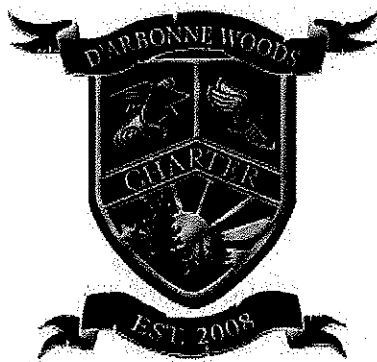


DWCS 6TH Grade



Distance Learning Plan

6th Grade DWCS ELA packet

Dear Students,

I hope that you are all doing well. I miss you all so much. I'm still hoping that you will get the chance to come back to school this year and enjoy your friends, teachers, and school one more time. I know that this is a hard time for you and your parents. This work is not meant to be overbearing, but I do want you to try your best and work your hardest. You shouldn't need much help from parents, because this is all review.

Daily Work: Each week, you will review a different skill that we have already covered. You will read a review page on that skill and then complete a couple of worksheets for practice. Complete each worksheet and then check your answers by looking at the answer sheet that is provided. This will help you to prepare for the test.

Tests: Each test is labeled as test. You will complete each week's test and then send me a picture of it. You may send it to me through the remind app or you may email it to me at tmiller@darbonnewoods.com. Each test will be 60% of your grade. Please make sure that the picture is clear enough for me to read.

Questions: If you have any questions, you can send me an email or a message on remind.

I hope to see you all soon. Have a great week!

Mrs. Miller

6th grade ELA Teacher



Sign up for important updates from Mrs. Miller.

Get information for D'arbonne Woods Charter School right on your phone—not on handouts.


Pick a way to receive messages for 6th ELA 19-20:

A If you have a smartphone, get push notifications.

On your iPhone or Android phone, open your web browser and go to the following link:

rmd.at/3264dk

Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app.




B If you don't have a smartphone, get text notifications.

Text the message @3264dk to the number 81010.

If you're having trouble with 81010, try texting @3264dk to (318) 787-0430.

** Standard text message rates apply.*



Don't have a mobile phone? Go to rmd.at/3264dk on a desktop computer to sign up for email notifications.

TUESDAY, April 14

WEEK 1 Distance Learning Skill: THEME

Directions: Read the following information and answer the questions that follow.

The search for meaning. What is a Theme?

Theme: Life lesson, meaning, **moral**, or message about life or human nature that is communicated by a literary work.

In other words... **Theme is what the story teaches readers.**

Themes

A **theme** is **not a word**, it is a **sentence**. You don't have to agree with the theme to identify it.

Examples: *Money can't buy happiness. Don't judge people based on the surface. It is better to die free than live under tyranny*

What is the theme?

Jenny Puchovier was so excited. She had a pack of Starburst in her lunch and she had been looking forward to eating them all morning. Lunch finally came and Jenny sat down to eat her Starbursts when her *friend* Yudy sat next to her. "Let me get the pink ones," asked Yudy. Jenny liked the pink ones best, but she thought Yudy was funny and Jenny wanted Yudy to like her, so Jenny gave Yudy all of her pink Starbursts. Before Jenny was done giving Yudy the pink ones, Carrie sat on the other side of Jenny. "Let me get the red and the orange ones, Jenny. Remember when I gave you that Snickers?" Jenny didn't remember that, though she did remember when Carrie ate a whole Snickers in front of her, but Jenny thought Carrie was cool, so she gave her the red and the orange Starbursts. Now that she only had the yellow ones, Jenny wasn't so excited about eating starbursts anymore

Example Answer: You can't buy friends. You have to take care of yourself. Not everybody is your friend

Identifying Themes

Themes are not explicit (clearly stated). **Themes are implied**. **Themes are bigger than the story**. **Themes are about the big picture**, Not "Yellow Starbursts taste bad", Not "Yudy and Carrie are bad friends." **Think BIGGER**. Find "Real" World advice.

REVIEW

1. **Theme is what we can learn from a story.**
2. **Themes must be inferred.**
3. **Themes are about the BIG world.**

How does the small world of the story connect to the big world theme?

1. Once there was a mean little boy who lived in a small village. This mean little boy loved to mess with people, so one day he ran up to a sheep herder and shouted, "WOLF! WOLF! A wolf is attacking the town!" The sheep herder grabbed his staff and ran to defend the town, but realized he had been fooled when the boy started pointing and laughing at him. "Ha ha! I made you jump," said the boy. Then the boy ran up to a farmer and shouted, "WOLF! WOLF! A wolf is attacking the town!" The farmer grabbed his pitchfork and ran to defend the town, but when the boy started pointing and laughing at him, he realized he had been tricked. As the boy went back to his family's farm laughing about the funny trick he played, he saw a real wolf in his father's chicken coop. As the wolf ate all of his father's chickens, the boy screamed over and over again, "WOLF! WOLF! Please help us!" But nobody came to help him.

EXAMPLE Answers: Don't ask for help unless you really need it. Don't play tricks on the people around you.

2. Angie loved to draw. She made colorful designs of people's names with bright hearts & flowers, but she lost own markers, so she borrowed her teacher's. The school day was ending, but Angie wanted to keep coloring, so she took the teacher's markers home and lost them in her messy room. She came back to school the next day and wanted to color again, so she asked the teacher for more markers. The teacher replied, "Sure, Angie, but this is my last pack." Angie said she would be careful, but by the end of the day the markers were scattered all over the floor and the custodian swept them up and disposed of them. When Angie came in the next day, she asked the teacher for more markers, but she was disappointed to find that there weren't any more. "I don't know where all of my markers went," said the teacher, "but I don't have them." Angie had to draw her pictures with drab pencils.

Example Answers: Take care of shared resources. Some things will not replenish after they are exhausted.

3. Jenny hated reading class. She didn't understand point of view or figurative language, and not knowing how to do the work frustrated her. She asked the teacher for help, but he spoke so fast and used such big words that she still couldn't understand. The teacher asked if she understood, and she nodded her head, but she didn't. Jenny's friend Katie knew that Jenny was having trouble, and, rather than just giving Jenny all of the answers, Katie explained to Jenny how to solve the problems. Katie spoke clearly and at Jenny's level, and Jenny was happy that she finally learned how to do the work. Later in the week, Katie was having trouble in math class. She didn't understand coordinates and was really frustrated. Seeing that Katie was having problems, Jenny, who understood math very well, taught Katie coordinates. Both girls made honor roll that quarter.

Example Answers: Cooperation is the key to success. We can all do better when we work together

Identifying Theme

Directions: Determine what the theme is for each story and explain your answer. Remember, a theme is a lesson or message in the story. **Write in complete sentences.**

1. Katie Clean invited Messy Missy to her house to work on their biology project, but Katie Clean had no idea what a visit from Messy Missy entailed. First of all, it was raining and Messy Missy neither bothered to take her boots off nor thoroughly wiped them on the doormat. Then Messy Missy ate a bag of hot chips on Katie Clean's white bedspread without asking, and Messy Missy is a sloppy eater, so hot chip powder got all over the bedspread. Katie Clean tried to be polite and ignore Messy Missy's sloppy behavior, but then Messy Missy threw her chip wrapper on the floor. Offended, Katie Clean pretended that she was sick and asked Messy Missy to leave. The next day Katie Clean asked the teacher if she could work by herself. After explaining her situation, the teacher allowed Katie to work alone. Messy Missy would have finished the assignment by herself, but she spilled grape soda all over her assignment.

What is the theme of the story? _____

What happens in the story that leads you to believe this? _____

2. Money Mark was born rich. He never had to work a day in his life and he got everything handed to him on a silver platter. When he was six, Money Mark wanted to go to a basketball game. His father paid the starting five of the Bulls and Celtics to play a private game of Nerf-ball in Money Mark's bedroom. When Money Mark turned thirteen, he wanted to start a band. His father hired the Rolling Stones to play with him every Saturday at the family's private concert hall, though his family was never there. By the time he was twenty-one, Money Mark was bored with life. He was surrounded by a bunch of possessions that he didn't appreciate and Money Mark could find nothing new or exciting in his life. Despite his vast wealth, Money Mark never found happiness. Penny Petal was born poor. Her family hardly had anything to eat, but they loved each other. Penny Petal appreciated every thing she got. When she was six, her father walked her around the United Center before the Bulls played the Celtics. She was excited by the crazy fans and feeling in the air. She looked forward to the day that she could see a real game. When she was thirteen, she learned to play the buckets. She was an extremely talented musician, a natural percussionist, and everyone on the block loved the rhythms that poured from her palms. By the time she was twenty-one, Penny was a successful businesswoman. Now she had everything that she had ever dreamed of and she truly loved to share her wealth and happiness with her family who supported her through all of the hard times.

What is the theme of the story? _____

What happens in the story that leads you to believe this? _____

3. Tammy and Sammy were both students in Mr. Morton's reading class. Mr. Morton wasn't too strict about deadlines, and Sammy took advantage of that. He did all of his homework in his other classes but never bothered to complete Mr. Morton's reading assignments, figuring that he could complete them later. Tammy, on the other hand, completed each assignment Mr. Morton assigned the night that he assigned it. She had to stay up a little later, but she didn't want to get a penalty for turning in her reading work late. Tammy knew reading was a core subject and that she had to keep "C" average for the entire year or she would have to go to summer school. When the end of the quarter came, Tammy and Sammy had both planned on going to the Enchanted Castle amusement park, but Mr. Morton called Sammy's mother, and she grounded Sammy until he turned in all of his work. That weekend was horrible for Sammy. He stayed up until 2:00 AM each night and still couldn't complete all of the assignments. The whole while, Tammy had a great time eating pizza at Enchanted Castle, watching movies late at night, and enjoying her weekend free of stress and pressure. At the end of the quarter, Sammy was lucky to squeak by with a "C" minus in reading while Tammy earned an "A." Sammy still hasn't learned his lesson and probably won't complete this activity either.

What is the theme of the story? _____

What happens in the story that leads you to believe this? _____

4. Mr. Pig and Mr. Dog were hanging out at the food court of the animal shopping mall. Mr. Pig was eating a huge feast of pizza and drinking a large jug of fruit punch and Mr. Dog was watching him eat. "Hey, Mr. Pig. If you give me a slice of your pizza, I'll let you have the next bone I find." Mr. Pig declined, even though it hurt his stomach to eat the last three slices of pizza. "I'm sorry, Mr. Dog," Mr. Pig said, "but I paid for this pizza and it's all mine." Mr. Dog sighed and waited for Mr. Pig to finish, and then they left the animal mall together. On the way out, a hunter spotted them and gave chase. Mr. Pig normally could have escaped the hunter but since he was weighed down by such a large meal, Mr. Pig collapsed and the hunter killed him. Mr. Dog easily escaped. Later that night while returning to the scene, Mr. Dog caught the scent of something delicious and began digging around a trash can. He found a large ham bone with lots of meat and marrow still stuck to the bone. Mr. Dog happily ate.

What is the theme of the story? _____

What happens in the story that leads you to believe this? _____

5. In his sophomore year of high school, Michael Jordan tried out for the varsity basketball team at Laney High School in Wilmington, North Carolina. But at five feet and eleven inches tall, the coach believed that Jordan was too short to play at that level, so Jordan was cut from the team. Jordan didn't let this obstacle defeat him. In fact, it pushed him to work even harder. He trained vigorously and grew another four inches the following summer. When he finally made the varsity squad, Jordan averaged 25 points a game and went on to become one of the greatest basketball players in history.

What is the theme of the story? _____

What happens in the story that leads you to believe this? _____

Theme Worksheet 1 | Answer Key

- 1. Example Answers:** Respect other peoples' property. Choose your partners carefully.
Ex: Missy ruins Katie's property and had to work alone.
- 2. Example Answers:** Money doesn't buy happiness. You don't appreciate the things for which you don't work.
Ex: Mark was rich but miserable. Penny was poor but happy.
- 3. Example Answers:** It is better to do things right the first time. Work hard, play hard.
Ex: Sammy blew off his work but it caught up with him.
- 4. Example Answers:** It is better to share. Don't be greedy.
Ex: Mr. Pig died because of his greed. Had he shared with Mr. Dog, he might have escaped.
- 5. Example Answers:** Never give up. Persistence pays off.
Ex: What happens in the story that leads you to believe this? Jordan could have quit basketball his sophomore year, but he continued playing and became one of the best players in history.

Name: _____

Identifying Theme 2

Directions: read each short story and determine the theme or message in the story. Remember that a good answer will focus on big world lessons, not small world details of the story.

Even though they were sisters, Suzie and June were nothing alike. If Suzie wanted to jump rope, June wanted to play hopscotch. If June wanted to watch soap operas, Suzie wanted to watch talk shows. Tensions rose to the point that the girls could no longer stand one another's company. It seemed that they had nothing in common, until the day that progress reports came out. While riding the bus home from school, the girls—startled by how upset the other looked—realized that they were both failing a subject. Suzie was failing math and June was failing reading. Since both girls wanted to pass their classes, they got to talking and agreed to help one another. So everyday after school for the next few weeks, Suzie tutored June in reading and then June tutored Suzie in math. By the time report cards came were distributed, Suzie and June were passing all of their classes. The girls were delighted, but their mother was happiest of all. Not just because her daughters passed their classes, but because they had learned to be good sisters.

1. What is the theme of this story? _____

2. What happens in the story that leads you to believe this? _____

All Victor ever wanted to do with his life was be a singer. He didn't pay attention in school and he spent all of his time at home watching music videos online and impersonating his idols. His mother tried to teach him the value of getting an education and having a backup plan, but Victor would respond the same way every time, "Mom, I won't need to know any of that boring old stuff when I'm famous. You'll see." But there was one major problem with Victor's plan: he wasn't any good at singing. Victor wanted to be a singer so badly, that he didn't notice the pained look on the faces of those who endured his singing. Because he wanted to be a singer so badly, when honest people told him to find something else to do with his life, he accused them of being "jealous haters" and ignored their advice. After Victor dropped out of high school to focus on his music career, the years passed and the doors never opened.

3. What is the theme of this story? _____

4. What happens in the story that leads you to believe this? _____

Kyle liked Lucy more than any other girl in the school, but he had an odd way of showing it. When she walked ahead of him in line, he kicked at her shoe. When she passed him on the school yard, he called her "lame Lucy." He even wrote a mean word on her homework during the bus ride to school. But what puzzled Lucy the most was receiving an invitation to Kyle's birthday party. Figuring that he was just planning a mean trick on her, Lucy decided not to go, and while Kyle eagerly awaited Lucy's arrival, Lucy talked on the phone to Jacob. When Kyle finally realized that Lucy was not coming to his party, he was crushed.

5. What is the theme of this story? _____

6. What happens in the story that leads you to believe this? _____

The little grey mouse that lived in my wall prospered for many days on nibbles of my lunch. I'd pack a meal before bed and, while I slept, he would take small bites of my lunch, which I left on the counter. He'd take a cracker crumble here, and a bread crumb there, but he wouldn't take too much and he'd always clean up after himself. Things were going quite well for him and I didn't even know he existed, until he got sloppy. One night while I slept, he ate all of my chips and left behind a big mess. When I awoke to this sight, I knew what had happened to my chips. So the next night when he returned for another snack, he found a nice, delicious piece of cheese... lightly balanced on a mouse trap. Now I don't have to share my chips anymore.

7. What is the theme of this story? _____

8. What happens in the story that leads you to believe this? _____

Ulysses spent all of his free time reading books and felt that he was very intelligent. One day a nice student from his class asked him if he wanted to go sledding and Ulysses responded, "I've read about sledding in books, and it sounds miserable. No, thank you." On another day, a different friendly student asked Ulysses if he wanted to go out for hotdogs after school. Ulysses responded, "I've read that hotdogs are filled with rat parts and pig bellies. No, thank you." Nobody asked Ulysses to hang out again, but he did read about friends in his books.

9. What is the theme of this story? _____

10. What happens in the story that leads you to believe this? _____

Theme Worksheet 2 | Answer Key

1. **Example Answers:** It's better to work together, everyone can learn something from someone else, two heads are better than one, etc.
2. **Ex:** June and Suzie help one another out by learning to work together.
3. **Example Answers:** Have a back up plan, don't put all of your eggs in one basket, sometimes you should listen to other's advice, etc.
4. **Ex:** Victor puts all of his energy into becoming a singer, even though he is a terrible singer.
5. **Example Answers:** Share your true feelings, if you like someone then tell them, every action has a reaction, etc.
6. **Ex:** Kyle likes Lucy but picks on her instead of expressing himself.
7. **Example Answers:** You can shear a sheep many times but you can only skin it once, don't be greedy, don't be sloppy, clean up after yourself, etc.
8. **Ex:** The mouse lives a happy life in the shadows, until he gets too bold.
9. **Example Answers:** Learning from books is no substitute for real life experience, etc.
10. **Ex:** Ulysses acts snobby at the expense of a social life.

Test Week 1

Next 2 pages

Labeled Theme worksheet 3

Theme Worksheet 3

Directions: Determine what the theme is for each story and explain your answer. Remember, a theme is a lesson or message in the story. **Write in complete sentences.**

1. Barry liked playing board games, but he hated losing. He hated losing so much that he would do whatever it took to win, even bending or breaking the rules. He'd steal money from the bank and hide it under the couch cushions. He'd skip spaces while he was moving around the board. He'd shortchange others money that they were owed and argue with them about it. Barry's techniques were effective. He did win most of the games that he played, but the people whom he played with were his friends and family, and it didn't take too long until they caught on to Barry's tricks. They tried to tell Barry to stop cheating. They said that the game wasn't any fun when he cheated, but he didn't listen. He continued with his treacherous style of gameplay, until nobody would play with him anymore. Barry may have won a lot of games, but at what cost?

What is the theme of the story? _____

What happens in the story that leads you to believe this? _____

2. It was Sean's first day at a new high school. Most of the students had been nice to him, until he got into gym class. The coach had assigned two captains, Mike and Malik, and they were picking teams from the boys in Sean's class. As Mike and Malik made their picks, it became pretty clear to Sean who was popular and who was not. Since Sean was short for his age, Mike and Malik just assumed that Sean could not play basketball. As Mike and Malik's choices dwindled, Sean still remained amongst an ever-slimming pool of struggling athletes. Now there were only two students left: Sean and another kid who seemed nice but was reading a book. Mike and Malik joked about who was going to get stuck with whom, and then Mike made his last pick. It was not Sean. Sean sighed and reluctantly joined Malik's team. As soon as the game began, Mike became aware of the error that he had made. Sean quickly stole the ball from him and ran it back for a layup. "The new kid got lucky," Mike remarked, but it soon became clear that Sean had more going for him than luck. What Sean lacked in height, he made up for in speed, and he continued to dominate the action on the court for the remainder of the game. With Sean's blazing speed and crazy crossovers, Malik's team devastated Mike's, and that was the only time that Sean would be last pick at that high school.

What is the theme of the story? _____

What happens in the story that leads you to believe this? _____

3. Blaine opened up the present and began pouting. He screamed in a high-pitched voice, "This is Captain Thunder! I wanted Captain Lightning!" His mother looked at him with dismay and handed him another present, which he greedily opened. "Why did you get me a red hat? You know I like blue more," Blaine whined as he threw the hat across the room. His mother straightened her expression and squinted at him. Earlier she had hoped to take some pictures of this moment, but by now she had put away her camera. She sighed and handed him one more present in hopes that this year wouldn't be a total bust. Blaine huffed and opened it. "A Game Box 4000... wow. Where's the Game Box 5000 that I asked for?" His mother could bear his ingratitude no longer. The next time that Blaine returned from his father's house, he was shocked to find that all of these toys and gifts, along with many other of his things, had been generously donated to needy children.

What is the theme of the story? _____

What happens in the story that leads you to believe this? _____

4. Jimmy and Eric were huddled by the tire swing. "Why did Scott have to take the kickball? He knows we play kickball at recess." Jimmy whined. "Maybe we could just do something else." Eric suggested. "No, I'm going to get back our kickball," countered Jimmy. Scott was bouncing the kickball against the wall by himself when Jimmy approached him. "Give us back our kickball, Scott!" Jimmy shouted. Scott looked up and down at Jimmy and then continued bouncing the ball against the wall. Jimmy ran up to Scott and tried to snatch the ball as it passed from the wall back to Scott, but he was too slow. He missed and fell onto the gravel and cried out, "Ow! See what you did, Scott!" By now Eric had joined the other two boys and he made a suggestion: "Hey, Scott, maybe we could all play together." Scott looked at him skeptically, but Eric's warm expression convinced him of his sincerity. "Ok," Scott muttered as he helped Jimmy back to his feet and asked, "What do you want to play?" The boys agreed on kickball and used the remaining recess time to play. Jimmy and Eric agreed that it was a lot more fun to play with three people and Scott became a regular addition to their recess activities.

What is the theme of the story? _____

What happens in the story that leads you to believe this? _____

5. Genevieve was obsessed with details. She felt that everything that she submitted to her teacher had to be perfect. For the final project in reading class, students were given one week to use their art skills to bring a scene from a novel to life. Genevieve decided that she would build a shoebox diorama. She spent the first two nights creating an intricately detailed scene far superior to anything that her classmates would produce, but she ended up throwing it away because she didn't like how tape was visible at the bottom of the diorama. The next two nights she worked on a similar diorama, but this time she used glue. Again, Genevieve produced a beautiful product, but she was troubled by how the glue looked when it dried, so she discarded her work again. Over the weekend and into the next week, Genevieve recreated the project a third time. This time she used a special adhesive putty to construct the diorama and was completely satisfied with the appearance. Unfortunately, her project was now several days late and her grade on the assignment was lowered to a C.

What is the theme of the story? _____

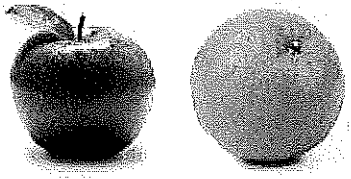
What happens in the story that leads you to believe this? _____

Week 2 Skill: Compare/Contrast Text

Week 2 skills: Point of view & Compare/Contrast Informational Text

Directions: 1. Read the following information 2. Answer questions on worksheet 1 and check to see if correct.

Comparing and Contrasting Informational Texts



Have you ever heard the phrase, "It's like comparing apples and oranges?" That phrase means you're comparing two things that are very difficult to compare. They do not have a lot of similarities, but they do have a lot of differences.

When you compare and contrast two informational texts, sometimes you're comparing *apples to apples* and sometimes you're comparing *apples to oranges*. The ideas in each text might be very **similar** or they might be very **different**. This can happen even when the texts you're reading cover the same topic.

To compare and contrast two informational texts, you need to look at the following details in each text:

- **What is the purpose of each text?**
- **What is the point of view of each text? (Who wrote it?)**
- **What is the main idea of each text?**
- **What details are included in both texts?**
- **What details are not included in both texts?**

Read the two informational texts below, and then use the questions to compare and contrast them.

Informational Text #1: *In the summer, people love to eat strawberries. Our special variety of California Strawberry is the perfect choice for summer. Our strawberries are picked at the peak of freshness and come straight off the vine. They are red, juicy, and full of nutrients and flavor. You'll love their sweet*

taste in all of your favorite strawberry recipes or while eating them on their own.

Informational Text #2: Strawberries are a favorite summer fruit. Strawberries are grown on vines and picked at the peak of freshness, usually in late June or early July. When ripe, strawberries are red and juicy. They are also full of nutrients and flavor. You can eat strawberries by themselves or use them in a variety of summer recipes.

What is the Purpose of Each Text?

The purpose the first text is to persuade people to buy a specific type of strawberries. The purpose of the second text is to inform (or tell) people about strawberries.

What is the Point of View of Each Text?

The first text was written by someone who grows a special variety of strawberries. The point of view of the second text is less clear, but was likely written by someone who just knows a lot about strawberries.

What is the Main Idea of Each Text?

Both texts explain that strawberries are a summer favorite.

What Details are Included in Both Texts?

Both texts say that strawberries are red, juicy, and full of nutrients and flavor. They also explain that you can eat strawberries by themselves or in different recipes.

What Details are Not Included in Both Texts?

The second text explains when strawberries are usually ripe and ready for picking.

By asking these questions, you can **compare and contrast** the two informational texts and get a better idea of what each one says.

The practice worksheets below will help you practice compare and contrast informational texts.

Looking at Mao Zedong

Celebrating a Leader

Mao Zedong is considered a highly regarded founding leader of the People's Republic of China. He was a great revolutionary and strategist who transformed China. Mao led China to victory in the Chinese Civil War and turned the country into a major power. Mao put an end to two decades of international and civil war and lifted China through his policies. When China became a republic on 1 October 1949, Mao became the Chairman of the People's Republic of China. Mao is also considered one of the most influential poets of modern China. An avid poet and calligrapher, Mao wrote traditional Chinese verses. His poetry is part of mandatory reading in Chinese elementary schools.

Passage 2

The Truth behind Mao

Many historians and academics criticize Mao Zedong's political career. They claim his social and political programs only harmed China's domestic progress. Mao's "The Great Leap Forward" program and the Cultural Revolution only led the country backwards. Critics argue that these programs hurt China's culture, society, and economy. Mao's land reform movement took away life-savings from many landowners. Mao ran numerous campaigns to suppress his political enemies. Historians remind us that Mao ordered mass killings of many people who did not support his revolution. Many of Mao's enemies were publicly executed. Mao also damaged China's relations with the rest of the world.

1. Who was Mao Zedong?

2. Which of these best describes the similarities between the two passages?
 - a. Both passages discuss Mao's influence in China.
 - b. Both passages describe the Chinese Civil War.
 - c. Both passages portray Mao as a literary figure.
 - d. Both passages show China's foreign relations.

