SCIENCE

April 13 - April 24

Name _____ Date _____ Benchmark Review SC.4.E.6.2

SC.4.E.6.2 Identify the physical properties of common earth-forming minerals, including hardness, color, luster, cleavage, and streak color, and recognize the role of minerals in the formation of rocks.

Minerals and Rocks

Minerals

Earth's crust is made up of rock, but not all rock is the same. A **rock** is a solid in nature that is made up of two or more minerals. A **mineral** is any nonliving solid that has a crystal form. All minerals form in nature. For example, granite contains the minerals quartz and feldspar. Metals such as gold and silver are also minerals. Different minerals have different physical properties. A physical property is a quality or characteristic that can be observed. Hardness, color, luster, cleavage, and streak color are some physical properties of minerals.

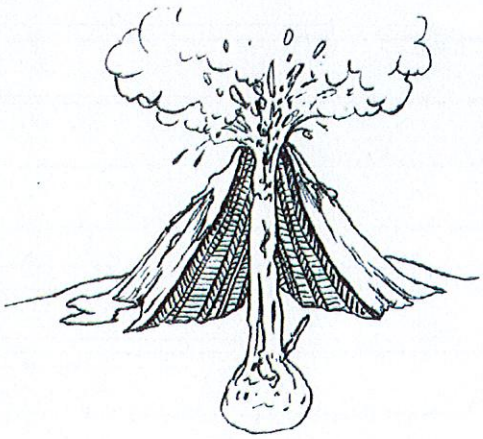
- **Hardness** is a mineral's ability to scratch another mineral. On the Mohs' scale, a mineral with a higher number can scratch a mineral with a lower number. The softest minerals score a 1.
- **Color** can be observed using the sense of sight. Different minerals have different colors.
- **Luster** is a mineral's ability to reflect light. Luster can be described using words such as metallic, earthy, and glassy.
- If a mineral breaks into pieces that have smooth, straight sides, the mineral has **cleavage**. Minerals that do not break along smooth lines have **fracture.**
- You can observe a mineral's **streak** if you rub it along a white tile. The color left behind is the streak.

The physical properties of the minerals that make up rock make different kinds of rocks useful for different tasks. For example, buildings and statues are often made of marble or granite. These rocks are hard enough to withstand weather.

Classifying Rock

Earth's rock is continually breaking down and reforming. On Earth's surface, weathering breaks down rock and erosion carries rock particles to new places. Beneath Earth's surface, heat and pressure cause changes in rock.

Scientists classify rock by how it forms. There are three main types of rock—igneous rock, sedimentary rock, and metamorphic rock. **Igneous rock** forms when melted rock, or magma, cools and solidifies deep inside Earth's surface. Igneous rock can also form on Earth's surface when a volcano erupts. On the surface, this melted rock, called lava, cools quickly and becomes solid again. This forms igneous rock.



Magma stored under Earth's surface can flow from a volcano during a volcanic eruption.

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Wind and water break down rock on Earth's surface into smaller pieces, called sediment. As layers of sediment are deposited, the bottom layers press together by the weight of the layers above. Air and water in the spaces between the sediment are squeezed out. Over time, the sediments are cemented together and become **sedimentary rock.** Fossils are often found in sedimentary rock because of the way it is formed.

Deep inside Earth, heat and pressure can cause changes in the texture and mineral content of rock. When new rock forms this way, it is called metamorphic rock. These rocks have changed from one form to another.

For example, the metamorphic rock marble forms when high temperature and pressure act on the sedimentary rock limestone. The properties of marble are much different than those of limestone.

The Rock Cycle

After a rock is formed, it does not stay that way forever. The continuous process in which one type of rock changes into another type is called the **rock cycle**. For example, any rock can melt and become magma, then cool again, forming igneous rock. Any rock can be pushed below Earth's surface, where heat and pressure cause metamorphic rock to form. Any kind of rock can be worn away, become sediment, and form sedimentary rock.

Student-Response Activity

❶ Which types of rock can form above Earth's surface? Which kinds can form below Earth's surface? Give an explanation for your response.

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❷ Complete the chart with definitions of each physical property and how it can be observed.

Physical Property	Definition	How Can It Be Observed?
Hardness		
Cleavage		
Luster		
Streak		
Color		

Benchmark Assessment SC.4.E.6.2

Fill in the letter of the best choice.

1. On Earth's surface, rock breaks down into tiny pieces. The pieces settle in layers, become compacted, and stick together. Which kind of rock is formed?
   - (A) igneous
   - (B) metamorphic
   - (C) molten
   - (D) sedimentary

2. What causes rock to become metamorphic rock?
   - (F) heat and pressure
   - (G) weathering and erosion
   - (H) heating and cooling
   - (I) magma and lava

3. Which rock forms when magma cools?
   - (A) igneous
   - (B) metamorphic
   - (C) molten
   - (D) sedimentary

4. A mineral can be scratched by an iron nail. What can you conclude?
   - (F) The mineral's hardness is less than iron.
   - (G) The mineral's hardness is greater than iron.
   - (H) The mineral's luster is less than iron.
   - (I) The mineral's luster is greater than iron.

5. Josh rubs a mineral across a tile, and observes the color of the residue left behind. What property is Josh testing?
   - (A) cleavage
   - (B) sedimentary
   - (C) luster
   - (D) streak

Name _____ Date _____ Benchmark Review SC.4.E.6.3

SC.4.E.6.3 Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.

Natural Resources

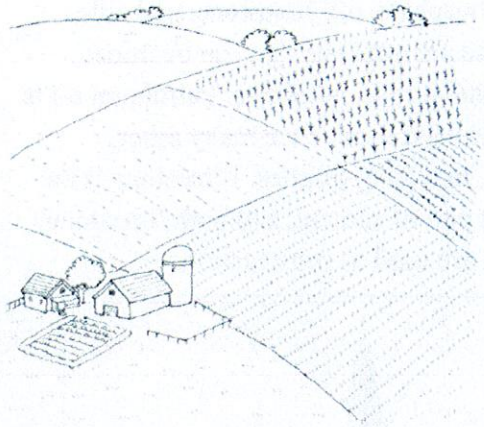
You depend on natural resources every day. You breathe in air, you drink water, and you eat food that was grown in soil. The clothing you wear, your books, and your home are all made with natural resources. Even the resources we use to produce energy are natural resources. Life on Earth would not be possible without natural resources.

