization (WHO) declared the outbreak a “public health emergency of international concern” (PHEIC).

On January 31, Health and Human Services Secretary Alex M. Azar II declared a public health emergency (PHE) for the United States to aid the nation’s healthcare community in responding to COVID-19.

On March 11, the WHO characterized COVID-19 as a pandemic. On March 13, the President of the United States declared the COVID-19 outbreak a national emergency.

### **Source and Spread of the Virus**

Coronaviruses are a large family of viruses that are common in people and many different species of animals, including camels, cattle, cats, and bats. Rarely, animal coronaviruses can infect people and then spread between people.

Early on, many of the patients at the epicenter of the outbreak in Wuhan, Hubei Province, China had some link to a large seafood and live animal market, suggesting animal-to-person spread. Later, a growing number of patients reportedly did not have exposure to animal markets, indicating person-to-person spread. Person-to-person spread was subsequently reported outside Hubei and in countries outside China, including in the [United States](#). Some international [destinations now have ongoing community spread](#) with the virus that causes COVID-19, as do some parts of the United States. Community spread means some people have been infected and it is not known how or where they became exposed.

### **Severity**

The complete clinical picture with regard to COVID-19 is not fully known. Reported illnesses have ranged from very mild (including some with no reported symptoms) to severe, including illness resulting in death. While information so far suggests that most COVID-19 illness is mild, a report out of China suggests serious illness occurs in 16% of cases. Older people and people of all ages with severe chronic medical conditions — like heart disease, lung disease and diabetes, for example — seem to be at [higher risk of developing serious COVID-19 illness](#).

## COVID-19 Now a Pandemic

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect people and can spread between people sustainably. Because there is little to no pre-existing immunity against the new virus, it spreads worldwide. The virus that causes COVID-19 is infecting people and spreading easily from person-to-person. Cases have been detected in most countries worldwide and community spread is being detected in a growing number of countries. On March 11, the COVID-19 outbreak was [characterized as a pandemic by the WHO](#).

This is the first pandemic known to be caused by the emergence of a new coronavirus. In the past century, there have been four pandemics caused by the emergence of novel influenza viruses. As a result, most research and guidance around pandemics is specific to influenza, but the same premises can be applied to the current COVID-19 pandemic. Pandemics of respiratory disease follow a certain progression outlined in a [“Pandemic Intervals Framework.”](#) Pandemics begin with an investigation phase, followed by recognition, initiation, and acceleration phases. The peak of illnesses occurs at the end of the acceleration phase, which is followed by a deceleration phase, during which there is a decrease in illnesses.

## Risk Assessment

Risk depends on characteristics of the virus, including how well it spreads between people; the severity of resulting illness; and the medical or other measures available to control the impact of the virus (for example, vaccines or medications that can treat the illness) and the relative success of these. In the absence of vaccine or treatment medications, [nonpharmaceutical interventions](#) become the most important response strategy. These are community interventions that can reduce the impact of disease.

The risk from COVID-19 to Americans can be broken down into risk of exposure versus risk of serious illness and death.

### Risk of exposure:

- The immediate risk of being exposed to this virus is still low for most Americans, but as the outbreak expands, that risk will increase. Cases of COVID-19 and instances of community spread are being reported in a growing number of states.
- People in places where ongoing community spread of the virus that causes COVID-19 has been reported are at elevated risk of exposure, with the level of risk dependent on the location.
- Healthcare workers caring for patients with COVID-19 are at elevated risk of exposure.
- Close contacts of persons with COVID-19 also are at elevated risk of exposure.
- Travelers returning from affected [international locations](#) where community spread is occurring also are at elevated risk of exposure, with level of risk dependent on where they traveled.

**Risk of Severe Illness:**

Early information out of China, where COVID-19 first started, shows that some people are at higher risk of getting very sick from this illness. This includes:

- [Older adults, with risk increasing by age.](#)
- [People who have serious chronic medical conditions like:](#)
  - Heart disease
  - Diabetes
  - Lung disease

**What May Happen**

More cases of COVID-19 are likely to be identified in the United States in the coming days, including more instances of community spread. CDC expects that widespread transmission of COVID-19 in the United States will occur. In the coming months, most of the U.S. population will be exposed to this virus.

Widespread transmission of COVID-19 could translate into large numbers of people needing medical care at the same time. Schools, childcare centers, and workplaces, may experience more absenteeism. Mass gatherings may be sparsely attended or postponed. Public health and healthcare systems may become overloaded, with elevated rates of hospitalizations and deaths. Other critical infrastructure, such as law enforcement, emergency medical services, and sectors of the transportation industry may also be affected. Healthcare providers and hospitals may be overwhelmed. At this time, there is no vaccine to protect against COVID-19 and no medications approved to treat it. [Nonpharmaceutical interventions](#) will be the most important response strategy to try to delay the spread of the virus and reduce the impact of disease.

**CDC Response**

Global efforts at this time are focused concurrently on lessening the spread and impact of this virus. The federal government is working closely with state, local, tribal, and territorial partners, as well as public health partners, to respond to this public health threat.

CDC is implementing its pandemic preparedness and response plans, working on multiple fronts, including providing specific guidance on measures to [prepare communities](#) to respond to local spread of the virus that causes COVID-19. There is an abundance of [pandemic guidance](#) developed in anticipation of an influenza pandemic that is being adapted for a potential COVID-19 pandemic.

## Reading Questions

### Vocabulary:

Use context clues to determine the definition of each of the following words

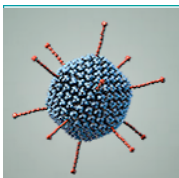
1. Chronic
2. Non-Pharmaceutical Interventions
3. Pandemic
4. Infrastructure

### Comprehension Questions

1. What is a “coronavirus”?
2. Which happened first:
  - A. Health and Human Services Secretary Alex M. Azar II declared a public health emergency (PHE) for the United States to aid the nation’s healthcare community in responding to COVID-19.
  - B. The President of the United States declared the COVID-19 outbreak a national emergency.
  - C. The WHO characterized COVID-19 as a pandemic
3. Which is the correct order of the Pandemic Phases
  - A. Investigation, initiation, recognition, acceleration, deceleration
  - B. Acceleration, investigation, recognition, initiation, deceleration
  - C. Investigation, recognition, initiation, acceleration, deceleration
  - D. Acceleration, recognition, initiation, deceleration, investigation
4. Who are most at risk of severe illness from COVID - 19

### Short Answer:

Using the information in this post write a tweet (140 characters or less) explaining what people should do to stop the spread of COVID-19.



## INTRODUCTION

This handout complements the Click and Learn “Virus Explorer” developed in conjunction with the 2016 documentary, *Spillover: Zika, Ebola & Beyond* (<http://www.hhmi.org/biointeractive/virus-explorer>).


## PROCEDURE

Follow the instructions as you proceed through the Click and Learn, and answer the questions in the spaces provided.

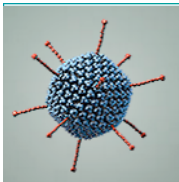
1. Let’s review. Click on the “About” tab at the bottom. Read the information and list four (4) ways in which viruses can differ from each other.

2. This interactive uses several abbreviations. Fill in what each abbreviation stands for in the table below.

Abbreviation	Description
nm	
bp	
ss	
ds	

3. Close the “About” window, and locate the  next to each viral characteristic tab across the top. Click on these icons and answer the questions below associated with each viral characteristic.

- Envelope:** Not all viruses have an envelope. If a virus has this outer layer, explain how it forms.
- Structure:** What determines the shape of the capsid, or core?

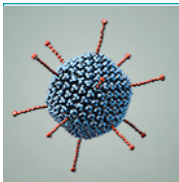


Click and Learn  
***Virus Explorer***

- c. **Host(s):** From the virus' perspective, why is the host important?
  
- d. **Genome Type:** Viral genomes may vary by four characteristics of their genetic information. What are they?
  
- e. **Transmission:** Define the terms "vector" and "zoonotic."
  
- f. **Vaccine:** What is one advantage of being vaccinated against a particular virus?

**4. Virus Scavenger Hunt:** Use the home page of the Virus Explorer and the various viral characteristic tabs across the top to answer the questions below.

- a. What is one difference between the rabies virus and the influenza virus?
  
- b. Of the nine viruses shown, which is the only one that infects plants?
  
- c. What are three characteristics that adenoviruses, T7 virus, and papillomaviruses have in common?
  
- d. Recently, Zika virus has been in the news. Treatment of it is of particular concern. Why?
  
- e. Which two viruses infect all the vertebrates included in the interactive?
  
- f. Of the nine viruses shown, which is the only one that infects bacteria?

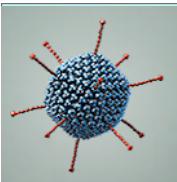


Click and Learn  
***Virus Explorer***

- g. List four characteristics that human immunodeficiency virus (HIV) and Ebola virus have in common. (Be specific.)
  
- h. List four characteristics that HIV and Ebola virus do not share. (Be specific.)

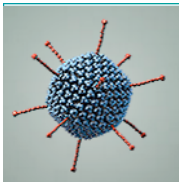
5. Locate the + next to each virus name. Click on these icons and answer the questions below associated with selected viruses.

- a. Rabies virus: People often associate rabies virus with dogs. Why is this incomplete?
  
- b. Influenza virus: Influenza virus has a segmented genome. Why is this an advantage for the virus?
  
- c. HIV: HIV infects immune cells. Why is this a disadvantage to the infected person?
  
- d. HIV: Where in the world is HIV most prevalent?
  
- e. Adenovirus: Adenoviruses can cause many mild clinical conditions in humans. What are three?
  
- f. Papillomavirus: What is the common name for papillomas?



Click and Learn  
***Virus Explorer***

- g. Papillomavirus: What kind of symptoms do some human papillomaviruses cause?
- h. Zika virus: Why is Zika virus of great concern to pregnant women?
- i. Tobacco mosaic virus (TMV): Name one unique characteristic of the tobacco mosaic virus.
- j. Ebola virus: What animal is associated with Ebola virus outbreaks?



### EXTENSION ACTIVITY: SIZE, SCALE, AND PROPORTION: HOW BIG IS A VIRUS ANYWAY?

Instructions: Click on the “Show Relative Sizes of the Viruses” tab at the bottom of the interactive home page. Answer the questions below in the spaces provided. (You will need a calculator for some items.)

1. Using the white scale bar provided, approximately how long (tall) is TMV?
2. What is the approximate diameter of HIV?
3. What is the approximate diameter of Zika virus?
4. So, how big is a nanometer? Study the sample problem provided and then answer Questions 5–10, showing your work in the space provided for each.

#### **Sample Problem**

An average small paperclip measures 3.0 cm in length.

Calculate the length of the paperclip in millimeters, micrometers, and nanometers.

a. Millimeters (mm)? 30 mm

Since there are 10 mm in a centimeter, the calculation is completed in the following way:

$$3.0 \text{ cm} \times 10 \text{ mm}/1 \text{ cm} = 30/1 = 30 \text{ mm}$$

b. Micrometers ( $\mu\text{m}$ )? 30,000  $\mu\text{m}$

Since there are 1000  $\mu\text{m}$  in a millimeter, the calculation is completed in the following way:

$$30 \text{ mm} \times 1000 \mu\text{m}/1 \text{ mm} = 30,000 \mu\text{m}$$

c. Nanometers (nm)? 30,000,000 nm

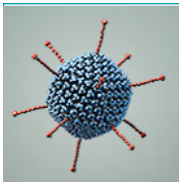
Since there are 1000 nm in a micrometer ( $\mu\text{m}$ ), the calculation is completed in the following way:  $30,000 \mu\text{m} \times 1000 \text{ nm}/1 \mu\text{m} = 30,000,000 \text{ nm}$

So, a small paperclip measures 3.0 cm in length, or you can say it measures 30,000,000 nm in length!

5. A single grain of salt measures 0.5 mm in width.

a. What is the width in micrometers ( $\mu\text{m}$ )? (Show your work.)

b. In nanometers (nm)? (Show your work.)



Click and Learn  
***Virus Explorer***

6. The average human skin cell measures  $30\text{ }\mu\text{m}$  in diameter.

a. What is the diameter in millimeters (mm)?

(Show your work.)

b. In nanometers (nm)?

(Show your work.)

7. If you lined up human skin cells side-by-side, how many would fit along the length of the paperclip in the sample problem above? Justify your answer with math.

8. Using your response to item 1 above, if you lined up TMV particles end to end, how many would fit along the length of the same paperclip? Justify your answer with math.

9. Using your responses to item 6, if you lined up TMV particles end to end, how many would fit across the diameter of the average human skin cell? Justify your answer with math.

**10. Claim:** An individual virus docks on the surface of a cell, infects it, hijacks the cellular machinery inside, and replicates itself, sometimes thousands of times.

**Justification:** Based on what you learned about size, scale, and the component parts of a virus, justify with scientific reasoning how a virus is able to accomplish this.

# VIRUSES AND THE CYCLE OF REPLICATION

**Directions:**

Read the passage below and answer all questions that follow.

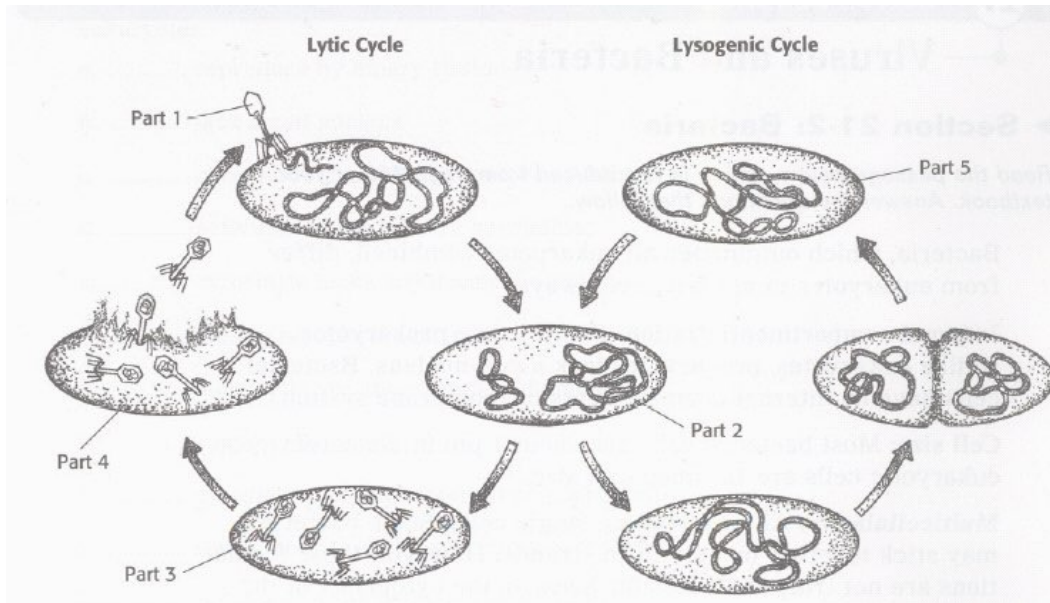
Viruses cause damage when the viruses replicate inside the cells. The entry of the virus into the cell is not by itself harmful, but after the virus has replicated itself several hundred times and breaks out, the cell is destroyed. Organ damage in an organism can be severe if enough tissue is damaged by the virus. Any agent that causes disease is called a pathogen.

They cycle of viral infection, replication, and cell destruction is called the lytic cycle. After the viral genes have entered the cell, they use the host cell to replicate viral genes and to make viral proteins, such as capsids. The proteins are then assembled with the replicated viral genes to form complete viruses. The host cell is broken open and releases newly made viruses.

During an infection, some viruses stay inside the cells but do not make new viruses. Instead of producing virus particles, the viral gene is inserted into the host chromosome, and is called a provirus. Whenever the cell divides, the provirus also divides, resulting in two infected host cells. In this cycle, called the lysogenic cycle, the viral genome replicates without destroying the host cell.

1. How do viruses damage the cell?
2. What relationship exists between viruses and pathogens?
3. What sentence expresses main idea of the second paragraph?

4. The figure below shows the lytic and lysogenic cycles. In the spaces provided, describe what is occurring in each numbered part of the figure.



Part 1

Part 2

Part 3

Part 4

Part 5

Circle the letter of the phrase that best completes the statement.

Virus cause damage when they

- a. invade cells
- b. replicate inside cells.
- c. remain inside a host cell.
- d. Both (a) and (b).

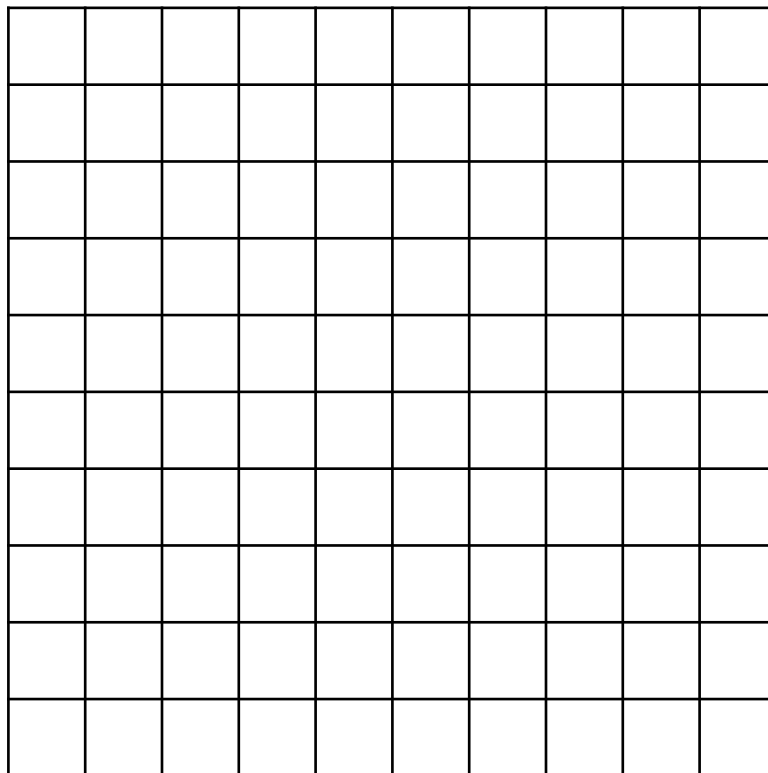
# Microbe Multiplication Magic

## Ideal Conditions

Assume that you begin with 2 *E. coli* bacteria and they reproduce (split into two separate bacteria) every 15 minutes.

Time	:15	:30	:45	1 hr.	1:15	1:30	1:45	2 hr.	2:15	2:30	2:45	3 hrs	3:15	3:30	3:45	4 hrs
Number of <i>E. coli</i>																

Make your graph below: Make sure you include title, labeled axes and appropriate scales.

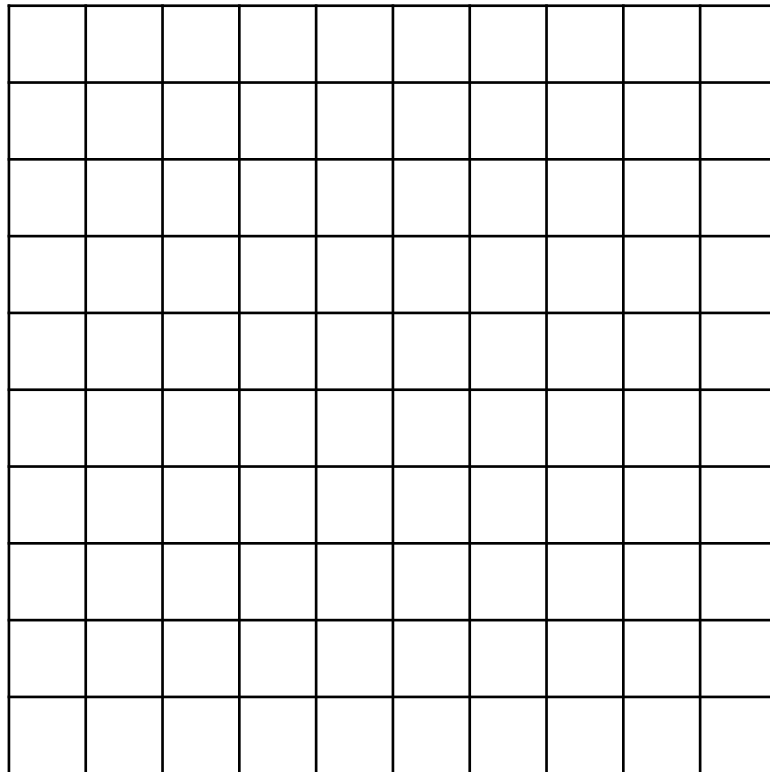


## Less than Ideal Conditions

Assume that you begin with 2 *E. coli* bacteria and they reproduce (split into two separate bacteria) every hour.

Time	:15	:30	:45	1 hr.	1:15	1:30	1:45	2 hr.	2:15	2:30	2:45	3 hrs	3:15	3:30	3:45	4 hrs
Number of <i>E. coli</i>																

Make your graph below: Make sure you include title, labeled axes and appropriate scales.



Questions:

1. Compare and contrast the trends in both graphs.
2. What do you think would be a “non-ideal” condition for a bacteria?
3. How could you use your ideas for #2 to stop the spread of bacterial diseases?

# Identifying Patient Zero Activity

## Introduction

There has been an outbreak at Disney World causing a resort shut down. Millions of children are devastated as they have been looking forward to their trips for months! This new mysterious illness appears to be communicable and the mode of transmission appears to be through droplets (sneezing/coughing etc).

In this activity you will demonstrate the transmission of an unknown infectious agent from person to person as well as use deductive reasoning to determine “patient zero,” the initial patient in the population to develop the infection and ultimately help reopen Disney World!

## Procedure

### Part 2: Contagion Activity

1. Epidemiologists have noticed that multiple Disney workers have down with a mysterious infection that causes coughing, fever, and difficult breathing. They believe the illness is communicable and the mode of transmission appears to be through droplets (sneezing/coughing etc). They have collected the last couple week’s work schedule to assess which workers came into contact with each other.

<u>Employee</u>	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>
Cinderella	Soarin'	Castle	Space Mountain
Ariel	Astro Orbiter	Soarin'	Splash Mountain
Olaf	Soarin'	Astro Orbiter	Haunted Mansion
Simba	Splash Mountain	Splash Mountain	Soarin'
Mickey	Haunted Mansion	Castle	Splash Mountain
Anna	Splash Mountain	Haunted Mansion	Castle
Sneezy	Castle	Haunted Mansion	Haunted Mansion
Minnie	Castle	Astro Orbiter	Space Mountain
Belle	Astro Orbiter	Space Mountain	Astro Orbiter
Elsa	Space Mountain	Space Mountain	Soarin'
Beast	Haunted Mansion	Soarin'	Castle
Goofy	Space Mountain	Splash Mountain	Astro Orbiter

2. They also have tested each of the workers.

<u>Employee</u>	<u>Test Result</u>
Cinderella	-
Ariel	-
Olaf	+
Simba	+
Mickey	-
Anna	+
Sneezy	+
Minnie	-
Belle	+
Elsa	+
Beast	+
Goofy	+

3. Devise a way to determine *Patient Zero*. Determine your *Patient Zero options* by showing your work below (include image if you did this by hand):

4. Now that you have narrowed down your patient zero to 1 or a couple individuals, generate a list of 5 questions that you want to ask when you interview the workers. Your questions should be designed to help you identify who patient zero is, as well as learn more about how this new mysterious disease spreads.
  - a.
  - b.
  - c.
  - d.
  - e.
5. *Why do you think the CDC (Center of Disease Control) attempts to determine patient zero when there is a disease outbreak?*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Article 6-Pack**

Find at least two important pieces of information from the article and explain why they are so central to what the author is trying to say.

**Determining Importance**

Write at least two connections between the article and your own experience.

**Making Connections**

Select a sentence or passage from the article that made you think. Explain why it caught your attention and how it connected to the rest of the text.

**Drawing Inferences**

Create an open-ended question about the article.

**Questioning**

Identify some new or unfamiliar words or phrases you encountered. Explain the meaning of the words from the context.

**Build Vocabulary**

Create a drawing or graphic that helps you understand or organize the ideas presented in the article.

**Visualize**

# Why Soap Works

*At the molecular level, soap breaks things apart. At the level of society, it helps hold everything together.*

**By Ferris Jabr**

March 13, 2020

It probably began with an accident thousands of years ago. According to one legend, rain washed the fat and ash from frequent animal sacrifices into a nearby river, where they formed a lather with a remarkable ability to clean skin and clothes. Perhaps the inspiration had a vegetal origin in the frothy solutions produced by boiling or mashing certain plants. However it happened, the ancient discovery of soap altered human history. Although our ancestors could not have foreseen it, soap would ultimately become one of our most effective defenses against invisible pathogens.

People typically think of soap as gentle and soothing, but from the perspective of microorganisms, it is often extremely destructive. A drop of ordinary soap diluted in water is sufficient to rupture and kill many types of bacteria and viruses, including the new coronavirus that is currently circling the globe. The secret to soap's impressive might is its hybrid structure.

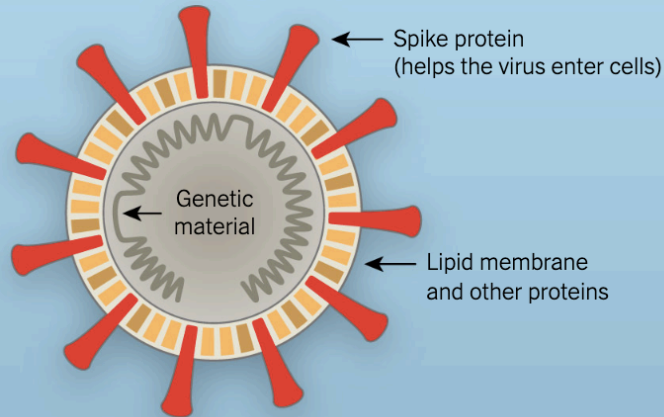
Soap is made of pin-shaped molecules, each of which has a hydrophilic head — it readily bonds with water — and a hydrophobic tail, which shuns water and prefers to link up with oils and fats. These molecules, when suspended in water, alternately float about as solitary units, interact with other molecules in the solution and assemble themselves into little bubbles called micelles, with heads pointing outward and tails tucked inside.

Some bacteria and viruses have lipid membranes that resemble double-layered micelles with two bands of hydrophobic tails sandwiched between two rings of hydrophilic heads. These membranes are studded with important proteins that allow viruses to infect cells and perform vital tasks that keep bacteria alive. Pathogens wrapped in lipid membranes include coronaviruses, H.I.V., the viruses that cause hepatitis B and C, herpes, Ebola, Zika, dengue, and numerous bacteria that attack the intestines and respiratory tract.

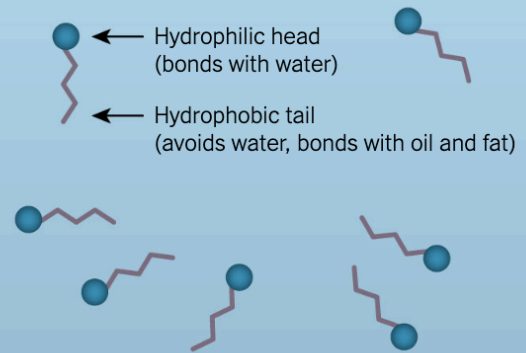
When you wash your hands with soap and water, you surround any microorganisms on your skin with soap molecules. The hydrophobic tails of the free-floating soap molecules attempt to evade water; in the process, they wedge themselves into the lipid envelopes of certain microbes and viruses, prying them apart.

“They act like crowbars and destabilize the whole system,” said Prof. Pall Thordarson, acting head of chemistry at the University of New South Wales. Essential proteins spill from the ruptured membranes into the surrounding water, killing the bacteria and rendering the viruses useless.

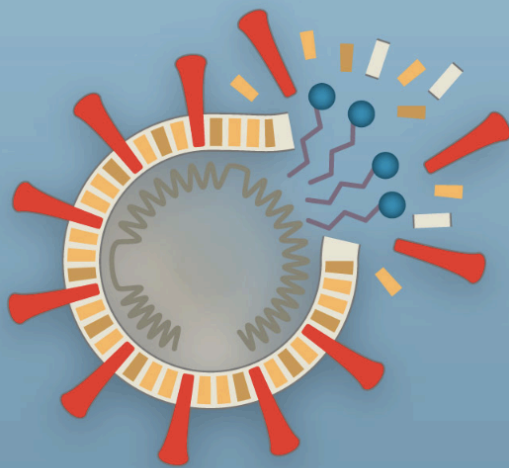
**THE CORONAVIRUS** has a membrane of oily lipid molecules, which is studded with proteins that help the virus infect cells.



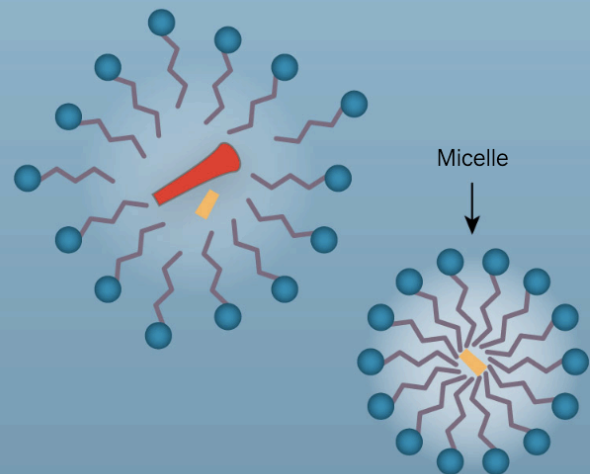
**SOAP MOLECULES** have a hybrid structure, with a head that bonds to water and a tail that avoids it.



**SOAP DESTROYS THE VIRUS** when the water-shunning tails of the soap molecules wedge themselves into the lipid membrane and pry it apart.



**SOAP TRAPS DIRT** and fragments of the destroyed virus in tiny bubbles called micelles, which wash away in water.



By Jonathan Corum and Ferris Jabr

In tandem, some soap molecules disrupt the chemical bonds that allow bacteria, viruses and grime to stick to surfaces, lifting them off the skin. Micelles can also form around particles of dirt and fragments of viruses and bacteria, suspending them in floating cages. When you rinse your hands, all the microorganisms that have been damaged, trapped and killed by soap molecules are washed away.

On the whole, hand sanitizers are not as reliable as soap. Sanitizers with at least 60 percent ethanol do act similarly, defeating bacteria and viruses by destabilizing their lipid membranes. But they cannot easily remove microorganisms from the skin. There are also viruses that do not depend on lipid membranes to infect cells, as well as bacteria that protect their delicate membranes with sturdy shields of protein and sugar. Examples include bacteria that can

cause meningitis, pneumonia, diarrhea and skin infections, as well as the hepatitis A virus, poliovirus, rhinoviruses and adenoviruses (frequent causes of the common cold).

These more resilient microbes are generally less susceptible to the chemical onslaught of ethanol and soap. But vigorous scrubbing with soap and water can still expunge these microbes from the skin, which is partly why hand-washing is more effective than sanitizer. Alcohol-based sanitizer is a good backup when soap and water are not accessible.

