

## 1L Student Distance Learning

Work for the Week of May 18-22, 2020

1L Webpage: <http://www.parnassusteachers.com/first-level-logic-1l.html> Password: Pegasus  
Click on each tab to view videos and class resources

Check off each assignment as you complete it:

Day	Daily Work	Weekly Work
One	<p><input type="checkbox"/> <b>Math</b> Lesson 103 <i>Perimeter of Complex Shapes</i> <b>Watch the video going over the new concept</b> (Follow along in your math book, page. 556) Answer Practice Set a-b (page 558 in your math book), and then Mixed Practice 1-30 (beginning on page 558) (Page 2 in packet for Practice Set, &amp; pages 11-12 for the Mixed Practice)</p> <p><input type="checkbox"/> <b>English</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch video for Monday</li> <li><input type="checkbox"/> Take the Acts I-III quiz. <b>*You may use your playbook to help you</b> (Page 22 in your packet)</li> <li><input type="checkbox"/> Second part of "Under the Stars" on pp. 28-29. <b>You will need your colored PENS for this assignment.</b> Start gathering CDs based on the NEW prompt (<b>red for CD, green for CM</b>) on p. 30. Watch video on gathering CDs from previous week (Week 6).</li> </ul> <p><input type="checkbox"/> <b>Latin</b> -Part 1: Present (p.39) -Part 1: Vocab Check (p.39)</p> <p><input type="checkbox"/> <b>Spanish:</b> 1: Car/Gar Verbs in preterite p. 54 worksheet, use last week's video if you need a refresher</p>	<p><input type="checkbox"/> <b>Science</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read <i>Arthropods</i> on pp. 59-62. Then watch the Lesson video. Answer Assessment Questions on blank p. 63.</li> <li><input type="checkbox"/> Read <i>Insects</i> on pp. 64-66. Then watch the Lesson video. Answer Assessment Questions on blank p. 67.</li> <li><input type="checkbox"/> Read <i>Echinoderms</i> on pp. 68-70. Then watch the Lesson Video. Answer Assessment Questions on blank p. 71</li> </ul>
Two	<p><input type="checkbox"/> <b>Math</b> Lesson 104 <i>Algebraic Addition Activity</i> <b>Watch the video going over the new concept</b> (Follow along in your math book, page. 561) Answer Practice Set a-f (beginning on page 563 in your math book), and then Mixed Practice 1-30 (beginning on page 563) (Page 3 in packet for Practice Set, &amp; pages 13-14 for the Mixed Practice)</p> <p><input type="checkbox"/> <b>English</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch video for Tuesday</li> <li><input type="checkbox"/> Read Act IV Sc I (p. 53-54 in Julius Caesar)</li> <li><input type="checkbox"/> Work on CMs (<b>Green CM, Blue TS</b>)</li> </ul> <p><input type="checkbox"/> <b>Latin</b> -Part 2: Parsing (p. 40) -Part 2: Vocab Check (p.40)</p> <p><input type="checkbox"/> <b>Spanish:</b> 2: Writing sentences in the past (p. 55), this will be challenging for some of you...follow the instructions and don't worry!! TRY!</p>	<p><input type="checkbox"/> <b>History</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch Shang Dynasty lesson</li> <li><input type="checkbox"/> Follow directions to create map of China pp. 73-75</li> <li><input type="checkbox"/> Answer questions for R68: Shang Dynasty pp. 76-79</li> </ul> <p><b>Geography:</b> practice map games on Seterra.com, as time allows.</p>

<p>Three</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Math</b> Lesson 105 Using Proportions to Solve Percent Problems <b>Watch the video going over the new concept</b> (Follow along in your math book, page. 567) Answer Practice Set a-c (beginning on page 569 in your math book), and then Mixed Practice 1-30 (beginning on page 569) (Page 4 in packet for Practice Set, &amp; pages 15-16 for the Mixed Practice)</li> <li><input type="checkbox"/> <b>English</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch video for Wednesday</li> <li><input type="checkbox"/> Read Act IV, Sc II (p. 55-56 in Julius Caesar)</li> <li><input type="checkbox"/> Work on CS circle map and graphic organizer – all in color. See video from Week 6, if needed.</li> </ul> </li> <li><input type="checkbox"/> <b>Latin</b> -Part 3: Imperfect (p. 41) -Part 3: Vocab Check (p. 41)</li> <li><input type="checkbox"/> <b>Spanish</b> 3: NEW CONCEPT – Direct Object Pronouns (p.56) Refer to VIDEO and RESOURCES on 1L Spanish page</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Music</b> <i>Beethoven's Musical Revolution</i> on pp. 87-91 (required for all IL scholars)</li> <li><input type="checkbox"/> <b>Art</b> <i>Human Proportions</i> on pp. 80-86 (required for all IL scholars)</li> </ul>
<p>Four</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Math</b> Review 20B (Pages 5 in your packet)</li> <li><input type="checkbox"/> <b>English</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch video for Thursday</li> <li><input type="checkbox"/> Read Act IV, Sc III and answer Act IV Study Questions (pages 23-24 in your packet)</li> <li><input type="checkbox"/> Write final draft on lined paper, p. 35. <b>Must be in color and in cursive.</b></li> </ul> </li> <li><input type="checkbox"/> <b>Latin</b> -Part 4: Future Possum (p. 42) -Part 4: Vocab Check (p.42)</li> <li><input type="checkbox"/> <b>Spanish:</b> 4: Practice with DOP (p.57)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>PE</b> Exercise guide p. 93</li> </ul>
<p>Five</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Math</b> Math Facts Packet (Pages 6-10 in your packet)</li> <li><input type="checkbox"/> <b>English</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Catch up on reading (Act IV) and finish Study Questions for Act IV (pages 23-24 in your packet)</li> <li><input type="checkbox"/> Read "The Children's Hour" on p. 36. Answer multiple choice and writing prompt on p. 37: What is the metaphor in Longfellow's poem? Highlight it and write the explanation on the bottom of the previous page.</li> </ul> </li> <li><input type="checkbox"/> <b>Latin</b> -Part 5: Catch Up on Parts 1-4 if not finished; review endings of Charts <b>S, T, &amp; U</b>; Study Quizlet/Vocab for Chapters <b>10 &amp; 8</b>; If you have the time translate the "Ego Amo" song (optional) (p. 43)</li> <li><input type="checkbox"/> <b>Spanish:</b> 5. Review DOP, Preterite tense, vocabulary from 7B ... we will be doing an assessment soon! Use notes, flashcards, Parnassus website &amp; Quizlet</li> </ul>	

PLEASE SIGN AND DATE BELOW BEFORE RETURNING:

Student Full Name (First & Last): \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# 1L Math

Scholar's Name: \_\_\_\_\_

**Lesson 103: Perimeter of Complex Shapes (Saxon math book page 556)**

**Complete below: Practice Set (page 558 in your math book) a-b**

**a.**

**b.**

**COMPLETE MIXED PRACTICE 1-30 ON GRAPH PAPER**

**Lesson 104: Algebraic Addition Activity (Saxon math book page 561)**

**Complete below: Practice Set (page 563 in your math book) a-f**

**a.**

**b.**

**c.**

**d.**

**e.**

**f.**

**COMPLETE MIXED PRACTICE 1-30 ON GRAPH PAPER**

**Lesson 105: Using Proportions to Solve Percent Problems (Saxon math book page 567)**

**Complete below: Practice Set (page 569 in your math book) a-c**

**a.**

**b.**

**c.**

**COMPLETE MIXED PRACTICE 1-30 ON GRAPH PAPER**

Also take Facts Practice Test M  
(24 Percent-Fraction-Decimal Equivalents).

Name \_\_\_\_\_

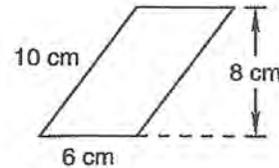
1. <sup>(88)</sup> The ratio of A's to B's on the last test was 4 to 3. If there were 12 A's, how many B's were there?
2. <sup>(Inv. 10)</sup> What is the probability of rolling a 3 twice with two rolls of a number cube?

Complete this table.

	FRACTION	DECIMAL	PERCENT
3. <sup>(99)</sup>	(a)	0.4	(b)
4. <sup>(99)</sup>	(a)	(b)	4%

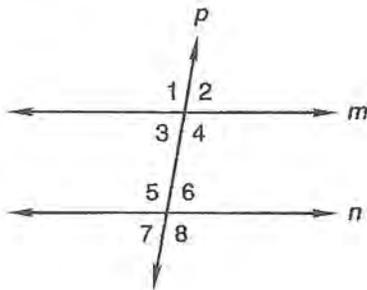
5. <sup>(77)</sup> Two thirds of the 30 students finished. How many did not finish?

Refer to the parallelogram at the right to answer problems 6 and 7.

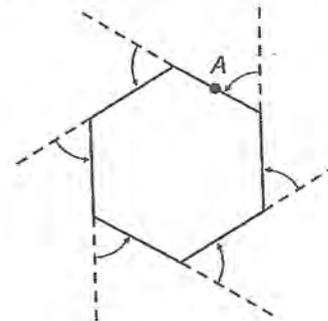


6. <sup>(71)</sup> What is the area of the parallelogram?
7. <sup>(71)</sup> What is the perimeter of the parallelogram?

8. <sup>(97)</sup> Parallel lines  $m$  and  $n$  are intersected by line  $p$  as shown. Angle 1 measures  $105^\circ$ . What is the measure of  $\angle 5$ ?



9. <sup>(90)</sup> Andy began at point A and ran around the field once making the six turns shown. In those six turns Andy turned a total of how many degrees?



10. <sup>(89)</sup>  $\sqrt{400}$

11. <sup>(100)</sup>  $-2 + -5$

12. <sup>(100)</sup>  $-3 - (-7)$

13. <sup>(82)</sup> What is the volume of a cube that has edges 3 cm long?

14. <sup>(Inv. 6)</sup> A cube has how many more vertices than faces?

15. <sup>(92)</sup>  $2^3 + \sqrt{9} - 3 \times 2$

16. <sup>(74)</sup>  $6\frac{1}{2} + 4.25$  (decimal answer)

17. <sup>(85)</sup> Solve:  $\frac{3}{25} = \frac{m}{100}$

18. <sup>(43)</sup> Solve:  $y + 2.7 = 5$

19. <sup>(100)</sup> At 6 a.m. the temperature was  $-5^\circ\text{F}$ . By noon the temperature had risen to  $8^\circ\text{F}$ . How many degrees had the temperature risen?

20. <sup>(86)</sup> The diameter of a circular target is 16 inches. What is the area of the target? (Use 3.14 for  $\pi$ .)



# FACTS PRACTICE TEST

## F

### 90 Division Facts

Name \_\_\_\_\_

Time \_\_\_\_\_

Divide.

$7 \overline{)21}$	$2 \overline{)10}$	$6 \overline{)42}$	$1 \overline{)3}$	$4 \overline{)24}$	$3 \overline{)6}$	$9 \overline{)54}$	$6 \overline{)18}$	$4 \overline{)0}$	$5 \overline{)30}$
$4 \overline{)32}$	$8 \overline{)56}$	$1 \overline{)0}$	$6 \overline{)12}$	$3 \overline{)18}$	$9 \overline{)72}$	$5 \overline{)15}$	$2 \overline{)8}$	$7 \overline{)42}$	$6 \overline{)36}$
$6 \overline{)0}$	$5 \overline{)10}$	$9 \overline{)9}$	$2 \overline{)6}$	$7 \overline{)63}$	$4 \overline{)16}$	$8 \overline{)48}$	$1 \overline{)2}$	$5 \overline{)35}$	$3 \overline{)21}$
$2 \overline{)18}$	$6 \overline{)6}$	$3 \overline{)15}$	$8 \overline{)40}$	$2 \overline{)0}$	$5 \overline{)20}$	$9 \overline{)27}$	$1 \overline{)8}$	$4 \overline{)4}$	$7 \overline{)35}$
$4 \overline{)20}$	$9 \overline{)63}$	$1 \overline{)4}$	$7 \overline{)14}$	$3 \overline{)3}$	$8 \overline{)24}$	$5 \overline{)0}$	$6 \overline{)24}$	$8 \overline{)8}$	$2 \overline{)16}$
$5 \overline{)5}$	$8 \overline{)64}$	$3 \overline{)0}$	$4 \overline{)28}$	$7 \overline{)49}$	$2 \overline{)4}$	$9 \overline{)81}$	$3 \overline{)12}$	$6 \overline{)30}$	$1 \overline{)5}$
$8 \overline{)32}$	$1 \overline{)1}$	$9 \overline{)36}$	$3 \overline{)27}$	$2 \overline{)14}$	$5 \overline{)25}$	$6 \overline{)48}$	$8 \overline{)0}$	$7 \overline{)28}$	$4 \overline{)36}$
$2 \overline{)12}$	$5 \overline{)45}$	$1 \overline{)7}$	$4 \overline{)8}$	$7 \overline{)0}$	$8 \overline{)16}$	$3 \overline{)24}$	$9 \overline{)45}$	$1 \overline{)9}$	$6 \overline{)54}$
$7 \overline{)56}$	$9 \overline{)0}$	$8 \overline{)72}$	$2 \overline{)2}$	$5 \overline{)40}$	$3 \overline{)9}$	$9 \overline{)18}$	$1 \overline{)6}$	$4 \overline{)12}$	$7 \overline{)7}$

G

30 Fractions to Reduce

Cut copies into two tests.

Test G—30 Fractions to Reduce

Name \_\_\_\_\_

Time \_\_\_\_\_

Reduce each fraction to lowest terms.

$\frac{2}{8} =$	$\frac{4}{6} =$	$\frac{6}{10} =$	$\frac{2}{4} =$	$\frac{6}{16} =$
$\frac{5}{100} =$	$\frac{9}{12} =$	$\frac{14}{16} =$	$\frac{4}{10} =$	$\frac{4}{12} =$
$\frac{2}{10} =$	$\frac{3}{6} =$	$\frac{25}{100} =$	$\frac{3}{12} =$	$\frac{4}{16} =$
$\frac{3}{9} =$	$\frac{10}{16} =$	$\frac{6}{9} =$	$\frac{4}{8} =$	$\frac{2}{12} =$
$\frac{6}{12} =$	$\frac{2}{16} =$	$\frac{8}{10} =$	$\frac{2}{6} =$	$\frac{75}{100} =$
$\frac{12}{16} =$	$\frac{8}{12} =$	$\frac{6}{8} =$	$\frac{10}{12} =$	$\frac{5}{10} =$

Test G—30 Fractions to Reduce

Name \_\_\_\_\_

Time \_\_\_\_\_

Reduce each fraction to lowest terms.

$\frac{2}{8} =$	$\frac{4}{6} =$	$\frac{6}{10} =$	$\frac{2}{4} =$	$\frac{6}{16} =$
$\frac{5}{100} =$	$\frac{9}{12} =$	$\frac{14}{16} =$	$\frac{4}{10} =$	$\frac{4}{12} =$
$\frac{2}{10} =$	$\frac{3}{6} =$	$\frac{25}{100} =$	$\frac{3}{12} =$	$\frac{4}{16} =$
$\frac{3}{9} =$	$\frac{10}{16} =$	$\frac{6}{9} =$	$\frac{4}{8} =$	$\frac{2}{12} =$
$\frac{6}{12} =$	$\frac{2}{16} =$	$\frac{8}{10} =$	$\frac{2}{6} =$	$\frac{75}{100} =$
$\frac{12}{16} =$	$\frac{8}{12} =$	$\frac{6}{8} =$	$\frac{10}{12} =$	$\frac{5}{10} =$

# FACTS PRACTICE TEST

## H

### 72 Multiplication and Division Facts

Name \_\_\_\_\_

Time \_\_\_\_\_

Multiply or divide as indicated.

$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$	$6 \overline{)36}$	$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$	$8 \overline{)40}$	$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$	$5 \overline{)20}$	$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$	$9 \overline{)27}$
$9 \overline{)81}$	$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$	$6 \overline{)24}$	$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$	$7 \overline{)42}$	$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$	$5 \overline{)10}$	$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$	$7 \overline{)28}$	$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$	$4 \overline{)8}$	$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$	$8 \overline{)24}$	$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$	$6 \overline{)12}$
$9 \overline{)63}$	$\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$	$8 \overline{)64}$	$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$	$10 \overline{)100}$	$\begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$	$9 \overline{)36}$	$\begin{array}{r} 10 \\ \times 8 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$	$5 \overline{)25}$	$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$	$4 \overline{)16}$	$\begin{array}{r} 10 \\ \times 5 \\ \hline \end{array}$	$7 \overline{)14}$	$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$	$8 \overline{)48}$
$9 \overline{)54}$	$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$	$5 \overline{)15}$	$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$	$7 \overline{)49}$	$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$	$6 \overline{)30}$	$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$
$\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$	$4 \overline{)12}$	$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$	$6 \overline{)18}$	$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$	$7 \overline{)35}$	$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$	$8 \overline{)32}$
$8 \overline{)56}$	$\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$	$8 \overline{)16}$	$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$	$7 \overline{)21}$	$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$	$3 \overline{)6}$	$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$
$\begin{array}{r} 10 \\ \times 7 \\ \hline \end{array}$	$9 \overline{)18}$	$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$	$9 \overline{)45}$	$\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$	$9 \overline{)72}$	$\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$	$9 \overline{)90}$

I

28 Improper Fractions to Simplify  
*Cut copies into two tests.*

Test I—28 Improper Fractions to Simplify

Name \_\_\_\_\_

Time \_\_\_\_\_

Write each improper fraction as a mixed number or a whole number.

$\frac{5}{4} =$	$\frac{16}{12} =$	$\frac{12}{8} =$	$\frac{8}{6} =$
$\frac{12}{6} =$	$\frac{12}{10} =$	$\frac{6}{4} =$	$\frac{20}{12} =$
$\frac{5}{3} =$	$\frac{10}{8} =$	$\frac{25}{10} =$	$\frac{10}{3} =$
$\frac{15}{10} =$	$\frac{3}{2} =$	$\frac{9}{6} =$	$\frac{7}{4} =$
$\frac{18}{12} =$	$\frac{8}{3} =$	$\frac{15}{6} =$	$\frac{14}{4} =$
$\frac{8}{4} =$	$\frac{10}{6} =$	$\frac{5}{2} =$	$\frac{21}{12} =$
$\frac{15}{12} =$	$\frac{10}{4} =$	$\frac{15}{8} =$	$\frac{4}{3} =$

Test I—28 Improper Fractions to Simplify

Name \_\_\_\_\_

Time \_\_\_\_\_

Write each improper fraction as a mixed number or a whole number.

$\frac{5}{4} =$	$\frac{16}{12} =$	$\frac{12}{8} =$	$\frac{8}{6} =$
$\frac{12}{6} =$	$\frac{12}{10} =$	$\frac{6}{4} =$	$\frac{20}{12} =$
$\frac{5}{3} =$	$\frac{10}{8} =$	$\frac{25}{10} =$	$\frac{10}{3} =$
$\frac{15}{10} =$	$\frac{3}{2} =$	$\frac{9}{6} =$	$\frac{7}{4} =$
$\frac{18}{12} =$	$\frac{8}{3} =$	$\frac{15}{6} =$	$\frac{14}{4} =$
$\frac{8}{4} =$	$\frac{10}{6} =$	$\frac{5}{2} =$	$\frac{21}{12} =$
$\frac{15}{12} =$	$\frac{10}{4} =$	$\frac{15}{8} =$	$\frac{4}{3} =$

# A N S W E R F O R M

## Mixed Practice Solutions

Show all necessary work. Please be neat.

Name \_\_\_\_\_

Date \_\_\_\_\_

Lesson \_\_\_\_\_

1.

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# A N S W E R F O R M

## Mixed Practice Solutions

Show all necessary work. Please be neat.

Name \_\_\_\_\_

Date \_\_\_\_\_

Lesson \_\_\_\_\_

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.