Renewable Resources

Some resources, such as water and air, can be used again and again. Other resources form quickly in nature and are easy to replace. Resources that can be replaced quickly are called **renewable resources**. A renewable resource is a resource that can be replaced within a human lifetime. These resources can be used again and again—if we use them wisely.

Air, water, plants, and animals are renewable resources. Water is essential for life. All the water we use is part of the water cycle. This cycle makes water usable again and again. Air is also reusable. Like water, it is a renewable resource. Like water in the water cycle, air is part of a cycle too. The carbon dioxide–oxygen cycle ensures we always have access to the oxygen we need from the air.

The food we eat comes from plants and animals grown on farms. Each year, farmers plant new crops in their fields so we don't run out of food. Crops such as corn and wheat must be planted each year. Many fruits grow on trees that bloom each year in orchards. New animals are born to replace ones that die or that are used for food.



Nonrenewable Resources

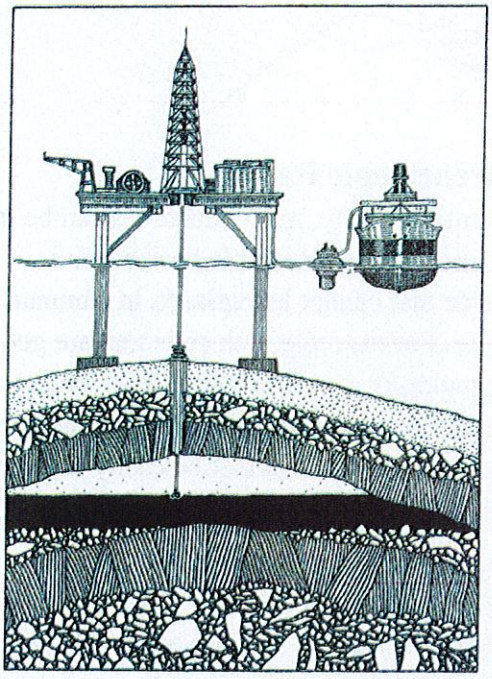
Unfortunately, many resources can be used only once. A nonrenewable resource is a resource that cannot be replaced in a human lifetime. For example, rich soils that are good for growing crops take thousands of years to form. If we remove soil from land or allow it to erode from farms, it cannot be easily replaced.

Some plants are essentially nonrenewable resources. Trees such as fruit trees do grow quickly and may be replaced in a few years. But an old-growth forest contains trees that are hundreds of years old. Once these trees are cut down, they will not be replaced for hundreds of years to come.

Fossil fuels, which include oil, coal, and natural gas, are nonrenewable energy resources. These are resources that cannot be made again in a reasonable amount of time and will someday be used up. Fossils fuels form over millions of years from the remains of dead plants buried beneath Earth's surface.

Minerals and metals are also nonrenewable. They occur in limited amounts in Earth's crust. Once these resources are used up, they cannot be replaced.

Florida's nonrenewable natural resources include phosphate, oil, limestone, and silica. Phosphates are minerals that can be mined, ground, and used in fertilizers. Petroleum oil is used as fuel and to produce many other materials, including plastics. Limestone is an important part of cement, and both limestone and silica are used in construction.



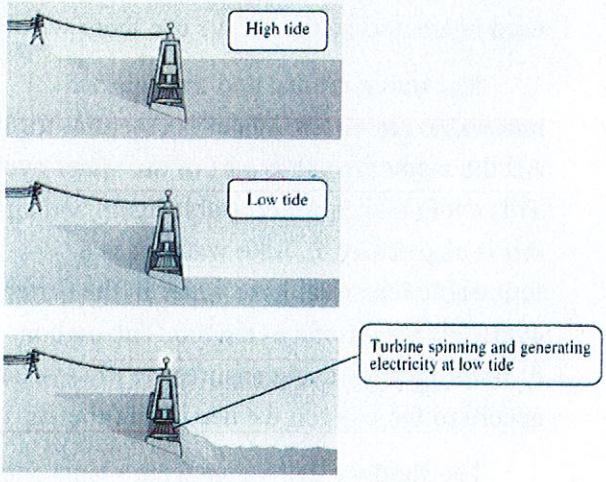
Many natural resources are used to produce energy. Like all resources, some energy sources are renewable and some are nonrenewable.

In many cases, using nonrenewable resources has negative effects on the environment. The burning of fossil fuels causes acid rain and has also been linked to global warming. People continue to use fossil fuels, though, because they are affordable and because the technologies to use them have been in use for many years.

As the world begins to run out of fossil fuels, though, their prices will get higher and higher. In time, people will not be able to afford them. However, people will still need a supply of energy to run their homes, businesses, schools, and automobiles.

Scientists and engineers are continually developing alternative energy sources that are renewable. Renewable energy sources can be used again and again. Examples of renewable resources include flowing water, wind, heat from deep within Earth, solar energy, and fuels made from plant and animal products. Wind turbines and solar panels are ways to use wind and the sun to produce electricity.

For example, the device shown below uses energy in the moving water of the tides as an alternative energy source. At high tide, a pool of water is filled. At low tide, the water is released from the pool through a turbine. The spinning turbine is used to generate electricity.



