

Webster County Schools

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8th Grade

Packet 5

1)

Katherine was extremely nervous about her first day at a new school. For kindergarten through second grade, Katherine had attended a small private school in her home state of Mississippi. Now she was about to walk in the front door of a large public school in New York City. Other children raced past her clearly knowing where to go and how to behave "normally." Katherine looked around to see if there was a friendly teacher face in the hall to ask where to go, but there wasn't a single one to be seen.

Which sentence would work **best** as a concluding sentence to this paragraph?

- A) Katherine did not feel like today was going to go well at all.
- B) Katherine should have just ignored her fears and stepped into school bravely.
- C) Going to the first day of school in a new town and a new building can be quite scary.
- D) Regardless of not seeing any teacher's faces, Katherine just knew today was going to be perfect.

2)

For a few years, I have played tennis on the weekends with my best friend Rita. Two weeks ago, we noticed that our school's tennis team was holding tryouts for new players. We both decided to try out for the team.

Rita and I met at the community park's tennis courts every day after school for a week. At the park, we practiced many different skills. First, we jogged around the exterior of the court. After warming up, we volleyed the ball back and forth. By the end of the week, we both had improved our skills.

At the tryouts, we were nervous but felt confident in our skills. The coach allowed us to choose our partners. Rita and I played together and did our best to impress the coach. After the tryouts, Rita and I thanked the coach for a great opportunity. The coach plans to post the list of people who made it onto the team tomorrow.

Which of these **BEST** concludes the story?

- A) Rita and I will most likely make the team because of our talent.
- B) As soon as we get to school tomorrow, Rita and I will read the list.
- C) Tomorrow, Rita and I will go to the community park to practice again.
- D) If Rita and I do not make the team, we will try out for a different sport.

3)

Few of the freshmen had any inkling of the homework that Ms. Moses would expect from her history students.

What does the word inkling mean as it is used in the sentence?

- A) notion
- B) theory
- C) experience
- D) ability

4)

Dear Ms. Richardson:

Ms. Knox, the current cheerleading coach, will soon be retiring from her position, so the cheerleading squad will need a new coach next year. As the cheerleading squad captain, I would like to ask you to consider taking the position. During your time at our school, you have made students' activities a priority, and you have proven that you have great school spirit. Because of these qualifications, the members of the cheerleading squad believe you would make an excellent coach.

Sincerely,

Keisha Moore

Keisha wants her teacher to consider becoming the cheerleading squad coach. Read this draft of her letter. Which of these sentences is the **BEST** conclusion for this letter?

- A) The cheerleading squad gets to travel to many places, so you will have a good time.
- B) You will not have to do that much work because we already know all the cheers.
- C) We hope that you consider taking the position, as you are a great candidate.
- D) The squad does not know who else to ask, so please take the position.

5) You want to insert an appropriate quote into your essay. Which quote is the BEST choice to use if you want readers to understand the concept of free thought?

- A) "Success usually comes to those who are too busy to be looking for it." Henry David Thoreau
- B) "Nothing astonishes men so much as common sense and plain dealing." — Ralph Waldo Emerson
- C) "Go confidently in the direction of your dreams. Live the life you have imagined." -Henry David Thoreau
- D) "All unrest is but the struggle of the soul to reassure herself of her inborn immortality." — Amos Bronson Alcott

6)

The structure of the Underground Railroad from Wikipedia

The escape network was not literally underground nor a railroad. It was figuratively "underground" in the sense of being an underground resistance. It was known as a "railroad" by way of the use of rail terminology in the code. The Underground Railroad consisted of meeting points, secret routes, transportation, and safe houses, and personal assistance provided by abolitionist sympathizers. Participants generally organized in small, independent groups; this helped to maintain secrecy because individuals knew some connecting "stations" along the route but knew few details of their immediate area. Escaped slaves would move north along the route from one way station to the next. "Conductors" on the railroad came from various backgrounds and included free-born blacks, white abolitionists, former slaves (either escaped or manumitted), and Native Americans. Church clergy and congregations often played a role, especially the Religious Society of Friends (Quakers), Congregationalists, Wesleyans, and Reformed Presbyterians as well as certain sects of mainstream denominations such as branches of the Methodist church and American Baptists. Without the presence and support of free black residents, there would have been almost no chance for fugitive slaves to pass into freedom unmolested.

You are writing an essay on the Underground Railroad and are using information from this source. Which sentence is an example of paraphrase and not plagiarism?

- A) The escape network was not literally underground nor a railroad.
- B) Escaped slaves would move north along the route from one way station to the next.
- C) Small groups of escaped slaves moved north with the help of people from many backgrounds.
- D) Without the presence and support of free black residents, there would have been almost no chance for fugitive slaves to pass into freedom unmolested.

7)

According to Dog.com more than ten million pets are reported lost every year. Preventative measures can be taken to eliminate the chances of your pet ever getting lost. Lost pets are rarely reunited with their families. According to the American Humane Association, less than 20% of lost dogs and 2% of lost cats ever find their owners. Lost pets become labeled as "strays" and nearly 20 million of them are euthanized each year because their owners cannot be located. One way to greatly reduce the likelihood that your pet will get lost is to keep your pet on a leash.

Identify the type of evidence used in this portion of a policy speech about keeping pets on a leash.

- A) Analogy
- B) Statistics
- C) Appeal to Fear
- D) Appeal to Authority

Chocolate and Cocoa Recipes and Home-Made Candy Recipes

Miss Parloa

CHOCOLATE BISCUIT

Cover three large baking pans with paper that has been well oiled with washed butter. Over these dredge powdered sugar. Melt in a cup one ounce of Walter Baker & Co.'s Premium No. 1 Chocolate. Separate the whites and yolks of four eggs. Add to the yolks a generous half cupful of powdered sugar, and beat until light and firm. Add the melted chocolate, and beat a few minutes longer. Beat the whites of the eggs to a stiff, dry froth. Measure out three-fourths of a cupful of sifted flour, and stir it and the whites into the yolks. The whites and flour must be cut in as lightly as possible, and with very little stirring. Drop the mixture in teaspoonfuls on the buttered paper. Sprinkle powdered sugar over the cakes, and bake in a slow oven for about fourteen or fifteen minutes. The mixture can be shaped like lady fingers, if preferred.

8) Which BEST describes the organizational method used in this passage?

- A) logical
- B) associational
- C) chronological
- D) comparison and contrast

Vision and Imagination Are a Hit?
Lee Washington

¹In Tim Ranch's novel, a young fruit-bat is fascinated by children playing in a backyard. While upside down, the creature barely makes out images of swinging sticks and rolling balls in a host of colors and running humans. It is children enjoying a croquet set straight from the "fairest of three-dollar garage sales." The bat, of course, has very poor eyesight, but it is the bat's imagination-not just its vision and position-that propel the story. The bat imagines happy, laughter-filled backyard scenes. Descriptions presented by this bat only add to the appeal of Tim Ranch's latest novel, *Sleeping Upside-Down*.

²The human characters in the novel are just as captivating. The main human character, Kate Waterbee, is a typical thirteen-year-old. She is secretly angry with her parents because they have no decent excuse for forbidding her from getting a pet. Kate believes that "allergies would have at least evoked some sympathy. But her parents' noses and eyes could handle a dog or a kitty. It is their worried minds that fear an animal whining at them all the time." While pleased with their mellow daughter, Kate's parents fear adopting a needy, demanding pet could alter that attribute.

³Curiously, the backyard bat becomes a perfect pet. Kate makes a bat box for it on the side of the tree. Her "sometimes-pet" as she calls it, starts to think highly of Kate and her family. The chapters from the bat's point of view are especially interesting. The bat imagines Kate's days down to the smallest detail.

⁴Ranch's usual streak of silliness shown in his earlier novels takes a back seat in *Sleeping Upside-Down*. While the situations in the novel are very funny, the characters seem ordinary and sincere in their reactions. During rainstorms, for instance, the shift key on Kate's keyboard becomes stuck. Her initial attempts to e-mail a cute boy in her class seem even more uncomfortable with the added emphasis: "WOULD YOU GET ICE CREAM WITH ME TOMORROW? I AM NOT YELLING." Ranch adds a hint of his strange humor to many of Kate's everyday actions.

⁵Accepting a backyard bat as a character may be abnormal for readers at first, but by the end of the novel, the stories of Kate and the bat blend together very well. The addition of the bat avoids this work from being labelled as merely charmingly predictable teen fiction. The story does not develop into a children's tale of speaking animals. It instead shows two points of view on Kate's life. Though the idea of chapters switching viewpoints seems dizzying, it is no more severe than the sway of a backyard swing.

⁶Ranch's novel presents characterization through Kate's interactions with her parents and with the bat. The bat wants to belong to Kate's family just as she is trying to break from the comforts of home and make new friends. Like the bat in the backyard tree, Ranch maintains enough distance from his characters to avoid interfering with too many details. Ranch's

writing style suggests his own great love of people-watching. Without being too sweet or dramatic, *Sleeping Upside-Down* is a wonderful story worth exploring.



9) A synonym for the word *mellow* in paragraph 2 is

- | | |
|------------|-------------|
| A) mild. | C) bubbly. |
| B) active. | D) serious. |

Characters and Nature in Chopin and Hawthorne

Nicole Frail

¹Associations between main characters and their settings frequently occur in literature. Characters may take meandering walks through the woods or empty fields as they contemplate their lives. Some characters climb to a precipice and wait for a strong breeze to indicate which direction they should travel. Often, characters look to the natural environment for advice or comfort.

²In Kate Chopin's *The Awakening* (1899), protagonist Edna Pontellier returns to the Gulf Coast after attaining independence from her friends and family. She feels accomplished, yet simultaneously confused as to where her life is heading. As she stares into the sea, she decides to enter the water:

³Edna had found her old bathing suit still hanging, faded, upon its accustomed peg.

⁴She put it on, leaving her clothing in the bath-house. But when she was there beside the sea, absolutely alone, she cast the unpleasant, pricking garments from her, and for the first time in her life she stood naked in the open air, at the mercy of the sun, the breeze that beat upon her, and the waves that invited her.

⁵How strange and awful it seemed to stand naked under the sky! how delicious! She felt like some new-born creature, opening its eyes in a familiar world that it had never known.

⁶The foamy wavelets curled up to her white feet, and coiled like serpents about her ankles. She walked out. The water was chill, but she walked on. The water was deep, but she lifted her white body and reached out with a long, sweeping stroke. The touch of the sea is sensuous, enfolding the body in its soft, close embrace.

⁷Nathaniel Hawthorne also wrote of a relationship between nature and one of his main characters in his novel, *The Scarlet Letter* (1850). While walking through the woods with her mother, young Pearl Prynne, who is playing alongside a small stream, starts a conversation with the water. As Hester and Pearl stop to rest near the brook, Pearl examines the state of the water and determines that it seems depressed:

⁸Continually, indeed, as it stole onward, the streamlet kept up a babble, kind, quiet, soothing, but melancholy, like the voice of a young child that was spending its infancy without playfulness, and knew not how to be merry among sad acquaintance and events of sombre hue.

⁹"Oh, brook! Oh, foolish and tiresome little brook!" cried Pearl, after listening awhile to its talk, "Why art thou so sad? Pluck up a spirit, and do not be all the time sighing and murmuring!"

¹⁰But the brook, in the course of its little lifetime among the forest trees, had gone through so solemn an experience that it could not help talking about it, and seemed to have nothing else to say. Pearl resembled the brook, inasmuch as the current of her life gushed from a well-spring as mysterious, and had flowed through scenes shadowed as heavily with gloom. But, unlike the little stream, she danced and sparkled, and prattled airily along her course.

¹¹While both of these excerpts feature a female's relationship to a body of water, many other works of American literature include connections between characters and the sun, wind, earth, or even wild animals. These natural elements often provide the guidance characters need to move on with their storyline.

10) How do the authors present different perspectives of water?

- | | |
|---|---|
| A) Chopin depicts the water as inviting, but Hawthorne depicts the water as annoying. | C) Chopin depicts the water as dangerous, but Hawthorne depicts the water as gushing with life. |
| B) Chopin depicts the water as annoying, but Hawthorne depicts the water as inviting. | D) Chopin depicts the water as gushing with life, but Hawthorne depicts the water as dangerous. |

Jackie Robinson - Playing for the Majors

http://en.wikipedia.org/wiki/Jackie_robinson

¹ (1) Robinson's debut at first base with the Brooklyn Dodgers on April 15, 1947 in which he batted 0 for 3, was one of the most closely watched events in baseball history and a profound moment in the history of the U.S. civil rights movement. Although he played his entire rookie year at first base, Robinson spent most of his career as a second baseman. ⁽²⁾ He also played many games at third base, and in the outfield.

² During that first season, Robinson suffered considerable abuse. ⁽³⁾ He generally conducted himself very well, though his composure cracked from time to time. For example, he punched an umpire in the face after the ump used a racial slur. ⁽⁴⁾ Many Dodgers were highly resistant, and hostile to his presence. A group of Dodger players insinuated they would rather strike than play ⁽⁵⁾ alongside a black man such as Robinson but the mutiny was ended when Dodger management informed the players that they were welcome to find employment elsewhere. He did have the support of Kentucky-born shortstop Pee Wee Reese who proved to be his closest comrade on the team. ⁽⁶⁾ During one game, Cincinnati players were screaming at Jackie, and then they started to get on Reese as well. Pee Wee went over to Jackie and put his arm around him and smiled. Jackie smiled back. The pair became a very effective defensive combination as a result.

³ Throughout the season, Robinson experienced considerable harassment from both players and fans. ⁽⁷⁾ Pitchers through at his head. Baserunners tried to cut him with their cleats. He was verbally assaulted by both his own teammates and opposing teams. The Philadelphia Phillies were particularly abusive. In their April 22 game against the Dodgers, they jeered at and insulted him ceaselessly. Rickey would later recall that this did more than anything to unite the Dodgers. It solidified and united thirty men.

⁴ In Robinson's rookie season, he earned the major-league minimum salary of \$5000, which was standard for many rookies at the time. He played in 151 games, hit .297, and was the league leader in stolen bases with 29. Robinson was awarded the Rookie of the Year award in 1947 and the Most Valuable Player award for the National League in 1949. ⁽⁸⁾ He not only contributed to Brooklyn pennant's in both years, but his determination and hustle kept the Dodgers in pennant races in 1950 and 1951 when they might otherwise have been eliminated much sooner. In 1955, though clearly in the decline of his career, ⁽⁹⁾ Robinson would play a significant role in leading the Dodgers to their first and only World Series championship in Brooklyn in a seven game victory over the New York Yankees.

⁵ Robinson's Major League career was fairly short. He did not enter the majors until he was 28, and he was often injured as he aged. In his prime, he was greatly respected both for his playing skills and as a person. After the 1956 season, ⁽¹⁰⁾ Robinson was sold by the Dodgers, to the New York Giants. Rather than report to the Giants, however, Robinson chose to retire at age 37.

11) Read the passage underlined (9). There may be a mistake in punctuation, capitalization, or spelling. If you find a mistake, choose the answer that corrects the mistake. If there is no mistake, choose 'Correct as is.'

- | | |
|---|--|
| A) Correct as is. | C) Robinson wood play a signifigant roll in leading the Dodgers |
| B) Robinson wood play a significant role in leading the Dodgers | D) Robinson would play a significant roll in leading the Dodgers |

Babbitt (2)
Sinclair Lewis

The bath-mat was wrinkled and the floor was wet. (His daughter Verona eccentrically took baths in the morning, now and then.) He slipped on the mat, and slid against the tub. He said "Damn!" Furiously he snatched up his tube of shaving-cream, furiously he lathered, with a belligerent slapping of the unctuous brush, furiously he raked his plump cheeks with a safety-razor. It pulled. The blade was dull. He said, "Damn—oh—oh—damn it!"

He hunted through the medicine-cabinet for a packet of new razor-blades (reflecting, as invariably, "Be cheaper to buy one of these dinguses and strop your own blades,") and when he discovered the packet, behind the round box of bicarbonate of soda, he thought ill of his wife for putting it there and very well of himself for not saying "Damn." But he did say it, immediately afterward, when with wet and soap-slippery fingers he tried to remove the horrible little envelope and crisp clinging oiled paper from the new blade. Then there was the problem, oft-pondered, never solved, of what to do with the old blade, which might imperil the fingers of his young. As usual, he tossed it on top of the medicine-cabinet, with a mental note that some day he must remove the fifty or sixty other blades that were also temporarily, piled up there. He finished his shaving in a growing testiness increased by his spinning headache and by the emptiness in his stomach. When he was done, his round face smooth and streamy and his eyes stinging from soapy water, he reached for a towel. The family towels were wet, wet and clammy and vile, all of them wet, he found, as he blindly snatched them—his own face-towel, his wife's, Verona's, Ted's, Tinka's, and the lone bath-towel with the huge welt of initial. Then George F. Babbitt did a dismaying thing. He wiped his face on the guest-towel! It was a pansy-embroidered trifle which always hung there to indicate that the Babbitts were in the best Floral Heights society. No one had ever used it. No guest had ever dared to. Guests secretively took a corner of the nearest regular towel.

