BIRMINGHAM CITY SCHOOLS

At-Home Enrichment

To provide enrichment to BCS students!

6th Grade
### 6th ENGLISH/LANGUAGE ARTS Enrichment

**Focus Standard:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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<th>Timeframe</th>
<th>Tasks</th>
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<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td><strong>May 4 - 8</strong></td>
<td>• Complete the “Analyze Craft and Structure: DEVELOPMENT OF CENTRAL IDEAS” handout pp. 3-4 (attached).&lt;br&gt;• Read the article “Stop Googling. Let’s Talk” pp. 5-7 (attached). What is the central idea of the text? List 3-4 details from the text that support the central idea.&lt;br&gt;• Write a 2-3 paragraph summary of the text.&lt;br&gt;• What is the author’s purpose for writing this article? Write a brief explanation for your answer and cite several pieces of textual evidence to support your answer.&lt;br&gt;• What is the author’s point of view on the topic? Find details from the text that support the author’s point of view.&lt;br&gt;• Do you agree or disagree with the author’s point of view? Explain in two paragraphs why or why not and provide evidence from the text to support your stance.</td>
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**Focus Standard:** Write arguments to support claims with clear reasons and relevant evidence.

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<td><strong>Week 2</strong></td>
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<tr>
<td><strong>May 11 - 15</strong></td>
<td>• Complete the “Analyze Craft and Structure: AUTHOR’S PERSPECTIVE AND ARGUMENT” handout pp. 8-9 (attached).&lt;br&gt;• Reread the article “Stop Googling. Let’s Talk” pp. 5-7 (attached). What is the author’s main claim in this article? What facts and opinions does the author use to support his or her claim? Find several pieces of textual evidence that support the claim.&lt;br&gt;• Do you agree with the argument and its supporting evidence? Why or why not? Write a response to the essay in which you state a claim and find evidence from the text to support your position.</td>
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**Focus Standards:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

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<th>Weeks 3</th>
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<tr>
<td><strong>May 18 - 22</strong></td>
<td>• Read “The Rose That Grew From Concrete” p. 10 (attached) and complete the activities.&lt;br&gt;• Tupac uses personification in his poem. (Personification gives human qualities to a nonhuman subject.) Find one or more examples of personification in his poem and explain how it is an example of personification.&lt;br&gt;• Using the theme identified on #1 of the handout, write your own poem using personification.</td>
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**Focus Standards:** Compare and contrast one author’s presentation of events with that of another.

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<th>Week 4</th>
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<tr>
<td><strong>May 25 - 29</strong></td>
<td>• Complete the “Analyze Craft and Structure: CONFLICTING ARGUMENTS” handout p. 11 (attached).&lt;br&gt;• After reading the two passages on the handout, which one do you agree with? Why or why not? Using evidence from both texts, write an essay in which you take a position, state a claim, and find evidence from the text to support your position.</td>
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6th SOCIAL STUDIES Enrichment

Focus Standards: Identify causes and consequences of World War II and reasons for the United States' entry into the war.
- Critique major social and cultural changes in the United States since World War II.

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<tr>
<th>Timeframe</th>
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<tr>
<td>Week 1</td>
<td>Read the two articles on “World War II Propaganda” p. 12 (attached).</td>
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<tr>
<td>May 4 - 8</td>
<td>What is the central idea of each text? List 3-4 details from the text that support the central idea of each text.</td>
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<td>Write a 2-3 paragraph summary of each text.</td>
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<td>What message was the author trying to convey in each of the texts?</td>
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<td>Create a Venn diagram to illustrate the similarities and differences between the two articles.</td>
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Focus Standards: Identify causes and consequences of World War II and reasons for the United States' entry into the war.
- Critique major social and cultural changes in the United States since World War II.

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<th>Timeframe</th>
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<tr>
<td>Week 2</td>
<td>Reread the two articles on “World War II Propaganda” p. 12 (attached).</td>
</tr>
<tr>
<td>May 11 - 15</td>
<td>Write two paragraphs explaining whether you think the usage of propaganda posters was positive or negative. Cite textual evidence from the texts to support your claim.</td>
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<td>Describe the action taking place each political cartoon at the bottom of the handout. What is the message of each cartoon? Use objects in the poster to support your claim.</td>
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Focus Standard: Explaining rights of citizens as guaranteed by the Bill of Rights under the Constitution of the United States.

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<td>Week 3</td>
<td>The Bill of Rights was written more than 200 years ago when our country was, in many ways, a very different place. Over time, the Constitution has been amended, or changed, and now includes a total of 27 amendments. But the original Bill of Rights has not changed.</td>
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<tr>
<td>May 18 - 22</td>
<td>Why is The Bill of Right important to our country? What purpose does it serve for our citizens?</td>
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<td>If you could add one more amendment to the Bill of Rights, what would it be and why? Be sure to explain the right or freedom your amendment would protect and why you believe it is important for Americans to have that right or freedom</td>
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Focus Standards: Determine how regions are used to describe the organization of Earth's surface. Identifying physical and human features used as criteria for mapping formal, functional, and perceptual regions. Examples: physical—landforms, climates

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<td>Weeks 4</td>
<td>Complete the “Climate Zones of North America” activities p. 13 (attached).</td>
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<tr>
<td>May 25 - 29</td>
<td>Think about why people may have founded cities where they are considering the climate in different areas. What factors influenced settlement? What factors may have made settlement more difficult? Write a short explanation of these questions using a few of the cities in the chart.</td>
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The main or **central idea** of a text or story is the author’s main point or message to the reader. The central idea is what the author wants readers to remember. Supporting details are the facts and examples that help the reader gain a deeper understanding of the central idea.

Before you begin to read an informational text, such as an article or chapter in a textbook, use basic text features. Scan the text for titles, headings, subheadings, and boldfaced words. Look for illustrations and captions. These features will give you clues to help you identify the central idea. Then, as you read, supporting details will help clarify the central idea. When you read an informational text, try to figure out what the author is trying to tell you.