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Benchmark Review
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Student-Response Activity

1. Why are fossil fuels considered a nonrenewable resource, even though they are made from dead plant matter?

_____

_____

_____

_____

2. Why is it important to find renewable energy sources?

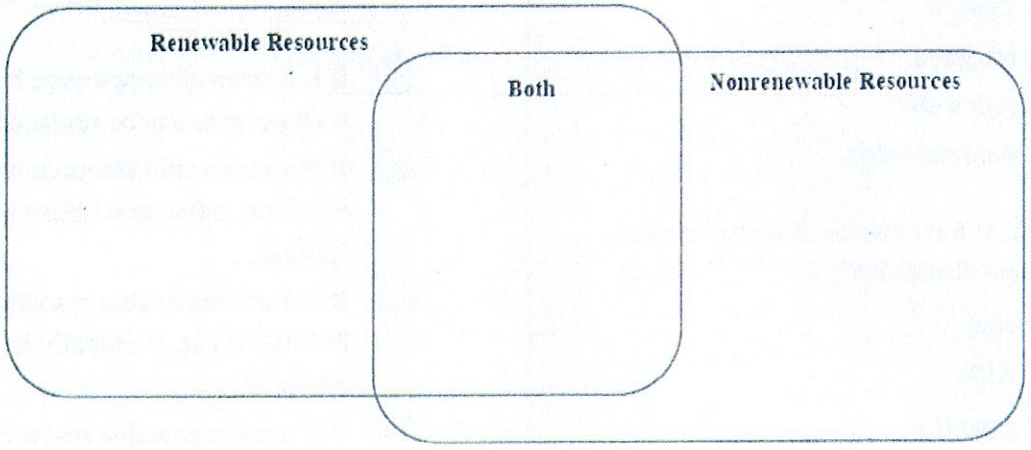
_____

_____

_____

_____

3. Use the Venn diagram below to compare and contrast renewable and nonrenewable resources.



Benchmark Assessment SC.4.E.6.3

Fill in the letter of the best choice.

1. Which is a nonrenewable resource?

   Ⓐ 

   Ⓑ 

   Ⓒ 

   Ⓓ 

2. Which type of resources cannot be easily or quickly replaced once they are used?

   Ⓕ new
   Ⓖ reusable
   Ⓗ renewable
   Ⓘ nonrenewable

3. Which is a renewable resource used to produce electricity?

   Ⓐ coal
   Ⓑ wind
   Ⓒ gasoline
   Ⓓ natural gas

4. Why are minerals considered nonrenewable resources?

   Ⓕ They cannot be replaced.
   Ⓖ They can be replaced but not quickly.
   Ⓗ They cause pollution when used to make electricity.
   Ⓘ They take millions of years to form deep inside Earth.

5. Look at these objects. Which statement about them is correct?

   Ⓐ It is a renewable resource because it can eventually be replaced.
   Ⓑ It is a renewable resource because it can be replaced within a human lifetime.
   Ⓒ It is a nonrenewable resource because it can eventually be replaced.
   Ⓓ It is a nonrenewable resource because it can be replaced within a human lifetime.

SC.4.E.6.4 Describe the basic differences between physical weathering (breaking down of rock by wind, water, ice, temperature change, and plants) and erosion (movement of rock by gravity, wind, water, and ice).

Weathering and Erosion

Weathering and erosion are two processes that cause changes to Earth's surface.

Weathering

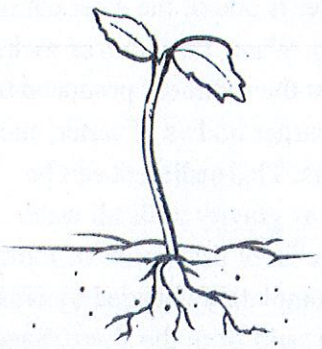
Earth's surface is rocky and hard, but that doesn't mean it can't change shape. Rock can be broken into pieces, and those pieces can be broken into smaller pieces. The process of breaking rock into pieces is called **weathering**.

There are many causes of weathering. Gravity can cause rocks to fall down a cliff and break apart. Wind can also carry small bits of sand and rock. As the wind blows, these can act like sandpaper, scraping off more bits of rock from the rocky surface of Earth.

Water is a powerful agent that causes weathering. Moving water often carries bits of rock and sand, which can scrape along rock as water flows over it. Waves crashing on a shoreline exert force on the rock, breaking off pieces or rock from cliffs and rocks along the water's edge.

Water can also seep into cracks in rock. Since water expands as it freezes, if the temperature drops enough to freeze the water, the expanding ice will push the crack wider. Over time, chunks of rock will break into smaller and smaller pieces with repeated cycles of repeated freezing and thawing.

Living things can also cause weathering. Animals that scratch and burrow in the ground break large pieces of rock into smaller ones. Plants also cause weathering, as their roots grow into the ground. Tree roots can break up very large pieces of rock!



Erosion

What happens to weathered rock, once it has been broken up into small pieces? A great deal gets carried in a process called **erosion**. The erosion of rock can be caused by many different processes.

When wind blows over an area, it can pick up sediment—sand, soil, and small rocks. This sediment is carried along by the wind until the wind slows down. Then the sediment drops to the ground. This is how sand dunes are built up over time.

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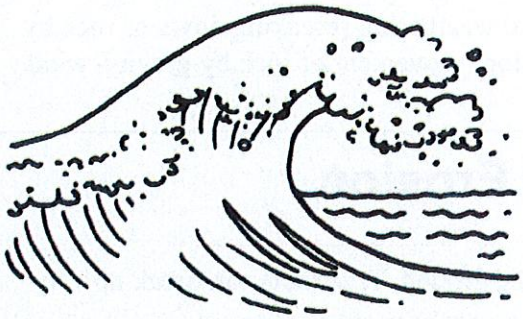
Benchmark Review
SC.4.E.6.4



Moving water is one of the most common causes of erosion. Water from rain or melting snow also washes the sediment produced by weathering into larger bodies of water, such as streams and rivers. This sediment can be carried far away as gravity pulls all water toward the ocean. Over time, parts of Earth's surface can be completely changed by erosion. Waves can wash sand from the shore. Sand beaches can disappear in some areas and build up in others. Shallow rivers can become deeper and deeper over time, carving great canyons in Earth's crust.

Solid water—ice—also causes erosion. Glaciers are large sheets of ice that creep slowly over the land. They pick up rock and soil as they slowly move along. If they melt, they leave that rock and sediment in a new place.