3. How does the author of passage 2 distance himself from the critique?
 - a. He attributes the negative ideas to others
 - b. He says he has no opinion on the leader
 - c. He argues in favor of the leader
 - d. He includes his own opinions and beliefs

4. Cite one sentence that shows how the author of Passage 2 feels about Mao Zedong.

5. How does the author of Passage 1's opinion of Mao Zedong differ from the author of Passage 2's opinion?

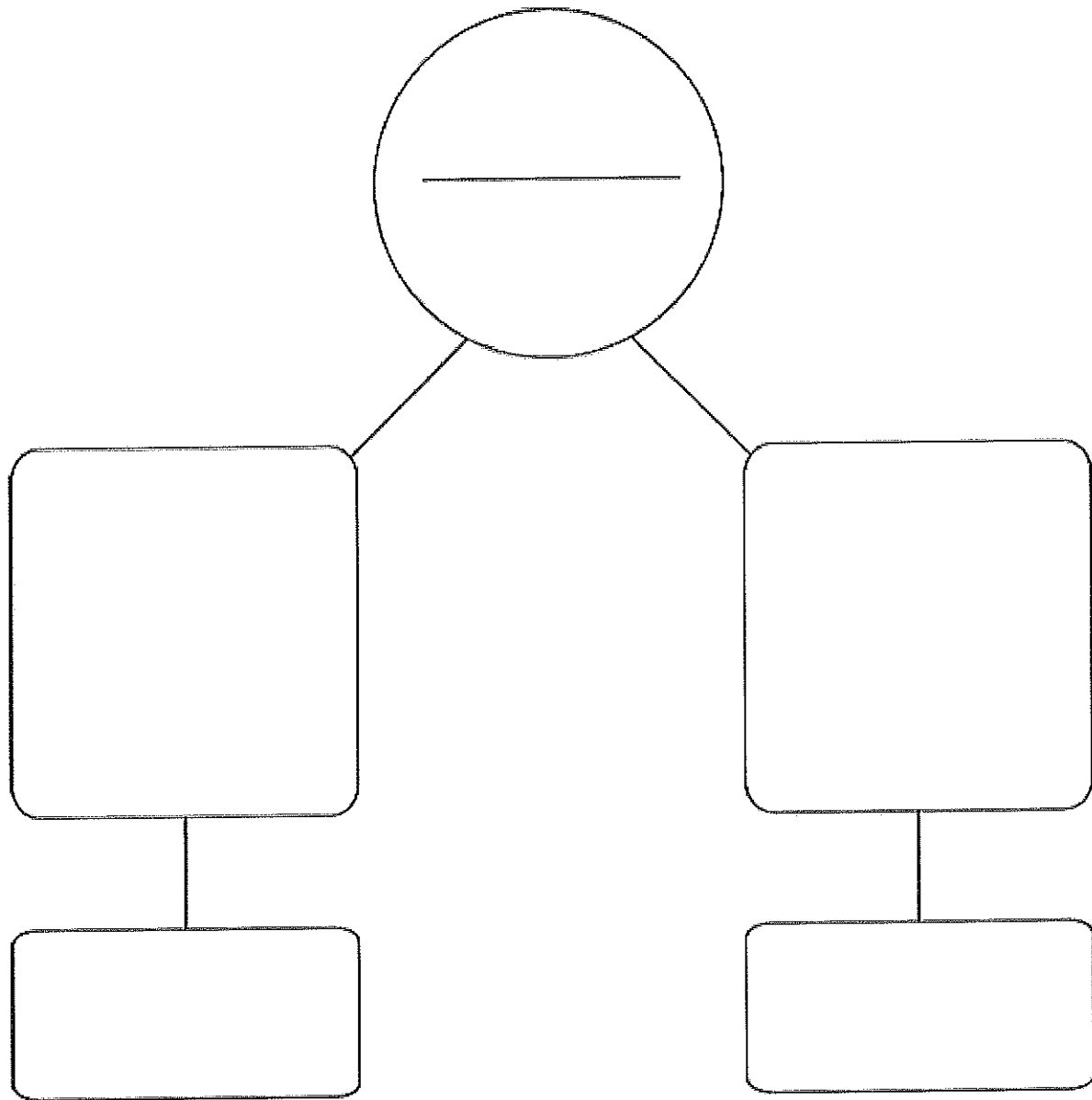
6. What information does the author of Passage 1 include that the author of Passage 2 leaves out?

7. Passage 1 says that Mao Zedong helped China become a world power. How does Passage 2 refute that claim?

8. What is one thing both passages have in common?
 - a. Both share negative opinions about Mao Zedong
 - b. Both share positive opinions about Mao Zedong
 - c. Both fail to show both sides of the issue
 - d. Both fail to include supporting details

9. List what you learn about Mao Zedong from both passages.

10. Contrast the two passages using the chart below.
At the top write the main issue and on each side write the main points for one of the passages.



Looking at Mao Zedong Answer Key

Celebrating a Leader

Mao Zedong is considered a highly regarded founding leader of the People's Republic of China. He was a great revolutionary and strategist who transformed China. Mao led China to victory in the Chinese Civil War and turned the country into a major power. Mao put an end to two decades of international and civil war and lifted China through his policies. When China became a republic on 1 October 1949, Mao became the Chairman of the People's Republic of China. Mao is also considered one of the most influential poets of modern China. An avid poet and calligrapher, Mao wrote traditional Chinese verses. His poetry is part of mandatory reading in Chinese elementary schools.

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Many historians and academics criticize Mao Zedong's political career. They claim his social and political programs only harmed China's domestic progress. Mao's "The Great Leap Forward" program and the Cultural Revolution only led the country backwards. Critics argue that these programs hurt China's culture, society, and economy. Mao's land reform movement took away life-savings from many landowners. Mao ran numerous campaigns to suppress his political enemies. Historians remind us that Mao ordered mass killings of many people who did not support his revolution. Many of Mao's enemies were publicly executed. Mao also damaged China's relations with the rest of the world.

1. Who was Mao Zedong?

Answers will vary, but should mention leader of China

2. Which of these best describes the similarities between the two passages?

a. Both passages discuss Mao's influence in China.

- b. Both passages describe the Chinese Civil War.
- c. Both passages portray Mao as a literary figure.
- d. Both passages show China's foreign relations.

3. How does the author of passage 2 distance himself from the critique?

a. He attributes the negative ideas to others

- b. He says he has no opinion on the leader
- c. He argues in favor of the leader
- d. He includes his own opinions and beliefs

4. Cite one sentence that shows how the author of Passage 2 feels about Mao Zedong.

Sample answer:

**His social and political programs only harmed China's domestic progress.
Mao also damaged China's relations with the rest of the world.**

5. How does the author of Passage 1's opinion of Mao Zedong differ from the author of Passage 2's opinion?

Sample answer:

Passage 1 praises Mao Zedong and Passage 2 criticizes him. They are completely opposite.

6. What information does the author of Passage 1 include that the author of Passage 2 leaves out?

Sample answer: Passage 2 does not talk about Mao Zedong's poetry.

7. Passage 1 says that Mao Zedong helped China become a world power. How does Passage 2 refute that claim?

Sample answer: Passage 2 says that Mao Zedong's actions ruined his international reputation.

8. What is one thing both passages have in common?

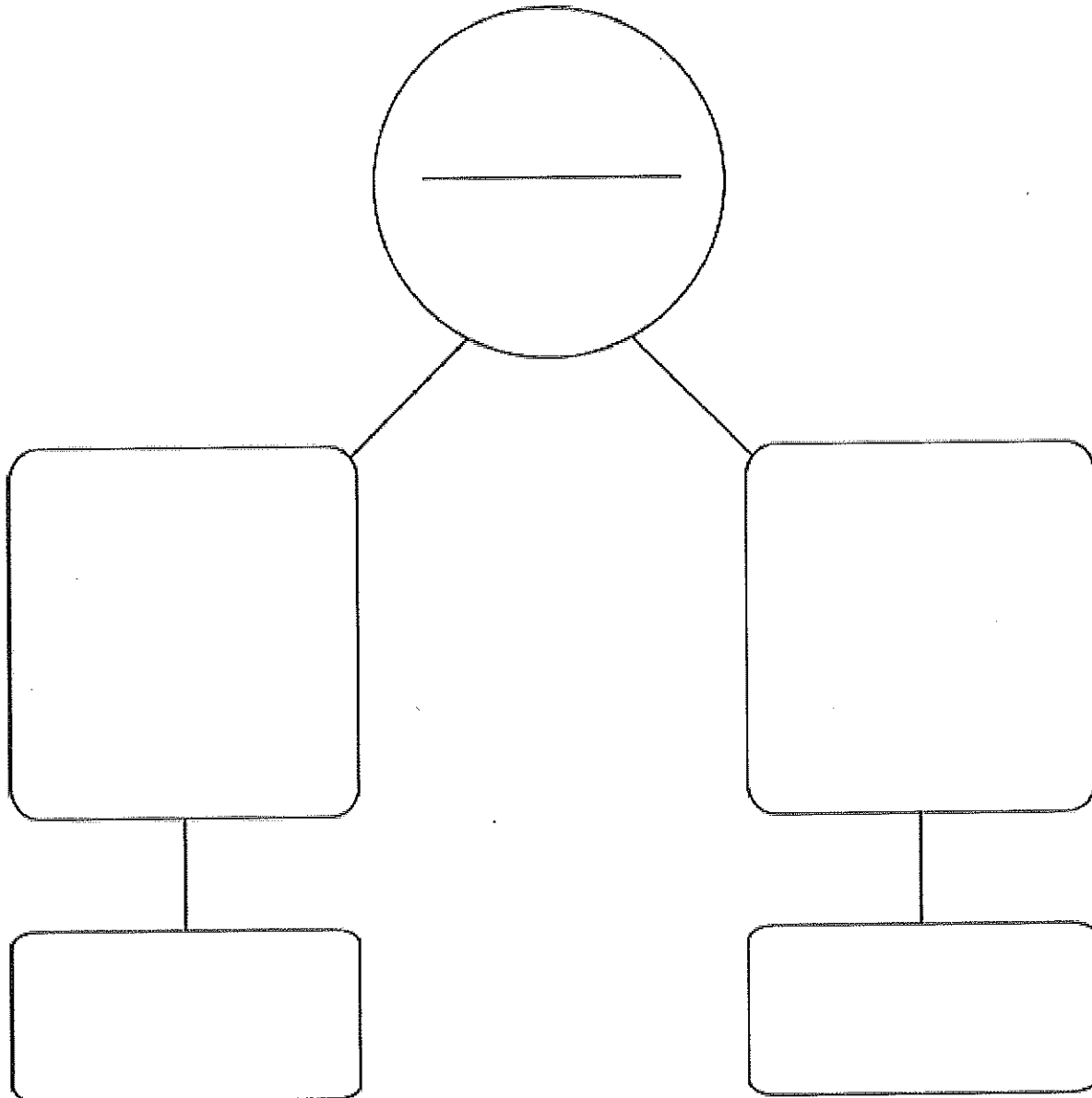
- a. Both share negative opinions about Mao Zedong
- b. Both share positive opinions about Mao Zedong
- c. Both fail to show both sides of the issue**
- d. Both fail to include supporting details

9. List what you learn about Mao Zedong from both passages.

Answers will vary.

10. Contrast the two passages using the chart below.

At the top write the main issue and on each side write the main points for one of the passages.



Test Week 2

Next 2 pages

Labeled Measuring Weather

Measuring Weather

The Fujita Scale

Over two decades ago, meteorologist Tetsuya "Ted" Fujita changed the way the world perceived and understood tornadoes. Fujita, born in Japan in 1920, spent all of his adult life studying and researching thunderstorms, tornadoes and hurricanes. His experimentation led to the development of the now familiar Fujita scale, designed to measure the intensity of a tornado.

The scale is formulated based on the storm's area of damage, and wind speed. For example in a F0 tornado, winds only reach 72 miles an hour and damage is minor. A F5 features winds going as high as 319 miles an hour, and destructive is massive. The Fujita scale is divided into six categories: F0 (Gale); F1 (Weak); F3 (Severe); F4 (Devastating) and F5 (Incredible).

Over the years, Fujita, as well as other meteorologists have discovered flaws in the scale. In 2007, the scale was revised and implemented throughout the nation. Even though Fujita passed away in 1998, his impact on the field of tornado research is endless.

The New NESIS

In 2007, two scientists from the National Oceanic and Atmospheric Administration (NOAA) announced a new method of measuring or rating snowstorms. It is known as the Northeast Snowfall Impact Scale, or NESIS. The scale is used to rate the blizzards that strike the northeastern portion of the country.

NESIS is based on five levels of intensity. They range from 1 (Notable), 2 (Significant), and 3 (Major), to 4 (Crippling) and 5 (Extreme). The scale is not used as a warning system, but instead measures and assesses the impact of a storm after it has already ended. It is predicated upon the inches of snow, the land area affected, and the number of people affected. Eventually, the experts at NOAA believe NESIS will extend to other regions within the country that regularly experience massive winter storms.

1. What factor do these two viewpoints have in common?
 - a. Weather can be incredibly destructive.
 - b. Better warning systems have saved lives.
 - c. The impact of a storm on people must be factored in.
 - d. Different regions of the country experience different weather problems.
2. What information does the author of Passage 1 include that the author of Passage 2 leaves out?
 - a. The different levels involved in the scales.
 - b. The exact year the scale was created.
 - c. The reason why some areas require different scales.
 - d. The history of the how the scale was originally invented.
3. What is one thing both passages have in common?
 - a. Both of them describe the inventor of the scales.
 - b. Both of them list the five levels and their specific names.
 - c. Both of them cover only a limited portion of the country.
 - d. Both of them include details about how the scales have changed over time.

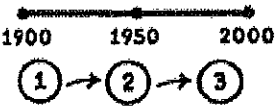
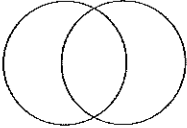



4. The primary purpose of NESIS is to provide the public with a reliable warning system.
 - a. True
 - b. False

5. The equivalent of an "incredible" rating on a tornado is a(n) _____ on NESIS.

WEEK 3 Skills: Text Structure

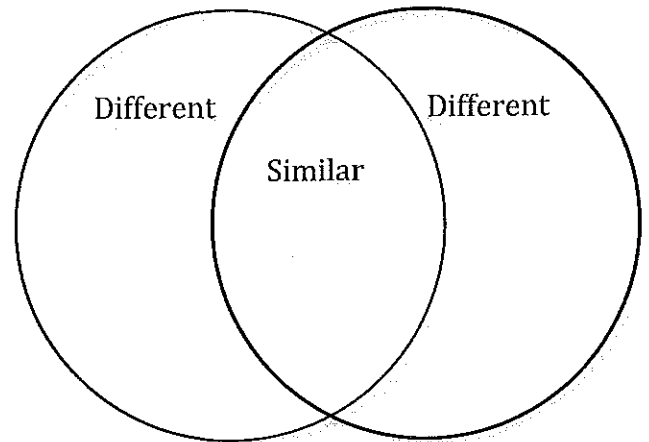
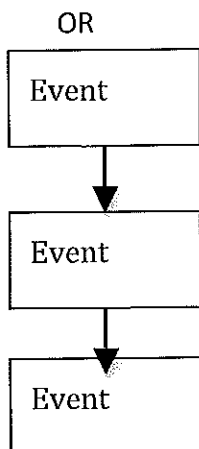
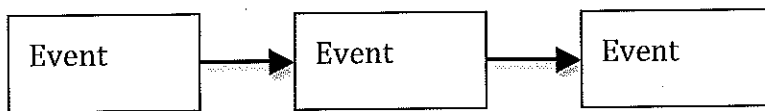
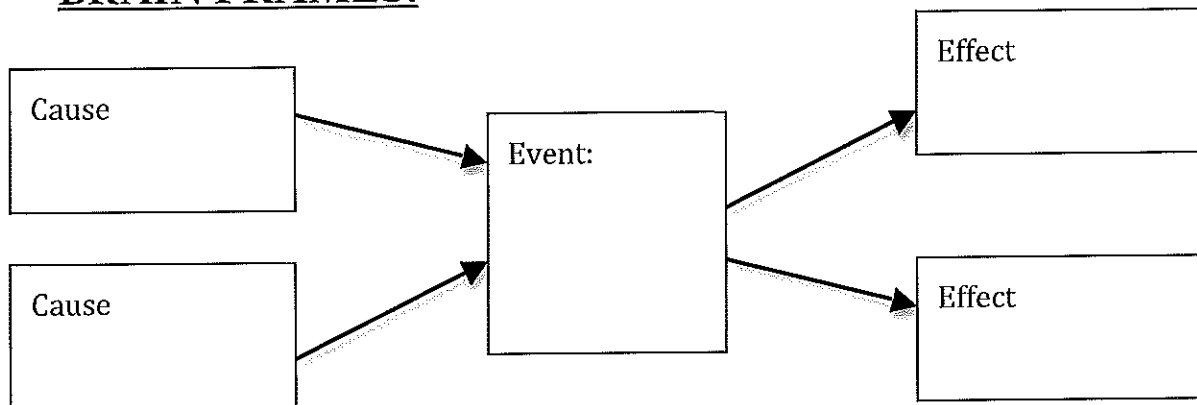
Directions: Read the chart and review text structure. Then read the paragraphs and practice identifying the correct Text structure. After that, complete the practice pages. Then complete and turn in the test.

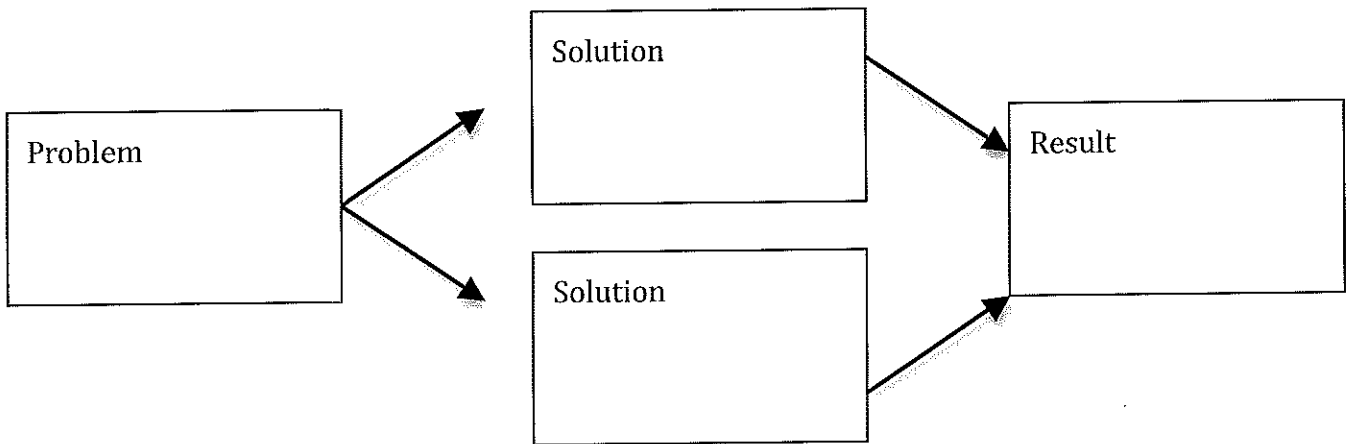
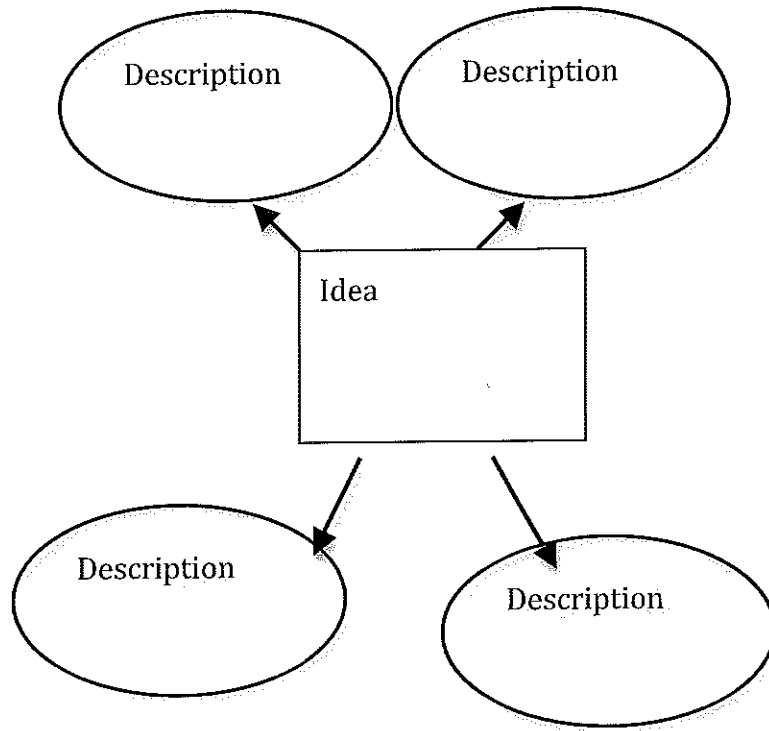
Text Structures Reference Sheet

Chronological (Sequential) Order	Compare and Contrast	Problem and Solution	Cause and Effect	Description
				
<p>Describes something in order. Can be in the order of:</p> <ul style="list-style-type: none"> time (beginning to end) steps (how to do something) 	<p>Shows how two or more things are like and/or how they are different.</p>	<p>Tells about a problem (and sometimes says why there is a problem) then gives one or more possible solutions.</p>	<p>Cause is why something happened. Effect is what happened as a result of something else. (Sometimes the effect is listed first)</p>	<p>A topic, idea, person, place, or thing is described by listing its features, characteristics, or examples.</p>
SIGNAL QUESTIONS				
<p>What items, events, or steps are listed? Do they have to happen in this order? Do they always happen in this order?</p>	<p>What things are being compared? In what ways are they alike? In what ways are they different?</p>	<p>What is the problem? Why is this a problem? Is anything being done to try to solve the problem? What can be done to solve the problem?</p>	<p>What happened? Why did it happen? What caused it to happen?</p>	<p>What specific topic, person, idea, or thing is being described? How is it being described (what does it look like, how does it work, what does it do, etc.)? What is important to remember about it?</p>
SIGNAL WORDS				
<p>First Second Next Then Before After Finally Following Not long after Now Soon</p>	<p>Same as Similar Alike As well as Not only...but also Both Instead of Either...or On the other hand Different from As opposed to Compared to..</p>	<p>Question is... Dilemma is... The puzzle is... To solve this... One answer is... One reason for the problem is...</p>	<p>So Because Since Therefore If...then This led to Reason why As a result May be due to Effect of Consequently For this reason</p>	<p>For instance Such as... To begin with An example To illustrate Characteristics *Look for the topic word (or a synonym or pronoun) to be repeated</p>

If the author wants you to know...	The text structure will be...
How or why an event happened; what resulted from an event	Cause-Effect
The order of events/steps in a process	Chronological Order/Sequencing
How two or more things are alike/different	Compare/Contrast
How something looks, moves, works, etc.; a definition or characterization	Description/Categorization
What's wrong and how to fix it	Problem-Solution
Why a point or idea should be supported; what's wrong with an idea	Position-Reason

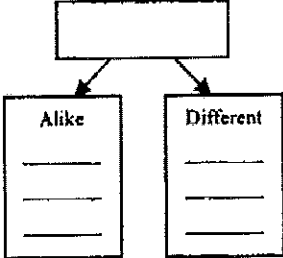
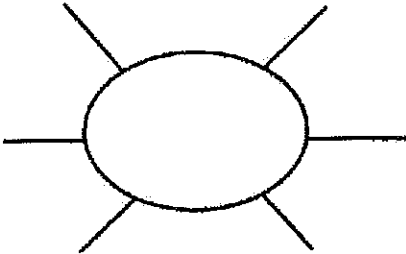
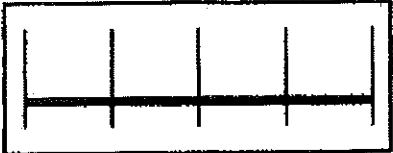

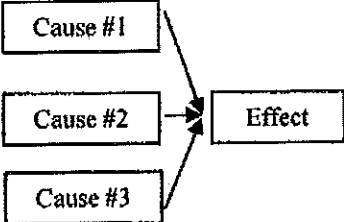
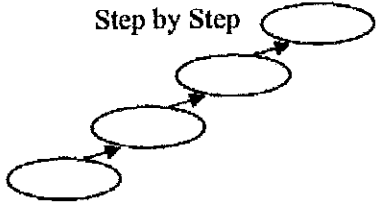
BRAIN FRAMES!





Identifying Text Structure 3

Directions: read the following passages and determine the text structure. Then, put information from the text into the appropriate graphic organizer. Remember to focus on the main idea of each paragraph.

Compare and Contrast	Spatial	Chronological
		<p>Time Line</p> 
Problem and Solution	Cause and Effect	Order of Importance / Sequence
		<p>Step by Step</p> 

1. The surface of the Earth is divided into pieces called “tectonic plates.” These plates move. When the plates rub against each other, they do not move smoothly. When the plates do not move smoothly, earthquakes result. Some parts of the world get more earthquakes than other parts. The parts of the earth that get most earthquakes are near the edges of these plates.

How is the text structured? _____

Put information from the passage into the graphic organizer:
Use a separate sheet of paper if you need more room or make a mistake.

2. Some countries, such as Japan, or parts of a country, like California in the United States, have a lot of earthquakes. In these places it is a good practice to build houses and other buildings so they will not collapse when there is an earthquake. This is called seismic design or "earthquake-proofing".

How is the text structured? _____

Put information from the passage into the graphic organizer:
Use a separate sheet of paper if you need more room or make a mistake.

3. The ability of a building to withstand the stress of an earthquake depends upon its type of construction, shape, mass distribution, and rigidity. Different combinations are used. To reduce stress, first, the building's ground floor must be flexible. One method is to support the ground floor with extremely rigid, hollow columns, while the rest of the building is supported by flexible columns located inside the hollow columns. A different method is to use rollers or rubber pads to separate the base columns from the ground, allowing the columns to shake parallel during an earthquake. Next, the outdoor walls should be made with stronger and more reinforced materials such as steel or reinforced concrete. Then, to help prevent collapsing, the roof should be made out of light-weight materials.

How is the text structured? _____

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

4. A hurricane is a large storm with heavy winds and rain that begins in the ocean and builds up strength as it moves across the water. While some of the damage caused by hurricanes is from high winds, most of it is usually from tidal surge, flooding entire cities, and killing large numbers of people. A tornado is a storm that develops on land, with no warning, and moves in a circular motion with heavy winds with a funnel shape, picking up and carrying dirt, dust, and even objects. The damage caused by tornadoes is from the high velocity winds, which are extremely destructive and deadly. They can demolish entire neighborhoods in a matter of a few seconds to a few minutes. Tornadoes can form when hurricanes make landfall, as their winds at ground level slow down, while the winds near the top keep their momentum, but a hurricane cannot be created by a tornado.

How is the text structured? _____

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

5. Hurricane Katrina began as Tropical Depression Twelve over the southeastern Bahamas on August 23, 2005. The depression later strengthened into a tropical storm on the morning of August 24 where the storm was also named *Katrina*. Katrina continued to move into Florida, and became a Category 1 hurricane only two hours before it made landfall around Hallandale Beach on the morning of August 25. The storm weakened over land, but became a hurricane again while entering the Gulf of Mexico.

