

Winter Break Packet for Reading/Language Arts

The student activities in this packet are designed to reinforce major reading and writing concepts and skills. The questions at the end of the passages are correlated to specific Sunshine State Standards benchmarks. The activities are differentiated by grade level K-1, 2-3, 4-5, 6-8, and 9-12. It is also hoped that these activities will encourage family interaction over the winter break. Please note that elementary-level activities will require greater parent/family supervision or assistance. If you are in need of additional information about the Winter Break Packet, please contact the Reading/Language Arts Office at 305 995-3120 or 305-995-3122.

Please note that students should also use online activities for reading from **Beyond the Bell** found at <http://myportal.dadeschools.net/student/>. The online activities are provided as a resource to parents and students.



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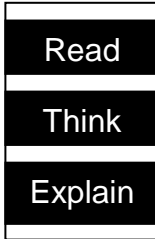
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Suggestions for Completing the Senior High School Winter Break Packet

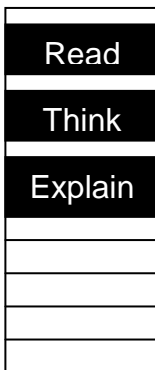
- The Senior High School Winter Break Packet has reading passages followed by three types of questions: multiple-choice, short-response "Read, Think, and Explain," and extended-response "Read, Think, and Explain" questions.
- Read the directions carefully. Ask your parents or guardians to help you understand any directions you do not understand.
- Read the passages and questions very carefully. You may look back at a passage as often as you like.
- Use highlighters or pencils to underline important information as you read.
- Answer the questions you are sure about first. If a question seems too difficult, skip it and go back to it later.
- Think positively. Some questions may seem hard, but others will be easy.
- Check each answer to make sure it is the best answer for the question.
- Complete the figurative language chart which asks you to create figurative language following the example. Share your responses with a parent or guardian.
- Write a well constructed essay using the prompt provided. Be sure to include some figurative language in your essay.
- Read your essay aloud and make any corrections you think would improve your writing.

How to Answer the "Read, Think, and Explain" Questions



This symbol appears next to questions that require short written answers. Use about 5 minutes to answer each of these questions. You should try to answer these questions even if you are not sure of the correct answer.

A complete and correct answer to each of these questions is worth 2 points. A partial answer is worth 1 point.



This symbol appears next to questions that require longer written answers. Use about 10 minutes to answer each of these questions. You should try to answer these questions even if you are not sure of the correct answer.

A complete and correct answer to each of these questions is worth 4 points. A partial answer is worth 1, 2, or 3 points.

- Read the question carefully.
- If you do not understand the question, go back and review the passage.
- Think carefully and organize your thoughts before starting to write your answer.
- Write your answer on the lines provided in your Student Test Book.
- Remember to include details and information from the passage in your answer.
- Use clear, concise language to explain your answer.
- Be sure to answer every part of the question.
- Reread your answer to make sure it says what you want it to say.

Reading Strategies That Work

Have you ever read a very long passage and found that you really don't remember much of what you have read? If the answer is yes, you are not alone. Often times, readers lose track of what is going on in the selection as they read. Use one or more of the tips below as you read through the passages on the upcoming pages.

Read and Write Something

- After reading the first paragraph or section, draw a line under it. Then pause and think about what you have read. Try to summarize what you have read by writing a few words in the margin that contain the main idea of the paragraph. If you cannot summarize it, go back and reread the section and try it again.

Question the Author

- After reading a selection ask these questions:
 - What has the author done to help me understand the passage?
 - What is the author trying to tell me in this passage?
 - What does the author expect me to know after reading this passage?
- Answer the questions and discuss your answers with your parent or a classmate who is working on the same passage.

Visualize while Reading

- As you read the passage, try to create a mental image of what the author is describing.
- Share the image you have in your mind with a parent or classmate who is working on the same passage.
- Know that making pictures in your mind helps you to understand and clarify what you have read.

DIRECTIONS: Read the passage “Rodeo Cowgirls” and answer numbers 1 through 11.

Rodeo Cowgirls

by Frances M. Gilbert



The rider gripped the saddle horn with one hand, spurred forward and back, and worked desperately at staying on the bucking bronco. Through each twist and buck, the rider managed to remain in the saddle until finally the bell sounded, and the ride was over.