Erosion can also happen because of gravity. For example, gravity might pull rocks down a hill. Sometimes small pebbles will roll, but gravity can make huge boulders fall, too.

Student-Response Activity

1. Give one example of wind erosion and one example of weathering caused by wind.

_____

_____

_____

_____

2. Explain how gravity and water work together to move sediment.

_____

_____

_____

_____

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Benchmark Review
SC.4.E.6.4

❸ Draw examples of how animals and plants can cause weathering.

Plants	Animals

❹ How does gravity cause changes to Earth's surface?

_____

_____

_____

_____

_____

Benchmark Assessment SC.4.E.6.4

Fill in the letter of the best choice.

1. Which process occurs when soil from a farmer's field blows away in a strong wind?
   - (A) erosion
   - (B) gravity
   - (C) ice wedging
   - (D) weathering

2. Which process occurs when a flowing river moves sand towards the sea?
   - (F) erosion
   - (G) gravity
   - (H) ice wedging
   - (I) weathering

3. What can result from tree roots growing into the ground?
   - (A) erosion
   - (B) gravity
   - (C) ice wedging
   - (D) weathering

4. Which is a cause of both weathering and erosion?
   - (F) animals
   - (G) sand
   - (H) plants
   - (I) water

5. How can a glacier cause erosion?
   - (A) by washing sand from the shore
   - (B) by picking up rock and soil as they slowly move along
   - (C) by pulling rocks down a hill
   - (D) by carving great canyons in Earth's crust

Name _____ Date _____ Benchmark Review SC.5.E.7.1

SC.5.E.7.1 Create a model to explain the parts of the water cycle. Water can be a gas, a liquid, or a solid and can go back and forth from one state to another.

The Water Cycle

Water on Earth

We can't live without water. Water covers more than three-fourths of Earth's surface. Approximately 97% of the water on Earth is salt water. We cannot use salt water to drink or water our crops. We would have to take the salt out of the water, and that is very expensive to do.

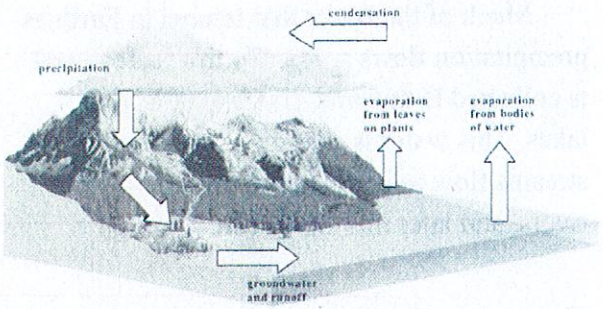
The other 3% of Earth's water is fresh. However, two-thirds of that water is frozen in the ice caps and glaciers. It is not available for our use. This means that only about 1% of all the water on Earth's surface is usable for humans and land animals. This fresh water is found in lakes, rivers, streams, and ponds, as well as in the ground and as humidity in the atmosphere. Water moves between Earth's surface and the atmosphere through a process called the **water cycle**.

Earth has what we call a closed system for water. We do not gain water from anywhere else, and we do not lose water to anywhere. The water you drink has been on Earth for billions of years.

Movement of Water

The water cycle is a continuous circulation of water and water vapor between Earth and the atmosphere. It is an ongoing process that has no beginning and no ending. The heat and energy for the cycle come from the sun. Water vapor rises from oceans, lakes, rivers, forests, fields, plants, and animals by the process of evaporation. The evaporated water is carried into the atmosphere, where it cools and develops into clouds and fog through condensation. It falls back to Earth as precipitation, completing the cycle.

The Water Cycle



States of Water and the Water Cycle

Water exists as a solid, a liquid, and a gas at temperatures common on Earth's surface. Most of the water on the surface is liquid water. Water in the solid form is called ice. Water in the form of a gas is called water vapor.

Evaporation is the process in which liquid water changes into water vapor. The speed of evaporation depends on temperature. During the water cycle, the sun warms some of the water in the oceans, freshwater lakes, and rivers. The water on the surface evaporates. Plants absorb water from the soil and transfer the water through the stems to the leaves. Once the water reaches the leaves, some of it evaporates into the air as water vapor.

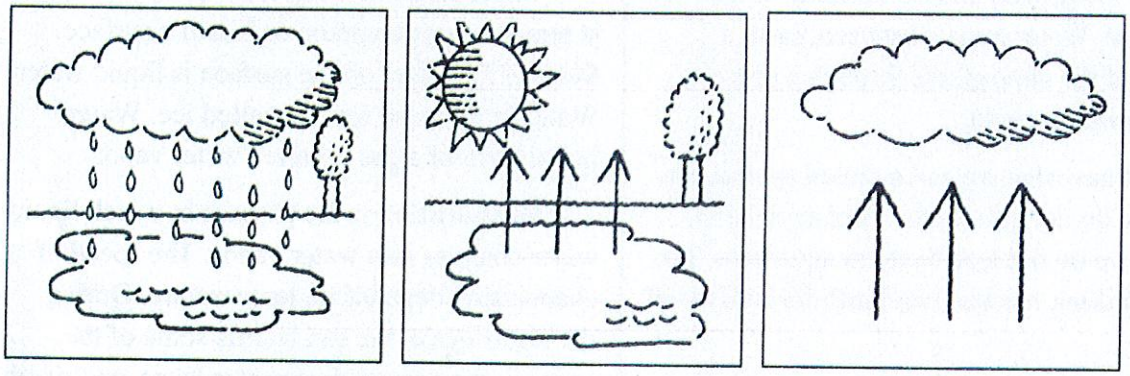
Condensation is the opposite of evaporation. In the atmosphere, water vapor cools to form tiny drops of water that we see as clouds. The water droplets form on tiny particles of dust, salt, and smoke in the air. As the droplets grow, they become heavier and start to fall. **Precipitation** is water in its liquid or solid form falling from the atmosphere to Earth's surface. Rain, snow, sleet, and hail are some forms of precipitation.