How is the text structured? _____

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

6. Fire needs three things to burn: oxygen, fuel, and heat. Fuels can be wood, tinder, coal, or any other substance that will easily oxidize. Therefore, a fire can be stopped in three different ways, by removing any of the three things it needs to burn.

- **The fuel can be removed.** If a fire burns through all of its fuel and extra nearby fuel is removed, the fire will stop burning.
- **The oxygen can be removed.** This is called "smothering" a fire. Fires cannot burn in a vacuum or if they are covered in carbon dioxide.
- **The heat can be removed.** The most common way to remove heat is to use water to absorb that heat, putting the fire out.

How is the text structured? _____

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

7. Have you ever wondered what the inside of a volcano looks like? Deep underground is a magma chamber. The magma chamber is under the bedrock of the earth's crust. The conduit or pipe runs from the magma chamber to the top of the volcano. The conduit connects the magma chamber to the surface. Most volcanoes also have a crater at the top. Volcanoes are quite a sight, and you can enjoy this site all over the universe. Volcanoes are found on planets other than Earth, like the Olympus Mons on Mars.

How is the text structured? _____

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

8. When a river receives a lot of extra water it may flood. During a flood there is plenty of water, and most people wouldn't think that dehydration was a serious risk, but flood waters are mostly polluted and not safe to drink. People who drink the contaminated water may suffer from illnesses or diseases such as typhoid. You can prepare for flooding by filling many containers with fresh clean drinking water. You can also use sandbags to protect your house and to soak up the water. Be prepared and be safe.

How is the text structured? _____

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

9. Lightning and thunder are related events. Lightning is a sudden, violent flash of electricity that occurs between a cloud and the ground or between two clouds in the sky. A lightning bolt can be several miles long and can be straight or forked. It is very hot, with an average temperature of 34 000 degrees Celsius. This causes the air around the electric bolt to expand, producing lots of sound energy. It is this sound energy that we hear as thunder. So, lightning and thunder are caused by the same event, but lightning is light energy, or electromagnetic energy, whereas thunder is sound energy. Thus, we see lightning and hear thunder.

How is the text structured? _____

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

10. Tsunamis are very long waves in the ocean, sometimes hundreds of miles long. Tsunamis usually start suddenly. They may begin as normal waves and change to big waves very quickly. After this change, tsunami waves will travel at great speed across the ocean with little energy loss. Just before they hit land, the water will draw back off of the coast. If the slope of the coast is shallow, the water may pull back for many hundreds of feet. People who are unaware of the danger may be drawn by this strange site and remain on the shore. When the tsunami finally hits, it may remove sand from beaches, destroy trees, damage houses and even destroy whole towns. Tsunamis are tremendously powerful.

How is the text structured? _____

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

11. Avalanches (when a lot of snow falls from a mountain) may bury people under them. If the people are not found rapidly enough by rescue teams they will die of suffocation (not getting enough air) or of hypothermia (freezing cold). The chance of surviving an avalanche is as follows:

- 92% if found within 15 minutes
- 30% if found within 35 minutes (victims die of suffocation)
- nearly zero after two hours (victims die of injuries and hypothermia)

How is the text structured? _____

Put information from the passage into the graphic organizer:

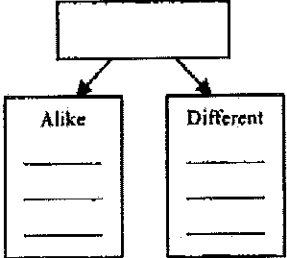
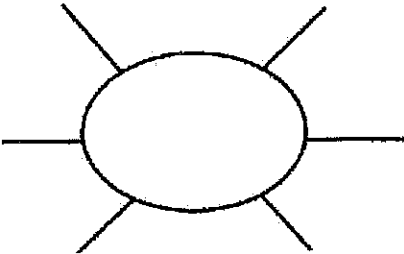


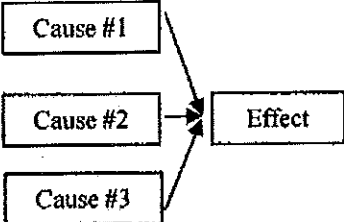
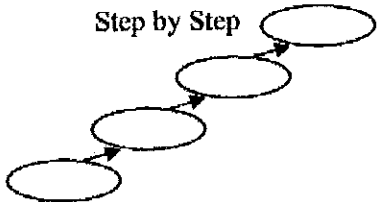
Use a separate sheet of paper if you need more room or make a mistake.

Text Structure Worksheet 3 | Answer Key

- 1. Cause and Effect**
- 2. Problem and Solution**
- 3. Sequence / Process Writing**
- 4. Compare and Contrast**
- 5. Chronological Order**
- 6. Cause and Effect**
- 7. Spatial / Descriptive Writing**
- 8. Problem and Solution**
- 9. Compare and Contrast**
- 10. Sequence / Process Writing**
- 11. Cause and Effect**

Identifying Text Structure 4

Directions: read the following passages and determine the text structure. Then, put information from the text into the appropriate graphic organizer. Remember to focus on the main idea of each paragraph.

Compare and Contrast	Spatial	Chronological
		<p>Time Line</p> 
Problem and Solution	Cause and Effect	Order of Importance / Sequence
		<p>Step by Step</p> 

1. Most people have had red pizza, or pizza covered with red sauce, but have you ever had white pizza? White pizza is made in almost the same way as red pizza: the dough rises and is rolled out, toppings are applied, and it is cooked in an oven—but the key difference is that white pizza does not have any tomato sauce on it. Instead, a white pizza may have olive oil or no sauce at all. I like white pizza more than red pizza because you can really taste the ingredients. Adding some fresh tomatoes to a white pizza will give it that tomato flavor without the completely overwhelming taste of the red sauce that covers most pizzas. If you have not had a white pizza, I recommend that you order or make one today.

In what way is this text mainly structured? _____

Put information from the passage into the graphic organizer:
Use a separate sheet of paper if you need more space.

2. The foundation of every pizza is the crust, and good crust comes from good dough. You might be surprised to learn that pizza dough is made from nothing more than flour, water, yeast, olive oil, salt, and sometimes sugar. Start by adding your yeast packet to a cup of warm water. Let the yeast activate, and then add two cups of flour, two tablespoons of olive oil, two teaspoons of sugar, and a teaspoon of salt. Mix all of that together and wait half an hour for the dough to rise. Now you're ready to roll it out!

In what way is this text mainly structured? _____

Put information from the passage into the graphic organizer:
Use a separate sheet of paper if you need more space.

3. Cooking the perfect pizza at home can be quite a challenge. You may find that it's difficult to get your oven to the right temperature. If the oven is too hot the crust will burn, become hard, and taste bad. If your oven isn't hot enough, the crust may get soggy. Even at the perfect temperature, extra moisture from your ingredients may prevent the bottom of the crust from fully cooking, but don't let oven temperature stop you from building the pizza of your dreams. Get yourself a pizza stone. A pizza stone will get very hot when preheated and will allow your crust to fully cook without burning it. Then you can pile the ingredients on your pizza and have a crispy crust that isn't burned. That's the way to go.

In what way is this text mainly structured? _____

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

4. Pizza is often viewed as a junk food, and it is true that some pizzas are high in salt, fat, and calories, but there may also be some benefit to eating pizza. Some studies have found that lycopene, an antioxidant that exists in tomato products that are often used in pizza, may prevent some forms of cancer. Dr. Silvano Gallus, of the Mario Negri Institute for Pharmaceutical Research in Milan, studied the eating habits of people who developed cancer of the mouth, throat, esophagus, and colon. He concluded that people who ate pizza at least once a week had significantly less chance of developing these cancers. Here's to your health.

In what way is this text mainly structured? _____

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

5. If you ask me, the perfect pizza has a thin crust, but not too thin. Even though I'm from Chicago, I prefer the New York style crust. Your perfect pizza might have tomato sauce on it, but mine has pesto on top of the crust. On the pesto I'd like to see lots of cheese: a full layer of shredded mozzarella and Romano cheese, and on top of the shredded mozzarella, I'd like to see some slices of fresh mozzarella. Now you might think I'm crazy for this one, but I'd really like to see some goat cheese in the crust. To top it all off, I'd like to see it polka-dotted with pepperoni slices. Now that's what I call a pizza pie.

In what way is this text mainly structured? _____

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

6. You'd think that making a frozen pizza would be as easy as rolling out some dough, dropping some ingredients on it, and freezing it, but it's actually a lot more complicated than that. Some of the challenges in creating a good frozen pizza include the sauce combining with the dough and the crust becoming rigid after it is frozen and reheated. To prevent the sauce from combining with the crust, you can use a layer of modified cornstarch as a moisture barrier between the sauce and the crust. This will prevent the crust from absorbing the sauce. Additionally, partially baking the dough and other ingredients will keep the dough from becoming too rigid after it is frozen and reheated. On second thought, you're probably better off not trying this at home.

In what way is this text mainly structured? _____

Put information from the passage into the graphic organizer:
Use a separate sheet of paper if you need more space.

7. Pizza is so old that its origins are not quite clear to historians, but the word pizza comes from the Latin verb *pinsere*, meaning *to press*. It may also be related to the Greek word *pitta*. In any event the word "pizza" was first documented in Italy in 997 AD. Whatever they were eating back then, however, was quite different from the pizza that we know today. Pizza as we know it could not really have been invented until sometime during the 16th century, when tomatoes were brought to Europe from America. This was big, but in my opinion the greatest development in the history of pizza occurred in 1905, when pizza was first sold in America. The rest, as they say, is history.

In what way is this text mainly structured? _____

Put information from the passage into the graphic organizer:
Use a separate sheet of paper if you need more space.

8. Jimmy's pizzeria is my favorite pizza place in the city, but you wouldn't be able to tell that just by looking at the outside. It is an inconspicuous brown brick building. It doesn't even have a sign, just the name of the establishment in three-inch letters on the storefront window. The inside isn't much to speak of either. There are some chrome swivel stools along a laminate countertop that makes an L shape, separating the register and kitchen area from the dining area. Booth seating lines the eating area of the restaurant area and a few favorable reviews from local publications are framed and displayed on the walls. Yeah, the aesthetics of the place are a little underwhelming, but forget the scenery. I go to Jimmy's for the pizza.

In what way is this text mainly structured? _____

Put information from the passage into the graphic organizer:
Use a separate sheet of paper if you need more space.

9. Almost everybody loves pizza, but try to get a group of people to agree on a pizza order and you'll quickly find that not everybody likes their pizza the same way. Perhaps such disagreements led to the many distinct pizza styles that can currently be found in America. These pizza styles are currently categorized by region and three of the most popular pizza styles are the New York-style, the Chicago-style, and the Detroit-style. All of these pizza styles contain dough, sauce, cheese, and other toppings, but it's the way that these ingredients are utilized that gives them their unique regional flair. The New York-style pizza is thin. New York-style slices are cut into large triangles that can be folded and this pizza is commonly sold by the slice. Chicago-style pizza is marked by its deep dish crust, which can be up to three inches tall at the edge. Toppings are heavily applied to these pizzas, as is characteristic of the style, and they are generally sold as whole pies rather than slices. Then there's the Detroit-style pizza, which is not circular like the Chicago and New York-style pizzas, but square like the Sicilian-style pizzas. The Detroit-style pizza is similar to the Chicago-style pizza in that these pizzas both have thick crusts, but the Detroit-style pizza is twice-baked, giving it a chewy crust that is crispy around the edges. Pizza styles in America may vary greatly by region, but they are all delicious if you ask me.

In what way is this text mainly structured? _____

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

10. Getting a free pizza from Mortini's Pizza Parlor is as easy as pie, pizza pie. You'll see. Start by placing your order. I suggest that you choose a white, New York style pizza with lots of cheese, but you can get whatever floats your boat. After placing your order, wait until your pizza comes. It may take thirty minutes to an hour (longer on Super Bowl Sunday). When your pizza finally arrives, pay your deliver driver. Don't forget to tip. Then, eat your pizza, or just throw it away. We're fine with either. But before you throw it away, grab the coupon off the top of the box and save it in a drawer. Collect ten of these coupons and the next time you place your order from Mortini's Pizza Parlor, you can redeem them for a free pizza. Now you see, getting a free pizza from Mortini's is as easy as eating pizza.

In what way is this text mainly structured? _____

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

Text Structure Worksheet 4 | Answer Key

- 1. Compare and Contrast**
- 2. Sequence / Process Writing**
- 3. Problem and Solution**
- 4. Cause and Effect**
- 5. Spatial / Descriptive Writing**
- 6. Problem and Solution**
- 7. Chronological Order**
- 8. Spatial / Descriptive Writing**
- 9. Compare and Contrast**
- 10. Sequence / Process Writing**

Test Week 3

Next 3 pages

Labeled Informational Text
Structure



Informational Text Structures

Name: _____

Date: _____

After reading each of the paragraphs, determine the text structure in which it is written, and follow the individual directions.

Building a Campfire

Sitting around a campfire is a classic summer camping tradition. Before you can tell scary stories, though, you will need to build your fire. Begin by gathering fire wood from around your camp. In addition to wood, you will need other *tinder* like pine needles, bark, or dead plants to help ignite the fire. Then, dig a small pit for your fire and build a ring of stone around it for maximum safety. Place your wood and tinder into the pit and start the fire using an *ignition* source such as a match. Once ignited, slightly blow on your flame to build heat. When you have a flame, use large pieces of firewood to build a teepee. Now sit back and relax in front of your roaring campfire!

1) Identify the text structure used.

2) Circle three words that give you a clue about the type of text structure used.

3) Use context clues to write a definition for the word "tinder."

4) Underline the sentence that tells you what to do as soon as your fire is lit.

Lodging Options For All

Are you the type of camper who enjoys the outdoors and wants to snooze under the stars with only the cover of a fabric tent? Or are you an indoor camper, who prefers the safety of a cabin and a roof over your head? You are sure to have a blast with both choices. If you choose to camp in a tent, be prepared to spend an hour or two setting up your temporary lodge. On the other hand, cabin-goers just need to open their front door and plop down their belongings. Think about where you keep your food—a cabin often has a hinge and latching door, whereas a tent will need to be zipped shut. Hungry animals can usually find their way into both if they try hard enough. If you are sleeping in a tent while camping, bundle up under your sleeping bag. The cabin residents, however, can cozy up on their cots with sheets and blankets. Which lodging option is right for you?

1) Identify the text structure used.

2) Circle three phrases that give you a clue about the type of text structure used.

3) Write a subtitle for the paragraph. Explain why you chose that subtitle.

4) Underline the sentence(s) that tells you why sleeping in a cabin might be warmer.

Informational Text Structures Page 2

Being Prepared while Camping

Before you head out the door for a camping trip, gather the appropriate supplies. If you are prepared for accidents, your camping trip will go off without a hitch. However, if you don't have the right gear, your camping trip may end more quickly than you hoped. Sometimes weather moves in rapidly. Rain can dampen your plans, your clothes, and your sleeping bag if you didn't pack a waterproof tarp to cover it with. If your gear is soaked, you'll likely need to pack up and head home. A scraped knee is usually no problem, but a bloody knee with no band aids might cause you to trek to a gas station in search of a bandage. Consider everything that might happen, and plan well so that minor bumps in the road don't affect your entire camping experience!

1) Identify the text structure used.

2) Circle three words that give you a clue about the type of text structure used.

3) Write another sentence, written in the same structure, that could be added to the text.

4) Underline a sentence that describes what may happen if you are unprepared.



Picture Perfect Camping

If you have never been camping before, imagine a peaceful location surrounded by trees, a running brook, and the crunch of pine needles beneath your feet. Most camps have a fire pit, perfect for building a crackling fire and roasting marshmallows to layer with chocolate and graham crackers. Foldable camp chairs surround the fire, a comfortable place for families and friends to gather. A tent filled with sleeping bags is often set up, ready and waiting for sleepy campers to rest their heads. You may even see a bag of food hanging from a tree above a picnic table, safe from the reach of nosy bears and other wild animals.

1) Identify the text structure used.

2) Circle three things you may see at a campsite.

3) Explain how you know which text structure was used to write the article.

4) Underline a sentence that describes NATURAL elements of a campsite.

Informational Text Structures Page 3

Fire Ban in Effect

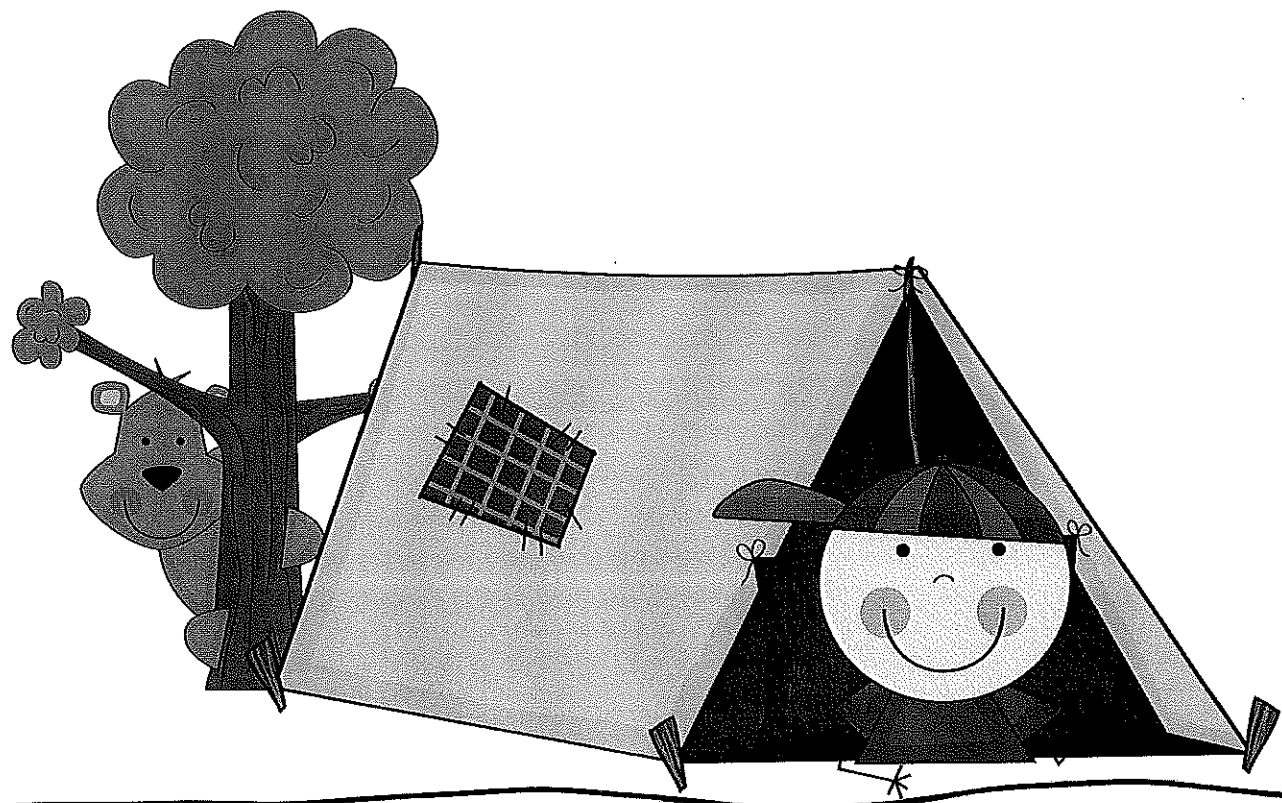
During severe droughts, when fire danger is high due to an unusual lack of rain, many places will order a fire ban. A fire ban *prohibits* anyone from lighting fires, especially campfires, because the danger of them *igniting* an entire forest or grassland is large. While it may seem pointless to go camping with no campfire, there are a few things you can do instead. Be sure everyone in your group has a headlamp so they can see where they are going at night. Bring ready-to-eat meals that only require water—and not heat—to prepare. Prepare yourself for more mosquitos than usual, and bring plenty of bug spray. Pack layers of clothing so that you don't get too cold without the warmth of the fire. Instead of telling stories by the campfire, enjoy an evening of star-gazing. When it gets dark enough, turn off your head lamp, sit silently in the dark, and listen to all the sounds that nature has to offer. Camping without a campfire can still be enjoyable!

1) Identify the text structure used.

2) Circle a word that means "extremely bad."

3) Explain why a fire ban would be necessary.

4) Underline a sentence that supports the statement, "camping without a campfire can still be enjoyable."



Dear Parents and Students,

I hope everyone is safe and well. I miss you all so much. I have included in this packet 3 weeks of lesson plans and mandatory tests. If you have not already joined Remind, I have included directions on how to do so. This is how we will be able to communicate. You will also turn in completed tests on Remind by taking a picture of the test and emailing it to me. You should only spend 30 minutes each day on math, so it is okay if everything does not get completed. Please don't stress out over this. We are all doing the best we can during these uncertain times. I will be available for questions through Remind or Google Classroom Monday through Friday from 1:00 pm to 3:00 pm. If I get questions after these times, I will answer them the next day. Thank you for all of your hard work. I hope we are able to see each other again soon!

Sincerely,

Mrs. Garrett

Sign up for important updates from Karen Garrett.

Get information for D'Arbonne Woods Charter School right on your phone—not on handouts.

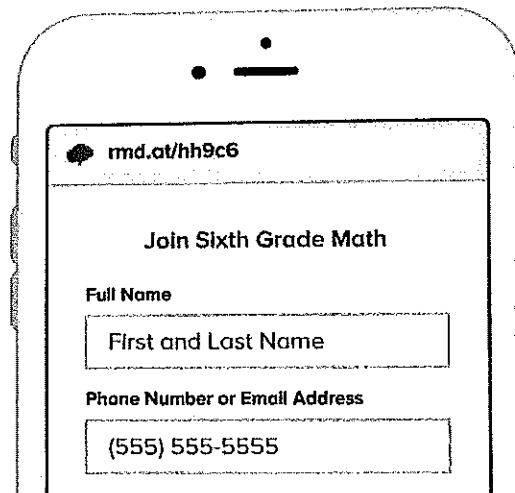
Pick a way to receive messages for **Sixth Grade Math**:

A If you have a smartphone, get push notifications.

On your iPhone or Android phone, open your web browser and go to the following link:

rmd.at/hh9c6

Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app.



B If you don't have a smartphone, get text notifications.

Text the message @hh9c6 to the number 81010.

If you're having trouble with 81010, try texting @hh9c6 to (870) 551-3589.

** Standard text message rates apply.*



Don't have a mobile phone? Go to rmd.at/hh9c6 on a desktop computer to sign up for email notifications.



Block 3: Honors Math

Sign up for important updates from Karen Garrett.

Get information for D'Arbonne Woods Charter School right on your phone—not on handouts.

Pick a way to receive messages for **Sixth Grade Honors Math**:

A If you have a smartphone, get push notifications.

On your iPhone or Android phone, open your web browser and go to the following link:

rmd.at/3986ecg

Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app.

The image shows a smartphone screen with the following content:

- Header: rmd.at/3986ecg
- Title: **Join Sixth Grade Honors Math**
- Section: **Full Name**
- Input field: First and Last Name
- Section: **Phone Number or Email Address**
- Input field: (555) 555-5555

B If you don't have a smartphone, get text notifications.

Text the message @3986ecg to the number 81010.

If you're having trouble with 81010, try texting @3986ecg to (870) 551-3589.

**Standard text message rates apply.*

The image shows a smartphone screen with a text message:

- To: **81010**
- Message: **@3986ecg**

Don't have a mobile phone? Go to rmd.at/3986ecg on a desktop computer to sign up for email notifications.

Sixth Grade Math April 14-17, 2020

Tuesday, April 14:

Lesson 29-1 Range

In your math book complete pages 379-381. See examples attached.

- Page 379 complete numbers 1 and 2
- Page 380 complete numbers 3-6, define **range**
- Page 381 complete numbers 8-11

Wednesday, April 15:

Lesson 29-2 Mean Absolute Deviation (MAD)

In your math book complete pages 382-385. See examples attached.

- Page 382 complete numbers 1 -2 and define **mean absolute deviation**
- Page 383 complete numbers 3, 5, and 6
- Page 384 complete numbers 9-10
- Page 385 complete numbers 13a-14

Thursday, April 16:

Lesson 29-3 Interquartile Range (IQR)

In your math book complete pages 386-388. See examples attached.

- Page 386 complete numbers 1 and 2, define **quartiles**
- Page 387 complete numbers 3-6, define **interquartile range (IQR)**
- Page 388 complete number 7

Friday, April 17:

Complete Test attached page 23 **Measures of Center & Variation**

- If your test is modified, there is a modified test attached.
- If you have Test Read Aloud, have someone read it to you.
- I will allow **EVERYONE** to use a calculator on this test.
- You know if you have accommodations, so use them! This test should be given to you exactly like you take it at school.
- Take a picture of the test and email it back to me on Remind.

Parents: If you have not joined remind, you can do so on your phone. I have attached instructions.

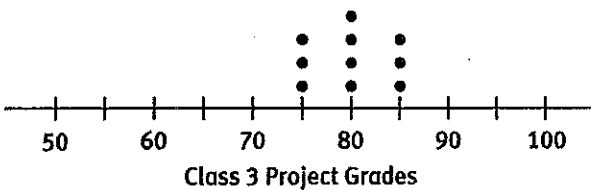
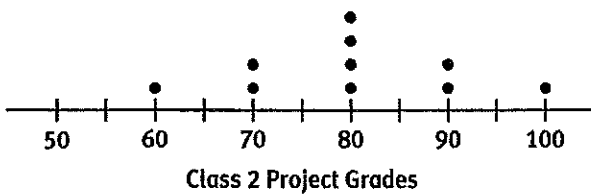
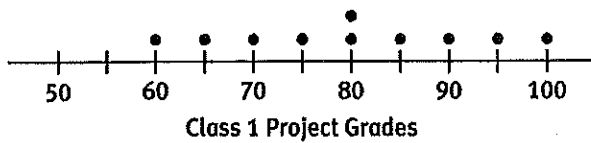
*I will also upload short videos to google classroom of me working some examples. If you have internet access, these will be very helpful. The tests in this packet are mandatory. Please complete and submit them by the due date!

Learning Targets:

- Compute the range of a distribution as a measure of variability.

SUGGESTED LEARNING STRATEGIES: Graphic Organizer, Marking the Text, Think-Pair-Share, Quickwrite

Mr. Murray teaches science. He has three classes working on group projects. Below are dot plots displaying the grade distributions of the projects for each of the three classes. Work with your group to answer Items 1-3.



* The mean in these data sets tells you that the average test grade was an 80 percent. *

1. How do the shapes for each of the three grade distributions compare?

All the grade distributions are symmetrical.

