Pandemic Preparedness Action Plan

Home Academic Resources

Christina School District Families;

As the global outbreak of the Coronavirus (COVID-19) continues to evolve, the Christina School District, working with other districts in Delaware, as well as the Division of Public Health, is taking steps to prepare for the possibility of transmission to our community. As part of the Christina School District’s Pandemic Preparedness Action Plan we are providing the following academic resources in the event of an extended school closure.

The attached resources are meant to provide students with an opportunity to practice previously learned skills while schools are closed. These resources are also available on our website www.christinak12.org for downloading and printing. We ask that your child practice their skills by working on these resources daily. Students should complete the packet to the best of their ability. Students should work at their own pace and can receive support from family members. If students reach a point of frustration, please stop and move on. We also encourage our students to read daily for a minimum of 30 minutes per day. Completion of these activities will help maintain your child’s academic progress until school reopens. Please stay tuned to the Christina School District website for the most recent news and announcements regarding potential school closures.
Variation of Traits
by ReadWorks

When two organisms create a third organism through reproduction, a number of variables come into play. It's a sort of complex lottery in which the third organism—the offspring of the first two—inherits a combination of the parent organisms' genetic material. The possible variations inherent in recombining the parents' DNA are very, very broad and infinitely larger than the pool of entries in the state lotto jackpot! That's why we get so much variation even within the population of a particular sexually reproducing species.

Each new organism receives two of each chromosome, and within those chromosomes, two versions of each parents' set of genes. These genes contain instructions for protein production within the body of the offspring, and the way those proteins are prescribed determines the traits of the offspring. So, although your unique collection of traits, the combination of characteristics, physical and otherwise, that make you uniquely yourself are originally the product of chance, there are machinations going on behind the scenes to which every freckle, hair and character trait can be traced.

Personality traits are another story altogether. When we think about how our personalities are formed,
inher
dit

Definition
verb
1. to receive from a person who has died.

James inherited land and money from his grandfather.

Advanced Definition
transitive verb
1. to receive (money, property, or the like) through a will made by, or legal succession to, a person who has died; be heir to.

I inherited this watch from my uncle.

She inherited several million dollars upon her father's death.

2. to receive (a characteristic) by genetic transmission through a parent.

He inherited the disease from his father.

She inherited her blue eyes from her mother's side of the family.

3. to receive (something) from or as if from a predecessor.

She inherited the previous tenant's dreadful wallpaper.

The new president inherited the problems that arose under the former administration.

intransitive verb
1. to receive property or succeed to a position or title as an heir, or have the right to do so.

He inherits when he becomes twenty.

2. to receive characteristics, authority, duties, or the like from a forebear or predecessor.

Spanish cognate
heredar: The Spanish word heredar means inherit.
reproduction

Advanced Definition

noun

1. the act or process of reproducing or state of being reproduced.
2. a copy or duplication, as of a document or work of art.
3. the process by which new plants or animals of the same kind are created.

Reproduction is necessary for a species to survive.

Spanish cognate

reproducción: The Spanish word reproducción means reproduction.

These are some examples of how the word or forms of the word are used:

1. The populations were small and perhaps most importantly, isolated from mainland South America. This allowed sexual reproduction and individual cases of mutation to introduce advantageous traits and disadvantageous traits that would not be diffused across a very large population.

2. As the bee flies around looking for even more nectar, it distributes pollen along its flight pattern, almost accidentally, and ensures that the pollen from the first plant is distributed to the second plant, thereby acting as a middleman in flower reproduction.

3. Two scientists, who conducted research on the impact of bumblebee loss on plant reproduction, found that when a particular species of bumblebee was removed from the pool of pollinators, other bees did not completely take over the pollinating duties.

4. When two organisms—in this case, those organisms would be Alice and Jake’s parents: Pete and Rachel—create a third organism through reproduction, many variables come into play. It’s a complex lottery in which an offspring of the first two organisms inherits a combination of their genetic material.

