

Poetry

Name _____

5th Grade Reading Packet

Week 2: April 13-17

1 GETTING THE IDEA

Poetry is a type of writing that uses descriptive language and sound devices, such as rhythm and rhyme. The purpose is to create meaning and produce emotion in readers.

It often takes multiple readings to completely understand a poem. During the first reading, think about the poem's topic and the images it creates. During other readings, think about the poem's structure, poetic devices, and figurative language.

Structure

You can often recognize poetry by its structure. Poetry is usually made up of **lines**, which are rows of text. Lines may or may not be complete sentences. In a poem, lines are grouped into sections called **stanzas**. Poets may develop their ideas by having stanzas build on one another.

Rhythm

Most poems have rhythm, which makes them fun to listen to and read aloud. **Rhythm** is the pattern of stressed and unstressed syllables in a line. Say the word *poet* aloud. You can hear that the first syllable is stressed, or said more strongly, and the second syllable is unstressed: *PO-et*.

Read aloud the following poem. Pay attention to which syllables you stress as you read.

There Was an Old Man with a Nose

by Edward Lear

There was an Old Man with a nose,
Who said, "If you choose to suppose,
That my nose is too long,
You are certainly wrong!"
That remarkable Man with a nose.

Rhyme

Many poems have lines that end with words that **rhyme**, or have the same ending sounds. When there is a pattern of rhyming words, the poem has a **rhyme scheme**. You can show the rhyme scheme by giving each new sound at the end of a line a letter. Read aloud the following rhyme. Write the letters *a* and *b* next to each line below to show the rhyme scheme.

Pease porridge hot,
Pease porridge cold.
Pease porridge in the pot
Nine days old.

Repetition

In poetry, **repetition** is the use of the same sounds, words, or lines. Poets often use repetition to help unify a poem or to reinforce the meaning or theme. Read the following poem. Circle the words that are repeated.

Two Birds and Their Nest

by Walt Whitman

Two guests from Alabama—two together,
And their nest, and four light-green eggs,
 spotted with brown,
And every day the he-bird, to and fro, near at hand,
And every day the she-bird, crouch'd on her nest,
And every day I, a curious boy, never too close,
 never disturbing them,
Cautiously peering.

Alliteration is the repetition of an initial consonant sound. Most tongue twisters use alliteration. Read the following sentence. Circle the initial consonant whose sound is repeated.

Peter Piper picked a peck of pickled peppers.

Figurative Language

Poets use **figurative language** to create images with words. Here are three examples of figurative language.

- A **simile** is a comparison of two unlike things or ideas that uses the word *like* or *as*: I'll be as quiet as a mouse.
- A **metaphor** is a comparison that does not use the word *like* or *as*. It says that one thing *is* another thing: Joe is a stubborn bull.
- With **personification**, human qualities are given to nonhuman things: The flowers danced in the breeze.

Point of View and Theme

Point of view is the position or outlook from which the speaker tells a story or observes something. The **speaker** in a poem tells the poem, much like the narrator of a story tells the story. The speaker is the voice of the poem and can represent the poet or another person or character. Poets may write poems from different points of view.

- **First-person point of view** reveals the speaker's thoughts. The speaker directly observes or experiences what the poem describes. This point of view uses first-person pronouns.
- **Third-person point of view** reveals the thoughts and observations of someone who is *not* directly involved in the poem. This point of view does not use first-person pronouns.

The **theme** is the central idea a poem explores. Read the following poem. Circle the line that first reveals the poem's point of view. Then explain the poem's theme.

I'm Nobody! Who Are You?

by Emily Dickinson

I'm nobody! Who are you?
Are you nobody, too?
Then there's a pair of us—don't tell!
They'd banish us, you know.
How dreary to be somebody!
How public, like a frog
To tell your name the livelong day
To an admiring bog!

Kinds of Poetry

There are many kinds of poems. The chart below defines some of them.

Kind of Poem	Definition
lyric poem	a short poem that is like a song and usually deals with personal feelings and states of mind
epic poem	a long poem that tells about the adventures of a hero or a historic event
sonnet	a poem that has fourteen lines with ten to twelve syllables per line and a rhyme scheme
ballad	a poem that tells a story with short stanzas containing an equal number of lines and a refrain that repeats
light verse	a poem that is humorous and often silly; light verse is usually short and uses clever word play
free verse	a poem that does not follow any fixed rules of rhythm or rhyme or traditional structure

Language Spotlight • Antiquated Language

When you read older poems, you will often come across **antiquated**, or old-fashioned, language. Some antiquated words are old forms of words we still use, such as *thou* for *you*. Others are words that we no longer use frequently, if at all. You can often use context to figure out the meaning of an antiquated word. However, sometimes you may have to look up the word in a dictionary.

Read the following poem. Write the modern word for each underlined word. Use a dictionary if you need to.

from **Written in March**

by William Wordsworth

Like an army defeated
The snow hath retreated,
And now doth fare ill
On top of the bare hill;
The ploughboy is whooping—anon—anon

Read the poem.