2. Find the mean and median project grade for each class.

Class 1: mean = 80 median = 80

Class 2: mean = 80 median = 80

Class 3: mean = 80 median = 80

Example Class 1:

$$\begin{aligned} \text{mean} &= 60 + 65 + 70 + 75 + \\ & 80 + 80 + 85 + 90 + 95 + \\ & 100 = 800 \\ & 800 \div 10 = 80 \end{aligned}$$

$$\text{median} = 80$$

60, 65, 70, 75, (80, 80), 85, 90, 95, 100

mean - average

median - middle

Notes

MATH TERMS

The **range** of a distribution is the total length of the interval covered by the distribution.

Range = maximum value - minimum value

5. The range is the same for classes 1 and 2, but the range is smaller for class 3, where grades are less spread out.

3. What did you notice about the measures of center for the three classes? What is the same about the three distributions? How do the three distributions differ? *while all three distributions have the same shape, mean and median, the spread of the observations is different.*

When describing numerical graphs, you should comment on the center, spread, and shape of the distribution in order to give a complete description of the data.

One of the most common measures of spread (or variability) is the **range**. The range is the difference between the least and the greatest observation.

4. Calculate the range for the grade distribution for each of the three classes.

Class 1: $100 - 60 = 40$

Class 2: $100 - 60 = 40$

Class 3: $85 - 75 = 10$

* The range for classes 1 + 2 tells me there was a 40 point difference in test scores.

Check Your Understanding

5. What does the range tell us about the spread of the three grade distributions?

6. Find the range for these data sets.

a. 18 17 6 22 21 17 19
19 18 22 7 20 15 10

b. 62 43 20 91 24 72 22
31 19 75 51 64 25 33

7. Collect the ages of the students in your group or class. What is the range of the data?

(a) Put numbers in order from least to greatest, then subtract smallest from largest.

least = 6
greatest = 22

$22 - 6 = 16$
Range = 16

b) $91 - 19 = 72$
Range = 72

Lesson 29-1

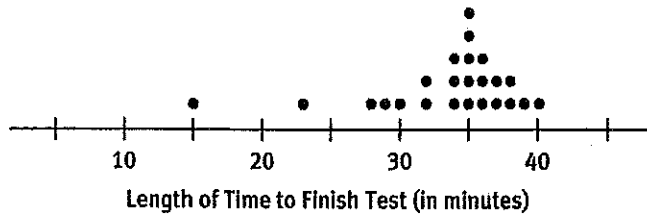
Range

ACTIVITY 29

continued

LESSON 29-1 PRACTICE

8. Construct viable arguments. Consider the dot plot for the amount of time in minutes that students spent to take a history test.



- What is the range for this set of data?
 - What is the shape of this distribution?
 - Which measure of center would be best to use in this situation?
9. Matthew's class also did the "Take a Snapshot" survey. Below is the data set for the number of minutes it took students to get ready for school. What is the range for this set of data?

52 12 48 22 20 30 24 25 43 35 78 48
5 8 25 10 50 20 15 30 30 48 30 35

10. Here is the data set for the seventh grade homework times. What is the range for this set of data?

Seventh Grade Homework Times (in minutes)

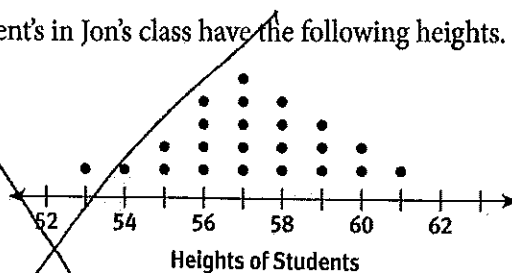
40 45 52 42 47 48 42 56 44 57 45
42 40 44 44 49 55 44 50 60 47

11. Here is the data set for the eighth grade homework times. What is the range for this set of data?

Eighth Grade Homework Times (in minutes)

60 65 62 62 60 56 55 62 58 57 45
64 60 64 58 40 64 62 50 60 57

12. The student's in Jon's class have the following heights.



- What is the range for this set of data?
- What is the shape of this distribution?
- Which measure of center would be best to use in this situation?

My Notes

8a) $40 - 15 = 25$
 b) skewed left
 c) median because numbers are skewed

9) largest - smallest
 $78 - 5 = 73$

10) 20

11) 25

My Notes

MATH TERMS

The **mean absolute deviation (MAD)** is the mean (or average) distance of the observations from the mean of the distribution.

Learning Targets:

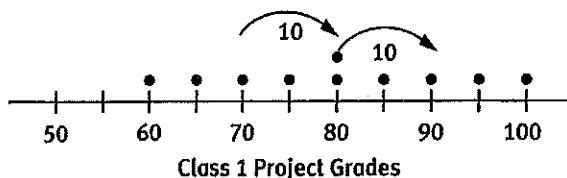
- Compute the mean absolute deviation (MAD) of a distribution as a measure of variability.

Another measure of the spread of a distribution is the *mean absolute deviation (MAD)*. The MAD is the average distance that the observations are from the mean of the distribution.

Investigate the grade distribution for Class 1. The mean project grade is 80. To find how each observation *deviates* from the mean, find the difference between the observation and the mean.

For example, the observation at 90 would have a distance of 10 because the distance between 90 and the mean of 80 is 10 points.

The observation at 70 would also have a distance of 10 because the distance between 70 and 80 is 10 points.



mean = 80

$60 + 65 + 70 + 75 + 80 + 80 + 85 +$

$90 + 95 + 100 = 800$

$800 \div 10 = 80$

1. Complete this table to find the distance from the mean for the grade distribution of Class 1.

Observation	Distance From the Mean
100	20
95	15
90	10
85	5
80	0
80	0
75	5
70	10
65	15
60	+ 20
Total =	100

$100 - 80 = 20$

$95 - 80 = 15$

$90 - 80 = 10$

$85 - 80 = 5$

$80 - 80 = 0$

$80 - 75 = 5$

$80 - 70 = 10$

$80 - 65 = 15$

$80 - 60 = 20$

② Find the sum of the MADs and then divide by the total number of observations.
 $100 \div 10$

2. Now find the mean absolute deviation (MAD) by finding the average or mean of the distances in the table.

$100 \div 10 = 10$

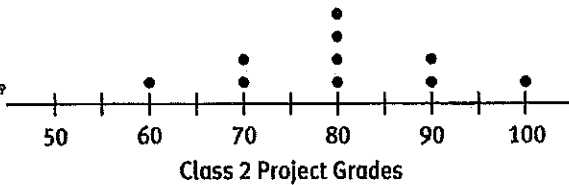
MAD = 10

Lesson 29-2
Mean Absolute Deviation

3. Looking back at the dot plot for the grade distribution of Class 1, notice how the observations are spread and relate this to the MAD.

The average distance from the observations to the mean is 10.

Next, look at the MAD for the grade distribution of Class 2. Here is the dot plot.



4. ~~Predict a value for the MAD of this distribution. Will the MAD of Class 2 be more or less than the MAD of Class 1? Explain.~~

5. Complete this table to find the distance from the mean for the grade distribution of Class 2.

Observation	Distance From the Mean
100	20
90	10
90	10
80	0
80	0
80	0
80	0
70	10
70	10
60	20
Total =	80

mean = 80

100 - 80 = 20

100 - 90 = 10

80 - 80 = 0

80 - 70 = 10

80 - 60 = 20

6. Find the MAD for the grade distribution in Class 2.

80 ÷ 10 = 8

7. ~~How did your prediction in Item 4 compare to the actual value of MAD in Item 6? If they were not close, explain why.~~

My Notes

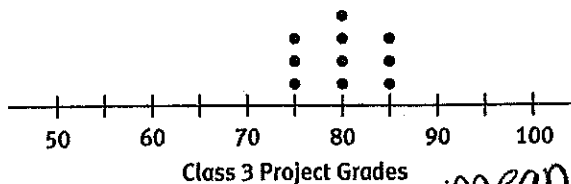
ACTIVITY 29

continued

Lesson 29-2
Mean Absolute Deviation

My Notes

Examine the grade distribution for Class 3. The dot plot is shown below.



mean = 80

Check Your Understanding

8. How do you think the MAD for the grade distribution of Class 3, compares to the MADs for the other two classes?
9. Complete this table to find the distance from the mean for the grade distribution of Class 3.

Observation	Distance From the Mean
85	5
85	5
85	5
80	0
80	0
80	0
80	0
75	5
75	5
75	5
Total =	<u>30</u>

85 - 80 = 5

80 - 80 = 0

80 - 75 = 5

10. Find the MAD for the grade distribution in Class 3. **MAD = 3**

11. How did your prediction in Item 8 compare to the actual value of MAD in Item 10? If they were not close, explain why.

10. $30 \div 10 = 3$

When putting numbers in the table, put the largest number first and go down.

Lesson 29-2
Mean Absolute Deviation

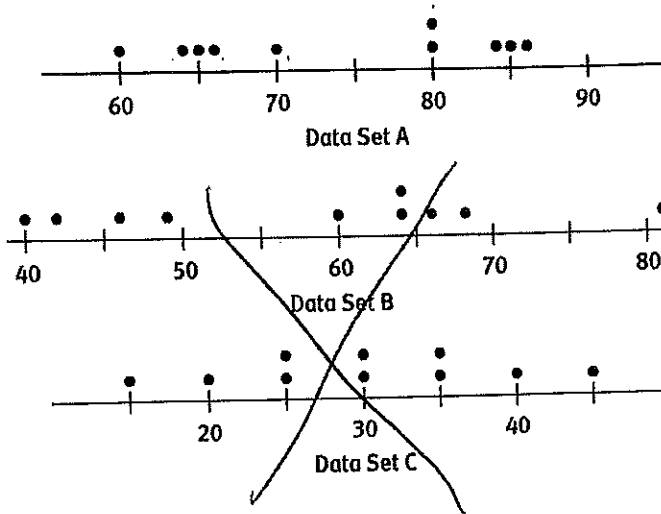
ACTIVITY 29

continued

My Notes

LESSON 29-2 PRACTICE

12. In your own words, summarize what MAD tells you about the variability of a distribution.
13. Consider the following three data sets. All of the data values are whole numbers.
- Calculate the mean of each data set.
 - The three data sets have MAD values of 7, 9, and 11. Match the data sets to the appropriate MAD value without actually making a calculation.



⑫ The MAD tells you the average distance from the observations to the mean.

Data Set A:

⑭

Observation	Distance from mean
85	11
85	11
85	11
80	6
80	6
70	4
65	9
65	9
65	9
60	14
Total = 90	

$90 \div 10 = 9$

14. Verify the MAD value for one of the data sets in part b.
15. ~~Attend to precision.~~ Did you correctly assign the MAD values in part b? If not, explain where your thinking was incorrect.

13a) $60 + 65 + 65 + 65 + 70 + 80 + 80 + 85 + 85 + 85 = 740$
 Set A: $740 \div 10 = 74$
 mean = 74

⑭ Data Set A MAD = 9

My notes

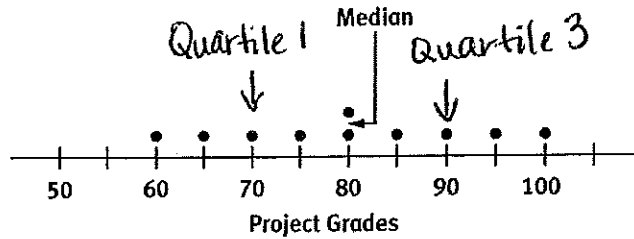
Learning Targets:

- Compute the interquartile range (IQR) of a distribution as a measure of variability.

There are many different measures of variability. The mean absolute deviation (MAD) uses the mean in its calculation. This next measure of variability, **interquartile range**, will use the quartiles.

Look again at the grade distributions of the projects from Mr. Murray's science classes. Recall the medians for the three classes were previously computed. (The median is the average of the middle two observations for the Class 1 data set.)

Class 1



The lower half of the distribution ranges from a grade of 60 to a grade of 80. There are five observations in this lower half: 60, 65, 70, 75, and 80. The median of the lower half would be the middle of these values. The upper half of the data ranges from a grade of 80 to a grade of 100. There are five observations in this upper half: 80, 85, 90, 95, and 100. The median of the upper half would be the middle of these values.

1. Find the median of the lower half of the distribution and the median of the upper half of the distribution.

Median of lower = 60, 65, 70, 75, 80

Median of upper = 80, 85, 90, 95, 100

Mark these values on the dot plot above. Notice that the dot plot is now split into 4 sections with the same number of observations in each section. These sections are called **quartiles**. The median of the **lower half** of a distribution is called the **first quartile (Q1)**. The median of the upper half of a distribution is called the **third quartile (Q3)**.

2. Where do you think second quartile is located?

The second quartile is the median.

MATH TERMS

Quartiles are values that divide the distribution into four groups, each having an equal number of observations.

Lesson 29-3

Interquartile Range (IQR)

The **interquartile range (IQR)** is the distance between the first and third quartiles.

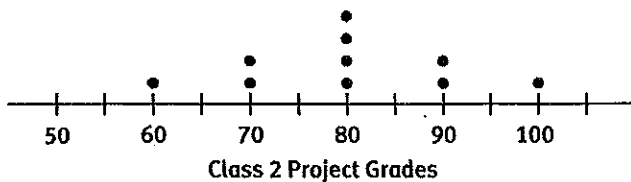
3. What percent of the observations in a data set are between first quartile and third quartile?

50%

4. Find the interquartile range of the grade distribution for Class 1.

$$90 - 70 = 20 \quad \text{IQR} = 20$$

Indicate the location of the median for Class 2



5. Find the first and third quartiles. Then find the IQR.

$$Q1 = 70$$

$$Q3 = 90$$

$$\text{IQR} = 90 - 70 = 20$$

Write in the MAD and IQR values for Class 1 and Class 2 below for reference.

Class 1 MAD = $\frac{10}{20}$ Class 2 MAD = $\frac{8}{20}$
 Class 1 IQR = $\frac{20}{20}$ Class 2 IQR = $\frac{20}{20}$

6. **Construct viable arguments.** Explain how two distributions can have the same IQR values but different MAD values.

- The IQR is based on the quartiles, which are the medians of the lower and upper halves of the distribution. These two classes have the same quartiles.
- MAD is based on the distance of each observation from the mean. Some of the observations are not the same so these two classes have different MAD values.

My Notes

MATH TERMS

*The **interquartile range (IQR)** is the distance between the first and third quartiles.

$$\text{IQR} = Q3 - Q1$$

* The IQR for this data set tells me that the middle 50% of grades differ by 20 points.

Example Class 1 MAD:
(p. 386)

Obs.	Distance from mean
100	20
95	15
90	10
85	5
80	0
80	0
75	5
70	10
65	15
60	20
Total	100

$$\text{mean} = 80$$

$$\text{MAD} = 100 \div 10 = 10$$

ACTIVITY 29

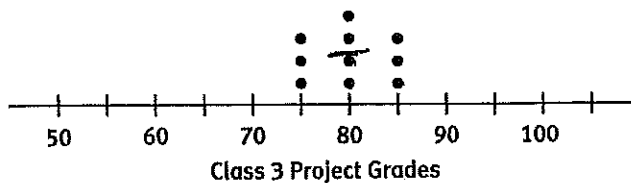
continued

Lesson 29-3
Interquartile Range (IQR)

My Notes

→ 75, 75, 75, 80, 80, 80, 80, 95, 95, 95

For Class 3 write the median for reference: 80



7. Find the first and third quartiles. Then find the IQR.

$$Q1 = 75, 75, \underline{75}, 80, 80$$

$$\text{median of lower half} = 75$$

$$Q3 = 80, 80, \underline{85}, 85, 85$$

$$\text{median of upper half} = 85$$

$$IQR = 85 - 75 = 10$$

$$\underline{IQR = 10}$$

8. **Reason quantitatively.** Why is it possible for the minimum and first quartile to be the same value? Or, for the maximum and third quartile to be the same value? Explain.

9. Create a data set with 11 observations that has a median and third quartile of 80.

10. Identify the three measures of variability in this activity. In your own words, state what each one measures.

Name _____ Date _____

Measures of Center & Variation



Find the mean, median, range and IQR for each set of data. Show your work on your own paper.

1. Number of candy bars sold : 15, 17, 32, 19, 31, 26, 23, 21

mean : _____ median : _____ range : _____ IQR : _____

- What does the mean say about the data? _____

2. Ages of children in a preschool : 2, 1, 3, 3, 2, 1, 2, 4, 5, 2, 3, 4, 4, 1, 2

mean : _____ median : _____ range : _____ IQR : _____

- What does the range say about the data? _____

3. The cost of a tank of gas (to the nearest dollar) : 18, 40, 50, 62, 22, 28, 32, 19, 30, 40

mean : _____ median : _____ range : _____ IQR : _____

- What does the IQR say about the data? _____

4. Shoe sizes worn by 6th grade girls : 4, 5, 8, 6, 8, 9, 10, 7, 6, 5, 8, 6, 5, 5, 7

mean : _____ median : _____ range : _____ IQR : _____

- What does the median say about the data? _____

5. Number of players on each soccer team : 10, 8, 9, 10, 12, 7, 8, 8, 8, 11, 12

mean : _____ median : _____ range : _____ IQR : _____

- What does the mean say about the data? _____

* TEST *

Name _____ Date _____

Measures of Center & Variation



Find the mean, median, range and IQR for each set of data. Show your work on your own paper.

1. Number of candy bars sold : 15, 17, 32, 19, 31, 26, 23, 21

mean : _____ median : _____ range : _____ IQR : _____



2. Ages of children in a preschool : 2, 1, 3, 3, 2, 1, 2, 4, 5, 2, 3, 4, 4, 1, 2

mean : _____ median : _____ range : _____ IQR : _____



3. The cost of a tank of gas (to the nearest dollar) : 18, 40, 50, 62, 22, 28, 32, 19, 30, 40

mean : _____ median : _____ range : _____ IQR : _____

TESTING ACCOMMODATIONS

- _____ Test Read Aloud
- _____ Extended Time
- _____ Small Group Testing
- _____ Calculator/Math Manipulatives
- _____ Other _____
- Signed _____

Modified test
Due Friday,
April 17.

Sixth Grade Math April 20-24, 2020

Monday, April 20:

Lesson 30-1 Box Plots

In your math book complete pages 391-393. See examples attached.

- Page 391 complete number 1.
- Page 392 complete numbers 2-4, define **five-number summary**.
- Page 393 complete numbers 7-9, define **box plot**.

Tuesday, April 21:

Lesson 30-1 Box Plots continued

In your math book complete pages 394-395. See examples attached.

- Page 394 complete numbers 10-16
- Page 395 complete numbers 17-20 (optional for extra practice)

Wednesday, April 22:

Lesson 30-2 Histograms

In your math book complete pages 397-399

- Page 397 complete numbers 1-3, define **histogram and frequency table**
- Page 398 complete number 4
- Page 399 complete numbers 5 and 6

Thursday, April 23:

Lesson 30-3 More on Histograms

In your math book complete pages 401 - 403

- Page 401 complete number 1, define **class intervals**
- Page 402 complete numbers 2 and 4
- Page 403 complete numbers 5 and 6

Friday, April 24:

Complete the test attached page 13 **Data Unit Assessment**

- If your test is modified, complete the modified test provided.
- You may all use a calculator.
- Please use all accommodations if you have them.
- Take a picture of the test and email it back to me on Remind.

My Notes

MATH TERMS

*The **five-number summary** consists of the values for the minimum, first quartile, median, third quartile, and maximum.

CONNECT TO AP

Describing the distributions of data is a key skill in AP Statistics.

MATH TIP

*Comparative language would be words like **greater, smaller, larger, more, less**, and so on.

2. To summarize numerically, compute the mean and the **five-number summary** for each player's data.

average

	Aaron	Killebrew
Mean:	32.8	26.0
Minimum:	10	0
First Quartile:	26	5
Median:	34	27
Third Quartile:	44	44
Maximum:	47	49

To describe a graph of numerical data, you should comment on the **center** (mean or median), **spread** (range, MAD, or IQR), and **shape** of the distribution (symmetrical or skewed).

3. Write a few sentences describing the distribution of number of home runs per year for Hank Aaron. *The distribution for number of home runs hit per year by Aaron is skewed left with a median of 34 home runs and a range of 37 home runs.*
4. Write a few sentences describing the distribution of number of home runs per year for Harmon Killebrew. *The distribution for number of home runs hit per year by Killebrew is approximately symmetric and uniform with a mean of 26 home runs and a range of 49 home runs.*

Notice that the same scale was used for both dot plots in Item 1.

5. **Reason quantitatively.** Why is it important for the scales to be the same?

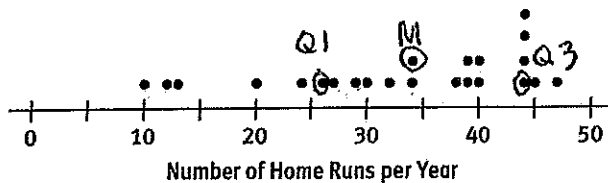
When asked to compare two or more numerical data distributions, you should comment on the center, spread, and shape of the distributions using comparative language.

6. Write a few sentences comparing the number of home runs per year for Hank Aaron and the number of home runs per year for Harmon Killebrew. Discuss your response with your group. As you listen to the group discussion, take notes to aid comprehension and to help you describe your own ideas to others in your group. Ask questions to clarify ideas and to gain further understanding of key concepts.

Lesson 30-1

Box Plots

Below is the dot plot for the number of home runs per year hit by Hank Aaron.



- Circle the dots that represent the median, first quartile, and third quartile.
- Count how many dots are in the following intervals. (If dots are stacked on top of each other, then count up from the bottom.)

Less than Q1:	<u>5</u>
Between Q1 and median:	<u>5</u>
Between median and Q3:	<u>5</u>
Greater than Q3:	<u>5</u>

- What do you notice about the number of dots in each of the intervals above? Explain why this is happening.

There is the same number of dots in each interval because the quartiles split the data set into 4 equal parts.

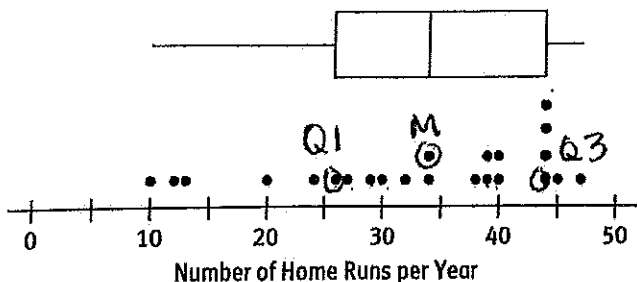
Another type of graphical display for numerical data is a box plot.

* A **box plot** is created using the five-number summary.

The steps to create a box plot are:

- Draw a number line with an appropriate scale.
- Locate the minimum, Q1, median, Q3, and the maximum.
- Draw a box (rectangle) from Q1 to Q3.
- Draw a vertical line inside the box at the median.
- Draw a horizontal line from Q1 to the minimum and a horizontal line from Q3 to the maximum.

Below, the box plot for the number of home runs hit per year by Hank Aaron appears above the dot plot. Follow the steps above to see how the box plot was constructed. Just like the dot plot, where dots are placed above the number line, the box plot also is drawn above a number line.



My Notes

MATH TERMS

* A **box plot** (also called a box-and-whisker plot) summarizes the data by showing graphically how it would be divided into four equal parts. The five-number summary is used to create the box plot.

*Q1
M - median
Q3*

ACTIVITY 30

continued

* Use dot plot on page 343 to answer 10 & 11. **Lesson 30-1**
Box Plots

10. What value does the width of the box represent?
The width represents the IQR.

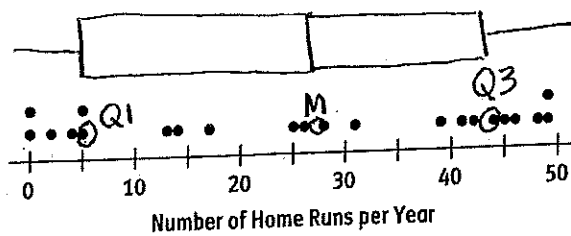
11. What percent of the years did Aaron hit more than 26 home runs?
About 75% 17 out of 23 $\frac{17}{23} = 0.739$
round up to about 75%

Below is the dot plot for the number of home runs per year hit by Harmon Killebrew.

12. Circle the dots that represent the median, first quartile and third quartile. If any of these values falls between two data values, circle the space between those numbers.

Answers on graph below.

13. Draw the box plot above the dot plot.



14. Reason abstractly. The box is fairly wide. What does this tell you about this distribution? The wide box indicates that the IQR is large.

15. What percent of the years did Killebrew hit less than 27 home runs?
11 out of 22 $\frac{11}{22} = 50\%$ $11 \div 22 = 50\%$

In a previous activity, you saw the following data set on the time that it took students to finish a math test.

40 30 23 35 28 29 15 37 38 38 36 35
34 34 35 37 35 36 32 36 35 32 39 34

16. Find the median, first quartile, and third quartile.
Make a dot plot and box plot.

Median = 35

Q1 = 32

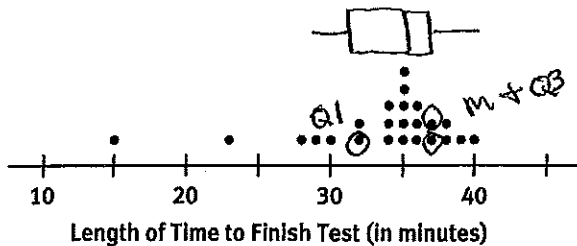
Q3 = 36.5

You can stop here or go on for extra practice.

This page is optional for extra practice!

My Notes

17. Model with mathematics. Draw a box plot for this distribution above the dot plot below.



Range:
 $40 - 15 = 25$

18. Based on the box plot, write a few sentences describing the distribution of length of time it took to finish the test.

The distribution was skewed left with a median of 32 minutes and a range of 25 minutes.

Check Your Understanding

Look back at the dot plots and their accompanying box plots for the Number of Home Runs Hit per Year and Length of Time to Finish Test. Use these graphs to help you answer the questions.

19. What feature of a distribution is easier to see in a dot plot than a box plot?
20. What features of a distribution are easier to see in a box plot than a dot plot?

19. The dot plot shows the shape of the distribution better. It shows the mound shape where the highest part (peak) is.

20. The box plot shows the median, quartiles, and IQR.

Learning Targets:

- Summarize data using frequency tables.
- Construct histograms to represent numerical data.

SUGGESTED LEARNING STRATEGIES: KWL Chart, Think-Pair-Share, Create Representations, Note Taking

Numerical data can also be displayed in a **histogram**. Histograms are drawn differently for numerical data that are *counts* than for numerical data that are *measurements*.

