

Name: _____ Date: _____

The **Scientific** Method

There are six steps in the scientific method. Use Flocabulary's scientific method video to review the steps and fill in the names in the first column. In the second column, explain what each step means. Use the last column to organize your own experiment.

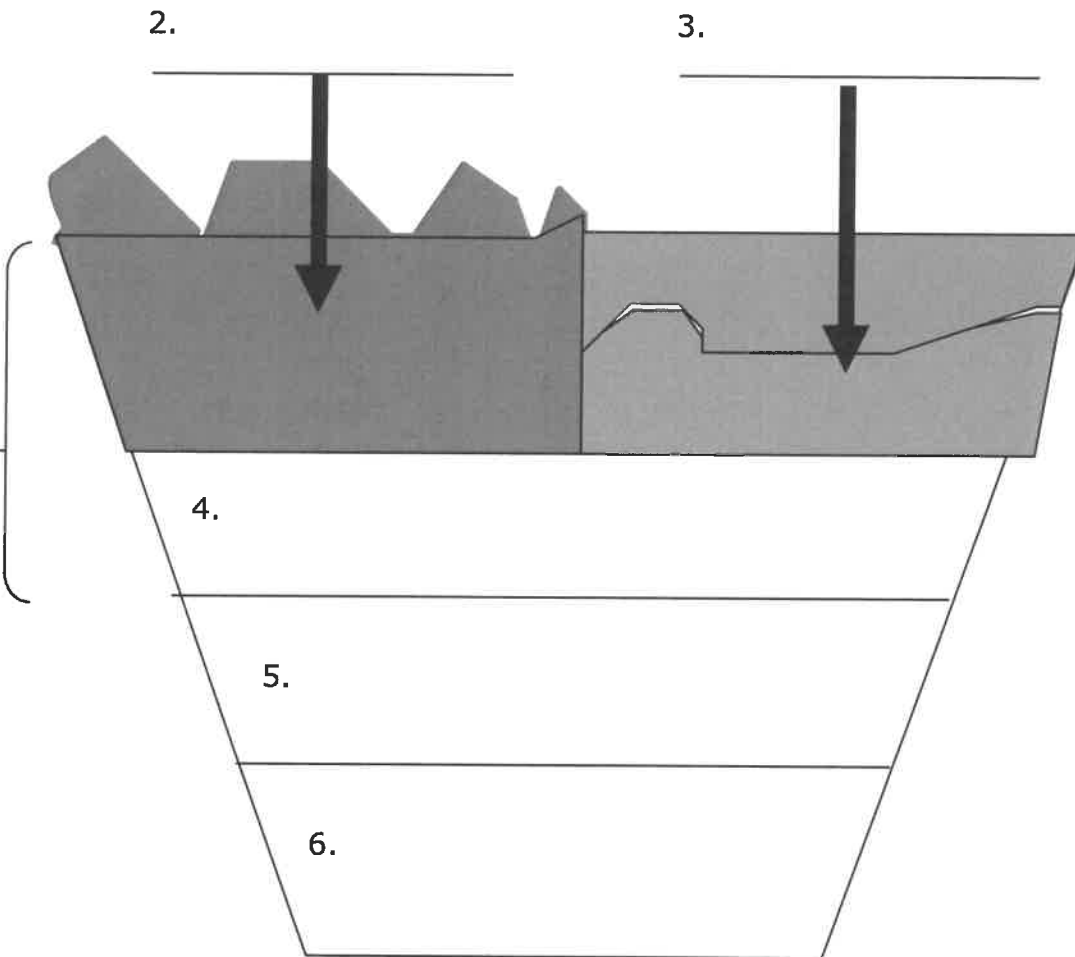
STEPS	What do you do at this step? Why do you do it?	Example of this step (You can use this to review an experiment or plan your own!)
1.		
2.		
3.		
4.		
5.		
6.		

Name _____

Date _____

Label Layers of the Earth

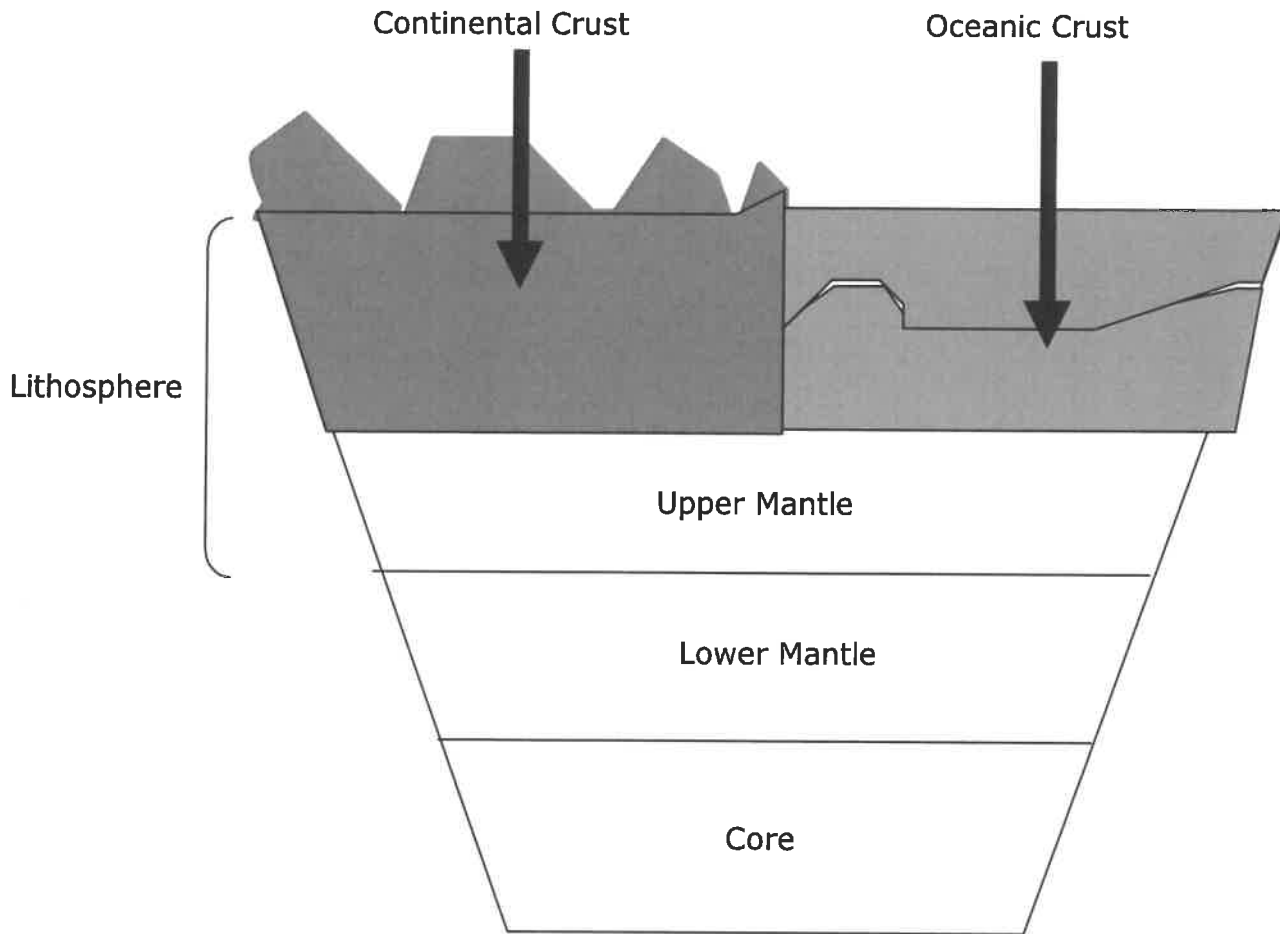
Label the layers of the Earth.



Name _____ Date _____

Layers of the Earth

Describe the composition of Earth's layers.



1. Lithosphere: _____
2. Continental Crust: _____
3. Oceanic Crust: _____
4. Upper Mantle: _____
5. Lower Mantle: _____
6. Core: _____

Name _____

Date _____

Earth Layers & Plate Tectonics

Use the text to answer each question below.

1. Deep in the Earth's crust, almost a mile beneath the ocean floor, a pool of superheated magma pushes against the surface layer of rock. At several thousand degrees Fahrenheit, the heat and pressure are awesome. The rock layer buckles, and a ridge on the ocean floor rises several meters before slamming downward and outward. The molten rock and superheated steam explode, and two huge rock plates, each thousands of miles wide, are pushed a few centimeters apart.

A few centimeters doesn't sound like much, but an entire continent has suddenly moved. The resulting earthquake sends an undersea shock wave across the ocean. Minutes later, thousands of miles away, that shock wave, called a tsunami, crashes into shore.

The explanation for the forces that unleash killer tsunamis, massive earthquakes, and exploding volcanoes, lies in tectonic plates. These are the huge rock plates underneath the continents.

What can happen when tectonic plates move a few centimeters?

- A. The atmosphere can become cooler.
 - B. Whole continents can move.
 - C. The ozone layer can thicken.
 - D. The moon can move closer to Earth.
2. Picture the Earth like a giant peach floating in space. On its surface is a thin skin called the crust. Instead of fleshy fruit, just below that is the rocky mantle. Deep in the center, like the peach's pit, sits the Earth's core.

The inner core is solid, extremely hot and under immense pressure from all the rock above it. The outer core is molten, so it's liquid, and also very hot. This core extends 1,800 miles around from the center of the Earth.

The layer after the core is the mesosphere. This layer is mostly solid and extends outward another 1,500 miles. The asthenosphere is a thin layer, about 150 miles thick, at the border between the mantle and the crust. It is still very hot, and nearly (but not quite) a liquid. Because of this, pieces of the Earth's crust can move very slowly above it.

Which of the following is true about the Earth's layers?

- A. The asthenosphere is the thickest of Earth's layers.
- B. All of the layers are liquid and extremely hot.
- C. There is little to no pressure on the solid core.
- D. The Earth's core has two different parts.

3. Tectonic plates move because of the flow of heat inside the Earth. Deep in the asthenosphere, there is a convection current—that's when heated things rise and cooled things fall. Since the asthenosphere is not quite liquid rock, convection currents move rock very slowly. Where the crust is thin, the heated rock may rise. This usually happens in the middle of an ocean, creating an ocean basin. Where the crust is thick, like under a continent, rock sinks deeper into the mantle.

When tectonic plates move, they rub against each other, causing great stress on the rock. When rock is pushed together, the pressure is called compression. When rock is stretched apart, it's called tension. At points of tension, like under the ocean, magma may come to the surface. At points of compression, layers of rock may bend upward, downward or break entirely.

