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.

Grade Level: 6
The Distracted Teenage Brain

*Scientists discover that teens are easily distracted by behaviors that were once — but are no longer — rewarding*

By Alison Pearce Stevens 2014

When most people think of distraction, they think of loud music or television, but in 2014 psychologist Zachary Roper conducted a study that offered a different definition of distraction. The results show why young adults may seem impulsive and easily distracted.

[1] Teens have a reputation for making some not-so-smart decisions. Researchers have blamed those poor decisions on the immaturity of a teen's prefrontal cortex. That is the part of the brain involved in making plans and decisions. But scientists now find the answer may be simpler: the allure of rewards. Rewards, even small ones, entice teens more than they do adults.

And, perhaps surprisingly, teens tend to continue doing things they once found rewarding, even after the actual payoff is long gone. Both findings come from a new study by researchers at the University of Iowa in Iowa City.

Psychologist Zachary Roper and his team worked with two groups of volunteers: 13- to 16-year olds and 20- to 35-year-old adults. Each volunteer had to play a game of sorts. During a training phase, a computer displayed six circles, each a different color. The players had to find the red or green circle. These targets had either a horizontal or vertical line inside. The remaining circles had lines at other angles. When the participant found the correct target, they had to press one of two keys on a keyboard. One key would report they had found the vertical line. The other reported finding a horizontal line.

When a volunteer hit the right key, the screen flashed the amount of the reward they had earned. For some volunteers, green circles provided a large (10-cent) reward and red circles provided a small (2-cent) reward. For other volunteers, the amounts were reversed, with red circles worth more. All other colors had no reward.

[5] By the end of this training, volunteers had learned the value of each color. But they weren’t aware that they had, notes Iowa's Jatin Vaidya. When the scientists asked the players about the value of red versus green circles, both teens and adults had no awareness that a circle's color had any effect on how much they had earned during any given trial.

1. Allure (noun): attraction, appeal
After this training ended, it was time to begin testing in earnest. The scientists informed the volunteers they had a new target. Each had to report the orientation of the line inside a blue diamond. Again, groups of six symbols appeared on a computer screen. Only one was a diamond. The other five were still circles. In some trials, one of those circles was red or green. In other trials, there were no red or green circles.

The recruits were told to answer as quickly as possible. And for this phase of the experiment, no additional money would be earned.

The researchers now measured how long it took people to find the diamond and record their answers.

When no red or green circles were among the onscreen options, both adults and teens responded quickly. But when a red or green circle showed up, both groups initially took a bit longer. Adults, though, quickly stopped paying attention to the colored circles. Their response times sped up.

[10] Teens reacted differently. They took longer to respond whenever a red or green circle showed up. Their response times never sped up. Their attention still was drawn to the previously valued circles — even though the shapes no longer brought any reward. Clearly, the red and green circles were distracting teens from their objective.

Roper’s team reported the findings September 10 in Psychological Science.

“The study demonstrates that the attention of adolescents is especially drawn to rewarding information,” says Brian Anderson. A psychologist at Johns Hopkins University in Baltimore, Md., he was not involved with the study. These data may help explain why teens engage in risky behavior, he says.

Some behaviors, such as texting or using social media, trigger the brain’s reward system. Once the teenage brain has linked a behavior to that reward, it continues to seek the reward again and again. That’s why teens are likely to opt for the reward of social media when they should be studying. Or why they respond to texts while driving.

How can someone overcome their brain’s attempts to distract? Vaidya suggests physically removing distractions whenever possible. Shut down the phone when driving or disconnect from Wi-Fi while doing homework. When distractions are not readily available, it will be easier to focus attention on the things that matter most. Like arriving home safely.

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2. The phrase “in earnest” means that someone is sincere or passionate in their convictions.
3. direction, as in vertical or horizontal
4. An adolescent is a young person who is in the transitional stage from a child into an adult.
Text-Dependent Questions

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

1. PART A: Which of the following statements best expresses the central idea of the article?
   A. Teenagers' brains are more easily distracted because they use social media and text while driving more often than adults.
   B. Teenagers are more likely than adults to take risks for money based on a study in Iowa City.
   C. Teenagers are more prone to distraction because they are more attracted to or focused on potential rewards.
   D. Teenagers often do not realize why they want rewards because their brains are still developing.

2. PART B: Which of the following quotes best supports the answer to Part A?
   A. “For some volunteers, green circles provided a large (10-cent) reward and red circles provided a small (2-cent) reward.” (Paragraph 4)
   B. “The study demonstrates that the attention of adolescents is especially drawn to rewarding information” (Paragraph 12)
   C. “These data may help explain why teens engage in risky behavior, he says.” (Paragraph 12)
   D. “When distractions are not readily available, it will be easier to focus attention on the things that matter most.” (Paragraph 14)

3. PART A: What does the word “entice” mean as used in paragraph 1?
   A. to discourage
   B. to inspire
   C. to challenge
   D. to attract

4. PART B: Which of the following phrases from paragraph 1 best supports the answer to Part A?
   A. “not-so-smart decisions"
   B. “allure of rewards”
   C. “even small ones"
   D. “more than they do adults"
5. Analyze the claim the author makes about distracted teenage behaviors and evaluate whether the evidence used to support this claim is sufficient.
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. Are you surprised by the findings of this study? Why or why not?

2. In paragraph 11, one scientist makes the claim that the results of the study, which suggest that teens are more easily distracted by potential rewards, help prove why teens are more likely to engage in irresponsible behavior. In your opinion, is this a strong argument? What might be some other reasons teenagers make poor choices?

3. In the context of this article, how can science define the identity of a teenager? Where does it fall short?
Select one Discussion Question from page 5 of "The Distracted Teenage Brain," and write a CSET based response.

Include:

C: Make a claim. Answer the questions above in a complete sentence or two.
S: Set up your evidence with the source or speaker information.
E: Evidence- Provide details from the text to support your claim.
T: Tie in: Explain what your evidence means and how it helps to answer the question.
The Medicine Bag
By Virginia Driving Hawk Sneve
1975

Virginia Driving Hawk Sneve is a member of the Rosebud Sioux Tribe and writes children’s books that focus on the experiences of Native Americans. In this short story, a boy’s grandpa visits with the intention of giving him a medicine bag, which is a small bag that contains medicine and is usually worn on the person. As you read, take notes on how the narrator, Martin, feels about his grandpa.

[1] My kid sister Cheryl and I always bragged about our Sioux grandpa, Joe Iron Shell. Our friends, who had always lived in the city and only knew about Indians from movies and TV, were impressed by our stories. Maybe we exaggerated and made Grandpa and the reservation sound glamorous, but when we’d return home to Iowa after our yearly summer visit to Grandpa, we always had some exciting tale to tell.

