# Robert L. Merritt

# 7th Grade **ELA** Pack

## Week of June 22-26, 2020

**For Questions 4 - 7:**

## Reviving a Lost Art

an adapted excerpt from "Potter of National Reputation Attributes His Success to Constant Toil and Study" from *The St. Louis Republic*

*George Ohr (1857-1918) was an eccentric man who is considered one of the first and most talented artistic potters in the United States. Born in Biloxi, Mississippi, Ohr spent his life creating art in the form of ceramic pottery.*

1. Pottery making has been introduced in the St. Louis High School in connection with the art department, and the teachers, in order to prepare themselves for instruction in this branch of art, have secured George E. Ohr of Biloxi, Mississippi, the master potter who exhibited his wares in the Mississippi exhibit in the Mines and Metallurgy Palace at the World's Fair.

2. Mr. Ohr is a potter of national reputation. He refuses to sell his wares, unless they bring their weight in gold.

3. His class has made rapid progress. It has not been definitely decided whether the potter's wheel will be used in the teaching of pottery making in the schools, or whether the work will be hand modeling.

4. "The individual potters all died 400 years ago. Potteryâ"artistic potteryâ"the pottery of the brain, heart, and soul was swallowed up in commercialism," said Mr. Ohr, as he stood beside his potter's table and wheel in his studio in the St. Louis High School, where he has been instructing a class of teachers in pottery.

5. While he talked of his hobbyâ"artistic potteryâ"he was kneading a mass of yellow clay, as a baker would handle dough, to make it fine

grained and smooth. A potter's apron covered him from head to foot. It was much bespattered with clay; his arms were bared to the shoulders, showing well-developed muscles.

6. He was quick in movement, but his speech has the broad drawl of the Southerner. His iron-gray hair was brushed well off of his high, broad forehead, and his gray mustache and goatee had the curl characteristic of those of a Kentucky Colonel. His large brown eyes were keen and expressive. He was as happy and content at his wheel as a child making mud pies.

**One of the Lost Arts**

7. "Pottery is one of the lost arts, and I am trying to revive it. I have studied every piece of old pottery that I could get my hands on, and I have eagerly devoured every bit of reading matter on the subject that was ever written. I have tried to bring pottery back to its own place among the arts, for it is an art, but the public are not educated up to artistic pottery.

8. "One reason is that the master potters are few, and they do not sign their names on their work. Another reason is that commercialism has swallowed up the artistic pottery. They reproduce commercial pottery by casts, by machinery, for strength and in great numbers. Every piece is the same.

9. "When the public buy a painting, they want the signature of the artist. If they buy a book they want to know the name of the author. Not so with pottery; they buy that by the inch. The master potter should sell his work as the artist. When a skillful artist paints a picture it is not used as a door-mat, it is hung on the wall to satisfy the aesthetic side of man.

10. "So it should be the aim of the master potter not to create ware that will stand great strength and for use. He could not make his salt, because the machinery is too strong a competitor. It will work faster than the hands of man, but he should strive for the artistic, and for the thinness of his wares. Refinement does not have to carry bricks.

11. "I love my work. I love the creations of my hands and mind. I call them my 'clay babies.' They are the children of my mind."

*Article published December 25, 1904, in Saint Louis, Missouri.*

4. **Part A**

What influenced George Ohr's ideas about artistic pottery?

**A** Ohr taught pottery-making in schools and found that students did not have an appreciation for artistic pottery.

**B** Ohr studied the history of artistic pottery and realized that it had been replaced by machine-made pottery.

**C** Ohr struggled to sell his pottery and found that people did not understand the beauty of artistic pottery.

**D** Ohr studied traditional art like painting and realized that potters did not sign their creations to claim their work.

**Part B**

Which details from the text provide evidence to support the claim in Part A?

| | Detail 1 | Detail 2 |
|---|---|---|
| **A** | "His class has made rapid progress.It has not been definitely decided whether the potter s wheel will be used in the teaching of pottery making in the schools, | "...as he stood beside his potter s table and wheel in his studio in the St. Louis High School,where he has been instructing a |

or whether the work will be hand modeling."(paragraph 3)

class of teachers in pottery."(paragraph 4)

B

**Detail 1**

" The individual potters all died 400 years ago.Pottery-artistic pottery-the pottery of the brain,heart, and soul was swallowed up in commercialism, said Mr.Ohr...."(paragraph 4)