How does convection cause tectonic plates to move?

- | | |
|--|--|
| A. Convection keeps the plates thin enough to move. | B. Convection makes the plates solid enough to move. |
| C. The rising heat of convection currents moves the almost-liquid rocks. | D. The pressure of convection bends rocks until they break completely. |
4. The Earth's crust is made of rock, which is composed of minerals. Minerals are solid, naturally occurring non-living materials that have a structure of crystals. There are hundreds of different kinds of minerals, but about 90% of the ones on Earth are silicates. Silicate minerals include oxygen and silicon along with some other combination of elements like iron, aluminum or potassium. Since each mineral is made of different elements, each has a unique set of properties. For example, diamonds are very hard, iron is strong and halite (salt) tastes good on food.

Which of the following is not true about minerals?

- | | |
|--|--|
| A. They always include oxygen and silicon. | B. They are naturally occurring materials. |
| C. They each have unique properties. | D. They have a crystalline structure. |

5. The outer layer of the crust, the lithosphere, is broken into tectonic plates. The borders between these plates are called faults. When molten rock or magma squeezes to the surface at a fault, it releases pressure, exploding to the surface as a volcano.

Most of the lithosphere is covered by ocean. This water and the atmosphere around it help shape the Earth's crust. Volcanoes bursting from inside the crust can also change the atmosphere and oceans by shooting hot gases or ash into the air, or by boiling water that has seeped down into the crust. When a tectonic plate moves, the Earth shakes, creating an earthquake. If it shakes underwater, the movement can cause tsunamis, which wash away soil, sand, rocks and buildings, effectively changing the shape of the land.

Which of the following best describes the relationship between earthquakes and tsunamis?

- A. An underwater earthquake can cause a tsunami.
 - B. Both are the result of big volcanic explosions.
 - C. Tsunami waves are the main cause of earthquakes.
 - D. Earthquakes prevent tsunamis from occurring.
6. According to the theory of continental drift, Earth's continents are a puzzle and millions of years ago they fit together as shown here. The theory states that 250 million years ago, most of today's land areas were connected as one supercontinent that we call Pangaea. Gradually, different tectonic plates pulled Pangaea apart—as some sections of these giant plates rose, others fell back into the Earth's crust or were pushed apart. Similar fossil remains and rock layers on each of the continents support the theory, showing where the continental plates used to be connected.

Which of the following best supports the theory of continental drift?

- A. South America and Africa have completely different rock layers.
- B. A hurricane hits the Gulf of Mexico at the beginning of June.
- C. Similar fossils are found on the coasts of South America and Africa.
- D. North America and South America are connected by land.

7. A bending layer of rock is called a fold. Upward folds, or anticlines, can form mountains, while downward folds, or synclines, can create valleys. An entirely broken rock plate forms a fault. A fault block, or huge cracked block of rock, can be pushed upward, also creating a mountain. Many landscapes of our country, like the Appalachian mountains, were formed this way.

Most volcanoes and earthquakes occur along the boundaries of tectonic plates. For example, there is a ring of mountains, faults and volcanoes on the edge of the Pacific Ocean nicknamed the "Ring of Fire." The area includes California, Alaska and Washington, which have all experienced large earthquakes over the years.

We can study the inside of the Earth by using vibrations called seismic waves measured on a machine called a seismograph. We know that the Earth has five layers because seismic waves behave differently in different materials.

Which of the following is true about folds?

- A. They do not create mountains.
- B. They are entirely broken rock plates.
- C. They occur only in the inner core.
- D. They can create deep valleys.

Weathering & Erosion

Use the text to answer each question below.

1. Weathering and erosion are natural processes that shape and reshape Earth's surface. They usually happen very slowly, so you may not see changes from day to day. But over time, they can lead to the formation of new islands, carve out canyons and wear down mountains. Weathering and erosion are why coastlines look the way they do. Their patterns can help us predict what land will look like in the future. For example, the coast of Cape Cod in Massachusetts has more islands now than it did in 1984. Some of its beaches lose over a foot of shoreline every year.

Which of these best describes weathering and erosion?

- | | |
|---|---|
| A. They are tools people use to change landforms and create new ones. | B. They only affect one landform: islands. |
| C. They cause tiny changes to Earth's surface that become enormous over time. | D. They significantly change the surface of the Earth every few days. |

2. The terms "weathering" and "erosion" are often confused or used interchangeably, but they are two distinct processes. Weathering is when rocks are broken or worn down into smaller pieces and eventually sediment. There are two types of weathering: chemical and mechanical, which is also called physical. When a rock goes through mechanical weathering, its shape and size change. But its composition, or molecular makeup, does not change. To better understand mechanical weathering, imagine you have some pretzels at the bottom of your backpack. By the end of the day, the pretzels have been crushed into crumbs and small pieces—but they are still made of pretzel. They look different from the pretzels you started with, but they still smell and taste the same because their composition has not changed.

Which of these is most similar to mechanical weathering?

- | | |
|--|---|
| A. mixing flour, milk, eggs and baking powder to make pancakes | B. grating a block of cheese into shreds |
| C. cooking dried spaghetti in a pot of boiling water | D. pouring chocolate syrup into a glass of milk |

3. Some examples of mechanical weathering include expansion, frost wedging and abrasion. In expansion, rock crystals crack during periods of extreme heat and cold. Frost wedging occurs when water seeps into cracks in rocks. The water freezes and expands, then thaws. The cracks widen with each cycle of freezing and thawing, eventually causing separation. In abrasion, sediment rubs against rock and wears it down like sandpaper on wood. Mechanical weathering also occurs when plant roots get big enough to force rocks apart, and when lightning strikes the Earth.

How does water cause frost wedging?

- | | |
|---|---|
| A. Water attracts lightning, which breaks apart huge boulders into many smaller pieces. | B. Water carries sediment to large rocks, causing them to rub against each other. |
| C. Water freezes and thaws inside rock cracks, causing them to widen and then split. | D. Water slowly wears down a rock's sharp edges, leaving behind a smooth surface. |

4. Chemical weathering occurs when the composition of a rock changes due to a chemical reaction. Chemical weathering can be caused by exposure to natural materials like carbon dioxide, oxygen and water. It is also caused by acid rain. Pollution is a major factor leading to acid rain. When smoke from factories and other sources is released into the air, it increases levels of greenhouse gases in Earth's atmosphere. The greenhouse gases increase the acidity of the water in clouds, which then release acid rain. Acid rain kills plants, fish and other aquatic animals. It also speeds the weathering of rocks, especially limestone—a type of rock commonly used in building construction.

Which of these best describes the relationship between smoke from factories and acid rain?

- | | |
|--|---|
| A. Smoke travels directly into clouds, creating acid rain. | B. Smoke turns clouds black, which causes them to become more acidic and release black acid rain. |
| C. Smoke increases greenhouse gases, which make the water in clouds more acidic so they release acid rain. | D. Smoke wipes out all the greenhouse gases in the atmosphere, increasing the acidity of clouds so they create acid rain. |

5. Erosion is the movement of weathered rock around the Earth. There are five agents of erosion: water, wind, waves, glaciers and gravity. For example, when a river removes sediment from one area and carries it downstream, water is the agent of erosion. Deposition occurs when the river meets the ocean and drops the sediment it was carrying. Erosion is usually slow and creates change over long periods of time. However, landslides are an example of an extreme, fast-moving method of erosion. They transfer sediment down the side of a mountain or hill and deposit it at the bottom. Gravity is the main agent of erosion in landslides, but the other forces can also play a part.

Which of these is the best example of erosion?

- | | |
|---|---|
| A. Wind carries sand from one side of a beach to the other. | B. A flowing river wears down the edges of rocks so they feel smooth. |
| C. An earthquake causes a fault line to appear in the ground. | D. Ocean waves cause rocks to break down into sand. |

6. Erosion has had a huge impact on what the Earth looks like today and what it may look like in the future. Over millions of years, the flowing water of the Colorado River moved rock and sediment from one place to another. Eventually, the river carved out the Grand Canyon. Glaciers also erode the landscape as they creep slowly across the Earth. These enormous masses of ice move at a speed of up to 12 inches per year, picking up and depositing rocks, soil and minerals along the way. Over time, glaciers create valleys, lakes and ravines.

Based on the passage, what is responsible for creating the Grand Canyon?

- | | |
|--------------|------------|
| A. a glacier | B. a lake |
| C. a ravine | D. a river |

Shock Waves

by Kirsten Weir

A new theory explains a surprise series of earthquakes.

Beds shook suddenly across New York City the night of Dec. 16, 1811, rousing people from their sleep. The cause of the rude awakening was an earthquake whose *epicenter* (point of origin) was halfway across the country near New Madrid, MO.

The earthquake was one of a series in 1811 and 1812 that uprooted trees, triggered landslides, and toppled log cabins across the Midwest. Scientists have evidence that huge quakes also hit the same region around the years 1450 and 900. The cause of the New Madrid earthquakes has long mystified scientists. Have they now found an answer?



The Granger Collection; Waves: Shutterstock

These old illustrations of thrashing waves and a ruined building depict the destruction caused by the 1811 and 1812 New Madrid earthquakes.

Puzzle Pieces

Most earthquakes happen at the boundaries of *tectonic plates*. Tectonic plates are enormous pieces of Earth's crust and upper mantle that fit together like pieces in a jigsaw puzzle. Wherever two plates meet, they either pull apart, press together, or slide past each other. Those movements cause large *faults* (cracks) to appear in the crust near the plate boundary.

The ground on either side of a fault moves very gradually. But sometimes the two sides get hung up on each other, unable to move. Stress builds to a point at which the two sides eventually snap apart, sending shock waves through the ground. Those shock waves are better known as earthquakes.



North Wind Picture Archives

California is the country's most quake-prone state. It lies atop a boundary where the Pacific Plate meets the North American Plate. Those plates are sliding past each other in opposite directions. That movement has created a lot of faults.

The New Madrid faults are different. They lie in the center of the North American Plate, far from any plate boundary. Why would huge earthquakes occur there? Earth scientists have been asking that question since 1812. Now a team of researchers that includes Andrew Freed, a professor of earth sciences at Purdue University, has a theory.

Losing Weight

The New Madrid faults lie atop the *Reelfoot Rift*. A rift is a region where Earth's crust is being pulled apart by the slow movement of tectonic plates. Hundreds of millions of years ago, tectonic forces almost pulled the North American Plate in two. For some reason, Freed says, that action stopped. The North American Plate is no longer cracking apart. But the Reelfoot Rift remains as evidence of that ancient upheaval. It's a "dead rift," says Freed, "a zone of weakness."