We always had some authentic Sioux article to show our listeners. One year Cheryl had new moccasins that Grandpa had made. On another visit he gave me a small, round, flat rawhide drum which was decorated with a painting of a warrior riding a horse. He taught me a real Sioux chant to sing while I beat the drum with a leather-covered stick that had a feather on the end. Man, that really made an impression.

We never showed our friends Grandpa’s picture. Not that we were ashamed of him, but because we knew that the glamorous tales we told didn’t go with the real thing. Our friends would have laughed at the picture, because Grandpa wasn’t tall and stately like TV Indians. His hair wasn’t in braids but hung in stringy gray strands on his neck, and he was old. He was our great-grandfather, and he didn’t live in a tepee, but all by himself in a part log, part tar-paper shack on the Rosebud Reservation in South Dakota. So when Grandpa came to visit us, I was so ashamed and embarrassed I could’ve died.

There are a lot of yippy poodles and other fancy little dogs in our neighborhood, but they usually barked singly at the mailman from the safety of their own yards. Now it sounded as if a whole pack of mutts were barking together in one place.

[5] I got up and walked to the curb to see what the commotion was. About a block away I saw a crowd of little kids yelling, with the dogs yipping and growling around someone who was walking down the middle of the street.

1. groups of Native American tribes in North America
3. Commotion (noun): a state of confused and noisy disturbance
I watched the group as it slowly came closer and saw that in the center of the strange procession was a man wearing a tall black hat. He’d pause now and then to peer at something in his hand and then at the houses on either side of the street. I felt cold and hot at the same time as I recognized the man. “Oh, no!” I whispered. “It’s Grandpa!”

I stood on the curb, unable to move even though I wanted to run and hide. Then I got mad when I saw how the yippy dogs were growling and nipping at the old man’s baggy pant legs and how wearily he poked them away with his cane. “Stupid mutts,” I said as I ran to rescue Grandpa.

When I kicked and hollered at the dogs to get away, they put their tails between their legs and scattered. The kids ran to the curb, where they watched me and the old man.

“Grandpa,” I said, and felt pretty dumb when my voice cracked. I reached for his beat-up old tin suitcase, which was tied shut with a rope. But he set it down right in the street and shook my hand.

“Hau, Takoz, Grandchild,” he greeted me formally in Sioux.

All I could do was stand there with the whole neighborhood watching and shake the hand of the leather-brown old man. I saw how his gray hair straggled from under his big black hat, which had a drooping feather in its crown. His rumpled black suit hung like a sack over his stooped frame. As he shook my hand, his coat fell open to expose a bright-red satin shirt with a beaded bolo tie under the collar. His get-up wasn’t out of place on the reservation, but it sure was here, and I wanted to sink right through the pavement.

“Hi,” I muttered with my head down. I tried to pull my hand away when I felt his bony hand trembling, and looked up to see fatigue in his face. I felt like crying. I couldn’t think of anything to say, so I picked up Grandpa’s suitcase, took his arm, and guided him up the driveway to our house.

Mom was standing on the steps. I don’t know how long she’d been watching, but her hand was over her mouth and she looked as if she couldn’t believe what she saw. Then she ran to us.

“Grandpa,” she gasped. “How in the world did you get here?”

She checked her move to embrace Grandpa, and I remembered that such a display of affection is unseemly to the Sioux and would embarrass him.

“Hau, Marie,” he said as he shook Mom’s hand. She smiled and took his other arm.

As we supported him up the steps, the door banged open and Cheryl came bursting out of the house. She was all smiles and was so obviously glad to see Grandpa that I was ashamed of how I felt.

“Grandpa!” she yelled happily. “You came to see us!”

Grandpa smiled and Mom and I let go of him as he stretched out his arms to my ten-year-old sister, who was still young enough to be hugged.

4. Procession (noun): people moving forward in an orderly fashion, like a parade
5. Formal (adjective): doing something seriously according to established rules
6. Fatigue (noun): extreme tiredness
"Wicincala, little girl," he greeted her, and then collapsed.

He had fainted. Mom and I carried him into her sewing room, where we had a spare bed. After we had Grandpa on the bed, Mom stood there helplessly patting his shoulder. "Shouldn’t we call the doctor, Mom?" I suggested, since she didn’t seem to know what to do. "Yes," she agreed, with a sigh. "You make Grandpa comfortable, Martin."

I reluctantly moved to the bed. I knew Grandpa wouldn’t want to have Mom undress him, but I didn’t want to, either. He was so skinny and frail” that his coat slipped off easily. When I loosened his tie and opened his shirt collar, I felt a small leather pouch that hung from a thong around his neck. I left it alone and moved to remove his boots. The scuffed old cowboy boots were tight and he moaned as I put pressure on his legs to jerk them off. I put the boots on the floor and saw why they fit so tight. Each one was stuffed with money. I looked at the bills that lined the boots and started to ask about them, but Grandpa’s eyes were closed again.

Mom came back with a basin of water. "The doctor thinks Grandpa is suffering from heat exhaustion," she explained as she bathed Grandpa’s face. Mom gave a big sigh, "Oh hinh, Martin. How do you suppose he got here?"

We found out after the doctor’s visit. Grandpa was angrily sitting up in bed while Mom tried to feed him some soup.

"Tonight you let Marie feed you, Grandpa," spoke my dad, who had gotten home from work just as the doctor was leaving.

"You’re not really sick," he said as he gently pushed Grandpa back against the pillows. "The doctor said you just got too tired and hot after your long trip."

Grandpa relaxed, and between sips of soup he told us of his journey. Soon after our visit to him Grandpa decided that he would like to see where his only living descendants lived and what our home was like. Besides, he admitted sheepishly, he was lonesome after we left.

I knew everybody felt as guilty as I did — especially Mom. Mom was all Grandpa had left. So even after she married my dad, who’s a white man and teaches in a college in our city, and after Cheryl and I were born, Mom made sure that every summer we spent a week with Grandpa.

I never thought that Grandpa would be lonely after our visits, and none of us noticed how old and weak he had become. But Grandpa knew and so he came to us. He had ridden on buses for two and a half days. When he arrived in the city, tired and stiff from sitting for so long, he set out, walking, to find us.

7. Frail (adjective): weak or fragile
8. Descendant (noun): someone who is related to a person who lived in the past
9. Sheepish (adjective): showing embarrassment from shame or lack of confidence
He had stopped to rest on the steps of some building downtown and a policeman found him. The cop, according to Grandpa, was a good man who took him to the bus stop and waited until the bus came and told the driver to let Grandpa out at Bell View Drive. After Grandpa got off the bus, he started walking again. But he couldn't see the house numbers on the other side when he walked on the sidewalk, so he walked in the middle of the street. That's when all the little kids and dogs followed him.

I knew everybody felt as bad as I did. Yet I was proud of this eighty-six-year-old man, who had never been away from the reservation, having the courage to travel so far alone.