**Detail 2**

" I have studied every piece of old pottery that I could get my hands on,and I have eagerly devoured every bit of reading matter on the subject that was ever written. "(paragraph 7)

C

**Detail 1**

" I have tried to bring pottery backto its own place among the arts,for it is an art,but the public are not educated up to artistic pottery. "(paragraph 7)

**Detail 2**

"When the public buy a painting,they want the signature of the artist.If they buy a book they want to knoe the name of the author." (paragraph 9)

D

**Detail 1**

" One reason is that the master potters are few, and they do not sign their names on their work.Another reason is that commercialism has swallowed up the artistic pottery. " (paragraph 8)

**Detail 2**

" It will work faster than the hands of man,but he should strive for the artistic, and for the thinness of his wares.Refinement does not have to carry bricks. " (paragraph 10)

5. **Part A**

What claim does George Ohr make about artistic pottery in the text?

A Ohr claims that more people should read about the history of pottery to appreciate it.

B Ohr claims that commercial pottery is not as useful as pottery made by hand.

C Ohr claims that pottery should be appreciated by more people and treated as true art.

D Ohr claims that potters should try to create their pottery more quickly and more effectively.

**Part B**

Which details from the text provide evidence to support the claim in Part A?

| | Detail 1 | Detail 2 |
|---|---|---|
| A | " I have tried to bring pottery back to its own place among the arts,for it is an art,but the public are | " The master potter should sell his work as the artist.When a skillful artist paints a picture it is not used as a door-mat,it is hung |

not educated up to artistic pottery. "(paragraph 7)

on the wall to satisfy the aesthetic side of man. "(paragraph 9)

**B**

| Detail 1 | Detail 2 |
| --- | --- |
| " One reason is that the master potters are few,and they do not sign their names on their work. "(paragraph 8) | " It will work gaster than the hands of man,but he should strive for the artistic, and for the thinness of his wares. Refinement does not have to carry bricks. "(paragraph 10) |

**C**

| Detail 1 | Detail 2 |
| --- | --- |
| " Another reason is that commercialism has swallowed up the artistic pottery.They reproduce commercial pottery by casts, by machinery,for strength and in great numbers. " (paragraph 8) | " The master potter should sell his work as the artist.When a skillful artist paints a picture it is not used as a door-mat,it is hung on the wall to satisfy the aesthetic side of man. " (paragraph 9) |

**D**

| Detail 1 | Detail 2 |
| --- | --- |
| " It will work gaster than the hands of man,but he should strive for the artistic, and for the thinness of his wares. Refinement does not have to carry bricks. "(paragraph 10) | " One reason is that the master potters are few,and they do not sign their names on their work. "(paragraph 8) |

6. **Part A**

**Part A**

What is the figurative meaning of the phrase *bring their weight in gold* as it is used in paragraph 2?

**A** get a large sum of money

**B** get an amount of money equal to the weight of the object

**C** get an insignificant amount of money

**D** get a sum of money equal to the time spent to create it

**Part B**

**Part B**

Which sentence from the text uses figurative language in a way that conveys a similar meaning as in Part A?

**A** "While he talked of his hobbyartistic potteryhe was kneading a mass of yellow clay, as a baker would handle dough, to make it fine grained and smooth." (paragraph 5)

**B** "He was as happy and content at his wheel as a child making mud pies." (paragraph 6)

C "Another reason is that commercialism has swallowed up the artistic pottery." (paragraph 8)

D "He could not make his salt, because the machinery is too strong a competitor." (paragraph 10)

7. **Part A**

**Part A**

How does paragraph 6 contribute to the development of ideas in the text?

A It emphasizes George Ohr's dedication for art of pottery and the satisfaction his craft brings him.

B It illustrates the contrast between George Ohr's rough exterior and the beautifully delicate pottery he creates.

C It allows the reader to visualize George Ohr's upbeat personality as he teaches others to make pottery.

D It highlights how George Ohr's upbringing in the south has had a tremendous impact on his pottery creations.

**Part B**

**Part B**

Which additional paragraph from the text contributes to the development of ideas in the same way?