Pop-Corn

from *Child Songs of Cheer*

by *Evaleen Stein*

Pop! Pop!—Poppetty-pop!

Shake and rattle and rattle and shake
The golden grains as they bounce and break
To fluffy puffiness—*Poppetty-pop!*

5 Bursting and banging the popper's top!

Poppetty-pop!

Pop! Pop!

The yellow kernels, oh, see them grow
White as cotton or flakes of snow!

10 *Pop! Pop!*

O-ho, how they frolic and fly about
And turn themselves suddenly inside out!

Pop-pop-poppetty! Pop-pop-pop!

The popper's full and we'll have to stop;

15 Pile the bowl with the tempting treat,
Children, come, it is time to eat!

Answer the following questions.

- 1** Read this line from the poem.

White as cotton or flakes of snow!

Which of the following does the line include?

- A. alliteration
- B. metaphor
- C. personification
- D. simile

Hint Think about what each term means. Then say the line aloud. What are some sounds of poetry? What creates an image in your mind?

- 2** Read the following lines from the poem.

The yellow kernels, oh, see them grow

O-ho, how they frolic and fly about

What poetic device does the poet use to describe the kernels?

- A. metaphor
- B. simile
- C. personification
- D. rhyme

Hint Does the poet make a comparison between the kernels and something else? Or, does the poet describe the kernels' actions?

- 3 Which of the following pairs of phrases from the poem shows examples of alliteration?
- A. shake and rattle; bounce and break
 - B. bursting and breaking; yellow kernels
 - C. white as cotton; popper's top
 - D. golden grains; tempting treat

Hint Remember that in alliteration, words begin with the same consonant sound.

- 4 This question has two parts. Answer Part One and then answer Part Two.

Part One

From whose point of view is "Pop-Corn" told?

- A. a speaker not involved in the action
- B. a speaker who wants to be in the action
- C. a speaker who ignores the action
- D. a speaker taking part in the action

Part Two

Which line in the poem supports the answer to Part One? Choose **one** answer.

- A. The golden grains as they bounce and break
- B. The yellow kernels, oh, see them grow
- C. The popper's full and we'll have to stop;
- D. Pile the bowl with the tempting treat,

Hint Think about who the speaker is in the poem. What kinds of pronouns does the speaker use?

3 LESSON PRACTICE

Use the Reading Guide to help you understand the poem.

Father William

from Alice's Adventures in Wonderland
by Lewis Carroll

Reading Guide

Which words rhyme? What is the rhyme scheme?

What are Father William's reasons for the things he does?

Who is the speaker in each stanza? How does the organization of the stanzas help you understand the poem?

"You are old, Father William," the young man said,
"And your hair has become very white;
And yet you incessantly stand on your head—
Do you think, at your age, it is right?"

5 "In my youth," Father William replied to his son,
"I feared it might injure the brain;
But, now that I'm perfectly sure I have none,
Why, I do it again and again."

10 "You are old," said the youth, "as I mentioned before,
And have grown most uncommonly fat;
Yet you turned a back-somersault in at the door—
Pray, what is the reason of that?"

"In my youth," said the sage, as he shook his grey
locks,
"I kept all my limbs very supple
15 By the use of this ointment—one shilling the box—
Allow me to sell you a couple?"

"You are old," said the youth, "and your jaws are too
weak
For anything tougher than suet;
Yet you finished the goose, with the bones and the
beak—
20 Pray how did you manage to do it?"

"In my youth," said his father, "I took to the law,
And argued each case with my wife;
And the muscular strength, which it gave to my jaw,
Has lasted the rest of my life."

Reading Guide

How does the poet use repetition?

What is the last thing Father William says to his son? Why?

25 “You are old,” said the youth, “one would hardly suppose

That your eye was as steady as ever;
Yet you balanced an eel on the end of your nose—
What made you so awfully clever?”

“I have answered three questions, and that is enough,”

30 Said his father; “don’t give yourself airs!
Do you think I can listen all day to such stuff?
Be off, or I’ll kick you down stairs!”

Answer the following questions.

1 Which **best** describes the theme of the poem?

- A. Older people should act their age.
- B. Younger people should respect their elders.
- C. Older people should teach younger people.

2 Read the first stanza of the poem “Father William.”

**“You are old, Father William,” the young man said,
“And your hair has become very white;
And yet you incessantly stand on your head—
Do you think, at your age, it is right?”**

What is the rhyme scheme of the stanza?

- A. AABB
- B. ABAB
- C. AAAB



- 3 Read the following lines from the poem.

**“I have answered three questions, and that is enough,”
Said his father; “don’t give yourself airs!”**

What is the meaning of airs as it is used in the poem?

- A. tunes
 - B. a surrounding influence
 - C. an attitude of being better than everyone else
- 4 Which sentence **best** explains why Lewis Carroll probably wrote this poem?
- A. He wanted to use words to create an image of the son.
 - B. He wanted to please and amuse his readers.
 - C. He wanted to show what it is like to be old.