16.

17.

18.

19.

20.

21.

22.

23.

24.

25.

26.

27.

28.

29.

30.

# A N S W E R F O R M

## Mixed Practice Solutions

Show all necessary work. Please be neat.

Name \_\_\_\_\_

Date \_\_\_\_\_

Lesson \_\_\_\_\_

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.

16.

17.

18.

19.

20.

21.

22.

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24.

25.

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29.

30.

# A N S W E R F O R M

## Mixed Practice Solutions

Show all necessary work. Please be neat.

Name \_\_\_\_\_

Date \_\_\_\_\_

Lesson \_\_\_\_\_

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.

16.

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# A N S W E R F O R M

## Mixed Practice Solutions

Show all necessary work. Please be neat.

Name \_\_\_\_\_

Date \_\_\_\_\_

Lesson \_\_\_\_\_

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.

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## 1L English Literature

Scholar's Name \_\_\_\_\_

## Julius Caesar - Acts I-III Quiz

Name: \_\_\_\_\_

**Matching:** the options on the right CAN be used more than once

- |  |                   |
|--|-------------------|
| 1. _____ places 3 letters at Brutus' house   |                   |
| 2. _____ tries to warn Caesar in a letter  | A. Cinna the poet |
| 3. _____ is told to run to the Capitol and check on Brutus                                     | B. Calpurnia      |
| 4. _____ faints after being offered the crown three times                                      | C. Caesar         |
| 5. _____ says, "I am constant as the Northern Star"  | D. Portia         |
| 6. _____ is afraid for Caesar because she has seen scary things                                | E. Brutus         |
| 7. _____ stabs herself in the thigh  | F. Cassius        |
| 8. _____ talks to Brutus about his reflection and how he does not "see" himself                | G. Lucius         |
| 9. _____ speaks to the Roman people before Mark Antony   | H. Cinna          |
| 10. _____ tells the people many times that Brutus is an "honorable" man                        | I. Artimedorus    |
| 11. _____ is mistaken for another man and is threatened to be torn to pieces                   | J. Flavius        |
| 12. _____ is the "main" leader of the conspiracy   | K. Casca          |
| 13. _____ this man and Marullus "disrobe the images" of Caesar in Act I                        | L. Mark Antony    |
| 14. _____ he is unsure whether or not he should join the plot against Caesar                   |                   |
| 15. _____ is a conspirator who informs Cassius and Brutus about Caesar being offered the crown |                   |

### Short Answer/Multiple Choice

16. After Caesar is murdered, Brutus speaks to the Roman people first. WHY does he speak before Mark Antony?
17. Then, Mark Antony speaks and tells the people about Caesar, Brutus, and the Will of Caesar. They have changed their minds once again. Now that Antony has spoken, they are . . .
- angry at Caesar
  - angry at the conspirators
  - angry with Mark Antony
  - not angry with anybody but happy Caesar is dead

### Act IV Questions

Directions: Answer the following questions in complete sentences except for #4.

1. Where does Act IV Scene I take place? (+2)
  
2. What three people are seated together at the beginning of Act IV Scene I? (+4)
  
3. What are the triumvirs working on at the beginning of Act IV Scene I? (+2)
  
4. Using the footnotes in Act IV, define the following: (+3)
  - a. prick'd = \_\_\_\_\_
  - b. the three-fold world = \_\_\_\_\_
  - c. make head = \_\_\_\_\_
  - d. hollow = \_\_\_\_\_
  - e. hedge me in = \_\_\_\_\_
  - f. rascal counters = \_\_\_\_\_
  
5. How does Antony feel about Lepidus? (+2)
  
6. Where does Act IV Scene II take place? (+2)
  
7. Where does Act IV Scene III take place? (+2)

8. According to Brutus's words on page 59, what is the reason Brutus is mad at Cassius?  
If you use a quote, be sure to **blend** the quote into your own sentence: use an **introduction**, **quotation marks**, **your quote**, and the **page number in parentheses**. (+6)
9. What sad news does Brutus share with Cassius on page 61? (+2)
10. Who wants to march to Philippi to meet the army of the Antony and Octavius?  
Who thinks it is a better idea to make the enemy come to them? (63) (+3)
11. What helps Brutus relax, so he can fall asleep? (+2)
12. What is the "monstrous apparition" that Brutus sees on page 65? (+2)
13. What does the apparition say will happen at Philippi? Be sure to **blend** the quote into your own sentence by first using part of the question. (+6)
14. Who is the last to speak in Act IV? Use full name(s), not abbreviations. (+3)

## Act IV Questions

1. Where does Act IV Scene I take place?

Act IV Scene I takes place in **a house in Rome**.

2. What three people are seated together at the beginning of Act IV Scene I?  
**Antony, Octavius, and Lepidus**.

3. What are the triumvirs working on at the beginning of Act IV Scene I?  
They are working on a list of who will be executed.

4. Using the footnotes in Act IV, define the following:

a. prick'd = put on the list

b. the three-fold world = Europe, Asia and Africa

c. make head = raise an army

d. hollow = insincere

e. hedge me in = limit my authority

f. rascal counters = worthless pieces of money

5. How does Antony feel about Lepidus?

Antony **does not like Lepidus**/does not want him to be a part of the triumvirate/thinks he's as useful as a donkey.

6. Where does Act IV Scene II take place?

Act IV Scene II takes place **before Brutus's tent** in a **camp near Sardis**.

7. Where does Act IV Scene III take place?

Act IV Scene III takes place in **Brutus's tent**.

8. According to Brutus's words on page 59, what is the reason Brutus is mad at Cassius? If you use a quote, be sure to blend the quote into your own sentence; use quotation marks and put the page number in parentheses.

Brutus is mad at Cassius because he thinks Cassius refused to send Brutus money to pay Brutus's legions when Brutus asked for it.

Brutus complains, "I did send / To you for gold to pay my legions, / Which you denied me" (59).

9. What sad news does Brutus share with Cassius on page 61?

Brutus shares that **Portia is dead**.

10. Who wants to march to Philippi to meet the army of the Antony and Octavius? Who thinks it is a better idea to make the enemy come to them? (63)

**Brutus** wants to march to Philippi; **Cassius** wants to make the enemy come to them.

11. What helps Brutus relax, so he can fall asleep?

**Lucius** plays soothing **music**.

12. What is the “monstrous apparition” that Brutus sees on page 65?

The apparition is the **Ghost of Caesar**.

13. What does the apparition say will happen at Philippi? Be sure to **blend** the quote into your own sentence. Use **quotation marks** and list the **page number in parentheses**.

The apparition says, “**thou shalt see me at Philippi**” (65).

14. Who is the last to speak in Act IV? Use full name(s), not abbreviations.

**Varro** and **Claudius** are the last to speak in Act IV.

1L Writing and Composition  
Scholar's Name: \_\_\_\_\_

*To Sleep Under the Stars*

Carol Shaw Graham

"But Mom, everybody's going."

"Cecilia, you know that isn't true. All 300 kids in the 7<sup>th</sup> grade cannot be going." Cecilia's mother looked across the kitchen at her. "And I truly am sorry---but this is the only weekend your father has off until after Christmas. We're going to your Grandmother's. This is very important, Cecilia. Uncle Frank and Aunt Ellen have been taking care of Grandma ever since her surgery, but we need to help out too. There will be other class trips. This time, family has to come first.

"But . . ." Cecilia searched quickly for another reason to stay home.

"Cecilia. I'm disappointed in you. It is time to be unselfish." Her mother turned sadly back to the sink.

Cecilia slowly left the kitchen and wandered out to the porch. "It's not fair," she thought. "My first class trip. I really wanted to see the planetarium." She flopped into a chair and gave herself up to self-pity.

Cecilia was still unhappy when the time came to head for Grandma's. The three-hour trip took the family east through beautiful farmland and several small towns. Usually Cecilia enjoyed the ride, but this time she didn't. Her friends were on a bus heading three hours west towards the Bay City Planetarium.

Grandma looked tired, but she was so happy to see them that Cecilia felt a little better. "Stay and keep me company," requested Grandma when Cecilia's parents went to unpack. "You've grown so tall since the summer!" Grandma exclaimed. "Sit down here next to me ---I'm getting a crick in my neck looking up at you! Now tell me, where do you buy the beauty cream you must put on your face every night? I need some!"

Cecilia laughed. "Oh, Grandma. You're just saying that."

Grandma smiled. "You are getting so grown-up and so busy. I've missed you. Your mother told me about your report card. Almost all A's! That's wonderful. What is your favorite subject this year?"

"Science, I guess. We're doing astronomy."



"I loved astronomy. The stars are fascinating. I still love to look up at the sky and find the constellations."

"Really? Maybe I inherited it from you," said Cecilia. "I wish I could sleep out under the stars. Mom says I'd freeze!"

Gran smiled. "I know a way you can sleep under the stars every night and still be warm. Help me down the hall to my room."

Cecilia gently helped Gran stand. She seemed so frail. Together they slowly walked to Gran's bedroom. Gran sank into the little chair in the corner with a sigh.

"Are you all right?" Cecilia asked anxiously.

"I'm feeling stronger every day! Now open the cedar chest there."

Cecilia lifted the heavy lid, and then turned to Gran. "What's in here, Gran?" she asked.

"Memories. Your mother's baby shoes, a curl from your first haircut---all sorts of things." Cecilia pulled out items one by one, and Gran told their stories. They laughed and cried and Cecilia learned about her family. Finally, Cecilia pulled out a big, cloth-wrapped bundle.

"A quilt! Oh Gran, did you make it?"

"A long time ago. When I was in high school, my mother became ill. The doctor sent her to the desert to avoid the cold winter weather. I went with her---I had to miss a year of high school. I was so disappointed at first. The teachers sent me work through the mail, but I missed all the fun. But in the desert, I discovered that the stars seem to jump out of the sky. My mother and I worked this quilt that winter." She shook the quilt open over her lap. White stars shone out of a dark blue background. A pearly moon hung in the corner.

"Gran, it's beautiful," said Cecilia, smoothing the quilt. "There's Orion's belt---and Cassiopeia."

"We put all my favorites in. My mother and I really enjoyed those times together. I learned that winter how important family is. Now I want to pass the quilt on to you."

Cecilia wrapped her arms around Grandma. "Oh, Gran. Thank you!" she said. "I'm so glad I came to see you, and I'll love the quilt forever."

J  
S  
W  
P  
!

GATHERING CDS AND CMS  
ONE-CHUNK RESPONSE TO LITERATURE PARAGRAPHS

PROMPT: What made the trip to grandma's  
a better experience for Cecilia?

GATHERING CDS:

Think of 3 or more CDs that would fit the prompt and write them below. Then circle the one CD you think is the best.

(Red) .  
. .  
. .  
. .  
. .

GATHERING CMS:

Now brainstorm 5 or more CMs you can for your CD and write them below. Then pick the biggest, most important thought and label it TS in blue. Next, label the 2 best CM thoughts in green as *CM1* and *CM2*. It may make it easier for you to use one of these CM helpers:

- \_\_\_\_\_ feels \_\_\_ on the inside.
- \_\_\_\_\_ feels like \_\_\_\_\_.
- Why does the character do this?

(Green)  
(circle a TS  
in blue)

.  
. .  
. .  
. .  
. .

# PREWRITING FOR RESPONSE TO LITERATURE

## RATIO: 1:2+

1. Write your topic sentence here:

Blue →

2. Complete the following T-chart:

<p>CDs What does the character do? What happens in the story?</p>
---

<p>CMs _____ feels/felt ____ _____ feels/felt like a ____ Why...?</p>
---

Red →

Green ↓

•

• CM1:

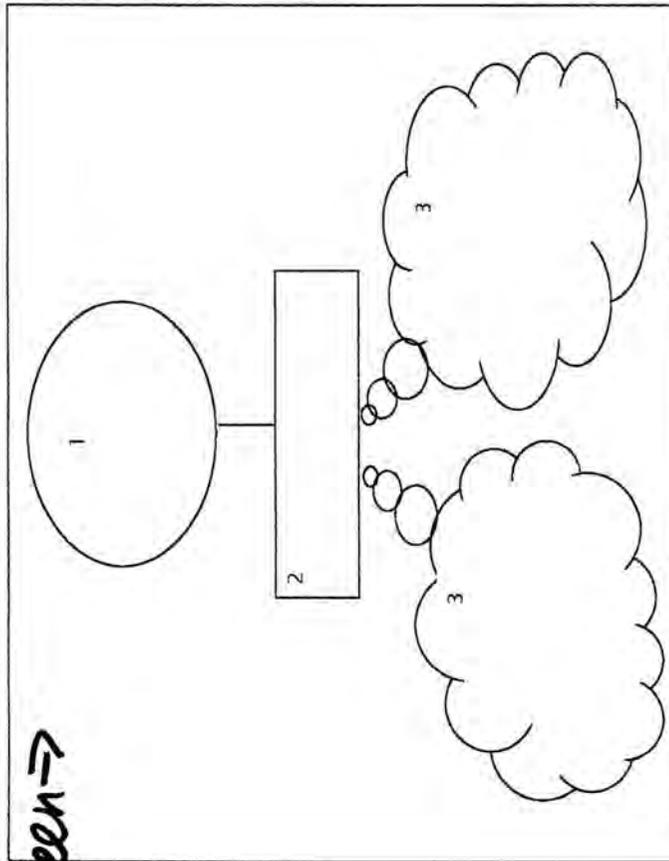
• CM2:

Red →

WEB OFF THE WORD™  
1<sup>ST</sup> COMMENTARY SENTENCE

CD:

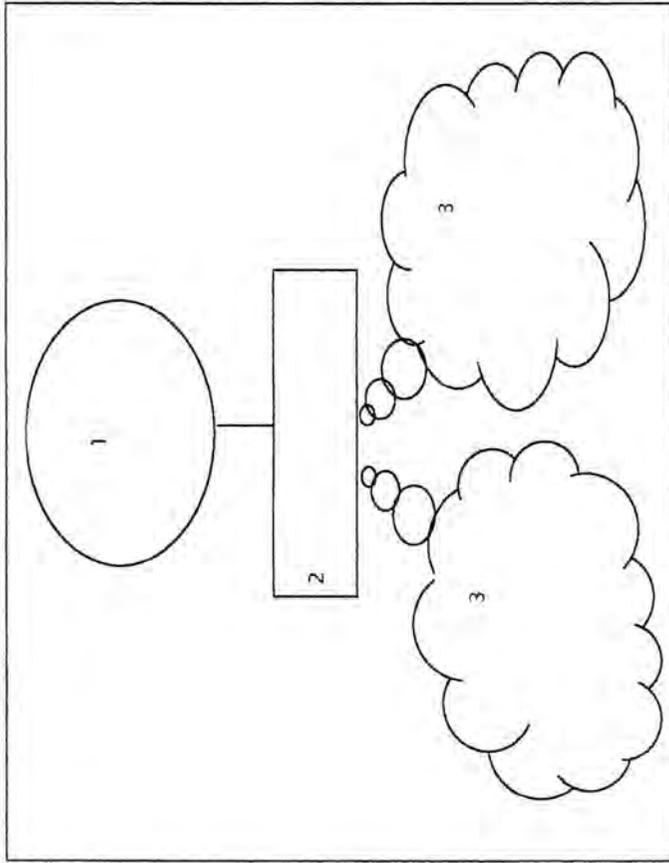
Green →



Green →

CM #1:

WEB OFF THE WORD™  
2<sup>ND</sup> COMMENTARY SENTENCE

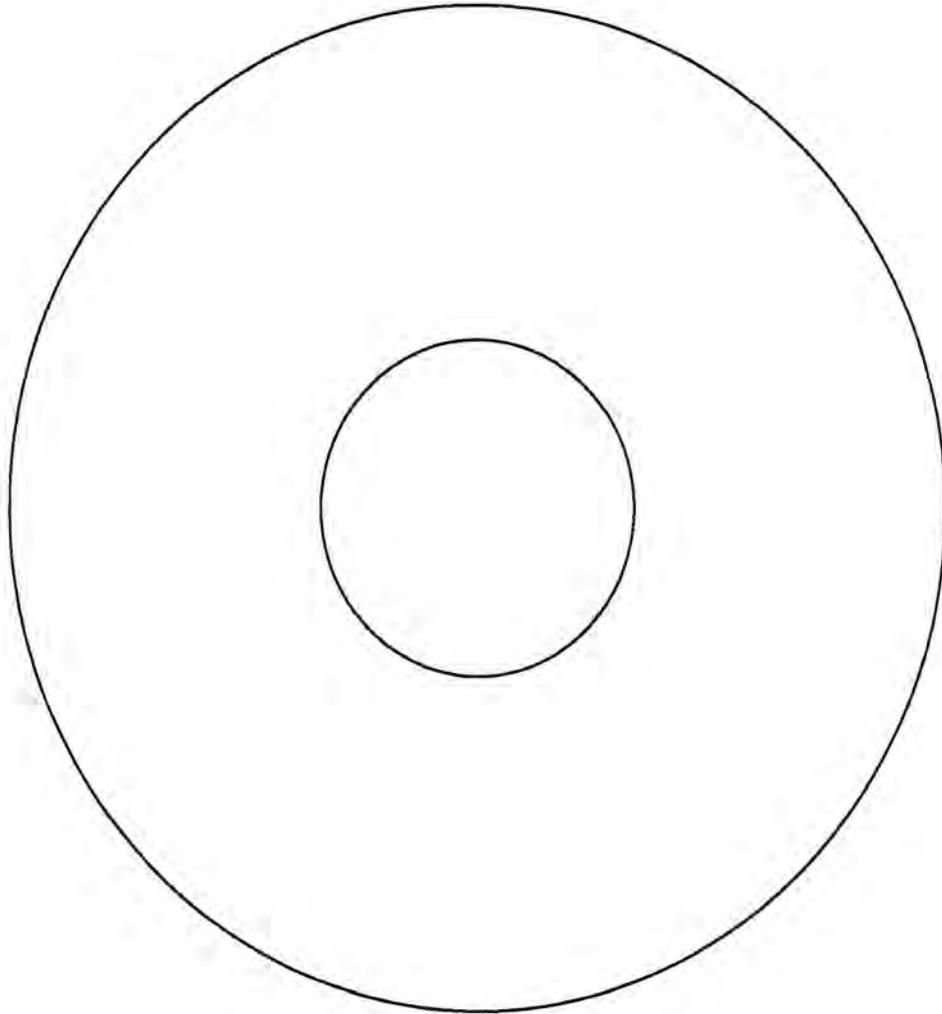


CM #2:

# WEB OFF THE WORD™

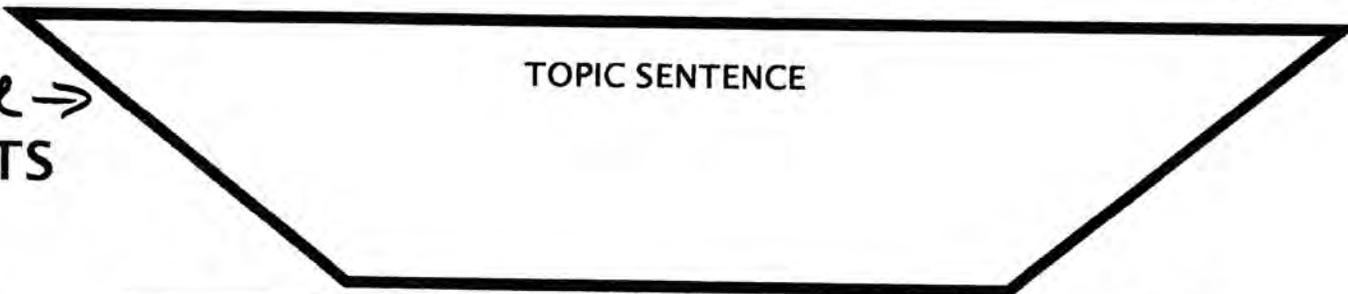
## Web Off the Topic Sentence for the Concluding Sentence