This could be a scene at any rodeo held throughout the world, except the bronco rider is a woman, and the year is 1886. More than one hundred years ago, women were competing in rodeo events such as bronco riding, roping, and steer riding. They competed against other women and against men – sometimes winning against the cowboys.

Today, women athletes have the benefit of Title IX, a law passed by Congress in 1972 that prohibits discrimination against girls and women in federally funded education, including athletics programs. As a result, girls and women can expect that any public school or state university athletic program will provide them with opportunities equal to those provided to male students. Before Title IX opened up high school and collegiate athletic opportunities to females, there were few professional female athletes in America.

For example, women were not allowed to participate in the Olympics until 1900, and then only in tennis and golf. By 1904, the Olympic committee had opened more events to women. In addition to their participation in tennis and golf, women could now compete in croquet, ballooning, sailing and equestrian events. Despite having more events, fewer women were able to participate. In general, women had to overcome the widely held belief that Olympic and other athletic events were too strenuous for them. And when they were allowed to compete, women weren't considered serious



competitors. Rodeo cowgirls were unique in an era that did not support the idea of female athletes.

Why were cowgirls viewed differently from other female athletes of the time? One answer lies in the fact that in the nineteenth century and well into the twentieth century, rodeo cowgirls came exclusively from the West – that somewhat mystical place where civilization didn't yet have a strong hold. Rules and standards that prevailed in other areas of the United States didn't always apply in the West. The West was like a foreign country with its own customs, and the distance that separated the East and West provided a buffer for cowgirls from the Eastern idea that athletics were not acceptable for females.

Another reason for the acceptance of rodeo cowgirls lies in the environment in which they were raised. Cowgirls grew up on ranches and farms where the skills necessary to compete in the early rodeos were the same skills required for daily life. On remote western farms, a family's livelihood depended on teamwork. Every member of the family helped out with ranching chores. Riding, roping, and herding cattle were skills needed by both western girls and boys. Round-ups and community events naturally included anyone who had the ability to complete ranching tasks. In addition, many early rodeos were small, local events held at fairs. To ensure enough competitors, these events included girls and women along with boys and men. By the time local rodeos gave way to bigger, more professional shows in the late nineteenth century, the role of rodeo cowgirls had been so firmly established that women made the transition along with their male counterparts.

However, being from the West didn't mean cowgirls had it easy. Just like the majority of women trying to make a living at the time, cowgirls earned less money than their male counterparts. In her book, *Cowgirls of the Rodeo-Pioneer Professional Athletes*, Mary Lou LeCompte conducted interviews and researched rodeo programs, prize lists, scrapbooks, and archives to compile data on rodeo cowgirls. According to LeCompte, it was not unusual for 1930's prize money for women to be 60 percent or 70 percent of the prizes men earned for equivalent events. Cowgirls could expect to receive a sidesaddle or silver lemonade set as a prize for winning a steer riding contest: not exactly money in the bank. However, the independence that was part of their western upbringing did provide the cowgirl with a little more opportunity for economic freedom than her counterparts in the East. At a time when most women were taken care of by either their fathers or their husbands, cowgirls earned their own money and made their own way riding in the rodeo. In addition, some women promoted and operated rodeos.

During the 1920's, nearly one-third of all rodeos included events for women. Two hundred sixty-five professional female rodeo riders competed from 1920-1936. Rodeo cowgirls experienced opportunities other female athletes could only dream about. Yet this would not last; in the late 1920's opportunities for cowgirls began to diminish.

By 1929 most rodeos had dropped cowgirl bulldogging contests and bronco riding because of the injuries and deaths of some rodeo cowgirls. Although men were also injured and killed, they were still allowed to compete, earning good prize money for these exciting events. Despite the setbacks, cowgirls continued to compete.



Unlike many women looking for work during the Depression of the 1930s, cowgirls were able to find employment at the big-time rodeos, which thrived despite the economy. Famous cowgirls could even increase their income through commercial endorsements for items such as saddles or refrigerators.

During World War II, a number of opportunities opened up for American female athletes, including rodeo cowgirls. Rodeo promoters, wanting to keep interest in the sport alive while the men were at war, organized all-girl rodeos. This allowed rodeo cowgirls to continue to compete, despite a limited number of events and low prize money. Rodeo sponsors and much of the public considered events such as barrel racing and racing relays more appropriate competition for cowgirls than bronco riding or steer riding. Of course, the end of the war meant the end of this boom time for rodeo cowgirls. With men returning from the war, the popularity of all girl rodeos waned, and opportunities to compete became fewer and fewer.

