Snow Day 1

# Invisible Thieves

7th Enchish

Have you received an e-mail like this?



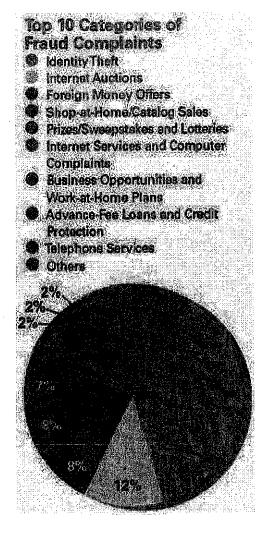
photos.com

Watch out for scams. You could lose your money or identity.

This message is top secret. I am from Nigeria. There are millions of dollars that have been put in my account. But I can't transfer it out of the country because of local laws. If you send a thousand dollars to cover the processing fee, I will put a million dollars in your account as a reward. Send me the money order and your account number. This is 100 percent real, with no risk to you.

Sounds like a great deal. In fact, it sounds too good to be true. And it is. It's a scam. A scam is meant to trick people. You will never get a million dollars-or your money back.

**p**.[



Jeff Shake

# Your Number Is Up

Many spam, or junk, e-mails try to get your money. They are from people who are "phishing" for your personal information. When people phish, they send out spam with the hope that you'll fall for their trick. They want your name, credit card numbers, and Social Security number. That information can be more valuable than your money! Once someone has your personal information, he or she can use your credit card. The thief can even steal your identity and pretend to be you when buying things.

Devon, 18, from San Diego, California, told *Extra* that his identity was stolen when he was just a kid! The thief used Devon's Social Security number to get credit cards in Devon's name. Devon now has trouble getting credit cards. He was almost turned down for a cell phone. "It was very upsetting," Devon said. "[The thief has] been using [my information] for 10 years, and I'm only 18!"

# Protect Yourself

It is important to protect yourself from e-mail scams and people who phish for information. Never give out personal information. And if an offer sounds too good to be true, it is.

rityped it make it to the total.

# Quick Quiz -on bele

# **Top 10 Categories of Fraud Complaints**

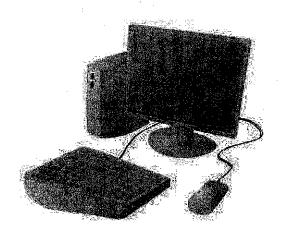
- · Identity Theft
- Internet Auctions
- Foreign Money Offers
- · Shop-at-Home/Catalog Sales
- · Prizes/Sweepstakes and Lotteries
- · Internet Services and Computer Complaints
- · Business Opportunities and Work-at-Home Plans
- · Advance-Fee Loans and Credit Protection
- Telephone Services Others

| Name:                              | Date:  |
|------------------------------------|--|
| 1. What do most junk e-            | mails try to do?   |
| A. get your money                  |  |
| B. crash your comp                 | outer  |
| C. go to your trash                | folder   |
| D. give you informa                | ation  |
| 2. What should you do to money?    | o protect yourself against people who want to steal your         |
| A. write and read a                | lot of personal emails   |
| B. only give out pe                | rsonal information if someone needs it to transfer money         |
| C. never give out p                | personal information   |
| D. never use the Ir                | nternet  |
| 3. Why was it hard for D identity? | evon to get a credit card after someone else stole his           |
| A. The person who                  | stole Devon's identity bought things while pretending to be him. |
| B. It's hard for som               | eone to get a credit card in San Diego.                          |
| C. Devon was too steal it.         | afraid to get a credit card, because he thought someone would    |
| D. It was impossible               | e for Devon to prove he was himself.                             |
| 4. "I can't transfer my me         | oney out of the country because of local laws."                  |
| In the sentence, the wor           | d <b>transfer</b> most nearly means                              |
| A. earn                            |  |
| B. borrow                          |  |
| C. spend                           |  |
| D. move                            |  |
| D. 11104C                          |  |

| <ul><li>A. a famous thief and how he hid from police</li><li>B. tricks to steal your personal information</li><li>C. top secret information about Nigeria</li><li>D. how to pay for something by credit card</li></ul>         |
|--|
| 6. What will happen if you send a thousand dollars to a stranger who says he needs it in order to send you a million dollars?  |
|  |
|  |
| 7. Is the person who wrote the email in the first paragraph really from Nigeria?   |
|  |
|  |
| 8. The question below is an incomplete sentence. Choose the word or phrase that best completes the sentence.  People who have your personal information can steal from you, don't give your personal information to strangers! |
| A. while   |
| B. after C. unless   |
| D. so  |

5. The passage "Invisible Thieves" is mostly about

Which object shows something that has become a dangerous tool for those who
 are committing fraud?





10. If you gave someone money without expecting him/her to pay you back, are you a victim of fraud when they don't pay you back?

# Reteaching 1-7

Day (

Adding and Subtracting Integers

Use these rules to add and subtract integers.

#### Adding Integers

Same Sign

Different Signs

- The sum of two positive integers is positive. Example: 6 + 16 = 22
- The sum of two negative integers is negative. Example: -9 + (-3) = -12
- First find the absolute values of each number.
- Then subtract the lesser absolute value from the greater.
- The sum has the sign of the integer with the greater absolute value.
  Example: -10 + 9 = −1

#### Subtracting Integers

- To subtract integers, add the opposite.
- Then follow the rules for adding integers. Example: 6 - (-3) = 6 + 3 = 9

10. 
$$-1 + (-1)$$

#### Complete.

Change to addition: 
$$-3 + \underline{\phantom{0}} = \underline{\phantom{0}}$$

Change to addition: 
$$5 + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

**15.** 
$$-6 - (-10)$$

Change to addition: 
$$-6 + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

Find each difference.



• 



# Is the Earth Getting Warmer?

by ReadWorks



In 1975, a scientist named Wallace "Wally" Broecker wrote a paper in which he asked a simple question: was the Earth getting warmer? When the paper was published, some of Broecker's colleagues laughed at him. Many of them believed that the world was actually cooling.

Historically, there have been periods in which the Earth's temperature has slowly risen and cooled over thousands of years. This is a natural process that can be caused by many factors, including changes in radiation from the Sun, changes in the Earth's orbit, and volcanic activity.

However, climate change can also be caused by changes in the amount of certain gases in the atmosphere. Broecker had noticed that the amount of carbon dioxide - a colorless, odorless gas -- was slowly building up. While some carbon dioxide is produced through natural processes, large quantities of it are also produced by humans. Carbon dioxide is generated in especially large amounts when we burn fossil fuels, such as oil, coal, and natural gas. This burning happens when we drive cars, use electricity, and make certain products. When released into the atmosphere, carbon dioxide traps heat. Broecker reasoned that if people produced a lot of carbon dioxide, then enough heat would be trapped that the Earth would begin to warm. He called this "global warming."

Several decades later, many climate scientists agree with Broecker: the Earth is heating up and humans are largely responsible. This warming process is often referred to as "climate change." More carbon dioxide is being produced than ever before. Every year, humans produce about 8

billion metric tons of carbon. 2012 was the hottest year in recorded history. Recently, scientists estimated that more carbon dioxide exists in the atmosphere than has in over three million years.

While scientists understand how climate change works, some of its effects are still difficult to predict. Some scientists expect an increase in so-called "extreme weather" events, such as hurricanes and floods. Others foresee a rise in levels of sea water. While exactly what changes will happen are unclear, Broecker has warned that people should be prepared for some large disturbances. In an interview with the *Guardian*, a British newspaper, in 2008, he compared the Earth's climate to a wild animal. Sometimes, when provoked, the animal will react violently and unpredictably.

"If you're living with an angry beast, you shouldn't poke it with a sharp stick," he said.

Why are scientists able to understand some phenomena, like climate change, in a general way, but aren't able to predict the changes they will have on the Earth? Part of the reason is because many large Earth systems involve "feedback loops" - processes that help amplify (positive feedback loops) or diminish (negative feedback loops) certain changes.

Feedback loops can occur in the climate system, too. If the temperature of the Earth rises, it can change the environment so that it produces even more heat.

There are a number of different ways in which this phenomenon occurs. Scientists who work in the Arctic, at the northern end of the Earth, have been reporting that, every year, more and more floating sea ice melts. In the last 30 years, more than one-third of the ice that appears in the Arctic during the summer has melted away.

This worries scientists because Arctic ice plays an important role in cooling the Earth - although not in the way you might think. While we add ice to our drinks to make them colder, Arctic sea ice cools the Earth in a different way. Ice, which is white colored, reflects light. This means that much of the sunlight that hits ice bounces off and is sent right back to space. Reflecting light away helps keep the Earth cool.

However, as the Earth heats up, ice begins to melt. As ice melts, this reveals more of the darker-colored land or ocean water, which doesn't reflect heat, but absorbs it. So, less light is reflected back into space, causing the climate's temperature to increase. As the world gets hotter, this causes the ice to melt even faster. This increase in temperature causes still more ice to melt, which causes the world to get hotter, etc... This is an example of a positive feedback loop, in which heat produces more heat.

Similarly, there are other climate systems that can get caught in feedback loops. There are many gases that, like carbon dioxide, contribute to global warming. Some of these gases are trapped in the frozen tundra across Alaska, Canada, Russia, and other northern lands. This soil, whose temperature is below freezing, is called permafrost. When permafrost melts, much of this gas is released into the atmosphere. This causes the atmosphere to warm up, which melts more permafrost, which heats up the atmosphere, etc... Again, a feedback loop ensues, in which a warm climate leads to the creation of an even warmer climate.

A more complex example of a similar phenomenon involves the Amazon rainforest. When temperatures rise, the rainforest experiences more droughts and wildfires. This causes more trees to burn down. Just as when humans burn fossil fuels, the burning of trees causes large amounts of carbon dioxide to be released into the world. Trees play two important roles in preventing global warming: they help absorb carbon dioxide, which prevents it from trapping heat in the atmosphere, and rainforest trees help pump water into the atmosphere. When trees burn down, less water is

pumped into the atmosphere, which leads to less rainfall, which leads to more trees burning - which leads to more carbon dioxide being produced. These are both examples of positive feedback, but feedback can be negative too. When negative feedback occurs, an original effect is diminished.

Both positive and negative feedback loops can occur in all kinds of Earth systems, not just in a system related to the climate. For example, the relationship between different species of animals is a kind of system as well. Periodically, the populations of certain animals will wax and wane. In some cases, the population of a species can become stuck in a negative feedback loop. This can occur if a predator becomes too powerful and its prey becomes too weak. For example, in the early 19 century, humans began hunting a species of bird known as passenger pigeons. Soon, fewer birds existed, which made it more difficult for the species to mate. As mating declined, fewer birds were born, which made it still more difficult for the birds. This created a negative feedback loop in which the population of the birds continued to fall until they are now extinct.

While scientists understand some of how these feedback loops work, they lack a deep knowledge of them, making them extremely unpredictable. This is because, like any complex system, these feedback loops include many variables. Many of these systems are also interdependent, which means that many of these feedback loops affect each other. For example, when permafrost melts, it makes the whole world hotter, not just the area around the permafrost. And these changes are not just limited to temperature. Changes in the amount of rainfall an area receives can lead to changes in its atmosphere. This, in turn, can affect the Earth's temperature, which can affect how much ice melts, which can affect how much rain falls, and so on. So, a small change to a very complex system can lead to very big consequences. This makes predicting the behavior of large systems incredibly difficult.

Some skeptics about climate change point to this uncertainty as a way of casting doubt on whether the world is actually warming. However, being unable to predict the effects of climate change does not mean that it is not happening. Think back to Broecker's analogy. If you poke a wild animal with a sharp stick, you may not be able to guess exactly how it will react. However, even if you don't know precisely what the animal will do - it may bite you or scratch you or just growl - it's still a very bad idea to provoke it.

Scientists continue to debate exactly what happens as the Earth's temperature rises. Among the most popular ideas are that dry areas will become increasingly dry, while wet areas will become increasingly wet; oceans, seas, and lakes will rise; and glaciers, ice caps and snow-covered areas will become smaller. However, many climate scientists agree that a potential way of reducing the effects of climate change is to cut down the amount of carbon dioxide in the atmosphere.

| Name: | Date: |  |
|-------|-------|--|

- 1. According to the passage, which gas is generated in especially large amounts when we burn fossil fuels?
  - A. carbon dioxide
  - B. methane
  - C. carbon monoxide
  - D. sulfur dioxide
- 2. The increase of carbon dioxide in the atmosphere has had which effect on the Earth's climate?
  - A. Average rainfall has decreased.
  - B. Extreme weather has become less common.
  - C. The Earth's temperatures are rising.
  - D. The Earth's temperatures are falling.
- **3.** Arctic ice plays an important role in cooling the Earth. Which evidence from the passage best supports this statement?
  - A. In the last 30 years, more than one-third of the ice that appears in the Arctic during the summer has melted away.
  - B. Arctic ice reflects the Sun's light.
  - C. When Arctic ice melts, it reveals more of the darker-colored land or ocean water.
  - D. Darker-colored land absorbs the Sun's light, causing the climate's temperature to increase.
- **4.** Some of the gases that contribute to global warming are trapped in permafrost. When permafrost melts, many of these gases are released into the atmosphere. This leads to an increase of the atmosphere's temperature, which causes more permafrost to melt.

What type of feedback loop is this an example of?

- A. negative feedback loop
- B. complex feedback loop
- C. both a positive and negative feedback loop
- D. positive feedback loop

| 5.  | What  | is the | main  | idea | of this | passage? |
|-----|-------|--------|-------|------|---------|----------|
| - C | vviiu | 10 HIC | TITLE | Juca |         | passage: |

- A. Climate change is a complex and unpredictable process involving feedback loops.
- B. Disagreements about climate change have prevented scientists from finding real solutions to global warming.
- C. Wallace Broecker's theory may have been incorrect, but he presented some worthwhile ideas.
- D. Climate change can be completely reversed if carbon dioxide production is changed.
- 6. Read the following sentences: "Some scientists expect an increase in so-called 'extreme weather' events, such as hurricane and floods. Others foresee a rise in levels of sea water."

| vvnich word could best replace " <b>roresee</b> " as used in this sentence?                                   |           |
|---|-----------|
| A. forecast   |           |
| B. glimpse  |           |
| C. pretend  |           |
| D. discover   |           |
| 7. Choose the answer that best completes the sentence below.  |           |
| Trees play important roles in preventing global warming,carbon dioxide and pumping water into the atmosphere. | absorbing |
| A. thus   |           |
| B. finally  |           |
| C. as a result  |           |
| D. including  |           |
| 8. How does carbon dioxide increase the Earth's temperature?  |           |

| ReadWorks <sup>1</sup>          | Is the Earth Getting Warmer? - Comprehension Questions |
|---------------------------------|--|
| 9. What is a feedback loop?     |  |
|                                 |  |
|                                 |  |
|                                 |  |
| ·                               |  |
|                                 |  |
|                                 |  |
| 10. How can heat produce more h | heat? Use information from the passage to support      |
| your answer.                    |  |
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# 7th Grade Social Studies Day 1

NAME \_

networks

#### East Asia

Lesson 1: Physical Geography of East Asia

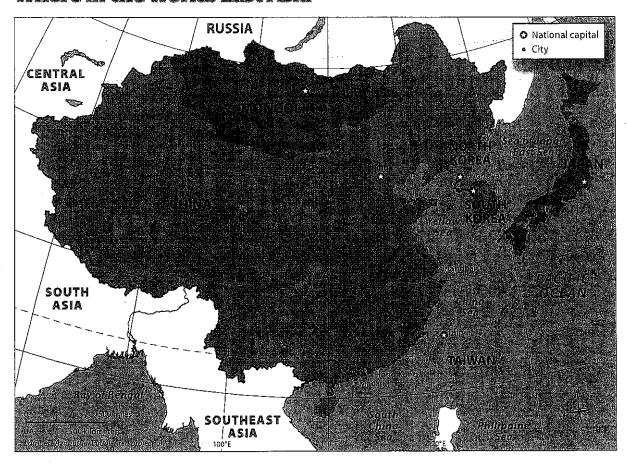
#### **ESSENTIAL QUESTION**

How does geography influence the way people live?