5 From whose point of view is "Father William" told?

- B. the youth
- C. a speaker taking part in the action
- D. a speaker not involved in the action

6 This question has two parts. Answer Part One and then answer Part Two.

Part One

Which word **best** describes Father William?

- B. cautious
- C. confused
- D. fearless

Part Two

Which line from the poem supports your answer to Part One? Choose **one** answer.

- A. "In my youth," Father William replied to his son,
"I feared it might injure the brain;"
- B. ". . . Yet you turned a back-somersault in at the door—
Pray, what is the reason of that?"
- C. "You are old," said the youth, "and your jaws are too weak
For anything tougher than suet;"

TEXT-DEPENDENT ANALYSIS

- 7 The poem “Father William” is organized into eight stanzas of four lines each. How does the structure support the author’s purpose? How does it reveal the humor of the poem? Use evidence from the poem to support your response.

Writer’s Checklist

PLAN before you write

- Make sure you read the question carefully.
- Make sure you have read the poem carefully.
- Think about how the question relates to the poem.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

- Analyze the information from the poem as you write your essay.
- Make sure you use evidence from the poem to support your response.
- Use precise language, a variety of sentence types, and transitions in your essay.
- Organize your paper with an introduction, body, and conclusion.

PROOFREAD after you write

- I stayed focused on answering the question.
- I used evidence from the poem to support my response.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.

[Faint, illegible text visible through the paper, likely bleed-through from the reverse side.]

Name _____

- An **adverb** can tell *how, when, where, or how often* an action happens. Some adverbs tell *how much* or *how intensely*.
- Transitional words, such as the **conjunctive adverb** *therefore*, connect two clauses. The **relative adverbs** *where, when, and why* can also introduce clauses.

Read each sentence. Underline each adverb. Circle any conjunctive or relative adverbs that you find.

1. I sat patiently on the park bench.
2. I hungrily ate my sandwich.
3. I carelessly dropped crumbs on the ground.
4. Tiny sparrows darted around frantically at my feet.
5. They chirped excitedly when I scattered more crumbs.
6. I tossed them where the birds could easily get them.
7. Soon they had eaten up all of the crumbs.
8. They quickly flew off but watched patiently from a nearby tree.
9. I visit the park frequently, but this had never happened before.
10. I had finished my lunch; therefore, I promptly returned to work.

Name _____

- An **adverb** can describe an adjective or another adverb.

Read each sentence. Underline each adverb. On the line(s) provided, write whether each adverb modifies a verb, an adjective, or another adverb.

1. The skier looked anxiously down the mountain. _____
2. Incredibly strong winds blew from the north. _____
3. The snow was accumulating quite quickly. _____
4. She could hardly see the bottom of the slope. _____
5. Her coach had a very nervous expression on his face. _____
6. "I'm absolutely positive they'll cancel the race," he said. _____
7. Meanwhile, the snow continued to fall from the sky. _____
8. A red light began flashing urgently near the start gate. _____
9. The skier felt somewhat relieved that the event was postponed. _____
10. They would come back tomorrow and hope for much better conditions.

Name _____

- **Capitalize** the first word, all important words, and all proper nouns in a greeting.
- Capitalize only the first word in the closing.
- Capitalize these **abbreviations** commonly used in letters and formal e-mails: Mrs., Mr., Ms., Dr., Inc.

Read each part of the letter. On the lines provided, rewrite each part with the correct capitalization.

1. To whom it may concern:

2. I am writing on behalf of dr. Morton and mrs. rodriguez.

3. They are both employees of american meganews, inc.

4. Please let my assistant, ms. hart, know when we can all meet.

5. with all best wishes,

Name _____

- Capitalize the first word, all important words, and all proper nouns in a greeting. Capitalize only the first word in the closing.
- Capitalize these abbreviations commonly used in letters and formal e-mails: Mrs., Mr., Ms., Dr., Inc.

Proofread the letter. On the lines below, correct mistakes in adverb usage and capitalization.

dear board members of Really-Fun games, inc.:

I have an idea for a game that is incredible exciting. It is called "Build the barrels." Though it is normal played with two players, you can easy add up to six more. My teacher, mr. Cooper, can quick send a recommendation if you need one. I sincere hope that you will take a look at this very exciting new idea.

One of Your Biggest Fans,

Name _____

A. Read each sentence. Underline each adverb. On the line(s) provided, write whether each adverb modifies a verb, an adjective, or another adverb.

1. My mother sat quietly at the piano. _____
2. Suddenly, the orchestra began to play. _____
3. They performed an incredibly joyful symphony. _____
4. My mother played the uplifting piece very beautifully. _____
5. The audience immediately stood for a standing ovation. _____
6. I am extremely proud to have such an amazingly talented mother.