All in Blue

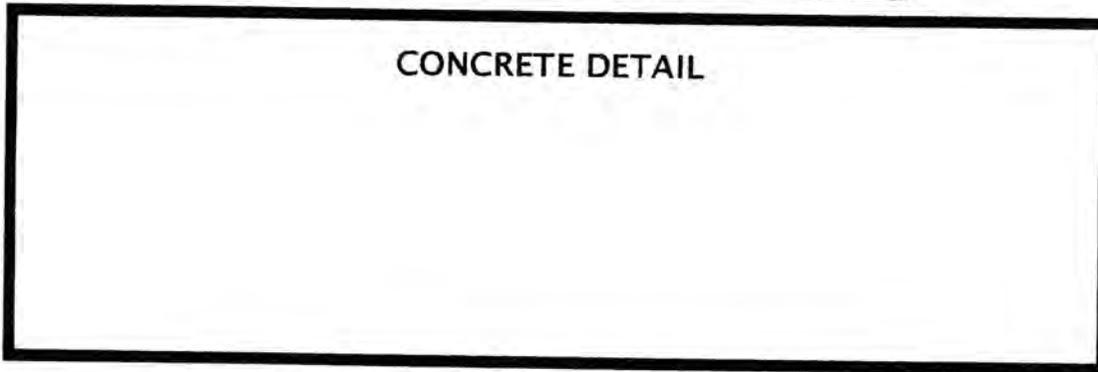


CS: \_\_\_\_\_  
\_\_\_\_\_

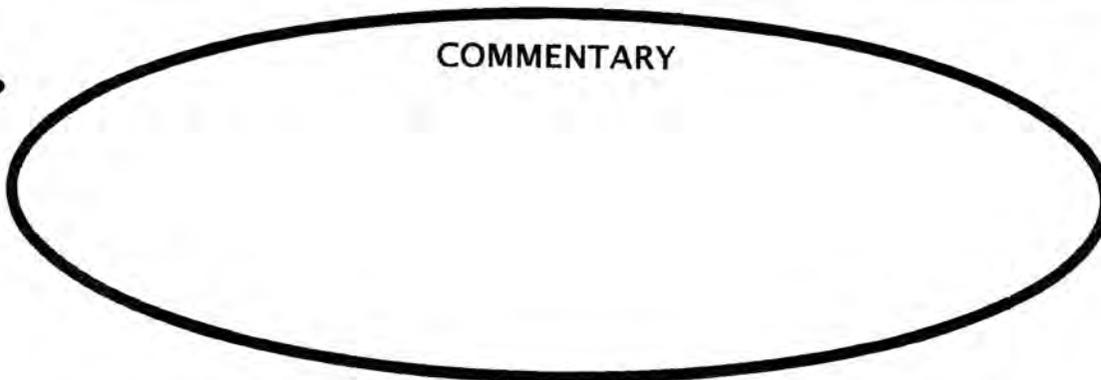
Blue →  
TS



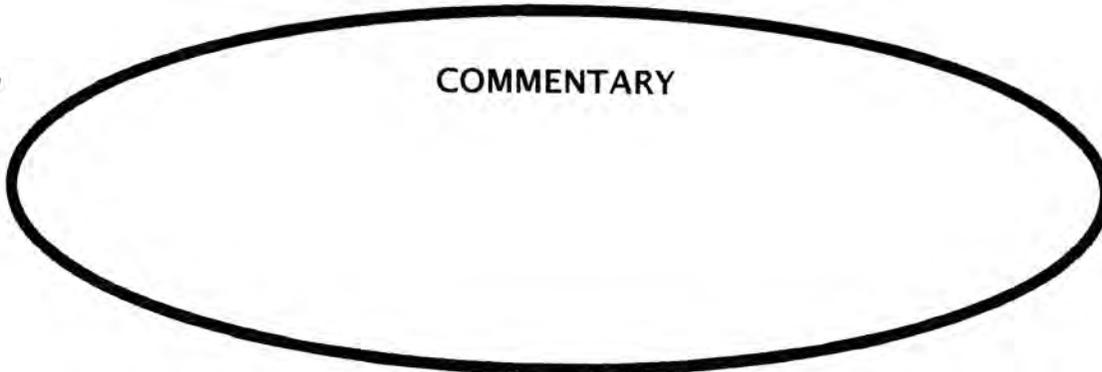
Red →  
CD



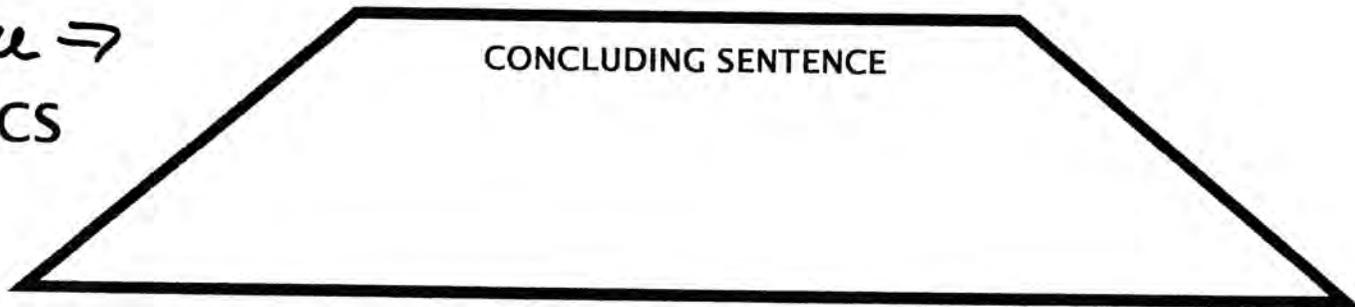
Green →  
1<sup>ST</sup>  
CM



Green →  
2<sup>ND</sup>  
CM



Blue →  
CS





# The Children's Hour

by Henry Wadsworth Longfellow

Between the dark and the daylight,  
 When the night is beginning to lower,  
 Comes a pause in the day's occupations,  
 That is known as the Children's Hour.

I hear in the chamber above me  
 The patter of little feet,  
 The sound of a door that is opened,  
 And voices soft and sweet.

From my study I see in the lamplight,  
 Descending the broad hall stair,  
 Grave Alice, and laughing Allegra,  
 And Edith with golden hair.

A whisper, and then a silence:  
 Yet I know by their merry eyes  
 They are plotting and planning together  
 To take me by surprise.

A sudden rush from the stairway,  
 A sudden raid from the hall!  
 By three doors left unguarded  
 They enter my castle wall!

They climb up into my turret  
 Over the arms and back of my chair;  
 If I try to escape, they surround me;  
 They seem to be everywhere.

They almost devour me with kisses,  
 Their arms about me entwine,  
 Till I think of the Bishop of Bingen  
 In his Mouse-Tower on the Rhine!

Do you think, O blue-eyed banditti,  
 Because you have scaled the wall,  
 Such an old mustache as I am  
 Is not a match for you all!

I have you fast in my fortress,  
 And will not let you depart,  
 But put you down into the dungeon  
 In the round-tower of my heart.

And there will I keep you forever,  
 Yes, forever and a day,  
 Till the walls shall crumble to ruin,  
 And molder in dust away!

*Go on to the next page.*

Explain the selected metaphor:

---



---



---



# The Children's Hour, p. 2



Think about the poem. Then answer these questions. Fill in the circle before the correct answer.

1. When does this poem take place?
  - (A) in the morning
  - (B) in the evening
  - (C) in the middle of the day
  - (D) late at night
  
2. What happens first?
  - (A) There is a sudden rush from the hallway.
  - (B) There is whispering in the hall.
  - (C) The poet "captures" the children.
  - (D) The poet hears footsteps above.
  
3. Which of these has the same meaning as "devour"?
  - (A) cover
  - (B) contain
  - (C) consume
  - (D) create
  
4. Another good name for this poem might be
  - (A) "In the Ruins."
  - (B) "Golden-Haired Edith."
  - (C) "Disturbing Father."
  - (D) "A Father's Fortress."
  
5. The children have probably
  - (A) never done this type of thing.
  - (B) been afraid to bother their father.
  - (C) tried to surprise their father this way at other times.
  - (D) been punished for interrupting their father in his study.
  
6. Which of these seems true of the father?
  - (A) He enjoys the company of his daughters.
  - (B) He is annoyed by the noises children make.
  - (C) He does not have time for foolishness.
  - (D) He wishes he could lock his children away.



Longfellow uses metaphor in "The Children's Hour." A metaphor is a comparison of two things that are not necessarily alike. Metaphors do not use "like" or "as." For example, when people say of a person, "He is a rock," we know it doesn't mean the person is really a rock. It means he is strong, either mentally or physically. What is the metaphor in Longfellow's poem? Highlight it and write the explanation on the bottom of the previous page.



## 1L Latin

Scholar's Name \_\_\_\_\_

**1L Latin Distance Learning May 15 -21**

**Part 1: Present**

Directions: *Conjugate then translate the 4<sup>th</sup> Conjugation Verb inveniō, invenīre, invēnī, inventum (to find) in the PRESENT tense. Remember that infinitives are the same as the 2<sup>nd</sup> P.P. (translated as to verb).*

\*Special Note\* The pronouns I've placed in the Latin column are the Latin pronouns for I, you, He/She/It, We, You all, and They. Simply write your form of *inveniō* next to the Latin pronoun (ex: ego inveniō = I find). From now on, when conjugating, place the Latin pronouns into the boxes as I have done.

Person	Singular	Translation
1 <sup>st</sup>	ego	
2 <sup>nd</sup>	tū	
3 <sup>rd</sup>	is/ea/id	
Person	Plural	Translation
1 <sup>st</sup>	nōs	
2 <sup>nd</sup>	vōs	
3 <sup>rd</sup>	eī/dae/ea	
Imperative Singular		Imperative Plural
Infinitive		Translation

**Part 1: Vocab Check**

Directions: *Refer to Charts Y & Z to fill in the blanks. These Latin pronouns are new and a taste of what you will learn in Chapter 11, so if you practice memorizing them now you will save yourselves a headache or two in the future.*

**1<sup>st</sup> Person Singular**

**1<sup>st</sup> Person Plural**

Case	Singular	Translation	Case	Plural	Translation
Nom		I	Nom	nōs	
Gen	meī		Gen		of us,our
Dat		to me	Dat	nōbīs	
Acc	mē		Acc		us
Abl		by-with- from me	Abl	nōbīs	

**Part 2: Parsing**

Directions: *Parse each verb by identifying the person, number, and tense of each verb then translating. The endings of each verb will be in bold and the letter in (parentheses) refers to the chart on your Cheat Sheet that will help you with that verb. \*Note that I've included the Latin pronouns, if you focus your translation on just the verb you will come out with the correct answer anyway. (exception: ea is the Latin word for "she" NOT he or it)*

Verb	Person	Number	Tense	Translation
ea invenit (S)	3 <sup>rd</sup>	Sg	Pres	She finds
ego vincam (K)				
vōs docēbātis (E)				
eī erunt (O)				
tū servās (D)				
nōs faciēmus (U)				
ego fugiēbam (T)				
ea venit (S)				

**Part 2: Vocab Check**

Directions: *Refer to Charts Alpha & Bravo to fill in the blanks. Note how these pronouns are declined and translate just like nouns but don't really belong to one of the declensions we've learned.*

**2<sup>nd</sup> Person Singular**

**2<sup>nd</sup> Person Plural**

Case	Singular	Translation	Case	Plural	Translation
Nom		You	Nom		You all
Gen		of you	Gen		of you all
Dat		to you	Dat		to-for you all
Acc		you	Acc		you all
Abl		by-with-from you	Abl		by-with-from you all

**Part 3: Imperfect**

Directions: *Conjugate then translate the 3<sup>rd</sup> Conjugation -io verb capiō, capere, cēpī, captum (to seize) int the IMPERFECT tense.* Remember that infinitives are the same as the 2<sup>nd</sup> P.P. (translated as to verb). **Include the Nominative Latin pronouns from Charts Y, Z, Alpha, Bravo, & Charlie (Same Latin pronouns that I had already typed out on Part 1)**

Person	Singular	Translation
1 <sup>st</sup>		
2 <sup>nd</sup>		
3 <sup>rd</sup>		
Person	Plural	Translation
1 <sup>st</sup>		
2 <sup>nd</sup>		
3 <sup>rd</sup>		
Imperative Singular	Imperative Plural	Translation (Same for both)
Infinitive	Translation	

**Part 3: Vocab Check**

Directions: *Refer to the top half of Chart Charlie to fill in the blanks.* Notice how this chart, unlike those before, has a **GENDER** because it refers to: He, She, and It (the words **I** or **You** don't have a gender, in English or in Latin)

Case	Masculine	Masc Trans	Feminine	Fem Trans	Neuter	Neut Trans
<b>Nominative</b>		He		She		It
<b>Genitive</b>	eius			her	eius	its
<b>Dative</b>		to-for him	eī		eī	
<b>Accusative</b>		him		her	id	it
<b>Ablative</b>	eō		eā	By-With-From her		By-With-From it

**Part 4: Future Possum**

Directions: *Conjugate and Translate the Future forms of possum, posse, potuī (to be able). Again, also include the Nominative Latin pronouns from Charts Y, Z, Alpha, Bravo, & Charlie (Same Latin pronouns that I had already typed out on Part 1). \*Refer to the Grammar Companion or the video online if you’ve forgotten how to do this*

Person	Singular	Translation
1 <sup>st</sup>	ego poterō	
2 <sup>nd</sup>		
3 <sup>rd</sup>		
Person	Plural	Translation
1 <sup>st</sup>		
2 <sup>nd</sup>		
3 <sup>rd</sup>		
Imperative Singular	Imperative Plural	Translation (Same for both)
XXXXXXXXXXXXXX	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX
Infinitive	Translation	

**Part 4: Vocab Check**

Directions: *Use your Vocab Sheets for Chapters 10 and 8 to complete the following vocab check.*

- |         |       |           |       |
|---------|-------|-----------|-------|
| cum     | _____ | cupiditās | _____ |
| venīre  | _____ | fugere    | _____ |
| quoniam | _____ | timor     | _____ |
| dūcere  | _____ | frater    | _____ |
| gerere  | _____ | laus      | _____ |
| numquam | _____ | scrīptor  | _____ |

## Optional

## Optional

## Optional

The following Latin poem is a **rough** translation of a classic song from an old kid's television program (originally in English). Most of these words are from your Cumulative Vocab Sheets. The song uses several of the pronouns that have been introduced this week. Note how the pronouns change case (therefore form) depending on how it is used in the sentence.

Directions: *Translate the song back into English. THEN, at the bottom, tell me what TV show this song originally came from (you may have to ask your parents). \*Hint: Think purple dino. Use Charts Y, Z, & Alpha to translate the pronouns (ego, tū, tē, mē, nōs)*

ego amō tē, tū amās mē

---

nōs est beāta familia (family)

---

cum magnō ingentī (big) complexū (hug) [*complexū* is from the not yet seen FOURTH Declension]

---

et basium ex mē ad tē

---

nonne (not; \*turns sentence into a question\*) tū dīcēs (Future), tū amās mē quoque (also, too)?

---

ego amō tē, tū amās mē

---

nōs sunt optimī (best) amīcī qualis (just as) amīcī esse (infinitive of *sum*) dēbent (ought)

---

cum magnō ingentī complexū

---

et basium ex mē ad tē

---

nonne tū dīcēs, tū mē quoque amās?

---

From which TV show does this song come? \_\_\_\_\_

**1L Latin Distance Learning May 15 -21 Grammar Companion****Part 1: Present**

Refer to Chart S.

**3<sup>rd</sup> Conjugation io:**

All this refers to is a *special* type of verbs that belong to the 3<sup>rd</sup> Conjugation family (as identified by the **ere** ending of the 2<sup>nd</sup> principal part). You will know that they are special because the first principal part ends in...wait for it... **io**. You will notice that the rest of the 3<sup>rd</sup> Conjugation forms are very similar to the 4<sup>th</sup> Conjugation, where an **i** remains part of the stem. Simply note which forms have a long **ī** and which have a short **i**.

**Stems:**

When conjugating with the 4<sup>th</sup> Conjugation or the 3<sup>rd</sup> io, you will still follow that pattern of stem + ending. Your stem for the 3<sup>rd</sup> Conjugation io is found exactly the same as the third: by chopping off the **-ere** from the 2<sup>nd</sup> Principal Part. Just remember that there will always be an **i** after the stem.

Your stem for the 4<sup>th</sup> Conjugation is slightly different but it's a return to the familiar rules of the 1<sup>st</sup> and 2<sup>nd</sup>: chop off the **-re** from the 2<sup>nd</sup> Principal Part. After that, you will add the same endings from the 3<sup>rd</sup> Conjugation. *These endings are found on Charts S, T, & U.*

\*Note that I've added the **i/ī** to remind you that it should always come after the stem, but in the case of the 4<sup>th</sup> Conjugation, you will not need to add the **i** a second time since the **i** is already part of the stem. (Ex. not **audiunt** but **audiunt**).

**Imperative**

3<sup>rd</sup> Conjugation io

Singular: stem + **e**

ex. capiō, capere → cap → *cape*

Plural: stem + **ite**

ex. capiō, capere → cap → *capite*

4<sup>th</sup> Conjugation

Singular: stem

ex. audiō, audīre → audī → *audī*

Plural: stem + **te**

ex. audiō, audīre → audī → *audīte*

**\*Special Note\***

Remember that some words have irregular *singular* imperatives:

dūcō, ducere → **dūc** NOT dūce

dīcō, dīcere → **dīc** NOT dīce

faciō, facere → **fāc** NOT face

These irregulars need to be MEMORIZED

**Part 1: Vocab Check**

Just as the directions say, refer to Charts **Y & Z** and fill in the blanks. I'll the specific charts you need at the end of the grammar companion but be sure to hang on to all of your notes.

You will have to memorize these forms in the future so why not start now? These forms are easy and almost fun to chant. I **dare** you to try saying *ego, meī, mihi, mē, mē* 5x as fast as you can.

### **Part 2: Parsing**

The directions give you all the help you need. Make sure you are looking at the right charts and putting your answers in the correct boxes (ex. 3<sup>rd</sup> would go in Person NOT Number).

Use your cumulative vocab sheets to find the meanings of the verbs. Remember, the Latin pronouns that I've included help you translate the verb in the way that you would already do it. (audio = I hear AND ego audio = I hear)

### **Part 3: Imperfect**

Refer to Chart **T**. Remember to copy down the Latin Pronouns from Part 1.

### **Part 4: Future of Possum**

My spidey senses tell me you may have forgotten how to do this. Fear not! All you need to do to conjugate possum in the FUTURE is take the forms of sum, esse found in Chart **O** and add the prefix **pot-** in front of every single form (potero, poteris, etc.).

When translating, use the same translation as on Chart **O** but add **able** after **be** since posse means "to be able."

The **infinitive** will still be exactly the same as the 2<sup>nd</sup> Principle Part.

### **Part 0: Optional, Optional, Optional**

Optional means you do NOT have to do it if you do not want to, but I still recommend it.

The translation is *much* easier than you would expect, other than finding the meanings of the Latin Pronouns in the charts indicated by the directions, all you really need to do is find the vocab meanings for words you don't remember since I put the majority of the words in English word order.

Happy Translating!