A paragraph 4

B paragraph 5

**C** paragraph 9

**D** paragraph 11

# Robert L. Merritt

# 8th Grade **ELA** Pack

## Week of June 22-26, 2020

**For Questions 1 - 5:**

## from "Charles E. Taylor: The Unsung Hero of Kitty Hawk Finally Gets His Day"

by Maria Papageorgiou

1. Charles E. Taylor has been called "the man aviation history almost forgot." No wonder. Three people—Orville and Wilbur Wright, plus Taylor—made the first powered flight at Kitty Hawk, N.C., happen. Despite intermittent "rediscoveries" of Taylor's contributions to aviation throughout the decades, only the Wright brothers continue to be named in most accounts of the milestone flight at Kitty Hawk; at most, Taylor is a footnote. Without question, it was Taylor's hand-crafted engine that transformed the Wrights' airframe into the extraordinary vehicle that changed transportation forever. Without Taylor's engine, the brothers and aviation would not have soared and moved forward as they did.

2. With the number of aviation industry "firsts" that can be credited to Taylor, it is difficult to believe that the talented, but modest, Midwesterner went unheralded for so many decades after the first engine-driven flight at Kitty Hawk. His story is a simple, yet at times a heart-breaking, one. In its twists and turns of fortune can be found evidence of the fickleness of fate as well as the very deep friendship that existed between the "Wright boys" (as he often called Orville and Wilbur) and Taylor.

### Early Life

3. On May 24, 1868, Charles E. Taylor was born in a log cabin on a farm in Cerro Gordo, Illinois. When he was a young boy, his family moved to Nebraska. Most sources state that he dropped out of school at age 12 to work as an errand boy for the Nebraska State Journal, but others indicate he graduated from high school.

Whatever his academic achievements were, they are not of much consequence because while at the Journal and working in their bindery, he discovered that he was mechanically inclined. And it was this natural inclination to use tools easily and skillfully that led Taylor to his greatest accomplishment.

4. In his 20s, Taylor moved to Kearney, Nebraska. He started his own business of making metal house numbers (the dexterity needed to fashion numerical shapes from metal was good practice for when he would later construct the first airplane engine from scratch), and, in 1894, he married Henrietta Webbert. It was through his wife's family that he eventually met the Wright brothers.

## Moving to Dayton and Meeting the Wrights

5. Interested in bettering their lives, the couple decided in 1896 to move to Dayton, Ohio, where many members of Henrietta's family lived. As the world would soon learn, also living there were two highly motivated, technologically sharp brothers who owned a bicycle shop. The shop was leased to them by Henrietta's uncle.

6. At the dawn of what would be called the "American Century," Taylor found opportunities aplenty in Dayton. After first working for the Stoddard Manufacturing Company, which made farm equipment and then bicycles, he opened his own tool shop. Since Taylor had been introduced to the Wrights through Henrietta's family, they were familiar with his trade and occasionally asked him to make mechanical parts for their bicycles. They were so satisfied with his work that the inevitable eventually happened. As Taylor recalled the fateful moment in a 1948 interview: "It was a hot June night in Dayton. It must have been a Saturday because I was at the Wright Cycle Company gassing [yakking] with Wilbur and Orville. They stayed open Saturday nights to take care of the folks who worked all week.... One of the brothers, I forget which, asked me how would I

like to go to work for them. There were just the two of them in the shop, and they said they needed another hand. They offered me $18 a week." Taylor took them up on the offer not only because of what was a good salary at that time, but also because he lived only six blocks away from the shop and could bicycle home for lunch. "Besides," he elaborated, "I liked the Wrights." The year was 1901, and in two more years, the three of them would make history.

## Helping Out the Boys and Making the Engine

7. From his visits to the shop and "gassing" with the guys, Taylor already knew Orville and Wilbur were very involved in "their flying studies and experiments." His role as an employee would be to handle the shop's customers and bicycle business, especially when the brothers were in North Carolina testing their experimental gliders. The Wrights traveled to Kitty Hawk a couple times a year whenever they had an improved flying machine. They were obviously intellectually gifted (Orville invented a calculating machine when he was 24) and possessed the attitude of true scientists (i.e., they were never daunted by failure and willing to try the next thing).

8. At one point, they figured they needed a wind tunnel to perfect the performance of the gliders. Helping to build the wind tunnel was the first time Taylor worked on any of the Wrights' aeronautical projects.