Much of the water that returns to Earth as precipitation flows across Earth's surface and is collected in streams, rivers, ponds, and lakes. This water is called **runoff**. Small streams flow into larger streams, then into rivers, and later into the ocean. Through surface runoff, much of the water returns to the oceans, where a great deal of evaporation occurs.

Some precipitation seeps into the ground. Water that is underground is called groundwater. Groundwater trickles slowly down through the soil until it reaches rock. There, underground streams may form. Some groundwater returns to the surface as springs or in low spots on Earth's surface.

Student-Response Activity

❶ Label each image to identify each part of the water cycle.



_____ _____ _____

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2 What role does the sun play in the water cycle?

3 Describe how water changes state in the water cycle.

4 Why is the water cycle important for living things on land?

Benchmark Assessment SC.5.E.7.1

Fill in the letter of the best choice.

1. In which part of the water cycle does liquid water turn into water vapor?

   Ⓐ circulation
   Ⓑ condensation
   Ⓒ evaporation
   Ⓓ precipitation

2. In which part of the water cycle does water return to Earth from the atmosphere?

   Ⓕ circulation
   Ⓖ condensation
   Ⓗ evaporation
   Ⓘ precipitation

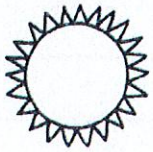
3. In which part of the water cycle do clouds form?

   Ⓐ circulation
   Ⓑ condensation
   Ⓒ evaporation
   Ⓓ precipitation

4. Where does most of the water that evaporates on Earth come from?

   Ⓕ creeks
   Ⓖ lakes
   Ⓗ oceans
   Ⓘ ponds

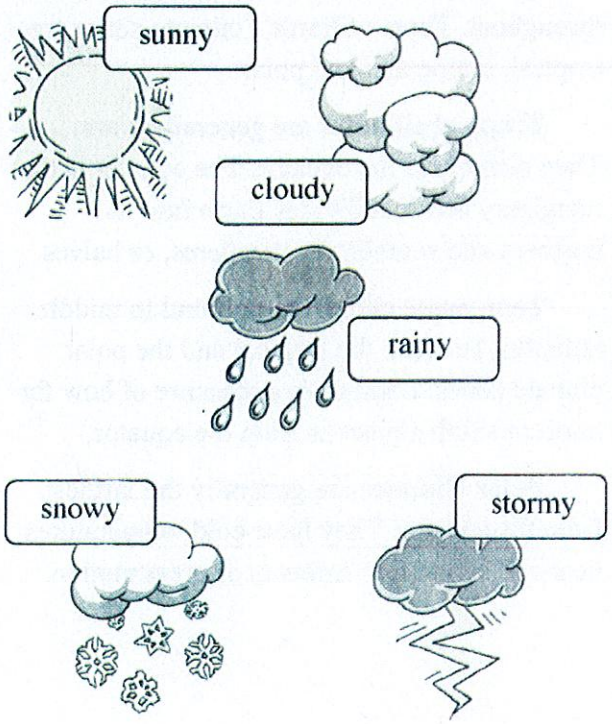
5. Which shows the source of energy for the water cycle?

   Ⓐ 
   Ⓑ 
   Ⓒ 
   Ⓓ 

SC.5.E.7.3 Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time.

Weather and Climate

Look outside. It may be sunny or rainy. It might be stormy or windy. It might be hold or cold. **Weather** is the state of the atmosphere at a given time in a particular place. It can change from day to day or even hour to hour. Some things that make up weather are air temperature, barometric pressure, humidity, wind speed and direction, and precipitation. These elements may cause the changes we see in the weather. If you watch a weather report on television, you might see drawings that represent the weather that is predicted. These drawings represent some types of weather.



Measuring Weather

Scientists who measure weather conditions to study patterns in weather are called **meteorologists**. They use tools to measure air temperature, air pressure, humidity, wind speed and direction, and precipitation.

- Meteorologists use thermometers to measure air temperature. A thermometer is a tool that tells how warm something is.
- Air pressure is the weight of the atmosphere exerting force in all directions. A barometer is a tool that measures air pressure.
- Humidity is the amount of water vapor in the air. It is measured with a hygrometer.
- An anemometer measures wind speed.
- A wind vane measures wind direction.
- Precipitation is water that falls from clouds to Earth's surface. Precipitation can take the form of rain, snow, sleet, or hail. A rain gauge is used to measure the amount of rain that falls. Snowfall can be measured with a snow gauge or a ruler.

Temperature and Precipitation

Since temperature affects the state of water, air temperature affects the type of precipitation that falls. Air temperature changes with the seasons, with elevation, and with location.

- Rain is liquid precipitation that falls through warm or cool air. It occurs when droplets of liquid water that make up clouds become too heavy to stay in the air. Gravity pulls them down in the form of rain.

- Snow is solid precipitation that falls through cold air. It forms when water vapor in the atmosphere turns directly into solid snow crystals.
- Sleet is precipitation that freezes near the ground. It often begins as rain or snow. For example, sleet may form when snow partially melts as it falls through a warm layer of air and refreezes in cold air near the ground.
- Hail is solid precipitation made of layers of ice. It forms inside thunderclouds. First, wind carries raindrops high into the colder part of the cloud. The raindrops freeze and then fall through the lower, warmer part of the cloud, where another layer of moisture sticks to the hail particles. As the hail bounces around inside the cloud, layers are added and the hail becomes larger and larger before falling to the ground.

Climate versus Weather

Your area has certain weather patterns during the year. These patterns make up the climate where you live. **Climate** is the long-term weather patterns of a place. Climate is different from weather.

Factors that Affect Climate

Distance from the equator, elevation, proximity to bodies of water, and landforms affect the kind of climate of a location.

Most places that are close to the equator have warmer climates than places that are farther away. However, if a place has a high elevation, it will have a cool climate even if it is on the equator. That's why snowy mountaintops can be found in tropical places.

Oceans and large lakes affect climate, too. Because water heats up and cools down more slowly than land does, coastal places often are cooler in summer and warmer in winter than places far from the ocean.