**Present Tense Endings (1/2): NONE/am, is, are**

Person	Singular	Plural
1 <sup>st</sup>	-ō	-mus
2 <sup>nd</sup>	-s	-tis
3 <sup>rd</sup>	-t	-nt

D

**Imperfect Tense Endings (3<sup>rd</sup>) WAS/WERE**

Person	Singular	Plural
1 <sup>st</sup>	-ēbam	-ēbāmus
2 <sup>nd</sup>	-ēbās	-ēbātis
3 <sup>rd</sup>	-ēbat	-ēbant

J

**Imperfect Tense Endings (1/2) WAS/WERE**

Person	Singular	Plural
1 <sup>st</sup>	-bam	-bāmus
2 <sup>nd</sup>	-bās	-bātis
3 <sup>rd</sup>	-bat	-bant

E

**Future Tense Endings (3<sup>rd</sup>) WILL**

Person	Singular	Plural
1 <sup>st</sup>	-am	-ēmus
2 <sup>nd</sup>	-ēs	-ētis
3 <sup>rd</sup>	-et	-ent

K

**Future Tense Endings (1/2): WILL**

Person	Singular	Plural
1 <sup>st</sup>	-bō	-bimus
2 <sup>nd</sup>	-bis	-bitis
3 <sup>rd</sup>	-bit	-bunt

F

**Present Tense Endings (3<sup>rd</sup>-io/4<sup>th</sup>) NONE/am, is, are**

Person	Singular	Plural
1 <sup>st</sup>	-iō	-īmus
2 <sup>nd</sup>	-īs	-ītis
3 <sup>rd</sup>	-it	-iunt

S

**Personal Pronouns:**

Person	Singular	Plural
1 <sup>st</sup>	I	We
2 <sup>nd</sup>	You	You all
3 <sup>rd</sup>	HSI	They

G

**Imperfect Tense Endings (3<sup>rd</sup>-io/4<sup>th</sup>) WAS/WERE**

Person	Singular	Plural
1 <sup>st</sup>	-iēbam	-iēbāmus
2 <sup>nd</sup>	-iēbās	-iēbātis
3 <sup>rd</sup>	-iēbat	-iēbant

T

**Present Tense Endings (3<sup>rd</sup>) NONE/am, is, are**

Person	Singular	Plural
1 <sup>st</sup>	-ō	-imus
2 <sup>nd</sup>	-is	-itis
3 <sup>rd</sup>	-it	-unt

I

**Future Tense Endings (3<sup>rd</sup>-io/4<sup>th</sup>) WILL**

Person	Singular	Plural
1 <sup>st</sup>	-iam	-iēmus
2 <sup>nd</sup>	-iēs	-iētis
3 <sup>rd</sup>	-iet	-ient

U

M

<b>Present Forms of Sum, Esse, Fui, Futurus</b>		
Person	Singular	Plural
1 <sup>st</sup>	<b>sum</b> I am	<b>sumus</b> we are
2 <sup>nd</sup>	<b>es</b> you are	<b>estis</b> you all are
3 <sup>rd</sup>	<b>est</b> he, she, it is	<b>sunt</b> they are

Alpha

<b>2<sup>nd</sup> Person Singular Pronoun</b>		
Case	Singular	Translation
Nom	<b>tū</b>	<b>You</b>
Gen	<b>tuī</b>	<b>of you</b>
Dat	<b>tibi</b>	<b>to you</b>
Acc	<b>tē</b>	<b>you</b>
Abl	<b>tē</b>	<b>by-with-from you</b>

N

<b>Imperfect Forms of Sum, Esse, Fui, Futurus</b>		
Person	Singular	Plural
1 <sup>st</sup>	<b>eram</b> I was	<b>erāmus</b> we were
2 <sup>nd</sup>	<b>erās</b> you were	<b>erātis</b> you all were
3 <sup>rd</sup>	<b>erat</b> he, she, it was	<b>erant</b> they were

Bravo

<b>2<sup>nd</sup> Person Plural Pronoun:</b>		
Case	Singular	Translation
Nom	<b>vōs</b>	<b>You all</b>
Gen	<b>vestrum/ vestrī</b>	<b>of you all</b>
Dat	<b>vōbīs</b>	<b>to-for you all</b>
Acc	<b>vōs</b>	<b>you all</b>
Abl	<b>vōbīs</b>	<b>by-with-from you all</b>

O

<b>Future Forms of Sum, Esse, Fui, Futurus</b>		
Person	Singular	Plural
1 <sup>st</sup>	<b>erō</b> I will be	<b>erimus</b> we will be
2 <sup>nd</sup>	<b>eris</b> you will be	<b>eritis</b> you all will be
3 <sup>rd</sup>	<b>erit</b> he, she, it will be	<b>erunt</b> they will be

y

<b>1<sup>st</sup> Person Singular Pronoun Chart:</b>		
Case	Singular	Translation
Nom	<b>ego</b>	<b>I</b>
Gen	<b>meī</b>	<b>of me</b>
Dat	<b>mihi</b>	<b>to me</b>
Acc	<b>mē</b>	<b>me</b>
Abl	<b>mē</b>	<b>by-with-from me</b>

Z

<b>1<sup>st</sup> Person Plural Pronoun Chart:</b>		
Case	Plural	Translation
Nom	<b>nōs</b>	<b>We</b>
Gen	<b>nostrum/ nostrī</b>	<b>of us,our</b>
Dat	<b>nōbīs</b>	<b>to us</b>
Acc	<b>nōs</b>	<b>us</b>
Abl	<b>nōbīs</b>	<b>by-with-from us</b>

**3<sup>rd</sup> Person Pronoun Chart:**

Charlie

**SINGULAR**

Case	Masculine	Masc Trans	Feminine	Fem Trans	Neuter	Neut Trans
<b>Nominative</b>	is	He	ea	She	id	It
<b>Genitive</b>	eius	his	eius	her	eius	its
<b>Dative</b>	eī	to-for him	eī	to-for her	eī	to-for it
<b>Accusative</b>	eum	him	eam	her	id	it
<b>Ablative</b>	eō	By-With-From him	eā	By-With-From her	eō	By-With-From it

**PLURAL**

Charlie

Case	Masculine	Feminine	Neuter	Plural Trans
<b>Nominative</b>	eī	eae	ea	They
<b>Genitive</b>	eōrum	eārum	eōrum	their/of them
<b>Dative</b>	eīs	eīs	eīs	to-for them
<b>Accusative</b>	eōs	eās	ea	them
<b>Ablative</b>	eīs	eīs	eīs	by-with-from them

---

1.	<b>amicitia, amicitiae, f.</b>	friendship
2.	<b>audiō, audire, audivi, auditum</b>	hear, listen to
3.	<b>beātus, beāta, beātum</b>	happy, fortunate, blessed
4.	<b>capio, capere, cepi, captum</b>	to take, capture, seize, get
5.	<b>cum (+abl)</b>	with
6.	<b>cupiditas, -tatis, f.</b>	desire, longing, passion; cupidity, avarice
7.	<b>dico, dicere, dixi, dictum</b>	to say, tell, speak; name, call
8.	<b>facio, facere, feci, factum</b>	to make, do, accomplish
9.	<b>fugio, fugere, fugi, fugitum</b>	to flee, hurry away; escape; go into exile; avoid, shun
10.	<b>hora, hōrae, f.</b>	hour, time
11.	<b>invenio, invenire, invēni, inventus</b>	to come upon, find
12.	<b>natura, nātūrae, f.</b>	nature
13.	<b>quoniam</b>	since, inasmuch as
14.	<b>senectus, senectutis, f.</b>	old age
15.	<b>timor, timōris, m</b>	fear
16.	<b>venio, venire, vēni, ventum</b>	to come
17.	<b>veritas, veritatis, f</b>	truth
18.	<b>via, viae, f.</b>	way, road, street
19.	<b>vivo, vivere, vixi, victum</b>	to live
20.	<b>voluptas, voluptatis, f.</b>	pleasure

---

1. <b>ad (+acc)</b>	to, up to, near to
2. <b>agō, agere, ēgī, āctus</b>	to drive, lead, do, act; pass, spend (time)
3. <b>Cicerō, Cicerōnis,</b>	(Marcus Tullius) Cicero
4. <b>cōpia, cōpiae, f.</b>	abundance, supply; (pl) troops, forces
5. <b>dēmōnstrō, dēmōnstrāre, dēmōnstrāvī, dēmōnstrātum</b>	to point out, show, demonstrate
6. <b>discō, discere, didicī</b>	to learn
7. <b>doceō, docēre, docuī, doctum</b>	to teach
8. <b>dūco, dūcere, dūxī, ductum</b>	to lead; consider, regard; prolong
9. <b>dum</b>	while, as long as, at the same time that
10. <b>ex or ē (+abl)</b>	out of, from, from within; by reason of, on account of
11. <b>frāter, frātris, m.</b>	brother
12. <b>gerō, gerere, gessī, gestum</b>	to carry; carry on, manage, conduct, wage, accomplish, perform
13. <b>grātias agō (+ dat.)</b>	to give thanks to
14. <b>laus, laudis, f</b>	praise, glory, fame
15. <b>libertās, libertātis, f.</b>	freedom, liberty
16. <b>numquam</b>	never
17. <b>ratio, ratiōnis, f</b>	reason, judgement; reckoning, account; method, manner
18. <b>scribō, scribere, scripsī, scriptum</b>	to write, compose
19. <b>scriptor, scriptōris, m.</b>	writer, author
20. <b>soror, sorōris, f</b>	sister
21. <b>tamen</b>	nevertheless, still
22. <b>trahō, trahere, trāxī, tractum</b>	to draw, drag; derive, acquire
23. <b>victōria, victōriae, f</b>	conquest, victory
24. <b>vincō, vincere, vici, victum</b>	to conquer, overcome



## 1L Spanish

Scholar's Name \_\_\_\_\_

## 1L SPANISH

MAY 18 – MAY 22

- DAY 1: -CAR/-GAR verb practice, parts A & B.
- DAY 2: Writing sentences in the past tense with 7B vocabulary.
- DAY 3: Direct Object Pronouns, A, B & C
- DAY 4: DOP practice parts A & B
- DAY 5: Review reference page notes, any new vocabulary, and/or previously learned notes and vocab.
  - Quizlet: <https://quizlet.com/join/ZFmTs8Npr>

## REFERENCE PAGE – DO NOT RETURN, KEEP IN YOUR BINDER

### -CAR -GAR VERBS in the preterite

VERBS that end IN **-CAR & -GAR** have a spelling change in the **YO** form only of the preterite

BUSCAR the **C** changes to **QU** → the stem becomes BUS**QU** → + ending = **BUSQUÉ**

PAGAR the **G** changes to **GU** → the stem becomes PAG**U** → + ending = **PAGUÉ**

SPANISH	ENGLISH	SPANISH EXAMPLE	ENGLISH TRANSLATION
<b>AYER</b>	YESTERDAY	<i>Ayer, compré un vestido.</i>	Yesterday, I bought a dress.
<b>ANOCHÉ</b>	LAST NIGHT	<i>Juan jugó golf anoche.</i>	Juan played golf last night.
<b>HACE + TIME</b>	A ____ AGO	<i>Tú practicaste piano hace dos semanas.</i>	You practiced piano 2 weeks ago.
<b>EL AÑO PASADO</b>	LAST YEAR	<i>El año pasado viajaron a México.</i>	Last year they traveled to Mexico.
<b>LA SEMANA PASADA</b>	LAST WEEK	<i>Payamos diez dolares la semana pasada.</i>	We payed ten dollars las week.

#### DIRECT OBJECT PRONOUNS:

A direct object tells WHO or WHAT receives the action of the verb.

EX: Busqué un vestido. *I looked for a dress.*

Busc**qué** = verb = to look for      the ending “**qué**” tells you that “I” did the looking, in the past because the ending **qué** is the **yo** form ending for **-CAR** verbs in the preterite ...

Vestido = dress = receives the “looking”      the VESTIDO (dress) is therefore the DIRECT OBJECT

Direct object pronouns avoid repetition by replacing the **DIRECT OBJECT** with a **DIRECT OBJECT PRONOUN**:

We do this in ENGLISH as well:      I looked for **a dress**.      I bought **it** yesterday.

Instead of saying “the dress” twice, we use “IT” and know that is referring to the dress.

SPANISH has 4 Direct object pronoun options – these must agree in GENDER and NUMBER with the noun they replace

	Singular	Plural
Masculine	Lo	Los
Femenine	La	Las

In the dress example, **EL VESTIDO** is the noun we are replacing...it is:

**masculine** (it's article is “el” and it ends in “o”  
**singular** (because there's only 1) = **LO**

Busqué un vestido. **Lo** compré ayer.

*Direct object pronouns come BEFORE the verb.*

NAME \_\_\_\_\_ CLASS \_\_\_\_\_

## SEÑORA PEYERL

A. Fill in the following charts with the preterite forms of the verbs given.

	TO PAY	TO LOOK FOR	TO PLAY (sport)	TO PRACTICE	TO PLAY (instrument)
	PAGAR	BUSCAR	JUGAR	PRACTICAR	TOCAR
yo	<i>pagué</i>			<i>practiqué</i>	
tú			<i>jugaste</i>		
él, ella, Ud.		<i>buscó</i>			
nosotros					<i>tocamos</i>
vosotros	<i>pagasteis</i>	<i>buscasteis</i>	<i>jugasteis</i>	<i>practicasteis</i>	<i>tocasteis</i>
ellos, ellas, Uds.				<i>practicaron</i>	

B. Choose the correct translation (1-2), and translate the sentences (3-4). Use the box above to help you.  
 (New students, IEP students, and ELL students do 1-2 for sure, 3-4 are optional)

1. Yo pagué cinco dólares en la librería.

- a. She played basketball yesterday.
- b. We walked to the park.
- c. I paid five dollars in the bookstore.
- d. You looked for a gift for your friend at the gift shop.

2. Last week, he played soccer.

- a. Anoche, pagamos cien dolares en la tienda de ropa.
- b. La semana pasada, él jugó tenis.
- c. Ayer compré comida en el supermercado.
- d. Mis hermanos jugaron básquetbol.

**SUBJECT**

**VERB**

3. Ayer, mi hermana y yo *buscamos* un regalo para mamá.

4. I *played* the piano last night.

NAME \_\_\_\_\_ CLASS \_\_\_\_\_

## SEÑORA PEYERL

Useful Phrases for talking about the past:

SPANISH	ENGLISH	SPANISH EXAMPLE	ENGLISH TRANSLATION
AYER	YESTERDAY	<i>Ayer, compré un vestido.</i>	Yesterday, I bought a dress.
ANOCHE	LAST NIGHT	<i>Juan jugó golf anoche.</i>	Juan played golf last night.
HACE + TIME	A ____ AGO	<i>Tú practicaste piano hace dos semanas.</i>	You practiced piano 2 weeks ago.
EL AÑO PASADO	LAST YEAR	<i>El año pasado viajaron a México.</i>	Last year they traveled to Mexico.
LA SEMANA PASADA	LAST WEEK	<i>Paqamos diez dolares la semana pasada.</i>	We payed ten dollars las week.

Write 3 sentences about a gift or item you or someone you know has bought in the past (IN SPANISH).

**NEW STUDENTS: WRITE ONE SENTENCE.**

Each sentence should include:

- 1) **who** bought it,
- 2) **what** was bought,
- 3) **for whom** it was bought for, and
- 4) at **what type of store** it was bought.



***Antonio compró los arretes para su novia en la joyería.***

*(Anthony bought earrings for his girlfriend at the jewelry store.)*

- 1) Anthony bought it
- 2) Earrings
- 3) For his girlfriend
- 4) At the jewelry store

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**SEÑORA PEYERL**

**Direct object pronouns (p. 202)**

- A direct object tells who or what receives the action of the verb:  
**Busco una cadena.**      *I am looking for a chain.*
- In the sentence above, **cadena** is the direct object noun.
- You can use a direct object pronoun to replace a direct object noun.
- The direct object pronoun must match the noun it replaces in both gender and number:
  - Compré un suéter.      → **Lo** compré. (*masculine, singular*)
  - Compré una falda.      → **La** compré. (*feminine singular*)
  - Compré unos aretes.      → **Los** compré. (*masculine plural*)
  - Compré unas pulseras.      → **Las** compré. (*feminine plural*)
- The direct object comes *before* a verb in the present tense or the preterite tense.
  - Lo** tengo aquí. (*I have it here.*)
  - Lo** compré anoche. (*I bought it last night.*)

**A. Underline the direct object noun in each sentence.**

- |                                      |                           |
|--------------------------------------|---------------------------|
| 1. Busco unos <u>guantes</u> nuevos. | 5. Compramos un collar.   |
| 2. La dependienta vendió el perfume. | 6. Miramos unas corbatas. |
| 3. Compré dos llaveros.              | 7. Buscaron una cadena.   |
| 4. Llevamos nuestras carteras.       | 8. Preparé el almuerzo.   |

**B. Write each noun you circled in part A on the following lines. Write M or F next to the noun, depending on whether it is masculine or feminine. Then write S or P next to that, depending on whether the noun is singular or plural. Follow the model.**

**Modelo**    guantes      M, P

- |          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ |          |

**C. Now, write the correct direct object pronoun to replace each noun you wrote in part B. Follow the model.**

**Modelo**    guantes, M, P:      Los      busqué.

- |                     |                    |
|---------------------|--------------------|
| 1. _____ vendió.    | 5. _____ miramos.  |
| 2. _____ compré.    | 6. _____ buscaron. |
| 3. _____ llevamos.  | 7. _____ preparé.  |
| 4. _____ compramos. |                    |

**SEÑORA PEYERL**

**Objeto directo**

**A.** Rewrite the following sentences about shopping using direct object pronouns in place of the appropriate nouns.

- |  |                     |
|--|---------------------|
| 1. Compré los zapatos.                   | Los compré<br>_____ |
| 2. ¿Tienes el vestido verde?             | _____               |
| 3. Escribo el cuento.                    | _____               |
| 4. Mi mamá recibe el dinero.             | _____               |
| 5. Las mujeres llevan las faldas nuevas. | _____               |
| 6. ¿Rosario va a comprar el regalo?      | _____               |
| 7. Las amigas compraron aretes nuevos.   | _____               |
| 8. Llevo los dos abrigos.                | _____               |

**B)** José bought gifts for his family. He is talking about what he bought and where he bought it.

a) Underline the direct object in 1-6.

b) Circle the direct object pronoun in A-F.

c) Match the correct phrase with each statement, draw a line. Be sure you look for agreement in GENDER and NUMBER!

**NEW STUDENTS: Do what you are able!**

- |  |                                       |
|--|---------------------------------------|
| 1. Busqué unos discos compactos para mi papa.  | A. La compré en la joyería.           |
| 2. Busqué un libro nuevo para mi hermana.      | B. Los compré en la tienda de música. |
| 3. Busqué unos aretes para mi mama.            | C. Lo compré en la librería.          |
| 4. Busqué unas revistas para mi amigo Juan.    | D. Los compré en la joyería.          |
| 5. Busqué un equipo de sonido para mi hermano. | E. Las compré en la librería.         |
| 6. Busqué una pulsera para mi novia.           | F. Lo compré en la tienda de música.  |



## 1L Science

Scholar's Name \_\_\_\_\_

## SECTION 2 Arthropods

### DISCOVER

#### Will It Bend and Move?

1. Have a partner roll a piece of cardboard around your arm to form a tube that covers your elbow. Your partner should put three pieces of tape around the tube to hold it closed—one at each end and one in the middle.
2. With the tube in place, try to write your name on a piece of paper. Then try to scratch your head.



### Activity

3. Keep the tube on your arm for 10 minutes. Observe how the tube affects your ability to do things.

#### Think It Over

**Inferring** Insects and many other animals have rigid skeletons on the outside of their bodies. Why do their skeletons need joints?

**O**n a moonless night at the edge of a wooded area, a moth flits from flower to flower, drinking nectar. Nearby, a hungry spider waits in its web that stretches, nearly invisible, between bushes. Suddenly, the moth gets caught by the spider web. The sticky threads of the web trap one of the moth's wings. As the trapped moth struggles to free itself, the spider rushes toward it. At the last second, the moth gives a strong flap, breaks free, and flutters away—safe! Next time, the moth may not be so lucky.

The hungry spider and lucky moth are both arthropods. Insects and spiders are probably the arthropods you are most familiar with, but the phylum also includes animals such as crabs, lobsters, centipedes, and scorpions. Scientists have identified about 875,000 different species of arthropods, and there are probably many more that have not yet been discovered. Earth has more species of arthropods than of all other animals combined.