9. When the Wrights returned from one of their trips south in 1902, they informed Taylor that they were no longer interested in gliders and wanted a powered machine. They developed the specifications for the new biplane they would build, but were unable to find a manufacturer who could or would make the engine. So they turned to Taylor for help. As Taylor recalled, "While the boys were handy with tools, they had never done much machine work...." The Wright brothers went to work building the airframe, and Taylor, using only the simple tools he had in the shop—a drill press, lathe, and

assorted hand tools—went to work constructing a 180-lb., 12-horsepower engine. "We didn't make any drawings," he explained. "One of us would sketch out the part...on a piece of scratch paper, and I'd spike the sketch over my bench." Following what he saw in the sketches, Taylor made the first airplane engine in only six weeks. He also made all the metal parts for the airframe. How was this phenomenal achievement ever forgotten? After all, Taylor made the first airplane engine, thus becoming the "First Airplane Mechanic."

10. Part of the answer can be found in the nature of the man himself. Cut from the mold of many aircraft mechanics, Taylor did not seek the limelight or notoriety. It is enough for this type of person to do a good job and that's it. The other part was the actual swiftness with which aviation technology took off. In not too long, Taylor's first engine as well as his subsequent, more powerful ones quickly became artifacts on the road to invention.

Excerpt from "Charles E. Taylor: The Unsung Hero of Kitty Hawk Finally Gets His Day" by Maria Papageorgiou. Federal Aviation Administration http://www.faa.gov/about/history/pioneers/media/Charles_E_Taylor.pdf (3/24/15).

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**1. What is the author's purpose in paragraph 10?**

A to acknowledge that Taylor's shyness may have hindered his aviation career

B to argue that aviation would not have been possible without Taylor

C to explain why Taylor's contributions to aviation have been overlooked historically

D to highlight the important role that airplane mechanics like Taylor have played in aviation

**2. What is the *most likely* reason the author includes biographical information about Taylor's early life in paragraphs 3-4?**

A to acknowledge that Taylor would have benefited from more formal education

B to describe the variety of jobs that Taylor held prior to building airplanes

C to establish that Taylor was mechanically gifted even from a young age

D to highlight the personal setbacks that Taylor experienced during his youth

**3. What is the meaning of *intermittent* as it is used in paragraph 1?**

**A** justifiable

**B** periodic

**C** recent

**D** surprising

**4. How does the author distinguish between the Wright brothers and Taylor?**

**A** by contrasting the contributions the Wright brothers and Taylor each made to the successful invention of the first airplane

**B** by contrasting the education and work experiences of the Wright brothers and Taylor that led to their involvement in aviation

**C** by implying that the Wright brothers actively pursued fame unlike Taylor

**D** by implying that the Wright brothers knew less about aviation than Taylor

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**5. Which quotation reveals the author's admiration for Taylor?**

**A** "Without question, it was Taylor's hand-crafted engine that transformed the Wrights' airframe into the extraordinary vehicle that changed transportation forever." (paragraph 1)

**B** "Most sources state that he dropped out of school at age 12 to work as an errand boy for the Nebraska State Journal, but others indicate he graduated from high school." (paragraph 3)

**C** "Interested in bettering their lives, the couple decided in 1896 to move to Dayton, Ohio, where many members of Henrietta's family lived." (paragraph 5)

**D** "At the dawn of what would be called the 'American Century,' Taylor found opportunities aplenty in Dayton." (paragraph 6)

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**For Questions 6 - 13:**

## "Claims About Cocoa— Can Chocolate Really Be Good for You?"

by National Institute of Health

1. Many of us would love to believe that chocolate is a health food. Maybe you've heard or read about its potential benefits. Eating chocolate may have some health pluses, but the research is far from certain. The drawbacks, on the other hand, are clear. Think twice before you reach for that tempting treat.

2. The idea that chocolate might be good for you stems from studies of the Kuna Indians, who live on islands off the coast of Panama. They have a low risk of cardiovascular disease or high blood pressure given their weight and salt intake. Researchers realized that genes weren't protecting them, because those who moved away from the Kuna islands developed high blood pressure and heart disease at typical rates. Something in their island environment must have kept their blood pressure from rising.

3. "What was particularly striking about their environment was the amount of cocoa they consume, which was easily 10 times more than most of us would get in a typical day," says Dr. Brent M. Egan, a researcher at the Medical University of South Carolina who studies the effect of chocolate on blood pressure.

4. But Kuna cocoa is a far cry from the chocolate that most Americans eat. The Kuna make a drink with dried and ground cocoa beans (the seeds of the cocoa tree) along with a little added sweetener. The chocolate we tend to eat, on the other hand, is made from cocoa beans that are roasted and processed in various other ways, and then combined with ingredients like whole milk.