**Ask Questions to Preview an Article**

- What do the title, headings, or subheadings tell me about the topic?
- What information do the photographs, diagrams, illustrations, and captions provide?
- What subject is mentioned in the first sentence of the article?

**DIRECTIONS**: Read the title and first sentence of the paragraph below to predict what the text will be about. Then, read the paragraph all the way through and answer the questions that follow.

**Spiders Versus Insects**

While we often think of spiders as insects, they are actually part of a distinct family. Spiders, along with scorpions, ticks, and mites, are part of a group of animals called arachnids. Spiders differ from insects in several ways. First, they have eight legs and two body segments, while insects have six legs and three body segments. Spiders have simple eyes, while insects have compound eyes. Most insects have wings; spiders do not. While not all spiders spin webs, all spiders can make silk thread. This is another way in which they differ from insects.

1. What is the central idea of this paragraph?

2. Did previewing the title and first sentence help you predict what the paragraph would be about? Explain your answer.
Analyze Craft and Structure  Development of Central Ideas

Directions: Preview the text below, looking for clues to the central idea. Then, read the text and answer the questions that follow.

Understanding Medical Reports

A medical report provides health news, such as information about a new medication or illness. Medical reports on television can give you important information that you need to know, but they can also be scary. It is important to understand what goes into medical reports so that you can evaluate them and stay informed.

Medical reports often include complicated information that is difficult to present in a short period of time. The job of a medical reporter is to achieve a combination of accuracy and dramatic presentation. To get people to pay attention to the story, a reporter may use stories of real people to tell about a problem or benefit.

Analyze Sometimes a report about a new health danger can cause unnecessary fears. People hear certain words and focus on them. For example, something may be shown to double your chance of contracting a disease. That sounds bad! But the real question is, what is your chance of getting the disease in the first place? If the chance is very, very small, then doubling it means that it is still very small. If the disease is more common, then doubling the chance may be something to worry about.

Investigate If a medical report seems to apply to you, use a variety of sources, including longer and more detailed reports and your doctor, to investigate further.

1. What is the central idea of the passage?

2. Is the central idea implied or directly stated? Explain.

3. List two details from the text that support the central idea.

4. The subheads give clues to the central idea and two things you should do when you hear a medical report. Summarize the recommendations under the two subheads.

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Stop Googling. Let’s Talk. By Sherry Turkle

Sept. 26, 2015

COLLEGE students tell me they know how to look someone in the eye and type on their phones at the same time, their split attention undetected. They say it’s a skill they mastered in middle school when they wanted to text in class without getting caught. Now they use it when they want to be both with their friends and, as some put it, “elsewhere.”

These days, we feel less of a need to hide the fact that we are dividing our attention. In a 2015 study by the Pew Research Center, 89 percent of cellphone owners said they had used their phones during the last social gathering they attended. But they weren’t happy about it; 82 percent of adults felt that the way they used their phones in social settings hurt the conversation.

I’ve been studying the psychology of online connectivity for more than 30 years. For the past five, I’ve had a special focus: What has happened to face-to-face conversation in a world where so many people say they would rather text than talk? I’ve looked at families, friendships and romance. I’ve studied schools, universities and workplaces. When college students explain to me how dividing their attention plays out in the dining hall, some refer to a “rule of three.” In a conversation among five or six people at dinner, you have to check that three people are paying attention — heads up — before you give yourself permission to look down at your phone. So conversation proceeds, but with different people having their heads up at different times. The effect is what you would expect: Conversation is kept relatively light, on topics where people feel they can drop in and out.

Young people spoke to me enthusiastically about the good things that flow from a life lived by the rule of three, which you can follow not only during meals but all the time. First of all, there is the magic of the always available elsewhere. You can put your attention wherever you want it to be. You can always be heard. You never have to be bored. When you sense that a lull in the conversation is coming, you can shift your attention from the people in the room to the world you can find on your phone. But the students also described a sense of loss.

One 15-year-old I interviewed at a summer camp talked about her reaction when she went out to dinner with her father and he took out his phone to add “facts” to their conversation. “Daddy,” she said, “stop Googling. I want to talk to you.” A 15-year-old boy told me that someday he wanted to raise a family, not the way his parents are raising him (with phones out during meals and in the park and during his school sports events) but the way his parents think they are raising him — with no phones at meals and plentiful family conversation. One college junior tried to capture what is wrong about life in his generation. “Our texts are fine,” he said. “It’s what texting does to our conversations when we are together that’s the problem.”

It’s a powerful insight. Studies of conversation both in the laboratory and in natural settings show that when two people are talking, the mere presence of a phone on a table between them or in the periphery of their vision changes both what they talk about and the degree of connection they feel. People keep the conversation on topics where they won’t mind being interrupted. They don’t feel as invested in each other. Even a silent phone disconnects us.

In 2010, a team at the University of Michigan led by the psychologist Sara Konrath put together the findings of 72 studies that were conducted over a 30-year period. They found a 40 percent decline in empathy among college students, with most of the decline taking place after 2000.

Across generations, technology is implicated in this assault on empathy. We’ve gotten used to being connected all the time, but we have found ways around conversation — at least from conversation that is open-ended and spontaneous, in which we play with ideas and allow ourselves to be fully present and vulnerable. But it is in this type of conversation — where we learn to make eye contact, to become aware of another person’s posture and tone, to comfort one another and respectfully challenge one another — that empathy and intimacy flourish. In these conversations, we learn who we are.

Of course, we can find empathic conversations today, but the trend line is clear. It’s not only that we turn away from talking face to face to chat online. It’s that we don’t allow these conversations to happen in the first place because we keep our phones in the landscape.
In our hearts, we know this, and now research is catching up with our intuitions. We face a significant choice. It is not about giving up our phones but about using them with greater intention. Conversation is there for us to reclaim. For the failing connections of our digital world, it is the talking cure.

The trouble with talk begins young. A few years ago, a private middle school asked me to consult with its faculty. Students were not developing friendships the way they used to. At a retreat, the dean described how a seventh grader had tried to exclude a classmate from a school social event. It’s an age-old problem, except that this time when the student was asked about her behavior, the dean reported that the girl didn’t have much to say: “She was almost robotic in her response. She said, ‘I don’t have feelings about this.’ She couldn’t read the signals that the other student was hurt.”