B. Read each part of the letter. On the lines provided, rewrite each part with the correct capitalization.

7. Dear friends and neighbors,

8. Please join mr. and mrs. Sakamoto of Spring st. tomorrow evening.

9. We will welcome dr. Abend into the Kelton ave. neighborhood.

10. Looking forward to Seeing You There,

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
- Review Words** 21. _____
22. _____
23. _____
- Challenge Words** 24. _____
25. _____

1. astronaut
2. telephone
3. automobile
4. telescope
5. mechanical
6. myth
7. television
8. phonics
9. astronomer
10. photograph
11. photography
12. mythical
13. homophone
14. mechanic
15. telegram
16. telephoto
17. autograph
18. automatic
19. disaster
20. telegraph
21. correction
22. discussion
23. decoration
24. videophone
25. photogenic

Name _____

astronaut	mechanical	automatic	telegraph	autograph
telephone	myth	photograph	mechanic	astronomer
automobile	television	telescope	telegram	disaster
photography	phonics	mythical	telephoto	homophone

**A. Fill in the missing letters of each word to form a spelling word.
Then write the spelling word on the line.**

1. tele _____ oto _____
2. my _____ ical _____
3. au _____ mobile _____
4. te _____ vision _____
5. autogra _____ _____
6. _____ otograph _____
7. as _____ onomer _____
8. _____ chanical _____
9. tele _____ aph _____
10. pho _____ graphy _____
11. tele _____ one _____
12. _____ tomatic _____
13. homoph _____ e _____
14. _____ lescope _____
15. _____ tronaut _____

**B. Write these spelling words on the lines in reverse alphabetical order:
*phonics, myth, telegram, disaster, mechanic***

16. _____ 18. _____ 20. _____
17. _____ 19. _____

Name _____

astronaut	mechanical	automatic	telegraph	autograph
telephone	myth	photograph	mechanic	astronomer
automobile	television	telescope	telegram	disaster
photography	phonics	mythical	telephoto	homophone

Write the spelling words that contain the matching Greek root. You will write some words more than once.

astr/aster

1. _____
2. _____
3. _____

photo

14. _____
15. _____
16. _____

tele

4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

auto

17. _____
18. _____
19. _____

graph

10. _____
11. _____
12. _____
13. _____

phon

20. _____
21. _____
22. _____

mech

23. _____
24. _____

myth

25. _____
26. _____

Name _____

astronaut	mechanical	automatic	telegraph	autograph
telephone	myth	photograph	mechanic	astronomer
automobile	television	telescope	telegram	disaster
photography	phonics	mythical	telephoto	homophone

A. Write the spelling word that has the same Greek root as each pair below.

- | | |
|--------------------------------------|--|
| 1. disastrous, disastrously
_____ | 4. automaker, automotive
_____ |
| 2. televise, televising
_____ | 5. telephoned, telephonically
_____ |
| 3. telescoped, telescopic
_____ | 6. phonetics, phonically
_____ |

B. Write the spelling word that best completes each sentence.

7. In the _____, a father and son wore wings so they could fly.
8. The actor scribbled his _____ on a piece of paper.
9. A _____ checked the brakes on our car.
10. Can you name the first _____ to set foot on the moon?
11. Coded messages can be sent through wires by a _____.
12. The word *sweet* is a _____ for the word *suite*.
13. The book shows a _____ of President Lincoln.
14. The _____ watched the sky from an observatory.
15. The old engine has many _____ parts.
16. I want to take a class in _____ so I can take better pictures.
17. A griffin is a _____ beast that is part eagle and part lion.
18. This _____ lens helps me take pictures from far away.
19. Dad's _____ watch does not need winding.
20. A _____ was once the best way to send important news.

Name _____

A. Underline the six misspelled words in the paragraphs below. Write the words correctly on the lines.

Years ago, Mr. and Mrs. Carter made a trip out west in their atomobile. They took many pictures of their trip, and one photagraph showed Mrs. Carter standing at the Grand Canyon at dusk with a small teliscope. When Kevin saw the picture, he asked Mr. Carter about it.

1. _____ 2. _____ 3. _____

“We wanted to view the full moon,” Mr. Carter said. “The Grand Canyon seemed like the perfect spot. It turned out to be a disester. We couldn’t get the equipment set up, and then we had machanical trouble with the car. We finally made it back to our cabin and watched tellevision for the rest of the night!”

4. _____ 5. _____ 6. _____

Writing Activity

B. Write a passage for a story about a mishap on another trip. The story can be set in the past or the present. Use at least four spelling words in your writing.

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

- | | | |
|------------------------|-----------|-----------------|
| | 1. _____ | 1. astronaut |
| | 2. _____ | 2. telephone |
| | 3. _____ | 3. automobile |
| | 4. _____ | 4. telescope |
| | 5. _____ | 5. mechanical |
| | 6. _____ | 6. myth |
| | 7. _____ | 7. television |
| | 8. _____ | 8. phonics |
| | 9. _____ | 9. astronomer |
| | 10. _____ | 10. photograph |
| | 11. _____ | 11. photography |
| | 12. _____ | 12. mythical |
| | 13. _____ | 13. homophone |
| | 14. _____ | 14. mechanic |
| | 15. _____ | 15. telegram |
| | 16. _____ | 16. telephoto |
| | 17. _____ | 17. autograph |
| | 18. _____ | 18. automatic |
| | 19. _____ | 19. disaster |
| | 20. _____ | 20. telegraph |
| Review Words | 21. _____ | 21. correction |
| | 22. _____ | 22. discussion |
| | 23. _____ | 23. decoration |
| Challenge Words | 24. _____ | 24. videophone |
| | 25. _____ | 25. photogenic |

OPERATIONS AND ALGEBRAIC THINKING

Order of Operations

5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

Expressions

5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.