Landforms, such as mountains, can affect the rain pattern of large areas. When wet air that formed over the ocean rises up the side of a mountain, clouds form and precipitation takes place on the ocean side of the mountain, giving it a wet climate. Then the dry air moves down the far side of the mountain, creating a dry climate, which is in a **rain shadow,** a place where it rarely rains.

Climate Zones

Places can be grouped into different climate zones. A climate zone is an area that has similar average temperatures and precipitation throughout. Three of Earth's climate zones are tropical, temperate, and polar.

Tropical climates are generally warm. They occur near the equator. The equator is the imaginary line that divides Earth into its northern and southern hemispheres, or halves.

Temperate climates are found in middle latitudes, between the tropical and the polar climate zones. Latitude is a measure of how far north or south a place is from the equator.

Polar climates are generally the farthest from the equator. They have cold temperatures year-round and low amounts of precipitation.

Name _____ Date _____

Student-Response Activity

1. Explain how the temperature of the air affects the type of precipitation that falls.

2. What can a meteorologist learn from a barometer, and how can this information help forecast the weather?

3. For each pair of locations, circle the one that is likely to have more snow.

   a. a high mountaintop — a town at the base of the mountain

   b. a coastal city in North America — an inland city in North America

   c. a forest near the equator — a forest far from the equator

4. Describe how lattitude, altitude, distance from bodies of water, and landforms affect climate.

Benchmark Assessment SC.5.E.7.3

Fill in the letter of the best choice.

1. Margie is moving from a coastal town to an inland city at the same latitude. What should she expect the winters to be like in her new city?

   (A) colder than the weather in her old location
   (B) warmer than the weather in her old location
   (C) rainier than the weather in her old location
   (D) about the same as the weather in her old location

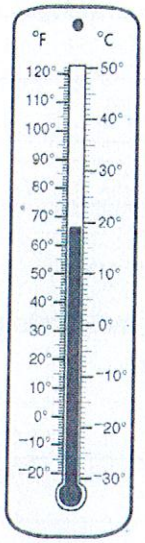
2. Which tool do you use to measure humidity?

   (F) anemometer
   (G) barometer
   (H) hygrometer
   (I) thermometer

3. What does high air pressure usually indicate?

   (A) cloudy weather
   (B) humid weather
   (C) stormy weather
   (D) sunny weather

4. Look at the thermometer below.



   What type of precipitation is **most likely** at this temperature?

   (F) hail
   (G) rain
   (H) sleet
   (I) snow

5. Zack and Emily are hiking up a mountain. Which statement describes how the weather will **most likely** change as they climb?

   (A) It will become rainier.
   (B) It will become warmer.
   (C) It will become cooler.
   (D) It will become stormier.

Social Studies
April 13- April 24

RECOMMENDED PACING GUIDE:

Monday April 13: Read about the branches
Tuesday April 14: Answer questions about the branches
Wednesday April 15: Read Dear Mr. President
Thursday April 16: Answer Questions
Friday April 17: Finish Work For this week

Monday April 20: Read Bill of Rights
Tuesday April 21: Answer Bill of Rights Questions
Wednesday April 22: Read Bill of Rights #2
Thursday April 23: Answer Bill of Rights Questions #2
Friday April 24: Finish

Three Branches of Government

Our federal government has three parts. They are the **Executive,** (President and about 5,000,000 workers) **Legislative** (Senate and House of Representatives) and **Judicial** (Supreme Court and lower Courts).

The **President of the United States** administers the **Executive** Branch of our government. The President enforces the laws that the **Legislative** Branch (Congress) makes. The President is elected by United States citizens, 18 years of age and older, who vote in the presidential elections in their states. These votes are tallied by states and form the Electoral College system. States have the number of electoral votes which equal the number of senators and representatives they have. It is possible to have the most popular votes throughout the nation and NOT win the electoral vote of the Electoral College.

The **Legislative** part of our government is called Congress. Congress makes our laws. Congress is divided into 2 parts. One part is called the Senate. There are 100 **Senators**--2 from each of our states. Another part is called the House of Representatives. Representatives meet together to discuss ideas and decide if these ideas (bills) should become laws. There are **435 Representatives**. The number of representatives each state gets is determined by its population. Some states have just 2 representatives. Others have as many as 40. Both senators and representatives are elected by the eligible voters in their states.

The **Judicial** part of our federal government includes the **Supreme Court** and **9 Justices**. They are special judges who interpret laws according to the Constitution. These justices only hear cases that pertain to issues related to the Constitution. They are the highest court in our country. The federal judicial system also has lower courts located in each state to hear cases involving federal issues.

All three parts of our federal government have their main headquarters in the city of Washington D.C.

1. Who is the head of the executive branch of the state government?
    A. President
    B. Governor
    C. Judge

2. What is the job of the executive branch of government?
    A. To make the laws
    B. To interpret the laws
    C. To carry out the laws

3. Which of the following is a duty of the EXECUTIVE branch of state government?
    A. To approve or veto bills
    B. To decide if a law goes against the Constitution
    C. To write bills to become laws

4. How are the officials chosen who help the governor run the executive branch?
    A. Elected
    B. Chosen by the senate
    C. Chosen by the governor

5. For a bill to become a law, who has to sign it?
    A. Governor
    B. Speaker of the House
    C. Senator

6. What is the job of the judicial branch of government?
    A. Interpret the laws

B. Carry out the laws
C. Make the laws

Dear Mr. President

Thousands of people write to the U.S. president every year.

In 1860, 11-year-old Grace Bedell saw a picture of Abraham Lincoln and didn't like the way he looked. Grace wrote Lincoln a letter: "If you will let your whiskers grow...you would look so much better, for your face is thin." Lincoln took Grace's advice. He grew a beard.

Not every president takes a child's letter to heart, as Lincoln did. Below are just a few of the thousands of letters kids have sent U.S. presidents over the years. These and other letters have been on display at the National Archives and Records Administration, in Washington, D.C.

