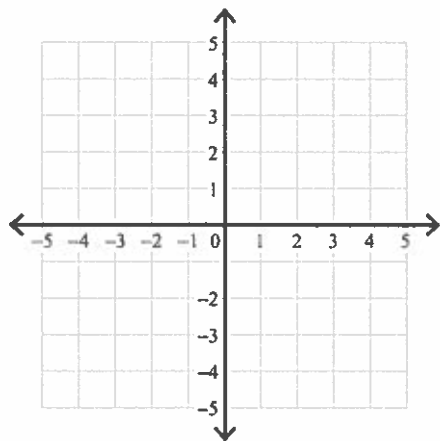
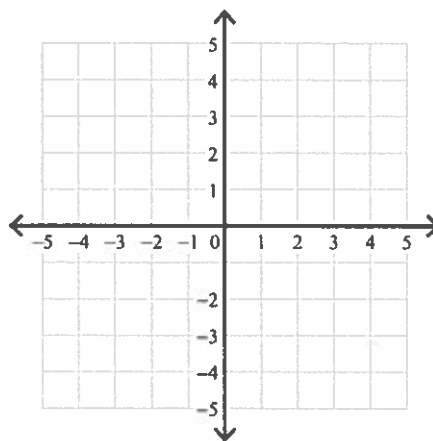


You MUST show all your work

$$1) \begin{aligned} y &= x - 2 \\ y &= 4x + 1 \end{aligned}$$



$$2) \begin{aligned} y &= -x + 1 \\ y &= -6x - 4 \end{aligned}$$



Solve each system by substitution.

$$3) \begin{aligned} y &= 3x \\ y &= -8x + 11 \end{aligned}$$

$$4) \begin{aligned} y &= -8x + 16 \\ y &= -6x \end{aligned}$$

$$5) \begin{aligned} y &= 3x \\ 8x - y &= 20 \end{aligned}$$

$$6) \begin{aligned} y &= -5x \\ -2x - y &= -12 \end{aligned}$$

$$7) \begin{aligned} -3x + 4y &= 18 \\ y &= 3x \end{aligned}$$

$$8) \begin{aligned} 3x + 4y &= 11 \\ y &= 2x \end{aligned}$$

$$9) \begin{aligned} y &= 2x \\ 7x - 4y &= 3 \end{aligned}$$

$$10) \begin{aligned} y &= 4x \\ -6x - 8y &= 0 \end{aligned}$$

Name:

Date:

ANALYZE CRAFT AND STRUCTURE **PERSUASIVE TECHNIQUES**

Writers use **persuasive techniques** in an argument to lead an audience to agree with them. These are some of the persuasive techniques that writers use:

- **Repetition** consists of saying something repeatedly for effect.
- Appeals to reason, emotions, or authority are all techniques used to influence the audience. **Appeals to reason** rely on sound reasoning and invite the audience to use logic as they draw conclusions from the evidence presented by the writer; **appeals to emotions** attempt to persuade readers by triggering their feelings about a subject; **appeals to authority** are references to expert opinions.

The writer's **word choice** includes not only individual words but also the phrases and expressions the writer uses. Word choice can convey **tone**—the writer's attitude toward the topic or audience. These factors connote and denote point of view.

DIRECTIONS: For each question, write the letter of the best answer on the line.

1. ___ Which of the following is an appeal to authority?
 - a. Brian Setzman, an environmental researcher in Corsica Country, advises residents to start their own recycling programs.
 - b. How would you feel if you had to live with all your garbage?
 - c. People who do not know about recycling should check their community programs.
 - d. When curbside recycling is offered, more people are apt to take the time to participate.
2. ___ Which of the following is an appeal to reason?
 - a. I am shocked and disturbed by the mayor's plan for stray animals!
 - b. Only someone who hated puppies and kittens would support this plan!
 - c. According to experts, the plan will cost twice as much as the mayor says.
 - d. If you love this fair city, then you will vote against the mayor's plan.
3. ___ Which of the following is an appeal to emotion?
 - a. Many experts think the mayor's plan will not work.
 - b. I told my seven-year-old daughter about the plan, and she started to cry.
 - c. A similar plan was tried in another town, and it did not work.
 - d. Most townspeople said they would not support the plan.

Name: _____

Date: _____

ANALYZE CRAFT AND STRUCTURE**PERSUASIVE TECHNIQUES****A. DIRECTIONS:**For each question, write the letter of the best answer on the line.

1. ____ Which of the following is an appeal to reason?
 - a. Are you fed up with all the trash lying around the park?
 - b. Studies show that the cleanliness of the park has a direct relationship to the numbers of people that use it.
 - c. People who litter are acting like five-year-old children.
 - d. How would you feel if someone came over to your house and littered?
2. ____ Which of the following is an appeal to emotion?
 - a. There are garbage cans along every path in the park.
 - b. Litter feeds pests and adds to our health problems.
 - c. Show some pride in our town, and do not litter.
 - d. It costs the town extra money to pay for extra cleanup.