1. In the table below, identify whether the numerical variable is a count or a measurement.

Numerical Variable	Count	Measure
Student's height		X
Number of pets	X	
Amount of time to finish test		X
Number of pairs of shoes owned	X	
Length of index finger		X

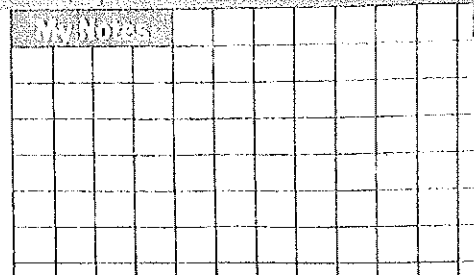
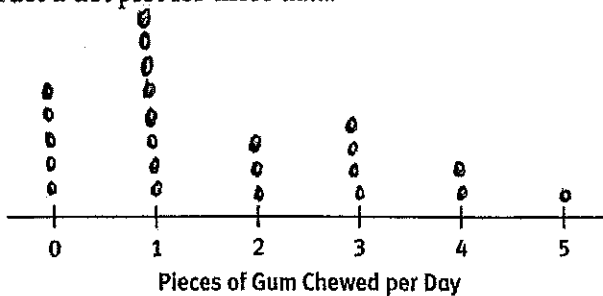
Aoife took a survey of her class. She asked each student how many pieces of gum they chewed per day. The data set is shown below.

4 1 1 5 2 3 4 1 3 0 3 1
1 2 3 0 0 0 1 1 2 0 1

2. **Make sense of problems.** What type of variable is the number of pieces of gum chewed per day?

Pieces of gum chewed is a count variable.

3. Construct a dot plot for these data.



MATH TERMS

* A **histogram** is a graph of numerical data that shows the data distribution. Note that a histogram is used to describe numerical data, while a **bar chart** (also called a **bar graph**) is used to describe categorical data. The bars in a histogram always touch, but the bars in a bar chart never touch.

MATH TERMS

* A **frequency table** displays the possible values of the variable along with the frequency or number of times that value occurs.

* A **frequency table** can be used to summarize data for a count variable. This table is also the first step in making a histogram.

ACTIVITY 30

continued

Lesson 30-2
Histograms

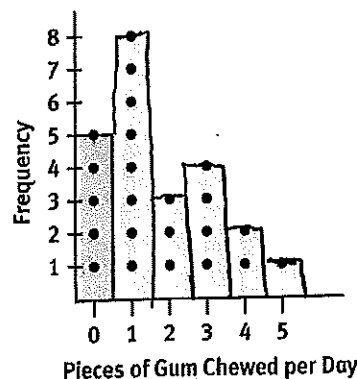
4. Complete the frequency table below for the pieces of gum chewed per day.

Pieces of Gum Chewed	Frequency
0	5
1	8
2	3
3	4
4	2
5	1

To construct a histogram for a numerical count variable:

- Draw a number line for the appropriate values of the variable.
- Draw a vertical line that includes all the values of the frequency.
- Draw a rectangle above each value of the count variable. The rectangle height is the appropriate frequency. This rectangle should be centered over the value.
- Be sure to label each axis.
- Be sure that the rectangles touch.

Below is the dot plot with a vertical scale added that includes the frequency of each value in the frequency table.



Notice that a rectangle has been drawn over the value 0. The height is the frequency, or number of zeros that occurred in the data set.

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Lesson 30-2
Histograms

ACTIVITY 30

continued

My Notes

5. Draw the rectangles for the remaining values of pieces of gum chewed per day.

Use graph on page 398.

6. How do the histogram and dot plot compare?

They are very similar.

7. Looking at the histogram, is it easy to see that the median number of pieces of gum chewed is one piece of gum?

8. Write a few sentences describing the histogram for pieces of gum chewed per day.

9. With the help of your teacher, record the number of pieces of gum that students in your class chew per day.

10. **Model with mathematics.** Construct a histogram for number of pieces of gum chewed per day for students in your class.

11. Write a few sentences describing the histogram for the number of pieces of gum that students in your class chew per day.

Learning Targets:

- Create class intervals.
- Construct histograms using class intervals.

Histograms for numerical variables that are measurements are constructed differently than histograms of data that came from counting. For measurement variables, we group the possible values into class intervals.

There is no rule for the number of class intervals to use, but generally the range of the distribution is divided into anywhere from 5 to 20 class intervals. For a small data set, you can use 5 to 10 intervals.

The data below show the times it took students to finish a math test. The times to the nearest minute are listed below.

40 30 23 35 28 29 15 37 38 38 36 35
34 34 35 37 35 36 32 36 35 32 39 34

This data set is spread from 15 minutes to 40 minutes. We will use 6 class intervals to construct a frequency table. Because the smallest value in the data set is 15, the first interval must include 15. The last interval must include the largest value of 40.

Since time can be measured in parts of minutes, we also want to include all fractional values in the interval.

Notice that the first interval below is from 15 to 20 minutes. This includes 15 minutes and all values up to but not including 20 minutes. The next interval includes 20 minutes and all values up to but not including 25 minutes.

1. Fill in the frequency table for the time to finish a math test data.

Class Interval	Frequency
15 to <20	1
20 to <25	1
25 to <30	2
30 to <35	6
35 to <40	13
40 to <45	1

To construct a histogram for a numerical measurement variable:

- Draw a horizontal line and mark off the class intervals.
- Draw a vertical line that includes all the values of the frequency.
- For each class interval, draw a rectangle above the interval with a height that corresponds to the appropriate frequency. Be sure to label each axis.
- Make sure the rectangles touch.

MATH TERMS

***Class intervals** are intervals which contain some of the possible values of the numerical variable. The widths of the class intervals are usually equal.

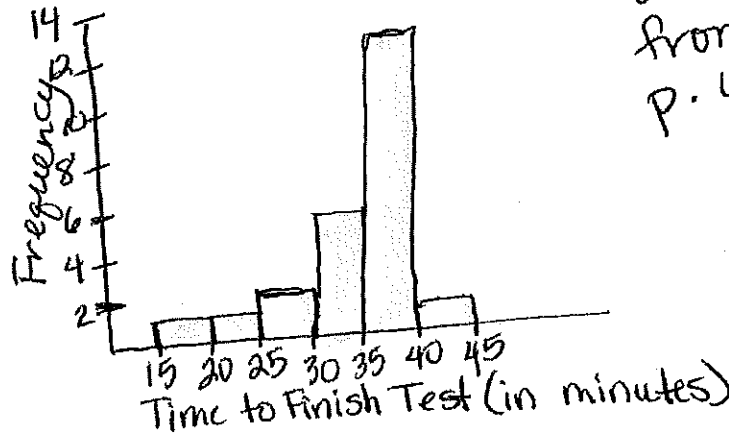
Use numbers in the set above.

ACTIVITY 30

continued

My Notes

2. Use the frequency table to construct a histogram for the number of minutes needed to finish the test.



In a previous activity, the median time to finish the test was calculated as 35 minutes.

3. **Make sense of problems.** Write a few sentences about the distribution of times to finish the math test in minutes.

skewed left Range 25
median 35

Another question on Aoife's class survey was the length of time it took each student to get ready for school that morning (to the nearest minute). The data set is shown below.

38 26 45 37 38 29 33 12 52 22 21 17
32 25 33 21 29 31 6 43 24 30 25

4. Create a frequency table for the length of time to get ready for school. Start by deciding what your class intervals will be. Use between 5 and 7 class intervals.

Sample answer:

Class Interval	Frequency
6 to < 14	2
14 to < 22	3
22 to < 30	7
30 to < 38	6
38 to < 46	4
46 to < 54	1

You can use different intervals. This is just 1 way to do it.

Name _____

Date _____

Data Unit Assessment

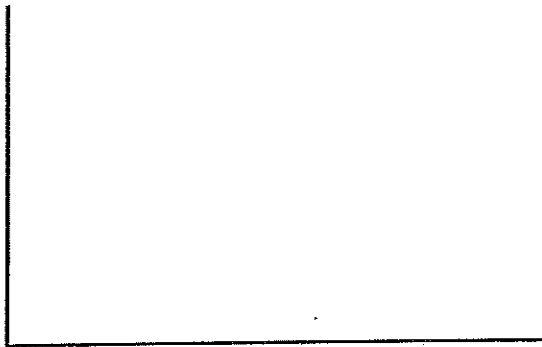
{Show all work on a separate sheet of paper.}

The members of a track team each turn in the number of miles they run each month. Those mileages are given in the table. Find the mean, median, range and interquartile range of the miles.

64	80	102	30	58
75	120	100	90	74
38	42	84	62	98
76	32	20	76	80

1. Mean : _____
2. Median : _____
3. Range : _____
4. Interquartile Range : _____

5. Create a histogram using the mileage information in #1 above.



6. Create a box and whisker plot using the mileage in #1 above.

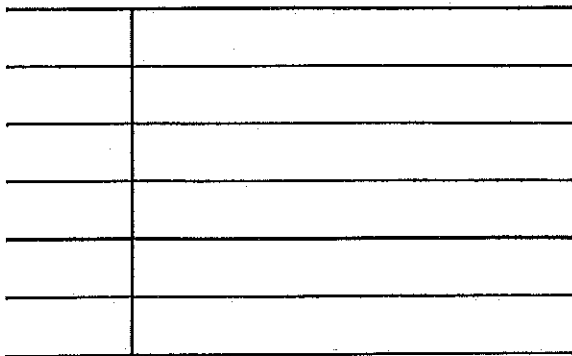
Min : _____ Q1 : _____

Med : _____ Q3 : _____ Max : _____



7. Create a stem and leaf plot using the given test scores.

64	80	92	76	88	82	70	65
75	90	100	98	74	66	81	70



8. Create a line plot using the given ages.

6	5	7	4	3	8	6	4
3	5	8	9	6	5	8	3



* TEST! *

Name _____ Date _____

Data Unit Assessment

{Show all work on a separate sheet of paper.}

The members of a track team each turn in the number of miles they run each month. Those mileages are given in the table. Find the mean, median, range and interquartile range of the miles.

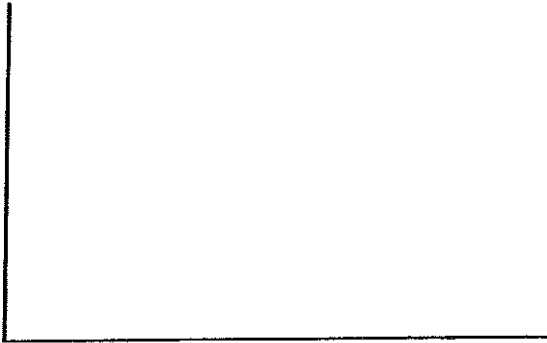
1. Mean : _____

2. Median : _____

3. Range : _____

64	80	102	30	58
75	120	100	90	74
38	42	84	62	98
76	32	20	76	80

5. Create a histogram using the mileage information in #1 above.



6. Create a box and whisker plot using the mileage in #1 above.

Min : _____ Q1 : _____

Med : _____ Q3 : _____ Max : _____



TESTING ACCOMMODATIONS

- _____ Test Read Aloud
- _____ Extended Time
- _____ Small Group Testing
- _____ Calculator/Math Manipulatives
- _____ Other _____
- Signed _____

Modified test
Due Friday, April 24

Sixth Grade Math April 27 – May 1, 2020

Monday, April 27:

Unit 7 Personal Financial Literacy

- In your math book, complete Unit 7 Getting Ready page 410.
- Define the following terms: **savings account, checking account, debit card, deposit, withdrawal, transfer, credit card, and credit report.**

Tuesday, April 28:

Lesson 31-1 Using Financial Services

In your math book complete pages 411-413. See examples attached.

- Page 411 complete numbers 1-3
- Page 412 complete number 7
- Page 413 complete numbers 8-11

Wednesday, April 29:

Lesson 31-2 Using Credit

In your math book complete pages 414-415

- Page 414 complete number 1a, b, c
- Page 415 complete numbers 2, 4, and 9

Thursday, April 30:

Lesson 31-3 Planning for the Future

In your math book complete pages 416-418, See examples attached.

- Read page 416 and answer number 1
- Page 417 complete numbers 2-4
- Page 418 complete number 5

Friday, May 1:

Complete the test attached. This is page 420 in your math book, **Activity 31 Practice.**

- If your test is modified, complete the modified test provided.
- You may use a calculator.
- Please use all accommodations if you have them.
- Take a picture of the test and email it back to me on Remind.

Getting Ready

Write your answers on notebook paper.
Show your work.

1. Add or subtract.

a. $\frac{2}{3} + \frac{1}{3} = 1$ or $\frac{3}{3}$

b. $\frac{2}{3} - \frac{1}{3} = \frac{1}{3}$

c. $\frac{5}{8} + \frac{3}{8} = 1$ or $\frac{8}{8}$

d. $\frac{7}{8} - \frac{5}{8} = \frac{2}{8}$ or $\frac{1}{4}$

2. Multiply.

a. $4 \times \frac{1}{8} = \frac{4}{1} \times \frac{1}{8} = \frac{4}{8}$ or $\frac{1}{2}$

b. $3 \times \frac{1}{3} = \frac{3}{3}$ or 1

c. $5 \times \frac{7}{10} = \frac{35}{10}$ or $\frac{7}{2}$ or $3\frac{1}{2}$

3. Write the letter for the fraction that is equivalent to
- $\frac{3}{4}$
- .

A. $\frac{3}{8}$

B. $\frac{6}{4}$

C. $\frac{6}{8}$

4. Multiply.

a. $0.45 \times 75 = 33.75$

b. $6\% \times 180 = 10.8$

c. $8\% \times 1500 = 120$

5. Multiply. Describe any pattern you notice.

a. $6 \times 20 = 120$

b. $6 \times 200 = 1,200$

c. $6 \times 2000 = 12,000$

Add 0

6. Divide. Describe any pattern you notice.

a. $7000 \div 10 = 700$

b. $7000 \div 100 = 70$

c. $7000 \div 1000 = 7$

Take Away 0

7. Round each number to the nearest hundred.

Explain the rounding rules you used.

a. $26 = 0$

b. $349 = 300$

c. $457 = 500$

d. $650 = 700$

8. Compute. Use what you know about
- order of operations
- .

a. $0.07 \times 840 + 40 = 98.8$

b. $50 + 8\% \times 720 = 107.6$

multiply then add!

Using Financial Services

You Can Bank on It

Lesson 31-1 Understanding Bank Accounts

Learning Targets:

- Examine the features and costs of different types of bank accounts.
- Understand and use a bank account check register.

SUGGESTED LEARNING STRATEGIES: Close Reading, Marking the Text, Summarizing

Learning to manage your money is a skill that you will use throughout life. Many different financial institutions offer banking and other financial services, such as savings and investing accounts. Good money management is all about three things: earning money, saving money, and borrowing wisely.

Having a *savings account* or a *checking account* is a good way to learn about managing money. It pays to check your local financial institutions, because one may pay more or less interest than the other or charge higher fees for their services. Local financial institutions may be branches of national companies or smaller community banks, credit unions, or savings and loans.

ACADEMIC VOCABULARY

A *savings account* pays interest on the amount of money in the account. A *checking account* may or may not pay interest, depending on the bank or financial institution.

Services	Local Credit Union	Local Bank	Local Savings & Loan
Checking account minimum to open, monthly fees	\$100; \$10 per month	\$150; \$5 monthly fee	\$50; \$5.95 per month
Number of free checks per month	No limit	\$0.10 charge per check	Limit of 10 free checks/month; \$0.15 thereafter
Interest paid on checking account	0.35%	No	0.4% with combined balances (savings and checking) of \$500
Debit card	No fee	No fee	No fee
ATM fees outside network	No fee	\$2.50	\$2
Overdraft fee	\$30	\$20	\$25

1. Which financial institution has the highest monthly costs for a checking account? *Local Credit Union (monthly fee is \$10.00)*
2. Which financial institution has the lowest requirement for opening a checking account? *Local Savings and Loan (\$50 minimum to open)*
3. **Apply mathematics in everyday life.** If you wrote 20 checks a month, what fees would you pay to each financial institution?
Local Credit Union \$0; Local Bank \$2.00; Local Savings & Loan \$1.50.

ACTIVITY 31

continued

Lesson 31-1 Understanding Bank Accounts

MV/Notes

ACADEMIC VOCABULARY

* A **debit card** allows customers to withdraw cash from their accounts at ATM (automated teller machines) and pay for purchases at stores.

ACADEMIC VOCABULARY

* A **deposit** is money added to an account. A **withdrawal** is money taken out of an account. A **transfer** moves money from one account to another; for example, from a savings account to a checking account.

Most financial institutions offer free **debit cards** to their customers. A debit card works much like a check in that money is taken from the account to pay for the withdrawal or purchase immediately. While the debit card is usually free, fees may be charged if a withdrawal is made from another bank's ATM, called an out-of-network withdrawal.

4. **Communicate reasoning.** Look back at the table on the previous page. Which debit card would you be likely to choose? Why?
5. Compare the features of debit cards offered by each financial institution.
6. Overall, which bank would you be likely to choose? Explain why.

Most financial institutions allow you to open both a checking and a savings account. You can transfer money back and forth between them. You will receive a monthly statement that shows your beginning and ending balances. It also shows **deposits**, checks written on the account, **withdrawals**, and **transfers**. Interest earned will also appear on the statement.

To keep track of how much money you have in your checking account during the month, you would use a check register. Keeping track of your deposits and withdrawals helps you make sure you do not write a check without enough money in the account to cover it. This is known as an **overdraft** for which most banks charge high fees.

7. Use the information in the following check register to calculate the new account balance with each transaction.

Check Number	Date	Description	Check Amount/ Withdrawal	Deposit	Balance
					\$287.95
	Mar 1	Allowance		\$12.00	299.95 +
201	Mar 8	Class trip	\$15.00		284.95 -
	Mar 12	High Five Sports (debit card)	\$26.77		258.19 -
	Mar 18	Babysitting		\$24.00	282.19 +
	Mar 21	Transfer to savings	\$15.00		267.19 -
	Mar 24	ATM withdrawal	\$20.00		247.19 -
202	Mar 28	Pet supplies	\$8.46		238.73 -
203	Mar 30	School supplies	\$12.40		226.33 -

* Add deposits Subtract withdrawals

Lesson 31-1

Understanding Bank Accounts

My Notes

8. How many deposits were made in this month? What was the total amount deposited?
Two; \$35.00
9. How many checks were written? What was the total amount?
Three; \$35.86
10. What was the balance at the beginning of the month? At the end?
Beginning \$287.95 Ending \$226.32
11. **Analyze mathematical relationships.** What mathematical operations do you use to balance a check register?
Addition and Subtraction

Check Your Understanding

12. What facts would you consider in choosing where to open a bank account?
13. Suppose Janice has a beginning bank balance of \$467. She makes one ATM withdrawal for \$30 and writes 4 checks for \$16.80, \$22.74, \$12.38, and \$14. What is her ending balance?
14. How does using a check register help you manage money?

LESSON 31-1 PRACTICE

15. Give examples of the types of fees that banks and other financial institutions charge for using their banking services.
16. **Use a problem-solving model.** If you have a beginning balance of \$121.40 and you write checks for \$23.50, \$12.80, and \$97.26, what will be your ending balance? What fees might the bank charge?
17. Complete the following check register.

Check Number	Date	Description	Check Amount/ Withdrawal	Deposit	Balance
					\$282.94
	June 3	ATM withdrawal	\$20.00		
	June 10	Yard work		\$30.00	
412	June 15	T-Shirt Shop	\$18.56		
413	June 20	Jeans Store	\$22.28		
	June 25	ATM withdrawal	\$20.00		
	June 26	Transfer to savings	\$25.00		
414	June 30	Books & More	\$12.44		

ACTIVITY 31

continued

Learning Targets:

- Identify the benefits and costs of credit cards.
- Understand credit history and how it applies to a personal credit score.

SUGGESTED LEARNING STRATEGIES: Close Reading, Marking the Text, Create Representations, Discussion Groups

Using a *credit card* for a purchase is a form of borrowing. The card holder does not pay for the purchase until the card issuer sends a bill, which happens once a month. Credit cards offer convenience in buying items. For example, you may not have enough cash with you or you want to buy something and pay for it over a period of months.

Credit cards, however, carry very high interest rates, often 18 to 19% as an annual percentage rate. You will need to consider the interest you pay as part of the cost of what you're buying. However, if you pay off your total balance each month, there is no interest to pay.

1. Suppose you want to buy new shoes, but you do not have enough money saved. Your older brother agrees to buy the shoes and put them on his credit card. You plan to use part of your allowance each month to repay him.

a. The shoes cost \$35. If you pay your brother \$8 when the credit card statement arrives, how much will you still owe him?

\$27

b. **Select appropriate techniques.** Estimate how many months it will take you to repay your brother if you pay \$9 per month after the first month.

3 months

c. Calculate the total cost of your shoes, including simple interest of 18% for the number of months it will take you to repay your brother.

$\$35 + 1.22$ (simple interest for 3 months)
= \$36.22

Anyone who wants to use credit needs a good credit history. Almost everything you do involving money goes on record somewhere. That record is a *credit report*, which is used to assign a credit score. A credit score is usually a number between 300 and 850. Scores of 700 and higher are considered good. Scores of 580 and lower are "poor" or "very poor."

If you have a high credit score, you can borrow money at the lowest interest rates. Lenders will consider you a good credit risk who will repay on time. If you have a low credit score, lenders will charge higher interest rates for loans or may be unwilling to loan money because you have a history of late payments. People with very low credit scores may not be able to get a credit card.

ACADEMIC VOCABULARY

* A *credit card* allows the user to postpone paying for purchases until receiving a monthly bill.

MATH TIP

* Remember that the formula for simple interest is $I = R \times T$ (Interest = Rate times Time).

ACADEMIC VOCABULARY

* A *credit report* contains a detailed list of a person's credit history prepared by a credit bureau and used by a lender to determine a loan applicant's creditworthiness.



Lesson 31-2 Using Credit

Three nationwide agencies report on consumer credit. Everyone is entitled to a free credit report once a year. Information on the report includes the following:

- Public records, such as any fines remaining unpaid or late payments on utility bills, taxes, or city/local fees
- Late payments on loans, such as car loans or home mortgages
- Past-due or unpaid credit card payments, which might include payments to local stores or for items ordered online
- Accounts in good standing, which includes credit accounts for which all payments are up to date

Here are some ways to build a good credit record:

- Always pay bills on time. Even your monthly utility bill affects your credit score.
- Do not borrow or charge more than you can afford. Paying high interest rates on credit card balances can quickly increase the amount owed.
- Open a bank account before trying to get a credit card.
- Have different types of credit, such as a cell phone contract, credit card, and bank account.

2. What information in your credit report would be especially important to a lender?

History of unpaid bills or late payments

3. ~~Working in groups, create a short presentation that reflects your understanding of the information that goes on a credit report. Create a visual to support your presentation.~~

4. Why is your credit score important to you as a borrower?

Borrowers with high credit scores pay lower interest rates and qualify for loans more easily.

Check Your Understanding

5. How long is information kept on a credit report?
6. How does your credit score affect the interest rates on a loan?
7. What can you do to build a good credit history?

LESSON 31-2 PRACTICE

8. **Communicate reasoning.** Explain why credit reports are valuable to both borrowers and lenders.

9. You have a credit card balance of \$188, and you pay annual interest on the unpaid balance of 18%. If you pay \$50 on your balance, how much interest will you pay for the next month on the remaining balance?

10. Compare the features of debit and credit cards.

ACTIVITY 31

continued

My Notes

MATH TIP

Information on a credit report is usually kept for 7 years. Information about bankruptcy may be kept longer.

*9. Use simple interest.
1 month's interest on
\$138 is \$2.07.*

My Notes

Learning Targets:

- Explain various ways to pay for a college education.
- Compare the annual salary of several occupations that require education or training beyond high school.
- Calculate the effects of different annual salaries on lifetime income.

SUGGESTED LEARNING STRATEGIES: Close Reading, Marking the Text, Create a Plan

As you dream about your future, what kind of job or career do you think you will want? Probably you will change your mind several times before deciding. One decision that will affect the kind of job you have and how much you earn is whether you go to college.

College costs can vary greatly depending on the type of school, such as public or private college, community college, university, or trade school. There are several ways to help pay for college.

- **Savings:** Many parents start saving for college when their children are small. Children also can start saving early by putting some of their allowance or cash gifts into savings. There are many types of college savings accounts. Some are offered by local banks or government agencies. Others are private, through insurance or investment companies.
- **Grants and scholarships:** Grants and scholarships are available from several different sources. The federal government provides Pell grants based on financial need, costs to attend school, and status as a full-time or part-time student. Other grants or scholarships may be available from the college itself or from alumni or community groups. Many are available for students with a special talent, such as sports or music. Others are given for high grades. Others may be based on financial need. Unlike student loans, grants and scholarships do not have to be repaid.
- **Student loans:** Like other kinds of borrowing, student loans must be paid back, with interest. Like any loan, it is important to “shop around” for low interest and other terms.
- **Work-study:** Once you are in school, many colleges offer work-study jobs. These jobs can give you experience in a field you are interested in. They may be on campus or in private companies. At the same time, the money you earn helps pay your costs.

1. What factors can earn you a grant or scholarship to help pay college costs?

- Financial need
- Special talents
- High grades
- Child of an alumni
- Member of a group

Lesson 31-3
Planning for the Future

ACTIVITY 31
continued

2. Explain the difference between taking out a student loan and paying with savings, work-study, and other options.

You must repay student loans and interest fees.
 The others do not have to be repaid.

3. Assume that you are ready for college. You plan to go to a local college while living at home. The annual cost for tuition, fees, and books is \$14,500. Also assume that you qualify for a Pell grant of \$5,500 and scholarships of \$1,500.

- a. If the rest of your cost must come from savings, how much savings do you need to pay for your first year?

$$\begin{array}{r} 14,500 \\ - 5,500 \\ - 1,500 \\ \hline \$7,500 \end{array}$$

- b. If fees and tuition increase by 4% each year, how much money would you need for four years of college? Round to the nearest whole dollar for each year's calculation before adding all years.

\$61,573 - see work in margin

4. Use a problem-solving model. Assume that you work 12 hours a week through a work-study program and earn \$7.50 per hour.

