

SENIOR ENGLISH NTI PACKET 2018-2019

DO NOT LOOSE THIS, YOU WILL NOT GET ANOTHER ☺

Seniors,

Attached is your NTI packet for the 2018-2019 school year. After a cancelation, where a NTI day has been used, please bring in your work on a separate sheet **as soon as** possible (within 3 days). I will not need you to write on or return this packet, only your answers. If you need any help with these on NTI days, you can call me at school 859-289-3780 or email me at becca.stacy@nicholas.kyschools.us .

Thank you,
Mrs. Stacy

Selma to Montgomery March NTI Day 1

In early 1965, Martin Luther King Jr.'s Southern Christian Leadership Conference (SCLC) made Selma, Alabama, the focus of its efforts to register black voters in the South. That March, protesters attempting to march from Selma to the state capital of Montgomery were met with violent resistance by state and local authorities. As the world watched, the protesters (under the protection of federalized National Guard troops) finally achieved their goal, walking around the clock for three days to reach Montgomery. The historic march, and King's participation in it, greatly helped raise awareness of the difficulty faced by black voters in the South, and the need for a Voting Rights Act, passed later that year.

VOTER REGISTRATION EFFORTS IN SELMA

Even after the Civil Rights Act of 1964 forbade discrimination in voting on the basis of race, efforts by civil rights organizations such as the Southern Christian Leadership Council (SCLC) and the Student Nonviolent Coordinating Committee (SNCC) to register black voters met with fierce resistance in southern states such as Alabama. In early 1965, Martin Luther King Jr. and SCLC decided to make Selma, located in Dallas County, Alabama, the focus of a voter registration campaign. Alabama Governor George Wallace was a notorious opponent of desegregation, and the local county sheriff in Dallas County had led a steadfast opposition to black voter registration drives. As a result, only 2 percent of Selma's eligible black voters (300 out of 15,000) had managed to register.

DID YOU KNOW?

Ralph Bunche, who participated in the Selma to Montgomery March with Martin Luther King Jr., won the Nobel Peace Prize in 1950 for his successful negotiation of an Arab-Israeli truce in Palestine a year earlier.

King had won the Nobel Peace Prize in 1964, and his higher profile would help draw international attention to Selma during the eventful months that followed. On February 18, white segregationists attacked a group of peaceful demonstrators in the nearby town of Marion. In the

ensuing chaos, an Alabama state trooper fatally shot Jimmie Lee Jackson, a young African-American demonstrator. In response to Jackson's death, King and the SCLC planned a massive protest march from Selma to the state capitol of Montgomery, 54 miles away. A group of 600 people set out on Sunday, March 7, but didn't get far before Alabama state troopers wielding whips, nightsticks and tear gas rushed the group at the Edmund Pettis Bridge and beat them back to Selma. The brutal scene was captured on television, enraging many Americans and drawing civil rights and religious leaders of all faiths to Selma in protest.

A HISTORIC MARCH

King himself led another attempt on March 9, but turned the marchers around when state troopers again blocked the road. That night, a group of segregationists beat another protester, the young white minister James Reeb, to death. Alabama state officials (led by Wallace) tried to prevent the march from going forward, but a U.S. district court judge ordered them to permit it. President Lyndon Johnson also backed the marchers, going on national television to pledge his support and lobby for passage of new voting rights legislation he was introducing in Congress. Some 2,000 people set out from Selma on March 21, protected by U.S. Army troops and Alabama National Guard forces that Johnson had ordered under federal control. After walking some 12 hours a day and sleeping in fields along the way, they reached Montgomery on March 25.

Nearly 50,000 supporters—black and white—met the marchers in Montgomery, where they gathered in front of the state capitol to hear King and other speakers including Ralph Bunche (winner of the 1950 Nobel Peace Prize) address the crowd. “No tide of racism can stop us,” King proclaimed from the building's steps, as viewers from around the world watched the historic moment on television.

LASTING IMPACT

On March 17, 1965, even as the Selma-to-Montgomery marchers fought for the right to carry out their protest, President Lyndon Johnson addressed a joint session of Congress, calling for federal voting rights legislation to protect African Americans from barriers that prevented them from voting. That August, Congress passed the Voting Rights Act, which guaranteed the right to vote (first awarded by the 15th Amendment) to all African Americans. Specifically, the act banned literacy tests as a requirement for voting, mandated federal oversight of voter registration in areas where tests had previously been used, and gave the U.S. attorney general the duty of challenging the use of poll taxes for state and local elections.

Along with the Civil Rights Act, the Voting Rights Act was one of the most expansive pieces of civil rights legislation in American history. Its effects greatly reduced the disparity between black and white voters in the U.S. and allowed a greater number of African Americans to enter political life at the local, state and national level.

Comprehension Questions

1. *What did Martin Luther King, Jr.'s Southern Christian Leadership Conference make Selma, Alabama, the focus of?*

- A. *its efforts to register black voters in the South*
- B. *its efforts to get President Lyndon Johnson's support*
- C. *its efforts to negotiate an Arab-Israeli truce in Palestine*
- D. *its efforts to show support for Alabama Governor George Wallace*

2. *Martin Luther King, Jr.'s Southern Christian Leadership Council responded to fierce resistance to the registration of black voters by organizing a march from Selma to Montgomery.*

What does the text describe as an effect of this march?

- A. *The march helped increase support for Alabama Governor George Wallace and desegregation.*
- B. *The march helped raise awareness of the difficulty that black voters faced in the South and the need for a Voting Rights Act.*
- C. *The march helped raise awareness of the need to negotiate an Arab-Israeli truce in Palestine.*
- D. *The march helped increase support for President Lyndon Johnson and the passage of new legislation he was introducing in Congress.*

3. *The Civil Rights Act of 1964 forbade discrimination in voting on the basis of race. However, efforts led by civil rights organizations to register black voters were met with fierce resistance in southern states. In Alabama's Dallas County, the local county sheriff had led a steadfast opposition to black voter registration drives. As a result, only 2 percent of Selma's eligible black voters had managed to register. What can be concluded about the South's reaction to the Civil Rights Act of 1964 based on this information from the text?*

- A. *The South was very supportive of the Civil Rights Act in 1964.*

B. The South was very resistant to the Civil Rights Act in 1964.

C. The South was uninterested in the Civil Rights Act in 1964.

D. The South was skeptical about the Civil Rights Act in 1964.

4. Based on the text, why was public awareness of the Selma march important?

A. It helped the public realize that the civil rights movement was no longer necessary.

B. It helped politicians realize that issues related to race could be used as a political tool.

C. It motivated more people in the South to support segregation.

D. It helped the public realize there was a need for the Voting Rights Act.

5. What is the main idea of this passage?

A. Alabama Governor George Wallace was a notorious opponent of desegregation, and the local county sheriff in Dallas County had led a steadfast opposition to black voter registration drives.

B. Even after the Civil Rights Act of 1964 forbade discrimination in voting on the basis of race, efforts to register black voters were met with fierce resistance in southern states.

C. The march from Selma to Montgomery helped raise awareness of the difficulty faced by black voters in the South and the need for a Voting Rights Act.

D. President Lyndon Johnson went on national television to pledge his support for Selma-to-Montgomery marchers and lobby for passage of new voting rights legislation.

