SOCIAL STUDIES
READING AND WRITING
ACTIVITIES

CORRELATED TO THE
SOCIAL STUDIES
COMPETENCY-BASED CURRICULUM

GRADE 6
GEOGRAPHY

Division of Social Sciences
Miami-Dade County Public Schools
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SOCIAL STUDIES READING AND WRITING ACTIVITIES

The Division of Social Sciences has developed this reading and writing activity packet to provide support for social studies teachers with instructional program delivery including enrichment activities for addressing the Reading Sunshine State Standards Benchmarks.

The activity packet contains the following:

• Matrix containing listing of activities with correlations to the Social Studies Competency-Based Curriculum and the tested Reading Sunshine State Standards Benchmarks;

• Readings with follow up questions and activities correlated to the Social Studies Competency-Based Curriculum and the tested Reading Sunshine State Standards Benchmarks;

• Scoring Rubric for Short Response Tasks;

• Grade 6 Social Studies Competency-Based Curriculum for Geography;

• Social Studies Topics for FCAT, Grades 6-8;

• Reading Content Assessed by FCAT and Item Formats by Benchmark, Grades 6-8;

• FCAT Reading Performance Task Specifications for Grades 6-8; and

• Sample sixth Grade Reading Passages from Florida DOE with Benchmark Clarification Follow-up.
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GRADE LEVEL/COURSE: Grade 6 - Geography

TITLE: Americans All

CBC COMPONENT: V Cultural Awareness

COMPETENCY: VA

OBJECTIVE(S): VA7 Develop an understanding for cultures other than one’s own by reading literature, stories, myths, and listening to music and examining art.

LANGUAGE ARTS /READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.

LA.A.2.3.2 Identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author’s purpose in a simple text and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.)

READING: Americans All (found on following pages)
Survival This Way by Simon J. Ortiz
I, Too by Langston Hughes


MULTIPLE CHOICE ANSWERS:

1. A
2. C
3. C
4. C
5. D
Directions: Read the passage and answer the questions that follow.

Americans All

Native Americans and African Americans endured many years of injustice. Even so, the pride and determination of these Americans remained strong. Read the poems by Native American poet Simon J. Ortiz and African American poet Langston Hughes to see how they express these feelings.

Survival This Way
by Simon J. Ortiz (1941 - )

Survival, I know how this way.
This way, I know.
It rains.
Mountains and canyons and plants
grow.
We travelled this way
gauged our distance by stories
and loved our children.
We taught them
to love their births.
We told ourselves over and over
again, “We shall survive
this way.”
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I, Too
by Langston Hughes (1902 - 1967)

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
    But I laugh,
    And eat well,
    And grow strong.

    Tomorrow,
    I'll be at the table

When company comes.
    Nobody'll dare
    Say to me,
    “Eat in the kitchen,”
    Then.

Besides,
    They'll see how beautiful I am
    And be ashamed -

1. We could replace the word “too” in Langston Hughes’ poem with the words
   (A) as well as white people
   (B) now that we’re treated equally
   (C) in addition to my other songs
   (D) also writing about America

2. Simon Ortiz and Langston Hughes both express their faith in
   (A) peaceful demonstrations
   (B) their children
   (C) overcoming hardship
   (D) the power of laughter

3. What is a major difference in the tone of the two poems?
   (A) Simon Ortiz promotes warfare on the part of the Indians, while Langston Hughes promotes peace on the part of Indians.
   (B) *Survival This Way* is an angry poem, while *I, Too*, is a funny poem.
   (C) Langston Hughes expects things to change, while Simon Ortiz expects things to stay the same.
   (D) The poems are set in different time periods.

4. What is Langston Hughes’ purpose in writing the poem, *I, Too*?
   (A) to explain why African Americans ate in the kitchen
   (B) to introduce readers to the effects of slavery
   (C) to explain and demonstrate the African American condition in America
   (D) to describe the Civil Rights movement

5. In the poem *Survival, This Way*, why does the author include the phrase “We told ourselves over and over...?”
   (A) to describe how the Native Americans tried repeatedly to climb the mountain
   (B) to illustrate the great distances traveled by the Native Americans
   (C) to prove how much the Native Americans loved their children
   (D) to demonstrate that the Native Americans never stopped fighting for survival
6. In *Survival This Way*, what did the author mean when he said the Indians taught their children to love their birth?
7. How did Ortiz and Hughes deal with the discrimination they experienced. Use details and information from both poems to support your answer.
SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 6 - Geography

TITLE: The Aral Sea Calamity

CBC COMPONENT: IV Economic Understanding
                VI Global Perspective

COMPETENCY: IVA, VIA

OBJECTIVE(S):
IVA2 Examine the relationship between economic development and a region’s geography; e.g., the availability, use and conservation of natural resources; geographic barriers to trade; relative location to strategic waterways/geographical crossroads.
VIA2 Identify examples of persistent global problems; e.g., hunger and poverty, overpopulation, pollution, destruction of habitats, territorial conflicts, and refugees.
VIA3 Cite examples of opportunities nations have to interdependently solve environmental and human problems.
VIA4 Discuss the impact of science and technology on the environment and society.

LANGUAGE ARTS/ READING BENCHMARKS

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.3.1 Determines the main idea or essential message in a text and defines relevant details and facts and patterns of organization.

LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts. (Applies to fiction, nonfiction, poetry, and drama.)
SOCIAL STUDIES
READING AND WRITING ACTIVITY

READING: The Aral Sea Calamity


MULTIPLE CHOICE ANSWERS:
1. C
2. D
3. A
4. B
5. B
**SOCIAL STUDIES**

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**Directions:** Read the passage and answer the questions that follow.

**The Aral Sea Calamity**

The Aral Sea, situated between Kazakhstan and Uzbekistan in Central Asia, was once the world's fourth-largest inland body of water (after the Mediterranean, Black, and Caspian Seas). Now, much of the area it occupied has become a desolate, salty marsh surrounded by desert. Formerly bustling port cities that had reaped the benefits of a healthy fishing industry have been reduced to centers of poverty, unemployment, and disease.

The region has become a casualty of human shortsightedness. During the 1960s, the Soviet Union attempted to convert the surrounding desert into an oasis of cotton plantations. Without considering the environmental impacts of such a move, dams were erected on the two major rivers that fed the Aral Sea, the Amu Darya and the Syr Darya, diverting much of the water for irrigation. With its flow of incoming water drastically cut, the Aral Sea began to shrink. By the end of the 20th century, the Aral had lost 50 percent of its surface area and 75 percent of its volume. In 2002, it was only about one-fourth its former size, and experts warned that it could dry up completely by 2020 if major action is not taken.

The shrinkage of the Aral has had a disastrous impact on the region. Increasing salinity levels and industrial pollutants have utterly shattered the fishing industry. Frequent dust storms contaminate air, drinking water, and farmland with salt, pesticides, and other toxic chemicals from the arid, now-exposed seabed. According to some reports, winds carry this dust as far as the Himalayan Mountains.

Because the Aral's southern shore has receded, the port city of Muynak which used to lie at the estuary of the Amu Darya is now 70 mi. (113 km.) inland. Its fish-processing plants once employed about one-fourth of the city's 14,000 inhabitants. Today, the arid and depressed urban area bears little resemblance to its former self. Children play in ship graveyards full of rotting hulks. Unemployment is rampant, and most people are undernourished. Tuberculosis is on the rise, as are anemia and various forms of cancer; infant mortality has also increased alarmingly. Unfortunately, the situation in Muynak is typical of the entire Aral Sea area, which has about 4 million inhabitants.

In recent years, a number of international humanitarian organizations have offered assistance, including the Red Cross and Red Crescent Societies, Doctors Without Borders, the Central Asian Free Exchange, and others. In addition to bringing food and medicine, they are also initiating agricultural programs to help local people help themselves. Schemes proposed to repair years of damage include the building of a canal to divert water from the Irtysk River into the Aral Sea, and decreasing the volume of water taken from the two previously dammed rivers. Although there are some indications that adjustments to farming methods have slowed the rate of the Aral's shrinkage, any far-reaching improvements to the region and the lives of its people will take years of concerted effort.
By the end of the 20th century, the Aral Sea had lost

(A) 50 per cent of its volume.
(B) 50 miles of its coastline.
(C) 75 per cent of its volume.
(D) 75 per cent of its surface area.

If this article needed a new name, which would be the best?

(A) The Aral Sea Promise
(B) The Desertification of Central Asia
(C) The Shrinking of Amu Darya
(D) The Destruction of the Aral Sea

Now, much of the area it occupied has become a desolate, salty marsh surrounded by desert.

What does the word desolate mean?

(A) deserted
(B) divided
(C) arable
(D) populated

Which was the most direct cause of the shrinkage of the Aral Sea?

(A) problems within the Soviet Union
(B) dams being erected on rivers feeding into the Aral
(C) increased population in the port city of Muynak
(D) pollutants from the Sahara carried by dust storms

Which was an effect of the shrinkage of the Aral Sea?

(A) destruction of the mining industry in the region
(B) destruction of the fishing industry in the region
(C) increased employment in the city of Muynak and nearby region
(D) increased population in port cities near the sea
6. What were the effects of building dams on the two major rivers that feed into the Aral Sea? Use details and information from the passage to support your answer.

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7. What does the statement “The Aral Sea region has become a casualty of human shortsightedness,” mean. Use details and information from the passage to support your answer.

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FCAT-Style Reading and Writing Activities in Social Studies. Developed by the Division of Social Sciences.
SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 6 - Geography

TITLE: Birthplace of Three Religions

CBC COMPONENT: I Geographic Understanding
                V Cultural Awareness

COMPETENCY: IC, VA

OBJECTIVE(S): IC7 Cite examples of regions which are defined by characteristics other than absolute location; e.g., culture, language, religion.
              VA3 Identify the common cultural characteristics of a region; e.g., language, traditions/customs, art, music, food.
              VA5 Define cultural diffusion and cite examples of cultural diffusion in a region.

LANGUAGE ARTS /READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.

READING: Birthplace of Three Religions (found on following pages)


MULTIPLE CHOICE ANSWERS:

1. C
2. D
3. A
4. C
Directions: Read the passage and answer the questions that follow.

**Birthplace of Three Religions**

Long ago, people believed in many gods and goddesses. The ancient Jews were the first people known to believe in and pray to one God. The ancient Jews lived in an area that is now part of Israel. Their beliefs developed into a religion called Judaism. Two other faiths - Christianity and Islam - share many beliefs with Judaism. These three religions all began in Southwest Asia and spread throughout the world.

Judaism traces its beginnings to one man, a herder named Abraham. He lived at least 3,700 years ago in what is now Iraq. According to the Bible, God told Abraham that if he moved to Canaan (later ruled by Abraham’s descendants), he would be blessed, and all nations would be blessed through him. Abraham obeyed and did prosper, producing whole nations from his descendants. These descendants suffered great hardships, and their story in the Bible tells how they struggled to remain faithful to the belief in the one powerful and just God.

More than 1,700 years later, a Jew named Jesus began preaching a message of renewal and God’s mercy in what is today Israel, the West Bank, and Jordan. Christian scriptures tell that the Roman governor had Jesus put to death in about A. D. 30. Jesus’ followers soon proclaimed that Jesus was the world’s savior, alive in heaven. The teachings of Jesus became part of a new religion, Christianity. Christian scriptures include the Hebrew Bible in what is called the Old Testament.

About 570 years after Jesus lived, Muhammad was born in the city of Makkah. According to Islamic teachings, he joined the long line of Abrahamic prophets when he first received revelations from God at the age of 40. He soon began preaching to the Arabs, most of whom worshipped idols, and to Christians and Jews living in the Arabian Peninsula. Over the next 23 years he continued to receive these revelations, which made up the Quran, the holy book of Islam. Islam teaches belief in one God and living a moral life, such as honoring parents, being just to others, and helping the poor.

In time, these three religions spread to the rest of the world. Jews settled in other areas and brought Judaism with them. Missionaries, particularly the Christian leader Paul, spread Christianity to Egypt, Greece, Italy, and beyond. Muslim soldiers, scholars, and merchants carried the Islamic faith into Asia, Africa, and Europe. Islam is the faith of the majority of people in Southwest Asia and North Africa today, but all three religions are practiced worldwide.

1. In what part of the world did the three religions mentioned in the article originate?

   (A) Northern Africa  
   (B) Southeast Asia  
   (C) Southwest Asia  
   (D) Southern Europe

2. Which religion is the oldest?

   (A) Islam  
   (B) Muhammadism  
   (C) Christianity  
   (D) Judaism

3. What is the meaning of the word missionary as used in the article?

   (A) someone who spreads beliefs  
   (B) a person born in southwest Asia  
   (C) a person who moved to Canaan  
   (D) someone who lives a moral life

4. Judiasm, Christianity, and Islam all

   (A) worship many gods.  
   (B) have a number of idols.  
   (C) trace their roots to one man.  
   (D) base their scripture on Mohammed.
5. How did the three religions mentioned in this article spread throughout the world? Use details and information from the passage to support your answer.