#### Terms to Know

de facto actually; in reality archipelago a group of islands tsunami a giant ocean wave caused by an earthquake under the ocean floor loess a fine-grained, fertile soil deposited by the wind

#### Where in the World: East Asia



#### Lesson 1: Physical Geography of East Asia, continued

#### Landforms and Waterways

**Guiding Question** What are the main physical features and physical processes in East Asia?

East Asia is made up of six countries: China, Japan, Mongolia, North Korea, South Korea, and the de facto country of Taiwan. A **de facto** country is one that is not legally recognized. The region's largest country, China, is the world's fourth-largest country in land area.

Mainland East Asia, which includes China and Mongolia, can be divided into three subregions like steps. The highest step is the Plateau of Tibet. Much of it is more than 2.5 miles (4 km) above sea level. High mountains circle the plateau of Tibet. The Kunlun Shan range is on the north. On the south are the Himalaya, the tallest mountains in the world.

The middle step is north and east of Tibet and has lower mountains and plateaus. Much of the land to the north is desert or near desert. Land along the southern part is forested. There are deep canyons where the land descends from Tibet.

Low hills and plains form the third and lowest step, which covers most of the eastern third of China. Most Chinese people live on these plains.

In addition to the mainland, East Asia includes a large peninsula between the Yellow Sea and the Sea of Japan (East Sea). It is home to two countries, North Korea and South Korea. The peninsula is mountainous in the northeast. In the south and west, broad plains stretch between the mountains and the coast.

Japan is an **archipelago**, or chain of islands, along the eastern edge of the Sea of Japan. It is roughly 1,500 miles (2,414 km) long, and consists of four large islands and thousands of smaller ones. The islands of Japan are part of the Ring of Fire, which nearly encircles the Pacific Ocean. The islands were formed by volcanic eruptions millions of years ago. Mount Fuji, a beautiful, coneshaped volcano, is a well-known symbol of Japan.

Japan is one of the most earthquake-prone countries in the world. When an earthquake occurs below or close to the ocean, it can cause a **tsunami**. This is a huge wave that gets higher as it approaches the coast. Tsunamis can wipe out coastal cities and towns.

Hundreds of miles southwest of Japan's main islands lies another large island, Taiwan. Like Japan, it was formed by volcanic activity. Mountains stretch the length of the island. On the western side of the island there is a gentler slope than on the steep eastern side. Broad plains spread across the western part of the island.

#### ΝÜ

#### Defining

**1.** What makes Taiwan a *de facto* country?

# [2] Identifying

2. What are the three geographic subregions of mainland East Asia?

|      |      | <br> |
|------|------|------|
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|      |      |      |
|      |      |      |
| <br> | <br> | <br> |
|      |      |      |

# **2** Explaining

**3.** How did Japan's archipelago form?



# Marking the Text

4. Read the text on the left. Highlight the names of the East Asian countries that are not found on the mainland.



# Marking the Text

**5.** Underline the definition of a *tsunami*.

#### Lesson 1: Physical Geography of East Asia, continued

| Reading<br>Progress Check  |
|--|
| Vhat are some ways<br>he people of East Asia<br>depend on rivers?  |
|  |
| Marking the<br>Text  |
| lead the text on the ight. Highlight the najor factors that offer the limates in East Asia.                          |
| Contrasting  |
| low do the climates of<br>last Asia's island and<br>peninsula areas differ<br>rom climates of the<br>nainland areas? |
|  |
| Reading<br>Progress Check  |
| low do the Himalaya<br>ffect the climate of<br>he Plateau of Tibet?  |
|  |
|  |

Four seas sit along the eastern edge of East Asia. The South China Sea lies between southeastern China and Taiwan. The East China Sea lies between China and Japan. In the north, it meets the Yellow Sea, which is shaped by the Korean Peninsula and the northeastern coast of China. Farther north, Japan, the Korean Peninsula, and the Asian mainland nearly surround the Sea of Japan (East Sea).

East Asia's two most important rivers are the Huang He (Yellow River) and the Chang Jiang (Yangtze River). The Huang He gets its name from yellow-brown silt called **loess**. Silt deposited by floods has created a broad, fertile plain that has some of China's best farmland. These floods have also caused much damage and loss of life. The Chang Jiang is the longest river in Asia and China's principal waterway. It also provides water for rice farming.

Japan's major rivers are short, steep, and swift. Most of them generate hydroelectric power. The main rivers of the Korean Peninsula flow from inland mountains toward the Yellow Sea. North Korea's longest river, the Yalu, forms the country's border with China.

#### Climate

**Guiding Question** What are the main factors that affect climate in different parts of East Asia?

Climates in East Asia vary greatly because of several factors:

- Latitude: The region spans a great distance from north to south.
- Elevation: Two areas at the same latitude can have very different climates if one is higher than the other.
- Air masses: Cold, dry, polar air spreads from northern Asia in colder months. Warm, moist, tropical air spreads northward and eastward from the Pacific Ocean in warmer months.

Southeastern China is hot and rainy much of the year, with lush vegetation. To the north, there is more seasonal variation. Taiwan, Japan, and the Korean Peninsula are generally wetter and have milder temperatures than mainland areas at the same latitudes.

The climate in Mongolia and north-central and northwestern China is dry. Winters are bitterly cold. This region includes the Gobi Desert and the Taklimakan desert, as well as treeless grasslands.

The Plateau of Tibet in southwestern China also has a dry climate. The Himalaya block moist air flowing northward from the Indian Ocean. Because of the elevation, the plateau is cold and windy throughout the year.



# Lesson 1: Physical Geography of East Asia, continued

#### Natural Resources

**Guiding Question** What mineral resources are most abundant in East Asia?

China holds the greatest share of the region's resources. Japan is one of the world's leading industrial countries, but has few mineral resources. It must import many raw materials. Taiwan, another major industrial country, also has limited resources and must import minerals to meet demand.

|       | Mineral Resources in East Asia                      |
|-------|---|
| China | tin, lead, zinc, iron ore, tungsten, other minerals |
| Japan | coal, copper, some iron ore, other minerals         |

The largest deposits of fossil fuels are in China. China is the world's largest producer of coal. It also has large oil and natural gas reserves under the South China Sea and in the Taklimakan desert in the far west. Despite these resources, China still cannot meet all of the energy needs of its growing economy. Both China and Japan use hydroelectric dams to produce electricity.

Eastern China was once covered by forests, but people cut trees down for heating, building, and to create farmland. Today, forests cover less than one-sixth of the country. More than half of Taiwan is covered in forests. However, much of the forested land is protected, so Taiwan must import wood. Almost two-thirds of Japan is forested. Logging is limited because the Japanese consider many forest areas to be sacred. In the Korean Peninsula, many trees have been cleared for farmland. About three-fourths of North Korea is forested.

#### · Marking the Text

10. Read the text on the left. Highlight the names of two major industrial countries in East Asia that must import most of their raw materials.

# Reading Progress Check

11. Why is it necessary for people in Taiwan and Japan to import wood products?

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### Writing

#### Check for Understanding

| 1. | nformative/Explanatory Summarize the way mineral resources are distributed among the |
|----|--|
|    | countries of East Asia.  |
|    |  |

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every body P<u>roofrea</u>d the following news article. I have underlined errors to give you a hint. Correct each error above

the line. The error in the title was fixed for you. There are twenty underlined things for you to fix. PRE-AP students should also write an MLA citation at the bottom.

# When cyberbullying become criminal by Rachel Hoffmeyer, Joan Early Friday, May 11, 2012

Arkansas is one of just a few states in the nation <u>that have</u> a cyberbullying law on the books which <u>mean</u> kids as young as 10 <u>years' old</u> can be arrested for repeated threatening behavior online.

Sadly, those <u>kind</u> of exchanges happen every day across the country. More often than not, parents have no idea <u>his or her</u> kids are involved. When they escalate to a certain level, parents do need to <u>know and</u> in a few cases, police and prosecutors need to step in.

Larry Jegley, Pulaski County Prosecuting Attorney, <u>have</u> seen a number of cases involving <u>juvenile</u> and cyberbullying.

"Certainly you cross a line when fighting words are used, when a threat of physical harm or property destruction or anything like that is <u>made</u>, <u>just</u> ugly, hurtful words are one thing, but threats and intimidation <u>is</u> really where you cross the line," said Jegley.

Electronic bullying cases are fairly easy to investigate due to the nature of the crime. Everything in the online world was traceable. Sergeant Cassandra Davis with Little Rock Police points out parents need to emphasize that fact with their kids'. They need to make sure their kids know they words can be used against them in a court of law.

"Once it is in writing, there's <u>evidence so</u> we can use it as evidence. It can be printed out and kept as evidence, so we can use it against you," said Sergeant Davis.

The Little Rock Police Department classifies cyberbullying cases as harassing communications, a charge which carries a fine of up to \$2,500 and a year in jail. Sergeant Davis said extreme cases could even include felony charges.

The more informed you kids are, the safer he'll be. Be sure they realize cyberbullying can take many forms including:

- Impersonation when someone's online account is hacked and embarrassing, hurtful, or threatening messages are sent
- Flaming online bashing and fighting
- Outing when someone is tricked into revealing secrets or embarrassing information.

No matter the form, Jegley said <u>parent's</u> need to monitor their <u>kid's</u> online activities and realize that when they get out of hand, there can be serious repercussions.

"That's when it gets to the point that the law needs to step in and say stop it. Decent people don't live like this," said Jegley.

If [you or] your child is the victim of repeated, threatening behavior online, you should contact your local police department or prosecuting attorney's office.

| DON'T MISS OUT | Stay Connected with KATV |
|----------------|--------------------------|
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Only correct
punctuation
errors in quotes.
Don't correct
spoken errors.

instead, write the word [sic]

ding and Subtracting Integers

$$-2 + (-3)$$

2. 
$$8-7+4$$

3. 
$$8 + (-5)$$

4. 
$$15 + (-3)$$

6. 
$$7 + (-10)$$

8. 
$$-12 + 14$$

Find each difference.

10. 
$$-4 - 15$$

11. 
$$21 - (-7)$$

19. 
$$-12 - (-21)$$

Fig. The value of each expression.

25. 
$$3+8+(-4)$$

**26.** 
$$2 + |-3| + (-3)$$

**28.** 
$$56 + (-4) + (-58)$$

**29**. 
$$-4 - 3 + (-2)$$

30. 
$$|-8| - 15 + (-8)$$

Use >, <, or = to complete each statement.

11. 
$$-9 - (-11) \bigcirc 0$$
 32.  $-17 + 20 \bigcirc 0$ 

**32**. 
$$-17 + 20$$

**33.** 
$$11 - (-4)$$
 0 **34.**  $-19 + 16$  0

37. 
$$-28 - (-28)$$

35. 
$$28 - 19$$
 0 36.  $52 + (-65)$  0 37.  $-28 - (-28)$  0 38.  $-28 - (-53)$  0

olve.

- 9. The highest and lowest temperatures ever recorded in Africa are 136°F and -11°F. The highest temperature was recorded in Libya, and the lowest temperature was recorded in Morocco. What is the difference in these temperature extremes?
- 40. The highest and lowest temperatures ever recorded in South America are 120°F and -27°F. Both the highest and lowest temperatures were recorded in Argentina. What is the difference in these temperature extremes?

Pearson Education, Inc., publishing as Pearson Prentice Hall

# Reteaching 2-3

#### Solving Equations by Adding or Subtracting

Follow these steps to solve equations.

Solve: 
$$n + (-2) = 11$$

Solve: 
$$n - 6 = -36$$

① Use the inverse operation on both sides n + (-2) - (-2) = 11 - (-2) of the equation.

$$n - 6 + 6 = -36 + 6$$

$$\uparrow \qquad \uparrow$$

2 Simplify.

$$n = 13$$

$$n = -30$$

3 Check.

$$n + (-2) = 11$$
  
 $13 + (-2) \stackrel{?}{=} 11$   
 $11 = 11 \checkmark$ 

$$n - 6 = -36$$

$$-30 - 6 \stackrel{?}{=} -36$$

$$-36 = -36 \checkmark$$

Solve each equation. Check each answer.

1. 
$$n + 6 = 8$$

$$n + 6 - 6 = 8 - \dots$$

$$n = \underline{\hspace{1cm}}$$

2. 
$$n - 3 = 20$$

$$n-3+$$
 = 20 + 3

3. 
$$n - (-3) = -1$$

$$n - (-3) + \underline{\hspace{1cm}} = -1 + \underline{\hspace{1cm}}$$

$$n = \underline{\hspace{1cm}}$$

$$(4, -2 = n + 5)$$

$$-2 - \underline{\hspace{1cm}} = n + 5 - \underline{\hspace{1cm}}$$

5. 
$$n - (-4) = -2$$

$$n - (-4) + \underline{\hspace{1cm}} = -2 + \underline{\hspace{1cm}}$$

**6.** 
$$n - 16 = -23$$

$$n - 16 + \underline{\hspace{1cm}} = -23 + \underline{\hspace{1cm}}$$

$$n = \underline{\hspace{1cm}}$$

Use a calculator, pencil and paper, or mental math. Solve each equation.

7. 
$$n+1=17$$

8. 
$$n - (-6) = 7$$

9. 
$$n - 8 = -12$$

10. 
$$n - 19 = 34$$

11. 
$$61 = n + 29$$

12. 
$$n + 84 = 131$$

13. 
$$-13 = n + 9$$

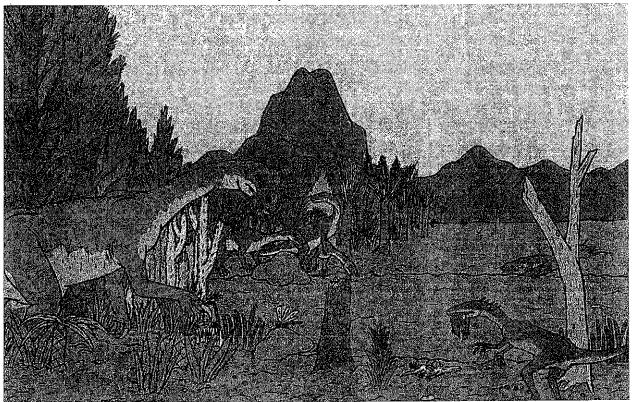
14. 
$$-18 = n - (-5)$$

15. In track practice Jesse ran a mile in 7 minutes. His mile time was  $2\frac{1}{2}$  minutes faster than Michael's time. Write and solve an equation to calculate Michael's mile time.



# The History of Planet Earth

by ReadWorks



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

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

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

Erosion is an example of a slow process that changes the surface of the earth. Think of a windy beach, how sand from the beach is carried toward the dunes or, depending on the behavior of the wind, how the sand from the dunes is carried further down the beach. We can see and feel the sand moving over the land and through the air, but the long-term effects of that movement won't be visible for years.

The earth's surface is also made up of very slowly moving parts, called tectonic plates. These plates fit like puzzle pieces and make up the outermost layer of the planet. When this layer moves around, it can cause earthquakes and volcanic eruptions. It's very easy to spot these changes as they're happening! In fact, we have to be very careful and prepare for them in advance, and take

safety measures before and after they occur.

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

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

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

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

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

| Name: | Date: |  |
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- 1. How much has the earth changed in its history?
  - A. a lot
  - B. a little
  - C. not at all
  - D. not enough for anyone to notice
- 2. Two effects mentioned in this passage are earthquakes and volcanic eruptions. What is their cause?
  - A. wind that blows sand from one place to another
  - B. water dripping from one surface onto another
  - C. the construction of houses, movie theaters, and bridges
  - D. the movement of the earth's outermost layer
- **3.** Some of earth's changes take place too slowly for people to notice them happening.

What evidence from the passage supports this statement?