6. Read these sentences from the text:

"Along with the Civil Rights Act, the Voting Rights Act was one of the most expansive pieces of civil rights legislation in American history. Its effects greatly reduced the disparity between black and white voters in the U.S. and allowed a greater number of African Americans to enter political life at the local, state and national level."

Based on this evidence, what is the meaning of the word "expansive" in this excerpt?

- A. *forgotten or neglected*
- B. *focused or targeted*
- C. *limited or narrow*
- D. *far-reaching or comprehensive*

7. Choose the answer that best completes the sentence.

_____ the Civil Rights Act of 1964 forbade discrimination in voting on the basis of race, efforts to register black voters were still met with fierce resistance.

- A. *However*
- B. *Although*
- C. *Therefore*
- D. *Instead*

8. What effects did the Voting Rights Act have?

9. What did President Lyndon Johnson do during the march from Selma to Montgomery?

10. Explain how the march from Selma to Montgomery helped raise awareness of the difficulty faced by black voters in the South.

Eleanor Roosevelt's Four Basic Rights, 1944 NTI Day 2

This letter is provided courtesy of the Gilder Lehrman Institute of American History.

A primary source by Eleanor Roosevelt

Eleanor Roosevelt to Addie Frizelle, May 13, 1944 (Gilder Lehrman Collection)

First Lady Eleanor Roosevelt, a lifelong advocate of equal rights, used her position as First Lady to advocate against discrimination in the United States. However, Mrs. Roosevelt's ideas were not embraced by everyone in the pre-civil rights era when segregation and racism were institutionalized in American economics, politics, and society. In this letter from 1944 Mrs. Roosevelt responded to one of her critics, Addie Frizelle, who worried about the desegregation of restrooms and forced social interaction between the races in the government's movement toward racial equality in some spheres.

The First Lady deftly responded to the woman, dismissing her concerns about socialization and desegregation, while enumerating the "four basic rights which I believe every citizen in a democracy must enjoy. These are the right for equal education, the right to work for equal pay according to ability, the right to justice under the law, the right to participate in the making of the laws by use of the ballot."

TRANSCRIPT

Eleanor Roosevelt to Addie Frizelle, May 13, 1944.

May 13, 1944

Dear Miss Frizelle:

I have not advocated social equality between colored and white people. That is a personal thing which nobody can advocate. Nobody can tell me whom I shall have inside my house, any more than I can tell others.

The only things which I have advocated are four basic rights which I believe every citizen in a democracy must enjoy. These are the right for equal education, the right to work for equal pay according to ability, the right to justice under the law, the right to participate in the making of the laws by use of the ballot.

Questions beyond that are personal things and people must decide them for themselves.

I am sure it is true that here in Washington you have found some discourteous colored people. I have found colored people who were discourteous, and I have also found white people who were discourteous. As a matter of fact, I doubt if it does any people anywhere any harm to tell them that you believe they are entitled to certain rights and you are willing to see them obtain those rights.

If you have to use the same toilets and wash basins where you work, then all of you must have to take physical examinations, in which case I think you are as safe as you would be in any place where a great many people are coming and going. If you are nervous, there are certain precautions which you can always take.

Sincerely yours,

Eleanor Roosevelt

Comprehension Questions

1. *According to Eleanor Roosevelt, who should enjoy four basic rights?*

- A. *members of all races in a monarchy*
- B. *all people, regardless of where they live*
- C. *women and children in a communist state*
- D. *every citizen in a democracy*

2. *How does Eleanor Roosevelt organize her letter?*

- A. *She first expresses a belief about social equality, then lists four basic rights which she believes every citizen in a democracy should enjoy, and finally responds to specific concerns of Miss Frizelle's.*
- B. *She first expresses a belief about social equality, then responds to specific concerns of Miss Frizelle's, and finally lists four basic rights which she believes every citizen in a democracy should enjoy.*
- C. *She first responds to specific concerns of Miss Frizelle's, then expresses a belief about social equality, and finally lists four basic rights which she believes every citizen in a democracy should enjoy.*
- D. *She first responds to specific concerns of Miss Frizelle's, then lists four basic rights which she believes every citizen in a democracy should enjoy, and finally expresses a belief about social equality.*

3. *Read this paragraph from Eleanor Roosevelt's letter.*

“I am sure it is true that here in Washington you have found some discourteous colored people. I have found colored people who were discourteous, and I have also found white people who were discourteous. As a matter of fact, I doubt if it does any people anywhere any harm to tell them that you believe they are entitled to certain rights and you are willing to see them obtain those rights.”

What can you infer from this information about Addie Frizelle?

- A. *Addie Frizelle was uncomfortable with the desegregation of restrooms in the workplace.*
- B. *Addie Frizelle considered the colored people and white people in Washington equally discourteous.*
- C. *Addie Frizelle was upset by the behavior of colored people in Washington.*
- D. *Addie Frizelle supported the same four basic rights that Eleanor Roosevelt did.*

4. *How did Eleanor Roosevelt respond to Addie Frizelle's concern about the desegregation of restrooms in the workplace?*

- A. *Eleanor Roosevelt observed that the safety of restrooms varies significantly from one workplace to another.*
- B. *Eleanor Roosevelt attacked Addie Frizelle's concern as racist and unfounded.*
- C. *Eleanor Roosevelt argued that there is not much need to worry about the matter.*
- D. *Eleanor Roosevelt acknowledged that Addie Frizelle's concern is a reasonable one.*

5. *What is the main idea of Eleanor Roosevelt's letter?*

- A. *Physical examinations help ensure the safety of restrooms in the workplace, but people may take extra precautions if they are nervous.*
- B. *Nobody has the right to tell other people whom they may have inside their houses because social equality is a matter that people must decide for themselves.*
- C. *There are discourteous colored people as well as discourteous white people in Washington.*
- D. *All citizens in a democracy should have certain basic rights, and questions that do not involve those rights should be decided by people on their own.*

6. Read this paragraph from Eleanor Roosevelt's letter.

"I am sure it is true that here in Washington you have found some discourteous colored people. I have found colored people who were discourteous, and I have also found white people who were discourteous. As a matter of fact, I doubt if it does any people anywhere any harm to tell them that you believe they are entitled to certain rights and you are willing to see them obtain those rights."

How can Eleanor Roosevelt's tone in this paragraph be described?

- A. *urgent and distressed*
- B. *calm and thoughtful*
- C. *warm and friendly*
- D. *angry and combative*

7. Read these sentences from the letter.

"I have not advocated social equality between colored and white people. That is a personal thing which nobody can advocate. Nobody can tell me whom I shall have inside my house, any more than I can tell others."

What is the relationship between the third sentence and the previous two?

- A. *The third sentence helps to illustrate the meaning of the previous two sentences.*
- B. *The third sentence compares the ideas expressed by the previous two sentences.*
- C. *The third sentence contrasts the ideas expressed by the previous two sentences.*
- D. *The third sentence suggests an alternative to the ideas expressed by the previous two sentences.*

Answer

8. What are the four basic rights that Eleanor Roosevelt believes every citizen in a democracy should enjoy?

9. Addie Frizelle worried about the desegregation of restrooms and forced social interaction between the races in the government's movement toward racial equality in some spheres. Did Eleanor Roosevelt share these worries? Support your answer with evidence from the text.