In 1948, rodeo cowgirls formed the Girls Rodeo Association (GRA), which later became the Women's Professional Rodeo Association (WPRA). The GRA was the first organization formed and operated by women for the advancement of female athletes. Formed in response to the diminishing opportunities for women to compete, the GRA's primary focus was to provide cowgirls with legitimate rodeo events in which they could participate. The GRA succeeded by sanctioning all-girl rodeos and by working with the Rodeo Cowboys Association (RCA) to get more women's events in the RCA-sanctioned rodeos. The GRA and the WPRA have been instrumental in supporting women's rodeo.

Today, the female bronco rider of 1886 would be able to compete – with some differences. Cowgirls today do not compete against cowboys, but they do compete in many of the same tournaments, which helps to keep the prize money higher. And, while cowgirls today make significantly more money than their predecessors, they still earn less than men. Like the rodeo cowgirls of the early days, the majority of women in the rodeo come from the West, where the skills they need to compete are learned as a way of life.

Cowgirls, from the early days through the present, have a long, proud history. Even when times were tough, they persevered in doing what they loved. In her book, Mary LeCompte writes that Vera McGinnis, an early cowgirl and an inductee to two rodeo Halls of Fame once said: "If I'd pulled up right then, I likely would have missed the years of hardship, heartache, fun, adventure, a smidgen of fame, and finally a broken body. But I'm glad I didn't, for I can honestly say the glamour never faded. It dimmed once in a while when I was hurt or overworked, but after a rest I always felt I wouldn't trade being a rodeo cowgirl for any other profession."



DIRECTIONS: Based on the passage “Rodeo Cowgirls,” answer numbers 1 through 11.

1. What is the main difference between the treatment of men and women in professional rodeo?
 - (A) Women earn 60 percent to 70 percent more prize money than men.
 - (B) Women receive more commercial endorsements than men do.
 - (C) Men are permitted to choose the events first in tournaments.
 - (D) Men receive more prize money for comparable events.

2. According to the passage, how did daily life in the West prepare boys, as well as girls, for professional rodeo competition?
 - (A) Cowgirls could ride and rope just as well as the boys.
 - (B) Cowgirls participated along with men at the local rodeos.
 - (C) Families depended on teamwork; both boys and girls needed ranching skills.
 - (D) Girls and women were able to compete right along with the male competitors.

3. According to the passage, why were female athletes from the West treated differently from female athletes from the East?
 - (A) Life in the West made women more suitable for strenuous rodeo events.
 - (B) Many Eastern women were serious competitors only in the Olympic events.
 - (C) Expectations were different for females from each area of the United States.
 - (D) Husbands and fathers prohibited Eastern women from competing in events.



4. Based on the information in the passage, during World War II, which rodeo event was most appropriate for cowgirls?
- (A) barrel racing
 - (B) bulldogging
 - (C) steer riding
 - (D) bronc riding
5. Based on the information in the article, what is the main reason the number of women in professional rodeo dropped between the years 1947 and 1955?
- (A) Many women thought that the life of a cowgirl was exciting.
 - (B) Rodeo was the only paid professional sport for women.
 - (C) One third of rodeo events were for women only.
 - (D) Men were off fighting in World War II.
6. What is the essential message in the article "Rodeo Cowgirls"?
- (A) Husbands and fathers did not permit women to compete in rodeo events.
 - (B) Women have a long and unique history as professional athletes in rodeo.
 - (C) Girls lived on ranches to develop the skills needed for professional rodeo.
 - (D) Western women were authorized to compete in rodeos in the Eastern U.S.
7. Based on information from the passage, what is the main reason that the number of women in professional rodeo dropped between the years 1947 to 1955?
- (A) the end of World War II
 - (B) the economic Depression
 - (C) a lack of equitable prize money
 - (D) an increase in injuries and deaths



8. Read the sentence below.

With men returning from the war, the popularity of all girl rodeos waned....

What does the word *waned* mean?