In an age of robotic surgery and gene therapy, it is all the more wondrous that a bit of soap in water, an ancient and fundamentally unaltered recipe, remains one of our most valuable medical interventions. Throughout the course of a day, we pick up all sorts of viruses and microorganisms from the objects and people in the environment. When we absentmindedly touch our eyes, nose and mouth — a habit, [one study](#) suggests, that recurs as often as every two and a half minutes — we offer potentially dangerous microbes a portal to our internal organs.

As a foundation of everyday hygiene, hand-washing was broadly adopted relatively recently. In the 1840s Dr. Ignaz Semmelweis, a Hungarian physician, discovered that if doctors washed their hands, far fewer women died after childbirth. At the time, microbes were not widely recognized as vectors of disease, and many doctors ridiculed the notion that a lack of personal cleanliness could be responsible for their patients' deaths. Ostracized by his colleagues, Dr. Semmelweis was eventually committed to an asylum, where he was severely beaten by guards and died from infected wounds.

Florence Nightingale, the English nurse and statistician, also promoted hand-washing in the mid-1800s, but it was not until the 1980s that the Centers for Disease Control and Prevention issued the world's [first](#) nationally endorsed hand hygiene guidelines.

Washing with soap and water is one of the key public health practices that can significantly slow the rate of a pandemic and limit the number of infections, preventing a disastrous overburdening of hospitals and clinics. But the [technique](#) works only if everyone washes their hands frequently and [thoroughly](#): Work up a good lather, scrub your palms and the back of your hands, interlace your fingers, rub your fingertips against your palms, and twist a soapy fist around your thumbs.

Or as the Canadian health officer Bonnie Henry [said recently](#), “Wash your hands like you’ve been chopping jalapeños and you need to change your contacts.” Even people who are relatively young and healthy should regularly wash their hands, especially during a pandemic, because they can spread the disease to those who are more vulnerable.

Soap is more than a personal protectant; when used properly, it becomes part of a communal safety net. At the molecular level, soap works by breaking things apart, but at the level of society, it helps hold everything together. Remember this the next time you have the impulse to bypass the sink: Other people's lives are in your hands.

# Infection Prevention and You



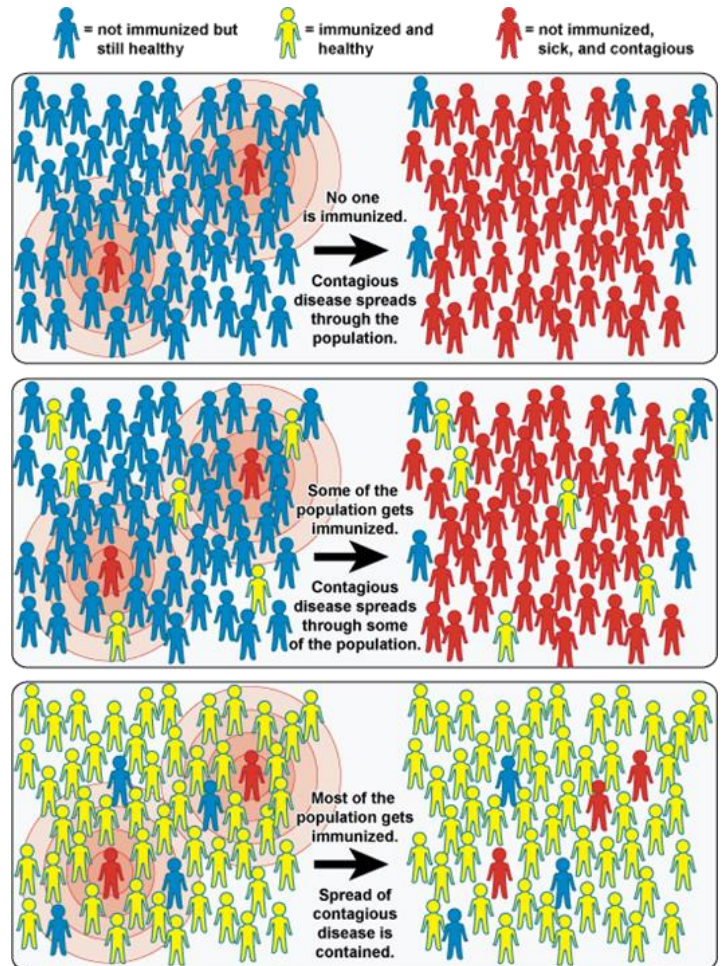
## Herd immunity

### What is herd immunity?

Herd immunity (or community immunity) occurs when a high percentage of the community is immune to a disease (through vaccination and/or prior illness), making the spread of this disease from person to person unlikely. Even individuals not vaccinated (such as newborns and the immunocompromised) are offered some protection because the disease has little opportunity to spread within the community.

Vaccines prevent many dangerous and deadly diseases. In the United States, smallpox and polio have both been stamped out because of vaccination. However, there are certain groups of people who cannot get vaccinated and are vulnerable to disease: babies, pregnant women, and immunocompromised people, such as those receiving chemotherapy or organ transplants. For example, the earliest a baby can receive their first pertussis or whooping cough vaccine is at two months, and the earliest a child can receive their first measles vaccine is at one year, making them vulnerable to these diseases.

Herd immunity protects the most vulnerable members of our population. If enough people are vaccinated against dangerous diseases, those who are susceptible and cannot get vaccinated are protected because the germ will not be able to “find” those susceptible individuals.



Credit: NIAID

### Why are there still outbreaks of vaccine-preventable diseases?

Measles was declared eliminated in 2000. Yet in 2014, there were 668 cases reported. The disease was spread when infected people traveled to the United States. These infected people then exposed unprotected people to the disease. There are a number of reasons why people are unprotected: some protection from vaccines “wanes” or “fades” after a period of time. Some people don’t receive all of the shots that they should to be completely protected. For example you need two measles, mumps, and rubella (MMR) injections to be adequately protected. Some people may only receive one and mistakenly believe they are protected. Some people may object because of religious reasons, and others are fearful of potential side effects or are skeptical about the benefits of vaccines.

# Infection Prevention and You

## When doesn't herd immunity work?

One of the drawbacks of herd immunity is that people who have the same beliefs about vaccinations frequently live in the same neighborhood, go to the same school, or attend the same religious services, so there could be potentially large groups of unvaccinated people close together. Once the percentage of vaccinated individuals in a population drops below the herd immunity threshold, an exposure to a contagious disease could spread very quickly throughout the community.

## What can you do?

Talk to your healthcare provider. Ask about your immunization status and if you and your family members are up-to-date on your shots. Staying on schedule with vaccinations not only keeps you safe, but also keeps your loved ones and your community safe.

## Additional resources

Vaccination saves lives—APIC consumer alert <http://www.apic.org/For-Consumers/Monthly-alerts-for-consumers/Article?id=vaccination-saves-lives>

For parents: Vaccines for your children—CDC <http://www.cdc.gov/vaccines/parents/index.html>

Community immunity—Vaccines.gov <http://www.vaccines.gov/basics/protection/>

Measles death points to need for herd immunity—MedPage Today <http://www.medpagetoday.com/InfectiousDisease/GeneralInfectiousDisease/52473>

Community immunity—NIAID <http://www.niaid.nih.gov/topics/pages/communityimmunity.aspx>

Recommended immunizations for children from birth through 6 years old—CDC <http://www.cdc.gov/vaccines/parents/downloads/parent-ver-sch-0-6yrs.pdf>

Updated: 8/25/2015

# Claims, Evidence, & Reasoning about the Coronavirus

## Part 1: Coronavirus & the Flu

### Comparison of the Flu and Coronavirus

	Flu	Coronavirus
Illnesses	34 million in US	100,000 worldwide
Deaths	20,000 in US	3,000 Worldwide
Death rate	0.1% in the U.S	2.3% in mainland China
Virus transmission R0	1.3	2.5

basic reproduction number," or R0 (pronounced R-nought). This is an estimate of the average number of people who catch the virus from a single infected person

BIG QUESTION: Is the Coronavirus *just* the flu?

Claim: *Answer the Big Question in a complete sentence.*

Evidence: *What data or text supports your claim?*

Reasoning: *Why does the evidence you chose support your claim? Explain Why!!*

**Part 2: The New Coronavirus?** Read the article below and then fill out the CER.

In recent weeks, a new coronavirus disease called **COVID-19** has spread from where it was first detected in China to dozens of other countries. Now, several U.S. states have confirmed cases.

“Like any novel infection that’s reported, it’s certainly a public health concern,” says **Steven Gordon, MD**, Chairman of the Department of Infectious Disease. And there is still much to learn about this new coronavirus disease.

As the situation continues to evolve, infectious disease specialist **Frank Esper, MD**, encourages people to stay informed and follow common-sense practices like proper hand-washing to reduce the spread of viruses.

Coronavirus is a family of viruses that are common in people and animals. They can cause a variety of illnesses, ranging from the **common cold** to severe pneumonia.

Coronaviruses spread from person to person through droplets released when people who are infected cough or sneeze. These infected droplets can land on people nearby, who can then become infected if the virus gets into their body through their eyes, nose or mouth.

So you could get COVID-19 from coming in close contact with an infected person who is coughing and sneezing, Dr. Gordon says. Experts also suspect that you can get it from touching a surface that has been contaminated with virus-containing droplets.

Because of this, the Centers for Disease Control and Prevention recommends that people who have or might have COVID-19, or anyone caring for someone who has it, wear face masks to prevent the spread. However, you do not need to wear a face mask if you are not sick.

Symptoms are what one would expect from a typical upper respiratory infection, including cough and fever. Some people also have other symptoms that mimic the flu, such as muscle aches and sore throat, Dr. Esper notes.

*“Unfortunately there is no truly identifying feature of this coronavirus that separates it from other viruses out there,” he says.*

Most people who contract the virus will have mild symptoms and can recover on their own at home. But people over age 50 and people who have heart disease, lung disease or weakened immune systems seem to be more at risk for serious infections that could lead to pneumonia and difficulty breathing, Dr. Esper says.

The only way to confirm that someone has COVID-19 is through a swab test. Efforts are underway to make testing more widely available in U.S. hospitals and healthcare facilities. Because of this, Dr. Esper expects to see an uptick in the number of cases of COVID-19 being diagnosed and reported.

However, the CDC currently considers the immediate health risk to the American public to be low.

**The priority: Prevention**

While there is no specific treatment for COVID-19, the best way to protect against it and any other upper respiratory infection is to practice good cold and flu season hygiene, Dr. Gordon says.

Actions to prevent the spread of viruses include:

- **Washing your hands thoroughly with soap and water**, or using an alcohol-based hand sanitizer.
- **Properly covering your nose and mouth** with a tissue or your sleeve when you cough and sneeze.
- **Staying home from school or work** if you're not feeling well, whether you think you have something extremely contagious or not. Wear a mask if you are sick.
- **Disinfect surfaces** that are frequently touched, like doorknobs and handles.
- **Avoiding close contact** with people who are sick.
- **Avoid touching your face** to prevent the spread of viruses from your hands.
- **Follow travel guidelines** from the CDC.

If you think you may have been infected with the coronavirus, call your healthcare provider. They will ask about your symptoms and recent travel, and recommend what next steps you should take.

**BIG QUESTION:** Is the Coronavirus *new*? (Consider ways that it is and is not new, then state your claim!)

**Claim:** *Answer the Big Question in a complete sentence.*

**Evidence:** *What data or text supports your claim?*

**Reasoning:** *Why does the evidence you chose support your claim? Explain Why!!*

## Graph of the Week

February \_\_\_\_\_, 2020

Name \_\_\_\_\_

Analyze the graphs below and write a reflection on what you think the graphs are communicating to you. To guide you with your response, start with some observations.

- What is the topic of the graph?
- What quantities are being compared? (If there are x- and y- axes, what do they represent?)
- What are some observations that you can make based on the graphs?
- What do you foresee happening in this data 10 years from now?

### Questions to ask when reading graphs:

- Is there an upward or downward trend?
- Are there any sudden spikes in the graph?
- What is being compared in the graph?
- What prediction can I make for the future?
- What inferences can I make about the graph?

### Wuhan coronavirus compared to other major viruses

VIRUS	YEAR IDENTIFIED	CASES	DEATHS	FATALITY RATE	NUMBER OF COUNTRIES
Marberg	1967	466	373	80%	11
Ebola*	1976	33,577	13,562	40.40%	9
Hendra	1994	7	4	57%	1
H5N1 Bird Flu	1997	861	455	52.80%	18
Nipah	1998	513	398	77.60%	2
SARS	2002	8,096	774	9.60%	29
H1N1**	2009	>762,630,000	284,500	0.02%	214 <sup>#</sup>
MERS***	2012	2,494	858	34.40%	28
H7N9 Bird Flu	2013	1,568	616	39.30%	3
2019-nCoV*	2020	11,871	259	2.2%	24

\*As of January 31, 2020

\*\*Between 2009 and 2010

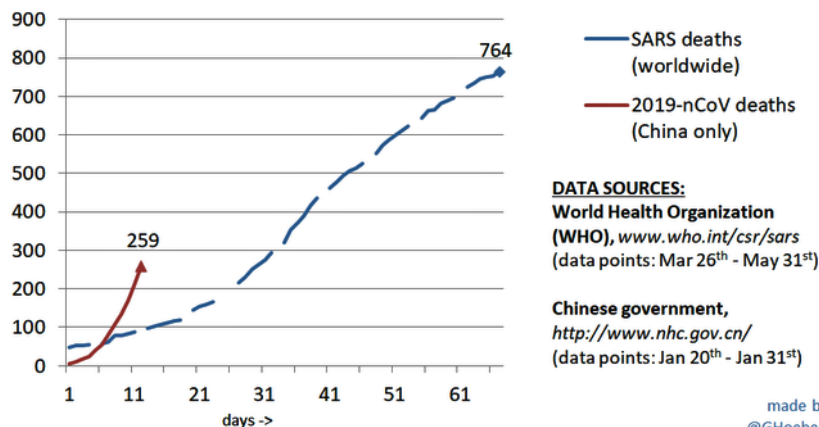
\*\*\*As of November 2019

#Countries and overseas territories or communities

Sources: CDC; UN; WHO; New England Journal of Medicine; Malaysian Journal of Pathology; CGTN; Johns Hopkins University; The Lancet; Reuters, CIDRAP

BUSINESS INSIDER

### # DEATHS: SARS (2003) vs WUHAN CORONAVIRUS (2020)



## Date\_\_\_\_\_

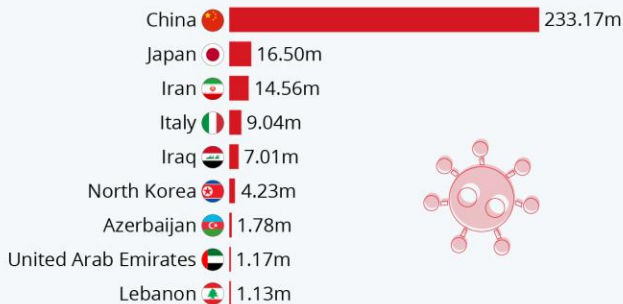
**Name**\_\_\_\_\_

Analyze the graphs below and write a reflection on what you think the graphs are communicating to you. To guide you with your response, start with some observations.

- What is the topic of the graph?
- What quantities are being compared? If there are x- and y- axes, what do they represent?
- What are some observations you can make based on the graph?

# The Coronavirus Is Keeping Millions Of Kids Out Of School

Number of children impacted by country-wide school closures due the coronavirus\*

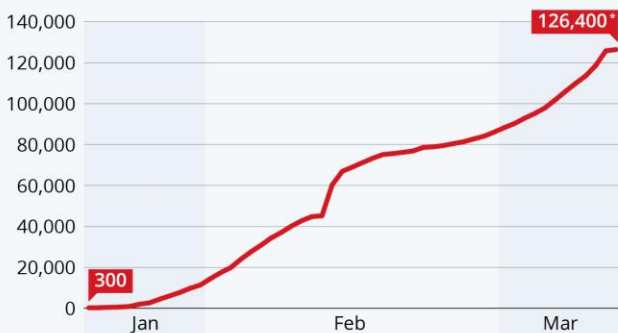


\* As of March 4, 2020. Refers to learners enrolled at pre-primary, primary, lower-secondary, and upper-secondary levels of education.  
Source: UNESCO

statista 

## Confirmed Coronavirus Cases

Total confirmed cases of the COVID-19 coronavirus in 2020



\* As of 10:15 CET on 12 March 2020.  
New diagnosis methodology in China revised upwards the number of new cases on 13 February.  
Figures rounded to the nearest hundred  
Source: Johns Hopkins University

statista 

Questions to ask when reading graphs:

- Is there an upward or downward trend?
- Are there any sudden spikes in the graph?
- What is being compared in the graph?
- What prediction can I make for the future?
- What inferences can I make about the graph?

### A. Analysis

[illegible]

B. What can you foresee happening in the near future?

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C. Based on your response in part B, what solution(s) can you investigate or what other information/resources can you gather to strengthen your argument?

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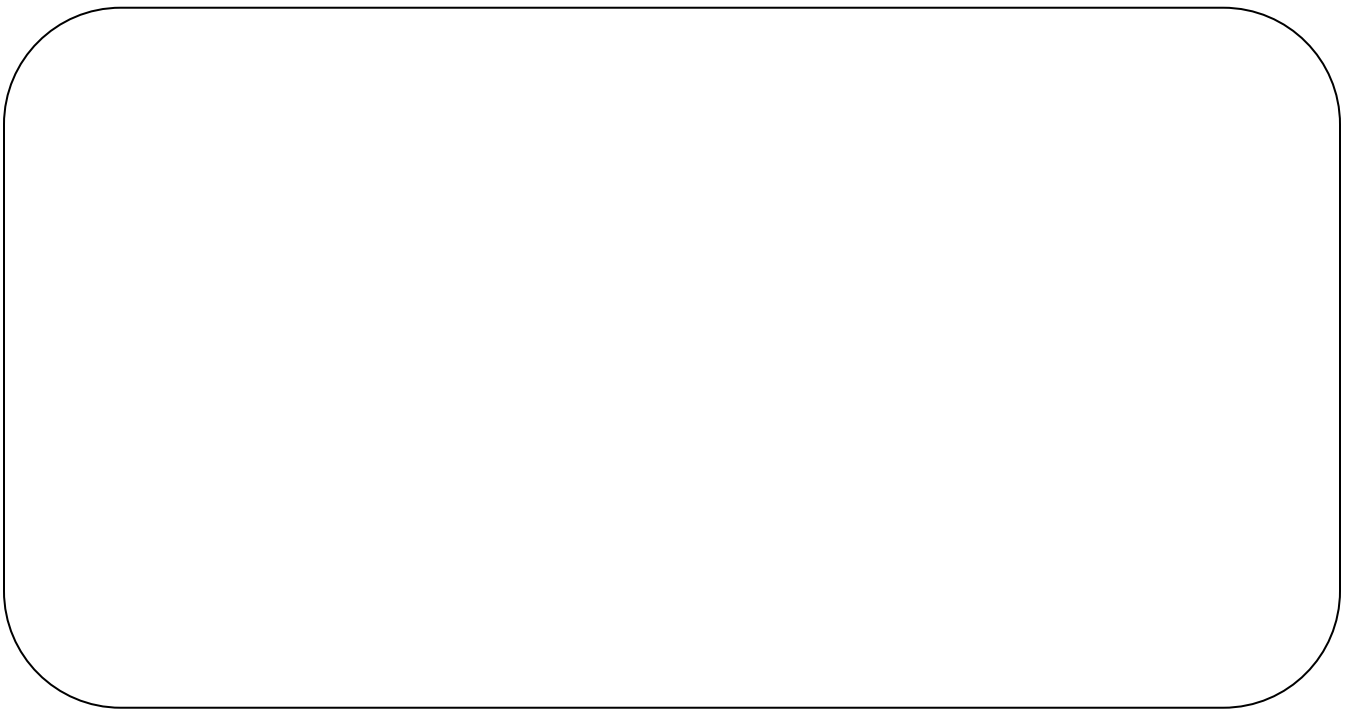
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Make an illustration or represent the data in your own way in the space below:



## 9-12 Social Studies



1. **America from Washington to Madison** 9-12.G.3.GS.C Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact.
2. **American Indians and the Transcontinental Railroad** 9-12.AH.2.G.A Evaluate the causes, patterns, and outcomes of internal migrations and urbanization.
3. **Cahokia: A Pre-Columbian American City** 9-12.WH.1.GS.B Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.
4. **Centuries of Peace** 9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
5. **California and Mesopotamia - Similarities and Differences** 9-12.WH.5.G.A Analyze physical geography to explain the availability and movement of resources.
6. **Patrick Cleburne's Proposal to Arm Slaves** 9-12.AH.1.CC.E Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
7. **Egypt, the Kingdom of Kush, and Mesopotamia** 9-12.WH.5.G.A Analyze physical geography to explain the availability and movement of resources.
8. **Humanity on the Record** 9-12.WH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in world history.
9. **Declaration of Independence** 9-12.G.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.
10. **The Virginia Declaration of Rights** 9-12.G.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.
11. **Judaism and Monotheistic Morality** 9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
12. **The League of the Iroquois** 9-12.AH.2.G.A Evaluate the causes, patterns, and outcomes of internal migrations and urbanization.
13. **Excerpts from American Antislavery Writings: Abraham Lincoln Speech on the Kansas-Nebraska Act at Peoria, Illinois** 9-12.AH.1.CC.E Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
14. **Literature and the Anti-Slavery Campaign, 1861** 9-12.AH.1.CC.E Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
15. **Native American Conflicts** 9-12.AH.2.G.A Evaluate the causes, patterns, and outcomes of internal migrations and urbanization.
16. **Role of the President of the United States**
17. **The Great West Illustrated, 1869** 9-12.AH.2.G.A Evaluate the causes, patterns, and outcomes of internal migrations and urbanization.
18. **Transcontinental Railroads: Compressing Time and Space** 9-12.AH.2.G.A Evaluate the causes, patterns, and outcomes of internal migrations and urbanization.
19. **George Washington's Farewell Address** 9-12.G.3.GS.C Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact.
20. **George Washington's Inaugural Address of 1789** 9-12.G.3.GS.C Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact.

# America from Washington to Madison

by James Folta



*left to right: George Washington, John Adams, Thomas Jefferson, James Madison*

The story of the United States' development involves many people and shifting forces. After the American Revolution in the late eighteenth century, the young nation had to navigate turbulent international events and balance the wishes of American citizens who had varying opinions. The first four presidents of the United States—George Washington, John Adams, Thomas Jefferson, and James Madison—all contributed to the trajectory of the nation. Examining each president's term in office, we can look at the unique problems each faced, what each was able to change, and how America changed around each of them.

America's first president was George Washington who served in office from 1789 until 1797. A farmer-turned-general-turned-president, Washington was influential in most major events leading up to the formation of the United States.

After the Revolutionary War, the brand new United States encompassed the territory of the 13 former British colonies. These colonies became states, and the new nation followed much the same boundaries established by the original colonial charter—with the addition of land ceded by the British at the end of the Revolutionary War, which effectively doubled the size of the country—bordered on the north by land owned by the British, on the south by Spanish Florida, on the west by the Mississippi River, and on the east by the Atlantic Ocean.

Washington's first major presidential decision regarding foreign policy was to decide how America would respond to the war that broke out between France and England soon after the French Revolution. Members of Washington's cabinet were split with some supporting each of the European nations. Many felt obligated to help France as repayment for their aid to the young nation during the American Revolution. These same people also still held anger for Britain. Others were still loyal to Britain, though, and they thought it would be a sign of good faith to side with England. Washington chose to remain neutral, as he felt the U.S. was too vulnerable at the moment to engage in a war.

Nationally, Washington gave much thought to the emerging American political culture. He was wary of the emergence of the two party system that has dominated United States politics ever since. He feared that blind allegiance to one single party or geographic region would make political arguments too extreme and hyperbolic, stifling compromise and debate. Retiring after his second term, Washington warned against Americans becoming too entrenched in parties, and he stuck by his foreign policy of remaining as neutral as possible and avoiding long-term treaties and alliances.

John Adams was elected president after Washington, serving from 1797 until 1801. He had served with Washington in the Continental congresses, and he was a diplomat during the Revolutionary War to France and Holland. He returned to the United States to become Washington's vice president, a position he disliked.

When elected, Adams faced similar international issues as his predecessor, namely the war between England and France. The conflict was causing problems for U.S. naval and shipping interests at sea, as the French had begun seizing American merchant ships. It was also dividing the U.S. As when Washington was president, the nation couldn't agree upon which European nation would be the best choice for the U.S. to support.

Adams also became embroiled in the XYZ Affair. France, ruled by a revolutionary leadership group called the Directory, was refusing to recognize the U.S. as a nation, turning away American diplomats and cutting all trade ties. Adams decided to send three commissioners in 1797 to address the impasse, but France wouldn't talk with them until they paid a large bribe. Adams brought the news to Congress, who voted to publish the letters sent from American diplomats detailing the French bribery demand. In the letters, the names of three of the French diplomats who were involved were replaced with the letters X, Y, and Z to hide their identities-hence the name of the affair. It was a major news story in the U.S. and played a major role in the breakout of the Quasi-War with the French.

Adams tried to move America in the direction of a more aggressive isolationist foreign policy. He passed the Alien and Sedition Acts, which raised the number of years someone needed to live in the United States in order to be considered a citizen and allowed for the deportation of aliens deemed dangerous to the United States. These acts were aimed at his opposition party, the Republicans.

Meanwhile, Adams also engaged in the Franco-American Quasi-War. French privateers, essentially legal pirates acting in France's interests, were heavily raiding U.S. merchant ships. The U.S. Navy was mostly defenseless at first, but Adams had more Navy vessels built and dispatched to fight back. Despite a number of U.S. naval victories, the Quasi-War eventually ended diplomatically when Adams sent a peace mission to France. Adam's party, the Federalists, were divided for and against this decision, but the opposing Republican Party was overwhelmingly against the peace mission. This lack of agreement between the parties and within Adams' own party led to Adams being voted out of the presidency in the election of 1800.

Just before his defeat, Adams had the unique distinction of becoming the first U.S. president to live in the White House in the new capital city of Washington, D.C. He moved in on November 1, 1800.

Thomas Jefferson was next into the office, leading from 1801 to 1809. He was the head of the Republican Party, which favored more decisive foreign policy. As a former minister to France with strong sympathies for the French Revolution, Jefferson sought to move away from the antagonism with France in his first term.

In his second term, he struggled to maintain neutrality and abstain from the Napoleonic Wars between France and England. This became difficult as both nations were harassing U.S. shipping merchants. Jefferson took the middle path of a U.S. shipping embargo, but this was unpopular and unsuccessful.

Domestically, Jefferson was a proponent of states' rights, and he strongly opposed a large central government, tenets of the Republican Party both then and now. He cut back on the Navy and Army budgets, cut down on the nation's expenditures overall, and reduced the national debt by a third. He also

eliminated the tax on whiskey that had been very unpopular, even leading to localized rebellions.

The big event of Jefferson's presidency was the Louisiana Purchase. The president purchased a vast plot of land from Napoleon in 1803, doubling the size of the U.S. The land is now much of the central part of the US. It reaches all the way to the Rocky Mountains, including the present-day states of Montana, Wyoming, Nebraska, North and South Dakotas, Kansas, Missouri, Iowa, Arkansas, Louisiana, Minnesota, and Colorado. Jefferson was unsure about the purchase as the Constitution did not lay out any rules or protocol about how to legally acquire new land, but he went forward anyway, recognizing the need to expand.

America's fourth president was James Madison, who held office from 1809 to 1817. Madison was a major Constitutional thinker and a central author of the Federalist papers. He came to be referred to as the "Father of the Constitution," a title he felt was inaccurate. He would later help to articulate the Bill of Rights, and he was a major leader in the formation of the Republican Party.

As Jefferson's Secretary of State, Madison had maintained that the French and British seizure of U.S. shipping was against international law.

Madison was drawn into the same issues between England and France as his predecessors. The Embargo Act of 1807 that Jefferson passed was repealed in 1809, but the U.S. prohibited trade with both nations until 1810, when Congress voted to allow trade with either France or England if they recognized American neutrality. If one nation complied, the U.S. would not trade with the other.

France, under Napoleon, appeared to follow these rules. The trade prohibition was unpopular in America. Led by a group called the "War Hawks," many in Congress pressured the president to take a more aggressive approach and enter the war. Their wishes were granted in 1812 when America went to war with England. The British had been capturing U.S. sailors and forcing them to join the British Navy, a practice called impressment. The British said this was legal, as the American sailors were English before the Revolutionary War. As a result, on June 1, 1812, the U.S. declared war.

A couple of months after the U.S. declared war, U.S. forces invaded the British owned land to the north, which is present-day Canada. The U.S. forces failed and retreated. They even lost Detroit to the British. The United States lost many other battles against the British. One significant loss was when British forces captured the U.S. capital. Much of the city was burned, including the White House and the Capitol.

United States forces did have a few significant victories on land and sea, especially later in the war. The last string of U.S. victories was capped by future president Andrew Jackson's victory at New Orleans. As a result of these victories, the U.S. public saw the War of 1812 as a success, and national spirits and patriotism soared. The public sentiment was so heavily in favor of the war that it crippled Madison's party, the Federalists, who had opposed the war. They disappeared as a national political party as a result.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Who were the first four presidents of the United States?

- A. George Washington, Thomas Jefferson, Andrew Jackson, and Alexander Hamilton
- B. Thomas Jefferson, James Madison, Alexander Hamilton, and James Monroe
- C. George Washington, James Madison, James Monroe, and John Quincy Adams
- D. George Washington, John Adams, Thomas Jefferson, and James Madison

2. In this text, the author describes important elements of the first four presidents' time in office. What important element does the author describe for all four of the presidents?

- A. their opinions of states' rights
- B. their plans to expand the U.S.
- C. their opinions about political culture
- D. their foreign policy decisions

3. The wars between England and France in the late 1700s and early 1800s caused problems for America. What evidence from the text best supports this conclusion?

- A. During wartime, both England and France seized and harassed U.S. shipping merchants.
- B. Washington chose to remain neutral in the war that broke out between France and England.
- C. Both Jefferson and Madison put limits on trading with France and England during wartime.
- D. Adams engaged in the Franco-American Quasi War because of the actions of French privateers.

4. During the early years of the United States, what difficult decision did Americans and American presidents often face?

- A. how best to continue expanding the size of the U.S.
- B. how best to support France in its continuous wars against England
- C. whether to remain neutral, support England, or support France in international conflicts
- D. whether to pursue a two-party system in U.S. politics, against George Washington's wishes

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

- A. The first four presidents of the U.S.A. struggled to keep the nation's trade and shipping economy healthy.
- B. While the first four presidents of the U.S.A. were all important, George Washington had the largest impact on the nation.
- C. The first four presidents of the U.S.A. demonstrated their ability to lead by uniting Americans' opinions on important matters.
- D. The first four presidents of the U.S.A. all faced unique challenges and took actions that impacted the trajectory of the nation.