5. Our Earth is alive with organisms carrying through their life cycle of birth, reproduction and death. All plants, animals and other living things reproduce, resulting in new offspring or organisms. Sometimes this reproduction is unassisted, such as within bacteria, and sometimes it requires the assistance of others.
1. What determines the traits of offspring?
   A. food sources that have been genetically engineered
   B. literary metaphors and exciting connotations
   C. the pool of entries in the state lotto jackpot
   D. genes received from the offspring's parents

2. Mutation in the genes of an organism is a cause. What is a possible effect?
   A. The organism is less likely to be studied by scientists.
   B. The organism is more likely to find a sexual partner identical to it.
   C. The organism is more likely to resemble its parents.
   D. The organism is more likely to survive and procreate.

3. Reproduction is "a sort of complex lottery in which the third organism-the offspring of the first two-inherits a combination of the parent organisms' genetic material."
   What evidence from the passage supports this statement?
   A. "The likeliest candidate to be coded for red hair is offspring with two red-headed parents."
   B. "It would be very, very unlikely for two parents with identically coded chromosomes to sexually reproduce."
   C. 'Mutant and mutation have exciting, exotic connotations to us, but actually, mutation is simply a necessary part of a species' evolution."
   D. "Human interference in genetic coding is a pretty common practice these days."

4. What is a difference between physical traits and personality traits?
   A. Physical traits are mainly determined by a person's environment; personality traits are determined by both a person's genes and environment.
   B. Physical traits are mainly determined by a person's genes; personality traits are determined by both a person's genes and environment.
   C. Physical traits are mainly determined by a person's genes and environment; personality traits not determined by either a person's genes or environment.
   D. Physical traits are mainly determined by a person's genes; personality traits are determined by genetically engineered food that a person eats.
Human Microbiome: The Role of Microbes in Human Health

by American Museum of Natural History
This article is provided courtesy of the American Museum of Natural History.

You Are an Ecosystem

An ecosystem is a community of living things that interact with each other and with the non-living things in their physical environment. Forests, lakes, and caves are ecosystems. Each contains a unique mix of living components, like plants and animals, and non-living ones, like air, sunlight, rocks, and water. The human body is also an ecosystem. We are home to thousands of kinds of bacteria, viruses, fungi, and other microscopic organisms, which number in the trillions. These organisms are called microbes. Together they form communities that make up the human microbiome. Like fingerprints, no two human microbiomes are the same. That makes each person not just an ecosystem, but a unique ecosystem.

Photo Credit: AMNH

The human body is an ecosystem. We are home to trillions of microbes.

Microbes first appeared over 3.5 billion years ago, making them the oldest form of life on Earth. Over the past six million years, humans and microbes have coevolved to form complex relationships. Humans need a microbiome to stay healthy, and the microbiome needs environments provided by the human body in order to survive.

Just like larger organisms, the species that make up a microbiome interact with each other and rely on these interactions to thrive. Different species live in different places in and on our bodies, and are adapted to these environmental conditions.

Scientists are studying how these microorganisms work in our bodies, and learning about the balance among different bacterial communities. Products like antibacterial hand sanitizers can wipe out all bacteria on a patch of skin, good and bad alike. Antibiotic drugs also destroy helpful bacteria along with their targets. Fungi evolved the ability to produce anti-bacterial chemicals as they competed with...
In the mid-1980's, internist Barry J. Marshall infected himself with the corkscrew-shaped bacterium *Helicobacter pylori*. This earned him not only the nickname "guinea-pig doctor" but also the Nobel Prize, which he shared in 2005 with pathologist J. Robin Warren for their discovery that this common organism was a pathogen. *H. pylori* caused gastritis (irritation or inflammation of the stomach lining) and peptic ulcers, diseases long thought to be caused by excess acid resulting from stress. Treatment with antibiotics led to the near-eradication of stomach ulcers in developed countries, as well as to a drop in stomach cancers, for which gastritis is a risk factor. But as welcome as these cures are, researchers now think *H. pylori* also serves a positive role in human health. New diseases related to the loss of *H. pylori* are on the rise. Studies strongly suggest that it is essential to the prevention of asthma, allergies, gastroesophageal reflux disease, and esophageal cancer.

