JCPS NTI Grade 7 Mathematics Packet #3

Grade 7 Mathematics

Student At-Home Activity Packet

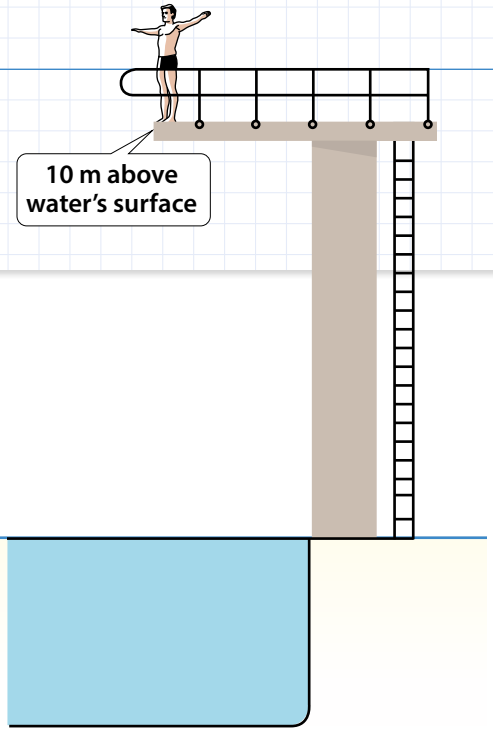
This At-Home Activity Packet is intended for a two-week period, and it includes lessons that your student may complete across more than one day.

The practice problems align to important math concepts your student has worked with so far this year.

Specific instructions to guide your student are found at the top of each page.

Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills.

Explore Adding and Subtracting with Integers



Previously, you learned how to add positive and negative numbers. In this lesson, you will learn about subtracting positive and negative fractions and decimals.

➤ **Use what you know to try to solve the problem below.**

A pool's diving platform is 10 m above the water's surface. The bottom of the pool is at −5 m, relative to the surface of the water. What is the distance between the diving platform and the bottom of the pool? How do you know?

TRY IT

Show your work.

DISCUSS IT

Ask: How does your work represent the surface of the water?

Share: In my work . . . represents . . .

Learning Targets SMP 1, SMP 2, SMP 3, SMP 4, SMP 5, SMP 6

Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

- Apply properties of operations as strategies to add and subtract rational numbers.

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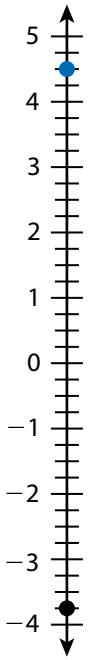
CONNECT IT

1 **Look Back** What is the distance between the diving platform and the bottom of the pool? How do you know?

2 **Look Ahead** In the **Try It**, you found the distance between two elevations represented by integers. You can also find the distance between non-integers.



a. Explain how you can use the number line to find the distance between 4.5 and −3.75.

b. You can use both the expression $|4.5 - (-3.75)|$ and the expression $|-3.75 - 4.5|$ to find the distance between 4.5 and −3.75. Why?

c. You can subtract to find the difference between 4.5 and −3.75. Explain why $-3.75 - 4.5$ is the opposite of $4.5 - (-3.75)$.

3 **Reflect** How is finding the distance between two numbers on the number line like finding the difference between two numbers? How is it different?

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3 The top of a molehill is 4 in. above ground level.
The bottom of a mole's burrow is at -9 in. relative to ground level.

a. What is the distance between the top of the molehill and the burrow? Show your work.

SOLUTION _____

_____

b. Check your answer to problem 3a. Show your work.

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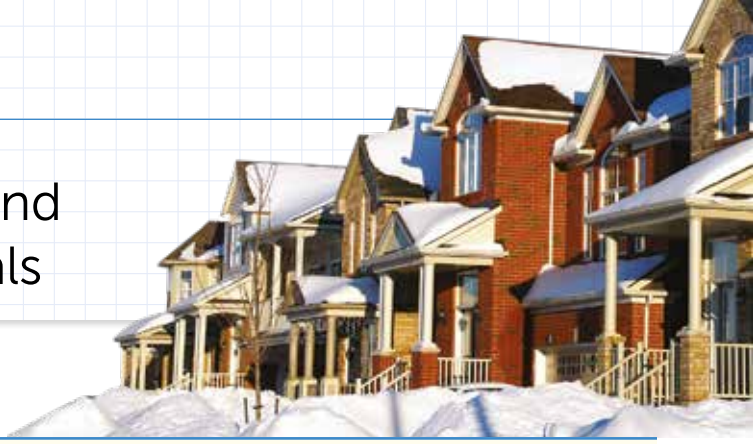
Develop Subtracting Positive and Negative Fractions and Decimals



➤ **Read and try to solve the problem below.**

During December, the average daily temperature in a town is −1.7°C. The average daily temperature in the same town is 3.2°C lower in January. What is the average daily temperature in January?

TRY IT

Show your work.

DISCUSS IT

Ask: What did you do first to find the temperature in January?

Share: I started by . . .

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➤ **Explore different ways to understand adding or subtracting negative decimals.**

During December, the average daily temperature in a town is −1.7°C. The average daily temperature in the same town is 3.2°C lower in January. What is the average daily temperature in January?

Model It

You can write an expression to represent the situation.

You can write a **subtraction** expression:

$-1.7 - 3.2$

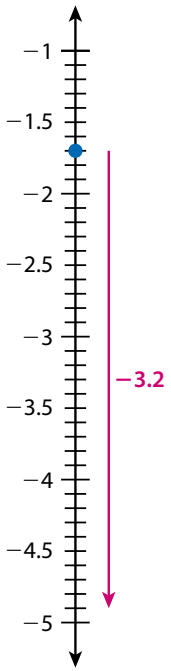
You can also write an **addition** expression:

$-1.7 + (-3.2)$

Model It

You can use a number line to add or subtract negative decimals.

The average temperature in January was **3.2°C lower** than in **December**.



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CONNECT IT

➤ **Use the problem from the previous page to help you understand how to subtract with negative decimals and fractions.**

1. Look at the first **Model It**. Why can you write both an addition expression and a subtraction expression for the situation?

2. Look at the second **Model It**. How does the number line represent both the addition expression and the subtraction expression?

3. What is the average temperature in January?

4. How is adding two negative decimals like adding two positive decimals? How is it different?

5. How is subtracting a negative decimal like subtracting a negative integer?

6. **Reflect** Think about all the models and strategies you have discussed today. Describe how one of them helped you better understand how to subtract negative decimals.