**6. Read these sentences from the text.**

Washington's first major presidential decision regarding foreign policy was to decide how America would respond to the war that broke out between France and England soon after the French Revolution. Members of Washington's cabinet were split with some supporting each of the European nations. [ . . . ] Washington chose to remain neutral, as he felt the U.S. was too vulnerable at the moment to engage in a war.

Based on these sentences, what does it mean to "remain neutral"?

- A. to not choose sides in a conflict
- B. to fully support one side in a conflict
- C. to fight against both sides in a conflict
- D. to get involved in a conflict

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

During Madison's presidency, the British had been capturing U.S. sailors and forcing them to join the British Navy. \_\_\_\_\_, on June 1, 1812, the U.S. declared war.

- A. However
- B. Moreover
- C. Consequently
- D. Specifically

**8.** Describe Washington's and his cabinet members' responses to the war that broke out between France and England soon after the French Revolution.

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**9.** Overall, American opinions about foreign policy were often divided in the years following the American Revolution. Give three examples from the text to illustrate this conclusion.

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**10.** It can be difficult for a president to balance the varied opinions of other Americans when making major decisions. Argue for or against this statement, using evidence from the text to support your argument.

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# American Indians and the Transcontinental Railroad

by Elliot West

This essay is provided courtesy of the Gilder Lehrman Institute of American History. This text has been adapted for use by ReadWorks.

"Across the Continent" is among the most familiar lithographs of Currier and Ives. It features a locomotive chugging from the foreground toward a far western horizon. To the left of the tracks are the standard images of the coming of civilization—a schoolhouse with romping children outside, a church, covered wagons, cabins, and sturdy yeomen felling trees. To the right of the tracks we see the wild country that other pioneers will soon transform. There are looming mountains, a winding river, and rolling grasslands. Only two human figures are there. Two Indians sit astride their horses, watching the progress of the great machine. Black smoke belching from the train's stack widens and spreads as it drifts back toward the pair. In a moment it will cover them.



"Across the Continent, Westward the Course of Empire Takes Its Way," art by F. F. Palmer, published by Currier and Ives, New York, NY, 1868.

As usual with such prints, the symbolism of the images could hardly be clearer. A new order has arrived. It will make over the land. It will implant the essentials of a superior culture. And in the process the previous occupants, America's Indian peoples, will be passed by, literally and figuratively. They, or at least their way of life, will be first obscured and then will vanish.

To contemporary eyes "Across the Continent" seems, for its time (1868), typically oblivious to the human and cultural destruction that came with westward expansion, but it conveys a certain historical truth as well. The railroad, the centerpiece of the print, had few if any rivals as an instrument of western settlement, and in the conquest of the region's dozens of Indian tribes, its role is difficult to overstate. The locomotive's enveloping smoke is true enough as a metaphor for what railroads meant for Indian America in the years after the Civil War.

It was partly a matter of timing. Railroads, as a technological marvel, appeared and spread just as the nation was acquiring and establishing its control over the far West and its native peoples. The first rail lines began operating in the 1830s, but they truly began to come into their own early in the next decade. The amount of trackage in 1840, fewer than three thousand miles, increased ten times over in the next twenty years, then leapt to more than 115,000 miles in 1880. Those same years saw the acquisition of the far West, its political organization, the start of its economic transformation—and the conquest and dispossession of its native peoples. The two developments—westward expansion and the establishment of a national rail system—cannot be understood apart from one another. The consequences for American Indians were especially doleful.

Railroads began to undercut native independence before a single mile of track had been laid. Especially with the discovery of gold in California, the federal government felt a powerful need to bridge the distances between the bulk of the nation's people east of the Missouri River and the rising populations

on the Pacific Coast. During the 1850s the army surveyed and improved more than twenty thousand miles of roads in the West, but the greatest hopes were pinned on a transcontinental railroad. Four possible routes were surveyed, each with its eastern advocates who hoped to benefit from the traffic. To be considered, however, a route would have to be part of a territory or state and would have to have clear, unopposed access to the land where the rails would run. That meant settling up with American Indian tribes and eliminating any of their claims to the country in question.

The result was a quarter century of vigorous efforts by railroad interests and their political allies to move Indians out of the way, part of the broader effort to confine and isolate them on reservations. It began in the 1850s. The Kansas-Nebraska Act (1854), the same law that raised the explosive issue of the expansion of slavery and in effect lit the fuse that led to the Civil War, also began the process of dispossession of Kansas Indians through a series of new treaties meant to open a rail route along the Great Overland Trail and to open Kansas to settlement. The Shawnees, for instance, having been removed from their native Ohio to eastern Kansas, now surrendered 1.4 million acres of land for less than sixty cents per acre. A similar scenario unfolded in the Pacific Northwest. The governor of the new Washington Territory, Isaac Stevens, had led the survey of the northernmost route meant to link St. Paul, Minnesota, to Puget Sound. Now, with ambitions to win the prize of the rail connection, he bullied through a series of treaties in 1855 to clear a way for a transcontinental and to open millions of acres to settlers. Discontent with the treaties then brought a series of wars that broke the power of some of the most prosperous and powerful tribes of the region.

Railroads had more obvious calamitous effects on western Indians. By tapping into the interior, the railroads brought settlement to vast sections of the West that would likely have remained far less affected without them. With a rail connection a farmer in a Montana river valley could send his crops to market, a rancher in Arizona his cattle toward a slaughterhouse. What had been a long and dangerous journey for a family heading west now was considerably easier and safer. Railroads encouraged immigration more directly. All but one transcontinental line had been financed through massive grants of public lands meant to be sold to help pay for construction. To unload these lands, railroads hired hundreds of promoters across the East and Europe, offered cheap fares, and even provided temporary housing for any who could come.

Every new opportunity for settlers, however, further eroded the dwindling independence of Indians. New towns and spreading ranches and farms pressed against shrinking native homelands, disrupting economies and triggering disputes that almost invariably ended badly for Indians. In how white newcomers engaged "the wild tribes," the secretary of the interior wrote in 1869, the railroad had changed everything. Settlement no longer slowly, gradually advanced. Now "the very center [of Indian country] has been pierced."<sup>[1]</sup>

Rail connections to the Great Plains proved especially devastating. After acquiring horses, Indians there had become heavily dependent on the plains bison for food, shelter, clothing, trade, and much more. In 1872 it was found that bison hides could be processed into commercial leather, and white hide-hunters immediately set out to meet that demand. Within a decade they had driven the millions of animals to the verge of extinction. The slaughter would have been unlikely, probably impossible, had railroads not provided the means to ship the hides and bones off to eastern factories. In one year near the end of the carnage, 1881-1882, the Northern Pacific shipped 2,250 tons of hides from the northern plains. Once the herds were gone, plains Indians had no true option but to turn to reservations and dependence on federal support. In effect the life blood of a people had bled away through the rail lines.

More obvious still was the role of the railroad in military conquest. Through the expanding steel network military leaders could focus the army's great advantages in numbers and technology where needed, and could do so with remarkable speed. In June 1877 fighting broke out between the Nez Perce Indians and U.S. troops in central Idaho. Distant commanders ordered ten companies of the 2nd Infantry into the field -from Georgia. Traveling by rail and steamboat, they were there in only sixteen days. Similar stories unfolded from the northern plains to the desert Southwest.

Interestingly, Indian efforts to block or retard railroads were extremely rare. Warriors occasionally harassed surveyors, and in the summer of 1867 a party of Cheyennes on impulse derailed a train in Nebraska, killed several trainmen, and rode off with some plunder. Sending the locomotive off its tracks had been remarkably easy, yet there is no record of other such attacks. The advance of this great transforming force happened virtually unimpeded by those who had the most reason to resist it.

Resistance in any case would surely have failed. Several forces converged after 1850 to overwhelm western Indian peoples with appalling speed and thoroughness. Breaking native power and independence east of the Mississippi River had taken about two centuries after the first colonial settlements. Doing so west of the Mississippi took barely thirty years. Among those several forces, the revolution in movement brought by railroads must rank among the most significant. They speeded the loss of native homelands, channeled in tens of thousands of settlers, triggered devastating blows to Indian economies, and allowed the military to flex its muscles against any who fought back.

In 1883 William Tecumseh Sherman, General of the Army, wrote that except for occasional "spasmodic and temporary alarms," Indians would cause no more problems. There were various reasons-military campaigns, vigorous immigration, and the occupation of lands by "industrious farmers and miners." One factor, however, ranked first: "~~The~~ *railroad* . . . has become ~~the~~ *greater* cause." The recent completion of the fourth transcontinental line, he added, "has settled forever the Indian question." [2]

In fact, many questions remained, and still do, especially regarding the treatment of dozens of dispossessed tribes. Of Sherman's opinion of the railroad's significance, however, there can be little argument. Indians did not vanish, as behind the locomotive smoke in the Currier and Ives print, but in scarcely more than a generation they saw their lives transformed for the worse, in considerable part because of the laying of steel rails "Across the Continent."

[1] United States, House, *Report of the Secretary of the Interior*, 1869, 41st Cong., 2nd sess., House Executive Document 1, Pt. 3, Serial 1414.

[2] Report of Gen. William Tecumseh Sherman, in *Report of the Secretary of War*, 1883, 48th Cong., 1st sess., House Executive Document 1, Pt. 2, Serial 2182.

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**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**1.** According to the text, what appeared and spread just as the United States was acquiring and establishing its control over the far West and its native peoples?

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**2.** Describe at least two ways that American Indians were negatively affected by the spread of railroads.

Choose the answer that best completes the sentence.

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**3.** What is the main idea of this text?

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**4.** Why might the author have chosen to discuss the lithograph "Across the Continent" at the beginning of the text?

Support your answer with evidence from the text.

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# Cahokia: A Pre-Columbian American City

This essay is provided courtesy of the Gilder Lehrman Institute of American History.

Almost a thousand years ago, American Indians built a city along the Mississippi River in the middle of North America.

Located opposite modern-day St. Louis, Missouri, this city is called Cahokia by archaeologists, and it was as large in its day as New York and Philadelphia before the mid-1700s. Ten thousand indigenous citizens once called it home. Tens of thousands more, farmers mostly, lived in the nearby countryside. For a time, Cahokia was the center of ancient society in North America, and its people changed the course of human history.



*A preColumbian earthwork, located at the Cahokia site in Illinois. (Courtesy of Wikipedia Commons)*

At its peak around AD 1100, the city of Cahokia covered more than five square miles and was made up of 120 earthen pyramids (often called "mounds" today). Built entirely of packed earth, the main pyramid-"Monks Mound"-covered fifteen acres and rose in three major terraces to a height of one hundred feet, making it the third largest in the Americas. A fifty-acre rectangular plaza sat at the foot of this tremendous monument. Other plazas stretched out in all directions, and eighty more pyramids and several more plazas were built in two related mound complexes five to six miles away in present-day St. Louis and East St. Louis. Residential neighborhoods filled the spaces around the mounds and between Cahokia, St. Louis, and East St. Louis. What had caused all of this to happen?

## CAHOKIA'S BEGINNINGS

Cahokia was not the first archaeological site with large earthen mounds. Mounded sites as old as 5,500 years are known in northeastern Louisiana, dating to what is termed the "Archaic period" (8000-500 BC). Some of these mounds were platforms built to elevate the community's central rituals. Later mounds of the "Woodland period" (500 BC-AD 800) included similar stages but were also built to cover the burials of important people and, sometimes, to enclose sacred ceremonial spaces in which great crowds would gather. Some of the most complex and extensive mound complexes of the Woodland period are in Ohio.

By the end of the "Late Woodland period" (AD 800-1050), mound building was less widespread. In its place, the people of the southern Midwest between modern-day St. Louis, Missouri, and Memphis, Tennessee, had moved to permanent villages and intensified crop production. They grew squash, local grains (such as goosefoot and maygrass), sunflowers, and maize or corn. Maize originated in the American Southwest and Mexico, and early varieties were difficult to grow in the Midwest. But by Late Woodland times, maize had adapted to the northern climate, and people made it a staple in their diets.

We now know that Cahokia began as a modest-sized, Late Woodland agricultural village. Around the wide floodplain of the Mississippi River opposite St. Louis, villages were becoming sizeable, with several having up to several hundred residents. By the year 1000, the largest village in this part of the

Midwest was located at Cahokia, and it held over a thousand souls. Probably, these earliest Cahokians were especially fortunate farmers who managed to convert their surplus into social status. A few distant families seem to have married into these prominent local families, judging from the varieties of broken, locally made pots found in kitchen middens. Village life revolved around farming. Rituals focused on the important events in people's lives, and families played a game called "chunkey." As recorded in the colonial period, chunkey consisted of throwing scoring sticks or poles after rolling a small stone disk.

It seems unlikely that the early success and agricultural output of Cahokia alone was the reason for events that followed. But at or shortly after AD 1050, everything at and around the old village of Cahokia changed. The exact year is uncertain owing to the imprecision of radiocarbon dating, but it is clear from archaeological discoveries that, over a very short period of time, a small group of planners—perhaps even one single person—redesigned Cahokia from a village into a city. Implementing the new design meant that hundreds of old village houses had to be ripped down and, in some areas, the naturally undulating bottomland had to be leveled. Cahokia's huge earthen pyramids and plazas were built. Around them, new neighborhoods were laid out, with homes now built with prefabricated sapling walls each topped with a thatched roof. Inside these one-room houses, there was enough space for a family of five to sleep; store their possessions, dried foodstuffs, and cooking wares; and build a small fire to heat the interior.

## LIFE, RELIGION, AND HISTORY

Almost all socializing, gaming, and work happened outdoors. A day in the life of an average Cahokian family involved spending most of the day working in the fields, fishing, and hunting. The women and girls probably tended the crops, snared some game, and collected greens, berries, and roots. The men and boys worked in the fields too, and made short hunting and fishing excursions to the lakes and forests within two- or three-days' walk of Cahokia. Most evening meals would find all gathered together, perhaps with extended families and friends, mending nets, grinding corn, working wood, resharpening their stone hoe or axe blades, and telling stories around the outdoor cookfires. Some might be making things for the next festival.

Religious rituals and community festivals were annual affairs, timed to their calendar. That calendar seems to be commemorated by a large circle of posts, called the "Woodhenge," at Cahokia. Various constructions of this post-circle monument were built with cedar posts that numbered in multiples of twelve, indicating a recognition of the number of lunar months in a year. Presumably, the Woodhenge was used to time the major festivals of the year. Most likely, farmers and more distant pilgrims would show up to take part. There they would listen, sing, dance, and pray to their gods. They would also play chunkey, which became the official sport of the people.

Cahokian religion seems to have merged beliefs about life and death with the movements of stars, sun, and moon in the heavens. Specific deities were recognized, the most prominent being a female goddess (depicted in small red stone sculptures found at and around Cahokia). The goddess is depicted associated with the bones of the dead, a monstrous mythical serpent, and agricultural crops. Offerings to her were probably intended to ensure a good harvest.

These offerings seem to have included human sacrifices. In several burial mounds and in the ceremonial areas of what archaeologists call the "East St. Louis site," pits have been found containing the remains of between one and fifty-three young females executed as part of single events. In Cahokia's first century, such sacrificial rites might have occurred every few years, perhaps in conjunction with the passing of a

planet or star. Similar rites still existed among one group of Pawnee on the Plains in the early 1800s.

Whatever their religious practices, it seems that Cahokians exported them to distant lands shortly after 1050. The sites of Aztalan and Trempealeau, Wisconsin, for instance, were set up by or with Cahokians. Trempealeau is located over 500 miles to the north in a land of rocky bluffs, caves, and springs. The local people were unlike Cahokians, and built small burial mounds in the shapes of animals. Upon their arrival, Cahokians built a temple-and-pyramid complex and conducted the same sorts of religious rites they had conducted in their homeland. They used pots, hoe blades, and utensils imported from Cahokia, and they played chunky using the stone disks they had carried with them.

The effects are readily apparent to archaeologists, who refer to this campaign as a "Cahokianization" of some distant places. Some Cahokianized populations, such as people in the Illinois River valley a hundred miles north of Cahokia, developed independently of the city to the south. Initially friendly, the relations between the two might have soured, and by the later 1100s some archaeologists suspect that military actions might have taken place. While the events are unclear at present, Cahokians did build an elaborate defensive palisade wall around the central city by about 1160 or 1170 (based on radiocarbon dates). This palisade was two miles in length, built using some 15,000 logs, and studded with bastions, or projections that enabled archers to fire their arrows down on any would-be attacker. Cahokians, it seems, were under threat of attack.

Whether or not an attack ever came is not known. The elite residential area at the East St. Louis site was burned down around this time. But this particular burning might have been an intentional one by Cahokians themselves, who are thought to have used fire rituals. Possibly, this was their way of commemorating the death of a leading figure, perhaps a ruler. But whether ritual burning or a fire started by attackers, social and political change followed the burning down of the East St. Louis site. People began to leave the city, and farmers began to emigrate away from the region.

## THE END OF CAHOKIA

There was an attempt, perhaps by the next generation of prestigious leaders or influential priests, to forestall the collapse of Cahokia. New rituals were introduced. New symbols were incised onto their pottery. But Cahokia and its hinterlands continued to shrink. By 1200, the population of the city had probably fallen to less than 5,000 people; by 1250, that figure was probably no more than 2,000. In the countryside, many thousands of farmers had already left. No more than a few thousand remained by 1250. What had gone wrong?

Besides the political troubles, the region had also experienced a severe drought in the late 1100s, and additional droughts in the 1200s. Moreover, the climate was cooling, and it was probably proving difficult to produce the bumper maize crops needed to support the pomp and pageantry of Cahokian religious and political celebrations. In the end, Cahokia simply seems to have faded away. Where did the people go, and who did they become?

The answer is disputed today, but the facts of Cahokia's founding and its prolonged demise suggest that Cahokia was like so many cities around the world—made up of more than one ethnic group. Its people might have spoken more than one language. Possibly, the people of Cahokia included local farmers and contingents of dignitaries and representatives from far-off peoples in the Plains, Midwest, and South. As Cahokia dissolved, the nonlocal citizens might have simply gone home. The descendants of Cahokians might include people in various tribal groups in the Plains and the South today: the Quapaw, Omaha,

Pawnee, Chickasaw, Ponca, Mandan, Choctaw, and Osage, among others. One group might have descended from the Cahokian elite, and another from farmers. Or one might have lived on, on the east side of Cahokia, while another might have occupied East St. Louis before it burned.

Whoever they became, and however Cahokia fell, another important archaeological mystery yet remains. Possible descendants include the peoples of great American Indian nations and tribal groups met by Lewis and Clark in 1804 or painted by George Catlin in the 1830s. And yet among them, including the Quapaw, Omaha, Pawnee, and others, there are no stories that speak of the city of Cahokia. Why might the descendants of Cahokia have chosen to forget Cahokia?

The answers might remain in the ruins of Cahokia, the central portion of which is preserved within Illinois' Cahokia Mounds State Historic Site. But most of the suburban complexes, associated towns, and hundreds of farming villages and religious shrines that have not already been destroyed today are yet unprotected. We owe it to the descendants of this once-great place, if not to American history generally, to preserve that which is left—mounds, the buried debris of religious festivals, and the rotted remains of thousands of homes.

Timothy R. Pauketat is an archaeologist and professor of anthropology at the University of Illinois at Urbana-Champaign. His most recent book is *Cahokia: Ancient America's Great City on the Mississippi* (2009).

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**1. What was Cahokia?**

- A. a pyramid made of packed earth that rose in three major terraces to a height of one hundred feet
- B. a mound used to enclose sacred ceremonial spaces in which great crowds would gather
- C. a large circle of cedar posts that numbered in multiples of twelve, indicating a recognition of the number of lunar months in a year
- D. a city built by American Indians along the Mississippi River almost a thousand years ago

**2. The text discusses the causes of Cahokia's decrease in population. What was one of the causes?**

- A. a game called "chunkey"
- B. the building of "Monks Mound"
- C. a series of droughts
- D. the collection of berries and roots by women and girls

**3. Cahokians spent much of their time outdoors.**

What evidence in the text supports this statement?

- A. "Cahokia was not the first archaeological site with large earthen mounds. Mounded sites as old as 5,500 years are known in northeastern Louisiana, dating to what is termed the 'Archaic period' (8000-500 BC)."
- B. "A day in the life of an average Cahokian family involved spending most of the day working in the fields, fishing, and hunting."
- C. "Some Cahokianized populations, such as people in the Illinois River valley a hundred miles north of Cahokia, developed independently of the city to the south."
- D. "...the facts of Cahokia's founding and its prolonged demise suggest that Cahokia was-like so many cities around the world-made up of more than one ethnic group."

4. Military actions might have taken place between Cahokians and people to the north.

What evidence supports this idea?

- A. the worship of a Cahokian goddess associated with agricultural crops
- B. the construction of a post-circle monument at Cahokia
- C. the exporting of Cahokian religious practices to distant lands
- D. the construction of a defensive wall around Cahokia

5. What is the main idea of this text?

- A. Cahokia was an important city in pre-Columbian America.
- B. Around AD 1100, the city of Cahokia covered more than five square miles.
- C. Mounds of the "Woodland period" were built to cover the burials of important people.
- D. Cahokia began as a modest-sized agricultural village.

6. Read these sentences from the text.

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Whoever they became, and however Cahokia fell, another important archaeological mystery yet remains. Possible descendants include the peoples of great American Indian nations and tribal groups met by Lewis and Clark in 1804 or painted by George Catlin in the 1830s. And yet among them, including the Quapaw, Omaha, Pawnee, and others, there are no stories that speak of the city of Cahokia. Why might the descendants of Cahokia have chosen to forget Cahokia?

The answers might remain in the ruins of Cahokia, the central portion of which is preserved within Illinois' Cahokia Mounds State Historic Site."

What might be the author's purpose for asking the question, "Why might the descendants of Cahokia have chosen to forget Cahokia?"

- A. to express the "archeological mystery" about Cahokia that still remains
- B. to make readers wonder about the differences between the Omaha and the Pawnee
- C. to criticize the way Lewis and Clark treated the tribal groups they met
- D. to emphasize the connection between the Quapaw and the people of Cahokia

7. Read this sentence from the text.

"We owe it to the descendants of this once-great place, if not to American history generally, to preserve that which is left-mounds, the buried debris of religious festivals, and the rotted remains of thousands of homes."

What punctuation mark could best replace the em dash between "left" and "mounds"?

- A. a comma
- B. a semicolon
- C. a colon
- D. a question mark

**8.** Name three tribal groups that might include descendants of Cahokians.

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**9.** Read this sentence from the text.

"Possibly, the people of Cahokia included local farmers and contingents of dignitaries and representatives from far-off peoples in the Plains, Midwest, and South."

According to the text, what might the nonlocal citizens of Cahokia have done when Cahokia dissolved?

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**10.** Why might the descendants of Cahokia have chosen to forget Cahokia?

Support your answer with evidence from the text.

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# Centuries of Peace

by ReadWorks



Given the regular outbreaks of religious and political violence in the Middle East, it's easy to think of Muslims, Jews, and Christians as natural antagonists. This wasn't always the case, however. For hundreds of years, Muslims, Jews, and Christians lived in peace on the Iberian Peninsula, in what is now Spain. They farmed side-by-side, governed together, and even shared their most important intellectual and religious texts. This collaboration led to the founding of the first modern universities in the West.

But this peaceful collaboration is not what many remember most about the Muslim empire in Spain. What's most commonly known about the Muslim empire in Spain is its savagely violent beginning and end. After watching for centuries as the Visigoth empire collapsed into corruption and civil war, Muslims in Northern Africa began planning a massive invasion of the Iberian Peninsula. Under General Tariq ibn Ziyad, an army sailed nine miles from Africa to the Rock of Gibraltar (derived from the Arabic "Tariq's Mountain") in 711. By 718, Muslims controlled all of today's Spain and Portugal and part of southern France. This territory was called al-Andalus. Almost 800 years later, the last Muslim leaders were expelled from Spain during a brutal 11-year military campaign that ended on January 2, 1492, when King Mohammad XII surrendered in Granada.

Between these violent bookends, however, thrived a rich and multicultural culture called the Convivencia, or coexistence. While there were occasional outbreaks of violence and repression by Muslim authorities directed against people of other faiths, Christians and Jews were officially labeled "dhimmis," or protected peoples under Islamic law. A small number of Jews and Christians rose to powerful positions in the government.

People from all three faiths also joined together to share ancient texts that had been preserved by their respective religious teachers. In Toledo and in the empire's capital of Cordoba, monks and scholars gathered from across Europe and the Muslim world to translate and debate important texts. Perhaps the most important of these scholars was Averroes, who was known in Arabic as Ibn Rushd. Averroes, a judge and scholar, delivered the forgotten wisdom of Aristotle to the rest of the world. He helped rescue ancient Greek philosophy from oblivion, enabling the Muslim empire's golden age to provide the intellectual backbone later used to build modern Western civilization.

Born in 1126 to a family of prominent civic leaders, Averroes was considered a polymath, becoming a master in Greek and Islamic philosophy, theology, mathematics, and science. He started translating Aristotle from Greek into Arabic after the ruler of the Iberian caliphate asked him to create a version of the text that was clearer and easier to understand than previous translations. Averroes went on to translate most of the known works by Aristotle plus *The Republic* by Plato and also published many short commentaries on each work.

His work came at an important time. By the 12th century, only a handful of Europeans could still read the works of Aristotle in their original Greek. Few copies of the original survived because they had been written on fragile papyrus, and most versions copied onto more durable and expensive parchment were owned by Islamic authorities. After circulating through the scholastic society of Cordoba, Aristotle's works were copied and sent across Europe, sparking a resurgence of interest in his philosophy in the West that continues today.

While all this seems very remote, the reasons behind Averroes's work are just as important today. His best-known original work, "The Incoherence of the Incoherence," was a defense of the rational mind over religious belief as the root of wisdom and knowledge. Aimed at Islamic leaders who were trying to enact a stricter version of religious law across the empire, Averroes took a risky position, arguing that humans should be the ultimate deciders of law and justice, not God. Five hundred years before writers such as Thomas Hobbs navigated a similar path, Averroes's positions have caused many to call him the "founding father of secular thought in Western Europe." Many of his works were kept at the personal library of the local caliph, or emperor, who was estimated to have collected around 400,000 books, making it one of the largest libraries in the world at the time.

While Averroes argued for greater plurality of world views, the culture of the Iberian peninsula promoted religious equality-or at least some modicum of tolerance-on a day-to-day basis. Jews emigrated from the Middle East and Northern Africa to Toledo and other major cities on the Iberian peninsula, creating some of the most stable and prosperous Jewish communities in the world at the time. It was here that a Hebrew Renaissance flourished, resulting in some of the most important works of Hebrew poetry.

Perhaps the most surprising collaboration between religions during the al-Andalus empire happened inside the mosques, which were shared between Muslims and Christians. This was most apparent at the Mosque-Cathedral of Cordoba. Founded in the year 600 by the Visigoths as a Catholic church, it was divided by Muslim leaders into Muslim and Christian sections after the Muslim conquest. As more Muslims immigrated to Cordoba and their ranks overwhelmed the building, the emir (ruler of al-Andalus)

purchased the other half from the Christians and allowed the Catholics to rebuild churches that had been destroyed during the invasion. Thus began a two-century construction project to enlarge the mosque, which came to include some of the tallest and most ornate indoor structures in all of medieval Europe. The mosque was rechristened as Cordoba's cathedral when Christians re-took the city in 1236. Three hundred years later, local church leaders proposed to destroy the huge mosque and build a church in its place. But the townspeople were so opposed to the plan they won a rare intercession from the Holy Roman Emperor, second in the Vatican hierarchy only to the Pope, who agreed the mosque should be saved. Today the entire sprawling complex is protected by the United Nations as a World Heritage Site.

Coexistence between Jews, Christians, and Muslims during Islamic control of Spain was not perfect. Jews and Christians were never fully equal to Muslims under Islamic law, and their treatment varied based on changing political and religious decisions of Muslim leaders. But the centuries of Muslim rule were characterized by greater tolerance than anything found at the time in Europe. And thanks to the relative tolerance of the Muslim al-Andalus empire, Western Society rediscovered some of the philosophy and art that would become its foundation.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. According to the passage, where did Muslims, Jews, and Christians live in peace together for hundreds of years?

- A. Northern Africa
- B. the Middle East
- C. the United States
- D. the Iberian Peninsula

2. Averroes translated most of the known works by Aristotle from Greek into Arabic. What effect did Averroes's translations have?

- A. Aristotle's translated works circulated throughout Europe, sparking a resurgence of interest in Aristotle's philosophy.
- B. Aristotle's translated works circulated throughout Europe, sparking widespread criticism of Aristotle's philosophy in the Muslim empire
- C. The Iberian caliphate asked Averroes to create versions of Greek texts that were clearer and easier to understand than previous translations.
- D. Averroes formed a defense of the rational mind over religious belief as the root of wisdom and knowledge.

3. The Mosque-Cathedral of Cordoba is a symbol of peaceful religious coexistence.

What evidence from the passage best supports this conclusion?

- A. The Mosque-Cathedral of Cordoba included some of the tallest and most ornate indoor structures in all of medieval Europe.
- B. The Mosque-Cathedral of Cordoba was divided by Muslim leaders into Muslim and Christian sections after the Muslim conquest.
- C. The Mosque-Cathedral of Cordoba was founded in the year 600 by the Visigoths as a Catholic church.
- D. The emir purchased the other half of the Mosque-Cathedral of Cordoba from the Christians and allowed the Catholics to rebuild churches that had been destroyed during the invasion.

4. The word "secular" is used to describe something that is not based on or connected to religion. Why is Averroes considered the "founding father of secular thought"?
- A. He argued for the greater plurality of world views.
  - B. Many of his works were kept at the personal library of the local caliph, or emperor, who was estimated to have collected around 400,000 books.
  - C. He defended the rational mind over religious belief as the root of wisdom and knowledge.
  - D. He took a risky position during a time when Islamic leaders were trying to enact a stricter version of religious law across the empire.

5. What is this passage mainly about?

- A. the treatment of people of different faiths during the Muslim empire in Spain
- B. the culture of the al-Andalus empire in Spain
- C. the life and work of Averroes
- D. the resurgence of Greek philosophy during the Muslim empire in Spain

6. Read the following sentence: "Given the regular outbreaks of religious and political violence in the Middle East, it's easy to think of Muslims, Jews, and Christians as natural **antagonists**. This wasn't always the case, however. For hundreds of years, Muslims, Jews, and Christians lived in peace on the Iberian Peninsula, in what is now Spain."

As used in this passage, what does the word "**antagonist**" most nearly mean?

- A. enemy
- B. friend
- C. supporter
- D. neighbor

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

The Mosque-Cathedral of Cordoba eventually had sections for Muslims and Christians,  
\_\_\_\_\_ it was originally built as a Catholic Church.

- A. thus
- B. also
- C. but
- D. like

8. What is the Convivencia?

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9. Describe an example of people from different religions on the Iberian Peninsula coexisting or collaborating peacefully.