He was raging, "By golly, here they go and use up all the towels, every doggone one of 'em, and they use 'em and get 'em all wet and sopping, and never put out a dry one for me—of course, I'm the goat!—and then I want one and—I'm the only person in the doggone house that's got the slightest doggone bit of consideration for other people and thoughtfulness and consider there may be others that may want to use the doggone bathroom after me and consider—"

He was pitching the chill abominations into the bath-tub, pleased by the vindictiveness of that desolate flapping sound; and in the midst his wife serenely trotted in, observed serenely, "Why Georgie dear, what are you doing? Are you going to wash out the towels? Why, you needn't wash out the towels. Oh, Georgie, you didn't go and use the guest-towel, did you?"

It is not recorded that he was able to answer.

For the first time in weeks he was sufficiently roused by his wife to look at her.

12) As it is used in section 1, what does *unctuous* mean?

- | | |
|--------------------|------------------------------|
| A) greasy or soapy | C) traditional or elite |
| B) soft or fragile | D) hypocritical or insincere |

The Golden Fish: A Retelling of a Russian tale
Lee Washington



¹The old fisherman floated on the Black Sea, boat bobbing from side to side as a frigid wind sliced through his threadbare sweater. Though the fisherman and his wife were struggling to survive without much money, he thought happily of the meager but delicious dinner of homemade bread that was waiting for him at home. Suddenly, he felt a sharp pull on the fishing line, and the fisherman heaved a large, shining, yellow fish onto the boat. Its fins sparkled like coins cascading from a treasure chest.

²The fish began to beg. "If you release me," the fish blubbered, "I'll give you everything you need."

The fisherman eyed the fantastic creature. "I am content with what I have, but I will let you go regardless," the fisherman said as he plopped the fish back into the sea.

⁴When the sun's heavy eyelids began to droop, the fisherman returned home through the town. He passed a wealthy man arguing with a shopkeeper about merchandise and sadly shook his head at the annoyed men as he entered his house.

"What did you catch today?" his wife inquired as she handed him some morsels of bread. The fisherman related the story of the remarkable talking fish.

"No fish and no wish? You threw away a lucky gift!" the wife scolded, her usual affectionate manner absent as she sent her husband back to ask for more food.

The drowsy fisherman walked back to the water's edge and called the name of every fish in the sea until finally the golden fish arrived on a small, sparkling wave.

"My wife wants more food," he told the fish, who simply nodded its scaly head and slipped back under water.

⁹After receiving more food, the wife sent the fisherman to ask the fish for a bigger house while she nervously picked at the expensive lobster feast spread before her. She became perpetually restless and irritable, pacing the house until the fisherman returned home each day to discover his wife's latest longing.

Soon his wife felt unsatisfied with the new, luxurious house; she wanted to control more things on earth, so she sent her husband back to the fish with a request to make her queen of the seas. Once again, the exhausted fisherman walked to the sea. Hesitantly, he called every fish that lived there until the golden fish pushed aside each sardine and minnow, ready to grant the next wish. But when the fish heard that the wife wanted control of everything in the fish's aquatic home, the fish squinted at the uncertain fisherman.

"ENOUGH!" said the fish, and the fisherman's new house immediately turned back into the small cottage where he and his wife had once lived. Their extravagant food became simple again, and the fisherman's wife once again learned to cherish the little that they had. Their love renewed once riches and wishes ceased breaking them apart. Although the fisherman still caught fish of every other name, the golden fish never returned.

- 13) After catching the golden fish, the fisherman and his wife develop very different attitudes toward life as indicated by
- A) the fisherman's returning the golden fish to the sea.
 - B) the fisherman's willingness to do whatever his wife asked.
 - C) their eating lobster and other fancy foods on a regular basis.
 - D) the wife's repeated requests for larger and more expensive items.
- 14) In paragraph 2, the word *blubbered* means
- A) waited.
 - B) welcomed.
 - C) whimpered.
 - D) wished.
- 15) What techniques does the author of this passage use to create a sense of tension and suspense?
- A) The author makes the golden fish into a very creepy, aggressive, and ominous character.
 - B) The old fisherman's endless greed suggests that something quite terrible will happen to him.
 - C) The extremely detailed use of imagery in painting the setting of the story creates suspense.
 - D) The continual escalation of requests of the golden fish from the fisherman imply a dark reckoning will come.

16) Which word BEST describes the fisherman's wife?

- A) greedy
- B) outraged
- C) patient
- D) sincere

17)

Their **extravagant** food became simple again, and the fisherman's wife once again learned to cherish the little that they had.

Which is the best meaning of the word *extravagant* as it is used in this sentence?

- A) very hot and spicy
- B) very simple or basic
- C) bitter and too salty
- D) wildly expensive and rich

Alfred the Great — Part A

Lance Carson

Alfred the Great was born between the year 847 and 849 in Wantage, in _____¹ is now Oxfordshire. He died on 26 October 899. Alfred was the fourth son of King Ethelwulf of Wessex and _____² king of the southern Anglo-Saxon kingdom of Wessex in 871, when his brother Ethelred I died. Alfred is famous for his defence of the kingdom against the Danes, _____³ were also known as the Vikings. He is the only English monarch to be known as "the Great". He was the first King of Wessex to style _____⁴ "King of England". Alfred was an educated man _____⁵ encouraged education and improved the kingdom's law system.

Nothing is known _____⁶ what Alfred did during the short reigns of his two eldest brothers, but when his third brother, Ethelred, became king in 866, Alfred became active in public life. In particular, he worked _____⁷ to free England from the influence of the Danes, and Alfred became appointed as Ethelred's successor.

In 868 Alfred tried _____⁸ to relieve the middle England kingdom of Mercia from Danish influence. For nearly two years after that, though, the Danes did not attack Alfred's native Wessex. At the end of 870 this changed, and this period _____⁹ as "Alfred's year of battles". Wessex fought nine battles in 870 and 871, some of _____¹⁰ were won, some lost. In April 871 Ethelred died, and Alfred became king. The Danes then defeated the English in a battle, whilst Alfred was away burying his brother, the old king. The English _____¹¹ then beaten again under Alfred's command in May.

18) Look at the blank with the number 6 in the passage. Which of these answers correctly completes the sentence?

- A) about
- B) among
- C) between
- D) within

Mounds of History

Elizabeth Kibler

¹Looking at the Etowah Indian Mounds Historic Site in Georgia is like taking a trip into history. Huge, green mounds sprout up from the grassy earth. The impressive mounds give visitors a feeling of mystery.



²The Etowah Indian Mounds Historic Site in Georgia is one of the most well preserved examples of Native American society in the United States. This historic site is 54 acres of what was once a Native American town.

The Mounds

³The Etowah Indian Mounds Historic Site, located near the Etowah River, has six mounds. Three of the mounds—called A, B, and C—are the most famous features of the site. Native Americans built the mounds beside two, open plazas. The mounds have four sides and flat tops. Native Americans used steps to get to the tops of the mounds. They also built a ditch that served as a protective barrier around the mounds.

⁴Native Americans built the mounds for several reasons. They used the mounds as platforms for building, burial grounds, and areas for religious activities. The main mounds served as the center of the town. The other members of the town lived scattered for many miles around the mounds.

Scientific Research

⁵Scientists who study ancient cultures discovered much information about the mounds. They believe that Mound A at Etowah was reserved for the chief of the area. The chief of the town had his home on the mound. The other citizens of the town lived around this mound. The closer a person lived to Mound A, the more significant he or she was in the society. Mound A reaches about 60 feet high. It is also more than 300 square feet wide at its base. Some scientists believe that every time a chief died, a new layer was added to mound. Then, a new house was built on the top.

⁶The only Etowah mound to be fully dug up and researched is Mound C. Mound C was used as a burial mound. Inside Mound C, scientists found jewelry, clothing, and other important relics.

Mississippian Culture

⁷The Etowah Indian Mounds are remnants of an interesting society. The builders of these mounds were part of the Mississippian culture. This group of Native Americans lived in parts of North America from 800 A.D. until the arrival of European explorers. People of the Mississippian culture built these mounds between 1000 B.C. and 1550 A.D.

⁸The Mississippians living in and around Georgia first encountered European explorers in the 1500s. Unfortunately, the Native Americans were not protected against the ailments brought by these strangers. Illness put the already-declining population on dangerous ground. In time, the populations got much smaller. Later, some of the remaining members of the Mississippian culture formed the Creek and Cherokee tribes.

The Mounds Today

The Etowah mounds give scientists a wonderful view of life in America before recorded history. The state of Georgia currently owns the historic site, which many visitors enjoy each year. Future research at the mounds may uncover even more information about American history.

19) In paragraph 6 the word *relics* means

- A) tools.
- B) garbage.
- C) remnants.
- D) accessories.

20) In paragraph 1 the word *impressive* means

- A) bulky.
- B) round.
- C) strange.
- D) remarkable.

21) In paragraph 3, what point is the author making when she describes a ditch surrounding the mounds?

- A) The ditch could be used for protective purposes.
- B) The ditch was added to make the site more
- C) The Native Americans were skilled at making ditches.
- D) Scientists cannot research the site because of the ditch.

22) The author uses paragraph 1 to

- A) teach the history of the Etowah Indian Mounds.
- B) explain why people built large, earthen mounds.
- C) show why early American history is interesting.
- D) tell readers about an interesting historical site.

23) In paragraph 5 the word *significant* means

- A) large.
- B) elderly.
- C) scholarly.
- D) important.

A Baker's Dozen

David Matherne

¹ I ain't no valedictorian. I'll give you that. But I'm certainly not the loser my step-father Johnnie likes to think I am, either. Mr. oh-so-famous local Johnnie Pipehead of *"Johnnie on the Spot Plumbing."* (Real clever name, huh?) Just because he only took the requisite twelve years to make it through school and graduate from his alma mater, and I took slightly longer, that doesn't make me a loser. So what if I took "the road less traveled by" and added a one-year, scenic detour to my journey--thanks to Algebra, Physical Science, and well...Latin. Did I mention Chemistry? Let's just say I liked Latin but Latin didn't much care for me. Just because I took thirteen years in all to get out of Melancholy High with a diploma doesn't make me some loser. Being nothing at all, now THAT would make me a loser.

² I am something. But what I am, and what I'll be, are two countries at war at present. Battles, I've had them. Many battles. Literal ones...figurative ones...too many. *Figurative language*...see there? At least I did learn a few somethings in Mr. J's English class.

³ I could've been the valedictorian. Of somewhere. Of *some* school that had a bunch of unmotivated kids like me. Then, maybe I would have gone to those Physical Science study halls. Maybe I would have actually *done* my homework in Mr. Pugnacious' class. Real name, Pugliese. Wrestling coach. Don't you just love that moniker? For a wrestling coach...Pugnacious. Funny stuff, huh? Made that up. It stuck. Guy's got a bulldog face but a little tail-wagging personality. Had everything but the panting. And the drool. Too much caffeine I suppose. Too happy. Loved his math, that Pugnacious.

⁴ Yeah, I could've been the valedictorian somewhere. I would've shown everyone how determined I can truly be. As it turned out, I showed 'em anyway. Counselors were shown that I didn't *have* to graduate with my class, like they so earnestly wished for me to. I showed the teachers who said, "Conrad, your sophomore year will be *two* of the best years of your life, son." My retorts were always something cleverly snide as well, like: "Yeah, but half the sophomores around here don't even know how to spell s-o-p-h-o-m-o-r-e...they leave out the 'o' on all their cheesy, self-absorbed class election posters, and they certainly don't have a clue that it's a combination of two latinaic roots, 'sopho' and 'more,' meaning 'wise fool.' At least I'm a fool with a bit of wisdom."

⁵ I could've impressed Mr. Johnnie come-lately, my Mom's most recent convenience among a revolving door of Pops rejects. Yeah, Mr. Johnnie would've loved me being the valedictorian, giving that big speech, the one Angel Ramirez so properly gave tonight...Members of the School Board, Mr. Wilson, Parents, Faculty and Students, blah, blah, yuck, blah, blah, blah.' I could've given my version instead, only to have Mr. Johnnie Joint-Compound listen, then sending me off to some trade school on a full ride to cut pipe and be his apprentice who wipes his nose and kisses his bu-- and goes on cigarette or burger runs or grabs some rusty tool from the truck. Not gonna fight that part of the war.

⁶ I *was* the valedictorian tonight. I do know what I'm going to be. I have graduated from Meloncamp High School about 115th out of class of 126. Thing is, I've seen the fear in the eyes of four score and seven more of those classmates of mine that don't have a rat's chance of knowing what they are going to be. I do. I'm going to be a writer. Mr. J taught me more than English. He taught me what Pops taught me before his passing...love.

⁷ So here's my Valedictory: "Good evening, everyone. Thanks for coming out to sit on hard, uncomfortable stadium concrete on an unseasonably warm evening and wearing clothes and shoes you can't wait to get home to get out of. Here's what I have. Time is NOT money. Time is convenience. And when one gives up Time, he does pay for it. Yes. But if he trades Time for Opportunity, then he gets credit. So, in conclusion, Time is NOT money, but it CAN be spent. How will you spend yours?! Thank you, good night."

24) Assume the speaker is speaking autobiographically. If you wanted to research the graduates of Meloncamp High School, this passage would be considered a

- | | |
|-----------------------------------|--|
| A) a primary source information | C) a fictitious reference source |
| B) a secondary source information | D) a dramatic soliloquy reference source |

Letter to William Lloyd Garrison from Harriet Beecher Stowe
Harriet Beecher Stowe

Cabin, Dec. 19, 1853

Mr. Garrison

Dear Sir:

¹ After seeing you, I enjoyed the pleasure of a personal interview with Mr. Douglass and I feel bound in justice to say that the impression was far more satisfactory, than I had anticipated.

² There does not appear to be any deep underlying stratum of bitterness -- he did not seem to me malignant or revengeful. I think that it was only a temporary excitement and one which he will outgrow.

³ I was much gratified with the growth and development both of his mind and heart. I am satisfied that his change of sentiments was not a mere political one but a genuine growth of his own conviction. A vigorous reflective mind like his, cast among those holding new sentiments, is naturally led to modified views.

⁴ At all events, he holds no opinion which he cannot defend, with a variety and richness of thought and expression and an aptness of illustration which show it to be a growth from the soil of his own mind with a living root and not a twig broken off other men's thoughts and stuck down to subserve a temporary purpose.

⁵ His plans for the elevation of his own race, are manly, sensible, comprehensive, he has evidently observed carefully and thought deeply and will I trust act efficiently.

⁶ You speak of him as an apostate -- I cannot but regard this language as unjustly severe -- Why is he any more to be called an apostate for having spoken ill tempered things of former friends than they for having spoken severely and cruelly as they have of him? -- Where is this work of excommunication to end -- Is there but one true anti-slavery church and all others infidels? -- Who shall declare which it is.

⁷ I feel bound to remonstrate with this -- for the same reason that I do with slavery -- because I think it, an injustice. I must say still further, that if the first allusion to his family concerns was unfortunate this last one is more unjustifiable still -- I am utterly surprised at it -- as a friend to you, and to him I view it with the deepest concern and regret.

⁸ What Douglass is really, time will show -- I trust that he will make no further additions to the already unfortunate controversial literature of the cause. Silence in this case will be eminently -- golden.

⁹ I must indulge the hope you will reason at some future time to alter your opinion and that what you now cast aside as worthless shall yet appear to be a treasure.

¹⁰ There is abundant room in the antislavery field for him to perform a work without crossing the track or impeding the movement of his old friends and perhaps in some future time meeting each other from opposite quarters of a victorious field you may yet shake hands together.

¹¹ I write this letter because in the conversation I had with you, and also with Miss Weston, I admitted so much that was unfavorable to Mr. Douglass that I felt bound in justice to state the more favorable views which had arisen to my mind.

Very sincerely your friend,

H. B. Stowe

25)

After seeing you, I enjoyed the pleasure of a personal interview with Mr. Douglass and I feel bound in justice to say that the impression was far more satisfactory, than I had anticipated.

Which would **MOST** accurately and concisely restate the information in paragraph 1?