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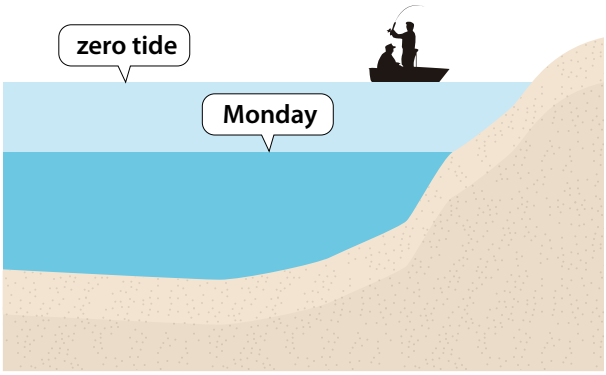
Apply It

➤ **Use what you learned to solve these problems.**



7 On Monday, the low tide at Cook Inlet, Alaska, is $-1\frac{1}{2}$ ft. On Tuesday, the low tide is $-1\frac{1}{3}$ ft. How does the low tide on Tuesday compare to the low tide on Monday? Show your work.

SOLUTION _____

8 Find $3\frac{1}{4} - 4\frac{1}{2}$. Show your work.

SOLUTION _____

9 Find $5.4 - 7.1$. Show your work.

SOLUTION _____

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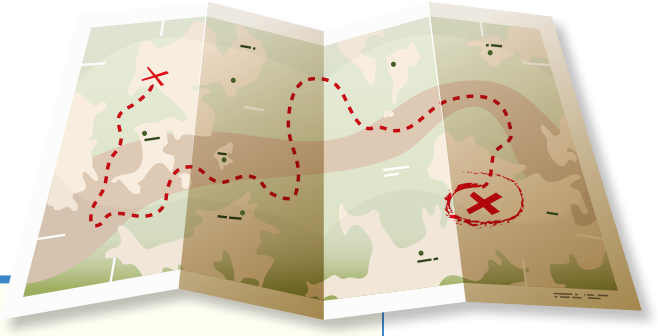
Subtracting Positive and Negative Fractions and Decimals



➤ **Study the Example showing how to subtract negative fractions. Then solve problems 1–5.**

Example

A path from a dry lake bed starts at an elevation of $-12\frac{1}{2}$ ft relative to sea level. The path ends at an elevation of $60\frac{1}{3}$ ft above sea level. What number represents the change in elevation from the start to the end of the path?

You can subtract to find the change in elevation.

$$60\frac{1}{3} - \left(-12\frac{1}{2}\right) = 60\frac{1}{3} + 12\frac{1}{2}$$

$$= 60\frac{2}{6} + 12\frac{3}{6}$$

$$= 72\frac{5}{6}$$

The number that represents the change in elevation is $72\frac{5}{6}$.

1. You can also find $12\frac{1}{2} - 60\frac{1}{3} = -72\frac{5}{6}$. What information does that give you about the path in the Example?

2. The lowest point of the dry lake bed in the Example has an elevation of $-18\frac{3}{4}$ ft. What number represents the change in elevation from the start of the path to the lowest point in the dry lake bed? Show your work.

SOLUTION _____

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3 What is 2.6 − 7.3? Show your work.

SOLUTION _____

4 When Daria gets to school, the temperature is 5.7°F. The temperature changes by −9.5°F by the time she goes to bed. What is the temperature when Daria goes to bed? Show your work.

SOLUTION _____

5 An otter is swimming at −4.2 yd relative to the surface of the water. It dives 8.6 yd deeper. After the dive, what is the otter's elevation relative to the surface of the water?

A −12.8 yd

B −4.4 yd

C 4.4 yd

D 12.8 yd

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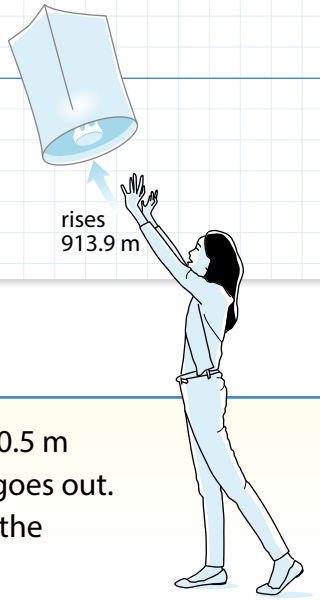
Develop Adding and Subtracting Positive and Negative Fractions and Decimals



➤ **Read and try to solve the problem below.**

Mei releases a lantern for the Lantern Festival. She stands in a field that is 0.5 m below sea level. The lantern rises 913.9 m. Then the candle in the lantern goes out. The lantern comes down 925.2 m to land on the surface of a lake. What is the elevation of the lake relative to sea level?

TRY IT

Show your work.

DISCUSS IT

Ask: What did you do first to find the elevation of the lake?

Share: The first thing I did to find the elevation was . . .

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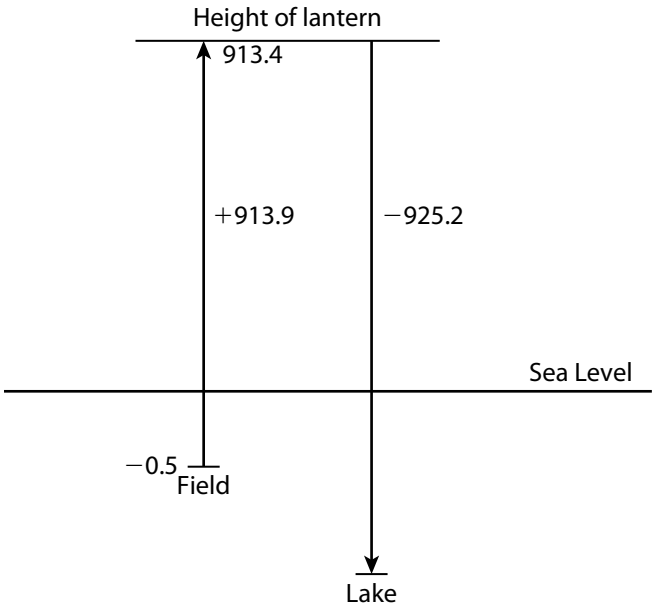
➤ **Explore different ways to understand adding and subtracting positive and negative numbers.**

Mei releases a lantern for the Lantern Festival. She stands in a field that is 0.5 m below sea level. The lantern rises 913.9 m. Then the candle in the lantern goes out. The lantern comes down 925.2 m to land on the surface of a lake. What is the elevation of the lake relative to sea level?

