

**AMI WORK
MONDAY,
APRIL 6TH**

>

Name _____



Date _____

Multiplication

Complete.

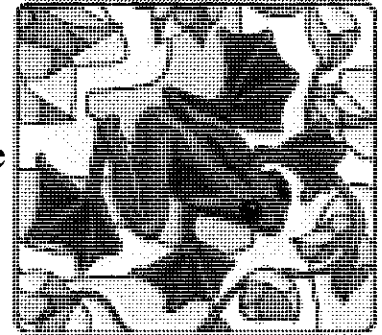
1. $\begin{array}{r} 58 \\ \times 26 \\ \hline \end{array}$	2. $\begin{array}{r} 61 \\ \times 14 \\ \hline \end{array}$	3. $\begin{array}{r} 98 \\ \times 29 \\ \hline \end{array}$	4. $\begin{array}{r} 22 \\ \times 36 \\ \hline \end{array}$
5. $\begin{array}{r} 29 \\ \times 38 \\ \hline \end{array}$	6. $\begin{array}{r} 76 \\ \times 36 \\ \hline \end{array}$	7. $\begin{array}{r} 43 \\ \times 95 \\ \hline \end{array}$	8. $\begin{array}{r} 41 \\ \times 24 \\ \hline \end{array}$
9. $\begin{array}{r} 170 \\ \times 53 \\ \hline \end{array}$	10. $\begin{array}{r} 176 \\ \times 29 \\ \hline \end{array}$	11. $\begin{array}{r} 972 \\ \times 38 \\ \hline \end{array}$	12. $\begin{array}{r} 915 \\ \times 33 \\ \hline \end{array}$
13. $\begin{array}{r} 166 \\ \times 56 \\ \hline \end{array}$	14. $\begin{array}{r} 830 \\ \times 16 \\ \hline \end{array}$	15. $\begin{array}{r} 631 \\ \times 92 \\ \hline \end{array}$	16. $\begin{array}{r} 566 \\ \times 66 \\ \hline \end{array}$
17. $\begin{array}{r} 1,495 \\ \times 53 \\ \hline \end{array}$	18. $\begin{array}{r} 8,893 \\ \times 18 \\ \hline \end{array}$	19. $\begin{array}{r} 2,847 \\ \times 69 \\ \hline \end{array}$	20. $\begin{array}{r} 7,881 \\ \times 46 \\ \hline \end{array}$
21. $\begin{array}{r} 1,974 \\ \times 30 \\ \hline \end{array}$	22. $\begin{array}{r} 9,288 \\ \times 72 \\ \hline \end{array}$	23. $\begin{array}{r} 7,400 \\ \times 77 \\ \hline \end{array}$	24. $\begin{array}{r} 8,692 \\ \times 47 \\ \hline \end{array}$

How Plants and Animals are Different

By Ekaterina Zhdanova-Redman



¹ You may think it's easy to tell the difference between plants and animals. You might say that plants grow in the ground and don't move, but animals can move freely when they want. What about those plants that float down streams or with ocean currents? On the other hand, there are some animals, like sponges, that are stationary. Sponges live in all oceans. They attach themselves to the surface of the rocks and do not show any movement.



² You might also say that plants are green and animals are not. But if you think a little harder, you'll remember many animals are definitely green - some fish, birds, insects, and snakes.

³ So, what makes plants and animals different? For many years scientists have tried to answer that question. They came up with several rules to distinguish plants from animals. But as scientists learn more about nature, they find exceptions to the rules.

⁴ Even though some plants move, they usually do so because they are attached to other surfaces that move. An adult living thing that is able to move under its own power is usually considered to be an animal. When would a plant move on its own?

⁵ Plants don't eat food. They do take in liquid - water and dissolved nutrients. You have probably heard about some plants that "eat" insects. They don't really eat them because they can't chew or swallow. Instead, they just soak up all the good parts of the insect to use as food. The ability of living things to take solid food through their mouths is more common in animals than in plants.

⁶ Most plants have cells that include a green pigment. It is called chlorophyll. Chlorophyll makes it possible for the plant to use the sun's energy to produce food. That process is called photosynthesis. Animals can't do that. Plants also can store large amounts of food in their different parts. The ability to produce their own food and store it makes living things independent. This is more likely a characteristic of a plant than an animal.

⁷ Of course, there are exceptions to that rule, too. Some plants do not have the ability to produce their own food. They depend on other living things. These kinds of plants are called parasites. Parasitism exists in both the plant and animal kingdoms. Parasites are living things that benefit from other living things. A parasite harms its host. Can you think of any examples?

⁸ Another difference between plants and animals is their cell structure. Plant cells have a cell wall, while animal cells do not. The cell walls of most plants contain cellulose. The absence of a cell wall in an organism's cells helps scientists determine that a living thing is an animal.

Name _____



Date _____

How Plants and Animals are Different

<p>1. In the past, it was very easy for scientists to tell the difference between plants and animals.</p> <p><input type="radio"/> A False</p> <p><input type="radio"/> B True</p>	<p>2. The main difference between plants and animals is that plants are green and animals are not.</p> <p><input type="radio"/> A False</p> <p><input type="radio"/> B True</p>
<p>3. An adult living thing that is able to move under its own power is _____.</p> <p><input type="radio"/> A An animal</p> <p><input type="radio"/> B A plant</p>	<p>4. The ability of living things to take solid food through their mouths is more common in _____.</p> <p><input type="radio"/> A Plants</p> <p><input type="radio"/> B Animals</p>
<p>5. Some plants catch insects for food.</p> <p><input type="radio"/> A False</p> <p><input type="radio"/> B True</p>	<p>6. The ability to produce their own food and store it is more likely a characteristic of _____.</p> <p><input type="radio"/> A A plant</p> <p><input type="radio"/> B An animal</p>
<p>7. All plants' cells have _____, which makes them different from animals.</p> <p><input type="radio"/> A Fat</p> <p><input type="radio"/> B A cell wall</p> <p><input type="radio"/> C Parasites</p> <p><input type="radio"/> D Dissolved minerals</p>	

McCARTHYISM

During the Cold War, Americans became more and more afraid of communism. People were afraid that spies for the Soviet Union were everywhere, even in the U.S. government.

Two things happened to make Americans more afraid. After an investigation, a former State Department official, Alger Hiss, was put on trial. He was accused of being a member of the Communist Party. He was also accused of passing secret State Department papers to the Soviets. In 1950, Hiss was found guilty of lying and was sent to prison. Around the same time, more people were convicted of giving secret information to the Soviets. The information was about how to make atomic bombs.



In this time of suspicion, some people used Americans' fear to their own advantage. One of these people was Republican Senator Joseph McCarthy. McCarthy made news headlines by making shocking charges against people. For example, in 1950, McCarthy said he had a list of 205 communists who worked for the State Department. McCarthy accused General George Marshall, the former Ambassador to China, and other State Department experts of crimes. He said they helped communists take over China's government.

McCarthy was lying about everything, but Americans believed him. Nobody asked him to prove his stories. He never turned over the list of 205 names he claimed to have. However, if he even accused someone of being "soft on communism," then that person's career was ruined. When politicians said McCarthy was lying, people took McCarthy's word over theirs. Accusing people of political disloyalty without having proof became known as McCarthyism.

McCarthy became one of the most powerful men in the United States. His accusations grew crazier and more exaggerated. McCarthy said that even the Army was filled with communists. He started an investigation of the Army.

The Army-McCarthy Hearings were shown on television. Americans watched McCarthy act like a bully during the hearings. He insulted the Army's attorney, Joseph Welch. Finally, Welch had enough of McCarthy's rudeness. He asked McCarthy, "Have you no sense of decency, sir?" and the audience clapped. The country finally saw how mean McCarthy really was.

The Senate spoke against McCarthy's behavior in 1954. McCarthy's influence faded over the next few years.

McCARTHYISM

Multiple Choice

Circle the best answer, and write the letter in the box.

1. During the Cold War, Americans were afraid that spies for _____ were everywhere, even in the U.S. government.
- A. the Soviet Union
 - B. Japan
 - C. Germany
 - D. Korea
2. Joseph McCarthy was a _____.
- A. reporter
 - B. governor
 - C. Senator
 - D. Supreme Court justice
3. McCarthy accused State Department experts of helping _____ take over China's government.
- A. Republicans
 - B. communists
 - C. Democrats
 - D. Progressives
4. McCarthy said he had a list of _____ government officials who were communists.
- A. 15
 - B. 25
 - C. 150
 - D. 205
5. The _____ were shown on television.
- A. Army-McCarthy Hearings
 - B. Navy-McCarthy Hearings
 - C. Air Force-McCarthy Hearings
 - D. all of the above

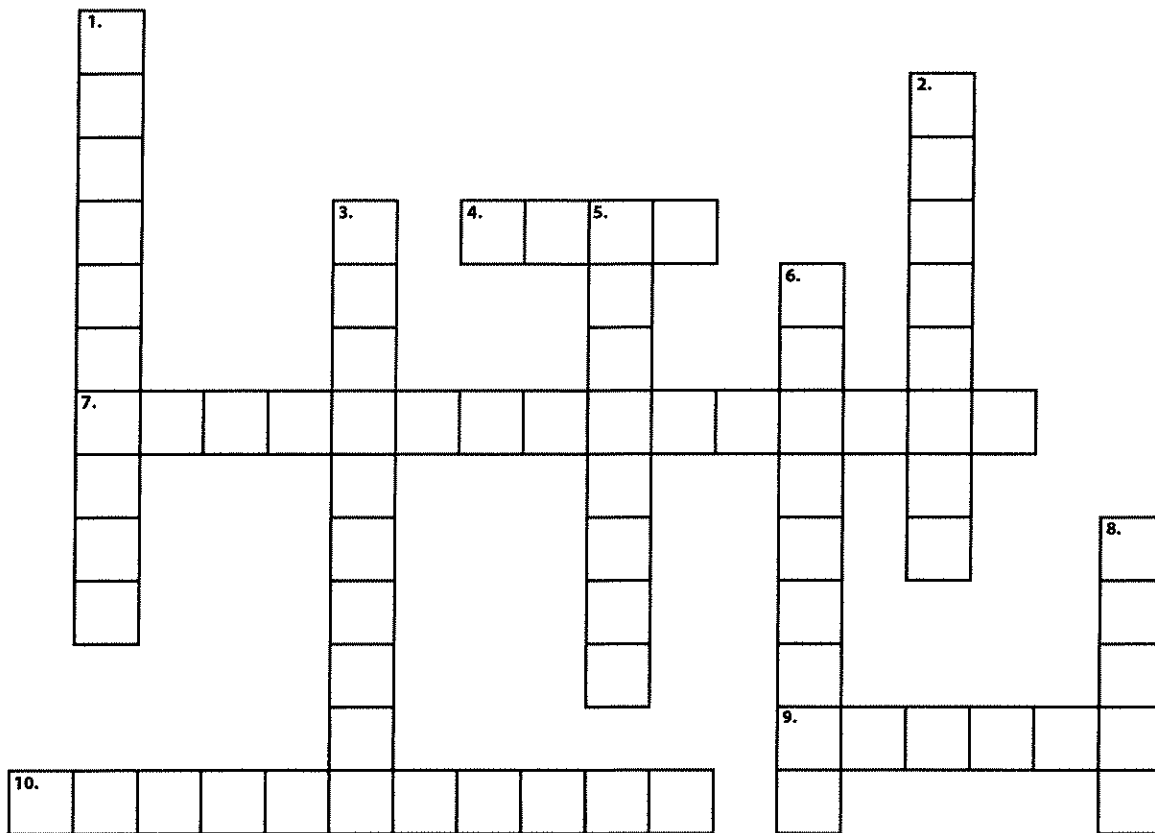
Name:

Date:

McCARTHYISM

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

- 4. McCarthy started an investigation of the _____.
- 7. Alger Hiss was accused of passing secret _____ papers to the Soviets.
- 9. The _____ spoke against McCarthy's behavior in 1954.
- 10. Accusing people of political disloyalty without having proof is called _____.

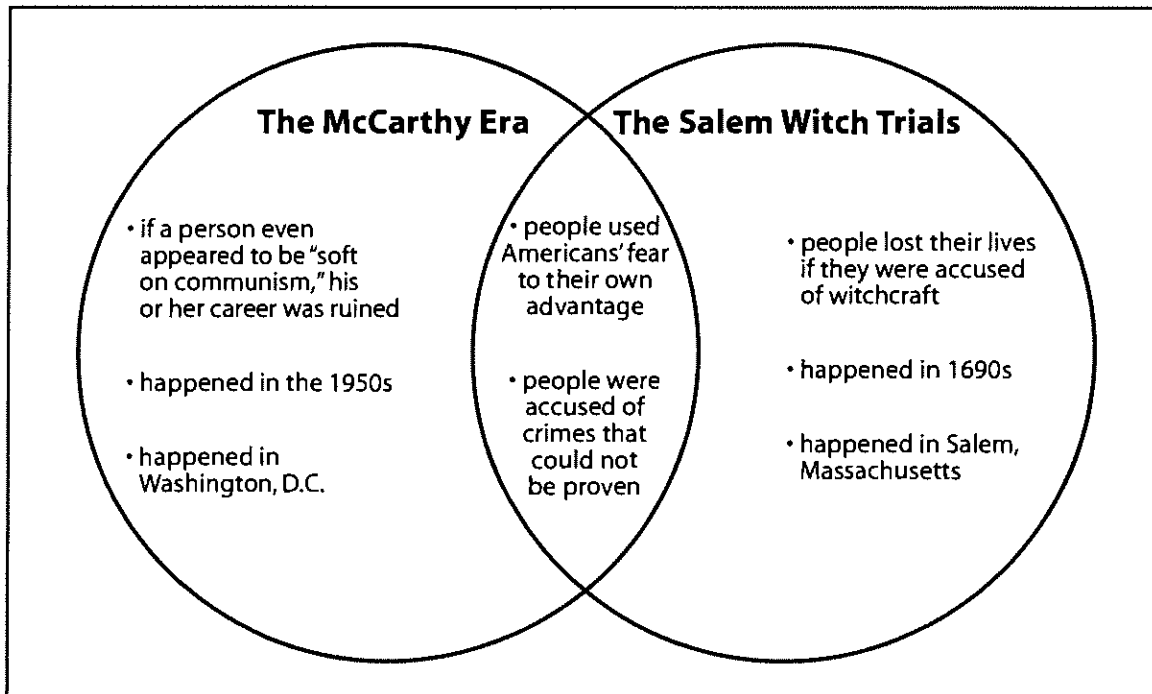
DOWN

- 1. Americans watched on _____ as McCarthy acted like a bully during the Army-McCarthy Hearings.
- 2. During the _____, McCarthy insulted the Army's attorney.
- 3. People were afraid there were spies in the _____.
- 5. _____ used Americans' fear of communism to his own advantage.
- 6. If McCarthy accused someone of being "soft on _____," then that person's career was ruined.
- 8. During the Cold War, Americans were afraid that Soviet _____ were everywhere.

McCARTHYISM

Venn Diagram – McCarthyism/The Salem Witch Trials

Actions taken during the era of McCarthyism have been compared to the Salem Witch Trials, which took place in Salem, Massachusetts, in the late 1600s. Use the Venn diagram to answer the following questions. Write the answers in complete sentences.



1. What two things are similar about the McCarthy Era and the Salem Witch Trials?

2. When did the Salem Witch Trials take place?

3. What happened if a person was accused of being "soft on communism"?

Name:

Date:

McCARTHYISM

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

1. Americans had been afraid of communism for many years. Because of this fear, the U.S. government created a House Committee on Un-American Activities (HUAC). The committee investigated people who might have done "un-American" things. HUAC investigators asked, "Are you now, or have you ever been, a member of the communist party?" Look on the Internet or at the library to find out three facts about HUAC.