10. Eleanor Roosevelt believed that every citizen in a democracy should have four basic rights. Beyond that, she believed that people must decide matters for themselves. Is the matter of social interaction one that people must decide for themselves or one that is covered by the basic rights which every citizen should enjoy? Support your answer with evidence from the letter.

Centuries of Peace NTI Day 3

Given the regular outbreaks of religious and political violence in the Middle East, it's easy to think of Muslims, Jews, and Christians as natural antagonists. This wasn't always the case, however. For hundreds of years, Muslims, Jews, and Christians lived in peace on the Iberian Peninsula, in what is now Spain. They farmed side-by-side, governed together, and even shared their most important intellectual and religious texts. This collaboration led to the founding of the first modern universities in the West.

But this peaceful collaboration is not what many remember most about the Muslim empire in Spain. What's most commonly known about the Muslim empire in Spain is its savagely violent beginning and end. After watching for centuries as the Visigoth empire collapsed into corruption and civil war, Muslims in Northern Africa began planning a massive invasion of the Iberian Peninsula. Under General Tariq ibn Ziyad, an army sailed nine miles from Africa to the Rock of Gibraltar (derived from the Arabic "Tariq's Mountain") in 711. By 718, Muslims controlled all of today's Spain and Portugal and part of southern France. This territory was called al-Andalus. Almost 800 years later, the last Muslim leaders were expelled from Spain during a brutal 11-year military campaign that ended on January 2, 1492, when King Mohammad XII surrendered in Granada.

Between these violent bookends, however, thrived a rich and multicultural culture called the Convivencia, or coexistence. While there were occasional outbreaks of violence and repression by Muslim authorities directed against people of other faiths, Christians and Jews were officially labeled "dhimmis," or protected peoples under Islamic law. A small number of Jews and Christians rose to powerful positions in the government.

People from all three faiths also joined together to share ancient texts that had been preserved by their respective religious teachers. In Toledo and in the empire's capital of Cordoba, monks and scholars gathered from across Europe and the Muslim world to translate and debate important texts. Perhaps the most important of these scholars was Averroes, who was known in Arabic as

Ibn Rushd. Averroes, a judge and scholar, delivered the forgotten wisdom of Aristotle to the rest of the world. He helped rescue ancient Greek philosophy from oblivion, enabling the Muslim empire's golden age to provide the intellectual backbone later used to build modern Western civilization.

Born in 1126 to a family of prominent civic leaders, Averroes was considered a polymath, becoming a master in Greek and Islamic philosophy, theology, mathematics, and science. He started translating Aristotle from Greek into Arabic after the ruler of the Iberian caliphate asked him to create a version of the text that was clearer and easier to understand than previous translations. Averroes went on to translate most of the known works by Aristotle plus *The Republic* by Plato and also published many short commentaries on each work.

His work came at an important time. By the 12th century, only a handful of Europeans could still read the works of Aristotle in their original Greek. Few copies of the original survived because they had been written on fragile papyrus, and most versions copied onto more durable and expensive parchment were owned by Islamic authorities. After circulating through the scholastic society of Cordoba, Aristotle's works were copied and sent across Europe, sparking a resurgence of interest in his philosophy in the West that continues today.

While all this seems very remote, the reasons behind Averroes's work are just as important today. His best-known original work, "The Incoherence of the Incoherence," was a defense of the rational mind over religious belief as the root of wisdom and knowledge. Aimed at Islamic leaders who were trying to enact a stricter version of religious law across the empire, Averroes took a risky position, arguing that humans should be the ultimate deciders of law and justice, not God. Five hundred years before writers such as Thomas Hobbs navigated a similar path, Averroes's positions have caused many to call him the "founding father of secular thought in Western Europe." Many of his works were kept at the personal library of the local caliph, or emperor, who was estimated to have collected around 400,000 books, making it one of the largest libraries in the world at the time.

While Averroes argued for greater plurality of world views, the culture of the Iberian peninsula promoted religious equality—or at least some modicum of tolerance—on a day-to-day basis. Jews emigrated from the Middle East and Northern Africa to Toledo and other major cities on the Iberian peninsula, creating some of the most stable and prosperous Jewish communities in the world at the time. It was here that a Hebrew Renaissance flourished, resulting in some of the most important works of Hebrew poetry.

Perhaps the most surprising collaboration between religions during the al-Andalus empire happened inside the mosques, which were shared between Muslims and Christians. This was most apparent at the Mosque-Cathedral of Cordoba. Founded in the year 600 by the Visigoths as a Catholic church, it was divided by Muslim leaders into Muslim and Christian sections after the Muslim conquest. As more Muslims immigrated to Cordoba and their ranks overwhelmed the building, the emir (ruler of al-Andalus) purchased the other half from the Christians and allowed the Catholics to rebuild churches that had been destroyed during the invasion. Thus began a two-century construction project to enlarge the mosque, which came to include some of the tallest and most ornate indoor structures in all of medieval Europe. The mosque was rechristened as Cordoba's cathedral when Christians re-took the city in 1236. Three hundred years later, local

church leaders proposed to destroy the huge mosque and build a church in its place. But the townspeople were so opposed to the plan they won a rare intercession from the Holy Roman Emperor, second in the Vatican hierarchy only to the Pope, who agreed the mosque should be saved. Today the entire sprawling complex is protected by the United Nations as a World Heritage Site.

Coexistence between Jews, Christians, and Muslims during Islamic control of Spain was not perfect. Jews and Christians were never fully equal to Muslims under Islamic law, and their treatment varied based on changing political and religious decisions of Muslim leaders. But the centuries of Muslim rule were characterized by greater tolerance than anything found at the time in Europe. And thanks to the relative tolerance of the Muslim al-Andalus empire, Western Society rediscovered some of the philosophy and art that would become its foundation.

Comprehension Questions

1. According to the passage, where did Muslims, Jews, and Christians live in peace together for hundreds of years?

- A. Northern Africa*
- B. the Middle East*
- C. the United States*
- D. the Iberian Peninsula*

2. Averroes translated most of the known works by Aristotle from Greek into Arabic. What effect did Averroes's translations have?

- A. Aristotle's translated works circulated throughout Europe, sparking a resurgence of interest in Aristotle's philosophy.*
- B. Aristotle's translated works circulated throughout Europe, sparking widespread criticism of Aristotle's philosophy in the Muslim empire.*
- C. The Iberian caliphate asked Averroes to create versions of Greek texts that were clearer and easier to understand than previous translations.*
- D. Averroes formed a defense of the rational mind over religious belief as the root of wisdom and knowledge.*

3. *The Mosque-Cathedral of Cordoba is a symbol of peaceful religious coexistence. What evidence from the passage best supports this conclusion?*

- A. *The Mosque-Cathedral of Cordoba included some of the tallest and most ornate indoor structures in all of medieval Europe.*
- B. *The Mosque-Cathedral of Cordoba was divided by Muslim leaders into Muslim and Christian sections after the Muslim conquest.*
- C. *The Mosque-Cathedral of Cordoba was founded in the year 600 by the Visigoths as a Catholic church.*
- D. *The emir purchased the other half of the Mosque-Cathedral of Cordoba from the Christians and allowed the Catholics to rebuild churches that had been destroyed during the invasion.*

4. *The word “secular” is used to describe something that is not based on or connected to religion. Why is Averroes considered the “founding father of secular thought”?*

- A. *He argued for the greater plurality of world views.*
- B. *Many of his works were kept at the personal library of the local caliph, or emperor, who was estimated to have collected around 400,000 books.*
- C. *He defended the rational mind over religious belief as the root of wisdom and knowledge.*
- D. *He took a risky position during a time when Islamic leaders were trying to enact a stricter version of religious law across the empire.*

5. *What is this passage mainly about?*

- A. *the treatment of people of different faiths during the Muslim empire in Spain*
- B. *the culture of the al-Andalus empire in Spain*
- C. *the life and work of Averroes*

D. the resurgence of Greek philosophy during the Muslim empire in Spain

6. Read the following sentence: “Given the regular outbreaks of religious and political violence in the Middle East, it’s easy to think of Muslims, Jews, and Christians as natural **antagonists**. This wasn’t always the case, however. For hundreds of years, Muslims, Jews, and Christians lived in peace on the Iberian Peninsula, in what is now Spain.”