Picture It

You can draw a diagram to model the lantern's movement.



Model It

You can add and subtract from left to right to simplify.

$$-0.5 + 913.9 - 925.2 = \mathbf{-0.5 + 913.9} - 925.2$$
$$= \mathbf{913.4} - 925.2$$

Model It

You can reorder the terms before simplifying.

$$\mathbf{-0.5} + 913.9 \mathbf{- 925.2} = \mathbf{-0.5} + 913.9 \mathbf{+ (-925.2)}$$
$$= \mathbf{-0.5 + (-925.2)} + 913.9$$
$$= \mathbf{-925.7} + 913.9$$

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CONNECT IT

➤ **Use the problem from the previous page to help you understand how to add and subtract positive and negative numbers.**

1. Look at **Picture It**. Does the lantern end up lower or higher than its starting point? How do the arrows show the lantern's movement?

2. Look at the first **Model It**. What is the value of the expression $-0.5 + 913.9 - 925.2$? How does the expression show the movement of the lantern?

3. Look at the second **Model It**. Why can you change the order of the terms?

4. How does changing the order of the terms change the way you find the sum?

5. Consider the expression $1\frac{5}{6} - 2\frac{1}{3} - 1\frac{1}{6}$. To find the value, which two terms might you combine first? Why?

6. **Reflect** Think about all the models and strategies you have discussed today. Describe how one of them helped you better understand how to solve the **Try It** problem.

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Apply It

➤ **Use what you learned to solve these problems.**

7 A helicopter is 19.25 meters above the top of a canyon wall. It goes down 27.60 meters, passing into the canyon. Then it goes up 5.25 meters. What is the new position of the helicopter relative to the top of the canyon wall?

A −52.1 m

B −3.1 m

C 3.1 m

D 52.1 m

8 The temperature during the day is 5.4°C. After sunset, the temperature falls 7.5°C. Wind chill makes the temperature after sunset feel 6.3°C colder. What temperature does it feel like after sunset? Show your work.

SOLUTION _____

9 What is $-5\frac{1}{2} - 9\frac{1}{4} + 2\frac{3}{4}$? Show your work.

SOLUTION _____

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Adding and Subtracting Positive and Negative Fractions and Decimals

➤ **Study the Example showing adding and subtracting positive and negative fractions. Then solve problems 1–4.**

Example

Hummingbirds sip $2\frac{1}{2}$ fl oz of the liquid in a feeder. Then $1\frac{1}{2}$ fl oz of food is added to the feeder. Last, hummingbirds sip another $3\frac{1}{4}$ fl oz of food. What is the overall change in the amount of food in the feeder?

You can write an expression to represent the situation.

$$-2\frac{1}{2} + 1\frac{1}{2} - 3\frac{1}{4}$$

You can begin simplifying the expression by reordering the terms.

$$\begin{aligned} -2\frac{1}{2} + 1\frac{1}{2} - 3\frac{1}{4} &= -2\frac{1}{2} - 3\frac{1}{4} + 1\frac{1}{2} \\ &= -5\frac{3}{4} + 1\frac{1}{2} \\ &= -4\frac{1}{4} \end{aligned}$$

The overall change in the amount of food in the feeder is $-4\frac{1}{4}$ fl oz.

1 The feeder in the Example had 16 fl oz of food in it to start. How much food does it have now? Show your work.

SOLUTION _____

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2 Is each expression equivalent to $-2.7 + (-3.1)$?

	Yes	No
a. $-2.7 - 3.1$	◯	◯
b. $-2.7 + (-3) + (-0.1)$	◯	◯
c. $-2 + (-0.7) + (-3) + (-0.1)$	◯	◯
d. $-2 + 0.7 + (-3.1)$	◯	◯

3 Reth is playing a game. First, he loses 4.8 points. Then he gains 2.5 points. Finally, he loses another 7.8 points. What is the overall change in Reth's score? Show your work.

SOLUTION _____

4 An autonomous underwater vehicle (AUV) is at an elevation of -8.25 ft. It dives down $6\frac{2}{3}$ ft to collect a specimen. Then the AUV dives another $15\frac{3}{4}$ ft. What is the final elevation of the AUV? Show your work.

AUV: autonomous underwater vehicle

SOLUTION _____

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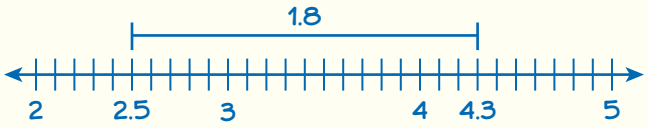
Adding and Subtracting Positive and Negative Numbers

➤ **Complete the Example below. Then solve problems 1–10.**

Example

What is 2.5 − 4.3?

Look at how you could use absolute value to find the difference.



On a number line, 2.5 and 4.3 are 1.8 units apart. The distance between two numbers is the same as the absolute value of their difference. So, $|2.5 - 4.3| = 1.8$.

Since 2.5 − 4.3 has a negative result, the difference is a negative number with an absolute value of 1.8.

SOLUTION _____

CONSIDER THIS . . .
Distance on a number line is never negative.

PAIR/SHARE
Does the method in the Example work for subtracting negative numbers?

Apply It

1 Cece's dog loses $1\frac{1}{4}$ lb. Then her dog loses another $1\frac{1}{8}$ lb. Finally, it gains $\frac{3}{8}$ lb. What is the total change in her dog's weight? Show your work.

SOLUTION _____

CONSIDER THIS . . .
The result would be the same if Cece's dog lost weight, then gained weight, then lost weight.

PAIR/SHARE
Suppose Cece's dog weighs 38 pounds to start. Does that change your answer? Why?

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2 What is $-8.3 - (-5.4)$? Show your work.

CONSIDER THIS . . .
The inverse of subtraction is addition.

PAIR/SHARE
How can you check that your answer makes sense?

SOLUTION _____

3 Which value of x makes the following statement true?

$-0.5 - x =$ a positive number

CONSIDER THIS . . .
Zero is not a positive or a negative number.

A $x = 1.5$

B $x = 0.5$

C $x = -0.5$

D $x = -1.5$

Lulu chose A as the correct answer. How might she have gotten that answer?

PAIR/SHARE
What is another value that makes this statement true?