- | | |
|--|---|
| A) After we spoke, I had a private conversation with Mr. Douglass and was more impressed with him than I thought I would be. | C) I enjoyed speaking with you and Mr. Douglass, and it would be an injustice to say that I did not enjoy his company which I anticipated for so long. |
| B) After he saw you, Mr. Douglass and I had a personal conversation about justice and he was impressed with what we concluded. | D) After I saw you, I relished in the opportunity to speak with Mr. Douglass privately, and I feel bound in justice to say he was impressive and satisfactory even more than I anticipated. |

English I - Yearly Review (answer Key)

1. C

2. B

3. A

4. C

5. C

6. C

7. B

8. C

9. A

10. A

11. A

12. A

13. D

14. C

15. D

16. A

17. D

18. A

19. C

20. D

21. A

22. D

23. D

24. A

25. A

Student Name: _____

Date: _____

Teacher Name: Judy Pittman

Score: _____

Is Grammar Important?

Carole Jenkins

(1) Do you moan and groan whenever a teacher says that you need to improve your grammar? (2) Do you take offense when someone tells you that you made a mistake in grammar? (3) Do you feel that studying and learning grammar is boring and unnecessary? (4) I hated studying grammar when I was in school.

(5) English is a very tricky language loaded with many rules and just as many exceptions to those rules. (6) By knowing these rules and exceptions, you'll be a better reader, writer, listener, and speaker. (7) Communicating with others is what it's all about.

(8) Organizing a sentence so that it gets across your intended meaning is important. (9) In order to do this, you have to know the parts of a sentence (subject, predicate, phrase, clause, etc.) and the parts of speech (noun, verb, adjective, etc.) (10) Knowing the elements of a sentence and how sentences are structured can help you to get across your intended meanings in your writing and speaking. (11) You will also understand others as you read and listen.

(12) Knowledge and understanding of English grammar can help you to see patterns of different languages and dialects as you read and study literature. (13) Learning a foreign language, such as French or Spanish, is based on your mastery of the basic rules of English grammar. (14) Understanding the tenses of verbs, subject-verb agreement, sentence structure, and parts of speech form the foundation for learning new languages.

(15) As you read and study assignments in all of your classes, knowing basic grammar can help you to comprehend the text. (16) When you come across a difficult passage, analyzing the sentence structure can often help you to figure out the meaning of difficult sentences. (17) This can lead to an analysis and understanding of an author's writing style and can, in turn, lead to comprehension of the text.

(18) You are probably wondering how all of the rules and their exceptions will be remembered by you. (19) Don't worry! (20) There are many grammar guides and style manuals available to help you. (21) These are quick references that can be consulted as the need arises. (22) Even your English teacher who has been teaching for thirty years relies on a reference book now and then!

(23) Have I convinced you that the study of grammar is important and well worth your effort? (24) I hope so!

1) Which revision of sentence eighteen involves a change from passive voice to active voice?

- | | |
|--|---|
| A) "You are probably wondering how you will remember all of the rules and their exceptions." | C) "All of the rules and their exceptions will be remembered by you." |
| B) "One may wonder how all of the rules and their exceptions will be remembered." | D) Sentence eighteen already employs active voice throughout. |

2) What is the BEST way, if any, to rewrite Sentence (18)?

- | | |
|--|---|
| A) Leave as is. | C) How you will ever learn and remember all of the rules and their exceptions you are probably wondering. |
| B) You are probably wondering how all of the rules and their exceptions you will ever learn. | D) You are probably wondering how you will ever learn and remember all of the rules and their exceptions. |

3) In sentence 10 the words *knowing*, *writing*, and *speaking* are all examples of

- | | |
|-------------------------|-----------------------------|
| A) <i>gerunds</i> . | C) <i>participles</i> . |
| B) <i>infinitives</i> . | D) <i>simple subjects</i> . |

4) What is the BEST way to revise sentence (18)?

- | | |
|--|---|
| A) All of the rules and their exceptions need to be remembered by you. | C) You are probably wondering how you will remember all of the rules and their exceptions. |
| B) You will probably need to remember all of the rules and their exceptions. | D) How all of the rules and their exceptions will be remembered you are probably wondering. |

Best Friends
Elizabeth Kibler



¹Sighing, Lauren stared down at the photograph in her lap. The portrait was encased in a glistening, pink frame with the words *Best Friends* scrawled in cursive script at the bottom. The past few weeks of Lauren's life had been a whirlwind of activity. It seemed like a hundred years since she had had a moment to sit and think.

²Lauren thought about the evening, four weeks ago, when her mother came home from work with news. Lauren's mom divulged that her business had launched a new branch in a different city, and they wanted her to head the new office—Lauren had to move. After her mother broke the news, Lauren could think of only one thing—her best friend Claudia. Claudia and Lauren had been best friends since they were in preschool. Lauren could barely comprehend living far away from her constant companion.

³The day after her mother's proclamation, Lauren had to get to work. The family had two weeks to pack their things, say their goodbyes, and move miles away. That morning, Lauren had called Claudia and asked her to come over. Claudia sensed something was wrong, so she hurried over to her friend's house as quickly as possible. When Lauren told her friend the news, they both started weeping. They never thought they would be in different schools, let alone different cities. Claudia helped Lauren cram boxes full of her clothes, trinkets, and shoes. As the shelves and dressers in the room grew barer, Lauren grew more dejected.

⁴In their final two weeks as neighbors, Claudia and Lauren were joined at the hip. They went to the mall and bought matching outfits. At the amusement park, they rode their favorite ride, the Ring of Fire, together. At Carter's Lake, the friends hiked the trails, munched on fruit, and snapped photographs. For the most part, the girls avoided talking about the upcoming events; however, the day before Lauren's move, Claudia came over to Lauren's house early in the morning. Looking around at the almost-empty house, she sat down on a cardboard box and held her hand out to Lauren. It contained a small box with a bow, which Lauren took and carefully unwrapped. Inside Lauren found a photograph from their excursion to the lake with a frame that said *Best Friends*. Lauren and Claudia embraced each other and said goodbye.

⁵That was the last time Lauren had seen Claudia since her move, and much had happened since then. Lauren's two weeks at her new home had stirred up a jumble of emotions. Lauren liked her new school and she had already made some phenomenal friends; however, she still missed Claudia and had trouble navigating the city. Lauren did feel fortunate, though. Even though she and Claudia were miles apart, they chatted on the phone every night and remained best friends. Suddenly, the telephone rang and Lauren jumped up to answer—she knew it was an important call.

5) In paragraph 2, the word *divulged* means

- A) appealed.
- B) appreciated.
- C) rejected.
- D) revealed.

6) In paragraph 3, the word *dejected* means

- A) brave.
- B) strong.
- C) miserable.
- D) lighthearted.

7) In paragraph 1, the word *encased* means

- A) placed.
- B) hidden.
- C) contained.
- D) revealed.

Big Cats — Part B

http://en.wikibooks.org/wiki/Wikijunior_Big_Cats/Meet_The_Cats

¹ Tigers and lions are ---1--- nature's ---2--- predators. A grizzly bear may be larger than a Siberian tiger, but the tiger is far more agile and quick. A wolf may have a better sense of smell than a jaguar, but a jaguar can handle large prey alone while wolves hunt in packs. Cats have excellent night vision, sharp hearing and enormous physical strength. They sneak up on their prey; the camouflage patterns in their fur and their graceful, subtle movements ---3--- the cats difficult to detect.

² There are cats for every job. Each continent except for Australia and Antarctica ---4--- a large cat to tackle the ---5--- prey species. Africa is ruled by the lion, Asia by the tiger. In South and Central America the undisputed monarch is the jaguar. North America is the domain of the cougar. The natural order is carefully balanced, with a few big predators, and under ---6--- a moderate number of medium sized cats that eat medium sized prey ranging from rabbits to antelopes and deer, and finally a large number of small cats that eat the far more numerous small prey like rodents, lizards and birds. The secret to their success is the concept of the niche, a special job each cat holds that keeps ---7--- from competing with the neighbors. A shopping mall with nothing but music stores would see a lot of fighting over customers. Like a shopping mall, a natural environment ---8--- order by having a variety of different plants, prey species, and hunters. The field mice that don't interest the lion keep the wild cat happy, and the cheetah ---9--- after a small antelope while leaving the buffalo for the brawny lions.

³ Cats ---10--- because they need meat to survive. Animals that eat grass and leaves have special stomachs that ---11--- bacteria time to break down complex plant sugars into the simpler sugars animals can digest. Cats have a very short digestive tract that quickly breaks down meat and extracts ---12--- energy and building materials. Cats cannot survive on a diet of grass.

8) Look at the blank with the number 9 in the passage. Which of these answers correctly completes the sentence?

- A) zoom
- B) zoomed
- C) zooming
- D) zooms

9) Look at the blank with the number 10 in the passage. Which of these answers correctly completes the sentence?

- A) hunt
- B) hunted
- C) hunting
- D) hunts

10) Look at the blank with the number 8 in the passage. Which of these answers correctly completes the sentence?

- A) keep
- B) kept
- C) keeps
- D) did keep

Telemarketing Calls

<http://www.ftc.gov/bcp/online/pubs/alerts/dncverifya1rt.htm>

Are You Getting Telemarketing Calls You Don't Want?
Here's How to Stop Them.

¹ The Federal Trade Commission (FTC) launched the National Do Not Call Registry to give Americans a choice about getting telemarketing calls at home. According to a recent Harris Interactive poll, 92 percent of people who reported placing a number on the registry said they are receiving fewer calls; a total of 78 percent said they're getting 'far fewer calls' or none at all. If you think you put your number on the National Do Not Call Registry, and you're still getting telemarketing sales calls, the Federal Trade Commission recommends that you:

² * Check to see that your number is on the registry. You can verify that your number is on the registry two ways: online at DONOTCALL.GOV (click on 'Verify A Registration'), or by calling 1-888-382-1222 (TTY 1-866-290-4236) from the phone number you wish to verify. Follow the prompts.

³ *You also can add your number to the registry using the same Web site or phone number (call from the number you want to register). If you register online, you will receive an email from donotcall.gov as part of the confirmation process. You will need to click on the link in this email within 72 hours after you receive it. If you don't click on the link in the email, the number you tried to register will not be added to the registry, and telemarketers may continue to call.

⁴ Understand that some calls are not covered. Once your number has been on the registry for 31 days, most telemarketing calls will stop. However, you still may get: calls from – or on behalf of – political organizations, charities, and telephone surveyors; calls from companies with whom you have an existing business relationship. A company may call you for 18 months after you make a purchase or three months after you submit an inquiry or application; calls from companies you've given permission to call.

⁵ File a complaint. If your number has been on the registry for at least 31 days, and a telemarketer calls, complain to the FTC. Visit DONOTCALL.GOV or call 1-888-382-1222 (TTY 1-866-290-4236). You'll need to provide the date of the call and the phone number or name of the company that called you. To file a complaint or to get free information on consumer issues, visit www.ftc.gov or call toll-free, 1-877-FTC-HELP (1-877-382-4357); TTY: 1-866-653-4261.

11) Which statement supports the credibility of the document?

- A) Once your number has been on the registry for 31 days, most telemarketing calls will stop.
- B) If you register online, you will receive an email from donotcall.gov as part of the confirmation process.
- C) If your number has been on the registry for at least 31 days, and a telemarketer calls, complain to the FTC.
- D) The Federal Trade Commission (FTC) launched the National Do Not Call Registry to give Americans a choice about getting telemarketing calls at home.

12) A student is participating in a group project on problems facing consumers and is researching telemarketing calls. What is the BEST way to determine if the information in this passage is valid?

- A) Go to the web site identified at the beginning of the passage.
- B) Call the Federal Trade Commission to confirm some of the information.
- C) Have someone call and pretend to be a telemarketer and see if problems arise.
- D) Call all of the telephone numbers listed to see if the information is correct.

13) Which of these statements BEST summarizes the thesis within this text?

- A) Telemarketing should be banned.
- B) You can stop unwanted telemarketing calls.
- C) The National Do Not Call Registry is a free service.
- D) The Federal Trade Commission wants to help Americans.

Battling Cancer: One Woman's Journey Tracy Wilson

¹ Julianne had never given much thought to cancer before one dismal Monday morning last April. The dawn clouds were gray and heavy, and it looked as though it might rain at any second as Julianne meandered to the mailbox at the end of the lawn. As she opened the box, the rusty hinge made a screech much like someone scraping fingernails across a blackboard. The news Julianne received in a postcard that day was much more unnerving. It was simply stated: "Miss Taylor, please call our office to schedule a follow-up appointment as soon as possible. Tests from your annual physical examination have revealed an abnormality." "Abnormality?" Julianne questioned. What kind of abnormality could a 24-year-old woman, who exercised religiously and consumed a healthy diet, possibly have? Within hours she learned the answer to this question only to pose a thousand more in its place.

² Cancer, "the big C," as it is often called. Her doctor felt sure but ordered more tests to confirm his suspicion. While cervical cancer in a woman Julianne's age was rare, her doctor admitted, it certainly was not unheard of in her demographic group. Her doctor explained that this type of cancer is often caused by a common virus that many women do not even realize they have. The human papillomavirus can lead to this type of cancer if a woman's immune system does not fight off the virus in its initial stages. Julianne was devastated. Her doctor began to discuss treatment options and suggested an oncologist specializing in this type of cancer, but Julianne heard very little of what he said. Her head was spinning with questions. Overwhelmed, she wondered how she would break the news to her family and friends.

³ Initially, they would feel the same shock and dismay Julianne experienced after receiving the devastating news. As the shock wore off and cancer became the reality they would be living, they immediately offered tremendous support. Along with her parents and a close friend, Julianne went to the oncologist her doctor had recommended to determine a treatment plan to combat her cancer. The oncologist was optimistic that with a combination of surgery to remove the cancerous cells followed by six chemotherapy treatments to ensure that all of the cells were destroyed, Julianne could overcome this cancer and go into remission. He determined that since Julianne's cancer had been discovered in an early stage of development, perhaps her fertility could also be saved. Julianne had dreamed of having children ever since she was a child herself, so this news was very encouraging.

⁴ In May, Julianne had an operation to remove the cancerous cells from the lining of her cervix. The surgery to remove the cells was painful in the days immediately following the procedure, but it was the chemotherapy treatments that were the most debilitating. For several days after each of the six treatments, Julianne was unable to get out of bed. The physical pain coupled with the extreme bouts of nausea and vomiting were more than she thought she could bear. While her hair became thin and brittle during the treatments, she did not lose it entirely.

⁵ By autumn, Julianne was looking and feeling much more like herself. In late October, the results of treatment were conclusive; she was in remission. Even though doctors consider Julianne cancer-free, she has made lifestyle changes to prevent the cancer from returning. These changes include increasing the consumption of certain nutrients that have proven to reduce cancer-causing agents from attacking healthy cells in the body.

⁶ Lycopene, an amino acid found in abundance in tomatoes and tomato-based products such as tomato sauce and paste, has been proven to be a preventative for many types of cancer. Vitamins and minerals found in green, leafy vegetables such as spinach and broccoli are also rich in cancer preventing antioxidants. Julianne also heeded her doctor's advice to exercise regularly and to engage in activities such as yoga or meditation to help manage stress and keep cancer at bay.

14) "Julianne had dreamed of having children ever since she was a child herself, so this news was very encouraging."

What does this quotation suggest is another fear Julianne was experiencing?

- | | |
|---|---|
| A) She feared that the cancer would spread. | C) She feared that she might pass on the disease to her own children. |
| B) She feared that her cancer would return. | D) She feared that the cancer and the treatments would leave her infertile. |

15) What is the purpose of this article?

- | | |
|---|--|
| A) to explain how chemotherapy is administered to cancer patients | C) to inform the public about the health benefits of eating fruits and vegetables |
| B) to explain the role an oncologist plays in the treatment of cancer | D) to inform people about diagnosis and treatment of cervical cancer through a story of a young survivor |

16) What evidence does the author provide to demonstrate that Julianne's doctor was thorough in his diagnosis?

- | | |
|---|--|
| A) The doctor advised her to exercise regularly. | C) The doctor ordered more tests to confirm his suspicions. |
| B) The doctor discussed treatment options with her. | D) The doctor performed surgery to remove the cancerous cells. |

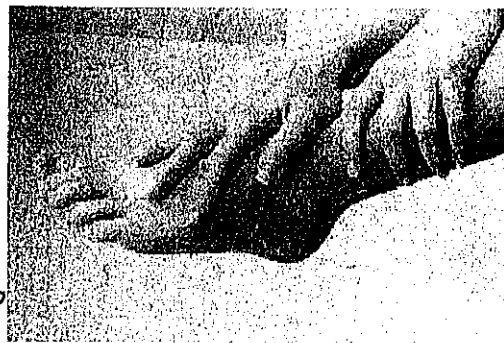
Does It Work? Terri Roberts

¹ Whether you're an athlete, a busy mom chasing young children, or an employee whose job keeps you on your feet, you most likely suffer occasionally from sore feet. Chronic foot pain, however, is a condition that can affect your daily routine. This serious affliction can impact your entire body, leading to discomfort in the knees, hips, and lower back.