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6. Compare the similarities of Judaism, Christianity and Islam. Use details and information from the passage to support your answer.
GRaDE LEVEL/COURSE: Grade 6 - Geography

TITLE: Changing Their World

CBC COMPONENT: II Historical Awareness
V Cultural Awareness
VI Global Perspective

COMPETENCY: IIA, VA, VIA

OBJECTIVE(S):
IIA6 Relate significant events in a region’s past to current events or problems in the region.
VA2 Discuss how people have impacted the environment and how the environment has impacted people in different regions of the world.
VIA2 Identify examples of persistent global problems; e.g., hunger and poverty, overpopulation, pollution, destruction of habitats, territorial conflicts, and refugees.

LANGUAGE ARTS /READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.3.2 Identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author’s purpose in a simple text and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.)

READIng:
Changing Their World (found on following pages)

SOURCE:

MULTIPLE CHOICE ANSWERS:
**SOCIAL STUDIES**

**READING AND WRITING ACTIVITY**

**Directions:** Read the passage and answer the questions that follow.

**Changing Their World**

Over 18 million people live in the metropolitan area of Mexico City where the population grows by 1,000 per day. Cleaning up the polluted, overcrowded city may sound like an overwhelming job, but not for some teen punk rockers in Mexico City.

Like kids in urban settings everywhere, the young people of Mexico’s capital city don’t have too much contact with nature. But city living in Mexico City has other challenges too.

Although the city is rich with culture and beauty, it faces many daunting environmental problems. Electricity and water are often cut off inside homes. The sewage system is faulty, so tap water is sometimes brown and polluted. Air pollution reaches hazardous levels, and garbage collection is often lacking. For a group of young city dwellers, protesting their conditions was just not enough. They decided to make a change.

“It’s outrageous to see how my environment is heading straight toward destruction,” says Jar Rival, one of about 15 punk rockers who’s part of the volunteer organization called Tierra Viva. Formed about five years ago, Tierra Viva - which means “Living Earth” in English - is dedicated to cleaning up the environment and making a better Mexico City for everyone.

The group is featured on the new TV series, Global Tribe. The host of the PBS series, Amy Eldon, travels the world telling stories of people like them who are finding positive solutions to today’s many challenges. In Mexico City, Eldon was inspired by the energy and commitment of the Tierra Viva clan.

“A lot of people would give up and say, ‘Forget it - the problems are so huge, there’s no way I can do anything about it,’” Eldon says. “But these people took their anger and rage about the environment and channeled it into something positive.”

Once Tierra Viva was formed, the group worked hard to find practical solutions to their city’s problems. They read books about the environment, formed study groups, and attended workshops and courses. They studied the effects of waste on the planet and environment, and how societies use natural resources.
They also learned important techniques like recycling, water management, and using natural materials for construction projects. “We are restless, we like to have fun. Creativity strengthens us,” the Tierra Viva members write on their Web site.

This spirit led them to create their own vegetable and herb garden in an abandoned lot so they could grow their own food. “When we started digging, we found trash, styrofoam, and rocks,” says a Tierra Viva founding member, who goes by the name Roldan. Since the group could not dig below the ground, they decided to plant above the surface, on a raised bed of soil.

They nourished the soil using a technique called composting. This involves taking organic garbage from homes and markets, adding worms to it, and letting the pile sit for a week. The mixture turns into a fertilizer that helps plants grow. And rather than using the city’s water supply to water their garden, they collect rainwater in a pond.

“Having contact with the soil is a wonderful thing,” says Jar. “It teaches us a lot to be able to touch it, to plant in it, and see how it gives life.”

Spreading their message is an important goal of the group. “Our idea is to have this replicated in other neighborhoods that are severely damaged by pollution,” says a Tierra Viva member named Raul. To this end, they travel to different communities in the city, teaching their philosophies and techniques to others. They also organize talks, debates, and workshops on various social and environmental topics.

“Our hope is that more young people learn our technique to help their own neighborhoods,” Raul says. “But, more importantly, we hope they will change their way of thinking about the earth and their relationship to the earth.”

Some members of Tierra Viva are in a punk band that helps spread this message. They sing about the importance of being connected to nature and experiencing harmony with the earth.

They also aim to spread a feeling of community, a valuable gift Tierra Viva has offered its young members. “They consider themselves a family,” says Eldon, the Global Tribe host. “They’ve made lots of friends, and their fun is contagious.”

“Tierra Viva and the punk movement has really changed me,” says Sallas, a long-time member. “I never thought something could change me so much. It feels really good.”

1. What is the author’s purpose in writing this article?

(A) to entertain readers  
(B) to challenge authorities to clean the environment  
(C) to inform and inspire other teens  
(D) to point out the dangers of overpopulation

2. What is the author’s attitude toward the members of the Tierra Viva club?

(A) admiring  
(B) critical  
(C) disappointed  
(D) sentimental

3. Which of the following words BEST describes the members of the Tierra Viva club?

(A) quarrelsome  
(B) innovative  
(C) beautiful  
(D) destructive

4. Besides improving their environment, which of these is an important aspect of Tierra Viva’s work?

(A) avoiding people who are not in the punk movement  
(B) criticizing others who are not helping out  
(C) having fun and feeling like a family  
(D) warning teens everywhere about global warming

5. You could conclude that the teens in Tierra Viva are:

(A) angry and depressed  
(B) hopeful and motivated  
(C) idealistic and lazy  
(D) timid and helpless
6. How does the author challenge the belief that all teens are lazy and unconcerned with global problems. Use details and information from the passage to support your answer.
SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 6 - Geography

TITLE: Confucius: Teacher and Statesman

CBC COMPONENT: II Historical Awareness

COMPETENCY: IIA

OBJECTIVE(S): IIA2 Identify significant individuals in a region.

LANGUAGE ARTS/READING
BENCHMARK:
LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.

READING: Confucius: Teacher and Statesman (found on following pages)


MULTIPLE CHOICE
ANSWERS:
1. B
2. C
3. D
4. A
5. C
6. D
7. D
SOCIAL STUDIES
READING AND WRITING ACTIVITY

Directions: Read the passage and answer the questions that follow.

Confucius: Teacher and Statesman

Confucius was such an inspiring teacher that his fame and influence have lasted for centuries.

Historians write that his concern for education led him to open a school. At the time, most upper-class Chinese, including daughters, learned how to read and write at home. Young men who had government positions received on-the-job training from their superior officers.

Confucius' school was not like your school today. The students (young men, not boys or girls) had no classroom or text books, no written homework or weekly tests. Confucius taught by the example of his own personality. He considered a virtuous character even more important than knowledge itself. His personal conduct was the model his students tried to copy, but he also wanted his students well versed in history, philosophy, poetry, and ritual.

Confucius preferred to teach through conversations, either in a small group or with just one student. He asked the questions and expected students to find their own answers. He wanted them to think and understand, not merely memorize facts. For motivation, he used encouragement rather than punishment or embarrassment. He insisted on honesty, alertness, and hard work.

Although a member of the upper class, Confucius admitted to his school any young man who showed ability and a desire to learn. He conducted classes in his home, and some of his poorer students lived with him. According to legend, he taught a total of three thousand pupils, but he rarely had more than 20 or 25 at any one time.

Besides learning to imitate Confucius' example, students also studied rituals, music, archery, calligraphy, arithmetic, and charioteering. Some of these subjects sound familiar today; others do not. However, a gentleman at that time was expected to be balanced, that is, he should be as good an archer as a scholar. Confucius believed that music perfected morality, and that rituals and ceremonies helped establish good behavior. For Confucius, a knowledge of literature and mathematics was essential if a person wished to be considered well educated—this is also true today.

Confucius had two goals for his students. First, he wanted them to develop "jen," compassion and respect for other people. Confucius defined "jen" in this way: "At home,
to be courteous; in business, to be considerate; among friends, to be honest.”

His second goal was to prepare his students for government service. In Confucius' time, the various states often warred among themselves. Confucius believed that good officials would create good government and that good government would make for a peaceful society with happy people.

Confucius suggested a system of examinations. Whoever passed these tests would qualify for government service. Hereditary officials would hand over power to men chosen for their wisdom and virtue. China's leaders did not accept this idea immediately. Eventually, they did, and Confucius is given credit as the inspiration behind China's examination system. It was this system that made it possible for able men of most social classes (merchants and artisans were not included) to become government officials.

Even though Confucius thought government service was the highest calling, he himself was less than successful. As a young man, he held only minor offices in his home state of Lu. However, he could expect nothing more, as important jobs were reserved for powerful aristocrats and he was only a "gentleman."

When the lawful Duke of Lu was overthrown by Qi Pingze, Confucius opposed the usurper and had to leave Lu for a few years. He traveled to the state of Qi, where he planned to advise the Duke of Qi on how to establish a better government. Although he was well received at court, and the duke encouraged him to stay, Confucius thought his advice was too often ignored, and he returned to Lu. Affairs did not go well there either, and the Duke of Lu dismissed him. It was at this time that he decided to devote his life to teaching.

After teaching for 15 years, Confucius, who was now 50 years old, finally received his first important political appointment. He became the chief magistrate of the town of Zhongdu in Lu. His rank was Senior Officer and, for the first time, he played a meaningful role in government affairs. He did so, however, not so much because of his high office, but because of his reputation for honesty and wisdom.

After about five years, Confucius resigned and began a life as "wanderer." He spent almost 14 years traveling about China. Most likely he believed that he could achieve his goal of stable government rule and a united China through teaching leaders who believed in his ideas.

SOCIAL STUDIES
READING AND WRITING ACTIVITY

1. What was the main theme of Confucius’ teachings?
   (A) intellectual enlightenment
   (B) character development
   (C) artistic appreciation
   (D) civic understanding

2. Why was China’s examination system established?
   (A) To assess students at the Confucius school
   (B) To establish well educated citizens
   (C) To qualify citizens for government service
   (D) To prepare students for “jen”

3. What did Confucius consider the highest calling?
   (A) teaching children
   (B) musical ability
   (C) personal sacrifice
   (D) government service

4. Which of Confucius’ ideas had the most long term effect on China’s government?
   (A) The concept of an examination system
   (B) The philosophy of teaching by example
   (C) The idea of leaving home for school
   (D) The system of hereditary officials

5. Where did most upper-middle class citizens of China learn to read and write prior to Confucius?
   (A) in the market place
   (B) in one-room schools
   (C) in their homes
   (D) in their churches
6. From this reading, what may we conclude about the Chinese government at the time of Confucius?

(A) Government officials were stealing money.  
(B) A democratic system was in place.  
(C) All classes of society could serve as government officials.  
(D) There was a problem with bad government.

7. Read the following sentence from the article.
   When the lawful Duke of Lu was overthrown by Qi Pingze, Confucius opposed the usurper and had to leave Lu for a few years.
What does “usurper” mean?

(A) not having popular support  
(B) lacking in competence  
(C) known enemy  
(D) without legal authority
8. To what extent did Confucius break established social and gender roles in recruiting students? Support your answer with details and information from the article.

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9. Compare and contrast Confucius’ school curriculum with the curriculum in schools of today.
SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 6 - Geography

TITLE: Easter Island

CBC COMPONENT:
I  Geographic Understanding
II  Historical Awareness
IV  Economic Understanding
V  Cultural Awareness

COMPETENCY: IC, IIA, IVA, VA

OBJECTIVE(S):
IC7  Cite examples of regions which are defined by characteristics other than absolute location; e.g., culture, language, religion.
IIA5  Arrange significant historical events of a region on a timeline.
IV A2  Examine the relationship between economic development and a region’s geography; e.g., the availability, use, and conservation of natural resources; geographic barriers to trade; relative location to strategic waterways geographical crossroads.
VA2  Discuss how people have impacted the environment and how the environment has impacted people in different regions of the world.

LANGUAGE ARTS /READING BENCHMARKS:

LA.A.1.3.2  Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.3.5  Locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision-making, and performing a school or real world task.
SOCIAL STUDIES
READING AND WRITING ACTIVITY

READING: The Mystery of Easter Island (found on following pages)


MULTIPLE CHOICE ANSWERS:
1. D
2. B
3. D
SOCIAL STUDIES
READING AND WRITING ACTIVITY

Directions: Read the passage and answer the questions that follow.

The Mystery of Easter Island

When Dutch admiral Jacob Roggeveen stepped off his ship on Easter Sunday, 1722, he was setting foot on an island that was about to become one of history’s longest-standing riddles. Volcanic in origin, this isolated place, approximately 64 square miles, is located 2,300 miles off the coast of Chile. Now a territory of that country, it is one of the most remote locations on Earth. Yet it is home to an astonishing number of huge, centuries-old stone carvings that have long fascinated explorers and scientists alike.

In honor of his arrival date, Admiral Roggeveen named it Easter Island. There he discovered an ancient society of about 3,000 people living with almost no resources: no trees, no draft animals, no firewood, no sources of power, little food, and only a few leaky canoes. The people, known as the Rapa Nui, belonged to clans that were headed by chieftains. These clans were in a constant state of warfare with one another.