[35] "You found the money in my boots?" he asked Mom.

"Martin did," she answered, and roused herself to scold. "Grandpa, you shouldn’t have carried so much money. What if someone had stolen it from you?"

Grandpa laughed. "I would’ve known if anyone tried to take the boots off my feet. The money is what I’ve saved for a long time — a hundred dollars — for my funeral. But you take it now to buy groceries so that I won’t be a burden\(^{10}\) to you while I am here."

"That won’t be necessary, Grandpa," Dad said. "We are honored to have you with us and you will never be a burden. I am only sorry that we never thought to bring you home with us this summer and spare you the discomfort of a long trip."

Grandpa was pleased. "Thank you," he answered. "But do not feel bad that you didn’t bring me with you, for I would not have come then. It was not time." He said this in such a way that no one could argue with him. To Grandpa and the Sioux, he once told me, a thing would be done when it was the right time to do it and that’s the way it was.

[40] "Also," Grandpa went on, looking at me, "I have come because it is soon time for Martin to have the medicine bag."

We all knew what that meant. Grandpa thought he was going to die and he had to follow the tradition of his family to pass the medicine bag, along with its history, to the oldest male child.

"Even though the boy," he said, still looking at me, "bears a white man’s name, the medicine bag will be his."

I didn’t know what to say. I had the same hot and cold feeling that I had when I first saw Grandpa in the street. The medicine bag was the dirty leather pouch I had found around his neck. "I could never wear such a thing," I almost said aloud. I thought of having my friends see it in gym class, at the swimming pool, and could imagine the smart things they would say. But I just swallowed hard and took a step toward the bed. I knew I would have to take it.

But Grandpa was tired. "Not now, Martin," he said, waving his hand in dismissal, "it is not time. Now I will sleep."

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10. **Burden (noun):** a difficult responsibility
So that’s how Grandpa came to be with us for two months. My friends kept asking to come see the old man, but I put them off. I told myself that I didn’t want them laughing at Grandpa. But even as I made excuses, I knew it wasn’t Grandpa that I was afraid they’d laugh at.

Nothing bothered Cheryl about bringing her friends to see Grandpa. Every day after school started, there’d be a crew of giggling little girls or round-eyed little boys crowded around the old man on the patio, where he’d gotten in the habit of sitting every afternoon.

Grandpa would smile in his gentle way and patiently answer their questions, or he’d tell them stories of brave warriors, ghosts, animals, and the kids listened in awed silence. Those little guys thought Grandpa was great.

Finally, one day after school, my friends came home with me because nothing I said stopped them. “We’re going to see the great Indian of Bell View Drive,” said Hank, who was supposed to be my best friend. “My brother has seen him three times, so he oughta be well enough to see us.”

When we got to my house, Grandpa was sitting on the patio. He had on his red shirt, but today he also wore a fringed leather vest that was decorated with beads. Instead of his usual cowboy boots he had solidly beaded moccasins on his feet that stuck out of his black trousers. Of course, he had his old black hat on — he was seldom without it. But it had been brushed and the feather in the beaded headband was proudly erect, its tip a brighter white. His hair lay in silver strands over the red shirt collar.

I stared just as my friends did and I heard one of them murmur, “Wow!”

Grandpa looked up and when his eyes met mine, they twinkled as if he were laughing inside. He nodded to me and my face got all hot. I could tell that he had known all along I was afraid he’d embarrass me in front of my friends.

“Hau, hoksilas, boys,” he greeted, and held out his hand.

My buddies passed in a single file and shook his hand as I introduced them. They were so polite I almost laughed. “How, there, Grandpa,” and even a “How do you do, sir.”

“You look fine, Grandpa,” I said as the guys sat on the lawn chairs or on the patio floor.

“Hanh, yes,” he agreed. “When I woke up this morning, it seemed the right time to dress in the good clothes. I knew that my grandson would be bringing his friends.”

“You guys want some lemonade or something?” I offered. No one answered. They were listening to Grandpa as he started telling how he’d killed the deer from which his vest was made.

Grandpa did most of the talking while my friends were there. I was so proud of him and amazed at how respectfully quiet my buddies were. Mom had to chase them home at suppertime. As they left, they shook Grandpa’s hand again and said to me:

“Martin, he’s really great!”
“Yeah, man! Don’t blame you for keeping him to yourself.”

[60] “Can we come back?” But after they left, Mom said, “No more visitors for a while, Martin. Grandpa won’t admit it, but his strength hasn’t returned. He likes having company, but it tires him.”

That evening Grandpa called me to his room before he went to sleep. “Tomorrow,” he said, “when you come home, it will be time to give you the medicine bag.”

I felt a hard squeeze from where my heart is supposed to be and was scared, but I answered, “OK, Grandpa.”

All night I had weird dreams about thunder and lightning on a high hill. From a distance I heard the slow beat of a drum. When I woke up in the morning, I felt as if I hadn’t slept at all. At school it seemed as if the day would never end and when it finally did, I ran home.

Grandpa was in his room, sitting on the bed. The shades were down and the place was dim and cool. I sat on the floor in front of Grandpa, but he didn’t even look at me. After what seemed a long time, he spoke.

[65] “I sent your mother and sister away. What you will hear today is only for a man’s ears. What you will receive is only for a man’s hands.” He fell silent and I felt shivers down my back.

“My father in his early manhood,” Grandpa began, “made a vision quest to find a spirit guide for his life. You cannot understand how it was in that time, when the great Teton Sioux were first made to stay on the reservation. There was a strong need for guidance from Wakantanka, the Great Spirit.11 But too many of the young men were filled with despair and hatred. They thought it was hopeless to search for a vision when the glorious life was gone and only the hated confines of a reservation lay ahead. But my father held to the old ways.

“He carefully prepared for his quest with a purifying12 sweat bath and then he went alone to a high butte13 top to fast and pray. After three days he received his sacred14 dream — in which he found, after long searching, the white man’s iron. He did not understand his vision of finding something belonging to the white people, for in that time they were the enemy. When he came down from the butte to cleanse himself at the stream below, he found the remains of a campfire and the broken shell of an iron kettle. This was a sign which reinforced his dream. He took a piece of the iron for his medicine bag, which he had made of elk skin years before, to prepare for his quest.

“He returned to his village, where he told his dream to the wise old men of the tribe. They gave him the name Iron Shell, but neither did they understand the meaning of the dream. This first Iron Shell kept the piece of iron with him at all times and believed it gave him protection from the evils of those unhappy days.

