

BEARCAT DAY 9

GRADE 7
ANDERSON COUNTY SCHOOLS



ANDERSON COUNTY MIDDLE SCHOOL

7TH GRADE BEARCAT DAY 9

LANGUAGE ARTS	ANALYZE INFORMATIONAL TEXTS REVIEW Complete the assignment in ELA teacher's Google Classroom.
MATH	TWO STEP EQUATIONS WITH RATIONALS REVIEW Complete the assignment in your math teacher's Google Classroom.
SCIENCE	CELL REVIEW Go to your science teacher's Google Classroom to complete your assignment.
SOCIAL STUDIES	PRIMARY SOURCES: JULIUS CAESAR VERSUS THE CILICIAN PIRATES Read the article and answer the questions in your social studies' teacher's Google Classroom.
PE/HEALTH	DREAM JOBS: HEART SURGEON Read the article and answer the questions. Email your responses to your brian.glass@anderson.kyschools.us .
LITERACY	A TRULY ENCHANTED ROCK Read the article and answer the questions in MS. Knight's Google Classroom.

Analyze Informational Texts

plof7

1 GETTING THE IDEA

At times, you will read two or more nonfiction texts on the same topic. This is especially true in science and history classes, when you may read multiple texts to answer a question or to speak and write about a topic knowledgably. When you read multiple texts, it's important to be able to evaluate the texts, compare and contrast their content, and then synthesize, or combine, the information you read.

Evaluate

When reading multiple texts, a good strategy is to examine each text separately before you compare them. Different authors may write about the same topic, but text type, structure, and point of view may be very different. Here are some questions you might ask as you examine a text critically.

Text Considerations	Questions to Ask
text type	What kind of text is it?
structure	How is the information organized?
author's purpose	What is the author's purpose?
point of view	Does the author remain objective and neutral? Does the author show any bias?
style	What tone does the author convey through the use of words? Does the author include examples, comparisons, categories, analogies, or allusions?
main idea or claim	What is the central idea or ideas? What message does the author want to convey?
supporting reasons and details	How does the author support the central idea or claim? Are the details and reasons clear, relevant, and supported by evidence?
evidence	What textual evidence does the author include? Is it based on fact, reasoned judgment, or speculation? Is there sufficient relevant evidence to support the claim?
text and graphic features	Does the text have subheadings, sidebars, or other text features that help readers locate information? Do the graphic features add to the understanding of the text?

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Summarize

After you evaluate each text, summarize each one. Identify the central idea and the supporting details, reasons, and evidence. Look for key words and phrases that will help you discuss the topic. Keep your summary free of personal opinions or judgments. Even when a text is biased, your summary should be neutral.

Compare and Contrast

Once you have evaluated and summarized each text, you are ready to compare and contrast the texts. Use the answers to the questions you asked about the texts individually to guide you in your comparison.

Read these paragraphs from different sources. Underline the main idea in each. Then think about the text type and the structure of each paragraph. How does this help you identify the author's purpose and point of view?

The Plight of the Mountain Gorilla

Nearly half of the approximately seven hundred mountain gorillas remaining on Earth live on the forested mountain slopes of Rwanda, Uganda, and the Democratic Republic of Congo. These docile creatures are larger than their lowland cousins, with males standing as tall as six feet. They live in communities of around thirty led by a dominant male, who is often called a silverback for the frost of silver hair along its back. The troop feeds on roots, shoots, wild fruit, and trees from their forest home. War and human interference greatly reduced the mountain gorilla's numbers, making them a critically endangered species. Conservation groups have helped prevent extinction of the species. Since their intervention, the population has remained steady and slightly increased.

Saving Mountain Gorillas

It's time to take action before another species becomes extinct. The mountain gorillas of Rwanda, Uganda, and the Democratic Republic of Congo are on the critically endangered list. Mountain gorillas face extinction from habitat loss, poaching, and disease, all at the hands of humans. War and civil unrest have contributed to their decreasing numbers as displaced people moved into their habitats and cut down trees for fuel and lumber products. Other animals were also affected. Conservation groups and individuals work to protect mountain gorilla habitats by encouraging ecotourism, raising environmental awareness, and assisting in the management of natural resources. You can help by making a symbolic zoo gorilla "adoption" to help fund a conservation group.