Input / Output charts

5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

Here is a link of a video from Khan Academy
demonstrating the correct way to solve an expression
using
Order Of Operations

[Order of operations example \(video\)](#)

ORDER OF OPERATIONS :

Follow the steps to complete the equations

Please Excuse My Dear Aunt Sally

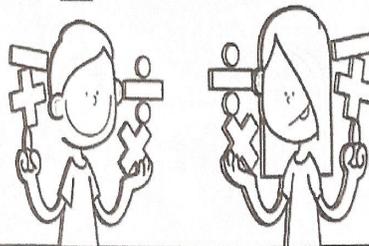
$$5 \times 4 + 2^2 \div (9-7) \quad \underline{\text{P}}\text{arentheses}$$

$$5 \times 4 + 2^2 \div 2 \quad \underline{\text{E}}\text{xponent}$$

$$5 \times 4 + 4 \div 2 \quad \underline{\text{M}}\text{ultiply}/\underline{\text{D}}\text{ivide L} \rightarrow \text{R}$$

$$20 + 2 \quad \underline{\text{A}}\text{dd}/\underline{\text{S}}\text{ubtract L} \rightarrow \text{R}$$

22



TRY EACH PROBLEM BY FOLLOWING THE
CORRECT ORDER

1. Solve $3 \times (6 + 1) =$

- a. 19
- b. 21
- c. 10
- d. 16

2. Solve. $[8 \times (10 - 3)] + 12 =$

- a. 68
- b. 89
- c. 152
- d. 92

3. Solve. $\{ [5 + (2 \times 3)] \times (3 \times 6) \} =$

- a. 378
- b. 198
- c. 201
- d. 388

4. Add parentheses to make the statement true.

$$8 \times 10 + 5 = 120$$

- a. $(8) \times 10 + 5$
- b. $(8 \times 10) + 5$
- c. $8 \times (10 + 5)$
- d. The statement is already true

1. $64 \div 8 + 7 \times 6 \div 2$

2. Evaluate and compare the expressions below.
 $6 \times (3 + 14)$ is ($<$, $>$, or $=$) $6 \times 3 + 14$

3. Which expression below has the greatest value?

- A. $[28 + (5 \times 2 - 3)] \div 5$
- B. $10 + 12 \times (8 - 3) \div 6$
- C. $100 \div (7 + 3) + 9 \div 3$

4. Solve the expression below using order of operations.

$$12 + \{90 - [4 \times (13 - 7)]\}$$

5. When solving the expression $104 \div 4 - [2 \times (5 + 2)]$,

what is the first operation you should do?

- A. addition
- B. multiplication
- C. subtraction
- D. division

Follow order of operations and show all your work. You may use a calculator.

1. $[5 + (3 \times 2)] =$

2. $2 \times [5 + (3 \times 2)] =$

3. $11 + [(4 + 7) \times 3] =$

4. $12 - (0.4 \times 2) =$

5. $\{[2 \times (3+5)] - 9\} + [5 \times (23-18)]$

Using order of operations, solve each problem

1. $8+(2+5)+8\div 4$

2. $9\times 3+(80\div 8\times 6)$

3. $2+8-4+(10\times 10)$

4. $(10+9\times 10\times 3)\times 8$

5. $2+30\div 5+(5+6)$

Week 2: Quiz on Order of Operations

1. $10+(2+2+2\times 10)$

2. $(3+10)-5+3+(6\div 2)$

3. $10\times(9\times 9)+(4\times 10)$

4. $3+(4+49\div 7\times 9)$

NAME _____

About Venus



The second planet of the solar system is called Venus. Venus is named after the Roman goddess of love and beauty. After the Moon, it is the brightest natural object in the night sky, bright enough to cast shadows. Venus is also known as the 'Morning Star' and the 'Evening Star'. In the early morning, look to the East and you'll see what looks like a star. That's Venus. In the early night, look to the West and you'll see what looks like a star. That's also Venus. The Earth has just rotated and so Venus looks to be in a different spot.

Venus has a thick atmosphere of sulfuric acid and carbon dioxide. Because of this, heat from the Sun is trapped within and causes a temperature that is higher than Mercury's even though Venus is farther away from the sun. The Mariner 2 space probe measured a surface temperature of 932°F and also measured that the atmosphere was 90-95% carbon dioxide. The Russian space program sent out many space probes under the name of Venera to take samples of air and soil, take pictures of the surface, and to map the surface from space using radar. Underneath the clouds, Venus has rough and rocky terrain with many craters. It has ongoing volcanic activity and thunderstorms. Overall, Venus is very active, but certainly not a place for humans to live.