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**10.** How did Averroes support the peaceful collaboration between Muslims, Jews, and Christians during the Muslim empire in Spain? Use information from the passage to support your answer.

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# California and Mesopotamia - Similarities and Differences

by ReadWorks



It may seem at first glance that California and the ancient land of Mesopotamia have very little in common. Mesopotamia, located in modern-day Iraq, is considered the cradle of Western civilization, and first became home to an economic power in 3100 B.C. California, on the Pacific Coast of North America, did not achieve status as an economic power until almost 5,000 years later, at the end of the 1800s. In spite of these differences of time and place, it is important to realize that both regions were able to rise to economic power because of their unique geographical landscapes.

Let's first look at Mesopotamia. It was bordered on either side by two rivers: the Tigris and the Euphrates. These rivers had many different branches, or tributaries, feeding into them, creating a vast network of streams and canals. The canals provided a built-in transportation system for the Sumerian and Akkadian peoples who first settled the place. Using the simple canoes and log rafts they built, they could communicate and trade. This ability to trade was especially important since Mesopotamia did not have its own supply of resources such as timber, metals or semi-precious stones, and had to import all of these things. Water routes allowed Mesopotamia to import the materials needed to become an economic power.

Water transport also greatly increased the speed of communication in Mesopotamia. Overland transportation at that time was painfully slow and clunky, via simple wheeled pushcarts, or pack animals such as donkeys or camels. With water transport, settlers could use downstream river currents to ship

goods much faster. Raw materials arrived at the bigger towns with greater frequency, which meant that these towns and cities could grow and develop faster. Knowledge and news from other regions could also come in quicker, allowing the Mesopotamians to become savvy and cosmopolitan. So we see that the speedy input of goods and knowledge via the waterways allowed the Mesopotamians a distinct advantage over competing regions, and allowed their economic and cultural life to flourish.

Mesopotamia was also blessed with especially rich soil. Diverse elevations (there are both high hills and low-lying marshlands) and climatic variations in the region allowed for the evolution of many types of edible seeds and plants, as well as a variety of farm animals. Mesopotamia is considered the birthplace of agriculture—it is here where the first species of wheat, barley, flax, chick pea and lentil were first cultivated by man for human consumption. In looking at the development of farming in Mesopotamia, we see that it was a combination of Mesopotamia's geographical advantage (specifically, its abundance of plant and animal species) and the intelligence of its human settlers that made it all possible. With so many crops, the settlers of Mesopotamia could be well-nourished, which gave them the physical strength to thrive, and also gave them many products to trade with other regions. It is no surprise, then, that historians have dubbed Mesopotamia as "The Fertile Crescent," due to its productive soil.

While the great city of Babylon was thriving in Mesopotamia in 3100 B.C., California remained rather insignificant as a trade or cultural center. It was inhabited by nomadic tribes who lived a hunter-gatherer lifestyle. Life in these tribes was simply a matter of day-to-day survival, and no deeper developments, such as writing or advanced technological inventions, were able to take place. Unlike tribes in other parts of North America, the California Indians never built great settlements or amassed significant wealth. This is partly because for a long time California Indians were geographically isolated—cut off by the Sierra Nevada mountains on one side, the vast Pacific Ocean on the other, and desert to the south. They could not easily communicate with tribes outside of California. Also, they could not cultivate crops because the land was for the most part too dry. When João Rodrigues Calbrilho, a Portuguese explorer, arrived with his crew in California in the early 1500s (they were the first Europeans to do so), the crew abandoned the place, thinking it was too isolated from the world's other trade points.

It was only in the mid-1800s, when American settlers from the East discovered precious gold buried under California soil that the region finally started to become an important economic center. The natural resources hidden in California's land, in the form of gold and oil, motivated the Americans to somehow overcome the region's isolation. First attempts to do this were the Pony Express and the Overland Express, companies that used horses to relay communication from California to other parts of America. Then came the telegraph, and soon after that the transcontinental railroad, which ended California's isolation issue once and for all.

With the arrival of the transcontinental railroad in 1869, California's natural geographical advantages could finally be exploited, and by 1900, the area was in full economic boom. The American settlers who had built the railroads quickly replaced the nomadic native tribes. They opened up commerce along the 840 miles of Pacific shoreline, which soon became full of bustling ports that brought labor and trade goods across the Pacific Ocean from China and Japan. The American settlers also built large aqueducts to irrigate inland California, which previously had been too dry to cultivate crops. Thanks to the state's temperate, Mediterranean-like climate, a large variety of crops could flourish, now that there was sufficient water. Like Mesopotamia 5,000 years earlier, California became an agricultural giant, and today it is America's prime producer of almonds, walnuts, avocados, grapes, melons, peaches, strawberries, and wine. Hollywood, another major economic asset to California, formed around Los Angeles in the early 1900s because the area's geography was suited to filmmaking. Southern California

had large natural spaces and year-round good weather, both helpful conditions for making films. California continues to be an economic powerhouse today thanks to its geographical assets-natural resources, good climate, and fertile soil. California ranks as the world's 12 largest economy.

We now see that, like Mesopotamia, California has certain geographical advantages that have made it a power player on the world stage. California did not have it as easy as Mesopotamia did-it had several geographical disadvantages to conquer before its advantages could really shine. Technology had to evolve so that communication between California and other parts of the world was not so difficult and slow. Aqueducts needed to be built to irrigate the dry inland areas, making them lush and fertile like the ancient Mesopotamian soil. But once these changes were in place, the other, significant geographical advantages of California could be enjoyed, and the state could assume its place in world history, alongside ancient Mesopotamia, as one of the great centers of economic power. The examples of California and Mesopotamia show us that no matter what time of history we are in, geography will play a key role in determining its economic promise.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Which place is considered the cradle of Western civilization?

- A. California
- B. Egypt
- C. South Africa
- D. Mesopotamia

2. How does the author compare California and Mesopotamia?

- A. Both are geographically isolated.
- B. Both were home to ancient advanced cultures.
- C. Both rose to power because of their unique geographical landscapes.
- D. Both had fertile soil to easily grow crops.

3. Water transportation was crucial for the economical development of Mesopotamia.

What evidence from the passage best supports this conclusion?

- A. "Raw materials arrived at the bigger towns with greater frequency, which meant that these towns and cities could grow and develop faster."
- B. "Overland transportation at that time was painfully slow and clunky, via simple wheeled pushcarts, or pack animals such as donkeys or camels."
- C. "The canals provided a built-in transportation system for the Sumerian and Akkadian peoples who first settled the place."
- D. "These rivers had many different branches, or tributaries, feeding into them, creating a vast network of streams and canals."

4. Man-made constructions needed to be developed before people could enjoy the geographical benefits of the area. This statement is true about which area?

- A. Mesopotamia
- B. California
- C. both Mesopotamia and California
- D. America

5. What is this passage mostly about?

- A. how ancient Mesopotamians invented writing
- B. the economic benefits of the California gold rush
- C. similarities and differences between Mesopotamia and California
- D. why California became a filmmaking superpower

6. Read the following sentence: "In looking at the development of farming in Mesopotamia, we see that it was a combination of Mesopotamia's geographical advantage (specifically, its **abundance** of plant and animal species) and the intelligence of its human settlers that made it all possible."

What does "**abundance**" mean?

- A. large amount
- B. small amount
- C. lack of
- D. affluence

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

Native American tribes in California were geographically isolated; \_\_\_\_\_, they were unable to communicate easily with other tribes outside of California.

- A. moreover
- B. namely
- C. ultimately
- D. as a result

**8.** Why were nomadic Native American tribes in California unable to develop advanced technological inventions at the same time as Mesopotamia?

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**9.** How did the settlers who came to California after the construction of the transcontinental railroad overcome California's geographic challenges? Give two examples from the passage.

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**10.** What are the major differences between ancient California and Mesopotamia? Use information from the text to support your answer.

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# Patrick Cleburne's Proposal to Arm Slaves

*This content is provided courtesy of the Civil War Trust.*

## January 2, 1864

### Patrick R. Cleburne

In the following letter Patrick R. Cleburne writes to his fellow Confederate commanders concerning the Confederate Army's current situation and the benefits of adding black soldiers to the ranks, then setting the slaves free as compensation for their fighting.

Cleburne, an Irish native personally familiar with living in a country oppressed by a foreign power (Great Britain in this case), makes an impassioned and practical suggestion to his superior, Joseph E. Johnston. Would history have turned out differently if Jefferson Davis had followed this path?

All text highlights are provided by the Civil War Trust.



*Major General Patrick Cleburne (Library of Congress)*

Commanding General,  
The Corps, Division, Brigade, and Regimental Commanders of the Army of Tennessee

General:

Moved by the exigency in which our country is now placed we take the liberty of laying before you, unofficially, our views on the present state of affairs. The subject is so grave, and our views so new, we feel it a duty both to you and the cause that before going further we should submit them for your judgment and receive your suggestions in regard to them. We therefore respectfully ask you to give us an

expression of your views in the premises. We have now been fighting for nearly three years, have spilled much of our best blood, and lost, consumed, or thrown to the flames an amount of property equal in value to the specie currency of the world. Through some lack in our system the fruits of our struggles and sacrifices have invariably slipped away from us and left us nothing but long lists of dead and mangled. Instead of standing defiantly on the borders of our territory or harassing those of the enemy, we are hemmed in to-day into less than two-thirds of it, and still the enemy menacingly confronts us at every point with superior forces. **Our soldiers can see no end to this state of affairs except in our own exhaustion; hence, instead of rising to the occasion, they are sinking into a fatal apathy, growing weary of hardships and slaughters which promise no results. In this state of things it is easy to understand why there is a growing belief that some black catastrophe is not far ahead of us, and that unless some extraordinary change is soon made in our condition we must overtake it.** The consequences of this condition are showing themselves more plainly every day; restlessness of morals spreading everywhere, manifesting itself in the army in a growing disregard for private rights; desertion spreading to a class of soldiers it never dared to tamper with before; military commissions sinking in the estimation of the soldier; our supplies failing; our firesides in ruins. If this state continues much longer we must be subjugated. Every man should endeavor to understand the meaning of subjugation before it is too late. We can give but a faint idea when we say it means the loss of all we now hold most sacred - slaves and all other personal property, lands, homesteads, liberty, justice, safety, pride, manhood. It means that the history of this heroic struggle will be written by the enemy; that our youth will be trained by Northern school teachers; will learn from Northern school books their version of the war; will be impressed by all the influences of history and education to regard our gallant dead as traitors, our maimed veterans as fit objects for derision. It means the crushing of Southern manhood, the hatred of our former slaves, who will, on a spy system, be our secret police. The conqueror's policy is to divide the conquered into factions and stir up animosity among them, and in training an army of negroes the North no doubt holds this thought in perspective. **We can see three great causes operating to destroy us: First, the inferiority of our armies to those of the enemy in point of numbers; second, the poverty of our single source of supply in comparison with his several sources; third, the fact that slavery, from being one of our chief sources of strength at the commencement of the war, has now become, in a military point of view, one of our chief sources of weakness.**



*Photos: 4th USCT, from the Library of Congress*

The enemy already opposes us at every point with superior numbers, and is endeavoring to make the preponderance irresistible. President Davis, in his recent message, says the enemy "has recently

ordered a large conscription and made a subsequent call for volunteers, to be followed, if ineffectual by a still further draft." **In addition, the President of the United States announces that "he has already in training an army of 100,000 negroes as good as any troops," and every fresh raid he makes and new slice of territory he wrests from us will add to this force.** Every soldier in our army already knows and feels our numerical inferiority to the enemy. Want of men in the field has prevented him from reaping the fruits of his victories, and has prevented him from having the furlough he expected after the last reorganization, and when he turns from the wasting armies in the field to look at the source of supply, he finds nothing in the prospect to encourage him. Our single source of supply is that portion of our white men fit for duty and not now in the ranks. The enemy has three sources of supply: First, his own motley population; secondly, our slaves; and thirdly, Europeans whose hearts are fired into a crusade against us by fictitious pictures of the atrocities of slavery, and who meet no hindrance from their Governments in such enterprise, because these Governments are equally antagonistic to the institution. In touching the third cause, the fact that slavery has become a military weakness, we may rouse prejudice and passion, but the time has come when it would be madness not to look at our danger from every point of view, and to probe it to the bottom. **Apart from the assistance that home and foreign prejudice against slavery has given to the North, slavery is a source of great strength to the enemy in a purely military point of view, by supplying him with an army from our granaries; but it is our most vulnerable point, a continued embarrassment, and in some respects an insidious weakness.** Wherever slavery is once seriously disturbed, whether by the actual presence or the approach of the enemy, or even by a cavalry raid, the whites can no longer with safety to their property openly sympathize with our cause. The fear of their slaves is continually haunting them, and from silence and apprehension many of these soon learn to wish the war stopped on any terms. The next stage is to take the oath to save property, and they become dead to us, if not open enemies. **To prevent raids we are forced to scatter our forces, and are not free to move and strike like the enemy; his vulnerable points are carefully selected and fortified depots. Ours are found in every point where there is a slave to set free.** All along the lines slavery is comparatively valueless to us for labor, but of great and increasing worth to the enemy for information. It is an omnipresent spy system, pointing out our valuable men to the enemy, revealing our positions, purposes, and resources, and yet acting so safely and secretly that there is no means to guard against it. Even in the heart of our country, where our hold upon this secret espionage is firmest, it waits but the opening fire of the enemy's battle line to wake it, like a torpid serpent, into venomous activity.

In view of the state of affairs what does our country propose to do? In the words of President Davis "no effort must be spared to add largely to our effective force as promptly as possible. The sources of supply are to be found in restoring to the army all who are improperly absent, putting an end to substitution, modifying the exemption law, restricting details, and placing in the ranks such of the able-bodied men now employed as wagoners, nurses, cooks, and other employe[e]s, as are doing service for which the negroes may be found competent." Most of the men improperly absent, together with many of the exempts and men having substitutes, are now without the Confederate lines and cannot be calculated on. If all the exempts capable of bearing arms were enrolled, it will give us the boys below eighteen, the men above forty-five, and those persons who are left at home to meet the wants of the country and the army, but this modification of the exemption law will remove from the fields and manufactories most of the skill that directed agricultural and mechanical labor, and, as stated by the President, "details will have to be made to meet the wants of the country," thus sending many of the men to be derived from this source back to their homes again. Independently of this, experience proves that striplings and men above conscript age break down and swell the sick lists more than they do the ranks. The portion now in our lines of the class who have substitutes is not on the whole a hopeful element, for the motives that created

it must have been stronger than patriotism, and these motives added to what many of them will call breach of faith, will cause some to be not forthcoming, and others to be unwilling and discontented soldiers. The remaining sources mentioned by the President have been so closely pruned in the Army of Tennessee that they will be found not to yield largely. The supply from all these sources, together with what we now have in the field, will exhaust the white race, and though it should greatly exceed expectations and put us on an equality with the enemy, or even give us temporary advantages, still we have no reserve to meet unexpected disaster or to supply a protracted struggle. **Like past years, 1864 will diminish our ranks by the casualties of war, and what source of repair is there left us? We therefore see in the recommendations of the President only a temporary expedient, which at the best will leave us twelve months hence in the same predicament we are in now.** The President attempts to meet only one of the depressing causes mentioned; for the other two he has proposed no remedy. They remain to generate lack of confidence in our final success, and to keep us moving down hill as heretofore. Adequately to meet the- causes which are now threatening ruin to our country, we propose, in addition to a modification of the President's plans, that we retain in service for the war all troops now in service, and that we immediately commence training a large reserve of the most courageous of our slaves, and further that we guarantee freedom within a reasonable time to every slave in the South who shall remain true to the Confederacy in this war. **As between the loss of independence and the loss of slavery, we assume that every patriot will freely give up the latter - give up the negro slave rather than be a slave himself.** If we are correct in this assumption it only remains to show how this great national sacrifice is, in all human probabilities, to change the current of success and sweep the invader from our country.

**Our country has already some friends in England and France, and there are strong motives to induce these nations to recognize and assist us, but they cannot assist us without helping slavery, and to do this would be in conflict with their policy for the last quarter of a century.** England has paid hundreds of millions to emancipate her West India slaves and break up the slave-trade. Could she now consistently spend her treasure to reinstate slavery in this country? But this barrier once removed, the sympathy and the interests of these and other nations will accord with our own, and we may expect from them both moral support and material aid. One thing is certain, as soon as the great sacrifice to independence is made and known in foreign countries there will be a complete change of front in our favor of the sympathies of the world. This measure will deprive the North of the moral and material aid which it now derives from the bitter prejudices with which foreigners view the institution, and its war, if continued, will henceforth be so despicable in their eyes that the source of recruiting will be dried up. It will leave the enemy's negro army no motive to fight for, and will exhaust the source from which it has been recruited. The idea that it is their special mission to war against slavery has held growing sway over the Northern people for many years, and has at length ripened into an armed and bloody crusade against it. This baleful superstition has so far supplied them with a courage and constancy not their own. It is the most powerful and honestly entertained plank in their war platform. Knock this away and what is left? A bloody ambition for more territory, a pretended veneration for the Union, which one of their own most distinguished orators (Doctor Beecher in his Liverpool speech) openly avowed was only used as a stimulus to stir up the anti-slavery crusade, and lastly the poisonous and selfish interests which are the fungus growth of the war itself. Mankind may fancy it a great duty to destroy slavery, but what interest can mankind have in upholding this remainder of the Northern war platform? Their interests and feelings will be diametrically opposed to it. **The measure we propose will strike dead all John Brown fanaticism, and will compel the enemy to draw off altogether or in the eyes of the world to swallow the Declaration of Independence without the sauce and disguise of philanthropy. This delusion of fanaticism at an end, thousands of Northern people**

will have leisure to look at home and to see the gulf of despotism into which they themselves are rushing.



*Sgt. Major Christian Fleetwood - USCT Medal of Honor Winner*

The measure will at one blow strip the enemy of foreign sympathy and assistance, and transfer them to the South; it will dry up two of his three sources of recruiting; it will take from his negro army the only motive it could have to fight against the South, and will probably cause much of it to desert over to us; it will deprive his cause of the powerful stimulus of fanaticism, and will enable him to see the rock on which his so-called friends are now piloting him. **The immediate effect of the emancipation and enrollment of negroes on the military strength of the South would be: To enable us to have armies numerically superior to those of the North, and a reserve of any size we might think necessary; to enable us to take the offensive, move forward, and forage on the enemy. It would open to us in prospective another and almost untouched source of supply, and furnish us with the means of preventing temporary disaster, and carrying on a protracted struggle. It would instantly remove all the vulnerability, embarrassment, and inherent weakness which result from slavery. The approach of the enemy would no longer find every household surrounded by spies; the fear that sealed the master's lips and the avarice that has, in so many cases, tempted him practically to desert us would alike be removed. There would be no recruits awaiting the enemy with open arms, no complete history of every neighborhood with ready guides, no fear of insurrection in the rear, or anxieties for the fate of loved ones when our armies moved forward. The chronic irritation of hope deferred would be joyfully ended with the negro, and the sympathies of his whole race would be due to his native South.** It would restore confidence in an early termination of the war with all its inspiring consequences, and even if contrary to all expectations the enemy should succeed in over-running the South, instead of finding a cheap, ready-made means of holding it down, he would find a common hatred and thirst for vengeance, which would break into acts at every favorable opportunity, would prevent him from settling on our lands, and render the South a very unprofitable conquest. It would remove forever all selfish taint from our cause and place independence above every question of property. The very magnitude of the sacrifice itself, such as no nation has ever voluntarily made before, would appal [sic] our enemies, destroy his spirit and his finances, and fill our hearts with a pride and singleness of purpose which would clothe us with new strength in battle. Apart from all other aspects of the question, the necessity for more fighting men is

upon us. We can only get a sufficiency by making the negro share the danger and hardships of the war. If we arm and train him and make him fight for the country in her hour of dire distress, every consideration of principle and policy demand that we should set him and his whole race who side with us free. It is a first principle with mankind that he who offers his life in defense of the State should receive from her in return his freedom and his happiness, and we believe in acknowledgment of this principle. The Constitution of the Southern States has reserved to their respective governments the power to free slaves for meritorious services to the State. It is politic besides **For many years, ever since the agitation of the subject of slavery commenced, the negro has been dreaming of freedom, and his vivid imagination has surrounded that condition with so many gratifications that it has become the paradise of his hopes. To attain it he will tempt dangers and difficulties not exceeded by the bravest soldier in the field. The hope of freedom is perhaps the only moral incentive that can be applied to him in his present condition. It would be preposterous then to expect him to fight against it with any degree of enthusiasm, therefore we must bind him to our cause by no doubtful bonds; we must leave no possible loop-hole for treachery to creep in. The slaves are dangerous now, but armed, trained, and collected in an army they would be a thousand fold more dangerous; therefore when we make soldiers of them we must make free men of them beyond all question, and thus enlist their sympathies also. We can do this more effectually than the North can now do, for we can give the negro not only his own freedom, but that of his wife and child, and can secure it to him in his old home.** To do this, we must immediately make his marriage and parental relations sacred in the eyes of the law and forbid their sale. The past legislation of the South concedes that a large free middle class of negro blood, between the master and slave, must sooner or later destroy the institution. If, then, we touch the institution at all, we would do best to make the most of it, and by emancipating the whole race upon reasonable terms, and within such reasonable time as will prepare both races for the change, secure to ourselves all the advantages, and to our enemies all the disadvantages that can arise, both at home and abroad, from such a sacrifice. Satisfy the negro that if he faithfully adheres to our standard during the war he shall receive his freedom and that of his race. Give him as an earnest of our intentions such immediate immunities as will impress him with our sincerity and be in keeping with his new condition, enroll a portion of his class as soldiers of the Confederacy, and we change the race from a dreaded weakness to a position of strength.

Will the slaves fight? The helots of Sparta stood their masters good stead in battle. In the great sea fight of Lepanto where the Christians checked forever the spread of Mohammedanism over Europe, the galley slaves of portions of the fleet were promised freedom, and called on to fight at a critical moment of the battle. They fought well, and civilization owes much to those brave galley slaves. The negro slaves of Saint Domingo, fighting for freedom, defeated their white masters and the French troops sent against them. The negro slaves of Jamaica revolted, and under the name of Maroons held the mountains against their masters for 150 years; and the experience of this war has been so far that half-trained negroes have fought as bravely as many other half-trained Yankees. **ff, contrary to the training of a lifetime, they can be made to face and fight bravely against their former masters, how much more probable is it that with the allurements of a higher reward, and led by those masters, they would submit to discipline and face dangers.**

We will briefly notice a few arguments against this course **it is said Republicanism cannot exist without the institution. Even were this true, we prefer any form of government of which the Southern people may have the molding, to one forced upon us by a conqueror.** It is said the

white man cannot perform agricultural labor in the South. The experience of this army during the heat of summer from Bowling Green, Ky., to Tupelo, Miss., is that the white man is healthier when doing reasonable work in the open field than at any other time. It is said an army of negroes cannot be spared from the fields. A sufficient number of slaves is now administering to luxury alone to supply the place of all we need, and we believe it would be better to take half the able-bodied men off a plantation than to take the one master mind that economically regulated its operations. Leave some of the skill at home and take some of the muscle to fight with. It is said slaves will not work after they are freed. We think necessity and a wise legislation will compel them to labor for a living. It is said it will cause terrible excitement and some disaffection from our cause. Excitement is far preferable to the apathy which now exists, and disaffection will not be among the fighting men. **It is said slavery is all we are fighting for, and if we give it up we give up all. Even if this were true, which we deny, slavery is not all our enemies are fighting for. It is merely the pretense to establish sectional superiority and a more centralized form of government, and to deprive us of our rights and liberties.** We have now briefly proposed a plan which we believe will save our country. It may be imperfect, but in all human probability it would give us our independence. No objection ought to outweigh it which is not weightier than independence. If it is worthy of being put in practice it ought to be mooted quickly before the people, and urged earnestly by every man who believes in its efficacy. Negroes will require much training; training will require much time, and there is danger that this concession to common sense may come too late.

P. R. Cleburne, major-general, commanding division  
D. C. Govan, brigadier-general  
John E. Murray, colonel, Fifth Arkansas  
G. F. Baucum, colonel, Eighth Arkansas  
Peter Snyder, lieutenant-colonel, commanding Sixth and Seventh Arkansas  
E. Warfield, lieutenant-colonel, Second Arkansas  
M. P. Lowrey, brigadier-general  
A. B. Hardcastle, colonel, Thirty-second and Forty-fifth Mississippi  
F. A. Ashford, major, Sixteenth Alabama  
John W. Colquitt, colonel, First Arkansas  
Rich. J. Person, major, Third and Fifth Confederate  
G. S. Deakins, major, Thirty-fifth and Eighth Tennessee  
J. H. Collett, captain, commanding Seventh Texas  
J. H. Kelly, brigadier-general, commanding Cavalry Division

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*This remarkable and controversial proposal from one of the Confederacy's most well-respected field commanders may have been a contributing factor to why Patrick Cleburne was never promoted to higher levels of command within the Confederate Army.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What does Patrick Cleburne's letter discuss the benefits of?

- A. surrendering to the Northern army and giving up the Confederacy's independence
- B. sending ambassadors to England and requesting their support in the war
- C. adding black soldiers to the Confederate Army and then setting slaves free
- D. enlisting all white plantation owners into the Confederate Army

2. Cleburne describes how enlisting slaves in the army would solve a number of problems for the Confederacy. What is one problem this would solve?

- A. the problem of having too many people in the South
- B. the problem of having fewer soldiers than the enemy army
- C. the problem of racial prejudice among soldiers in the army
- D. the problem of having only weak loyalty to the Confederate cause

3. Read these sentences from the text:

"[The enemy's] vulnerable points are carefully selected and fortified depots. Ours are found in every point where there is a slave to set free. All along the lines slavery is comparatively valueless to us for labor, but of great and increasing worth to the enemy for information. It is an omnipresent spy system, pointing out our valuable men to the enemy, revealing our positions, purposes, and resources, and yet acting so safely and secretly that there is no means to guard against it."

What conclusion can be drawn based on this evidence from Cleburne's proposal?

- A. Union soldiers were pretending to be slaves in order to pass along information about the Confederate Army.
- B. At the time, slaves were probably more likely to want to help the enemy than to want to help the Confederacy.
- C. Members of the Confederate Army had already begun spying for the enemy and sharing secret information.
- D. The Confederate Army was careful to not let slaves know any important information about their position.

**4. Read these sentences from the text:**

"Will the slaves fight? The helots of Sparta stood their masters good stead in battle. In the great sea fight of Lepanto where the Christians checked forever the spread of Mohammedanism over Europe, the galley slaves of portions of the fleet were promised freedom, and called on to fight at a critical moment of the battle. They fought well, and civilization owes much to those brave galley slaves."

Why might Cleburne have asked the question at the beginning of the excerpt?

- A. in order to address an argument against his proposal and prove it wrong
- B. in order to distract the reader from his proposal of arming slaves
- C. in order to receive an answer from the Confederate commanders to whom he is writing
- D. in order to show that he is not certain that his proposal will work

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

- A. Cleburne evaluates the Confederate Army's current situation and predicts that the Confederacy will win the war because of their pride and singleness of purpose.
- B. Cleburne evaluates the Confederate Army's current situation and proposes reaching out to sympathizers in England and France in order to induce them to recognize and assist the Confederacy.
- C. Cleburne evaluates the Confederate Army's current situation and predicts that the Confederacy will lose the war because its soldiers are deserting and sinking into fatal apathy.
- D. Cleburne evaluates the Confederate Army's current situation and proposes adding black soldiers to the ranks, then setting the slaves free as compensation for their fighting.

6. Read these sentences from the text:

"It is said slavery is all we are fighting for, and if we give it up we give up all. Even if this were true, which we deny, slavery is not all our enemies are fighting for. It is merely the pretense to establish sectional superiority and a more centralized form of government, and to deprive us of our rights and liberties."

What might the word "pretense" mean in this excerpt?

- A. a successful attempt
- B. a false or deceptive claim
- C. a failed attempt
- D. a true or genuine claim

7. Choose the answer that best completes the sentence.

It is said slaves will not work after they are freed. \_\_\_\_\_, we think necessity and a wise legislation will compel them to labor for a living.

- A. However
- B. Consequently
- C. Moreover
- D. Finally

8. According to Cleburne, one of the three great causes operating to destroy the Confederate Army is the inferiority in numbers of the army. What are the two other causes working to destroy the Confederate Army?

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**9.** According to Cleburne's proposal, what would be two immediate effects of freeing and enlisting blacks into the Confederate Army?

Support your answer with evidence from the text.

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**10.** Evaluate the strength of Cleburne's proposal to arm slaves. Support your answer with evidence from the text.

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# Egypt, the Kingdom of Kush, and Mesopotamia

by ReadWorks



Imagine a life directly defined by roughly a third of a year of rain and flooding. The people of ancient Mesopotamia, Egypt, and the Kingdom of Kush all lived that life: their economies, power, and simple survival depended on the seasons of the rivers that ran through each empire.

Ancient Egypt and Mesopotamia made up parts of the area known as the Fertile Crescent, which experienced rain every year for about 100 days, beginning in the late spring or early summer. For ancient Egypt, this caused the Nile River to flood, which saturated the normally arid land around it with water and nutrient-rich, river-born soil called silt. Ancient Egyptians are now revered as the masters of desert agriculture, for their irrigation technology allowed them to cultivate crops during the dry months, from a fall-season sowing to springtime harvest. Their expertise started with simply monitoring weather patterns and gauging the rise and fall of the Nile's water levels, practices by which the nation's people were able to plan their planting and harvest seasons accordingly.

Some special inventions revolving around the rainy season included the system of dikes and canals built to contain and direct the floodwaters of the Nile. By diverting water, ancient Egyptians were able to keep it from washing onto un-farmable desert terrain, where it would essentially be wasted. Instead, the ability to move water to the crops that needed it allowed for a productive growing season and higher crop yield.

Ancient Egyptians grew a variety of crops, and they were able to build cities around the abundance. They traded grains (and in surplus years, could store excess in granaries as well), made linen from flax, and sustained themselves on garden crops grown in smaller plots, often part of personal households. Cities

thrived along the Nile, in large part because of the proximity to the obvious transportation, which facilitated trade. As the fruits of farm labor were traded, city merchants grew wealthier, and the metropolis thrived.

The same sort of growth was characteristic of the nearby kingdom of Kush, also known as Nubia. Kush was situated just south of ancient Egypt, in what is now southern Egypt and northern Sudan. Kush's two capitals, first Napata and then Meroe, were each situated along the Nile. The Kushites employed many of the same irrigation techniques as the ancient Egyptians did, taking advantage of the rainy season to keep the land fertile. Using dams and cataracts, the Kushites directed the flow of water to grow wheat, barley, lentils, peas, and even dates and mangoes. Waterwheels known as "saqia" allowed for even further movement of water to higher ground.