Both texts deal with the same topic—mountain gorillas. Yet they have different text types, points of view, main ideas and details, and evidence. How does the text type affect the point of view from which the author writes?

Make additional comparisons between the texts. Think about the structure, style, and language of each and how these factors help you evaluate the reasons and evidence presented.

- Is the reasoning sound and backed with sufficient evidence?
- Are all the details relevant? Why or why not?
- Do the paragraphs present similar facts? Is there any conflicting information?

As you compare and contrast texts, your knowledge about a topic increases. You are better able to recognize sound reasoning and relevant evidence. You notice when irrelevant evidence is introduced or when evidence is missing. In the persuasive text, for example, the sentence “Other animals were also affected” is irrelevant. It doesn’t relate to the topic of the paragraph, which is the mountain gorilla.

At other times, you may find conflicting information. These differences may depend on the source of the facts. For example, an older source may have outdated information. The difference could also be because of how an author interprets or presents the facts. For example, in the persuasive text, the sentence beginning “War and civil unrest have contributed to their decreasing numbers . . .” implies that the gorillas’ numbers are still decreasing. Yet the academic article mentions that conservation efforts have stabilized their numbers and increased them slightly. When you encounter conflicting information, the more recent and academic sources are usually the most reliable.

When you compare and contrast texts, you may find the same information presented in different ways. For example, the academic text states that “nearly half” of the gorillas live in a particular region, while another source might say “50 percent.” This is the same fact presented in different ways.

Language Spotlight • Academic Language

Nonfiction texts often contain domain-specific vocabulary that is used specifically when discussing a certain topic. They also include general academic vocabulary. These **academic vocabulary** words are terms that appear in many subjects and even in daily language. They include words such as *analyze*, *summarize*, *evidence*, and *theme*. Sometimes, you can use context to figure out the meaning of academic vocabulary. Read the sentences below. The underlined words are examples of academic vocabulary.

When you conduct a scientific investigation, it is important to follow the steps in the process in the precise order. If you don’t, the results may not be what you expected.

How could you use the academic vocabulary when talking about other topics?

Read the passage.

Invaders among Us

It sounds like a scene from a science fiction thriller—plants consuming buildings, mussels blocking water supplies, fish attacking boaters—yet these plant and animal invaders are real. They are nonnative species that enter the United States, either intentionally or by accident, and become harmful to an ecosystem, damage property, and harm people. They can also cost millions of dollars in repair and management costs. While some nonnative species are harmless, these are not.

Kudzu

In 1876, an ornamental plant from Japan was displayed at the Philadelphia Centennial Exposition. The climbing vine had broad green leaves and fragrant purple flowers that hung in clusters. At first, the plant seemed to be harmless. In the mid-1930s to early 1950s, southern farmers were even encouraged to plant it for erosion control.

Once in a warm, humid climate, however, kudzu spread rapidly. A single vine can grow up to a hundred feet in length. Its thick tap root can measure seven inches in diameter, grow up to six feet long, and weigh as much as four hundred pounds. An established plant grows a foot a day and covers anything in its path. It kills the plants it covers by blocking out sunlight. In addition, it has been known to break branches, uproot trees and shrubs, and collapse buildings.

Asian Carp

In the 1970s, catfish farmers in the southern United States imported two species of Asian carp, the bighead carp and the silver carp, to keep their ponds algae free. Unfortunately, flooding caused the ponds to overflow and released the carp into the Mississippi River. Ever since, the fish have been moving north into other rivers and toward the Great Lakes.

Asian carp eat between 5 and 20 percent of their body weight each day. The average adult carp weighs around thirty pounds, but some grow to over a hundred pounds. They have no natural predators and are killing native marine life that depends on plankton for food.

The Asian carp population exploded in the 1990s. Between 1994 and 1997, the commercial catch of the bighead carp increased from 5.5 tons to 55 tons. However, the increase doesn’t help the fishing industry because the value of carp is low compared to other fish. The carp also pose a threat to boats and boaters. Silver carp are startled by the sound of boat motors and leap as high as ten feet out of the water. The “flying” fish land in boats, damage property, and injure people.