- (A) disappeared
- (B) increased
- (C) declined
- (D) ended

9. What information in the passage explains Vera McGinnis’s statement ...”I wouldn’t trade being a rodeo cowgirl for any other profession.” Use details and information from the passage to support your answer.

Read
Think
Explain



10. What is the greatest benefit of the organization, Women's Professional Rodeo Association (WPRA)?

- (A) to provide cowgirls with legitimate opportunities to compete in rodeos
- (B) to provide sanctions for women to compete against men for equal pay
- (C) to provide equal prize money for both males and females
- (D) to reinforce the federal act Title IX established in 1972

11. Why does the author connect the ideas of Title IX and Rodeo Cowgirls?

- (A) Women were not allowed to participate in the Olympics until 1900.
- (B) Rodeo cowgirls were unique in an era that did not support the idea of female athletes.
- (C) Cowgirls received a sidesaddle or silver lemonade set as a prize for winning a steer riding contest.
- (D) The law provided equal opportunities for women to professionally compete in athletics.



GO ON 

DIRECTIONS: Read the passage “My Life as a Scribe,” and answer numbers 12 through 16.

My Life as a Scribe

by Rimun-ilani



My name is Rimun. I am an old man. My sight fails me in poor light now. My body no longer bends easily over the tablets I have written on all my life. My work is finished, and I will live out my days retelling the stories of my family and our culture to anyone who will listen. But my life has been long and interesting. I am part of a brotherhood that has done its part to change the world. Like my father Akiah before me, and my grandfather Shamkhatum before him, I am a scribe.

The men of my family have been scribes through the ages. Before schools to train scribes were built, before scribes used wedge-shaped reeds as tools, the scribes of my family lived and worked in the great cities of southern Sumer. Over time they moved north on the trade routes along the rivers from the great city of Ur, north to Larsa along the Euphrates, past Uruk where the use of ancient picture writing began, past Lagash and Nippur and on to Babylon, where I live now. I know this because they have passed their important tablets from one generation to the next, and now I am the keeper of a small library that describes our history as archivists. Soon I will pass this on to my own son Likua who teaches young scribes at the temple school located at Mari on the mighty Euphrates River.

From early childhood, I showed a talent for my family's profession. As a youngster I took a reed in my hand and began to draw. I sat long hours by my father's side, imitating him as he worked. He taught me the basics of writing before I was old enough to begin school. Competition for admission to the edubba – the tablet house – was fierce because the skill of writing assured a respected position in society and a financially successful career. When my time to enroll came, however, my family's history, wealth and social position assured me a place in the school.

GO ON 

At the edubba a “school father” and a “big brother” instructed us. To learn writing, we pressed reeds with wedge-shaped ends into wet clay to make symbols. First we learned to make individual signs, and then we combined them to make words. To learn our language, we copied the epics of our literature and the sacred myths of our religion. We memorized the stories of the King Gilgamesh and the gods Enki and Enlil. We also learned numeration, first as accounting and later as mathematics.

We sat all day on rows of hard brick benches while we practiced our lessons. The hours were long and the mood was serious. The punishment for misbehaving or turning in careless work was often beating, and in the worst cases, caning. I managed to escape the wrath of our teacher and his assistant because for me the lessons came easily. Even so, my training to become a scribe took many years.

I left school with a wide knowledge of many subjects. I could have specialized in medicine or mathematics or astronomy. But I believe I was born to be a scribe, and I used my talents to see the world. I traveled the rivers with merchants and traders and kept accounts of their expeditions. In the cities, I drew up contracts between petty functionaries. I followed soldiers into battle and chronicled military exploits. During one of these adventures, I came to the attention of Hammurabi, King of Babylon. Under his direction, I did my most important work.

Hammurabi was a good ruler, dedicated to fairness. He was determined to have his code of laws recorded in one place and used to govern all Babylonians. The project was broad in scope, covering his judgments in cases of false witness, theft, adoption, inheritance, medical treatment, agriculture, town planning, commerce, debts, marriage, disposal of assets, slavery, adoption, hiring and labor, and marriage and divorce – 282 laws in all.

I was still a young man with much to see when I received his offer. To take the job meant state work was finished. I would probably never see Nineveh or Damascus or Jericho, but I could not say no. So with many other scribes I began the work of preserving Hammurabi’s judgments on a seven-foot high stele made of black basalt. I married and raised a family. I worked on the project for many years. I never left Babylon again.