2. Look on the Internet or at the library to find out three more facts about Senator Joseph McCarthy.

3. Why do you think people believed the stories Senator McCarthy told? Explain your answer.

Name:

Date:

QUIZ: McCARTHYISM

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. Accusing people of political disloyalty without having proof is called McCarthyism.
- _____ 2. During the Cold War, Americans were afraid that Soviet spies were everywhere.
- _____ 3. Joseph McCarthy was a Soviet spy.
- _____ 4. The Army-McCarthy Hearings were held in private.
- _____ 5. McCarthy said he had a list of 205 government officials who were communists.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. McCarthy started an investigation of the _____.
- A. Army
 - B. Senate
 - C. House of Representatives
 - D. all of the above
7. McCarthy accused members of the _____ of helping communists take over China's government.
- A. Army
 - B. Senate
 - C. State Department
 - D. White House staff

Short Answer

Answer the following question in complete sentences.

8. When did Americans stop believing the lies that McCarthy told?

Name _____
Friday, March 27



Job Lost and Found

By Jody Williams

Kelly and Ben are best friends. Not only are they best friends, but they are sister and brother. Not only are they sister and brother, but they are twins. They are fraternal twins. That means that they do not look identical. Kelly was born first, and two minutes later Ben was born. They are both in the fourth grade at Smith Valley Elementary School.

One day, the fourth grade teachers made an announcement to their classes. They said that the fourth graders would be going on an overnight trip. This is a trip that fourth graders go on every year. They travel to an outdoor education camp. Parents would be needed to go along. Everyone would stay in cabins, go on hikes, canoe, swim, play games, and do craft projects. A campfire and a hike in the woods at night were also planned. The teachers explained that there would be leaders at the camp to run the activities.

As the teachers were sharing the news about the trip, the faces of every fourth grader grew a little brighter with excitement. Each teacher handed out a packet of information to be taken home to parents. A meeting was planned for parents to learn more about the trip, and the cost of the trip would be discussed.

The bell rang, and it was time for the school day to end. As fourth graders made their way to the buses, all they could talk about was the trip. Kelly and Ben got on the bus and sat together as they always did. They talked the whole way home about how they couldn't wait to tell their parents all about the trip. They knew that at least one of their parents, if not both, would go along.

The bus stopped in front of their house. Kelly and Ben leaped off the bus and ran up the driveway. They burst into the house ready to shout their news at the top of their lungs. Then they noticed that something was different. Dad was home. Usually, Dad was at work when they got home from school. He looked different, too. He looked sad, like

his best friend in the whole world moved thousands of miles away. They looked at their mom for an answer to the question that was on both of their faces: "What's wrong?"

Mom pulled the twins into the living room and explained that Dad had lost his job. She explained that the company that Dad worked for had to let go some workers because the company couldn't afford to pay them. Dad was one of them. Kelly and Ben immediately asked what they could do to help. Mom tried to assure them that Dad would find another job soon, but somehow she wasn't very convincing. She also explained that the family would have to "tighten their belts." That meant that money could only be spent on the things they needed, like food and house bills.

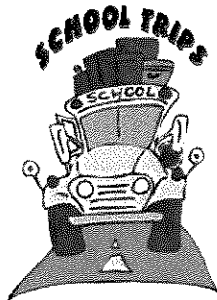
Mom asked Kelly and Ben to go up to their rooms and start their homework. As they walked up the stairs, they looked at each other. They knew exactly what the other was thinking. They both went in Kelly's room and sat on the floor. Kelly said, "What about our trip?" They both agreed that they couldn't tell their parents about it. It cost money to go on the trip, and Mom said they had to "tighten their belts."

After finishing their homework, Kelly and Ben came downstairs to find Mom and Dad fixing dinner. It was Thursday and usually they went out every Thursday for a family dinner at their favorite restaurant. This was only the first of many changes for the family.

Dinner was pretty quiet that night. As the twins were getting ready for bed, their parents came into their rooms as they always did to say goodnight. This time Dad reassured them that everything would be fine. He shared his plans to start tomorrow on the job hunt.

The next morning as they came downstairs for breakfast, Dad was sitting at the table looking at the newspaper. He had circled job advertisements. He was excited about calling the companies to find out more about the positions. Kelly and Ben ate their breakfast, brushed their teeth, grabbed what they needed for school, and ran out the door because the school bus was waiting. All of a sudden, they stopped in their tracks and turned around. They ran back to their house and stuck their heads inside. At the same time they said, "Good luck today, Dad. We know you will do great." Then back to the waiting school bus they ran.

All day at school, the fourth graders were talking about the camping trip. Lunch was the hardest time. Their friends were talking about who would sleep on the top bunk in the cabins, who would probably tip the



Name _____
Friday, March 27



canoe over, and what kind of food they would eat. Everyone was excited. The teachers even pulled the classes together to answer any questions that the kids had. Kelly and Ben sat and just listened. They knew that they would not be going on the trip.

Days passed and then weeks and then months. Shopping trips for toys had stopped. The family had not gone out to a restaurant in a long time. There were no plans being made for their summer vacation. Dad had still not found a job. Mom was trying to stay positive, always saying, "Today's the day. I know it." Dad was starting to look sad again. The twins still had not shared anything about the class trip.

Finally, one day when the twins got off the bus, Mom met them with some news. She said that Dad found a new job. All of them were thrilled. The twins asked if they could have a party to celebrate. They found leftover balloons and streamers from their birthday party. They made a sign that said "We are proud of you, Dad!" Mom made Dad's favorite dinner, and they waited for him to arrive. When he walked through the door, they jumped out and yelled, "Surprise!" The look on Dad's face said it all. It said, "I love all of you."

That night as they ate dinner, Dad shared all the details of his new job. Just as the twins started clearing dishes from the table, Mom asked them to sit back down. She handed each one of them an envelope. Kelly and Ben looked puzzled. They opened the envelopes to find signed permission slips for their school trip. There was also money to pay for the trip. They looked at each other and then at their parents.

Mom answered the question that was on both of their minds. She said that their teachers had called. They called to remind Mom and Dad that the trip money and permission slips were due at the end of the week. Of course, Mom had no idea what trip they were talking about. Mom learned of the trip details and assured the teachers that Kelly and Ben would each have what they needed turned in the next day. She even told them that she would go along.

Kelly and Ben were so excited. They told their parents that they didn't say anything because they knew that the family had to "tighten their belts." They knew that the school trip was something that they didn't need to go on. Their parents said they were proud of them for

thinking about the family. Now that Dad had a new job, there was no reason why they could not go.

Kelly and Ben looked at each other and ran upstairs. "Where are you going?" said their parents. "Upstairs to plan," they said. They had a lot of catching up to do.

Job Lost and Found

Questions

1. Describe Kelly and Ben's relationship.

2. What was the big announcement that the fourth grade teachers made to their classes?

- A. They would be staying in for recess for the rest of the week.
- B. They would be taking a test tomorrow.
- C. They would be having a pizza party for being such a good class.
- D. They would be going on an overnight trip.

3. How does the author let you know that the students were excited?

Name _____
Friday, March 27



- _____ 4. In what ways were parents supposed to find out information about the trip?
- A. Children would share the news.
 - B. Packets of information were sent home.
 - C. An information meeting was planned for parents.
 - D. all of the above

- _____ 5. Why was Kelly and Ben's dad at home when they got home from school the day they learned about the fourth grade trip?
- A. He wanted to surprise them.
 - B. He was taking the day off.
 - C. He was not feeling well.
 - D. He lost his job.

6. What does the phrase "tighten your belt" mean?

7. Why did Kelly and Ben decide to not tell their parents about the trip?

8. What was the first sign that things were changing for the family after Dad lost his job?

9. How do you think Kelly and Ben felt at school as all of their friends and teachers were talking about the trip?

- _____ 10. How did Kelly and Ben show their dad that they were proud of him for finding a new job?

- A. They high-fived him.
- B. They bought him a present.
- C. They gave him a surprise party.
- D. none of the above

11. What was inside the envelopes that Mom gave to the twins?

Name _____



Date _____ (Answer ID # 0143524)

Subjects

Write the words in the correct order to form a sentence.

1. entry. dictionary is word explained in Each an called a

2. is those carry It books. all cumbersome to

3. and her to years. in husband about retire seven She expect

4. are considered Both vertical liftoffs being horizontal NASA. by and

5. green. wings The butterfly's delicate pale were

6. than The was mammoth an larger elephant.

7. Acapulco, destination. a popular is tourist Mexico,

8. wasn't the information Specific expected changes available. about immediately

9. patriots. for sacrifice is the heroic of Memorial honoring Day

10. other Jaguars and silently forest their prey. cats stalk


LESSON
3

Salaries and Job Benefits

What should you think about when you're considering a job? Two things are extremely important: the salary and the job benefits. Your *salary* is the money your employer pays you for your work. *Job benefits* are another form of payment. They include things such as paid vacations, sick leave, and health insurance. Others might be the use of a company car or discounts on the company's products. After working many years, you may receive a pension from your employer. This is an income to live on after you retire.

Health insurance is very expensive to purchase on your own. Many people can't afford it at all. What happens if they have an accident or illness? They must pay for all of their doctor's visits, lab tests, hospital stays, and medications. That's why health insurance is such an important job benefit. You might accept a lower salary rather than take a job where health care insurance is *not* provided. This benefit could well save you thousands of dollars.

Remember to take a look at the *whole* job package. First, figure out how much money you will need each month for your housing, food, transportation, insurance, and other basic expenses. This amount is your *cost of living*. Then, look at how much income you'll have from your job *and* what benefits are included.



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▶ Employment *About Employment*

We consider our employees our most important assets.

All USPS employees are chosen with care. Once they've become part of our organization, we offer them outstanding compensation packages and advancement opportunities.

Career Development—The USPS offers a variety of programs to prepare employees for future skill levels.

Compensation & Benefits—The USPS offers a full array of highly competitive benefits.

Employment Requirements—These are eligibility requirements used to determine employment.

When Jessica graduated from high school, she was offered a job in the office of a large automobile repair shop. She knew she would learn a lot there. There would be a variety of job duties, and she liked the people she met at her interview.

But Jessica had also taken the required test to get a job at the post office. She was surprised when she compared the two salaries and job benefits. The salaries would be nearly the same, but the post office offered much better benefits.

Jessica's older brother is a car salesman. He earns a commission or percentage of each sale he makes. Since Jessica's brother is a good salesman, his commissions are usually high. But he doesn't have paid vacations, sick leave, or company-paid health insurance.

Security is important to Jessica. She'd rather have a fixed income she can count on to cover her cost of living. After thinking it over, she decides that the post office job would be the best choice for her.

► **Thinking It Over: Write T for true or F for false.**

1. ____ A job benefit is something a company offers its employees besides a salary.
2. ____ A sales commission is always the same, month after month.
3. ____ Some companies pay for employees' health insurance.
4. ____ It's always better to take the job with the highest salary.

► **Key Vocabulary**

1. A *salary* is money an employer pays you for your
 - a. benefits.
 - b. work.
 - c. insurance.
2. A *pension* is
 - a. income to use when you retire.
 - b. a place for criminals.
 - c. a small commission.
3. An *hourly wage* is
 - a. always 8 dollars.
 - b. a certain rate of pay for each hour worked.
 - c. equal to health insurance.
4. A *commission* is
 - a. a percentage paid for sales or services.
 - b. an old church.
 - c. the same thing as a pension.

► **Cause and Effect**

1. Suppose you take a job with no health insurance. If you get in an accident or become ill, you will have to _____.
2. Suppose you are working on a sales commission and you don't sell anything. Your commission will be _____.
3. If your company has a pension plan, you will have _____.

► **Everyday Math**

1. Jan works for Gary's Gutters. She earns \$12 an hour for an 8-hour shift. There are no job benefits. Jan's friend works at Ace Roofing. He earns \$10.50 an hour for an 8-hour shift, and the company pays for benefits worth about \$300 a month. What is Jan's salary for working a 5-day week? \$ _____
2. What is her friend's salary for working a 5-day week? \$ _____
3. Which employer offers the best job package?

► **On Your Own**

List three expenses that make up your cost of living (example: gas for car).

**AMI WORK
TUESDAY,
APRIL 7TH**

>

Name _____

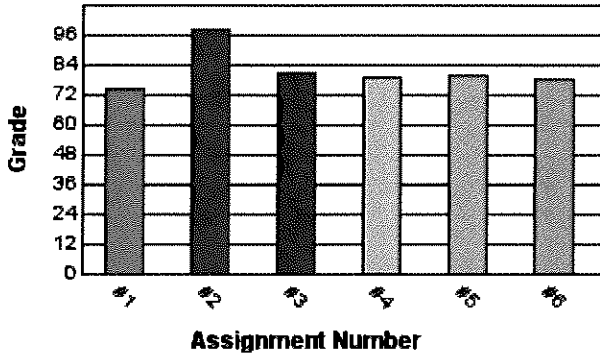


Date _____

Bar Graphs

Complete.

1. Grades received on assignments

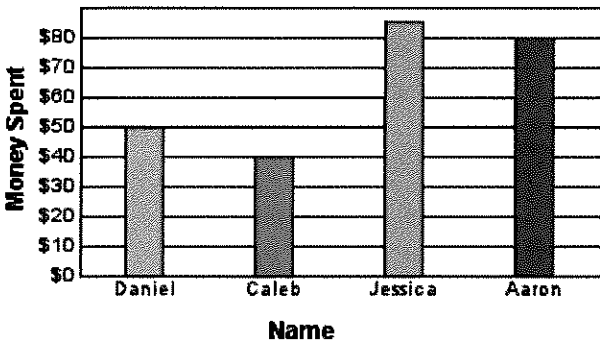


a. Between which two assignments is there a difference of 4 points?

b. How many assignments received grades of less than 81?

c. What is the difference between the highest grade and the lowest grade?

2. Money Spent on Sneakers

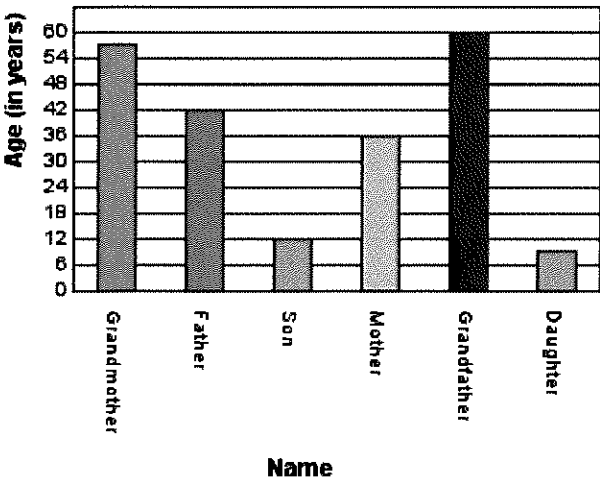


a. How much did Caleb and Jessica spend altogether on their sneakers?

b. Who spent the least amount of money on sneakers?

c. How much more was the most expensive sneakers than the least expensive one?

3. Age of Family Members



a. List the members of the family in order by age from oldest to youngest.

b. How much younger is the daughter than the mother?

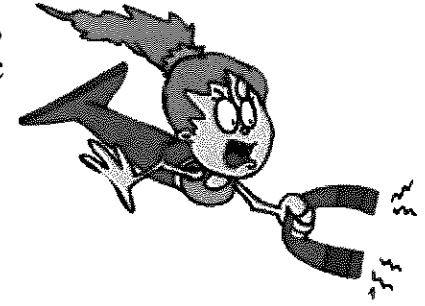
c. How much older is the grandfather than the youngest family member?