Burmese Pythons

Over a dozen years ago, Burmese pythons began taking up residence in Florida's wetlands. Pythons are popular pets, but pet owners fail to realize that the nonvenomous snakes are among the largest in the world, reaching lengths of twenty-six feet. Whether the pythons escaped or were intentionally released by pet owners when they got too large, the pythons are now one of the top predators in Florida's Everglades National Park.

Today it is estimated that tens of thousands of pythons live in the Everglades, where they are disrupting an already delicate ecosystem. Sightings of birds and mammals are down by as much as 99 percent in some areas. Pythons have even been known to prey on alligators.

Kudzu, Asian carp, and Burmese pythons are just three examples of how successful invasive species harm ecosystems in multiple ways. While managing the spread of these invaders is important, making sure new invasive species aren't introduced is equally as important.

Answer the following questions.

1 Read all parts of the question before responding.

Part A

Read this sentence from the passage.

Its thick tap root can measure seven inches in diameter, grow up to six feet long, and weigh as much as four hundred pounds.

Which definition **best** defines the academic vocabulary word root as it is used in the sentence?

- A. the condition of being settled in a certain place or society
- B. a feature that offers support and draws minerals and water from the soil
- C. the main component of a word from which it derives its meaning
- D. a number multiplied by itself a certain number of times to produce another number

Part B

Think about each definition given for the word root. In which subject area would you be likely to use each definition?

Hint Think about how the word is used in the sentence. What context clues help you choose the correct definition? For Part B, consider each subject you study in school and how you might use the word root in that subject.

2 Read all parts of the question before responding.

Part A

What are the **two** central ideas of the passage?

- A. Plant and animal invaders may sound like science fiction, but they are real.
- B. Invasive species can enter the United States intentionally or by accident.
- C. Nonnative species can harm an ecosystem, damage property, and harm people.
- D. Invasive species can cost millions of dollars in repair and management costs.

Part B

Summarize how the author develops the first main idea you chose in Part A.

Part C

Summarize how the author develops the second main idea you chose in Part A.

Hint Consider each idea separately before choosing the two central ideas. Ask if each idea is supported by textual evidence in the passage.

Grade 7 Bearcat Day 9 ELA

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- 3 In the passage, which event reflects the spread of kudzu in the South?
- A. In 1876, an ornamental plant from Japan was displayed at the Philadelphia Centennial Exposition.
 - B. The climbing vine had broad green leaves and fragrant purple flowers.
 - C. At first, the plant seemed to be harmless.
 - D. In the mid-1930s to early 1950s, southern farmers were even encouraged to plant it for erosion control.

Hint Ask yourself how and why kudzu was introduced in the South to connect key ideas in the text.

- 4 The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which of the author's claims lacks evidence?

- A. Plant and animal invaders may sound like science fiction, but they are real.
- B. Invasive species can enter the United States intentionally or by accident.
- C. Nonnative species can harm an ecosystem, damage property, and harm people.
- D. Invasive species can cost millions of dollars in repair and management costs.

Part B

Which of the claims in Part A has sufficient evidence to support it? Cite textual evidence to support your answer.

Grade 7 Bearcat Day 9 Math

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Two-Step Equations with Rationals

* Required

1. Email address *

2. First Name *

3. Last Name *

Refer to the following video for instruction and help solving two-step equations with rational numbers.



<http://youtube.com/watch?v=6EE7Zygtsw>

[v=6EE7Zygtsw](http://youtube.com/watch?v=6EE7Zygtsw)

Question 1

Grade 7 Bearcat Day 9 Math

4. 1. Find the value of t needed to make the equation shown true.

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1 point

$$25t - 87.5 = 12.5$$

Question 2

Grade 7 Bearcat Day 9 Math

5. 2. Leo is going to solve the equation shown below. Which of the following statements is true?

p 3 of 5
1 point

$$\frac{1}{5}f - 14 = 1$$

Mark only one oval.

Leo's second step is to subtract $\frac{1}{5}$ from both sides of the equation.

A. Leo's first step is to add 14 to both sides of the equation.

B

C. The equation is true when x = 3.

Question 3

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1 point

6. 3. Jose and Colt are playing a game in which the person who creates the equation with the largest solution wins. Who is the winner of the round shown below?