Considering the island’s lack of resources, the admiral was shocked to discover hundreds of giant carved statues. These works, called moai (MOH-eye), were of male heads and torsos. They represented gods and powerful chieftains and were of great ceremonial importance. Some moai stood more than 20 feet tall and weighed many tons. “The stone images at first caused us to be struck with astonishment,” wrote Admiral Roggeveen, “because we could not comprehend how it was possible that these people, who are devoid of heavy thick timber for making any machines, as well as strong ropes, nevertheless had been able to erect such images.”

Although the Rapa Nui had a system of hieroglyphics (hie-roh-GLIF-ics), no written history of their people seemed to exist, and no one could explain how the statues were transported. The Rapa Nui themselves believed that the moai had walked to their locations. It wasn’t until the 20th century that modern science began unlocking some of the secrets of Easter Island. DNA analysis of skeletons proved that the first inhabitants were of Polynesian descent. They are believed to have traveled thousands of miles to the island in canoes around A.D. 400.

Researchers have counted 887 moai and have determined that they were carved from volcanic stone between the years 1400 and 1600. Two hundred eighty-eight moai were transported from the quarry where they were carved to their ahu (AH-hoo) locations. Ahus
are the stone pedestals, about four feet high, on which the moai stand. Another 397 moai were still in the quarry. The largest measured 71 feet tall and weighed more than 145 tons. The remaining 92 moai never made it to their ahu sites and were found abandoned outside the quarry.

Scientists analyzing pollen on the island made the most significant discovery of all. They proved that Easter Island was at one time covered with lush forests. Based on this surprising information, scientists developed theories about moai transport. Although there is still disagreement regarding the exact method, most experts say it would have required a great deal of wood and rope. The most popular theory is that huge logs were used to form a track so that the moai could be rolled to their ahu locations.

Researchers have concluded that the Rapa Nui were once an advanced society with many resources. Their decline resulted from the deforestation* of their island as clans competed with one another to erect more and more statues, and as people continued to cut down trees to make way for farming.

With only hilly grasslands remaining, there was no longer enough wood to build houses and canoes. Without boats, the people could no longer fish or leave the island in search of better living conditions. Without trees to hold the soil, the fertile top layers wore away, which led to a decline in crop yields. Moai construction came to a halt because there was no timber for transporting the statues. Clans fought over limited resources.

As living conditions worsened, the population steadily dropped from an estimated peak of 7,000 or more. By the time Chile annexed* the island in 1888, fewer than 200 people remained. Contributing to the decline were slave traders of the 1800s, who kidnapped many islanders. Still others died of diseases brought to the island by foreigners.

Easter Island did rebound after Chile annexed it. Today it is home to several thousand people, and its subtropical climate supports crops such as sugar cane and bananas. Tourism is very important to local businesses. Tens of thousands of travelers flock to the island every year for a glimpse into its fascinating and mysterious history.

*Deforestation is the large-scale removal or destruction of trees.
*Annexing a territory means to add it to an existing country.

1. Which of the following best describes the island Admiral Raggeveen discovered in the 18th century?
   (A) a lush tropical paradise far off the coast of South America
   (B) a small island in the Pacific made entirely of stone
   (C) a remote spot with many caves, animals and forests
   (D) a deforested island with huge statues

2. According to recent discoveries, from where do scientists believe that the first inhabitants of Easter Island probably migrated?
   (A) Chile
   (B) Polynesia
   (C) North America
   (D) nearby islands

3. What is the riddle of Easter Island?
   (A) why the statues (moai) were only of male likenesses
   (B) how Chile acquired the territory
   (C) the reason the natives erected these huge statues
   (D) how the moai were transported to their ahu locations

4. In the space below create a timeline of significant events in the history of Easter Island. Begin your timeline in the year 400 and continue to the present. Use information from the article to construct the timeline.
5. What information have researchers used to unravel the mystery of Easter Island? Use details and information from the passage to support the answer.

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6. What factors contributed to the decline in the native population on Easter Island. Give details and information from the article to support your answer.
SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 6 - Geography
TITLE: Famine Strikes Across Ethiopia
CBC COMPONENT: VI Global Perspective
COMPETENCY: VIA
OBJECTIVE(S):
VIA1 Use appropriate skills and resources to access, analyze, and synthesize information.
VIA2 Identify examples of persistent global problems; e.g., hunger and poverty, overpopulation, pollution, destruction of habitats, territorial conflicts, and refugees.
VIA3 Cite examples of opportunities nations have to interdependently solve environmental and human problems.

LANGUAGE ARTS /READING BENCHMARKS:
LA.A.2.3.8 Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs weak arguments, recognizing that personal values influence conclusions an author draws.
LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts. (Applies to fiction, nonfiction, poetry, and drama.)

READING: Famine Strikes Across Ethiopia (found on following pages)


MULTIPLE CHOICE ANSWERS:
1. A  5. D
2. C  6. D
3. C  7. A
4. B
SOCIAL STUDIES
READING AND WRITING ACTIVITY

Directions: Read the passage and answer the questions that follow.

Famine Strikes Across Ethiopia

Fatima Farah Hussein, one of the nomadic herders who wander these parched plains in southeastern Ethiopia, came to this dusty camp to seek refuge from a miserly land that has little left to give.

“All of our cattle died,” said Hussein, clutching her five-month-old son, Hani, who was listless and covered with sweat. “You can see in our faces that we are in bad condition. There’s not enough food. There’s not enough water. Our children are dying.”

Fifteen years after nearly a million Ethiopians died in a famine that inspired the Live Aid concert, this nation of 64 million people is again facing the prospect of starvation on a huge scale. Officials are reluctant to call this four-year drought a famine, although the United States estimates that up to 16 million people in the Horn of Africa will need food aid this year, half of them in Ethiopia.

The United States and other industrialized nations have already committed themselves to sending 800,000 tons of emergency relief to Africa. But little of it has reached remote places such as Danan, where the hot winds bring in clouds of grit along with the stench of dead cattle mummified by the dry heat.

“For months we have been shouting, requesting food for our people,” said Adam Omar, the local chief in Danan, where six children die each day in a camp of crude huts made of twigs and cardboard. Nearly 4,000 Somali nomads have taken refuge in Danan, doubling the population. “There’s a clinic, but there’s no medicine,” said Omar, who has dyed his gray beard with orange henna in the local fashion. Omar shook his head when he was told that the aid agency Doctors Without Borders planned to open a feeding center in Dana in a week. “In a week, one hundred children will die,” he said.

A group of 43 nomads arrived in Danan the same day, carrying no food and water but only small bundles of firewood they hoped to trade. They recited typical stories of drought victims. They had been wandering for months in search of water and grazing until their animals dropped dead from thirst. So they came to Danan because they heard there was food available.
In the fifteen days that the group took to hike to Danan, four children had died. A fifth child died the morning the group arrived in Danan. His mother, Faduma Ibrahim, sat forlornly alone, staring at the small corpse, while family members washed the body for burial.

“They have nothing left,” said Omar, who had supplied the new arrivals with a few bags of coarse wheat. All the signs of a famine are here: Grain is scarce and prices are soaring while cattle, the principal household assets of pastoral herders, have dropped in price from $65 to $4 each. The cows are so weak that their legs buckle when they try to move out of the way of passing vehicles. Wells are running dry, and many farmers eat their corn and sorghum seed rather than wasting it by planting it in dry soil.

Unlike the situation during the 1984-85 famine, the Ethiopian government and the international community are now organized to deliver relief to a people who are perennially at risk through drought. Ethiopia is also on better terms with the rest of the world than it was in 1984, when a ruthless Marxist regime concealed the famine until people were dying by the thousands.

“In 1985, the problem was that our government didn’t respond to the warnings,” said Teshome Erkineh, head of the early-warning department of the Ethiopia Disaster Prevention and Preparedness Commission. “They wouldn’t release the information.”

“Expectations were great after the change in government,” said Mark Bidder, an emergency coordinator for the United Nations Development Program in Ethiopia. “People thought things were going to be wonderful in five years.” But despite billions of dollars in development assistance designed to improve Ethiopia’s food security, the nation is still vulnerable to the vagaries of weather in a region of wild climatic fluctuations.

1. What word best describes the effect of the drought in Ethiopia?
   (A) famine  
   (B) plague  
   (C) prosperity  
   (D) immigration

2. Why are some farmers eating their seeds?
   (A) They can’t wait for them to grow.  
   (B) The government would take the crops.  
   (C) They would not grow in dry soil.  
   (D) They already have a surplus of grain.

3. Which sentence BEST supports the claim that there is a famine in Ethiopia?
   (A) A group of 43 nomads arrived in Danan carrying no food.  
   (B) There were no world relief agencies willing to offer assistance to Ethiopia.  
   (C) The United States estimated that up to 16 million people in the Horn of Africa will need food aid this year, about half of them in Ethiopia.  
   (D) Officials are reluctant to call this four-year drought in Ethiopia a famine.

4. Which statement provides the BEST evidence of drought in Ethiopia?
   (A) You can see from the faces that the people are in bad condition.  
   (B) The nomadic herders wandered for months in search of water until their animals died from thirst.  
   (C) Grain is scarce and prices are soaring while cattle prices are dropping.  
   (D) Many nomads are wandering the country.
SOCIAL STUDIES
READING AND WRITING ACTIVITY

5. For which student project would the information in this article be MOST helpful?
   (A) an essay on nomads in Ethiopia
   (B) a climograph of Ethiopia
   (C) a report on Ethiopia
   (D) an essay on the impact of droughts on humans

6. Which of the words below would be the BEST to use when describing a drought?
   (A) miserly
   (B) famine
   (C) emergency
   (D) parched

7. What does the word *buckle* mean as it is used in the following sentence from the article?
   The cows are so weak that their legs buckle when they try to move out of the way of passing vehicles.

   (A) crumple
   (B) straighten
   (C) rise
   (D) fasten
8. How does the author support his statement that there is a famine in Ethiopia? Support your answer with details and information from the article.
9. According to the passage, how were the lives of the people in Ethiopia being changed by the drought? Use details and information from the passage to support your answer.

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SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 6 - Geography

TITLE: Fighting Back - Apartheid

CBC COMPONENT: II Historical Awareness
IV Economic Understanding
V Cultural Awareness

COMPETENCY: IIA, IVA, VA

OBJECTIVE(S):
IIA6 Relate significant events in a region’s past to current events or problems in the region.
IV A4 Determine how the people in a region meet their economic needs and wants; e.g., methods of earning a living, distribution of wealth in the region, trade.
VA6 Define and cite examples of ethnocentrism.

LANGUAGE ARTS /READING BENCHMARKS

LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.

READING: Fighting Back (found on the following pages)


MULTIPLE CHOICE ANSWERS:
1. C
2. C
3. A
4. D
SOCIAL STUDIES
READING AND WRITING ACTIVITY

Directions: Read the passage and answer the questions that follow.

Fighting Back

In 1948, the South African government created apartheid, a system of laws that ordered rigid racial separation. Under the system, black South Africans had few rights and were forced to live, eat, and play separately from white people. Even though there were fewer white than black South Africans, only the white people could vote. In 1991, after more than a decade of black protests, the South African government eliminated apartheid. In this interview, one black (Sakhile) and one white (Johan) South African talk about life under apartheid.

Q: What is your earliest memory of apartheid, Sakhile?

A: As a small boy, I lived with my mother, father, five brothers, one sister, uncle, aunt, and three cousins in a two-room shack: fourteen of us in a “house” constructed of wood, cardboard and metal. Every day I would walk with my mother to the white house she served. I was amazed at the size of the house and all the nice things. My mother would work, and I would play inside the walls with my white “friend,” Tiann.

Q: You were allowed to play with a white boy?

A: Only in the walls of that home, where no one else could see. Once I left, I could not even look into the eyes of anyone white.

Q: How did this make you feel?

A: As a child, it was what I knew; I didn’t question it. As I grew and saw all the differences, I was confused and angry.

Q: What were some of the differences?

A: Whites lived in big houses and drove cars. They were allowed in all shops and had a public swimming pool. Blacks lived in townships in cardboard shacks with metal roofs. We could not drive or ride the buses. We had to be in our townships by 10 pm every night. We were spit on, beaten, and called names.
Q: Did you fight back?

A: Not at first; I was afraid to die. But after Soweto, I would rather have died physically because I was not living my life - I felt my spirit was already dead.

Q: What is Soweto?

A: Soweto was a black township. The Dutch government required that all black pupils learn and use the Afrikaans language (which was introduced by Dutch settlers) instead of their mother tongue. On June 13, 1976, police shot at a crowd of schoolchildren who were protesting the requirement. More than 20 were killed. This news was flashed around the world, arousing universal denunciation. After that, the United Nations Security Council demanded the end of apartheid. It was the beginning of many riots and much violence. The blacks began to fight back.

Q: Johan, listening to Sakhile, what are you thinking?

A: It makes me sad and disgusted at what my ancestors did. I have so many questions myself, the biggest being, “Why?”

Q: How did you feel about apartheid?

A: As a boy, it was like Sakhile said, you’re a child; you accept it. But as I grew, I too became confused and eventually angry at the treatment. I hated when the blacks addressed me as “boss” or “master,” but I did not know what I could do.

Q: How did you feel when apartheid ended?