◀ Spider awaiting prey



**Figure 4** Some arthropods, like the sally leptofoot crab at left, have a hard exoskeleton. Others, like the *Promethes* moth caterpillar below, have a leathery exoskeleton. Making Generalizations: What role does an exoskeleton play?

### Characteristics of Arthropods

Members of the arthropod phylum (phylum Arthropoda) share certain important characteristics. An arthropod is an invertebrate that has an external skeleton, a segmented body, and jointed attachments called appendages. Wings, mouthparts, and legs are all appendages. Jointed legs are such a distinctive characteristic that the arthropod phylum is named for it. *Arthros* means "joint" in Greek, and *podos* means "foot" or "leg."

Arthropods have additional characteristics in common, too. Arthropods have open circulatory systems—the blood leaves the blood vessels and bathes the internal organs. Most arthropods reproduce sexually. Unlike an earthworm, which has both male and female organs in its body, most arthropods are either male or female. Most arthropods have internal fertilization—sperm and egg unite inside the body of the female. This contrasts to external fertilization, which takes place outside an animal's body.

**A Skeleton on the Outside** If you were an arthropod, you would be completely covered by a waterproof shell. This waxy exoskeleton, or outer skeleton, protects the animal and helps prevent evaporation of water. Water animals are surrounded by water, but land animals need a way to keep from drying out. Arthropods were the first animals to move out of water and onto land, and their exoskeletons probably enabled them to do this.



**INTEGRATING CHEMISTRY** Arthropod exoskeletons are made of a material called **chitin** (ky tin). Chitin is made of long molecules that are built from many smaller building blocks, like links in a chain. Long-chain molecules like chitin are called polymers. Cotton fibers and rubber are polymers, too. For any



**Figure 5** This rainforest cicada has just molted. You can see its old exoskeleton still hanging on the leaf just below it. *Applying Concepts* Why must arthropods molt?

polymer, the kinds, numbers, and the arrangement of its small building blocks determine its characteristics. Chitin's building blocks make it tough and flexible.

As an arthropod grows larger, its exoskeleton cannot expand. The growing arthropod is trapped within its exoskeleton, like a knight in armor that is too small for him. Arthropods solve this problem by occasionally shedding their exoskeletons and growing new ones that are larger. The process of shedding an outgrown exoskeleton is called **molt**. After an arthropod has molted, its new skeleton is soft for a time. During that time, the arthropod has less protection from danger than it does after its new skeleton has hardened.

**Segmented Bodies** Arthropods' bodies are segmented, something like an earthworm's. The segmented body plan is easiest to see in centipedes and millipedes, which have bodies made up of many identical-looking segments. You can also see segments on the tails of shrimp and lobsters.

In some groups of arthropods, several body segments become joined into distinct sections, with each section specialized to perform specific functions. Figure 6 shows the number of body sections and other physical characteristics that are typical of the three largest groups of arthropods.

**Appendages** Just as your fingers are appendages attached to your palms, many arthropods have jointed appendages attached to their bodies. The joints in the appendages give the animal flexibility and enable it to move. If you did the Discover activity, you saw how important joints are for allowing movement.

Arthropod appendages tend to be highly specialized tools. For example, the appendages attached to the head of a crayfish include mouthparts that it uses for crushing food. A crayfish also has two pairs of antennae. An

Crustacean fiddler crab



Insect praying mantis



Arachnid tarantula

### Comparisons of the Largest Arthropod Groups

Characteristic	Crustaceans	Arachnids	Insects
Number of body sections	2 or 3	2	3
Number of legs	5 or more pairs	4 pairs	3 pairs
Number of antennae	2 pairs	none	1 pair
Where found?	in water or damp places	mostly on land	mostly on land



**Figure 7** This wood ant's appendages include its antennae, legs, and mouthparts. It uses its mouthparts first to saw its food into small pieces and then to chew it.

**antenna** (plural *antennae*) is an appendage on the head that contains sense organs. A crayfish's antennae have organs for smelling, tasting, touching, and keeping balance. Legs are also appendages. Most of the crayfish's legs are adapted for walking, but the crayfish uses its first pair of legs, which have claws, for catching prey and defending against predators. The wings that most insects have are also appendages.

**Checkpoint** How do exoskeletons enable many arthropods to live on land?

### Origin of Arthropods

Since segmented worms and arthropods both have segmented bodies with appendages attached to some segments, many biologists have inferred that these two groups of animals have a common ancestor. However, DNA evidence indicates that arthropods and segmented worms may not be as closely related as previously thought.

Arthropods have been on Earth for about 540 million years. Like most other animal groups, arthropods first arose in the oceans. Today, however, they live almost everywhere. Some kinds of arthropods, like crayfish and crabs, are adapted to live in fresh or salt water. Very few insects, in contrast, live in salt water, but they live just about everywhere else.

### Crustaceans

The major groups of arthropods are crustaceans, arachnids, centipedes, millipedes, and insects. If you've ever eaten shrimp cocktail or crab cakes, you've dined on crustaceans. A crustacean is an arthropod that has two or three body sections and usually

**Figure 6** Arthropod groups differ in the numbers of body sections, legs, and antennae, and in where they are found. *Interpreting Charts* Which group of arthropods has no antennae?

has three pairs of appendages for chewing. In addition, crustaceans always have five or more pairs of legs; each body segment has a pair of legs or modified legs attached to it. Crustaceans are the only arthropods that have two pairs of antennae. *Exploring a Crayfish* shows a typical crustacean.

**Life Cycle** Most crustaceans, such as crabs, barnacles, and shrimp, begin their lives as microscopic, swimming larvae. The bodies of these larvae do not resemble those of adults. Crustacean larvae develop into adults by **metamorphosis** (metuh MAWR fuh sis), a process in which an animal's body undergoes dramatic changes in form during its life cycle.

**Environments** Nearly every kind of watery environment is home to crustaceans, which usually obtain their oxygen through gills. Crustaceans thrive in freshwater lakes and rivers, and even in puddles that last a long time. You can find crustaceans in the deepest parts of oceans, floating in ocean currents, and crawling along coastlines. A few crustaceans live in damp areas on land, too. Some huge crabs even live in the tops of palm trees!

**Feeding** Crustaceans obtain food in many ways. Many eat dead plants and animals. Others are predators, eating animals they have killed. The pistol shrimp is a predator with an appendage that moves with such force that it stuns its prey. Krill, which are shrimplike crustaceans found in huge swarms in cold ocean waters, are herbivores that eat plantlike microorganisms. In turn, krill are eaten by predators such as fishes, penguins, seals, sea birds, and even by great blue whales, the world's largest animals.

**Checkpoint** An animal has an exoskeleton, two body sections, and eight legs. Is it a crustacean? Why or why not?

## Spiders and Their Relatives

Spiders, mites, and ticks are the arachnids that people most often encounter. To qualify as an **arachnid** (uh RAK nid), an arthropod must have only two body sections. The first section is a combined head and chest. The hind section, called the **abdomen**, contains the arachnid's reproductive organs and part of its digestive tract. Arachnids have eight legs, but no antennae. They breathe with organs called book lungs or with a network of tiny tubes that lead to openings on the exoskeleton.

**Spiders** Spiders are the most familiar, most feared, and most fascinating kind of arachnid. All spiders are predators, and most of them eat insects. Some spiders, such as tarantulas and wolf spiders, run down their prey, while others, such as golden garden spiders, spin webs and wait for their prey to become entangled.

# EXPLORING a Crayfish

Crayfish are crustaceans that live in ponds, streams, or rivers, where they hide beneath rocks and burrow in the mud. Some build a tall mud "chimney" around their burrow entrance. Crayfish will eat nearly any animal or plant, dead or alive, including other crayfish.

## Swimmerets

Both male and female crayfish use these appendages like flippers for swimming. On a female crayfish, swimmerets also carry and protect developing embryos.

## Abdomen

The abdomen shows the body segmentation typical of arthropods. If a crayfish senses danger, it snaps its abdomen beneath its body and darts swiftly backward.

## Walking Legs

A crayfish crawls along using its walking legs. Feathery gills, used for removing oxygen from the water, are attached to each walking leg within the crayfish's shell.

## Large Antennae

The large antennae are used to smell, taste, and touch.

## Compound Eyes

Crayfish have compound eyes. Compound eyes have many lenses—structures that focus light. Crayfish eyes swivel on short stalks.

## Small Antennae

Sense organs for taste, touch, and balance are located on the two small, forked antennae.

## Chelipeds

Crayfish appendages are as varied as the tools on a Swiss army knife. Chelipeds are broad, saw-toothed pliers that the crayfish uses to capture food and to defend itself.



Spiders have hollow fangs, which are organs that inject venom into prey. Spider venom turns the tissues of the prey into mush. Later the spider uses its fangs like drinking straws, sucking in the mush. In spite of what some people might think, spiders rarely bite people. When they do, most spider bites are painful but not life-threatening. However, the bites of the brown recluse or the black widow may require hospital care.

**Mites** If chiggers have ever given you an itchy rash, you've had an unpleasant encounter with tiny arachnids called mites. Chiggers and many other mites are parasites. Ear mites, for example, give dogs and cats itchy ears. Mites are everywhere. Even the cleanest houses have microscopic dust mites. If you are allergic to dust, you may actually be allergic to the exoskeletons of dust mites. Mites also live in fresh water and in the ocean.

**Ticks** Ticks are parasites that live on the outside of a host animal's body. Nearly every kind of land animal has a species of tick that sucks its blood. Some ticks that attack humans can carry diseases. Lyme disease, for example, is spread by the bite of an infected deer tick.

**Scorpions** Scorpions, which live mainly in hot climates, are also arachnids. Usually active at night, scorpions hide in cool places during the day—under rocks and logs, or in holes in the ground, for example.

At the end of its abdomen, a scorpion has a spine-like stinger. The scorpion uses the stinger to inject venom into its prey, which is usually a spider or insect. Sometimes scorpions sting people. These stings, while painful, usually do not cause serious harm.

**Checkpoint** How do spiders obtain and digest their food?

**Figure 8** Arachnids are arthropods with two body sections, eight legs, and no antennae. **A.** A tick is a parasite that attaches itself to its prey to feed upon its blood. **B.** A scorpion is a carnivore that injects venom from a stinger at the end of its abdomen. **C.** The Honduran tarantula, a spider, uses its fangs to inject venom into a racer snake.



### Centipedes and Millipedes

Centipedes and millipedes have highly segmented bodies, as you can see in Figure 9. Centipedes have one pair of legs attached to each segment, and some centipedes have over 100 segments. In fact, the word *centipede* means “hundred feet.” Centipedes are swift predators with sharp jaws. They inject venom into the smaller animals that they catch for food.

Millipedes, which may have more than 80 segments, have two pairs of legs on each segment—more legs than any other arthropod. Though *millipede* means “thousand feet,” they don't have quite that many legs. Most millipedes are herbivores that graze on partly decayed leaves. When they are disturbed, millipedes can curl up into an armored ball and squirt an awful-smelling liquid at a potential predator.

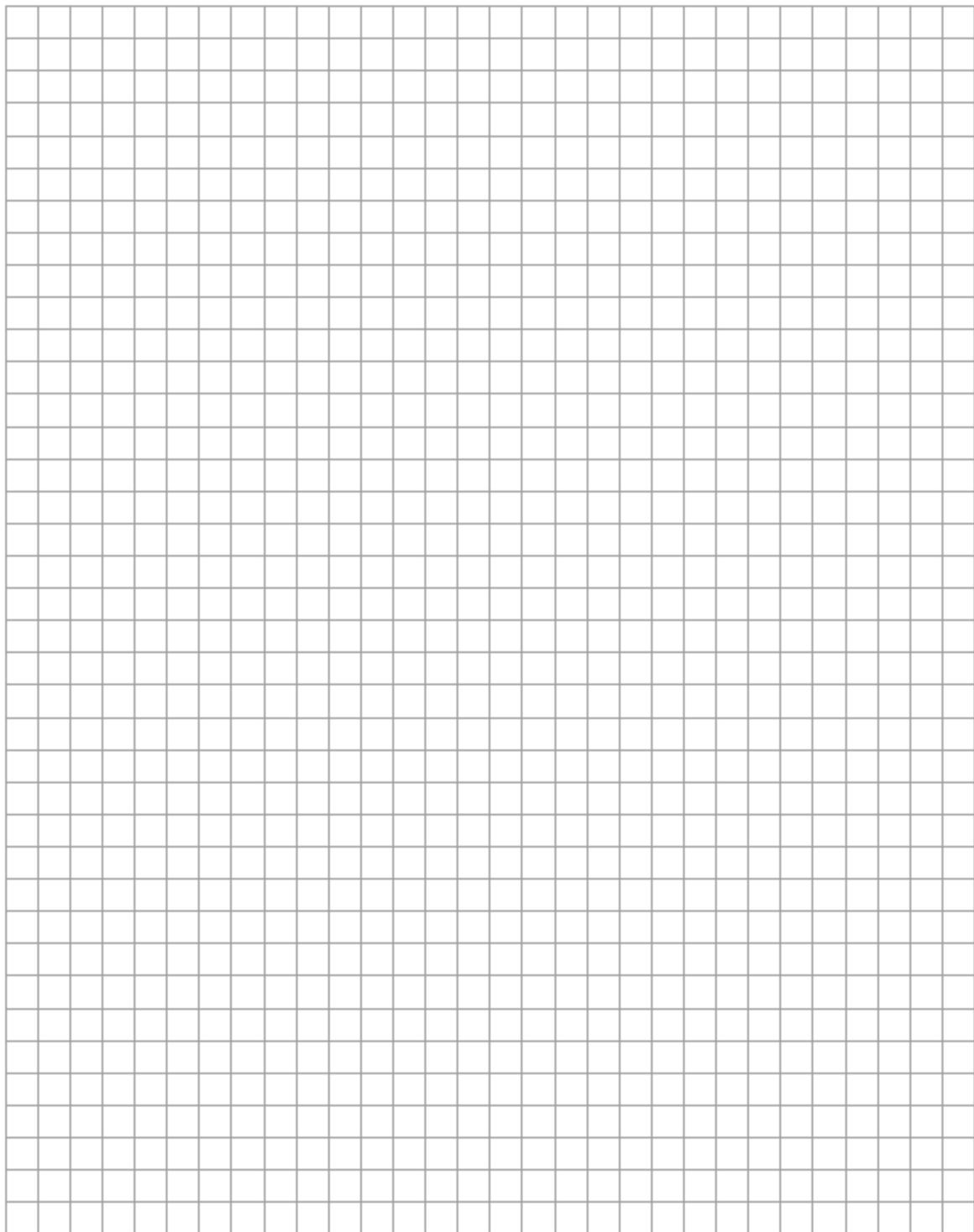
**Figure 9** Centipedes and millipedes are arthropods with many body segments. Centipedes, left, are carnivores, while millipedes, right, are herbivores. **Comparing and Contrasting** How can you tell the difference between these two organisms?

## Section 2 Review

1. Identify four characteristics that all arthropods share.
2. List the major groups of arthropods.
3. What characteristic distinguishes crustaceans from all other arthropods?
4. What are the main characteristics of arachnids?
5. **Thinking Critically Applying Concepts** Some seafood restaurants serve a dish called soft-shelled crab. What do you think happened to the crab just before it was caught? Why is that process important?

### Check Your Progress

Construct a data table in your notebook. Each day, observe both groups of mealworms. Record how many mealworms in each group are still wormlike larvae, how many have formed motionless pupae, and how many, if any, have become adult insects. (Hint: You will learn about the stages of insect metamorphosis in Section 3. You may find it helpful to refer to *Exploring Insect Metamorphosis* on page 65 as you fill in your data table.)



## 3 Insects

### DISCOVER

#### What Kinds of Appendages Do Insects Have?

1. Your teacher will give you a collection of insects. Examine the insects carefully.
2. Note the physical characteristics of each insect's body covering.
3. Count the legs, wings, body sections, and antennae on each insect.
4. Carefully observe the appendages—antennae, mouthparts, wings, and legs. Contrast the appendages on different insects. Then return the insects to your teacher and wash your hands.



#### Think It Over

**Observing** Compare the legs and wings of two different species of insect. What kind of movements is each insect adapted to perform?

#### GUIDE FOR READING

- ◆ What are the characteristics of insects?
- ◆ What is the overall impact of insects on humans?

**Reading Tip** As you read, make an outline of this section using the headings as the main topics.

### ACTIVITY

Monarch butterflies, with their beautiful orange and black wings, may seem delicate, but they are champion travelers. Every autumn, about 100 million of these butterflies fly south from southeastern Canada and the eastern United States, heading for the mountains of central Mexico. Some monarch butterflies fly thousands of kilometers before they reach their destination.

The monarch butterflies who make this long journey have never been to Mexico before. But somehow they find their way to the same trees where their ancestors, now dead, spent the previous winter. No one is certain how they are able to do this.

In the spring, the butterflies fly northward. After flying a few hundred miles, they stop, mate, lay eggs, and die. But their children—and later, their grandchildren and great-grandchildren—continue the northward journey. Eventually, monarch butterflies reach the area their ancestors left the previous fall.

Wintering monarch butterflies ▼



### The Insect Body

The monarch butterfly is an insect, as is a dragonfly, cockroach, or bee. You can identify insects, like other arthropods, by counting their body sections and legs. Insects are arthropods with three body sections, six legs, one pair of antennae, and usually one or two pairs of wings. The three body regions are the head, thorax, and abdomen. An insect's thorax, or mid-section, is the section to which wings and legs are attached. Sense organs, such as the eyes and antennae, are located on an insect's head. The abdomen contains many of the insect's internal organs. You can see all three body sections on the grasshopper in Figure 11.

Like most crustaceans, insects usually have two large compound eyes, which contain many lenses. Compound eyes are especially keen at seeing movement. Most insects also have small simple eyes, which can distinguish between light and darkness.

Insects obtain oxygen through a system of tubes. These tubes lead to openings on the insect's exoskeleton. Air, which contains oxygen, enters the insect's body through these tubes and travels directly to the insect's body cells.

**Checkpoint** How are an insect's compound eyes different from its simple eyes?

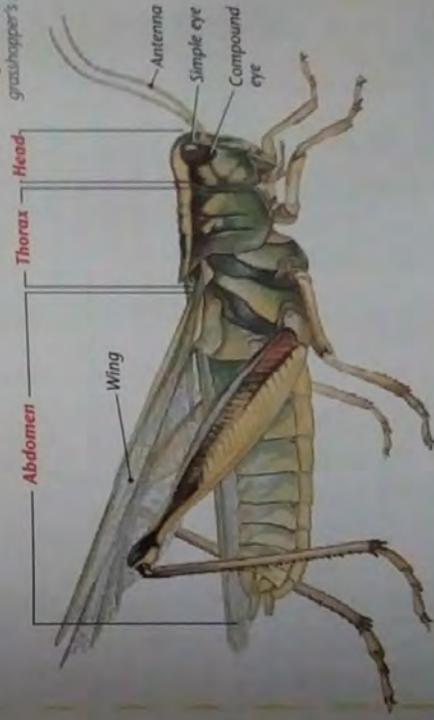
### From Egg to Adult

Insects begin life as tiny, hard-shelled, fertilized eggs. After they hatch, insects begin a process of metamorphosis that eventually produces an adult insect. Each insect species undergoes one of two different types of metamorphosis.



**Figure 10** Most insects, like this black fly, have compound eyes with many lenses. Because compound eyes are very effective at seeing movement, insects can quickly escape from potential predators.

**Figure 11** A grasshopper's body, like that of every insect, consists of three sections. **Interpreting Diagrams** To which section are the grasshopper's legs attached?