The New Madrid faults lie along that weak zone in the crust. But the presence of a weak zone doesn't fully explain the New Madrid quakes. In California, stress builds up in the rocks because the two tectonic plates there are constantly in motion. How could so much stress build up such a long way from any plate boundaries?

To find out, Freed and his colleagues studied the New Madrid faults for 10 years. They used Global Positioning System (GPS) sensors to track any tiny movements of the Earth's crust. "It's just like the GPS in your car or in your cell phone, but it's a much more precise measurement," Freed says.

They expected to see the ground slowly twisting and turning, causing stress to build up in the rocks. That's not what they found. "After 10 years, we realized there's nothing happening," he says. "No force is building up. So why do you get earthquakes? "

The stress, Freed now believes, must have been left from geological processes that happened long ago. It had probably been stored underground for millions of years-until something let it out.

Freed and his colleagues have an idea what that "something" was. During the last Ice Age, the northern half of North America was covered by an enormous ice sheet. Between 16,000 and 10,000 years ago that ice sheet melted, sending torrents of water down the Mississippi River. The river has carried bits of rock with it ever since. In time, says Freed, "it removed a lot of rock from the surface. "

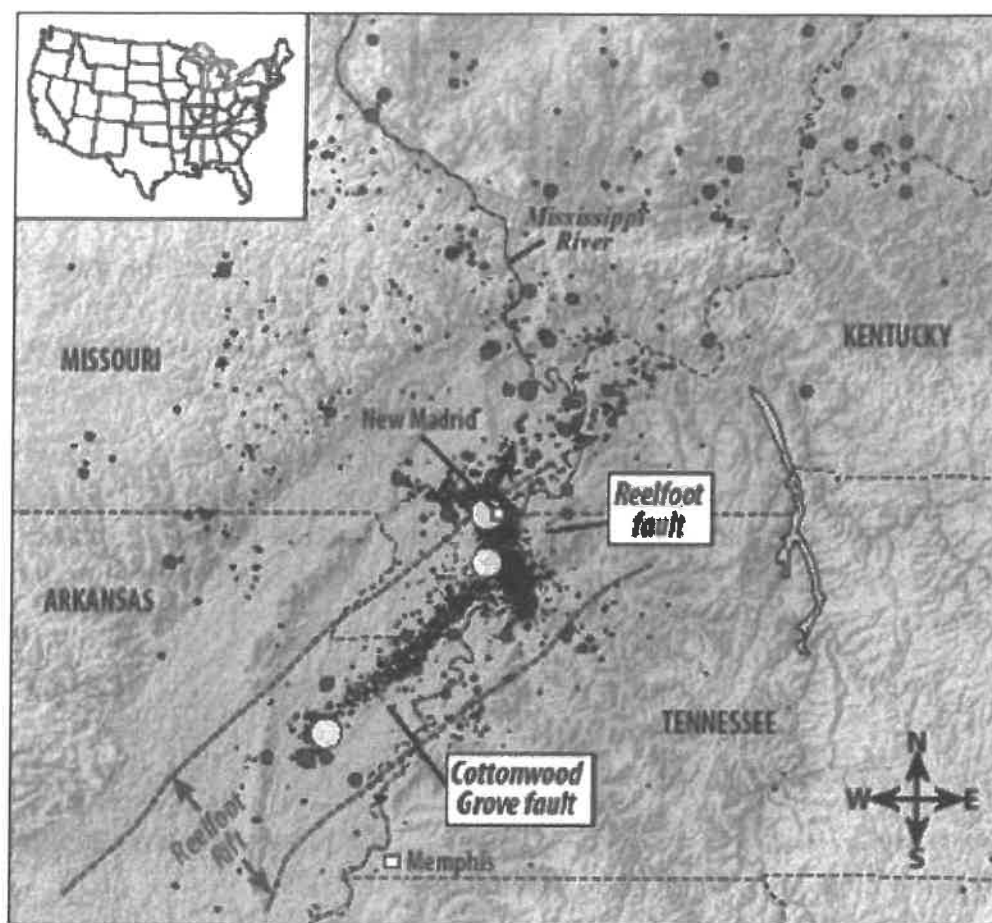
That removal was significant, he says, because the Reelfoot Rift lies right below the Mississippi River. The weight of the ground above the rift had been pressing down on the New Madrid faults, holding back the stored-up stress for millions of years. As the river washed away the ground, a huge weight was lifted from Earth's crust. As that pressure eased, the faults slipped several times, triggering the New Madrid quakes.

High-Risk Zones

Finding solid proof for that theory is difficult, Freed says. Still, the theory goes a long way toward explaining earthquakes that happen in the middle of North America.

There's good reason to understand such a system. For one thing, Freed says, the Mississippi is still changing Earth's crust. More earthquakes could strike the New Madrid area as more age-old stresses are released. Similar changes could be happening elsewhere. "We know there are other rifts under other river valleys around the country," he says.

Many of those places haven't experienced earthquakes in recent history. If Freed's theory is correct, other faults may be lying quietly, getting ready to rock.



Andrew Freed/Purdue University

The major earthquakes that have rattled the Midwest several times in history can be traced to a region, the Reelfoot Rift, where the ground is weak and riven by large faults (cracks). Sudden movements of those faults have triggered many small quakes over the years. The epicenters of those quakes are indicated by the black and red dots on the map. The big white dots indicate the epicenters of the monster quakes that happened in 1811 and 1812.

Name: _____ Date: _____

1. What are tectonic plates?

- A. enormous earthquakes that uprooted trees and triggered landslides in the Midwest from 1811 to 1812
- B. enormous pieces of Earth's crust and upper mantle that fit together like pieces in a jigsaw puzzle
- C. enormous shock waves caused by large cracks on the Earth moving together and snapping apart
- D. enormous sensors with which Freed and his colleagues would track any tiny movements of the Earth's crust

2. The formation of faults in Earth's crust is an effect. What causes faults to form in the crust?

- A. Global Positioning System sensors
- B. beds shaking across New York City
- C. the movement of tectonic plates
- D. landslides across the Midwest

3. The New Madrid earthquakes did not happen in a place that is earthquake-prone, or likely to have earthquakes.

What evidence in the text supports this conclusion?

- A. The New Madrid faults lie far from any plate boundary.
- B. Faults are cracks in Earth's crust.
- C. The ground on either side of a fault moves very gradually.
- D. Tectonic plates fit together like pieces in a jigsaw puzzle.

4. Read these sentences from the text.

"Freed and his colleagues studied the New Madrid faults for 10 years.

"They expected to see the ground slowly twisting and turning, causing stress to build up in the rocks."

Why did Freed and his colleagues expect to see the ground slowly twisting and turning?

- A. because tectonic plates fit together like pieces in a jigsaw puzzle
- B. because most earthquakes happen at the boundaries of tectonic plates
- C. because California lies atop a boundary where the Pacific Plate meets the North American Plate
- D. because the movement of the ground on either side of a fault is usually what causes stress to build up in rocks

5. What is the main idea of this passage?

- A. Tectonic plates can cause large faults to appear in the crust near plate boundaries.
- B. California lies atop a boundary where the Pacific Plate meets the North American Plate.
- C. The movement of the Mississippi River has caused a lot of damage in the Midwest.
- D. The New Madrid earthquakes might have been caused by the release of pressure from the ground above the Reelfoot Rift.

6. To organize this text, the author divides it into sections with subheadings. Why might have the author given the subheading "High-Risk Zones" to the final section?

- A. to argue that Freed's theory does not have solid proof and is at risk of being proven false
- B. to compare and contrast the earthquakes in the New Madrid area with the earthquakes in California
- C. to introduce the idea that if Freed's theory is confirmed, other areas could be at risk of earthquakes
- D. to show that places without a recent history of earthquakes aren't at risk for more earthquakes in the future

7. Choose the answer that best completes the sentence.

Rifts under river valleys haven't experienced earthquakes in recent history.

_____, those faults may be lying quietly, getting ready to rock.

A. However

B. Instead

C. Namely

D. Primarily

8. Read these sentences from the text.

"The weight of the ground above the rift had been pressing down on the New Madrid faults, holding back the stored-up stress for millions of years. As the river washed away the ground, a huge weight was lifted from Earth's crust."

What do Freed and his colleagues think happened as that pressure eased?

9. According to Freed's theory, why might the New Madrid area be at risk for more earthquakes?

Support your answer with evidence from the text.

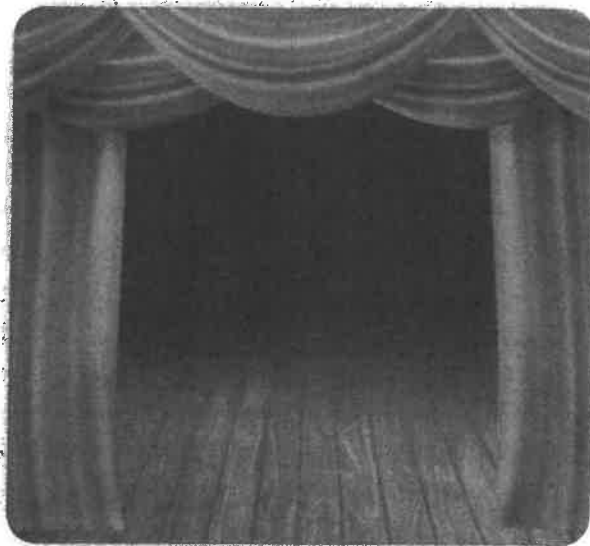
10. If Freed's theory is confirmed, how might it be helpful outside of the New Madrid area?

Support your answer with evidence from the text.

Unit 2

Key Ideas and Details in Literature

You are sitting in a darkened theater, waiting for a play to begin. Finally, the lights come on, the curtain rises, and the actors begin speaking their lines. As you watch, the story unfolds. From the **details** in the action and dialogue, you learn **key ideas** about the plot. The lighting, scenery, costumes, and makeup also contribute to the performance. Each part of the production adds to the audience's understanding of the plot. When you read a story, play, or poem, you are that text's audience. You understand key ideas by paying close attention to the author's descriptions and the characters' dialogue. Sometimes, you have to "read between the lines" and use the details in the text to figure out information that the author doesn't tell you directly.



In this unit, you will learn how to understand a literary work by reading closely and using evidence, or details, directly or by making inferences. You will learn to describe how a story's or play's plot unfolds and how aspects of the characters or setting affect what is happening in the plot. Finally, you will learn how to use all that information to summarize the text. Prepare to watch some fascinating stories from the past, present, and around the world. Let the curtain rise and the show begin!