Midway through the golden years of Kush (called, too, the "Land of Gold" for its gold trade), the arrival of iron changed farming forever. An invasion by the Assyrians cut short the influence of Kush in Egypt, but while they lost power over their Northern neighbors, the Kushites gained knowledge of ironwork. The deserts east of the Nile near the city of Meroe were rich in iron ore, and as Kush began to make tools such as hoes and plows, crop yields increased. Again, with the proximity of the harvest to the river-the main means of trade and travel-cities like Napata and Meroe grew and enjoyed prosperity with the agriculture-driven commerce.

Located across the Red Sea and the Syrian Desert from Kush, there was the famous region of the Fertile Crescent called Mesopotamia. Framed by the Tigris and Euphrates rivers, it occupied what is now Iraq. The area experienced the same cyclical flooding periods that ancient Egypt and Kush did, and thus had to learn to adapt. The difference is, this "land between rivers" (the meaning of the origin of the name "Mesopotamia") had the flooding of not just one waterway but an entire flowing border to harness. However, like ancient Egypt and Kush, its location made it an ideal site for irrigation practices: as the people of the Nile did, Mesopotamians coaxed water into typically drier regions with canals. The land was routinely fertilized by rich silt washed up by the rivers; Mesopotamia supported the harvest of barley, onions, grapes, apples, and turnips. Cattle and sheep grazed on fertile grassland, and fishermen made a living selling and trading their catch.

Like the famous cities of Thebes, Meroe, and Napata, Mesopotamian cities such as Ur and Babylon sat near the rivers, again seeing success on the water because of the agricultural and trade possibilities making commerce possible and merchants rich. In each city, and in each kingdom, success and power were facilitated by both agricultural advancements (such as iron tools and irrigation) and the means to trade and sell a harvest (the rivers). The reigns of ancient Egypt, Mesopotamia, and Kush were all dependent on an uncomplicated but involved cycle: the rivers provided the water needed to grow crops like wheat, technology made irrigation, plowing, and harvest possible, and trade generated income to the cities along the river. In this way, waterfront settlements in each region became seats of commerce and power: they were self-sustaining metropolises.

The downfall of these cities was also woven with the success and failure of the agriculture of ancient Egypt, Mesopotamia, and Kush. Generations of tough farming and overgrazing sapped land of nutrients, and in Kush, the deforestation that accompanied the mining of iron ore caused devastating erosion. As land morphed from oasis to desert, cities lost their power: there was nothing left to grow, and nothing left to trade. In spite of their tremendous advances in agricultural technology, these ancient cultures could not combat dust for long, and when farms dried out, so too did the power and success of ancient Egyptian, Kushian, and Mesopotamian cities.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. The economies, power, and survival of ancient Mesopotamia, Egypt, and the Kingdom of Kush depended on what?

- A. the Sahara Desert of Africa
- B. the trade of wheat, barley, lentils, and peas
- C. the trade of iron and gold established in each empire
- D. the seasons of the rivers that ran through each empire

2. The normally arid land around the Nile River became saturated with water and nutrient-rich, river-born soil called silt. What caused this to happen?

- A. The people in the Fertile Crescent were able to grow a variety of crops.
- B. The people in the Fertile Crescent built effective irrigation systems.
- C. The Nile River flooded due to heavy rains.
- D. The Nile River dried out due to lack of rain.

3. The Nile River was responsible for the success of the Ancient Egyptian cities. Which evidence best supports this statement?

- A. Every year, beginning in the late spring or early summer, the area known as the Fertile Crescent experienced rain for about 100 days.
- B. A system of dikes and canals were built in Ancient Egypt to contain and direct the floodwaters of the Nile.
- C. Ancient Egyptians are now revered as the masters of desert agriculture because their irrigation technology allowed them to cultivate crops during the dry months.
- D. Cities thrived along the Nile, in large part because of the proximity to the obvious transportation, which facilitated trade.

4. Which main factor contributed to the downfall of Mesopotamia, Egypt, and the Kingdom of Kush?

- A. bad agricultural practices
- B. periods of drought
- C. corruption and war
- D. drastic population growth

5. What is the main idea of this passage?

- A. Ancient inventions made from iron ore were important to the success of the empires of Egypt, Mesopotamia, and the Kingdom of Kush.
- B. Ancient civilizations in the Fertile Crescent relied on rivers and harnessed their power to develop into strong and wealthy empires.
- C. The Kingdom of Kush and Mesopotamia depended on the Egyptians to develop technologies that harnessed the power of rivers.
- D. Reliance on rivers was the cause of the downfall of many ancient empires.

6. Read the following sentences: "Some special inventions revolving around the rainy season included the system of dikes and canals built to contain and direct the floodwaters of the Nile. By **diverting** water, Ancient Egyptians were able to keep it from washing onto un-farmable desert terrain, where it would essentially be wasted."

As used in the passage, what does the word "**diverting**" most nearly mean?

- A. drying
- B. wasting
- C. directing
- D. drinking

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

The growth of Ancient civilizations in the Fertile Crescent was aided by inventions, \_\_\_\_\_ irrigation networks and ironwork.

- A. instead
- B. because
- C. including
- D. as a result

8. How did the Kushites benefit from their knowledge of ironwork?

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9. According to the passage, what two things facilitated success and power in Egypt, the Kingdom of Kush, and Mesopotamia?

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10. Read this sentence from the passage: "In this way, waterfront settlements in each region became seats of commerce and power: they were self-sustaining metropolises."

Something that is **self-sustaining** is able to continue by itself without anyone or anything else becoming involved. Use evidence from the text to explain how the metropolises, or cities, described in the passage were "self-sustaining."

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# Humanity on the Record

by ReadWorks



In the summer of 2012, paleontologists working on a fossil excavation in Kenya announced that the human race, as we know it, was never alone.

Scientists unveiled pieces of skull and bone that are approximately 2 million years old. Their discovery confirmed what earlier fossil findings had introduced as a possible piece of the human origin story: that humankind is merely one of a number of human-like species, each with its own lifespan. Every other species has been long extinct, making *Homo sapiens*, our species, the sole surviving member of the extended human family. Indeed, these findings have confirmed that the family was bigger than anyone had previously imagined.

In conversations about prehistoric evolution, whether humans evolved from apes, is a common but misleading question. Evolution, at its core, is a process that spawns a diversity of species. Some are quite similar and some are quite different. Some strains of evolution take place over millions of years, while other strains (for example, microorganisms that pass through multiple generations in the span of a day) take place over a number of months, even weeks. To track the evolution of various organisms over

time is to reveal the natural world's knack for never putting all of its bones in one basket, so to speak.

### Dating Prehistoric Man: Not as Awkward as It Sounds

A more revealing question, then, is scientists' inquiry into multiple branches of the *Homo* genus. Assembling a "fossil record" over the course of two centuries, scientists have amassed enough evidence to date the earliest known appearance of *Homo sapiens* to about 200,000 years ago. Their research has also proven that a number of human-like species preceded and accompanied *Homo sapiens* on the prehistoric timeline.

The creation and preservation of an accurate fossil record is no easy task. Bones dug up from the ground don't often offer much information about their own age, so paleontologists have developed several methods to analyze the earth surrounding those bones instead. By inspecting the proximity of a fossil, one can figure out approximately (sometimes precisely) when the fossil itself was actually a living organism.

Radiometric dating-the use of technology to detect radioactive elements to identify the age of whatever those elements are in-is a precise but limited technique for determining the age of a fossil. The precision of radiometric dating comes from the fact that radioactive elements have clear, well-documented decay times (or how long it takes for traces of an element to disintegrate). Using this technique, scientists can narrow down the age of a fossil, even one that's over 50 million years old, to a very close estimate. Unfortunately, radiometric dating only works when radioactive elements were present in the first place.

The alternative method of dating fossils is stratigraphy. Based in the geographic study of layers of sediment that have stacked on top of each other for ages, stratigraphy includes a host of techniques for analyzing these various layers to determine the age of objects found wedged within them.

Simply put: If people find a fossil between two layers of dirt, and they know how old those layers of dirt are, they can then say the fossil was part of a living creature between those dates.

Stratigraphy can be difficult to execute in the study of fossils, since dirt doesn't always stack up in neatly preserved layers. There are often interruptions in the layers or portions of sediment that ended up being mixed together or eroded. Furthermore, the precision of this technique is said to be relative. Every estimate based on stratigraphic analysis depends on a comparison between other samples and other estimates.

Yet, by reviewing each other's evidence and sharing their findings, researchers are able to make reasonable confirmations of the global fossil record. Radiometric dating and stratigraphic dating are used to establish prehistoric records of fossils. Those records are then used to build a logical timeline for the evolution of many species. When new fossils are dug up, a fossil record spanning the ages is there to help scientists figure out where their new discoveries fit into the stories of the earth.

### To Err Is Human; to Evolve Is Much More

One of the most fascinating stories, of course, is the prehistory of the human race.

The National Museum of Natural History puts it eloquently: "While people used to think that there was a single line of human species, with one evolving after the other in an inevitable march towards modern humans, we now know this is not the case. Fossil discoveries show that the human family tree has many

more branches and deeper roots than we knew about even a couple of decades ago."

Presenting an interactive display of humanity's prehistory, the museum identifies over 15 different species related to humankind. The fossil record reaches back over 6 million years, marking the earliest known appearance of a primate species that walked upright. Two million years later, the record proves the existence of *Australopithecus Anamensis*, a bipedal species that was equally adept at walking upright and climbing trees.

*Homo habilis*, whose fossils date back 2 million years ago, was the earliest known species of the *Homo* genus. The age of *Homo habilis* closely follows the first known appearance of stone tools. It also coincides with the existence of at least three other human-like species, ape-like creatures that also walked upright. The stone tools discovered from these years were likely used by all of the species, following evolutionary paths that were similar but far from identical.

Even *Homo sapiens*, the species encompassing every human being on the planet right now, were accompanied by similar species. To be exact, at least four other human species have been added to the fossil record for the past million years. The simultaneous existence of *Homo erectus* and *Homo heidelbergensis*, *Homo floresiensis* and *Homo neanderthalensis* covers a period when the human races developed much larger brains and began to form the basis for modern civilization.

One by one, the other races have gone extinct. The hypothesized reasons range from an inability to adapt to climate change to murder at the hands of more advanced humans. Disease, physical disadvantages, and natural disaster have been discussed as possible causes. Some scientists argue that Neanderthals may have bred with early populations of modern humans, changing the record of their extinction to one of possible assimilation.

Thus, precise causes for the ascendancy of *Homo sapiens* have yet to be proven. The fact that fossils represent less than 5% of all known living species in the history of the world makes it very difficult for even the brightest paleontologists to gather enough evidence to answer all the questions they have about the origins of man.

What the world has gained through their work, though, is less a story of primates transforming into humans than it is the story of humanity's many extinguished flames. At the moment, our human race carries the torch for millions of years of evolution among species, across continents, and through the ages.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What are *Homo sapiens*?

- A. the use of technology to detect radioactive elements
- B. a fossil record that covers two centuries
- C. our species, the human race
- D. a species that has gone extinct

2. What sequence of events does this passage describe?

- A. This passage describes the daily routine of *Homo neanderthalensis* and *Homo heidelbergensis*
- B. This passage describes the appearance and disappearance of different species related to humans.
- C. This passage describes the steps that paleontologists took to find pieces of human skull and bone in Kenya.
- D. This passage describes the assembly of a fossil record that dates *Homo sapiens* to about 200,000 years ago.

3. Fossils can provide information about the history of humankind.

What evidence from the passage supports this statement?

- A. "Assembling a 'fossil record' over the course of two centuries, scientists have amassed enough evidence to date the earliest known appearance of *Homo sapiens* to about 200,000 years ago."
- B. "At the moment, our human race carries the torch for millions of years of evolution—among species, across continents, and through the ages."
- C. "Some scientists argue that Neanderthals may have bred with early populations of modern humans, changing the record of their extinction to one of possible assimilation."
- D. "The simultaneous existence of *Homo erectus* and *Homo heidelbergensis*, *Homo floresiensis* and *Homo neanderthalensis* covers a period when the human races developed much larger brains and began to form the basis for modern civilization."

4. Imagine that a group of scientists has just dug up a fossil. What would probably give them the most information about the age of that fossil?

- A. the fossil itself
- B. the earth around the fossil
- C. the air around the fossil
- D. the water around the fossil

5. What is this passage mostly about?

- A. the appearance and behavior of *Homo heidelbergensis*
- B. the question of whether humans evolved from apes
- C. the use of radiometric dating to determine the age of fossils
- D. the development and fossils of prehistoric humans

6. Read the following sentence: "If people find a **fossil** between two layers of dirt, and they know how old those layers of dirt are, they can then say the fossil was part of a living creature between those dates."

What does the word **fossil** mean in the sentence above?

- A. the slow development of a species over time
- B. part of a living thing that has died and remained in the ground for a long time
- C. a method that scientists use to determine the age of bones they find in the ground
- D. an early human-like species that walked upright and probably used stone tools

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

There are several methods for dating fossils, \_\_\_\_\_ stratigraphy and radiometric dating.

- A. therefore
- B. earlier
- C. also
- D. including

**8.** What did scientists discover on a 2012 fossil excavation in Kenya?

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**9.** What did this discovery tell scientists?

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**10.** Explain how fossils can teach scientists about the development of humans. Support your answer with an example from the passage.

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# Declaration of Independence



IN CONGRESS, July 4, 1776.

The unanimous Declaration of the thirteen united States of America,

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their

Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

# The Virginia Declaration of Rights

by George Mason



*George Mason, author of the Virginia Declaration of Rights*

*Virginia's Declaration of Rights was drawn upon by Thomas Jefferson for the opening paragraphs of the Declaration of Independence. It was widely copied by the other colonies and became the basis of the Bill of Rights. Written by George Mason, it was adopted by the Virginia Constitutional Convention on June 12, 1776.*

A DECLARATION OF RIGHTS made by the representatives of the good people of Virginia, assembled in full and free convention which rights do pertain to them and their posterity, as the basis and foundation of government .

Section 1. That all men are by nature equally free and independent and have certain inherent rights, of which, when they enter into a state of society, they cannot, by any compact, deprive or divest their posterity; namely, the enjoyment of life and liberty, with the means of acquiring and possessing property, and pursuing and obtaining happiness and safety.

Section 2. That all power is vested in, and consequently derived from, the people; that magistrates are

their trustees and servants and at all times amenable to them.

Section 3. That government is, or ought to be, instituted for the common benefit, protection, and security of the people, nation, or community; of all the various modes and forms of government, that is best which is capable of producing the greatest degree of happiness and safety and is most effectually secured against the danger of maladministration. And that, when any government shall be found inadequate or contrary to these purposes, a majority of the community has an indubitable, inalienable, and indefeasible right to reform, alter, or abolish it, in such manner as shall be judged most conducive to the public weal.

Section 4. That no man, or set of men, is entitled to exclusive or separate emoluments or privileges from the community, but in consideration of public services; which, nor being descendible, neither ought the offices of magistrate, legislator, or judge to be hereditary.

Section 5. That the legislative and executive powers of the state should be separate and distinct from the judiciary; and that the members of the two first may be restrained from oppression, by feeling and participating the burdens of the people, they should, at fixed periods, be reduced to a private station, return into that body from which they were originally taken, and the vacancies be supplied by frequent, certain, and regular elections, in which all, or any part, of the former members, to be again eligible, or ineligible, as the laws shall direct.

Section 6. That elections of members to serve as representatives of the people, in assembly ought to be free; and that all men, having sufficient evidence of permanent common interest with, and attachment to, the community, have the right of suffrage and cannot be taxed or deprived of their property for public uses without their own consent or that of their representatives so elected, nor bound by any law to which they have not, in like manner, assembled for the public good.

Section 7. That all power of suspending laws, or the execution of laws, by any authority, without consent of the representatives of the people, is injurious to their rights and ought not to be exercised.

Section 8. That in all capital or criminal prosecutions a man has a right to demand the cause and nature of his accusation, to be confronted with the accusers and witnesses, to call for evidence in his favor, and to a speedy trial by an impartial jury of twelve men of his vicinage, without whose unanimous consent he cannot be found guilty; nor can he be compelled to give evidence against himself; that no man be deprived of his liberty except by the law of the land or the judgment of his peers.

Section 9. That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Section 10. That general warrants, whereby an officer or messenger may be commanded to search suspected places without evidence of a fact committed, or to seize any person or persons not named, or whose offense is not particularly described and supported by evidence, are grievous and oppressive and ought not to be granted.

Section 11. That in controversies respecting property, and in suits between man and man, the ancient trial by jury is preferable to any other and ought to be held sacred.

Section 12. That the freedom of the press is one of the great bulwarks of liberty, and can never be restrained but by despotic governments.

Section 13. That a well-regulated militia, composed of the body of the people, trained to arms, is the

proper, natural, and safe defense of a free state; that standing armies, in time of peace, should be avoided as dangerous to liberty; and that in all cases the military should be under strict subordination to, and governed by, the civil power.

Section 14. That the people have a right to uniform government; and, therefore, that no government separate from or independent of the government of Virginia ought to be erected or established within the limits thereof.

Section 15. That no free government, or the blessings of liberty, can be preserved to any people but by a firm adherence to justice, moderation, temperance, frugality, and virtue and by frequent recurrence to fundamental principles.

Section 16. That religion, or the duty which we owe to our Creator, and the manner of discharging it, can be directed only by reason and conviction, not by force or violence; and therefore all men are equally entitled to the free exercise of religion, according to the dictates of conscience; and that it is the mutual duty of all to practise Christian forbearance, love, and charity toward each other.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Use the article "The Virginia Declaration of Rights" to answer questions 1 to 3 .

1. What are the rights declared by this document the "basis and foundation" of?

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2. Virginia's Declaration of Rights is written as a list. What does it list? Support your answer with an example from the text.

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3. What is the main purpose of this text?

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Use the article "Declaration of Independence" to answer questions 4 to 6 .

4. Which "certain unalienable Rights" does the declaration's main author, Thomas Jefferson, say the Government is instituted to secure?

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5. According to the Declaration of Independence, what does "a decent respect to the opinions of mankind" require that people do when dissolving political bands, or connections, with each other?

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6. Much of the Declaration of Independence consists of a list. What does it list? Support your answer with an example from the text.

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Use the articles "Declaration of Independence" and "The Virginia Declaration of Rights" to answer questions 7 to 9.

7. Compare the text structure of Virginia's Declaration of Rights with the text structure of the Declaration of Independence.

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8. Do these two declarations express similar ideas about the ideal role of government? Support your answer with evidence from both texts.

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9. Thomas Jefferson consulted Virginia's Declaration of Rights when he was writing the Declaration of Independence. How might Virginia's Declaration of Rights have influenced the Declaration of Independence? Support your answer with evidence from both texts.

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# Judaism and Monotheistic Morality

by James Folta



Judaism has been around for over 3,000 years, starting in the Middle East and eventually spreading all across the globe. Today it is a major world religion practiced by millions of people. Judaism is a monotheistic faith, believing in only one god, as opposed to many. Though there had been other faiths approaching monotheism, Judaism is considered to be the first true monotheistic religion. The morality of Judaism was influenced by this belief in one god. The system of Judaic ethics has had a large impact on Western ideas of morality and justice.

Throughout history, there has been much internal debate and disagreement between different sects of Jewish believers. Some of these sects broke off and became their own religion, like Christianity, which started off as a small group of Jews worshipping in their own unique way. In discovering and articulating their own beliefs, namely worshipping Jesus Christ as the promised savior from the Hebrew Bible, these early Christians began to grow distinct from Judaism. They eventually formed the powerful religion known today as Christianity. Similarly, Islam was birthed from Judaism.

One of the major theological questions amongst the early Jews was about monotheism; some sects did

not mind the idea of the Jewish god being worshipped alongside other local deities. But this did not last long. Eventually, the idea of the Jewish god being the one and only god became central.

The bulk of the claims for this belief are contained in the holy texts of Judaism. The Hebrew Bible is the central text of the faith. It consists of a number of books, beginning with the Torah, which is the same as the Christian Old Testament. These books assert repeatedly that the Jewish god is the one god, and that all the other gods that other religions believe or have believed in are not real. This is told over and over from the revelation of God to Abraham in the Book of Genesis and the revelation to the Israelites on Mount Sinai. This belief is also upheld in today's Jewish theological discussion.

The case for monotheism was reinforced outside the faith as well. As different political and tribal forces gained and lost influence, so did their particular interpretation of Judaism. Certain elements of Judaism also became more emphasized because of practical matters. For example, kings and rulers would use Judaism to solidify and legitimize their power and authority over their subjects. The idea of one central all-powerful god was particularly useful for this purpose.

The idea of one god influenced the morality of Judaism. The Hebrew Bible and the authority of Jewish leaders crafted a morality and code of ethics that slowly became standardized for the faith. Morality is extremely important in Judaism; the rules and laws teaching how to live a good and moral life are a large part of the practice of Judaism.

This emphasis is particularly true because of the belief that the Jewish god is an active and personal force in people's lives. The Jewish god is very present. The Jewish faith does not believe in the Enlightenment idea of the Divine Watchmaker. This is the idea that God is like a watchmaker who builds a watch and then lets it run on its own, not touching, changing, or affecting it as it runs. That is, God created the universe and then let it run its own course without personally interfering. Judaism rejects this, saying that God is actively and personally involved in the universe at all times. Therefore, morality is important to practitioners of Judaism because God is paying attention to the actions of humans.

The authority of these morals comes from another belief about the Jewish god. The Hebrew Bible says that God is good and rules the universe with pure and correct morality. This gives God the authority to dictate to humans which morals to live by. Since the Bible says God is the one and only god, and that God is wholly good, then God's morals are therefore the only set of right and good morals.

There are many morals and ethical rules in Judaism. The Torah lays out many of these ethics. These have been discussed, debated, added to and considered over the thousands of years of Jewish thought. The greatest and most well known example of morality as dictated by the Jewish god is the Ten Commandments. The commandments appear in the Torah book of Exodus, when Moses is given stone tablets upon which the commandments are carved. These form the basis of all Jewish morality, dictating people to act decently.

While the ethics in Judaism touch on many aspects of life and human existence, they do have some basic themes and common threads. Most broadly, Jewish morality dictates that people live righteous lives. Kindness, compassion, peace and goodwill are all important traits for a faithful Jewish practitioner. Benevolence and the kind treatment of fellow human beings are essential to being a successful and pious practitioner of Judaism.

As the first monotheistic form of morality, Judaic morality has been very influential. The other Abrahamic faiths of Islam and Christianity have very similar moral codes that demand the same strict adherence and

emphasis on a good and benevolent god. Beyond the religious realm though, Jewish morality influenced secular life. Some scholars see its influence in the way we relate to laws and governments today. The idea that a ruler or government has our best interests at heart and therefore has the authority to dictate laws, and enforce that they are followed, is heavily indebted to codes of morality starting with Judaism.

The idea of morality stemming from one supreme god was a revolutionary development in human thought. Many thousands of years ago, when the Israelites embraced their god and their morals, they had no idea how widespread and influential it would become.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What is a monotheistic faith?

- A. a faith that believes in Jewish values
- B. a faith that believes in many gods
- C. a faith that believes in one god
- D. a faith that believes in the Abrahamic god

2. What does the author describe in the beginning of the passage?

- A. how Judaism became the first monotheistic faith
- B. how the Judaic system of ethics influenced modern government
- C. why morality is important to the Jewish faith
- D. common threads among Jewish morality in the Torah

3. The belief that God plays an active role in people's lives is central to Jewish morality.

What evidence from the passage supports this statement?

- A. "The Jewish god is very present. The Jewish faith does not believe in the Enlightenment idea of the Divine Watchmaker."
- B. "The other Abrahamic faiths of Islam and Christianity have very similar moral codes that demand the same strict adherence and emphasis on a good and benevolent god."
- C. "The rules and laws teaching how to live a good and moral life are a large part of the practice of Judaism."
- D. "Morality is important to practitioners of Judaism because God is paying attention to the actions of humans."

4. Read the following sentences: "There are many morals and ethical rules in Judaism. The Torah lays out many of these ethics. These have been discussed, debated, added to and considered over the thousands of years of Jewish thought."

Based on this information, what conclusion can be made about the development of Jewish morality?

- A. Jewish morality has not been influenced by humans.
- B. Jewish morality has changed over time.
- C. Jewish morality has remained unchanged.
- D. Jewish morality has been universally accepted within the faith.

5. What is this passage mostly about?

- A. how Jewish morality has influenced secular life
- B. how Christian and Islamic faiths grew out of Judaism
- C. how Judaic monotheism affected Jewish morality
- D. the Ten Commandments and their role in Jewish morality

6. Read the following sentences: "One of the major theological questions amongst the early Jews was about monotheism; some sects did not mind the idea of the Jewish god being worshipped alongside other local **deities**. But this did not last long. Eventually, the idea of the Jewish god being the one and only god became central."

What does the word "**deity**" (plural: "deities") mean?

- A. priest or priestess
- B. religious text
- C. type of religion
- D. god or goddess

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

There are three Abrahamic religions, \_\_\_\_\_ Islam, Christianity, and Judaism.

- A. although
- B. namely
- C. finally
- D. for example

8. What is the most well-known example of morality dictated by the Jewish God?

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**9.** Describe two Jewish beliefs about the nature of God.

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**10.** Explain how Judaic monotheism and the nature of the Jewish God influenced the role of morality in Jewish faith. Use information from the passage to support your answer.

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# The League of the Iroquois

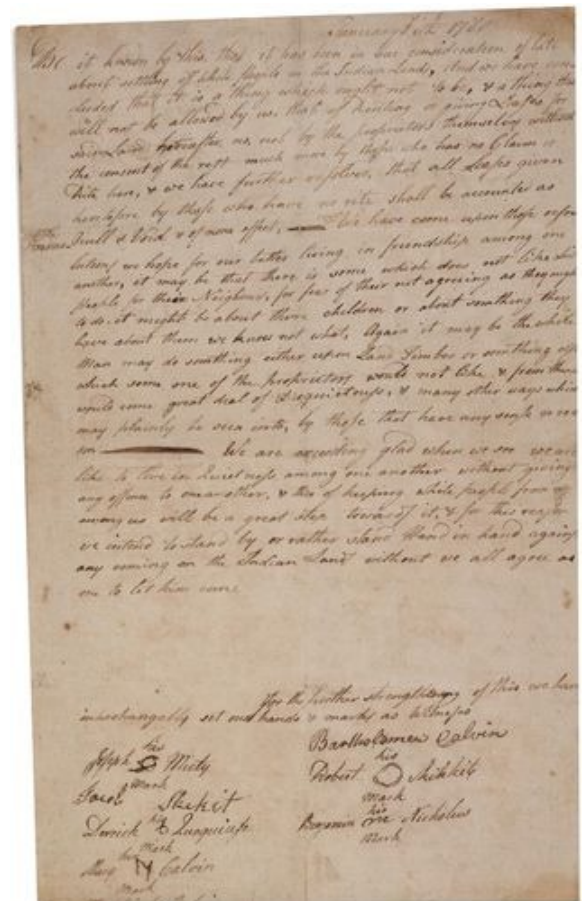
This essay is provided courtesy of the Gilder Lehrman Institute of American History.

No Native people affected the course of seventeenth- and eighteenth-century American history more than the Haudenosaunee, or Iroquois, of present-day upstate New York. Historians have been attempting to explain how and why ever since, and central to their explanations is the remarkable political and diplomatic structure, the League of the Iroquois. The League has fascinated us for hundreds of years. In the seventeenth century, this Native confederacy united the Five Iroquois Nations—the Mohawks, Oneidas, Onondagas, Cayugas, and Senecas—into something more than an alliance but something less than a single, monolithic polity. In the eighteenth century, the incorporation of the Tuscaroras made it the Six Nations of the Iroquois.

The Iroquois demanded attention. Their strategic geographic position, diplomatic savvy, military might, and astonishing resilience captivated white officials, settlers, and observers throughout the colonial period and beyond. To advance their goals, colonial authorities were forced to work with, against, or through the Iroquois League. Yet such engagement was often built not on genuine understanding of the Iroquois worldview, society, and politics, but on ethnocentric projections of white visions and desires. Into the present, such fantasies continue to enthrall us, and prevent us from understanding the Haudenosaunee and their history.

In the eighteenth century, English colonial authorities artfully imagined that the Iroquois held dominion over an exaggerated range of lands and peoples, and, by claiming the Iroquois as their client, they extended their own authority over those territories and Native communities, at least conceptually. Iroquois power was real, but an Iroquois European-style "empire" was not.

Following the American Revolution, which divided the Six Nations, depleted their numbers, and devastated their homeland, the Haudenosaunee revived and remained diplomatically significant. When a delegation visited the United States capital in Philadelphia in 1792, it was received lavishly, its chiefs referred to as "Princes." Philip Freneau, editor of the *National Gazette*, objected and, in keeping with the times, relabeled them "republicans rather than aristocrats or monarchy men." New York statesman DeWitt Clinton soon transformed them into avatars of imperial, rather than republican, Rome. Addressing the New-York Historical Society in 1811, Clinton famously called the historic Iroquois "the Romans of this western world." The father of American ethnology, Lewis H. Morgan, similarly deployed the metaphor in his classic work, *League of the Ho-de-no-sau-nee, or Iroquois* (1851), inventing a *Pax Iroquoia* to resemble the *Pax Romana* of the ancient world.



Gilder Lehrman Collection

Letter to William Johnson, British commissioner of Northern Indian Affairs, 1761.

Such ascribed imperial status became thoroughly conventional in the nineteenth century. As Iroquois power substantially diminished, white Americans often imagined (inaccurately) that the Iroquois had vanished altogether, and in romantic poems and prose they engaged in nostalgic flights of fancy. A self-described "dabbler in literature and art," for example, narrated a tour through lands that were once Iroquoia for *Harper's New Monthly Magazine* in 1856. "Historically and legendarily, it is a classic region," he wrote, boasting that he had "the rare good luck of spending an afternoon with the fine poet, Hosmer, whose genius has embalmed in the fragrant amber of verse many of the most beautiful romances of the Six Nations-the Romans of the Western World." The prelude to William H. C. Hosmer's 1844 poem *Yonnondio* captures this imperial nostalgia:

Realm of the Senecas! no more  
In shadow lies the Pleasant Vale;  
Gone are the Chiefs who ruled of yore,  
Like chaff before the rushing gale.  
Their rivers run with narrowed bounds,  
Cleared are their broad, old hunting grounds,  
And on their ancient battle fields  
The greensward to the ploughman yields;  
Like mocking echoes of the hill  
Their fame resounded and grew still,  
And on green ridge and level plain<sup>4</sup>  
Their hearths will never smoke again.

Citizens of the new republic created a novel, yet classical identity for themselves in places like New York, borrowing names from antiquity for their towns and cities-Ithaca, Rome, and Syracuse, for example-and enlisting the supposedly extinct Iroquois as indigenous antique ancestors while celebrating their League as the Iroquois' "Federal Republic." And if somehow Iroquois could be dead Romans, then inanimate Romans could be Iroquois. According to his biographer, writing in 1820, the expatriate American history painter Benjamin West, upon viewing the marble Apollo Belvedere in Rome's Vatican museum, exclaimed, "My God, how like it is to a young Mohawk warrior!" Thus, in the American imagination, the Iroquois became relics, not complex living people.