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11. a supreme being, god, or spiritual force in Native American culture
12. Purify (verb): to clean or make pure
13. an isolated hill
14. Sacred (adjective): highly valued or important, particularly because of a connection to a god or religion
"Then a terrible thing happened to Iron Shell. He and several other young men were taken from their homes by the soldiers and sent far away to a white man's boarding school. He was angry and lonesome for his parents and the young girl he had wed before he was taken away. At first Iron Shell resisted the teachers' attempts to change him and he did not try to learn. One day it was his turn to work in the school's blacksmith shop. As he walked into the place, he knew that his medicine had brought him there to learn and work with the white man's iron.

[70]  "Iron Shell became a blacksmith and worked at the trade when he returned to the reservation. All of his life he treasured the medicine bag. When he was old and I was a man, he gave it to me, for no one made the vision quest anymore."

Grandpa quit talking and I stared in disbelief as he covered his face with his hands. His shoulders were shaking with quiet sobs and I looked away until he began to speak again.

"I kept the bag until my son, your mother's father, was a man and had to leave us to fight in the war across the ocean. I gave him the bag, for I believed it would protect him in battle, but he did not take it with him. He was afraid that he would lose it. He died in a faraway place."

Again Grandpa was still and I felt his grief around me.

"My son," he went on after clearing his throat, "had only a daughter and it is not proper for her to know of these things."

[75]  He unbuttoned his shirt, pulled out the leather pouch, and lifted it over his head. He held it in his hand, turning it over and over as if memorizing how it looked.

"In the bag," he said as he opened it and removed two objects, "is the broken shell of the iron kettle, a pebble from the butte, and a piece of the sacred sage." He held the pouch upside down and dust drifted down.

"After the bag is yours, you must put a piece of prairie sage within and never open it again until you pass it on to your son." He replaced the pebble and the piece of iron and tied the bag.

I stood up, somehow knowing I should. Grandpa slowly rose from the bed and stood upright in front of me, holding the bag before my face. I closed my eyes and waited for him to slip it over my head. But he spoke.

"No, you need not wear it." He placed the soft leather bag in my right hand and closed my other hand over it. "It would not be right to wear it in this time and place, where no one will understand. Put it safely away until you are again on the reservation.

[80]  Wear it then, when you replace the sacred sage."

Grandpa turned and sat again on the bed. Warily he leaned his head against the pillow. "Go," he said, "I will sleep now."

"Thank you, Grandpa," I said softly, and left with the bag in my hands.
That night Mom and Dad took Grandpa to the hospital. Two weeks later I stood alone on the lonely prairie of the reservation and put the sacred sage in my medicine bag.

"The Medicine Bag" from Grandpa was a Cowboy and an Indian, published by University of Nebraska Press, Lincoln, NE. Copyright ©2000 by Virginia Driving Hawk Sneve.
Text-Dependent Questions

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

1. PART A: Which statement expresses the main theme of the short story?
   A. One's culture and the traditions associated with it are something to be proud of, not ashamed.
   B. Younger generations tend to not have the same respect for traditions that the older generation do.
   C. People can often be cruel or unkind towards people and practices that they don't understand.
   D. Physical objects can help people feel connected to their loved ones, even once they are gone.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. "Our friends would have laughed at the picture, because Grandpa wasn't tall and stately like TV Indians." (Paragraph 3)
   B. "To Grandpa and the Sioux, he once told me, a thing would be done when it was the right time to do it and that's the way it was. / 'Also,' Grandpa went on, looking at me, 'I have come because it is soon time for Martin to have the medicine bag.'" (Paragraphs 39-40)
   C. "'I gave him the bag, for I believed it would protect him in battle, but he did not take it with him. He was afraid that he would lose it. He died in a faraway place.'" (Paragraph 72)
   D. "'Thank you, Grandpa,' I said softly, and left with the bag in my hands. / That night Mom and Dad took Grandpa to the hospital. Two weeks later I stood alone on the lonely prairie of the reservation and put the sacred sage in my medicine bag." (Paragraphs 82-83)

3. PART A: How does hearing his grandpa's story about the medicine bag affect Martin?
   A. It causes him to believe his grandpa about the medicine bag's protective powers.
   B. It makes him fearful of what might happen if he refuses to wear the medicine bag.
   C. It helps him understand the significance of the medicine bag and be more accepting of wearing it.
   D. It causes him to be skeptical about whether or not the medicine bag can truly protect him.

4. PART B: Which quote from the text best supports the answer to Part A?
   A. "'He was afraid that he would lose it. He died in a faraway place.'" (Paragraph 72)
   B. "Again Grandpa was still and I felt his grief around me." (Paragraph 73)
   C. "I closed my eyes and waited for him to slip it over my head." (Paragraph 78)
   D. "'It would not be right to wear it in this time and place, where no one will understand.'" (Paragraph 79)
5. PART A: In the passage, how do Martin and Cheryl's points of view towards their grandpa compare?
   A. Martin and Cheryl are both embarrassed by how their grandpa presents himself.
   B. Martin and Cheryl are both proud of their grandpa and his culture.
   C. Martin is proud of his grandpa, while Cheryl is embarrassed by how he dresses.
   D. Martin is initially embarrassed by his grandpa, while Cheryl is unbothered.

6. PART B: Which section from the text best supports the answer to Part A?
   A. "My kid sister Cheryl and I always bragged about our Sioux grandpa, Joe Iron Shell." (Paragraph 1)
   B. "Not that we were ashamed of him, but because we knew that the glamorous tales we told didn't go with the real thing." (Paragraph 3)
   C. "As we supported him up the steps, the door banged open and Cheryl came bursting out of the house. She was all smiles and was so obviously glad to see Grandpa that I was ashamed of how I felt." (Paragraph 17)
   D. "But it had been brushed and the feather in the beaded headband was proudly erect, its tip a brighter white. His hair lay in silver strands over the red shirt collar." (Paragraph 49)

7. How do Martin's feelings about the medicine bag change over the course of the story?
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. Describe a time when you were embarrassed by someone close to you. Why did they embarrass you? When were able to fully accept this person and their behavior?

2. In the context of the text, how does Martin's connection to his culture and its traditions compare to his grandpa's? How important do you think their culture and traditions are to both their identities? How do you relate to your culture and traditions in comparison to older family members?

3. By the end of the story, Martin appears more understanding of his grandpa and his customs. Do you think this is shows that Martin has matured? Why or why not? How has your acceptance of yourself and others changed as you've grown up?
“The Medicine Bag”
CSET

Select one Discussion Question from page 11 of “The Medicine Bag,” and write a CSET based response.

Include:

C: Make a claim. Answer the questions above in a complete sentence or two.

S: Set up your evidence with the source or speaker information.

E: Evidence - Provide details from the text to support your claim.

T: Tie in: Explain what your evidence means and how it helps to answer the question.
CSD School-to-Home Packet
Grade 6 Mathematics
Please show all your work.