5. Processing can extract two main components from cocoa beans: cocoa solids and cocoa butter. Powdered cocoa is made using the solids. Chocolate is made from a combination of cocoa solids and cocoa butter. The color of the chocolate depends partly on the amount of cocoa solids and added ingredients, such as milk. In general, though, the darker the chocolate, the more cocoa solids it contains. Researchers think the solids are where the healthy

compounds are. White chocolate, in contrast, contains no cocoa solids at all.

6. The past decade has seen many studies into the health effects of chocolate. "We have good science on chocolate, especially about dark chocolate on blood pressure," says Dr. Luc Djoussé of Harvard Medical School and Brigham and Women's Hospital. His research team found an overall drop in blood pressure among people who eat more chocolate. "The results suggest that chocolate may, in fact, lower blood pressure," Djoussé says. "This effect was even stronger among people with high blood pressure to begin with."

7. Laboratory studies have uncovered several mechanisms that might explain chocolate's heart-healthy benefits. However, it's hard to prove whether the chocolate that most Americans eat actually has those effects in the human body. Controlling how much chocolate people eat and tracking them for long periods of time is not an easy task.

8. "The clinical trials that have been done in people have all been fairly short," says Dr. Ranganath Muniyappa, an NIH staff clinician who studies diabetes and cardiovascular health. These studies, he explains, look at cardiovascular risk "markers"—factors related to heart health, such as blood pressure—not long-term outcomes like heart disease and stroke.

9. Studies looking into the long-term health effects of chocolate have relied on people to recall how much chocolate they ate. The researchers then compared those levels with health outcomes. While such studies can find associations, they can't prove the effects of a particular food.

10. "People usually eat food in a pattern. A chocolate lover would eat chocolate with something else," Djoussé explains. "It could be not so much the chocolate by itself, but chocolate in conjunction with, let's say, whole grain or exercise or not smoking—the pattern of the lifestyle habit in general. It's really hard to separate the effects of individual components."

11. Chocolate contains high levels of compounds thought to help prevent cancer, too. But Dr. Joseph Su, an NIH expert in diet and cancer, says that direct evidence here is similarly hard to come by.

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Since cancer can take many years to develop, it's difficult to prove whether eating chocolate can affect disease. Instead, researchers look to see if factors linked to cancer change when chocolate is consumed.

12. "Right now, some studies show really a remarkable modification of those markers," Su says. But the evidence that chocolate can reduce cancer or death rates in people is still weak. "There are a few studies that show some effect," Su says, "but the findings so far are not consistent."

13. Some research also suggests that chocolate might help prevent diabetes. However, the challenges in proving this link are similar to those of heart disease and cancer.

14. Another thing that makes it hard to interpret these studies is that they often use different chocolates, and so their ingredients and health effects may vary.

15. Compounds called flavanols are thought to be responsible for many of chocolate's beneficial effects. These compounds are also found in tea, wine, fruits and vegetables. Different chocolates can vary greatly in their flavanol content. Cocoa beans naturally differ in their flavanol levels. A large portion of the flavanols can also be removed during processing. In fact, companies often remove these compounds intentionally because of their bitter taste. The end result is that there's no way to know whether the products you're looking at contain high flavanol levels.

16. So should you eat chocolate? Chocolate can have a lot of calories, and the importance of a healthy weight is well known. "If you're eating chocolate, make sure to watch the calorie content, the fat content and the sugar content," Su says.

17. "For those who are already consuming chocolate, I would advise them to look for the darker ones," Djoussé adds, "not the white chocolate or the milk chocolate. You won't get any of the benefit. It's just going to be unneeded calories."

18. But there's no need to start eating chocolate if you don't already. "The science doesn't allow us to make recommendations because the evidence is just not there," Muniyappa says.

19. Meanwhile, NIH will continue to fund studies into the health effects of chocolate, and many other foods. Wouldn't it be sweet if the research proved that chocolate is definitely good for us?

"Claims About Cocoa—Can Chocolate Really Be Good for You?" by National Institute of Health. http://newsinhealth.nih.gov/issue/Aug2011/Feature1 (7/7/15).