The dean went on: “Twelve-year-olds play on the playground like 8-year-olds. The way they exclude one another is the way 8-year-olds would play. They don’t seem able to put themselves in the place of other children.”

One teacher observed that the students “sit in the dining hall and look at their phones. When they share things together, what they are sharing is what is on their phones.” Is this the new conversation? If so, it is not doing the work of the old conversation. The old conversation taught empathy. These students seem to understand each other less.

But we are resilient. The psychologist Yalda T. Uhls was the lead author on a 2014 study of children at a device-free outdoor camp. After five days without phones or tablets, these campers were able to read facial emotions and correctly identify the emotions of actors in videotaped scenes significantly better than a control group. What fostered these new empathic responses? They talked to one another. In conversation, things go best if you pay close attention and learn how to put yourself in someone else’s shoes. This is easier to do without your phone in hand. Conversation is the most human and humanizing thing that we do.

I have seen this resilience during my own research at a device-free summer camp. At a nightly cabin chat, a group of 14-year-old boys spoke about a recent three-day wilderness hike. Not that many years ago, the most exciting aspect of that hike might have been the idea of roughing it or the beauty of unspoiled nature. These days, what made the biggest impression was being phoneless. One boy called it “time where you have nothing to do but think quietly and talk to your friends.” The campers also spoke about their new taste for life away from the online feed. Their embrace of the virtue of disconnection suggests a crucial connection: The capacity for empathic conversation goes hand in hand with the capacity for solitude.

In solitude we find ourselves; we prepare ourselves to come to conversation with something to say that is authentic, ours. If we can’t gather ourselves, we can’t recognize other people for who they are. If we are not content to be alone, we turn others into the people we need them to be. If we don’t know how to be alone, we’ll only know how to be lonely.

A VIRTUOUS circle links conversation to the capacity for self-reflection. When we are secure in ourselves, we are able to really hear what other people have to say. At the same time, conversation with other people, both in intimate settings and in larger social groups, leads us to become better at inner dialogue.

But we have put this virtuous circle in peril. We turn time alone into a problem that needs to be solved with technology. Timothy D. Wilson, a psychologist at the University of Virginia, led a team that explored our capacity for solitude. People were asked to sit in a chair and think, without a device or a book. They were told that they would have from six to 15 minutes alone and that the only rules were that they had to stay seated and not fall asleep. In one experiment, many student subjects opted to give themselves mild electric shocks rather than sit alone with their thoughts.

People sometimes say to me that they can see how one might be disturbed when people turn to their phones when they are together. But surely there is no harm when people turn to their phones when they are by themselves? If anything, it’s our new form of being together. But this way of dividing things up misses the essential connection between solitude and conversation. In solitude we learn to concentrate and imagine, to listen to ourselves. We need these skills to be fully present in conversation.

Every technology asks us to confront human values. This is a good thing, because it causes us to reaffirm what they are. If we are now ready to make face-to-face conversation a priority, it is easier to see what the next steps should be. We are not looking for simple solutions. We are looking for beginnings. Some of them may seem familiar by now, but they are no less challenging for that. Each addresses only a small piece of what silences us. Taken together, they can make a difference.
It is always wise to approach our relationship with technology in the context that goes beyond it. We live, for example, in a political culture where conversations are blocked by our vulnerability to partisanship as well as by our new distractions. We thought that online posting would make us bolder than we are in person, but a 2014 Pew study demonstrated that people are less likely to post opinions on social media when they fear their followers will disagree with them. Designing for our vulnerabilities means finding ways to talk to people, online and off, whose opinions differ from our own.

Sometimes it simply means hearing people out. A college junior told me that she shied away from conversation because it demanded that one live by the rigors of what she calls the “seven minute rule.” It takes at least seven minutes to see how a conversation is going to unfold. You can’t go to your phone before those seven minutes are up. If the conversation goes quiet, you have to let it be. For conversation, like life, has silences — what some young people I interviewed called “the boring bits.” It is often in the moments when we stumble, hesitate and fall silent that we most reveal ourselves to one another. The young woman who is so clear about the seven minutes that it takes to see where a conversation is going admits that she often doesn’t have the patience to wait for anything near that kind of time before going to her phone. In this she is characteristic of what the psychologists Howard Gardner and Katie Davis called the “app generation,” which grew up with phones in hand and apps at the ready. It tends toward impatience, expecting the world to respond like an app, quickly and efficiently. The app way of thinking starts with the idea that actions in the world will work like algorithms: Certain actions will lead to predictable results.

This attitude can show up in friendship as a lack of empathy. Friendships become things to manage; you have a lot of them, and you come to them with tools. So here is a first step: To reclaim conversation for yourself, your friendships and society, push back against viewing the world as one giant app. It works the other way, too: Conversation is the antidote to the algorithmic way of looking at life because it teaches you about fluidity, contingency and personality.

This is our moment to acknowledge the unintended consequences of the technologies to which we are vulnerable, but also to respect the resilience that has always been ours. We have time to make corrections and remember who we are — creatures of history, of deep psychology, of complex relationships, of conversations, artless, risky and face to face.

One start toward reclaiming conversation is to reclaim solitude. Some of the most crucial conversations you will ever have will be with yourself. Slow down sufficiently to make this possible. And make a practice of doing one thing at a time. Think of unitasking as the next big thing. In every domain of life, it will increase performance and decrease stress.

But doing one thing at a time is hard, because it means asserting ourselves over what technology makes easy and what feels productive in the short term. Multitasking comes with its own high, but when we chase after this feeling, we pursue an illusion. Conversation is a human way to practice unitasking.

Our phones are not accessories, but psychologically potent devices that change not just what we do but who we are. A second path toward conversation involves recognizing the degree to which we are vulnerable to all that connection offers. We have to commit ourselves to designing our products and our lives to take that vulnerability into account. We can choose not to carry our phones all the time. We can park our phones in a room and go to them every hour or two while we work on other things or talk to other people. We can carve out spaces at home or work that are device-free, sacred spaces for the paired virtues of conversation and solitude. Families can find these spaces in the day to day — no devices at dinner, in the kitchen and in the car. Introduce this idea to children when they are young so it doesn’t spring up as punitive but as a baseline of family culture. In the workplace, too, the notion of sacred spaces makes sense: Conversation among employees increases productivity.