JOSE

$$5x - 3.5 = 12.5$$

COLT

$$\frac{x}{5} + 3 = 12$$

Mark only one oval.

- A. Jose
 B. Colt

Question 4

7.

1 point

4. David is building wooden picture frames. Each frame requires $\frac{3}{4}$ feet of wood. If David started with 12 feet of wood and now has 6 feet of wood remaining, how many picture frames has he built?
-

Question 5

Grade 7 Bearcat Day 9 Math

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1 point

8. 5. Teresa needs to save \$25.50 to go to the movies this weekend. She currently has \$3. If Teresa makes \$7.50 an hour babysitting, how many hours does she need to babysit this week?

Mark only one oval.

- A. 3 hours
 B. 5 hours
 C. 3.4 hours
 D. 6 hours

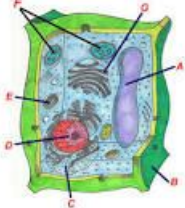
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Google Forms

Cells Review/ Study Guide

For the past 2 weeks you have been reading articles, playing games, watching videos and completing assignments all about cells. Tomorrow you will have your cells assessment. Use this guide to help you review and study for your assessment.

#	Question/ prompt	Your answer
1	Identify the 3 parts of cell theory.	<ul style="list-style-type: none"> • • •
2	True or False? People are considered Eukaryotic organisms because their cells have a nucleus.	
3	Define Multicellular organisms and give examples.	
4	The DNA of unicellular prokaryotic organisms is usually found where?	_____ the cell
5	What tool do scientists use to research cells?	
6	What is the job of the mitochondria in a cell?	
7	Describe the nucleus and explain what it does for a cell.	
8	True or false? Chloroplasts and cell walls are found in animal cells.	

9	What substance makes a cell wall rigid?	A- Cellulose; B- Sugar; C- Starch; D-Proteins
10	What do ribosomes make?	
11	Do damaged cells reproduce?	
12	What do plants need to perform photosynthesis.	<ul style="list-style-type: none"> • • •
13	T/F Energy and matter are always conserved during chemical reactions.	
14	What is released through the process of cellular respiration?	<ul style="list-style-type: none"> • • •
15	Describe how all organisms rely on photosynthesis to cycle (transform/ process) matter and transfer energy.	
16	Describe how molecules used in photosynthesis can be used (transformed, broken down, rearranged) to help the growth and development of organisms.	
17		Identify the organelle: A- _____ B- _____ C- _____ D- _____ E- L _____ F-M _____ G- G _____

Primary Sources: Julius Caesar versus the Cilician Pirates

By Plutarch, "The Parallel Lives: The Life of Julius Caesar," adapted by Newsela staff on 09.21.17

Word Count 522

Level 1000L



Julius Caesar, captured by pirates, gives them imperious commands in this drawing from 1820. Image by: Bettmann/Getty Images

Editor's Note: The Mediterranean has always seen a flourishing of cultural exchange and trade. A few thousand years ago, Greek and Phoenician merchants sailed the coasts of Turkey, Syria, northern Africa and Europe, setting up colonies along the way. Pirates inevitably saw these merchant ships as ripe pickings.

This was the case even when the Romans took control over the entire Mediterranean region. The last Punic War ended in 146 B.C., when Rome destroyed the city of Carthage in North Africa. Carthage once had powerful ships, but was no longer there to hold the pirates back. For their part, the Romans were not always against the pirates' actions. In fact, captives from raided ships were sold as slaves to the Romans. However, Mediterranean pirates kept taking bolder steps, carrying out raids on dry land and kidnapping Roman officials in exchange for money. A group of Cilician pirates, from the area that is now called Turkey, even kidnapped Julius Caesar in 75 B.C.

The story is told by the ancient Greek author Plutarch in the "Life of Julius Caesar." Caesar's actions during imprisonment, and after being freed, do not just show his confidence. They also show a turning point in Roman attitudes toward piracy. Rome was not yet an empire, but it was getting tougher on pirates in order to guarantee safety. Rome also wanted to have more control of the Mediterranean.