**6. Read this claim from the passage**

> **But there's no need to start eating chocolate if you don't already.**

**Which quotation from the passage *best* supports the author's claim?**

**A** "Compounds called flavanols are thought to be responsible for many of chocolate's beneficial effects." (paragraph 15)

**B** "Chocolate can have a lot of calories, and the importance of a healthy weight is well known." (paragraph 16)

**C** "'For those who are already consuming chocolate, I would advise them to look for the darker ones,' Djoussé adds..." (paragraph 17)

**D** "Meanwhile, NIH will continue to fund studies into the health effects of chocolate, and many other foods." (paragraph 19)

**7. How does the structure of paragraph 4 develop the reader's understanding of chocolate?**

A It contrasts the differences between cocoa and processed chocolate.

B It describes the variety of forms in which chocolate is consumed.

C It explains sequentially how to make cocoa and processed chocolate.

D It reveals the problems with cocoa and the solutions developed to make it more tasty.

**8. What does "a far cry from" mean in paragraph 4?**

**A** combined with

**B** nothing like

**C** smaller than

**D** superior to

**9. Why does the author include information about the Kuna Indians in paragraphs 2-3?**

A to argue that some people are healthy regardless of how much chocolate they eat

B to distinguish between the amounts of chocolate people in different areas consume

C to establish a possible connection between chocolate and heart health

D to explain the historical significance of chocolate

**10. Which is a claim supported by relevant and sufficient evidence from the passage?**

**A** The health benefits of chocolate remain unclear.

**B** Chocolate can cure serious, long-term health problems.

**C** People who eat chocolate regularly are healthier than those who do not.

**D** Healthy people generally avoid eating chocolate altogether.

# Robert L. Merritt

# 9th Grade **ELA** Pack

## Week of June 22-26, 2020

**For Questions 1 - 7:**

## from "Remarks on Signing Alaska National Interest Lands Conservation Act"
by President Jimmy Carter

1. As a nation, we have been blessed with an abundance of natural resources. We've also been blessed with an abundance of natural wonders—from the Grand Canyon to the gates of the Arctic, from the Everglades to Yellowstone—we're only just now learning how to use the one without abusing the other. We must not let the pressures of the day interfere with these efforts to enhance the quality of our lives. We cannot let our eagerness for progress in energy and in technology outstrip our care for our land, for our water and for air, and for the plants and animals that share all of these precious vital resources with us. Every time we dig out minerals or drill wells, every time we ignore erosion or destroy a sand dune or dam a wild river or dump garbage or create pollution, we're changing the living Earth.

2. Sometimes this change might be beneficial, but we should always change the world in which we live with great care. We are affecting the air we breathe and the water we drink. We have nothing more precious than life itself, nothing more valuable to us than health. We must not forfeit these in the pursuit of progress. We must face the fact that these threats to the quality of life will mount inexorably in the years ahead.

3. We've tried to look forward to the year 2000, and we've been very concerned at what we've seen. We must face the fact that these threats to the quality of life will perhaps be the greatest challenges which this Nation must face. None of us can afford to relax our vigilance, and we certainly cannot afford to rely on government

alone to be vigilant for us. Each of us has a responsibility to the environment that nurtures all of us.

4. Years ago, Americans used to feel secure surrounded by wide oceans, but today, we have a different world view and different kinds of oceans to contemplate. Today, we know that all of us, the globe over, belong to the same, very small world, adrift in the vast areas of space. We see more clearly that we have a duty—to ourselves and to our descendants, to the environment and to the world itself—to conserve, to preserve, to use, but to think before we act, and always to care.

5. We Americans have a history of viewing the environment as wilderness and wilderness as something that must be conquered. But we must never forget that as vast and dark and forbidding as the forests may seem, they are very fragile; and as wide and as boundless as the oceans may seem, they're quite vulnerable. For all that the Earth has given us, we owe it our respect and, more importantly, our understanding. We're the stewards of an irreplaceable environment. That's an awesome task as well as a precious gift.

6. In the decade past we've worked hard to build strong programs to protect the environment and, where there was damage, to clean our skies and waterways. We have made some progress. It has not been easy. Human greed is not an easy foe to conquer. As Governor and as President, this has been one of my most difficult political challenges, and throughout my life in the future, it's a challenge that I will continue to meet.

7. In the last four years, we've strengthened the Clean Air and Clean Water Acts and the Coastal Zone Management Act. We've established strict Federal environmental standards for coal mining, provided for better control of pesticides and toxic chemicals. We

have at least continued our protection of endangered species. Outside of Alaska, we've made vast additions to our National Park System. We've created new wilderness areas and designated new Wild and Scenic Rivers. We cannot afford to retreat from these efforts now. We cannot afford to look at the immediate financial profits and ignore the long-term costs of misusing the environment.