A: That’s a hard question. I did not like the way blacks were treated. I wanted to see a multiracial democracy. At the same time, I was very much afraid, not knowing what the outcome would be. The rest of the world looked on the inauguration of the new government expecting to see a civil war and more bloodshed, but to the shock and relief of many, we saw a peaceful beginning to this transition. We have a long way to go, but healing has begun.

Q: How do you feel, Sakhile?

A: Very much like Johan. Of course, I was excited in 1994 at my first chance to vote! It is true, though, we have much work to do, but restoration has begun.
Interviewer: After this interview, I feel very fortunate to live in the United States. A person doesn’t realize true freedom until he or she has talked to someone who at one time had no freedom at all. The color of a person’s skin should not determine the type of freedom he or she has.

1. What was apartheid?
   (A) a multiracial democracy in South Africa
   (B) a global practice of discrimination
   (C) a South African legal practice of segregation
   (D) separation of church and state

2. How long was apartheid practiced in South Africa?
   (A) almost a decade
   (B) almost a century
   (C) almost half a century
   (D) almost two thousand years

3. From the content of their interview we can assume that Sakhile and Johan are alike in that they both
   (A) disliked the practice of apartheid
   (B) will never want to vote.
   (C) are firm believers in apartheid.
   (D) could not look into each other’s eyes.

4. How did Sakhile’s feelings about apartheid change as he grew older?
   (A) He became more tolerant of the practice and therefore more willing to accept it.
   (B) He realized it was an economic necessity which would help the people prosper.
   (C) He supported it only because it would prevent civil war.
   (D) He was no longer tolerant and was willing to make sacrifices to end the practice.
5. In spite of his desire for a multiracial democracy in South Africa, Johann expressed fear of the transition. Explain his fears using information from the article.

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6. Compare and contrast the lives of blacks and whites in South Africa under apartheid. Use details and information from the passage to support your answer.

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FCAT-Style Reading and Writing Activities in Social Studies. Developed by the Division of Social Sciences.
SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 6 - Geography

TITLE: Hard at Work - Many Kids in Ecuador Go To Work Instead of School

CBC COMPONENT: IV Economic Understanding
VI Global Perspective

COMPETENCY: IVA, VIA

OBJECTIVE(S): IVA4 Determine how the people in a region meet their economic needs and wants; e.g., methods of earning a living, distribution of wealth in the region, trade.
VIA3 Cite examples of opportunities nations have to interdependently solve environmental and human problems.

LANGUAGE ARTS/ READING BENCHMARKS

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.3.2 Identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author’s purpose in a simple text and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.)

READING: Hard at Work: Many Kids in Ecuador Go to Work Instead of School (found on following pages)

SOCIAL STUDIES
READING AND WRITING ACTIVITY

MULTIPLE CHOICE

ANSWERS:

1. C
2. A
3. B
4. D
5. A
**SOCIAL STUDIES**

**READING AND WRITING ACTIVITY**

**Directions:** Read the passage and answer the questions that follow.

**Hard at Work**

**Many Kids in Ecuador Go to Work Instead of School**

Ten-year-old Wilbur Carreno is less than four feet tall and weighs only 50 pounds. He is small for his age. That’s exactly what makes him good at his job. Wilbur spends his afternoons climbing banana trees four times his height. He expertly ties the heavy stalks of bananas so the trees won’t droop from the weight of the fruit. “I’ve been working since I was eight,” he said. “I finish school at noon and then go to the field.”

In Wilbur’s poor country of Ecuador, one in every four children is working. An estimated 69,000 kids toil away on the vast banana plantations along the country’s coast. Ecuador is the world’s largest banana exporter. Kids working in the industry are exposed to harmful chemicals, pull loads twice their weight and use sharp, heavy knives.

Child labor is certainly not limited to Ecuador. The United Nations estimates that 250 million kids around the world are forced to work. Many countries don’t have laws limiting kids’ work.

A concerned group called Human Rights Watch conducted a study of Ecuador’s banana plantations last April. They found that most children begin working on plantations around age 10. Their average workday lasts 12 hours! By age 14, six out of ten no longer attend school. Many families face the difficult choice of either putting food on their tables or sending their kids to school.

The family of Alejandro, 12, struggles with that choice. Alejandro has had to work beside his father, Eduardo Sinchi, on a plantation. “I don’t want my kids to work,” says Sinchi. “I want them in school, but we have few options.” Sinchi has nine children and earns as little as $27 a week. “Isn’t even enough for food, let alone school, clothes, transportation.”

Sinchi’s pay is typical in Ecuador. The average banana worker earns just $6 a day. One reason pay is so low is that Ecuadorians are not allowed to form work groups called unions. In countries like Costa Rica, where laws allow unions, some banana workers earn $11 a day. Such countries have fewer child workers because better pay means parents can afford to keep their kids in school.

Ecuador’s big banana companies have begun to do something about child labor. Last year they signed an agreement not to hire kids younger than 15 and to protect young workers from chemicals. “We need to eliminate child labor,” says Jorge Illingworth, of Ecuador’s
Banana Exporters Association. But small plantations did not sign the agreement, and, he says, they employ 70% of the kids.

Banning child labor is a start, but it doesn’t really help families like the Sinchis. Now that Alejandro can’t work, his family suffers more. The answer, most believe, is better pay for Ecuador’s adult workers. For that to happen, U. S. shoppers would have to put up with higher banana prices or stop buying Ecuador’s bananas to make their point. Guillermo Touma fights to help Ecuador’s workers. “If we could raise awareness,” he says, “we could raise wages and invest in education for our children.”

Ecuador supplies a quarter of the bananas sold in the United States. Most of the money from sales goes to U. S. grocery stores. Workers in Ecuador get little money. Here’s a breakdown of the costs of a 43-pound crate of bananas from the plantation to you:

- Amount to the plantation workers per crate of bananas: $1.54
- Amount per crate paid to banana exporter in Ecuador: $2.40
- Amount paid by U.S. supermarkets for a crate: $7.50
- Amount paid by you at the grocery store: $22.00

1. With which statement would the author of this article MOST likely agree?

(A) Child labor is a good way to help support families in Ecuador.
(B) Child labor has had a very positive effect on the world’s economy.
(C) Child labor is an abuse of human rights.
(D) Child labor will be reduced if banana prices in the United States are lowered.

2. Why are small children effective workers on Ecuador’s banana plantations?

(A) Banana stalks can support their weight.
(B) They can make more money than their parents.
(C) They would rather work than be in school.
(D) Ecuador is the world’s largest banana exporter.

3. What would most likely happen to Sinchi or his family if there were unions in Ecuador?

(A) Sinchi would lose his job.
(B) Sinchi’s children could attend school full-time.
(C) Sinchi’s family would starve.
(D) Sinchi’s children would work longer hours.

4. What was the author’s purpose for writing the article?

(A) to bring attention to the excessive banana profit by US supermarkets
(B) to heighten awareness to the economic difficulties in Ecuador
(C) to bring consciousness about poor working conditions on banana plantations
(D) to heighten awareness to the difficulties and problems of child labor

5. What is the “mark-up” in price from the amount paid to workers per crate of bananas to the amount paid by consumers in a U.S. grocery store?

(A) $ 20.46
(B) $ 2.46
(C) $ 7.50
(D) $ 22.00
6. What does the passage mean when it states that many Ecuadorian families face the difficult choice of either putting food on their table or sending their children to school? Support your answer with details and information from the passage.

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FCAT-Style Reading and Writing Activities in Social Studies. Developed by the Division of Social Sciences.
7. Suppose you worked for Human Rights Watch. Based on what you have read in this article, what are some recommendations you could make to correct the child labor problem on the banana plantations in Ecuador?

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GRADE LEVEL/COURSE: Grade 6 - Geography

TITLE: Mozart’s Vienna

CBC COMPONENT: II Historical Awareness
V Cultural Awareness

COMPETENCY: IIA, VA

OBJECTIVE(S): IIA2 Describe significant contributions made by civilizations in a region; e.g., social, political, economic, arts/humanities, religion, philosophy, technology
IIA3 Identify significant individuals in a region.
VA5 Define cultural diffusion and cite examples of cultural diffusion in a region.

LANGUAGE ARTS /READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
LA.A.2.3.2 Identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author’s purpose in a simple text and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.)

READING: Mozart’s Vienna (found on the following pages)


MULTIPLE CHOICE ANSWERS:
1. A
2. C
3. B
Directions: Read the passage and answer the questions that follow.

Mozart’s Vienna

Wolfgang Amadeus Mozart moved to Vienna on March 16, 1781. Not quite two months later, he sat down and wrote with optimism: “My happiness begins today.” The composer was young and ambitious, and one of the greatest cities of Europe lay before him.

Perhaps even more then than now, Vienna sparkled with cultural attractions and political life. It was a capital city in more ways than one. Joseph II, the Hapsburg emperor of Austria, ruled his countrymen from Vienna and presided over a mature but lively music scene there.

An appreciation for music seemed to run in the ruling Hapsburg family. Emperor Leopold (1659-1705) composed operettas that the court and royal family performed. Charles VI (1711-1740) was a talented violinist, and Maria Theresa (1740-1780), the mother of Emperor Joseph II, played the double bass. In the decades before Mozart’s arrival, Vienna was a vibrant center for opera. It was Christoph Willibald von Gluck (1714-1787) who had carried that form to new heights of sophistication. Three other aspiring composers were in residence when Mozart was in the city - Antonio Salieri, Josef Haydn, and Ludwig van Beethoven, the latter arriving in 1787 to study under Mozart. It was during these years as well that the beloved Viennese waltz took form. The city served as Europe’s capital of music.

In addition, Mozart’s Vienna functioned as the political capital of a vast patchwork empire of separate kingdoms, counties, and townships. The Austrian realm was one of five “great powers” then in Europe; the other four were Russia, Prussia, France, and Great Britain. The lands of the Hapsburgs, which originated in the snow-capped peaks of the Alps, had long since shifted east to include the mountainous lands of Austria, Bohemia; and Moravia. In the century that followed, the empire expanded along the Danube River, which passes through Vienna, to include the lands of Hungary, parts of Serbia, and territories now in Romania. The family crest, a double-headed eagle, looked both east and west. In the west, while wearing the crown of the Holy Roman Emperor, Joseph II ruled over numerous small states in what is now Germany. Further, since 1714, his family had acted as sovereigns over the “Austrian Netherlands,” otherwise known as Belgium. Trying to bring uniformity and order to this array of lands and peoples, Joseph II earned his reputation as an “enlightened” monarch.
The population of Vienna increased rapidly at the end of the 18th century. To cater to the desires of its numerous government officials and ambassadors from foreign courts, Vienna attracted talented people from all of Europe. Through its gates entered flamboyant Italian designers, French chefs, skilled artisans, and men of finance. Its cosmopolitan residents liked to gather at coffee houses, sipping the beverage in tall glasses, reading news gazettes, and discussing politics and the latest in music. By the time Mozart arrived in 1781, Vienna was home to almost 200,000 inhabitants, making it one of the largest and most diverse cities in Europe.

Joseph II lived just beyond the city’s gates at Schonbrunn. An ornate palace, it was named the “pretty brook” because of the lovely stream nearby. In the city, stacked on top of each other, working people lived as renters in three or four-story buildings. The higher the floor, the poorer its occupants. Single-family “town houses” were a luxury reserved for the rich. Mozart himself lived in the heart of the city for a time, at No. 5 Domgasse, where he composed *The Marriage of Figaro*. He moved often, however, and in all had 18 separate residences while in Vienna. His last home was No. 8 Rauhensteingasse. There he composed *The Magic Flute*, and, on a chilly night in December 1791, only hours before his death, he was writing *Requiem*.

Overcrowding placed the inhabitants of Vienna at great risk. Diseases such as tuberculosis and smallpox spread like wildfire from one dwelling to the next, devastating entire neighborhoods, leaving them eerily quiet. Although Mozart often rejoiced about the city’s beauty, one of the dangers hidden there may have caused his tragic early death. Medical historians are currently divided over the cause. One theory, based on the report of the Viennese medical examiner, proposes that Mozart died of tuberculosis. Another suggests that he died from an attack of trichinosis, as a result of eating under-cooked pork. Recent research indicates that rheumatic fever may have been the cause.

SOCIAL STUDIES
READING AND WRITING ACTIVITY

1. What is the main idea of this article?
   (A) Vienna impacted both Mozart’s life and death.
   (B) The cause of Mozart’s death is unknown.
   (C) Beethoven studied under Wolfgang Mozart.
   (D) Political boundaries in Europe have changed.

2. How long did Mozart live in Vienna?
   (A) two months
   (B) 18 years
   (C) 10 years
   (D) all his life

3. What can we conclude from the information given in the last paragraph of the article?
   (A) Mozart died of tuberculosis.
   (B) Disease spreads more rapidly in urban areas.
   (C) Vienna was a quiet European city.
   (D) Few medical advances have been made in the last 200 years.
4. Why does the author of this article refer to Vienna as Europe's capital of music? Support your answer with details and information from the article.
5. Cultural diffusion is defined as the process of spreading new knowledge and skills to other cultures. Explain why Vienna can be used as an example of cultural diffusion. Use details and information from the article to support your answer.