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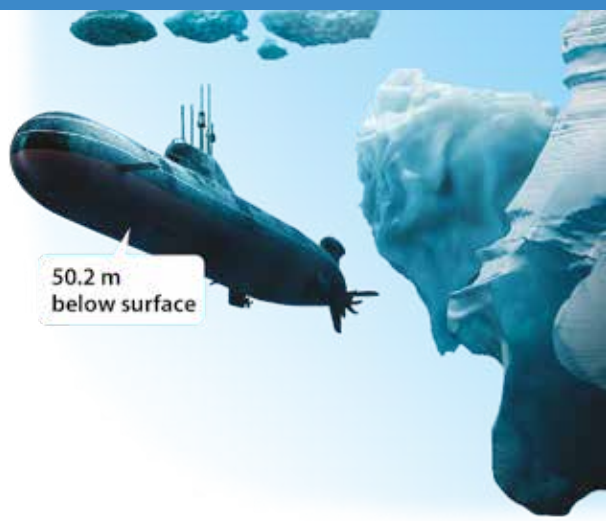
4 A submarine 50.2 m below the surface of the ocean goes up 15.6 m. Then it goes down 35.7 m. What is the submarine's new position relative to the surface of the ocean? Show your work.



SOLUTION _____

5 Which situation could the expression $-8 - 10$ represent?

A An elevator stops at the 8th floor. Then it stops at the 10th floor.

B Gabe earned \$8. Then he spent \$10 on a new book.

C At a bus stop, 8 people got off and 10 people got on.

D The temperature dropped 8°F. Then it dropped another 10°F.

6 Without calculating, explain how you can tell if the value of the expression $-9.45 - (-1.72) - 2.53$ is *positive* or *negative*.

7 The value of $-4\frac{5}{8} - x$ is positive. What are two possible values of x? Show your work.

SOLUTION _____

_____

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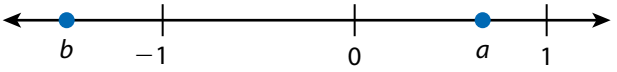
8 Is $a - b$ a *positive number* or a *negative number*? How do you know?



9 Esteban stands on a dock 1.25 yd above the water. A fish swims below Esteban at −4.61 yd from the surface of the water. How many yards apart are Esteban and the fish?

10 **Math Journal** Write a subtraction problem involving two negative decimal numbers. At least one decimal must include hundredths. Explain how to solve your problem.

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JCPS NTI Grade 7 Reading Packet #3

Grade 7 Reading

Student At-Home Activity Packet 3

This At-Home Activity Packet is intended for a two-week period, and it includes lessons that your student may complete across more than one day.

Most lessons can be completed independently. However, there are some lessons that may benefit from the support of an adult. If there is not an adult available to help, don't worry! Just skip those lessons. A teacher will be in touch soon and your student can ask for help.

Encourage your student to do the best they can with this content. The most important thing is that they continue to work on their reading!

Flip to see the Grade 7 Reading activities included in this packet!

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Part 1: Introduction

Summarizing Literary Texts

Theme: *Myths and Legends*

Have you ever seen a movie that you couldn't wait to tell your friends about? You probably described it to them using just a few sentences. A **summary** is a brief retelling of a story that includes the main characters, setting, and important events, including the conflict and its resolution. When summarizing, be sure to tell events in the order they happen. Also be sure to tell it using **objective** statements that are free of opinions or judgments.

Read the story below. Make notes in the margins about the characters, setting, and events.

Read the chart below, noting how it only tells important details about the story.

Setting
Medieval town square

Characters
Strong man, Merlin, Arthur

Important Event
Even the strongest townsfolk cannot pull the sword from the stone.

Important Event
Young Arthur comes forward to try. He succeeds in freeing the sword and becomes king.

Summary
After many people try and fail to pull the sword Excalibur from the stone, Arthur succeeds and becomes the new king of England.

Summaries retell important events and identify setting and characters in an objective fashion. Good readers summarize to check their understanding and remember important plot details.

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Part 2: Modeled Instruction

Read the first three paragraphs of an Algonquin legend.

Genre: **Legend**

Glooskap and the Wasis *by Edgar Ingersoll*

And so it was that Glooskap, the mightiest and most fearsome of all the Algonquin warriors, had traversed through the lands, defeating all his enemies. After many months, he returned to his village, where the people bowed their heads respectfully.

Upon arriving at his wigwam home, however, he glimpsed an odd creature sitting on the floor, sucking a piece of maple-sugar candy, troubling no one. Glooskap asked his wife what the creature was, to which she responded that it was the Wasis, a fierce being who was undefeated and would remain so until the end of time. She warned her husband that if he meddled with the Wasis, Glooskap would be plagued with suffering.

Glooskap was incensed that an enemy had infiltrated his home. He challenged the small creature to a test of strength, but the Wasis ignored him. Outraged, he ordered the Wasis to crawl to him and acknowledge him as its master, but the creature only laughed.

(continued)

Explore how to answer this question: *"What is the best way to summarize this part of the legend?"*

A summary includes characters, setting, and important events. Underline these elements in the text above.

Summaries should also be objective, or free of opinions and judgments. Read the following summary and cross out any opinion words or statements. Then check your work against the bullet points.

Glooskap is an awesome Algonquin warrior who comes home to his village after defeating his enemies. I think it's funny how he finds the Wasis sitting on the floor and thinks it's another enemy. He foolishly challenges and orders the Wasis around, but the little creature won't obey him.

- In the first sentence, "awesome" is an opinion, not a detail from the text. Cross it out.
- In the second sentence, "I think it's funny" is a judgment and should be crossed out.
- The word "foolishly" in sentence 3 is also an opinion. It should be crossed out, too.

With a partner, discuss another important event that should be added to the summary to make it more complete. Then take turns summarizing the text objectively and in your own words.

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Part 3: Practice

Continue reading about Glooskap and the Wasis. Use the Close Reading and Hint to help you answer the question.

Close Reading

What are the most important events that occur in this part of the text? **Underline** two or more details that describe the ways the Wasis responds to Glooskap's actions.

(continued from page 70)

In an uncontrollable fury, Glooskap screamed at the Wasis that he alone was the mightiest warrior! This time, the Wasis did respond: it opened its throat and let out a terrible, heartbroken wail.

Glooskap covered his ears, but the creature's howls split his skull. He asked it to stop crying, but it would not. He danced a funny dance, sang a song, and made a face, but it wasn't until Glooskap held the Wasis that the creature was finally appeased. Subdued, the baby cooed "goo" at his father—for son and father they were. And forever after, when a baby coos "goo goo" at his father, the Wasis remembers his victory over Glooskap.

Hint

Eliminate any choices that make a judgment, are inaccurate, or are vague.

Circle the correct answer.

Which of the following choices is the best summary of the story ending?