1. Use the prime factorizations of 24 and 28 to find their greatest common factor.

2. Two radio stations are playing this week's #1 hit song. One radio station plays the song every 18 minutes. The other radio station plays the song every 24 minutes. Both stations play the song at 3:00 P.M. When is the next time the stations will play the song at the same time? Explain.

3. List all multiples of 6 between 1 and 100. What do these numbers have in common?

4. A number has 4 and 5 as factors.
   a. What other numbers must be factors? Explain.
   b. What is the smallest the number could be?

5. Circle the letter(s) of the statements that are always true about any prime number.
   a. It is divisible by only itself and 1.
   b. It is a factor of 1.
   c. It is divisible by another prime number.
6. Alicia has made a rectangle using 24 square tiles. If she adds the length and width of her rectangle together, she gets 11. What is the length and width of Alicia’s rectangle? Explain your reasoning.

7. List all of the factor pairs for each of the following numbers.
   a. 56
   b. 42

8. In each of the rectangles shown below, only the tiles along the length and width are shown. For each rectangle, explain how many square tiles it would take to make each rectangle.

9. Karl added four numbers together and got an even sum. Three of the numbers are 42, 35, and 77. What can you say about the fourth number? Explain your reasoning.

10. For each of the pairs of numbers given below, find the greatest common factor and the least common multiple.
    a. 25 and 105
    b. 27 and 81
11. Compare the fractions in each pair. Insert the correct sign: $<$, $>$, or $=$. Explain your reasoning.

   a. $\frac{2}{4}$  $\frac{7}{12}$  
   b. $\frac{5}{8}$  $\frac{6}{10}$  
   c. $\frac{20}{12}$  $\frac{25}{15}$  
   d. $\frac{3}{8}$  $\frac{3}{12}$  

12. On the strip below, mark and label the location of each decimal:

   0.09  0.9  0.19  0.190  0.019

13. Write each of the following ratios as a fraction, decimal, and percent.

<table>
<thead>
<tr>
<th>Port</th>
<th>Fraction</th>
<th>Decimal</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 30 days out of 100 days</td>
<td>$\frac{30}{100}$</td>
<td>$0.30$</td>
<td>$30%$</td>
</tr>
<tr>
<td>b. 20 correct out of 25 problems</td>
<td>$\frac{20}{25}$</td>
<td>$0.80$</td>
<td>$80%$</td>
</tr>
<tr>
<td>c. 3 out of 4 games won</td>
<td>$\frac{3}{4}$</td>
<td>$0.75$</td>
<td>$75%$</td>
</tr>
<tr>
<td>d. 21 out of 40 mountain bikes</td>
<td>$\frac{21}{40}$</td>
<td>$0.525$</td>
<td>$52.5%$</td>
</tr>
</tbody>
</table>

14. The ratio of males to total students in a mathematics class is 12 to 30.

   a. What fraction of the class is male? What percent is male?

   b. What fraction of the class is female? What percent is female?
15. Drevon had to find four fractions less than \( \frac{3}{4} \). He wrote the following on his paper. Circle the correct statements and show why they are correct.

\[
\frac{7}{8} < \frac{3}{4} \quad \frac{2}{3} < \frac{3}{4} \quad \frac{65}{100} < \frac{3}{4} \quad \frac{14}{20} < \frac{3}{4}
\]

16. For each number line, fill in the missing decimal numbers.

a. 

\[0.28 \quad \quad \quad \quad \quad \quad 0.34\]

b. 

\[0.36 \quad \quad \quad \quad \quad \quad 0.37\]

17. Give a fraction name for the shaded part of the figure below. Explain how you figured out what fractional part of the whole is shaded.

![Fraction Diagram]
18. Estimate and mark where the number 1 will be on each number line. The length that represents the whole may be different on each number line.

a. 

b. 

c. 

19. Joey's father stops at the gas station to buy gas. The car has a 16-gallon tank, and the fuel gauge says there is \( \frac{3}{8} \) of a tank of gas.
   a. How many gallons of gas are in the tank?

b. If Joey's father buys 6 gallons of gas, what fraction of the tank will the car's fuel gauge read?

c. What fraction of the gas tank is empty after Joey's father puts 6 gallons of gas in the tank?

20. For each shape below, write a fraction to express the portion of the entire shape that is shaded.

   a. 
   b. 
   c. 

21. For each pair of numbers, insert the correct sign between the numbers to make a statement true.

   a. 0.305 _____ 0.35  
   b. 0.123 _____ 0.1002  
   c. 0.25 _____ 0.25000  
   d. 0.25 _____ 0.025
22. For each of the grids given below, express the shaded region of the grid as a fraction, a decimal, and a percent.

<table>
<thead>
<tr>
<th>Grid</th>
<th>Fraction</th>
<th>Decimal</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

23. In a class of 24 sixth-graders, 25% walk to school, \( \frac{1}{8} \) ride bicycles to school, \( \frac{1}{3} \) take the bus, and the remainder of the class are driven to school by their parents or guardians.

a. How many students in the class walk to school? Explain your reasoning.

b. How many students in the class ride bicycles to school? Explain your reasoning.

c. How many students in the class take the bus to school?

d. What fraction of the class are driven to school by their parent or guardian? Explain your reasoning.

e. What percentage of the students in the class walk, ride bicycles or the bus, or are driven to school by a parent or guardian? Explain your reasoning.
24. Mr. Gomez ordered three pizzas for some members of his cross-country team. The four of them ate the following amounts.

Scott ate \( \frac{2}{3} \) of a pizza.

Nate ate \( \frac{7}{12} \) of a pizza.

Da-Wei ate \( \frac{5}{12} \) of a pizza.

Mr. Gomez ate \( \frac{5}{6} \) of a pizza.

a. How many pizzas did they eat? Write a number sentence to support your answer.

b. How many pizzas were left? Write a number sentence to support your answer.

25. Find each sum or difference. Show all your work.

a. \( \frac{2}{3} + \frac{4}{5} \) 

b. \( 3\frac{2}{3} + 7\frac{3}{8} \) 

c. \( \frac{3}{4} - \frac{2}{5} \) 

d. \( 10\frac{2}{3} - 8\frac{9}{12} \)

Find the value of each quantity. Show your work.

26. The sum of \( 1\frac{1}{3} \) and \( \frac{5}{6} \)

27. The difference of \( 1\frac{1}{3} \) and \( \frac{5}{6} \)

28. The quotient of \( 1\frac{1}{3} \) and \( \frac{5}{6} \)
29. Find each product. Show your work.

   a. \( \frac{2}{3} \times \frac{1}{2} \) 
   b. \( \frac{3}{5} \times \frac{10}{9} \) 
   c. \( \frac{3}{4} \times \frac{8}{9} \)

30. In a recent survey of 440 people, \( \frac{1}{4} \) said that they watched television every evening, \( \frac{2}{5} \) said they watched five or six nights each week, and the remainder said they watched four nights a week or less.

   a. How many people in the survey watch television every evening? Explain how you found your answer.

   b. How many people surveyed watch television five or six nights each week?

   c. What fraction of the people surveyed watch television four nights each week or less? Explain how you found your answer.

   d. How many people surveyed watch television four nights each week or less?