"They Obviously Did Not Know Who He Was"

Caesar laughed when the pirates revealed how little money they wanted to free him. They obviously didn't know who he was, and he agreed to give them double what they asked for.

Caesar sent his followers to several cities to get the money. Caesar was left with the pirates, whom he greatly disliked. Whenever he lay down to sleep, he would order them to stop talking, even though the pirates were murderers.

For 38 days, Caesar acted like the men were not his watchers, but his royal bodyguards. He wrote poems and read speeches to them. If anyone did not admire his words he would call them ignorant barbarians. Caesar often laughed and threatened to hang them, which the pirates found very funny. They thought he was so bold because he was simple and immature, so they saw his words as jokes.

But things changed when his ransom came, because after Caesar was set free he quickly gathered a fleet of ships and went after the pirates. He caught them, took their money and put them in prison at Pergamum, an ancient Greek city.

Caesar went in person to Junius, the Roman governor of Asia, saying it was his responsibility as a top official of the province to punish the pirates. But Junius seemed to be impressed by the pirates' money. He said he would take his time deciding what to do with them, so Caesar took matters into his own hands. He took the pirates out of prison, and crucified them all, just like he often warned them he would do, even though they thought he was just joking.

Quiz

Grade 7 Bearcat Day 9 Social studies

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1 Read the following statement from the Editor's note.

For their part, the Romans were not always against the pirates' actions.

Which sentence from the section "They Obviously Did Not Know Who He Was" provides the BEST support for this statement?

- (A) For 38 days, Caesar acted like the men were not his watchers, but his royal bodyguards.
- (B) Caesar went in person to Junius, the Roman governor of Asia, saying it was his responsibility as a top official of the province to punish the pirates.
- (C) But Junius seemed to be impressed by the pirates' money.
- (D) He said he would take his time deciding what to do with them, so Caesar took matters into his own hands.

2 Read the section "They Obviously Did Not Know Who He Was."

Select the paragraph that explains WHY the pirates did not take Caesar's threats seriously.

3 Which two sentences from the article include central ideas of the article?

1. Caesar was left with the pirates, whom he greatly disliked.
2. If anyone did not admire his words he would call them ignorant barbarians.
3. Caesar went in person to Junius, the Roman governor of Asia, saying it was his responsibility as a top official of the province to punish the pirates.
4. He took the pirates out of prison, and crucified them all, just like he often warned them he would do, even though they thought he was just joking.

- (A) 1 and 2
- (B) 2 and 3
- (C) 1 and 4
- (D) 3 and 4

4 Which of these statements would be MOST important to include in an objective summary of the article?

- (A) Caesar showed that he had no fear of the pirates and that he would make sure they were punished.
- (B) The pirates were unjustly punished by Caesar's followers without a fair trial by Roman law.
- (C) The pirates were foolish not to realize how dangerous Caesar was when they kidnapped him.
- (D) Caesar resorted to hilarious means to threaten and humiliate the pirates without them knowing it.

NEWSELA

Grade 7 Bearcat Day 9 Health & PE

Health & PE

Dream Jobs: Heart surgeon

By Jill Insley, The Guardian, adapted by Newsela staff on 10.18.16
Word Count **831**



A heart surgeon operates. Getty

A 9-month-old baby lies on an operating table. His eyelids are taped shut and a breathing tube has been put into his nose. A line has been drawn on his chest to show the surgeon where to make the cut. Nurses paint his body with antiseptic to protect the baby from infection.

The boy is from Italy and suffers from what is called long segment tracheal stenosis. This means that the breathing tube leading to his only lung is too narrow. He was born with just one lung. The baby has been brought to Great Ormond Street Hospital (GOSH) in London, England, to be operated on by Professor Martin Elliott. He is a pediatric cardiothoracic surgeon and is part of one of only four or five teams in the world specializing in this type of operation.

Teamwork Key To Success

Elliott says that right before operating he feels "tense but confident — I'm much more anxious about public speaking — but once I get started I relax."

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Elliott has been at the hospital since 7 a.m. It is now about 9:50 a.m., and the anesthetist has spent just over an hour carefully putting the baby to sleep for the operation. Now it is Elliott's turn.