A Glooskap finally figures out that the Wasis is his son. He may have been a mighty warrior, but he wasn't very smart.

B The mighty Glooskap is unable to defeat the crying baby Wasis. This victory is remembered every time a baby coos at its father.

C The wife's warning that Glooskap would suffer proves to be wrong. Glooskap ends up enjoying the time he spends with his son.

D Although Glooskap asks the Wasis to stop crying, it refuses to do so. Even dancing, singing, and making a face doesn't work.

Show Your Thinking

Explain why one other answer choice is not a good summary of the story ending.

_____

_____

With a partner, take turns objectively summarizing the entire legend in your own words. Include characters, setting, and important events.

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Lesson

Analogies

Introduction In this lesson, you will study **analogies**, or the types of relationships between pairs of words. The example below is an analogy.

near is to **distant** as **hidden** is to **exposed**

Near and *distant* are antonyms, and *hidden* and *exposed* are antonyms. So, *near* and *distant* have the same type of relationship as *hidden* and *exposed*. Their relationships are **analogous** to each other.

Sometimes analogies are written with colons.

- A **colon (:)** separates the words in each pair. The colon stands for the phrase *is to*.
- A **double colon (::)** separates the pairs of words. The double colon stands for the word *as*.

near : distant :: hidden : exposed

is to *as* *is to*

Antonym analogies are just one type of analogy. There are many other types, as this chart shows.

Type of Analogy	Example
Synonym	friendly : nice :: rapid : fast
Cause/Effect	fire : scorch :: drought : wither
Part/Whole	foot : leg :: leaf : branch
Item/Category	horse : animal :: car : vehicle
Tool/User	camera : photographer :: stove : chef

Guided Practice **Choose the word that completes the analogy. Write the word on the line. Then identify the type of analogy, and write it next to the analogy.**

Hint

First, figure out the relationship between the first pair of words. Then, choose the word that will make the second pair of words have the same type of relationship as the first pair of words.

1 cent : dollar :: inch : _____ _____

foot **meter** **worm**

2 saw : carpenter :: telescope : _____ _____

constellation **lens** **astronomer**

3 tragedy : sorrow :: triumph : _____ _____

victory **hero** **pride**

4 eagle : bird :: shark : _____ _____

tuna **ocean** **fish**

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Practice

For numbers 1–5, choose the word that correctly completes each analogy.

Answer Form

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ
5 Ⓐ Ⓑ Ⓒ Ⓓ

Number Correct /5

1 sink : kitchen :: classroom : _____

A students
B textbook
C school
D learn

2 laptop : computer :: ring : _____

A jewelry
B doorbell
C circus
D bracelet

3 joke : laughter :: virus : _____

A computer
B cure
C crying
D illness

4 cozy : uncomfortable :: odd : _____

A strange
B ordinary
C painful
D cold

5 hammer : builder :: microphone : _____

A louder
B volume
C audio
D singer

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Practice -Summarizing

Read the myth. Use the Study Buddy and the Close Reading to guide your reading.

I know that a myth is a story set in a time and place unlike my own. Myths also often have fantastical characters. As I read, I'll think about how these elements might be included in a summary of the text.

Close Reading

Circle details that reveal the central conflict in this story and which characters are most affected.

What is the fate of the two main characters? **Underline** the most important events in the story's ending.

Genre: **Myth**

Beowulf and Grendel

by Javier Moreno

1 Long, long ago there lived a great king named Hrothgar who benevolently ruled over Denmark and its people. Every night the king hosted great feasts in Heorot Hall and joined in the merriment as songs were sung and stories were told.

2 Outside, lurking in the gloom, was a hideous monster named Grendel who hated the merry sounds that came from the hall. The sounds of song and laughter tortured him. Finally, late one night when the unsuspecting guests lay sleeping, Grendel entered the hall and killed thirty of Hrothgar's men. For the twelve long years that followed, no songs or laughter came from Heorot Hall. Even the bravest and strongest of Hrothgar's soldiers were powerless against the wrath of Grendel.

3 Finally, a hero appeared—Beowulf, who looked like a boy to Hrothgar's warriors. They gasped as he stood before the king of the Danes and declared, "I will kill this monster. I will leave behind my sword, and I shall destroy him with my bare hands."

4 The brave words of the youthful Beowulf filled King Hrothgar with hope. That night, there was feasting and merriment in Heorot Hall once more. When darkness fell over the land and each man went to take his rest, Beowulf alone stayed watchful and vigilant, waiting for the battle he knew was sure to transpire.

5 At last, Grendel entered Heorot Hall. Just as the monster was about to seize Beowulf, the youth caught Grendel by the arm, and man and monster wrestled until daylight. The battle was fierce and wild, but Beowulf emerged the victor. Fatally wounded, howling his song of death, Grendel fled the hall and ran until he reached the lake where he made his home. There, he plunged into the waters and quickly sank, never again to terrorize the Danes.

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Practice

Hints

Which choice presents an objective statement that gives information about an important character and event?

Which choice gives an objective overview of the paragraph's important events?

As you write, think about where the story takes place, who it is about, and what happens to those characters from beginning to end.

Use the Hints on this page to help you answer the questions.

1 Which of the following statements would you most likely include in a summary of "Beowulf and Grendel"?

A Heorot Hall was once King Hrothgar's favorite place.

B Grendel preferred to live in dark, gloomy places.

C Hrothgar shows great weakness compared to the courageous Beowulf.

D Beowulf promises King Hrothgar that he will kill Grendel.

2 Which is the best summary of the last paragraph of the story?

A Beowulf and Grendel have a fierce and unrestrained battle.

B Beowulf defeats Grendel, who returns to his lake to die.

C Grendel howls a song of death while he flees the hall.

D Grendel gets what he deserves for terrorizing the Danes.

3 Write a summary of the story "Beowulf and Grendel" in your own words. Be sure to be objective and include at least three details about the main characters, setting, and important events.

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Practice

Read the myth. Then answer the questions that follow.

Gift from the Heavens

by Flora Diaz

1 At one time, the gods lived in the heavens while the mortals toiled on the earth. Zeus, king of all gods, did not look kindly on the mortals. Zeus believed that all heavenly powers belonged only to the gods and goddesses. Prometheus believed that these powers should be shared with the mortals.

2 Prometheus and Zeus were constantly getting into disputes. Once, Prometheus was asked to solve a conflict between the gods and mortal men. The men were going to sacrifice a bull during a festival and they had to decide which parts of the bull should be offered to the gods and which parts should be reserved for the men. Prometheus saw this as an opportunity to play a trick on Zeus. He butchered the bull and put the lean, tasty parts of the meat into a small serving bowl and then placed the gristle, bones, and fat into a much larger serving bowl. When Prometheus asked Zeus to select his meal, naturally he chose the larger portion.