- A. Changes like earthquakes and volcanic eruptions are not everyday events, but they are easy to spot when they are happening.
- B. People notice changes glaciers have made to the size and shape of earth's oceans after the changes have taken place.
- C. Earth's history goes back billions of years, and a lot of changes, both fast and slow, have taken place over that period of time.
- D. People sometimes influence earth's natural processes on purpose by speeding them up, slowing them down, or manipulating them in other ways.
- 4. What is an example of change on earth that people can see happening?
  - A. glaciers changing the size and shape of earth's oceans
  - B. sand blowing from one part of a beach to another
  - C. tectonic plate movement changing the location and shape of earth's continents
  - D. tectonic plate movement changing the location and shape of earth's oceans

| ReadWorks  | The History of Planet Earth - Comprehension Questions |
|--|---|
| 5. What is this passage mainly about?  |   |
| A. glaciers and erosion  |   |
| B. landslides and earthquakes  |   |
| C. changes in the earth  |   |
| D. changes in the human body   |   |
| 6. Read the following sentences: "Water, water the earth, constantly moving all around us earth's crust creates rapid changes in the volcanoes, landslides and earthquakes." | . Activity just beneath the <b>surface</b> of the     |
| What does the word "surface" mean in the   | e sentences above?                                    |
| A. a process that changes the shape of   | the earth   |
| B. an effect that takes many years for pe  | eople to notice                                       |
| C. the middle or central part of somethin  | ng .  |
| D. the outer layer or part of something  |   |
| 7. Choose the answer that best completes   | the sentence below.                                   |
| The earth is shaped by the movement of cice.   | lifferent forces, water, wind, and                    |
| A. never   |   |
| B. instead   |   |
| C. finally   |   |
| D. including   |   |
| 8. How do humans influence the earth's na  | atural processes?                                     |
|  |   |
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| keadWorks"         |                    |                 | ne History of Planet Earth - C |              |
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| . How are change   | es in the earth si | milar to change | s in human beings?             |              |
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| 0. The passage d   | lescribes some     | ways that chan  | ges in the earth and           | changes in   |
| eople are similar. | . What are some    | ways that char  | nges in the earth and          | d changes in |
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# 1/ 4h Grade Social Studies

| NAME _ | DATE | CLASS |
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Day 1



#### East Asia

Lesson 2: History of East Asia

#### **ESSENTIAL QUESTIONS**

What makes a culture unique? • How do cultures spread?

#### Terms to Know

dynasty a line of rulers from a single family that holds power for a long time

shogun a military leader who ruled Japan in early times

samurai a powerful, land-owning warrior in Japan

**sphere of influence** an area of a country where a single foreign power has been granted exclusive trading rights

communism a system of government in which the government controls the ways of producing goods

# When did it happen?

|   | 1250   | 1500<br>34<br>24<br>25<br>24<br>25<br>24<br>25<br>24<br>24<br>24<br>24<br>24<br>24<br>24<br>24<br>24<br>24<br>24<br>24<br>24 | 17/50                                      | 2000<br>A A A  |
|---|--|--|--|--|
| 1766 B.c. Rule of China's Shang dynasty begins  c. 550 B.c. Confucius | A.D. 935 Wank<br>Kon renames<br>kingdom Koryo<br>(Korea)   | <b>1192</b> Shoguns<br>begin rule of<br>Japan  | dropped<br>Hiroshim<br>Japan su            | omic bombs<br>on<br>na, Nagasaki;<br>rrenders,<br>Vorld War II |
| is born  c. 200 B.c. Travel on the Silk Road begins                   | <b>1001</b> Japan's <i>I</i><br>Shibubi writes<br>of Genji | s The Tale 🚁 sei   | <b>27</b> Communists<br>ze power in<br>ina | <b>2011</b> Earthquake, tsunami strike Japan                   |

# Defining 1. How did a new dynasty form?

#### Early East Asia

**Guiding Question** What important inventions from East Asia spread across the rest of the world?

Chinese civilization is over 4,000 years old. For many centuries until the early 1900s, emperors or empresses ruled China. A **dynasty**, or line of rulers, held power until it was overthrown. Then a new leader would start a new dynasty. Under the dynasties, China developed an advanced culture and conquered neighboring lands.

#### Lesson 2: History of East Asia, continued

The Chinese tried to keep out foreign invaders. Most of its borders were natural barriers such as seas, mountains, and deserts. To the north, the Chinese built the Great Wall for protection, beginning about 2,200 years ago. Over the centuries, it grew to stretch thousands of miles from the Yellow Sea in the east to the deserts in the west. It remains in place today.

A great thinker named Confucius believed in the importance of the family. He thought a ruler should lead as though he were the head of a family. He founded the belief system called Confucianism. Another thinker, Laozi, founded a belief system called Daoism. It taught that people should live in harmony with nature. A third belief system, Buddhism, came to China from India.

Under the Han dynasty (202 B.C.-A.D. 220), the arts and sciences flourished. The process of making paper was invented, and officials began keeping paper records. Han rulers encouraged trade along the Silk Road. This was a caravan route that stretched between China and Southwest Asia, into Europe and South Asia. The Chinese sent silk, tea, spices, paper, and fine porcelain west as far as the Mediterranean in exchange for wool, gold, and silver.

New inventions changed life for the Chinese people and became important around the world.

|                  | Chinese Inventions                     |
|------------------|--|
| Printing         | made producing books faster and easier |
| Gunpowder        | used in explosives and fireworks       |
| Magnetic compass | helped sailors find direction at sea   |

Korea was settled by people from northern Asia. In the 1200s, Mongols invaded China and Korea. They were driven out at the end of the 1300s and a new Korean dynasty came to power. It stayed in power until modern times. In the A.D. 300s Buddhism spread to Korea from China. Later, Confucianism became the major religion.

Korean writing used Chinese characters, and Korean artists and writers were inspired by Chinese art and literature. Korean rulers adopted Confucianism as a basis of government. In some periods China provided military protection, but in others Koreans feared Chinese invasion.

The Japanese islands were settled by people from Korea and China. Close ties with China led to a flow of ideas and culture that transformed Japan. The Japanese used the Chinese calendar and the Chinese system of writing. They adopted Chinese technology. Buddhism spread to Japan from Korea. There it mixed with a Japanese religion called Shinto.

#### Marking the Text

2. Read the text on the left. Highlight the names of three major belief systems that were important in China.

# 2.7

# Drawing Conclusions

3. Besides physical goods such as silk and gold, what else might have been exchanged over the Silk Road?

# **Explaining**

4. How did Buddhism spread across East Asia?

| Reading<br>Progress |       |
|---------------------|-------|
| <b>Progress</b>     | Check |

**5.** What are some ways in which China influenced Japan?

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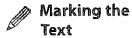
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#### Lesson 2: History of East Asia, continued

| Name of |  |
|---------|--|
|         | Analyzing  |
| 6.      | What is the relationship between samurai and shoguns?  |
| Ø       | Marking the<br>Text  |
| 7.      | Read the text on the right. Underline the sentence that explains what spheres of influence are |

# Reading Progress Check

| 3. | How was Korea affected by Japanese expansion? |
|----|---|
|    |   |



 Read the text on the right. Underline the sentences that describe results of China's Great Leap Forward. Japan was ruled by emperors. Over time, they began to lose power, and landowning families set up a feudal system. Under this system, nobles gave land to lesser nobles in exchange for their loyalty and military service. At the bottom of the social ladder were the peasants who farmed nobles' estates in exchange for protection. By the 1100s, a military leader called the **shogun** held the real power in Japan. He was supported by landowning warriors called **samurai**.

#### Change in East Asia

**Guiding Question** How did increased contact with the West influence the region?

Until the 1500s, East Asia was isolated from the rest of the world. By the 1890s, European governments and Japan had claimed large areas of China as **spheres of influence**. These are areas of a country where one foreign power has exclusive trading rights. Anger against foreign invaders helped lead to a revolution in 1911. By 1927, a new government was formed by the Nationalist Party, led by Chiang Kai-shek. The new government was challenged by Mao Zedong, who believed in **communism**, a system in which the government controls all means of production. After years of civil war, the Communists won power in 1949.

Around 1542, a Portuguese ship heading for China was blown off its course and landed in Japan. It was followed by more traders and Christian missionaries. By the early 1600s, Japan's rulers decided to isolate Japan. In 1854 the United States pressured the Japanese to open their country to foreign trade. Japan set out to transform itself into a modern industrial and military power and began to create an empire. By 1940, Japan controlled Taiwan, Korea, parts of mainland Asia, and some Pacific islands. This expansion was one reason that Japan fought the United States and its allies in World War II.

#### Modern East Asia

**Guiding Question** What conflicts divided East Asian countries? After 1949, China became "two Chinas." On the mainland, the Communist government took over businesses and industry. It also took land and created state-owned farms. In the late 1950s, China introduced the Great Leap Forward to increase industrial output. Cities grew fast as peasants left the land to work in factories. A drop in food production and natural disasters led to widespread famine.

#### Lesson 2: History of East Asia, continued

During China's Cultural Revolution in the 1960s, intellectuals and students were sent to the countryside to work in manual jobs. Mao hoped to get rid of cultural elements that did not support his idea of communism. After Mao's death in 1976, economic reforms have helped China become a rising global power.

Taiwan's government limited the freedom of the people. By 1970, however, its leaders had introduced democratic reforms and developed an economy based on capitalism. The island became an economic powerhouse.

| That he was a second of the se | Chinas Charles                        |
|--|---------------------------------------|
| People's Republic of China   | Republic of China                     |
| · Communist government   | Nationalist government                |
| <ul> <li>Located on mainland</li> </ul>  | <ul> <li>Located on Taiwan</li> </ul> |

Following World War II, Korea was divided. South Korea was supported by the United States. Communist North Korea had ties to China and the Soviet Union. War between the two broke out in 1950 when North Korea invaded South Korea. The war ended in 1953. South Korea has followed capitalism and built a strong economy. North Korea's economy is controlled by the government. Its people face many hardships because most resources go to the military.

After being defeated in World War II, Japan lost its overseas territories and military might. The government worked closely with businesses to plan the country's economic growth. The Japanese became leading producers of ships, cars, cameras, and computers. By the 1990s, Japan was a global economic power.

|     | Contrasting        |
|-----|--------------------|
| 10. | How do North Korea |
|     | and South Korea    |
|     | differ?            |
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|     | Reading            |
|     | Progress Check     |
|     |                    |
| 11. | Why did China's    |
|     | economy grow after |
|     | the 1970s?         |
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# Writing

#### **Check for Understanding**

- **1. Informative/Explanatory** Why did Europeans want access to China and Japan?
- 2. Informative/Explanatory What led to the creation of "two Chinas"?

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by Kathiann M. Kowalski

# The English

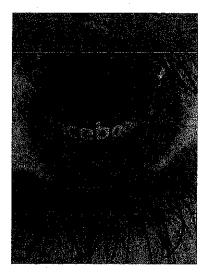
#### Keep personal information private-for your own good!

High school sophomore Karra H. never expected to see herself on a Web site featuring scantily clad teens. Yet there she was, wearing a bikini while holding a suggestive cheerleading pose.

The site's anonymous owner got most of the photos from teens' social media pages. While Nancy McBride at the National Center for Missing & Exploited Children feels the actions of the site's creator were wrong, she warns teens against posting revealing images in the first place. "Once it's out there, it's out there forever," says McBride. "Somebody else can go out there and grab it." In other words, protecting privacy starts with you.

#### Watch Out for Strangers-And 'Friends'

In Karra's case, the unknown Web site operator didn't contact Karra or use online information to track her down in real life. Strangers rarely physically assault teens they find or connect with online, but it has happened.



Jochen Luebke/Newscom

When some female friends told 17-year-old Eric M. in Utah that they had chatted online with unknown adults, he urged them to stop. "There are child molesters, and there are a lot of crazies out on the Internet," says Eric. "If you don't know someone, don't talk to them."

More often, teens hurt one another-or themselves. Cyberbullying can be both nasty and illegal. One 19-year-old New Jersey college student faced criminal charges after he tweeted about watching a roommate's romantic date via Webcam. Other teens use cell phone cameras and social media sites to share photos of their own private moments or illegal activities, such as underage drinking. Even if charges don't result, embarrassment can follow.

"One of the biggest mistakes that teens make is believing that the information that they post is private and just amongst their friends," explains Michelle Boykins at the National Crime Prevention Council. Anyone can copy and resend material. There's even less control over "friends of friends."

Teens are also targets for identity theft-the use of someone's personal information for fraud or crime. Last year about 8 percent of reported identity theft cases in the U.S. involved teen victims, says attorney Steven Toporoff at the Federal Trade Commission. That's roughly 18,000 cases. Adults in their 20s make up the biggest group of victims.

"Neglecting potential identity theft could really come back to bite you," stresses Toporoff. Many teens discover identity theft only later, when they apply for college loans or auto loans. By then, cleaning up credit reports can take hundreds of hours. Meanwhile, lenders delay extending credit.

"Facebook has become a gold mine and a giveaway for identity thieves," notes Neal O'Farrell at the Identity Theft Council in California. Some users post their full dates of birth, addresses, or phone numbers. Others disclose their places of birth, pet's names, favorite bands, or similar information. That data can help criminals recover someone's password for various accounts. "Identity thieves now have very sophisticated programs that scrape these pages of this information, join the dots, and then clone the identity," says O'Farrell.

Even teens who don't give away information can be vulnerable. Earlier this year, for example, criminals broke into servers for the Sony and Sega corporations, two leading game makers. The security breaches revealed data about millions of people.

Other criminals develop false identities with teens' and young children's Social Security numbers. When one study reviewed a database with information about 42,000 people age 18 and younger, 10 percent of those kids' Social Security numbers had already been used for loans or to open credit accounts. In most of those cases, some sort of identity theft had happened.

"Run a credit check on yourself," suggests O'Farrell. (The government requires the three companies that control individuals' credit information in the United States to provide you with a free report once a year.) If you don't have a credit card or loan yet, finding a report on yourself could signal a problem.

Review your social media page too. Delete anything that could help strangers impersonate or find you. "Unless it's someone I know, I don't freely give out any contact information," says 16-year-old Matt K. in New York. It's just as important that you remove anything that's inappropriate.

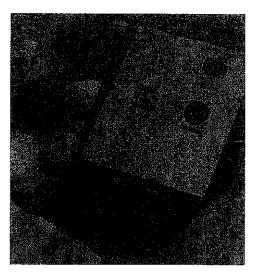
"You can't get away with any behavior you want online," stresses McBride. Don't post anything you wouldn't want parents, colleges, or potential employers to see. After all, says McBride, "this is a public forum."

#### Take These Steps Now

- · Don't strike up online relationships or give your contact info to strangers.
- · Never meet someone offline without a parent.
- · Disable location tagging on your phone's settings for photos and messages.
- · Trim your social media profile to the basics.
- Delete phone info from social media profiles, review your security settings regularly because sites sometimes change their defaults.
- Change passwords every 90 to 120 days. And use different passwords for different devices and sites.
- · When you get credit or debit cards, review statements and report inconsistencies right away.
- · Use secure web sites for any online purchases.
- · Even if you don't have a credit card, check to see whether you have a credit report at www.annual creditreport.com. (Beware of similar-sounding sites selling products.) Correct

- any problems.
- Above all, use good judgment. Keep your private life private.

#### Don't Let Geotagging Target You



Maurizio Gambarini/Newscom

Many mobile devices now include geotagging. The technology embeds specific location information into uploaded images or other material. For instance, if you have photos online showing the location of your home and then you make it known online that you're on vacation and your home is empty, thieves could take advantage. To keep your mobile phone photos from telling where you are, disable the feature in the device's settings.

#### Definition

#### noun

1. the crime of attacking someone.

Hitting someone is an assault.

an attack made by armed forces.

The army began its assault on the enemy base.

#### verb

1. to make an assault on; attack.

The strange man assaulted her as she was walking home.

#### Advanced Definition

#### noun

1. a violent physical or verbal attack.

His injuries from the assault in the park were very serious.

The candidate made an assault on his opponent's character.

2. an attack staged by armed forces, usu. resulting in close combat with the opposing forces.

The assault resulted in major casualties for both sides.

They staged their assault on the bridge in the early morning hours.

3. in law, an attempt or threat to hurt another person.

She was jailed for assault with a weapon.

4. rape.

He was accused of the assault on the teenager.

#### transitive verb

1. to stage an assault on; attack.

The army assaulted the fort.

#### Spanish cognate

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

- 1. Violent video games can be just as dangerous as the assault rifles used to gun down the enemy in Medal of Honor, some researchers say.
- 2. Strangers rarely physically assault teens they find or connect with online, but it has happened.
- 3. Unlike a verbal assault in the schoolyard, cyberbullying goes on with no one around to see who's sending the taunting texts and malicious Facebook postings.
- 4. The wicked heat, the ear-pounding noise, the stinging air the assault on Ken Sims's senses was almost unbearable.
- 5. But he wasn't skilled enough to make the team, and he certainly wasn't fast enough to avoid the assault.
- 6. Drug users are more likely to commit crimes such as theft or assault.
- 7. He took the scraper from his trunk and began to assault the front of the car.

ex

ploit

#### Advanced Definition

#### transitive verb

1. to turn to advantage or profit.

The country is attempting to exploit its vast mineral wealth.

2. to use to one's own advantage and to the disadvantage of the person or thing being used.