**Look, Ma, No Cavities!**

Who isn't familiar with the dreaded strep throat? An extremely painful inflammation of the back of the throat, it's caused by the bacterium *Streptococcus pyogenes*, which gave strep throat its name. The same bacterium causes rheumatic heart disease. But there are more than 50 recognized species of *Streptococcus*, many regularly found in the human mouth, respiratory tract, and other organs. Some, like *S. pyogenes*, are proven pathogens, causing conditions that range from cavities (*S. mutans*) to pneumonia.

(*S. pneumonia*). But others seem to do no harm, and may even work against troublesome strains of fellow *Streptococci*. *Streptococcus salivarius*, for example, which is found in the human mouth and respiratory tract, can be dangerous to people with weakened immune systems if it escapes outside the oral cavity. But in the mouth it appears to help prevent both gum disease and tooth decay.
1. What is the human microbiome?
   
   A. all of the communities of microbes in and on the human body
   B. a drug that destroys helpful bacteria along with harmful bacteria
   C. a species of bacteria that helps protect humans against asthma
   D. a group of people in developed countries who are infected with Helicobacter pylori

2. To organize this text, the author divides it into sections with subheadings. What contrast does the author make in the section with the subheading "Look, Ma, No Cavities!"?
   
   A. The author contrasts the harmful effects of Helicobacter pylori with the positive role it may play in human health.
   B. The author contrasts the number of bacteria on our skin with the number of bacteria in our colon.
   C. The author contrasts harmful species of Streptococcus with a species of Streptococcus that can be helpful.
   D. The author contrasts the effects of Bacteroides inside the colon with the effects of Bacteroides outside the colon.

3. Some species of bacteria benefit humans.
   
   What information in the text supports this statement?
   
   A. S. mutans is a bacterium that causes cavities, and S. pneumonia is a bacterium that causes pneumonia.
   B. Fungi evolved the ability to produce anti-bacterial chemicals as they competed with bacteria over millions of years.
   C. The bacterium Streptococcus pyogenes causes strep throat and rheumatic heart disease.
   D. Species of bacteria belonging to the genus Bacteroides help the human body digest food.
7. Read this sentence from the text.

"In fact, the microbiome is so important that it is like an additional organ—a part of the body that serves a vital function, like the skin or kidneys."

What word or phrase could replace the second "like" in this sentence without changing the sentence's meaning?

A. instead  
B. such as  
C. except  
D. later on

8. What is a species of bacteria that causes disease?

9. What is a species of bacteria in your body that helps protect you? Support your answer with evidence from the text.
Radiation: What You Need to Know
by Kathiann M. Kowalski

Nuclear radiation can affect our health—for better or worse.

You might not know exactly how to describe it, but chances are good that you know the word *radiation* can have two very different connotations. On the one hand, radiation exposure was one of the most feared consequences after an earthquake and a tsunami dam-sequence damaged a nuclear reactor in Japan earlier this year. On the other hand, radiation may have helped someone you know fight a disease such as cancer. How can one word have such different meanings?

![Image of a medical machine](iStock)

All Around Us

Radioactive materials give off invisible atomic particles or energy called nuclear radiation. "Radiation is always around us," notes Dr. Ritsuko Komaki, a professor of radiation oncology at the MD Anderson Cancer Center in Houston.