Old men look back over their lives to take stock. We wonder about what we will leave behind us for the world. For a student with my gifts there were many choices. I could have solved numerical problems as my friend Appa did. I could have studied the heavens like my friend Minani. I could have moved through the hierarchy into a government office where the rewards often outweighed the value of the work. The name of Rimun will not stand in history next to those of Kings like Ur-Nammu or Sargon of Akkad or Hammurabi. But given the chance to go back, I would not take a different path. I was born to be a scribe. I etched our stories in clay. I chiseled our laws into stone. With my reeds and my carving tools, I preserved a part of history.



DIRECTIONS: Based on the passage “My Life as a Scribe,” answer numbers 12 through 16.

12. What was the author’s purpose for writing the article?
- (A) to explain the family history of Rimun-ilani
 - (B) to share Rimun’s thoughts about his life’s work
 - (C) to describe the skill involved in preserving history on tablets
 - (D) to emphasize the competitiveness of entering into scribe school
13. What was the most likely reason Rinum-ilani became a scribe?
- (A) He wanted to live in the great cities of southern Sumer.
 - (B) His forefathers wrote epics of literature and sacred myths.
 - (C) He was part of a brotherhood that has historically changed the world.
 - (D) Rimun-ilani was born into a family where men had been scribes for generations.
14. Which statement best supports the idea that the lessons to become a scribe came easily for Rinum-ilani?
- (A) He finished school with a deep understanding of science and mathematics.
 - (B) He had a talent for the profession and from childhood he practiced with his father.
 - (C) It was difficult for Rimun-ilani to enter the tablet house because the competition was fierce.
 - (D) The tablets he wrote on were passed from one generation to the next and he was the keeper of a small historical archive.



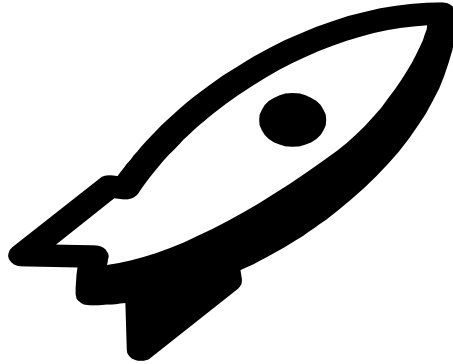
15. What does the passage reveal about the narrator's view of his life?
- (A) Rimun-ilani was satisfied with his role as a scribe throughout his life.
 - (B) Rimun-ilani was hopeful that this name would be remembered in history.
 - (C) The narrator regretted not being able to travel to Nineveh, Damascus or Jericho.
 - (D) The narrator could have solved numerical problems, specialized in medicine, or studied the heavens.
16. What word best describes Rimun-ilani?
- (A) brave
 - (B) careful
 - (C) boastful
 - (D) confident



GO ON 

DIRECTIONS: Read the article “Private Craft Rockets Into Space – And History,” and answer numbers 17 through 19.

Private Craft Rockets Into Space — And History



by Traci Watson

MOJAVE, Calif. — A 62-year-old pilot launched a rocket plane into the sunrise Monday to become the first person to reach space without government backing.

At 7:50 a.m. PT on the first day of summer, pilot Michael Melvill fired the rocket of a craft called SpaceShipOne and shot through the atmosphere at more than three times the speed of sound.

Less than 10 minutes later, he was 62 miles above the planet — high enough that he could see the curve of the Earth. He could also see a bag of M&Ms he brought along floating through the cockpit.

The historic flight ended with Melvill gently touching down 25 minutes later at the airport in this desert town. He hopped out of the spacecraft and, beaming, raised his arms in jubilation.

“It was a mind-blowing experience, it really was,” Melvill said. “Looking at the Earth from up there is almost a religious experience.”

He had a few minor problems during the flight. The most visible was a deep dent in the white metal casing that holds the rocket nozzle.

Until now, every human who has reached space did so in a vehicle paid for by a government and on a trip organized by a government. Only three nations are wealthy and ambitious enough to sponsor spaceflight: the United States, Russia and China.

SpaceShipOne and White Knight, the jet that carried it to 50,000 feet, were developed by Mojave-based Burt Rutan. He also designed the Voyager, which in 1986 became the first plane to fly around the world without refueling.