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Species	Number of species
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The two types of insect metamorphosis are shown in *Exploring Insect Metamorphosis*. The first type, which is called **complete metamorphosis**, has four dramatically different stages: egg, larva, pupa, and adult. As you learned in Chapter 1, a larva is an immature form of an animal that looks significantly different from the adult. Insect larvae, such as the caterpillars of butterflies and moths, usually look something like worms. Larvae are specialized for eating and growing. After a time, the larva goes into the second stage of complete metamorphosis and becomes a **pupa** (plural *pupae*). During the pupal stage, the insect is enclosed in a protective covering and gradually changes from a larva to an adult. A butterfly in a chrysalis and a moth in a cocoon are examples of insect pupae. When it has completed its development, an adult insect emerges from the protective pupa. Beetles, butterflies, houseflies, and ants all undergo complete metamorphosis.

In contrast, the second type of metamorphosis, called **gradual metamorphosis**, has no distinctly different larval stage—an egg hatches into a stage called a **nymph**, which often resembles the adult insect. A nymph may molt several times before becoming an adult. Grasshoppers, termites, cockroaches, and dragonflies go through gradual metamorphosis.

**Checkpoint** List the stages of complete metamorphosis.

**How Insects Feed**

The rule seems to be this: If it is living, or if it once was living, some kind of insect will eat it. Everyone knows that insects eat plants and parts of plants, such as leaves and nectar. But insects also eat products that are made from plants, such as paper. The next time you open a very old book, watch for book lice. These very small insects live in old books, chewing tiny crooked tunnels through the pages.

Insects feed on animals, too. Some, like fleas and mosquitoes, feed on the blood of living animals. Others, like dung beetles, feed on animal droppings. Still others, like burying beetles, feed on the decaying bodies of dead animals.

Insect mouthparts are adapted for a highly specific way of getting food. For example, a bee has a bristly tongue that laps nectar from flowers, and a mosquito has sharp mouthparts for jabbing and sucking blood.

**Figure 12** This caterpillar feeds almost continuously. As a larva, it must store all the energy it will need for its pupal stage.



# EXPLORING Insect Metamorphosis

Depending on the species, an insect develops into an adult through one of the two processes shown here. Fireflies undergo complete metamorphosis, while grasshoppers undergo gradual metamorphosis.

## COMPLETE METAMORPHOSIS



**4 Adult** When its development is complete, an adult firefly crawls out of its pupal case and unfurls its crumpled wings. After its exoskeleton hardens, the adult begins a life centered around feeding, flying into new areas, and mating. Adult fireflies flash their light to attract mates.

**1 Egg** Female fireflies lay their eggs in moist places. The eggs of fireflies glow in the dark.

**2 Larva** The eggs hatch into larvae that feed on snails and slugs. Firefly larvae are called glowworms because they give off light.

**3 Pupa** After a time, the firefly larva becomes a pupa. Inside the protective pupal case, wings, legs, and antennae form.

Adult male firefly

## GRADUAL METAMORPHOSIS



Adult male grasshopper

**1 Egg** A female grasshopper uses the tip of her abdomen to jab holes in the soil where she lays her eggs.

**2 Nymph** Eggs hatch into nymphs that look much like miniature adults, except that they have no wings, or only small ones.

**3 Larger Nymph** A nymph feeds until its exoskeleton becomes too tight, and then it molts. The nymph molts four or five times before becoming an adult.

**4 Adult** Most insects undergoing gradual metamorphosis emerge from the final molt equipped with full-sized wings. Once its wings have hardened, the adult flies off to mate and begin the cycle again.



**Figure 13** The well-camouflaged thorn insect, left, and leaf insect, right, have very effective built-in defenses against predators. **Observing** Why do you think the insect on the left is called a thorn insect?

## Social Studies CONNECTION

In the fall of 1347, a ship sailed from a port on the Black Sea to the European island of Sicily. That ship carried insects that helped change the course of history. The insects were fleas, and their bite passed a deadly disease known as bubonic plague, or the Black Death, on to humans.

People who caught the plague usually died quickly. The Frenchman Jean de Venette wrote, "He who was well one day was dead the next." The Black Death rapidly spread all over Europe, killing about a third of the people. Because so many died, the plague caused serious economic problems and led to great social unrest.

### In Your Journal

Imagine that the year is 1380. You lived through the plague epidemic and are now 45 years old. Write about how the plague epidemic has changed your village.

The vast majority of insects, however, are harmless or beneficial to humans. Bees make honey, and the larvae of the silkworm moth spin the fibers used to make silk cloth. Some insects prey on harmful insects, helping to reduce those insect populations. And while some insects destroy food crops, many more insects, such as butterflies and flies, enable food crops and other plants to reproduce by carrying pollen from one plant to another. If insects were to disappear from Earth, you would never get a mosquito bite. But you wouldn't have much food to eat, either.

## Controlling Insect Pests

**INTEGRATING ENVIRONMENTAL SCIENCE** People have tried to eliminate harmful insects by applying chemicals, called pesticides, to plants. However, pesticides also kill helpful insects, such as bees, and can harm other animals, including some birds. And after a time, insect populations become resistant to the pesticides—the pesticides no longer kill the insects.

Scientists are searching for other ways to deal with harmful insects. One method is the use of biological controls. Biological controls introduce natural predators or diseases into insect populations. For example, ladybug beetles can be added to fields where crops are grown. Ladybugs prey on aphids, which are insects that destroy peaches, potatoes, and other crop plants. Soil also can be treated with bacteria that are harmless to humans but cause diseases in the larvae of pest insects such as Japanese beetles. These biological controls kill only one or a few pest species. Because biological controls kill only specific pests, they are less damaging to the environment than insecticides.



## Section 3 Review

1. List the characteristics that insects share.
2. Identify two ways in which insects benefit humans.
3. Compare and contrast complete and gradual metamorphosis.
4. **Thinking Critically Inferring** Honeybees sting predators that try to attack them. Hover flies, which do not sting, resemble honeybees. How might this resemblance be an advantage to the hover fly?

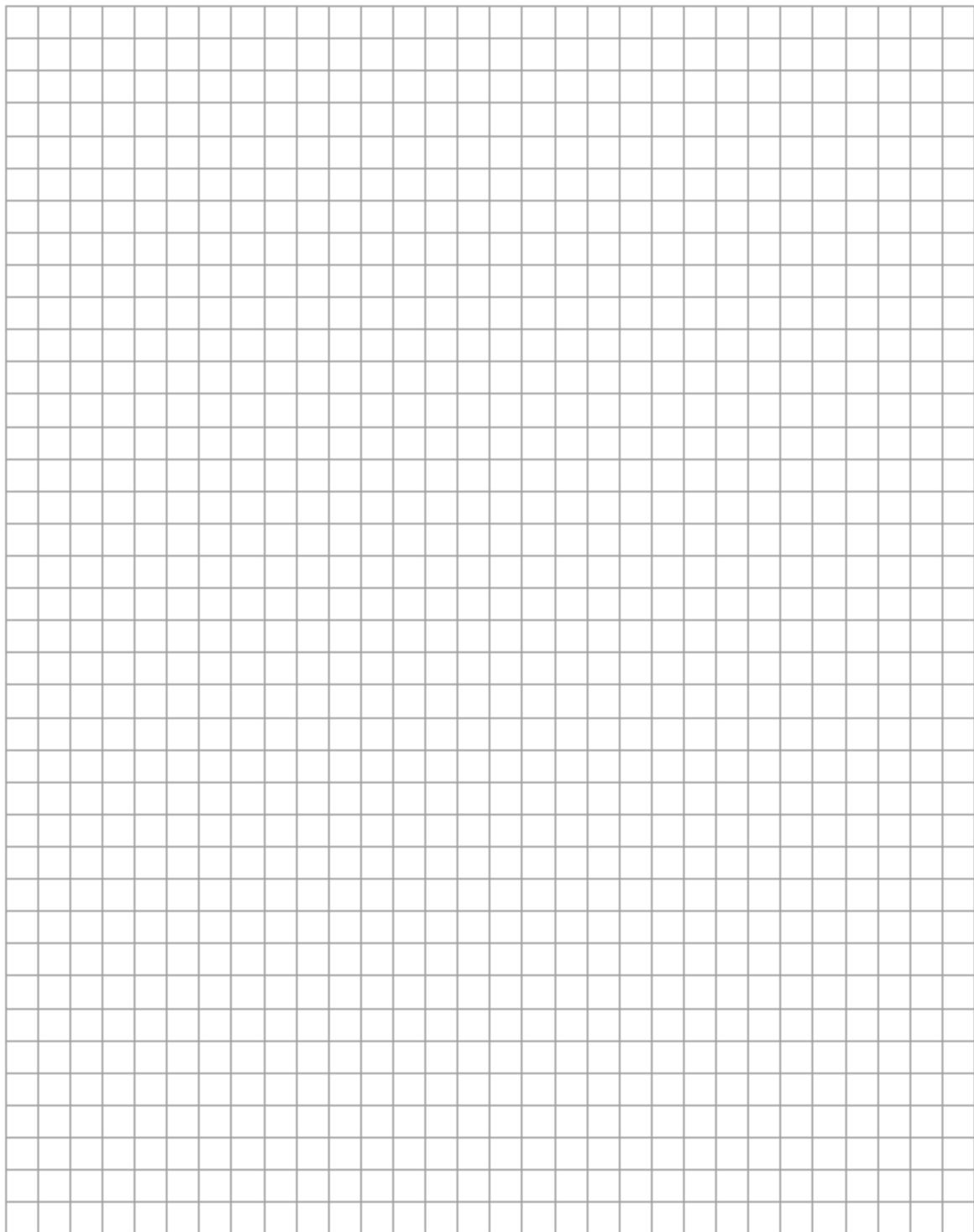


**Figure 14** Bees and other pollinators are among the most beneficial of all insects. As a bee drinks nectar from a flower, pollen sticks to its body. When the insect comes that pollen to the next plant it eats from, it helps that plant to reproduce.

## Check Your Progress 2

Continue observing the mealworms every day. Update the data table with your observations. As you observe the mealworms at different stages of development, make a sketch of a larva, a pupa, and an adult.





## DISCOVER

## ACTIVITY

## How Do Sea Stars Hold On?



1. Sea stars use hundreds of tiny structures on their arms to cling to rocks and move across underwater surfaces. Use a plastic dropper to see how these structures work. Fill the dropper with water, and then squeeze out most of the water.
2. Squeeze one last drop of water onto the inside of your arm. Then, while squeezing the bulb, touch the tip of the dropper into the water drop. With the dropper tip against your skin, release the bulb.
3. Hold the dropper by the tube and lift it slowly, paying attention to what happens to your skin.

## Think It Over

**Predicting** Besides moving and clinging to surfaces, what might sea stars use their suction structures for?

**T**hey look like stars, pincushions, coins, and cucumbers—are these creatures really animals? Sea stars, brittle stars, and basket stars have star-shaped bodies. Sea urchins look like living pincushions, while sand dollars are flat, round discs. Sea cucumbers, with green algae growing within their tissues, look like dill pickles—until they slowly start to crawl along the sand. All of these odd little animals belong to the same phylum.

## GUIDE FOR READING

- ◆ What characteristics are typical of echinoderms?

**Reading Tip** Before you read, look at *Exploring a Sea Star* on page 75 to note some echinoderm characteristics.

## The “Spiny Skinned” Animals

Biologists classify sea stars, sea urchins, sand dollars, and sea cucumbers as echinoderms (phylum Echinodermata). An **echinoderm** (ee KY noh durm) is a radially symmetrical invertebrate that lives on the ocean floor. *Echinoderm* means “spiny skinned.” This name is appropriate because the skin of most of these animals is supported by a spiny internal skeleton, or **endoskeleton**, made of plates that contain calcium.

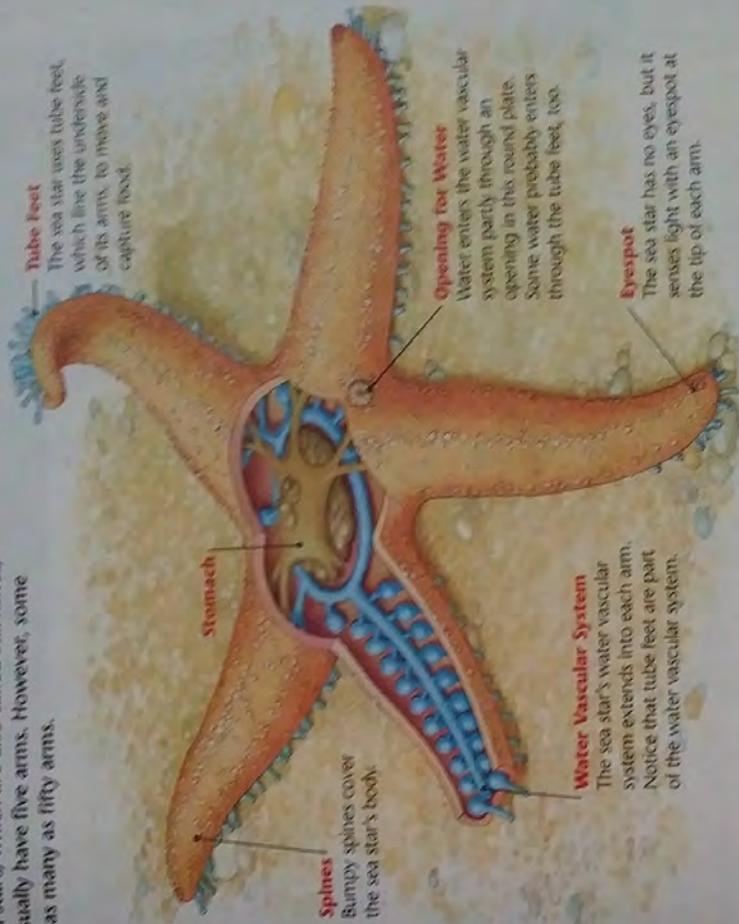
Adult echinoderms have a unique kind of radial symmetry in which body parts, usually in multiples of five, are arranged like spokes on a wheel. If you count the legs on a sea star or the body sections of a sea urchin, you will almost always get five or a multiple of five.

## ▼ Magnificent sea urchin



## EXPLORING a Sea Star

Sea stars, which are also called starfishes, usually have five arms. However, some have as many as fifty arms.



### Other Echinoderms

Brittle stars are close relatives of sea stars. Like sea stars, brittle stars have five arms, but their arms are long and slender, with flexible joints. Like sea stars, brittle stars can regenerate lost arms. Brittle stars' tube feet, which have no suction cups, are used for catching food but not for moving. Instead, brittle stars propel themselves along the ocean bottom by moving their giant arms against the ground. They are among the most mobile of all the echinoderms.

Unlike sea stars and brittle stars, sand dollars and sea urchins have no arms. Sand dollars look like large coins. Their flat bodies are covered with very short spines that help them burrow into sand.

In addition to five-part radial symmetry and an endoskeleton, echinoderms also have an internal fluid system called a water vascular system. The water vascular system consists of fluid-filled tubes within the echinoderm's body. Portions of the tubes can contract, squeezing water into structures called tube feet, which are external parts of the water vascular system. The ends of tube feet are sticky and, when filled with water, they act like small, sticky suction cups. The stickiness and suction enable the tube feet to grip the surface beneath the echinoderm. Most echinoderms also use their tube feet to move along slowly and to capture food. If you turn a sea star upside down, you will see rows of moving tube feet.

Echinoderms crawl about on the bottom of the ocean, seeking food, shelter, and mates. Like other radially symmetrical animals, echinoderms do not have a head end where sense organs and nerve tissue are found. Instead, they are adapted to respond to food, mates, or predators coming from any direction.

Most echinoderms are either male or female. Eggs are usually fertilized right in the seawater, after the female releases her eggs and the male releases his sperm. The fertilized eggs develop into tiny, swimming larvae that eventually undergo metamorphosis and become adult echinoderms.

**CheckPoint** What is the function of an echinoderm's tube feet?

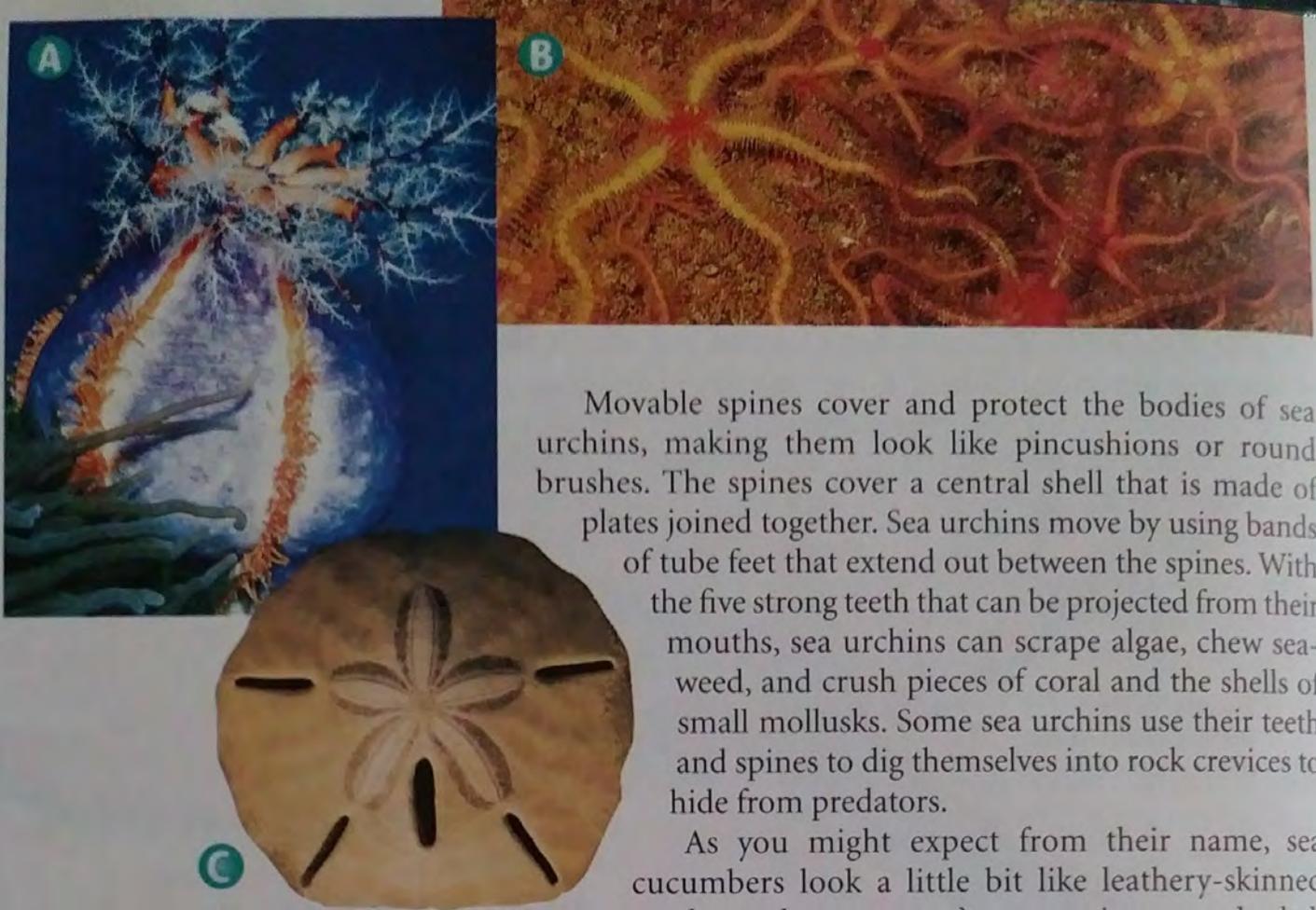
### Sea Stars

Sea stars are predators that eat mollusks, crabs, and even other echinoderms. A sea star uses its arms and tube feet, shown in *Exploring a Sea Star*, to capture prey. The sea star grasps a clam with all five arms. Then it pulls on the tightly closed shells with its tube feet. When the shells open, the sea star forces its stomach out through its mouth and into the opening between the clam's shells. Digestive chemicals break down the clam's tissues, and the sea star sucks in the partially digested body of its prey. Sea star behavior is quite impressive for an animal that doesn't have a brain.