What are the concrete historical realities obscured by this apocrypha?

Archaeological and linguistic evidence suggests that the Iroquois began to consolidate as a people in what is now central New York State about a thousand years ago. Their ethnic and cultural composition predates the formation of their famous League of Peace, and scholars are divided about the timing of its origin. Some date it to the fifteenth century, some earlier, and some argue that it was a late adaptive response to European colonialism in the early seventeenth century. But it seems clear that the spirit and purpose of the League is ancient, even if its precise framework, protocols, and offices are not.

In Iroquoia-the Five Nations' homeland between the Mohawk and Genesee Rivers in central New York-the Haudenosaunee sought to construct a cultural landscape of peace, security, and prosperity. Intermarriage, interlocking kinship ties, and an elaborate clan organization wove together the various tribes and communities and undergirded political alliance and cooperation. Archaeologists have discerned these patterns in the ways that the first millennium ancestors of the historic Iroquois consolidated their villages over time, moved closer to one another, domesticated more space, and increased the dimensions of their longhouses.

For the Iroquois, these longhouses-traditional multifamily dwellings-symbolized and embodied their expanding world of peace, as the structures' end-walls could be removed and more hearths added to accommodate new families who joined the Haudenosaunee through marriage, adoption, or amalgamation. As Horatio Hale, the late-nineteenth-century ethnologist and student of the Iroquois, explained, "Such was the figure by which the founders of the confederacy represented their political structure, a figure which was in itself a description and an invitation. It declared that the united nations were not distinct tribes, associated by a temporary league, but one great family, clustered for convenience about separate hearths in a common dwelling." Peace and security would expand as potentially hostile space was transformed into a place of domesticity. Hale likely overstated the extent of political integration. The Iroquois continued to value localism, and their communities retained considerable autonomy, but throughout the colonial period the People of the Longhouse, bound together by their League, often acted in coordinated fashion as they pursued common social, political, and economic objectives.

The Iroquois ideal of peace appears most clearly in the great chartering myth embodied in their epic of the Peacemaker. In some remote time, the Iroquois believe, their world was roiled by incessant violence and dangerous chaos. A great prophet emerged who ended the internecine bloodshed, unified the people, and provided a new moral order and charter of peace known as the Great Law. Through laws, rites, and everyday practices, the Iroquois institutionalized peace. The Peacemaker's diplomacy ultimately won the support of each of the Five Nations, with his greatest triumph being the pacification of a powerful and maleficent Onondaga chief, Thadodaho. Subsequently, Thadodaho became the new League's leading sachem-the "first among equals" that included some fifty confederacy chiefs-and Onondaga became the place of the central council fire. The successor "federal chiefs" embody the founders in name and position and are arrayed not merely by tribe but also on the basis of clans, which cut across Iroquois nations. This complicated social and political structure lent greater strength and unity to the League. Some scholars argue that unity and peace at home enabled Iroquois aggression abroad; others see the warfare that enveloped the Iroquois in the seventeenth and eighteenth centuries as a more defensive response to the complicated geopolitics of a North America roiled by colonialism.

The protocols of the League mirrored and modeled practices in everyday Iroquois social and political life. When one of its members died, for example, the fifty League chiefs divided themselves into two sides (according to a division among clans), with the bereaved group receiving condolence from the other, which conducted mourning and burial rites and raised up a new chief. Grief could cause rash action that might imperil peace, and such condolence and requickening ceremonies-for common people as well as chiefs-restored calm and returned reason, locally and throughout Iroquoia.

In other matters, the League deliberated according to a tripartite arrangement, with discussion and proposed resolutions passing back and forth "across the fire" between the so-called Older Brothers (Mohawks and Senecas) and Younger Brothers (Oneidas and Cayugas), with the Onondagas, the firekeepers, mediating until the League forged its final, consensus decision. In some instances, the chiefs might find consensus difficult and prove unable to construct unified policy. In such cases, tribes and communities could act independently without compromising the integrity and efficacy of the League. And in fact the flexibility within this larger political or diplomatic structure was one of its strengths-except, that is, when the stakes were particularly high, Iroquois circumstances were constrained, and options were limited, as in the American Revolution.

In the early colonial period, the Five Nations found themselves geographically between expanding colonial powers in North America, as they straddled the frontiers of New France, New Netherland, and

New England. The Iroquois transformed their potentially vulnerable position into an opportunity, as they found ways to mediate economically and diplomatically between both Natives and colonial newcomers. These colonial enterprises had been implanted atop an older Native political geography, which was reshaped by new colonial alliances, warfare, and especially epidemic diseases introduced unwittingly by European settlers. (Generally, Old World diseases reduced Native populations by an astonishing ninety percent within the first fifty years of sustained contact with colonists.)

Diplomatic skill, resourcefulness, some luck, and the influence of their League enabled the Five Nations to survive, despite population losses, as other Native peoples in the Northeast declined in numbers and power. After a series of conflicts in the seventeenth century, the Haudenosaunee brokered a peace with both the French and the English that established Iroquois neutrality and allowed them to play each power against the other until the demise of New France in 1763, following the French and Indian War.

Meanwhile, throughout the colonial period and beyond, the League of the Iroquois and its constituent nations absorbed refugee populations, integrating them as individual members of the five tribes, in some cases accepting them as allied and subordinate nations (as with the Stockbridge and Brotherton Indians among the Oneidas, or the Nanticokes and Tutelos among the Senecas and Cayugas in the Revolutionary era), or in the case of the Tuscaroras in the early eighteenth century as the sixth nation of the confederacy. The logic of the Iroquois League thus encouraged the extension of their great Longhouse, as the Haudenosaunee metaphorically removed the end-walls and built additions to accommodate new people, who were naturalized and amalgamated through marriage and reproduction, and who reinforced their social and political structure.

The Iroquois' incorporation of other peoples could, however, be opportunistic or even at times coercive. Other Native groups were often unsettled by the impact of European colonialism and by the Iroquois themselves, and the Iroquois reacted to the shifting geopolitics of the region with force as well as diplomacy. But, as scholars have shown, the Iroquois did not establish an empire, nor did they seek colonial subjects; they proved expert at transforming former foes into family, foreigners into Iroquois, who became equal to those who had lived within the Longhouse since time immemorial.

Though famed as warriors in the eighteenth century, and reputed to control a huge backcountry "empire" encompassing hundreds of miles north to south along the Appalachian mountains, the Six Nations actually survived more through diplomacy and avoidance of warfare than through militarism. But then things changed. After Britain defeated France in North America in 1763, the Iroquois lost their ability to play one colonial power against another, and when hostilities erupted in the American Revolution, the Haudenosaunee found their mediating position dangerous and untenable.

Although both the Americans and the British initially advocated Six Nations' neutrality, each ultimately pushed the Iroquois into the conflict, and the League failed to forge a consensus. Unable either to act in common or to avoid involvement, the League fractured. As its constituent nations found themselves on both sides, civil war loomed, and the council fire at Onondaga went out.

The war and its aftermath taxed the Iroquois' ability to survive; to reconstruct their communities, economies, and polities; and to maintain their lands and sovereignty. The Haudenosaunee now resided in the new United States as well as British Canada, and two distinct Iroquois Leagues existed—one at Grand River in Ontario and the other at the rekindled council fire at Onondaga in New York. Dynamic changes washed through Iroquoia, with the expansion of the American republic and the encroachment of New York State, and a new prophet, Handsome Lake, arose among the Senecas, offering revitalization

and a means to conserve Native identity and a measure of autonomy.

As Iroquois power declined, their League endured but evolved, offering the Haudenosaunee ongoing moral and political leadership vital to their survival. Ironically, the League of the Iroquois would continue to intrigue white Americans, who persisted in deploying their own fantastic understandings to serve their changing times and desires. In the late twentieth century, for example, the League was prominently misconstrued as the alleged prototype for the US Constitution. Those making the case believed their assertion showed respect and elevated the Iroquois "constitution" by linking it with the great chartering law of the United States. In fact, little evidence supports the link, and in any event the Iroquois League needs no such legitimation as it stands on its own as a vital and unique instrument for advancing the lives, liberty, and pursuits of happiness among the Haudenosaunee, from an ancient time into the present and the future.

1

*National Gazette* (Philadelphia), April 5, 1792.

2

DeWitt Clinton, "A Discourse Delivered before the New-York Historical Society, at their Anniversary Meeting, 6th December 1811," in *Collections of the New-York Historical Society for the Year 1814* (New York: Van Winkle and Wiley, 1814), 2:44.

3

[Portfolio,] "Sulphur Springs of New York," *Harper's New Monthly Magazine* 13, no. 73 (June 1856): 1-17.

4

William H. C. Hosmer, *Yonnondio, or Warriors of the Genessee: A Tale of the Seventeenth Century* (New York: Wiley and Putnam, 1844), p. 7.

5

John Galt, *The Life, Studies, and Works of Benjamin West, Esq.* (London: T. Cadell and W. Davies; and W. Blackwood, 1820), p. 105.

6

Horatio Hale, ed., *The Iroquois Book of Rites* (Philadelphia: D. G. Brinton, 1883), pp. 75-76.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What is the League of the Iroquois?

- A. a trading post set up by the Iroquois Nations
- B. an athletic competition started by the Iroquois Nations
- C. a confederacy that unites the Iroquois Nations
- D. a series of conflicts among the Iroquois Nations

2. What does the author describe in paragraphs three through six?

- A. how the Iroquois were perceived by white people in the eighteenth and nineteenth centuries
- B. how the Iroquois began to consolidate as a people about a thousand years ago
- C. how the Haudenosaunee sought to construct a cultural landscape of peace, security, and prosperity
- D. the layout and purpose of the Iroquois' longhouses

3. Based on the evidence in the text, what was one purpose of the League of the Iroquois?

- A. to keep the Iroquoian population under control
- B. to assist white colonists as colonial settlements expanded
- C. to explore territory north of New York
- D. to maintain peace among the Iroquois

**4. The League of the Iroquois valued cooperation.**

What evidence from the text supports this conclusion?

- A. "...the League deliberated according to a tripartite arrangement, with discussion and proposed resolutions passing back and forth 'across the fire' between the so-called Older Brothers (Mohawks and Senecas) and Younger Brothers (Oneidas and Cayugas), with the Onondagas, the firekeepers, mediating until the League forged its final, consensus decision."
- B. "The Iroquois' incorporation of other peoples could, however, be opportunistic or even at times coercive. Other Native groups were often unsettled by the impact of European colonialism and by the Iroquois themselves, and the Iroquois reacted to the shifting geopolitics of the region with force..."
- C. "Although both the Americans and the British initially advocated Six Nations' neutrality, each ultimately pushed the Iroquois into the conflict, and the League failed to forge a consensus. Unable either to act in common or to avoid involvement, the League fractured."
- D. "Ironically, the League of the Iroquois would continue to intrigue white Americans, who persisted in deploying their own fantastic understandings to serve their changing times and desires. In the late twentieth century, for example, the League was prominently misconstrued as the alleged prototype for the US Constitution."

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

- A. In the eighteenth century, English colonial authorities imagined that the Iroquois controlled a European-style empire.
- B. The League of the Iroquois is a Native confederacy that has played an important role in American history.
- C. The Iroquois' longhouses were traditional multifamily dwellings that symbolized and embodied the Iroquois' expanding world of peace.
- D. There is little evidence to support the existence of a link between the League of the Iroquois and the U.S. Constitution.

6. Read these sentences from the text.

"The League has fascinated us for hundreds of years. In the seventeenth century, this Native confederacy united the Five Iroquois Nations-the Mohawks, Oneidas, Onondagas, Cayugas, and Senecas-into something more than an alliance but something less than a single, monolithic polity. In the eighteenth century, the incorporation of the Tuscaroras made it the Six Nations of the Iroquois."

Based on this evidence, what is the meaning of "confederacy"?

- A. a group of people who are rebelling against the government
- B. a group of people who are at war
- C. a large group made up of smaller groups
- D. a group of 100 people or fewer

7. Choose the answer that best completes the sentence.

Some people have claimed that a link exists between the League of the Iroquois and the U.S. Constitution. \_\_\_\_\_, there is little evidence to support this claim.

- A. Primarily
- B. Consequently
- C. For instance
- D. However

8. What enabled the Five Nations of the League of the Iroquois to survive as other Native peoples in the Northeast declined?

Include four details from the text in your answer.

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9. After a series of conflicts in the seventeenth century, the Iroquois negotiated a peace with both the French and the English. What did this peace allow the Iroquois to do?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**10.** Explain how diplomacy helped the Iroquois to survive.

Support your answer with evidence from the text.

# Excerpts from American Antislavery Writings: Abraham Lincoln Speech on the Kansas-Nebraska Act at Peoria, Illinois

This text is provided courtesy of the Gilder Lehrman Institute of American History.

Edited by James G. Basker

Published by the Library of America. 2012.



I particularly object to the new position which the avowed principle of this Nebraska law gives to slavery in the body politic. I object to it because it assumes that there can be moral right in the enslaving of one man by another. I object to it as a dangerous dalliance for a free people—a sad evidence that, feeling prosperity we forget right—that liberty, as a principle, we have ceased to revere. I object to it because the fathers of the republics eschewed, and rejected it. The argument of "Necessity" was the only argument they ever admitted in favor of slavery; and so far, and so far only as it carried them, did they ever go. They found the institution existing among us, which they could not help; and they cast blame upon the British King for having permitted its introduction. Before the constitution, they prohibited its introduction into the north-western Territory—the only country we owned, then free from it. At the framing and adoption of the constitution, they forbore to so much as mention the word "slave" or "slavery" in the whole instrument. In the provision for the recovery of fugitives, the slave is spoken of as a "person held to service or labor." In that prohibiting the abolition of the African slave trade for twenty years, that trade is spoken of as "The migration or importation of such persons as any of the States now existing, shall think proper to admit," &c. These are the only provisions alluding to slavery. Thus, the thing is hid away, in the constitution, just as an afflicted man hides away a wen or a cancer, which he dares not cut out at once, lest he

bleed to death; with the promise, nevertheless, that the cutting may begin at the end of a given time. Less than this our fathers could not do; and more they would not do. Necessity drove them so far, and farther, they would not go. But this is not all. The earliest Congress, under the constitution, took the same view of slavery. They hedged and hemmed it in to the narrowest limits of necessity.

In 1794, they prohibited an out-going slave-trade—that is, the taking of slaves from the United States to sell.

In 1798, they prohibited the bringing of slaves from Africa, into the Mississippi Territory-this territory then comprising what are now the States of Mississippi and Alabama. This was ten years before they had the authority to do the same thing as to the States existing at the adoption of the constitution.

In 1800 they prohibited American citizens from trading in slaves between foreign countries-as, for instance, from Africa to Brazil.

In 1803 they passed a law in aid of one or two State laws, in restraint of the internal slave trade.

In 1807, in apparent hot haste, they passed the law, nearly a year in advance, to take effect the first day of 1808-the very first day the constitution would permit- prohibiting the African slave trade by heavy pecuniary and corporal penalties.

In 1820, finding these provisions ineffectual, they declared the trade piracy, and annexed to it, the extreme penalty of death. While all this was passing in the general government, five or six of the original slave States had adopted systems of gradual emancipation; and by which the institution was rapidly becoming extinct within these limits.

Thus we see, the plain unmistakable spirit of that age, towards slavery, was hostility to the principle, and toleration, only by necessity.

But now it is to be transformed into a "sacred right." Nebraska brings it forth, places it on the high road to extension and perpetuity; and, with a pat on its back, says to it, "Go, and God speed you." Henceforth it is to be the chief jewel of the nation-the very figure-head of the ship of State. Little by little, but steadily as man's march to the grave, we have been giving up the old for the new faith. Near eighty years ago we began by declaring that all men are created equal; but now from that beginning we have run down to the other declaration, that for some men to enslave others is a "sacred right of self-government." These principles can not stand together. They are as opposite as God and mammon; and whoever holds to the one, must despise the other.

*(October 16, 1854)*

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**1.** According to Lincoln, what was the only argument that "the fathers of the republic" ever "admitted in favor of slavery"?

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**2.** In this speech, Lincoln argues that when the United States began, there was "hostility toward the principle" of slavery. What evidence does he use to support his claim?

Support your answer with evidence from the text.

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**3.** What is the main message of this speech?

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# Literature and the Anti-Slavery Campaign, 1861

This poster and text are provided courtesy of the Gilder Lehrman Institute of American History.

## A primary source

Anti-slavery advocates in 1861 invoked founding-era poet Joel Barlow to decry the evils of slavery and to connect Union goals to the freedom-loving ideals of the American Revolution. The lines here are quoted from Barlow's *Columbiad*, of 1807, based on his *Vision of Columbus*, first published in 1787.

"From Slavery then your rising realms to save,

Regard the master, notice not the slave;

Consult alone for freemen, and bestow

Your best, your only cares, to keep them so.

Tyrants are never free; and, small and great,

All masters must be tyrants soon or late;

So nature works, and oft the lordling knave

Turns out at once tyrant and a slave;

Struts, cringes, bullies, begs, as courtiers must,

Makes one a god, another treads in dust;

Fears all alike, and filches whom he can,

But knows no equal, finds no friend in man.

Ah! would you not be slaves, with lords and kings

Then be not masters; there the danger springs.

The whole crude system that torments this earth,

Of rank, privation, privilege of birth,

False honor, fraud, corruption, civil jars,

The rage of conquest and the curse of wars,

Pandora's total shower, all ills combined

That erst o'erwhelm'd and still distress mankind,

### LITERATURE AND THE ANTI-SLAVERY CAMPAIGN, 1861



Anti-slavery advocates in 1861 invoked founding-era poet Joel Barlow to decry the evils of slavery and to connect Union goals to the freedom-loving ideals of the American Revolution. The lines here are quoted from Barlow's *Columbiad*, of 1807, based on his *Vision of Columbus*, first published in 1787. (The Gilder Lehrman Collection)

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Box'd up secure in your deliberate hand,  
Wait your behest, to fix or fly this land.  
Equality of Right is nature's plan;  
And following nature is the march of man.  
Whene'er he deviates in the least degree,  
When, free himself, he would be more than free,  
The baseless column, rear'd to bear his bust,  
Falls as he mounts, and whelms him in the dust.  
See Rome's rude sire, with autocratic gait,  
Tread down their tyrant and erect their state;  
Their state secured, they deem it wise and brave  
That every freeman should command a slave;  
And, flusht with franchise of his camp and town,  
Rove thro' the world and hunt the nations down;  
Master and man the same vile spirit gains,  
Rome chains the world, and wears herself the chains.  
Mark modern Europe with her feudal codes,  
Serfs, villains, vassals, nobles, kings, and gods,  
All slaves of different grades, corrupt and curst  
With high and low, for senseless rank athirst,  
Wage endless wars; not fighting to be free,  
But enjoin pecus, whose base herd they'll be."  
  
Regretting that we have transported and nursed too much feudal feeling from Europe, he commands:  
  
"Purge all privations from your liberal code,

Restore their souls to men, give earth repose,  
And save your sons from slavery, wars and woes.  
Based on its rock of Right your empire lies;  
On walls of wisdom let the fabric rise;  
Preserve your principles, their force unfold.  
Let nations prove them and let kings behold.  
EQUALITY, your first firm-grounded stand;  
Then FREE ELECTION; then your FEDERAL BAND:  
This holy Triad should for ever shine  
The great compendium of all rights divine,  
Creed of all schools, whence youths by millions draw  
Their themes of right, their decalogues of law;  
Till men shall wonder (in these codes inured)  
How wars were made, how tyrants were endured."

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. To whom did Anti-slavery advocates in 1861 invoke to decry the evils of slavery and to connect Union goals to the freedom-loving ideals of the American Revolution?

- A. Joel Barlow
- B. Phillis Wheatley
- C. Jupiter Hammon
- D. Hannah More

2. How has the poet structured the lines of the poem?

- A. Each line is constructed as a single sentence.
- B. All lines have the same number of beats.
- C. Every other line rhymes with the lines above it.
- D. All lines are addressed to slave owners.

3. Joel Barlow suggests slaveowners turn into tyrants. What evidence from his poem supports this inference?

- A. "Till men shall wonder (in these codes inured) / How wars were made, how tyrants were endured"
- B. "Tyrants are never free; and, small and great, / All masters must be tyrants soon or late"
- C. "See Rome's rude sire, with autocratic gait, / Tread down their tyrant and erect their state"
- D. "So nature works, and oft the lordling knave / Turns out at once a tyrant and a slave"

4. Why might Joel Barlow have included the reference to Rome in the poem?

- A. to draw a comparison between the tyrants of Roman autocracy and European feudalism
- B. to distract readers from the tyrants of today and the current problems of founding-era America
- C. to provide American readers with an example of a society that was brave enough to overthrow its tyrants
- D. to convince readers that America should not follow the Roman people's example of overthrowing tyrants only to become tyrants themselves

5. What is a main theme of the poem?

- A. Americans should adopt Roman autocracy as they establish themselves as a new country.
- B. Slavery is a necessary evil that supports the freedom-loving ideals of the American Revolution.
- C. Americans should adopt European feudalism as they establish themselves as a new country.
- D. Slavery is an evil system that contradicts the freedom-loving ideals of the American Revolution.

6. Read these sentences from the text: "Ah! would you not be slaves, with lords and kings / Then be not masters; there the danger springs. / The whole crude system that torments this earth, / Of rank, privation, privilege of birth, / False honor, fraud, corruption, civil jars, / The rage of conquest and the curse of wars"

Based on this evidence, what is the meaning of the word "torments" in this excerpt?

- A. causes happiness
- B. causes misery
- C. causes uncertainty
- D. causes amazement

7. Read the following lines from the poem: "Purge all privations from your liberal code, / Restore their souls to men, give earth repose, / And save your sons from slavery, wars and woes. / Based on its rock of Right your empire lies"

Whose sons does Joel Berlow mention here?

- A. the Romans' sons
- B. the Americans alive during the founding-era
- C. the Americans alive during the Civil War era
- D. the British fighting the Americans during the American Revolution

**8.** What does Joel Barlow regret that we have transported and nursed?

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**9.** What does Joel Barlow encourage readers of this poem to do?

Support your answer with evidence from the text.

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**10.** Why might have anti-slavery advocates of 1861 invoked Joel Barlow to decry the evils of slavery?

Support your answer with evidence from the text.

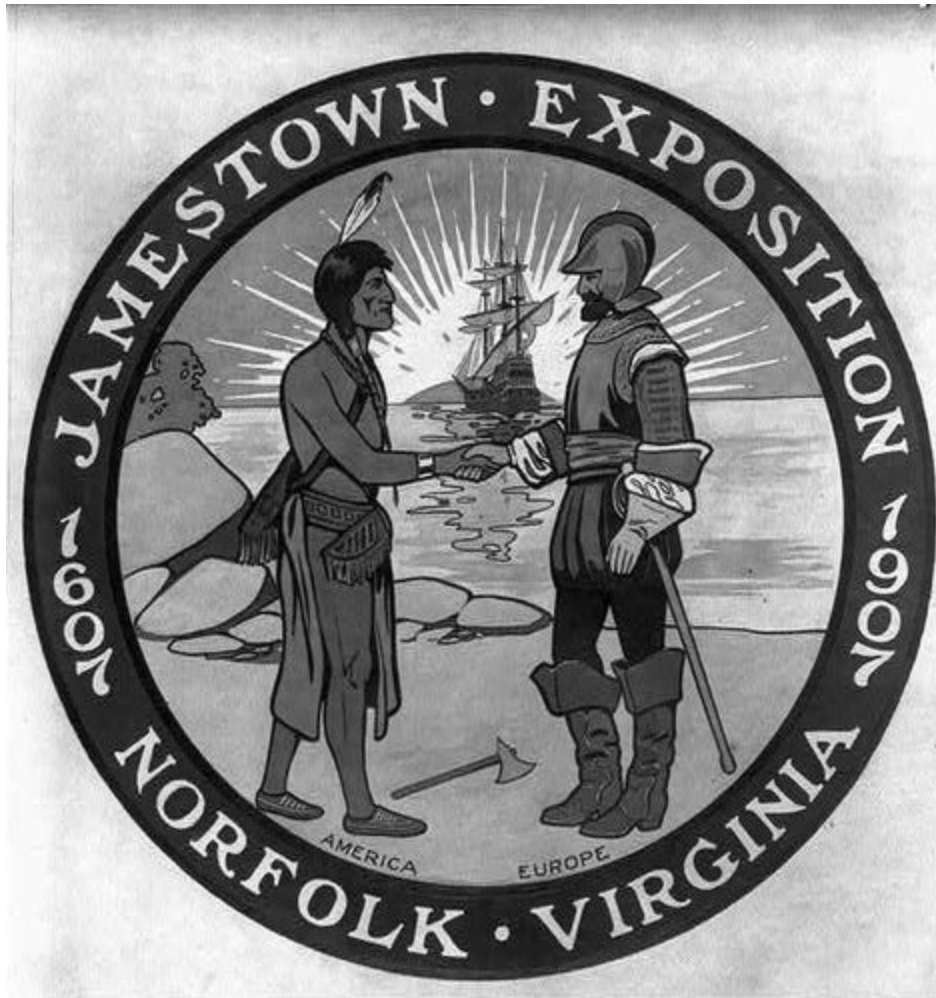
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# Native American Conflicts

by ReadWorks



*Jamestown logo for World's Fair in 1907*

Prior to European settlement in North America, Native American tribes populated specific areas of the continent. Their cultures, food, traditions, and beliefs were wrapped up in their environment. Plains Indians, for instance, hunted buffalo and used the entire animal for food, clothing, shelter, kitchen goods, and other important materials. Though it is believed that Native Americans engaged in battles between tribes prior to European settlement, the presence of the Europeans helped spawn conflicts and circumstances that would dramatically impact the lives of Native Americans across the continent.

Throughout the sixteenth and seventeenth centuries, Europeans sailed across the Atlantic Ocean in hopes of settling new land and obtaining resources. North America seemed like a dream: lush forests, plenty of freshwater lakes, the promise of gold (even though it would be a long time before gold was actually found), and new uncharted lands lured European explorers to the continent. They brought along with them crops and new technology. They also brought along diseases that caused the deaths of many Native Americans. The arriving settlers had grown immune to such diseases because those particular diseases had been in Eurasia for over five centuries. Native American tribes had not built immunity to these infections, including smallpox. Some estimate that during smallpox epidemics in North America, 80

to 90 percent of fatalities were part of the Native American populations.

There were many instances when Native Americans traded in peace with the Europeans. The Native Americans made good use of some of the technology the Europeans brought, like metal tools. The Native Americans often exchanged food or rights to hunting lands. However, wars would break out often due to disputes over deals between the Native Americans and Europeans.

In Jamestown, Virginia, for instance, European settlers found themselves in peaceful times with Native Americans when they were able to make agreements. Though the settlers, who founded Jamestown in 1607, had to depend on the Native Americans for some food and resources, they also typically viewed the natives as people who should be conquered. When hard times came for the settlers in 1608 and many of them did not have much food, they pressured the natives into giving them food. These aggressions began a slew of conflicts now collectively called the Anglo-Powhatan Wars, which lasted several decades with thousands of Native Americans either dying or being displaced.

The consequences of European arrival to North America negatively affected the relationships even between Native American tribes from time to time. Native Americans were suddenly scrambling to share resources with whole new groups of people who had access to powerful weapons, technology to build sturdy buildings, and the ability to call for reinforcements from thousands of miles away. The relationships Native American tribes had built with each other became tenuous as the mounting pressure coming from European settlers threatened to destroy their ways of life. This sparked many skirmishes between tribes over hunting land that was becoming more and more scarce as Europeans continued to settle further into the West. At this time, land was both currency and livelihood. If tribes were forced off their lands, they needed to either find somewhere else to go, or learn to live with the Europeans who had taken over and assumed power, which proved impossible much of the time.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Why did the Europeans come to North America?

- A. to meet people from different cultures
- B. to test their ships
- C. to get more land and resources
- D. to learn a new language

2. What argument does the author develop in this text?

- A. Europeans and Native Americans worked together to fulfill their needs.
- B. Native Americans had many problems even before the arrival of Europeans.
- C. The arrival of Europeans had a negative impact on the lives of Native Americans.
- D. Native Americans had a negative impact on early European settlers.

3. Read these sentences from the text.

The consequences of European arrival to North America negatively affected the relationships even between Native American tribes from time to time. Native Americans were suddenly scrambling to share resources with whole new groups of people who had access to powerful weapons, technology to build sturdy buildings, and the ability to call for reinforcements from thousands of miles away.

Based on this evidence, what conclusion can be drawn?

- A. Native Americans had plenty of resources to share both with other tribes and with the European settlers.
- B. Native Americans posed a greater threat to European settlers than the Europeans posed to Native Americans.
- C. Native Americans faced the threat of war with the Europeans if they did not share their resources with the settlers.
- D. Native Americans wanted to share their resources with the Europeans in order to gain access to weapons and building technology.

**4.** Read these sentences from the text.

The relationships Native American tribes had built with each other became tenuous as the mounting pressure coming from European settlers threatened to destroy their ways of life. This sparked many skirmishes between tribes over hunting land that was becoming more and more scarce as Europeans continued to settle further into the West.

Based on this evidence, what conclusion can be drawn?

- A. Native American tribes fought with each other over access to the resources and goods provided by European settlers.
- B. Native American tribes had already been engaged in conflicts with each other when the Europeans arrived and worsened the situation.
- C. The European settlers were attempting to improve the quality of life for Native Americans by settling in the West.
- D. The European settlers caused Native American tribes to have conflicts with each other that they might not have otherwise had.

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

- A. The Native Americans were unwilling to work with the European settlers.
- B. The presence of Europeans in North America had a significant impact on Native Americans.
- C. The Europeans and Native Americans combined their resources to establish a new civilization by working together.
- D. The European settlers interacted with Native Americans because they wanted to settle new land.

6. Read these sentences from the text.

The relationships Native American tribes had built with each other became tenuous as the mounting pressure coming from European settlers threatened to destroy their ways of life. This sparked many skirmishes between tribes over hunting land that was becoming more and more scarce as Europeans continued to settle further into the West.

Based on these sentences, what does the word "tenuous" mean?

- A. cooperative
- B. pleasant
- C. weak
- D. surprising

7. Choose the answer that best completes the sentence.

When hard times came for the settlers in 1608, they pressured the natives into giving them food, \_\_\_\_\_ a slew of conflicts now collectively called the Anglo-Powhatan Wars.

- A. due to
- B. for example
- C. resulting in
- D. in spite of

8. What did settlers in Jamestown depend on Native Americans for?

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**9.** How did Europeans in North America negatively impact Native Americans?

Give at least two examples to support your answer.

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**10.** How can the relationship between the European settlers and Native Americans best be described? Support your answer with evidence from the text.

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# Role of the President of the United States



## *Excerpts from the United States Constitution, Article II*

### Section 1:

The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows:

[. . .]