3 When Zeus realized how he had been deceived, he was furious and immediately sought revenge. To punish both Prometheus and the mortals he cared about, Zeus snatched fire away from the men of earth, and kept it only for the gods.

4 During one bitterly cold winter, Prometheus watched the mortals huddle together like a pack of animals to keep warm. "They need to have fire returned to earth," he thought. So he decided to ignore Zeus' decree, no matter the risk. Prometheus lit a torch with the fire from the wheels of the chariot that carried the sun across the sky. He brought the flaming torch to earth and delivered fire to the mortals. As a result, life on earth was transformed. Not only did fire keep people warm, it also enabled them to cook food for the first time, as well as smoke the food and preserve it for later use. With the heat of the fire, they could even smelt metals and turn them into tools to use for farming.

5 The king of the gods was furious when he learned what Prometheus had done. He wanted to punish Prometheus and return the mortals to a life of pain and hardship. So Zeus came up with a plan. He asked the other goddesses to help him create a beautiful, mortal woman. His daughter Athena offered her assistance, and when the lovely creature was fully formed, Athena breathed life into her. Zeus named the woman Pandora, and she possessed unequalled beauty and charm. Zeus gave Pandora an ornate lidded box and sent her to Prometheus as a gift. He told Prometheus that Pandora would make a perfect bride.

6 Prometheus was suspicious of any gift from Zeus, despite the woman's incredible beauty. He suggested to his brother Epimetheus that he marry Pandora instead, which he willingly did. After they were wed, Epimetheus asked his bride what was inside the sealed box.

7 "I don't know," she replied. "I only know that Zeus gave me strict instructions never to open it."

8 "That is most unusual, but I would not trust Zeus. Perhaps we should bury the box," her husband responded.

9 Pandora had never given a thought to what was inside the box until her husband asked her about it. Now she was consumed with curiosity and she could think of nothing else. She wondered what it could be and

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why Zeus was so determined to keep her from glancing inside. One night, while her husband was sleeping, Pandora pulled the box from its hiding place and cautiously opened the lid.

10 Immediately all manner of dreadful things were released from the box—disease, despair, malice, greed, death, hatred, violence, cruelty, and war. These torments traveled to earth, creating extreme discord and chaos for the mortals.

11 However, without Zeus' knowledge, his daughter Athena had put something else into the box, something that could help the mortals cope with all these miseries—hope. So hope also traveled to earth to serve as a balance to the woes that burden all mortals.

Answer the questions. Mark your answers to questions 1–3 on the Answer Form to the right.

Answer Form

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ

Number Correct /3

1 Which of these is the **best** summary of paragraph 1?

A Zeus cared only about the gods and had no compassion for mortals. Prometheus believed that the powers of the gods should be shared.

B Zeus decreed that mortals would toil as his slaves on earth.

C Prometheus thought that power should be shared among all the gods equally. Zeus wanted all of the power for himself.

D Prometheus did not get along with Zeus. He turned all of his attention to taking care of the mortals.

2 Which sentence should be included in a summary of the story?

A Epimetheus trusted Zeus more than he trusted his brother.

B Prometheus made humans as powerful as gods.

C Zeus gave Pandora the box but told her not to open it.

D Pandora opened the box to rebel against Zeus.

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Practice

3 Which is the **best** summary of the key events of the story?

A Prometheus helped humans trick Zeus, so the king of all gods took fire away from humans. Prometheus lit a torch from the chariot that carries the sun and brought fire back to humans. Zeus saw how humans thrived with fire, so he had a beautiful woman created. She went to earth, married Prometheus' brother, and then released evil into the world.

B Prometheus helped humans trick Zeus by keeping the best part of a bull sacrifice for themselves. Zeus punished Prometheus and the humans by taking fire away from them. Prometheus felt pity for the suffering humans and brought fire back to them. Zeus took revenge by creating a woman who brought all the evil things to the world in a box.

C Zeus thought heavenly powers should not be shared with humans. Prometheus disagreed, so he showed humans how to trick Zeus. Zeus became angry and took fire away from humans. Prometheus saw how cold humans were, so he brought them back their fire. Humans began to cook, smoke food, and make farm equipment.

D Prometheus helped humans trick Zeus, so Zeus took fire away from humans. Prometheus, seeing how humans suffered, brought the fire back. Zeus then sent Pandora to Prometheus with a box she was not supposed to open. Prometheus' brother married Pandora. The curious Pandora then opened the box, letting out both evil and hope into the world.

4 Summarize in your own words how Prometheus helps humans. Support your answer with at least **three** details from the passage.

_____

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Read the passage. Then answer the questions that follow.

The Legend of the Cedar Tree

a Cherokee legend
told by Eileen Evers

1 Long ago, when people were still new upon the earth, they came to believe that their lives would be easier if there was only daylight and no darkness. So, they sent their cries skyward in hopes that the Ouga, their creator, would hear them.

2 The Ouga did hear their voices and, because he loved his people as a father loves his children, he made the night cease as they desired. But as the weeks went on, and the people had to work and toil continuously in the fields, their crops grew in such abundance that they could scarcely keep up. And because there was only daylight, it was always hot, so hot that sleep was impossible. The people, already tired from long hours of work, became short tempered and irritable. Everyone was on edge.

3 And so, the people sent new cries skyward, asking the Ouga if he might make it night all the time instead. The Ouga hesitated, knowing that there is purpose in all things created in twos—day and night, birth and death, joy and sadness. In the end, however, because he was kind and wanted to please them, the Ouga gave his people what they wanted.

4 Daylight ceased and night fell upon the earth. Soon crops began to wither, and because there was only darkness, it was always cold. The people had to constantly gather wood for fires to keep warm. They could not see to hunt and with no crops to harvest, they became hungry and weak. Many of them died.

5 And so, the people sent new cries skyward, begging the Ouga's forgiveness. "Please return to us the day and night that you made perfect for us in the beginning."

6 The Ouga restored day and night, each day forming a perfect boundary of light and darkness. Soon the weather became more pleasant and crops began to grow again. People could hunt and there was plenty to eat. They were happy and humbled and vowed never again to take their many blessings for granted.