Very high exposures to nuclear radiation can cause sickness and, in the worst cases, death. But most radiation around us isn’t something to worry about. Some normal amounts of nuclear radiation come from the sun, along with the sun’s heat, visible light, ultraviolet rays, and more. Tiny bits of nuclear radiation are in soil too. "Usually it's a very low dose, and it's not harmful," says Komaki.
In addition to making people sick right away, too much radiation can damage cells and raise a person's risk of developing cancer later in life. In 1986, a nuclear power plant exploded in Chernobyl, Ukraine. Years later, thyroid cancer rates rose among young adults nearby. (The thyroid gland helps control the body's energy levels and other functions.) The young people had grown up drinking milk from cows that ate contaminated grass.

Authorities are checking radiation levels in various foods and water to prevent similar problems in Japan. The U.S. Food and Drug Administration (FDA) is also monitoring foods coming from Japan to the United States. While scientists found slightly higher radiation on the West Coast after the Fukushima accident, amounts were way below danger levels. "The Fukushima event really poses no risk to people in the United States," says Weinstock.

On the Plus Side

Nuclear radiation can help us get-and stay-healthy too. A special type of radiation is used to treat some meats, fruits, and vegetables to kill bacteria that can make people sick, for instance.

In the same way that nuclear radiation's energy can kill some of the body's cells, it can also be used to kill cancerous tumors. "We are just targeting the cancer cells and protecting normal tissue surrounding the cancer," explains Komaki, who primarily researches lung cancer. According to the National Cancer Institute, approximately half of all cancer patients receive some form of radiation therapy as part of their treatment.

Some forms of nuclear radiation can help doctors track down health problems in the first place. Torso X-rays and computed tomography (CT) scans use nuclear radiation to see inside the body. The benefits from being able to find health problems generally outweigh any tiny risks from exposure to radiation, but some accidents have happened. As a result, the FDA wants medical scanning equipment to have even more safeguards than it does now. Either way, experts say it's a good idea to limit your exposure to nuclear radiation even when it's part of a medical test. Always ask why any scan is necessary, especially if you think you have had that same test recently. "If there's no justifiable
No, Your Food Won't Glow

Treating some types of meat and produce with one type of nuclear radiation can prevent disease. The process, called food irradiation, uses "enough to destroy the bacteria, but not enough to destroy the quality or the nutritional content of the food," explains food scientist Christine Bruhn at the University of California, Davis. It doesn't make food radioactive-just as an X-ray won't make you radioactive.

Nonetheless, critics worry about possible accidents at processing plants. Detractors also say irradiation benefits farmers more than consumers. In their view, farms should avoid overcrowding in the first place-crowded conditions crowding on factory farms, they assert, stress animals and promote the types of disease that irradiation is then used to destroy.

In any case, bacteria can still contaminate food after irradiation. The best way to prevent foodborne illness, whether the food has been treated born with irradiation or not? Practice safe food handling at home.
exposure

Definition

noun
1. the condition of being open to weather or to a substance.

_The exposure of your skin to the sun can cause it to burn._

_Wear gloves to protect yourself against exposure to this chemical._

Advanced Definition

noun
1. the act or process of exposing.
2. a revealing, as of a secret, private, or illicit matter.
3. the fact of being open or exposed to the forces of nature.

_The climber was suffering from exposure._

4. the act of exposing photographic film to light, or the duration of such exposing.
5. placement or location in reference to sun, wind, or compass direction.

_The porch has a northern exposure._

Spanish cognate

exposición: The Spanish word _exposición_ means exposure.

These are some examples of how the word or forms of the word are used:

1. There were plenty of ranch hands in the area who needed work, but Bucky Greerson felt city kids could benefit from an _exposure_ to country life.

2. _Exposure_ to nature has been shown to lower stress levels and ease symptoms of attention deficit disorder.

3. The air made people very sick. Thousands more died years after the bombs were dropped because of the _exposure_ to these harmful, cancer-causing chemicals.

4. The birds were nearly wiped out in the 1960s from _exposure_ to a pesticide called DDT. A pesticide is a chemical designed to kill insects and other pests that damage plants and crops.