No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

[. . .]

The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be increased nor diminished during the Period for which he shall have been elected, and he shall not receive within that Period any other Emolument [salary or profit] from the United States, or any of them.

Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation:--"I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

### Section 2:

The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States . . .

He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

[ . . . ]

#### Section 3:

He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

#### Section 4:

The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment<sup>th</sup>for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

*Excerpt from the 25<sup>th</sup> Amendment*

#### Section 1:

In case of the removal of the President from office or of his death or resignation, the Vice President shall become President.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. How long is a presidential term?

- A. five years
- B. eight years
- C. four years
- D. six years

2. What does the second paragraph describe?

- A. who is eligible to become President
- B. the responsibilities of the President
- C. what happens if the President dies in office
- D. how the President will be compensated

3. The president needs the approval of the Senate to make treaties with other countries.

What evidence from the passage supports this statement?

- A. "He shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls..."
- B. "He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur."
- C. "But the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments."
- D. "He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient."

4. The president is required to be at least 35 years old. Why might this be?

- A. to ensure that no children run for president
- B. to ensure that he understand the needs of the people
- C. to ensure that the president is healthy enough
- D. to ensure the president has enough experience

5. What are these excerpts from Article II of the United States Constitution mostly about?

- A. the role and responsibilities of the President
- B. the creation of the United States Constitution
- C. why the President must be at least 35 years old
- D. the oath the President must take when he is sworn in

6. Read the following sentence: "The President, Vice President and all civil Officers of the United States, shall be removed from Office on **Impeachment** for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors."

What does the word "**impeachment**" mean?

- A. the act of stealing money from the government
- B. the act of charging a public official with a crime
- C. the act of running for public office
- D. the act of creating new laws and regulations

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

\_\_\_\_\_ the president may take office, he must swear an oath.

- A. Although
- B. Finally
- C. Before
- D. For example

8. What happens if the president dies, resigns, or is removed from office?

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**9.** Name two things for which the president needs the consent of the Senate.

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**10.** Why did the writers of the Constitution likely put rules in place that require the president to have approval of the Senate?

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# The Great West Illustrated, 1869

This text is provided courtesy of the Gilder Lehrman Institute of American History. This text includes photograph images, a primary source, by Andrew J. Russell.

The exploration and settlement of the American West coincided with the development of the medium of photography. Photographic images, reproduced in books and newspapers and available for purchase on their own, helped shape Americans' perceptions of the West by reinforcing ideas about the region as a pristine wilderness of spectacular natural wonders; as a symbol of the future and the realization of manifest destiny; and as a land of economic opportunity, where fortunes could be made by extracting natural resources.

Andrew J. Russell, who served as a photographer with the United States Military Railroad during the Civil War, was hired after the war by the Union Pacific Railroad to photograph the progress made along the track line that extended from Laramie, Wyoming, to Promontory Summit, Utah. Russell's incredible images depicting nature scenes and feats of engineering were collected and published in *The Great West Illustrated*, an 1869 book, according to its preface, "calculated to interest all classes of people, and to excite the admiration of all reflecting minds as the colossal grandeur of the Agricultural, Mineral, and Commercial resources of the West are brought to view."

The four images from *[The] Great West Illustrated* featured below capture the drama of railroad construction and the rugged beauty of western landscapes. Russell took the first photograph here, "High Bluff, Black Buttes," in the mountains of Wyoming. The figures in the image stand above the expanse of landscape. The second photograph is of a group of men "Among the Timber at the Head of the Little Laramie River." In an annotation for this image, Russell noted that "A number of gold mines were discovered . . . in this vicinity, during the summer of 1868."

While the first two images display the great natural beauty of the West, Russell's photographs also depict man's [achievements] and influence on the landscape. "Laramie Hotel, Laramie City" shows the title hotel, which the photographer noted would "compare very favorably with those of the best . . . in any State of the Union." The rail tracks are visible in the foreground. The final image here emphasizes the actual construction of the railroad. In the annotation for "Gen. Casement's Construction Train," Russell notes that "The workmen have lived on the cars of this train since the commencement of the building of the road."

Photographs are not objective records to be accepted as truth. Many photographers of the West saw themselves as storytellers, and their images, often presented with notes or other text, reveal the attitudes and cultural constructions of their day. We can "read" these photographs just as we would read letters or diaries, as primary sources to be examined and interpreted using the information they provide and the context of their time.



(Gilder Lehrman Collection)

*"High Bluff, Black Buttes," from The Great West Illustrated by Andrew J. Russell, 1869.*



(Gilder Lehrman Collection)

*"Among the Timber, at Head of Little Laramie River."*



(Gilder Lehrman Collection)

*"Laramie Hotel, Laramie City."*



(Gilder Lehrman Collection)

*"Gen. Casement's Construction Train."*

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. Four of Andrew J. Russell's photographs of the West are included in the text. Two of them depict man's achievements and influence on the landscape. What do the other two images display?

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2. Read this sentence from the text.

"The second photograph is of a group of men 'Among the Timber at the Head of the Little Laramie River.' In an annotation for this image, Russell noted that 'A number of gold mines were discovered . . . in this vicinity, during the summer of 1868.'"

Why might Russell have mentioned gold mines in the caption for this picture of the landscape?

Support your answer with evidence from the text and image.

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3. What is the main idea of this text?

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4. Based on the images and the captions described in the text, what might Russell have been trying to achieve through these photographs?

Support your answer with evidence from the text and images.

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# Transcontinental Railroads: Compressing Time and Space

by Richard White

This essay is provided courtesy of the Gilder Lehrman Institute of American History.

Many of our modern clichés about the impact of technology, particularly about the consequences of the Internet and telecommunications, first appeared as clichés about nineteenth-century railroads, particularly the transcontinental railroads in North America. People remarked on the annihilation of time and space with an enduring sense of wonder whenever a railroad penetrated a new region. When passengers found that they could get to distant places more quickly, they translated reduced time into contracting space and spoke as if distant places had grown closer. The human experience of space depended on the speed of conveyance. With the Atlantic cable and the transcontinentals, Margaret Irvin Carrington wrote in 1869 [that] "with only a single wire to underlie the Pacific, the whole earth will become as a whispering gallery, wherein all nations, by one electric pulsation, may throb in unison, and the continent shall tremble with the rumbling of wheels that swiftly and without interruption or delay transport its gospel and commerce." By 1869, the Pacific Coast was only four days from Omaha, and Carrington reported that "an officer of the army recently returned in forty hours over a distance which required a march of sixty-four days in 1866."



*Railroad officials witness the completion of the transcontinental railroad, May 10, 1869, photographed by Andrew Russell.*

It was only after the Civil War that the railroads really began to create technologically coherent systems. In 1860 there were 31,286 miles of American railroads, but they could hardly be thought of as a system or even a collection of systems. The main reason was that there was no single standard gauge—the distance between the rails—for tracks. The standard gauge in North America today is 4 feet 8½ inches, and by 1860 that was the dominant gauge in much of the eastern United States. It was used in roughly one-half of the total mileage, but it was only one of the more than twenty gauges in use. Five feet was the standard gauge in the South. It was as if hobbyists were trying to connect Lionel tracks with HO tracks, and to make matters worse, lines coming into a city often did not connect. Workers would have to load goods on wagons and transport them across town to another railroad. Trains stopped at rivers where passengers and goods had to be ferried across.

The Civil War was not the primary impetus for standardizing gauges, but it quickened the pace of change. The need to transport men and supplies rapidly without unnecessary breaks gave urgency to the complaints of merchants, who had long resented the increased costs of transshipments. Abraham Lincoln's decision to make the Pacific Railway, the first transcontinental, using a standard gauge (4 feet, 8½ inches) ratified a consensus that had already emerged, but the ratification was nonetheless important. It compelled Pacific Coast railways, where the early gauge was 5 feet, to change, and

provided an incentive to all lines connecting with the Pacific Railway to adopt the standard gauge. It was a major step toward continental uniformity. Although the South would continue to fight the standard gauge even after the Civil War, it lost that fight as thoroughly as it lost the war.

In the years after the Civil War, railroad technology underwent, as Steven Usselman has put it, "virtually perpetual refinement." Except for the gauge, virtually everything about railroad lines grew larger: the locomotives, the weight of the rails, the bridges, the cars. Iron rails gave way to steel rails that could carry heavier loads, and wooden bridges increasingly yielded to iron. Increases in size and weight brought changes to braking systems and suspension systems, and improvements in these allowed further increases in size of the machinery.

This "bulking up" was not so much a necessity for the movement of people as for the movement of things. The ability to move heavy things long distances at relatively cheap rates was the real economic significance of the railroads. In 1869, the year that the first transcontinental railroad was completed, Dan Castello's Circus and Menagerie stopped in Cheyenne, Wyoming, then a raw railroad town on the Union Pacific. The elephants that disembarked were unlikely beasts in an unlikely place, but elephants in Cheyenne were as apt a symbol as any of the reorganization of the world through steam technology. If a railroad could cross hundreds of miles to deliver elephants and Moroccan acrobats into frontier towns, what couldn't they deliver across vast and forbidding distances? The presence of elephants signaled the vast reach of American popular culture and the way the railroads could pull once isolated regions into new orbits. The arrival of railroads signaled the creation of a new set of spatial relations and a new set of material connections.

Elephants disembarking from a railroad train also symbolized the increased speed with which the flora and fauna of continents could mix and mingle. Railroad technology influenced Americans' ideas of nature and shaped the ways Americans changed the natural world. We tend to think of technology as antithetical to nature, but this was not a nineteenth-century attitude. The locomotive was, after all, the iron horse. Western railroads were the most modern of industrial products set in midst of what North Americans regarded as primeval nature. This is one reason that they so fascinated Americans. In the United States intellectuals and popular writers had already accepted "the machine in the garden" as a defining symbol of the republic, marking Americans as both a people of progress and a people of nature. Western railroads promoted travel on their western lines as a journey into nature. The 1879 edition *The Pacific Tourist* made the transcontinental trip seem both an inspirational immersion in nature and a journey utterly devoid of physical effort or discomfort. Upon seeing the mountains, "[w]ithout scarcely asking the cause the tourist is full of glow and enthusiasm."

To bring passengers into nature, the railroads consumed the raw stuff of nature. Railroads were by the late nineteenth century the largest consumers of wood and coal in the United States. To make the iron and steel that went into the trains, men mined iron ore and coal. Once in operation, these trains caused forests to fall and the earth to be ripped open. In the West, buffalo yielded to cattle, and cattle overgrazed the ranges which allowed invading plants to follow in their footsteps. Farmers transformed vast grasslands into corn and wheat. Industrial towns grew up around mines and consumed vast swaths of timber. None of this could have happened in the way it did or with the speed it did without the railroads carrying buffalo hides, cattle, corn, and wheat to market.

Although railroads improved the lives of many Americans, they took a toll on those who operated them. Even though railroad companies moved reasonably quickly to improve safety for passengers with the Westinghouse automatic brake, platforms between cars, and other improvements, they moved much

more slowly to protect their workers. Commentators often compared working on the railroads to wars, and the number of deaths and injuries was astonishing. In 1889, 2,000 men were killed working on the railroads, and 20,000 were injured. The vast majority did not die in spectacular accidents but rather in the everyday work of coupling cars, laboring in crowded yards full of moving machinery, and balancing on the top of moving railroad cars to tighten hand brakes. Most railroad companies did not put automatic brakes on freights until the early twentieth century. In a very real sense in the late nineteenth century, railroad companies found it cheaper to kill and maim workers than to install available, safer technologies. President Benjamin Harrison called these deaths and injuries "a reproach to our civilization." Dead bodies, severed hands and fingers, and legs lost as trains ran over them formed the final grim connection between technology and nature.

Such preventable deaths were another reason Americans loved this new technology but did not love the men who owned the railroads. Anthony Trollope declared that among Americans "the railway is everything. It is the first necessity of life, and gives the only hope of wealth." The locomotive had "been taken to the bosoms of them all as a domestic animal." But railroad corporations in the late nineteenth century were reviled as monopolies whose control over movement and thus over space were undemocratic and unsuited to the lives of free people. Nineteenth-century Americans made a distinction somewhat akin to our distinction between hardware and software. The tracks, locomotives, cars, and bridges were the hardware, and the rate tables and schedules were the software. How the trains and the technology affected people's lives depended on the rates and schedules. Critics of the railroads maintained that the railroads routinely discriminated against some people, places, and things in favor of others.

Charges of discrimination had resonance because they touched both the material interests of millions and basic notions of republican equity. Because railroads were chartered by the state, because the government used its powers of eminent domain to aid the railroads, because governments granted land to railroads and loaned some railroads credit, and because the railroads were public highways under common law, they had greater obligations to the public than normal businesses. It was unjust, critics argued, for railroad corporations to set rates that discriminated against the citizens of the government which gave them life. The railroads should not be allowed to use their control over technology to choose winners and losers by controlling rates. In fact, the railroads often did choose winners and losers. In the western United States, it was as if all towns were on wheels. When rates changed, space changed. When railroad rates made it more expensive to ship goods from Chicago to Spokane than from Chicago to Seattle, which was farther away, it was as if all the merchants in Seattle moved closer to Chicago and all the merchants in Spokane moved farther away.

In the nineteenth century, like today, new technologies changed the way that Americans lived. Then, as now, some people had far more control over technological changes than others. Railroads spurred a long contest over technology-its public purposes and consequences and its private ownership-that is with us still.

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**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**1.** The development of the transcontinental railroad system allowed people to travel great distances more quickly. How did the "bulking up" of railroad technology, including the use of steel rails and larger trains, affect what people could move?

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**2.** Although railroads improved the lives of many Americans, people grew to dislike the railroad corporations. Explain at least two reasons why people grew to dislike the railroad corporations.

Support your answer with evidence from the text.

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**3.** What is the main idea of this text?

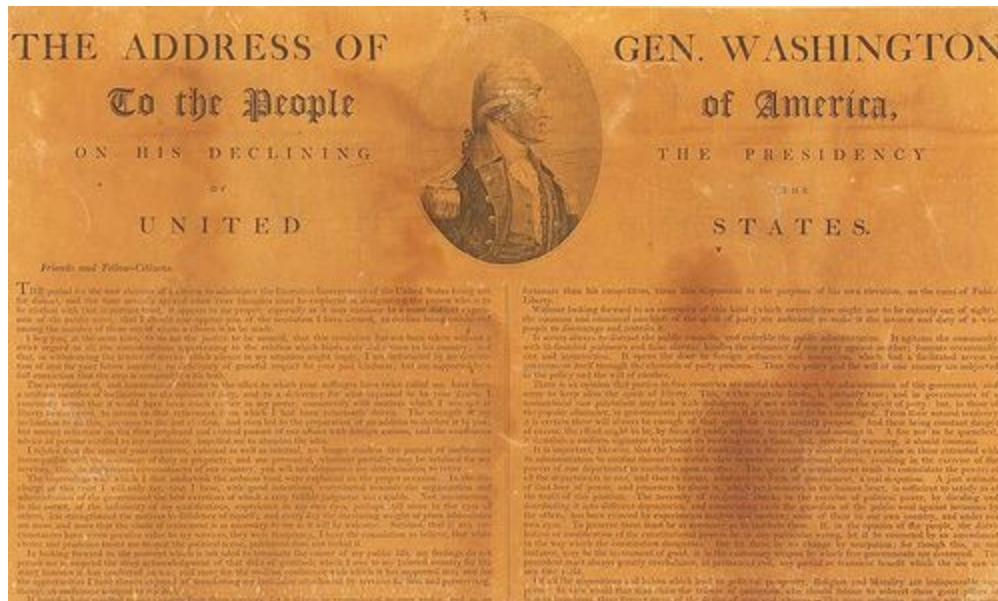
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# George Washington's Farewell Address [Abridged]

by George Washington



Friends and Fellow Citizens:

The period for a new election of a citizen to administer the executive government of the United States being not far distant, and the time actually arrived when your thoughts must be employed in designating the person who is to be clothed with that important trust, it appears to me proper, especially as it may conduce to a more distinct expression of the public voice, that I should now apprise you of the resolution I have formed, to decline being considered among the number of those out of whom a choice is to be made.

[...]

The acceptance of, and continuance hitherto in, the office to which your suffrages have twice called me have been a uniform sacrifice of inclination to the opinion of duty and to a deference for what appeared to be your desire.

[...]

The impressions with which I first undertook the arduous trust were explained on the proper occasion. In the discharge of this trust, I will only say that I have, with good intentions, contributed towards the organization and administration of the government the best exertions of which a very fallible judgment was capable. [...] If benefits have resulted to our country from [my] services, let it always be remembered to your praise, and as an instructive example in our annals, that under circumstances in which the passions, agitated in every direction, were liable to mislead, [...] the constancy of your support was the essential prop of the efforts, and a guarantee of the plans by which they were effected.

[...]

Here, perhaps, I ought to stop. But a solicitude for your welfare, which cannot end but with my life, and the apprehension of danger, natural to that solicitude, urge me, on an occasion like the present, to offer to your solemn contemplation, and to recommend to your frequent review, some sentiments which are the result of much reflection, of no inconsiderable observation, and which appear to me all-important to the permanency of your felicity as a people.

[...]

The unity of government which constitutes you one people is also now dear to you. It is justly so, for it is a main pillar in the edifice of your real independence, the support of your tranquility at home, your peace abroad; of your safety; of your prosperity; of that very liberty which you so highly prize. But as it is easy to foresee that, from different causes and from different quarters, much pains will be taken, many artifices employed to weaken in your minds the conviction of this truth; as this is the point in your political fortress against which the batteries of internal and external enemies will be most constantly and actively (though often covertly and insidiously) directed, it is of infinite moment that you should properly estimate the immense value of your national union to your collective and individual happiness; that you should cherish a cordial, habitual, and immovable attachment to it[,] watching for its preservation with jealous anxiety[.]

For this you have every inducement of sympathy and interest. [...] With slight shades of difference, you have the same religion, manners, habits, and political principles. You have in a common cause fought and triumphed together; the independence and liberty you possess are the work of joint counsels, and joint efforts of common dangers, sufferings, and successes.

But these considerations, however powerfully they address themselves to your sensibility, are greatly outweighed by those which apply more immediately to your interest. Here every portion of our country finds the most commanding motives for carefully guarding and preserving the union of the whole.

The North, in an unrestrained intercourse with the South, protected by the equal laws of a common government, finds in the productions of the latter great additional resources of maritime and commercial enterprise and precious materials of manufacturing industry. The South, in the same intercourse, benefiting by the agency of the North, sees its agriculture grow and its commerce expand. Turning partly into its own channels the seamen of the North, it finds its particular navigation invigorated; and[...] it looks forward to the protection of a maritime strength, to which itself is unequally adapted. The East, in a like intercourse with the West, already finds[...] a valuable vent for the commodities which it brings from abroad, or manufactures at home. The West derives from the East supplies requisite to its growth and comfort, and, what is perhaps of still greater consequence, it must of necessity owe the secure enjoyment of indispensable outlets for its own productions to the weight, influence, and the future maritime strength of the Atlantic side of the Union, directed by an indissoluble community interest as one nation.

While, then, every part of our country thus feels an immediate and particular interest in union, all the parts combined cannot fail to find in the united mass of means and efforts greater strength, greater resource, proportionably greater security from external danger, a less frequent interruption of their peace by foreign nations; and, what is of inestimable value, they must derive from union an exemption from [...] broils and wars between themselves[...] Hence, likewise, they will avoid the necessity of those overgrown military establishments which, under any form of government, are inauspicious to liberty, and which are to be regarded as particularly hostile to republican liberty. In this sense it is that your union ought to be considered as a main prop of your liberty, and that the love of the one ought to endear to you the

preservation of the other.

[...]

In contemplating the causes which may disturb our Union, it occurs as matter of serious concern that any ground should have been furnished for characterizing parties by geographical discriminations, Northern and Southern, Atlantic and Western; whence designing men may endeavor to excite a belief that there is a real difference of local interests and views. One of the expedients of party to acquire influence within particular districts is to misrepresent the opinions and aims of other districts. You cannot shield yourselves too much against the jealousies and heartburnings which spring from these misrepresentations; they tend to render alien to each other those who ought to be bound together by fraternal affection.

[...]

To the efficacy and permanency of your Union, a government for the whole is indispensable. [...] Respect for [this government's] authority, compliance with its laws, acquiescence in its measures, are duties enjoined by the fundamental maxims of true liberty. The basis of our political systems is the right of the people to make and to alter their constitutions of government. But the Constitution which at any time exists, till changed by an explicit and authentic act of the whole people, is sacredly obligatory upon all. The very idea of the power and the right of the people to establish government presupposes the duty of every individual to obey the established government.

All obstructions to the execution of the laws, all combinations and associations, under whatever plausible character, with the real design to direct, control, counteract, or awe the regular deliberation and action of the constituted authorities, are destructive of this fundamental principle, and of fatal tendency. They serve to organize faction, to give it an artificial and extraordinary force; to put, in the place of the delegated will of the nation the will of a party[.]

[...]

However combinations or associations of the above description may now and then answer popular ends, they are likely, in the course of time and things, to become potent engines, by which cunning, ambitious, and unprincipled men will be enabled to subvert the power of the people and to usurp for themselves the reins of government, destroying afterwards the very engines which have lifted them to unjust dominion.

Towards the preservation of your government, and the permanency of your present happy state, it is requisite, not only that you steadily discountenance irregular oppositions to its acknowledged authority, but also that you resist with care the spirit of innovation upon its principles, however specious the pretexts. [...] [Remember] that for the efficient management of your common interests, in a country so extensive as ours, a government of as much vigor as is consistent with the perfect security of liberty is indispensable. Liberty itself will find in such a government, with powers properly distributed and adjusted, its surest guardian.

[...]

I have already intimated to you the danger of parties in the State, with particular reference to the founding of them on geographical discriminations. Let me now take a more comprehensive view, and warn you in the most solemn manner against the baneful effects of the spirit of party generally.

This spirit, unfortunately, is inseparable from our nature, having its root in the strongest passions of the human mind. It exists under different shapes in all governments, more or less stifled, controlled, or repressed; but, in those of the popular form, it is seen in its greatest rankness, and is truly their worst enemy.

The alternate domination of one faction over another, sharpened by the spirit of revenge, natural to party dissension, [...] is itself a frightful despotism. But this leads at length to a more formal and permanent despotism. The disorders and miseries which result gradually incline the minds of men to seek security and repose in the absolute power of an individual; and sooner or later the chief of some prevailing faction[...] turns this disposition to the purposes of his own elevation, on the ruins of public liberty.

[...]

[The spirit of party] serves always to distract the public councils and enfeeble the public administration. It agitates the community with ill-founded jealousies and false alarms, kindles the animosity of one part against another, foment occasionally riot and insurrection. It opens the door to foreign influence and corruption, which finds a facilitated access to the government itself through the channels of party passions. Thus the policy and the will of one country are subjected to the policy and will of another.

There is an opinion that parties in free countries are useful checks upon the administration of the government and serve to keep alive the spirit of liberty. This within certain limits is probably true[...] [But] in governments purely elective, it is a spirit not to be encouraged. [...] A fire not to be quenched, it demands a uniform vigilance to prevent its bursting into a flame, lest, instead of warming, it should consume.

It is important, likewise, that the habits of thinking in a free country should inspire caution in those entrusted with its administration, to confine themselves within their respective constitutional spheres, avoiding in the exercise of the powers of one department to encroach upon another. [...] The necessity of reciprocal checks in the exercise of political power, by dividing and distributing it into different depositaries, and constituting each the guardian of the public weal against invasions by the others, has been evinced by experiments ancient and modern; some of them in our country and under our own eyes. To preserve them must be as necessary as to institute them.

[...]

Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports. [...] Let it simply be asked: Where is the security for property, for reputation, for life, if the sense of religious obligation desert the oaths which are the instruments of investigation in courts of justice? [...] Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle.

It is substantially true that virtue or morality is a necessary spring of popular government.

[...]

Promote then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened.

As a very important source of strength and security, cherish public credit. [...] To facilitate to [your representatives] the performance of their duty, it is essential that you should practically bear in mind that towards the payment of debts there must be revenue; that to have revenue there must be taxes[...]

Observe good faith and justice towards all nations; cultivate peace and harmony with all. [...] It will be worthy of a free, enlightened, and at no distant period, a great nation, to give to mankind the magnanimous and too novel example of a people always guided by an exalted justice and benevolence.

[...]

In the execution of such a plan, nothing is more essential than that permanent, inveterate antipathies against particular nations, and passionate attachments for others, should be excluded; and that, in place of them, just and amicable feelings towards all should be cultivated. [...] Antipathy in one nation against another disposes each more readily to offer insult and injury, to lay hold of slight causes of umbrage, and to be haughty and intractable, when accidental or trifling occasions of dispute occur. Hence, frequent collisions, obstinate, envenomed, and bloody contests.

[...]

So likewise, a passionate attachment of one nation for another produces a variety of evils. Sympathy for the favorite nation, facilitating the illusion of an imaginary common interest in cases where no real common interest exists, and infusing into one the enmities of the other, betrays the former into a participation in the quarrels and wars of the latter without adequate inducement or justification.

[...]

As avenues to foreign influence in innumerable ways, such attachments are particularly alarming to the truly enlightened and independent patriot. How many opportunities do they afford to tamper with domestic factions, to practice the arts of seduction, to mislead public opinion, to influence or awe the public councils? Such an attachment of a small or weak towards a great and powerful nation dooms the former to be the satellite of the latter.

[...]

The great rule of conduct for us in regard to foreign nations is in extending our commercial relations, to have with them as little political connection as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith. Here let us stop.

[...]

Our detached and distant situation invites and enables us to pursue a different course. If we remain one people under an efficient government[,] the period is not far off when we may defy material injury from external annoyance; when we may take such an attitude as will cause the neutrality we may at any time resolve upon to be scrupulously respected; when belligerent nations, under the impossibility of making acquisitions upon us, will not lightly hazard the giving us provocation; when we may choose peace or war, as our interest, guided by justice, shall counsel.

[...]

In offering to you, my countrymen, these counsels of an old and affectionate friend, I dare not hope they

will make the strong and lasting impression I could wish[...] But, if I may even flatter myself that they may be productive of some partial benefit, some occasional good; that they may now and then recur to moderate the fury of party spirit, to warn against the mischiefs of foreign intrigue, to guard against the impostures of pretended patriotism; this hope will be a full recompense for the solicitude for your welfare, by which they have been dictated.

How far in the discharge of my official duties I have been guided by the principles which have been delineated, the public records and other evidences of my conduct must witness to you and to the world. To myself, the assurance of my own conscience is, that I have at least believed myself to be guided by them.

[...]

I anticipate with pleasing expectation that retreat in which I promise myself to realize, without alloy, the sweet enjoyment of partaking, in the midst of my fellow-citizens, the benign influence of good laws under a free government, the ever-favorite object of my heart, and the happy reward, as I trust, of our mutual cares, labors, and dangers.

United States

19th September, 1796

Geo. Washington

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**1.** According to the speech, what is a main pillar in people's real independence, safety, prosperity, and liberty?

- A. political parties
- B. unity of government
- C. regional interests
- D. virtue and morality

**2.** This speech describes the resources that each region in the country provides to the other regions. With this description, what is the speechwriter trying to persuade the reader to believe?

- A. Every region of the country should want to guard and preserve the union of the whole country.
- B. Each region in the country can survive independently of the other regions.
- C. Some regions of the country are stronger and more powerful than other regions of the country.
- D. The different regions of the country should stop sharing their resources in order to preserve the nation's government.

**3.** Washington believes that without a united government, the people of America would not truly have liberty. What evidence from the text best supports this conclusion?

- A. "...your union ought to be considered as the main prop of your liberty, and [...] the love of the one ought to endear to you the preservation of the other."
- B. "The unity of government which constitutes you one people is also now dear to you."
- C. "...every portion of our country finds the most commanding motives for carefully guarding and preserving the union of the whole."
- D. "...the Constitution which at any time exists, till changed by an explicit and authentic act of the whole people, is sacredly obligatory upon all."

4. Based on the speech, what did Washington most likely view as the most serious danger to the union?

- A. the support of foreign nations
- B. the need to pay taxes to establish public credit
- C. the trade policies between the North and South
- D. the spirit of political parties or factions

5. What is the main message of this speech?

- A. Americans must form strong political parties if they are to remain free and happy.
- B. Americans must work carefully to preserve their unified government for the sake of their own happiness.
- C. Americans must build a strong military and engage in war in order to preserve their country.
- D. Americans must remain moral and educated in order to preserve their country.

6. Read these sentences from the text:

"The unity of government which constitutes you one people is also now dear to you. [...] It is of infinite moment that you should properly estimate the immense value of your national union to your collective and individual happiness; that you should cherish a cordial, habitual, and immovable attachment to it[,] watching for its preservation with jealous anxiety[.]"

Based on these sentences, what is the meaning of the word "preservation"?

- A. the creation of something new and unfamiliar
- B. the failure of something broken or damaged
- C. protection from loss or damage
- D. unhappiness and jealousy

7. Choose the answer that best completes the sentence.

\_\_\_\_\_ some might think that parties in free countries are useful checks upon the administration of the government, it is a spirit not to be encouraged.

- A. Instead
- B. Although
- C. Moreover
- D. Particularly

8. Based on the speech, what is one way in which the resources of one region of the country help a different region because of their common government?

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9. According to Washington's speech, how might factions (or political parties) threaten people's liberty?

Support your answer with evidence from the text.

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**10.** Washington argues that a unified government for the entire country is necessary for Americans' liberty and happiness. What points does he make in his speech to support his argument?

Give at least two examples from the speech of how Washington supports his argument.

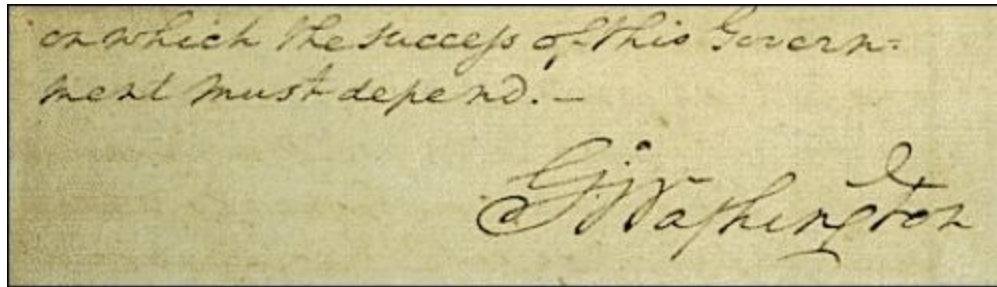
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# George Washington's Inaugural Address of 1789

by George Washington



[April 30, 1789]

Fellow Citizens of the Senate and the House of Representatives.