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SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 6 - Geography
TITLE: On Top of the World
CBC COMPONENT: I Geographic Understanding
V Cultural Awareness
COMPETENCY: IC, VA
OBJECTIVE(S):
IC9 Describe regional differences in climate and list the factors influencing climate; e.g., location, elevation, and landforms.
VA2 Discuss how people have impacted the environment and how the environment has impacted people in different regions of the world.

LANGUAGE ARTS/ READING BENCHMARKS
LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

READING: On Top of the World (found on following pages)

MULTIPLE CHOICE ANSWERS:
1. D
2. C
3. A
SOCIAL STUDIES
READING AND WRITING ACTIVITY

Directions: Read the passage and answer the questions that follow.

On Top of the World

It has been 50 years since two adventurers first climbed Mt. Everest. On May 29, 1953, Edmund Hillary and his mountain-climbing companion, Tenzing Norgay, got a glimpse of Asia that no other human had ever enjoyed. They became the first to look down from the dizzying height of the world’s tallest mountain, Everest, while standing on its snowy top. But it wasn’t a time for celebrating.

“I didn’t leap or throw my hands in the air or something,” Hillary, now 83, recalled in an interview with Robert Sullivan of Life books. “We were tired, of course.” This month, the party’s on! Hillary, who live in New Zealand, will join his friends and fans in Kathmandu, Nepal, to honor the 50th anniversary of his towering feat.

Sir George Everest, an English surveyor who mapped India and part of the Himalaya range, probably never even saw the big mountain. But his colleagues, who measured the peak and declared it the world’s tallest in 1852, wanted to honor his work by naming it after him. The 29,035 foot tall mountain straddles the border of Nepal and the Tibet region of China.

Climbing to its summit became an irresistible goal for adventurers. When a reporter asked George Mallory, a British mountaineer, why he wanted to climb Everest, he famously replied, “Because it is there.” Mallory’s final attempt to reach the top ended in his death in 1924. At least 175 climbers are known to have died on Everest since 1920. Nearly 1,200 others made it to the top.

Anyone who has climbed Everest can tell you that human beings are not meant to hang around 5.5 miles above sea level. The ice, snow, frigid wind, deep ice cracks called crevasses and lack of oxygen are constant threats to climbers’ safety and health. Because of the thin air, most climbers breathe from oxygen tanks. Others have lost toes, ears and fingers to frostbite. All of these factors force climbers who do reach the top to turn around and scramble back down right away. “You cannot conquer Everest. It’s not possible,” says Jamling Norgay, 38, a son of Tenzing Norgay, who has climbed Everest with Hillary’s son, Peter. “Everest will give you a chance to stand on the top for a few minutes, and that’s it.”

The mountain is much less a mystery 50 years later. Climbers have attacked it from all sides, reaching the peak by 15 different routes. Satellite phones and other equipment keep the adventurers in touch with the world below. Climbing clothes are made of high-tech thermal fabrics now. Hillary and Norgay had layers of wool and cotton, and a simple cotton
tent, to keep them warm.

Some modern climbers are inexperienced but pay a lot of money to have professional guides take them to the top. This can be risky, and in 1996, tragedy struck. On one of the mountain’s busiest days, a storm blew in, and eight climbers died in a single night.

Edmund Hillary continued a life of achievement. After being knighted by Queen Elizabeth II, Sir Edmund led a team across Antarctica to the South Pole and climbed many mountains. He has worked for decades to build desperately needed schools and hospitals for Tenzing Norgay’s people, the Sherpas of Nepal. “That’s how I’d like to be remembered,” says Hillary. “Not for Everest but for the work I did and the cooperation I had with my Sherpa friends.”

Hillary’s companion, Tenzing Norgay, who died in 1986, was a Sherpa. The Sherpas are one of about 30 ethnic groups in Nepal. Sherpas, who are mainly farmers and herders, are believed to have trekked to Nepal from Tibet about 500 years ago.

Because many live in the Khumbu Valley at the foot of Everest, Sherpas work as porters and guides for outsiders who come to climb the mountain. On big expeditions, Sherpas may go ahead of official climbers to carry tons of gear to the handful of camps along the way. It’s hard to imagine that many foreigners would have made it up Everest without help from Sherpas, who are used to working at high altitudes.

Sherpas follow the Buddhist religion, which holds deep respect for nature as a core belief. They call the mountain Sagarmatha, which means “goddess mother of the world.”

SOCIAL STUDIES
READING AND WRITING ACTIVITY

1. From the article the reader knows that

(A) there is only one approach to Mt. Everest from the bottom.
(B) from Mt. Everest you can view taller peaks on the horizon.
(C) Mt. Everest is the highest peak in the Alps Mountains.
(D) good weather is a factor in the success of a climb of Mt. Everest.

2. For whom was Mt. Everest named?

(A) the first man to successfully reach the top
(B) a climber who died in his struggle to succeed
(C) a surveyor who mapped the Himalayas
(D) the birthplace of Sir Edmund Hillary

3. Read this sentence from the passage.

Anyone who has climbed Everest can tell you that human beings are not meant to hang around 5.5 miles above sea level.

What is meant by the word ‘hang’ in the sentence?

(A) stay
(B) fall
(C) dangle
(D) suspend
4. What did Jamling Norgay mean when he said you cannot conquer Mt. Everest?
5. Use details from the passage to support the fact that it is easier to climb Mt. Everest today than it was for Sir Edmund Hillary and Tenzing Norgay fifty years ago.

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SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 6 - Geography

TITLE: Paradise Lost

CBC COMPONENT: I Geographic Understanding

COMPETENCY: IC

OBJECTIVE(S): IC3 Describe the structure of the earth and the forces of nature that affect it.

LANGUAGE ARTS/READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

READING: Paradise Lost (found on following pages)


MULTIPLE CHOICE ANSWERS:

1. C
2. B
3. C
4. B
**Paradise Lost**

Tuvalu, an island with a population of about 11,000, is the world’s fourth smallest country occupying only 10 square miles halfway between Hawaii and Australia. The people who live on Tuvalu used to think they were living in paradise. Their island is known for its warm breezes and crystal-blue water. Now, however, many people who live on Tuvalu have a sinking feeling about their tiny island.

The water surrounding Tuvalu (too-VAH-loo) is slowly rising. Some scientists predict the ocean will cover the island within 50 years. The residents are already making plans to abandon their homes before the sea swallows their tiny island nation.

Tuvalu is part of a group of islands. Many of the islands were created by underwater volcanoes. The volcanoes erupted lava. Coral grew on the hardened lava. The layers of coral grew high enough to form islands.

As time passed, ocean winds and waves began eroding, or wearing away, the rock that formed the islands. Today, so much of Tuvalu has worn away, the land is only 15 feet above sea level. That’s about as high as a one-story building!

Some scientists say erosion is what’s causing Tuvalu to sink into the ocean. They say erosion has worn away so much of the island that a few really large storms could wash away much of the remaining land.

Other scientists blame global warming for Tuvalu’s water fate. During the past 100 years, the world’s average temperature has risen between 0.5 and 1.5 degrees Fahrenheit. According to some scientists, global warming is melting the polar ice caps. They say the melting ice caps are causing the oceans to rise and flood small islands like Tuvalu.

Although scientists do not agree on what is causing Tuvalu to disappear, they agree that it will someday be gone. Soon the island’s residents will have to leave their homes or find another way to deal with the rising water.

At least the island’s residents have some place to go. Officials in New Zealand, almost 2,000 miles to the south of Tuvalu, recently agreed to welcome all displaced Tuvaluans as their island sinks. New Zealand’s offer may be a comfort for Tuvalu natives. But all would agree that nothing compares to living in paradise.
SOCIAL STUDIES
READING AND WRITING ACTIVITY


1. With which statement do all scientists agree?
   (A) Erosion is causing Tuvalu to sink into the ocean.
   (B) Global warming is causing the flooding of Tuvalu.
   (C) The island will disappear.
   (D) A volcanic eruption will destroy the island.

2. What is the elevation of the island of Tuvalu at present?
   (A) 50 feet above sea level.
   (B) 15 feet above sea level.
   (C) just at sea level.
   (D) slowly rising.

3. What would be a valid conclusion of the future of the Tuvaluans?
   Tuluvians will...
   (A) travel to Polynesia.
   (B) emigrate to the United States.
   (C) leave their island.
   (D) remain in paradise indefinitely.

4. What does the author imply by saying: “According to some scientists, global warming is melting the polar ice caps?”
   (A) Most scientists agree that the polar ice caps are melting.
   (B) Not all scientists agree that global warming is melting the polar ice caps.
   (C) Scientists agree that Tuvalu is disappearing.
   (D) All scientists agree that global warming is causing the polar ice caps to melt.
SOCIAL STUDIES
READING AND WRITING ACTIVITY

5. Using information from the article, describe the process through which the island of Tuvalu was formed.

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FCAT-Style Reading and Writing Activities in Social Studies. Developed by the Division of Social Sciences.
GRADE LEVEL/COURSE: Grade 6 - Geography
TITLE: Peacekeeping in Oceania
CBC COMPONENT: VI Global Perspective
COMPETENCY: VIA
OBJECTIVE(S): VIA2 Identify examples of persistent global problems; e.g., hunger and poverty, overpopulation, pollution, destruction of habitats, territorial conflicts, and refugees.
VIA3 Cite examples of opportunities nations have to interdependently solve environmental and human problems.

LANGUAGE ARTS/READING BENCHMARKS

L.A.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
L.A.A.2.3.1 Determines the main idea or essential message in a text and defines relevant details and facts and patterns of organization.

READING: Peacekeeping in Oceania (found on following pages)


MULTIPLE CHOICE ANSWERS:
1. C
2. D
3. B
4. D
Directions: Read the passage and answer the questions that follow.

Peacekeeping in Oceania

On July 23, 2003, the first wave of an estimated 2,250-member Australian-led multinational peacekeeping force arrived in the Solomon Islands. This intervention, staged at the request of the beleaguered Solomon Islands government, marks the largest military deployment in the Pacific since World War II. Designed to help the island nation recover from a June 2000 coup and nearly five years of ethnic turmoil, the measure is also seen as a reflection of Australia’s new assertiveness in regional affairs. In the wake of the September 11, 2001, terrorist attacks on the United States and the October 2002 bombings on the island of Bali in Indonesia, Australia has been concerned about the instability in the region. Most worrisome is the possibility that one or more struggling nations of Oceania could become havens for international terrorists, drug smugglers, and arms dealers.

Australian officials were quick to make it clear that the 2003 intervention is not a foreign military occupation. The multinational force of military, police, and civilian personnel includes more than 1,500 Australians, as well as peacekeepers from New Zealand and the island nations of Fiji, Papua New Guinea, Samoa, and Tonga. The creation of the peacekeeping force was approved on June 30, 2003 by the nations of the Pacific Islands Forum, and unanimously endorsed by the Solomon Islands legislature on July 10, 2003 after Prime Minister Sir Allan Kemakeza said that his country was unable to deal with its problems without help from its neighbors. The following week, the legislature gave the foreign personnel the right to use reasonable force and granted them immunity from prosecution for actions taken during the course of their duties.

Ethnic violence in the Solomons erupted when long-held tensions between the Isatabu (the indigenous population of Guadalcanal, the main island) and the Malaitans (residents of the neighboring island of Malaita) finally reached the boiling point. Over the years, many Malaitans seeking jobs had relocated to Guadalcanal, and they eventually came to dominate that island’s economy and politics. By 1998, festering resentment among Guadalcanal’s native people gave rise to the rebel Isatabu Freedom Movement, which forced as many as 20,000 Malaitan residents to leave the island. The rival Malaita Eagle Force (MEF) seized control of Honiara, the nation’s capital. The MEF, which had joined forces with many of the country’s police officers, led the June 2000 coup that compelled Prime Minister Bart Ulufa’alu to resign. A cease-fire negotiated by Australia and New Zealand in October 2000 ultimately proved short-lived. Violence and economic decline shattered the nation’s infrastructure: schools were forced to close, utilities were disrupted, and basic services broke down. Among the priorities of the multinational operation is to disarm the warring ethnic groups, revive the
economy, and rehabilitate the island nation's nearly bankrupt government. Warlord Harold Keke, a leading MEF commander who had been blamed for a string of robberies and killings (including those of a government minister and six Anglican priests) on Guadalcanal, surrendered to the multinational force on August 13. A temporary nationwide amnesty led to the seizure of 3,000 weapons by August 21. As law and order returned, Australian Prime Minister John Howard was welcomed by cheering Solomon Islanders when he visited Honiara on August 25. Like the Solomons, some of the world's most vulnerable nations, such as Nauru and Papua New Guinea, are located in Australia's backyard. In keeping with their efforts to maintain stability in the region, Australian officials have said that, in the future, aid to neighboring countries will be directly contingent upon measures to promote sound governance. At the 2003 annual meeting of the Pacific Islands Forum in Auckland, New Zealand, heated negotiations ultimately led to the appointment of retired Australian diplomat Greg Urwin as its leader. Previously, the organization had always been chaired by someone from a small Pacific state, but Urwin is seen as an ideal choice: he has held diplomatic posts in Fiji, Samoa, and Vanuatu, and is married to a Samoan. At the meeting, plans were also announced to establish a training center for members of a future regional police force in Suva, Fiji.