Desperate for work, the new immigrants were easily exploited as a cheap source of labor.

#### Spanish cognate

explotar. The Spanish word explotar means exploit.

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

- 1. "We bought this sugar shack, in part, to do research. Maple's potential as an ingredient hasn't been fully exploited yet."
- 2. She reminds us that this is how change happens not mainly through the exploits of the famous and the powerful, but through the countless acts of often anonymous courage and kindness and fellow feeling and responsibility that continually, stubbornly, expand our conception of justice our conception of what is possible.
- 3. The demand for furs in France was tremendous, and there was much wealth to be made by those who delivered quality pelts. Different Indian tribes and communities of the Pays den Haut viewed this as an opportunity to increase their wealth and power in the region and, therefore, sought out ways to strengthen alliances with the traders who exported, or shipped out, pelts to France. The main point of the matter is that neither side (French or Indian) was able to fully exploit the other.
- 4. As people involved in the global trade of cocoa began to find out about the slavery, child exploitation, and unsafe conditions on cocoa farms, they started to demand change. National and international regulations emerged to help regulate the labor and trade of other crops, such as coffee and tea.

illegal

le

gal

#### Definition

#### adjective

1. against the law or rules.

It is illegal to steal.

#### Advanced Definition

#### adjective

1. contrary to law, rules, or the like; unlawful.

He was arrested for illegal possession of a gun.

That is an illegal move in this game.

2. in computer science, not recognizable or acceptable in a computer program; not performable.

an illegal operation.

#### Spanish cognate

ilegal: The Spanish word ilegal means illegal.

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

- 1. The main threats to these animals are habitat loss and illegal hunting.
- 2. If the law passes, and takes away someone's rights, the Supreme Court can rule it is illegal.
- 3. Over time, illegal hunting and habitat loss caused many bears to die off.
- 4. She lived during a time when it was illegal to help slaves escape to freedom.
- 5. The WWF is helping governments in Africa to stop illegal hunting and to set up parks and protected areas for animals.
- 6. Many rain forest animals, like the lowland gorilla, are endangered because of illegal hunting.
- 7. Killing a bald eagle is illegal, or against the law.
- 8. The law made it illegal to kill or harm gray wolves.
- Researchers hope to create protected areas. There, logging and hunting would be illegal. That will help the experts save the species they have found while they continue to look for more.

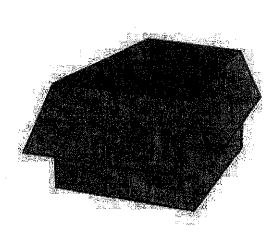
| Name:      | Date:   |
|------------|---|
| 1. What    | percentage of reported identity theft cases in the United States involve teen   |
| victims?   |   |
| A.         | 50%   |
| В.         | 8%  |
| C.         | 18%   |
| D.         | 10%   |
|            | uthor tries to persuade readers that protecting your privacy online is it. Which persuasive writing tactics does the author use to make his case? |
| A.         | statistics and facts  |
| В          | personal anecdotes  |
| C.         | direct quotations from experts in the field   |
| D.         | all of the above  |
|            | word would the author most likely use to describe the approach someone ake when posting information online?                                       |
| A.         | nervous   |
| ₿.         | bold  |
| C.         | cautious  |
| D.         | carefree  |
| 4. Read    | the following sentence:   |
| "Neglec    | ting potential identity theft could really come back to bite you,' stresses   |
| In this se | entence the word <b>stresses</b> means  |
| Λ          | worrion   |
|            | worries   |
|            | emphasizes  |
| U.         | . strains   |

D. says

| A. Going O                                | Inline? Beware of Th                    | nieves and Bullies                    |                     | •                                       |
|---|---|---------------------------------------|---------------------|---|
| B. Proper E                               | Etiquette for Faceboo                   | ok Usage                              |                     |   |
| C. Cyberbu                                | ullying: Trends, Prob                   | lems, and Solutio                     | ns                  |   |
| D. The Dov                                | wnsides and Challen                     | iges of the Interne                   | et .                |   |
| 6 What is one ex                          | vample of how toor                      | e use the interne                     | et and social media | for                                     |
| cyberbullying?                            | xample of now teen                      | is use the interne                    | and social media    | 101                                     |
| -,  |   |                                       |                     |   |
| <del> </del>                              | . 345                                   | ·                                     |                     |   |
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|   |   |                                       |                     |   |
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|   |   |                                       |                     |   |
|   |   |                                       | a kid's Facebook pa | age today that                          |
| would still be use                        | eful to the thief twer                  | ity years from no                     | W?                  |   |
|   |   |                                       |                     | <u> Partin Aggin Baggara at est per</u> |
|   |   | ·                                     |                     | •                                       |
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| <u> </u>                                  |   | <u></u>                               |                     |   |
| •   |   |                                       |                     |   |
| <b>8.</b> The question k                  | oelow is an incompl                     | lete sentence. Cl                     | hoose the word that | : best                                  |
| completes the se                          | entence.                                |                                       |                     |   |
| The author sugge                          | ests vou "trim vour                     | social media pro                      | file to the basics" | identity                                |
| thieves can't stea                        |   | social fricula pro                    |                     | identity                                |
|   | <b>y</b> = 5 15                         |                                       |                     |   |
|   |   | . *                                   |                     |   |
| A. wheneve                                | er e                                    |                                       |                     |   |
| B. so                                     |   |                                       |                     |   |
| C. but                                    |   |                                       |                     |   |
| D. because                                | <del>)</del>                            |                                       |                     | ·                                       |
|   | •                                       |                                       |                     | 4                                       |

5. What would another good title be for this passage?

Which object(s) would you use to make sure your belongings were not vulnerable
to theft?





| 10. How can you make yourself less vulnerable to someone stealing your identity? |  |         |          |         |
|--|--|---------|----------|---------|
|  |  | <u></u> | <u> </u> | <u></u> |
|  |  |         |          |         |

Trite a mixed number and an improper fraction for the model

below.

Practice 3-8







Write each mixed number as an improper fraction.

- 2.  $2\frac{3}{8}$  \_\_\_\_\_ 3.  $5\frac{1}{3}$  \_\_\_\_\_ 4.  $1\frac{7}{10}$  \_\_\_\_\_

- **6.**  $4\frac{5}{8}$  **7.**  $3\frac{5}{12}$  **8.**  $1\frac{15}{16}$

Write each improper fraction as a mixed number in simplest form.

- 10.  $\frac{25}{3}$  11.  $\frac{42}{7}$  12.  $\frac{18}{4}$  13.  $\frac{28}{6}$  

   14.  $\frac{27}{12}$  15.  $\frac{11}{6}$  16.  $\frac{20}{3}$  17.  $\frac{34}{8}$

- 18.  $\frac{125}{5}$  19.  $\frac{34}{7}$  20.  $\frac{40}{6}$  21.  $\frac{84}{12}$

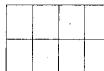
The distance around the inside of a shopping mall is  $\frac{12}{16}$  mi.

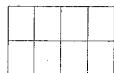
- 22. Juan jogged around the mall 4 times. How far did he jog?
- 23. Aaron walked around the mall 3 times. How far did he walk?

The distance around an indoor running track is  $\frac{1}{6}$  mile.

- 24. Aruna jogged around the track 16 times. How far did she jog?
- Theresa walked around the track 22 times. How far did she walk?
- Shade the figures below to represent  $3\frac{5}{8}$ . How many eighths are shaded?









#### Mixed Numbers and Improper Fractions

An improper fraction is greater than or equal to 1. Its numerator is greater than or equal to its denominator.

Improper fractions

A mixed number is the sum of a whole number and a fraction.

Mixed numbers 5<del>4</del> 1 =

To write a mixed number as an improper fraction:

Write the mixed number as a sum.

- Write both numbers as fractions.
- Add the fractions.

 $=\frac{6}{2}+\frac{1}{2}$ 

 $3\frac{1}{2} = 3 + \frac{1}{2}$ 

To write an improper fraction as a mixed number:

- ① Divide the numerator by the denominator.
- 2 Write the whole number, then the remainder over the divisor.

$$\begin{array}{ccc}
7 & & & & & \frac{3}{2} \\
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$$\frac{7}{2} = 3\frac{1}{2}$$

Write each mixed number as an improper fraction.

1. 
$$3\frac{1}{4} =$$
\_\_\_\_\_

2. 
$$2\frac{2}{3} =$$
\_\_\_\_\_

3. 
$$1\frac{3}{8} =$$

4. 
$$5\frac{2}{7} =$$

5. 
$$6\frac{3}{4} =$$
\_\_\_\_\_

**6.** 
$$1\frac{1}{9} =$$

7. 
$$4\frac{1}{2} =$$
\_\_\_\_\_

8. 
$$3\frac{4}{5} =$$

9. 
$$5\frac{1}{6} =$$
\_\_\_\_\_

10. 
$$3\frac{1}{3} =$$
\_\_\_\_\_

11. 
$$5\frac{7}{8} =$$

12. 
$$4\frac{1}{8} =$$

Write each improper fraction as a mixed number in simplest form.

13. 
$$\frac{14}{4}$$

14. 
$$\frac{12}{2} =$$

**15.** 
$$\frac{22}{5} =$$

16. 
$$\frac{16}{3} =$$
\_\_\_\_\_

17. 
$$\frac{47}{8} =$$

18. 
$$\frac{56}{7}$$
 =

19. 
$$\frac{17}{4}$$
 =

**20.** 
$$\frac{21}{6} =$$
 \_\_\_\_\_

**21.** 
$$\frac{13}{5}$$
 =

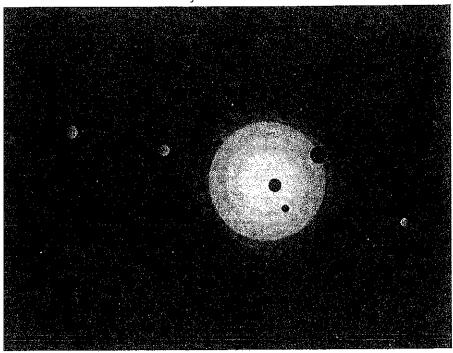
22. 
$$\frac{23}{4} =$$

23. 
$$\frac{13}{9} =$$

**24.** 
$$\frac{14}{2} =$$

### As Time Flies By

by ReadWorks



Numerous films and science-fiction novels have used time travel to send their characters to the past and the future. The technology to make time travel possible, of course, does not exist. But even if the technology needed to travel through the ages did exist, how would it actually work?

That question may not have a simple answer at the moment, but it does raise a lot of interesting points regarding what it means to "travel through time." For a regular student, one piece of this challenge that is easier to think about is not time at all-it's space.

In 2009, a blogger and scientist who goes by the username "Shechner" wrote a detailed examination of time travel in the film *Back to the Future*. The hero of that story, Marty McFly, travels from the year 1985 to 1955 by driving a car that has a time travel device built into it.

During an experiment at the Twin Pines Mall in Hill Valley, California, Marty videotapes the car as it accelerates to 88 miles per hour. Then it disappears in a burst of smoke and flames. One minute later, the car reappears precisely where it disappeared. It has traveled exactly one minute into the future.

The interesting thing that Shechner questioned when dissecting this moment is not whether it's possible for an automobile to travel one minute into the future or 30 years into the past. His question is about where the vehicle will end up: if you do travel through time, how can you be sure you'll end up in the exact same place that you left?

#### Minutes in Motion

Astronomers have spent centuries charting the stars and tracking the movements of planets across space and time. Hundreds of years of research and observations have given our civilization

the very idea of time, in the form of days and years.

A single day on Earth can be broken into daytime and nighttime. The passing of day and night is caused by the rotation of the planet. Every 24 hours, the earth makes one complete rotation on its axis. During this rotation, the parts of the earth that face toward the sun are in daytime. The parts of the earth facing away from the sun are in nighttime.

Just as the earth is rotating on its axis, it's also traveling through space. Our planet, along with all the other planets in our solar system, makes an orbit around the sun. The amount of time it takes for the earth to make one complete orbit is about 365 days. The way we measure years is based on how long it takes our planet to make it all the way around the sun.

While it's common to think that time is continuously moving forward, it's also possible to think time is the result of Earth's planetary motions. In this way, time is about tracking the position of the earth in space.

### Back to the Future or Flung Into Space?

Drawing on this knowledge about space and time, consider the case of Marty McFly,

In the film *Back to the Future*, Marty watches the time machine travel one minute into the future and appear in the exact same spot. Taking into account the movements of the earth, this seems impossible. If the planet is always rotating on its axis and at the same time always circling the sun, then the Twin Pines Mall parking lot wouldn't be in the same place it was just one minute earlier.

Just how far does the earth move in a single minute? According to Shechner's calculations, it moves precisely 1,123.17 miles. This number measures the speed of Earth's orbit around the sun as well as the speed of Earth's rotation on its axis. It may not seem like it, but every human being on Earth travels over 1,000 miles per minute through space, just by being on the planet. The only thing that stops us from flying off into the atmosphere is gravity.

If a time-traveling car cruises one minute into the future, then it could reappear a thousand miles away on another place on the earth's surface, a thousand miles away from the earth in space, or a thousand miles deep into the earth's crust. It's very unlikely, however, that the car would be fast enough to catch up with the movements of the planet to end up in the exact place where it disappeared.

This puzzle isn't enough to ruin *Back to the Future*, which is considered by some to be a classic of blockbuster films. And if time travel technology is invented someday, the scientists may rely on a theory of time that doesn't depend on our current understanding of space.

In the meantime, though, all of us on planet Earth will keep moving with Earth, experiencing the passing minutes and changing seasons.

| Name:                        | Date:   |
|------------------------------|---|
|                              | passage, time travel is closely related to which of the following?                      |
| A. cars                      |   |
| B. space                     |   |
| C. stars                     |   |
| D. computers                 |   |
| 2. When the author focus on? | describes the earth's movements around the sun, what does he                            |
| A. the way it aff            | ects how we measure time  |
| B. which forces              | cause the earth to move   |
| C. how Marty N               | 1cFly could travel faster than the earth  |
| D. why it takes              | a year to rotate around the sun   |
| 3. Films and novels          | use time travel to send characters to the past and future.                              |
| Which evidence in t          | the passage best supports this conclusion?  |
| A. The Twin Pir              | nes Mall is a fictional location.   |
|                              | s have spent centuries charting the stars and tracking the movements as space and time. |
| C. Marty McFly               | travels from 1985 to 1955 in Back to the Future.  |
| D. Back to the I             | Futureis considered by some to be a classic of blockbuster films.                       |
| 4. If the earth never        | r stops moving, what can you infer about time?  |
| A. It stops and              | starts.   |
| B. It goes both              | forward and backward.   |
| C. It moves fas              | ter on the Sun.   |
| D. It never stop             | s moving forward.   |
| <b>5.</b> What is the pass   | age mainly about?   |
| A. a real time tr            | avel experiment at the Twin Pines Mall  |
| B. how and why               | y humans measure time   |
| C. what Marty i              | McFly does when he arrives in the future  |

D. how time travel may relate to movement through space

**6.** Read the following sentence: "If a time-traveling car **cruises** one minute into the future, then it could reappear a thousand miles away on another place on the earth's surface, a thousand miles away from the earth in space, or a thousand miles deep into the earth's crust."

| As used in the passage, what does the word "cruises" more nearly mean?                     |
|--|
| A. travels   |
| B. stops   |
| C. explodes  |
| D. turns   |
| 7. Choose the answer that best completes the sentence below.                               |
| the author is focused on traveling through time, much of the article is about              |
| traveling through space.   |
| A. Obviously   |
| B. So  |
| C. But   |
| D. Even though   |
| 8. When Marty McFly's car travels a minute into the future, how far does it move in space? |
|  |
|  |
|  |

| ReadWorks*   | As Time Flies By - Comprehension Questions   |
|--|--|
| 9. What does Schechner's theory of time that cruises one minute into the future?               | e travel conclude about a time traveling car   |
| ·  |  |
|  |  |
|  |  |
|  |  |
| <b>10.</b> Explain whether the people who mad Shechner's theory of time travel. Use infanswer. | de <i>Back to the Future</i> would agree with formation from the passage to support your |
|  |  |
|  |  |

| · . | · |              |   |   |
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#### I'm Grade Social Studies

| NAME     | DATE | CLASS |
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Day3

#### East Asia

Lesson 3: Life in East Asia

#### **ESSENITIAL QUESTIONS**

Why do people trade? • How does technology change the way people live?