5. "The sun _exposure_ you get before you are 18 years old plays a big role in the health of your skin later in life," says Skolnik. Exposing your skin to the sun (or a tanning bed) without protection can age skin early, and may also lead to skin cancer.
have helped someone you know fight a disease such as cancer.

4. In recent years, Costantino has been focusing on a new challenge: nasopharyngeal cancer (NPC). NPC is a cancer that grows in the nasopharynx, the uppermost region of the throat, where the nasal cavities open into it. In the United States, NPC is relatively rare, occurring in just seven of every 1 million Americans. NPC has a strong genetic component, explains Costantino, which is why the cancer is more common in Southeast Asia and among immigrant families from that region. In most cases, NPC can be treated successfully with radiation, destroying the cancerous cells with a beam of high-energy particles.

5. The IceCube scientists aren't focusing on neutrinos that emerge from those sources. They're hunting for neutrinos from distant, violent events such as supernovas or gamma-ray bursts. A supernova is the death explosion of a massive star. A gamma-ray burst is a giant explosion that releases a blast of high-frequency electromagnetic radiation. Gamma-ray bursts occur once or twice a day somewhere in the universe.
5. This passage deals primarily with
   A. the ways that radiation can kill bacteria that may be present in foods
   B. the effects, both positive and negative, that radiation can have
   C. the fact that too much radiation can be harmful for our health, even causing cancer or death
   D. why we should be careful about and try to minimize our exposure to radiation

6. How does radiation help doctors identify health problems in patients?

7. Why do you think the accident at Fukushima has "heightened fears about radiation"?

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

   The author describes both the negative and positive sides of radiation _____ people understand all sides of the issue.
   A. so
   B. but
   C. before
   D. because
The Bill of Rights in a Changing America

By Ben Silvnick
2018

In this informational text, Ben Silvnick discusses the first ten amendments of the United States Constitution. Known as the Bill of Rights, the Supreme Court often refers to these amendments to make decisions today.

[1] It was December 1965, nine years into the United States' involvement in the Vietnam War. John and Mary Beth Tinker and their friend Chris Eckhardt walked into their schools in Des Moines, Iowa, wearing black armbands to protest this bloody conflict.

The students were promptly suspended. Just as promptly, their parents sued the school district.

A judge's initial decision lifted the suspension, siding with the students. An appeals court reversed this decision. Ultimately, the U.S. Supreme Court, which has final say on interpreting the Constitution and all federal legal matters, ruled that the students should be allowed to express their political opinions at school, as long as they do not interfere with learning.

John, Chris, and Mary Beth's actions were found to be symbolic speech, constitutionally protected under the First Amendment, the first of ten which make up the Bill of Rights. These are a set of ideals meant to ensure basic human liberties for all U.S. citizens.

[5] How did the Supreme Court get the idea that students should be allowed to protest at schools from the 45 words of the First Amendment? Well, they weren't always interpreted that way. The way that the Bill of Rights has been viewed has changed over the years, but the words themselves stay the same. By interpreting and reinterpreting the words of the Constitution and Bill of Rights, our courts are able to use the guiding principles of these ancient documents to make decisions in a modern world.

The History of The Bill of Rights

On Sept. 17, 1787, the U.S. Constitution was submitted to be signed and ratified. After four sweaty summer months spent drafting and debating, representatives from states left the Philadelphia Convention with a vision for how the country's government would act.

1. to make something officially valid
Leading up to 1969’s Tinker vs. Des Moines decision, the court read the amendment in a number of ways that restricted speech. For instance, after a man falsely yelled “fire!” in a crowded movie theater, it ruled that any speech that incites “imminent lawless action” was not protected by the First Amendment.

The Court shaped our understanding of the text to mean that you have freedom of speech as long as the speech doesn’t endanger others. In that same vein, the Court later ruled that threats and “fighting words,” intended to provoke a physical or verbal confrontation, were not protected by its understanding of the First Amendment’s text.