31. Find the quotient.

   a. \( 12 + \frac{1}{2} \) 
   b. \( 12 + \frac{1}{3} \) 
   c. \( 3 + \frac{2}{3} \)

32. A winter sports pass at Wood Middle School costs \$15. A student without a pass must pay \$1.75 for each event. How many sports events would a student have to attend to make the pass a better deal? Show your work.
33. Sam has to solve this computation problem: \(3.05 + 0.05 = ?\)

a. Write a story problem that would require the given division.

b. Find the solution

34. James used a calculator to complete each computation. But he forgot to write the decimal point in each answer. Write the correct answer for each computation.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Answer without decimal point</th>
<th>Correct answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5.7 + 6.09 + 4.2)</td>
<td>1599</td>
<td></td>
</tr>
<tr>
<td>(3.007 - 2.9 + 35.054)</td>
<td>35181</td>
<td></td>
</tr>
<tr>
<td>(14.5 - 6.07 - 6.2)</td>
<td>23</td>
<td></td>
</tr>
</tbody>
</table>

35. What percent of 75 is 40? Explain your reasoning.
Geometry & Measurement
Short Answer

Find the area and perimeter of each figure. Show your work. (Figures are not drawn to scale.)

1.

Perimeter: \[ \text{Area:} \]

2.

Perimeter: \[ \text{Area:} \]

3.

Perimeter: \[ \text{Area:} \]
4.  

Perimeter: 

Area: 

Each net folds into a box. Find the surface area.

5. 

15 in. 

3 in. 

6 in.
Surface Area:

6. Find the area and the perimeter of each of the four shapes below.

   a. 
   
   b. 
   
   c. 
   
   d. 

7. Tracy has 40 feet of material to make the perimeter of a rectangular sandbox for her little brother.

   a. What rectangle with whole-number side lengths would give the sandbox with the greatest area? Explain your reasoning.

   b. What rectangle with whole-number side lengths would give the sandbox with the least area? Explain your reasoning.

   c. Of the three rectangles you found, which one would you recommend that Tracy make? Explain your reasoning.
8. Find the area and perimeter of each shape below. The squares on the grid are 1 centimeter long and 1 centimeter wide.

9. a. Find the area of each parallelogram below.

b. How are the bases of these parallelograms related to each other?

c. How are the areas of these parallelograms related to each other?
Changes & Patterns
Short Answer

1. The table shows some data Anita collected while walking.

<table>
<thead>
<tr>
<th>Time (in minutes)</th>
<th>0</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
<th>25</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance (in miles)</td>
<td>0</td>
<td>0.5</td>
<td>1</td>
<td>1.25</td>
<td>1.5</td>
<td>1.75</td>
<td>1.8</td>
</tr>
</tbody>
</table>

a. What are the two variables?

b. Graph the data from the table on the axes below.

![Anita's Walk Graph]

<table>
<thead>
<tr>
<th>Distance (in miles)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5</td>
</tr>
<tr>
<td>2.25</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1.75</td>
</tr>
<tr>
<td>1.5</td>
</tr>
<tr>
<td>1.25</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>0.75</td>
</tr>
<tr>
<td>0.5</td>
</tr>
<tr>
<td>0.25</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time (in minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
</tr>
<tr>
<td>25</td>
</tr>
<tr>
<td>20</td>
</tr>
<tr>
<td>15</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

c. In what time periods did Anita make the most progress?

d. In what time periods did Anita make the least progress?
2. The three graphs below show the progress of a cyclist at different times during a ride. For each graph, describe the rider's progress over the time interval.

![Graphs](image)

3. The tour operators thought it would be a good idea to get a souvenir T-shirt for each customer who went on the Ocean Bike Tour. They found a company who would sell them shirts with their logo for $6.25 each.

   a. Make a table and a graph that show number of shirts and cost.

   ![Table and Graph](image)

   b. Write an equation that shows how to determine the T-shirt cost for any number of customers.

   c. How many shirts did the company buy if their total cost is $100? Explain how you found your answer.
4. The drawings below show a series of dot figures.

Figure 1  Figure 2  Figure 3  Figure 4

a. Make a table showing the number of dots needed to make figures 1–10.

b. Write an equation showing the number of dots, \( d \), needed to make any figure, \( n \).

c. How many dots would be in Figure 20? Show your work.

d. Which figure requires 42 dots? Explain how you got your answer.

5. The graph below shows data that Elizabeth collected while walking.

![Elizabeth's Data Graph]

a. When does she make the most progress? Explain your reasoning.

b. When does she make the least progress? Explain your reasoning.
6. Teresa baby-sits for $4.50 an hour.

   a. Make a table showing how much money she will make over time.

   b. Graph your data, label the axes and name the graph.

   c. Does it make sense to connect the points on the graph? Why or why not?

   d. About how many hours does Teresa have to baby-sit to earn $20? Explain your answer.

   e. If Teresa baby-sits 5.5 hours, how much will she earn? Explain your answer.
7. Mary and Juanita made the following graphs.

![Graphs showing calories consumed vs. number of ounces]

a. Did Mary and Juanita graph the same data set? Explain your reasoning.

b. Write a rule relating the number of ounces to the calories consumed from Mary’s graph.

8. A Newspaper included the graph below in a story about the amount of city land used for trash between 2000 and 2005.

![Graph showing landfill area used 2000-2005]

a. The graph shows the relationship between two variables. What are they?

b. What is the difference between the least and greatest amount of land used for trash?

c. Between which two years did the area used for trash stay the same? Explain your reasoning.
Data
Short Answer

1. Marcos wants a mean grade of 90% or better on his mathematics tests. His test grades so far are 85, 88, 92, and 90. What is the lowest grade he can get on his next exam and still have a mean grade of at least 90%? Explain your reasoning.
   A. 84%  B. 86%  C. 90%  D. 95%

2. For the distribution below, tell how many people are represented and identify the mode, median, and range.

   **Lengths of First Names**
   - Number:
   - Mode:
   - Median:
   - Range:

3. The mean number of children in six families is 5 children.
   a. What is the total number of children in the six families?
   b. Other than six families of 5 children, create a set of families that fits this information.
   c. Would another classmate’s set of families for question (b) have to be the same as yours? Explain.
4. A class investigated how many pets each student in the class had. A number of students in their class had no pets at all. Here’s how their data looked:

![Pets in Students' Families](image)

- Number of pets: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

a. Would it be possible to have a data set for which the median number of pets for students is 0? Explain.

b. Would it be possible to have a data set for which the mean number of pets for students is 0? Explain.