8. Protecting our environment also brings immediate results to our health and to the development of new technology, new areas of understanding, new knowledge that benefits us all. It brings us some financial costs as well, but these costs, compared to the benefits, are very modest indeed. The price of not protecting the environment would be far greater and far more lasting. Much of the damage cannot possibly be repaired at any price. We protect it today, or we lose it for all time.

9. In tackling our challenges—the problems of hazardous waste disposal and eroding beaches, extinction of plant and animal species, and human overpopulation—we have our forebears to emulate. When they came to these shores they faced challenges beyond any they had known previously, and they had to think and they had to fight their way through: Their success is our legacy now. Their triumphs and their mistakes have much to teach us.

10. We've learned the hard way, in some cases, that we cannot, without consequence, take from the land without giving. We've learned, too, that what we need as we enter the 1980's is the same thing the pioneers had when they first entered the wilderness of this country —determination, courage, daring.

11. We were determined to preserve portions of Alaska. Fifty-six million acres of that State can now stand pristine. We dared to act with foresight, instead of hindsight, and with an understanding that

Alaska will help keep our Nation both energy-strong and environmentally rich.

12. As our descendants look back on the 1980's, I hope it will be said by them that we kept our commitment to the restoration of environmental quality; that we protected the public health from the continuing dangers of toxic chemicals, from pollution, from hazardous and radioactive wastes; that we put this Nation on a path to a sustainable energy future, one based increasingly on renewable resources and on the elimination of waste.

13. Let it be said that we moved to protect America's countryside, that this year, the Year of the Coast, was perhaps the turning point in protecting, finally, our coastland from mismanagement; that we redirected the management of the Nation's water resources toward water conservation and environmental protection; that we've faced squarely such worldwide problems as deforestation, acid rain, toxic waste disposal, carbon dioxide buildup, and nuclear proliferation.

14. That all of us have won so much in Alaska is all the more reason to continue our fight for our other environmental concerns. That we've struck a balance between Alaska's economic interests and its natural beauty, its industry and its ecology, is all the more reason to try now to strike similar balances elsewhere in our Nation. This act of Congress gives us both the knowledge and the impetus and inspiration.

15. For today, in closing, let me say, let us celebrate. The mountains that rim the Misty Fjords and rise above Admiralty Island, the tracks of man's past along the Bering Strait, the rivers and lakes that harbor salmon and trout, the game trails of caribou and grizzly in the Brooks Range, the marshes where our waterfowl summer—all these are now preserved, now and, I pray, for all time to come. I thank God that you have helped to make it possible for me to sign this bill.

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Excerpt from "Remarks on Signing Alaska National Interest Lands Conservation Act" by President Jimmy Carter. http://www.presidency.ucsb.edu/ws/?pid=45539 (11/23/15).

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**1. Read this excerpt from paragraph 9, and then use the dropdown menu to answer the question.**

In tackling our challenges—the problems of hazardous waste disposal and eroding beaches, extinction of plant and animal species, and human overpopulation—we have our forebears to emulate. When they came to these shores they faced challenges beyond any they had known previously, and they had to think and they had to fight their way through...

**Use the dropdown menu to choose the word that would *best* replace the word *emulate* as it is used in the passage.**

In tackling our challenges—the problems of hazardous waste disposal and eroding beaches, extinction of plant and animal species, and human overpopulation—we have our forebears to _____ . When they came to these shores they faced challenges beyond any they had known previously, and they had to think and they had to fight their way through...

**A** describe

**B** follow

**C** support

**D** teach

2. **Read this excerpt from paragraph 6.**

> We have made some progress. It has not been easy. Human greed is not an easy foe to conquer.

**What impact does the figurative language have on the passage?**

A It emphasizes the author's commitment to a long and difficult task.

B It highlights the author's pride in what he has single-handedly accomplished.

C It reveals the author's exasperation with the pace in which change is occurring.

D It shows the author's resignation that some problems are simply unresolvable.