Magic Fields and Poles

By Trista L. Pollard



¹ When you hear the word "field", you may think of baseball, corn, or soccer. Did you know that there are also invisible fields? Magnetic fields are invisible. A magnetic field is the space around a magnet where the force of the magnet can be felt. This field of force is the reason magnets can attract steel and iron objects without touching them. Although you cannot actually see this field of force, you can tell it exists based on how iron and steel objects react to a magnet from a distance. For example, if you place a small paperclip near a magnet, it will start to move toward the magnet almost like "magic".



² Magnets come in different shapes and sizes. Common shapes are bars, letters (V and U), horseshoes, and cylinders. The field of force for all magnets surrounds the entire magnet and is strongest at the poles or ends of the magnet. Magnets that are shaped like the letters U and V and horseshoes are more powerful than other types of simple magnets. Since these magnets are bent, two poles are much closer together. The magnetic force between them is much stronger than if the poles were farther apart. How do we know where the field of force ends? The magnetic field rapidly loses strength as the distance between an object and a magnet increases. However, the magnetic field is still there, even if we cannot observe it. For our study we will say that a magnet's field of force ends when we are no longer able to see it attract objects like a paperclip. Now for a little magic!

³ Put a paperclip in the palm of your hand. Now try holding a strong magnet against the back of your hand. What do you think will happen? Well, if you said the paperclip will move, you were right. Magnetic fields of force can go through many types of materials, like your hand, without losing their power of attraction. Plumbers use this knowledge to help them locate iron pipes in closed walls. Now you understand why people can wear magnetic earrings on their earlobes.

⁴ Remember the poles of magnets that were mentioned earlier? Well, the ends are usually labeled with an "S" for south and an "N" for north. If you were to take two magnets and place a north end together with a south end, they would attract each other. Opposite poles (north-south or south-north) attract each other. If you place two magnets with the same or like poles together (north-north or south-south), they would repel or move away from each other.

⁵ Try experimenting on your own with magnets. Test different objects to see if a magnetic field can pass through them. Explore to see how far you can place an iron or steel object from a magnet before it cannot be pulled to the magnet. But be careful! When you drop a magnet, it loses some of its power to attract objects. The more you drop a magnet, the less magic you will be able to see.

Name _____



Date _____

Magic Fields and Poles

1. Like poles on different magnets will attract or pull toward each other. <input type="radio"/> A False <input type="radio"/> B True	2. A magnetic field stops at the poles of the magnet. <input type="radio"/> A False <input type="radio"/> B True
3. A magnetic field is _____ <input type="radio"/> A Where Detroit Tigers play the World Series <input type="radio"/> B The area where the North and South Poles are located <input type="radio"/> C Where crops are grown during the fall <input type="radio"/> D The space around a magnet where the force of the magnet can be felt	4. Explain why a horseshoe magnet may be more powerful than a bar magnet. _____ _____
5. If you drop a magnet, it will _____ <input type="radio"/> A Increase its power of attraction <input type="radio"/> B Attract to the first object near it on the floor <input type="radio"/> C Not change the power of attraction of the magnet <input type="radio"/> D Decrease its power of attraction	6. Iron and steel are _____ _____ _____

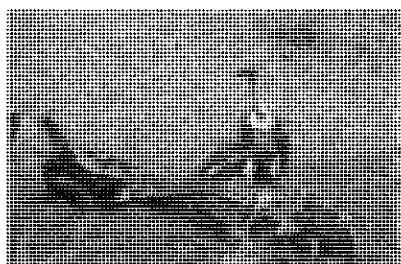
Name _____
Monday, March 23



Parts of the Food Chain: Scavengers and Decomposers

By Erin Horner

Scavengers and decomposers are important links in the food chain. They are like nature's trash trucks; they take care of the waste. No energy is ever wasted. When an animal dies, its body still contains energy. Scavengers and decomposers help to make the most of that leftover energy. Let's look at an example. A turkey vulture is a scavenger. It eats carrion, or dead animals. When searching for food, the vulture uses his strong sense of smell. To this large bird, the smell of a rotting animal is like the ringing of a dinner bell. He swoops in and begins to feast. As he consumes the rotting (and stinky!) meal, he ingests the energy that was stored in the dead animal.



Soon, another link in the food chain will step in as well -- the decomposers. Some insects are decomposers. They continue to break down the dead animal's remains. Flies, for example, lay their eggs in the rotting flesh. When their larvae hatch, the maggots will eat their way through the animal, consuming its energy. Bacteria and fungi are also decomposers. Like the insects, they continue to break down the animal's remains until there is nothing left. They return the nutrients to the soil where they can nourish producers that will be eaten by consumers.

Scavengers and decomposers play vital roles in the food chain. Thankfully, they don't mind stinky, smelly, and rotting food. If they didn't consume the leftovers, just imagine how stinky and smelly our world would be!

Parts of the Food Chain: Scavengers and Decomposers

Questions

1. There are many decomposers in the food chain. Name one.

2. The author probably wrote this article to _____.
A. describe a turkey vulture's sense of smell
B. persuade you to not kill flies
C. inform you about scavengers' and decomposers' roles in the food chain
D. express personal feelings about rotting animals

3. Which of the following is an opinion?
A. Flies and maggots are disgusting.
B. Flies lay eggs in rotting animals.
C. Rotting animals are food for some animals.
D. Turkey vultures are scavengers.

4. Which figurative language technique is being used in the following quote from the story? "To this large bird, the smell of a rotting animal is like the ringing of a dinner bell."
A. simile
B. onomatopoeia
C. hyperbole
D. metaphor

Name _____
Tuesday, March 24



Volcano!

By Kathleen W. Redman

In the state of Washington, there was once a beautiful place called Spirit Lake. Many people came to vacation at this beautiful blue lake. People could go camping and boating at the lake. There were Girl Scout and Boy Scout camps at the lake. Many people had built vacation cabins there. It was a beautiful lake with a big mountain not far away. This mountain is called Mount St. Helens.



Mount St. Helens sits to the south of Spirit Lake. It is a beautiful mountain that people at the lake liked to see from their cabins. It was pretty, but Mount St. Helens was actually hiding a big secret. Just underneath the surface of the mountain was magma (melted rock) and boiling water that were just dying to get out.

The mountain started to erupt steam in early 1980. A series of earthquakes around the mountain led scientists to believe that something bad was about to happen. The magma and boiling water got closer to the surface. All this activity under the mountain weakened its north side. Scientists knew the mountain would likely erupt, but they didn't know precisely when.

The question was answered on May 18, 1980. At 8:32 a.m., an earthquake caused the north side of the mountain to fall away. It was one of the largest landslides in history. The slide traveled up to 155 miles per hour across a part of Spirit Lake. It dumped dirt, rocks, and thousands of trees along a seventeen-mile stretch. All the debris raised the water in Spirit Lake by two hundred feet. It also dumped thousands of trees there that still float around in the lake today.

When the north slope slid off, steam, lava, and ash erupted from the mountain. This initial blast of lava and rocks traveled out of the mountain at up to 670 miles per hour. The heat, gases, and debris from the blast killed 57 people that day. It also caused damage as far as 19 miles away.

The blast was a huge explosion of ash and volcanic rock that rose to 12 miles in the air within ten minutes. This ash was carried by the wind and fell over eleven other states. The eruption was the most deadly and destructive volcanic eruption in the country's history.

The day after the eruption, the water in Spirit Lake was the temperature of a hot bath! Nothing was left alive in the lake. Today, Spirit Lake is log-covered and filled with toxic water and mud. Thanks to Mount St. Helens, it's not the vacation place it used to be. The area is off-limits to tourists. It is being preserved for scientific study. Little by little, though, Spirit Lake is getting better. One day it might welcome thousands of visitors again!

Volcano!

Questions

1. What was the cause of the toxic water and mud in Spirit Lake?
 - A. black snow
 - B. acid rain
 - C. terrorism
 - D. the eruption of Mount St. Helens
2. In paragraph 2, the phrase "lava and boiling water that were just dying to get out" is an example of what kind of figurative language?
 - A. simile
 - B. metaphor
 - C. idiom
 - D. alliteration
3. In what state is Mount St. Helens located?
 - A. Oregon
 - B. Nevada
 - C. California
 - D. Washington

Name _____
Tuesday, March 24



- _____ 4. Which of these lakes is near Mount St. Helens?
- A. Lake Superior
 - B. Spirit Lake
 - C. Loch Ness
 - D. Lake Victoria
5. What made scientists think something bad was about to happen at Mount St. Helens?
- _____
- _____
- _____
6. Describe the water temperature in Spirit Lake the day after the volcano erupted.
- _____
- _____
- _____
- _____ 7. In what year did Mount St. Helens erupt?
- A. 1980
 - B. 2000
 - C. 1991
 - D. 2010
- _____ 8. The ash fell over _____ states, not counting Washington.
- A. ten
 - B. eleven
 - C. thirteen
 - D. fifteen

LESSON
4

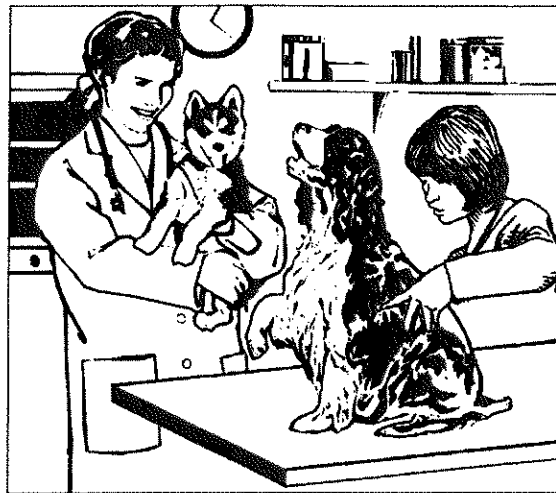
On-the-Job Training

Erica has many interests, but her first love has always been building things. She thought she'd like construction work, but she didn't know how to get started. Her woodshop teacher said, "Go downtown to the carpenters' union office. They have a program for apprentices. They'll train you and put you to work with an experienced carpenter. And since it's union work, you'll be getting good pay, health insurance, and other great benefits while you learn."

Erica's friend Joe went with her to check it out. The carpenters' union was in the same building as the Central Labor Council. There, Joe learned there were union programs for apprentices in many other trades as well—plumbing, plastering, roofing, welding, sheet metal work, and more. Apprentices in each program attended classes. And they were also trained on the job by skilled workers called *journeymen*. Journeymen got paid high wages.

The secretary of the labor council told Joe and Erica to look for "Labor Organizations" in the yellow pages of the phone book. Or they could find information on the Internet. They soon discovered that almost all the programs require an apprentice candidate to have a high school diploma or to have passed the GED (General Educational Development) test. (A GED is the equivalent of a high school diploma.)

After passing entry-level tests,



Erica went into the carpentry program, and Joe became a plumber's apprentice. Both of them appreciated that they were earning wages as they learned their jobs. That made them feel capable and independent.

The school guidance counselor told Erica's sister, Kelly, that there were internship programs for many different kinds of jobs. These positions included all kinds of computer work, landscaping, and veterinary assistance. Since Kelly was an animal lover, she was excited about getting an internship with a veterinarian. She was eager to learn how to take care of all kinds of ill and injured animals. Soon she was taking classroom courses half of the day and getting on-the-job training at a veterinary hospital the other half.

Both internship programs and apprenticeships offer a clear path toward success. A combination of course work plus training on the job is one of the very best ways to get started.

► **Thinking It Over**

1. Some trades are
 - a. plumbing, carpentry, and welding.
 - b. skipping, hammering, and climbing.
 - c. woodshop, singing, telephoning.
2. Unions have special programs for
 - a. only six people at one time.
 - b. apprentices.
 - c. veterinarians.
3. A journeyman gets paid
 - a. once a year.
 - b. less than an apprentice.
 - c. high wages.
4. Coursework plus training on the job can be
 - a. a great way to get started.
 - b. boring for good students.
 - c. better for older people rather than younger ones.

► **Recalling Details**

1. Where did Erica's woodshop teacher send her to find out about construction work?

2. If you don't have a high school diploma, you need to get a
_____.

3. To locate information about apprentice programs, Erica and Joe looked in the phone book yellow pages under
_____.

4. If you belong to a union, you usually get health insurance and
_____.

► **Key Vocabulary:** Write a letter to match each **boldface** word with its meaning.

1. ____ **skilled work**
 2. ____ **skilled worker**
 3. ____ **benefit**
 4. ____ **intern**
- a. journeyman
 - b. trade
 - c. health insurance
 - d. a worker who acts as an assistant to a professional

► **Everyday Math**

When Erica went to work as an apprentice, she was paid \$12.40 an hour. The first week, she worked 20 hours. How much did she make that week? \$ _____

► **On Your Own**

If you had the opportunity to be an apprentice in one of the trades, which trade would you pick? Why?

Name: _____

edHelper

Causes of World War I

Many people didn't want a war to begin. Mothers and fathers all over Europe hoped for good lives for their sons who were just becoming adults. Young men hoped to begin their adult lives by going to work, getting married, and raising families. Instead, in 1914, many of them went to war.

Some of the leaders in Europe didn't want the war to begin either. They tried to convince others not to go to war. Instead, one country after another declared war.

How did it happen? What caused World War I?

There were several causes of World War I. The most immediate cause was the assassination of Archduke Francis Ferdinand of Austria-Hungary.

Austria-Hungary decided that Serbia was to blame for the assassination and declared war on Serbia.

Before the assassination, there were other things going on in Europe that led up to the war. One thing was an increase in the feeling of nationalism in many European countries. Nationalism is something like patriotism, so you may be surprised to hear that it was one cause of the war, but nationalism doesn't just mean supporting your own country. Nationalism means putting the interests of your own country above everything else and ignoring the rights of people in other countries.

Another cause of the war was military alliances. When two or more countries make an alliance, they agree to support each other if a war begins. Germany formed an alliance with Austria-Hungary, and Great Britain formed alliances with France and Russia.

Alliances made countries on both sides feel powerful. With their allies, they felt safe from attack. The alliances were a cause of the war because, once countries felt safe from attack, they also felt free to take actions that might anger other countries. Tensions built up among the countries of Europe.

As tensions built up, countries in Europe began to make more and more weapons. Each side wanted to be in a position of power, just in case.

With all of this going on, can you see why parts of Europe were referred to as a "powder keg"? The situation in Europe had made it a place that could explode at any moment, just like a barrel full of gunpowder.

The assassination of the archduke was the spark that set off the powder keg. Feelings of nationalism made countries decide to fight. Alliances brought in more countries. With stockpiles of weapons, a war could begin right away. World War I was the largest and most horrible war that had ever happened up to that time.



Name: _____

edHelper

Did it all have to happen? Suppose the archduke had never been shot. Do you think the countries of Europe might have found other ways to solve their problems? Do you think they might have made some different choices before it was too late?

Causes of World War I

Questions

- _____ 1. World War I began in _____ in _____.
- A. Europe, 1814
 - B. Europe, 1914
 - C. France, 1914
 - D. the United States, 1914
- _____ 2. There were _____ causes of World War I.
- A. five
 - B. two
 - C. no known
 - D. several
- _____ 3. World War I was fought _____.
- A. as the result of several problems in Europe
 - B. to end slavery
 - C. for freedom
 - D. to save Austria-Hungary from a Serbian attack
- _____ 4. The first country to declare war was _____.
- A. Austria-Hungary
 - B. Germany
 - C. Serbia
 - D. Great Britain
- _____ 5. The word that means an agreement among countries to support each other in time of war is _____.
- A. arms race
 - B. nationalism
 - C. tension
 - D. alliance
- _____ 6. One definition of this word could be "too much patriotism."
- A. arms race
 - B. nationalism
 - C. alliance
 - D. tension
- _____ 7. In the early 1900s, countries in Europe were producing more and more weapons in order to be more powerful than their neighboring countries. This could be called _____.
- A. an arms race
 - B. nationalism
 - C. tension
 - D. an alliance

AMI WORK
WEDNESDAY,
APRIL 8TH

>

Name _____



Date _____

Data

Complete.