The vehicles were funded by Paul Allen, a co-founder of Microsoft.

The flight was the most significant step taken by the craft's creators to winning the "X Prize," a \$10 million reward for the first private effort to fly a manned vehicle into space without government aid.

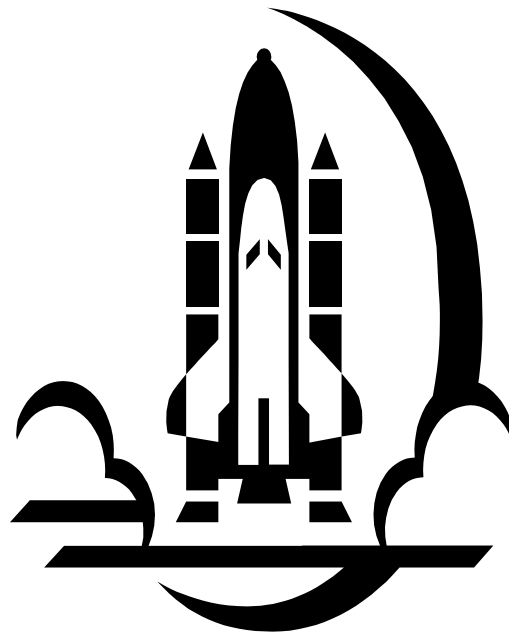
The prize money is being offered by the X Prize Foundation, a St. Louis-based group. About 25 teams from seven countries are vying for the award.

By taking SpaceShipOne above 62 miles, Melvill attained the altitude needed to qualify for the prize, a privately funded award offered to encourage the development of commercial space flight.

Monday's flight, however, is a precursor to more ambitious efforts that will have to be undertaken by SpaceShipOne to win the X Prize. To win, a craft must fly to space twice in two weeks carrying three people or an equivalent weight.

At 28 feet long, SpaceShip One is less than a quarter of the length of the space shuttle. It has room for a pilot and two passengers, and it cost roughly \$20 million to build.

A single shuttle flight costs \$500 million.



GO ON 

DIRECTIONS: Based on the article “Private Craft Rockets into Space—And History,” answer numbers 17 through 19.

17. Read the sentence from the passage.

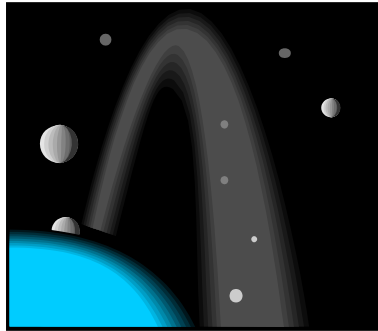
About 25 teams from seven countries are vying for the award.

Which word is the best synonym for **vying** in the quotation above?

- (A) attempting
 - (B) competing
 - (C) struggling
 - (D) longing
18. People who read this article will learn
- (A) about the accomplishments of Michael Melvill.
 - (B) about the history of personal space explorations.
 - (C) about the rewards offered by various space foundations.
 - (D) about the history of government sponsored space projects.
19. How does SpaceShipOne differ from the space shuttle?
- (A) The space shuttle is shorter in length than SpaceShipOne
 - (B) SpaceShipOne is more expensive than the space shuttle.
 - (C) SpaceShipOne is much smaller than the space shuttle.
 - (D) SpaceShipOne has qualified for government funding.



DIRECTIONS: Read the article "Near-Miss Asteroid Could Have Wiped Out Greater London Area," and answer numbers 20 through 24.



Near-Miss Asteroid Could Have Wiped Out Greater London Area

by Charles Arthur

An asteroid measuring nearly three miles across squeezed past Earth by the astronomical equivalent of a hair's breadth yesterday.

The flypast, by the asteroid Toutatis, was the closest it will make this century, and one of the nearest by any "near-Earth object" for the next 180 years. But astronomers warned that there are potentially thousands of much smaller objects that could devastate an area as large as the M25 region which are not being picked up because governments are failing to fund the detection of one of the greatest threats to the planet.

Toutatis is one of thousands of asteroids left over from the formation of the solar system six billion years ago which could still crash into the Earth. Had Toutatis hit the Earth, it would have had the explosive impact of a one million megaton bomb, many times the total nuclear arsenal of the superpowers, and destroyed all life on the planet. But its closeness is relative - it remained a little less than a million miles away.