We can also redesign technology to leave more room for talking to each other. The “do not disturb” feature on the iPhone offers one model. You are not interrupted by vibrations, lights or rings, but you can set the phone to receive calls from designated people or to signal when someone calls you repeatedly. Engineers are ready with more ideas: What if our phones were not designed to keep us attached, but to do a task and then release us? What if the communications industry began to measure the success of devices not by how much time consumers spend on them but by whether it is time well spent?
An author’s argument focuses on claims the author makes. A claim states the author’s position. Strong arguments can help persuade readers to agree with the author.

To persuade readers to agree with his or her claims, authors provide evidence. The evidence may include both facts and opinions that support their claims. Facts can be proved true and are often based on research. Opinions express a person’s beliefs. Opinions may be supported by facts, but they cannot be proved.

To evaluate an author’s argument, ask these questions:

- Are the author’s claims sensible?
- Is the author’s reasoning logical?
- Does the author offer enough evidence—facts that can be proved—to support his or her claims?
- Is all the evidence relevant, or closely related to the topic?

An author’s perspective is his or her attitude, beliefs, and feelings. If the author’s perspective is too obvious or affects the argument too strongly, the argument can be less persuasive.

**DIRECTIONS:** Read the passage below. Then, answer the questions that follow.

Soft drinks have no place in public schools. Soft drinks are basically sugar and water, with tiny quantities of artificial coloring and flavors. Numerous studies have shown that people who drink soft drinks suffer health problems. When students go to school, they shouldn’t be exposed to these unhealthy drinks.

1. What is the author’s main claim in this paragraph? ____________________________

2. What facts and opinions does the author use to support his or her claim? ________

3. How could you prove whether the second sentence is true? _______________________

4. What makes the last sentence an opinion? ________________________________

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A. DIRECTIONS: Read the passage below. Then, answer the questions that follow.

A group of scientists reports that international trade in honeybee colonies is spreading a deadly bee virus, the "deformed wing virus." Alone, the virus is not a threat to honeybees, but in combination with Varroa mites—another threat to honeybee colonies—the virus is deadly. By examining information about honeybees in 17 countries, the researchers can map the routes by which the virus has spread. These routes match the international movement of honeybee colonies, says Dr. Lena Wilfert, one of the study's authors.

1. What is the main claim stated in this passage?

2. Does the writer give a source for the facts quoted? If so, what is the source?

3. Do you agree with the argument and its supporting evidence? Explain.

B. DIRECTIONS: Read the passage below. Then, answer the questions that follow.

(1) Most high-school students shouldn't waste their time with higher-level math courses such as trigonometry and calculus. (2) Basic math skills are important to everyone. (3) We all need to know how to add, subtract, multiply, and divide. (4) But very few jobs in the United States require knowledge of trigonometry or calculus. (5) And certainly these disciplines are not used in the everyday lives of most Americans. (6) It makes little sense for students to dedicate major parts of their high-school careers to math that they will never need or use.

1. Is the first sentence a fact or an opinion?

2. How could you prove that the fourth sentence is a fact?

3. Is the last sentence an opinion? Explain.

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Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies a main theme of the text?
   A. All living things need support from others in order to grow.
   B. We must learn and grow from our failures.
   C. People can overcome difficulties and succeed.
   D. Nature can overcome problems better than people.

2. PART B: Which detail from the poem best supports the answer to Part A?
   A. “Did you hear about the rose that grew” (Lines 1)
   B. “learned to walk without having feet.” (Line 4)
   C. “Long live the rose that grew from concrete” (Line 7)
   D. “when no one else ever cared.” (Line 8)

3. How does the speaker’s point of view influence how the rose is described?
   A. Curious about the rose, the speaker asks several questions about it.
   B. Believing that the rose is not real, the speaker exaggerates its qualities.
   C. Feeling pity for the rose, the speaker lists all of the hardships it has faced.
   D. Impressed by the rose, the speaker explains what makes it so admirable.

4. What does the phrase “the rose that grew from concrete” mean figuratively as used in this poem?

In the context of the poem, how does an individual rise above hardship? Have you ever felt like a “rose that grew from concrete,” as described by Tupac Shakur? If so, what was the difficult situation that you faced, and how did you rise above it? If not, who is someone else you might describe as a “rose that grew from concrete”? What makes them similar to this rose?

In the context of the poem, can we take full control over our own fate? Do you think it is necessary to get support from others, or can we succeed in difficult situations on our own, without others’ help?
ANALYZE CRAFT AND STRUCTURE  CONFLICTING ARGUMENTS

DIRECTIONS: Read the two passages. Then, answer the questions.

- An overgeneralization makes a conclusion that is too broad. It uses words such as always, never, or everyday.
- A slippery slope claims unreasonably that one event will lead to other events. It argues that the first event must be prevented to prevent the later events from occurring.

Passage 1

Everyone loves walking through the Eastern Woods, but if we do not preserve it now, we may lose it forever. This beautiful piece of land is visited by more than 80,000 tourists per year. More than 30 varieties of endangered species, including beautiful birds and mammals, live here. The proposal to allow development of a portion of this land may seem reasonable now, but when will it stop? Developers will not be satisfied until the entire forest has been made into housing developments and shopping malls. For the sake of the animals and our enjoyment of nature, we must not allow development of the Eastern Woods.

Passage 2

The Eastern Woods is a popular destination, and it will grow even more popular if this development moves forward. What we are proposing will affect only a small portion of the forest. The main hiking trails will be undisturbed, and the animals who live here will not notice a thing. The people who live nearby will benefit greatly, however, from the new shopping spaces that will serve them. These new spaces will also provide more than 100 new jobs to people who need them. While people enjoy hiking through nature, they also need to shop and to work. This development will give the people what they need.