- a. How much would you earn per week?

$$7.50 \times 12 = \$90$$

- b. How much would you earn for two semesters of 16 weeks each?

$$\$90/\text{week} \quad 16 + 16 = 32$$

$$90 \times 32 = \$2,880$$

- c. If you work 12 weeks during the summer and earn \$9.50 per hour for a 40-hour week, how much would you earn during the summer?

$$9.50 \times 40 = \$380/\text{wk}$$

$$380 \times 12 \text{ weeks} = \$4,560$$

MVA/10/06

3b) yr 1 = \$14,500

yr 2: $14,500 \times .04 = 580$

$$\begin{array}{r} 14,500 \\ + 580 \end{array}$$

\$15,080 - yr 2

yr 3: $15,080 \times .04 = 603$

$$\begin{array}{r} 15,080 \\ + 603 \end{array}$$

15,683 yr 3

yr 4: $15,683 \times .04 = 627$

$$\begin{array}{r} 15,683 \\ + 627 \end{array}$$

16,310 yr 4

Add them up:

$$14,500$$

$$15,080$$

$$15,683$$

$$+ 16,310$$

\$61,573

ACTIVITY 31

continued

Lesson 31-3
Planning for the Future

My Notes

MATH TIP

Remember that a median is the middle number in a range of values.

5. The following table shows the median weekly earnings for people with different levels of schooling. Complete the table by calculating the increase in weekly income with each additional level of education.

Education Level	Median Weekly Income (2011)	Increase (in dollars)
Less than high school diploma	\$451	--
High school graduate	\$638	\$187
Some college, no diploma	\$719	\$81
Associate degree	\$768	\$49
Bachelor's degree	\$1053	\$285
Master's degree	\$1263	\$210
Doctoral or professional degree	\$1551-1665	\$288-\$402

6. **Use representations.** What is the median increase in weekly income between a high school degree and a college (bachelor's) degree?

According to the U.S. Census Bureau, someone with a college degree will earn about \$1 million more in a lifetime than someone with only a high school diploma. Consider the following statistics:

- The average total earnings for all people with a bachelor's degree is \$2.4 million.
- Those with a professional degree, such as a doctor or lawyer, may earn about \$4 million.

Actual income also depends on many other factors, especially the field in which one works. Graduates in business, science, and engineering earn higher incomes than those with other degrees.

7. What is the percentage difference between the lifetime incomes of people with a high school education and those with a bachelor's degree?
8. Research two or three jobs that interest you. Find out the education that is required as well as the salary ranges you can earn. Use the data to create a table.

ACTIVITY 31

continued

*** TEST**Due Friday
May 1st**ACTIVITY 31 PRACTICE**

1. Explain the difference between a debit card and a credit card.
2. The balance in your checking account is \$342.20. On September 3, you write Check 204 for \$33.99 to a clothing store. Three days later you make a deposit of \$24 for babysitting. On September 12, you take out \$20 from an ATM to go to the movies. Fill in this check register to record those transactions. On September 25, you transfer \$25 to savings. What is the new balance?

Check Number	Date	Description	Check Amount/ Withdrawal	Deposit	Balance
					\$342.20

3. List four actions that can help you build a good credit history.
4. Explain the various ways that a family can pay for college without borrowing.
5. The median weekly income of someone who drops out of high school is \$451. Someone with a bachelor's degree from college earns \$1053 in that same week. Calculate each person's yearly income and then the difference between them.

MATHEMATICAL PRACTICES**Apply Mathematics to Everyday Life**

6. Make the calculations needed to balance the account shown in this check register.
 - a. How often did this person use a debit card? An ATM machine?
 - b. What is the ending balance in this account?

Check Number	Date	Description	Check Amount/ Withdrawal	Deposit	Balance
					\$420.75
300	June 6	Guitar lesson	\$25.00		
	June 10	Bike repair (debit card)	\$11.00		
	June 15	Allowance		\$25.00	
	June 21	Ms. Soto (babysitting)		\$22.00	
	June 22	Shoe Shoppe (debit card)	\$19.99		
	June 25	ATM withdrawal	\$20.00		
	June 25	Transfer to savings	\$25.00		
301	June 30	B & B Books	\$9.40		

6. Make the calculations needed to balance the account shown in this check register.
- How often did this person use a debit card? An ATM machine?
 - What is the ending balance in this account?

Check Number	Date	Description	Check Amount/ Withdrawal	Deposit	Balance
					\$420.75
300	June 6	Guitar lesson	\$25.00		
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	June 15	Allowance		\$25.00	
	June 21	Ms. Soto (babysitting)		\$22.00	
	June 22	Shoe Shoppe (debit card)	\$19.99		
	June 25	ATM withdrawal	\$20.00		
	June 25	Transfer to savings	\$25.00		
301	June 30	B & B Books	\$9.40		

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Modified test

TESTING ACCOMMODATIONS

- Test Read Aloud
- Extended Time
- Small Group Testing
- Calculator/Math Manipulatives
- Other _____
- Signed _____

Dear 6th Grade Parents & Students:

I hope this letter finds all of you healthy and well!

I wanted to let you know what my plans are for the next 6 weeks. We will be working with a program called ReadWorks. It is an excellent program, and we will simply pick up where we left off before this catastrophic interruption. You can reach me by email or by the Remind app. My email address is:

cboyd@darbonnewoods.com

and the code to 6th grade Remind for me is @ee8f6k.

We will have 30 class days to complete the work I am assigning. Basically, your child will spend 2 days reading the literature and taking the test. Then another 2 days with a new topic, and on and on until we have finished all 15 topics. Your child should spend less than 30 minutes per day on the social studies lessons. The test will count as a test grade, naturally. This will be an open-book test based on the information provided for your child to read.

As soon as your child has answered the test questions, he/she can then submit them to me for grading purposes. This is mandatory per Mr. Murry's instructions. Please encourage your child to do his/her own work and not someone else's. The questions are a mixture of multiple choice, fill-in-the-blank, and short answer. Just tell your child to do their best and give all of the information requested in each question. Each test will count 60% of their grade. I will grade these tests in a timely fashion.

We will cover 15 different topics in 30 days. Here is the work for the 1st three weeks:

Week 1

Monday: Where Did King Tut Get His Eyebrows?

Tuesday: test

Wednesday: The Allure of Gold

Thursday: test

Friday: Archaeologists Hit a Homer Run

Week 2

Monday: test

Tuesday: News Shorts: Tomb Raiders

Wednesday: test

Thursday: The Birth of Romulus, Remus, & Rome

Friday: test

Week 3

Monday: Arachne the Weaver

Tuesday: test

Wednesday: The Influence of the Arch

Thursday: test

Friday: The Ancient City of Petra: the Roman Empire Takes Charge

Week 4

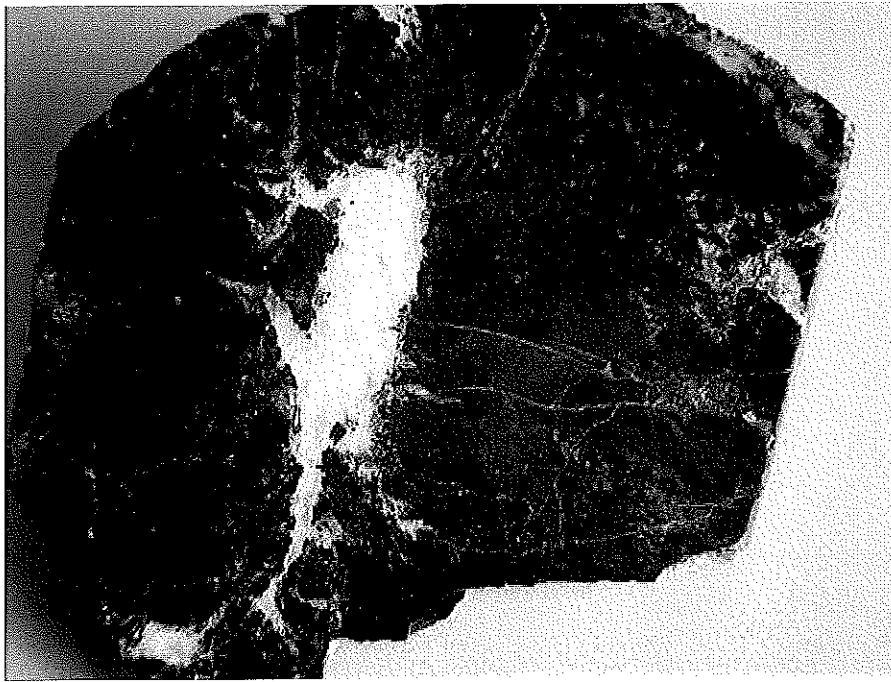
Monday: test

Please do not hesitate to get in touch with me if you have any questions. Stay healthy and God bless!

Mrs. Cat

Where Did King Tut Get His Eyebrows?

by W.M. Akers



lapis lazuli

In 1922, English archaeologist Howard Carter discovered something spectacular. In Egypt's Valley of the Kings, an underground passage led to an empty room, long ago looted by grave robbers. But searching along the walls of the room, Carter's team found something strange: a secret panel that opened a hidden chamber. Inside was an array of ancient objects, but the most spectacular treasure was farther inside.

Working carefully, Carter and his team spent three weeks excavating the tomb. When they were finally ready, Carter opened the door to the burial chamber inside the tomb. He became the first person in 3,000 years to look upon the sarcophagus of Tutankhamen, an Egyptian pharaoh popularly known as King Tut.

Inside Tutankhamen's tomb were hundreds of artifacts. These included sculptures, gold, and four chariots. There were flowers that had been picked five centuries before the founding of Rome. When the air touched them, Carter watched them disintegrate. But of all the marvels inside Tutankhamen's tomb, none would become more famous than the mask of the pharaoh himself.

Tutankhamen was very young when he became king—only eight or nine years old. He spent his reign living as a child while his advisors made the decisions that affected the kingdom. After about a decade of rule, during a war with the neighboring kingdom of the Hittites, Tutankhamen died suddenly. No one knows how he died, but researchers have speculated that it could have been because of an inherited disease or because of an accidental fall, perhaps from a chariot.

Tutankhamen was mummified in the traditional fashion and buried in a sarcophagus inside his tomb. On top of the sarcophagus sits a mask made of 24 pounds of solid gold. It shows the boy king wearing an elaborate ceremonial headdress with a long fake beard attached to his chin. It is a beautiful piece of craftsmanship, and must have astonished Howard Carter and the other archaeologists when they discovered it.

Never had a pharaoh's tomb been so well-preserved. By inspecting all of the objects they found, the archaeologists were able to learn an incredible amount about a king who had been largely forgotten. The news of the discovery sparked a worldwide interest in Egyptian culture that affected fashion, architecture, and popular culture all over the Western world. And King Tut's mask was the symbol of the revival.

Of all the features of the mask, perhaps the most interesting are the pharaoh's eyebrows. These thick arches are bright blue, matching the stripes on the headdress, and are made of one of the rarest substances in the ancient world: a stone called "lapis lazuli," which has a history just as interesting as King Tut's tomb itself.

The ancient Egyptians were talented traders, sending caravans across the desert and boats over the sea. Although the area around the Nile River was rich in some materials, there were many that could not be found there and had to be sent for from far-off lands. Egyptian merchants traded for wood with Lebanon, copper with Cyprus, and incense with the kingdom of Punt. In return, they sent materials that Egypt had in abundance, such as papyrus (an early form of paper) and grain.

But of all the rare goods coveted by the Egyptian ruling classes, few were rarer, or came from farther away, than the stunning blue stone known as lapis lazuli. Its color was rich blue-so blue that the stone's name means "sky stone"-flecked with what appeared to be bits of gold. Across the ancient world, its beauty was prized. Unfortunately, it was very hard to get.

The stunning substance was found only in one place on Earth: the mines of Badakhshan, in what today is northeast Afghanistan. A rugged, mountainous country, it was difficult to extract the rocks, and once they had been mined, it was difficult to send them away. But the stone was valuable enough that traders would risk anything to bring it to market.

Two trade routes led from Badakhshan westward toward the Middle East and Egypt. One, the "northern route," led across the treacherous landscape on the upper border of what is today Iran. The second, the "southern route," began on the Helmand River, proceeding through ancient settlements into the lush land of Mesopotamia. From there, traders continued by land to Egypt, or made their way to the Red Sea to complete their journey by boat. In all, the trip took longer than 2,000 miles-a difficult journey today, but an unfathomable one in 1100 B.C.

Lapis lazuli had many uses for the Egyptians. It was considered a sacred symbol of several gods and goddesses and would be given as an offering to them by those who sought their favor. Judges wore it as a pendant around their neck to symbolize that their power came from Maat, the goddess of truth and balance. And most famously, it was ground into a powder to use as eye shadow and to draw the sacred Eye of Horus. This may be the reason that, when it came time to craft a death mask for Tutankhamen, lapis lazuli was used around the eyes.

The material was so rare that when it came time to make the blue stripes on Tutankhamen's headdress, less-expensive imitation lapis lazuli was used. But for the eyebrows, nothing else would do. Today, you can see the mask on display at the Egyptian Museum in Cairo, Egypt. The eyebrows are as vibrantly blue as they were when Howard Carter discovered them in 1922-and most likely as blue as they were when they were pulled from the earth in Afghanistan, more than 3,000 years ago.

stunning **stun** · **ning****Advanced Definition****adjective**

1. causing, capable of causing, or likely to cause one to be stunned, shocked, or astounded.
 2. (informal) extremely attractive or excellent.
-

These are some examples of how the word or forms of the word are used:

1. She opened it to discover a **stunning** photograph of Netty and the blue heron. Her mother had gotten one!
2. Then, on February 25, 1964, at age twenty-two, Clay knocked out Charles "Sonny" Liston in one of the most **stunning** upsets in sports history to become heavyweight champion of the world.
3. While they only make up 2.5 percent of the world's forests, they are home to a **stunning** array of animals and plants. There are more species of hummingbirds in cloud forests than anywhere else in the world.
4. And, she says, "one of the most **stunning** things I've ever seen in my life was at sunset on day two. An ocean of clouds stretched out below us, slowly streaming over the peak of a shorter mountain nearby."
5. But of all the rare goods coveted by the Egyptian ruling classes, few were rarer, or came from farther away, than the **stunning** blue stone known as lapis lazuli. Its color was rich blue-so blue that the stone's name means "sky stone"-flecked with what appeared to be bits of gold.

symbol

sym · bol

Definition

noun

1. an object or picture that represents something else.

The rose is a symbol of love.

Advanced Definition

noun

1. something that represents something else, esp. a material sign or object that stands for a complex or abstract concept.

The rose is a symbol of love.

2. a sign or figure conventionally used to represent a particular quantity, quality, process, or the like.

The plus sign is the mathematical symbol for addition.

These are some examples of how the word or forms of the word are used:

1. The Arabic alphabet has 28 **symbols**. It is written from right to left.
2. Different colors, types, and sizes of knots meant different things to the skilled reader. Yellow referred to gold, green told things about the land, and red, the color of blood, **symbolized** fighting or battles.
3. The dome of the Duomo was much more like the older structures on the Greek Acropolis than the cathedrals around Europe at the time. The shape of the dome itself **symbolized** the Renaissance's return to the ideals of the Greek and Roman empires.
4. The bell, one of America's most enduring **symbols** of freedom, had to be moved from its second home at Liberty Hall Pavilion in Philadelphia to a new building down the street.
5. The United States government is based in Washington, D.C., the nation's capital. Congress meets in the Capitol Building, and the President lives in the White House. The Supreme Court justices meet in the Supreme Court. These buildings have come to **symbolize**, or stand for, the government.
6. Most cathedrals are built in the shape of the cross, a **symbol** of Christianity.

Name: _____ Date: _____

1. What are the eyebrows on King Tut's mask made of?

- A. copper from Cyprus
- B. solid gold
- C. papyrus
- D. lapis lazuli

2. What does the author describe in the first half of the passage?

- A. different uses of lapis lazuli by the Ancient Egyptian ruling class
- B. the ancient trade routes that led from Badakhshan toward the Middle East and Egypt
- C. the similarities between the founding of Ancient Egypt and the founding of Ancient Rome
- D. the discovery and importance of King Tut's tomb and the mask from his sarcophagus

3. Read the evidence below and answer the following question.

(1) Although it was very difficult to extract lapis lazuli and transport it to Egypt, traders would risk anything to bring the stone to market. (2) The people who made King Tut's golden mask used real lapis lazuli for the eyebrows but used cheaper, fake lapis lazuli for the headdress.

Based on these two pieces of evidence, what can you infer about lapis lazuli in Ancient Egypt?

- A. Ancient Egyptians preferred using imitation lapis lazuli to using real lapis lazuli.
- B. Ancient Egyptians were unable to get as much lapis lazuli as they desired.
- C. Ancient Egyptians were able to get as much lapis lazuli as they desired.
- D. Ancient Egyptians did not want to use lapis lazuli.

4. Based on the passage, what can be concluded about the value of lapis lazuli in Ancient Egypt?

- A. Lapis lazuli was not very valuable in Ancient Egypt.
- B. Lapis lazuli was less valuable than copper in Ancient Egypt.
- C. Lapis lazuli was valuable only to pharaohs in Ancient Egypt.
- D. Lapis lazuli was very valuable in Ancient Egypt.

5. What is this passage mostly about?

- A. the story of King Tut's life and the impact of his death on Egyptian culture, trade, and crafts
- B. the importance of the eyes and eyebrows to Ancient Egyptian culture and mythology
- C. the ways in which the discovery of King Tut's tomb and golden mask affected Western culture
- D. the discovery of King Tut's tomb and golden mask, and the history behind the mask's lapis lazuli eyebrows

6. The passage ends with these two sentences: "Today, you can see the mask on display at the Egyptian Museum in Cairo, Egypt. The eyebrows are as vibrantly blue as they were when Howard Carter discovered them in 1922-and most likely as blue as they were when they were pulled from the earth in Afghanistan, more than 3,000 years ago."

Why might the author compare the blueness of the eyebrows today to their blueness when Howard Carter discovered them and when they were pulled from the earth?

- A. to demonstrate the durability of lapis lazuli and reinforce its value in Ancient Egyptian and present-day Western cultures
- B. to direct the reader to visit Egypt in person to learn more about the history of King Tut, his mask, and the lapis lazuli eyebrows
- C. to connect the present-day reader to the two main historical settings in the passage, Howard Carter's discovery of King Tut's tomb in 1922 and the time of the Ancient Egyptians
- D. to emphasize the importance of properly preserving historic objects

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

King Tut's tomb was filled with hundreds of beautiful and impressive artifacts; _____, it contained his death mask.

- A. in particular
- B. on the contrary
- C. as a result
- D. although

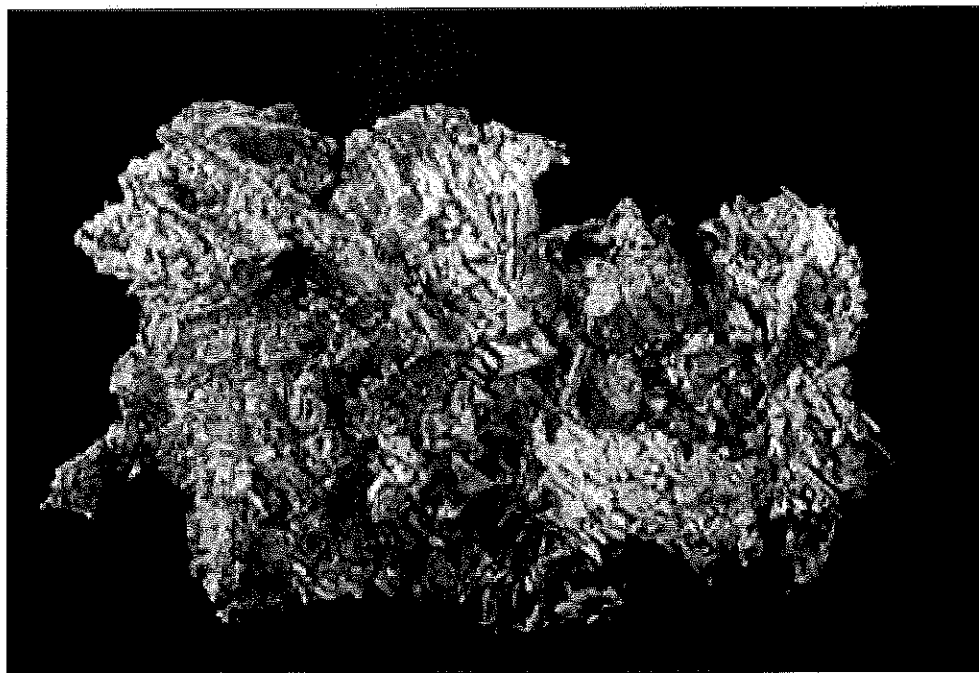
8. Lapis lazuli was used to make the eyebrows for the mask of King Tut, but it also had a number of other uses in Ancient Egypt. List two other ways that Ancient Egyptians used lapis lazuli mentioned by the text.

9. Lapis lazuli was valued by Ancient Egyptians both because it is stunningly beautiful and because it was extremely rare. Give two specific examples from the passage that demonstrate just how much Egyptians valued the stone.

10. Based on information from the passage, what can you infer about how pharaohs were viewed and valued in Ancient Egyptian culture? Give two specific examples from the text to support your inference.

The Allure of Gold

by ReadWorks



The Egyptians used it to create funeral masks for their pharaohs. The Incas called it the "sweat of the sun." It is used to make medals for the best athletes in the world. It symbolizes wealth and riches. Over the centuries, gold has become important to humans. The heavy metal has cultural and economic meaning for human civilizations around the world. But this wasn't always the case.

Gold was used to make jewelry thousands of years ago. Some of the oldest pieces found date before 4000 B.C. Over the centuries, other cultures developed the ability to mine gold and began to use it to buy goods and services. The Ancient Greeks used gold as a form of currency and mined the metal throughout the Middle East and the Mediterranean. The Roman Empire also learned how to mine gold. Ancient Romans built waterwheels and diverted streams of water to extract gold from rivers.

The lure of gold has had a major impact on the course of history in the United States as well. When gold was found in California in 1848, it triggered a movement called the gold rush. Thousands of settlers moved west, hoping to find gold and become rich. In total, 300,000 people came from all over the world to California during the gold rush. Before the gold rush, San Francisco was a tiny town of only 200 people. By the end of the gold rush in 1870, San Francisco's population had grown to 150,000 people. Thousands of Native Americans were displaced by the new settlers and the natural environment was dramatically transformed.

So what exactly is gold? What are the properties of this metal that has become so important to human society? Gold is a pure chemical element and its symbol on the Periodic Table is *Au*. The symbol, *Au*, comes from the Latin word for gold, *aurum*. Gold's atomic number is 79, one of the higher naturally occurring atomic number elements. Even for a metal, gold is quite heavy—over 19 times

heavier than water.

Scientists believe that gold was formed by explosions in space. Dusts that contained metals, including gold, were spread by these explosions throughout the galaxies until they condensed into the solar system and planets where we now live. Because the core of the earth was hot and molten when the planet formed, almost all of the gold sank into the earth's core where we cannot reach it. The gold that humans now find on the surface of the earth came from asteroids that hit the earth billions of years ago.

Gold originally acquired importance to humans because of its appearance. In societies from India to Egypt, gold was used to make decorative objects and jewelry. Unlike silver and some other metals, gold does not lose its brilliance or tarnish when it is exposed to water or air. Gold is also exceptionally resistant to the effects of acid and does not corrode easily. Like other metals, gold is highly conductive of electricity. It can be used in electronics, but because it is so expensive it is rarely used. There are only two metals that are more conductive than gold, based on volume: copper and silver.

Gold is present in the planet's oceans, with significant amounts of the metal in and below the water. It is estimated that in all of the earth's seawater there are approximately 15,000 tons of gold. Although many people have tried to extract gold from the oceans, no one has been successful at recovering gold from seawater.

When it is unmixed with other metals, gold is actually quite soft and malleable. This flexibility makes it easy to use gold in many different ways. A single gram of gold can be hammered into a thin sheet that is one square meter. You can even hammer gold leaf until it is so thin, it becomes transparent.

Because gold is so soft, it is often combined with other metals to make an alloy. The rose gold or white gold that is often found in contemporary jewelry is made by combining gold with other metals including copper, silver, nickel and palladium. Pure gold is measured by weight. Scientists use another term, *karat*, to express how much gold is present when it is combined with another metal. In these circumstances, pure gold is described as 24 karat gold. When gold is mixed with other metals, it becomes 22 karat, 18 karat, 14 karat or 10 karat gold.

Historically, gold was especially easy to melt and work with because it was often found in pure nuggets. Most other metals are only found in ore-bodies-mixes of rock and metals that are more difficult to separate. Gold is also found in ore, distributed in small particles or bands inside rock. When the rock breaks down naturally, for example, due to a river or stream passing over it, the gold particles are released into the debris. In the case of the river, this means that tiny gold nuggets can be found in the sand on the riverbank. There are other nuggets and rocks that look similar to gold, most notably pyrite (also known as "Fool's Gold"). Pyrite is an iron sulfide that looks like gold and may have very small amounts of gold in it. In addition to iron, gold is often found in metal solid solutions with silver or with quartz. A total of 174,100 tons of gold have been mined throughout human history and over three-fourths of this gold has been extracted since 1910.

Most of the gold currently sold in the world comes from mining. South Africa has one of the largest gold mining economies in the world. While this has brought wealth to the country, it has also caused some problems with pollution; mine waste releases harmful acid into the environment. As mines near the surface run out of gold, miners burrow deeper under the ground. Some gold mines are as deep as three miles under the earth's surface. Once a mine is dug, the gold must be extracted from the ground, separated from the ore, and then refined into pure gold. Only at that point can it be poured

into bars for investment or made into fine jewelry. It may seem like a lot of work, but a single ounce of gold is worth as much as \$1,300. It doesn't look like gold mining will stop any time soon.

Gold has impacted, and will continue to impact, human society and history. Whether used as jewelry or currency, gold carries value. Its properties-weight, durability, malleability, rarity, and beauty-combine to make it a natural symbol of wealth and prosperity. People want gold. Its pursuit has driven economic and technological development across the ages, all over the globe, from South Africa to California and beyond. But not without cost: the pursuit of gold has negative impacts, both environmental and social. Nevertheless, this precious mineral formed in space continues to inspire us. We, like the ancient peoples who first discovered it, are touched by the allure of gold.

element el · e · ment**Definition****noun**

1. a basic part of any whole.

One element of this recipe is missing.

2. a pure, simple chemical substance that has only one kind of atom. There are more than one hundred different elements. Gold and oxygen are examples of elements.

Advanced Definition**noun**

1. a part of any whole.

Fresh garlic is a key element of this dish.

The first element of her speech concerned the need for reforms.

Selfishness is an element of human nature.

2. a fundamental principle of something.