² Today, many products claim to alleviate foot pain and correct posture to realign your body. If you watch television late at night, you've probably seen advertisements for the Pro Walk orthopedic inserts. This infomercial claims that these plastic inserts "offer support for your feet, correcting your gait and stabilizing your spine." The advertisement also maintains that the inserts provide enhanced protection for the feet, absorbing some of the shock produced by standing, walking, and running. The Pro Walk Web site contains many positive assessments of the product's benefits from anonymous consumers, but we wanted to evaluate the claims for ourselves.

³ To analyze this product, we turned to sixteen-year-old high school student Christian Johnson. Like many students, Christian is extremely busy. Besides going to school, he also participates in a number of extracurricular activities, including soccer and track and field. On the weekends, he waits tables at his uncle's diner to help save money for college.

⁴ "A long shift at the diner or a rough practice can really exasperate the discomfort I feel in my feet," Christian explains. "Usually, I will do some stretching to try and relieve the pain." Christian also attributes some of the pain in his hips to the problems he has with his feet.



⁵The skeptical teenager agrees to wear the Pro Walk inserts for a week and report his findings to us. On the first day, Christian noticed some tenderness in his feet. While he acknowledged that the inserts supported his arches, he felt slight pain on the sides of his feet. Feeling that the product was too narrow, Christian returned the Pro Walk inserts to the store and exchanged them for a larger size.

⁶Luckily, the larger size seemed to fit Christian's feet perfectly. He decided to wear them to a soccer scrimmage in the park. He didn't perceive any muscle tension or discomfort during the game, though he admitted that the feeling of the hard plastic under his feet was a little aggravating at first. The teen seemed optimistic about testing the inserts during a strenuous day at the diner. On Saturday, Christian wore the Pro Walk orthotics for the duration of his eight-hour shift.

⁷At the end of the seven-day trial, Christian reported a significant improvement in his posture and a sharp decline in foot soreness. Not only did the Pro Walk provide support around Christian's arches, but he also noticed a reduction in the pain he felt in his hips. He believes that the product is even improving his coordination.

⁸After hearing Christian's praise of the product, we contacted a local podiatrist to get her take on the Pro Walk. For decades, Dr. Ernestine Campbell has recommended orthotics to patients with flat feet or similar conditions. While Dr. Campbell believes that the Pro Walk can provide legitimate relief for people who suffer from chronic foot pain, she stresses the importance of finding an orthotic that fits your feet properly. Maladjusted inserts can have disastrous results, causing more pain and suffering for the wearer.

⁹Overall, the Pro Walk inserts seem to do just what they claim. Remember that every individual's feet are different, so it's important that you find a product that works for you.

17) Which statement is a summary of the Pro Walk's benefits?

- A) The Pro Walk is one of the best products on the market.
- B) The Pro Walk Inserts are less expensive than other orthotics.
- C) The Pro Walk inserts can greatly improve your quality of life.
- D) The Pro Walk helps to realign the spine and supports the feet.

18) Which BEST evaluates the evidence used to support the author's viewpoint?

- A) Chris Johnson offers general support of Pro Walk orthopedic inserts and Dr. Ernestine Campbell offers no recommendation for the inserts.
- B) Chris Johnson offers no specific details in support of Pro Walk orthopedic inserts and Dr. Ernestine Campbell offers no recommendation for the inserts.
- C) Chris Johnson offers specific details in support of Pro Walk orthopedic inserts and Dr. Ernestine Campbell offers a specific recommendation for the inserts.
- D) Chris Johnson offers specific details in support of Pro Walk orthopedic inserts and Dr. Ernestine Campbell offers only a general recommendation for properly fitted orthotic inserts.

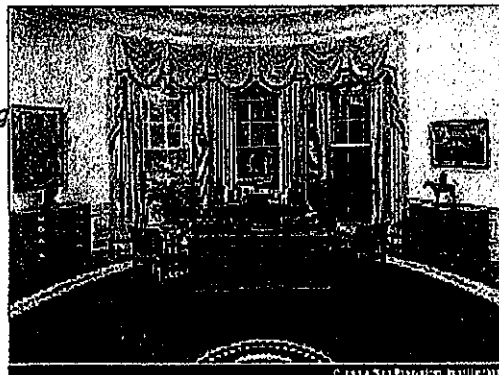
19) Which of these is a summary of Christian's experience with the Pro Walk?

- A) Christian was skeptical of the Pro Walks claims at first.
- B) Christian wore the Pro Walk to one of his soccer scrimmages.
- C) After wearing the Pro Walk for the first time, Christian noticed some soreness.
- D) After finding the right size, Christian felt that the Pro Walk alleviated his pain.

The Oval Office: A Place in History

Elizabeth Kibler

¹America's presidents have had to make many important decisions during their terms in office. They made many of these important choices in the famous Oval Office. The Oval Office is the private office of the President of the United States of America. Located in the West Wing of the White House, the Oval Office represents the power and responsibility of the president.



²Before President Howard Taft built the original Oval Office, most presidents living in the White House did their work in the room that is now called the Lincoln Bedroom. In 1909, President Taft built the first Oval Office in the West Wing of the White House. Taft built the office because he wanted his staff to have a center from which they could all work. A fire in the West Wing damaged the original Oval Office in 1929. President Herbert Hoover, however, restored the office after the fire. When Franklin Roosevelt became president, he moved the Oval Office to a different section of the West Wing so he could easily enter the office in his wheelchair. President Roosevelt completed the modern Oval Office in 1934, and it has stayed in the same place ever since.

³Although the structure of the office has remained the same, each president has decorated the office in his own way. The style of the room often changes when a new president takes office. The first Oval Office had green drapes and carpeting. Since then, the drapes and carpeting have been many different colors. Presidents also change the arrangement and types of furniture in the office.

⁴Presidents even have the opportunity to design a special carpet for the Oval Office. The Oval Office carpet includes the Seal of the President of the United States. The seal shows the eagle holding an olive branch, which represents peace, in its right foot, and arrows, which represent strength, in its left foot. A banner above the eagle reads *e pluribus unum*, a Latin phrase meaning "out of many, one." Fifty stars representing the fifty states surround the eagle. President George W. Bush's Oval Office carpet had the seal in the center surrounded by yellow sunbeams.

⁵One fixture of the modern Oval Office is the Resolute desk. The Resolute desk was a gift from the Queen of England to President Rutherford Hayes in 1880. In 1855, American sailors found an abandoned British ship called the HMS Resolute. The United States government returned the ship to England as a sign of peace. When the British Navy retired the Resolute, the Queen had the ship's timbers turned into a desk. Since 1880, all but three presidents have used the Resolute desk. President John F. Kennedy was the first to put the desk in the Oval Office. A famous photograph shows him working at the desk while his son plays underneath it.

⁶The Oval Office's style may have changed over the years, but its importance has not. American presidents have welcomed heads of state, representatives, and royalty to the Oval Office. Furthermore, many presidents do their most important work from the Oval Office, including meeting with members of Congress, vetoing and signing legislation, and making formal addresses to the nation. The Oval Office is a symbol of the president and will interest the public for generations to come.

20) The author would MOST LIKELY agree with which statement about the Resolute desk?

- | | |
|---|--|
| A) Using the Resolute desk in the Oval Office is impractical. | C) The Resolute desk should be kept in a museum. |
| B) Officials should return the Resolute desk to England. | D) The Resolute desk has a fascinating history. |

21) What is the most likely reason the author includes paragraph 2 in the passage?

- | | |
|-------------------------------|--------------------------------------|
| A) to introduce the topic | C) to generate the reader's interest |
| B) to summarize the main idea | D) to provide background information |

22) The author would MOST LIKELY agree with which statement about the Oval Office carpet?

- | | |
|--|---|
| A) It reflects each president's personal style. | C) It should not always have to contain the Presidential Seal. |
| B) It has little value or significance to the Oval Office. | D) George W. Bush's Oval Office carpet has the overall best design. |

A Journal of Dreams
Angela Harmon

¹Beatrice flipped through her binder of newspaper articles that she had written over the past few years. Although the articles were just rewritten from the headlines she read in the paper or from newspaper clippings her parents had saved, she knew that one day she would become a newspaper reporter and cover news stories herself. One of the articles rehashed a story her parents had clipped from the newspaper years earlier. The article was about an African-American woman who refused to give up her seat on a bus to a white man.

²Beatrice examined her work:

3 Act of Defiance Lands Woman in Jail

4 Rosa Parks, an African-American woman, was arrested on December 1, 1955, after refusing to give up her seat on a bus and move to the designated section of the bus in Montgomery, Alabama. This was not the first incident involving African Americans fighting for equal rights. More and more African Americans were fighting back against the laws that segregated whites and blacks.

5 Newspapers had been covering incidents such as these for many years now and Beatrice was enthralled by reading about how the country was evolving. She felt a sense of empowerment after perusing these articles. She wanted to write as eloquently as the journalists at the newspaper, and she wanted to inspire others through her own writing. Furthermore, she wanted to make a difference in the civil rights movement—just as Rosa Parks and others did.

6 She flipped the page to read another one of her articles:

7 Sit-In at Lunch Counter Sparks Controversy

8 Four African-American students were refused service when they sat at the whites only lunch counter in Woolworth's in Greensborough, North Carolina on February 1, 1960. The students—who refused to leave the counter despite threats and warnings—remained at the store until it closed. Over the next few days, more people joined the peaceful sit-in at Woolworth's.

9 The day after Beatrice reviewed her articles, her sixth-grade class went to listen to a civil rights speaker. As Beatrice listened to the speaker, she feverishly wrote down as much of the speech as she could, so she could write a news article about it later.

10 When Beatrice got home, she reviewed her notes:

11 My name is Mr. Wallace and I am an involved in the civil rights movement. When I was younger, I protested the way some whites treated blacks. I failed to understand why my rights were less important because of the color of my skin. Despite the powerful negative influences around me, my family and friends helped me realize I could do anything.

12 I attended many protests and marches to support equal rights for all citizens. I attended a march in Washington, DC, led by Martin Luther King Jr. Afterward, King gave a speech. I was moved by what he said. He wanted what all people—white or black—wanted: to be treated fairly and equally, and, students, I believe that one day all citizens will gain that right.

13 After rereading the speech, Beatrice felt more deeply than ever that she wanted to be a journalist and have a positive impact on her society. She knew that her journey would be difficult, but it would also be worthwhile.

- 23) What main idea links all three of the article excerpts contained in the passage together?**
- | | |
|--|---|
| A) Taxation rates should be applied equally and fairly to all people. | C) No one deserves to be lonely, and everyone deserves to be loved. |
| B) A little bit of kindness goes a long way in trying to change the world. | D) African-Americans had to fight long and hard to receive equal rights in America. |
- 24) What is the main idea of both the passage and the speech excerpt?**
- | | |
|---|---|
| A) Journalists make a huge impact on their society. | C) The civil rights movement changed America's history. |
| B) Follow your dreams, despite the challenges you face. | D) You don't need to use violence to get what you want. |
- 25) How do the article excerpts help you understand the passage better?**
- | | |
|--|--|
| A) The article excerpts refute information presented in the passage. | C) The article excerpts expand on information presented in the passage. |
| B) The article excerpts compare and contrast ideas from the passage. | D) The article excerpts analyze the subject's opinions from the passage. |

Check your answers!

8th Gr. Yearly Review

1. A
2. D
3. A
4. C
5. D
6. C
7. C
8. D
9. A
10. C
11. D
12. A
13. B
14. D
15. D
16. C
17. D
18. D
19. D
20. D
21. D
22. A
23. D
24. B
25. C

Reading

Read the passage. Then answer the questions that follow.

The Glowing Beagle

by Karen Brinkmann

1 Dogs have provided many services for people over the years. Working and herding dogs pull sleds and shepherd animals. Service dogs guide and protect people with special needs. Police dogs assist in tracking down and apprehending criminals. Assistance dogs perform necessary tasks for people. And of course, dogs are probably best known for their faithful companionship to individuals and families.

2 But dogs may soon be able to add another talent to their long list of abilities: the potential to help researchers cure diseases because of the dogs' ability to glow. Yes, you read that correctly: scientists in Korea have designed and bred a dog that glows under ultraviolet light. Let's take a look at this unprecedented scientific creation in order to understand why it was accomplished as well as how it could help doctors study and eradicate diseases.

3 For many years, scientists have studied bioluminescent sea creatures such as jellyfish. *Bioluminescent* means a creature can produce and emit its own light. After years of observing and experimenting with these types of creatures, scientists discovered a protein called *green-fluorescent protein*, which is responsible for giving the jellyfish and other creatures the ability to glow. They determined a way to isolate the protein. Then, they transferred it into the cells of a puppy before the puppy was even born. The result was a delightful dog named Tegan who is like any other beagle except that she appears to glow when placed under an ultraviolet light.

4 You may be wondering how in the world a glowing beagle pup could possibly help researchers find a cure for diseases such as Alzheimer's and Parkinson's. The answer to that question lies not in the fact that the dog glows but that scientists have created a method to transfer genes. Because the gene transfer process has been successful, scientists are hopeful that other gene transfers will also be successful. And these gene transfers could lead to a better understanding, if not a cure, for many different kinds of diseases.

5 Human beings and dogs share the ability to contract 268 genetic diseases. If scientists can successfully conduct research on a dog that has a disease that a human can also develop, the scientists may find clues to curing that disease by observing the dog. Dogs share some of the same physiological and anatomical body parts that people do, so studies of dogs translate well to studies of humans. Plus, dogs are social creatures and respond well to commands. They are better subjects to study than laboratory rats or mice.

6 Though transferring fluorescent genes to a dog does not harm a dog in any way, there are some critics of the process. Some animal rights groups discourage any testing on animals. Many suggest alternatives to animal testing, including testing humans instead. However, though many studies have been conducted using human volunteers, the type of gene testing that scientists have done on dogs cannot be conducted on humans.

Go On

7 Another drawback of the program is the expense. Scientific research is typically costly, but genetic testing requires equipment and technology that come at a very high price. Additionally, testing on dogs would require that researchers find caregivers for the dogs. Small creatures such as mice and rats can live happily in small cages, but dogs of course cannot. Researchers who want to dedicate their lives to performing gene transfers on pups would need to find a way to house the dogs in a humane way.

8 Still, scientists are optimistic. They see great potential in these developments and hope that the future of scientific research on genes is bright, not only for humans, but for their best friends, the dogs.

1 This question has two parts. First, answer part A. Then, answer part B.

Part A

What is one central idea of the article?

- A** Dogs are known for their loyal and devoted companionship to humans.
- B** Bioluminescent sea creatures may help researchers cure diseases such as Parkinson's.
- C** It is safer and easier to conduct research on dogs than on humans.
- D** Glowing beagles could help doctors effectively treat human diseases.

Part B

Which sentence from "The Glowing Beagle" best supports the answer to part A?

- A** "For many years, scientists have studied bioluminescent sea creatures such as jellyfish."
- B** "If scientists can successfully conduct research on a dog that has a disease that a human can also develop, the scientists may find clues to curing that disease by observing the dog."
- C** "However, though many studies have been conducted using human volunteers, the type of gene testing that scientists have done on dogs cannot be conducted on humans."
- D** "They see great potential in these developments and hope that the future of scientific research on genes is bright, not only for humans, but for their best friends, the dogs."

2

Look at the first sentence of the passage.

Dogs have provided many services for people over the years.

What relationship does this sentence have with the rest of the first paragraph?

- A** It introduces a problem. The rest of the paragraph lists possible solutions.
- B** It states an observed effect. The rest of the paragraph examines causes.
- C** It provides an opinion. The rest of the paragraph provides reasons.
- D** It presents an idea. The rest of the paragraph gives examples.

3

Which of the following gives the **best** summary of the ideas in "The Glowing Beagle"?