1. What is the main disagreement between the authors of these passages?

2. What is one point that the two passages agree on?

3. What slippery slope argument is presented in one of the passages?

4. How does the author of Passage 2 support the idea that people will benefit from the development?

5. What overgeneralization is made in one of the passages?

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WWII Posters
By Madison Horne

These World War II Propaganda Posters Rallied the Home Front
As the U.S. sent troops to the front lines, artists were recruited to encourage those at home to do their part.

- When Britain and France went to war with Germany in 1939, Americans were divided over whether to join the war effort. It wouldn't be until the surprise attacks on Pearl Harbor in December 1941 that the United States would be thrust into World War II. Once U.S. troops were sent to the front lines, hundreds of artists were put to work to create posters that would rally support on the home front.

- Citizens were invited to purchase war bonds and take on factory jobs to support production needs for the military. As men were sent to battlefields, women were asked to branch out and take on jobs as riveters, welders and electricians.

- To preserve resources for the war effort, posters championed carpooling to save on gas, warned against wasting food and urged people to collect scrap metal to recycle into military materials. In the spring of 1942, rationing programs were implemented that set limits on everyday purchases.

- While many posters touted positive patriotic messages, some tapped fear to rally support for the Allied side and caution against leaking information to spies. "Loose lips sink ships" became a famous saying. Meanwhile, graphic images depicted a blood-thirsty Adolph Hitler and racist imagery of Japanese people with sinister, exaggerated features.

- Today, the posters offer a glimpse into the nation's climate during World War II and how propaganda was used to link the home front to the front lines.

33 American WWII Propaganda Posters That Weren’t Always Politically Correct
By Laura Martián
https://allthatishinteresting.com/american-world-war-2-propaganda-posters

- Every country involved in World War II was busy producing propaganda in order to increase support for its war efforts. And the Allies were especially keen on promoting their own virtues and igniting the public's hatred towards the enemy Axis powers.

- However, the American government did not particularly like the idea of World War 2 propaganda at first. Nonetheless — in response to pressure exerted by businesses, advertising companies, and the media — the government was soon compelled to increase propaganda production.

- These efforts promoted patriotism, encouraged men to join the armed services, and encouraged women to become nurses or join the local factory's workforce. Whatever its purpose, American World War 2 propaganda was among the most striking, especially when it came to posters. Their bright colors and sensational language no doubt drew the viewer in and encouraged him or her to aid the war effort in every way imaginable — by buying war bonds, rationing their food, walking instead of driving, and even refusing to engage in "careless talk" that could give away information of troop movements.

- The main message was this: Every citizen can greatly help the war effort by performing seemingly menial tasks, such as growing their own food or conserving products such as fats, coffee, and rubber. And when these posters weren't asking ordinary citizens to pitch in, they were making fun of the Axis powers, especially Hitler. One humorous poster, for example, depicted Hitler with his pants down along with a slogan that read, "Let's catch him with his 'panzers' down!" All in all, America created more than 200,000 propaganda poster designs during the war, and you can find some of the most striking in the gallery above.
Climate Zones of North America

The map below shows the various climate zones found in North America. Review this map. Pay close attention to the degree of climate variation across the map. Think about how climate in different areas might have influenced settlement patterns.

![Climate Zones of North America](image)

After studying the map carefully, complete this chart by identifying the climate zone for each city listed. Then briefly describe the characteristics of each zone. When you have completed the chart, answer the questions that follow.

<table>
<thead>
<tr>
<th>Cities</th>
<th>Climate Zones and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montreal</td>
<td></td>
</tr>
<tr>
<td>Los Angeles</td>
<td></td>
</tr>
<tr>
<td>Mexico City</td>
<td></td>
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<tr>
<td>Denver</td>
<td></td>
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<tr>
<td>Repulse Bay</td>
<td></td>
</tr>
<tr>
<td>Monterrey</td>
<td></td>
</tr>
</tbody>
</table>

PBS Learning
Assignments 1  Week 1: May 4–8

Ratios

A ratio is a comparison between two quantities. Equivalent ratios are often helpful in solving problems. To create an equivalent ratio, multiply both terms (the numerator and the denominator) by the same factor.

**EXAMPLE**

A game uses a combination of red and blue marbles. A total of 28 red marbles are used. For every 3 blue marbles there are 7 red marbles. How many blue marbles are used for the game?

**Step 1:** Write a ratio comparing the number of blue marbles to the number of red marbles.

\[
\text{number of blue marbles} : \text{number of red marbles} = 3 : 7
\]

**Step 2:** Multiply the ratio times the factor needed to create an equivalent ratio with the total of 28 red marbles.

\[
\frac{3 \times 4}{7 \times 4} = \frac{12 \text{ blue marbles}}{28 \text{ red marbles}}
\]

**Solution:** There are 12 blue marbles.

**PRACTICE**

1. In a physical education class there is a total of 15 boys. For every 3 girls in the class there are 5 boys. How many girls are in the class?

2. In a package of candy there is a total of 24 yellow pieces. For every 5 green pieces in the package, there are 8 yellow pieces. How many green pieces of candy are in the bag?

3. Larry earns $68 dollars for every 8 hours he works. How many hours must he work to earn a total of $544?
Conversion Factor

Some problems require one unit to be converted to another. For example, inches per second may need to be expressed as miles per hour instead. Any number or expression can be multiplied by the number one (1) without changing its value. A conversion factor is a form of the value “1” used to change from one unit to another.

**EXAMPLE**

A coffee maker drips coffee at a rate of 12 ounces per minute. If 1 cup = 8 ounces, how many cups will the coffee maker drip in 1 minute?

**Step 1:** Use the conversion factor \[rac{1 \text{ cup}}{8 \text{ ounces}} \] Multiply by the original rate.

\[
\frac{12 \text{ ounces}}{1 \text{ minute}} \times \frac{1 \text{ cup}}{8 \text{ ounces}} = \frac{12 \text{ ounces cups}}{8 \text{ minute ounces}}
\]

**Step 2:** Simplify the new rate by “cancelling” the like units in the numerator and denominator.

\[
\frac{12 \text{ ounces cups}}{8 \text{ minutes ounces}} = \frac{12 \text{ cups}}{8 \text{ minutes}}
\]

**Step 3:** Simplify the fraction.

The coffee maker will make 12 cups in 8 minutes.