✓ **Self Check** Fill out the Self Check on the next page. ►

Unit 2 Key Ideas and Details in Literature continued

Before starting this unit, check off the skills you know below. As you complete each lesson, see how many more you can check off!

✓ Self Check

I know how to:

cite several pieces of evidence to support inferences about a literary text.

explain how setting, characters, or plot influence each other in a story or drama.

find a theme or central idea of a text and tell how it is developed.

summarize a text without giving personal opinions.

Before
this unit

After
this unit

☐☐☐☐☐☐☐☐

Citing Evidence to Support Inferences

Theme: *The Element of Surprise*

Have you ever looked at something that interested you, such as a hot air balloon or a telescope, and tried to figure out how it works? An **analysis** is an examination of how the different parts of something work together. When you read a story, you analyze how its parts—its characters, settings, and events—work together to create meaning.

Some story details are **explicit**, or clearly stated. “Jesse was excited about going to the museum” is an example of an explicit detail: You know that Jesse is excited and why. But story information can also be less direct. You might have to make an **inference**, or an educated guess based on details in the story and your own knowledge, to figure out what’s going on.

After his dad had gone upstairs, Pete clenched his fists and stomped out of the room to go get a bucket and fill it with soapy water. His dad had just told him they were having company that evening and that Pete had to help out by doing some extra chores. Pete had finished all of his homework in study hall that day and had planned on spending the afternoon reading his new comic book, not mopping floors and dusting shelves.

Using details from the text and your own knowledge, fill in the blanks in the chart below.

Evidence	+	Background Knowledge	=	Inference
<ul style="list-style-type: none"> Pete “clenched his fists and _____.” Pete had “planned on spending the afternoon _____ not _____.” 		When people clench their fists and stomp out of a room, these are signs that they _____.		Pete is angry about _____.

When you’re analyzing a story to make an inference, pay close attention to details in the text. Read closely to find evidence that you can cite, or give as proof, that the inference is reasonable. By making and supporting inferences, you’ll be like an engineer looking at a machine you’ve never seen before, piecing together clues to figure out how it works.



Read this part of a short story about two criminals who kidnap a child and hold him for ransom.

Genre: Short Story

from “The Ransom of Red Chief” by O. Henry

We selected for our victim the only child of a prominent citizen named Ebenezer Dorset. . . . The kid was a boy of ten, with bas-relief freckles, and hair the colour of the cover of the magazine you buy at the news-stand when you want to catch a train. Bill and me figured that Ebenezer would melt down for a ransom of two thousand dollars to a cent. But wait till I tell you. . . .

The kid was in the street, throwing rocks at a kitten on the opposite fence.

“Hey, little boy!” says Bill, “would you like to have a bag of candy and a nice ride?”

The boy catches Bill neatly in the eye with a piece of brick.

“That will cost the old man an extra five hundred dollars,” says Bill, climbing over the wheel.

That boy put up a fight like a welter-weight cinnamon bear; but, at last, we got him down in the bottom of the buggy and drove away. We took him up to the cave and I hitched the horse in the cedar brake. After dark I drove the buggy to the little village, three miles away, where we had hired it, and walked back to the mountain. . . .

(continued)

Explore how to answer this prompt: “Use details from the passage to predict whether Sam and Bill’s plot will succeed.”

A prediction is a type of inference. It is a reasonable guess that you need to support with evidence.

The chart below lists some details about the boy. Complete the chart with details from the text.

Evidence	+	Background Knowledge	=	Inference
<ul style="list-style-type: none">“But wait till I tell you. . . .”“The kid was in the street, _____ _____.”“The boy catches Bill neatly _____ _____.”		Throwing rocks at cats and people is mean. It suggests the boy is hard to deal with.		<p>I predict that Sam and Bill’s plot</p> <p>_____</p> <p>_____</p> <p>_____</p>



After guarding the boy, Bill speaks with Sam before they write the ransom note. Continue reading, then answer the question that follows.

Close Reading

Underline at least two details that help you understand Bill's feelings about the boy.

(continued from page 46)

"You know, Sam," says Bill, "I've stood by you without batting an eye in earthquakes, fire and flood—in poker games, dynamite outrages, police raids, train robberies and cyclones. I never lost my nerve yet till we kidnapped that two-legged skyrocket of a kid. . . ."

"I'll be back some time this afternoon," says I. "You must keep the boy amused and quiet till I return. And now we'll write the letter to old Dorset."

Bill and I got paper and pencil and worked on the letter. . . . Bill begged me tearfully to make the ransom fifteen hundred dollars instead of two thousand.

"I ain't attempting," says he, "to decry the celebrated moral aspect of parental affection, but we're dealing with humans, and it ain't human for anybody to give up two thousand dollars for that forty-pound chunk of freckled wildcat. I'm willing to take a chance at fifteen hundred dollars. You can charge the difference up to me."

Hint

Look for text evidence suggesting that Bill thinks a two thousand dollar ransom is too much.

Circle the correct answer.

Why does Bill want to make the boy's ransom fifteen hundred dollars instead of two thousand?

- A He knows the boy's father won't be able to afford a two-thousand-dollar ransom.
- B He believes it's morally wrong to ask for any ransom at all.
- C He thinks the boy is so difficult that his parents might not want to spend much money to get him back.
- D He worries that Sam will get nervous and back out of the plan if they ask for too much money.



Show Your Thinking

Bill calls the boy a "forty-pound chunk of freckled wildcat." What does he mean? With a partner, apply background knowledge to make an inference about the meaning of Bill's comment.



Read about the unexpected note Sam and Bill receive in response to their ransom request. Use the Study Buddy and Close Reading to guide your reading.



Will the boy's father agree to the terms of the ransom note? I'll underline sentences that tell what he thinks of the kidnappers' demands.

Close Reading

Find and **star** (*) the sentence in the letter that suggests how the boy's neighbors will feel about his return home.

Which phrases in paragraphs 4 and 5 are clues that tell you how the two kidnappers feel about Ebenezer Dorset's offer? **Circle** these words and phrases.

Genre: Short Story

from "The Ransom of Red Chief"

by O. Henry

- 1 **Gentlemen:** I received your letter to-day by post, in regard to the ransom you ask for the return of my son. I think you are a little high in your demands, and I hereby make you a counter-proposition, which I am inclined to believe you will accept. You bring Johnny home and pay me two hundred and fifty dollars in cash, and I agree to take him off your hands. You had better come at night, for the neighbours believe he is lost, and I couldn't be responsible for what they would do to anybody they saw bringing him back. Very respectfully, EBENEZER DORSET.
- 2 "Great pirates of Penzance!" says I; "of all the impudent—"
- 3 But I glanced at Bill, and hesitated. He had the most appealing look in his eyes I ever saw on the face of a dumb or a talking brute.
- 4 "Sam," says he, "what's two hundred and fifty dollars, after all? We've got the money. One more night of this kid will send me to a bed in Bedlam. Besides being a thorough gentleman, I think Mr. Dorset is a spendthrift for making us such a liberal offer. You ain't going to let the chance go, are you?"
- 5 "Tell you the truth, Bill," says I, "this little ewe lamb has somewhat got on my nerves too. We'll take him home, pay the ransom and make our get-away."
- 6 We took him home that night. We got him to go by telling him that his father had bought a silver-mounted rifle and a pair of moccasins for him, and we were going to hunt bears the next day.
- 7 It was just twelve o'clock when we knocked at Ebenezer's front door. Just at the moment when I should have been abstracting the fifteen hundred dollars from the box under the tree, according to the original proposition, Bill was counting out two hundred and fifty dollars into Dorset's hand.

Hints

Think about Sam's immediate reaction to the counter-proposition. Then think about the conversation between Sam and Bill that follows.

Which sentence describes the offer Ebenezer Dorset makes to the kidnappers?

Does Ebenezer Dorset sound concerned about the safety of his son? What is the tone of his letter?

Use the Hints on this page to help you answer the questions.

- 1 Which statement best explains the reaction of the narrator, Sam, to Ebenezer Dorset's counter-proposition?
 - A Sam thinks the counter-proposition is a joke and refuses to take it seriously.
 - B Sam thinks the amount of money Ebenezer asks for is unfair and he convinces Bill that they should pay a lesser amount.
 - C At first, Sam is happy about the counter-proposition, but then he gets angry again and asks for even more ransom money.
 - D Sam is angry about the counter-proposition, but then Bill convinces him that it's a great offer since the boy is so horrible.
- 2 By the end of the story, the terms of the ransom have changed dramatically. Which sentence from the story best shows who sets the final terms of the ransom?
 - A "I received your letter to-day by post, in regard to the ransom you ask for the return of my son."
 - B "You bring Johnny home and pay me two hundred and fifty dollars in cash, and I agree to take him off your hands."
 - C "Sam," says he, "what's two hundred and fifty dollars, after all?"
 - D "Tell you the truth, Bill," says I, "this little ewe lamb has somewhat got on my nerves too."
- 3 Sam and Bill initially wanted a two-thousand-dollar ransom for the boy. Explain why Ebenezer Dorset was able to convince the kidnappers to pay him two hundred and fifty dollars to take back his own son. Cite at least one direct quote from the story to support your explanation.



Read the story. Then answer the questions that follow.

from *Dusk*

by Saki

1 On the bench by Gortsby's side sat an elderly gentleman with a drooping air of defiance that was probably the remaining vestige of self-respect in an individual who had ceased to defy successfully anybody or anything.... As he rose to go Gortsby imagined him returning to a home circle where he was snubbed and of no account, or to some bleak lodging.... His retreating figure vanished slowly into the shadows, and his place on the bench was taken almost immediately by a young man, fairly well dressed but scarcely more cheerful of mien than his predecessor.

2 "You don't seem in a very good temper," said Gortsby.

3 "You wouldn't be in a good temper if you were in the fix I'm in," he said; "I've done the silliest thing I've ever done in my life."

4 "Yes?" said Gortsby dispassionately.

5 "Came up this afternoon, meaning to stay at the Patagonian Hotel in Berkshire Square," continued the young man; "when I got there I found it had been pulled down some weeks ago and a cinema theatre run up on the site. The taxi driver recommended me to another hotel some way off and I went there. I just sent a letter to my people, giving them the address, and then I went out to buy some soap—I'd forgotten to pack any and I hate using hotel soap. Then I strolled about a bit and looked at the shops, and when I came to turn my steps back to the hotel I suddenly realized that I didn't remember its name or even what street it was in.... I suppose you think I've spun you rather an impossible yarn," said the young man presently, with a suggestion of resentment in his voice.

6 "Not at all impossible," said Gortsby judicially; "I remember doing exactly the same thing once in a foreign capital."