- A** Some animals, such as jellyfish, can produce their own light. By transferring the light-producing gene to dogs, scientists have found a way to make dogs glow when placed under ultraviolet light. This could lead to important discoveries.
- B** The fascinating study of bioluminescent sea creatures has led to new research for curing diseases. However, scientists now cruelly perform tests, such as gene transfers, on live animals.
- C** By successfully transferring genes from light-producing sea creatures to dogs, scientists have found a way to study and possibly cure diseases in people. Though there are several drawbacks, scientists are hopeful that the challenges can be overcome.
- D** Scientists have discovered a cure for Alzheimer's disease. By transferring genes from bioluminescent sea creatures to dogs, researchers discovered where disease-producing genes can be found. They found ways to prevent these genes from becoming active.

Go On

4

The author believes the gene transfer process is a positive discovery, but she also wants to acknowledge that there are people who oppose it. Which sentence from the passage **best** supports this statement?

- A "And of course, dogs are probably best known for their faithful companionship to individuals and families."
- B "The result was a delightful dog named Tegan who is like any other beagle except that she appears to glow when placed under an ultraviolet light."
- C "Though transferring fluorescent genes to a dog does not harm a dog in any way, there are some critics of the process."
- D "Small creatures such as mice and rats can live happily in small cages, but dogs of course cannot."
- E "They see great potential in these developments and hope that the future of scientific research on genes is bright, not only for humans, but for their best friends, the dogs."

5

Below are three claims that one could make based on the article "The Glowing Beagle."

Claims	
	Gene transfers are an important breakthrough that could greatly benefit humans.
	Because of their similarity to humans, dogs are some of the best research subjects.
	Genetic testing is too costly and controversial to hold much promise.

Draw an X by the claim that is supported by the **most** relevant and sufficient evidence within "The Glowing Beagle." Then write down two sentences from the article that **best** provide evidence to support the claim selected in part A.

First sentence: _____

Second sentence: _____

Reading

Read the passage. Then answer the questions that follow.

Cars Without Gasoline Are Here

by Caroline Rialto

1 People often feel as if the use of a gasoline engine has been integral to the automobile for as long as cars have been on the road. Justifiably, this makes people resist change. They feel that if the gasoline engine disappears, automobiles will never be as fast, safe, or comfortable as they are now, much like people must have felt as the car replaced the horse-drawn carriage.

2 But in fact, the first automobiles were really locomotives modified with tires. They were powered mostly by steam engines. Some early cars ran on strange fuels like gunpowder and coal gas. And some early cars were even powered by simple batteries and electric motors.

3 So the history of the early automobile is a history of changing technology, and of trying things and seeing if they work. Today, technology is changing because political and environmental concerns are forcing manufacturers away from the gasoline engine. The Earth's survival depends on our response to energy issues today. Plus, the price of gas is rising, which means new technologies must be invented to utilize other forms of energy. Because of these factors, we are experiencing a return to that glorious era of experimentation. In the same way as early automobile inventors, we're trying things and seeing if they work.

4 Biodiesel is a chemical very much like the diesel fuel that trucks and some cars use. But instead of being made from crude oil, it is made from renewable sources such as vegetable oil or animal fats. Biodiesel can provide much better fuel efficiency than gasoline. It can be made anywhere. Plus, many cars that now use diesel can be converted to run on biodiesel, so biodiesel could be very cost-effective.

5 Ethanol is another fuel-based alternative to gasoline power. Bioethanol, made from many common crops grown in the United States, could be a main fuel for the future of transportation. Ethanol is already added to fuels to reduce the amount of gasoline our cars consume.

6 Another set of alternative technologies uses natural gas or locally made biogas to power cars. Though natural gas is itself a fossil fuel, it burns very cleanly, so it does not pollute as much as gasoline. Biogas, made from decomposing organic matter, is a more environmentally conscious choice that has the same advantages.

7 Hybrid technology allows another route to gasoline-free driving. A hybrid car uses a small conventional engine, but gets added power through one or more electric motors linked to a set of batteries. The batteries are charged by excess power from the engine and from energy recaptured from braking. The electric motor supplements the conventional engine during peak loads, often providing full power at low speeds. The conventional engine takes over at higher speeds, often around 30 miles per hour. The most successful commercial hybrids today use a gasoline engine, but the technology could easily be used with biodiesel, bioethanol, or biogas to provide a fossil-fuel-free transportation technology.

Go On

8 So far we've been looking at vehicles that represent small improvements. But some new technologies are more boldly changing the face of motoring. The fully electric car does away with the conventional motor altogether, using only electric motors and battery packs. However, the limited state of battery technology today means that such vehicles rarely have real-life ranges of more than 100 miles. They can also take many hours to charge up. But there is another option. The plug-in hybrid is very much like normal hybrid technology, but it adds the capacity to be charged from a wall plug like an electric car. That way, drivers can charge the cars overnight and have them ready in the morning. Such vehicles generally use the electric motor almost exclusively until the battery pack is exhausted. This means that the car may use little fuel or no fuel at all during shorter trips.

9 Batteries are heavy. And, as we've seen, they have short range and long charging times. If we want to avoid pollution completely, there are two revolutionary fuel technologies also being deployed. For short trips inside of cities, vehicles powered off of compressed air could be valuable. Such a vehicle would emit no pollutants. It could be pumped up at stations throughout the city and would provide ample power for urban environments. For longer trips, hydrogen could be used as a fuel. Hydrogen can be safely stored in a compressed tank or incorporated into cutting-edge materials. It can be combined with oxygen from the air to produce energy that can be used to power a car. The only emission from a hydrogen-powered vehicle would be pure water. Plus, hydrogen is the most abundant natural element in the universe, so there is plenty of it around.

10 Future road cars will combine many of these technologies to provide maximum efficiency. But one thing is certain: Cars will surely get better for the consumer.

1 This question has two parts. First, answer part A. Then, answer part B.

Part A

Which meaning of the word "hybrid" **best** defines the use of the word in the passage?

- A** the offspring of two different biological beings
- B** a word that contains elements of two or more languages
- C** a custom born out of the interaction of two or more cultures
- D** something that draws on multiple sources of power

Part B

Which of the phrases from the passage **best** helps the reader understand the meaning of "hybrid"?

- A** "replaced the horse-drawn carriage"
- B** "supplements the conventional engine"
- C** "use the electric motor"
- D** "combined with oxygen"

2

Which of the following sentences from "Cars Without Gasoline Are Here" suggests that the development of "green" technology is being influenced by forces outside the auto industry?

- A** "So the history of the early automobile is a history of changing technology, and of trying things and seeing if they work."
- B** "Today, technology is changing because political and environmental concerns are forcing manufacturers away from the gasoline engine."
- C** "Ethanol is already added to fuels to reduce the amount of gasoline our cars consume."
- D** "Future road cars will combine many of these technologies to provide maximum efficiency."

3

One of the author's main claims in "Cars Without Gasoline Are Here" is that the limited range of the electric car can be overcome. Which statement from the passage best supports this statement?

- A** "The Earth's survival depends on our response to energy issues today."
- B** "The fully electric car does away with the conventional motor altogether, using only electric motors and battery packs."
- C** "The plug-in hybrid is very much like normal hybrid technology, but it adds the capacity to be charged from a wall plug like an electric car."
- D** "Such a vehicle would emit no pollutants."

Go On

4

The author of "Cars Without Gasoline Are Here" claims that new technologies are changing the way modern automobiles are fueled. Which **three** details are irrelevant to this claim?

- A** Some early cars ran on gunpowder and coal gas.
- B** The survival of Earth hinges on our response to the energy crisis.
- C** Biogas powers cars and does not pollute as much as gasoline.
- D** The fully electric car is powered only by electric motors and battery packs.
- E** Hydrogen can be combined with oxygen from the air to power a car.
- F** Hydrogen is the most plentiful element in the universe.

5

How does the author make distinctions between the different types of automobiles she discusses in the article? Use **two** details from the passage to support your response.

Read the passage. Then answer the questions that follow.

Code Breaking and Computers in Bletchley Park

by Thomas Bender

1 If you didn't know the history of Bletchley Park, it would be easy to walk by this sprawling yet unassuming mansion in England without giving it a second look. Today, it is the location of both the National Codes Centre and the National Museum of Computing. However, during the Second World War, it was a top-secret location where undercover codebreakers reported for duty. The codebreakers quietly but determinedly helped the Allies (the countries that joined together against German forces) to win the war. The work done at Bletchley Park was significant both because it allowed the Allies to gather information from behind enemy lines, and because it was where the first computer was developed.

Communication During War Time

2 The Germans went to great lengths to protect sensitive military information during World War II. One of the ways they did this was by using codes to communicate. Sending important military and intelligence messages by code was meant to keep them secret from the enemy. For instance, the following string of letters uses a substitution code: GISSN. In this "word," G is used in place of H, I in place of E, S in place of L, and N in place of O. Once a person has this information, it is easy to see that these letters spell "hello." This is a simplified example, but it shows the idea of how using a code worked.

3 During the war, a person who received an encoded message would be able to comprehend its meaning because he or she would have the key necessary to interpret it. However, an average person would merely see what looked like a random string of numbers, letters, or symbols. It wouldn't make any sense at all.

4 The Germans thought that the communication system they had created was foolproof and that their code would be impossible for an outsider to decipher. Those who worked at Bletchley Park and other key players ultimately proved them wrong.

The Players in the Code Game

5 The names of certain individuals—especially the mathematician Alan Turing—are practically synonymous with Bletchley Park. But, the drama of figuring out the various intelligence codes used during the Second World War actually involved a cast of thousands.

6 These individuals can be divided into four main groups: the informers, the interceptors, the decoders, and the reporters. The first group consisted of insiders in Poland. They not only broke an early version of the German Enigma code, but they also succeeded in recreating a machine used to read it. They shared what they knew with Britain. Without this vital information, it's quite possible nobody would know the name of Bletchley Park today. The interceptors covertly eavesdropped on Germany's radio messages, sending them along to the team at Bletchley. Here, the codebreakers made sense of the communications. The final group used the decoded messages to compile intelligence reports focusing on the activities of the German Navy, Army, and Air Force.

Go On

Enigma: Cracking the Code

7 Enigma was a very clever code that involved using a machine by the same name. German officials would rotate the wheels of the machine into a certain position and then type their message. The recipient of the message could unscramble it using the same machine only because they knew the position of its wheels. Billions of code variations could be produced using this deceptively simple-looking contraption. The Germans also changed the code regularly to prevent anyone who might be trying to crack it from making progress.

8 The mathematicians Alan Turing and Gordon Welchman created a device called the Bombe to convert German messages into a form that could be easily understood. The machine worked by using the process of elimination principle. By ruling out potential code variations, the correct one could eventually be pinpointed.

9 The Bombe creators knew that messages often had commonly used words and phrases. They also knew that no letter would ever stand for itself; the letter A, for instance, would always represent another letter. This knowledge allowed them to reduce the billions of possibilities down to a more manageable number.

Keeping Up: Deciphering Later Codes and the First Computer

10 After the team at Bletchley Park figured out the Enigma code, the Germans moved on to an even more sophisticated method of encryption that they honed and perfected. The British called this new code Fish. By 1944, cracking the code by hand was no longer possible. It became necessary to invent a machine that could process more digital information in a much shorter time than a human codebreaker was capable of processing.

11 The ultimate solution to figuring out Fish was a machine called Colossus. It is often described as the ancestor of the modern computer, but comparing it to an Internet-wired laptop is a little like equating a house cat to a tiger. They are related, but the differences are at least as numerous as the similarities.

12 Colossus was absolutely massive, and it operated thanks to well over 1,000 vacuum tubes. Still, its capabilities were impressive, at least for the time. Using it, the Bletchley Park team could complete mathematical calculations that would have taken weeks to do by hand in a matter of hours. This allowed them to do the extensive work necessary to crack the mind-boggling German code. Colossus also laid the groundwork for the development of the faster, smaller, and more user-friendly computers people use today.

22 This question has two parts. First, answer part A. Then, answer part B.

Part A

How does the author acknowledge the viewpoint of people who might not agree that Colossus was the first computer?

- A** He admits that Colossus was extremely different from modern computers.
- B** He agrees that Colossus was more like a calculator than a laptop.
- C** He points out that Colossus wasn't able to process digital information very efficiently.
- D** He recognizes that today's computers would exist even if Colossus had never been built.

Part B

Which sentence from the passage **best** supports the answer to part A?

- A** "It became necessary to invent a machine that could process more digital information in a much shorter time than a human codebreaker was capable of processing."
- B** "The ultimate solution to figuring out Fish was a machine called Colossus."
- C** "It is often described as the ancestor of the modern computer, but comparing it to an Internet-wired laptop is a little like equating a house cat to a tiger."
- D** "Colossus also laid the groundwork for the development of the faster, smaller, and more user-friendly computers people use today."

23 Which describes an important similarity between codemakers and codebreakers?

- A** Both groups depend on perfect secrecy to accomplish their missions.
- B** Historically, both groups have relied on machines to do their work.
- C** Both groups need the code, but not necessarily the key, to do their jobs.
- D** In order to succeed, both groups must constantly improve their technology.

Go On

24

Read the following sentence from the passage.

But, the drama of figuring out the various intelligence codes used during the Second World War actually involved a cast of thousands.

What does the word “drama” suggest about the events at Bletchley Park during World War II?

- A** They didn’t seem real at the time.
- B** They were full of emotion and excitement.
- C** They involved numerous conflicts between the decoders.
- D** They would later be turned into a stage play.
- E** They were made stressful by people who overreacted.
- F** They were more complicated than they needed to be.

25

Read the last paragraph of the passage. Which sentence **most clearly** develops the idea that a technology’s effect is relative to its era?

- A** “Colossus was absolutely massive, and it operated thanks to well over 1,000 vacuum tubes.”
- B** “Still, its capabilities were impressive, at least for the time.”
- C** “Using it, the Bletchley Park team could complete mathematical calculations that would have taken weeks to do by hand in a matter of hours.”
- D** “This allowed them to do the extensive work necessary to crack the mind-boggling German code.”

- 26** Read the inference about the passage at the top of the chart below. Then select **two** sentences from the passage that **best** support the inference and write them in the blanks.

Inference: Speed was an essential element of codebreaking.	
Support	

Go On

Reading Discourse Cards

UNDERSTANDING LITERATURE

How does a character change in the story?

First, the character _____.
Then, the character _____.

i-Ready Reading Curriculum Associates, LLC 5

UNDERSTANDING LITERATURE

If the story were told by a different character, which details might be different?

i-Ready Reading Curriculum Associates, LLC 11

UNDERSTANDING LITERATURE

How do the illustrations help you understand the characters, setting, or events in the story?

i-Ready Reading Curriculum Associates, LLC 14

UNDERSTANDING INFORMATIONAL TEXTS

What is the main topic of this text?
How do you know?

i-Ready Reading Curriculum Associates, LLC 16

KNOWLEDGE BUILDING

What does this text help you understand?

Now I know _____.

i-Ready Reading Curriculum Associates, LLC 32

KNOWLEDGE BUILDING

What does this part of the text make you want to learn more about?

The text makes me want to know _____.

i-Ready Reading Curriculum Associates, LLC 23

KNOWLEDGE BUILDING

What do you already know about this topic?
Where have you learned about this topic?

I already know _____
from _____.

i-Ready Reading Curriculum Associates, LLC 37

KNOWLEDGE BUILDING

What were you surprised to learn from the text?

i-Ready Reading Curriculum Associates, LLC 40

ACADEMIC TALK

I'm curious about _____.

i-Ready Reading Curriculum Associates, LLC 70

ACADEMIC TALK

Can you tell me more about _____?

i-Ready Reading Curriculum Associates, LLC 77

Tarjetas de discusión

TEXTOS LITERARIOS

¿Cómo cambia un personaje a lo largo de la historia?

Primero, el personaje _____.
Luego, el personaje _____.

i-Ready Reading Curriculum Associates, LLC 5

TEXTOS LITERARIOS

Si la historia la contara un personaje diferente, ¿qué detalles podrían ser distintos?

i-Ready Reading Curriculum Associates, LLC 11

TEXTOS LITERARIOS

¿Cómo te ayudan las ilustraciones a comprender los personajes, el escenario o los sucesos de la historia?

i-Ready Reading Curriculum Associates, LLC 14

TEXTOS INFORMATIVOS

¿Cuál es el tema principal de este texto?
¿Cómo lo sabes?

i-Ready Reading Curriculum Associates, LLC 16

ASIMILAR CONOCIMIENTOS

¿Qué te ayuda a entender este texto?

Ahora sé _____.

i-Ready Reading Curriculum Associates, LLC 32

ASIMILAR CONOCIMIENTOS

¿Sobre qué te anima a aprender más esta parte del texto?

El texto hace que quiera saber _____.

i-Ready Reading Curriculum Associates, LLC 33

ASIMILAR CONOCIMIENTOS

¿Qué sabes ya sobre este tema?
¿Dónde has aprendido sobre este tema?