7 The Ouga was pleased to see his people smiling once again, but his heart was heavy, for during the time of darkness many of his people had perished. He decided to create a new tree into which he placed their spirits. This tree was named a-tsi-na tlu-gv (ah-see-na loo-guh), or the cedar tree. And so, as tradition holds, whenever the Cherokee gaze upon a cedar, they remember to pause and honor the brothers and sisters who came before them.

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6 The following question has two parts. First, answer part A. Then, answer part B.

Part A

What do the Ouga's actions reveal about his character?

A The Ouga is angry with the people for asking so much of him.

B The Ouga has a strong love for the people despite their demands.

C The Ouga believes the people should be able to meet their own needs.

D The Ouga allowed the people to keep suffering to teach them a lesson.

Part B

Which sentence from the story **best** supports the answer to part A?

A "So, they sent their cries skyward in hopes that the Ouga, their creator, would hear them."

B "The Ouga did hear their voices and, because he loved his people as a father loves his children, he made the night cease as they desired."

C "The Ouga hesitated, knowing that there is purpose in all things created in twos—day and night, birth and death, joy and sadness."

D "And so, the people sent new cries skyward, begging the Ouga's forgiveness."

7 Read these sentences from the passage.

> But as the weeks went on, and the people had to work and toil continuously in the fields, their crops grew in such abundance that they could scarcely keep up. And because there was only daylight, it was always hot, so hot that sleep was impossible. The people, already tired from long hours of work, became short tempered and irritable. Everyone was on edge.

What does the phrase "on edge" mean in the last sentence?

A touchy and grumpy

B hot and sweaty

C worried and scared

D tired and overworked

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8 Which sentence from the passage reveals that the people suffer for their mistakes?

A ". . . they came to believe that their lives would be easier if there was only daylight and no darkness."

B "So, they sent their cries skyward in hopes that the Ouga, their creator, would hear them."

C "They could not see to hunt and with no crops to harvest, they became hungry and weak."

D ". . . they remember to pause and honor the brothers and sisters who came before them."

9 The author contrasts Ouga's point of view with the people's point of view. Which sentence from the passage **best** shows how the author develops the differing points of view?

A "And because there was only daylight, it was always hot, so hot that sleep was impossible."

B "The people, already tired from long hours of work, became short tempered and irritable."

C "The Ouga hesitated, knowing that there is purpose in all things created in twos—day and night, birth and death, joy and sadness."

D "They could not see to hunt and with no crops to harvest, they became hungry and weak."

10 The people are able to learn from their mistakes. Which of the following **two** sentences from the passage **best** support this statement?

A "The people had to constantly gather wood for fires to keep warm."

B "And so, the people sent new cries skyward, begging the Ouga's forgiveness."

C "The Ouga restored day and night, each forming a perfect boundary of light and darkness."

D "People could hunt and there was plenty to eat."

E "They were happy and humbled and vowed never again to take their many blessings for granted."

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11 These notes for a summary need to be arranged correctly into the order in which the events occur in the passage.

Indicate the correct chronological order of the events below by writing the numbers 1 to 10 on the blank before each sentence.

_____ The people asked the Ouga to make it night all the time.

_____ The Ouga created the cedar tree for the Cherokee to honor the spirits of their brothers and sisters.

_____ The people grew tired and irritable from long hours of work in the daylight.

_____ The Ouga restored day and night.

_____ Soon the weather became more pleasant and crops began to grow again.

_____ The Ouga granted the people's wish for only daylight.

_____ The people became hungry and weak, and many of them died.

_____ The people were happy and humbled and vowed never again to take their blessings for granted.

_____ The people sent new cries skyward, begging the Ouga's forgiveness.

_____ In the darkness, it was always cold and crops withered.

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Lesson

Comparing and Contrasting Genres

Theme: *A Time of Transition*

Have you ever seen a movie about an important part of history, such as the Civil Rights Movement, that included fictional characters? This kind of movie is a work of **historical fiction**, or a story set in the past that combines made-up characters and events with historical figures and real events from a specific time and place. A **historical account**, on the other hand, is a factual explanation, description, or narrative from or about the past. All the people actually lived, the places existed, and the events in a historical account really occurred.

Study the illustration below. Which details are based on reality and which are fictional?

The image above shows a real person, Martin Luther King Jr., standing next to a fictional character, a young woman who admires him. In a similar way, historical fiction includes real people and events and then alters some historical details to tell a made-up story.

Study the chart to consider how the author of historical fiction draws upon real facts to create a work of fiction.

How Historical Fiction Uses History	How Historical Fiction Alters History
• set in a real time period and place • provides factual information • includes events that actually occurred • uses historical figures, language, and details, such as famous people or typical customs of the times	• plot combines real and made-up events • made-up yet realistic characters interact with real people who once lived • most dialogue is invented • may interpret or change historical details to create a better story

Good readers understand that historical accounts use facts and information to inform readers about history, while historical fiction is meant to entertain readers with an engaging story that combines real and imagined characters and events from the past. As they read, good readers are aware of these differences and are careful to separate fact from fiction.

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Model

Read the historical account about the Lewis and Clark expedition.

Genre: **Historical Account**

Journey to the Pacific

by Rita Hay

In 1804, Meriwether Lewis and William Clark led the first U.S. expedition to the Pacific Coast of North America. Sent by President Thomas Jefferson to chart a route through unexplored regions of the country, the team of explorers recorded the wide variety of plants, animals, and geography they saw in the wilderness. The expedition journeyed along rivers, over mountains, and through valleys for over a year, encountering hostile tribes, inclement weather, and challenging terrain.

On November 7th, 1805, the "Corps of Discovery" thought they had finally found the Pacific Ocean, but they were mistaken. The wide expanse of open water turned out to be the estuary, or mouth, of the Columbia River. With the help of native guides and determined companions, however, the team finally succeeded; the expedition reached the Pacific Ocean on November 15th, 1805. A long, hard winter and return journey lay before them, but the first half of their mission had been accomplished.

Explore how to answer this question: *"What characteristics of a historical account are present in this passage?"*

This historical account of Lewis and Clark's expedition includes many details about their journey. Underline examples of facts, people, and places that present historical information.

Fill in the first column of the chart below with facts from the account. After reading the fictional story on the next page, add additional details to the second column of the chart.

Historical Facts	Fictional Details

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Practice

Read the historical fiction story, and complete the chart by adding fictional details. Then read and answer the question that follows.

Genre: **Historical Fiction**

Sighting the Pacific *by Jaycee Wright*

As the weary explorers reached the top of the hill, Mr. Lewis let out a cry of delight. "We've made it!" he exclaimed. "The Pacific!"