As used in this passage, what does the word “**antagonist**” most nearly mean?

A. enemy

B. friend

C. supporter

D. neighbor

7. Choose the answer below that best completes the sentence.

The Mosque-Cathedral of Cordoba eventually had sections for Muslims and Christians, ____ it was originally built as a Catholic Church.

A. thus

B. also

C. but

D. like

8. What is the Convivencia?

9. Describe an example of people from different religions on the Iberian Peninsula coexisting or collaborating peacefully.

10. How did Averroes support the peaceful collaboration between Muslims, Jews, and Christians during the Muslim empire in Spain? Use information from the passage to support your answer.

Changes in Biodiversity NTI Day 4

Hundreds of years ago, before North America was split up according to states and countries, native populations lived in the many varied areas of the continent. There were jungles, forests, riverlands, dry prairies, wetlands, and many other types of geographies where people lived. There were no cities as we know them today: humans lived in tune with nature, relying on their surroundings to build shelters, hunt and gather food, and create forms of exchange (for example, shells found on beaches could be traded for animal skins).

Each Native American tribe was attuned to the specific land on which they lived, and had certain customs that utilized their land to the utmost. Native Americans living in what is now known as the Midwest relied on hunting large animals like bison for their meat and their skins. Their meat provided an important source of nourishment for many tribes, and their skins were a valuable material that was used in the production of clothes and teepees, a type of shelter. Other tribes who lived on the eastern coast of North America made extensive use of the forests there, trapping small animals and game (like deer) that lived among the trees, and farming hearty foods that could handle the changes in weather, like corn. Still other tribes, who lived in the deserts of what is now Arizona, built homes in the rocky cliffs and hills for protection.

The variety of plant and animal life in these specific environments is called biodiversity. The tribes who lived in what is now known as Seattle fished salmon, while the tribes who lived in what is now known as Maine caught crabs and lobsters. As you can see, even though each group relied on seafood, the type of fish they ate was dependent on the type of fish that was available to them. At the time we are thinking about, if you lived in Seattle, there were no restaurants you could go to and order lobster!

Now think for a moment about what this means. Let's say one year, a pod of whales was unable to go to their usual feeding area in Alaska because a school of sharks was inhabiting those waters during the whales' feeding time. So, looking for other sources of food, the whales swam down towards Seattle and noticed a large population of salmon. They ate all the salmon and, full and content, swam away to their next destination. The next week, the human tribes living in Seattle go to where the salmon usually are in order to get the first big catch of the season, and they find that no salmon are there. Instead of catching salmon, a staple of their diet, the humans must find another food source: their habitat has changed, and now the humans, like the whales before them, must adapt to their new situation.

This brings us to the very important idea of the ecosystem. An ecosystem is a very complex and delicate arrangement of plants and animals that provide nourishment for each other in a variety of ways. If one part of the ecosystem changes or is disrupted, it can affect the entire workings of an environment.

Humans have made changes to their ecosystems to serve a specific need. And in certain cases, the goal is to disrupt the population of another species within the ecosystem. However, there can be unintended consequences. One example is the use of pesticides. When American farmers began using pesticides (chemical insect-repellants) to get rid of bugs that decimated entire harvests of crops, they had no idea what the consequences would be—or whether there would be any consequences. As scientists began to study how people used certain types of chemicals for

certain types of crops, they learned that there are some pesticides that are not just harmful for insects—they are harmful for humans too, and were making many people sick after they had eaten the crops that had been sprayed with those pesticides. With this knowledge, scientists were able to develop other pesticides that were less harmful for humans but were still useful in getting rid of the bugs that liked to eat humans' important crops. As you can see, the changes that humans made in the ecosystem—the biodiversity that the humans cut down on by making sure the insects left the plants alone—needed to be studied carefully so that the changes made were sure to be beneficial.

Comprehension Questions

1. *What does biodiversity refer to?*

- A. *chemical replants that are used to get rid of bugs*
- B. *the scientific study of an ecosystem*
- C. *the variety of plant and animal life in an environment*
- D. *the large population of salmon that live near Seattle*

2. *What does the author explain in the passage?*

- A. *the author explains the terms “biodiversity” and “ecosystem,” giving examples of each*
- B. *the author explains the terms “tribe” and “Native American” without giving any examples*
- C. *the author explains the terms “pod,” “school,” and “wetlands,” giving two examples of each*
- D. *the author explains the terms “nourishment” and “chemical” without giving any examples*

3. *Changing one part of an ecosystem can affect other parts of the environment where the change is made.*

What evidence from the passage supports this statement?

- A. *Native Americans who lived in what is now known as the Midwest hunted large animals like bison.*
- B. *Tribes who lived in the deserts of what is now Arizona built homes in the rocky cliffs and hills.*
- C. *When American farmers began using pesticide to harm bugs, they harmed humans as well.*
- D. *Tribes on the West Coast of North America fished salmon, while tribes on the East Coast caught crabs and lobsters.*

4. *Based on the information in the passage, what can the reader conclude about biodiversity?*

- A. *There was very little biodiversity in North America before it was split up into states and countries.*
- B. *There was a lot of biodiversity in North America before it was split up into states and countries.*
- C. *Biodiversity cannot be affected by human activity.*
- D. *Biodiversity cannot be affected by changes to the ecosystem.*

5. *What is this passage mainly about?*

- A. *different Native American tribes and the ways in which they obtained food*
- B. *natural environments and the way changes can affect those environments*
- C. *pesticides used by farmers and the harmful effects of those pesticides on humans*
- D. *a pod of whales that cannot go to its usual feeding area in Alaska because of sharks*

6. Read the following sentences: “An ecosystem is a very complex and delicate arrangement of plants and animals that provide nourishment for each other in a variety of ways. If one part of the ecosystem changes or is disrupted, it can affect the entire workings of an environment.”

What does the word environment mean?

- A. *a species of plant or animal*
- B. *a group of Native Americans living in the same place*
- C. *the damage that humans can do to their surroundings*
- D. *an area where things live*

7. Choose the answer that best completes the sentence below.

Native Americans living in what is now known as the Midwest hunted large animals; _____,

Native Americans living on the eastern coast caught small animals.

- A. *on the other hand*
- B. *as a result*
- C. *as an illustration*
- D. *most importantly*

8. What happened when American farmers started using pesticides to get rid of bugs?

9. According to the passage, how could a pod of whales being unable to go to their usual feeding area affect humans? Be sure to describe the full chain of events in your answer.