If a sea star loses an arm, it can grow a replacement. The process by which an animal grows a new part to replace a lost one is called regeneration. Figure 17 shows a sea star with two partially regenerated arms. A few species of sea stars can even grow a whole animal from a single arm. Some sea stars reproduce by splitting into many parts. The arms pull the sea star apart in five different directions and five new sea stars regenerate!

Figure 17 This red sea star is in the process of regenerating two of its arms, possibly lost in a struggle with a predator.





**Figure 18** The blue-and-red sea cucumber (A), spiny brittle stars (B), and sand dollar (C) are all echinoderms. **Observing** What type of symmetry do these organisms exhibit?

Movable spines cover and protect the bodies of sea urchins, making them look like pincushions or round brushes. The spines cover a central shell that is made of plates joined together. Sea urchins move by using bands of tube feet that extend out between the spines. With the five strong teeth that can be projected from their mouths, sea urchins can scrape algae, chew seaweed, and crush pieces of coral and the shells of small mollusks. Some sea urchins use their teeth and spines to dig themselves into rock crevices to hide from predators.

As you might expect from their name, sea cucumbers look a little bit like leathery-skinned cucumbers—but you won't see one in a tossed salad.

These strange animals, which live on the sandy or rocky ocean floor, can be red, brown, blue, or green. Their bodies are soft, flexible, and muscular. Sea cucumbers have rows of tube feet on their underside, enabling them to crawl slowly along the ocean bottom. At one end of a sea cucumber is a mouth surrounded by tentacles. The sea cucumber, which is a filter feeder, can lengthen its tentacles to sweep food toward its mouth, and then pull the tentacles back into its tough skin.



## Section 5 Review

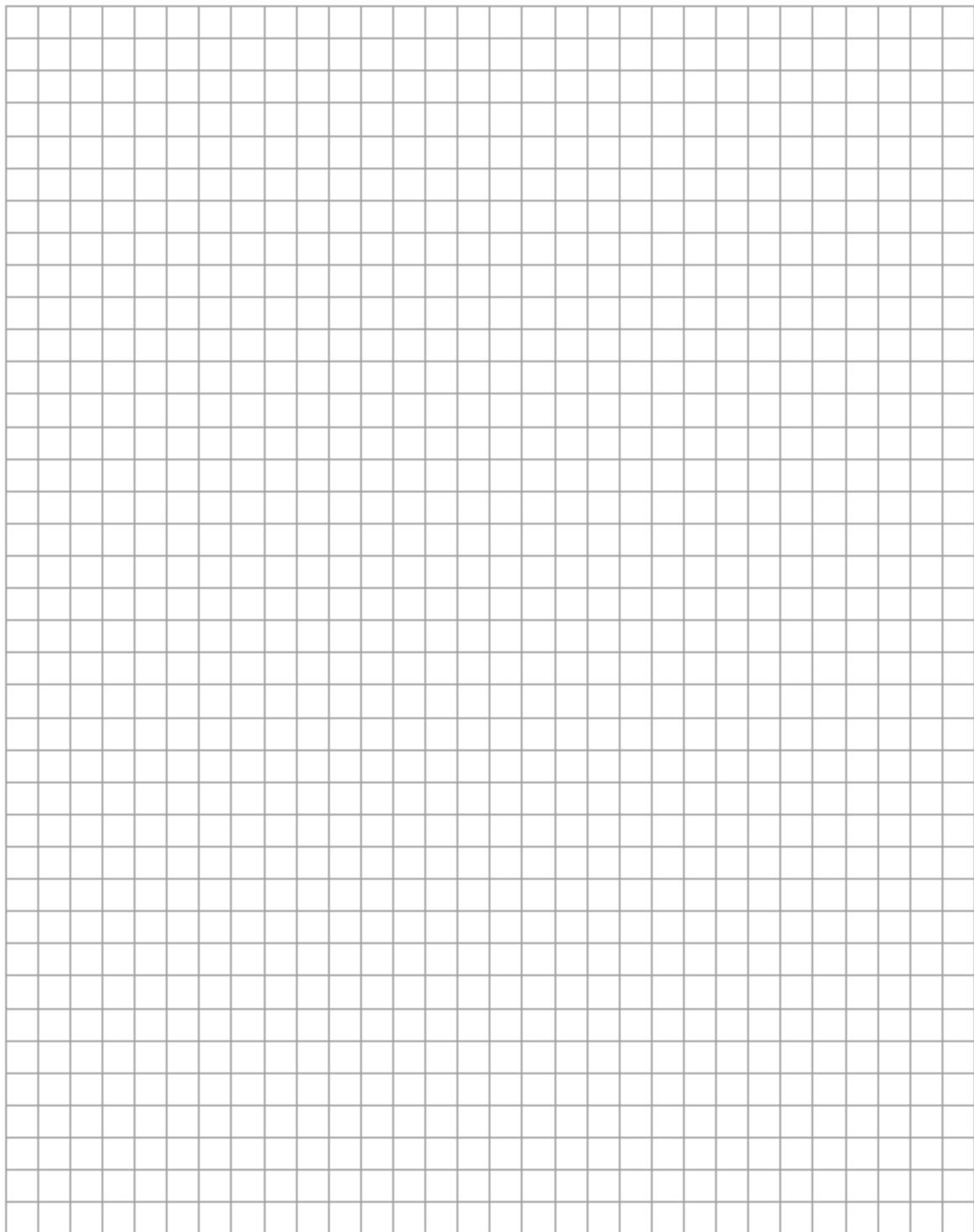
1. Identify the main characteristics of echinoderms.
2. Define *regeneration* and explain how it applies to sea stars.
3. Compare and contrast sea urchins and sea stars.
4. **Thinking Critically Inferring** How are tube feet adapted to slow, rather than rapid, movement?

### Check Your Progress

CHAPTER PROJECT  
2

Continue to examine the mealworm containers every day and record your data. In your notebook, record any differences between the two groups of mealworms. Begin to draw conclusions about how the different conditions affected metamorphosis. When you have finished working with the insects, return them to your teacher.





## 1L History

Scholar's name \_\_\_\_\_

Name: \_\_\_\_\_

## Geography of China

Create a map of China based on the map on the reverse side. Lightly cross off items as you add them to your map.

Make sure your map has your name and a title.

Color the areas of ocean and sea blue or green and label them: Yellow Sea, Taiwan Strait, South China Sea and Pacific Ocean.

Label these mountains and put ^ to indicate the location of mountain ranges: Tian Shan, Altun Shan, and Himalayas.

Label these rivers and draw their path approximately: Huang He, Chang Jiang and Zhu Jiang.

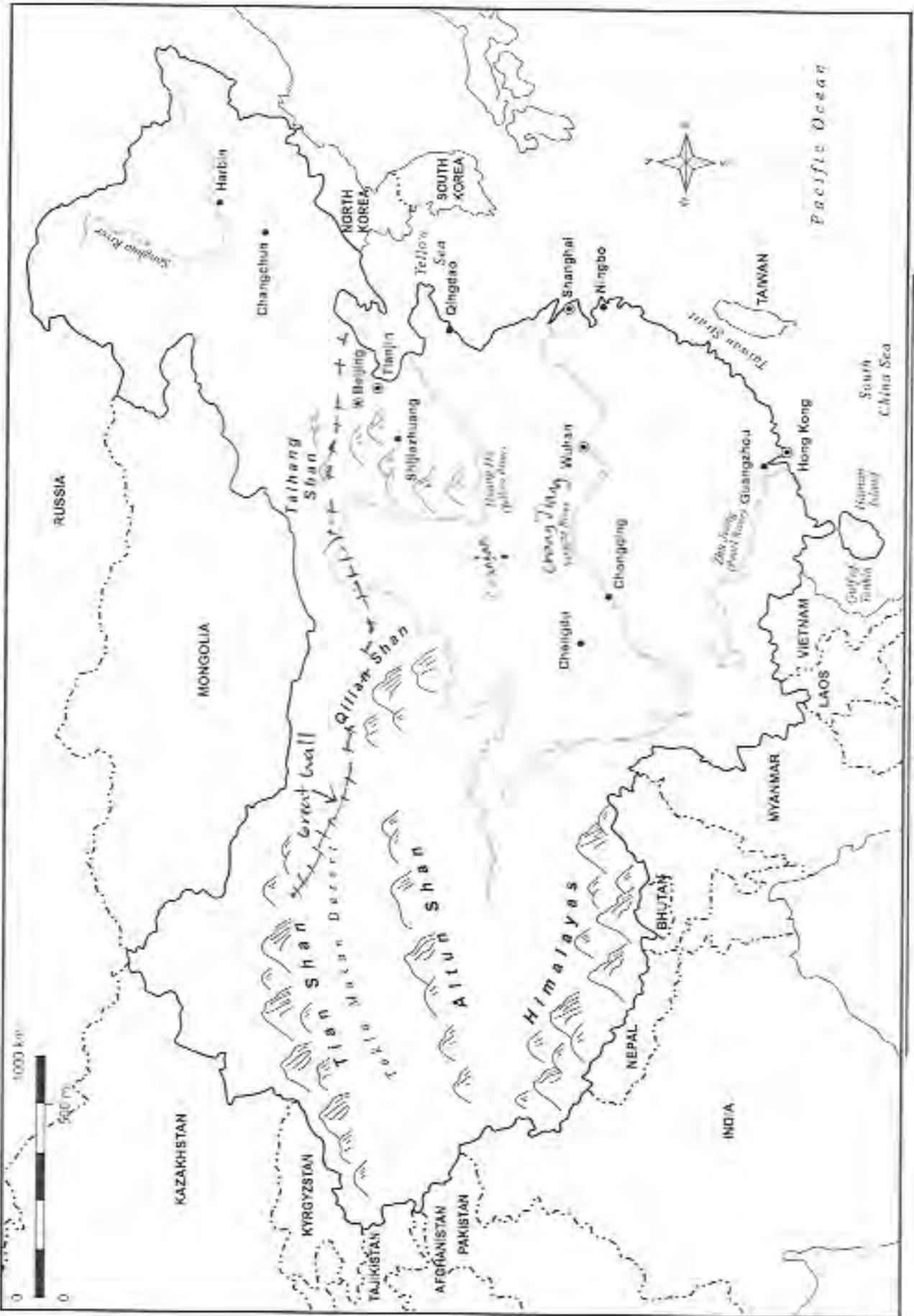
Label these cities and mark the location with a \*: Chang'an, Beijing, Shanghai, Guangzhou, and Hong Kong.

Label the surrounding countries: Mongolia, Russia, North Korea and South Korea, Taiwan, Vietnam, Laos, Myanmar, Bhutan, Nepal, India, Pakistan, Afghanistan, Tajikistan, Kyrgyzstan and Kazakhstan.

Label the Takla Makan Desert.

Create approximately the Great Wall of China and label it.

# Geography of China



Name: \_\_\_\_\_

# Geography of China



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Name: \_\_\_\_\_

## 1L History Reading 68 - Shang Dynasty

### Terms

Loess: \_\_\_\_\_

### Reading Questions

1. According to legend, who discovered silk? \_\_\_\_\_  
\_\_\_\_\_
2. Why is silk a desirable material? \_\_\_\_\_  
\_\_\_\_\_
3. Why is 90% of China's farmland on the land by the Pacific Ocean? Why would this be a problem sometimes for the Chinese? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Why did the Chinese call their country the "Middle Kingdom"? \_\_\_\_\_  
\_\_\_\_\_
5. In what ways was the Huang He, Yellow River, similar to the Nile, Tigris and Euphrates Rivers? \_\_\_\_\_  
\_\_\_\_\_
6. What were the important cities and where were they located? \_\_\_\_\_  
\_\_\_\_\_
7. How was society (social classes) organized during the Shang Dynasty? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What were the special crafts of the Shang? \_\_\_\_\_

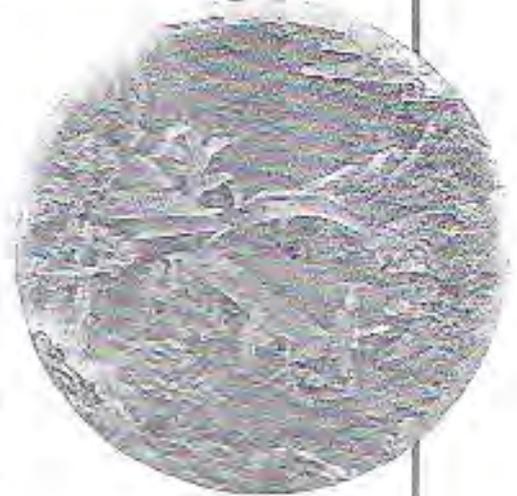
## Daily Life - The World's Most Treasured Fabric

According to legend, silk was discovered by the 14-year-old empress Hsi Ling-shi, who lived around 2500 B.C. Hsi Ling-shi was walking one day among the mulberry trees near the palace. A few days earlier, the trees had been covered with caterpillars eating the mulberry leaves. Now the caterpillars hung from the branches in mummylike cocoons.

Curious about the cocoons, Hsi Ling-shi plucked one from a branch and took it home. She dropped it in a pot of water and watched it soften into a loose, tangled web. When she picked up the web, she found she could unravel it like a skein of yarn to form a single long thread of silk.

The legend may or may not be true. The process of making silk became China's best-kept secret for the next 3,000 years. Foreign gold and silver poured into China from the silk trade. To pass on the secret of silk-making to the outside world was treason, punishable by death.

Anyone who has ever seen or worn a garment of pure silk knows why the Chinese had to guard their invention so jealously. Silk is petal soft and lighter than the sheerest cotton, yet it is the strongest natural fiber. A silk thread is stronger than some kinds of steel thread of equal thickness. Silk drapes and flows gracefully, and it can be dyed to richer hues than any other natural fabric.



is not summarize



# Ancient China

### ANCIENT CHINA

- 1766-1027 BC The Shang dynasty rules China.
- 1027-256 BC The Zhou dynasty rules China.
- c. 551 BC Birth of the great teacher, Confucius.
- 481-221 BC The so-called Warring States Period when most of China is in civil war.
- 221 BC Shi Huangdi unites China and founds the Qin dynasty. He becomes China's first emperor.
- 212 BC The Burning of the Books by Shi Huangdi.
- 210 BC Death of Shi Huangdi.
- 202 BC Qin dynasty collapses and the Han dynasty rules China until AD 9.

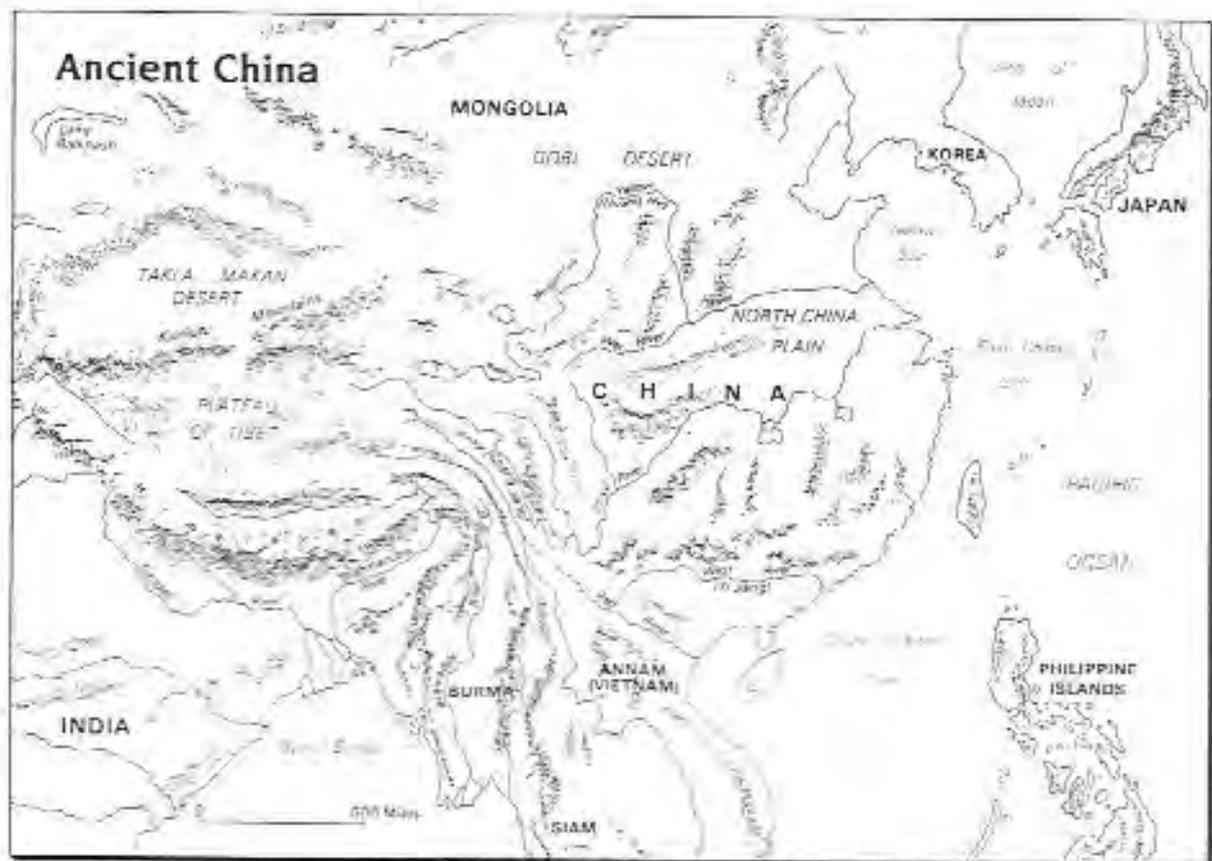


The earliest civilizations in China grew up along the banks of three major rivers—the Chang Jiang (Yangtze), Xi Jiang (West River), and Huang He (Yellow River). Farmers used the river water to irrigate their crops but they also faced the frequent risk of floods that could devastate their harvests.

From about 2205 BC, China was ruled by a series of dynasties (families). The first for which experts have reasonable evidence is the Shang dynasty, which began in about 1766 BC. The Shang ruled China for more than 400 years. At the end of the 11th century BC, however, the Shang were conquered by the Zhou. Their rule lasted until 221 BC. During this time many wars were fought between the rival kingdoms that made up the Zhou lands, but it was also a period of economic growth and of trading success, with Chinese silk, precious jade, and fine porcelain being traded abroad.

part of Zhu Jiang (Pearl River) system.

is not summarize



### Map Study

What geographic barriers lie to the west and northwest of China? What are the two longest rivers that flow through China?

### Geography isolated China.

P.1 Chinese civilization grew up in the valleys of two rivers, the Yellow River and the Yangtze River.\* On the map on this page, notice that both these long, twisting rivers flow out of the towering highlands of Tibet. The rivers flow east until they reach a broad, flat pocket of land near the Pacific Ocean. This rich plain is cupped on the north, west, and south by hills and mountains. About 90 percent of China's land that is suitable for farming lies within this comparatively small region. This plain was China's heartland.

\* This book uses the traditional system for writing Chinese names, sometimes called the Wade-Giles system. This system is used in many standard reference books and in all books on China published before 1979. The new pinyin system appears in some current publications, especially newspapers. For place names, maps in this book show the pinyin form in parentheses after the traditional spelling.

Throughout China's long history, its political boundaries have expanded and contracted depending on the strength or weakness of its ruling families. Yet China remained a center of civilization with all that the word implies—cities, writing, organized government and religion, specialized crafts, and more. In the Chinese view, only barbarians (people who are not civilized) lived outside China's borders. Because the Chinese saw their country as the center of the civilized world, their own name for China was the Middle Kingdom. P.2

Ancient China was isolated from all other civilizations. To its east lay the Pacific Ocean. To the west lay the forbidding Takla Makan Desert and the icy 14,000-foot Plateau of Tibet. To the southwest were the Himalayas. And to the north lived the warlike nomads of Mongolia. For the first 1,000 years of their history, the only foreigners the Chinese met were indeed barbarians. P.3

Yellow River = Huang He

### Civilization emerged in Shang times.

P.4

Archaeologists have found the remains of China's first civilization along the Yellow River. The river's color is indeed yellowish. From the western mountains, the water picks up a dusty, yellow soil called loess (les). The river spreads the loess like a layer of butter over the peasants' fields. Winds from the west bring more rich loess to keep the farmlands of the Middle Kingdom fertile.