The men exchanged doubtful glances—just last week, Mr. Clark had rejoiced along with the entire team, confident that the large body of water before them was the ocean. Later, they discovered that the water was just the estuary of the Columbia River. Yet they smelled ocean air! Peter had tried to stay positive as they continued their search, but it was extremely difficult. Would today, November 15th, actually be the day they reached the Pacific Ocean?

"That certainly is a sight for sore eyes!" one of the men exclaimed, and Peter looked up and grinned. After a year and a half of traveling, they had, in fact, come upon the salt waters of the Pacific.

Close Reading

Which facts from the account on the previous page are also present in the historical fiction story? **Underline** facts that are the same or similar. **Star (*)** any story elements that are clearly fictional, and add them to the chart on page 202.

Hint

Compare the answer choices with the facts you underlined in "Journey to the Pacific."

Circle the best answer.

Which fact presented in "Journey to the Pacific" is also included in the fictional story above?

A Peter played a key role as a member of Lewis and Clark's team.

B Some of the explorers felt that the ocean was a "sight for sore eyes."

C Peter tried to keep up his spirits during the expedition.

D The explorers had mistaken an estuary for the Pacific Ocean.

Show Your Thinking

Describe how the author of "Sighting the Pacific" used and altered historical details about the Lewis and Clark expedition to tell a story.

_____

_____

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Practice

Read the following historical account and historical fiction piece. Use the Study Buddies and Close Readings to guide your reading.

Because this is a historical account, I know that it contains true facts and historically accurate details. As I read, I'm going to focus on the historical events and people that are mentioned in the text.

Close Reading

Circle at least three details that help identify this passage as a historical account.

Underline the most important facts that the author presents about the Orphan Train Movement. Look for details that answer *who, what, when, where, why,* and *how.*

Genre: **Historical Account**

Orphan Train Riders

by Elliot Elmore

1 By the mid 1800s, the New York City streets were filled with an estimated 30,000 poor and hungry children. Many were homeless or abandoned; they sold newspapers, rags, or matches in order to earn money and lived on the streets in all kinds of weather. Often forming gangs in order to protect themselves, the children led hard lives, but it was the only life they knew.

2 In 1853, Charles Loring Brace, a young minister, took it upon himself to help these children. "When a child stands in front of you in rags with a tear-stained face," he said, "you cannot easily forget him . . . ." Brace founded the Children's Aid Society, an organization devoted to moving children from the streets of New York City to new homes in rural areas across the country.

3 Later referred to as the Orphan Train Movement, the first step in the process was to load needy children onto what became known as "orphan trains." The children were then transported to forty-seven states and Canada. Brace believed that loving families in rural areas would adopt these children. He hoped they would grow up with the education and support needed to become productive members of society.

4 Handbills advertised the arrival of the Orphan Train in town. The orphans were cleaned up and displayed onstage in front of curious crowds. Potential parents poked and inspected the children like livestock; siblings were often split apart. Some children ran away, and some were abused. Others found supportive people whom they considered family for the rest of their lives. Regardless of the outcome, however, most found the experience and transition to a new life to be difficult at best.

5 Yet overall, the program resulted in positive outcomes; two orphans even grew up to be state governors. The mass relocation of needy children across the country was Brace's best effort to connect them with better lives. The Orphan Train Movement was later considered to be the beginning of the foster care system.

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Genre: **Historical Fiction**

The Train to Somewhere

by Lydia Wren

As I read, I'll think about how this child's experience is similar to and different from the details described in "Orphan Train Riders."

1 My heart was in my throat as Robbie and I boarded the train in New York City that April day. A member of the Children's Aid Society led us to our seats and advised us, "Be sure to smile and make a good impression on the people you meet!"

2 At age five, I thought myself lucky—at least I had my older brother at my side. I still could remember Mama humming as she cooked dinner and my father's smiling face, but they had both died. For months we had lived on the streets until the Children's Aid Society sheltered us. Now they were shipping us on an orphan train to a new home and a new life.

3 As the train gathered speed, I caught one last glimpse of the city, the only home I had ever known. The next few days blurred together as our train powered over rivers, lush farmlands, and empty prairies. Where were we going, and what would happen to us? Our destination and future were unclear and unknown.

4 Then one morning we pulled into a small station as our Society escorts did their best to smooth our hair and straighten our clothes. Weary and confused, we were led to a large hall and seated on a stage in front of a crowd of strangers. Many stared, but some walked up to inspect us. Suddenly I was staggered by a terrible thought. What if Robbie and I went to different homes in different towns and were separated permanently?

5 "What do you know about farming?" a man asked Robbie gruffly. Wide-eyed, Robbie stammered a response, and my heart thumped wildly in my chest as I clutched his sweaty hand.

6 "Now Jacob," said a plain woman behind the man. "Don't start off by scaring 'em." She looked at us and smiled. "Are you brother and sister? Would you both like to come live with us?"

7 Some 70 years later, I still remark at how well my luck held. It wasn't just that Robbie and I were raised together or that our lives were all pleasure and no pain. No, it was that the Larsens came to take us home that day, two caring people who became our new family and who made us who we are today.

Close Reading

Compare the dates, people, places, and events described in the previous passage to those described in this story. **Underline** any facts that are similar.

Which details come from the author's imagination? Draw a **box** around three story elements that show it is a work of fiction.

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Practice

Hints

Compare paragraph 4 of the historical account with the girl's experience in "The Train to Somewhere." What similarities and differences do you find?

Reread the chart on the first page of this lesson. How does the author of the historical fiction piece alter history?

Look back at the facts you underlined in the fiction story that indicate which information both texts have in common.

Use the Hints on this page to help you answer the questions.

1 Which detail from the historical account best supports the fictional story about a girl's orphan train experience?

A Handbills advertised the arrival of the Orphan Train in town.

B The children were all adopted into caring families in new homes.

C Crowds gathered at the town stations to greet the orphans.

D The experience was quite upsetting for the orphan children .

2 Which statement best describes how the author of "The Train to Somewhere" alters historical details to tell her story?

A The author includes historical facts, such as when the Children's Aid Society was formed.

B The author describes the experiences and feelings of an imaginary orphan who was sent west on an orphan train.

C The author provides specific details about families who agreed with Brace's beliefs about ways to help needy orphan children.

D The author explores the adventures of two young children as they start their new lives on a farm in rural America.

3 Compare and contrast details in the historical account of the Orphan Train Movement to those in the fictional story. Describe how the author of "The Train to Somewhere" has used and altered historical facts. Use at least two details from the texts to support your response.

_____

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