10. Suppose that people living by a lake decided to put a chemical in the water to get rid of a certain type of fish in the lake. Would that action be likely to affect other living things in that environment? Use evidence from the passage to explain why or why not.

George Balanchine's "The Nutcracker®" NTI Day 5

This text is provided courtesy of New York City Ballet

Tschaikovsky's iconic score transports you to a world of wonder where mischievous mice are foiled by toy soldiers come to life, and a blizzard of ballerinas reveals the enchanting Land of Sweets. This is "the mother of all Nutcrackers" (The New Yorker) — the version that originated a beloved American tradition.

During the holiday period, the entire Company is immersed in activities surrounding *George Balanchine's The Nutcracker®*. All 90 dancers, 62 musicians, 32 stagehands and two casts of 50 young students each from the School of American Ballet join forces to make each performance as magical as possible. Children of all ages from New York City and the nation fill the David H. Koch Theater to be captivated by the lure of Tschaikovsky's music, Balanchine's choreography, Karinska's sumptuous costumes, and Rouben Ter-Arutunian's magical sets. *George Balanchine's The Nutcracker®*, based on the Alexandre Dumas père version of E.T.A. Hoffmann's tale, *The Nutcracker and the Mouse King* (1816), demands a full-scale production.

The elaborate stage elements and intricate lighting unleash the viewers' imagination by providing visual effects that are extraordinarily grand. The most famous example is the one-ton Christmas tree that grows from a height of 12 feet to 40 feet, evoking audible gasps of disbelief from the audience at each performance. Other notable feats include the comic figure of Mother Ginger — 85 pounds and nine feet wide, the costume requires handling by three people once it is lowered by pulley over the dancer's head — as well as the continuous flutter of the purest, crystal-shaped snowflakes (which are swept up and conserved after each performance for reuse).

While these technical achievements are wonderful fun, it is Balanchine's choreography that sustains the ballet through two acts. Act I introduces the characters — the Stahlbaum children, Marie and Fritz, Herr Drosselmeier and his Nephew — and also begins the transition from reality into fantasy with the concluding Snowflake Waltz. Act II offers the complete transformation. We have entered the "Kingdom of the Sugarplum Fairy" and there is no turning back.

George Balanchine's The Nutcracker® is one of the most complex theatrical, staged ballets in the Company's active repertory. The popularity of the ballet is immense and it provides an unforgettable spark to everyone's holiday season.

Comprehension Questions

1. The text states that *George Balanchine's The Nutcracker®* is a ballet that demands a full-scale production. What is an example of an elaborate stage element used in this production?
2. According to the text, *George Balanchine's The Nutcracker®* is a "complex" ballet. What evidence in the text supports the idea that this ballet is complex?
3. What is the main idea of this text?

Sandra Day O'Connor NTI Day 6

This article is provided courtesy of History.com

Sandra Day O'Connor (1930-) was an associate justice of the Supreme Court of the United States from 1981 to 2006, and was the first woman to serve on the Supreme Court. A moderate conservative, she was known for her dispassionate and meticulously researched opinions. For 24 years, Sandra Day O'Connor was a pioneering force on the Supreme Court and will always be remembered as acting as a sturdy guiding hand in the court's decisions during those years—and serving as a swing vote in many important cases. In 2009 her accomplishments were acknowledged by President Obama, who honored her with the Presidential Medal of Freedom.

Born on March 26, 1930, in El Paso, Texas, Sandra Day O'Connor became the first woman to serve as a justice on the United States Supreme Court in 1981. Long before she would weigh in on some of the nation's most pressing cases, she spent part of her childhood on her family's Arizona ranch. O'Connor was adept at riding and assisted with some ranch duties.

Did You Know? *On September 21, 1981, O'Connor was confirmed by the U.S. Senate with a vote of 99–0.*

After graduating from Stanford University in 1950 with a bachelor's degree in economics, Sandra Day O'Connor attended the university's law school. She received her degree in 1952 and worked in California and Frankfurt, Germany, before settling in Arizona.

In Arizona, Sandra Day O'Connor worked as the assistant attorney general in the 1960s. In 1969, she made the move to state politics with an appointment by Governor Jack Williams to state senate to fill a vacancy. A conservative Republican, O'Connor won re-election twice. In 1974, she took on a different challenge. O'Connor ran for the position of judge in the Maricopa County Superior Court.

As a judge, Sandra Day O'Connor developed a solid reputation for being firm but just. Outside of the courtroom, she remained involved in Republican politics. In 1979, O'Connor was selected to serve on the state's court of appeals. Only two years later, President Ronald Reagan nominated her for associate justice of the U.S. Supreme Court. O'Connor received unanimous approval from the U.S. Senate. She broke new ground for women in the legal field when she was sworn in as the first female justice on the Supreme Court.

As a member of the court, Sandra Day O'Connor was considered to be a moderate conservative. She tended to vote in line with her politically conservative nature, but she still considered her cases very carefully. In opposition to the Republican call to reverse the Roe v. Wade decision on abortion rights, O'Connor provided the vote needed to uphold the court's earlier decision. Many times she focused on the letter of law, not the clamoring of politicians, and voted for what she believed best fit the intentions of the U.S. Constitution.

Sandra Day O'Connor retired from the court on January 31, 2006. Part of her reason for retiring was to spend more time with her husband, John Jay O'Connor. The couple has been married since 1952 and has three sons. She divides her time between Washington, D.C., and Arizona.

Comprehension Questions

1. What was Sandra Day O'Connor the first woman to do?
2. Read this sentence from the text.

"As a judge, Sandra Day O'Connor developed a solid reputation for being firm, but just."

Based on the information in the article, explain whether O'Connor was also "firm but just" as a Supreme Court justice.

Support your answer with evidence from the text.

3. What is the main idea of this text?

George Washington Would Have Supported the New Deal, 1934 NTI Day 7

This text is provided courtesy of the Gilder Lehrman Institute of American History. It includes a transcript of a speech delivered by Franklin D. Roosevelt.

During his first term, President Franklin D. Roosevelt sought to deflect opposition to the New Deal. Speaking at Gettysburg on Memorial Day, 1934, Roosevelt invoked the memory of George Washington by comparing his federal agenda with that of the first president. He mentions Washington's national tours, his support for large development projects, and his opposition to sectionalism: "He knew that Nations grow as their commerce and manufactures and agriculture grow, and that all of these grow as the means of transportation are extended. He sought to knit the sections together by their common interest in these great enterprises; and he projected highways and canals as aids not to sectional, but to national development."

FULL TRANSCRIPT

Franklin D. Roosevelt

Gettysburg, PA, 30 May 1934.

[Press release of speech delivered on Memorial Day at Gettysburg, Pennsylvania]

GETTYSBURG ADDRESS

My Friends:

On these hills of Gettysburg two brave armies of Americans once met in combat. Not far from here, in a valley likewise consecrated to American valor, a ragged Continental Army survived a bitter winter to keep alive the expiring hope of a new Nation; and near to this battlefield and that valley stands that invincible city where the Declaration of Independence was born and the Constitution of the United States was written by the fathers. Surely, all this is holy ground.

It was in Philadelphia, too, that Washington spoke his solemn, tender, wise words of farewell -- a farewell not alone to his generation, but to the generation of those who laid down their lives here and to our generation and to the America of tomorrow. Perhaps if our fathers and grandfathers had truly heeded those words we should have had no family quarrel, no battle of Gettysburg, no Appomattox.