Could political speech be a form of “fighting words”? In the Tinker case, the court clarified this ambiguity. In considering the precedent, Tinker v. Des Moines interpreted the First Amendment to protect political speech — even for students, as long as their speech did not “materially and substantially interfere with the requirements of appropriate discipline in the operation of the school.”

“It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate,” Justice Abe Fortas wrote, explaining the decision.

But after Tinker, further questions remained unanswered. Can students say anything at school? Once again, the Supreme Court would have to step in to interpret the words of the First Amendment and clarify.

In the 1986 court case Bethel School District v. Fraser, the court answered this question with a clear no. A public school student sued after being suspended for giving a speech at a school assembly including lewd and graphic content. The court ruled that the school had not “abridged” this student’s freedom of speech.

“The First Amendment does not prevent the school officials from determining that,” Justice Warren Burger wrote, “to permit such a vulgar and lewd speech such as [the] respondent’s would undermine the school’s basic educational mission.” Moreover, “It was perfectly appropriate for the school to make the point to pupils that vulgar speech and lewd conduct is wholly inconsistent with the ‘fundamental values’ of public school education.”

Other Amendments In Action

Other amendments, of course, are also open to the court’s interpretation. You read the quote from the Eighth Amendment, barring “cruel and unusual” punishments earlier. A 1966 case, Kent v. United States, decided that trying teenagers as adults in a court of law did not meet these standards, and later, in Stanford v. Kentucky, it upheld the possibility of capital punishment for older teens.

But in 2005, the court ruled that despite these precedents, it would indeed qualify as “cruel and unusual” to execute teenagers convicted of crimes. The court cited “evolving standards of decency” to support how the “cruel and unusual” clause was interpreted.

3. **Incite (verb):** to encourage or stir up bad behavior
4. **Ambiguity (noun):** the quality of being inexact
5. **Crude and offensive**
6. **the defendant in a lawsuit**
Text-Dependent Questions

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

1. PART A: Which statement identifies the central idea of the text?
   A. The Supreme Court interprets the Bill of Rights to protect and limit personal rights in a way that makes sense in modern day.
   B. When the Bill of Rights was first established, the rights protected for civilians were too far-reaching and required the Supreme Court to eventually limit them.
   C. The Bill of Rights has historical value, but it is too outdated for Supreme Court justices to refer directly to it in cases.
   D. The Supreme Court is responsible for altering the Bill of Rights in a way that doesn’t diminish the document but also makes it relevant today.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. "...a group known as the Anti-Federalists refused to sign onto the Constitution without assurances protecting their ‘natural rights,’ rights that they asserted were given to them by God, and which could not be violated by any government." (Paragraph 7)
   B. "The Third Amendment is less relevant to our modern lives. It says that the government cannot force you to house soldiers unless Congress passes a law in a time of war." (Paragraph 11)
   C. "At the time of its writing, the Bill of Rights was only intended to protect land-owning white males, but it nevertheless represented the broadest protections for citizens by any established Western government." (Paragraph 14)
   D. "Can students say anything at school? Once again, the Supreme Court would have to step in to interpret the words of the First Amendment and clarify." (Paragraph 21)

3. Which of the following describes how the author develops his analysis of the Bill of Rights?
   A. The author compares the original claims of the Bill of Rights with how we interpret the document today.
   B. The author explores different court cases in which the Bill of Rights needed to be reinterpreted to address modern day conflicts.
   C. The author emphasizes how outdated many of the amendments in the Constitution are and how the Supreme Court is attempting to modernize them.
   D. The author provides examples of how the Bill of Rights has protected citizens from having their rights violated by the government.