1. Favorite Ice Cream Flavor

Flavor	Number
Cookie Dough	HHH
Pistachio	HHH I
Coconut	HHH III
Banana Nut	II
Peach	HHH HHH II

a. You are going to hold an ice cream party for the people in this survey. If you can have 3 flavors of ice cream at your party, which flavors of ice cream would you bring?

b. How many people did not choose banana nut as their favorite ice cream flavor?

c. How many more people chose peach than chose banana nut?

2. Favorite Subject

Subject	Number
History	HHH III
Music	II
Mathematics	HHH II
Science	HHH HHH II
Writing	HHH IIII
Art	HHH HHH

a. How many people chose history as their favorite subject?

b. How many people answered the survey?

c. What is the least popular subject?

3. Favorite Day of the Week

Day	Number
Sunday	HHH HHH HHH II
Monday	HHH
Tuesday	HHH HHH II
Wednesday	IIII
Thursday	HHH HHH IIII
Friday	HHH II
Saturday	HHH I

a. List the days of the weeks in order from the day of the week with the fewest votes to the day of the week with the most votes.

b. What is the least popular day of the week?

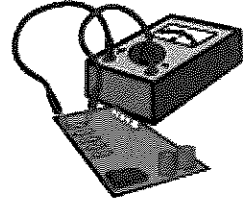
c. How many people chose Monday as their favorite day of the week?

The Path of Resistance

By Trista L. Pollard



¹ If we did not have electrical energy, our lives would be very dark. For instance, when we turn on a light switch at home, we automatically expect our light to shine brightly. Occasionally, a light bulb will burn out, and we will be left in darkness. However, did you know that there are other situations where the flow of electrical energy can be interrupted as it travels from the power source to the connected device or object? Did you also know that almost any material can conduct electricity under the right conditions?



² A material's conductivity is based on how easily electrical energy can pass through it. Metals, such as copper, are the best conductors of electricity. Electrical conductors are a bit like train conductors. A train conductor helps to ease the traffic flow of passengers as they board the train. Objects, such as metal, are conductors of electrical energy because they allow the electricity to flow easily through them. Most electrical wiring is made of copper since it is easy to bend and copper is inexpensive to mine and manufacture into wire.

³ If you have taken a peek inside a device that runs on electricity recently, you may have thought that the wires were made entirely of rubber. However, copper or metal wires need insulation to maintain the strength of the electrical energy as it travels through the wire. Insulators like rubber are poor conductors of electricity because the electrical energy cannot easily flow through these materials. Glass, plastic, cloth, and many other non-metallic materials are also poor conductors of electricity. Electrical wires may be covered in plastic and cloth in addition to rubber. Electricians even wear rubber gloves when they are working with electrical wires.

⁴ Although insulators are poor conductors of electricity, under the right conditions, even they can conduct electricity. If you give any object enough voltage, which is the force or push behind the flow of electrical energy, then that object will conduct electricity. Deionized or distilled water, like you might find in a science laboratory, is a very good insulator, but you will not find water in these pure forms easily in nature. Instead, water is commonly found with minerals dissolved in it, transforming it into a conductor of electricity. This is the reason you should turn off appliances like your toaster oven only when your hands are dry; human skin is a better conductor when wet. It is also not a sound idea to have that radio nearby while you are taking a long, leisurely bath.

⁵ Now that we have settled the mystery of conductors and insulators, let's discuss situations where the flow of electricity may be reduced or interrupted. Resistance slows down the flow of electrons as they travel along the passageway of the wire. For example, longer electrical wires impart a greater amount of resistance to electricity than shorter wires. This is because the electricity has farther to travel. A rheostat is an instrument that is used to adjust the amount of resistance applied to an electrical current. A rheostat or dimmer switch increases or decreases the length of the electrical wire which results in the increase or decrease of the wire's resistance. You can make a simple dimmer switch with a few components. With an insulated wire, attach a

small light bulb to a D-cell battery. On the other end of the battery attach another insulated wire. Tape each end of a 7-centimeter piece of graphite to a table. Simultaneously touch the bulb base and the wire end opposite it next to each other on the graphite. The bulb should light. As you move the bulb along the graphite away from the wire, the light should dim.

⁶ The width or diameter of a wire can also affect the flow of electrical current. Think about when you walk through a door on your way to lunch at school. What would happen if you and your classmates tried to get through the door at the same time? Besides the chaos that would occur, you and your classmates would struggle to pass through the door. As a result, very few of you would make it through the door. You and your classmates would get hot, sweaty, and frustrated in the struggle, and you and your classmates might be late for lunch. However, a larger door would allow more of you to pass through the door at once. This is similar to what happens with electrical wires. When the wire is thick in diameter, the electricity has a broad, wide passageway to travel through without being restricted. When the diameter of the wire is narrow or thin, the flow of electricity is slowed down, and there is more friction. When there is more friction, heat is produced, causing the wire to overheat.

⁷ Sometimes for safety purposes resistors are used to control the amount of electrical energy that flows through wires. These types of resistors are called fuses and circuit breakers. Both types contain metal strips or metal ribbons fused together. When the wire that is attached to the fuse or circuit breaker overheats, the metal strip or ribbon melts and opens the circuit which stops the flow of electricity. It is important to replace a melted fuse or circuit breaker because it is an important safety feature in your home. Modern cars also have fuses that are attached to electrical circuits that control power windows, air conditioners, lights, and radios.

⁸ There are occasions when electricity is prevented from flowing through a resistor. A short circuit is an alternate electrical path with very little resistance. Short circuits often occur in damaged or worn wires or appliances. In a short circuit, current flow is much greater than is safe. An example of this would be placing long extension cords under a rug in a high traffic area. Since the area is heavily traveled, the rubber insulation covering the extension cord would eventually wear away. Once the rubber wears away, the two bare wires inside the electrical cord could easily touch and cause a short circuit. Not only would the lamp that is attached to the extension cord not work, but you would also create a fire hazard.

⁹ So as you are turning on your bedroom light and thinking about how easily electricity flows, remember sometimes that an electrical wire is its own "path of resistance."

Name _____



Date _____

The Path of Resistance

<p>1. What is the main idea of this article?</p> <p><input type="radio"/> A Why electricity doesn't flow through insulators</p> <p><input type="radio"/> B How electrical flow can be increased and decreased</p> <p><input type="radio"/> C Why there are safety features in homes</p> <p><input type="radio"/> D Without electrical energy, our lives would be very dark</p>	<p>2. What two types of resistors are used as safety features in houses?</p> <p><input type="radio"/> A Fuses</p> <p><input type="radio"/> B Rheostats</p> <p><input type="radio"/> C Circuit Breakers</p> <p><input type="radio"/> D Insulators</p>
<p>3. Describe the characteristics of electrical wires that cause resistance to electricity.</p> <p>_____</p> <p>_____</p>	<p>4. A more common name for a rheostat is:</p> <p><input type="radio"/> A A dimmer switch</p> <p><input type="radio"/> B An insulator</p> <p><input type="radio"/> C A conductor</p> <p><input type="radio"/> D A fuse</p>
<p>5. Pure or distilled water becomes a better insulator when its chemical properties are changed by:</p> <p><input type="radio"/> A Adding dissolved minerals</p> <p><input type="radio"/> B Adding dissolved plants</p> <p><input type="radio"/> C Adding dissolved conductors</p> <p><input type="radio"/> D Adding dissolved nonmetals</p>	<p>6. Short circuits can be caused by:</p> <p><input type="radio"/> A The conductivity of metals</p> <p><input type="radio"/> B The dimming of lights in a room</p> <p><input type="radio"/> C The overheating of wires that are attached to fuses</p> <p><input type="radio"/> D The erosion of rubber insulation resulting in the touching of bare wires</p>

Name _____



Date _____

The Path of Resistance

7. The materials that are considered to be poor conductors are:

- A Copper, aluminum, cloth
- B Plastic, cloth, tin
- C Rubber, plastic, glass
- D Metal, cotton, glass

8. You have a melted fuse in the fuse box in your basement. You do not have time to go to the store to purchase a new fuse, so your friend suggests using a copper penny. Is your friend's suggestion a good idea? Why or why not?

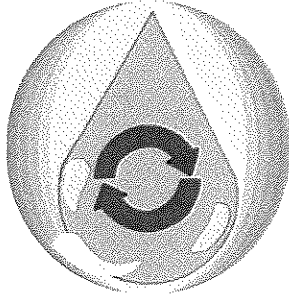
Name _____
Friday, March 20



The Water Cycle

By Kathleen W. Redman

The next time you decide to drink a glass of water, take a good look at it. Does that water look old to you? How old do you think it is? Could it be a week old? Is it possible it could be a year old? Would you believe that water has been around about as long as the Earth has? As hard as it may be to believe, it is true. Wow! That is some old water you are about to drink.



The amount of water on the Earth stays nearly the same. The water cycle is what makes that possible. Water is always moving and changing from liquid to solid to gas and then back to liquid again. Over and over, around and around, the water cycle moves water on, in, and above the earth. It is like a constantly turning wheel.

There are four parts to the water cycle: evaporation, condensation, precipitation, and collection.

1. When the sun heats the water in rivers, lakes, or oceans, the water turns into water vapor. The water vapor goes into the air. You can't see water vapor. This is called evaporation.

2. The water vapor cools down in the air and changes back to a liquid. This is called condensation. When you see steam, fog, or clouds, you are seeing water vapor that has condensed in the air.

3. When there is so much condensation in the air that the air can't hold it anymore, the water falls back to Earth. It may fall as rain, snow, hail, or sleet. This step is called precipitation.

4. Precipitation collects in rivers, lakes, and oceans. It also may collect underground, in glaciers, and even in living beings. It is stored until evaporation starts the cycle all over again. This is the collection, or storage, step.

So, before you drink that next glass of water, think about how long it has been on Earth. After all, you may be drinking water that was once on the table of a king. Maybe, though, it might have helped a woolly mammoth cool down!

The Water Cycle

Questions

- _____ 1. In paragraph 2, the sentence "It is like a constantly-turning wheel." contains a _____.
- A. simile
 - B. hyperbole
 - C. definition
 - D. metaphor
- _____ 2. Which of these sentences states the cause for evaporation?
- A. It might have helped a woolly mammoth cool down.
 - B. Precipitation collects in rivers, lakes, and oceans.
 - C. When the sun heats the water in rivers, lakes, or oceans, the water turns into water vapor.
 - D. The water vapor cools down in the air and changes back to a liquid.
3. What causes water vapor to turn back into a liquid?

4. Name at least four places water collects.

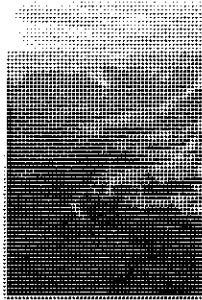
Name _____
Monday, March 23



The Grand Canyon

By Kathleen W. Redman

Rivers are an important part of any area of land. They carry water to lakes, seas, and oceans. Rain, melted snow, and ice collect in rivers and flow down to a large body of water. How does this happen? The answer is simple - gravity!



Rivers flow downhill from where they start. Where a river ends is always lower than where it started. Water in a river flows over soil and rocks as it moves across land. This causes erosion. Erosion is the process of rocks and soil being worn down or broken down into smaller pieces by water, wind, or ice. Water in a river wears down the rocks it flows over.

Over thousands or millions of years, the water in a river can wear rocks down by hundreds and hundreds of feet. A great example of this is the Grand Canyon in Arizona. The Grand Canyon is one of the biggest canyons in the world. It is more than a mile deep. It is two hundred seventy-seven miles long and as wide as eighteen miles in some places.

What created the Grand Canyon? The answer is at the very bottom of the Grand Canyon. It's the Colorado River. The Colorado River has been working hard for a long time to create the Grand Canyon.

It's hard to say when it started, but many believe the Colorado River started eroding the ground six million years ago. As it flowed southward, the Colorado River was cutting down into the ground. After many years, the river has cut the Grand Canyon to what it is today - a massive canyon that is amazing to look at. The layers of rock the Colorado River cut through show the geological history of millions and millions of years of Earth's history.

There are canyons all over the world. Some aren't nearly as deep as the Grand Canyon, of course. Some are still small. Wherever there's a canyon, though, you can bet a running, rushing, rumbling river has

been hard at work for a very long time.

The Grand Canyon

Questions

- _____ 1. The phrase "a running, rushing, rumbling river" is an example of _____.
- A. alliteration
 - B. simile
 - C. personification
 - D. onomatopoeia
- _____ 2. A canyon is _____ of erosion.
- A. a cause
 - B. an effect
- _____ 3. Rivers flow _____ from where they start.
- A. east to west
 - B. uphill
 - C. west to east
 - D. downhill
- _____ 4. How long is the Grand Canyon?
- A. three hundred miles
 - B. two hundred seventy-seven feet
 - C. three hundred seventy-seven feet
 - D. two hundred seventy-seven miles
5. What was the major factor in the formation of the Grand Canyon?

Name _____



Date _____
(Answer ID # 0579020)

The Verb "To be"

Circle the form of the verb be that best completes each sentence.

- | |
|---|
| 1. The paper fell on the floor and (is, are) beneath the table. |
| 2. Are you sure you (is, are) older than I am? |
| 3. It (is, are) not good to extinguish the dreams of young children. |
| 4. Bacon makes me sick because it (is, are) too greasy. |
| 5. I prefer to read at night after all the children have gone to bed because it (is, are) less noisy. |
| 6. What (is, are) the first letter of the alphabet? |
| 7. Philip and Charles (is, are) my only brothers. |
| 8. How many people (is, are) in your class? |
| 9. If you (is, are) late, Jacob, the team will leave without you. |
| 10. There (is, are) 15 desks and two tables in our classroom. |
| 11. A goose (is, are) much bigger than a duck. |
| 12. We (is, are) still going to the park, but we will not leave until noon. |
| 13. There (is, are) no wind blowing today. |
| 14. "Where (is, are) my new shoes?" she asked. "I want to wear them today." |
| 15. (Is, Are) you in second grade, Thomas? |
| 16. A soar throat (is, are) often a symptom of a cold. |
| 17. There (is, are) three cardinals and one robin on the fence. |
| 18. There (is, are) a fly buzzing around my head. |
| 19. The blue whale (is, are) very, very big. |
| 20. We (is, are) filled with dismay every night that we watch the news on the television. |

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The Schlieffen Plan

Long before the first shots were fired in World War I, plans were being made to win the war. In 1904, ten years before the battles began, France, Great Britain, and Russia decided to form an **alliance**. These countries had heard rumblings from Germany that frightened them. They felt threatened by the Germans. Germany was building up its army and hinting at the idea that they would like to take control of smaller countries in Eastern Europe. France and Great Britain made an agreement to help each other in the event of a German attack. They decided to include Russia in their agreement. That would mean that the western border with Germany would be protected by France and Great Britain. The eastern border with Germany would be protected by Russia.



When Germany heard about the agreements made by France, Great Britain, and Russia, they were afraid that they were going to be attacked by these forces. The German Army Chief of Staff, Alfred von Schlieffen, was given the task of coming up with a plan to protect Germany. He believed that if France was quickly and soundly defeated in a war, Great Britain was weak enough that it would drop out of the fight. He had seen the Russian army and knew that it would take it at least six weeks to prepare itself for any kind of war. Because of these **suppositions**, he formed a plan that would defend his country in case of attack by the united forces.

Schlieffen's plan was fairly simple. Ninety percent of the German army would be sent to attack France. There were French forts on their border with Germany. Schlieffen's plan was to bypass these forts and surprise the French from another direction. His plan sent German troops through Holland, Belgium, and Luxembourg. Germany would take control of these small, weak countries in quick attacks. This would lead them to an unprotected section of France. From this point, they would be able to enter France and take control before the troops on the border had time to make their move. The other 10% of the German troops would be sent to the Russian border. The Germans believed that the Russians would take so long to respond to the Germans, that they would have plenty of time to take control of France and then reinforce their troops on the Russian border.