But even smaller objects, as small as 100 to 200 meters across, could wipe out an area the size of London, warned Kevin Yates of the Near-Earth Objects group at the British National Space Centre. "NASA has calculated that such an object will hit the Earth about once every 700 to 1,000 years," he said yesterday. "Such an object did hit the Earth in 1908, over Tunguska in Siberia, which devastated two thousand square kilometers of forest."

Dr Alan Fitzsimmons, an astronomer at Queen's University Belfast who wrote a report in 2000 detailing what the government should do to increase detection of such "near earth objects", said: "The search programs now under way use relatively small telescopes, which means they can only see fairly bright objects that reflect sunlight; that means they can only detect things larger than about 200 meters across. Most of the



effort, though, is being focused on objects larger than one kilometer." Toutatis posed little risk. The peculiar-shaped asteroid - described by one astronomer as looking like a "cosmic yam" - whizzed past at roughly four times the distance between the Earth and the Moon, precisely as astronomers had expected.

"Toutatis isn't any risk to the Earth," said Dr Yates. "It has an extremely well-known orbit, and has been observed with radio telescopes, which gives a pretty accurate prediction of where it's going." Named after an obscure Celtic and Gallic god - whose name was then picked by the writers of the Asterix cartoon as an expletive - the asteroid measures 4.6 kilometers (2.9 miles) by 2.29 kilometers by 1.92 kilometers.

Its next close approach to the Earth will not come before 2100. The next close approach to the Earth by an identified near-Earth object will be on January 26, 2015 - when an object called 2004 BL86, discovered only this year, will pass just 800,000 miles from the Earth.

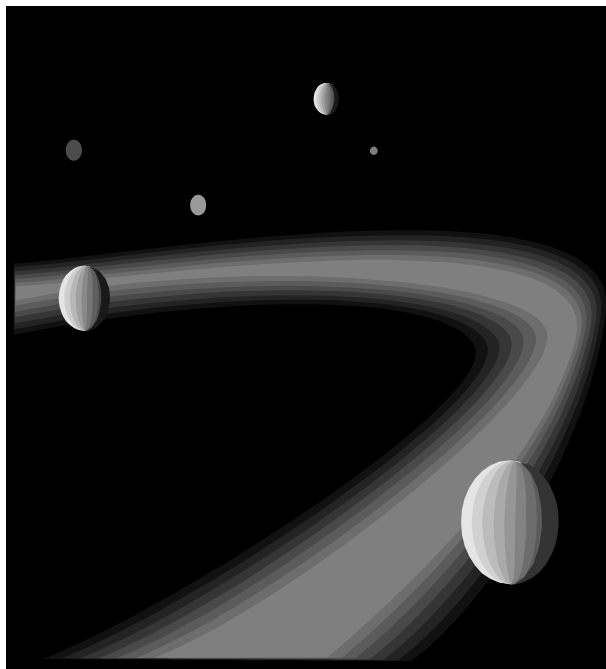


DIRECTIONS: Based on the article “Near-Miss Asteroid Could Have Wiped Out Greater London Area,” answer numbers 20 through 24.

20. What does the author mean by saying, “But its closeness was relative – it remained a little less than a million miles away.”?
- (A) The asteroid has an unpredictable orbit; therefore, it could have entered the earth’s orbit.
 - (B) Scientist believe that this asteroid may come closer to the earth on the next orbit.
 - (C) The asteroid was too distant to be considered a threat to the earth.
 - (D) Astronomers consider this asteroid to be a “near –Earth object.”
21. With which statement would the author most likely agree?
- (A) More scientific efforts must focus on objects larger than one kilometer.
 - (B) Astronomers are precise in predicting the asteroids that are near earth.
 - (C) The search programs use relatively small telescopes to detect asteroids.
 - (D) Governments should fund the detection of smaller asteroids in the solar system.
22. What would have been the effect if Toutatis had hit the earth near London, England?
- (A) It would have remained close to earth and posed a threat for several years.
 - (B) Two thousand square kilometers of forest would have burned all over the earth.
 - (C) It would have had the impact of nuclear arsenal destroying all life on earth.
 - (D) The peculiar shaped asteroid would have devastated an area the size of London.