The textbook gives an introduction to the elements of calculus.

3. a compatible environment.

When he paints, he is in his element.

4. a natural environment.

Water is the element of fish.

5. any of the substances, now numbering 107, that, being made up of only one type of atom, cannot be chemically separated into simpler substances.

Some of the more well-known elements are lead, zinc, hydrogen, and gold.

6. (pl.) the atmospheric conditions that constitute the weather.

You'll have to brave the elements if you go out today.

Some of these Arctic explorers became victims of the elements.

Spanish cognate

elemento: The Spanish word *elemento* means element.

These are some examples of how the word or forms of the word are used:

1. Coltan contains two precious metallic **elements**: niobium (once known as columbium) and tantalum.
2. Water is made up of the **elements** hydrogen and oxygen and it covers two-thirds of planet Earth.
3. The lasting influence of ancient Rome is apparent in many areas of our contemporary society. Sophisticated **elements** of law, engineering, literature, philosophy, architecture, and art can all be traced back to the Roman Empire.
4. Atoms are so tiny that we can't see them-even with the aid of powerful microscopes. Different fundamental types of matter-we call them **elements**, and they're all listed on the Periodic Table of the Elements-are made up of atoms with different but discrete chemical structures.
5. Photovoltaic cells (otherwise known as solar cells) turn the energy of speeding photons into electricity. Conventional solar cells do that with the help of the **element** silicon.

property

prop · er · ty

Definition

noun

1. all of one's possessions taken as a whole, or a part of those possessions.

The poor man's property included some clothing and little else.

The chairs by the elevator are the property of the landlord.

2. a building or a piece of land.

We plan to build a summer house on our property by the lake.

Advanced Definition

noun

1. the sum total of items owned, or a part of that sum; possessions collectively.

The poor man's property included some clothing and little else.

They left some of their property in the apartment when they vacated it.

She claimed that the paintings were her property and that she had a right to sell them.

2. a piece of land or real estate.

We plan to build a summer house on our property by the lake.

3. land or real estate collectively.

They own a lot of property upstate.

4. a characteristic or essential quality or attribute.

Strength is one of the useful properties of steel.

5. a work such as a play, or the rights to such work, as in copyright.

Are you interested in investing in this new property?

The writer argued that he still owned the property.

Spanish cognate

propiedad: The Spanish word *propiedad* means property.

These are some examples of how the word or forms of the word are used:

1. Chemists investigate **properties** of substances to find out what they are made of and how they change under different conditions. Chemists heat and freeze different objects. They also add other substances to the items to see how they react.
2. When we cook, we change many things about the food we are preparing. These could be any number of **properties**: size, shape, mass, color or temperature.
3. Coltan contains two precious metallic elements: niobium (once known as columbium) and tantalum. The two have similar chemical **properties**. For decades, scientists believed that they were the same element.

Name: _____ Date: _____

1. According to the passage, gold was used to make which item thousands of years ago?

- A. baskets
- B. seashells
- C. jewelry
- D. clothing

2. The cause of the gold rush was the discovery of gold in California in 1848. What was an effect of the gold rush?

- A. Thousands of settlers moved west, leading to the growth of cities like San Francisco.
- B. Thousands of Native Americans started business based on gold and became rich.
- C. Some farmers started trading their bushels of corn for baskets of tomatoes as part of a barter system.
- D. Societies in China, South Asia and parts of Africa started using shells as a form of money.

3. Read the following sentences: "Gold was used to make jewelry thousands of years ago. Some of the oldest pieces found date before 4000 B.C. Over the centuries, other cultures developed the ability to mine gold and began to use it to buy goods and services. The Ancient Greeks used gold as a form of currency and mined the metal throughout the Middle East and the Mediterranean."

Based on this information, what can be concluded about the use of gold?

- A. Gold has been used for only one purpose throughout history.
- B. Gold has had different uses throughout history.
- C. Gold was primarily used only by ancient civilizations.
- D. Gold was used more in ancient times than it has been used in modern times.

4. Based on the passage, what can be concluded about the earth's supply of gold?

- A. Humans have used up nearly all of the earth's supply of gold.
- B. Humans have used up half of the earth's supply of gold.
- C. The earth's supply of gold increases gradually from year to year.
- D. Humans have used up little of the earth's supply of gold.

5. What is this passage mainly about?

- A. jewelry making in ancient civilizations
- B. the properties and use of gold
- C. the use of gold throughout different time periods
- D. the development of currency systems

6. Read the following sentences from the passage: "A single gram of gold can be hammered into a thin sheet that is one square meter. You can even hammer gold leaf until it is so thin, it becomes **transparent**."

As used in this passage, what does "**transparent**" most nearly mean?

- A. see-through
- B. cloudy
- C. shiny
- D. complex

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

_____ gold is very valuable, gold mining will not stop any time soon despite the fact that it is a lot of work and can lead to pollution.

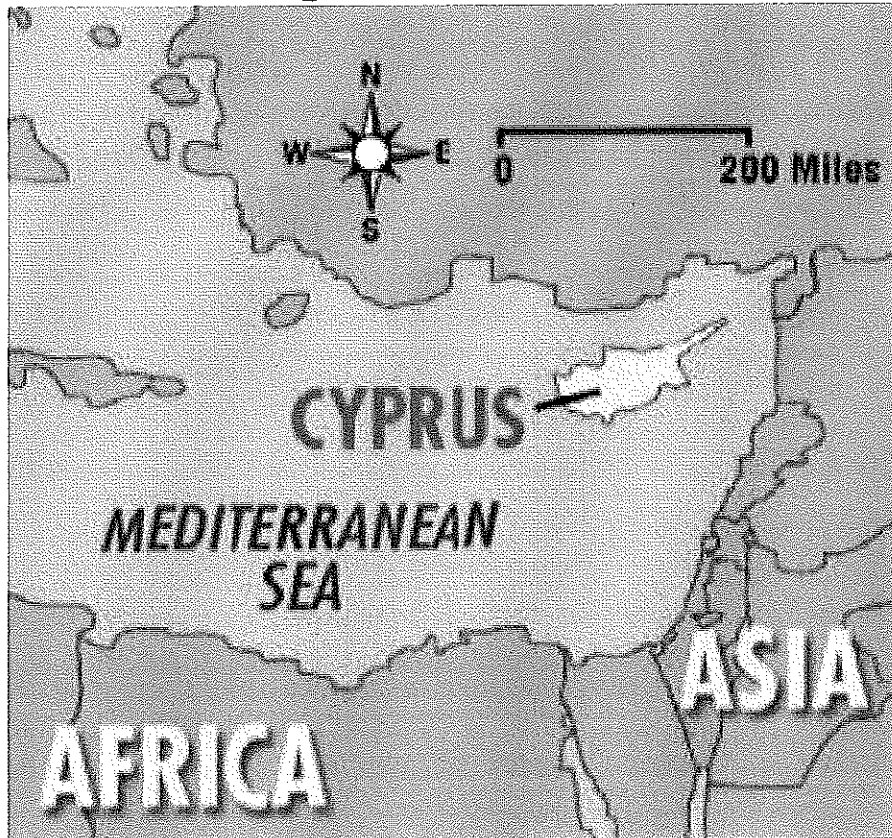
- A. However
- B. Although
- C. Because
- D. Consequently

8. What are some of the uses for gold described in the passage?

9. According to the passage, why did gold originally acquire importance to humans?

10. Explain why gold mining will not stop any time soon. Use evidence from the passage to support your answer.

Archaeologists Hit a Homer Run



Leigh Haeger

Map of Cyprus

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

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

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

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

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

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

represent rep · re · sent**Definition****verb**

1. to be a symbol of something.

People say that red roses represent the feeling of love.

2. to be one person who speaks and acts for many other people, especially in government.

Every state elects two senators to represent its people.

Advanced Definition**transitive verb**

1. to denote or serve as a symbol for.

A skull and crossbones represents danger.

The letter "t" represents the first sound in the word "top."

2. to serve as an agent for.

She represents the insurance company.

3. to depict or portray, as in art.

His paintings often represent village life.

4. to act as spokesperson for, esp. in a U.S. legislative body.

She represents a large city district.

5. to serve as an example of.

This latest incident represents the kind of misconduct he is capable of.

6. to describe in a particular way (usu. fol. by as).

He represented her as a shrewish wife.

7. to produce or perform, as in a theatrical production.

Spanish cognate

representar: The Spanish word *representar* means represent.

These are some examples of how the word or forms of the word are used:

1. Some children dressed in costumes to **represent** their countries and walked with their national flags.
2. The candles **represent** the light that wouldn't burn out thousands of years ago. It was a beautiful evening that I'll never forget.
3. Most people want a candidate who will **represent** them and their beliefs in office. Only American citizens 18 years of age and older can vote in the United States.
4. "As an athlete, I have always been proud to **represent** the United States around the world. Being able to do so in this new position is very special and meaningful to me."
5. Sequoyah came up with a new idea: he would make a picture to **represent** each syllable. After much hard work, Sequoyah had created 85 symbols, one for each syllable in the Cherokee language.
6. "We try to **represent** the Sioux name in a prideful way, and we're proud to have that as our symbol for our team," Glas told the Grand Forks Herald. "We'd like to think we represent it in a positive way."
7. The shapes of Monticello **represent** balance. This notion of balance also helped to guide the American Founding Fathers, including Jefferson, as they designed the three branches of government upon a system of checks and balances so that no one branch would become too powerful.
8. To Fowles, the hippie commune excavations **represent** "the archaeology of now." In the past few decades, he says, archaeologists have begun paying more attention to the recent past and the present. For example, an English archaeologist recently examined a mobile home to find out what the artifacts revealed about its former occupants.

Name: _____ Date: _____

1. Where did construction workers find the sarcophagus?

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

2. Read this paragraph from the passage:

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

What is the purpose of this paragraph?

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

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

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

4. Read this sentence from the passage:

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

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

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

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

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

6. Who is Odysseus?

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

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

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

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

News Shorts: Tomb Raiders



a part of the Valley of the Kings in Egypt

American archaeologists recently did something that would make their mummies proud: They discovered a hidden Egyptian tomb!

Otto J. Schaden and his team found the burial chamber underground in Egypt's Valley of the Kings. It holds five mummies in *sarcophagi* (sar-KAH-fuh-gigh), or coffins. The tomb also contains 20 jars in which Egyptians stored food and drink for the afterlife.

This marks the first time an intact tomb has been discovered in the valley in 84 years. The last tomb found there was that of Tutankhamen, the boy king. Tut's tomb is just feet from the newly found chamber.

"It was just so amazing to find an intact tomb here after all the work that's been done before," Edwin Brock, one of the project leaders, told reporters.

Archaeologists suspect that the tomb is about 3,000 years old. The scientists will study the sarcophagi to determine the mummies' identities and social status.

One of the sarcophagi has the features of a woman with black hair, dark-lined eyes, and a gold necklace.

Schaden says the mummies may be members of a pharaoh's court, but some people have speculated that the tomb may hold the mummy of Nefertiti—one of Egypt's most beautiful and powerful queens. Even if the tomb doesn't hold Nefertiti's remains, it's still the find of a lifetime, archaeologists say. "This cache... proves that the Valley of the Kings is not exhausted," Mansour Bouriak, an Egyptian official, told reporters.

identity

i · den · ti · ty

Definition

noun

1. all the things by which a person or thing is known to be himself, herself, or itself.

The police tried to find out the identity of the criminal.

Advanced Definition

noun

1. all of those characteristics by which a person or thing is known to be himself, herself, or itself.
2. the condition of being exactly the same as another person or thing.
3. likeness or a point of likeness; similarity.

We share identities of appearance and desire.

Spanish cognate

identidad: The Spanish word *identidad* means identity.

These are some examples of how the word or forms of the word are used:

1. Once someone has your personal information, he or she can use your credit card. The thief can even steal your **identity** and pretend to be you when buying things.
2. "Facebook has become a gold mine and a giveaway for **identity** thieves," notes Neal O'Farrell at the **Identity** Theft Council in California. Some users post their full dates of birth, addresses, or phone numbers. Others disclose their places of birth, pet's names, favorite bands, or similar information.
3. Even beyond how children choose their friends or how enthusiastic they allow themselves to appear, the special social awareness of sixth grade students makes them think for the first time about **identity** as a goal in itself. They start to imagine **identity** as something that exists apart from how others see it. They see **identity** as something they can create and shape within themselves.
4. For thousands of years the Chinook have lived near the coast of the Pacific Ocean. They were known, and are still known, for being skilled fishers. The Chinook would make huge dugout canoes, and the fish that they caught most often was the salmon. The salmon was a very important food source for the Chinook, and it plays a large role in the Chinook sense of **identity**.

speculate spec · u · late**Advanced Definition****intransitive verb**

1. to wonder or make a guess or guesses with respect to something.

I don't want to speculate about the nature of their relationship.

We have no facts, so we can only speculate as to her motives.

Would you like to speculate on the possibility of her running for governor next year?

2. to engage in a risky business transaction that promises the possibility of large profits.

The older brother liked to speculate despite the risks of losing money, but the younger brother always played it safe.

3. to buy, produce, or build something in anticipation of an increase in its price.

transitive verb

1. to put forward (a guess or a theory) despite lack of sufficient evidence (fol. by a clause).

The press is speculating that the bomb blast was carried out by terrorists.

2. to wonder about or consider.

I'm just speculating whether or not he really knew what he was doing.

Spanish cognate

especular: The Spanish word *especular* means speculate.

These are some examples of how the word or forms of the word are used:

1. Some scientists even **speculate** that a new "super-continent" like Pangaea may form again!
2. They **speculate**, or guess, that Stonehenge was a memorial site or cemetery for the villagers.
3. Culinary historians **speculate** that the deer was roasted on a spit over a smoldering fire and that the colonists might have used some of the venison to whip up a hearty stew.

The police are now calling the husband a suspect in the case.

adjective

1. open to suspicion or doubt.

His motives for convincing her to change her will are certainly suspect.

Spanish cognate

sospechar: The Spanish word *sospechar* means suspect.

These are some examples of how the word or forms of the word are used:

1. Both Dennis and Meehan **suspect** that hypertension, or high blood pressure, is a factor in the disease.
2. Archaeologists also found granaries on cliff ledges. They **suspect** the Fremont put the granaries there to protect the food supply from rodents and raiders.
3. Danny sat at his desk, staring at his homework. He felt rotten. Valentine's Day was rotten. Homework was rotten. The whole world, he was beginning to **suspect**, was probably rotten, too.
4. Since Leith was in the countryside, and everyone in town loved nature and animals, Anna **suspected** that the rest of the town might be on her side. When the vote finally came in, Anna was proven right. They would bring in the beavers!
5. The photos seemed to all have been taken around the same time, and judging by the mayor's appearance, it couldn't have been long ago. In them, Waylon was with one of the **suspected** crime leaders in our area, exchanging a mysterious package. It was suspicious, to say the least.
6. In 2007, Hueter and his colleagues attached a tracking device to an adult whale shark that they had named Rio Lady. In 150 days, she traveled nearly 8,000 kilometers (5,000 miles) from Mexico's Yucatán Peninsula southeast to a point halfway between Brazil and Africa. Hueter **suspects** that whale sharks give birth there.
7. Other chemicals have taken its place, but bedbugs have developed resistance. Today's bugs survive doses 1,000 times stronger than what would have killed them 10 years ago. "It's survival of the fittest," Merchant observes. He **suspects** they're also returning partly because people travel more. "Bedbugs are great hitchhikers in boxes and luggage."
8. Pedersen and her colleagues are eager to understand how each muscle-made molecule affects the body, from head to toe. Some myokines, she **suspects**, might even have an anticancer effect.
9. "Hello, Norman, Dave." It was Greta, one of Norman's favorite customers. I **suspect** that she smuggles him treats but I still haven't caught her in the act.
10. Robbie wasn't making tea, and he **suspected** his mother knew that. She had just brought him home from school, and tea was the last thing on his mind.

Name: _____ Date: _____

1. The newly found tomb contains all of the following EXCEPT

- A. a gold necklace
- B. the mummy of King Tut
- C. 20 jars in which food was stored
- D. five mummies in sarcophagi

2. How do archaeologists describe the tomb?

- A. as a tomb that has been raided
- B. as the find of a lifetime
- C. as an ordinary burial chamber
- D. as a place where people live

3. In the first paragraph ("American archaeologists recently did something that would make their mummies proud..."), why did the author choose the phrase "make their mummies proud"?

- A. The author knows what an important role mothers play.
- B. The author was being funny by using a play on words.
- C. The author thought that the mummies were happy to be found.
- D. The author wanted to show how serious the discovery is.

4. Read this sentence from the passage:

"Schaden says the mummies may be members of a pharaoh's court, but some people have speculated that the tomb may hold the mummy of Nefertiti-one of Egypt's most beautiful and powerful queens."

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

- A. thought
- B. forgotten
- C. discovered
- D. broadcast

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

- A. Scientists recently found a hidden Egyptian tomb.
- B. Being an archaeologist is challenging but rewarding.
- C. Egypt's Valley of the Kings is a place rich with history.
- D. Queen Nefertiti was a beautiful and powerful ruler.

6. What are sarcophagi?

7. How do you think the author feels about the discovery? How do you know? Cite an example from the text.

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

_____ many archaeologists had been to the site before, this was the first time the hidden tomb was discovered.

- A. Although
- B. During
- C. Because
- D. When

The Birth of Romulus, Remus, and Rome

by Dan Stahl



illustration of Romulus and Remus

Rome is known as the Eternal City, but that's an exaggeration. Rome may be old, but it hasn't been around forever. It was founded in or around the 8th century BCE. According to legend, the date of its founding is 21 April 753 BCE.

Rome's age doesn't matter as much as its history. The city began as a village in western Italy. Over the following centuries it grew into an empire that stretched across Europe, North Africa, and the Middle East. A man who lived in Rome as it was growing wrote that its power was second to none except the gods.

That man, whose name was Livy, was a historian. He wrote 142 books about the history of Rome. He believed the city did not develop by chance but by fate.

Livy's books are a mix of fact and legend. What mattered to him was not whether every event he described happened. What mattered was the behavior of the people he wrote about. He urged his readers to study these people and learn from them.

Here is his account of how Rome was founded. You may believe it or not, as you like. What you should do is think about it and learn from it. Oh, and one more thing: enjoy it.

* * *

Before Rome, there was Alba Longa. It was another city in the same part of Italy. The king who ruled it had two sons, Numitor and Amulius. He left his kingdom to Numitor, the older of the two. However, Amulius ousted his brother and took over the kingdom. He then had Numitor's sons executed. As for Numitor's daughter, he made her a priestess. He pretended it was an honor, but it wasn't. It was a ruse to stop her from becoming a mother.

She became a mother anyway. The father of her twin boys was said to be the god Mars, but even he could not protect her and her sons from Amulius. The king had her arrested and ordered that her baby boys be drowned.

Accordingly, the boys were taken to a river. This river, known as the Tiber, had overflowed its banks. The overflow had collected in pools that blocked access to the river. *The pools will do*, thought the king's servants. They left the boys floating in a basket on one of the pools.

Soon the water receded, leaving the twins on land. Nearby was a thirsty she-wolf, which heard the boys crying and veered toward them. She nursed them and gave them a tongue bath. At that point the three of them were discovered by a shepherd. The shepherd was Faustulus, the overseer of the king's flocks. He took the boys home and entrusted their upbringing to his wife.

Once the twins had grown up, they started hunting in the woods. They did not limit themselves to animals. They also attacked robbers, taking their loot and distributing it to neighboring shepherds. The shepherds then teamed up with the twins, forming a posse of youths.

The robbers disliked being robbed and wanted revenge, so they ambushed the posse of young men. One of the twins, Romulus, held his ground. The other twin, Remus, was captured. The robbers hauled Remus to King Amulius, claiming he was a criminal. *He took part in raids on the lands of Numitor*, they said. Accordingly, Remus was turned over to Numitor for punishment.

Concern for Remus led Faustulus to approach Romulus. Faustulus had suspected from day one that the twins were royalty. He knew about the king's order of infanticide, and he knew his discovery of the babies coincided with that order. He now shared this knowledge with Romulus.

Numitor also discerned the truth. While Remus was in his keeping, Numitor heard about the twin's brother. Learning of their age and nobleness, he deduced their identity.

Hence trouble awaited King Amulius on two fronts. First there was Romulus. He was organizing an ambush against the king with the shepherds. Meanwhile, Remus had formed another group at the estate of Numitor. When Romulus's group made its attack, Remus's group came to their assistance. In this way they struck down the king.

Upon the king's death, Numitor called a meeting of the people. In it he disclosed his brother's crimes and his grandsons' identity. At last he revealed the death of Amulius. Romulus and Remus then hailed their grandfather as king. Everyone present approved, and Alba Longa was restored to Numitor.

Now Romulus and Remus were itching to found a city of their own. It would be where they had been

abandoned and brought up. The shepherds and others joined them.

The brothers' plans hit a snag, however. Ambition ran in their family, and now a rivalry developed between them. Because the brothers were twins, neither could claim superiority by age. How, then, to determine the ruler of the new city? Or which of them it should be named after? The gods would have to decide. To receive their answers, Romulus and Remus each went to a separate hill where they awaited a sign from the heavens.

A sign-six vultures-came to Remus first. Just as the sign was proclaimed, twelve vultures came to Romulus. Each brother was hailed by his followers as king. Remus's group justified its claim by the order of the signs, while Romulus's group cited the number of birds. The two groups started debating and wound up brawling. In the turmoil Remus got clobbered and dropped to the ground, dead.

There is another story of Remus's death. In this version, the walls of the brothers' city were under construction. Remus jumped over Romulus's walls to make fun of them. Romulus killed him in a rage, uttering these words: "The same to anyone else who trespasses on my walls!"

In this way Romulus became the sovereign of Rome. The city had been born and was named after its founder.

Note: The story of Romulus and Remus related here is an adaptation. Its source is Book 1 of Ab Urbe Condita by Titus Livius (Livy).

Name: _____ Date: _____

1. Whose account of Rome's founding is provided in the text?

- A. A Roman king named Faustulus's account
- B. A Roman historian named Livy's account
- C. An ancient historian named Amulius's account
- D. A shepherd named Remus's account

2. Who are the main characters in the story?

- A. Amulius and Romulus
- B. Numitor and Remus
- C. Faustulus and Numitor
- D. Romulus and Remus

3. Amulius wanted to prevent Numitor's descendants from reclaiming the kingdom.

What evidence from the text supports this conclusion?

- A. The father of Romulus and Remus was the god Mars.
- B. Amulius tried to stop Numitor's daughter from becoming a mother, then tried to kill her sons.
- C. Amulius turned Remus over to Numitor for punishment.
- D. Faustulus told Romulus the truth about his birth.

4. How are Romulus and Remus similar to Amulius and Numitor?

- A. Both sets of brothers had children that reclaimed their kingdoms.
- B. Both sets of brothers decided to establish new cities.
- C. Both sets of brothers experienced loss because of uncontrolled ambition.
- D. Both sets of brothers fought against the shepherds.

5. What is the main idea of this passage?

- A. Much of what we know about Roman history is due to the 142 books written by Livy.
- B. Amulius and Numitor ruled a great kingdom that eventually became Rome when Romulus killed his twin Remus.
- C. Romulus and Remus both believed they were chosen by the gods to become ruler, leading them and their followers to fight over who should rule the new city.
- D. Romulus and Remus retook their grandfather's kingdom and planned to build their own city, but the rivalry that developed between them left Remus dead.

6. Read these sentences from the text.

"Faustulus had suspected from day one that the twins were royalty. . . . Numitor also discerned the truth."

As used in the passage, what does the word "discerned" mean?

- A. rejected
- B. misunderstood
- C. recognized
- D. denied

7. Choose the answer that best completes the sentence.

The rivalry between the twins left Remus dead. _____, Romulus became the sovereign of Rome.

- A. Otherwise
- B. Consequently
- C. Initially
- D. For example

8. How does Remus die in the first version of the story?

9. How does Remus die in the second version of the story?

10. Livy's purpose in writing the history of Rome was to help readers learn from his characters. What lesson might readers learn from his account of how Rome was founded?

Support your answer with evidence from the text and images.

Arachne the Weaver

by ReadWorks



illustration of Arachne

It may seem difficult to take Greek myths seriously. After all, they tell of angry gods, dueling goddesses, snake-haired women, and beasts consisting of both animal and human parts. But mythology was a significant influencing factor in the day-to-day lives of the people of ancient Greece. They didn't have televisions or the Internet. There was no Google then, no encyclopedias, and no way to look some piece of information up quickly and learn it. Instead, the ancient Greeks turned to stories and legends to understand how the world around them operated. They used myths to explain the things they didn't understand, like thunder and earthquakes. And they used myths to make scary things seem less frightening. Over time, myths changed, and their events and details varied from one telling to the next, but their narrative outcomes remained largely the same.

Mythology, in the time of ancient Greece, was used not only to explain various phenomena that we now understand via scientific truths, but to account for the origins of humankind. It answered questions like, "What happens after death?" and, "Why does humanity exist at all?" Myths were also often entertaining, and sometimes humorous and intriguing; remember that there weren't TV episodes or movies in ancient Greece, so people had to entertain themselves in other ways. But more than that, myths told people how to live, and how to tell right from wrong. These stories included morals intended to teach valuable life lessons and instill ethics in their readers.

Take, for instance, the story of Arachne. Arachne was a young girl famed in her region for her spinning and weaving. Her cloth was said to be the softest and fairest of any in the land—so fine that

some believed it to be spun from gold. Because of her skills, Arachne was prideful. She thought herself the best spinner and weaver in the world, and she was certain that no one could match her talents and gifts.

One day, an old woman walked past Arachne weaving on her loom and asked her, "Who taught you to weave so well?"

Arachne replied that she had taught herself, and that she was the best spinner and weaver in the world.

"But perhaps Athena, the goddess of craft and weaving, taught you to spin and weave without your knowing it?"

Arachne, in her vanity, replied, "No, not even Athena is as good as I am."

The old woman then tore away her disguise and revealed herself as Athena. She was enraged that a mortal could be boastful and would dare to compare herself to a goddess. And so, Athena challenged Arachne to a spinning and weaving contest. The rules of the contest were simple: each woman would weave a tapestry, and Zeus, king of the gods, would act as the judge. If Arachne won, Athena would never weave again. And if Athena won, Arachne would never spin or touch a loom for the rest of her life.

Hundreds gathered to watch the two women weave. Arachne wove a cloth from the finest silk. It was said that the cloth was so fine it could barely be felt, but that it had the strength to hold a hundred men. On the cloth, Arachne depicted the failings of the gods, portraits of the gods acting immorally and foolishly.