In 1906, von Schlieffen was replaced by Helmuth von Moltke. He changed the Schlieffen plan just slightly. He didn't see a need to send troops through Holland. There would be no resistance from the Dutch, so he didn't want to waste the time. Besides, the Belgians would not give the Germans much resistance. Why not just send them through Belgium?

In 1914, the Schlieffen Plan was finally put into action. On August 2, the German army invaded Luxembourg and Belgium. To the complete surprise of the German officials, Belgium put up a fight. The German army was not able to move through the country as quickly and easily as they had expected. Another surprise became apparent when the Russian army immediately moved into the territory named East Prussia. The six weeks von Schlieffen had counted on was wrong. To top it off, troops from Great Britain swiftly moved into France and

Name: _____

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Belgium as support to their allies.

In September of 1904, the Allied forces were able to divide the German forces by marching into a break in the German lines. Sensing that they needed more help in stopping the Germans, the French army took control of all of the taxi cabs they could find in Paris. They used these taxis to transport 6,000 more troops to the battle. By the 9th of September, the Germans realized that their plan for a swift takeover of France was not going to work. The officers called for a retreat of all German troops back to the east. The Schlieffen Plan had not worked. But the German army had not been defeated. Their plans changed. Now they knew it would not be a short war after all.

The Schlieffen Plan

Questions

- _____ 1. Great Britain, France, and Germany joined together in a plan to keep Germany from taking over smaller countries.
- A. true
 - B. false
- _____ 2. Why did Alfred von Schlieffen create a plan of attack on France?
- A. The Germans wanted to control France.
 - B. The Germans wanted to scare the countries of western Europe.
 - C. The Germans were afraid of the United States.
 - D. The Germans were afraid that the allies would attack them.
3. Why were the Germans not afraid of Great Britain?
- _____
- _____
- _____ 4. What percent of the German army did Schlieffen plan to send to France?
- A. 90%
 - B. 39%
 - C. 10%
 - D. 80%
- _____ 5. How did von Moltke change Schlieffen's plan?
- A. He took Holland out of the plan of attack.
 - B. He planned to attack Russia.
 - C. He changed the percentage of troops going to Russia to 50%.
 - D. He planned to attack Prussia.
6. How did Belgium change the Schlieffen Plan?
- _____
- _____

LESSON
3

Community College

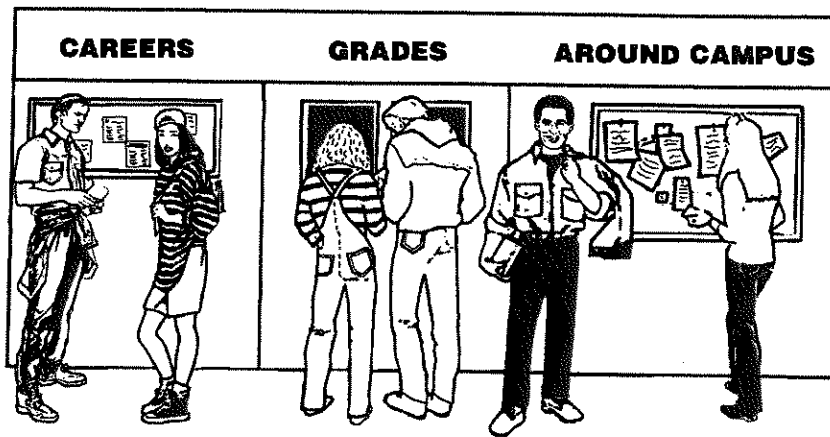
Maya and Sean have been friends since their freshman year in high school. Now that they've graduated, they've been talking about where to go next and what to do. Maya was planning a career in nursing. Sean wanted to be a police officer, but he was puzzled about the fastest way to get qualified for the police academy.

"My cousin Ed is a cop," he told Maya. "He told me to join the army and get into the military police. He says that when I get out, I can cruise right into a police job. But that takes three years—I'll be an old man by then!"

Maya laughed. She knew a quicker way. Sean could go with her to the two-year community college. She was going there to take a class in medical terminology and another class to learn how to do laboratory work, like taking blood samples from patients. That class would qualify her to be a paid medical assistant. Her wages at a clinic would help pay her tuition to nursing school.

Maya showed the college catalog to Sean. There were classes in criminal justice for students who were interested in police work.

"Look, there's a class called *Law Enforcement Skills*," she told Sean. "That will help connect you to the



police reserve. You can get work experience."

Maya went on to explain that the fees at a community college were much lower than those at four-year colleges or universities.

Community colleges do more than just prepare students for jobs. They also offer all the regular academic courses such as math, history, biology, English, and economics. After earning an Associate of Arts (AA) degree, students are prepared to transfer to a college or university at an advanced level.

Maya was right. By taking some of these general education courses, she and Sean could get job training *and* an AA degree. That would give them much better qualifications to move on to better jobs. And they could also develop their other interests as well. They could enroll in special classes such as drama, art, gardening, chorus, or creative writing. The nearby community college offered something useful or fun for everyone!

► **Thinking It Over:** Write T for *true* or F for *false*.

1. ____ Community colleges can help you to prepare for jobs.
2. ____ To be a police officer, you first need to attend a police academy program.
3. ____ It costs more to go to a community college than it does to a university.
4. ____ A school's catalog tells you what classes are offered there.
5. ____ You can take art and drama classes at a community college.
6. ____ Some classes at a community college teach you how to do laboratory work.
7. ____ Criminal justice classes are for students interested in becoming nurses.

► **Key Vocabulary**

1. A *community college* is a
 - a. two-year college.
 - b. four-year university.
 - c. private school.
2. Your *wages* are the same as
 - a. clinics.
 - b. your salary.
 - c. classes at school.
3. When you earn an *AA*, you get
 - a. an Associate of Arts degree.
 - b. an automobile club membership.
 - c. a report card with two A's on it.

► **Everyday Math**

Community college students pay according to the number of units they take. Some classes, such as beginning band and basketball, are worth 1 unit. Other classes, such as photography and business math, are worth 3 units. Sean takes 12 units. His tuition cost is \$150. Maya takes 15 units. Her tuition cost is \$183. Maya's tuition will be how much more than Sean's? \$ _____

► **Cause and Effect**

List two ways an AA degree can help you.

► **On Your Own**

Where do your interests lie? List five classes you would enjoy taking at a community college. After each class, write your purpose: *job preparation*, *general education*, or *recreation*.

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The Assassination of Archduke Francis Ferdinand

Archduke Francis Ferdinand was next in line to be the leader of his country, Austria-Hungary, but not everyone in his country was happy about that. The Serbians living in Bosnia, which had been taken over and made a part of Austria-Hungary, did not want him to be in charge. Nevertheless, Archduke Ferdinand planned a trip to Sarajevo, the capital of Bosnia, for the feast day of Saint Vitus. He was warned in advance that this could be a dangerous trip.

Archduke Ferdinand decided to go anyway. His fourteenth wedding anniversary would take place during the trip, and his wife, Sophie, went with him. Together, they would ride in a royal motorcade through the city of Sarajevo on their way to a reception at City Hall.

They arrived in Sarajevo on June 28, 1914, with a motorcade of four cars. The Archduke and his wife rode in an open car, the second one in line. Crowds of people lined the streets to see them pass by.

Seven members of a terrorist organization were hidden within the crowd. Each of the seven members carried a bomb or a gun, and they waited for an opportunity to attack the Archduke's car. One of the assassins saw his chance and threw a bomb at the Archduke's car. The car's chauffeur saw what was happening and sped up, trying to avoid the bomb. He wasn't fast enough. The bomb hit the car but bounced off and destroyed the next car in line behind the Archduke's. The assassin was caught, and the Archduke and Sophie continued on their way to attend the reception.

After the reception, people urged the Archduke and Sophie to take the quickest route out of town. As they left town, crowds again lined the route, and the assassins waited, hidden within the crowd. When the Archduke's car had to slow down and nearly stop at a sharp turn, one assassin made his move. Gavrilo Princip shot Archduke Ferdinand and Sophie. Sophie died immediately, and it was reported that Archduke Ferdinand only had time to say his wife's name, "Sophie-" before he died too. Gavrilo Princip was captured.

Gavrilo Princip was only 19 years old. He had joined a group of young Serbian nationalists who had been trained to use terrorist methods to fight for what they believed in. All seven of the terrorists who had waited for the Archduke's car to pass were members of this group. All of them were young men, and in fact, several of them were teenagers; their ages ranged from 17 to 27. The two who attacked the cars were tried and sentenced to 20 years each. Of the seven, six were captured.

The captured terrorists were interrogated about who had trained them. Was it the government of Serbia or an outside group? They said that their group did not have any ties with the government of Serbia, but many people believed that it did.



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The incident stirred up the anger between the countries of Austria-Hungary and Serbia, and it renewed the conflicts between the two nations. Austria-Hungary blamed the incident on Serbia. On July 28, 1914, exactly one month after Archduke Ferdinand and his wife Sophie had been shot, Austria-Hungary declared war on Serbia. World War I began.

The Assassination of Archduke Francis Ferdinand

Questions

- _____ 1. The incident that started World War I was the assassination of _____.
 - A. Archduke Ferdinand
 - B. the King of Austria Hungary
 - C. Gavrilo Princip
 - D. Sophie

- _____ 2. The Serbians were unhappy because Austria-Hungary had taken over _____.
 - A. Hungary
 - B. Bosnia
 - C. Serbia
 - D. Austria

- _____ 3. Austria-Hungary blamed the assassination on _____.
 - A. Bosnia
 - B. Austria
 - C. Hungary
 - D. Serbia

- _____ 4. Archduke Ferdinand was assassinated while he was _____.
 - A. attending a reception
 - B. making a speech
 - C. sailing in a ship
 - D. riding in a car

- _____ 5. The war began _____ after the assassination.
 - A. one week
 - B. one month
 - C. the next day
 - D. two years

- _____ 6. The assassin was _____.
 - A. acting alone
 - B. part of a group
 - C. a teenager
 - D. both b and c

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- _____ 7. Sarajevo was a dangerous place for the Archduke to visit because of _____.
- A. the conflict between Austria-Hungary and the Serbian nationalists
 - B. a battle that had just occurred there
 - C. the high rate of violent crime there
 - D. none of the above
- _____ 8. A person who is a nationalist would _____.
- A. support a peace treaty between his country and another country
 - B. work on a compromise
 - C. plan attacks
 - D. always put his own nation's interests first

What is the sum of 10 and 132?

Draw a small clock that shows 10 minutes past 9:00.

Is 37 a composite or a prime number?

If you exchange 70 dimes for dollars, then how many dollars would you get?

12, 24, 36, 48, 60,
_____, 84, 96, 108, 120

Name the shape with five sides and five angles.

double 30 =

Amanda has 28 nickels. How much money is that?

Write the number that has exactly 15 ones.

How many total legs are on 23 elephants.

Write the number that is one ten more than 6,279.

Draw a small clock that shows 20 minutes to 6:00.

word root **dure** can mean **lasting or to last**

endure

**AMI WORK
THURSDAY,
APRIL 9TH**

>

Name _____



Date _____

Division

Divide.

1. $42 \div 6 = \underline{\quad}$	2. $60 \div 10 = \underline{\quad}$	3. $28 \div 7 = \underline{\quad}$	4. $24 \div 8 = \underline{\quad}$
5. $20 \div 2 = \underline{\quad}$	6. $40 \div 5 = \underline{\quad}$	7. $36 \div 4 = \underline{\quad}$	8. $15 \div 3 = \underline{\quad}$
9. $18 \div 9 = \underline{\quad}$	10. $56 \div 8 = \underline{\quad}$	11. $18 \div 6 = \underline{\quad}$	12. $63 \div 7 = \underline{\quad}$
13. $100 \div 10 =$ $\underline{\quad}$	14. $8 \div 2 = \underline{\quad}$	15. $54 \div 9 = \underline{\quad}$	16. $6 \div 3 = \underline{\quad}$
17. $2 \overline{)20}$	18. $5 \overline{)40}$	19. $7 \overline{)35}$	20. $4 \overline{)28}$
21. $6 \overline{)54}$	22. $3 \overline{)12}$	23. $9 \overline{)18}$	24. $10 \overline{)30}$

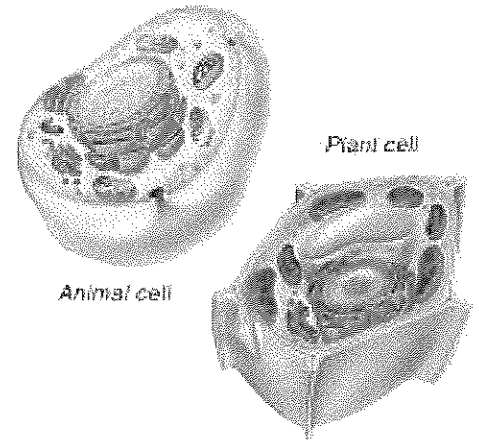
Fill in the missing number.

25. $36 \div \underline{\quad} = 9$	26. $\underline{\quad} \div 5 = 4$	27. $54 \div 9 = \underline{\quad}$	28. $\underline{\quad} \div 10 = 7$
29. $60 \div \underline{\quad} = 10$	30. $16 \div 8 = \underline{\quad}$	31. $9 \div \underline{\quad} = 3$	32. $\underline{\quad} \div 2 = 5$
33. $56 \div 7 = \underline{\quad}$	34. $35 \div \underline{\quad} = 7$	35. $\underline{\quad} \div 6 = 8$	36. $35 \div 7 = \underline{\quad}$
37. $32 \div 8 = \underline{\quad}$	38. $6 \div \underline{\quad} = 3$	39. $81 \div 9 = \underline{\quad}$	40. $\underline{\quad} \div 10 = 2$

Name: _____

Plant vs. Animal

Cells can be found in all living things. There are several types of cells. They are usually separated into prokaryotic (pronounced "proh-KAR-ee-AH-tik") or eukaryotic (pronounced "yoo-KAR-ee-AH-tik") and are either plant or animal cells. An "animal" cell could be anything from a tiny, one-celled microorganism like an amoeba to a nerve cell from your brain. Plant cells are cells found in any plant that uses photosynthesis to make its own food.



The first classification of cells is whether they are prokaryotic or eukaryotic. Prokaryotic cells are simpler cells. They were probably the first cells on earth. Prokaryotic cells do not have a nucleus or any membrane-covered organelles.

The only cells on earth that are prokaryotes are bacteria. Eukaryotic cells have a nucleus and membrane covered organelles. Things that have eukaryotic cells include animals, plants, protists, and fungi. Organelle means "little organ." Organelles are the parts inside a cell that have specific functions or jobs. Just as the human body has organs that do specific jobs, cells have organelles, or little organs, that do specific jobs in the cell. In the human body, the heart is an organ whose job is to pump blood. In a cell, the mitochondria are organelles whose job is to convert food into energy.

Plant cells and animal cells have many of the same characteristics, but they are different in some ways. Plant cells are easier to identify under a microscope because they have a rigid cell wall made of cellulose outside the cell membrane. This gives the plant, and the cell, structure and support. Animal cells do not have a cell wall.

Another way plant cells are different from animal cells is that plant cells usually have just one very large vacuole. Animal cells may have more than one vacuole, and they are smaller than a plant cell's. Vacuoles are used to store materials in the cell that may be used by the cell or wastes that must be moved out of the cell. Often, plant cells store water in the vacuole. When a plant doesn't get enough water, it must use the stored water in its vacuoles to live. This causes the plant to "wilt." When a plant wilts, it cannot support itself anymore. The water inside each cell's vacuole helps the plant to stand up, like air in a beach ball makes the ball "stand up." If the plant uses the stored water, then the plant becomes less firm and may finally become so limp that it lies on the ground. After watering, the limp plant will become firm and again "stand up."