GO ON 

23. What was the author's purpose in writing this article?
- (A) to show the importance of detecting smaller asteroids
 - (B) to explain the path that asteroids follow in space
 - (C) to convince the reader that Earth is in danger
 - (D) to describe the history of the asteroid Toutatis
24. People who read this article will learn that
- (A) radio telescopes need to be improved to provide accurate information concerning the path of asteroids.
 - (B) the detection of both large and small asteroids can alert scientists of risks to the planet.
 - (C) an asteroid larger than three miles across would never enter the earth's atmosphere.
 - (D) the prediction of asteroids hitting the earth is an exact science.



GO ON 

DIRECTIONS: Read the poem "Going for Water," and answer numbers 25 through 26.

Going for Water

by Robert Frost

The well was dry beside the door,
And so we went with pail and can
Across the fields behind the house
To seek the brook if still it ran;

Not loth¹ to have excuse to go,
Because the autumn eve was fair
(Though chill), because the fields were ours,
And by the brook our woods were there.

We ran as if to meet the moon
That slowly dawned behind the trees,
The barren boughs without the leaves,
Without the birds, without the breeze.

But once within the wood, we paused
Like gnomes² that hid us from the moon,
Ready to run to hiding new
With laughter when she found us soon.

Each laid on other a staying hand
To listen ere³ we dared to look,
And in the hush we joined to make,
We heard, we knew we heard the brook.

A note as from a single place,
A slender tinkling fall that made
Now drops that floated on the pool
Like pearls, and now a silver blade.

GO ON 

¹ **loth:** unwilling, reluctant

² **gnomes:** dwarfish legendary creature or goblin

³ **ere:** before

DIRECTIONS: Based on the poem "Going for Water," answer numbers 25 and 26.

25. How does the tone of the poem change from the time the speaker leaves the house to the time the speaker arrives at the brook? Use details and information from the poem to support your answer.

Read
Think
Explain

26. Based on all the details in the poem, people who read this poem can conclude that the BEST word to describe how the speaker feels at the end of the walk to the brook is

- (A) scared
- (B) amused
- (C) enchanted
- (D) threatened

Literary Devices/Figurative Language

Authors use many different literary devices to express themselves in original ways. Figurative language in your writing can add to your voice as well as paint a clear picture of what you are expressing to your reader. Look at the definitions and examples below of some of the more common types of figurative language. **Then add an original example of each type of figurative language in the space provided.**

Figure of Speech	Definition	Example	My Example
Simile	A comparison of two things using the word "like or as"	<i>My English teacher is as creative as Shakespeare.</i>	
Metaphor	A comparison of two things without using the words <i>like</i> or <i>as</i>	<i>The sun is a flower.</i>	
Hyperbole	An exaggeration to create a strong response	<i>The new driver waited an eternity to make a left turn.</i>	
Personification	Giving human qualities to a non-human.	<i>The tree watches him sleep.</i>	
Onomatopoeia	Using words to imitate the sounds they name.	<i>Boom, crash, sizzle, buzz</i>	
Alliteration	The repetition of the same initial letter, sound, or group of sounds in a series of words.	<i>Spiky stones spotted the sidewalk.</i>	

As you write to the prompt on the next page, use figurate language to express yourself.

High School Writing Prompt

The school board is deciding to add a new school holiday.

Think of a day you would choose as a new school holiday.

Now write to convince the School Board to accept your choice of a new school holiday.

EXTENSION ACTIVITIES

Improving your Writing

1. Return to your essay. Highlight any areas where you used *figurative language* in the essay.
2. Circle the sentences that *support* your main idea
3. Circle the *strong verbs* that make your meaning clear.

If you do not find examples of *figurative language*, *support*, or *strong verbs*, rewrite your essay to include them.

Improving your Vocabulary

Did you know the more often you use a word, the more likely you are to remember it? Look at the words below and choose five that you would like to add to your vocabulary. Find the definitions and make an effort to use each of those five words at least 10 times before you return to school after the Winter Break. If you do that, you will **own** the words.

1. auspicious
2. belie
3. equinox
4. hubris
5. incognito
6. kinetic
7. lexicon
8. plagiarize
9. sanguine
10. tempestuous



ANTI-DISCRIMINATION POLICY

Federal and State Laws

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by law:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Educational Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA), as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963, as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulates categorical preferences for employment.