Among the vicissitudes incident to life, no event could have filled me with greater anxieties than that of which the notification was transmitted by your order, and received on the fourteenth day of the present month. On the one hand, I was summoned by my Country, whose voice I can never hear but with veneration and love, from a retreat which I had chosen with the fondest predilection, and, in my flattering hopes, with an immutable decision, as the asylum of my declining years: a retreat which was rendered every day more necessary as well as more dear to me, by the addition of habit to inclination, and of frequent interruptions in my health to the gradual waste committed on it by time. On the other hand, the magnitude and difficulty of the trust to which the voice of my Country called me, being sufficient to awaken in the wisest and most experienced of her citizens, a distrustful scrutiny into his qualifications, could not but overwhelm with dispondence, one, who, inheriting inferior endowments from nature and unpractised in the duties of civil administration, ought to be peculiarly conscious of his own deficiencies. In this conflict of emotions, all I dare aver, is, that it has been my faithful study to collect my duty from a just appreciation of every circumstance, by which it might be affected. All I dare hope, is, that, if in executing this task I have been too much swayed by a grateful remembrance of former instances, or by an affectionate sensibility to this transcendent proof, of the confidence of my fellow-citizens; and have thence too little consulted my incapacity as well as disinclination for the weighty and untried cares before me; my error will be palliated by the motives which misled me, and its consequences be judged by my Country, with some share of the partiality in which they originated.

Such being the impressions under which I have, in obedience to the public summons, repaired to the present station; it would be peculiarly improper to omit in this first official Act, my fervent supplications to that Almighty Being who rules over the Universe, who presides in the Councils of Nations, and whose providential aids can supply every human defect, that his benediction may consecrate to the liberties and happiness of the People of the United States, a Government instituted by themselves for these essential purposes: and may enable every instrument employed in its administration to execute with success, the functions allotted to his charge. In tendering this homage to the Great Author of every public and private good I assure myself that it expresses your sentiments not less than my own; nor those of my fellow-citizens at large, less than either. No People can be bound to acknowledge and adore the invisible hand, which conducts the Affairs of men more than the People of the United States. Every step, by which they

have advanced to the character of an independent nation, seems to have been distinguished by some token of providential agency. And in the important revolution just accomplished in the system of their United Government, the tranquil deliberations and voluntary consent of so many distinct communities, from which the event has resulted, cannot be compared with the means by which most Governments have been established, without some return of pious gratitude along with an humble anticipation of the future blessings which the past seem to presage. These reflections, arising out of the present crisis, have forced themselves too strongly on my mind to be suppressed. You will join with me I trust in thinking, that there are none under the influence of which, the proceedings of a new and free Government can more auspiciously commence.

By the article establishing the Executive Department, it is made the duty of the President "to recommend to your consideration, such measures as he shall judge necessary and expedient." The circumstances under which I now meet you, will acquit me from entering into that subject, farther than to refer to the Great Constitutional Charter under which you are assembled; and which, in defining your powers, designates the objects to which your attention is to be given. It will be more consistent with those circumstances, and far more congenial with the feelings which actuate me, to substitute, in place of a recommendation of particular measures, the tribute that is due to the talents, the rectitude, and the patriotism which adorn the characters selected to devise and adopt them. In these honorable qualifications, I behold the surest pledges, that as on one side, no local prejudices, or attachments; no separate views, nor party animosities, will misdirect the comprehensive and equal eye which ought to watch over this great assemblage of communities and interests: so, on another, that the foundations of our National policy will be laid in the pure and immutable principles of private morality; and the pre-eminence of a free Government, be exemplified by all the attributes which can win the affections of its Citizens, and command the respect of the world.

I dwell on this prospect with every satisfaction which an ardent love for my Country can inspire: since there is no truth more thoroughly established, than that there exists in the economy and course of nature, an indissoluble union between virtue and happiness, between duty and advantage, between the genuine maxims of an honest and magnanimous policy, and the solid rewards of public prosperity and felicity: Since we ought to be no less persuaded that the propitious smiles of Heaven, can never be expected on a nation that disregards the eternal rules of order and right, which Heaven itself has ordained: And since the preservation of the sacred fire of liberty, and the destiny of the Republican model of Government, are justly considered as deeply, perhaps as finally staked, on the experiment entrusted to the hands of the American people.

Besides the ordinary objects submitted to your care, it will remain with your judgment to decide, how far an exercise of the occasional power delegated by the Fifth article of the Constitution is rendered expedient at the present juncture by the nature of objections which have been urged against the System, or by the degree of inquietude which has given birth to them. Instead of undertaking particular recommendations on this subject, in which I could be guided by no lights derived from official opportunities, I shall again give way to my entire confidence in your discernment and pursuit of the public good: For I assure myself that whilst you carefully avoid every alteration which might endanger the benefits of an United and effective Government, or which ought to await the future lessons of experience; a reverence for the characteristic rights of freemen, and a regard for the public harmony, will sufficiently influence your deliberations on the question how far the former can be more impregably fortified, or the latter be safely and advantageously promoted.

To the preceding observations I have one to add, which will be most properly addressed to the House of

Representatives. It concerns myself, and will therefore be as brief as possible. When I was first honoured with a call into the Service of my Country, then on the eve of an arduous struggle for its liberties, the light in which I contemplated my duty required that I should renounce every pecuniary compensation. From this resolution I have in no instance departed. And being still under the impressions which produced it, I must decline as inapplicable to myself, any share in the personal emoluments, which may be indispensably included in a permanent provision for the Executive Department; and must accordingly pray that the pecuniary estimates for the Station in which I am placed, may, during my continuance in it, be limited to such actual expenditures as the public good may be thought to require.

Having thus imported to you my sentiments, as they have been awakened by the occasion which brings us together, I shall take my present leave; but not without resorting once more to the benign parent of the human race, in humble supplication that since he has been pleased to favour the American people, with opportunities for deliberating in perfect tranquility, and dispositions for deciding with unparalleled unanimity on a form of Government, for the security of their Union, and the advancement of their happiness; so his divine blessing may be equally *conspicuous* in the enlarged views, the temperate consultations, and the wise measures on which the success of this Government must depend.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What is the occasion of this speech?

- A. George Washington is declining the role of president.
- B. George Washington is considering the role of president.
- C. George Washington is accepting the role of president.
- D. George Washington is eliminating the role of president.

2. What does George Washington describe in the beginning of his speech?

- A. his conflicting feelings about becoming president
- B. the article establishing the Executive Department
- C. the details of the fifth article of the Constitution
- D. his reasons for not accepting compensation as president

3. George Washington believes the new government should act ethically and fairly.

What evidence from the speech supports this conclusion?

- A. "... it is made the duty of the President 'to recommend to your consideration such measures as he shall judge necessary and expedient.'"
- B. "... the foundations of our National policy will be laid in the pure and immutable principles of private morality."
- C. "... I must decline... any share in the personal emoluments, which may be indispensably included in a permanent provision for the Executive Department..."
- D. "... it would be peculiarly improper to omit in this first official Act, my fervent supplications to that Almighty Being who rules over the Universe..."

4. Based on Washington's speech, what should dictate the government's decisions?

- A. financial compensation
- B. local prejudices and attachments
- C. the public good
- D. party animosities

5. What is the main idea of this speech?

- A. The American people should choose someone other than George Washington to become president.
- B. The role of the country's new government must be to preserve the liberties and happiness of the American people.
- C. George Washington should not receive any compensation for being president.
- D. The formation of the country's new government is much like the formation of most other governments.

6. Read the following sentence from the speech.

". . . the propitious smiles of Heaven . . . can never be expected on a nation that disregards the eternal rules of order and right . . . ."

What might the word "propitious" mean here?

- A. favorable
- B. insignificant
- C. secretive
- D. threatening

7. Choose the answer that best completes the sentence.

The government's role is to promote the public good. \_\_\_\_\_, George Washington requests he receive compensation for the role of president only as the public thinks he requires.

- A. Meanwhile
- B. However
- C. Although
- D. As a result

8. The country called for George Washington to become the country's first president. This awakened in Washington a distrustful scrutiny into what?

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9. Read the following sentence from the speech, in which George Washington discusses the formation of the new American government.

"And in the important revolution just accomplished in the system of their united government, the tranquil deliberations and voluntary consent of so many distinct communities, from which the event has resulted, cannot be compared with the means by which most governments have been established . . . ."

Based on this information, how might the formation of the new American government be different from the formation of other governments?

Support your answer with evidence from the text.

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**10.** Read the following sentence from the speech, in which George Washington refers to the forming of the government as an experiment.

"... the preservation of the sacred fire of liberty, and the destiny of the Republican model of Government, are justly considered as deeply, perhaps as finally staked, on the experiment entrusted to the hands of the American people."

Explain why George Washington might have referred to the forming of the government as an experiment.

Support your answer with evidence from the text.

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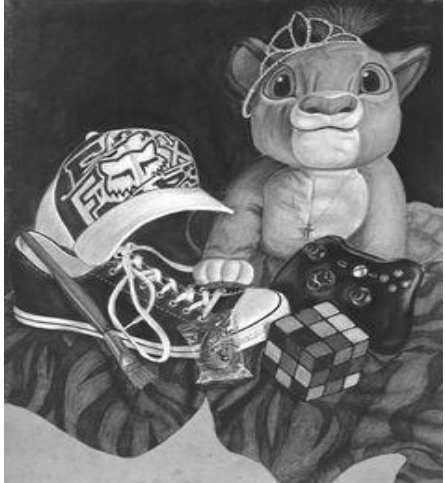

# Visual Art Activities

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>*


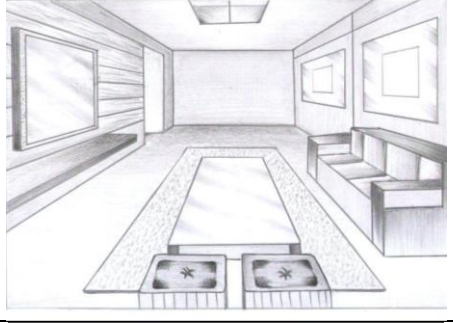
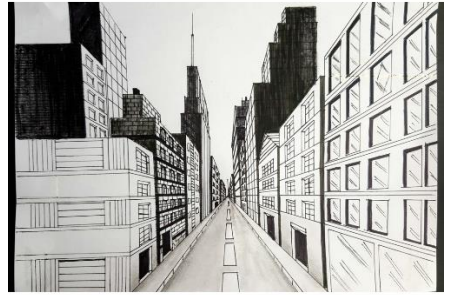


# St. Louis Public Schools Continuous Learning Plans High School Visual Art

<b>Sept. WEEK 1</b>	<b>Activities: “What do I do?”</b>  <i>What needs to be done in order to learn the material?</i>	<b>Resources: “What do I need to do it?”</b>  <i>What print and electronic resources are available to support your learning? What materials are needed?</i>	<b>Examples: “What does it look like?”</b>
	<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"> <li>• Blank paper – copy paper, construction paper, etc.</li> <li>• Pencil</li> <li>• Pen</li> </ul>	
	<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"> <li>• Blank white paper – copy paper, construction paper, etc.</li> <li>• Red, Yellow, and Blue Colored Pencils (or crayons)</li> <li>• Video: Color theory and blending techniques  <a href="https://www.youtube.com/watch?v=y1aZpm7rjuQ">https://www.youtube.com/watch?v=y1aZpm7rjuQ</a> </li> </ul>	

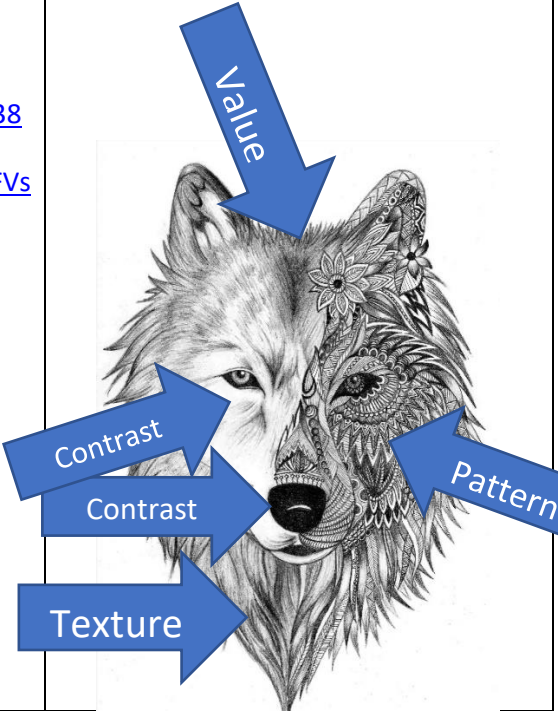



# St. Louis Public Schools Continuous Learning Plans High School Visual Art

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



# St. Louis Public Schools Continuous Learning Plans High School Visual Art

<b>Sept. WEEKS 3 and 4</b>	<b>Activities: “What do I do?”</b>  <i>What needs to be done in order to learn the material?</i>	<b>Resources: “What do I need to do it?”</b> <i>What print and electronic resources are available to support your learning? What materials are needed?</i>	<b>Examples: “What does it look like?”</b>
	<ol style="list-style-type: none"> <li>Create any two-dimensional artwork that shows at least 4 Elements of Art and 2 Principles of Art.               <ol style="list-style-type: none"> <li>Elements of Art (line, shape, space, value, form, texture, and color)</li> <li>Principles of Art (balance, contrast, emphasis, movement, pattern, rhythm, and unity/variety)</li> </ol> </li> <li>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.</li> </ol>	<ul style="list-style-type: none"> <li>Art supplies of your choice</li> <li>See Elements of Art and Principles of Art attached.</li> <li>Video: Elements of Art  <a href="https://www.youtube.com/watch?v=uVrh3frC38">https://www.youtube.com/watch?v=uVrh3frC38</a> </li> <li>Video: Principles of Art (Design)  <a href="https://www.youtube.com/watch?v=ZK86XQ1iFVs">https://www.youtube.com/watch?v=ZK86XQ1iFVs</a> </li> </ul>	
	Complete grid drawing	<ul style="list-style-type: none"> <li>See grid drawing worksheet attached</li> </ul>	

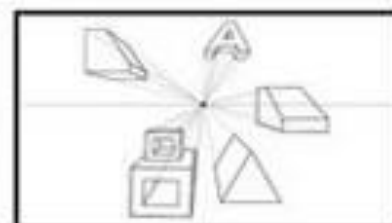
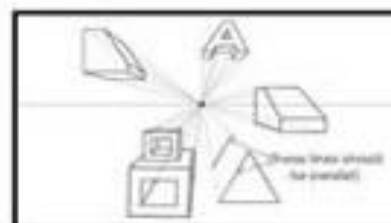
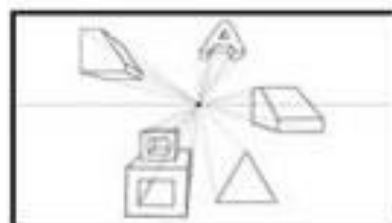
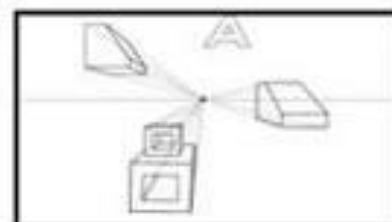
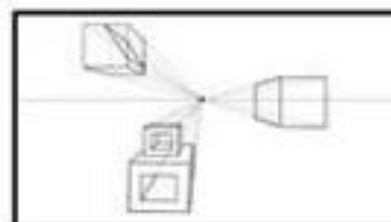
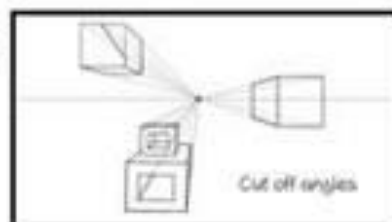
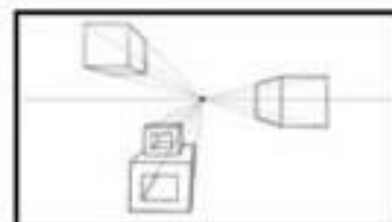
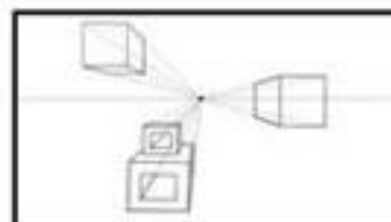
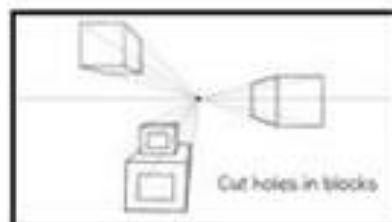
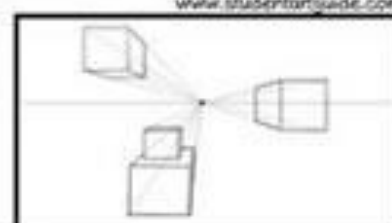
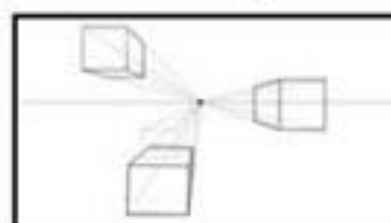
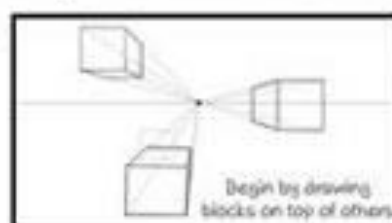
# 1 Point Perspective: Complex Forms

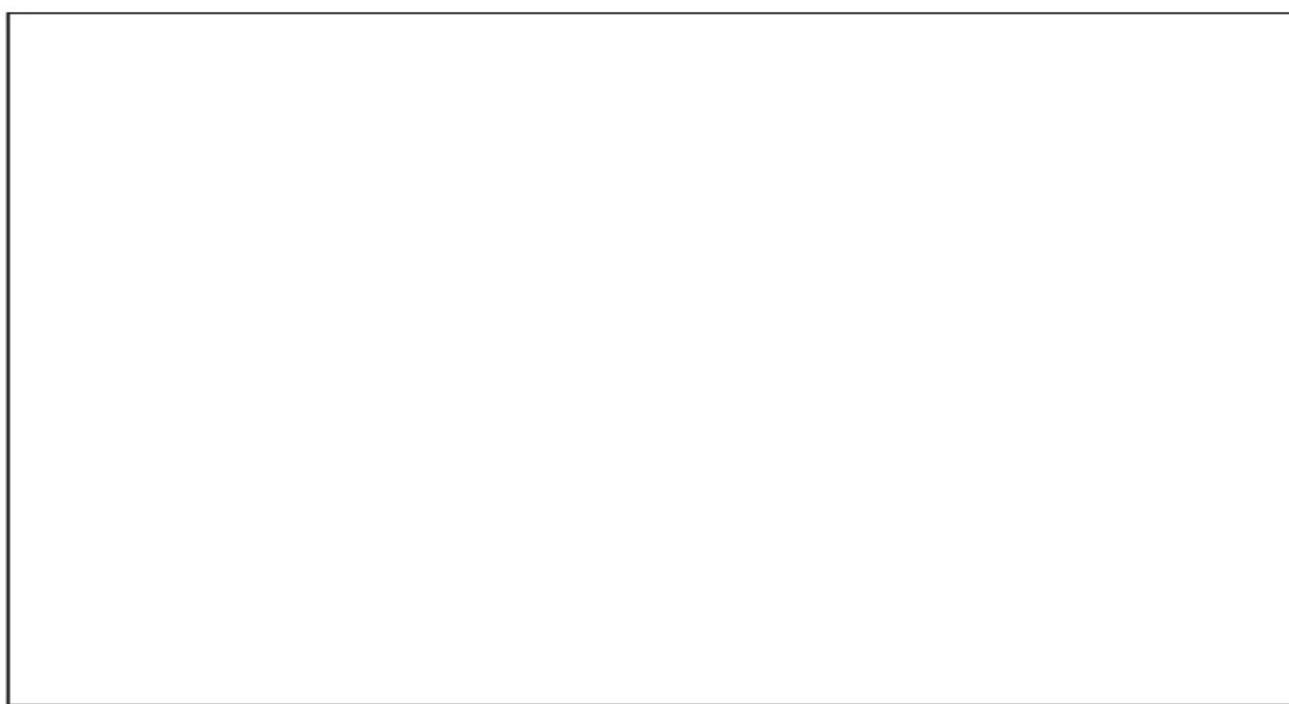
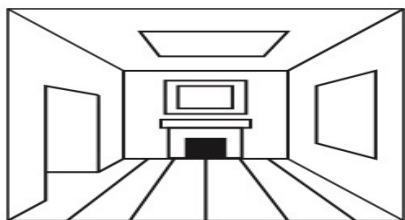
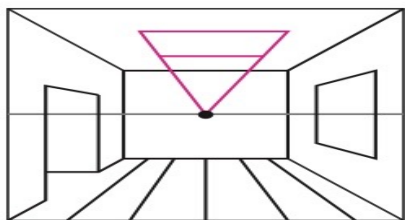
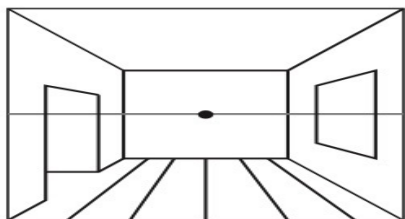
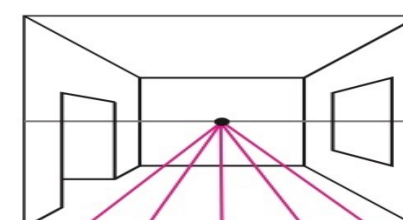
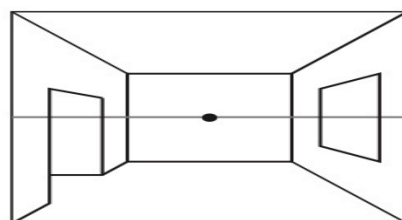
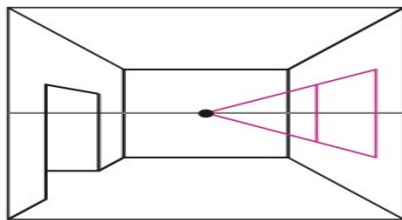
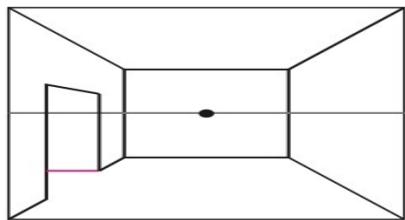
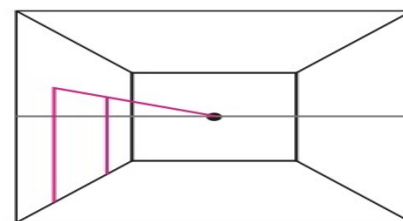
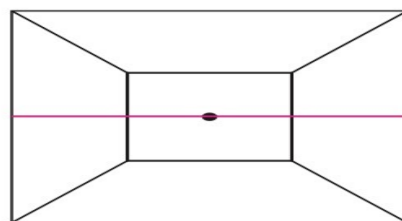
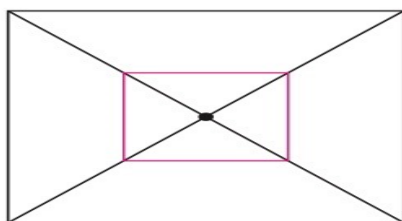
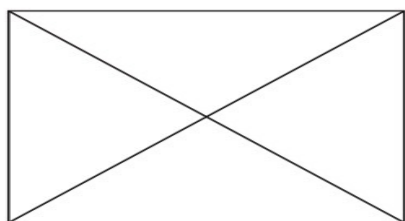
www.studentartguide.com

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

## TASK:

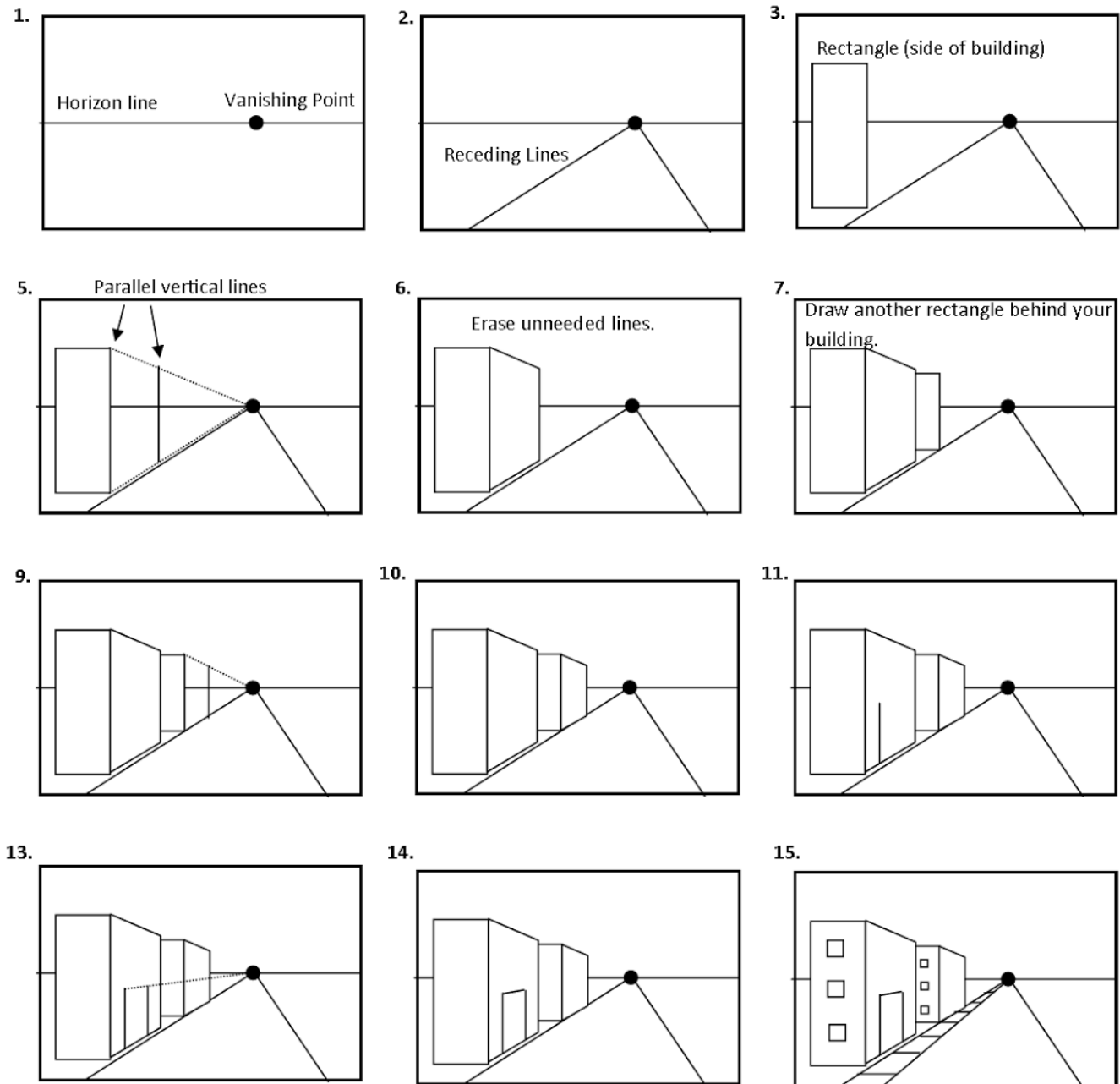
- Begin by drawing a series of blocks in one point perspective; above and below the vanishing point
- Draw other blocks sitting on top or beside these blocks
- Draw rectangular holes cutting through some of the blocks. Remember you may need to draw construction lines to find where the back edge of the 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



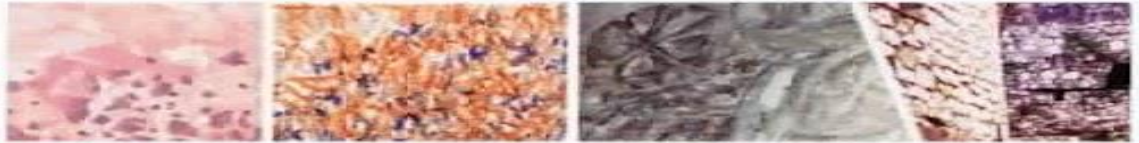
**Value** refers to dark and light in painting or drawing.

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



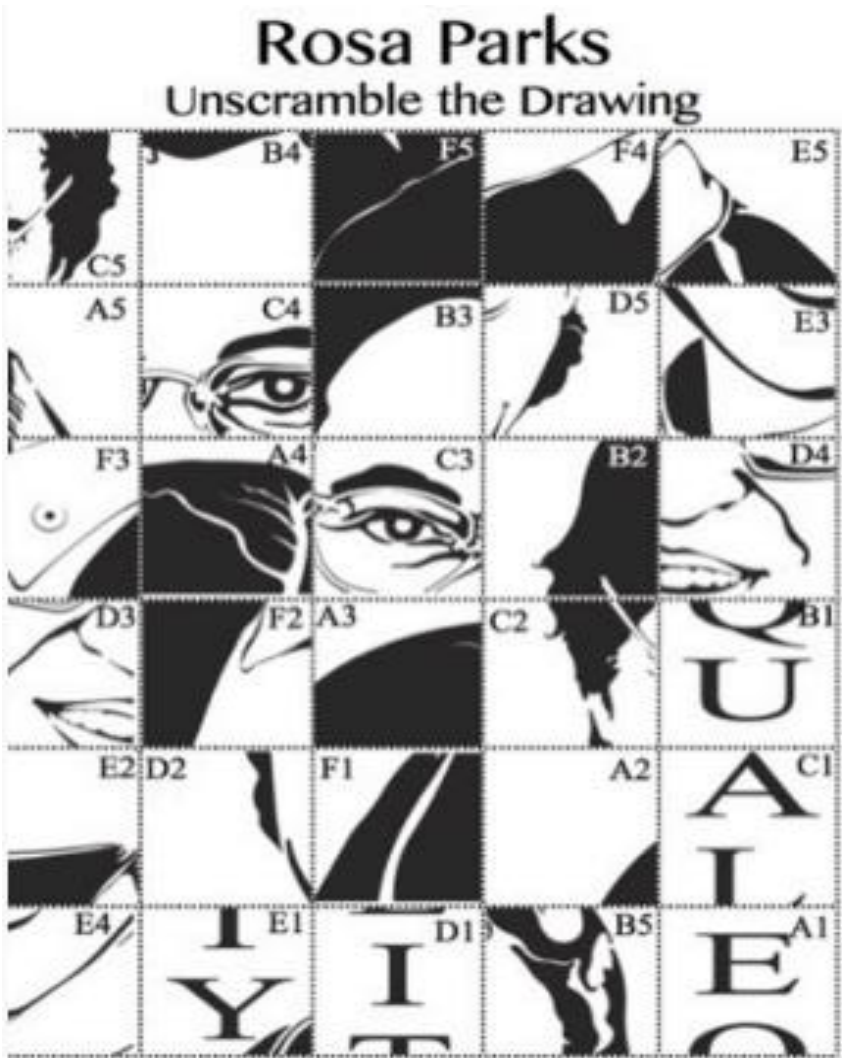
**Rhythm** is the repetition of shapes, lines, and forms.

# 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.

# 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?