B. DIRECTIONS:Write your responses to each of the items below on the lines provided.

1. Write your opinion about an issue that is important to you.

2. Write three appeals you could include in an essay about this issue.

• Logical appeal: _____

• Ethical appeal: _____

• Emotional appeal: _____

Newton's Second Law of Motion - Worksheet

1. A little boy pushes a wagon with his dog in it. The mass of the dog and wagon together is 45 kg. The wagon accelerates at 0.85 m/s^2 . What force is the boy pulling with?
2. A 1650 kg car accelerates at a rate of 4.0 m/s^2 . How much force is the car's engine producing?
3. A 68 kg runner exerts a force of 59 N. What is the acceleration of the runner?
4. A crate is dragged across an ice covered lake. The box accelerates at 0.08 m/s^2 and is pulled by a 47 N force. What is the mass of the box?
5. 3 women push a stalled car. Each woman pushes with a 425 N force. What is the mass of the car if the car accelerates at 0.85 m/s^2 ?
6. A tennis ball, 0.314 kg, is accelerated at a rate of 164 m/s^2 when hit by a professional tennis player. What force does the player's tennis racket exert on the ball?
7. In an airplane crash a woman is holding an 8.18 kg baby. In the crash the woman experiences a horizontal de-acceleration of 88.2 m/s^2 . How many g's is this de-acceleration? How much force must the woman exert to hold the baby in place?
8. When an F-14 airplane takes-off an aircraft carrier it is literally catapulted off the flight deck. The plane's final speed at take-off is 68.2 m/s. The F-14 starts from rest. The plane accelerates in 2 seconds and has a mass of 29,545 kg. What is the total force that gets the F-14 in the air?
9. A sports car accelerates from 0 to 60 mph, 27 m/s, in 6.3 seconds. The car exerts a force of 4106 N. What is the mass of the car?
10. A sled is pushed along an ice covered lake. It has some initial velocity before coming to a rest in 15 m. It took 23 seconds before the sled and rider come to a rest. If the rider and sled have a combined mass of 52.5 kg, what is the magnitude and direction of the stopping force? What do "we" call the stopping force?
11. A car is pulled with a force of 10,000 N. The car's mass is 1267 kg. But, the car covers 394.6 m in 15 seconds.
 - (a) What is expected acceleration of the car from the 10,000 N force?
 - (b) What is the actual acceleration of the car from the observed data of x and t?
 - (c) What is the difference in accelerations?
 - (d) What force caused this difference in acceleration?
 - (e) What is the magnitude and direction of the force that caused the difference in acceleration?
12. A little car has a maximum acceleration of 2.57 m/s^2 . What is the new maximum acceleration of the little car if it tows another car that has the same mass?
13. A boy can accelerate at 1.00 m/s^2 over a short distance. If the boy were to take an energy pill and suddenly have the ability to accelerate at 5.6 m/s^2 , then how would his new energy-pill-force compare to his earlier force? If the boy's earlier force was 45 N, what is the size of his energy-pill-force?

14. A cartoon plane with four engines can accelerate at 8.9 m/s^2 when one engine is running. What is the acceleration of the plane if all four engines are running and each produces the same force?
 15. While dragging a crate a workman exerts a force of 628 N. Later, the mass of the crate is increased by a factor of 3.8. If the workman exerts the same force, how does the new acceleration compare to the old acceleration?
 16. A rocket accelerates in a space at a rate of "1 g." The rocket exerts a force of 12,482 N. Later in flight the rocket exerts 46,458 N. What is the rocket's new acceleration? What is the rocket's new acceleration in "g's"?
 17. A race car exerts 19,454 N while the car travels at a constant speed of 201 mph, 91.36 m/s. What is the mass of the car?
-

Julius Caesar - Reading and Questions

Directions: Using the reading below answer the questions provided.

Julius Caesar

After the end of the **First Roman Civil War**, three men came to rule different parts of Rome: Julius Caesar, Pompey and Crassus. Together they became known as the **First Triumvirate**. The peace lasted for about eight years before Julius Caesar was able to defeat Pompey and Crassus, making himself the sole (only) leader of the entire **Roman Republic**.

Julius Caesar made himself **dictator** for life of the Roman Republic, which meant that he had absolute power to do whatever he wanted and make whatever laws he wanted.

One person having all the power was something new to the Roman Republic. Usually the Patrician class of Romans (rich Romans) elected people to the **Senate**, and the Plebian class (average Romans) elected people to the **Assemblies**. People in the Senate and Assemblies would debate, compromise, and vote on laws. The Assemblies, and especially the Senate, came to hate Julius Caesar because the Roman Republic had always been a civilization that elected their leaders and power had been spread out to many different people. Now Julius Caesar was dictator and did not have to share any power and he could ignore the Senate, which people in the Senate would not allow.

60 Senators decided that Julius Caesar was bad for the Roman Republic and those Senators were going to **assassinate** (kill) Caesar. On March 15, Julius Caesar was stabbed 23 times on the floor of the main Senate building, killing him.

The Senators hoped that when Julius Caesar was dead all the power he had gained would come back to the Senators. What actually happened is that certain Roman leaders started fighting for the power Julius Caesar had gained, causing the start of the **Second Roman Civil War** and beginning of the **Roman Empire**.

- 1) Who were the three members of the First Triumvirate?
- 2) What was Julius Caesar able to do after he was made dictator for life?
- 3) How did power in the Roman Republic government work BEFORE Caesar was made dictator?
- 4) Why did people in the Senate not like that Julius Caesar was dictator?
- 5) **OPINION** Why do you think the Senate stabbed Caesar 23 times when he probably died after the first few stabs?
- 6) What did the Senate HOPE would happen after killing Julius Caesar?
- 7) What ACTUALLY happened after the Senate killed Caesar?