7 The youth brightened at the reminiscence. "In a foreign city I wouldn't mind so much," he said; "one could go to one's Consul and get the requisite help from him. Unless I can find some decent chap to swallow my story and lend me some money I seem likely to spend the night on the Embankment."

8 "Of course," said Gortsby slowly, "the weak point of your story is that you can't produce the soap."

9 The young man sat forward hurriedly, felt rapidly in the pockets of his overcoat, and then jumped to his feet.

10 "I must have lost it," he muttered angrily.

11 "To lose a hotel and a cake of soap on one afternoon suggests willful carelessness," said Gortsby, but the young man scarcely waited to hear the end of the remark. He flitted away down the path, his head held high, with an air of somewhat jaded jauntiness.

12 "It was a pity," mused Gortsby; "the going out to get one's own soap was the one convincing touch in the whole story, and yet it was just that little detail that brought him to grief. If he had had the brilliant forethought to provide himself with a cake of soap."

13 With that reflection Gortsby rose to go; as he did so an exclamation of concern escaped him. Lying on the ground by the side of the bench was a small oval packet... It could be nothing else but a cake of soap, and it had evidently fallen out of the youth's overcoat pocket when he flung himself down on the seat. In another moment Gortsby was scudding along the dusk-shrouded path in anxious quest for a youthful figure in a light overcoat. He had nearly given up the search when he caught sight of the object of his pursuit standing irresolutely on the border of the carriage drive, evidently uncertain whether to strike across the Park or make for the bustling pavements of Knightsbridge. He turned round sharply with an air of defensive hostility when he found Gortsby hailing him.

14 "The important witness to the genuineness of your story has turned up," said Gortsby, holding out the cake of soap... "If the loan of a sovereign is any good to you—"

15 The young man hastily removed all doubt on the subject by pocketing the coin.

16 "Poor boy, he as nearly as possible broke down," said Gortsby to himself. "It's a lesson to me not to be too clever in judging by circumstances."

17 As Gortsby retraced his steps past the seat where the little drama had taken place he saw an elderly gentleman poking and peering beneath it and on all sides of it, and recognized his earlier fellow occupant.

18 "Have you lost anything, sir?" he asked.

19 "Yes, sir, a cake of soap."

1

Read these sentences from the story.

"It was a pity," mused Gortsby; "the going out to get one's own soap was the one convincing touch in the whole story, and yet it was just that little detail that brought him to grief. If he had had the brilliant forethought to provide himself with a cake of soap."

Based on these sentences, with which statement would Gortsby **most likely** agree?

- A** Fibbers will always make mistakes.
- B** Travelers should always be aware of their surroundings.
- C** People should carefully evaluate anything they are told.
- D** Strangers should generously listen to each other's stories.

**2**

This question has two parts. Answer Part A, and then answer Part B.

Part A

Reread paragraphs 6–10. What does Gortsby think about the young man during this conversation?

- A** He is careless.
- B** He is lying.
- C** He is confused.
- D** He is helpless

Part B

Underline **one** sentence from the passage that supports the answer in Part A.

"Not at all impossible," said Gortsby judicially; "I remember doing exactly the same thing once in a foreign capital."

The youth brightened at the reminiscence. "In a foreign city I wouldn't mind so much," he said; "one could go to one's Consul and get the requisite help from him. Unless I can find some decent chap to swallow my story and lend me some money I seem likely to spend the night on the Embankment."

"Of course," said Gortsby slowly, "the weak point of your story is that you can't produce the soap."

The young man sat forward hurriedly, felt rapidly in the pockets of his overcoat, and then jumped to his feet.

"I must have lost it," he muttered angrily.

3

Paragraph 13 states that Gortsby uttered "an exclamation of concern." Explain why Gortsby was concerned. Quote **one** sentence from paragraph 14 to support your explanation.

**Self Check**

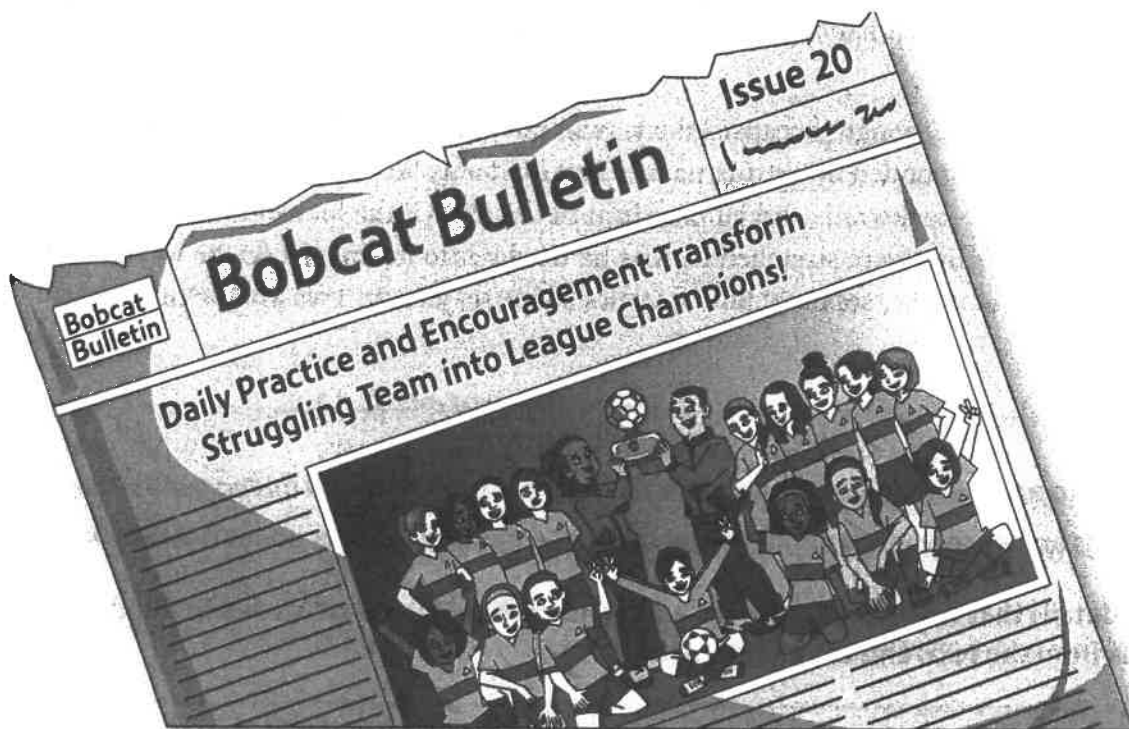
Go back and see what you can check off on the Self Check on page 44.

Determining Theme

Theme: *Setting a New Course*

Think back to your childhood. What life lesson did you learn from stories such as "Little Red Riding Hood" or "Snow White"? Here's a hint: They both have the same **theme**, or main message, which is "Good wins out over evil."

Study the image and headline below. Think about the theme they suggest.



Circle the most important words in the headline. Then read the chart below to see how organizing details can help you figure out the message of the illustration.

	Events	Theme
Beginning of Season	The team struggles.	Hard work and the support of others leads to success.
End of Season	The team succeeds.	
Reason for Change from Beginning to End of Season	The coaches encouraged the team to practice more and work hard.	

Just as a winning team develops over time, an author develops a theme over the course of the story. As you read, note clues such as how characters change or how story events develop to help you identify the theme, or lesson about life, that the author is trying to share.



Read the first two paragraphs of a story about how a boy named Mick deals with a difficult situation.

Genre: Realistic Fiction

A Different Day *by Rachel O'Meara*

"Hand over your lunch money, kid!"

Mick stopped daydreaming and looked in the direction of the voice. In front of him was an all-too-familiar scene. Aaron was picking on Jake, just as he did every day at recess. But that was okay with Mick, because at least Aaron was not picking on him. It was also fine because everyone picked on Jake—that was just how things were around here, the accepted norm. In fact, every school Mick had ever attended had had a kid like Jake—someone who was an obvious target, easy to tease and bully.

Today was different, though, because Jake was standing tall, acting brave, and trying to stick up for himself. Aaron responded by getting nastier and louder as he hurled insults at Jake. He pushed forward, forcing Jake backwards and jabbing him in the chest. Jake looked terrified, and Mick could see that Jake's lips were stretched thin as he tried not to let anyone see he was close to yelling for help—or worse, sobbing. But to Mick's surprise, Jake still wasn't backing down.

(continued)

Explore how to answer this question: *"What theme is being developed in this part of the story?"*

Mick's feelings and observations about the other boys' actions offer clues about the theme.

Find story details that tell how Mick thinks and feels, some of which are shown in the chart below. Add details from the text, and complete the chart.

Point in Story	Important Events	Character's Words, Actions, and Feelings	Theme
Beginning	Aaron demands Jake's lunch money.	Mick watches Aaron pick on Jake. Mick feels that the situation is okay because everyone picks on Jake.	
Middle	Jake is standing up to Aaron.		

Read the story. Use the Study Buddy and the Close Reading to guide your reading.



The author includes details to help me understand what kind of person Laila is. I'm going to underline clues that tell me something about her.

Genre: Realistic Fiction

The Substitute by Bailey Sebastian

1 When Laila walked into math class on Thursday, the room was in an uproar. Although the students usually took their seats immediately and opened their books quietly, today they were gathered in groups, chatting loudly, and laughing.

2 Laila stopped just inside the doorway, but then quickly spotted the reason for the change. Instead of Ms. Vasquez, a rather short, older gentleman with glasses perched crookedly on his nose stood at the front of the class. Laila did a double-take—the man was her neighbor, Mr. Marrero! She and her family had gone to pay their respects after his wife had passed away last year, and she remembered him telling an amazing story about surviving an emergency landing during a transcontinental flight.

3 “Hey, Laila, wasn’t *Teen Idol* awesome last night?” yelled Jason.

4 “Y-yeah,” stammered Laila. Jason didn’t usually talk to Laila. The popular kids just wrote her off as “that quiet girl.”

5 Laila bit her lip; she *wanted* to keep talking, but she felt bad for Mr. Marrero, and she was embarrassed by her class’s behavior. Without realizing it, Laila reached over and flicked the light switch, just like Ms. Vasquez did when the class was unruly.

6 Suddenly silent, every classmate turned to stare at her, and Laila’s cheeks burned bright red. But then she smiled at the substitute and said, “Hello, Mr. Marrero—”

7 Mr. Marrero focused, and then recognition dawned and he responded, “Oh, my neighbor . . . Laila, right?”

8 Laila heard someone snicker and knew it was time to blend back in or help Mr. Marrero. She took a deep breath. “Mr. Marrero, will you tell us about the time you were on a jet that crash-landed in the ocean?”