Source: Grolier Publishing Company, Grolier Online Global News Desk Copyright © 2003 Grolier Publishing Company, Inc. All rights reserved, from Miami-Dade County Public Schools Education Portal.
1. The 2003 intervention in the Solomon Islands can best be described as:
   (A) a project of the Peace Corps and International Red Cross
   (B) a multinational foreign military occupation
   (C) a multinational peacekeeping force
   (D) a multinational government occupation to foster peace in Europe and Oceania

2. What is the main cause of ethnic violence in the Solomons?
   (A) closing of schools and disruption of utilities
   (B) lack of jobs and poor economic conditions
   (C) warring tribes in Australia and New Guinea
   (D) long held tensions between the Isatabu and the Malaitans

3. What is the main idea of this article?
   (A) Australia is becoming increasingly assertive in regional affairs.
   (B) Multinational efforts combine to maintain peace and stability in Oceania.
   (C) Oceania faces increased threats from terrorists, drug smugglers, and arms dealers.
   (D) Violence and economic decline shattered the infrastructure of the Solomon Islands.

4. If this article needed a new title, which would be BEST?
   (A) Australian Intervention in the Solomon Islands
   (B) Ethnic Violence in Oceania
   (C) Regional Police Trained in Fiji
   (D) Multinational Forces Stabilize Oceania
SOCIAL STUDIES
READING AND WRITING ACTIVITY

5. Based on information from this passage, what factors led to the decline of the cease-fire of October 2000?

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6. Based on the information given in the reading, what has prompted Australia to take a more-assertive approach to regional affairs?
GRADE LEVEL/COURSE: Grade 6 - Geography

TITLE: Snow and Ice Sculpting

CBC COMPONENT: V Cultural Awareness

COMPETENCY: VA

OBJECTIVE(S):
VA2 Discuss how people have impacted the environment and how the environment has impacted people in different regions of the world.
VA4 Describe how environmental factors, including climate, topography, and natural resources, have influenced the growth and development of culture.

LANGUAGE ARTS /READING BENCHMARKS

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.

READING: Snow and Ice Sculpting (found on following pages)


MULTIPLE CHOICE ANSWERS:
1. D
2. A
3. A
Directions: Read the passage and answer the questions that follow.

**Snow and Ice Sculpting**

While some art forms can exist almost anywhere, that is not the case for ice and snow sculptures. Both of these art forms find the support and weather they need at the city of Quebec’s Winter Carnival. Each year more than 1 million people come to this two-week long festival to enjoy the arts and to celebrate winter.

Quebec, Canada held its first Winter Carnival in 1894 to lift the spirits of local people during the long winter months. A local artist carved likenesses of political leaders out of ice. Since then, ice and snow sculpture have become important features of the Winter Carnival. The centerpiece of the Winter Carnival is its glistening ice palace, home to Bonhomme, the snowman mascot of the Winter Carnival. Artists work for months creating the impressive castle which is bathed in colored lights.

The International Snow Sculpture competition is another annual tradition of the Quebec Winter Carnival. Teams of sculptors from about 20 countries compete to create the winning snow sculpture. Each team begins with a huge block of packed snow weighing between 30 and 40 tons. It reaches about 12 feet high. Working just as they might with stone or wood, sculptors chisel figures into the snow. This time, however, their work could melt away with only a few days of warm weather. At the high point of the competition, during the Night of the Long Knives, the sculptors work day and night to finish their creations.

Carnival visitors can see other examples of ice and snow sculpture in front of shops and restaurants around the city. They can spend the night in a traditional snow igloo and slide down an icy toboggan run. Other activities include dogsled racing, a snow swim, and a canoe race down the ice-filled St. Lawrence River. With so many unique sights and activities, it is easy to understand how the Quebec Winter Carnival has become the world’s largest winter festival.

**SOURCE:** Geography, the World and its People, Glencoe McGraw-Hill, 2002.
SOCIAL STUDIES
READING AND WRITING ACTIVITY

1. What tradition has been in the Quebec Winter Festival since 1894?
   (A) the presence of a snowman mascot, *Bonhomme*
   (B) a canoe race down the icy St. Lawrence River
   (C) dogsled racing through the city
   (D) creating ice and snow sculptures

2. What is the Night of the Long Knives?
   (A) the period when the competitors sculpt their creations
   (B) the night commemorating the Battle of Quebec
   (C) the evening when an ice skating race is held
   (D) the time when the Carnival’s food is prepared by chefs

3. In what way is the Snow Sculpture an international competition?
   (A) Sculptors participate from many countries.
   (B) The event is televised by satellite all over the world.
   (C) Every province in Canada is represented.
   (D) Judges are the political leaders of various countries.
4. What details in the story would support calling this event an art festival?
SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 6 - Geography

TITLE: State of Emergency Declared for Galapagos

CBC COMPONENT: I Geographic Understanding
VI Global Perspective

COMPETENCY: IC, VIA

OBJECTIVE(S):
IC1 Define key terms and concepts related to physical geography; i.e., archipelago, atoll, basin, bay, canal, canyon, cape, core (earth), continental drift, delta, desert, erosion, fjord, gulf, hills, islands, isthmus, lake, mantle, mountain, ocean, peninsula, plains, plateau, river, sea, strait, valley, volcano.
VIA2 Identify examples of persistent global problems; e.g. hunger and poverty, overpopulation, pollution, destruction of habitats, territorial conflicts, and refugees.
VIA4 Discuss the impact of science and technology on the environment and society.

LANGUAGE ARTS /READING BENCHMARKS

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts. (Applies to fiction, nonfiction, poetry, and drama.)

READING: State of Emergency Declared for Galapagos (found on following pages)
SOCIAL STUDIES
READING AND WRITING ACTIVITY


MULTIPLE CHOICE ANSWERS:

1. A
2. C
3. B
Directions: Read the passage and answer the questions that follow.

State of Emergency Declared for Galapagos

In January of 2001 Ecuador declared a state of emergency for the Galapagos Islands, where a huge oil spill posed a threat to creatures ranging from birds, to iguanas, to sea lions.

The spill began near the islands, a fragile natural treasure 1,000 kilometers off Ecuador's west coast. More than 640,000 litres of diesel fuel quickly poured from a disabled tanker.

The government's emergency declaration was meant to allow for quick allocation of funds to help pay for the cleanup. Immediately, some 30 Galapagos National Park employees in small motor boats began the slow task of skimming the water's surface around the tanker to clean slicks of diesel fuel. “Our orders were to do this work until the zone was clean,” said park employee Daniel Castro, as he stood in a boat near a patch of oily foam floating atop the water.

But that small fleet could not address a larger problem. Experts were monitoring intermittent slicks within a 1,264-square kilometer area. Currents pushed the fuel to the south and, more alarmingly, west toward the bulk of islands in the volcanic Galapagos chain, a fragile ecosystem populated by animal and plant species found nowhere else in the world.

The problem began when the Ecuadoran tanker Jessica ran aground in pounding surf off San Cristobal Island, the easternmost island in the Galapagos archipelago. The ship, which was carrying about 920,000 litres of diesel, started leaking fuel as it tilted sharply.

Ecuadoran Environment Minister Rodolfo Rendon said about 230,000 litres were recovered from the damaged tanker, but not before some 640,000 litres seeped through fissures in the ship’s hull. Another 38,000 litres of diesel fuel from inside the damaged tanker was successfully recovered by a team of U. S. Coast Guard specialists. They pumped it into undamaged tanks aboard the 28-year-old ship, then transferred it to another vessel, said Capt. Ramiro Morejon, chief of Control and Marine Monitoring for the Galapagos park.

The islands, a part of Ecuador’s territory since 1832, were formed four to five million years ago by underwater volcanoes. Most are arid and rocky, dotted more by cactuses than lush vegetation.
Galapagos National Park spokesperson Fabian Oviedo said Monday dispersants and absorbents were being used to lessen the impact of the diesel but the fuel had already reached Santa Fe Island, 60 kilometers west of San Cristobal. “The part of Santa Fe most affected was the coastal zone of El Miedo, populated by iguanas, sea lions and birds, such as the blue-footed booby,” he said. He said four sea lions spotted with diesel oil were seen, as well as boobies and 30 pelicans. Most of the birds were captured and undergoing a process of cleaning with special detergents. Damage could be grave for the hundreds of sea lions and thousands of iguanas populating Santa Fe, who would have great difficulty relocating because they are very territorial. The most vulnerable animals are those whose feeding zone is in the area of the spill. These include blue-footed boobies, masked boobies and frigate birds.

Some colonies of marine turtles were threatened. Fortunately, species in danger of extinction, such as the miniature Galapagos penguin and flightless cormorant were not in danger since they live in the far western reaches of the archipelago. The giant land tortoises for which the Galapagos are named were not in danger because they live in the higher elevations of the islands.

On San Cristobal, where about 4,000 people live, warnings were broadcast not to eat the fish or swim in the water. Many mullet fish were seen floating dead in the water nearby. Galapagos National Park biologist Mauricio Velasquez said one long-term threat is that the fuel will sink to the ocean floor, destroying algae that is vital to the food chain, threatening marine iguanas, sharks, birds that feed off fish, and other species.

Police said no charges would be filed against either the ship’s captain or his company although the spill could have been avoided. Police Captain Morejon said a signal buoy was mistaken for a lighthouse and the accident was definitely caused by human error.

1. What was the immediate cause of the Galapagos disaster?

   (A) A ship ran aground.
   (B) Currents pushed fuel towards the islands.
   (C) The small fleet could not address the large problem.
   (D) Fuel spilled as it was transferred to a vessel.

2. Why were the giant land tortoises of the Galapagos free from the danger of the oil spill?

   (A) They could swim far out to sea.
   (B) They had shells for protection.
   (C) They lived on higher ground.
   (D) They would not eat the affected fish.

3. What is an archipelago?

   (A) mountainous land
   (B) a group of islands
   (C) a foreign country
   (D) a volcanic island

4. What was one result of the 2001 oil spill?

   (A) Algae in the area
   (B) Birds had to be captured and cleaned with detergents.
   (C) Galapagos penguins became endangered.
   (D) Galapagos turtles were moved to lower elevations.
5. Based on what you’ve read about the Galapagos Islands in this article, why do you think an oil spill at this location is especially feared?

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6. Many people and groups were involved in the attempt to lessen the effects of the Jessica oil spill. Discuss these efforts and their effectiveness.

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SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 6 - Geography

TITLE: Stonehenge

CBC COMPONENT: II Historical Awareness

COMPETENCY: IIA

OBJECTIVE(S): IIA1 Identify significant early civilizations in a region.

LANGUAGE ARTS /READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

READING: Stonehenge (found on following pages)


MULTIPLE CHOICE ANSWERS:
1. B
2. A
3. A
SOCIAL STUDIES
READI NG AND WRITING ACTIVITY

Directions: Read the passage and answer the questions that follow.

Stonehenge

Stonehenge, which stands in southern England, remains one of the world’s best-known and most puzzling ancient monuments.

The most noticeable part of Stonehenge is its huge stones set up in four circular patterns. A circular ditch and mound form a border around the site. Shallow dirt holes also circle the stones.

Stonehenge was built over a period of more than 2,000 years. The earliest construction, that of the circular ditch and mound, probably began about 3100 B.C. The outer ring of large pillars, topped with horizontal rocks, was built about 2000 B.C. An inner ring of stone pillars also supports horizontal stones.

There was no local source of stone, so workers carried it from an area that was about 20 miles north. The stones are huge - up to 30 feet long and 50 tons in weight. Before setting the stones in place, workers smoothed and shaped them. They carved joints into the stones so that they would fit together perfectly. Then the builders probably used levers and wooden supports to raise the blocks into position.

About 500 years later, builders added the third and fourth rings of stones. This time they used bluestone, which an earlier group of people had transported 240 miles from the Preseli Mountains of Wales.

Although much is known about when people built Stonehenge, experts do not agree who built it. Early theories suggested that an ancient group known as Druids or the Romans built the monument. Now archaeologists believe that the monument was completed long before either of these groups came to the area.

An even greater mystery is why Stonehenge was built. Most experts agree that Stonehenge was probably used as a place of worship. Some believe that the series of holes, stones, and archways were used as a calendar. By lining up particular holes and stones, people could note the summer and winter solstices. They could also keep track of the months. Some scientists think that early people used the site to predict solar and lunar eclipses.

1. Which of the following statements offers the BEST conclusion about Stonehenge?

(A) It was built by the druids.
(B) No one knows for certain how it was used.
(C) It was used to predict solar and lunar eclipses.
(D) It was built to keep track of the summer and winter solstices.

2. Why did workers transport the Stonehenge stones for a long distance?

(A) There was no stone at the monument’s location.
(B) They were following a religious ritual.
(C) It is one of Stonehenge’s great mysteries.
(D) It was part of a “coming of age” ceremony.

3. The continued belief in the importance of this structure is shown by the fact that

(A) generations built the structure over 2,000 years.
(B) a variety of types of stones was used.
(C) early people used the site to predict solar and lunar eclipses.
(D) many experts believe it was a place of worship.
4. Based on the article, why do people find Stonehenge to be “fascinating?” Use information from the article to support your answer.