Ya sé _____.
Lo aprendí _____.

i-Ready Reading Curriculum Associates, LLC 37

ASIMILAR CONOCIMIENTOS

¿Qué aprendiste en el texto que te haya sorprendido?

i-Ready Reading Curriculum Associates, LLC 40

LENGUAJE ACADÉMICO

Siento curiosidad por _____.

i-Ready Reading Curriculum Associates, LLC 70

LENGUAJE ACADÉMICO

¿Puedes decirme algo más sobre _____?

i-Ready Reading Curriculum Associates, LLC 77

Buried Treasure, page 1

Last May a modern archaeologist, known in some circles as a “garbologist,” came across a midden in an extremely remote location. A midden is a collection of household waste. Most people these days would use the term “dump” to describe a midden. This midden is located 20 yards from an abandoned two-story house.

The location has not been publicly revealed for fear that other interested parties would loot or otherwise destroy the archeological site. Thanks to the geography of this remote location, which is quite dry and cold, the materials are mostly intact. According to newspapers found in the midden, the trash was produced and buried during a 6-month period in 1999.

Dr. Julia Johnston is the archaeologist in charge of cataloguing the discarded items and inferring information about the people who produced them. Johnston has deduced from the contents of the garbage that three or four individuals at most contributed to the midden. In all, an estimated 3400 pounds of garbage were found in the midden.

Dr. Johnston recently released a summary of the items found at the site. Here is the breakdown of the trash items she found:

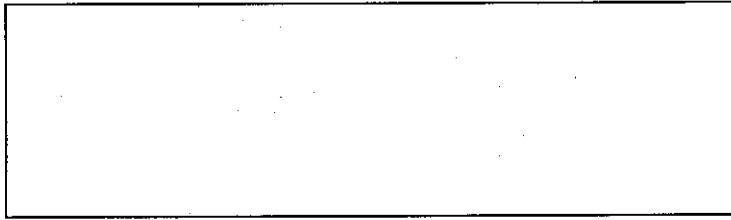
- 34% paper, a mix of newspapers, glossy magazines, and office paper (more than half the paper appears to have been used for packaging materials such as boxes)
- 13% organic materials from the landscape, including dried leaves and grass clippings
- 12% food, including many items still inside plastic bags and other packaging
- 12% plastic, including food containers and containers that once held liquid cleaning substances
- 8% metal, including aluminum and tin cans
- 7% textiles, rubber, and leather, including discarded clothing, a used tire, and a small rug
- 6% wood (2 broken chairs)
- 5% glass, including beverage and food containers, as well as fragments of other glass items
- 2% personal items, including diapers, cosmetics, and pharmaceuticals/medicines
- 1% electronics (a cell phone and a TV remote)



Sustainability Unit 2 pages

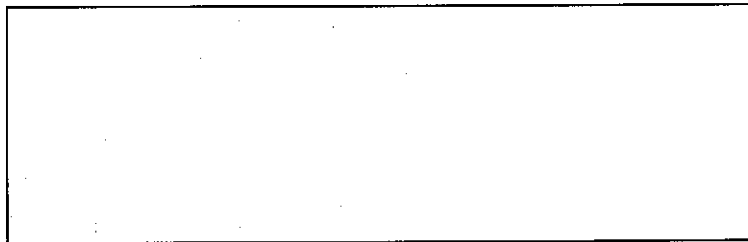
2. Are the contents of the midden mostly essential items or are they mostly luxuries?

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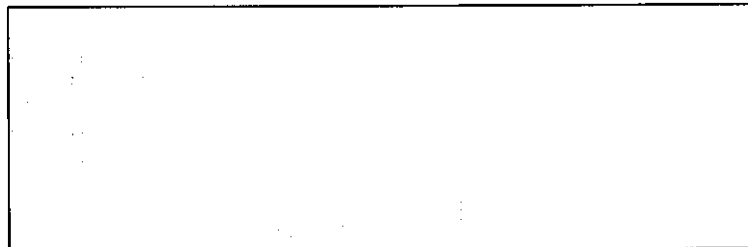
3. Why do you think these items were discarded in the midden instead of being reused inside the house?

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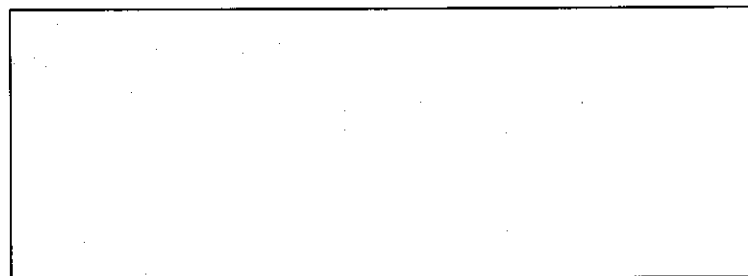


4. Based on the contents of the midden, how might you characterize the lifestyle of the people who created it?

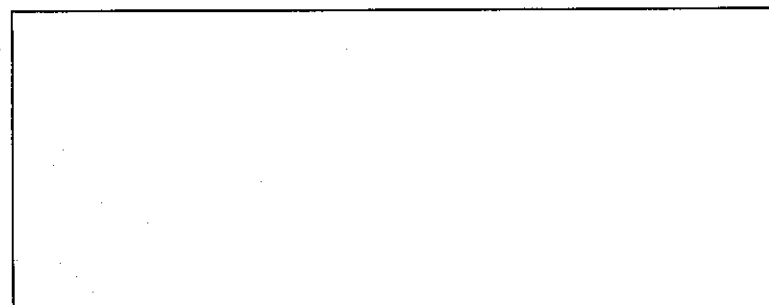
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5. What other conclusions could be drawn about these people? (For example: What was important to them, or how did they spend their time?)

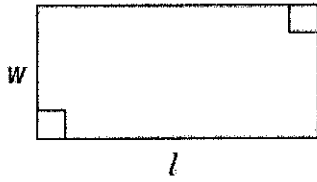


6. How does the waste from the midden compare to the waste produced by your own household?



Basic Area Formulas

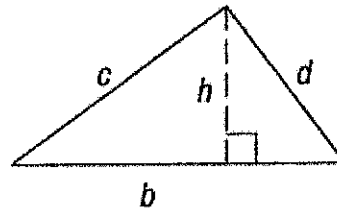
Rectangle



$$P = 2l + 2w$$

$$A = lw$$

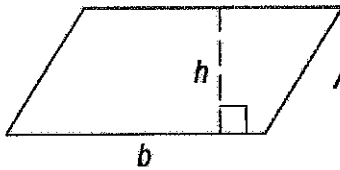
Triangle



$$P = b + c + d$$

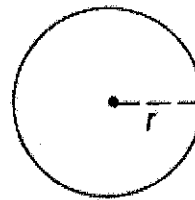
$$A = \frac{1}{2}bh$$

Parallelogram



$$A = bh$$

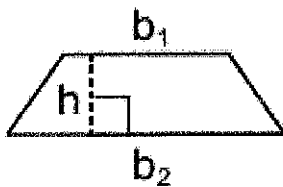
Circle



$$C = 2\pi r$$

$$A = \pi r^2$$

Trapezoid



$$A = \frac{1}{2}h(b_1 + b_2)$$

Square



$$A = s^2$$

$$P = 4s$$

Area of Triangles:

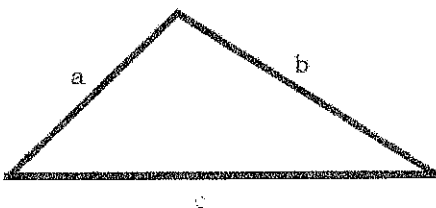
The following **triangle area** formula was developed nearly 2000 years ago by a mathematician known as Hero of Alexandria!

Theorem 111: (Hero's Formula)

$$A_t = \sqrt{s(s-a)(s-b)(s-c)},$$

where a, b, and c are the lengths of the sides of the triangle

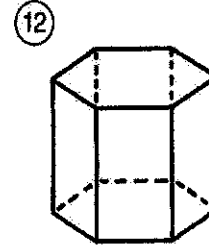
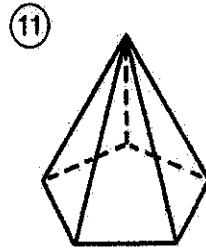
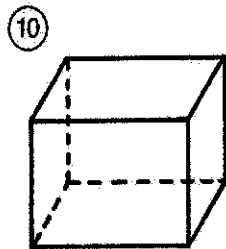
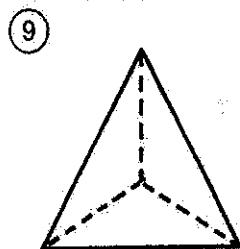
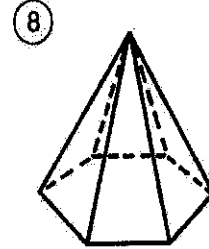
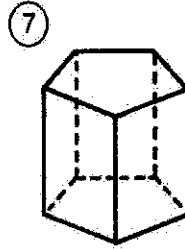
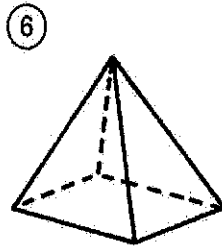
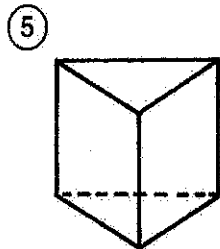
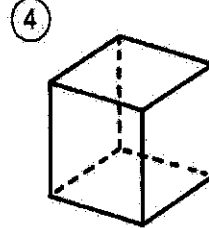
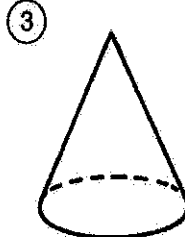
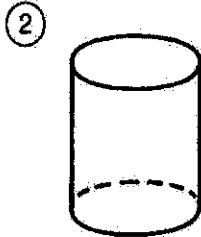
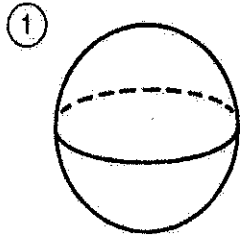
$$\text{and } s = \text{semiperimeter} = \frac{a+b+c}{2}$$



What Did the Taxi Driver Say About His Daughter?

Write the name that best describes each space figure. Then find your answer in the answer column. Write the letter of the answer in the box containing the number of the exercise.

6	4	9		2	11	5	7		10	1	12	8	3
---	---	---	--	---	----	---	---	--	----	---	----	---	---

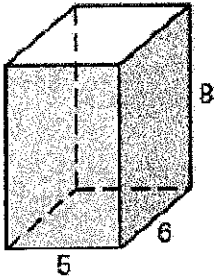


- Ⓢ triangular pyramid
- Ⓣ hexagonal prism
- Ⓡ cone
- Ⓣ triangular prism
- Ⓢ sphere
- Ⓜ rectangular prism
- Ⓟ pentagonal prism
- Ⓟ cube
- Ⓢ pentagonal pyramid
- Ⓡ cylinder
- Ⓢ hexagonal pyramid
- Ⓢ rectangular pyramid

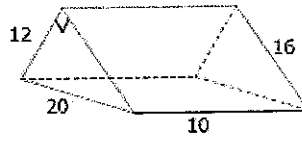
Homework - Volume of Prisms and cylinders – Day 1

Calculate the volume of each.

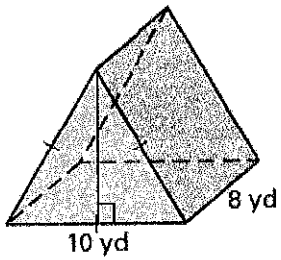
1.



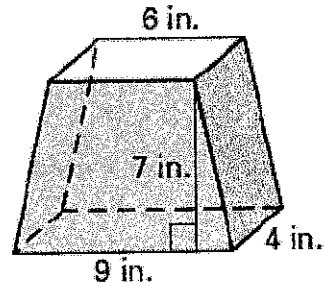
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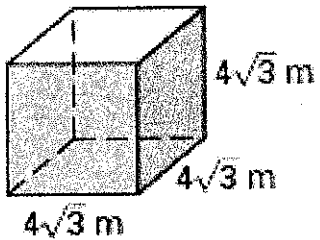
3.



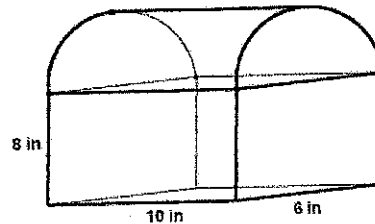
4.



5. Leave answers exact.



6. Round your answers to the nearest tenth.



Cumulative Review *8th Math*

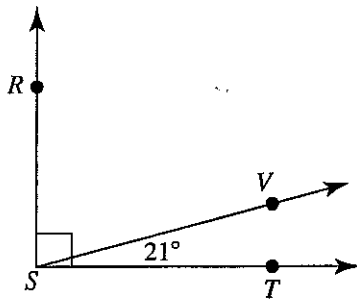
Chapters 1–10

Multiple Choice. Circle the letter of the best answer.

1. Point (3, 2) is reflected about the y -axis. In which quadrant is the reflected point located?

A. I B. II
C. III D. IV

2. Find the measure of $\angle RSV$.



F. 9° G. 42°
H. 69° J. 159°

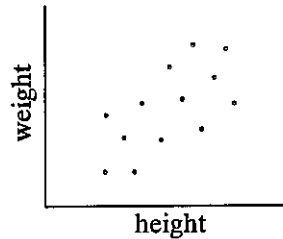
3. Find the value of $\frac{92^6}{92^2}$.

A. 92^4 B. 92
C. 92^{12} D. 92^8

4. Find the radius of a cylinder with an approximate volume of 226 cm^3 and a height of 8 cm.

F. 2 cm G. 5 cm
H. 3 cm J. 9 cm

5. The scatter plot shows the relationship between height and weight for a group of students. What can you conclude about the relationship?



A. There is no trend.
B. The trend is negative.
C. The trend is positive.
D. There is not enough information.

6. What is 248,000 in scientific notation?

F. 2.48×10^3 G. 2.48×10^{-3}
H. 2.48×10^{-5} J. 2.48×10^5

7. A globe has a diameter of 14 cm. Find its volume to the nearest cubic centimeter.

A. 821 cm^3 B. $11,494 \text{ cm}^3$
C. 205 cm^3 D. $1,437 \text{ cm}^3$

8. Solve. $y + 4.5 = -6.2$

F. -10.7 G. -2.7
H. -1.7 J. 10.7

9. For which equation is -1 *not* a solution?

A. $-4y + 7 = 11$ B. $\frac{b}{2} - 5 = 5\frac{1}{2}$
C. $19 + p = 18$ D. $4d + 4 = 0$

Cumulative Review (continued)

Chapters 1–10

10. The sum of three consecutive integers is 18. Which equation could you use to find the smallest integer x ?

F. $x + x + x = 18$
 G. $x + 2x + 3x = 18$
 H. $x + x + 1 + x + 2 = 18$
 J. $3x = 18$

11. Solve the system of equations. Find the value of y .

$$x + y = 7$$

$$x - y = 3$$

A. 7 B. 4
 C. 5 D. 2

12. A cylinder has a radius of 8 cm. Its height is increased from 20 cm to 30 cm. By about how much does its volume increase?

F. 251 cm^2 G. $4,019 \text{ cm}^2$
 H. $6,029 \text{ cm}^2$ J. $2,010 \text{ cm}^2$

13. In which quadrant would you find the point with coordinates $(-6, 12)$?

A. I B. II
 C. III D. IV

14. Find the y -intercept of $y = -\frac{1}{2}x + 4$.

F. $(0, 4)$ G. $(0, -4)$
 H. $(0, -\frac{1}{2})$ J. $(0, \frac{1}{2})$

15. Suni asked 24 people if they liked to roller blade or ice skate. Twelve liked to roller blade and 18 liked to ice skate. Three did not like either. How many liked both?

A. 3 people B. 6 people
 C. 9 people D. 21 people

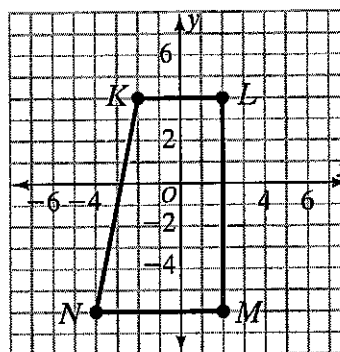
16. What are the coordinates of A' , the image of $A(2, -3)$, reflected over the line through $(-1, 2)$ and $(-1, 4)$?