As a Virginian, President Washington had a natural pride in Virginia; but as an American, in his stately phrase, "the name of American, which belongs to you, in your National capacity, must always exalt the just pride of Patriotism, more than any appellation derived from local discrimination."

Recognizing the strength of local and State and sectional prejudices and how strong they might grow to be, and how they might take from the National Government some of the loyalty the citizens owed to it, he made three historic tours during his Presidency. One was through New England in 1789, another through the Northern States in 1790, and still another through the Southern States in 1791. He did this, as he said, "In order to become better acquainted with their principal characters and internal circumstances, as well as to be more accessible to numbers of [well-informed] persons who might give him useful advices on political subjects."

But he did more to stimulate patriotism than merely to travel and mingle with the people. He knew that Nations grow as their commerce and manufactures and agriculture grow, and that all of these grow as the means of transportation are extended. He sought to knit the sections together by their common interest in these great enterprises; and he projected highways and canals as aids not to sectional, but to national development.

But the Nation expanded geographically after the death of Washington far more rapidly than the Nation's means of inter-communication. The small national area of 1789 grew to the great expanse of the Nation of 1860. Even in terms of the crude transportation of that day, the thirteen states were but within "driving distance" of each other.

With the settling and the peopling of the Continent to the shores of the Pacific, there developed the problem of self-contained territories because the Nation's expansion exceeded its development of means of transportation. The early building of railroads did not proceed on national lines.

Contrary to belief, the South and the West were not laggard in developing this new form of transportation; but there, as in the East, most of the railroads were local and sectional. It was a chartless procedure: people were not thinking in terms of national transportation or national communication. In the days before the Brothers' War not a single line of railroad was projected from the South to the North; not even one from the South reached to the National Capital itself.

It was an inspired Prophet of the South who said: "My brethren, if we know one another, we will love one another." The tragedy of the Nation was that the people did not know one another because they had not the necessary means of visiting one another.

Two subsequent wars, both with foreign Nations, measurably allayed and softened the ancient passions. It has been left to us of this generation to see the healing made permanent.

We are all brothers now in a new understanding. The grain farmers of the West do not set themselves up for preference if we seek at the same time to help the cotton farmers of the South; nor do the tobacco growers complain of discrimination if, at the same time, we help the cattle men of the plains and mountains.

In our planning to lift industry to normal prosperity, the farmer upholds our efforts. And as we give the farmer a long sought equality, the city worker understands and helps. All of us share in whatever good comes to the average man. We know that we all have a stake -- a partnership in the Government of our country.

Today, we have many means of knowing each other -- means that have sounded the doom of sectionalism. It is, I think, as I survey the picture from every angle, a simple fact that the chief hindrance to progress comes from three elements which, thank God, grow less in importance with the growth of a clearer understanding of our purposes on the part of the overwhelming majority. These groups are those who seek to stir up political animosity or to build political advantage by the distortion of facts; those who, by declining to follow the rules of the game, seek to gain an unfair advantage over those who live up to the rules; and those few who still, because they have never been willing to take an interest in their fellow Americans, dwell inside of their own narrow spheres and still represent the selfishness of sectionalism which has no place in our National life.

Washington and Jefferson and Jackson and Lincoln and Theodore Roosevelt and Woodrow Wilson sought and worked for a consolidated Nation. You and I have it in our power to attain that great ideal. We can do this by following the peaceful methods prescribed under the broad and resilient provisions of the Constitution of the United States.

Here, in the presence of the spirits of those who fell on this ground, we give renewed assurance that the passions of war are mouldering in the tombs of Time and the purposes of peace are flowing in the hearts of a united people.

Comprehension Questions

1. In his speech at Gettysburg on Memorial Day, 1934, President Roosevelt compares his own federal agenda with that of President George Washington. According to President Roosevelt's speech, what is something President Washington did to promote the economic growth of the nation?
2. Franklin D. Roosevelt wanted people in different parts of the nation to support each other and feel united.

Support this conclusion with at least two pieces of evidence from the text.

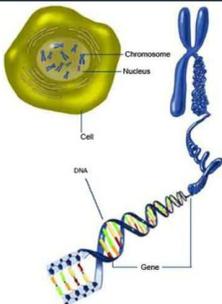
3. What is the main message of Franklin D. Roosevelt's speech?
4. Read these sentences from the text.

"We are all brothers now in a new understanding. The grain farmers of the West do not set themselves up for preference if we seek at the same time to help the cotton farmers of the South; nor do the tobacco growers complain of discrimination if, at the same time, we help the cattle men of the plains and mountains."

Why might Franklin D. Roosevelt have referred to the people of the United States as "brothers" in his speech?

5. If Franklin D. Roosevelt tried to build support for his federal agenda, including the New Deal, with speeches such as this one, what can be concluded about the goals of his federal agenda?

Variation of Traits NTI Day 8



When two organisms create a third organism through reproduction, a number of variables come into play. It's a sort of complex lottery in which the third organism—the offspring of the first

two—inherits a combination of the parent organisms’ genetic material. The possible variations inherent in recombining the parents’ DNA are very, very broad and infinitely larger than the pool of entries in the state lotto jackpot! That’s why we get so much variation even within the population of a particular sexually reproducing species.

Each new organism receives two of each chromosome, and within those chromosomes, two versions of each parents’ set of genes. These genes contain instructions for protein production within the body of the offspring, and the way those proteins are prescribed determines the traits of the offspring. So, although your unique collection of traits, the combination of characteristics, physical and otherwise, that make you uniquely yourself are originally the product of chance, there are machinations going on behind the scenes to which every freckle, hair and character trait can be traced.

Personality traits are another story altogether. When we think about how our personalities are formed, we can certainly think about genes we acquired from our parents—but we also have to think about other complexly intertwined factors like environment and upbringing. For now, we’ll simplify things by just focusing on the physical aspect of inherited traits. For example, if both parents exhibit the trait of red hair, their offspring have a greater chance of acquiring the genes that code for red hair. Certain traits are characteristically dominant or recessive, depending on the makeup of their alleles. This can make predicting traits tricky, but it is still very possible to estimate the likelihood, even the mathematic probability, that certain traits will manifest in the offspring of partners who exhibit those traits.

Red hair happens to be a kind of gene called incomplete dominant, which means it will blend with other genes, rather than dominate or be dominated. Since this is the case, the likeliest candidate to be coded for red hair is offspring with two red-headed parents.

It would be very, very unlikely for two parents with identically coded chromosomes to sexually reproduce. Even in the case of intrafamilial (or consanguine) pairings, which are discouraged in our society, the chromosome pairings would never be perfectly identical—that’s a good thing for us as a civilization! As you will see, the absolute worst thing for our survival is for like to be paired with likes. It’s in the best interests of our population that lots of different genes get mixed together in an evolutionary soup, so that many new variations on living organisms can be exposed to the environment, develop new adaptations to changing conditions, and promote the survival of the species.

Another variable that lets organism populations adapt to changing environments is mutation in genes. Sometimes, unpredictable changes in genetic code will appear within a new generation, not traceable back to a parental source.