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SOCIAL STUDIES
READING AND WRITING ACTIVITY

5. Describe the steps in building Stonehenge. Include each detail from the earliest construction.

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FCAT-Style Reading and Writing Activities in Social Studies. Developed by the Division of Social Sciences.
GRADE LEVEL/COURSE: Grade 6 - Geography

TITLE: Thin Ice? Scientists Explore the Causes of Antarctica’s Melting Ice

CBC COMPONENT: I Geographic Understanding
VI Global Perspective

COMPETENCY: IC, VIA

OBJECTIVE(S):
IC3 Describe the structure of the earth and the forces of nature that affect it; e.g., weathering, water, glaciers, wind, and plate tectonics.
VIA2 Identify examples of persistent global problems; e.g., hunger and poverty, overpopulation, pollution, destruction of habitats, territorial conflicts, and refugees.

LANGUAGE ARTS /READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.3.2 Identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author’s purpose in a simple text and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.)

LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts. (Applies to fiction, nonfiction, poetry, and drama.)

READING: Thin Ice? Scientists Explore the Causes of Antarctica’s Melting Ice (found on following pages)
SOCIAL STUDIES
READING AND WRITING ACTIVITY


MULTIPLE CHOICE ANSWERS:

1. C
2. D
3. B
Directions: Read the passage and answer the questions that follow.

Thin Ice? Scientists Explore the Causes of Antarctica’s Melting Ice

Antarctica is the highest, driest and coldest continent on earth. It is about the size of the United States and Mexico combined and yet has no government. In 1959, the Antarctic Treaty set aside the land for peaceful scientific use by all nations. Located in the Southern Hemisphere, Antarctica’s winter lasts from June until September with total darkness.

This rocky continent is a land of ice up to three miles thick. Massive shelves of ice cling to its sides, a necklace of sea ice surrounds it, and colossal icebergs float near its shores.

The continent’s ice holds 75% of the Earth’s fresh water. If it all melted, global sea levels would rise 200 feet! So it’s no wonder that scientists were alarmed last winter when a section of ice shelf about the size of Rhode Island crumbled into the sea in just one month. The Larsen Ice Shelf is on a peninsula where the average temperature has risen a worrisome 4.5 degrees in the last 50 years.

There have been other dramatic changes on the frozen continent. Over the past three years, a bunch of giant icebergs have broken off the Ross Ice Shelf in the south. Some of the bergs have trapped about 40 miles of floating ice near the U. S.’s main Antarctic research base, McMurdo Station. Few supply ships have been able to reach the station. Local Adelie penguins are now having a hard time getting through the ice to the open sea where they feed.

Penguins in peril! Crumbling ice shelves! Icebergs as big as Massachusetts! Such dramatic events seem to signal a major disaster. In fact, some environmentalists worry that Antarctica’s recent meltdowns are a sign that the whole planet is heating up. They blame this global warming on increasing air pollution. Factories, cars and trucks all release heat-trapping gases such as carbon dioxide. If the scientists are right about global warming, then the recent melts are just the tip of the iceberg – things could get much worse.

But many scientists who study Antarctica question whether global warming is to blame. In fact, recent observations show that Antarctica’s interior is getting cooler, not warmer. “We don’t even know if we’re looking at changes that are just in Antarctica,” says Ohio State University earth scientist Berry Lyons, “or if they are related to changes on a global scale.”
The melting may be nothing new. A study published last month in the Journal of Science claimed that the West Antarctic Ice Sheet has been slowly melting for 10,000 years. Geologists studied rocks near the South Pole to determine how long ago ice had melted off of them. “There was a gradual and continuous melting,” said John O. Stone, a geology professor at the University of Washington, Seattle, who wrote the report.

Stone and others believe that it may be normal for Antarctica to have long periods of cooling and warming. Radar images show that ice streams beneath the surface are pushing ice from the continent’s center to its edges. Recent studies show that new snowfall replaces the ice at Antarctica’s center, so overall, the amount of ice is not shrinking.

Humans began studying Antarctica only 180 years ago. Harsh conditions, especially during its frigid, sunless winters, prevent researchers from doing work outside for half the year. But because the world’s oceans and climate are so greatly influenced by Antarctica, scientists are checking it out like never before.

“Here we have a continent that is so important to our future,” says earth scientist Peter Doran of the University of Illinois, “and we can’t even agree on what’s been going on there for the past few decades.”

Doran leads a group that has just taken deep sections of earth, called core samples, from some of west Antarctica’s lake bottoms. He believes that the samples will show weather data and melting patterns for the past 15,000 years.

On January 12, a NASA satellite called ICEsat went into orbit. The 661-pound space device is designed to measure changes in the ice sheets covering Antarctica and Greenland.

Antarctica’s ice is a big clue to our planet’s condition. Even a slight increase in sea level, no matter what the cause, would be a disaster for the nearly 2 billion people living in coastal areas. That’s why scientists are keeping their eyes on the ice.

1. Which is a valid conclusion based on the contents of this article?

   (A) Antarctica will disappear in a short time.
   (B) Penguins are becoming extinct at an alarming rate.
   (C) Further scientific study of Antarctica is essential.
   (D) Scientists agree that global warming is causing Antarctica to melt.

2. What factor limits scientific study of the continent of Antarctica?

   (A) Scientists from different countries want exclusive access to data.
   (B) New snowfall replaces the ice at Antarctica’s center.
   (C) Two billion people live in coastal areas.
   (D) Winters are harsh in Antarctica.

3. Which most likely causes giant icebergs to break off the Ross Ice Shelf?

   (A) the high salt concentration of the ice shelf
   (B) rising temperatures on the peninsula
   (C) damage from ships in the shipping lanes
   (D) increasing industrialization in the region
4. What is the global implication of excessive melting of Antarctic ice? Support your answer with details and examples from the passage.

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FCAT-Style Reading and Writing Activities in Social Studies. Developed by the Division of Social Sciences.
5. Why is it important to study changes in a land that has no permanent human residents? Support your answer with details and information from the article.
SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 6 - Geography

TITLE: Tsodilo Hills - Myth and Mystery

CBC COMPONENT:
I Geographic Understanding
II Historical Awareness
V Cultural Awareness

COMPETENCY: IB, IIA, VA

OBJECTIVE(S):
IB2 Apply basic map and globe skills including cardinal and intermediate directions, determining distance using scale, interpreting map projections, interpreting legends and symbols, calculating time zones, and determining absolute locations using latitude and longitude.

IIA1 Identify significant early civilizations in a region.
IIA2 Describe significant contributions made by civilizations in a region; e.g., social, political, economic, arts/humanities, religion, philosophy, technology.

VA2 Discuss how people have impacted the environment and how the environment has impacted people in different regions of the world.

LANGUAGE ARTS/ READING BENCHMARKS

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.

LA.A.2.3.2 Identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning.
SOCIAL STUDIES
READING AND WRITING ACTIVITY

READING: The Myth and Mystery of the Tsodilo Hills (found on following pages)


MULTIPLE CHOICE ANSWERS:
1. B
2. C
3. A
4. D
5. A
6. C
7. D
8. B
SOCIAL STUDIES
READING AND WRITING ACTIVITY

Directions: Read the passage and answer the questions that follow.

The Myth and Mystery of the Tsodilo Hills

Botswana’s Tsodilo Hills are not only a sacred place for the San, the native people of this area; it is also a wilderness art gallery as well as a wonderful area for bushwalking. The San say that the hills are the site of the First Creation, a belief passed down through the centuries by their ancestors. The Mbukushu, a newer group that arrived in the early 1800s, believe that the gods lowered the people and their cattle onto an area known today as Female Hill.

Scenically, the Tsodilo Hills are a most unusual place. The name Tsodilo comes from the Mbukushu word sorile meaning “sheer.” The word refers to four pillar-like quartzite schists* which rise from the desert’s expanse. The pillars are known as Male, Female, Child, and North Hill. North Hill is the smallest and stands a short distance from the other three. Legend has it that North Hill was once the argumentative wife of Male Hill, and was sent away.

Male and nearby Female are the easiest to visit. Located on small, rocky hills decorated with numerous paintings, these crystal pillars are almost every color of the rainbow: mauve, orange, yellow, turquoise, and lavender.

To the dismay of the San, who hold the area sacred, the Mbukushu people have filled the area with cattle. For the San, these mysterious pillars are shrouded in myth, legend, and spiritual significance. When the South African writer Sir Laurens van der Post tried to photograph the schists - the “Slippery Hills,” as he called them - his cameras are said to have jammed. In addition, bees attacked van der Post and his party three times. Their guide told them that they had disturbed the Tsodilo spirits by not killing a warthog and a steenbok first, before approaching the sacred hills. Van der Post buried a note of apology near some of the rock paintings, and from then on, all went well.

The hills are home to some 3,500 rock paintings in 350 different sites. Many of the paintings are more than 35,000 years old; others date back to the Stone and Iron ages (10,000 and 1,500 years ago respectively). Many of the paintings are thought to be the work of the San. Others may be the work of the Bantu people, who came to the area around A. D. 1000.

A good way to visit the rock paintings is to go on one of a number of hikes. The Tsodilo rock paintings depict cattle, antelopes and elands, zebras, fish, rhinoceroses, giraffes, and dancing humans. Whale and penguin paintings on Female Hill have caused
a lot of speculation as to how these ancient people could have known what such creatures looked like. Scientists think that some of the San may have traveled to the coast of what is now Namibia. Painted with natural pigments, the ancient paintings are mainly colored in shades of ocher and white.

In one area, beside a slimy green pool, is an oddly shaped tree. The San call it “the Tree of True Knowledge” and believe that the Greatest Spirit knelt by the pool on the day of creation. In a nearly rock are hoofprints, which the Mbukushu believe were left by cattle as they were lowered onto the hill by the god Ngambe.

Still another mysterious place is the northwest corner of Female Hill, which contains a natural cistern. It has held water for as long as anyone can remember. The San believe that it is the home of a great serpent with twisted horns. If you want to avoid any problems here, it is important to toss a small stone into the water to warn of your approach. So remember to be careful when you visit this or any part of the Tsodilo Hills; there’s no telling what experiences you might have!

*A schist is a type of rock in which the crystals lie parallel to one another.

1. Why does the author call the Tsodilo Hills of Botswana “a wilderness art gallery?”

   (A) They contain four pillar-like quartzite schists.
   (B) Natives have painted thousands of rocks.
   (C) The gods lowered cattle into the desert.
   (D) A writer photographed the beautiful schists.

2. What did the native guide think was the reason that Sir Laurens van der Post’s camera jammed?

   (A) He hadn’t taken good care of the camera.
   (B) He failed to get permission from his native guide to take photographs.
   (C) He failed to follow native custom.
   (D) He neglected to notice the nearby beehives.

3. From the information given in this article, the reader can infer that

   (A) ancient civilizations held spiritual beliefs.
   (B) the San were warlike people.
   (C) the Mbukushu studied pictures in books.
   (D) the North Hill schist moved of its own power.

4. In which way are the San and Mbukushu different?

   (A) They live in different countries.
   (B) The San are farmers, the Mbukushu are gatherers.
   (C) The San are a more warlike group.
   (D) They differ in their beliefs about the Tsodilo Hills.
5. Which African country borders Botswana to the southeast?

   (A) South Africa  
   (B) Namibia  
   (C) Zambia  
   (D) Angola

6. In which direction is Pretoria, South Africa relative to Gaborone, Botswana?

   (A) South  
   (B) Northeast  
   (C) Southeast  
   (D) Southwest
7. According to the map on the previous page, which of the following BEST represents the absolute location of Maun?

(A) 20°N, 23°W  
(B) 20°N, 23°E  
(C) 20°S, 23°W  
(D) 20°S, 23°E

8. Using the map scale, what is the approximate distance between Mahalapye and Sefophe?

(A) 12 miles  
(B) 100 miles  
(C) 100 kilometers  
(D) 50 kilometers
9. Pretend you are about to visit the Tsodilo Hills. What are some native superstitions you should know before entering the sacred area? Use specific details from the article.
SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 6 - Geography
TITLE: Volcanoes - The Fire Below
CBC COMPONENT: I Geographic Understanding
COMPETENCY: IC
OBJECTIVE(S): IC1 Define key terms and concepts related to physical geography; i.e., archipelago, atoll, basin, bay, canal, canyon, cape, core (earth), continental drift, delta, desert, erosion, fjord, gulf, hills, islands, isthmus, lake, mantle, mountain, ocean, peninsula, plains, plateau, river, sea, strait, valley, volcano.

LANGUAGE ARTS /READING BENCHMARKS:

L.A.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.3.2 Identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author’s purpose in a simple text and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.)

LA.A.2.3.8 Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs weak arguments, recognizing that personal values influence conclusions an author draws.

READING: The Fire Below (found on following pages)

MULTIPLE CHOICE ANSWERS:
1. A
2. B
3. C
Directions: Read the passage and answer the questions that follow.

The Fire Below

The doom of the dinosaurs and other mass extinctions have recently been blamed on things falling out of the sky. But death and devastation come far more frequently from deep inside the Earth.