An odd fact about is that Venus is a planet with a retrograde rotation... which is opposite to most of the other planets in the solar system. Another odd fact about Venus is that its period of rotation is 243 days... and its period of revolution is 224 days. That means that one single 'Venus' day takes longer than one single 'Venus' year.

1. What was Venus named after?

2. What are some reasons why we would not be able to live on the planet?

3. Which space probes helped us to know and understand Venus a little better?

4. Why does the Sun rise in the West and set in the East for the planet Venus?

NAME _____



About Earth

Earth is the third planet from the Sun, and the densest and fifth-largest of the eight planets in the Solar System. It is also the largest of the Solar System's four terrestrial planets. It is sometimes referred to as the world, the Blue Planet, or by its Latin name, Terra. At present, Earth's period of rotation is 23 hours 56 minutes and its period of revolution is 365.26 days.

Earth has one moon in orbit that is commonly known as 'The Moon', but its Latin name is 'Luna' and its Greek name is 'Selene'. The Moon has a synchronous orbit which means the amount of time it takes to rotate itself is the same amount of time that it takes to rotate around the Earth. Because of this, we only see one side of the Moon.

The Earth's surface is built of seven major tectonic plates which move across the planet because of the constant flowing of magma beneath the surface. The atmosphere of the planet is primarily made up of nitrogen and then oxygen. The Earth's surface is covered mostly by water.

Earth formed approximately 4.54 billion years ago by accretion from the solar nebula, and life appeared on its surface within one billion years. The planet is home to millions of species, including humans. Since the existence of humans, the population was stable under 1 billion. At the beginning of the 19th Century (1800), human population began to increase at an exponential rate. After just 200 years, the population has increased to 7 billion because of advancement in medicine.

1. List some traits about Earth that make it different than the other planets of the Solar System?

2. What are two other names that also have been used in naming the Earth?

3. Why do we only see one side of the Moon?

4. What is the world's human population? How many years did it take the human population to grow from 1 billion to 7 billion?

5. What is the period of rotation of the Earth? What is Earth's period of revolution around the Sun? What do we do to the calendar every four years to make up for the extra quarter day we have every year?

NAME _____



About Mars

Mars is the fourth planet from the Sun in the Solar System. Named after the Roman god of war, Mars, it is often described as the "Red Planet" as the iron oxide (rust) prevalent on its surface gives it a reddish appearance. Mars is a terrestrial planet with a thin atmosphere, having surface features reminiscent both of the impact craters of the Moon and the volcanoes, valleys, deserts, and polar ice caps of Earth. The rotational period and seasonal cycles of Mars are likewise similar to those of Earth, as is the tilt that produces the seasons.