Don't Draft My Dad

In 1943, at the height of World War II (1939-1945), 10-year-old Carolyn Weatherhogg wrote a letter to President Franklin D. Roosevelt: "I am sending in a suggestion, that is draft fathers alphabetically."

The government at the time was **drafting**, or ordering, people to serve in the military. Carolyn hoped that because her father's last name began with *W*, he wouldn't be drafted for a long time, according to her proposal.

There was no return address on the letter, and no one knows what happened to Carolyn's father. Roosevelt did not reply.

Rock 'n' Roll Haircut

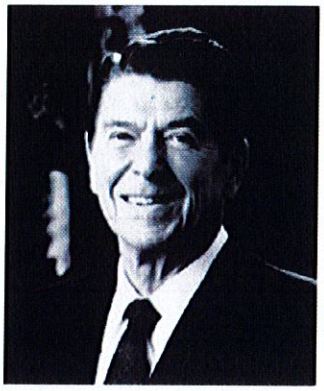
In the 1950s, Elvis Presley, a young singer from Memphis, Tennessee, rocked the music world. In 1957, the U.S. government had other plans for Presley--it drafted him into the U.S. Army. That decision did not sit well with many of his fans. For example, three girls in Montana did not want the Army to give Presley the standard Army buzz haircut. They wrote a letter to President Dwight D. Eisenhower (1953-1961) hoping to stop the Army from cutting Presley's hair and

sideburns: "We think [it's] bad enough to send Elvis Presley in the Army, but if you cut his sideburns off we will just die!"

An army barber eventually gave Presley the military-issue crew cut.

Disaster Relief

When Ronald Reagan was president (1981-1988), he believed that the government should not solve all of the nation's problems. But that didn't stop seventh grader Andy Smith of Irmo, South Carolina, from asking Reagan for "federal funds to hire a crew to clean up my room."



Ronald Reagan Library

President Ronald Reagan responded to Andy Smith's letter.

"Today my mother declared my bedroom a disaster area," Andy wrote. "I am prepared to provide the initial funds if you will [provide] matching funds for this project."

In response, Reagan noted that Andy's mother was probably "fully justified" in declaring the youngster's room a disaster area. But "this administration [believes that government] has done many things that could better be done by volunteers....You are in an excellent position to launch another volunteer program to go along with the more than 3,000 already underway in our nation." Andy never got the cash.

Name: _____ **Date:** _____

1. President Reagan answered Andy Smith's letter comically, because

A. Andy Smith's letter was not funny.

B. the funny answer was related to Reagan's philosophy about government.

C. Andy wanted an autograph from Reagan.

D. all of the above.

2. Carolyn Weatherhogg suggested a way to decide the order of the draft because

A. she didn't want her brother drafted.

B. she had a last name that started with *W*.

C. she was asked for an opinion on how to order the draft.

D. she wanted to be drafted.

3. The most notable difference between Grace Bedell's and Andy Smith's letters is that

A. Grace's was about her brother, while Andy's was about his mom.

B. Grace's mentioned a beard, while Andy's mentioned sideburns.

C. Grace's asked a favor, while Andy's gave advice.

D. Grace's was serious, while Andy's was comical.

4. In the sentence, "Not every president takes a child's letter to heart...," *to heart* means to:

A. put on a Valentine's Day card.

B. take seriously.

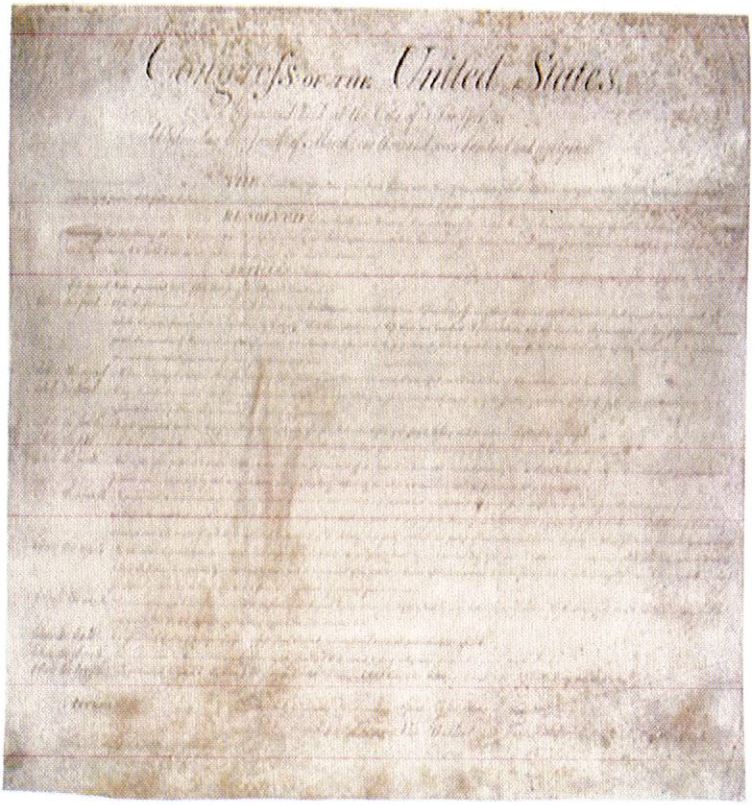
C. argue with.

D. hold close

5. Why do you suppose children write letters to U.S. presidents?

American Government - The Bill of Rights Part I

by ReadWorks



page one of the Bill of Rights

The Constitution of the United States was written in 1787, but the government it created couldn't rule over people's lives until one more step was taken. Each state had to vote to ratify or approve of it.

By 1789, eleven states had ratified the new government. Their votes were enough to put the Constitution into effect. Two states, however, refused to sign it- North Carolina and Rhode Island. Critics in these states objected that a Bill of Rights had not been included. They worrie

The "founding fathers," who created the Constitution, knew the document would have to be flexible in order to survive over time. They knew they would have to allow amendments. In their first session of Congress in 1789, they agreed to add a Bill of Rights. James Madison led the way. Of the 15 amendments he suggested, 10 were eventually ratified by the states. They were made a permanent addition to the Constitution. These first 10 amendments are known as the Bill of Rights.