9 Thirty mouths gaped open, and sixty eyes looked with curiosity at Mr. Marrero, soon to be their new favorite substitute.

Close Reading

Laila has mixed emotions about the situation.

Underline the sentence that explains why she feels the way she does.

How does Laila change at the end of the story?

Circle the sentences that describe when Laila makes a decision to act differently.



Hints

To help me answer the first question, I'm going to look back at the text I underlined in the story.

Only one claim is directly supported by details from the story.

Choose the details that best support the theme of the story.

Use the Hints on this page to help you answer the questions.

- 1 Which statement best describes Laila at the beginning of the story?
 - A Laila is a quiet student who appreciates an orderly classroom.
 - B Laila enjoys chatting with her friends before class.
 - C Laila likes to be the focus of attention in all of her classes.
 - D Laila dislikes the popular kids who ignore her.
- 2 Which sentence best states an important theme about human behavior as described in "The Substitute"?
 - A Choosing to take action requires courage.
 - B Older people often have wisdom to share.
 - C A quiet person isn't necessarily a shy person.
 - D Being popular isn't as important as being kind.
- 3 Select **two** pieces of evidence from "The Substitute" that support your answer to question 2.
 - ☐ "him telling an amazing story about surviving an emergency landing"
 - ☐ "The popular kids just wrote her off"
 - ☐ "that quiet girl"
 - ☐ "she wanted to keep talking, but she felt bad for Mr. Marrero"
 - ☐ "every classmate turned to stare at her"
 - ☐ "knew it was time to blend back in or help"
 - ☐ "she took a deep breath"
 - ☐ "tell us about a time when you were on a jet that crash-landed in the ocean"



Read the story. Then answer the questions that follow.

from *Little Women*

by Louisa May Alcott

While their father is serving in the Civil War, Meg, Jo, Beth, and Amy help their mother, Marmee, carry on with their daily lives. The family makes do with what little money they have. Then a telegram arrives. Father is ill, and Marmee needs to go to Washington.

1 How still the room was as they listened breathlessly and how suddenly the whole world seemed to change, as the girls gathered about their mother, feeling as if all the happiness and support of their lives was about to be taken from them.

2 Mrs. March read the message over, and stretched out her arms to her daughters, saying, in a tone they never forgot, "I shall go at once, but it may be too late. Oh, children, children, help me to bear it!"

3 For several minutes there was nothing but the sound of sobbing in the room, mingled with broken words of comfort, tender assurances of help, and hopeful whispers that died away in tears. Poor Hannah, their servant, was the first to recover, and with unconscious wisdom she set all the rest a good example . . .

4 "I won't waste no time a-cryin', but git your things ready right away, mum," she said heartily, as she wiped her face on her apron . . .

5 "She's right, there's no time for tears now. Be calm, girls, and let me think."

6 They tried to be calm, poor things, as their mother sat up, looking pale but steady, and put away her grief to think and plan for them.

7 "Where's Laurie?" she asked presently, when she had collected her thoughts and decided on the first duties to be done.

8 "Here, ma'am. Oh, let me do something!" cried the neighbor boy, hurrying from the next room . . .

9 "Send a telegram saying I will come at once. The next train goes early in the morning. I'll take that."

10 "What else? The horses are ready. I can go anywhere, do anything," he said, looking ready to fly to the ends of the earth.

11 "Leave a note at Aunt March's. Jo, give me that pen and paper."

12 Jo drew the table before her mother, well knowing that money for the long, sad journey must be borrowed, and feeling as if she could do anything to add a little to the sum for her father.

13 "Jo, run to the rooms, and tell Mrs. King that I can't come. On the way get these things . . . I must go prepared for nursing. Hospital stores are not always good . . . Father shall have the best of everything. Amy, tell Hannah to get down the black trunk, and Meg, come and help me find my things, for I'm half bewildered."

The family rush off to help Marmee prepare. Beth runs to ask their neighbor, Mr. Laurence, for help. To the relief of the girls, he also makes plans to have his grandson's tutor escort Marmee to Washington.

14 Everything was arranged by the time Laurie returned with a note from Aunt March, enclosing the desired sum, and a few lines repeating . . . that she had always told them it was absurd for March to go into the army, always predicted that no good would come of it, and she hoped they would take her advice the next time. Mrs. March put the note in the fire, the money in her purse, and went on with her preparations . . .

15 Jo came walking in with a very queer expression of countenance, for there was a mixture of fun and fear, satisfaction and regret in it, which puzzled the family as much as did the roll of bills she laid before her mother, saying with a little choke in her voice, "That's my contribution toward making Father comfortable and bringing him home!"

16 "My dear, where did you get it? Twenty-five dollars! Jo, I hope you haven't done anything rash?"

17 "No, it's mine honestly. I didn't beg, borrow, or steal it. I earned it, and I don't think you'll blame me, for I only sold what was my own."

18 As she spoke, Jo took off her bonnet, and a general outcry arose, for all her abundant hair was cut short.

19 "Your hair! Your beautiful hair!" "Oh, Jo, how could you? Your one beauty." "My dear girl, there was no need of this." "She doesn't look like my Jo any more, but I love her dearly for it!"

20 As everyone exclaimed, and Beth hugged the cropped head tenderly, Jo assumed an indifferent air, which did not deceive anyone a particle, and said, rumpling up the brown bush and trying to look as if she liked it, "It doesn't affect the fate of the nation, so don't wail, Beth. It will be good for my vanity, I was getting too proud of my wig. It will do my brains good to have that mop taken off. My head feels deliciously light and cool, and the barber said I could soon have a curly crop, which will be boyish, becoming, and easy to keep in order. I'm satisfied, so please take the money and let's have supper."

1 How does Aunt March's response to Marmee's note help to develop the theme?

- A** Despite the situation, Aunt March still wants to prove she was right.
- B** Aunt March gives only the amount of money she feels she is obligated to give.
- C** Even though she expressed her disapproval, Aunt March is still willing to help.
- D** Aunt March realizes that her early warnings were inappropriate and apologizes.



2

What is an important theme of the story?

Part A

- A** Vanity and selfishness are stronger than generosity and kindness.
- B** In times of trouble, family and good friends support each other.
- C** Misfortune can overwhelm even the strongest people.
- D** The best way to deal with grief is to distract yourself with other tasks.

Part B

Which quote from the story **best** supports the answer in Part A?

- A** "I won't waste no time a-cryin', but git your things ready right away, mum."
- B** "I earned it, and I don't think you'll blame me, for I only sold what was my own."
- C** "She's right, there's no time for tears now. Be calm, girls, and let me think."
- D** "That's my contribution toward making Father comfortable and bringing him home."

3

Describe how the author uses the characters' actions to develop the theme over the course of this story. Cite at least two details from the text to support your response.



Self Check

Go back and see what you can check off on the Self Check on page 44.



Read the poem. Then answer the questions that follow.

Man and Nature in New York and Kansas

by Martha Baird

- Have you ever seen the fields of wheat, nothing but
wheat, from here to the horizon?
Ah, then, you have missed something.
I remember the wheat in Lane County, Kansas—
- 5 Named for James H. Lane, "Jim Lane, of Kansas,"
 a hero at the time of "bleeding Kansas", a brave
 man who worked hard and took chances so that
 no human being should be owned by any other
 human being in Kansas.
- 10 So Lane County, Kansas, is named for him,
 And I remember the wheat fields there.
 Let me tell you how it was.
 The earth is even, west of Dighton,
 And the road is straight.
- 15 On both sides, there is the wheat,
 As far as you can see; And it waves
 In the wind.
 The heads of the wheat are heavy
 And the stems are slim.
- 20 The heads have a deeper color than the stems,
 Deeper green in spring, Deeper amber later.
 And so there is waving green,
 Or waving amber,
 Mile on mile.
- 25 The sky is blue and wide and bright,
 And the wheat waves under it.
 I remember the wheat, and I hear the wheat saying:
 "See what nature and man can do!
 See what nature and man can do!
- 30 Be happy,
 We are the wheat."

¹ **bleeding Kansas:** a series of violent incidents in the Kansas Territory from 1854 to 1861 over the issue of whether Kansas would join the Union as a slave state or a free state



- Have you ever seen the high buildings of Manhattan,
near sundown, on a cold, gray day?
Ah, then, you have missed something.
- 35 Let me tell you how it is.
Walk down Lexington Avenue Towards 57th Street,
And look to the west.
Look up and see
The Great tall buildings,
- 40 The cold stone buildings,
High against the sky.
Look! The great stone buildings are pink!
The setting sun is making them rosy!
They are solid and rosy,
- 45 And give forth light.
The gray sky is confused and scurrying;
It is rosy too, in spite of itself.
The proud gorgeous buildings
Love the light
- 50 They love the sun for making them rosy,
Showing what they can be.
Busy people go about their business,
Eyes on the ground,
While the proud gorgeous buildings say with the
- 55 wheat fields:
"See what nature and man can do!
See what nature and man can do!
Be happy,
We are the rosy buildings and the wheat."

1

Read lines 48–49 from the poem.

The proud gorgeous buildings
Love the light

Based on the connotations of the words in these lines, what is the speaker's attitude toward the buildings?

- A** The speaker admires the buildings' beauty and power.
- B** The speaker sees the buildings as cold stone structures.
- C** The speaker prefers natural creations like waves of wheat.
- D** The speaker feels that they, like humans, enjoy sunlight.

**2**

This question has two parts. Answer Part A, and then answer Part B.

Part A

This poem suggests what about New York and Kansas?

- A** That they are very different
- B** That they share a connection
- C** That they are violent places
- D** That they show what man can do

Part B

Which **two** lines from the poem signal the connection between New York and Kansas?

- A** "And I remember the wheat fields there."
- B** "See what nature and man can do!"
- C** "The setting sun is making them rosy."
- D** "Let me tell you how it was."
- E** "Busy people go about their business."
- F** "We are the rosy buildings and the wheat."

3

Explain how the speaker uses both connotative and figurative language to express her feelings about how people and nature work together. Include at least **two** examples from the poem to support your response.

**Self Check**

Go back and see what you can check off on the Self Check on page 120.

Chapter 11: Commonwealth of Australia

Part I: Selected Response (3 points each)

Write the letter of the **BEST** response for each of the following items.

Use the map to complete items 1-4.