5. Mr. Watkins arranged the quiz scores of his afternoon math class from least to greatest:

5, 5, 6, 6, 7, 7, 7, 8, 8, 8, 8, 8, 9, 9, 9, 10, 10

a. How many students are in Mr. Watkins’s afternoon math class? Explain how you found your answer.

b. How do the range of the quiz scores vary?

c. What is the mode of the scores?

d. What is the median of the scores?
For # 6 – 9 tell whether the answers to the question are numerical or categorical data.

6. What is your foot length in centimeters?

7. How many hand spans are needed to measure the length of your teacher’s desk?

8. What is your favorite movie?

9. On a scale of 1 to 5, with 1 being poor and 5 being excellent, rate how you felt in your last gym class.

10. Use the stem and leaf table to answer the following questions:

   Candy Bars Sold by Drama Club

   1 | 0 1 1 2 3 5 6 9  
   2 | 1 1 1 4 7  
   3 | 2 3 4 8  
   4 | 1 4 9  
   5 | 2 3 5 8  

   Key: 3 1 2 means 32 candy bars

   a. How many students are in the drama club? Explain how you found your answer.

   b. How many students sold 25 or more candy bars?

   c. How do the numbers of candy bars sold by each student vary?

   d. What is the typical number of candy bars sold by each student?
11. Mrs. Wilcox asked each of her students to spin a spinner with 50 equal sections labeled with whole numbers between 1 and 50. Below is a stem-and-leaf plot showing the results of the students’ spins.

```
0 3 6 8
1 0 1 2 3 4 9 9
2 0 0 1 2 2 4 5 6
3 4 8 9
4 1 1 2 3 9
5 0
Key: 2 | 4 means 24
```

a. How many students are in Mrs. Wilcox’s class?

b. What is the median number of spins by Mrs. Wilcox’s students?

c. What is the mean number of spins by Mrs. Wilcox’s students?

d. Which is the better measure of a typical number of spins by a student in Mrs. Wilcox’s class, the median or the mean? Explain your reasoning.

12. The Cycle Shoppe sells 10 brands of bicycles with these prices:

$90, $130, $180, $280, $320, $390, $670, $840, $1050, $1400

a. What is the mean price?

b. What is the median price?

c. Which price seems most typical? Explain your thinking.
13. A group of 9 students has these numbers of children in their families: 3, 2, 4, 2, 1, 5, 1, 2, and 7 children.

a. Find the median number of children in the 9 families.

b. Find the mean number of children in the 9 families.
Our planet is no spring chicken. The history of the earth stretches over billions of years. In that time period, a lot has changed. Some of those changes took place over a very long time, too slowly and gradually for people to discern. Some changes, on the other hand, took place very quickly.

Water, wind and ice slowly shape the surface of the earth, constantly moving all around us. Activity just beneath the surface of the earth's crust creates rapid changes in the shape of the land—that's where we get volcanoes, landslides and earthquakes.

Glaciers, which are huge, very old formations made out of water, earth and ice, can even change the size and shape of the oceans. These major shifts take place over millions of years. We can see the results, but apart from measuring them and seeing where growth or change took place, we can't observe these changes as they occur. They simply happen too slowly.

Erosion is an example of a slow process that changes the surface of the earth. Think of a windy beach, how sand from the beach is carried toward the dunes or, depending on the behavior of the wind, how the sand from the dunes is carried further down the beach. We can see and feel the sand moving over the land and through the air, but the long-term effects of that movement won't be visible for years.
The earth's surface is also made up of very slowly moving parts, called tectonic plates. These plates fit like puzzle pieces and make up the outermost layer of the planet. When this layer moves around, it can cause earthquakes and volcanic eruptions. It's very easy to spot these changes as they're happening! In fact, we have to be very careful and prepare for them in advance, and take safety measures before and after they occur.

Volcanoes, earthquakes and landslides aren't everyday events. If they were, we'd be in big trouble! Ordinarily, the movement of the plates is extremely slow, yet very powerful. Plate movement is one of the major forces that changes the location and shape of continents and oceans-major changes that we can't detect and that appear gradually over millions of years.

Some earth-changing events occur naturally, but others come from us, from humans. It's important to remember that we have our own impact on the earth. In many cases, humans influence the earth's natural processes on purpose, speeding them up, slowing them down, or manipulating them in other ways to get something we want-usually a natural resource, like water or oil. Some of what we do to our planet is on purpose, and some of it is accidental.

Cutting down forests, building new houses, bridges, office buildings and movie theaters, can lead to quickening natural events that might have taken much longer without humans' involvement.

You can walk outside any time you like and see the planet stir: wind moving particles of sand and rock, water dripping from one surface onto another, seasons changing each year. Everything you see on a walk around your neighborhood contributes to the earth's changing and maturing, just like everything we do every day contributes to what we'll be like as people 10 years, 20 years, even 50 years from now. And those changes in our bodies and personalities-unless something unusual happens-take time to show up too.

It's interesting to think about how what we do and the forces that act on us affect who we become. The earth is like a big, changing organism, just like we are.
detect
detect

Definition
verb
1. to discover or notice.

He detected anger in her voice.

She detected the smell of smoke.

Advanced Definition
transitive verb
1. to perceive, discover, or uncover.

Our radar detected the presence of the small vessel.

Her parents could easily detect that she had been smoking.

I could detect a trace of annoyance in her manner.

2. to discover the true or essential character of.

Now that we have detected him, this villain, he will get what he deserves.

Spanish cognate

dectar: The Spanish word detectar means detect.

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

1. The human eye can detect only a very narrow range of visible radiation, which we see as light bouncing off objects. The full electromagnetic spectrum is much broader than that.

2. The CVR is attached to multiple microphones located in the cockpit and it records any communication and all the sounds in the cockpit. In the case of an accident, the investigators who listen to a CVR recording can actually hear two things: first, what was said by the pilots and/or crew right before the incident; and second, the sounds in the background. Well-trained investigators can detect unusual engine noise, strange pops and other signals that help alert them to figure out what went wrong with the flight.

3. What we know so far is that planet Earth, and the seven other planets in our solar system, are part of the Milky Way galaxy, which is one of many galaxies in the universe. The farther we can
see with our telescopes, and the more patterns and behaviors we can predict and detect of all the celestial bodies we know so far, the more galaxies we can discover, and the more suns we can identify.

4. Animals learn the same way we do: by using their senses. A dog’s eyes and ears and nose work the same way that ours do, by detecting sights, sounds, and scents. Dogs' noses, however, are super-powered compared to ours.

5. When a soldier is on a battlefield, he very frequently feels unsafe. He may believe that the enemy could strike at any time. As part of his training, he has learned to stay alert for any signs of danger and, if he detects one, to react immediately. This is often very important, as any hesitation could result in harm to him or his fellow soldiers.