#### Terms to Know

urbanization growth of a city into nearby areas

megalopolis a huge city or cluster of cities with an extremely large population

trade deficit occurs when the value of a country's imports is higher than the value of its exports trade surplus occurs when the value of a country's exports is higher than the value of its imports

#### What Do You Know?

In the first column, answer the questions based on what you know before you study. After this lesson, complete the last column.

| La News Process |   | the Later |
|-----------------|---|-----------|
|                 | How have East Asia's cities changed in recent decades?            |           |
|                 | What belief systems do East<br>Asians practice today?             |           |
|                 | What have been the effects of rapid economic growth in East Asia? | ·         |

### Identifying

#### The People

**Guiding Question** What types of geographic areas in East Asia have the highest population densities?

Most people in East Asia live crowded together in river valleys, basins, deltas, or on coastal plains. The lands and climates there are favorable to agriculture and industry. These are some of the most densely populated areas on Earth.

China has had a large population for much of its history. By the middle of the 1900s, explosive population growth was causing many problems. In 1979, government policies encouraging families to have no more than one child helped slow China's growth. The 2010 census showed a population of 1.37 billion people. The east is much more densely populated than the west and northwest.

| i .      | What actions has            |
|----------|-----------------------------|
|          | China taken to slow         |
|          | the rate of population      |
|          | • •                         |
|          | growth?                     |
|          |                             |
|          |                             |
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Reading Essentials and Study Guide

#### East Asia

#### Lesson 3: Life in East Asia, continued

Population growth in other parts of East Asia also slowed at the end of the 1900s. Japan's low birthrate means that the average age of the population has increased. Nearly one-fourth of the population is 65 or older. Since the mid-1990s, Japan has encouraged more births. Soon the country could face a shortage of workers and have to allow more foreign workers into the country.

Throughout China's history, most of its people lived off the land as farmers. Economic reforms in the late 1970s, however, caused a surge of urbanization. Millions of peasants left their farms and moved to cities. Today, nearly half of the country's people live in cities. Shanghai is China's largest city. There are dozens of Chinese cities with population greater than 1 million.

| Shanghai  | 11 million |
|-----------|------------|
| Beijing   | 7 million  |
| Hong Kong | 5 million  |

Urbanization began earlier in other East Asian countries. In Japan, two-thirds of the people live in cities. The cities of Tokyo, Osaka, Nagoya, and Yokohama form a megalopolis, or supersized urban area, along the coast. Greater Tokyo, Japan's largest city, is home to 32 million people. As South Korea industrialized, more people moved to cities. Now, 83 percent of South Koreans live in urban areas. The capital, Seoul, has more than 10 million people. Across East Asia, the standard of living in cities is generally higher than that in rural areas.

#### **Culture in East Asia**

Guiding Question What are some of the cultural differences among East Asian countries?

In each East Asian country, most people are ethnically similar and speak the national language. The official language in China is Mandarin, but many dialects are spoken.

People practice many religions and belief systems. Buddhism is practiced throughout the region, often alongside other religions. The governments of China and North Korea limit religious practice, believing that religion has no place in a communist country. In recent decades this policy has been relaxed somewhat in China.

A number of art forms have long been popular in East Asia. Artists in China, Korea, and Japan paint the rugged landscapes of their countries. Their works reflect a special reverence for nature.

| ing and the policy of the last |  |
|--------------------------------|--|
| 7                              | Describing   |
| 2.                             | How is Japan trying to compensate for the rise in the average age of its people? |
|                                | Defining   |
|                                | What caused China's rapid urbanization?  |
|                                | Marking the  |

Read the text on the left. Highlight the names of the cities that make up Japan's megalopolis.

#### Reading **Progress Check**

| 5. | How can a country's   |
|----|-----------------------|
|    | growth rate influence |
|    | its economy?          |
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#### East Asia

Lesson 3: Life in East Asia, continued

| <b>海路路路</b> |  |
|-------------|--|
|             | Identifying                                |
| 6.          | What is calligraphy?                       |
|             |  |
|             | Analyzing                                  |
| <b>7</b> .  | How have East Asian<br>and Western popular |
|             | culture influenced each other?             |
|             |  |
|             | -  |
|             | & Maryleine the                            |
|             | Marking the Text                           |
| 8.          | Read the text on the right. Highlight the  |
|             | names of two<br>American sports that       |
|             | are popular in East                        |
| -           | Asia in yellow.<br>Highlight the names of  |
|             | two popular Asian sports in blue.          |
|             | Reading                                    |
|             | Progress Check                             |
| 9.          | Why is religious activity limited in       |
|             | China?                                     |
|             |  |
|             |  |
|             |  |

Ceramics and pottery have been important parts of East Asian art since prehistoric times. Weaving, carving, and lacquerwork are also important. In China and Japan, calligraphy—the art of turning the written word into beautiful images—is considered one of the highest art forms. East Asians have strong literary and theatrical traditions. Both Japan and China are famous for their traditional forms of theater.

East Asians have also developed new forms of expression. Today, Japan is known for anime, a type of animation. Comic books and cartoons using this style are popular all over the world. South Korean "K-pop" music is popular with the young in Japan and other countries. It has its roots in dance and electronic music from the West.

People in East Asia enjoy many pastimes. Millions practice traditional martial arts such as tai chi and tae kwon do. American baseball is popular in Japan, Taiwan, and South Korea. American basketball is a top sport in China.

The family has traditionally been the center of social life in East Asia. In rural areas, different generations of one family may share a home. As more people have moved into urban areas, some traditional attitudes have begun to change. East Asian cultures place a high value on education. Teachers are respected, and children are expected to work hard.

Rice and noodles are staples in the diets of most East Asians, but cuisine varies widely in the region. There are many varieties of Chinese cooking. Japanese foods often include seafood and tofu. Mongolian meals often feature meat and dairy products.

Holidays are important in East Asia. Families gather to remember ancestors and celebrate on New Year's in Japan and China (where it is called Spring Festival). In Korea the Harvest Moon Festival is similar to Thanksgiving in the United States.

#### **Current Issues in East Asia**

**Guiding Question** How do East Asian economies affect economies around the world?

Recent rapid economic growth has transformed East Asia. Today, only the United States has a larger economy than China and Japan. With growth have come problems. In China, factories, coal-burning power plants, and the growing number of cars and trucks have led to dramatic increases in air pollution. Rapid urban growth has eaten up valuable farmland, and many cities face water shortages.



#### East Asia

#### Lesson 3: Life in East Asia, continued

Japan has similar issues. Polluted air has caused acid rain and other problems, but Japan has tried to protect the environment. Earthquakes are a constant threat. In 2011 an earthquake in Japan killed thousands of people and damaged several nuclear power plants. It disrupted trade and manufacturing around the world.

Many of the goods manufactured in East Asia are shipped to the United States and Europe. Trade between China and the United States is not balanced. In 2010 the U.S. trade deficit with China rose to \$273 billion.

#### trade surplus

occurs when a country exports more than it imports

#### trade deficit

occurs when a country imports more than it exports

Japan and China are both dealing with the challenges of population growth. China has fewer young adult workers as a result of its "one-child" policies, and the percentage of elderly people has grown rapidly.

Political differences are another challenge. Japan is in dispute with Russia over ownership of the Kuril Islands north of Japan. North Korea's efforts to build nuclear weapons have drawn harsh criticism from several countries. Both China and North Korea face questions about human rights. China continues to be pressured for its views on Tibet and Taiwan. China also faces a growing income gap between people in urban and rural areas.

### **2** Identifying

Give two reasons why North Korea has faced international criticism.

| <u> </u> |  |
|----------|--|

Reading

11. How might an earthquake in Japan affect the economies of other parts of the

world?

**Progress Check** 

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|      |      | ă   | 7  | . Ale |
| 197  | 1    | 113 |    | 84    |

#### **Check for Understanding**

 Informative/Explanatory What effects might urbanization have on traditional family life in East Asia?

| 2. | Informative/Explanatory What negative effects has economic growth had in East Asia? |  |
|----|---|--|
|    |   |  |

169



---Please proofread the following article. Find and fix thirteen errors. The error areas have been underlined for you.

--- Then write an MLA citation.

7th English

---Finally, turn the page over and answer the questions on the back.

# What Information to Share and Not Share Online

How can you keep your career or college prospects from becoming another Facebook casualty? <u>Here are a list of tips.</u>

The classic piece of advice <u>across</u> online posting is to not share anything you wouldn't want your grandmother to see. (As more and more members of Generation What's My Password Again? join Facebook, this concern may be all too real.) More than <u>that though you</u> should consider what you want a potential employer or college admissions officer to glean about you from your online <u>presents</u>. <u>Makes</u> your online presence work for you, not against you. Employers and admissions officers report that the internet can be a good place for <u>applicants'</u> to present <u>his or her</u> talents, professionalism, and sociability. Employers and college admissions officers often check a <u>students'</u> social media presence before accepting or interviewing the student.

- Assume that nothing you share online is private. After all, it's only private until the person you've shared it with (or a hacker) makes it public.
- Don't post on forums using your real name or real email address.
- Actively keep tabs on your privacy settings.

--Liz Soltan

- Don't post when your upset. Keep in mind that everything you put out there on the internets, even into
  seemingly private realms like emails and Facebook messages, are impossible to take back. Limit you
  venting in emotional moments to less permanent means of communication.
- Check yourself. Everyone else is googling <u>you so</u> you should get in on the action. Don't forget to monitor photos and information about you that your <u>friend's</u> post. Then, clean up accordingly.

Author Last name comma, First name period. "Name of short work (article, etc.) period" in quotes.

Name of long/main website, in italics, comma date uploaded, comma copy/paste web address.com.period.

—(Remember, in handwriting, italics=underline) Day Mon. Year

| 1. | How can you guarantee that a picture you take and send to a friend will not end up being viewed by people you never    |
|----|--|
|    | intended to show it to? Please use at least one complex sentence to answer the question. Feel free to get your         |
|    | parents' input.  |
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|    |  |
| 2. | If you receive a social media message that you think might mean either you or the sender will be in trouble or danger, |
|    | what are some possible action you might take? Try to think of one thing for each level of trouble. Please use at       |
|    | least one complex sentence to answer the question. Feel free to get your parents' input.                               |
|    | 2a. Social Media posts that would get a person in minor trouble—what would you do?                                     |
|    |  |
|    |  |
|    |  |
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|    | 2b. Social Media posts that would get a person in a lot of trouble with parents—what would you do?                     |
|    |  |
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|    |  |
|    | 2c. Social Media posts that mean another person could be in serious trouble—what would you do?                         |
|    | 201 Goodas Fixedia posso accentican another posson could be in serious trouble. What would you do:                     |
|    |  |
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### Practice 2-3

Solving Equations by Adding or Subtracting

ve each equation. Check your answer.

Matu

1. 
$$n+2=5$$

2. 
$$x - 1 = -3$$

3. 
$$7 = a + 2$$

4. 
$$p + 2 = -6$$

5. 
$$-9 = -4 + a$$

6. 
$$-2 = c + 2$$

7. 
$$x - (-3) = 7$$

8. 
$$a + (-6) = 5$$

9. 
$$10 = r - 5$$

10. 
$$x + 10 = 2$$

11. 
$$-5 + c = -1$$

12. 
$$-12 = 7 + h$$

13. 
$$16 + s = 6$$

14. 
$$p + (-2) = 19$$

. **15.** 
$$r - 7 = -13$$

**16.** 
$$25 = a - (-3)$$

Use a calculator, paper and pencil, or mental math. Solve each equation.

17. 
$$t + 43 = 28$$

**18.** 
$$-19 = r + 6$$

19. 
$$25 = x + 7$$

**20**. 
$$13 = 24 + c$$

**21.** 
$$d - 19 = -46$$

**22.** 
$$b + 27 = -18$$

23. 
$$46 = f - 19$$

**24.** 
$$z - 74 = -19$$

- 25. The odometer on your family car reads 20,186.7 after going 62.3 miles. Write and solve an equation to determine how many miles were on the odometer before going 62.3 miles.
- 26. Michael bought a \$25.00 gift for a friend. After he bought the gift, Michael had \$176.89. Write and solve an equation to calculate how much money Michael had before he bought the gift.
- 27. This spring it rained a total of 11.5 inches. This was 3 inches less than last spring. Write and solve an equation to find the amount of rain last season.

### Practice 3-9

#### Fractions and Decimals

Write each fraction as a decimal.

- 10.
- 13.
- 16.

- 11.

**23.** 0.62 \_\_\_\_\_

**26**. 0.725 \_\_\_\_\_

**29.** 0.925 \_\_\_\_\_

**32**. 0.05 \_\_\_\_\_

**35**. 0.104 \_\_\_\_\_

Write each decimal as a mixed number or fraction in simplest form.

**21**. 0.6 \_\_\_\_\_

0.8 \_\_\_\_\_\_

4.75 \_\_\_\_\_

3.8 \_\_\_\_

**33.** 0.65 \_\_\_\_\_

- **22.** 0.45
- **25**. 0.325 \_\_\_\_\_
- **28**. 0.33
- 31. 4.7
- **34.** 0.855 \_\_\_\_\_
- **37**. 0.894 \_\_\_\_\_
- **38.** 0.276 \_\_\_\_\_

**39**. 1.84 \_\_\_\_\_

**36.** 0.47 \_\_\_\_\_

40. 2.59

Order from least to greatest.

**41.**  $0.\overline{2}, \frac{1}{5}, 0.02$ 

**42.**  $1\overline{1}$ ,  $1\frac{1}{10}$ , 1.101

**43.**  $\frac{6}{5}$ ,  $1\frac{5}{6}$ ,  $1.\overline{3}$ 

**44.**  $4.\overline{3}, \frac{9}{2}, 4\frac{3}{7}$ 

**45.**  $0.\overline{13}, \frac{2}{75}, 1.3$ 

- **46**.  $\frac{1}{8}$ ,  $\frac{1}{4}$ , 0.12
- A group of gymnasts was asked to name their favorite piece of equipment. 0.33 of the gymnasts chose the vault,  $\frac{4}{9}$  chose the beam, and  $\frac{1}{7}$  chose the uneven parallel bars. List their choices in order of preference from greatest to least.

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Dex 4

## Memories—Good and Bad



A person can have many, many memories. You may think back to some of these memories often. Or you may go for many years without thinking of a certain memory. As you get older, some of your memories may change, and you might remember things differently than how they actually happened. In other cases, the memories might stay the same, but you might not be able to remember them easily. It can almost seem like these memories have become locked. It might seem that sometimes they can only be unlocked if you find a special key. Some of these memories might be nice to unlock and think about. With other memories, you may just wish you hadn't unlocked them at all.

One of the keys that can unlock a person's memory is a specific sensory input. A sensory input is something that you see, smell, touch, taste, or hear. A famous example of someone who remembered something because of a sensory input is the author Marcel Proust. Marcel tasted a kind of cookie called a madeleine, and it caused him to suddenly remember a huge amount of his childhood. Before he tasted the cookie, these childhood memories had been locked away. Marcel went on to write a very long book, in which he studied those memories and what they meant to him. He might not have written his book exactly as it is if he had not eaten that important cookie.

We can think of certain memories on purpose. For example, if you try to think of your mother's face, you can most likely do it. However, as Marcel's story shows, other memories

come to us automatically, without us trying to remember them. This has to do with how the human brain works. Scientists have figured out that the part of the brain that makes and stores memories is closely connected to the part of the brain that controls and understands your senses. Because of this, a certain sensory input, like Marcel's cookie, may cause both the sensory part and the memory part of your brain to react and respond.

Your five senses are a way for your brain to keep track of what's going on around you. When you receive a certain sensory input, it means one of your sense receptors saw, heard, felt, tasted, or smelled something. That sense receptor will send a signal to your brain. This signal tells your brain the sensory information that the receptor just received. For example, when Marcel tasted his cookie, the sense receptors on his tongue sent a message to his brain. Such messages are passed along nerve cells, which eventually connect to the brain. When the brain receives these signals, it figures out what they mean and then controls how the body reacts to whatever it sensed. Sense receptors react to many different types of inputs. In Marcel's case, his tongue was sensing the way the cookie tasted. It was probably also sensing how the cookie felt against Marcel's tongue.