**Solution:** \[
\frac{12 \text{ cups}}{8 \text{ minutes}} = 1 \frac{4}{8} \text{ or } 1 \frac{1}{2} \text{ cups per minute}
\]

**PRACTICE**

1. Convert \[
\frac{500 \text{ feet}}{\text{minute}}
\] to feet per hour if 1 hour = 60 minutes.

2. A car gets 25 miles to 1 gallon of gas. How many feet will the car travel on one gallon of gas if 5280 feet = 1 mile?

3. If 1 pound = 16 ounces, how many pounds are there in 88 ounces?
Comparing and Ordering Integers

A number line can be helpful to visualize the order of integers.

**EXAMPLE**

Graph and label the following points on a number line. Then state whether the value of point \( B \) is less than or greater than the value of point \( E \). Explain your reasoning using the number line.

\[
A = 22, \quad B = 18, \quad C = 14, \quad D = 11, \quad E = 20, \quad F = 28
\]

**Step 1:** Identify the smallest value and the largest value in the set of numbers. Choose where to begin and end the number line.

The smallest number in the set is 11.

The largest number in the set is 28.

Create a number line beginning with the number 10 and ending with the number 30.

**Step 2:** Choose an interval by which to divide the number line into smaller segments.

Since most of the numbers are even, divide the number line in intervals of 2.

**Step 3:** Graph each point and label with the correct letter.

**Solution:**

\[
\begin{align*}
D & : 10 \\
C & : 12 \\
B & : 18 \\
E & : 20 \\
A & : 22 \\
F & : 28
\end{align*}
\]

The value of point \( B \) is less than point \( E \) because it is located to the left of point \( E \) on the number line.

**GUIDED PRACTICE**

Graph and label the following points on a number line. Then state whether the value of point \( D \) is less than or greater than the value of point \( F \). Explain your reasoning using the number line.

\[
A = 100, \quad B = 148, \quad C = 247, \quad D = -50, \quad E = 49, \quad F = -100
\]

**Step 1:** Identify the smallest value and the largest value in the set of numbers. Choose where to begin and end the number line.

**Step 2:** Choose an interval by which to divide the number line into smaller segments.

**Step 3:** Graph each point and label with the correct letter.
Comparing and Ordering Integers (continued)

Solution:

PRACTICE

For items 1–4, graph and label the given points on a number line. Then state whether the value of point \( Q \) is less than or greater than the value of point \( V \). Explain your reasoning using the number line.

1. \( Q = 1, R = 18, S = 5, T = 25, U = 28, V = 32 \)

2. \( Q = 80, R = 30, S = 40, T = 110, U = 62, V = 79 \)

3. \( Q = 140, R = 199, S = 128, T = 200, U = 105, V = 163 \)

4. \( Q = -8, R = 24, S = 11, T = 12, U = 6, V = -7 \)
Evaluating Algebraic Expressions

An expression is a mathematical phrase that uses numbers, or variables, or both, such as $4 + 3$, $8 ÷ 2$, $x + 2$, or $4x$. An expression with one or more variables is an algebraic expression.

You can use algebraic expressions to write rules for input/output tables, to write spreadsheets on your computer, or to represent a numeric pattern in a situation.

You can evaluate an expression by substituting a number for the variable. If there is more than one operation involved, follow the order of operations.

**EXAMPLE A**

The leader of a group of students planted 4 trees. Each student in the group planted 1 tree. The expression $s + 4$ can be used to represent the total number of trees planted, where $s$ represents the number of students in the group. How many trees were planted if $s = 8$?

**Step 1:** Substitute the value for the variable in the expression. $s + 4 = 8 + 4$

**Step 2:** Add. $= 12$

**Solution:** A total of 12 trees were planted.

In the expression $4n$, the number 4 is called a coefficient. When an operational symbol does not appear between a number and a variable, it means to multiply. So, $4n$ means $4 \times n$.

**EXAMPLE B**

What is the value of $5n + 3$, if $n = 6$?

**Step 1:** Substitute the value for the variable in the expression. $5n + 3 = 5 \times 6 + 3$

**Step 2:** Multiply. $= 30 + 3$

**Step 3:** Add. $= 33$

**Solution:** If $n = 6$, then $5n + 3 = 33$.

A variable can be written as the numerator or the denominator of a fraction such as $\frac{n}{4}$ or $\frac{6}{n}$. To evaluate $\frac{n}{4}$, substitute the value for $n$ and divide by 4. For $\frac{6}{n}$, divide 6 by the value of $n$. 

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Evaluating Algebraic Expressions (continued)

EXAMPLE C

Andrea wants to put an equal number of books on three shelves. The expression \( \frac{b}{3} \) represents the situation where \( b \) is the total number of books Andrea has. How many books will be on each shelf if \( b = 24 \)?

**Step 1:** Substitute the value for the variable in the expression.

\[
\frac{b}{3} = \frac{24}{3} = 8
\]

**Step 2:** Divide.

**Solution:** Andrea will put 8 books on each shelf.

When evaluating an expression with multiple steps, use the order of operations. The order of operations is as follows:

- Work inside parentheses.
- Multiply and divide from left to right.
- Add and subtract from left to right.

EXAMPLE D

What is the value of \( (n + 6) \times 9 \), if \( n = 4 \)?

**Step 1:** Substitute the value for the variable in the expression.

\[
(n + 6) \times 9 = (4 + 6) \times 9
\]

**Step 2:** Work inside the parentheses. Add 4 + 6.

\[
= 10 \times 9
\]

**Step 3:** Multiply.

\[
= 90
\]

**Solution:** If \( n = 4 \), the value of \( (n + 6) \times 9 \) is 90.

PRACTICE

Evaluate each expression for \( n = 6 \).