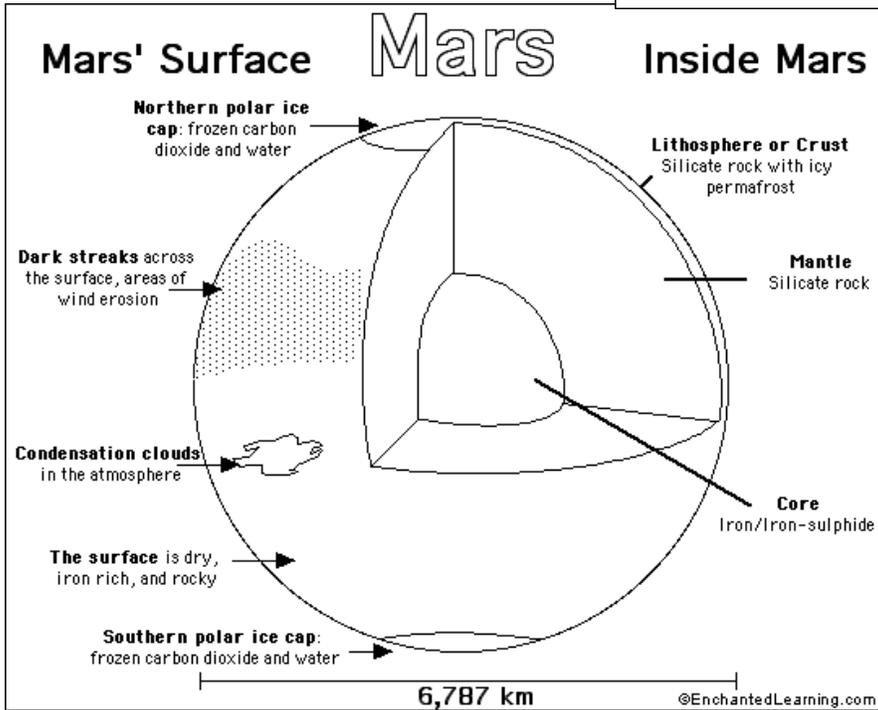
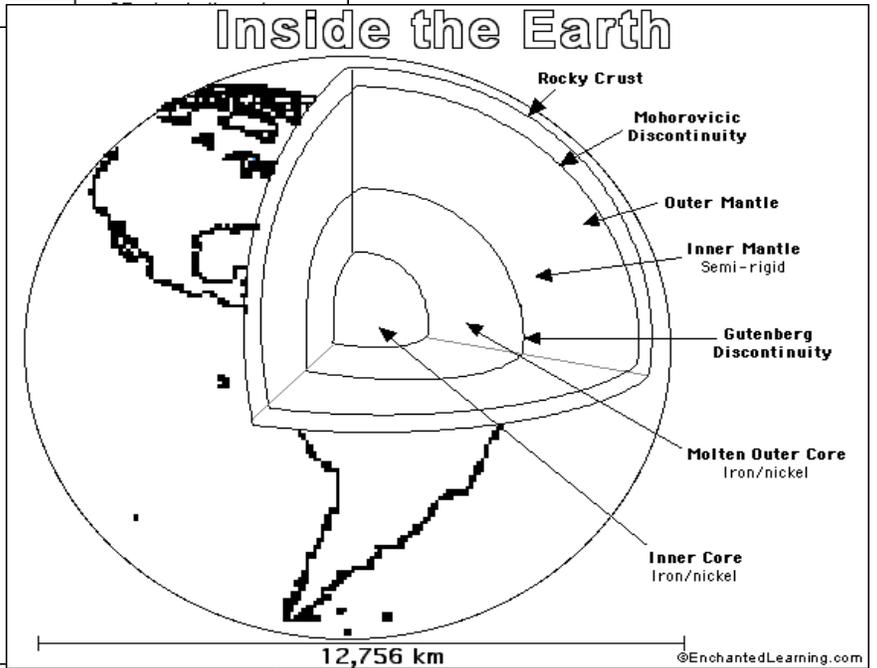
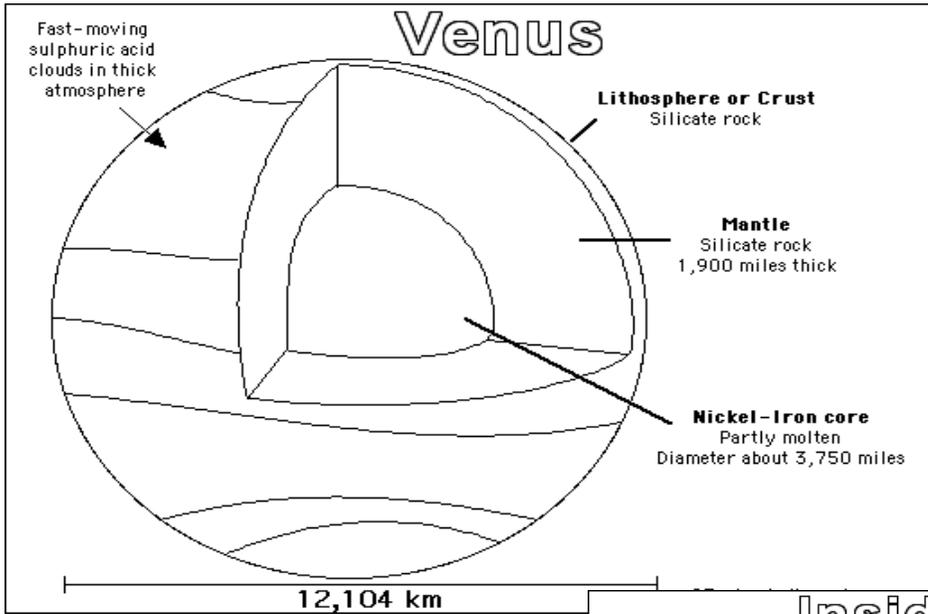
Mars has two relatively small natural moons, Phobos and Deimos, which orbit close to the planet. Both of these moons are oddly shaped and are not exactly spherical like most moons. The idea behind why this is thought to be because Mars' gravitational pull captured in its orbit what were originally asteroids. Because they now in Mars' orbit, they are now considered moons.

In January 2004, the NASA twin Mars Exploration Rovers named Spirit and Opportunity landed on the surface of Mars. Among the most significant scientific returns has been conclusive evidence that liquid water existed at some time in the past at both landing sites. On March 10, 2006, the NASA Mars Reconnaissance Orbiter (MRO) probe arrived in orbit to conduct a two-year science survey. The orbiter began mapping the Martian terrain and weather to find suitable landing sites for upcoming lander missions. The MRO snapped the first image of a series of active avalanches near the planet's North Pole, scientists said March 3, 2008. The Mars Science Laboratory, named Curiosity, launched on November 26, 2011, reached Mars on August 2012. It was larger and more advanced than the Mars Exploration Rover.

1. What was Mars named after? Why is Mars often called the 'Red Planet'?

2. What are the names of the moons of Mars? Why do the moons of Mars have a strange shape?

3. What were the names of the first two rovers explored Mars? What did they both discover?



Causes of the American Revolution

Before the American Revolutionary War the original thirteen states of the United States of America were colonies of Great Britain. Great Britain was a monarchy, that is, it was ruled by a king or queen. Great Britain was also at the head of an empire called the British Empire similar to the ancient Roman Empire. An empire is a group of nations, territories, or peoples ruled by a single authority. The thirteen American colonies were part of the British Empire and were ruled by the King of England and the British Parliament located far away across the Atlantic Ocean. The royal governor of each colony was appointed by the king and was loyal to the king. The governor did not represent the colonists.