- _____ 1. What physical feature is located near the number 3?
- A. Coral Sea
 - B. Great Barrier Reef
 - C. Great Victoria Desert
 - D. Tasmania
- _____ 2. What physical feature is located near the number 4?
- A. Ayers Rock
 - B. Coral Sea
 - C. Great Barrier Reef
 - D. Great Victoria Desert
- _____ 3. What marks the Coral Sea?
- A. number 1
 - B. number 5
 - C. number 6
 - D. number 8
- _____ 4. What marks Ayers Rock (Uluru)?
- A. number 2
 - B. number 6
 - C. number 7
 - D. number 9
- _____ 5. Why do most Australians live near coastal areas?
- A. Most of Australia is covered with desert; the coast has more fresh water and a more temperate climate.
 - B. The coastal areas are home to the Aborigines; but since the Apology other Australians choose to live among them.
 - C. Most of Australia has a harsh mountain climate; the coastal areas are flatter, so it's easier to farm and build towns and cities.
 - D. The coastal areas have the best land for wildlife, fishing, and water resources which the people use to meet their basic needs.



- _____ 6. Australia's nearby location and rich natural resources make it a valuable trading partner for which country?
- A. China
 - B. United Kingdom
 - C. United States
 - D. Tasmania
- _____ 7. Which are part of Australian culture because of its settlement by the British?
- A. English language and Islam
 - B. Portuguese language and Islam
 - C. English language and Christianity
 - D. Portuguese language and Christianity

Use the information in the box below to answer the next item.

?
Relieve overcrowded jails
Port for the navy
Trade base

- _____ 8. Which of the following would be the **BEST** title for the list?
- A. Reasons for the voyages of Captain James Cook
 - B. Reasons for the colonization of Australia
 - C. Reasons for the French and Indian War
 - D. Reasons for the Stolen Generations

Read the quote below and use to answer the next item.

We were a Western civilisation, an English speaking civilisation, both NZ (New Zealand) and Australia, and we had all these influences coming from both Great Britain and America to us; sending us their culture in the shape and form of movies and television. - Richard O'Brien

- _____ 9. Based on the information in this quote, which two countries have had a large influence on the culture of Australia?
- A. Ireland and New Zealand
 - B. England and New Zealand
 - C. Great Britain and the United States
 - D. New Zealand and the United States

- _____ 10. Which explains why Australia has a monarch but is not an autocracy?
- A. The monarch's role is limited as head of state, not head of government.
 - B. The prime minister is elected by the people but must be approved by the monarch.
 - C. Voters select the monarch who rules with absolute power for a five-year term.
 - D. The governor-general rules in place of the monarch due to the size of the empire.
- _____ 11. In Australia's government, who elects the prime minister?
- A. citizens
 - B. the monarch
 - C. governor-general
 - D. members of parliament
- _____ 12. Which of the following are Australian citizens allowed to vote for in elections?
- A. governor-general
 - B. members of parliament
 - C. monarch
 - D. prime minister
- _____ 13. Which describes the economic system of the Aborigines?
- A. command
 - B. market
 - C. mixed
 - D. traditional
- _____ 14. Which economic systems' features blend to make a "mixed" economy?
- A. command and market
 - B. market and traditional
 - C. traditional and command
 - D. command, traditional, and market
- _____ 15. Which describes Australia's economic system?
- A. There are few rules for business, and laws are not always enforced.
 - B. Laws are not always enforced, and businesses have many rules to follow.
 - C. There are few rules for business, and good laws protect property owners.
 - D. Laws are enforced but judges are easily bribed; the government controls all key businesses.
- _____ 16. Which explains why businesses specialize?
- A. They can sell more types of goods.
 - B. They can produce goods at a slower pace.
 - C. Workers will not become experts in their jobs.
 - D. It increases productivity, producing more goods in less time.

- _____ 17. When Australia refused to sell weapons to Yugoslavia, it hoped to help stop the fighting there. This is an example of which trade barrier?
- A. embargo
 - B. exchange
 - C. quota
 - D. tariff
- _____ 18. An American who wanted to buy goods in Australia would need to trade U.S. dollars for which currency?
- A. Australian dollars
 - B. euros
 - C. English pounds
 - D. yen
- _____ 19. Which is an example of investment in human capital?
- A. cash saved in a bank
 - B. education of workers
 - C. factory construction
 - D. highway construction
- _____ 20. Which is a likely effect on GDP when a country invests in physical capital?
- A. increase
 - B. decrease
 - C. no effect
 - D. stagnation
- _____ 21. Which is a major natural resource exported from Australia?
- A. fertile soil
 - B. minerals
 - C. timber
 - D. water
- _____ 22. Which is a reason entrepreneurs like Australia?
- A. Workers have low skills.
 - B. Courts protect property rights.
 - C. There is little money to invest.
 - D. There are many rules from the government.
- _____ 23. Who were "the people who were here from the beginning" in Australia?
- A. Aborigines
 - B. British
 - C. Chinese
 - D. English-speakers

- ____ 24. Which group formed a large part of Australia's first colonists?
- A. army officers
 - B. French fur traders
 - C. prisoners
 - D. Puritans
- ____ 25. What was the greatest threat to Aborigines after European settlers arrived?
- A. abandoned mines
 - B. diseases
 - C. guns
 - D. strange animals
- ____ 26. Choose the **BEST** answer to fill in the missing box in the graphic below.



- A. Captain Cook discovers Australia
- B. British government sends prisoners to colonize Australia
- C. the Stolen Generations begin
- D. beginning of the Australian gold rush

Use the information in the box below to answer the next item.

<i>Australia's Top Exports to the United States</i>	<i>United States' Top Exports to Australia</i>
precious stones/metals, agricultural products, and optic and medical instruments	machinery, vehicles, optic and medical instruments, aircraft, and agricultural products

- ____ 27. Which of the following **BEST** describes the trade relationship between the United States and Australia?
- A. Australia and the United States export different types of natural resources to each other based on the needs of each country's businesses.
 - B. Australia exports manufactured goods to the United States, while the United States exports natural resources to Australia.
 - C. The two countries trade a variety of goods based on their needs and specialization in a market economy.
 - D. The two countries import from the other the types of goods that they cannot produce on their own.

- _____ 28. How have Australia and the United States worked together in recent years?
- A. The United States and Australia have a close relationship and have worked together on many global issues, including terrorism.
 - B. The United States and Australia have had a difficult relationship in recent years due to environmental issues.
 - C. The United States and Australia have a close relationship because of their shared interest in uranium and petroleum reserves in the Pacific.
 - D. The United States and Australia have a distant relationship after a conflict over terrorism.

Use the information in the box below to answer the next item.

The Australian economy could be heading for problems! After years of strong economic growth, the growth has slowed. The demand for Australia's natural resources, energy, and food exports from Australia has gone down. The government must deal with this problem or else businesses will have to lower wages, or worse, reduce the number of workers.

- from The Australia Times News

- _____ 29. Which of the following would **MOST LIKELY** help solve the problem described in the news article?
- A. The government of Australia needs to reduce its exports of natural resources.
 - B. The government of Australia needs to print more money to help the economy grow.
 - C. The government of Australia needs to help Australian businesses create new goods and services for Australians to export.
 - D. The government of Australia needs to decrease trading with other countries and impose tariffs on goods imported from other countries.

Part II: Constructed Response (13 points)

30. This item has three parts. Use the quote below and your own knowledge to answer each question in complete sentences.

The Apology opened the opportunity for a new relationship based on mutual respect and mutual responsibility between Indigenous and non-Indigenous Australia. Because without mutual respect and mutual responsibility, the truth is we can achieve very little. - Kevin Rudd

Part A: Who are the "Indigenous" and "non-Indigenous" people referred to in the quote?

Part B: Why did the government of Australia make the Apology?

Part C: Explain how the indigenous people were treated under British rule. Give at least two examples of their treatment. How has their treatment under British rule affected their current status? Your answer should be in the form of a well-constructed paragraph.

Part A.

Part B.

Part C.

Unit 1 Pt. 1 Review: GCF/LCM and Long Division

Complete the following problems to review this unit.
You must show all work to receive credit!

1) Find the greatest common factor of 30 and 48.

2) Find the least common multiple of 10 and 6.

3) Which choice lists all the factors of 48?

- a. 1, 2, 4, 12, 24, 48 b. 1, 2, 3, 4, 6, 8, 12, 16, 24, 48
c. 0, 1, 2, 4, 6, 8, 12, 16, 48 d. 1, 2, 3, 4, 6, 10, 12, 15, 18, 24, 48

4) Is it possible to have a Greatest Common Multiple? Yes No
Explain your reasoning.

5) Is it possible to have a Least Common Factor? Yes No
Explain your reasoning.

For #s 6 & 7, find the quotient, and write your remainders as a fraction AND a decimal.

6) $2 \overline{)537}$

Fraction:	_____
Decimal:	_____

7) $15 \overline{)6,138}$

Fraction:	_____
Decimal:	_____

8) Talia has 28 pencils and 42 erasers. She is splitting them into bags for new students. Each bag will have an equal number of pencils and erasers. What is the maximum number of bags she can make? How many pencils and erasers will be in each bag?
bags she can make: _____
pencils per bag: _____
erasers per bag: _____

9) Hot dogs come in packs of 8 and hot dog buns come in packs of 10. What is the least number of packs of each that can be bought to make hot dogs (one hot dog and one bun) with no hot dogs or buns left over?
total number of hot dogs: _____
packs of hot dogs: _____
packs of buns: _____

10) A shipment of 478 textbooks came to a school. The books are being given out in class sets of 25. How many classrooms will receive a full class set of textbooks?

11) There are 1,460 people waiting to ride a roller coaster. Each cart takes 30 people. How many carts will it take for everyone in line to have a turn?

Unit 1 Pt. 2 Review: Decimals and Fraction Division

*Complete the following problems to review this unit.
You must show all work to receive credit!*

1) $\frac{3}{5} \div \frac{1}{5} =$

2) $13.12 + 6 + 7.1 =$

3) $(1.25)(2.3) =$

4) $\frac{5}{10} \div 10 =$

5) $72 - 1.68 =$

6) $5\frac{1}{2} \div 2\frac{1}{2} =$

7) A quarterback practiced for $28\frac{1}{2}$ hours in 4 weeks. How many hours did he practice per week?

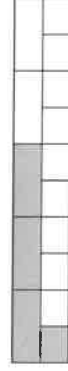
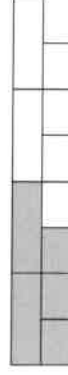
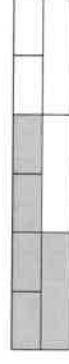
8) Sarah paid \$4.80 for 1.2 pounds of sunflower seeds. What is the cost for one pound of sunflower seeds?