**3. What is the author's purpose?**

A to encourage continued support for the preservation of the environment

B to describe the recent changes that have occurred in the environment

C to condemn the public for its reckless treatment of the environment

D to argue that his administration has done all it can to help the environment

**4. How does the comparison to pioneers in paragraph 10 advance the author's purpose?**

**A** by describing the benefits of discovery

**B** by emphasizing the importance of perseverance

**C** by expressing the problems of the future

**D** by highlighting the mistakes of the past

5. **Part A**

**What is the author's purpose?**

A to encourage continued support for the preservation of the environment

B to describe the recent changes that have occurred in the environment

C to condemn the public for its reckless treatment of the environment

D to argue that his administration has done all it can to help the environment

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6. **Part B**

**How does the comparison to pioneers in paragraph 10 advance the author's purpose?**

A by describing the benefits of discovery

B by emphasizing the importance of perseverance

C by expressing the problems of the future

D by highlighting the mistakes of the past

7. **Read this sentence from paragraph 1.**

> We cannot let our eagerness for progress in energy and in technology outstrip our care for our land, for our water and for air, and for the plants and animals that share all of these precious vital resources with us.

**How does this sentence develop the author's ideas about how the environment should be treated?**

A by asserting that the protection of the environment should be the country's sole priority

B by emphasizing that all aspects of the environment should be cared for in the same way

C by asserting that a greater focus should be directed towards studying the environment

D by emphasizing that advancement must not come at the expense of the environment

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Name_____Date_____Class Period_____

# Fitness Daily Exercise Work-Outs

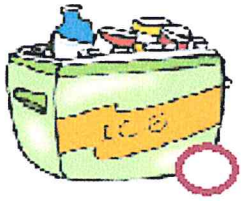
**Abdominal workout** **25 Pts_____**

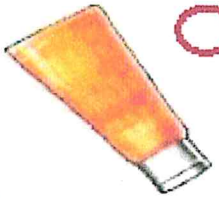
- AB crunches
- Flutter kicks
- Hands to toes
- Opposite arm raise
- The climb up
- The single leg stretch

- **LOWER BODY WORKOUT** **25Pts_____**
  - Leg lunges
  - Squats
  - High knees
  - Wall jumps
- **Upper BODY WORKOUT** **25Pts_____**
  - Pushups
  - Dips
  - Bicep curl (resistance band)
  - Resistant band shoulder workouts
  - Diamond pushup
- **CARDIO WORKOUT** **25Pts_____**
  - Sprints
  - Suicides
  - Green light, Yellow light, Red light

# CAMPING

At the bottom of the page is a list of words. These words are hidden in the puzzle. The words have been placed horizontally, vertically, or diagonally - frontwards or backwards. When you locate a word, draw a circle around it.





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| P | Y | I | I | P | B | R | A | Z | L | A | N | T | E | R | N | S | W |
| A | P | O | E | T | R | B | C | B | E | F | G | H | J | N | Y | T | L |
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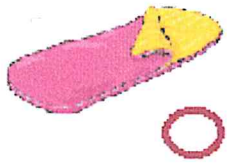

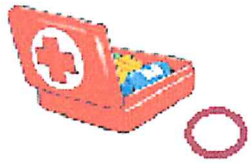

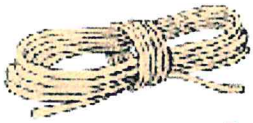

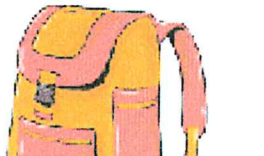

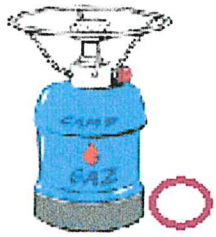

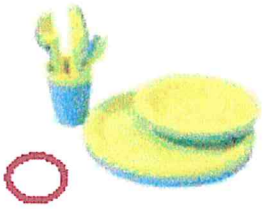

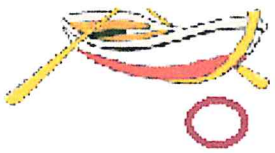

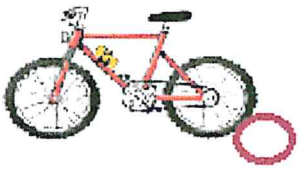

1. insect repellent
2. tent
3. first aid kit
4. backpack
5. bike
6. lantern
7. picnic table
8. cap

TAKE A HIKE!

9. sleeping bag
10. compass
11. boat
12. suntan lotion
13. camping stove
14. picnic set
15. ice cooler
16. rope