When a sensory signal reaches the brain, the brain can react in a number of ways. Often, the signal will cause an immediate behavior or will pull up memories automatically, without you purposefully making a decision about it. For example, imagine that you're barefoot and you step on something sharp. You probably won't take the time to think, "Wow, that really hurts. Should I pick up my foot? Yes, I think I'll do that." Your brain has already received the pain signal, and reacts by picking up your foot for you. Just as your brain receives signals from your sense receptors through nerve cells, it can send out a command through nerve cells. In this case, your brain sent a signal to your foot telling it to move away from the sharp thing.

Your brain does not always tell you to react in the best way. Let's say you're walking in the woods and you see a bear. Your sensory receptors send a signal to your brain, letting it know that you've seen a bear. In response, your brain may start making chemicals called hormones. These chemicals can affect your mood and the way you act. In this case, the brain will probably make a hormone that causes you to feel scared. It may also make a hormone called adrenaline, which causes your body to gain energy and get ready to act quickly. It may also send a signal to your legs that says, "Run!" That's because your brain has learned from experience and memory that it is a good idea to run from danger. However, in this case, running from a bear is a bad idea. Instead, experts say that you should slowly back away from the bear. If you run, the bear is more likely to chase after you. Hopefully, you will remember this fact. That way, the next time you see a bear in the woods, your brain will access this memory of what to do, instead of telling your legs to run.

The way the brain reacts to what it senses often has to do with how it has learned to react in the past. For example, think about a soldier who goes to war. When the soldier is in battle, he or she usually feels unsafe. The soldier may believe that the enemy could strike at any time. As part of his or her training, the soldier has learned to look for any signs of danger and, if he or she senses one, to react immediately. This is often very important, since waiting to react could bring harm to the soldier or other soldiers. Good soldiers often learn to react automatically to certain kinds of danger, just like you would react without thinking if you stepped on something sharp. For example, if soldiers hear a gunshot, they may react immediately by dropping to the ground to avoid getting hit.

If a soldier stays at war for a long time, his or her brain can become used to reacting in this way. The soldier's senses may start to pay attention to certain inputs they never paid attention to before the war. For example, his or her nose may become alert to odors that signal danger. And the soldier's ears may become alert to certain sounds. If the soldier stays out of danger by using his or her senses like this, then the soldier's brain may tell him or her to keep reacting in the same way. The brain may also become quicker at making hormones, such as adrenaline, if it thinks the soldier is in danger.

While these reactions may be very useful to the soldier during a war, they may not be as useful when he or she is at home. In fact, the soldier may have to spend some time getting used to being in a place out of danger. This is because the brain has become used to reacting to certain inputs in a particular way. It may need some time to train itself to react in a different way. For example, while at war, the soldier's brain may have learned to react to the sound of an airplane by making adrenaline to prepare the soldier for action. However, if the soldier is back at home and hears a plane, this adrenaline won't help much.

Soldiers may become flooded with memories when they receive certain sensory inputs. While some of these memories may be good, others may be upsetting. A movie called *Saving Private Ryan* had scenes of a very famous and important battle in world history. In that battle, many soldiers were killed. When the movie was released, some former soldiers became very upset when they saw the battle scenes. The movie had included the sights and sounds of war, which may have unlocked some painful memories for these former soldiers.

Sometimes, though, unlocking memories can help people heal from their upsetting experiences. Every year, many former soldiers visit the Vietnam Veterans Memorial. The memorial is a long wall with the names of the U. S. soldiers who died during the Vietnam War. Former soldiers visit the wall for many reasons. Their visits almost always stir up many emotional memories. Seeing the names and touching the wall can make a former soldier feel sad and hurt. However, the wall can also remind a soldier of a good friend who died during the war. Without the wall, these memories might stay locked away forever.

| Name: | Date:  |
|-------|--|
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- 1. What is sensory input?
  - A) something that a person can see, smell, touch, taste, or hear
  - B) an electric shock
  - C) a memory
  - D) a message from the brain that produces hormones
- 2. The passage describes ways that sensory input can help people access or "unlock" forgotten memories.

Which of the following describes evidence that sensory input can unlock a memory?

- A) Your brain produces a hormone that tells you to run when you see a bear.
- B) Marcel Proust ate a madeleine and recalled a large portion of his childhood.
- C) You automatically move your foot away from a sharp object after stepping on that object.
- D) You can remember what your mother's face looks like.
- 3. Behaving a certain way for an extended period of time can affect the way that our brains react to sensory input in the future. What evidence from the text supports this conclusion?
  - A) writing a novel and remembering things from a long time ago
  - B) moving away from something that causes you pain automatically
  - C) feeling scared when you see something dangerous
  - D) a former soldier hearing a plane overhead and automatically producing adrenaline
- 4. Why are sense reactors important?
  - A) They tell your body to run away from bears.
  - B) They help make your memory stronger.
  - C) They are the way that your brain processes what's going on in the world around you.
  - D) They let your brain know which parts of your environment to ignore.
- 5. What is this passage mostly about?
  - A) the life of Marcel Proust
  - B) the way that our brains respond to sensory input
  - C) how soldiers acclimate to life at home after returning from war
  - D) how to unlock the hidden memories in your brain

| ReadWorks.org   | Memories - Good and Bad                 |
|---|---|
| 6. The author uses a metaphor to compare human mem author compare human memory to?  | ory to something else. What does the    |
| A) a mansion with many rooms B) a maze  |   |
| C) a locked door D) Marcel Proust's <i>In Search of Lost Time</i>   |   |
| 7. Choose the answer that best completes the sentence Soldiers develop reactions that serve them extremely we useful when the soldiers return home. |   |
| A) instead B) however   |   |
| C) therefore D) consequently  |   |
| Sense receptors respond to a number of different type  Jse evidence from the text to support this statement.  |   |
| Describe how soldiers may need to adjust their behavione.   | ior when they are no longer in a combat |
|   |   |
| <ol> <li>Explain how sensory input impacts the ability to remension from the text.</li> </ol>   | ember past experiences by using         |
|   |   |

NAME DATE CLASS

Day4

networks

### Southeast Asia

Lesson 1: Physical Geography of Southeast Asia

#### **ESSENTIAL QUESTION**

How does geography influence the way people live?

#### Terms to Know

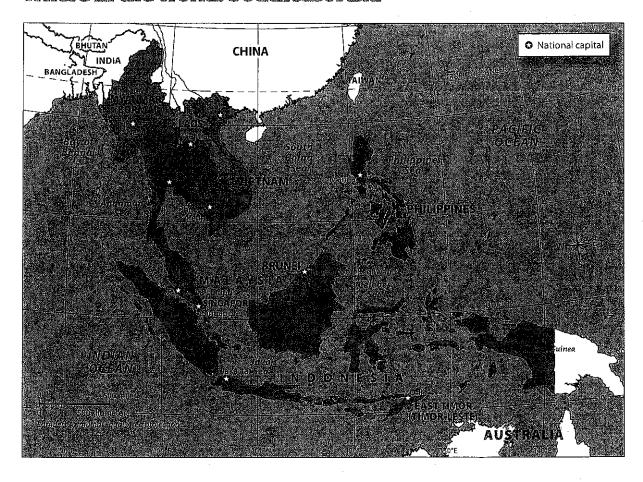
insular an area consisting of islands

flora plant life

fauna animal life

endemic found only in one place or region

### Where in the World: Southeast Asia



# networks

#### Southeast Asia

Lesson 1: Physical Geography of Southeast Asia, continued

#### Landforms and Resources

**Guiding Question** How are the landforms of Southeast Asia's mainland different from the landforms of its islands?

Southeast Asia can be divided into two parts. One is the mainland area. The other is an **insular** area, an area consisting of islands. There are 11 countries in Southeast Asia. Six of them are located at least partly on the mainland. Five countries are entirely on islands.

The mainland area sits at the southeastern corner of the Asian continent. It is mostly formed by two peninsulas. The larger is known as the Indochinese peninsula, or simply Indochina. The Malay Peninsula extends south from the Indochinese peninsula. The mainland is rugged and mountainous. The mainland countries are Myanmar (also known as Burma), Laos, Thailand, Vietnam, Cambodia, and Malaysia. Part of Malaysia is located on the island of Borneo.

The insular area is located where the Indian Ocean meets the Pacific Ocean. Thousands of islands stretch across miles of tropical waters. Many of the mountains on Southeast Asia's islands are volcanoes. The islands lie along the Ring of Fire.

The Malay Archipelago contains more than 24,000 islands. Singapore lies off the tip of the Malay Peninsula. Indonesia, the largest country in Southeast Asia, is located on more than 17,000 islands. Indonesia, East Timor, Brunei, and the Philippines are all part of the Malay Archipelago.

Four tectonic plates meet in Southeast Asia. As a result, many earthquakes and volcanic eruptions occur in this area. Volcanic eruptions can trigger deadly tsunamis. In 2004, a strong undersea earthquake produced huge waves that slammed into coastal areas of Southeast and South Asia. More than 230,000 deaths occurred.

Southeast Asia has many mineral resources. Tin, copper, lead, zinc, gold, and gemstones are all mined there. Indonesia and Malaysia have rich oil and natural gas reserves.

### **Bodies of Water**

**Guiding Question** Why does Southeast Asia have so many different seas?

Bodies of water are important to Southeast Asia's geography and identity. The region covers about 5 million square miles (13 million sq km), but only a third of the area is land. Some of the world's busiest shipping lanes pass through Southeast Asia's seas.

#### Marking the Text

 Highlight the definition of insular in the text.

## Activating Prior Knowledge

**2.** Define the word *peninsula*.



#### Marking the Text

3. Underline the six mainland countries of Southeast Asia. Double underline the five countries located entirely on islands.

#### Defining

4. What is a tsunami?



#### Reading Progress Check

5. What effect has the region's location along the Ring of Fire had on the formation of the region?

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Lesson 1: Physical Geography of Southeast Asia, continued



#### Marking the Text

6. In the text on the right, circle the names of oceans in the region. Draw a box around the names of the seas.



#### **Activating Prior** Knowledge

**7.** Why are river valleys productive farming areas?



#### Reading **Progress Check**

8. Why do you think Southeast Asia's longest rivers are found on the mainland and not on islands?

| <br> |  |
|------|--|
|      |  |
|      |  |



#### Determining Cause and Effect

9. List three reasons why the vegetation of Southeast Asia is so

| nen. |  |       |
|------|--|-------|
|      |  | <br>_ |
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The Malay Peninsula and Indonesia's Sunda Isles are the boundary between two oceans. The Indian Ocean is in the southwestern area of the region. The Pacific Ocean is in the northeastern area. The two largest seas in the region are the South China Sea and the Philippine Sea. Both seas are part of the Pacific Ocean. The Andaman Sea is part of the Indian Ocean. Some of the busiest shipping lanes in the world pass through Southeast Asia's seas and their waterways.

Southeast Asia's longest and most important rivers are on the mainland. Most rain flows into one of five major rivers: the Irrawaddy, Salween, Chao Phraya, Mekong, and Red. Each river generally flows from the mountainous highlands in the north to the lowlands in the south. Then they empty into the sea.

The Irrawaddy River flows almost straight south through Myanmar's center, It is central to transportation. The river's fertile delta is important for farming. It drains into the Andaman Sea.

The Mekong River is Southeast Asia's longest river. It flows for about 2,700 miles (4,345 km) through or near Myanmar, Thailand, Laos, Cambodia, and Vietnam. Its drainage basin is twice the size of California. The river's enormous delta is one of the world's most productive agricultural regions.

### Climate, Vegetation, and Wildlife

Guiding Question In what ways does Southeast Asia's location shape its climate?

Climates in Southeast Asia are generally hot and humid. Much of the region receives more than 60 inches (152 cm) of rain each year. These weather conditions and the variety of habitats in the region mean that there is a large quantity of plant and animal life.

Latitude and air currents are important factors in the region's climates. Most of the region lies within the Tropics. This is the zone that receives the hottest, most direct rays of the sun. Between November to March, monsoon winds blow across the region from the northeast to the southwest. These winds bring cooler weather to most of the mainland but heavy rains to the islands. From May to September, the monsoon winds switch directions. During these months, the mainland gets heavy rains. The islands have cooler, drier weather.

The waters surrounding Southeast Asia help moderate air temperatures. That means that the temperatures do not vary much. Elevation also affects weather conditions. Highland areas are generally cooler than the lowland areas.

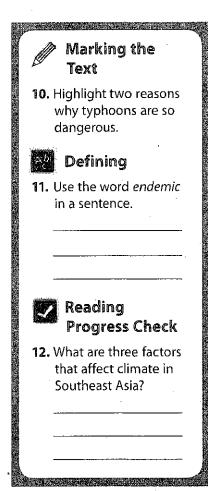
#### Lesson 1: Physical Geography of Southeast Asia, continued

Southeast Asia has four climate zones, which are shown in the table below.

| tropical rain forest      | <ul><li>southern Malay Peninsula</li><li>southern Philippines</li><li>most of Indonesia</li></ul>             |
|---------------------------|---|
| tropical monsoon climate  | <ul><li>northern Philippines</li><li>northern Malay Peninsula</li><li>coastal areas of the mainland</li></ul> |
| tropical savanna climate  | · most inland areas   |
| humid subtropical climate | northernmost mainland   |

Weather in Southeast Asia can turn deadly. Tropical storms called typhoons form over the Pacific Ocean and sometimes make landfall. Winds can top 150 miles (241 km) per hour. The winds and pouring rains can destroy homes and buildings. Flooding can wipe out crops and kill large numbers of people.

Southeast Asia has a wide diversity of flora, or plant life. Much of the region is covered by tropical rain forests or forests of evergreen and deciduous trees. In coastal areas, forests of mangrove trees form a border between land and sea. The region's fauna, or animal life, is also very diverse. Many species of mammals, birds, fish, and insects are endemic. This means they are found nowhere else in the world. Unfortunately human activities such as logging, mining, and farming have reduced the habitat of many animals.



### Writing

#### **Check for Understanding**

- 1. Informative/Explanatory What types of landforms are found on mainland Southeast Asia? What types of landforms are found in the Malay Archipelago?
- 2. Narrative In which climate zone of Southeast Asia would you most like to live? Why?

| •    |   |
|------|---|
| <br> | <br>· · · · · · · · · · · · · · · · · · · |
|      |   |

Lesson 2: History of Southeast Asia

### ESSENTIAL QUESTION

How does geography influence the way people live?

#### Terms to Know

sultan a king

plantation a large farm on which a single crop is grown for export

absolute monarchy a government in which one ruler has total control

constitutional monarchy a government in which a ruler must follow a constitution and laws

### When did it happen?

| 800                 | 1200                 | 1600  | 2000                                    |
|---------------------|----------------------|---|---|
|                     |                      |   |   |
| a.d. 802 Khmer      | <b>.1150</b> King    | 1945 Ho Chi Minh  | 2002 East Timor gains                   |
| empire, based in    | Suryavarman II       | becomes president   | independence                            |
| what is now         | has the Angkor       | of North Vietnam  | 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - |
| Cambodia, rules 🚺 \ | Wat temple built 🥒   | 4000  | 2004 Tsunami off of                     |
| much of region 📙 i  | n Cambodia           | <b>1957</b> Malysia   | Indonesian coast                        |
|                     |                      | (Malaya) gains  | は高端を変形的 ブニュ てんりんりん りょうしょ 関係の            |
|                     |                      | independence independence   |   |
| 939 Vietnam         |                      |   |   |
| becomes semi-       | 1565 The Spanish     |   | 2009 Trade between                      |
| independent from    | establish their firs |   | will viction and the office             |
| China after 1,000   | settlement in the    |   | Bengli Ordical Citation and a transfer  |
| years of domination | Philippines          | Vietnam Wa  | r annually                              |
|                     |                      | A PART IN COLUMN TO SERVICE AND ADMINISTRATION OF THE PART OF THE |   |

Lesson 2: History of Southeast Asia, continued

### **Kingdoms and Empires**

Guiding Question What role has trade played in Southeast Asia's history?

Southeast Asia is known as "the Crossroads of the World" because it is located along important sea trade routes. Trade has led to the spread of many cultural influences. It has also made the region attractive to foreign powers hoping to gain riches and power through control of the trade routes.

People have lived in Southeast Asia for at least 40,000 years. For most of its history, though, the area has looked very different than it does today. During the ice age, sea levels were much lower. What is now the sea floor was once part of the mainland. The mainland was much larger, and the island area was much smaller. As the ice age waned, seas began to rise. They reached their current levels about 8,000 years ago.