9) A group of friends has ordered 3 pizzas to share. If each person ate $\frac{1}{4}$ of a pizza, and there is no pizza left over, how many friends split the pizza?

10) Emma has \$3 to buy school supplies. She buys 3 folders that are \$0.55 each. She wants to spend the remaining money on pencils that are \$0.05 each. How many pencils can she purchase?

11) Ian bought a milkshake for \$3.58 and a burger for \$5.17. If he paid with a \$10 bill, how much change did he receive?

12) Cameron is cutting a roll of cookie dough into pieces that are $\frac{1}{3}$ inch thick. If the roll of cookie dough is $\frac{4}{6}$ inches long, which model best represents the situation? Write and solve the division problem next to the model.



Study Guide – Unit 2: Rates, Ratios & Proportional Reasoning

- What is a ratio? _____
- What is a rate? _____
- What is a unit rate? _____
- What is a percent? _____

- Fill in the ratio table:

9	15			54
12		39	48	

- 77 is 35% of what number? _____

- Find 30% of 70. _____

- Find the value of x . $\frac{15}{25} = \frac{x}{30}$ _____

- Write the ratio as a unit rate: \$145.98 for 9 tickets. _____

- Ansley drove 520 miles in 8 hours. Taylor drove 210 miles in 3 hours.

- Who drove the fastest rate of speed? _____
- How do you know? _____

- A circus elephant is going to stand on a ball. Lulu the Elephant weighs 2 Tons. The ball can hold up to 3,000 lbs.

- Can Lulu use this ball? Yes No
- Explain your answer. _____

- The table shows the number of each item sold at the fair. What two items would the ratio 3:4 represent?

Item	Quantity Sold
Popcorn	64
Nachos	60
Hot Dog	28
Candy Bar	48

13. The ratio of boys to girls in a class is 4:8. If there are 24 students in the class, how many are boys?

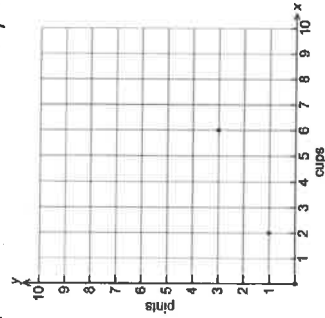
14. In a class of 25 students, 80% DID return their permission slips for the school field trip. How many students did NOT return their permission slips?

15. The table below shows the cost for varying number of books. If the rate stays the same, determine the value of n .

Number of Books	Cost
6	\$81
10	\$135
12	\$162
15	n

16. PBIS Middle School held a car wash as a fundraiser. 15 trucks were washed. The other 40% of the vehicles were cars. How many total vehicles did they wash?

17. The graph below compares cups to pints. Which of the following ordered pairs would also satisfy this relationship?



- A. (1, 2) B. (2, 4) C. (2, 0) D. (4, 2)

18. Drilon's paycheck last week was \$146.50. He would like to put 6% of his earnings in his savings account. How much money should he put in his savings account?

- a. \$8.26 b. \$8.79 c. \$9.30 d. \$16.03

19. The prices of 4 different bottles of lotion are given in the table. Which size bottle is the BEST value?

Size	Price
25 ounces	\$4.50
20 ounces	\$3.00
15 ounces	\$1.80

- A. The 25-oz bottle
B. The 20-oz bottle
C. The 15-oz bottle
D. They all have the same value

20. Driving at a constant speed, Daisy drove 260 miles in 6 hours. How far would she drive in 1 hour? 5 hours? 21 hours? Create a table.

21. Chompers is 76 cm long. How many mm is this?

- a. .76 mm b. 7.6 mm c. 760 mm d. 7,600 mm

STUDY GUIDE for 6th Grade Math Unit 1

1. What is the Greatest Common Factor (GCF) of 12 and 42 ? CC.6.NS.4

2. What is the Least Common Multiple(LCM) of 5 and 20? CC.6.NS.4

3. Compute: $\frac{1}{2} \div \frac{3}{5} =$ CC.6.NS.1

4. Compute: $1,476 \div 18 =$ CC.6.NS.2

5. Refer to the October calendar to the right. Jay's trash is picked up on days that are multiples of 5 and the paper is delivered on days that are multiples of three. How many dates in October is the trash picked up on the same day the paper is delivered? CC.6.NS.4

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

6. A floor is 14.7 feet by 13 feet. What is the area of the room?
(hint: $Area = length \times width$) CC.6.NS.3

7. There are 1,775 pennies in Jay's jar. If 25 pennies are needed to fill a bag, how many whole bags can Jay fill? CC.6.NS.2

8. The spaceship travels around the sun at a speed of 12.6 miles per second. How far will it travel in 45 seconds? CC.6.NS.3

Use the chart to the right to answer questions 9 and 10.

9. What was the difference between John and Bob in the chart? CC.6.NS.3

10. How much time did it take Ally, Jeff & Kate all together? CC.6.NS.3

Racer	Time
Ally	53.96
Bob	54.15
Jeff	54.3
John	54.33
Kate	54.41

11. The height of dachshunds is usually $\frac{1}{3}$ their length. If Mollie is 20 inches long, how tall is she? CC.5.NF.6

12. For which number will a list of its factors include 7?
A. 24 B. 26 C. 28 D. 30 CC.6.NS.4

13. There are 14.25 carpet tiles lined up on the floor and each one is 2.5 feet long. How long is the line of carpet tiles? CC.6.NS.3

14. You are taking a bus trip from LaGrange to New Orleans. You will have to drive 491.2 miles. The bus gets 8 miles per gallon. How many gallons of gas will the bus use driving from LaGrange to New Orleans?

CC.6.NS.3

15. Is $2(9 + 12) = 42$? Why or why not?

CC.6.NS.4

- A. Yes, because $2 \cdot 9 = 18$; and $18 + 18 = 42$
B. Yes, because $2 \cdot 9 = 18$; and $2 \cdot 12 = 24$; and $18 + 24 = 42$
C. No, because $2 \cdot 9 = 18$; and $18 + 12 = 30$
D. No, because $2 \cdot 9 = 18$; and $9 \cdot 12 = 108$; and $18 + 108 = 126$

16. Which number is both a multiple of 6 and a factor of 60?

CC.6.NS.4

- A. 10 B. 12 C. 15 D. 20

17. Which number sentence represents what is in the model?



- A. $12 \div 2 = 6$ B. $10 \div 1 = 10$ C. $2\frac{1}{2} \div \frac{1}{2} = 5$ D. $\frac{12}{4} \div \frac{2}{4} = 6$

18. What is the LCM of 6 and 8?

CC.6.NS.4

19. Which of the following choices is equal to $22 + 36$?

CC.6.NS.4

- A. $2(11 + 16)$ B. $2(11 + 18)$ C. $3(7 + 12)$ D. $3(22 + 12)$

Lln;n

Study Guide 6th Grade

Unit 2 Troup County Schools

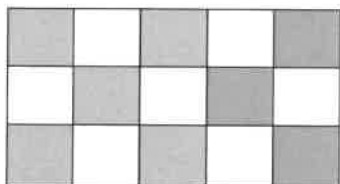
1. If the ratio of dogs to cats is 7 to 3, this means...

CC.RP.1

- A. For every 7 cats, there is one dog.
 B. For every 7 cats, there are 3 dogs.
 C. For every 7 dogs, there is one cat.
 D. For every 7 dogs, there are 3 cats.

Use the diagram to answer questions 2, 3, and 4.

The new floor in the school hall is going to be constructed of square tiles that are either gray or white, in the pattern below.



2. What is the ratio of gray tiles to white tiles?

CC.RP.1

3. What is the ratio of white tiles to the total number of tiles in the pattern?

CC.RP.1

4. If the total cost of those white tiles is \$3.50, what is the unit cost per white tile?

CC.RP.2

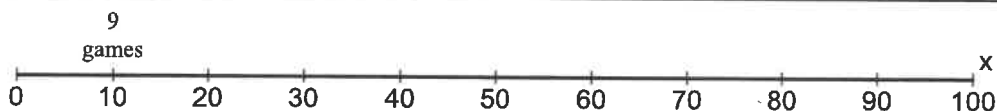
5. Apples are on sale 5 for \$3.15. At this rate, what is the cost of one apple?

CC.RP.2

6. Ally ate 240 grapes in 6 days. Which rate below is equivalent to Ally's rate?

CC.RP.2

- A. 60 grapes in 2 days A. 60 grapes in 3 days C. 120 grapes in 2 days D. 120 grapes in 3 days



7. Deshun went to visit Zakia and he brought 9 video games, which is 10% of his collection. Using the number line above, determine how many video games Deshun has all together.

CC.6.NS.1

8. Use the information in the table to find the number of inches in 9 feet.

Feet	1	2	3	4	9
Inches	12	24	36	48	?

CC.RP.3

1 gallon			
1 quart	1 quart	1 quart	1 quart

9. Use the tape diagram above to determine how many quarts are in $2\frac{1}{2}$ gallons.

10. The lawn mower says to mix 3 ounces of oil with 15 gallons of gasoline. How much oil would you use if you had 45 gallons of gasoline?

CC.RP.3

Use the chart to answer questions 11 & 12.

Number of Laps	2		6	8
Time (minutes)	6	12	18	

11. Kay runs laps. Choose the numbers to complete the chart. CC.RP.3
 A. 3 & 22 B. 3 & 24 C. 4 & 22 D. 4 & 24

12. Based on the chart above, how long do you predict it will take Kay to run 10 laps? CC.RP.3

-
13. The boat traveled 24 miles in 5 hours. How far should it travel in 1 hour? CC.RP.3

-
14. Abe spent \$144.00 for four bags of grass seed. How much did he spend on each bag? CC.RP.3

-
15. A simple recipe calls for 2 cups flour, 1 cup sugar, and $\frac{1}{2}$ cup butter. How many cups of flour are needed to mix with each cup of butter? CC.RP.3

-
16. If 4 is 25% of a value, what is that value? CC.RP.3

-
17. You and a friend baked 400 cupcakes together. If your friend baked 60% of the cupcakes, how many cupcakes did you bake? CC.6.RP.3

-
18. Beth has to do 20 math problems tonight. She has completed 20%. How many problems has she completed? CC.RP.3

-
19. Which point is at (3, 6) ?
 A. point U B. point V C. point W D. point Z

20. Which answer below explains point U?
 A. He goes 1 mile in 1 minute. B. He goes 1 mile in 2 minutes.
 C. He goes 2 miles in 1 minute. D. He goes 2 miles in 2 minutes.

21. How long do you think it would take to go 16 miles ?
 A. 8 minutes B. 16 minutes
 C. 24 minutes D. 32 minutes