Creators of superheroes like the X-Men and Teenage Mutant Ninja Turtles have used the idea of extreme mutation as a narrative device to invent colorful characters, bizarre scenarios, and literary metaphors. *Mutant* and *mutation* have exciting, exotic connotations to us, but actually, mutation is simply a necessary part of a species’ evolution. Mutation can be something as mundane as two parents with brown eyes giving birth to a child with hazel eyes; or a type of moth whose wings are a different color from all the other moths in that species. Mutations are where new adaptations to existing or dynamic conditions are field tested in competition to

whatever has worked for a population in the past. If a mutation pops up that happens to be advantageous for a particular organism within a population, that organism is more likely to survive, and therefore, more likely to procreate. Eventually, that chance mutation is reflected more widely in the community, and is passed on further to later generations. Once new challenges appear in the environment, new adaptations are likely to crop up for a fortunate few.

This is not to say that mutations are always helpful. Sometimes they are simply inconvenient, odd or unsupportable. They can even be indicative of a disruption in the environment.

Human interference in genetic coding is a pretty common practice these days. By deliberately engineering mutations in plants, most often food crops, humans can create larger, more resilient food sources. Since these “superfoods” are synthetically equipped with attributes that make them disproportionately competitive in the ecosystem they share with naturally grown food crops, they pose a threat to those populations. This is a controversial practice many food activists are working to curb.

Whether the mutation occurs naturally or is forced upon a population by biogenetic scientists, mutations are essential to the system by which ecosystems change and grow.

Comprehension Questions

1. What determines the traits of offspring?

- A. food sources that have been genetically engineered*
- B. literary metaphors and exciting connotations*
- C. the pool of entries in the state lotto jackpot*
- D. genes received from the offspring's parents*

2. Mutation in the genes of an organism is a cause. What is a possible effect?

- A. The organism is less likely to be studied by scientists.*
- B. The organism is more likely to find a sexual partner identical to it.*
- C. The organism is more likely to resemble its parents.*
- D. The organism is more likely to survive and procreate.*

3. *Reproduction is “a sort of complex lottery in which the third organism—the offspring of the first two—inherits a combination of the parent organisms’ genetic material.”*

What evidence from the passage supports this statement?

- A. *“The likeliest candidate to be coded for red hair is offspring with two red-headed parents.”*
- B. *“It would be very, very unlikely for two parents with identically coded chromosomes to sexually reproduce.”*
- C. *“Mutant and mutation have exciting, exotic connotations to us, but actually, mutation is simply a necessary part of a species’ evolution.”*
- D. *“Human interference in genetic coding is a pretty common practice these days.”*

4. *What is a difference between physical traits and personality traits?*

- A. *Physical traits are mainly determined by a person’s environment; personality traits are determined by both a person’s genes and environment.*
- B. *Physical traits are mainly determined by a person’s genes; personality traits are determined by both a person’s genes and environment.*
- C. *Physical traits are mainly determined by a person’s genes and environment; personality traits not determined by either a person’s genes or environment.*
- D. *Physical traits are mainly determined by a person’s genes; personality traits are determined by genetically engineered food that a person eats.*

5. *What is this passage mostly about?*

- A. *genes*
- B. *ecosystems*

C. *the lottery*

D. *personality traits*

6. Read these sentences: “Red hair happens to be a kind of gene called incomplete dominant, which means it will blend with other genes, rather than **dominate** or be dominated. Since this is the case, the likeliest candidate to be coded for red hair is offspring with two red-headed parents.”

What does the word “**dominate**” mean?

A. *protect or defend something from attack*

B. *consume or eat a large amount*

C. *overpower or be in control*

D. *give up or be in the control of another*

7. Choose the answer that best completes the sentence below.

A mutation may be passed down from one generation to the next, _____ when the mutation is advantageous.

A. *before*

B. *never*

C. *particularly*

D. *on the contrary*

8. Define “mutation.”

9. What can people create by engineering mutations in food crops?

10. Why might genetically engineered “superfoods” be a threat to naturally grown food? Support your answer with information from the passage.

What Is the Difference Between Veterans Day and Memorial Day? NTI Day 9

This text has been provided courtesy of the Department of Veterans Affairs, Office of Public Affairs.

Many people confuse Memorial Day and Veterans Day. Both holidays were established to recognize and honor the men and women who have worn the uniform of the United States Armed Forces. But Memorial Day, which is observed on the last Monday in May, was originally set aside as a day for remembering and honoring military personnel who died in the service of their country, particularly those who died in battle or as a result of wounds sustained in battle.

While those who died are also remembered on Veterans Day, which is observed on November 11, Veterans Day is intended to thank and honor all those who served honorably in the military - in wartime or peacetime. In fact, Veterans Day is largely intended to thank living Veterans for their service, to acknowledge that their contributions to our national security are appreciated, and to underscore the fact that all those who served - not only those who died - have sacrificed and done their duty.

To ensure the sacrifices of America’s fallen heroes are never forgotten, in December 2000, the U.S. Congress passed and the president signed into law “The National Moment of Remembrance Act,” P.L. 106-579, creating the White House Commission on the National Moment of Remembrance. The commission’s charter is to “encourage the people of the United States to give something back to their country, which provides them so much freedom and opportunity” by encouraging and coordinating commemorations in the United States of Memorial Day and the National Moment of Remembrance.

The National Moment of Remembrance encourages all Americans to pause wherever they are at 3 p.m. local time on Memorial Day for a minute of silence to remember and honor those who have died in service to the nation. For information on the National Moment of Remembrance, please visit: www.remember.gov.

Comprehension Questions

1. *Whom were Memorial Day and Veterans Day established to recognize and honor?*
 - A. *the men and women who served in the U.S. Congress when “The National Moment of Remembrance Act” was passed*
 - B. *the men and women who encourage those around them to “give something back to their country”*
 - C. *the men and women who observe the National Moment of Remembrance*
 - D. *the men and women who have worn the uniform of the United States Armed Forces*

2. *What does the author compare and contrast with Memorial Day?*
 - A. *a White House Commission*
 - B. *the National Moment of Remembrance*
 - C. *Veterans Day*
 - D. *the United States Armed Forces*

3. *Based on the evidence in the article, whom is Memorial Day mainly intended to honor?*
 - A. *living Veterans*
 - B. *members of the U.S. Congress*
 - C. *members of the U.S. military who died in service of their country*
 - D. *all those who served honorably in the U.S. military - in wartime and peacetime*

4. *What is one difference between Veterans Day and Memorial Day?*
 - A. *Veterans Day focuses more on honoring living veterans than Memorial Day does.*

- B. *Veterans Day focuses less on honoring living veterans than Memorial Day does.*
- C. *Veterans Day focuses on honoring Army veterans, while Memorial Day focuses on honoring Navy veterans.*
- D. *Veterans Day focuses on honoring Air Force veterans, while Memorial Day focuses on honoring veterans of the Marines.*

5. *What is the main idea of this text?*

- A. *Memorial Day was originally set aside as a day for remembering and honoring U.S. military personnel who died in the service of their country.*
- B. *The White House Commission on the National Moment of Remembrance was created in December 2000.*
- C. *There are similarities between Memorial Day and Veterans Day, which is largely intended to thank living veterans for their service.*
- D. *There are differences between Veterans Day and Memorial Day, which includes a National Moment of Remembrance.*

6. *Read this paragraph from the text:*

“To ensure the sacrifices of America’s fallen heroes are never forgotten, in December 2000, the U.S. Congress passed and the president signed into law ‘The National Moment of Remembrance Act,’ P.L. 106-579, creating the White House **Commission** on the National Moment of Remembrance. The **commission**’s charter is to ‘encourage the people of the United States to give something back to their country, which provides them so much freedom and opportunity’ by encouraging and coordinating commemorations in the United States of Memorial Day and the National Moment of Remembrance.”