A vast reservoir of molten rock seething beneath our feet is an ever-present danger, while the threat of another impact from an errant comet or asteroid from outer space is extremely remote. Every century, tens of thousands of people are killed by fiery lava, suffocating ash and lethal gases spouting from the throats of the world’s 3,000 active volcanoes.

The volcanic chimneys lead down into the vast chambers of the Earth’s mantle - a 2,000-mile-thick layer of semi-liquid basalt seething between our planet’s surface and its iron core. Like water boiling in a pot, this hot, viscous soup, known as magma, periodically forces its way up through weak points in the continental or oceanic crust, especially in the so-called ring of fire rimming the Pacific Ocean.

More than 60 volcanoes erupt each year somewhere on Earth. On average, two to four eruptions per year prove fatal. Even experts who study volcanoes up close are at risk. An Ecuadoran geologist died in January when he slipped and fell into a new crater on an active volcano, Guagua Pichincha, in his country. Two Indonesian volcanologists were killed in an explosion in the crater of Semeru, Java’s highest volcano.

A series of catastrophic eruptions around the world has caused 10,000 or more fatalities each over the last 500 years, said Tim Simkin, a geologist at the National Museum of Natural History in Washington. The explosion of Indonesia’s Mount Krakatoa in 1883, for example, set off tidal waves that killed 36,000 people. The blast was heard 3,000 miles away.

Another Indonesian volcano, Tambora, blew up in 1815, spreading a cloud of dust that chilled the atmosphere around the globe, destroyed crops and triggered a two-year famine. It was called “the year without summer.”

The deadliest eruption of the last 100 years blasted the top off Mont Pelee in Martinique in 1902. About 30,000 died, according to a summary compiled by the U.S. Geological Survey.

The latest mass fatality occurred in Colombia in 1985. That eruption melted much of the Nevado del Ruiz volcano’s ice cap. A massive mudflow killed about 23,000 people. The largest eruption of the 20th century was in 1912 in Alaska. It shot 9 cubic miles of magma into the air, and volcanic ash destroyed roofs as far as 100 miles away. The biggest recent eruption was at Mount Pinatubo in the Philippines in 1991, dwarfing the 1980 blast at Mount St. Helens in Washington.
“Volcanoes kill people in a remarkably large number of ways,” Simkin wrote in the Journal of Science. Clouds of hot ash, flying rocks, mudflows, tsunamis (tidal waves) and collapsing roofs are the most common killers.

But volcanoes create things as well as destroy them. Iceland and the Hawaiian Islands are essentially peaks of underwater volcanoes. New islands are still sprouting near them from "hot spots" beneath the sea floor. Volcanic islands similar to Hawaii probably were the predominant land form on the early Earth, said Peter Ward, a geologist at the University of Washington in Seattle.

The most destructive eruption of all time occurred 251 million years ago. Its lava flow covered a million square miles of what is now Siberia and killed 90 per cent of sea life and 70 per cent of advanced land creatures in a global environmental catastrophe. Enough basalt emerged to cover the entire globe to a depth of 30 feet, according to Robert Poreda, an Earth scientist at the University of Rochester, N. Y.

A similar flood covered most of northwest India with a layer of basalt thousands of feet deep 65 million years ago, helping to wipe out the dinosaurs.

Both of these ancient events coincided with a massive impact from a comet or asteroid. Scientists are debating whether the blow from the space rock triggered or exacerbated the volcanic eruption - and whether the internal or external catastrophe was more responsible for the mass extinctions.

Researchers have mapped about 20 such basaltic floods on the Earth’s continents, according to Kerry Sieh, a geologist at California Institute of Technology in Pasadena. Presumably, many more have occurred under the ocean, where they are hard to find.

The most recent such flood began about 15 million years ago and formed the Columbia Plateau in Oregon and Idaho and Yellowstone National Park. This plume ejected an estimated 2,000 cubic miles of lava, Sieh wrote in his book, *Earth in Turmoil*.

“There is no reason to think that a flood-basalt eruption couldn’t happen again,” said James Luhr, director of the Global Volcanism Program at the Smithsonian Institution in Washington. “In the scheme of geological time, the Columbia River flood-basalt event was just an eye blink ago.”

1. What is the author’s purpose in writing this article?

(A) to describe the causes and effects of worldwide volcanic activity
(B) to reduce any fear humans may have of volcanic activity
(C) to introduce students to possible careers in geology
(D) to explain what happened to the island of Krakatoa

2. According to the article, which statement is the most accurate?

(A) Volcanic eruptions are always destructive to humans.
(B) Volcanic eruptions are causative factors in a variety of disasters.
(C) The possible impact of comets or asteroids is a greater danger than volcanic activity.
(D) Volcanoes are only located in the ring of fire in the Pacific Ocean.

3. The article states that “Every century, tens of thousands of people are killed by fiery lava, suffocating ash and lethal gases.”

What is the meaning of the word lethal?

(A) flammable
(B) choking
(C) deadly
(D) volcanic
SOCIAL STUDIES
READING AND WRITING ACTIVITY

4. How does the author support his statement that volcanoes are an ever-present danger?

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5. What details in the article support the idea that volcanic activity on Earth is global?
SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 6 - Geography
TITLE: Western State Wages War Against...Snow
CBC COMPONENT: I Geographic Understanding
VI Global Perspective
COMPETENCY: IC, VIA
OBJECTIVE(S): IC1 Define key terms and concepts related to physical geography; i.e., archipelago, atoll, basin, bay, canal, canyon, cape, core (earth), continental drift, delta, desert, erosion, fjord, gulf, hills, islands, isthmus, lake, mantle, mountain, ocean, peninsula, plains, plateau, river, sea, strait, valley, volcano.
VIA4 Discuss the impact of science and technology on the environment and society.

LANGUAGE ARTS /READING BENCHMARKS:

L.A.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.3.5 Locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision-making, and performing a school or real world task.

LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts. (Applies to fiction, nonfiction, poetry, and drama.)

READING: Western State Wages War Against...Snow (found on following pages)

Western State Wages War Against...Snow
Author: Kim Campbell
Source: Christian Science Monitor
Publication Date: Dec. 27, 2000

Page Number(s): n.p.
Database: SIRS Discoverer
Service: SIRS Discoverer on the Web <http://www.sirs.com>

MULTIPLE CHOICE
ANSWERS:
1. C
2. A
3. D
4. B
5. D
SOCIAL STUDIES
READING AND WRITING ACTIVITY

Directions: Read the passage and answer the questions that follow.

Western State Wages War Against...Snow

In Colorado, there are at least two types of snow; the kind that stays on your nose and eyelashes, and the kind you blow up.

Waging war against the stuff Frosty is made of may sound extreme, but it’s how avalanche technicians at ski resorts make slopes safe for the public. The unenviable job of using explosives while on skis is a particularly important one as conditions in Colorado and neighboring states are often ripe for avalanches. Of the more than one million avalanches that slide down the world’s mountains each year, about 2,000 are reported in Colorado.

The season typically lasts from December to March. It can be a record-breaking war if nature prepares the right recipe. Storms and high winds can deposit heavy accumulations on a weakened snowpack, which is so dry and loose it won’t stick together - or even stick to the ground.

Today, people in the West are better prepared for avalanches than they were a century ago, when surprised miners discovered that snow can race down a slope at 80 miles per hour. Ongoing education and research - some of it borrowed from Europe - are helping to protect not only backcountry adventurists, but to forecast conditions for the 2002 Olympics in Utah, and map danger zones as Americans increasingly settle far from urban areas.

“I don’t think we’re looking at a big crisis, but definitely there’s more potential for people moving into avalanche terrain than there was 10 to 15 years ago,” says Karl Birkeland, an avalanche scientist at the US Forest Service National Avalanche Center in Bozeman, Montana. “Nevertheless,” he says, unlike in Europe, where avalanches threaten entire communities, “in the United States we have relatively few buildings that are threatened. So the main problem we deal with in the Western U.S. is people recreating in the backcountry.”

Ski areas are especially careful at this time of year. No one has perished in an avalanche at a Colorado resort since 1976, thanks to decades-old measures that include lobbing explosives into snow fields by hand and firing them from boxy weapons called avalaunchers, which are mounted on towers or towed behind snow vehicles.

But even with such time-tested combat methods, preventing avalanches is not always easy. Last week, one cut loose at Breckenridge on a path that had been closely watched and tended with explosives. “It’s the first time I’ve seen something like that happen in my 17 years at the ski resort,” says Jack Rueppel, one of Breckenridge’s six avalanche technicians.
The ski patrol quickly swung into action, using snow probes and avalanche rescue dogs to make sure no one was trapped underneath the 200-foot-wide slab of snow. That’s a luxury not available in the backcountry, where travelers must rely on one another. To help educate the public, the Colorado Avalanche Information Center (CAIC) in Boulder and other groups teach avalanche-awareness courses - which have grown in number in recent decades and are often filled to capacity.

Most avalanches are “slab” avalanches, where a trigger - like new snow or a human - causes a weak layer underneath to give way, sending a top layer, or slab, down the mountain. They usually occur on slopes that are 30 to 45 degrees, or roughly the equivalent of advanced runs at a ski resort, though most happen outside developed ski areas.

“Avalanche control work is very specialized - and it is very hazardous,” said Dan Moroz, one of four snow safety coordinators at Copper Mountain ski area. He and his colleagues can often tell what to expect by looking at activity on slopes around the resort.

Mr. Rueppel at Breckenridge says the work can be mentally challenging, and sometimes frightening. “The bottom line is we do work with explosives in a very hostile environment,” he says, adding that they are not just a bunch of guys “who didn’t get enough firecrackers as kids.”

One way safety is enhanced is by better prediction tools. One of the latest imports from Europe - the Swiss Nearest-Neighbors Avalanche Forecasting Model - has been installed at the Snowbasin Ski Area in Utah, where some of the 2002 Olympic ski events will be held, and at other US locations. “It’s a really sophisticated way to look through old avalanche and weather databases to come up with the most likely scenario for today,” says Mr. Birkeland.

But CAIC director Knox Williams says there is still plenty to be learned about avalanches. “We’ve been looking at these for 50 years and are still in the infancy of predictions,” he explains. He echoes what others who have seen avalanches say, “They have an awesome beauty to them, but it’s really a beauty that’s best observed from a safe distance.”

SOURCE: Miami-Dade County Public Schools Education Portal, SIRS Discoverer.
Title: Western State Wages War Against...Snow
Author: Kim Campbell
Source: Christian Science Monitor
Publication Date: Dec. 27, 2000
Page Number(s): n.p.
Database: SIRS Discoverer
Service: SIRS Discoverer on the Web <http://www.sirs.com>
1. In the United States avalanches are mainly a threat to
   (A) beginning skiers.
   (B) village communities.
   (C) backcountry skiers.
   (D) small buildings.

2. Which best defines a “slab” avalanche?
   (A) A weak snowpack gives way, forcing a top layer to move.
   (B) The slab of a building collapses.
   (C) The ski patrol sets explosives which cause an avalanche.
   (D) Avalaunchers fire explosives from snow vehicles.

3. Which describes the Colorado Avalanche Information Center (CAIC)?
   (A) is largely ineffective in preventing accidental deaths
   (B) accurately predicts future avalanches
   (C) has been widely ignored by backcountry skiers
   (D) is a popular disseminator of avalanche-awareness

4. What has caused the reduction in deaths from avalanche in Colorado since 1976?
   (A) a decreased number of skiers in the state
   (B) technicians blowing up snow in ski resorts
   (C) safer snow vehicles
   (D) better ski lifts

5. Why does the author refer to the 2002 Olympics in the future tense?
   (A) The article was printed in 2001.
   (B) The article was written about future technology.
   (C) The article was relevant in Europe.
   (D) The article was published in 2000.
6. Using the information from this article, what qualifications would be required for persons applying for service on the ski patrol?

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7. This article stated, “Today, people in the West are better prepared for avalanches than they were a century ago...” What information in the article supports this statement?

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FCAT-Style Reading and Writing Activities in Social Studies. Developed by the Division of Social Sciences.
Scoring Rubric for Short Response Tasks

2 Points  The response indicates that the student has a complete understanding of the reading concept embodied in the task. The student has provided a response that is accurate and complete and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based.

1 Point  The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.

0 Points  The response is inaccurate, confused, and/or irrelevant, or the student has failed to respond to the task.
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**Title VI of the Civil Rights Act of 1964** - prohibits discrimination on the basis of race, color, religion, or national origin.

**Title VII of the Civil Rights Act of 1964**, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

**Title IX of the Education Amendments of 1972** - prohibits discrimination on the basis of gender.

**Age Discrimination in Employment Act of 1967 (ADEA),** as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

**The Equal Pay Act of 1963,** as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

**Section 504 of the Rehabilitation Act of 1973** - prohibits discrimination against the disabled.

**Americans with Disabilities Act of 1990 (ADA)** - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

**The Family and Medical Leave Act of 1993 (FMLA)** - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.


**Florida Educational Equity Act (FEEA)** - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

**Florida Civil Rights Act of 1992** - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

**School Board Rules 6Gx13- 4A-1.01, 6Gx13- 4A-1.32, and 6Gx13- 5D-1.10** - prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

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