F. $(1, 2)$ G. $(-4, -3)$
 H. $(-2, -3)$ J. $(1, -4)$

17. Two angles of a triangle measure 38° and 51° respectively. Find the measure of the third angle.

A. 44° B. 91°
 C. 89° D. 271°

18. Find the coordinates of the vertices of quadrilateral $KLMN$ after a dilation with a scale factor of $\frac{1}{2}$.



F. $K'(-4, 8)L'(4, 8)M'(4, -12)N'(-8, -12)$
 G. $K'(-4, 2)L'(4, 2)M'(6, -2)N'(-6, -4)$
 H. $K'(-1, 2)L'(1, 2)M'(1, -3)N'(-2, -3)$
 J. $K'(-1, 8)L'(1, 8)M'(1, -12)N'(-2, -12)$

19. Find the slope of the function $y = -8x - 2$.

A. $\frac{1}{8}$ B. -2
 C. $\frac{1}{2}$ D. -8

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Cumulative Review (continued)

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Chapters 1–10

Gridded Response

20. Al's father is 45. He is 15 years older than twice Al's age. How old is Al?
- _____
21. Three consecutive odd integers have a sum equal to 105. What is the product of these numbers?
- _____

Cumulative Review (continued)

.....

Chapters 1–10

Gridded Response

20. Al's father is 45. He is 15 years older than twice Al's age. How old is Al?

15

21. Three consecutive odd integers have a sum equal to 105. What is the product of these numbers?

42,735

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Cumulative Review

ANSWER KEY

8th Math

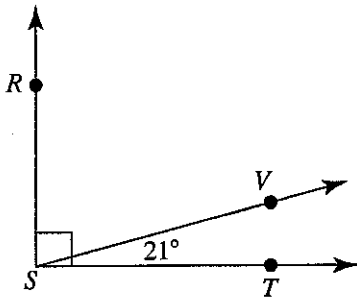
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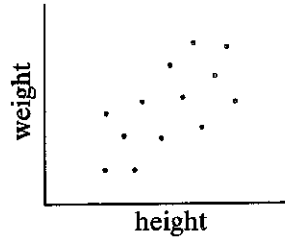
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Cumulative Review (continued)

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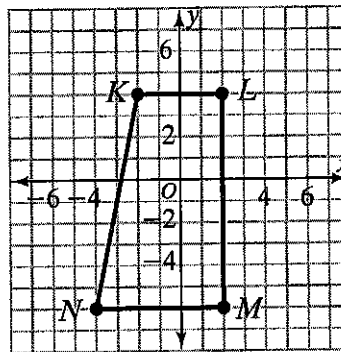
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H. $K'(-1, 2)L'(1, 2)M'(1, -3)N'(-2, -3)$

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B. -2

C. $\frac{1}{2}$

D. -8

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Name _____

A. Understand Words

Directions: Write the vocabulary word for each definition below.

1. _____ to move or control something with our hands or by using a machine; to use or change numbers or information in a skillful way or for a particular purpose
2. _____ to become stronger or more extreme; to make something stronger or more extreme
3. _____ to provide room for someone; to provide a place to stay and sleep for someone; to have room for; to provide what is needed or wanted for
4. _____ to remove something that is not wanted or needed; to get rid of something; to defeat and remove a team from a competition
5. _____ to make something louder by increasing the volume; to give more information about something
6. _____ an empty space in which there is no air or other gas; a space from which all or most of the air has been removed
7. _____ having or showing a lack of intelligence or serious thought; lacking meaning, importance, or substance
8. _____ a job or position that is available to be taken; a room or space that is available for use
9. _____ to remove someone from a dangerous place; to leave a dangerous place
10. _____ to leave a job or position; to leave a seat, hotel room, etc.

B. Rewrite Definitions

Directions: Reread the definitions and sentence examples for each word. Then, write your own definition for each word that contains *no more than five* words and uses the root or prefix meaning as part of the definition. An example is done for you.

11. evacuate: leave empty (a place)

12. vacate: _____
13. vacancy: _____
14. vacuous: _____
15. vacuunt: _____
16. manipulate: _____
17. accommodate: _____
18. eliminate: _____
19. intensify: _____
20. amplify: _____

Name _____

Root	Word	Definition
vac	empty, free	
vac	evacuate	- v. to remove someone from a dangerous place; to leave a dangerous place. The mayor advised the citizens to evacuate ahead of the storm.
vacate	vacate	- v. to leave a job or position; to leave a seat, hotel room, etc. College students are required to vacate the dormitory before the last day of the semester.
vacancy	vacancy	- n. a job or position that is available to be taken; a room or space that is available for use. The front desk clerk told us that there was only one vacancy at the hotel.
vacuous	vacuous	- adj. having or showing a lack of intelligence or serious thought; lacking meaning, importance, or substance. We were disappointed to find that the movie was vacuous.
vacuum	vacuum	- n. an empty space in which there is no air or other gas; a space from which all or most of the air has been removed. The scientist created a vacuum in a glass container.

Prefix	Word	Definition
-ate	-ify	cause (to be)
manipulate	manipulate	- v. to move or control something with our hands or by using a machine; to use or change numbers or information in a skillful way or for a particular purpose. In order to solve the problem, you must manipulate the digits to find the answer.
accommodate	accommodate	- v. to provide room for someone; to provide a place to stay and sleep for someone; to have room for; to provide what is needed or wanted for. Mom says we only have enough room to accommodate three overnight guests.
eliminate	eliminate	- v. to remove something that is not wanted or needed; to get rid of something; to defeat and remove a team from a competition. When taking a multiple choice test, first eliminate the answer choices that you know are wrong.
intensify	intensify	- v. to become stronger or more extreme; to make something stronger or more extreme. I'm concerned the storm will intensify and become very dangerous.
amplify	amplify	- v. to make something louder by increasing the volume; to give more information about something. Justin needs to amplify his electric guitar so that everyone in the auditorium is able to hear him play.

How "Hair Love" went from Kickstarter project to Oscar-winning film

By Bethonie Butler, Washington Post on 02.10.20
Word Count 947
Level MAX



A scene from "Hair Love," which won an Oscar for Best Animated Short Film. Image from: Sony Picture Animation

In 2017, Matthew A. Cherry created a Kickstarter campaign in hopes of funding an animated short film about a young black father who learns how to do his daughter's hair. Cherry had been thinking about the project, dubbed "Hair Love," for several years but was inspired to make it happen after seeing a flood of Internet videos featuring black fathers gingerly tackling the unruly tresses of their daughters.

Three years later, Cherry has won an Oscar for his vision, which audiences first saw in theaters ahead of "The Angry Birds Movie 2." In just under seven minutes, "Hair Love" follows Zuri, a 7-year-old with a lively mop of kinky curls, who wakes upon a special day and tries to do her hair with the help of a video made by her mother, a natural-hair vlogger (voiced by Issa Rae, the creator and star of HBO's "Insecure").

It does not go well.

Enter Zuri's father, Stephen, a young, tattooed man with dreadlocks and the same caramel complexion as his daughter. He also tries (and fails) to do Zuri's hair, a dramatic bass line underscoring the tension as he nervously attempts to part her thick curls. But after his daughter breaks into tears, he tries again - moisturizing and detangling Zuri's curls section by section - before twisting them into a stylish row of puff buns.

In an interview with The Washington Post, Cherry said his goal with "Hair Love" was twofold: He wanted the film to encourage kids to embrace their natural hair. He also wanted the film to portray the powerful images he had seen in those Internet videos but typically had not seen on screen, particularly when it came to animated films: black fathers who were deeply present in their children's lives.

The response to the Kickstarter was overwhelming. The campaign blew past its initial \$75,000 goal, then a second \$125,000 goal - eventually pulling in more than \$280,000, a record for projects whose creators have identified them as animated shorts on the crowdfunding platform.

The project attracted a number of celebrity backers - "Grownish" star Yara Shahidi and "Empire's" Gabourey Sidibe among them - and the veteran animators who would become Cherry's co-directors on the short: Everett Downing Jr. of Pixar and Bruce Smith, creator of "The Proud Family." Peter Ramsey, co-director of the Oscar-winning animated feature "Spider-Man: Into the Spider-Verse," and Pixar's Frank Abney also lent support; the two are credited as executive producers.

As "Hair Love" got underway, Cherry sought advice from Karen Rupert Toliver, a longtime animation studio executive who had shepherded the "Rio" and "Ice Age" series for Fox Animation. In late 2017, Toliver moved to Sony Animation, where she currently oversees the studio's creative department. She decided to work on "Hair Love" as a side project.

"There's never been a project that hit me so personally as 'Hair Love.' Living with black hair my whole life, growing up in Texas," said Toliver, whose company picked up the short last March. "There were so many layers to the project that really just spoke to me personally. And I was like, 'It has to get done.'"

"Hair Love" was also a side project for Cherry, a former NFL player, who was then working as an exec at Jordan Peele's production company Monkeypaw. (Peele is credited as a co-executive producer on the short). But "Hair Love" was Cherry's first major animation project.

The story features echoes of his early days in filmmaking: The short's emotional ending reveals why Zuri's mother was unavailable to do her hair, a tear-jerker plot twist that was inspired by Cherry's days as a music video director.

"I always try to think of twist endings. You want to try to keep people entertained and kind of take them on a roller coaster of emotion," he said. "I just always had the ending in mind."

On Monday, Cherry shared side-by-side photos of his hair - short in one image, from when he was promoting his Kickstarter campaign, and grazing his shoulders in a recent photo. "That's how long animation takes," he joked. But he admits "the timeline is insane and everything that's happened has been really crazy when you reflect back on it."

ENDOTHERMIC OR EXOTHERMIC REACTION?

QUESTION

Will steel wool react with vinegar and/or water, and if so, will it be an endothermic or exothermic reaction?

MATERIALS

- Steel Wool
- 100 mL Vinegar
- 100 mL Water
- Four 250 mL Beakers
- Something to cover the beaker (lid, paper, foil, plastic wrap, etc.)
- 2 Thermometers
- Plastic gloves
- Goggles
- Stopwatch or clock

PROCEDURE

1. Place the steel wool in a beaker.
2. Pour 100 mL of vinegar on the steel wool. Allow the vinegar to soak in for one minute.
3. Remove the steel wool and squeeze out excess vinegar.
4. Wrap the steel wool around the base of the thermometer and place them both in the second beaker.
5. Cover the beaker. Make sure you can still read the temperature on the thermometer.
6. Record the initial temperature
7. Repeat steps 1-6 with water instead of vinegar.
8. Monitor and record the temperature of each beaker for five minutes.

VARIABLES

Independent variable: _____

Dependent variable: _____

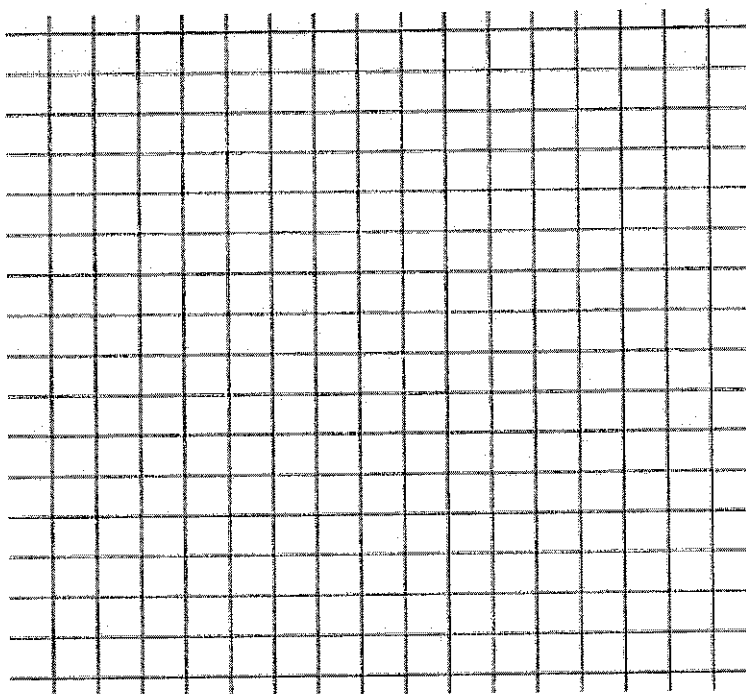
Controlled variables: _____

HYPOTHESIS (USE AN "IF..., THEN..." STATEMENT)

DATA COLLECTION

Time (min)	Temperature: Steel wool soaked in vinegar (°C)	Temperature: Steel wool soaked in water (°C)
0		
1		
2		
3		
4		
5		

GRAPH: Make a line graph of the data. You will be plotting two lines on your graph, the steel wool soaked in vinegar and the steel wool soaked in water. Label each axis and make sure to include units. Use a different color line for the water data and the vinegar data. Create a key that defines each color.



CONCLUSION

What did you notice about the temperature of the steel wool and water?

What did you notice about the temperature of the steel wool and vinegar?

If there was a temperature change in either beaker, what caused it?

What type of reaction took place during the experiment? Chemical or physical? Justify your answer.

Did an endothermic or exothermic reaction occur? Use data to justify your answer.

Was your hypothesis correct? Use data to explain why or why not.

CONDENSATION

PRECIPITATION

EVAPORATION

SURFACE RUNOFF

TRANSPIRATION

The Water Cycle

Presidential and Radical Reconstruction after the U.S. Civil War

By USHistory.org, adapted by Newsela staff on 04.13.17
Word Count 992
Level 1030L



With the passage of the 15th Amendment, dozens of African-American men went to the polls to exercise their newly recognized right to vote. In this Harper's Weekly print, black men of various occupations wait patiently for their turn as the first voter submits his ballot. Unlike other contemporary images that depicted African-Americans as ignorant, unkempt and lazy, this print shows these black men as active citizens. Alfred R. Waud, "The First Vote," November 1867. Library of Congress.

Reconstruction refers to the period following the Civil War of rebuilding the United States. It was a time of great pain and endless questions. What did the Confederacy need to do to be allowed back into the Union? Who would set the rules, Congress or the president? What would happen to freed blacks in the South? What was to be done with the Confederate leaders, who were seen as traitors by many in the North?

Although the war had ended, Reconstruction was still a battle. This important struggle was waged by Northerners who wanted to punish the South and Southerners who desperately wanted to preserve their way of life.

Slavery died with the end of the Civil War. Three constitutional amendments gave African-Americans more rights. The 13th Amendment formally abolished slavery in all states and territories. The 14th Amendment prohibited states from depriving any male citizen of equal

This article is available at 5 reading levels at <https://newsela.com>.

protection under the law, regardless of race. The 15th Amendment granted the right to vote to African-American males. Southern states had to accept these laws to be readmitted into the Union. Enforcing these laws proved extremely difficult.

The period of Presidential Reconstruction lasted from 1865 to 1867. Andrew Johnson, the president after Lincoln, proposed a relaxed policy toward the South. Johnson felt that each state could best decide how they wanted blacks to be treated. Many in the North were infuriated that the South would be putting their former Confederate leaders back into power, and they were alarmed that the South was adopting laws that were unfair to black people. Recently freed blacks found the postwar South very similar to the prewar South.

Presidential Reconstruction

In 1864, Republican Abraham Lincoln chose Andrew Johnson, a Democratic senator from Tennessee, as his vice presidential candidate. Lincoln was looking for Southern support. He hoped that by selecting Johnson he would appeal to Southerners who never wanted to leave the Union.

The views of the vice president rarely matter too much, unless something happens to the president. Following Lincoln's assassination, Johnson's views now mattered a great deal.

Johnson believed the Southern states should decide what was best for them. He also felt that African-Americans were unable to manage their own lives. He certainly did not think that African-Americans deserved to vote. In 1866, he told a group of blacks visiting the White House that they should move to another country.

He returned all property (except their slaves) to former Confederates who pledged loyalty to the Union and agreed to support the 13th Amendment. Many former Confederate leaders were soon returned to power.

Johnson was very forgiving of Southern white leaders. Very few Confederate leaders got in trouble. Brutal beatings of African-Americans were frequent. Whites controlled freed slaves with harsh laws that came to be known as the Black Codes. Some states required written evidence of employment for the coming year or else the freed slaves would be required to work on plantations.

In South Carolina, African-Americans had to pay a special tax if they were not farmers or servants. They were not even allowed to hunt or fish in some areas. Blacks were unable to own guns — and even had their dogs taxed. African-Americans were barred from orphanages, parks, schools and other public places. The Freedmen's Bureau, a federal agency created to help people shift from slavery to freedom, faced opposition. All of these rules resulted in the majority of freed slaves remaining dependent on the plantation for work.