P.5

The Yellow River is fearfully unpredictable. Its floods can be generous or ruinous. At its worst, when rains are unusually heavy, the river devours whole villages. (The great flood of 1887 killed nearly a million people.) Those who live near the Yellow River know well why it is nicknamed "China's Sorrow." Yet the rich farmland constantly draws people back to the river valley.

P.6

**Early cities** China's first cities appeared near the Yellow River about 2000 B.C. Among the oldest and most important was Anyang (ahn-yahng). Anyang was one of the capitals of the Shang dynasty.

Unlike the cities of the Indus valley or the Fertile Crescent, Anyang was built mainly of wood. The city stood in a forest clearing. Nobles lived in large, rectangular wooden houses with thatched roofs. Average families lived in little cone-shaped huts or pit houses.

P.7

**Social classes** Chinese society was sharply divided between nobles and peasants. Warrior-nobles owned the land. They served in the army and the government of the Shang king. They were skilled fighters with the horse, the chariot, and the bow and arrow. Noble families governed the scattered villages within the Shang lands.

sending tribute to the Shang ruler in exchange for local control.

P.8

Meanwhile, peasants tilled the soil for their overlords. In Shang times, the farmers had no plows, only wooden digging sticks and hoes and sickles made of stone. The soil was so rich, though, that it yielded two crops a year of millet, rice, and wheat.

P.9

A separate class in Chinese society was made up of people who were skilled in special crafts. At Anyang, these artisans lived outside the city walls. Their houses were smaller than those of the nobles but much more spacious and comfortable than those of the peasants.

P.10

**Crafts** Bronzework was the leading craft in which Shang artisans excelled. Beautiful bronze objects were used in religious rituals and were also symbols of royal power. Some of these objects were small and graceful, such as bronze bells. Others were massive caldrons, weighing almost a ton. The skills of the Shang bronzesmiths, say modern admirers, have never been surpassed.

In earliest Shang times, the Chinese also learned how to draw the fine threads from a silkworm's cocoon and weave them into a light, beautiful fabric. Nobles prided themselves on their finely embroidered silk shoes, which they esteemed as a symbol of civilization. Barbarians, after all, were known to go barefoot.

Shang bronzesmiths made the offering vessel (right) in the form of a tiger protecting a man. The ax (left) was used for beheadings.



## 1L Art

Scholar's Name: \_\_\_\_\_

**Read me:**

Over the last few weeks we have practiced how to draw the human form in proportion. First, I had you lay out the bones of a proportional stick skeleton, then add thickness or muscle to that skeleton, and eventually turn it into a person or a mannequin. This week I want you to expand on what you have learned and draw the human form in a pose or a gesture. Below there are four gesture drawing options. Pick one to draw and follow the steps to make your own gesture drawing. (Remember, all art assignments have a video to go with them and you can find them in the distance learning section of the [parnasusteachers.com](http://parnasusteachers.com) website with password Pegasus.)

**A-The Kicker**



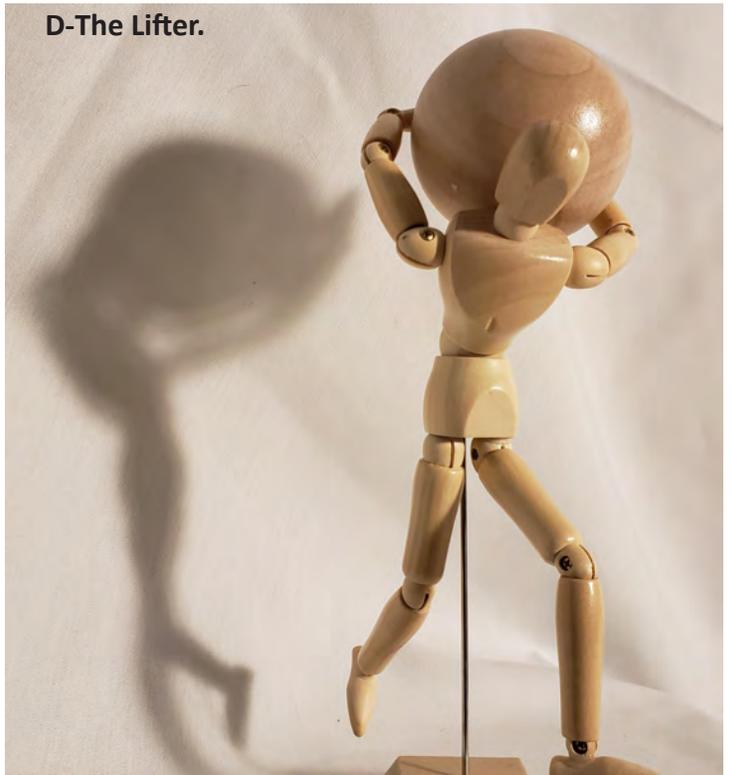
**B- The Conqueror**



**C- The Runner**

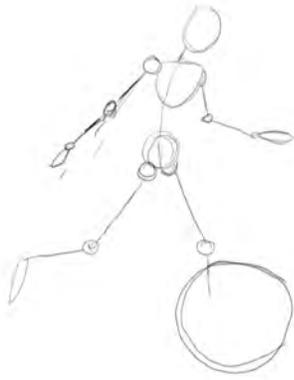


**D-The Lifter.**

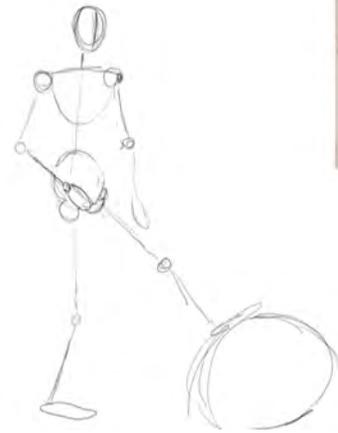


**Step 1:** The first step, just like the previous assignments, is to break the image into simple shapes. Since we are drawing the human form, sketch out the “Stick Skeleton” first. Remember to draw lightly in the first steps since we will erase some of this later. Also, don’t forget to draw circles for your joints like I have done in the examples below.

**A-The Kicker**



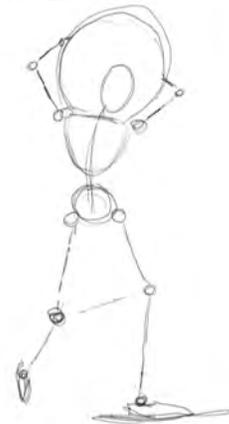
**B- The Conqueror**



**C- The Runner**



**D-The Lifter.**



**Step 2 :** Now that you have your lightly drawn stick skeleton you can start to add thickness or muscle to the body. Start by drawing thin oval shapes from the circle joints of each shoulder. Draw the same oval shape from the shoulder joint circle to the elbow joint circle, and so on. Continue this until you have outlined your skeleton, like I have done below. Don't forget, we are still drawing lightly in this step, as these shapes will serve as a guide as you continue with your drawing. Once you have the muscles drawn, it is time to erase the stick skeleton and start adding your details. Move on to Step 3a or Step 3b.

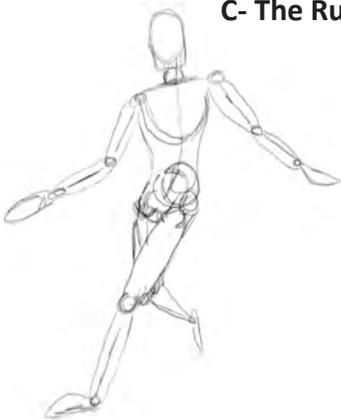
**A-The Kicker**



**B- The Conqueror**



**C- The Runner**



**D-The Lifter.**



**Step 3a:** If you are not drawing a sentient being continue to Step 3b.

If you are not drawing a sentient being continue to Step 3b. In this step you will draw in your character's face using the face map method and add whatever details you would like. This is your chance to really get creative! You can draw your character as a Spartan Warrior, a Viking, a Greek/Roman God, anyone from history, or even yourself! Once you are done adding the defining details to your character, erase any muscle lines that do not need to be seen anymore.

**A-The Kicker**



**B- The Conqueror**



**C- The Runner**

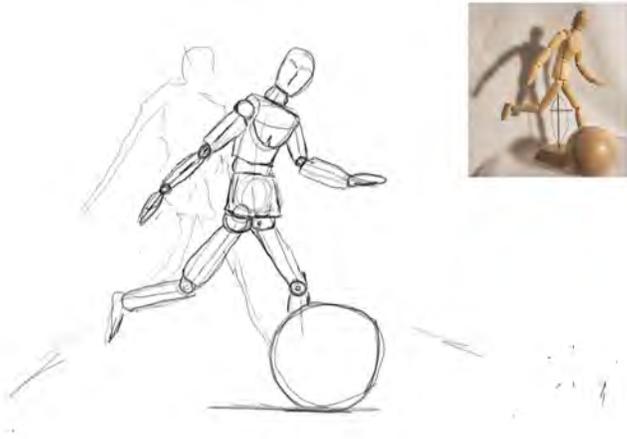


**D-The Lifter.**

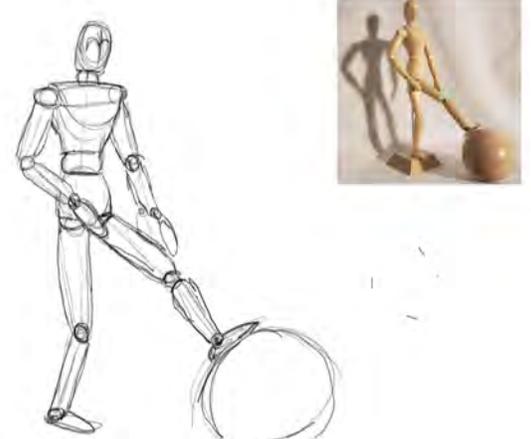


**Step 3b:** In this step you will draw in the remaining parts of the mannequin image you have selected. Once you are done adding the defining details to your mannequin erase any lines that do not need to be seen anymore. Make sure to add in any shadows you may see in the drawing, after that you are done.

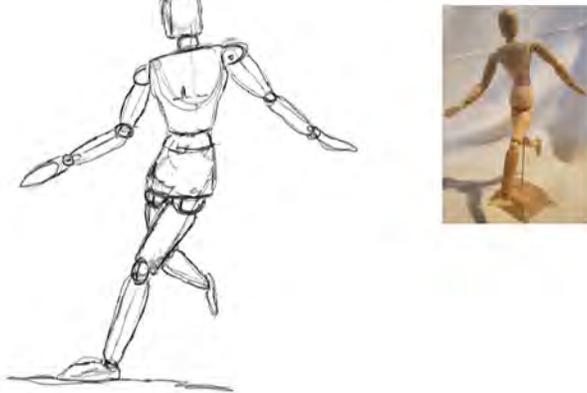
**A-The Kicker**



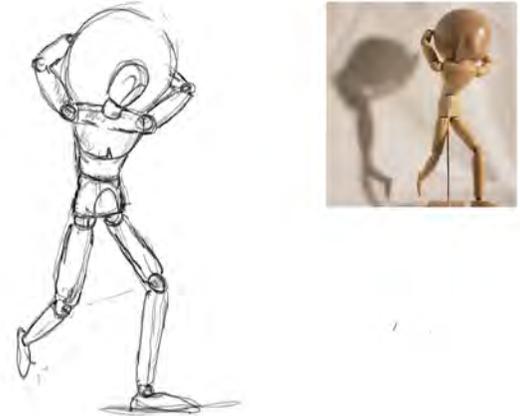
**B- The Conqueror**



**C- The Runner**



**D-The Lifter.**



First & Last Name: \_\_\_\_\_

Hour \_\_\_\_\_

Red or Blue day \_\_\_\_\_

**1L Work page:** please draw your picture on this sheet.



Scholar Name: \_\_\_\_\_

**SOL Music Lesson**  
**“Beethoven’s Musical Revolution”**  
**Week of May 18, 2020**

This week’s music lesson explores how music can go beyond the limits of conventional written and spoken language to express personal and universal truths. Beethoven was one of the first composers to realize music’s powerful expressive potential. He changed the way we think about music, showing us how to be active participants in a dynamic musical experience.

**Important: put your name on this page and the answer sheet. Return your completed answer sheet. The remaining music lesson pages are for you to keep.**

Scholar name: \_\_\_\_\_ Level (circle): 1L 2L 3L 4L

Please answer the following questions based on the “**Beethoven’s Musical Revolution**” reading.

What do you think it might have been like for a famous musician like Beethoven to struggle with losing his hearing? What would it be like for you?

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What were the three ideals of the French Revolution that Beethoven also believed in?

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How does Beethoven’s music “sound” revolutionary, even compared to the elegant, entertaining music of earlier composers?

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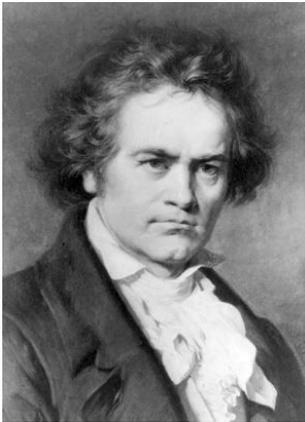
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What is the message of the Ode to Joy?

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## Beethoven's Musical Revolution

Last week we discussed three composers of the Classical era (1750-1828). Of these, Ludwig van Beethoven (1770-1827) had the greatest influence on how later composers, performers, and audiences thought about music's power to express profound feelings and ideas.

For Beethoven, music was more than just beautiful, well-ordered sounds. His own compositions often trace a dramatic and turbulent journey from struggle and self-doubt to restored confidence and triumphant affirmation of life.

Beethoven's personal struggle was very real. In the 1790s, he became very depressed about his increasing deafness. His loss of hearing worsened to the point that he had to give up playing the piano in public, and he became more and more isolated from society. His late music became very difficult for audiences to understand, but he was still considered the greatest composer of his time. By continuing to compose music, Beethoven was able to overcome his pessimistic feelings and keep going. The path from depression to renewed hope and optimism is an important idea in Beethoven's life and music.

Beethoven was also greatly invested in the social and political messages of the French Revolution, particularly its struggle toward social equality and freedom for all people. These revolutionary ideas were threatening the existing social order in Beethoven's home of Vienna, where the emperor used spies and censors to suppress them. Part of Beethoven's success was due to his use of instrumental music to convey these ideas. His music was not banned because there were no words in it to "prove" that he was encouraging resistance to oppression or demanding bold changes to society.



*French Revolution slogan: "Liberty, Equality, Fraternity, or Death"*

Especially in his nine symphonies, Beethoven “translates” his personal journey and revolutionary beliefs into a universal message of perseverance and unity among people. While there are moments of incredible beauty in his music, Beethoven’s expanded musical vocabulary allows him to also express resistance, discontent, and almost violent aggression. The epic scale of Beethoven’s musical journeys are matched by this wide range of expression.

Listen to the beginning of Beethoven’s Fifth Symphony. The opening rhythm (short-short-short-long) has a defiant quality that has been described as Beethoven shaking his clenched fist at the world. This same music would become a symbol of international resistance to Nazism during World War II. Now listen to the opening of the fourth, final movement of Beethoven’s Fifth, and you will hear the complete change of mood: this is a jubilant brass fanfare, and is widely considered to be a musical message that triumph over hardships is possible. But these are just two key moments in the journey – listen to the whole symphony to hear how this transformation takes place.

Listening: Beethoven Symphony No. 5. <https://www.youtube.com/watch?v=agtMrVRr34s>

In the last movement of his Ninth Symphony, the “Choral Symphony,” Beethoven does use a text, from Schiller’s “Ode to Joy,” to reinforce the idea of moving toward the equal status and participation of all people. Opening with clashing sounds and confused fragments of other melodies, the very simple Ode to Joy melody shows us the possibility of “more joyous sounds.” Again Beethoven follows a path of transformation and development in this movement, mirroring how we as human beings can improve ourselves through education and meaningful experiences. In 1989, the European Union chose the “Ode to Joy” as its musical hymn.

The “Ode to Joy” also expresses a hope for improved relations among people through tolerance and compassion. This vision of real and lasting “justice for all” resonated with the distinguished American Civil Rights leader, Martin Luther King, Jr. King even refers to the words of the “Ode to Joy” in his famous “I Have a Dream” speech of 1963.

From the “Ode to Joy” (by Friedrich Schiller and Ludwig van Beethoven):

Oh friends, not these tones!  
Rather let us sing more  
Cheerful and more joyful ones.  
Joy! Joy!  
Your sweet magic frees all others...  
All men on earth become brothers.

From the “I Have a Dream” speech by Martin Luther King, Jr., August 28, 1963:

We will be able to transform the  
jangling discords of our nation  
into a beautiful symphony of  
brotherhood.



Listening: Beethoven Ninth Symphony (Ode to Joy movement starts at 52:14; Ode to Joy melody first heard at 55:26; vocal section starts at 59:22).

<https://www.youtube.com/watch?v=rOjHhS5MtvA>

## For Further Exploration

More on Beethoven’s life and music:

<https://www.gramophone.co.uk/composers/ludwig-van-beethoven-33808>

Can you listen without being able to hear? This famous musician says you can:

[https://www.ted.com/talks/evelyn\\_glennie\\_how\\_to\\_truly\\_listen](https://www.ted.com/talks/evelyn_glennie_how_to_truly_listen)



## 1L Physical Education

Scholar's Name: \_\_\_\_\_

Name: \_\_\_\_\_

Teacher (Circle): MANGOLD or BECK

Circle: Red or Blue      Hour: \_\_\_\_\_

## SOL Gym Class Guide – Week of May 18th – May 22nd

Scholars: Please do a minimum of 20 minutes of continuous exercise 3 times a week, or every day if you want. Exercise will help you manage stress and is a great way to take a break.

### All 1L, 2L, 3L and 4L Students:

Monday	Tuesday	Wednesday	Thursday	Friday
1. Stretch/Warm up for 5 minutes using our daily stretching routine. Include push-ups, sit-ups, planks to challenge yourself!	1. Stretch/Warm up for 5 minutes using our daily stretching routine. Include push-ups, sit-ups, planks to challenge yourself.	1. Stretch/Warm up for 5 minutes using our daily stretching routine. Include push-ups, sit-ups, planks to challenge yourself.	1. Stretch/Warm up for 5 minutes using our daily stretching routine. Include push-ups, sit-ups, planks to challenge yourself.	1. Stretch/Warm up for 5 minutes using our daily stretching routine. Include push-ups, sit-ups, planks to challenge yourself.
2. Do 15 minutes of continuous exercise. Choose from the list below.	2. Do 15 minutes of continuous exercise. Choose from the list below.	2. Do 15 minutes of continuous exercise. Choose from the list below.	2. Do 15 minutes of continuous exercise. Choose from the list below.	2. Do 15 minutes of continuous exercise. Choose from the list below.
3. Have a parent initial here after you complete your workout. _____	3. Have a parent initial here after you complete your workout. _____	3. Have a parent initial here after you complete your workout. _____	3. Have a parent initial here after you complete your workout. _____	3. Have a parent initial here after you complete your workout. _____

Complete #1-2 **THREE** times a week and have your parents initial box #3 when you finish each workout.

We want you to get moving! Here are some ideas for continuous exercise: go for a run, jump, juggle, lift weights, dance, do household chores like vacuuming, jump rope, bounce a ball, walk where you're allowed, create a minute-2-win it challenge, invent a game, throw a ball, play catch, climb, etc. You can also make up a game of your own!

Take care of yourselves! -Magister Mangold and Magister Beck