The Bill of Rights became part of the Constitution on December 15, 1791. Some rights, such as freedom of speech and the press, support democracy. Others, such as the right to a trial by jury, are important for justice. The ideas for these rights are very old. They date back to ancient Greek and Roman civilizations. Without them, we wouldn't enjoy the freedom we do as a nation today.

Name: _____ **Date:** _____

1. Why did North Carolina and Rhode Island not ratify the Constitution at first?

A. They wanted a Bill of Rights to be added.

B. They wanted to take away power from state governments.

C. They thought it made the federal government too weak.

D. They wanted to send it to the King of England.

2. Why does the author describe the fears that critics in North Carolina and Rhode Island had about the Constitution?

A. to show that many people were opposed to the Bill of Rights

B. to describe the arguments that they had against the Bill of Rights

C. to explain why they wanted the Bill of Rights added

D. to show that some states did not want to be part of the union

3. The author says that critics wanted people's rights "spelled out" to mean

A. they wanted the founding fathers to explain them.

B. they demanded some rights to be taken out of the Constitution.

C. they asked Madison to use simple words in his writing.

D. they wanted those rights to be made official.

4. Read the following sentences: "The 'founding fathers,' who created the Constitution, knew the document would have to be **flexible** in order to survive over time. They knew they would have to allow amendments."

The word **flexible** means

A. able to be understood easily

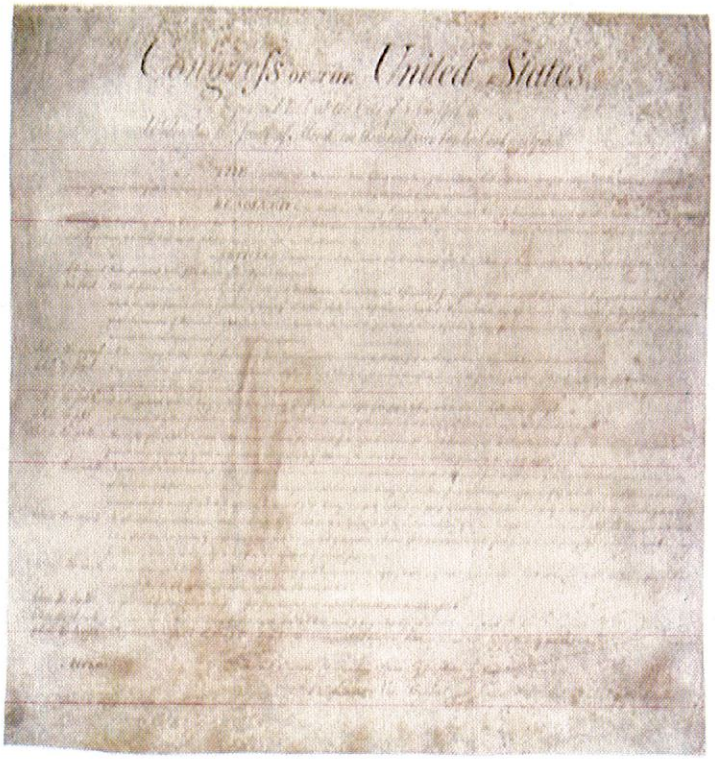
B. rigid and resistant to change from outside

C. fast and strong

D. able to bend or change without breaking

American Government - The Bill of Rights Part II

by ReadWorks



page one of the Bill of Rights

The founding fathers believed people are born with certain inalienable rights. These are rights we are born with that no one can take away. To protect these rights, they created 10 amendments to the Constitution known as the Bill of Rights. The first 8 amendments cover fundamental rights and freedoms of every citizen. The 9th Amendment forbids the government to limit freedoms and rights not covered in the Constitution. The 10th Amendment limits the power of the federal government to the Constitution.

Three of the most important amendments from the Bill of Rights are listed below. Beside the amendment is a description of the right that it protects.

Amendment I - Freedom of Speech

In some countries, people cannot always say what they are thinking. Under United States law, people are not punished for speaking their opinions. Newspaper editors can print whatever opinions they want. They can even write criticisms of the government. A writer summarizing the philosopher Voltaire's beliefs once wrote, "I disapprove of what you say, but I will defend to the death your right to say it." This idea of protecting free speech helps strengthen our democracy.

Amendment VI - Trial by Jury

In the United States, people accused of a crime are innocent until proven guilty. They must have a trial to determine if they are guilty. This amendment guarantees everyone's right to a trial by a jury. A jury is made up of men and women from all different backgrounds. The jury listens to evidence in a case. The jury decides whether a person is guilty or innocent of a crime. The person's fate does not rest with just one judge.

Amendment VIII - No Cruel and Unusual Punishment

Have you ever heard the phrase "cruel and unusual punishment"? That means punishment that is so terrible that not even criminals deserve it. This amendment protects people accused of crimes in the United States. They can't be tortured or punished in painful ways. They can't be treated in cruel or unusual ways that hurt them.

Name: _____ **Date:** _____

1. What makes sure that people can speak their opinions in the U.S.?

A. The Fifth Amendment

B. The Declaration of Independence

C. The First Amendment

D. The Fourth Amendment

2. Why does the author describe three of the ten amendments to the reader?

A. because they are the three least important amendments

B. because they are the only three amendments still in effect

C. to discuss some important rights covered by the Bill of Rights

D. to explain why some of the amendments have become outdated

3. Why does the author most likely include the quote, "I disapprove of what you say, but I will defend to the death your right to say it"?

A. to show how foreign governments ensure rights

B. to explain the difference between philosophy and law

C. to show how important free speech is to people

D. to explain why some people opposed the amendments

4. Read the following sentences: "In the United States, people accused of a crime are innocent until proven guilty. They must have a trial to determine if they are guilty."

The word **determine** means

A. to reach a decision

B. to prevent something

C. to give a punishment

D. to make a speech