Remember too that in the 1600s when the colonies were originally founded, some of the colonies belonged to other countries. For example, New York was first settled by the Dutch and the city of New York was called New Amsterdam. The Dutch brought in settlers from Germany, Ireland and France. Great Britain took the colony with warships in 1664 and named it New York. So, all the colonists in North America were not necessarily loyal British subjects.

Before the Revolutionary War, the French and Indian War was fought between Great Britain and France for control over lands in North America, especially lands west of the existing British colonies. This conflict lasted from 1754 until 1763. This war between two major European powers caused the Seven Years' War in Europe. During this time of wars, it was in the best interest of the British Empire to defend the colonies. After the wars ended, Britain had gained control over most of North America east of the Mississippi River.

Britain had invested heavily in defending the colonies and now wanted to show authority over them by imposing heavy taxes. As a result, the colonists formed what were called committees of correspondence. These led to the establishment of Provincial Congresses in the colonies, their first independent governments. These provincial governments of the thirteen colonies joined together in the First Continental Congress in 1774. In response, the British government sent troops, dissolved the local governments, and enacted more taxes and rules. The first skirmishes of the Revolutionary War began in 1775 and the Declaration of Independence was written in 1776.

Name: _____ Date: _____

Multiple Choice Questions

Circle the correct answer.

1. Before the American Revolution Great Britain was
 - a. A monarchy
 - b. A democracy
 - c. An oligarchy

2. The New York colony was originally settled by the
 - a. British
 - b. Dutch
 - c. Both a. and b. above

3. The French and Indian War was fought
 - a. In North America
 - b. French soldiers and Dutch settlers
 - c. In Europe
 - d. None of the above

4. After the Seven Years' War ended
 - a. France still owned Canada
 - b. Britain controlled the lands east of the Mississippi River
 - c. Both a. and b. above

5. A main cause of the American Revolution was
 - a. Britain took control of New Amsterdam
 - b. France gained control of lands east of the Mississippi River
 - c. Great Britain imposed heavy taxes on the colonies

6. The First Continental Congress
 - a. Was held in Philadelphia
 - b. Was endorsed by Great Britain
 - c. Included British royal governors
 - d. None of the above

The Boston Massacre

It's the evening of March 5, 1770 in Boston in the British colony of Massachusetts. British soldiers are changing the guard at the Customs House where British taxes are levied and collected. A confrontation occurs between colonists and the soldiers, shots are fired, and three colonists are dead on the spot; two more die the next day. This event is called the Boston Massacre and it's easy to say that it was a cause of the American Revolution. What really happened and why?



Great Britain had spent huge sums of money waging the French and Indian War (1754-1763) in North America to gain control of more land. At the same time the British were fighting the related Seven Years' War in Europe. When the wars ended in 1763 Great Britain needed money and passed the Townsend Acts which heavily taxed everyday imported items like glass, paper and tea in the colonies. When these taxes caused unrest among the colonists, in 1768 Great Britain sent troops to Boston to maintain control and protect the tax collectors who levied customs duties on imported products. These soldiers could be assigned to live in private homes with the colonists. There was one British soldier in Boston for every four residents. Boston was an occupied city and tensions were high between soldiers and residents. There were frequent riots.

The Boston Massacre began with a nighttime confrontation between a youth and a soldier in front of the Customs House. A crowd gathered and grew larger when church bells were rung to get the attention of more men. The British soldier summoned help as well. Soon 400 men of Boston were throwing ice and snowballs at the soldiers defending the Customs House, daring them to fire their muskets into the crowd. Reports say that the officer in charge called out, "Don't fire!" In the confusion, shots were fired anyway.

The British immediately removed the troops from Boston and repealed the Townsend Acts in April 1770 except for the tax on tea. The officer in charge and nine soldiers were brought to trial about eight months later. Two soldiers were found guilty of manslaughter and all the others were acquitted. Boston remained quiet for several years. The Boston Massacre was later used as a rallying point by patriots who favored independence.

Name: _____ Date: _____

Multiple Choice Questions

Circle the correct answer.

1. In order to get money from the colonies Great Britain taxed
 - a. Income
 - b. Land
 - c. Imported items

2. When the citizens of Boston protested against the heavy taxes Great Britain
 - a. Raised the taxes higher
 - b. Sent troops to Boston
 - c. Both a. and b. above

3. One way that Bostonians protested was
 - a. Riots in the streets
 - b. Snipers
 - c. Guerilla attacks

4. Where in town did the Boston Massacre occur?
 - b. Along the Charles River
 - c. At the courthouse
 - d. None of the above

5. How many Boston citizens died as a result of the Boston Massacre?
 - a. 3
 - b. 5
 - c. 7

6. One result of the Boston Massacre was
 - b. Soldiers were brought to trial
 - c. It was later used to promote the cause of American independence
 - d. All of the above