Plants also have organelles called chloroplasts. Chloroplasts contain a green pigment called chlorophyll. This is what makes leaves appear green. This special organelle and the chemical chlorophyll enable plants to capture energy from the sun in a process called photosynthesis and convert the energy to sugars that the plant uses for food. Plants are the only living things on earth that can make their own food because of this special organelle. Animal cells do not have chloroplasts.

If plant and animal cells were in a survival contest, who do you think would win? One of the most important needs

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that must be met to survive is the need for food. Since plants can make their own food, they have a huge advantage over animals. All animals must hunt their own food, whether that food is a plant or another animal.

Plant vs. Animal

Questions

- _____ 1. Which cells probably were first on earth?
- A. eukaryotic cells
 - B. animal cells
 - C. prokaryotic cells
 - D. plant cells
- _____ 2. What is the difference between prokaryotic and eukaryotic cells?
- A. Eukaryotic cells have a nucleus and membrane-covered organelles, and prokaryotic cells don't.
 - B. Prokaryotic cells have a nucleus and membrane-covered organelles, and eukaryotic cells don't.
- _____ 3. What are organelles?
- A. little organs
 - B. parts inside a cell that have specific functions
 - C. eukaryotic cells
 - D. prokaryotic cells
 - E. both a and b are correct
- _____ 4. What are the differences between plant and animal cells?
- A. Animal cells have a cell wall, chloroplasts, and one large vacuole.
 - B. Plant cells are eukaryotic, and animal cells are prokaryotic.
 - C. Plant cells have a cell wall, chloroplasts, and one large vacuole.
 - D. Animal cells are eukaryotic, and plant cells are prokaryotic.
- _____ 5. What is a cell wall made of?
- A. carbon dioxide
 - B. oxygen
 - C. sugars
 - D. cellulose
- _____ 6. What is the function of the cell wall?
- A. tells the cell what to do
 - B. lets molecules pass in and out
 - C. gives the plant structure and support
 - D. lets water pass in and out
- _____ 7. What is the function of the vacuole?
- A. gives the plant food
 - B. tells the cell what to do
 - C. lets water pass in and out
 - D. stores materials in the cell that may be used by the cell or wastes that must be moved out of the cell

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- _____ 8. What is the function of the chloroplast?
- A. tells the cell what to do
 - B. stores materials to be used or eliminated
 - C. lets water pass in and out
 - D. changes energy from the sun into sugars

THE CUBAN MISSILE CRISIS

On October 16, 1962, President John F. Kennedy learned that Soviet missiles were being set up in Cuba. Cuba is an island 90 miles from Florida. The missiles would be close enough to carry nuclear weapons to U.S. cities. Also, Cuba, which was under communist leader Fidel Castro, was not friendly with the United States. Kennedy felt the United States must take action.

For six days, Kennedy and a group of advisors talked about what to do. An attack on the Soviet bases in Cuba might start a nuclear war. If the United States did nothing, a war might start anyway. Kennedy came up with a plan to blockade Cuba. U.S. Navy ships would stop all ships coming to Cuba and search them for weapons. The Navy would not let any weapons enter Cuba.

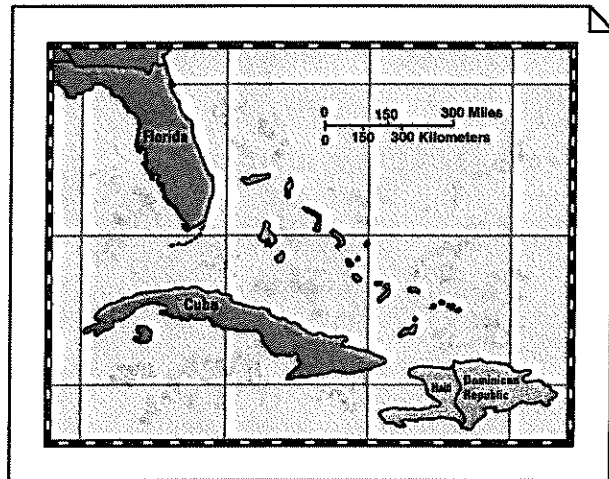
Kennedy went on television to tell Americans about the missiles. He said that the United States would blockade Cuba. Kennedy said the Soviets had to take away the missiles that were already there. If they did not, then the United States would take more action. The U.S. military got ready to invade Cuba.

The world waited to see what would happen. Would Soviet ships respect the blockade, or would there be a fight at sea? Several days passed, and then some Soviet ships approached the blockade. The two sides did not fight.

The leader of the Soviet Union, Nikita Khrushchev, sent a letter offering a deal. He said if the United States promised not to invade Cuba, then the missiles would be taken away. Then, he sent a second letter. Khrushchev wanted the United States to take away nuclear missiles that it had in Turkey.

Kennedy did not want Americans to think he was being pushed around by the Soviets. His brother, Robert Kennedy, was the Attorney General and the President's most trusted advisor. Robert Kennedy suggested that the President tell Americans the Soviets were removing the missiles from Cuba. Robert Kennedy also suggested, though, that the President tell only Khrushchev that the United States would take the nuclear weapons out of Turkey. Then, the President would not look like he was backing down.

Kennedy gave his public message. He promised not to invade Cuba as long as the missiles were removed. The Soviets accepted his offer, and the crisis was over. The Cuban missile crisis was the peak of the Cold War. Both the United States and the Soviet Union realized how close to war they had come. No matter what their differences, neither side seemed willing to let a nuclear war break out.



Name:

Date:

THE CUBAN MISSILE CRISIS

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Cuba is an island _____ miles away from Florida.

- A. 50
- B. 90
- C. 200
- D. 2,000

2. President Kennedy learned that _____ missiles were being set up in Cuba.

- A. Soviet
- B. German
- C. Chinese
- D. North Korean

3. The United States decided to _____ Cuba.

- A. bomb
- B. invade
- C. blockade
- D. all of the above

4. _____ was President Kennedy's most trusted advisor.

- A. Fidel Castro
- B. Nikita Khrushchev
- C. Dwight Eisenhower
- D. Robert Kennedy

5. The Cuban missile crisis was the peak of _____.

- A. the Cold War
- B. the Korean War
- C. the Vietnam War
- D. World War II

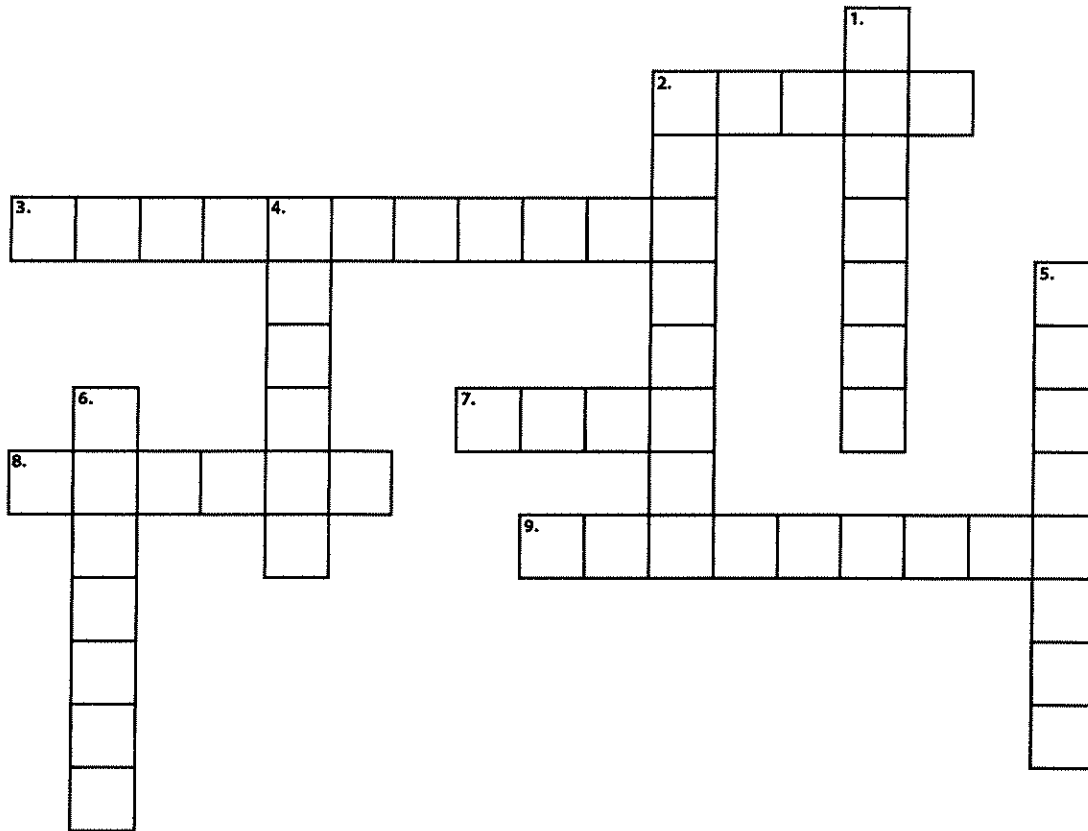
Name:

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THE CUBAN MISSILE CRISIS

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

2. If the United States attacked the Soviet _____ in Cuba, a nuclear war might start.
3. Under communist leader _____, Cuba was not friendly with the United States.
7. President Kennedy publicly promised not to invade _____ if the missiles were removed.
8. The United States had nuclear missiles in _____.
9. Robert Kennedy suggested that the _____ secretly agree to take the weapons out of Turkey.

DOWN

1. During the blockade, Navy ships would stop all ships coming to Cuba and search them for _____.
2. When Soviet ships approached the _____, the two sides did not fight.
4. Khrushchev sent a _____ that offered a deal to the United States.
5. During the crisis, the U.S. _____ got ready to invade Cuba.
6. The Soviet missiles were close enough to carry _____ weapons to U.S. cities.

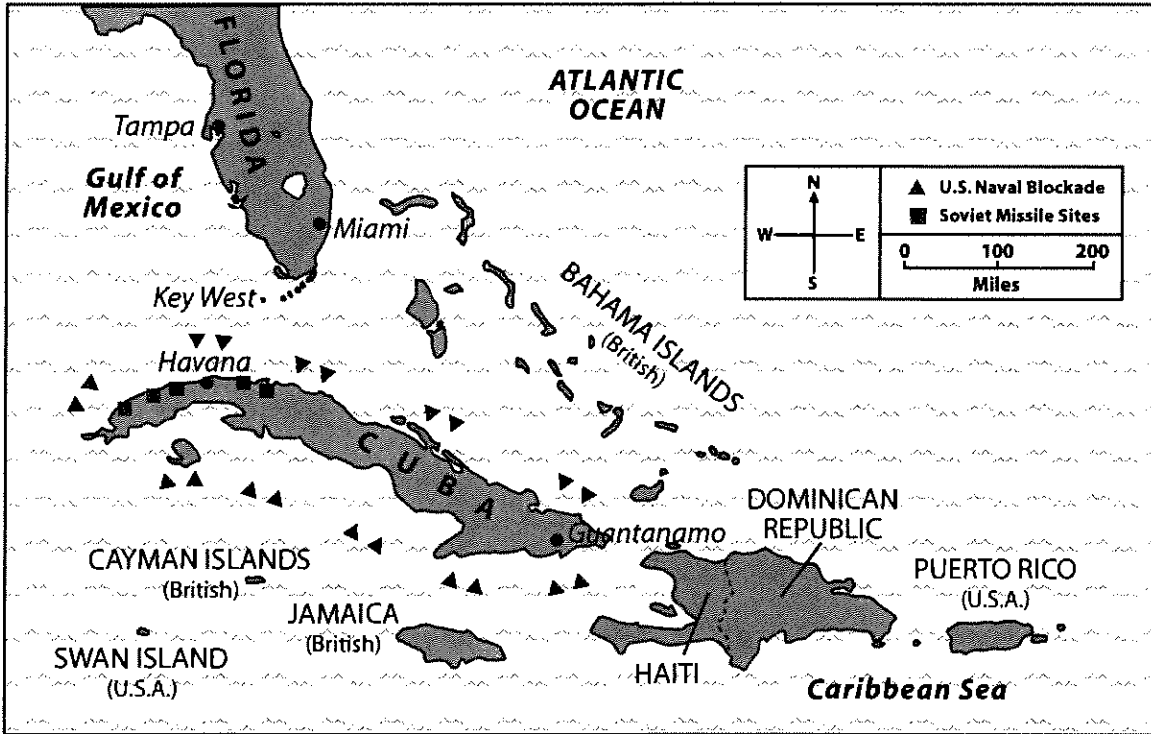
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THE CUBAN MISSILE CRISIS

Map – The Cuban Missile Crisis

Use the map to answer the following questions. Write the answers in complete sentences.



1. Around what major Cuban city were the Soviet missile sites located?

2. About how far from Key West, Florida, were the Soviet missile sites?

3. About how close to Cuba was the U.S. naval blockade?

Name:

Date:

THE CUBAN MISSILE CRISIS

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

1. The Bay of Pigs invasion took place before the Cuban missile crisis. Why did the United States invade the Bay of Pigs in Cuba? Look on the Internet or at the library to find out.

2. Who is the current leader of Cuba? Does Cuba still have a communist government? Look on the Internet or at the library to find out.

3. Pretend that you are a teenager living in a large U.S. city in 1962. Write a journal entry describing how you feel about the discovery of nuclear weapons in Cuba.

Name:

Date:

QUIZ: THE CUBAN MISSILE CRISIS

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. Nikita Khrushchev was the leader of Cuba during the Cuban missile crisis.
- _____ 2. Fidel Castro was President Kennedy's most trusted advisor.
- _____ 3. The United States had nuclear weapons in Cuba.
- _____ 4. The Cuban missile crisis was the peak of the Spanish-American War.
- _____ 5. Soviet missiles were close enough to carry nuclear weapons to U.S. cities.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. _____ publicly promised not to invade Cuba if the missiles were removed.
- A. John F. Kennedy
 - B. Nikita Khrushchev
 - C. Fidel Castro
 - D. Robert Kennedy
7. Cuba is an island 90 miles away from _____.
- A. Texas
 - B. California
 - C. Florida
 - D. Puerto Rico

Short Answer

Answer the following question in complete sentences.

8. What did the U.S. Navy do during the blockade of Cuba?

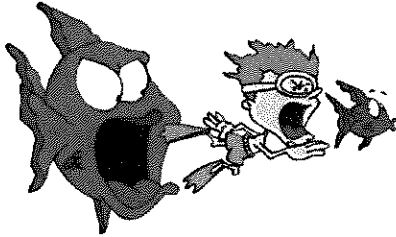
Name _____
Wednesday, March 18



What's for Dinner?

By Kathleen W. Redman

Every time animals (including humans) run, jump, stomp, or even grow, they use energy. All living things must have energy to stay alive. Where do living things get their energy?



Some living things create the energy they use. They are called producers. Plants are producers. They make their own food using sunlight, air, minerals from soil, and water.

Some living things cannot make their own food. They have to get their energy by eating plants or animals or plants and animals. They are consumers. Humans are consumers.

There are three kinds of consumers. Herbivores eat only plants. Cows are herbivores. Animals that eat only animals are known as carnivores. Wolves are carnivores. Omnivores are animals that eat animals and plants. Humans are omnivores.

Omnivores, carnivores, herbivores, producers, and consumers, oh, my! Who eats what? Humans eat herbivores (Who wants a hamburger?), carnivores (How about a tuna sandwich?), and omnivores (Would you like some ham on your sandwich?). Humans also eat producers (Do you want lettuce and tomato on your sandwich?). So how do scientists make sense of all this?