6. When we sense pain, we know that we should stop whatever it is we're doing, because it hurts. If you rest your hand on the stove while it's turned on, the pain will alert you to move away. Our sense receptors allow us detect pain and tell our brains about injuries to our bodies.

7. Volcanoes, earthquakes and landslides aren't everyday events. If they were, we'd be in big trouble! Ordinarily, the movement of the plates is extremely slow, yet very powerful. Plate movement is one of the major forces that changes the location and shape of continents and oceans-major changes that we can't detect and that appear gradually over millions of years.

8. The telescope, which orbits the sun between Earth and Mars, is the most advanced and sensitive optical telescope ever constructed. It is so light sensitive that, if it were pointed back toward Earth at night, it would be able to detect when one person in a small town turned off a single porch light.
discern

Advanced Definition

transitive verb
1. to perceive or make out.

She discerned a figure in the shadows.

2. to distinguish or discriminate.

He discerned some sympathizers in the hostile crowd.

intransitive verb
1. to recognize differences; discriminate.

Spanish cognate

discernir: The Spanish word discernir means discern.

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

1. Chemical substances react in certain ways and also have certain discernible properties. For instance, when an oxygen atom and two hydrogen atoms come together they form water, which is essential to life. When the atoms of a specific substance are regrouped, a new substance is formed with often vastly different properties from the original substance.

2. In the case of, say, a basketball, as scientists, we might think about properties like its appearance (round, knobby texture, orange color), buoyancy (Does it float? Yes.), or conductivity (no, it can't carry an electrical current). Other physical properties, some immediately observable and some only discernible under testing, are boiling point, density, ductility, hardness, magnetism, malleability, mass, melting point, and odor.

3. The scents that dogs pick up help them understand their surroundings. Dogs store what they learn, making memories that guide their future actions. When trained to discern tiny differences in scents, dogs can do remarkable things. For instance, dogs can learn to sniff out drugs and explosives (have you ever seen a dog with a security guard at a big office building or an airport?). They can also, with training, pick out the one stick thrown for them from a heap of many, based on the scent of their owner.
influence

Definition

noun
1. a thing or person that can affect another thing or person.

   My mother was a big influence in my life.

   The war had an influence on the country's future.

verb
1. to affect.

   Your ideas have influenced my thinking.

Advanced Definition

noun
1. the power or intangible action of one thing or person which brings about an effect on another.

   Her friends had a lot of influence on her decision to go into acting.

   The ideas of Karl Marx had a strong influence on him as a youth.

   We can see the influence of Picasso in this artist's works.

2. a thing or person that exerts such action.

   She had always been a major influence in her younger sister's life.

   The works of the French impressionists were his early influences.

3. corrupt use of personal connections to sway someone in a position of authority.

   He used his influence to get his son the job.

transitive verb
1. to have influence on; sway.

   Her arguments failed to influence her son's decision.

   His friends influenced him to take up soccer.
Spanish cognate

influencia: The Spanish word *influencia* means influence.

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

1. It is important to remember that Native Americans had established customs, beliefs, traditions, and general ways of living well before European *influences* began to spread across the continent.

2. From the days of early European exploration, through the chaotic frenzy of the California Gold Rush, and into modern day, San Francisco's development has been *influenced* greatly by its location on the San Francisco Bay.

3. Peers are people your age, such as your friends, who have experiences similar to yours. Your peers *influence* your decisions and behavior every day, and they can push you to make bad choices, even dangerous ones. But is peer pressure always bad?

4. The Energy's sound is heavily *influenced* by early 1990s rock, and ideas for songs come to Clifford in snippets, which he hands off to Wolfsdorf to shape into lyrics.

5. At these meetings, European intellectuals, academics and philosophers discussed the rights of man, the abolition of slavery, and the principles of the American movement, emphasizing the importance of equality and liberty. These principles were heavily *influenced* by the Enlightenment philosophies introduced a few decades before the American Revolutionary War.

6. As the first monotheistic form of morality, Judaic morality has been very *influential*. The other Abrahamic faiths of Islam and Christianity have very similar moral codes that demand the same strict adherence and emphasis on a good and benevolent god.

7. StoryCorps suggests that participants prepare a list of questions to ask during their interviews. For example, a son can ask his mother what was the happiest moment in her life. He can ask her what person has the biggest *influence* on her, and how her life has turned out differently from what she expected.

8. So many aspects of what it means to be human, from the way cities are constructed, to the way nations are organized, are *influenced* by our natural environment, by the vast and complex set of processes that have shaped the earth since its inception, and will continue to do so long into the future.
1. How much has the earth changed in its history?
   A. a lot
   B. a little
   C. not at all
   D. not enough for anyone to notice

2. Two effects mentioned in this passage are earthquakes and volcanic eruptions. What is their cause?
   A. wind that blows sand from one place to another
   B. water dripping from one surface onto another
   C. the construction of houses, movie theaters, and bridges
   D. the movement of the earth's outermost layer

3. Some of earth's changes take place too slowly for people to notice them happening. What evidence from the passage supports this statement?
   A. Changes like earthquakes and volcanic eruptions are not everyday events, but they are easy to spot when they are happening.
   B. People notice changes glaciers have made to the size and shape of earth's oceans after the changes have taken place.
   C. Earth's history goes back billions of years, and a lot of changes, both fast and slow, have taken place over that period of time.
   D. People sometimes influence earth's natural processes on purpose by speeding them up, slowing them down, or manipulating them in other ways.

4. What is an example of change on earth that people can see happening?
   A. glaciers changing the size and shape of earth's oceans
   B. sand blowing from one part of a beach to another
   C. tectonic plate movement changing the location and shape of earth's continents
   D. tectonic plate movement changing the location and shape of earth's oceans
5. What is this passage mainly about?
   A. glaciers and erosion
   B. landslides and earthquakes
   C. changes in the earth
   D. changes in the human body

6. Read the following sentences: "Water, wind and ice slowly shape the **surface** of the earth, constantly moving all around us. Activity just beneath the **surface** of the earth's crust creates rapid changes in the shape of the land-that's where we get volcanoes, landslides and earthquakes."

What does the word "**surface**" mean in the sentences above?
   A. a process that changes the shape of the earth
   B. an effect that takes many years for people to notice
   C. the middle or central part of something
   D. the outer layer or part of something

7. Choose the answer that best completes the sentence below.

The earth is shaped by the movement of different forces, ________ water, wind, and ice.
   A. never
   B. instead
   C. finally
   D. including

8. How do humans influence the earth's natural processes?
9. How are changes in the earth similar to changes in human beings?

10. The passage describes some ways that changes in the earth and changes in people are similar. What are some ways that changes in the earth and changes in people are different? Support your answer with evidence from the passage.