People in Southeast Asia survived by hunting and gathering their food. About 6,000 years ago, people living in the fertile river valleys and deltas began growing rice. More complex societies could develop when people began settling in one place.

Eventually early metalworking societies arose in Southeast Asia. These people produced bronze tools and weapons. The most famous of these cultures was the Dong Son. This culture was centered in northern Vietnam.

By the middle of the 100s B.C., China and India had become powerful. China conquered the Red River delta and made Vietnam part of the Han empire. Vietnam remained under Chinese control for the next 1,000 years. Missionaries and traders from India travelled to Southeast Asia. These travelers spread India's culture and its religions, Hinduism and Buddhism, into Southeast Asia.

Several trade-based societies arose in the region. Funan was established in the A.D. 100s. It covered parts of what are now Cambodia, Thailand, and Vietnam. Srivijaya arose on the island of Sumatra around the A.D. 600s. This kingdom controlled the Strait of Malacca, an important trade route connecting the Pacific and Indian oceans.

Agricultural societies arose where rice could be grown. The Pagan kingdom sprang up in Myanmar's Irrawaddy delta. Vietnamese society took root in the Red River delta. The Khmer empire was centered near a large lake in Cambodia. The Khmer empire is known for architecture, especially the temple complexes Angkor Wat and Angkor Thom. These temples still stand and draw millions of visitors each year.

### **Explaining**

1. Why did foreign powers think they would become richer if they controlled Southeast Asia?

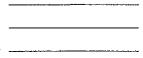


#### Marking the Text

2. Circle the name of an early metalworking society in Southeast Asia.

### Contrasting

3. How did Chinese culture spread in this region? How did Indian culture spread?



### Identifying

Why was the Strait of Malacca important?



### Out of Line Online

by Jennifer Magid



#### How much sharing is too much?

You've probably heard horror stories of teens being bullied on the Internet. Perhaps you've read about thieves that steal money, and even people's identities, using the Web. Maybe some of those things have happened to people you know.

Most of the time, information that kids and teens post on the Internet doesn't put them in dangerous situations. But that doesn't mean it won't cause embarrassment or damage to friendships. What you post online now may even come back to haunt you years from now.

Shep T., a 14-year-old from Maryland, spends a lot of time on Facebook. But Shep is careful about what he posts. "I don't mind if my friends post pictures of me," Shep says. "I just don't like to put stuff on Facebook that is too personal."

What does it mean to get "too personal" online? How can you know whether you've said too much?

#### From Small Secrets to Serious Situations

It's no secret that many kids and teens love instant-messaging programs and social networking sites, such as Facebook and MySpace. More than half of 12- and 13-year-olds with Internet access in the United States used one of those sites in 2009. That's according to the Pew Research Center's Internet & American Life Project, which studies how people use the Internet and other kinds of media.

All the commenting and posting kids do can sometimes lead to trouble. "What you share is able to be spread to many, many people in a very short period of time," warns Brian O'Connor, spokesperson for the Family Violence Prevention Fund. The group sponsors Thatsnotcool.com, a site that helps kids deal with tricky online situations. It has e-cards you can send to friends when you think they've shared inappropriate things online.

Even if nobody calls you out about a post, what's said online can cause problems that things said face-to-face can't, O'Connor notes. For starters, what you say online is more long lasting than words that are spoken in person. Although you may have deleted something, it could have been printed out or passed along to someone else. And on some sites, once something is posted, you can't take it back.

Rachel K., 13, of California, has seen what can happen from saying too much online. In one case, a friend got in trouble for comments he made about another friend's photo. The discussion got printed out and shared with parents. Another time, one of Rachel's friends posted something online about a boy another friend liked. The other friend was not happy that the news was out. "Everyone could see it. She was shocked and mad," Rachel says.

Before you post something online about someone else, O'Connor says, ask yourself whether you would want it said about you. "Sleep on it. You might feel differently in the morning," he says.

It can also be hard to get your real meaning across through the written word. Have you ever said something aloud as a joke that would be hard to understand without a laugh, a shrug, or a roll of

the eyes? That may be a clue that those words wouldn't work online. That's something Rachel learned firsthand. Last year, she had a big argument with a friend because of a text message that was misunderstood.

#### To Share, or Not to Share?

Miley Cyrus said she stopped using Twitter when she started feeling she was too exposed. But you don't have to be a celebrity to feel that way sometimes. And in some cases, putting too much online might do more than just make you uncomfortable.

Right now, it may not feel like a big deal if the world (including friends and strangers) knows what you are doing all day. It might not bother you that anyone can find you online (or, if you're using an application that uses GPS to broadcast your whereabouts, how to find you in person!). But your parents, your teachers, and even your future employers may be able to see things that you post now.

"Being irresponsible with your personal information can damage your relationships and even your future opportunity to be admitted to college," warns Vanessa Domine, an associate professor at Montclair State University in New Jersey. What you are OK with people seeing now may not be OK in a month, a year, or even 10 years.

So what's the best way to know whether you're getting out of line online? In most cases, it's simple. "Think before you type," says O'Connor.

#### **Punished For Postings**

Some schools have suspended or expelled students for things they posted online-even outside of school hours. Recent court cases have said that schools can punish students if material they put online creates a great disruption at school.



Thomas Barwick/Getty Images

That also goes for hurtful words. But in those cases, teens could even be charged with crimes. "You can be held responsible for somebody else hurting themselves because of rumors or because of information spread online," says Brian O'Connor. He's a spokesperson for the Family Violence Prevention Fund, which teaches people ways to stop violence and hurtful behavior.

#### That's Not Cool?

There are many ways to let your friends (or former friends) know the way they're using their computers or cell phones is not cool. Here are some of the reasons people send the "callout

#### cards" on Thatsnotcool.com

- texting a boyfriend or girlfriend all the time, to keep track of him or her,
- · breaking into another person's e-mail account,
- · posting lies or insults online,
- · spreading hurtful rumors online or through text messages,
- giving out another person's phone number without his or her permission.

#### Is Age Just a Number?

Most social networking sites don't allow people younger than 13 to sign up. But many kids join before then, either with their parents' permission or without it.

Shep T., 14, first joined a social networking site so that he could stay in touch with his friends from summer camp during the year. "I have not tried to join any other networking sites, but I know people that have tried to and couldn't because of their age," he says.

Rachel K. joined a site with her parents' permission when she was 12 by saying she was already 13. Her mom told *Current Health*, that trust played a big role. "We made an agreement that we could always check her Facebook page and that she couldn't defriend us. I do trust her and feel that she uses it to keep in touch with friends she doesn't see often," she says. But if parents don't know their child is online, or if the kid didn't ask permission before joining, Rachel's mom says that's a different story.

Don't worry-not getting to socialize online definitely isn't the end of the world. "My best friend isn't allowed to have a Facebook [profile]," Rachel says. "But since her older brothers have one, she will get one eventually."

# network

#### Definition

#### noun

1. a system of people or things that are connected.

He has a network of friends whom he has known since he was young.

2. a group of radio or television stations, or a company that controls such a group.

Some television networks in the United States are ABC, CBS, and NBC.

This network owns several television stations.

3. a system of computers that are connected to other computers.

The Internet is the largest computer network in the world.

#### Advanced Definition

#### noun

1. a system or process that involves a number of persons, groups or organizations.

The university has a network of libraries.

Their network of spies was operating all over Europe.

2. a group of radio or television stations, usu. a group transmitting the same programs, or the company that controls such a group.

The Columbia Broadcasting System, or CBS, is one of the major U.S. television networks.

3. any physical system of interconnected roads, lines, canals, or the like that resembles a net.

A vast network of highways crosses our country.

4. a system of computer terminals that are connected to one or more computers.

The Internet is a vast computer network.

#### intransitive verb

1. to create a network of people, groups, or other resources that can enable the achievement of individual or group aims.

One purpose of these conferences is to enable people in the same field to network.

#### transitive verb

1. to create a network in or for.

The technician networked the office computers.

2. to produce (a television show) on a network.

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

- 1. The U.S. government also took action. U.S. forces invaded the nation of Afghanistan, searching for Osama bin Laden. He was the leader of Al Qaeda, the terrorist network that coordinated the September 11 attacks.
- 2. Wiseman has never actually visited the Mentawai Fault. She uses the Global Positioning System (GPS) to observe it instead. The GPS is a network of 31 satellites orbiting the globe that monitors Earth's surface, including its tiniest movements.
- 3. Experts argue that too many schools are banning social networking Web sites without thinking about their educational benefits. "Social networking Web sites can help connect students in the United States to their peers in other countries, providing invaluable lessons in foreign cultures," explains Hirsch.
- 4. A growing percentage of the world's Internet users access the Internet not through their computers, but with their cell phones. According to ITU, there were an estimated 5.9 billion cell phone subscriptions in 2011. Mobile phone networks are now available to 90 percent of the world's population.
- 5. Shep T., 14, first joined a social networking site so that he could stay in touch with his friends from summer camp during the year. "I have not tried to join any other networking sites, but I know people that have tried to and couldn't because of their age," he says.
- 6. While in Springfield, John Brown became deeply involved in helping transform the city into a safe and significant stop on the Underground Railroad. The Underground Railroad was a secret network of houses and routes used by black slaves in the United States to escape north to the free states and Canada.

| Name: Date:   |
|---|
| 1. As you think about your future, why do you need to be careful now about what you                             |
| post online about yourself?   |
| A. Your friends may still hold a grudge against you or post inappropriate pictures o you.                       |
| B. Inappropriate personal information may make it hard to find a job or get into college.                       |
| C. The internet is like a permanent archive that stores everything that is posted online.                       |
| D. You will most likely regret putting anything about yourself on the internet.                                 |
| 2. According to the passage which of the following is not a problem that causes people to send "callout cards"? |
| A. spreading hurtful rumors online or through text messages   |
| B. posting lies or insults  |
| C. stealing someone's identity  |
| D. breaking into another person's email account   |
| 3. The spokesperson for the Family Violence Prevention Fund most likely   |
| A. encourages friends to post whatever they want online   |
| B. is very cautious about what information he posts online  |
| C. shares his friends' secrets on Facebook  |
| D. posts inappropriate comments online all of the time  |
| 4. Read the following sentence:   |
| "Miley Cyrus said she stopped using Twitter when she started feeling she was too exposed."                      |
| In this sentence the word exposed means   |
| A. without help   |

B. out in the open

C. challenging

D. annoyed

| A. teach kids and t to socialize with frien                                | teens how to use social networking sites like Facebook and Twittends   | er |
|--|--|----|
| •  | tiple problems with social networking sites for kids and teens and<br>sys to prevent these problems  |    |
| C. urge colleges a information on a can-                                   | and future employers to examine the internet for background addate   |    |
| D. argue for tighter into trouble online                                   | er internet controls for kids and teenagers so that youth cannot ge  | t  |
| 6. What is one solution l something unkind or ina                          | listed in the passage to help prevent you from posting appropriate online?   |    |
| <del></del>  |  |    |
| <u></u>  | <u>andrama, propriedado en la como e</u><br>La como en la como en l |    |
| <u></u>  |  |    |
| 7. Rachel K's friend got picture. Do you think the in the passage to suppo | into trouble for comments he made about another friend's ose comments were complimentary or insulting? Use evidence ort your response.   | e  |
| 7. Rachel K's friend got picture. Do you think the in the passage to suppo | : into trouble for comments he made about another friend's<br>ose comments were complimentary or insulting? Use evidenc  | ee |
| 7. Rachel K's friend got picture. Do you think the in the passage to suppo | into trouble for comments he made about another friend's ose comments were complimentary or insulting? Use evidence ort your response.   | æ  |
| 7. Rachel K's friend got picture. Do you think the in the passage to suppo | into trouble for comments he made about another friend's ose comments were complimentary or insulting? Use evidence ort your response.   | e  |

5. The main point of this passage is to

| . The question below is an incomplete senter ompletes the sentence.  | nce. Choose the word that best        |
|--|---------------------------------------|
| ecent court cases have defended the school   | 's right to punish students           |
| ney post information online that causes a dist   | urbance at school.                    |
|  |                                       |
| A. so  |                                       |
| B. before  |                                       |
| C. but   |                                       |
| D. if  |                                       |
|  |                                       |
| Why would someone who has been irresponded formation online most likely not be admitted  | · · · · · · · · · · · · · · · · · · · |
| and the second of the second o |                                       |
|  |                                       |
|  |                                       |

- 1. As you think about your future, why do you need to be careful now about what you post online about yourself?
  - A. Your friends may still hold a grudge against you or post inappropriate pictures of you.
  - B. Inappropriate personal information may make it hard to find a job or get into college.
  - C. The internet is like a permanent archive that stores everything that is posted online.
    - D. You will most likely regret putting anything about yourself on the internet.
- 2. According to the passage which of the following is not a problem that causes people to send "callout cards"?
  - A. spreading hurtful rumors online or through text messages
  - B. posting lies or insults
  - C. stealing someone's identity
  - D. breaking into another person's email account
- 3. The spokesperson for the Family Violence Prevention Fund most likely
  - A. encourages friends to post whatever they want online
  - B. is very cautious about what information he posts online
  - C. shares his friends' secrets on Facebook
  - D. posts inappropriate comments online all of the time
- 4. Read the following sentence:

"Miley Cyrus said she stopped using Twitter when she started feeling she was too exposed."

In this sentence the word exposed means

- A. without help
- B. out in the open
- C. challenging
- D. annoyed

| 5. The main point of this passage is to   | 24 |
|---|----|
| A. teach kids and teens how to use social networking sites like Facebook and Twitter to socialize with friends                      |    |
| B. explain the multiple problems with social networking sites for kids and teens and brainstorm some ways to prevent these problems |    |
| C. urge colleges and future employers to examine the internet for background information on a candidate                             |    |

D. argue for tighter internet controls for kids and teenagers so that youth cannot get into trouble online

6. What is one solution listed in the passage to help prevent you from posting something unkind or inappropriate online?

Sleep on it and see if you feel differently in the morning.

7. Rachel K's friend got into trouble for comments he made about another friend's picture. Do you think those comments were complimentary or insulting? Use evidence in the passage to support your response.

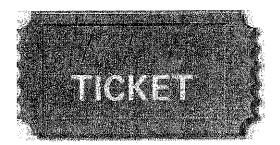
The comment was most likely insulting because it was printed out and shown to parents AND the student got in trouble for it. He would not have been in trouble had it been a complimentary comment. [paragraph #8]

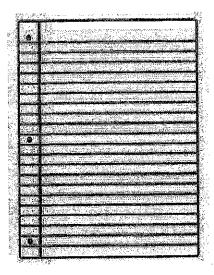
8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Recent court cases have defended the school's right to punish students \_\_\_\_\_ they post information online that causes a disturbance at school.

- A. so
- B. before
- C. but
- D. if

9. Which picture most likely represents an object you would need to be admitted to a movie?





10. Why would someone who has been irresponsible with his or her personal information online most likely not be admitted to a certain college?

Answers may vary but students should indicate that the lack of responsibility with his or her personal information may reveal character or personality traits that the college would not find agreeable or in alignment with the college's values. Thus, the college would not accept the student and allow him or her to attend the college.

.

# Reteaching 3-9

Day (5)

Fractions and Decimals

| 0 | 0.1  | 0.2 |   |     |        |  |       | 1.1 | 1.2   | 1.3 | 1.4   |
|---|------|-----|---|-----|--------|--|-------|-----|-------|-----|-------|
|   | 1/10 | 1/5 | 1 | 1/2 | 3<br>5 |  | <br>1 |     | 1 1/5 |     | 1 2 5 |

To change a fraction to a decimal, divide the numerator by the denominator.

$$\frac{3}{5} \quad \left\{ \begin{array}{c} \text{Think: } 3 \div 5 \\ \end{array} \right.$$

$$\frac{3}{5} = 0.6$$

To change a decimal to a fraction:

(1) Read the decimal to find the denominator. Write the decimal digits over 10, 100, or 1,000.

0.65 is 65 hundredths  $\rightarrow \frac{65}{100}$ 

2 Use the GCF to write the fraction in simplest form.

The GCF of 65 and 100 is 5.

$$\frac{65}{100} = \frac{65 \div 5}{100 \div 5} = \frac{13}{20}$$

Write each fraction as a decimal.