What does the word “**commission**” probably mean here?

- A. *a system of government in which power is held by one person*
- B. *a group of people assigned to carry out a task*

C. *a business that has many workers and makes a lot of money*

D. *a military unit whose members have served their country bravely*

7. Read this paragraph from the text:

“Many people confuse Memorial Day and Veterans Day. Both holidays were established to recognize and honor the men and women who have worn the uniform of the United States Armed Forces. But Memorial Day, which is observed on the last Monday in May, was originally set aside as a day for remembering and honoring military personnel who died in the service of their country, particularly those who died in battle or as a result of wounds sustained in battle.”

What word could replace “particularly” in the last sentence without changing the sentence’s meaning?

A. *especially*

B. *otherwise*

C. *initially*

D. *instead*

8. What did the U.S. Congress pass and the president sign into law in December 2000?

9. What does the National Moment of Remembrance encourage all Americans to do?

10. Explain how pausing for a moment of silence on Memorial Day honors people who have died in service to the United States. Support your answer with evidence from the text.

The Meteor NTI Day 10

Sergei Bobunets, lead singer of a Russian rock band, had just stepped outside when the sky fell apart.

“I looked up, and suddenly the sky lit up with a bright light, and something that looked like the sun fell,” Bobunets said, trying to make sense of one of the most powerful events on Earth: a meteor strike. Bobunets was standing 125 miles north of Chelyabinsk, a city in Russia which on February 15, 2013, witnessed perhaps the best-documented meteor fall in human history.

Eyewitnesses recorded the fireball with their phones and digital cameras. A European weather satellite took a photo of the meteor as it streaked through the atmosphere, and a Chinese satellite captured the meteor’s vapor plume. Thousands of people saw the flash of light and felt the shock wave after the meteor crashed into Earth.

"I looked out the window and saw a huge line of smoke, like you get from a plane, but many times bigger," Sergei Serskov, an office worker in Chelyabinsk, told the BBC. "A few minutes later the window suddenly came open, and there was a huge explosion, followed by lots of little explosions. It felt like a war zone."

The meteor was not very big. It was about 57 feet long, a little longer than a normal city bus. But it was super dense, weighing about 11,000 tons—more than the Eiffel Tower. And it was moving extremely fast. Scientists estimated its speed at 41,000 miles per hour, or about 50 times the speed of sound. Its tremendous speed was the main factor in its enormous destructive power. When the meteor exploded 14 miles above the Earth it released a bright flash of light, a powerful heat wave, and a shock wave with roughly 20 to 30 times more energy than the atomic bomb detonated at Hiroshima. The explosion damaged 7,200 buildings in six cities and about 1,500 people were injured, mostly from flying glass.

“My eyes are still hurting,” an eyewitness wrote on an Internet forum soon after the impact. “Oh, my God, I thought the war had begun.”

The widespread destruction caused by the Chelyabinsk meteor gives proof to the rule of physics that the faster an object is moving, the more energy it has. A bus on the street that loses control could slam into a building and kill a few people. A bus flying through space at 50 times the speed of sound could wipe out an entire city.

The Chelyabinsk meteor is also an example of how energy moves. First there was the meteor itself, which was moving energy simply by its movement through space. As it encountered Earth’s atmosphere, the meteor ran into increased resistance from air and dust molecules, which released some of its energy in the forms of heat and light. And when it exploded, the meteor radiated its energy over the Russian sky in the forms of blinding light, piercing sound, a shock wave strong enough to collapse buildings and knock people off their feet, and continued physical motion in the form of thousands of rocks falling to the ground. The only known type of energy the meteor did not give off was electricity.

While the Chelyabinsk meteor was the best-documented in history, it was not especially large or powerful as meteors go. The most destructive event in recorded history is believed to have been a meteorite that crashed into Earth above Russia’s Tunguska River in 1908. Scientists estimate the object was about 330 feet across. It flattened 80 million trees over 830 square miles of forest, and created a destructive force 1,000 times more powerful than the atomic bomb dropped over Hiroshima. The shock wave shook buildings and knocked people off their feet hundreds of miles

away. For the next few nights, night skies across Europe and Asia glowed, possibly caused by sunlight bouncing off particles left by the meteor's tail and dust raised by its impact.

Widespread casualties were avoided because the area was so thinly populated, but there were eyewitnesses to the explosion. "The sky split in two, and fire appeared high and wide over the forest," a witness named S. Semenov told a researcher. "At that moment I became so hot that I couldn't bear it, as if my shirt was on fire...I wanted to tear off my shirt and throw it down, but then the sky shut closed, and a strong thump sounded, and I was thrown a few meters."

No other object visible to humans travels as fast or carries as much energy as meteors do. As the world fills with electronic cameras and sensors, we may be able to learn more about smaller meteors such as the one at Chelyabinsk before once more facing the destructive power of a mammoth meteor like the one at Tunguska.

Comprehension Questions

1. *What did Sergei Bobunets witness?*

- A. *a meteor strike*
- B. *a plane crash*
- C. *the bombing of Hiroshima*
- D. *the sun falling*

2. *How does the author describe the meteor strike at Chelyabinsk?*

- A. *The meteor strike had very few witnesses and was not well documented.*
- B. *It was the most destructive meteor strike in documented history.*
- C. *The meteor strike created a bright flash of light, a heat wave, and a shock wave.*
- D. *The meteor strike was in a thinly populated area and did not hurt anyone.*

3. *The Chelyabinsk meteor was a little longer than a normal city bus and moved at 50 times the speed of sound. A bus on the street that loses control could slam into a building and kill a few people. A bus flying through space at 50 times the speed of sound could wipe out an entire city.*

Which conclusion does this information best support?

- A. *Objects release energy.*
- B. *The faster an object is moving, the more energy it has.*
- C. *Bus-sized objects can be dangerous.*
- D. *The size of an object determines how fast it can move.*

4. *When did the Chelyabinsk meteor most likely contain the most energy?*

- A. *after it exploded*
- B. *when it exploded*
- C. *as it encountered Earth's atmosphere*
- D. *before it encountered Earth's atmosphere*

5. *What is this passage mostly about?*

- A. *Sergei Bobunets*
- B. *atomic bombs*
- C. *meteor strikes*
- D. *astrophysics*

6. *Read the following sentence: "As the world fills with electronic cameras and sensors, we may be able to learn more about smaller meteors such as the one at Chelyabinsk before once more facing the destructive power of **amammoth** meteor like the one at Tunguska."*

What does "**mammoth**" mean in this context?

- A. *very, very large*
- B. *a hairy animal from the Ice Age*

C. something frightening

D. lacking in force

7. Choose the answer that best completes the sentence below.

When a meteor explodes in the sky, it radiates its energy in various forms, _____ light, sound, and heat.

A. consequently

B. above all

C. currently

D. including

8. What object visible to humans travels the fastest and carries the most energy?

9. What were the differences between the meteor strikes at Chelyabinsk and Tunguska?

10. Explain why it is important to study meteors. Support your answer with details from the passage.