A food chain is one way of organizing all this information. A food chain shows how each living thing gets its energy (food). The food chain also shows how the energy is passed from one living thing to another. Food chains begin with producers (plant life) and end with consumers (animal life).

A simple food chain could start with grass. Grass makes its own food. A deer eats the grass. A wolf eats the deer. The chain does not end

there, though.

Bacteria and fungi eat living things that have died. Bacteria and fungi are decomposers. So when the wolf dies, its body decays from the action of the bacteria and puts nutrients and minerals back into the soil. Plants use the nutrients and minerals to make their own food again. Thus, the food chain goes on and on.

Food chains can be very long. Some are very complicated. Many food chains overlap each other and become food webs. We are not always sure what happens when a food chain is broken.

Each part of a food chain is connected to other parts, just like the links in an iron chain. If even one link is taken out of a food chain, the whole chain might fall apart. Each kind of plant or animal is important in a food chain or food web. Being careless with our environment might have a terrible, unintended outcome.

What's for Dinner?

Questions

1. The writer's main reason for writing this story was to _____.
 - A. entertain the reader with funny animal stories
 - B. convince the reader that large animals are more important than small animals
 - C. frighten the reader
 - D. explain food chains
2. "Each part of a food chain is connected to other parts, just like the links in an iron chain." This is an example of what kind of figurative language?
 - A. hyperbole
 - B. metaphor
 - C. idiom
 - D. simile

Name _____
Thursday, March 19



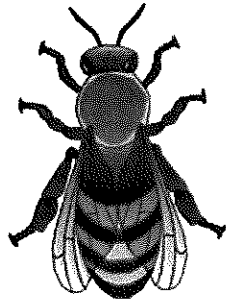
The Bee and Jupiter

By Brenda B. Covert

The queen bee of Mount Hymettus was proud of her hive. She had loyal workers and a golden treasure trove of honey. What more could a queen bee want?

If only humans would leave her hive and her honey alone, she could be truly happy.

"Men!" she snarled. "How I hate them! How dare they invade my hive! How dare they take my honeycomb! Honey is food fit for the gods. It was never meant for human use!"



The more she thought about it, the angrier she got. She buzzed with fury. That's when an idea came to her.

Honey truly was food fit for the gods. There was no god more powerful than Jupiter. Maybe the queen bee should pay a visit to that most noble of Roman gods. Maybe she would take along a golden gift.

The worker bees collected their best honey and put it into a jar. A giant gold bow was tied around it. Then the worker bees lifted the honey jar and flew behind the queen bee. She led them to Mount Olympus. They flew directly into the presence of Jupiter. He gladly accepted the queen bee's offering of honey.

"This sweet gesture touches my heart," Jupiter said grandly. "I give you my thanks, Queen Bee. What can I do for you in return? Ask me anything, and I will grant your wish."

The queen bee hid a smile as she bowed before Jupiter. Then she said, "You are most generous, your majesty. There is only one thing I desire in the entire world, and that is a sting." She looked up, and her eyes glittered with hatred. "Give me the ability to sting so that I may kill any human who tries to take my honey."

When Jupiter heard the queen bee's request, he was offended. He loved the human race and did not wish to see them suffer. However, a promise is a promise, and a royal promise should never be broken. He could not refuse to give the queen bee the ability to sting. However, he could add a consequence to it.

"You shall have your request," Jupiter told the queen bee, "but only at the risk of your own life. Should you choose to sting a human, your stinger shall detach itself from your body and remain in the wound you make. Its loss shall cause you to die."

The queen bee led her worker bees back to Mount Hymettus. Her wish had come true, but it was not in the way she had expected.

Evil wishes, like chickens, come home to roost.

The Bee and Jupiter

Questions

1. What is Jupiter?

2. According to the queen bee, what was never meant for human use?

Name _____

Date _____
(Answer ID # 1036075)

Alphabetical Order

Circle the word that comes FIRST in alphabetical order.

1. voltage	visible	video	vertebra
2. encompassed	toddler	muslin	bring
3. whiten	shrunk	hazardous	endure
4. parallel	patches	pecan	polling
5. dips	double	drawbridge	deposits
6. moos	munched	mass	motor
7. endow	tempted	rooted	correction
8. assembling	bullet	drying	angered
9. rode	refresh	snore	overran
10. fling	fond	flop	flurry
11. bookkeeping	filed	baron	darns
12. bass	befall	blemished	brussels
13. win	winked	which	wedged
14. exploit	evacuating	exaggerated	enables
15. blockade	population	housewife	galleys
16. plodded	scientist	badgers	angola
17. urgent	unmanned	ugliest	uranus
18. zinnia	zoos	zapped	zoo
19. gilt	displaced	dug	versatile
20. simplified	subordinated	injure	mark
21. icon	cart	dispelled	train
22. twin	travelled	trachea	team
23. garage	sloop	rounder	wooden
24. or	obstructing	opac	organize
25. blacktop	comfort	instantly	centering

LESSON 1

Basic Skills in Business

Before building a house, a contractor puts down a foundation. Before you go to work in the business world, *you* need a foundation, too. *This foundation is made up of the ability to read, to do math, and to speak well.*

There will be many things you'll need to read and understand when you're on the job. You might need to read memos. These are notes employees write to one another, or that supervisors or bosses write to their employees. Memos may give instructions or they may tell about a meeting that's coming up. They may explain something about equipment that can or cannot be used. Perhaps you will read letters from customers or suppliers. If you don't understand the memo or letter, you won't be able to do what needs to be done.

Most jobs have forms you must read and fill out. You may even need to read and understand a contract or a legal agreement about your work. Invoices and purchase orders are common in the business world. These forms document the cost of certain kinds of equipment and services.

Suppose you don't work with many other people. Why is speaking well important? *All* jobs require that you communicate. You might need to describe products and services or to make appointments for people. And you must be able to speak confidently at workplace meetings.



Do you think a calculator can do all your business math for you? It's true that a calculator is a great help—but you also need the ability to “think math.” Do you understand how to compare prices or how to figure out measurements such as distance or weight?

On the job, you may need to understand percentages, such as commissions. (A commission is the amount a salesperson gets paid, which is a percentage of the total amount of sales.)

Suppose you are a motorcycle salesperson who made lots of sales in January. Your commission would be a portion (or percentage) of all your sales that month. To make sure you were paid the right amount, you'd need to figure out what your commission was supposed to be.

Having strong skills in speaking, reading, and basic math is a necessity in almost any line of work.

► **Thinking It Over**

1. A strong foundation of reading, math, and speaking skills enables you to
 - a. do many job tasks.
 - b. build your house.
 - c. get a vacation.
2. At work, you may need to read
 - a. your grocery list.
 - b. an e-mail from a friend.
 - c. forms and purchase orders.
3. Some jobs require you to figure out measurements such as
 - a. your waist size.
 - b. distance and weight.
 - c. smooth and rough.

► **Key Vocabulary:** Use first letters as clues.

1. A *memo* may be a note from your co-worker or your h_____.
2. The solid base you build something on is called a f_____.
3. A *legal agreement* about your work is called a c_____.
4. A *commission* is usually a p_____ of a total amount.
5. An i_____ is a bill that lists goods and prices.

► **Everyday Math**

Raylene works at American Equipment and Appliance Wholesale. She is responsible for keeping track of payments for purchase orders.

In December, she gets a purchase order from Gordon's Restaurant Supply for \$1,468.73. In January, she gets another purchase order from Gordon's for \$199.22. In February, Gordon's orders one more item for \$68.12. The bills for all three months were unpaid.

Altogether, how much did Gordon's Restaurant Supply owe to American Equipment and Appliance Wholesale? \$ _____

► **On Your Own**

1. Your boss's memo tells you to "expedite the shipment." You don't know the meaning of the word *expedite*. Write the dictionary definition on the lines.

2. What would you be paid if you sold a used car for \$12,050 and your commission was 10 percent?
\$ _____

**AMI WORK
FRIDAY,
APRIL 10TH**

>

Name _____



Date _____

Division

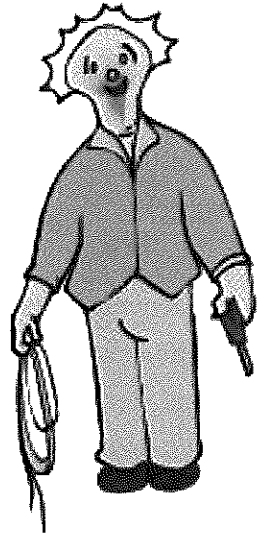
Divide.

1. $99 \div 9$	2. $617 \div 8$	3. $20 \div 8$	4. $650 \div 5$
5. $74 \div 8$	6. $430 \div 3$	7. $868 \div 2$	8. $33 \div 9$
9. $856 \div 9$	10. $411 \div 3$	11. $37 \div 2$	12. $141 \div 3$
13. $914 \div 9$	14. $30 \div 3$	15. $930 \div 7$	16. $36 \div 9$
17. $16 \div 6$	18. $710 \div 5$	19. $79 \div 4$	20. $309 \div 7$
21. $78 \div 8$	22. $828 \div 9$	23. $88 \div 8$	24. $98 \div 4$
25. $169 \div 4$	26. $786 \div 6$	27. $387 \div 9$	28. $977 \div 7$
29. $99 \div 2$	30. $282 \div 9$	31. $44 \div 5$	32. $720 \div 8$
33. $280 \div 4$	34. $795 \div 2$	35. $84 \div 9$	36. $89 \div 5$
37. $906 \div 2$	38. $91 \div 8$	39. $10 \div 3$	40. $24 \div 8$

Name: _____

Producing and Supplying Electricity: Garden of Amps

Most plants grow in pots or in gardens. However, some plants are made from steel and concrete. These plants are electrical power plants. They are very important to billions of people around the world who depend on electricity each day. The seeds for electrical power plants were planted during the 1800s. In 1819, a Danish scientist named Hans Christian Oersted made an accidental discovery. He found a link between electricity and magnetism. Oersted was investigating how electrical currents could produce heat when he noticed a strange sight. There was a compass on a nearby table. When the wires were connected in his circuit to the power source, the needle on the compass swung around. When he disconnected the wires, the compass needle returned to its normal position pointing towards the magnetic north pole. Electricity had magnetic pull!



In 1820, French scientist Andre Ampere proved that parallel wires carrying electric currents in the same direction in a circuit would attract each other like unlike poles on the ends of bar magnets. If the current flowed in opposite directions, the wires would repel each other. Ampere used his observations to make a cylindrical (circular) coil of wire that behaved like a magnet. Today we call these solenoids.

In 1825, William Sturgeon, an English scientist, made another breakthrough. He discovered how to increase the power of an electromagnet (combination of electricity and magnets) by placing a bar of iron inside a coil of wire. In 1831, American Joseph Henry made improvements to Sturgeon's electromagnet. He wrapped insulated wires around a horseshoe magnet. This helped to increase the power of the electromagnet. During that same year, Henry helped to develop an electromagnet that was capable of lifting more than a ton (2,000 pounds).

The one scientist who had the greatest impact on future electricity production was Englishman Michael Faraday. Faraday used two bar magnets wrapped in electrical coils and sprinkled iron filings onto a piece of paper above the two electromagnets. He saw the shape formed by the iron filings around the electromagnets. Faraday stated that the lines of filings on the paper marked the real lines of electromagnetic force. He is the scientist who called the area around a magnet a magnetic field. The idea of fields is a very important concept in science today.

During the 1830s, Faraday experimented with creating electrical currents using magnets. His experiment included two coils of wires lying next to each other. One coil of wire had an iron bar inside to make it a stronger magnet. When Faraday sent a current through the coil with the iron bar, he had hoped to create an electrical current in the second coil. What he really saw was a small burst of electricity in the second coil. He then realized that he needed to move the wire across the magnetic field to produce the current. Faraday tried the experiment again. He moved the iron bar in and out of the coil and moved the loop of wire across the magnetic field. Each time Faraday did this, he caused an electric current to be induced (made) in the second coil. Faraday proved that the movement of magnets and wires within a magnetic field produced electricity. Thus, Faraday planted the ultimate seed, the theory of electromagnetic induction. This meant that electricity could be produced, possibly in large quantities. Around

Name: _____

this time, Joseph Henry also made the same discovery.

So how does all of the hard work of these scientists help us today? Each scientist's piece of the electromagnetic puzzle helped to form the theory of electromagnetic induction. Oersted, Ampere, Sturgeon, Henry, and Faraday learned from the experiments of the scientists before them. They used that knowledge to help build the parts of an extraordinary scientific theory. Today generators in the world's power plants are built using this theory to generate electricity.

Generators use turbines powered by wind, water, nuclear energy, or the combustion of fuel to spin a shaft. The spinning shaft is used to induce an electric current by moving coils of wire through a magnetic field. The stronger the magnet, the faster the shaft turns, and the more coils used, the stronger the voltage or power that is created. Generators produce nearly all of our electricity.

When the electricity leaves the power plant, step up transformers increase the voltage while decreasing the current to reduce energy loss. As the electricity is transferred to homes and businesses, step down transformers decrease the voltage while increasing the current. The voltages for businesses, factories, and homes are usually 110 to 240 volts. It varies in different countries. Many devices also contain small transformers to increase or decrease the voltage to the optimum level for the device.

There are times when the circuit from the power plant to our homes is broken. Widespread power outages, or "blackouts", can occur when transformers are "blown" (explode) or when there are downed power lines. Hurricanes and tornadoes are notorious for causing power lines to fall down and, therefore, cause electricity to be lost in those areas.

Our methods for producing electricity today come from the extraordinary work of scientists in the 1800s. Without their hard work and cultivation, the seeds for electromagnetism would never have blossomed into the bountiful harvest of electrical power we enjoy today.

Producing and Supplying Electricity: Garden of Amps

Questions

- _____ 1. Solenoids are _____.
- A. a set of parallel wires that carry current
 - B. a network of wires that behave like a magnet
 - C. rectangular coils of wire that carry current
 - D. cylindrical coils of wire that behave like a magnet

Name: _____

edHelper

2. How did Hans Christian Oersted know that magnetism and electricity were connected?

_____ 3. Andre Ampere discovered that _____.

- A. cylindrical or coiled wires are similar to magnets
- B. parallel wires hung from a ceiling repel each other
- C. rectangular wires attract each other
- D. parallel wires far apart are similar to magnets

4. What is electromagnetic induction?

5. How does the voltage of electricity change as it travels from the power plant to our homes?

_____ 6. In 1825 William Sturgeon proved that you could increase the power of an electromagnet by _____.

- A. covering the wires with cloth
- B. placing an iron bar inside a coil of wire
- C. attaching the wires to an iron bar
- D. placing the wires far apart

_____ 7. Electricity is produced only at hydroelectric power plants.

- A. true
- B. false

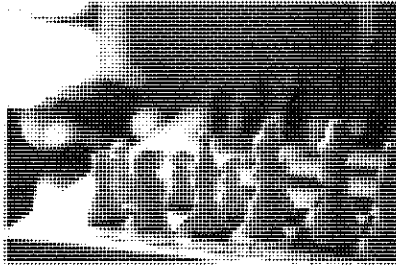
Name _____
Thursday, March 19



Checkmate

By Jane Runyon

Have you ever read stories about King Arthur and his Knights of the Round Table? Does living in that time period sound exciting to you? Do you know what life was like at that time? Chess is a game that can give you an idea about life centuries ago.



Chess was actually played first in China, India, and Persia. Historians aren't quite sure where the game began. Chess can be tracked back to the eighth century. The Moors invaded Persia at that time. The Persians taught their conquerors the game. The Moors later invaded Spain. They took the game of chess with them. From Spain, it spread all over Europe.