1. 
$$\frac{4}{5} =$$
\_\_\_\_\_

2. 
$$\frac{3}{4} =$$
\_\_\_\_\_

3. 
$$\frac{1}{6} =$$

4. 
$$\frac{1}{4} =$$
\_\_\_\_\_

5. 
$$\frac{2}{3} =$$
\_\_\_\_\_

**6.** 
$$\frac{7}{10} =$$

7. 
$$\frac{5}{9} =$$
\_\_\_\_\_

8. 
$$\frac{1}{5} =$$

9. 
$$\frac{3}{9} =$$
\_\_\_\_\_

Write each decimal as a mixed number or fraction in simplest form.

Order from least to greatest.

**19.** 
$$2.\overline{6}, \frac{13}{6}, 2\frac{5}{6}$$

**20**. 
$$2.\overline{02}$$
,  $2\frac{1}{200}$ , 2.0202

21. 
$$\frac{5}{4}$$
,  $1\frac{4}{5}$ ,  $1.\overline{4}$ 

DOY 5

# Why Humans Can't Live Off Sunlight By ReadWorks

In 2013, a resident of Seattle, Washington, named Naveena Shine decided that she would embark on an experiment. Shine had become fascinated with photosynthesis, the process by which plants are able to make their own food using sunlight. Sunlight contains a significant amount of energy, which plants are able to use to convert water, carbon dioxide, and minerals into oxygen and organic compounds, including nutrients like glucose. Shine reasoned that the human body, if forced to, could do the same thing. So Shine set out to test her hypothesis. In May, she declared that, for the next six months, she would not eat food. Instead, she would limit her diet to only sunlight, water, and tea.

Shine saw her experiment as an important moment in human history, perhaps even a next step in the evolutionary process. On her website, she outlined the many potential advantages of humans being able to produce their own food from sunlight: people would not have to work as hard to earn money to buy food; instead of cooking and shopping, they would have more time to do other things, and many of the earth's natural resources used in the production and preparation of food would be saved for future generations. And why wouldn't it work?

"Plants live on light, and then we eat plants," she concluded. "Are we simply not accessing our inherent ability to live on light?"

Shine also claimed that several people had successfully lived on light before her. She cited a German chemist named Michael Werner, who claims to have eaten no food since 2001, and Ellen Greve, an Australian spiritual leader-known to her followers as Jasmuheen-who said she had not touched a meal since 1993. (These claims were never proven true.) To prove that she was not sneaking food to eat, Shine said she would set up eight video cameras in her trailer to record her every movement. On May 3, 2013, with her predecessors in mind, Shine began her experiment.

The results were dramatic, although perhaps not in the way Shine had planned. Over the next five weeks, Shine lost 30 pounds, dropping from 160 pounds to 130. She felt weak and occasionally had difficulty standing. She reported that when she went outside to get her daily regimen of sun, her hands were cold. Shine predicted that this would be the moment when her body would produce its own food.

"I have the feeling my body has reached a point where it has used up all its stored fats, and is now looking around for what to consume next," she wrote on Facebook. "I suspect this might be the point where it decides either find and hook into the source where it is able to live on light, or consume the body for sustenance."

Shine's experiment received a lot of criticism. Many of her detractors pointed out that, even if her hypothesis was valid, famously cloudy Seattle might not have been the best place to test it out.

On June 19th, after 47 days of the experiment, Shine called it quits. She had lost 33 pounds and was having difficulties holding down water in her stomach. However, Shine did not rule the experiment a failure. Instead, she blamed the early termination on several other, more practical factors, including a lack of funds. Shine had charged the cameras in her trailer to her credit cards. She had expected that visitors to her website would donate funds to pay for the cameras and sustain her experiment. However, after 45 days, she had received only \$435, forcing her to leave her trailer and return to work. She also cited the overwhelmingly negative reaction to her experiment as another reason for its termination.

"From the feedback I am getting," she wrote, "it is becoming patently clear that most of the world is by no means ready to receive the information I am attempting to produce."

Shine appears to have escaped from the experiment without permanent damagealthough she did sustain a steep drop in her weight and some credit card debt. However, starving yourself can do serious harm to the body and is very dangerous. Others who have attempted the same experiment have not been so lucky. At least four people, inspired by similar teachings about the nutritional value of sunlight, have died from self-inflicted starvation. Starving is dangerous because when the body is deprived of vital nutrients, it begins to shut down some of its vital organs, greatly increasing the chances of illness. If deprivation lasts long enough, then the person can sustain long-lasting injuries or even die.

What was Shine's mistake? Well, she made several. Most importantly, she misunderstood how energy is produced in plants versus how it's produced in humans. While sunlight does indeed contain energy, only plants are able to render this energy into a usable form. Dr. Ronald Hoffman, a clinician and spokesman about health and nutrition, told the UK's Guardian newspaper that Shine's ideas were "delusional" and explained her error.

"Plants have what are called chloroplasts that contain chlorophyll, and they have the ability to capture energy from sunlight," Hoffman said. "Humans don't have chlorophyll or chloroplasts. No humans do. It is impossible for a human to have that."

A chloroplast is a structure that is able to produce a very specific chemical reaction in which plants use light energy and carbon dioxide to produce sugars. A chemical reaction is when atoms of one substance are rearranged to make a different substance. During photosynthesis, carbon dioxide atoms the plant draws from the air are split into carbon atoms and oxygen atoms. The carbon atoms are used by the plant to make sugar, a form of carbohydrate. (Carbohydrates are compounds made of carbon, hydrogen, and oxygen.) The plant then discards any oxygen it does not use as a waste product. This is much like how human beings breathe out carbon dioxide as a waste product of our own bodily system.

The sugars plants produce during photosynthesis are of a form that plants can use to survive and grow. In this way, the energy that is contained in sunlight is transformed into a different kind of energy. However, the structures capable of making this transformation—chloroplasts—are present only in plants, not humans. When Shine concluded that her experiment would work because plants live on energy from the sun and people eat plants, she was not recognizing that humans do not eat sunlight; people eat the sugars that plants produce. For example, if people eat sweet strawberries, they are not eating the energy from the sun. They are eating a kind of fruit sugar, called fructose, that the strawberry plant produces. If Shine had had a better understanding of photosynthesis and how the human body works, she probably would not have believed her experiment would work.

|   | ReadWorks                             |  |
|---|---------------------------------------|--|
| • | 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 |  |

| Questions: | Why | Humans | Can't Live | Off Sur | nligh |
|------------|-----|--------|------------|---------|-------|
|            | ,   |        |            |         |       |

| Name: |  | <b>-</b> . |
|-------|--|------------|
| Name: |  | Date:      |
|       |  | Date.      |

- 1. As part of an experiment, what did Naveena Shine limit her diet to?
  - A sunlight, water, and tea
  - B sunlight, sugar, and water
  - C sunlight, water, and fruit
  - D water, fruit, and tea
- 2. This text is organized into two main parts. The first part describes Naveena Shine's experiment and its results. What does the second part mostly describe?
  - A how Naveena Shine has reacted to criticism of her experiment
  - the process by which plants produce energy
  - C the long-term and short-term symptoms of organ failure
  - D the process by which humans extract energy from the plants we eat
- 3. Even after her experiment, Shine believed that humans could live on sunlight. What evidence from the text best supports this conclusion?
  - A "What was Shine's mistake? Well, she made several. Most importantly, she misunderstood how energy is produced in plants versus how it's produced in humans."
  - B "So, Shine set out to test her hypothesis. In May, she declared that, for the next six months, she would not eat food."
  - C "Shine appears to have escaped from the experiment without permanent damage although she did sustain a steep drop in her weight and some credit card debt."
  - D "Shine did not rule the experiment a failure. Instead, she blamed the early termination on several other, more practical factors[.]"
- 4. How can the tone of this article best be described?
  - A confused and slightly annoyed
  - explanatory and slightly condescending.
  - C sarcastic and very goofy
  - D enthusiastic and excited
- 5. What is the main idea of this text?
  - A Many people have claimed to live off only sunlight, but none of these claims have been proven true.
  - B Because plants can live off sunlight and water, they are further along in the evolutionary process than humans.
  - C A woman tried to live off sunlight like plants do, but failed because humans and plants produce energy differently.
  - D Plants produce food through a process called photosynthesis, using sunlight, water, carbon dioxide, and minerals.

- 6. Read these three quotes from Naveena Shine from the text.
- "'Plants live on light, and then we eat plants,' she concluded. 'Are we simply not accessing our inherent ability to live on light?'"
- "I have the feeling my body has reached a point where it has used up all its stored fats, and is now looking around for what to consume next,' she wrote on Facebook. 'I suspect this might be the point where it decides either find and hook into the source where it is able to live on light, or consume the body for sustenance.'"

"'From the feedback I am getting,' she wrote, 'it is becoming patently clear that most of the world is by no means ready to receive the information I am attempting to produce.'"

Why might the author have included three quotes from Naveena Shine?

- A to express the author's agreement with Shine's ideas and opinions
- B to share Shine's ideas and opinions with the reader directly
- C to show that Naveena Shine's conclusions were accurate
- D to suggest that Shine has a better understanding of science than the author
- 7. Choose the answer that best completes the sentence.

Shine's experiment received a lot of criticism. \_\_\_\_\_, many of her detractors pointed out that, even if her theory was valid, famously cloudy Seattle might not have been the best place to test it out.

- A As a result
- **B** Meanwhile
- C However
- **D** For example

| 8. According to the author, how would Shine have acted differently if she had a better understanding of photosynthesis and how the human body works? |  |  |  |  |  |
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|  |                               |                       |                     |
| . What is the author's                         | s opinion of Naveena          | Shine's experiment? S | Support your answer |
| . What is the author's<br>h evidence from the  | s opinion of Naveena<br>text. | Shine's experiment? S | Support your answer |
| . What is the author's<br>th evidence from the | s opinion of Naveena<br>text. | Shine's experiment? S | Support your answer |

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Day 5

networks

### Southeast Asia

# Lesson 2: History of Southeast Asia, continued

| 2          | Summarizing                  |
|------------|------------------------------|
| 5.         | Describe how Islam           |
|            | spread through               |
|            | Southeast Asia,              |
|            | •                            |
|            |                              |
|            |                              |
|            |                              |
|            |                              |
|            |                              |
|            | Reading                      |
| 100000     | Progress Check               |
| 6.         | What are some ways in        |
|            | which India influenced       |
|            | Southeast Asia?              |
|            |                              |
|            |                              |
|            |                              |
|            |                              |
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|            |                              |
|            |                              |
| ritition 2 | l Deservataines              |
| ₽.         | Determining Cause and Effect |
|            | cause and effect             |
| 7.         | Why did European             |
|            | traders want to find         |
|            | routes to Southeast          |
|            | Asia?                        |
|            |                              |
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Islam, the religion of Muslims, may have reached Southeast Asia as early as the A.D. 800s. It was brought by traders from the Middle East or western India who travelled the sea route to China. By the 1400s, other Islamic kingdoms were established near port cities along the main trade routes. By the 1600s, Islam was the dominant religion across most of the Malay Archipelago. The most important Islamic kingdom was located at the port of Malacca on the Malay Peninsula. Malacca grew into a powerful trading empire. Its **sultans**, or kings, ruled over most of the peninsula and the island of Sumatra.

## Western Colonization

**Guiding Question** How did European colonization change Southeast Asia?

From ancient times through the Middle Ages, Chinese, Indian, and Arab traders brought precious spices to Europeans. Spices were used to flavor food, to preserve meat, and to make perfumes and medicines. Spices were in high demand but supplies were limited. This meant that traders could charge high prices. Some spices were worth more than gold.

European rulers decided they wanted to gain control of this profitable trade. During the Age of Discovery, European explorers made long sea voyages, looking for spices, as well as other riches such as gold and silver. They also wanted to spread Christianity and map the world.

In the early 1500s, Portuguese sailors discovered a way to reach India and Southeast Asia. They found they could reach these areas by sailing around the southern tip of Africa. In 1511 the Portuguese conquered Malacca. They discovered the Moluccas and the Banda Islands where cloves, nutmeg, and mace were grown. These islands became known as the Spice Islands. The wealth generated by spices made Portugal rich.

Other European powers also tried to make money from the spice trade. The explorer Ferdinand Magellan led five Spanish ships that reached the Philippines by sailing across the Pacific Ocean from Mexico. Soon the Philippines became a Spanish colony. By the middle of the 1600s, the Dutch had found a new route to the Spice Islands. They replaced the Portuguese as the area's main trading power.

In the 1800s and early 1900s, European countries gained control over other parts of Southeast Asia. Burma and Malaysia became colonies of Great Britain. Vietnam, Laos, and Cambodia became colonies of France.

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## Southeast Asia

## Lesson 2: History of Southeast Asia, continued

Europeans looked for more ways to make money in Southeast Asia. They built mines and factories. They established **plantations**, or large farms on which a single crop is grown for export. Crops grown on plantations included tea, coffee, tobacco, and rubber trees. Thousands of people were brought from China and India to work in the mines and on the plantations. Many became permanent residents.

Thailand, then known as Siam, was the only nation in Southeast Asia that Europeans did not colonize. It was ruled by an **absolute monarchy** from the mid-1400s until 1932. In an absolute monarchy, one ruler has governing power over the entire country. Siam was able to remain independent by allowing free trade with European countries.

# **Independent Countries**

**Guiding Question** What events ended the colonial era in Southeast Asia?

By the early 1900s, nearly all of Southeast Asia was controlled by foreign countries. Colonial rule was often harsh and unjust. The people sometimes violently resisted colonialism. However, countries in the region did not gain their freedom until after World War II ended in 1945.

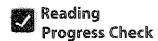
| Date  | Independent Country         | Colonial Power |
|-------|-----------------------------|----------------|
| 1946  | The Philippines             | United States  |
| 1948  | Myanmar                     | Britain        |
| 1949  | Indonesia                   | Netherlands    |
| 1950s | Vietnam, Laos, and Cambodia | France         |
| 1950s | Malaysia and Singapore      | Britain        |

The last country to gain its freedom was East Timor. It declared independence from Portugal in 1975 but was then invaded by Indonesia. Indonesia's violent rule lasted until 2002.

The newly independent countries of Southeast Asia faced many challenges. In many countries, wars and revolutions led to years of violence. In Vietnam, Communist forces defeated the French in 1954 and ruled the northern part of the country. The United States supported leaders in the south against the Communists. Fighting led to the Vietnam War, which lasted until 1975 and took more than 2 million lives. After the war ended, North Vietnam united the country under a Communist government.

#### Marking the Text

**8.** In the text on the left, circle the products that are grown on plantations.



9. In what ways did European powers gain wealth from their colonies in Southeast Asia?

| _ |
|---|
| B |
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#### Marking the Text

10. Highlight countries that gained their independence from Britain in pink. Highlight countries that gained their independence from France in yellow.

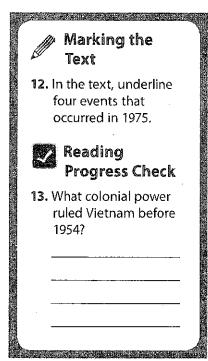
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# Explaining

11. Why was East Timor the last country to achieve its independence?

## Southeast Asia

# Lesson 2: History of Southeast Asia, continued



In Laos, Vietnamese communists fought the government, which collapsed in 1975. In the same year, a rural communist movement called the Khmer Rouge overthrew the Cambodian government. Between 1975 and 1979, the Khmer Rouge undertook a brutal campaign of terror in which at least 1.5 million people died. In 1978, Vietnam sent soldiers to invade Cambodia and set up a new government that it controlled. This began a civil war that lasted almost 13 years.

Economic growth in China and Taiwan has helped some countries in Southeast Asia. Manufacturing is important in Thailand, Malaysia, Indonesia, the Philippines, and Vietnam. Textiles and tourism are important parts of Cambodia's economy. Singapore is one of the world's wealthiest countries.

Thailand has been a **constitutional monarchy** since 1932. In a constitutional monarchy a ruler must follow a constitution and laws. In the 1980s, Thailand adopted democratic reforms that helped the economy grow.

Myanmar has struggled since gaining independence. The military seized power and established a socialist government in 1962. Since then, the country has been closed to outside influences.

# Writing

## **Check for Understanding**

| 1. | <b>Informative/Explanatory</b> How has location affected the development of economies in Southeast Asia?                            |  |  |
|----|---|--|--|
|    |   |  |  |
|    |   |  |  |
| 2. | <b>Argument</b> Why do you think newly independent countries in Southeast Asia had difficulties in establishing stable governments? |  |  |
|    |   |  |  |
|    |   |  |  |