1. \( n + 12 \)
2. \( 2n - 4 \)
3. \( (n + 4) \div 5 \)
4. \( \frac{18}{n} \)
5. \( \frac{n}{2} \)
6. \( 4(n + 5) \)

7. The expression \( 3g + 4 \) represents the cost of bowling, where 3 is the cost in dollars for each game, \( g \) is the number of games bowled, and 4 is the cost in dollars for renting shoes. What is the total cost for bowling 5 games?

8. DePalma’s Taxi Service charges $2 per mile and has a $3 pickup fee, which can be represented by the expression \( 2m + 3 \). Rieger’s Cab Service charges $3 per mile and has a $1 pickup fee, which can be represented by \( 3m + 1 \). Which cab company is more economical for a 5-mile ride? Explain how you found your answer.
Solving Equations

You can use inverse operations to solve an equation. Inverse operations are operations that “undo” each other. Multiplication and division are inverse operations. By using inverse operations, you can isolate the variable on one side of the equation.

EXAMPLE A

Solve for \( x \). \( 8x = 64 \)

**Step 1:** The inverse of multiplication is division. Divide each side by 8.

\[
\begin{align*}
8x &= 64 \\
\frac{8x}{8} &= \frac{64}{8} \\
x &= 8
\end{align*}
\]

**Solution:** The value of \( x \) is 8.

EXAMPLE B

Solve for \( x \). \( 2.5x = 18 \)

**Step 1:** The inverse of multiplication is division. Divide each side by 2.5.

\[
\begin{align*}
2.5x &= 18 \\
\frac{2.5x}{2.5} &= \frac{18}{2.5} \\
x &= 7.2
\end{align*}
\]

**Solution:** The value of \( x \) is 7.2.

PRACTICE

Solve for \( x \).

1. \( 9x = 72 \)  
2. \( 12x = 144 \)

3. \( 6x = 108 \)  
4. \( 2.4x = 36 \)

5. \( 3.8x = 19 \)  
6. \( 4.2x = 80 \)

7. \( 9x = 153 \)  
8. \( 4.5x = 108 \)
Rickwood Caverns State Park
Thomas V. Ress, Athens, Alabama

Rickwood Caverns State Park is located in Blount County near the town of Warrior. Its main attraction is a massive network of underground caverns that features intriguing geological formations, underground pools, and rare blind cave fish. The caves were "discovered" in the early 1950s by a troop of Boy Scouts and their leader, Eddie Rickles. The caves were apparently known by area residents (there is graffiti dated in the 1890s on one wall of the caves), but it was Rickles who decided to develop the property as an attraction to the public. He created a partnership with friend Sonny Arwood, and they combined their names to christen Rickwood Caverns. Cave tours operated privately from 1954 to 1974, when the park was sold to the state of Alabama. Rickwood Caverns opened as a state park in June 1974.

The main passageway, called the Miracle Mile, runs through 260-million-year-old Mississippian Period limestone formations. Guided tours take visitors past fossilized mollusk shells and other marine animals embedded in the cave's limestone walls and ceilings, the remains of the floor of an ancient ocean that existed there during much of North America's prehistoric past. Rickwood Caverns is called a "living cave" by geologists, so called because mineral-laden waters still seep through the cave and continue to form stalactites and stalagmites and flowstone formations. The cave remains at a constant 62°F.

Access to the cave is available only with a tour guide. Tours are given at periodic times throughout the day and start from the gift shop. The tour is one mile long and takes about one hour; it winds through narrow passages and up and down stairways through lighted chambers that illuminate the cave's colorful formations. The tour goes through the entire cavern except for a few passageways and a defunct civil defense fallout shelter. There is believed to be a connection to other caves through the underground lake at the deepest part of the caverns. Divers explored it prior to 1974 and found that the lake extends at least 25 feet back and 65 feet down. The divers were not prepared to go further and turned back at that point. Some Native American artifacts found in the cave are on exhibit in the gift shop.

Visitors enter through a stone building and then descend over the next mile to a depth of 175 feet. Highlights of the tour are an underwater lake, odd animal-shaped limestone formations, and a fragile strip of rock thin enough to see through. Two of the largest and most dramatic formations, the Frozen Castle and the Bridal Column, both feature huge floor-to-ceiling columns surrounded by arrays of stalactites. Lucky visitors may glimpse blind cave fish and cave crayfish in the subterranean lake as well as view the small resident population of bats that clings to the walls and ceilings near the end of the tour route. The caverns also are home to frogs, salamanders, and transparent fish unique to these underground environments.

In addition to the caverns, the park features an Olympic-size swimming pool fed by spring water from within the cave, a picnic area with tables and grills, two large pavilions, a playground, a miniature train for children to ride, a snack bar, and a gift shop. The modern campground has 9 campsites with electricity and water for recreational vehicles and four primitive campsites for tents, as well as restrooms, showers, and a dump station. Hiking trails wind through the park's heavily forested 380 acres. Fossil Mountain Trail is an easy 1.2-mile loop trail through an area of rocks and boulders with limestone and dolomite boulders ranging in size from that of a bowling ball all the way up to a house. Ancient leaf and seashell imprints are visible on some of the rocks along the trail but no collecting is permitted. Hardwoods and pine trees crowd the park's hills, and the trails offer chances to spot the park's resident songbirds, deer, squirrels, and other small animals.

Published: July 29, 2010  |  Last updated: March 11, 2019
About 83 million years ago, a cosmic object (an asteroid or comet estimated to have been about 1,250 feet, or 380 meters, in diameter) struck what is now Elmore County on the eastern side of the city of Wetumpka. All that remains of the meteoritic impact crater formed by the collision is a crescent-shaped ridge of hills rising up to 300 feet above the surrounding river plains. Bald Knob, the highest point on the rim, and other parts of the crater remnant are clearly visible to travelers entering Wetumpka on US Highway 231 and Alabama Highway 14.