It was the Europeans who gave the pieces in chess the names we know today. They took the game that the Moors had given them and made it their own. They used the names they gave to the pieces to show the way they lived. The lives of early Europeans were very structured. There were different classes in European society. Some classes were at the top of the ranking. They were privileged in many areas of life. There were also the very low classes. They were expected to do all the work for the upper classes. Their lives were not worth much to the privileged classes.

Let's take a look at the pieces used in chess. Maybe that will help you to see how their lives were lived. There are more pawns on a chess board than any other piece. The pawns represented the laborers who were called serfs. Serfs were considered to be the property of the rich land owners. Their lives were very hard. The masters worked them to death sometimes. They could be traded or sold to other landowners. Many lost their lives for the landowner's comfort. In chess, the pawn can be sacrificed to protect the king and queen.

Chess has a castle for each opponent. This castle is called a rook. It represents the home of the king and queen.

The finest soldiers in medieval times were called knights. They protected the king and queen. In chess, you will find two knights on each side. Knights are more important than the pawns in a chess game as they were in real life. Knights are often sacrificed in a chess game much like the pawns. The knight is represented by a horse in most chess sets.

The church of medieval times is represented on the chess board by a bishop. The church was very important in those days. Each player begins a chess game with two bishops. The mitered hat of a bishop is the feature of the chess piece.

Women are represented on a chess board by only one piece. She is the queen. There may be only one queen, but she is the most powerful piece on the board. It is often said that in medieval times that the queen was the power behind the throne. It may have looked like the king was making all of the decisions. The queen often had the king's ear. She let her feelings be known through him. In many cases, the queen was so good at what she did, the king never realized that his wife was really ruling the kingdom.

The queen may be the most powerful chess piece, but the king is the most important. It is also the tallest chess piece. It is the job of every other chess piece to protect the king at all costs. That is just exactly how life went in medieval days. Common people, soldiers, and the church sacrificed themselves to keep the kingdom from being conquered. Chess pieces all work together to protect their royal family. If the king is defeated, the whole kingdom is lost.

A chess game is set up to show the struggle between two kingdoms to keep from being conquered. Early Europeans used their skills of strategy and decision making to wage imaginary wars on the chess board. Playing chess today takes the use of those same skills. The next time you play, try to imagine that it is your kingdom you are protecting. Look at each of the pieces as part of your kingdom.

Name _____
Thursday, March 19



Checkmate

Questions

- _____ 1. Chess has been played for centuries.
A. True
B. False
- _____ 2. What is the most important piece on a chess board?
A. King
B. Bishop
C. Knight
D. Queen
- _____ 3. What group of people brought chess to Europe?
A. Moors
B. Chinese
C. Indians
D. Persians
4. How do chess pieces show what kind of people lived long ago?

5. What skills are important to anyone playing chess?

- _____ 6. What does the chess piece representing the knight look like?
A. A helmet
B. A horse
C. A castle
D. A suit of armor
- _____ 7. What is another name for the castle?
A. Home
B. Bishop
C. Rook
D. Pawn
- _____ 8. What piece represents the church?
A. Bishop
B. Rook
C. Knight
D. King
- _____ 9. Which of the following is an idiom?
A. The queen often had the king's ear.
B. The finest soldiers in medieval times were called knights.
C. Some classes were at the top of the ranking.
D. The pawn can be sacrificed to protect the king and queen.
- _____ 10. Find an example of personification from the story.
A. It was the Europeans who gave the pieces in chess the names we know today.
B. Chess is a game that can give you an idea about life centuries ago.
C. The church was very important in those days.
D. Chess pieces all work together to protect their royal family.

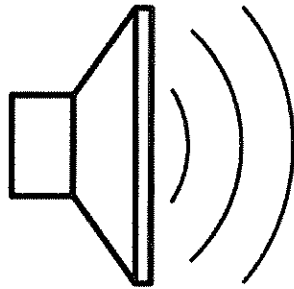
Name _____
Friday, March 20



There's a Magnet in My Speaker

By Kathleen W. Redman

Magnets have many uses. Some of them are very obvious. Magnets can hold paper to a refrigerator. Magnets on a purse or a laptop computer can hold them shut. A magnet on the end of a string can help recover a dropped tool or key. There are many places magnets aren't obvious. Did you know there are magnets in cars? Did you know magnets are used in your television? They are used in speakers and microwave ovens. Magnets are everywhere!



Magnets are a very important part of speakers. The speakers in your computer, television, and headphones have magnets in them. Without magnets, they wouldn't work at all.

Speakers have only a few parts. There's the cone, the voice coil, and a magnet. The cone is the part of the speaker where the sound comes from. Many cones are made of paper or plastic. Some are made of metal. They look like really wide, flat ice cream cones.

The voice coil is attached to the center of the cone. The voice coil is wrapped up wire. The wire is formed into a cylinder. This cylinder of wire fits into a round gap in the magnet. In some speakers, the magnet is big and heavy. In other speakers, like the ones in headphones, the magnet is tiny.

The coil inside the magnet has alternating current running through it. Sound reaches the coil as electricity. The coil acts as an electromagnet and pulls itself up or pushes itself down in response to the magnet inside the speaker. Its motion moves the cone of the speaker.

When the cone of the speaker moves, it creates sound waves in the air in front of it. The sound waves travel through the air to your ears, and you hear the music!

If there were no magnets in the speakers, the electricity wouldn't cause the voice coil to vibrate. If the voice coil didn't vibrate, the cone wouldn't move. If the cone didn't move, there would be no sound from the speaker. That's why a speaker is one of the many places you'll find a magnet!

There's a Magnet in My Speaker

Questions

1. The main purpose the writer has for this article is to:
 - A. persuade the reader to buy one brand of speaker
 - B. inform the reader about why speakers have magnets in them
 - C. describe to the reader the many different kinds of magnets that exist
 - D. entertain the reader
2. Which sentence in paragraph 1 is hyperbole?
 - A. Magnets can hold a purse or a laptop computer shut.
 - B. Magnets have many uses.
 - C. Magnets are everywhere!
 - D. Magnets can hold paper to a refrigerator.
3. Name three parts of a speaker.

4. Sound reaches the voice coil as _____.
 - A. electricity
 - B. noise
 - C. Morse code
 - D. garbled speech

Name _____



Date _____
(Answer ID # 0209193)

Alphabetical Order

Write each set of words in alphabetical order.

1. rooster 1. _____ range 2. _____ rub 3. _____	2. clover 1. _____ cleanliness 2. _____ cry 3. _____
3. authorize 1. _____ final 2. _____ skim 3. _____	4. gentle 1. _____ trophy 2. _____ unpack 3. _____
5. tiring 1. _____ thirst 2. _____ trick 3. _____	6. cadet 1. _____ science 2. _____ insult 3. _____
7. stellar 1. _____ suspenseful 2. _____ slipper 3. _____	8. full 1. _____ bear 2. _____ grease 3. _____
9. hungry 1. _____ hazier 2. _____ hoard 3. _____	10. remember 1. _____ puzzle 2. _____ stepped 3. _____
11. junior 1. _____ jump 2. _____ journal 3. _____	12. fight 1. _____ mind 2. _____ stopping 3. _____

LESSON
2

Occupational Training

Jay is a skillful guitar player. His rock band is hired to play at local events every once in a while. He loves performing and looks forward to earning more money as a musician. Jay's dad is very proud of his son's accomplishments. But he warns Jay that he needs a reliable source of income.

"You need a vocation," he tells his son. "Find a career you can depend on for a steady paycheck."

Jay doesn't know how to find a vocation. He mentions his problem to his uncle, Cody. Cody is an EMT (emergency medical technician). He had learned his job in vocational courses at the local community college. He tells Jay about the interesting training he'd received. He was thrilled to actually be able to save people's lives!

Cody's best friend, Eduardo, took auto shop in high school. Then he went on to learn engine rebuilding at a state vocational education program. Eduardo is now a well-paid mechanic at Al's Auto Clinic. Eduardo's girlfriend, Angie, is a hairstylist. She learned her vocation at a private academy she found advertised in the paper and on TV.

Jay was beginning to get the picture. He realized that even Jamal—who used to be his band's back-up drummer—had a vocation. Jamal had always liked the idea of driving big rigs. When he looked in the yellow pages, he found the name and phone number of a private

Colleges, Trade and Vocational Schools, Careers, Scholarships and Financial Aid Database

OVERVIEW

[HOME PAGE](#) / [SEARCH TIPS](#) / [DEFINITIONS](#) / [ADVERTISE YOUR SCHOOL OR COLLEGE](#) / [ADVERTISE YOUR BUSINESS](#) / [LINK TO US](#)

CAREER OFFERINGS AT COLLEGES, UNIVERSITIES, AND VOCATIONAL SCHOOLS

A searchable database of 900+ career fields, 6000+ vocational schools, colleges, and universities with their addresses and phone numbers, links to scholarships, sources of loans, financial aid, and advice.

Your **first step** is to choose a *General Career Field* from the scrolling list below. You can be more specific later in your search.

AGRICULTURE ARCHITECTURE & PLANNING BUSINESS ADMIN. & MGMT. COMMUNICATIONS COMPUTER & INFO. SCIENCES CONSERVATION/NAT. RESOURCES CULTURAL AREA STUDIES EDUCATION ENGINEERING ENGLISH LANGUAGE/LITERATURE FOREIGN LANGUAGES HEALTH PROFESSIONS HOME ECONOMICS	LAW & LEGAL STUDIES LIBERAL ARTS & SCIENCES LIBRARY SCIENCE MARKETING & DISTRIBUTION MATHEMATICS MECHANICS & REPAIRERS PARKS, RECREATION & FITNESS PROTECTIVE SERVICES PUBLIC ADMIN. & SERVICES TRADES, CONSTRUCTION TRANSPORTATION & OPERATORS VISUAL & PERFORMING ARTS MISCELLANEOUS PROFESSIONS
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<http://overview.com/colleges/> **Select your General Career Field**

training school for truck drivers. He used his savings to learn how to drive 18-wheelers. Now he's a well-paid, long-haul driver, moving freight between Kansas City and Chicago.

Since most vocations require a high school diploma, graduation will be Jay's first step. At school, he talks to a guidance counselor about vocational opportunities. He finds out that the county school system works closely with local businesses. Together, they offer many vocational classes for jobs such as veterinary assistant, office management, computer repair, Web design, graphics technology, retail merchandising (selling), video production—even medical jobs.

Jay will consider all of his choices and target the career that suits him best. Now his goal is to be good at *two* things—being a top guitarist *and* learning how to do an interesting job that provides a steady paycheck.

► **Thinking It Over**

1. To find out about various vocations,
 - a. talk to a guidance counselor.
 - b. look at vacation guides.
 - c. play the guitar.
2. The yellow pages may list
 - a. your friends' addresses.
 - b. the names and numbers of vocational schools.
 - c. the amounts of paychecks.
3. Private vocational schools
 - a. cost very little money.
 - b. advertise in the paper.
 - c. don't allow girls.
4. Vocational courses are taught in places such as
 - a. community colleges and trade schools.
 - b. stores and malls.
 - c. churches and elementary schools.

► **Key Vocabulary**

1. A *vocation* is a
 - a. career.
 - b. vacation.
 - c. community.
2. To *work for a living* is to
 - a. rest.
 - b. earn.
 - c. ask.

3. *Reliable* income is pay that you
 - a. can depend on.
 - b. get once in a while.
 - c. don't really need.
4. An *academy* is the same thing as
 - a. an advertisement.
 - b. a school.
 - c. a counselor.

► **Noting Details:** Draw a line to match each person with his or her vocation.

- | | |
|------------|-----------------|
| 1. Eduardo | a. truck driver |
| 2. Angie | b. EMT |
| 3. Cody | c. mechanic |
| 4. Jamal | d. hairstylist |

► **Everyday Math**

Cody makes \$15 an hour as an EMT. Jay plays his guitar for tips at a local restaurant. In the first hour, he gets five one-dollar bills in his tip jar. About how long will it take Jay to earn as much as Cody earns in one hour? _____ hours

► **On Your Own**

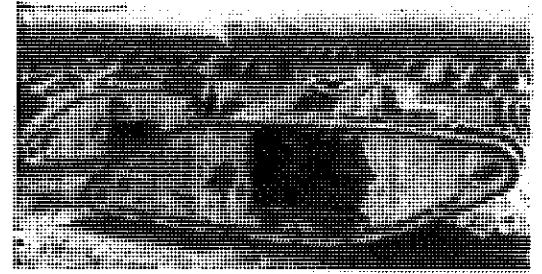
A *rewarding* job gives you both satisfaction and income. Name a vocation that would be interesting and rewarding for *you*. Then tell what kind of training you would need to pursue that vocation.

Name: _____

edHelper

Thanks for the Tanks

There were no tanks used in war before World War I. After all, motorized vehicles had not been invented that long ago. Up until 1916, if an army wanted to protect one of its vehicles, they would take pieces of reinforced steel and place them on the vehicle to keep bullets from penetrating them. In other words, they tried to make a bullet proof car. This plan worked, up to a point. The armored cars could only travel on cleared roads. If any fighting was taking place off the road, the cars could not reach the action. All this changed on September 15, 1916. It was at this time that the British introduced tanks to battle.



The British waited until 1916 to place the tank into battle for several reasons. First and foremost was the fact that they wanted to make sure the idea of an armored, off road vehicle would even work. They didn't want to spend all the money it would take to produce such a vehicle if it wasn't going to work. By 1916, the pressure was on them to come up with some idea that would make winning battles easier. They were not having much luck at Sommes. They needed something to motivate their troops to press forward. On September 16, the first tank was sent into battle. Its treaded tracks took it across country and straight into enemy territory. The German bullets bounced off the sides of the tank. **Infantry** soldiers followed the tank. They were able to capture a German trench without much trouble. Soon afterward, a German **artillery** shell found its mark. The shell put the tank out of commission. Six tanks in all were sent out on that first mission. Three of the tanks got bogged down in the mud. Another of the tanks had a mechanical breakdown. Only two of the tanks were able to support the infantry drive forward. Many considered success of the tanks as only partial. They had managed to scare the Germans a great deal.

The pros and cons of tank use were assessed after this battle. Drivers complained that the slits in the front they used to see from were too small. It was hard to see where they were going. They complained that they were very large targets for the enemy to shoot at. They also worried that the exhaust from the tank was extremely hot and could possibly set the fuel tank on fire. Finally, they felt that the treads were not able to get through the mud very easily. The mud got stuck in the treads and made the tank hard to maneuver. These were all problems that could be dealt with and improved.

The French did not place tanks into battle until April of 1917. They had worse results than the British. The French tanks were not able to cross the trenches used by the Germans. The inside of the tank became so hot that the drivers could not safely operate them. Worst of all, the Germans had an armor piercing bullet that went right through the sides of the tank.

By November of 1917, most of the problems with the tanks had been solved. At the battle of Cambrai, the British used 400 tanks to break through the German lines. Battle went well for the British until the tanks ran out

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of gas and could not continue. A week later, the Germans were able to take back all of the territory the British had gained in their attack. There was still a lot of improvement that needed to be made in the tank, but its use in World War I was a very good beginning.

Did you ever wonder how the tank got its name? To keep the Germans from knowing what the British were planning, pieces of the vehicles were manufactured and then shipped to battle in crates labeled "tanks." They thought that if there were any spies who saw the crates, they would think the boxes carried tanks for fuel or water. The name stuck.

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Questions

- _____ 1. Tanks were used from the very beginning of World War I.
- A. True
 - B. False

- _____ 2. Which country was the first to use the tank in World War I?
- A. Germany
 - B. United States
 - C. Great Britain
 - D. France

3. Why was a tank better for battle than an armored car?

4. What were some of the complaints the drivers had about the first tanks?

- _____ 5. The British believed their first use of tanks was a complete success.
- A. False
 - B. True

- _____ 6. Who followed the tanks into battle?
- A. Infantrymen
 - B. Artillerymen
 - C. Tank drivers
 - D. Cavalry