4. How does the author's discussion of Bethel School District v. Fraser contribute to the development of ideas in the text (Paragraphs 22-23)?
   A. It suggests that the results of the Tinker case didn't actually ensure the protection of students' free speech in school.
   B. It emphasizes the idea that the Supreme Court not only interprets the Bill of Rights to protect natural rights, but also to determine the extent of them.
   C. It shows how the Supreme Court's reinterpretations of the Bill of Rights primarily limit rights, rather than protect them.
   D. It highlights how confusing the Bill of Rights is, and how the Supreme Court is the only group of people qualified to interpret it.
Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the text, the author discusses how Supreme Court justices reinterpret the Constitution. Do you think that the original authors of the Constitution intended for it to be interpreted? What would happen if we considered the words of the Constitution as being unintended for interpretation? Do you think there are some amendments that the justices shouldn't be allowed to interpret?

2. In the text, the author discusses the first ten amendments to the U.S. Constitution. Are there certain rights that you think need protection in our modern time that you wish were part of that initial Bill of Rights? What are they? Why do you think they need to be protected?

3. In the text, the author discusses some of the ways the First Amendment has been interpreted. In the context of our current American society, what do you think the First Amendment should protect? Is there speech you think the First Amendment doesn't or shouldn't protect?
The Revolutionary Rise of Abolitionists
By USHistory.org
2016

The American Revolutionary War marked the moment that the thirteen colonies declared independence from Great Britain and formed the United States of America. However, this was not the only struggle taking place. Within the newly founded nation, disagreement had broken out on the ethics of keeping slaves. Abolitionists' fight to end slavery would eventually reach its height with the Civil War, dividing the nation by its opinions on slavery. As you read, take note of how the armed conflicts depicted in the text influence the public's opinion on slavery.

[1] When the Revolutionary War for American Independence from England broke out, the ideals of the new republic clashed with one of its foundational institutions: slavery. Life, liberty and the pursuit of happiness simply did not seem consistent with the practice of chattel slavery. How could a group of people feel so passionate about these unalienable rights, yet maintain the brutal practice of human bondage? Somehow slavery would manage to survive the revolutionary era, but great changes were brought to this peculiar institution nonetheless.

The world's first antislavery society was founded in 1775 by Quakers in Philadelphia, the year the Revolution began. By 1788, at least thirteen of these clubs were known to exist in the American colonies. Some Northern states banned slavery outright, and some provided for the gradual end of slavery. At any rate, the climate of the Revolution made the institution unacceptable in the minds of many Northerners, who did not rely on forced labor as part of the economic system. Northerners did not, however, go as far as to grant equal rights to freed blacks. Nonetheless, this ignited the philosophical debate that would be waged throughout the next century.

*Medical examination photo of Gordon* by Mathew Brady is in the public domain.

1. "Chattel slavery" is when an enslaved person is owned forever and whose direct descendants are automatically enslaved.
2. rights that cannot be taken away or denied
3. A "Quaker" is a member of the Religious Society of Friends, a Christian movement devoted to peaceful principles.
Abolitionists were always a minority, even on the eve of the Civil War. Their dogged\textsuperscript{14} determination to end human bondage was a struggle that persisted\textsuperscript{15} for decades. While mostly peaceful at first, abolitionists and their opponents began to trade violence as each side became more and more firmly rooted in its beliefs. Another seed of sectional conflict had been deeply planted in America's psyche.\textsuperscript{16}

\textit{The Revolutionary Rise of Abolitionists}, © 2016. CC BY 4.0. Reprinted with permission. All rights reserved.

\textbf{14. Dogged (adjective):} determined to do something, even if it is very difficult

\textbf{15. Persist (verb):} to continue to occur or exist beyond the usual, expected, or normal time

\textbf{16. the human soul, mind, or spirit}
Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the context of the text, how has America changed over time? How does the text show that views on slavery in America has changed over time? How do the various conflicts discussed in the text contribute to this shift in opinion? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

2. In the context of the text, what is good and how do we know it? How do the beliefs that America was built on contradict the practice of slavery? How did supporters of slavery attempt to defend the practice as acceptable? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

3. In the context of the text, how do people create change? What tactics did Abolitionists use to combat slavery? Which methods do you think were most successful and why? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.