Athena, on the other hand, is said to have spun with sunbeams, the sky, the fields, and the clouds. She wove a tapestry that showed the gods in all their strength and glory, praising them for their splendor.

It was obvious that Athena's cloth was more spectacular than Arachne's. Even Arachne, upon seeing Athena's tapestry, hid her face in her hands in shame.

In one version of the myth, Athena shredded Arachne's cloth into pieces when she saw how the girl had insulted the gods. But both women knew who the victor was, and Arachne realized that she would never be able to touch a loom again.

Ashamed and devastated at her loss, Arachne attempted to kill herself. Athena, taking pity on Arachne, stopped her. Athena insisted that Arachne remain true to her word and never again spin or touch a loom. Athena then transformed her into a spider so that she could continue to spin and weave beautiful tapestries. All spiders, in Greek mythology, are said to be the children of Arachne.

This particular Greek myth served to warn against the dangers of pride and vanity, as well as caution those seeking to compete against or humiliate the gods.

influence in · flu · ence**Definition****noun**

1. a thing or person that can affect another thing or person.

My mother was a big influence in my life.

The war had an influence on the country's future.

verb

1. to affect.

Your ideas have influenced my thinking.

Advanced Definition**noun**

1. the power or intangible action of one thing or person which brings about an effect on another.

Her friends had a lot of influence on her decision to go into acting.

The ideas of Karl Marx had a strong influence on him as a youth.

We can see the influence of Picasso in this artist's works.

2. a thing or person that exerts such action.

She had always been a major influence in her younger sister's life.

The works of the French impressionists were his early influences.

3. corrupt use of personal connections to sway someone in a position of authority.

He used his influence to get his son the job.

transitive verb

1. to have influence on; sway.

Her arguments failed to influence her son's decision.

His friends influenced him to take up soccer.

These are some examples of how the word or forms of the word are used:

1. It is important to remember that Native Americans had established customs, beliefs, traditions, and general ways of living well before European **influences** began to spread across the continent.
2. From the days of early European exploration, through the chaotic frenzy of the California Gold Rush, and into modern day, San Francisco's development has been **influenced** greatly by its location on the San Francisco Bay.
3. Peers are people your age, such as your friends, who have experiences similar to yours. Your peers **influence** your decisions and behavior every day, and they can push you to make bad choices, even dangerous ones. But is peer pressure always bad?
4. The Energy's sound is heavily **influenced** by early 1990s rock, and ideas for songs come to Clifford in snippets, which he hands off to Wolfsdorf to shape into lyrics.

myth**myth****Advanced Definition****noun**

1. a story or body of stories based on tradition or legend, originating in the oral history of a preliterate society and incorporating its beliefs about the origins of the world, the causes of natural events, and the origins of the society's customs and practices.

According to the Greek myth, Prometheus stole fire from the gods and gave it to man.

2. a story, theme, or personage that may or may not be factual, preserved in oral or written form as an embodiment of a people's ideals and accepted truths.

There are various myths surrounding King Arthur.

3. a story or belief, or body of stories or beliefs, that has no demonstrated basis in fact but is accepted as true without examination or investigation.

It is a myth that lightning never strikes again in the same place.

The author of the book takes on the myth of Western cultural superiority.

4. an invented or imaginary story, person, or thing.

Who started this myth about the company being sold?

Spanish cognate

mito: The Spanish word *mito* means myth.

These are some examples of how the word or forms of the word are used:

1. This particular Greek **myth** served to warn against the dangers of pride and vanity, as well as caution those seeking to compete against or humiliate the gods.
2. The account there was so fantastical, so literally incredible that at first glance I took it for nothing more than **myth**-no more true than the dragon of the book's title. It had nothing at all to do with my research, and yet two aspects clung to me, and I couldn't shake them.

vanity

van · i · ty

Advanced Definition

noun

1. an excessive admiration of oneself, esp. one's appearance; conceit; vainness.

She wanted to swim with the others, but her vanity prevented it: she was afraid of ruining her makeup.

The salesclerk flattered the customer, hoping to exploit his vanity.

The young man's vanity kept him from seeing his flaws.

2. some quality, instance, or achievement about which one is conceited.

Her hair is her especial vanity.

3. the lack of real value, usefulness, or meaning; triviality; vainness.

The radical thinkers criticized what they felt was the vanity of contemporary life.

4. a table or stand with a mirror for use in dressing, applying cosmetics, and the like; dressing table.

5. a small piece of luggage for carrying toiletries; vanity case.

6. a small case containing a mirror and sometimes cosmetics; compact.

Spanish cognate

vanidad: The Spanish word *vanidad* means vanity.

These are some examples of how the word or forms of the word are used:

1. My poet's **vanity** dies in shame before thy sight. O master poet, I have sat down at thy feet.
2. "But perhaps Athena, the goddess of craft and weaving, taught you to weave without your knowing it?" Arachne, in her **vanity**, replied, "No, not even Athena is as good as I am." The old woman then tore away her disguise and revealed herself as Athena. She was enraged that a mortal could be boastful and would dare to compare herself to a goddess.
3. This particular Greek myth served to warn against the dangers of pride and **vanity**, as well as caution those seeking to compete against or humiliate the gods.

Name: _____ Date: _____

1. What did the ancient Greeks turn to in order to understand how the world operated?
 - A. books and encyclopedias
 - B. gods and goddesses
 - C. stories and legends
 - D. rulers and laws

2. What does the author describe in the article?
 - A. the role of mythology in ancient Greece
 - B. the importance of theater in ancient Greece
 - C. the origins of humankind according to Greek mythology
 - D. how ancient Greek myths changed over time

3. "[M]ythology was a significant influencing factor in the day-to-day lives of the people of ancient Greece."

What evidence from the text supports this statement?

- A. "Myths were [...] sometimes humorous and intriguing[.]"
 - B. "[M]yths told people how to live, and how to tell right from wrong."
 - C. "[The ancient Greeks] didn't have televisions or the Internet."
 - D. "Over time, myths changed, and their events and details varied[...]"
-
4. Based on the story, how can Arachne be described?
 - A. Humble and kind
 - B. Clever and generous
 - C. Talented and insecure
 - D. Vain and disrespectful

 5. What is a main message of the story of Arachne?
 - A. The gods are immoral and foolish.
 - B. People should keep their talents secret.
 - C. People should not be vain or prideful.
 - D. Gods and humans are equally talented.

6. Read these sentences from the text.

"On the cloth, Arachne **depicted** the failings of the gods, portraits of the gods acting immorally and foolishly.

"Athena, on the other hand, is said to have spun with sunbeams, the sky, the fields, and the clouds. She wove a tapestry that showed the gods in all their strength and glory, praising them for their splendor."

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

- A. praised
- B. showed
- C. prayed to
- D. warned about

7. Choose the answer that best completes the sentence.

Athena challenged Arachne to a spinning and weaving contest _____ she was enraged that Arachne dared to compare herself to a goddess.

- A. however
- B. although
- C. because
- D. therefore

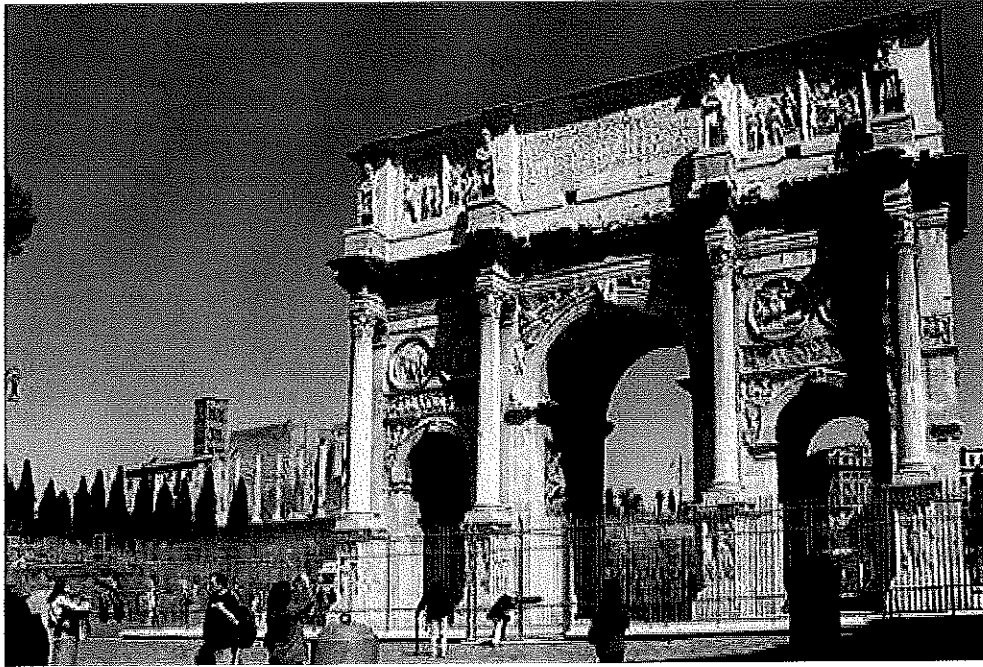
8. What did Athena do to Arachne at the end of the story?

9. The text says that the myth of Arachne "served to warn against the dangers of pride and vanity[.]" How does the story of Arachne demonstrate the dangers of pride and vanity? Use details from the story to support your answer.

10. Based on the myth of Arachne, how were the ancient Greeks supposed to live their lives? Use evidence from the text to support your answer.

The Influence of the Arch

by ReadWorks



The lasting influence of ancient Rome is apparent in many areas of our contemporary society. Sophisticated elements of law, engineering, literature, philosophy, architecture, and art can all be traced back to the Roman Empire. But perhaps one of the most lasting contributions from Roman civilization is something we see nearly every day: the Roman arch.

An arch is a curved structure designed to support or strengthen a building. Arches are traditionally made of stone, brick, or concrete; some modern arches are made of steel or laminated wood. The wedge-shaped blocks that form the sides of an arch are called voussoirs, and the top center stone, called the keystone, is the last block to be inserted. During construction, the arch is supported from below before the keystone is put in. The curve of an arch may take different shapes, but it is often a rounded or pointed semicircle.

Although the Romans revolutionized the arch, the structure has been around since before them. The Assyrians used arches to construct vaulted chambers or underground drains. However, these early arches were only suitable for small structures. The designs weren't sophisticated enough to support larger edifices, like palaces or government buildings.

The Romans, however, improved the arch and made it strong enough for large-scale, widespread use. By developing an arch capable of supporting huge amounts of weight, they laid the groundwork for some of the most important advancements in architectural history. The arch became a vital feature of bridges, gates, sewers, and aqueducts, which in turn were integral to the modernization of cities.

So how did the Romans do it? With their vast knowledge of engineering and design, Roman architects developed a very strong type of concrete by mixing lime and volcanic sand. Arches made of this material could support extremely heavy weights. In most cases, the Romans didn't use mortar, but instead relied on the precision of their stonework to ensure the sidewalls of the arch could

withstand the pressure from the keystone.

After the arch, Roman architecture continued to evolve with improvements on the vault. A vault is an arched overhead structure that provides a space with a ceiling or roof. Like the arch, the vault has been around since ancient times. But it was the Romans who created a rigid, solid structure that didn't need any external buttresses or supports. This advancement allowed the Romans to easily construct vaults over vast spaces to create amphitheaters and basilicas. The vault also led to the development of the cupola and the dome, proving just how far-reaching the arch's influence goes.

An arch is more supportive than a horizontal beam due to the downward pressure on an arch. The development of the arch and the vault were also crucial to the construction of what may be one of the most recognizable structures on earth: the Roman Coliseum. Its vaulted arches made the ceilings much stronger than a flat ceiling. In construction, there are many benefits to using arches instead of straight beams. Arches are advantageous to horizontal beams (known as lintels) because they're made of small blocks of brick or stone, and therefore can span wider openings.

It wasn't long before cultures around the world adopted the new and improved Roman arch. Muslims from the Arab world modified the Roman design and created pointed, scalloped and horseshoe arches in their magnificent palaces and mosques. These unique arches came to be emblematic of Islamic art and architecture. In Europe, the pointed arch was used extensively in Gothic architecture. Not only did pointed arches increase a structure's strength and stability, but they also created the soaring, spacious feel characteristic of many Gothic churches. By the Middle Ages, more complex arch and vault structures were introduced.

The Roman Arch also set the foundation for the magnificent triumphal arch. These imposing structures are generally built over large thoroughfares to commemorate important military victories. They're often ornately decorated and detailed with inscriptions. It's estimated that at one time, Rome alone had over 50 triumphal arches. Today only a handful remain, and the Arch of Constantine in Rome and the Arc de Triomphe in Paris are two of the most recognizable triumphal arches.

Centuries after the fall of the Roman Empire, modern arches use the same basic blueprint. Over time, the arch has come to define some of the most impressive buildings around the world. From the Taj Mahal in India to the U.S. Capitol Building in Washington, D.C., the arch gives many buildings a sense of elegance, grandeur, and sophistication.

construction

con · struc · tion

Definition

noun

1. the act or process of building.

Construction of the new mall will begin next year.

2. the job or business of building things such as houses, roads, or other structures.

If you work in construction, you use many tools.

Advanced Definition

noun

1. the act or process of building or constructing.
2. something that is put together or constructed; structure.
3. the manner in which something is constructed.
4. the job or business of constructing, esp. buildings, roads, or other large structures.

Spanish cognate

construcción: The Spanish word *construcción* means construction.

These are some examples of how the word or forms of the word are used:

1. A common solution discussed to prevent massive damage to New York City, Long Island and New Jersey coastlines in the future is the **construction** of various physical shields.
2. Lasers are used for many things. DVD players, printers, and barcode scanners are just a few items that use lasers. Lasers are used by **construction** workers to cut their materials or to weld pieces of metal together.
3. Drawing on centuries of knowledge of the laws of physics, scientists designed rockets and a spacecraft to accommodate Curiosity. Years of calculation, **construction**, careful planning and computer modeling resulted in a vessel that cruised purposefully through space, reaching the orbit of Mars at just the right time to attempt a landing.
4. The space plane is a shuttle-like craft that would sit on top of a rocket. The rocket would blast the plane into orbit. NASA accelerated the space plane's **construction** schedule after Columbia exploded as it reentered Earth's atmosphere.
5. In the Mesa Verde National Park in Colorado, one of the most amazing sights in the United

States is dug into the side of a mountain. Sandy-colored towers, walls and rooms sit there, overlooking the park. They have no roofs, but the structures are protected by the overhanging cliff. Eight centuries after their **construction**, they are in excellent condition-and remain one of the most intriguing archaeological sites in the country.

6. All of these aspects add up to prove that it is important for the people who want to build a bridge to hire a group of designers and **construction** workers they know and trust will make the right decisions.
7. At CIS, students are excited for **construction** to begin on their new school building. "I think the school is going to be a lot better," Drew Barsody, 10, told WR News. "I'm looking forward to seeing the solar panels."
8. The buildings themselves were all built using recycled materials from other **construction** projects, so that those materials do not just end up in a garbage dump.
9. Magnetic, gravitational and electric fields can exist between two objects that are not in contact. Take a wrecking ball, for example, which **construction** workers use to tear down old buildings to make room for new ones. When lying on the ground, the wrecking ball exerts the force of its own weight onto the ground. But when a crane operator lifts the wrecking ball into the air, the gravitational field between the ball and the ground changes.
10. The great bell tower in north-western Italy is an architectural marvel but an engineering mess. It started to lean soon after **construction** began in 1173.

structure

struc · ture

Definition**noun**

1. a thing that is made up of different parts that are connected in a particular way.

A human cell is a complicated structure.

That new hotel is an interesting structure.

2. the way in which the parts of something connect with each other.

A carpenter knows about the structure of furniture.

Advanced Definition**noun**

1. a thing consisting of a number of elements joined together in a certain way.

A human cell is a complicated structure.

2. the way in which such a thing is joined together.

We're studying the structure of atoms in chemistry class.

3. anything, esp. a building, that has been constructed.

They've finished building the new structure for the playground.

4. the relationship between and among the parts of a relatively complex process or entity.

On our first day at the job, we learned about the structure of the organization.

5. a planned way of proceeding that imposes some degree of discipline and places limits on individual choice.

Some children can work independently, but others require more structure so that they can concentrate on their task.

transitive verb

1. to give organization to; arrange.

You structured your essay very logically.

Spanish cognate

estructura: The Spanish word *estructura* means structure.

These are some examples of how the word or forms of the word are used:

1. Do you know how to change the properties, **structure** and state of matter of a substance? If you have made ice before, the answer is yes.
2. With those who are willing to join, let us cooperate to reduce the burden of arms, to strengthen the **structure** of peace, to lift up the poor and the hungry.
3. The Empire State Building was built at the site of the famous Waldorf-Astoria Hotel, a lavish **structure** that, by 1929, was no longer up to the demands of the modern world.
4. The Shasta Dam is an extremely impressive **structure**, and is the result of hard work by many people.
5. It is now considered good practice to minimize plowing of the land to preserve the integrity of the soil. Crop rotation is a good alternative: planting different kinds of crops can improve soil **structure** and keep the soil enriched with necessary nutrients and minerals, and with better soil, frequent plowing becomes less necessary.
6. Other times, they try to make robots that can move in non-traditional ways. In one instance, they created a funny sort of robot that doesn't have very much **structure**, just a big blob of muscle.
7. This tendency to stay connected to other liquid bits of water is what makes water pool together on a table, if you spill a glass. What could force it to abandon its rigid **structure**, though, is heat.
8. Sound waves enter through our outer ear and cause the eardrum to vibrate. The three bones in our middle ear pass these vibrations on to the cochlea. The cochlea is a snail-shaped **structure** in the inner ear that is filled with a special fluid.

support

sup · port

Definition**verb**

1. to hold the weight of something.

The table is supported by four legs.

2. to help during a time of trouble.

She supported me when I was ill.

3. to provide enough for.

Parents support their families by working.

noun

1. money used to take care of someone's needs.

She gets some support for the children from her parents.

Advanced Definition**transitive verb**

1. to bear (a weight or load).

The little chairs are not made to support the weight of an adult.

These picture hangers can support thirty pounds.

2. to hold up; brace.

The solid oak table is supported by four sturdy legs.

3. to sustain or encourage (someone) during periods of stress or affliction.

Her family supported her during her time of grief.

4. to provide adequately for.

He doesn't make enough money in that job to support himself.

The parents worked hard to support their families.

5. to provide evidence for; corroborate.

The testimony of the witness supported the suspect's story.

You need to support your argument with some facts.

6. to agree with, adhere to, or aid (a cause, idea, person, or group).

Our group supports animal rights.

The governor supported the liberal candidate for president.

noun

1. the act or process of supporting, or the condition of being supported.

Blue collar support helped him win the election.

These beams give strong support to the ceiling.

2. someone or something that gives support.

Her daughter was a support to her after her surgery.

I bought this cushion as a support for my back.

3. economic maintenance.

He relied on his parents' support during college.

4. the encouragement given to someone during periods of stress or affliction.

She looked to her friends for support during her divorce.

Spanish cognate

soporte: The Spanish word *soporte* means support.

These are some examples of how the word or forms of the word are used:

1. Rosa and the Montgomery Bus Boycott, as it has come to be known, sparked a series of non-violent mass protests in **support** of civil rights.
2. To change their votes to **support** the amendment, some congressmen were offered high-paying government jobs once they left the House, or jobs for their friends or relatives.
3. Members of the royal family and other privileged-by-birth aristocrats controlled power and wealth within the country, while peasants and other poor people paid extremely high taxes, which were levied in order to **support** the extravagant lifestyles of the rich.

4. The National Center on Family Homelessness reports that 29 percent of adults in homeless families in the United States are working. Yet the wages are often not enough to **support** the various needs of a family, like healthcare, food, and shelter.
5. He explained his plan to try to get his friends to join so they could learn about new ways to reduce global climate change. He talked about getting enough people motivated so they could approach local government about new policies to **support** a healthy environment.
6. After the gold rush, San Francisco was the largest city in the United States west of the Mississippi until it was overtaken by Los Angeles in 1920. However, the city continues to **support** a large urban population and owes much of its success to both its history and unique location.
7. The port would remain closed, the law said, until the East India Company was compensated for all of the tea that had been destroyed. Many in the colony strongly considered paying for the tea. Even among those who **supported** the colonial cause, some were upset by the destruction of property.
8. Once cloud forests are cleared, the damage can be irreversible. The cloud cover, which is so essential to their livelihood, disperses. The soil degrades and erodes, washing down the mountain slopes. Many species vital to the ecosystem die off. What is left behind is a barren, dusty slope unsuitable for farming and unable to **support** animals, plants, or even people.
9. The construction process started with a heavy piece of wood at the bottom. From there, oak tree trunks were split into long, thin planks. Two planks were fastened to the bottom piece, and then each plank was fastened to the one before it like overlapping shingles on the roof of a house. A massive beam was laid across the bottom to strengthen it and also to **support** the mast.
10. If erosion happens at a pace faster than the land can regenerate itself, this can render the land desert-like and incapable of **supporting** life.

Name: _____ Date: _____

1. What is the arch designed to do?

- A. improve the look of a building
- B. support or strengthen a building
- C. provide a foundation for a building
- D. protect the exterior of a building

2. How does the author compare the arch to the horizontal beam?

- A. The arch costs less money than the horizontal beam.
- B. The arch is heavier than the horizontal beam.
- C. The arch is less supportive than the horizontal beam.
- D. The arch is more supportive than the horizontal beam.

3. Read the following sentences: "The Assyrians used arches to construct vaulted chambers or underground drains. However, these early arches were only suitable for small structures. With their vast knowledge of engineering and design, Roman architects developed a very strong type of concrete by mixing lime and volcanic sand. Arches made of this material could support extremely heavy weights."

Based on this information, what can be concluded about the material the Assyrians used to make their arches?

- A. It was most likely not as strong as the material the Romans used.
- B. It was most likely stronger than the material the Romans used.
- C. It was most likely the same material the Romans used.
- D. It was most likely similar to the material the Romans used.

4. The ability of arches to support huge amounts of weight is due to improvements in what?

- A. the design of the arches only
- B. the material of the arches only
- C. neither the design nor the material of the arches
- D. both the design and the material of the arches

5. What is this passage mainly about?

- A. improvements and uses of the arch
- B. architectural designs of different societies
- C. the difference between Assyrian and Roman architecture
- D. famous buildings and stadiums

6. Read the following sentence: "The designs weren't sophisticated enough to support larger **edifices**, like palaces or government buildings."

As used in this sentence, what does the word "**edifices**" most nearly mean?

- A. civilizations
- B. innovations
- C. materials
- D. structures

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

_____ the Romans improved the arch, the Muslims made modifications to the Roman design.

- A. Before
- B. However
- C. After
- D. Because

8. According to the passage, what are some of the structures that use arches?

9. According to the passage, how did the ancient Romans improve the arch?

10. Explain at least two ways improvements to the arch led to advancements in architecture. Use information from the passage to support your answer.

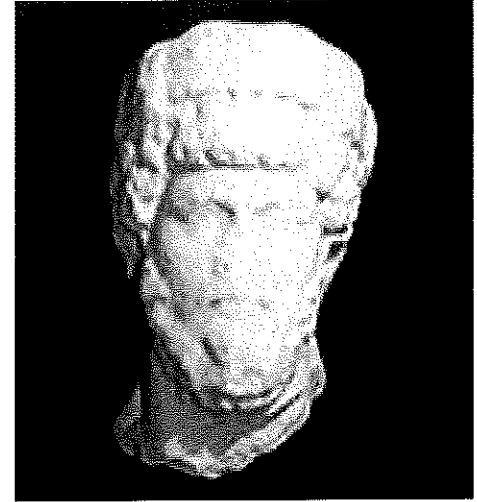
The Ancient City of Petra: The Roman Empire Takes Charge

This text is provided courtesy of OLogy, the American Museum of Natural History's website for kids.



This Roman vase with panther-shaped handles was polished and hand-carved from imported marble, a stone prized by the Romans.

As Petra flourished, the powerful Roman Empire was expanding into the Middle East. The Romans were eager to expand the boundaries of their empire, and in A.D. 106 they took

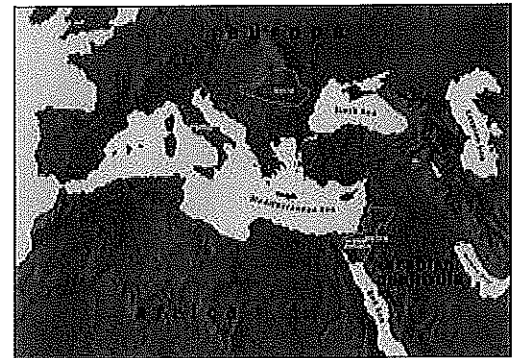


This is a marble portrait of Aelius Caesar, the father of Roman Emperor Lucius Verus.

control of the Nabataean capital. It appears the Roman takeover was peaceful, and life in Petra went on without much change. But the empire left an unforgettable mark on the ancient city.

The distinct Roman style can be seen all over Petra, in the monuments, sculptures, public spaces, and even in the city's design. The Romans built new roads, like the impressive Colonnaded Street that ran through the center of Petra. Lined with massive columns, this long, straight street was unlike anything else in the city.

Rome ruled Petra for the next 300 years, tying the fate of the ancient city to the empire. Eventually, Rome moved the center of trade north. The empire also turned to shipping by sea for much of its trade. Petra's importance in the ancient world began to fade.



The Roman Empire expanded eastward and took over Petra in A.D. 106.

expandir. The Spanish word *expandir* means expand.

These are some examples of how the word or forms of the word are used:

1. Education continued to **expand** in the early twentieth century.
2. When the middle school needed to **expand** recently, school officials decided to use natural materials.
3. The liquid would **expand** the sand under the city, which would help prop up the islands, explains lead scientist Giuseppe Gambolati.
4. Now we can send robots to Mars, but that just wouldn't satisfy the human desire to want to **expand** our horizons.
5. Knowing how to read a map and practicing reading maps of lots of different places are excellent ways to **expand** your knowledge of the world.
6. Over the course of his life, Douglass would edit and **expand** on his autobiography, publishing *My Bondage and My Freedom* in 1855 and *Life and Times of Frederick Douglass* in 1881 (he revised the latter in 1892).

Name: _____ Date: _____

1. Who took control of the Nabataean capital Petra in A.D. 106?

2. Read this sentence from the text.

"...the [Roman] empire left an unforgettable mark on the ancient city [Petra]."

Support this conclusion with at least two pieces of evidence from the text.

3. What is the main idea of this text?