Andrew Johnson's policies were initially supported by most Northerners, but there was no agreement as to what rights African-Americans received along with freedom. Yet a group of Radical Republicans wanted the rights promised in the Declaration of Independence extended to those who were formerly slaves.

Radical Reconstruction

The Radical Republicans believed blacks were entitled to the same political rights and opportunities as whites and that the Confederate leaders should be punished for their roles in the

This article is available at 5 reading levels at <https://newsela.com>.

Quiz

1

Civil War. A great political battle was about to unfold.

The Radicals felt laws designed to protect the emancipated blacks were necessary. At the heart of their beliefs was the notion that blacks must be given the freedom to get good jobs. In 1866, Congress also introduced a bill to extend the life of the Freedmen's Bureau and began work on a civil rights bill.

President Johnson stood in opposition. He vetoed the Freedmen's Bureau bill, claiming that it would make government too big, and the civil rights bill, rejecting the idea that blacks have the "same rights of property and person" as whites.

Moderate Republicans were appalled at Johnson's racism, so they joined with the Radicals to overturn Johnson's Civil Rights Act veto. This marked the first time in history that a presidential veto of a major law was overturned.

In 1867, Congress approved the far-reaching 14th Amendment, which prohibited states from limiting anyone's freedom. The second part of the amendment would reduce a state's number of representatives if voting rights were denied. Republicans offered the South a choice: Let blacks vote or lose congressional representation. A third clause barred ex-Confederates from holding state or national office.

Encouraged by the work of the 14th Amendment and by local political victories in the 1866 elections, the Republicans went on to introduce the Reconstruction Act of 1867. This meant "leading rebels" could no longer vote or run in elections to be political leaders. Now the Southern Unionists — Southerners who supported the Union during the war — became the new Southern leadership.

The first two years of Congressional Reconstruction saw Southern states rewrite their constitutions and the placing of the 14th Amendment into law. Congress seemed fully in control, but one thing stood in the way: President Johnson. Radical leaders employed a rare constitutional remedy to clear the obstacle: presidential impeachment. In the spring of 1868, Andrew Johnson became the first president to be impeached. However, he was not removed from office. Johnson didn't run for a second term as president.

Read the sentence from the introduction (paragraphs 1-4).

Recently freed blacks found the postwar South very similar to the prewar South.

Which paragraph from the article BEST supports the idea above?

- (A) Johnson believed the Southern states should decide what was best for them. He also felt that African-Americans were unable to manage their own lives. He certainly did not think that African-Americans deserved to vote. In 1866, he told a group of blacks visiting the White House that they should move to another country.
- (B) He returned all property (except their slaves) to former Confederates who pledged loyalty to the Union and agreed to support the 13th Amendment. Many former Confederate leaders were soon returned to power.
- (C) In South Carolina, African-Americans had to pay a special tax, if they were not farmers or servants. They were not even allowed to hunt or fish in some areas. Blacks were unable to own guns — and even had their dogs taxed. African-Americans were barred from orphanages, parks, schools and other public places. The Freedmen's Bureau, a federal agency created to help people shift from slavery to freedom, faced opposition. All of these rules resulted in the majority of freed slaves remaining dependent on the plantation for work.
- (D) In 1867, Congress approved the far-reaching 14th Amendment, which prohibited states from limiting anyone's freedom. The second part of the amendment would reduce a state's number of representatives if voting rights were denied. Republicans offered the South a choice: Let blacks vote or lose congressional representation. A third clause barred ex-Confederates from holding state or national office.

2

Which piece of evidence from the article BEST explains a cause of President Johnson's impeachment?

- (A) Andrew Johnson's policies were initially supported by most Northerners, but there was no agreement as to what rights African-Americans received along with freedom.
- (B) The Radicals felt laws designed to protect the emancipated blacks were necessary. At the heart of their beliefs was the notion that blacks must be given the freedom to get good jobs.
- (C) President Johnson stood in opposition. He vetoed the Freedmen's Bureau bill, claiming that it would make government too big, and the civil rights bill, rejecting the idea that blacks have the "same rights of property and person" as whites.
- (D) Moderate Republicans were appalled at Johnson's racism, so they joined with the Radicals to overturn Johnson's Civil Rights Act veto. This marked the first time in history that a presidential veto of a major law was overturned.

3

Why does the author include information about Abraham Lincoln's reasons for choosing Andrew Johnson as his vice president?

- (A) to explain why Johnson eventually became president
- (B) to explain why Johnson might help Lincoln gain votes in the South
- (C) to suggest that Johnson favored harsh treatment of black people
- (D) to suggest that Lincoln did not really like Johnson

Read the first paragraph of the article.

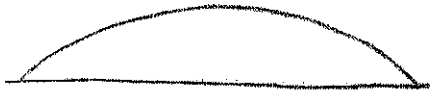
Reconstruction refers to the period following the Civil War of rebuilding the United States. It was a time of great pain and endless questions. What did the Confederacy need to do to be allowed back into the Union? Who would set the rules, Congress or the president? What would happen to freed blacks in the South? What was to be done with the Confederate leaders, who were seen as traitors by many in the North?

What purpose does this paragraph serve in developing the article's CENTRAL ideas?

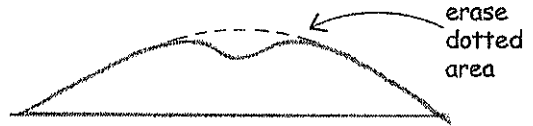
- (A) It defines the roles of Congress and the president, which are analyzed more thoroughly in the remainder of the article.
- (B) It asks rhetorical questions to explain Confederate supporters' confusion after the Civil War, which is discussed throughout the article.
- (C) It provides the definition and time period of Reconstruction, which is expanded in greater detail later in the article.
- (D) It poses questions about issues that divided the president and congressional lawmakers, which are discussed in detail later in the article.

Draw a Human Mouth

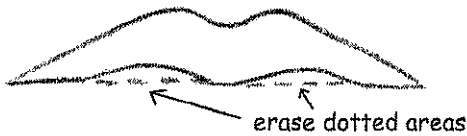
1. Start with a "sunset" shape



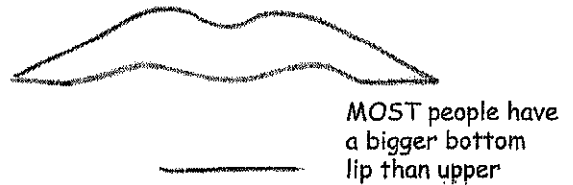
2. Make rounded indent at center



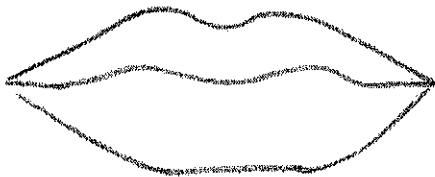
3. Make 2 more rounded indents (this time at bottom)



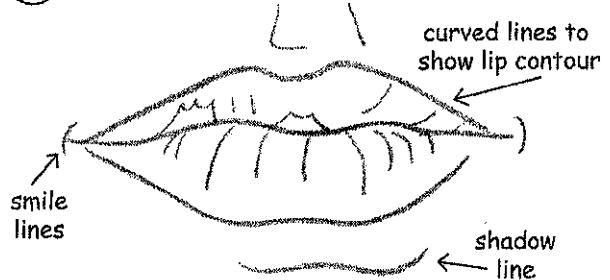
4. Add a short line to indicate the location of the bottom lip



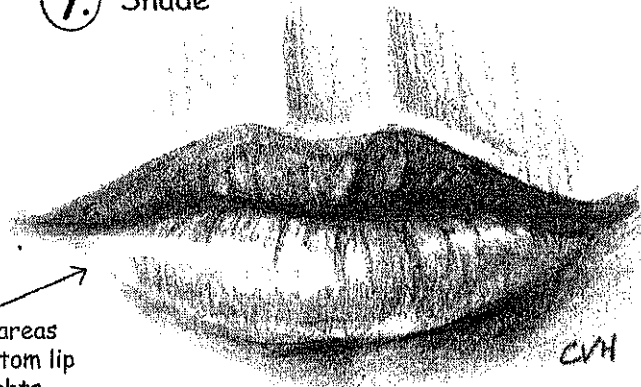
5. Connect the bottom lip with curving lines



6. Add lip lines



7. Shade



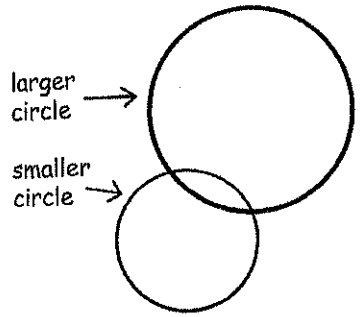
TIP:

Don't try to make both sides perfect. Human faces are not exactly symmetrical!

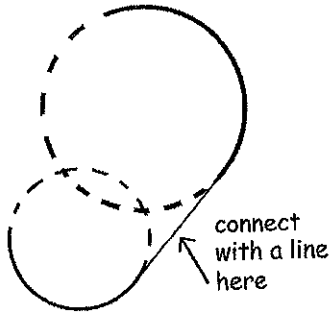
erase some areas on center bottom lip for highlights

Draw a Human Ear

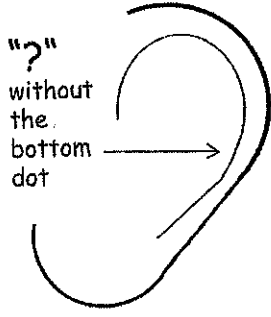
1. Start with 2 overlapping circles on a diagonal



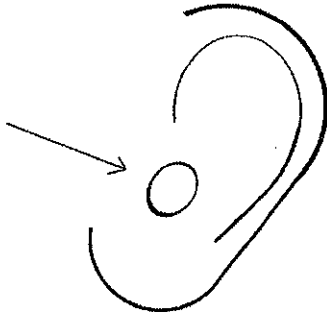
2. Erase parts shown with dash lines



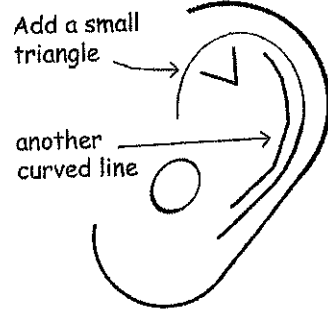
3. Draw the top of a question mark shape



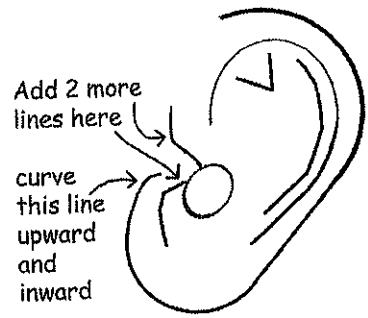
4. Add a small circle



5. Add more as seen below ...



6. Add a few more details



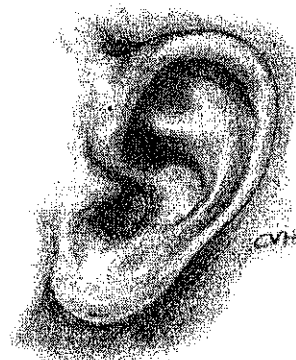
7. Make these 2 shapes and shade them in



8. Fill in the areas as seen below

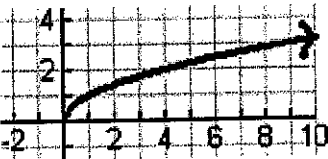
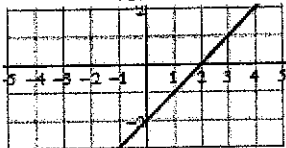
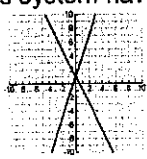
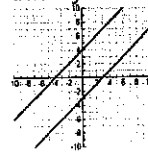
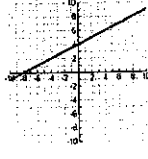
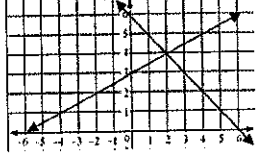


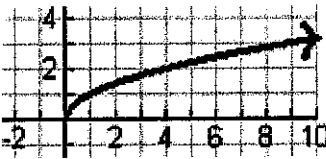
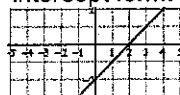
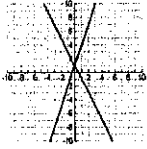
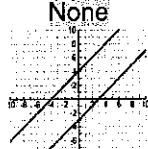
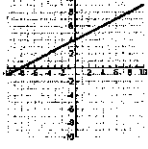
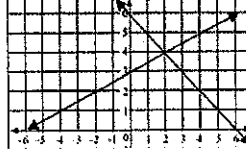
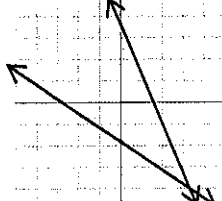
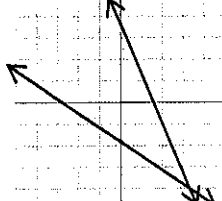
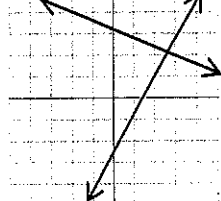
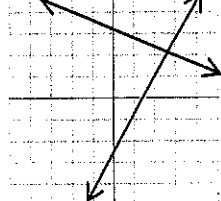
9. Shade



Name: _____

Teacher: _____

Monday	Tuesday	Wednesday	Thursday																																						
<p>If $y = 2x - 3$, determine the value of y when $x = -15$.</p>	<p>In the graph to the right,</p> <p>When $x = 9$, $y =$ _____</p> <p>When $y = 2$, $x =$ _____</p> <p>When $x = 1$, $y =$ _____</p>		<p>Given the function $f(x) = x - 10$, what is the corresponding value when $x = -12$?</p>																																						
<p>The starting balance of Jason's account is \$1,850. He takes \$40 out of his account each month. Write an equation to represent this.</p>	<p>Steven paid \$3.50 for bowling shoes and then \$1.50 per game after that. Write an equation that models this.</p>	<p>Find the slope between the following points: $(8, -4)$, and $(2, -4)$</p>	<p>Determine the y-intercept and slope and then write the equation for this table.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td># of haircuts</td> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>Cost (\$)</td> <td>15</td> <td>20.5</td> <td>25</td> <td>31.5</td> </tr> </table>	# of haircuts	0	1	2	3	Cost (\$)	15	20.5	25	31.5																												
# of haircuts	0	1	2	3																																					
Cost (\$)	15	20.5	25	31.5																																					
<p>Write the equation of a line in slope intercept form that has a slope of 6 and has a y-intercept of $\frac{1}{2}$.</p>	<p>Write the equation of the line in slope intercept form.</p> 	<p>Write the equation of a line in slope intercept form of a line that has a slope of -6 and contains $(3, -4)$.</p>	<p>Write the equation of a line in slope intercept form that contains the points $(4, -2)$ and $(2, 5)$.</p>																																						
<p>The function $y = \frac{5}{3}x$ is shifted up 4 units. What is the equation of the new function?</p>	<p>In the graph above, shift the function down 9 units. What is the equation of the new function?</p>	<p>The function $y = -\frac{7}{4}x - 2$ is transformed by shifting it to the right 12 units. What is the equation of the new function?</p>	<p>The function $y = -\frac{1}{3}x$ is reflected across the x-axis. What the equation of the new function?</p>																																						
<table border="1" style="width:100%; text-align: center;"> <tr> <td></td> <td>< 40k</td> <td>40k – 60k</td> <td>> 60k</td> </tr> <tr> <td>Teacher</td> <td>126</td> <td>529</td> <td>388</td> </tr> <tr> <td>Police</td> <td>224</td> <td>703</td> <td>198</td> </tr> <tr> <td>Firefighter</td> <td>57</td> <td>209</td> <td>66</td> </tr> </table>			< 40k	40k – 60k	> 60k	Teacher	126	529	388	Police	224	703	198	Firefighter	57	209	66	<p>Susan determines a line of best fit for the data in the table to be $y = 42x - 55$. What y-value would you predict to correspond with an x-value of 12? How about an x-value of 7?</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>x</th> <th>y</th> </tr> <tr><td>1</td><td>35</td></tr> <tr><td>2</td><td>63</td></tr> <tr><td>3</td><td>83</td></tr> <tr><td>4</td><td>107</td></tr> <tr><td>5</td><td>138</td></tr> <tr><td>6</td><td>176</td></tr> <tr><td>7</td><td>223</td></tr> <tr><td>8</td><td>283</td></tr> <tr><td>9</td><td>358</td></tr> <tr><td>10</td><td>451</td></tr> </table>		x	y	1	35	2	63	3	83	4	107	5	138	6	176	7	223	8	283	9	358	10	451
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