The crater structure was first noted in 1969 by a group of geologists from the Geological Survey of Alabama, including team leader Thornton L. Neathery. In 1976, Neathery and his co-workers published a paper proposing that a meteor had created the feature, which they called the Wetumpka astrobleme. Its origin was not proven conclusively until 1999, when a team of scientists, including Neathery and Auburn University geologist David T. King Jr., completed a 630-foot-deep drilling operation at the crater’s center. The scientists found that the minerals contained in the subsurface samples revealed evidence of deformation characteristics resulting from high pressure and massive sudden impact. Such minerals are found only in structures formed by cosmic impacts and at nuclear-test sites. In addition to the physical analysis, the material was subjected to geochemical testing at a laboratory in Vienna, Austria, which revealed meteoritic elements such as iridium, cobalt, nickel, and chromium and confirmed their meteoric origin. In 2002, the research team published its results in Earth and Planetary Science Letters and officially established Wetumpka as the 157th known impact crater on Earth.

The Wetumpka impact crater, which is approximately 4.7 miles (7.6 km) wide, formed during a time in geological history when the sea level was much higher than it is today. Much of southern and central Alabama was under the shallow waters of the northern Gulf of Mexico, and the shoreline ran roughly from Tuscaloosa County to northern Elmore County and eastward to northern Russell County. The Wetumpka impact thus occurred about 15 miles (25 km) offshore in water about 100 feet (30 m) deep. The rim is made of hard, crystalline rocks, and the interior area is composed of softer, sedimentary materials. There is also an area of highly disturbed sediments outside the crater’s rim on the southern side of the crater that were washed into place by the catastrophic resurgence of sea water forced away from the area by the impact.

The Wetumpka impact was the greatest natural disaster in Alabama history. Energy released by the impact was roughly 175,000 times greater than the nuclear explosion in Hiroshima in 1945. The collision produced a huge earthquake, a tsunami, an atmospheric blast wave (hurricane-force, straight-line winds), and a cascade of falling rocks that would have blasted out of the developing crater bowl. Many thousands of living things, including dinosaurs, other reptiles, and aquatic life, along the Gulf shoreline of Elmore County were decimated by this event. The Wetumpka impact did not have global consequences, however, and is not linked to any global extinction of animals or plants in the geological record.

Wetumpka, which means "rumbling waters" in the Creek language, is an appropriate name for an impact crater formed in sea water. The crater is celebrated annually by the city of Wetumpka, which sponsors lectures and public tours. In 2002, the Alabama Historical Commission erected a roadside historic marker that describes the crater on U.S. Highway 231 in front of the Elmore County Health Department.
The greenhouse effect is a process that occurs when gases in Earth's atmosphere trap the Sun's heat. This process makes Earth much warmer than it would be without an atmosphere. The greenhouse effect is one of the things that makes Earth a comfortable place to live.

How does the greenhouse effect work?

As you might expect from the name, the greenhouse effect works ... like a greenhouse! A greenhouse is a building with glass walls and a glass roof. Greenhouses are used to grow plants, such as tomatoes and tropical flowers.

A greenhouse stays warm inside, even during the winter. In the daytime, sunlight shines into the greenhouse and warms the plants and air inside. At nighttime, it's colder outside, but the greenhouse stays pretty warm inside. That's because the glass walls of the greenhouse trap the Sun's heat.
The greenhouse effect works much the same way on Earth. Gases in the atmosphere, such as carbon dioxide, trap heat just like the glass roof of a greenhouse. These heat-trapping gases are called greenhouse gases.

During the day, the Sun shines through the atmosphere. Earth's surface warms up in the sunlight. At night, Earth's surface cools, releasing heat back into the air. But some of the heat is trapped by the greenhouse gases in the atmosphere. That's what keeps our Earth a warm and cozy 58 degrees Fahrenheit (14 degrees Celsius), on average.

How are humans impacting the greenhouse effect?

Human activities are changing Earth’s natural greenhouse effect. Burning fossil fuels like coal and oil puts more carbon dioxide into our atmosphere.

NASA has observed increases in the amount of carbon dioxide and some other greenhouse gases in our atmosphere. Too much of these greenhouse gases can cause Earth's atmosphere to trap more and more heat. This causes Earth to warm up.

What reduces the greenhouse effect on Earth?

Just like a glass greenhouse, Earth's greenhouse is also full of plants! Plants can help to balance the greenhouse effect on Earth. All plants — from giant trees to tiny phytoplankton in the ocean — take in carbon dioxide and give off oxygen.

The ocean also absorbs a lot of excess carbon dioxide in the air. Unfortunately, the increased carbon dioxide in the ocean changes the water, making it more acidic. This is called ocean acidification.

More acidic water can be harmful to many ocean creatures, such as certain shellfish and coral. Warming oceans — from too many greenhouse gases in the atmosphere — can also be harmful to these organisms. Warmer waters are a main cause of coral bleaching.
Directions: Please answer the questions below based on the articles.

Articles: Rickwood Caverns
Wetumpka Impact Crater

After reading the articles on Rickwood Caverns and Wetumpka Crater, two of Alabama’s geological formations, answer the following questions:

Week 1: May 4-8
1. How do changes in the earth’s surface change over time?

2. What are 5 facts you learned about Rickwood Caverns?

3. Who discovered Rickwood Caverns? How? What did they find besides the formation?

Week 2: May 11-15 and Week 3: May 18-22
4. If you were to discover a place like Rickwood Caverns, what would you do? These questions can guide your thinking. Think about each question critically and explain your thinking.
   a. What professional team/group/person would you contact to explain your discovery? Why would you choose this team/group/person?
   b. Would you want to announce your discovery to the public? If so, what media group would you contact? Why did you choose this media?
   c. Now, address the question: Would you buy the land where you made the discovery and turn the discovery into a private attraction where people had to pay to see it or tour it? Or, would you make the discovery open to the public at no fee? Explain your choice.

5. Describe how the Wetumpka Impact Crater was formed?

6. What are 5 facts you learned about Wetumpka Impact Crater?

Week 4: May 25-29

Article: The Greenhouse Effect

After reading the article on the Greenhouse Effect answer the following questions:

7. What is the Greenhouse Effect?

8. Why is the Greenhouse Effect important to life on Earth?

9. How is the Greenhouse Effect harmful?

10. How can we stop greenhouse gases?

11. Why do you think humans continue to do activities that increase greenhouse gases in the atmosphere?