There are 13 people in the operating room, including two other surgeons, and Elliott calls for the team to be silent so he can run through the details of the operation.

The baby's windpipe is 3 mm (one-eighth of an inch) across, although it should be twice as wide at his age. The problem has not only slowed his growth, but it is also threatening the baby's life. His identical twin brother has grown more quickly.

Machine Pumps Heart

The baby is put on a heart bypass machine that puts oxygen in his blood and pumps his heart. Elliott quietly asks nurses to pass him the surgical instruments. Elliott operates to widen the trachea, explaining each move to his team as he makes it.

It is not easy, since the trachea is about an inch-and-a-half long and the width of a slim pencil. All the surgeons wear "lupes," or special magnifying glasses.

The other surgeons close the wound while Elliott enters details of the operation into a computer. These are sent to the Department of Health and other centers: By sharing the information, the chances are better that doctors will discover ways of making the operation safer and more effective.

Last year, Elliott lost his son, who was in his 20s. He better understands how scary the operation is for parents. "The operation represents four or five hours when they don't know whether their child is coming back."

Anyone considering a career as a surgeon can forget working just 40 hours a week. Elliott works five 12-hour days a week and can be called to the hospital for emergencies. Younger surgeons do even longer hours.

Dedicated Family Makes Job Easier

How do doctors and their families deal with long hours? "It's exciting for the doctor. You've got a very, very important problem to solve — a child's life to save. You go through a long training and have very intense, highly motivated people to work with. But you need a dedicated family behind you as it's very stressful for everyone."

Elliott knows the long hours are necessary, but he said it has really affected his family. His children would say that there was always another, sicker child that would take their father's attention. Elliott said they understand his job and that the sick children need him, too, "but it still hurt to hear it."

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Apart from surgery, he spends a lot of time teaching and speaking about the operation around the world. He also operates in other countries when patients are too ill to travel to London.

The baby will be kept quiet for a couple of days to allow the trachea to start healing, but Elliott checked on him after 24 hours; he was doing just fine.

Job Stats

Hours: Although doctors are not supposed to work too many hours, they spend much time on study and research.

Work-life balance: Hard to maintain. Elliott says: "My difficulty is not getting surgeons to work — but making them stop."

Salary: For surgeons in Great Britain, basic pay is £90,200 (\$114,000) and average total earnings are £119,800 (\$151,000).

Best thing: "It's never boring." There's a huge variety of work: seeing patients, research, writing and lecturing and operating in almost every country of the world.

Worst thing: "Losing a child during or after an operation. You can't help but feel personally responsible."

Overtime

Elliott enjoys listening to music and likes hearing classical or jazz music played in the operating room. He was inspired when watching a Grand Prix race by the similarities between racing teams dealing with pit stops and the medical teams transferring patients from the operating room to intensive care after surgery. GOSH has worked with the Ferrari and McLaren car companies to reduce the risk to patients after surgery.

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Quiz

- 1 Which detail would be MOST important to include in a summary of the article?
- (A) Elliott enjoys listening to music when he operates.
 (B) Heart surgeons spend a lot of hours working.
 (C) The baby's trachea is the width of a small pencil.
 (D) The surgical team has to be quiet to hear the details of the operation.
- 2 Which of the following BEST expresses a MAIN idea from the section "Teamwork Key to Success"?
- (A) Heart surgeons work with many people to get the job done.
 (B) One important job in a hospital team is the anesthetist.
 (C) There is a group of 13 people in the operating room.
 (D) Even though Elliott is a respected surgeon, he gets nervous about public speaking.
- 3 Which answer choice accurately characterizes Elliott's reaction to losing a patient?
- (A) He feels personally responsible.
 (B) He keeps quiet for a couple of days.
 (C) He does research on how to improve the operation.
 (D) He spends a lot of time talking about the operation.
- 4 What is the MOST likely reason the author included the information about how Elliott's family feels about his long hours?
- (A) to show that Elliott was not a good father to his children
 (B) to show that Elliott regrets his choice of becoming a heart surgeon
 (C) to describe a hard side of the job so the readers have a realistic idea of what it is like
 (D) to reveal a negative side of the job so readers will not want to become surgeons someday

5. What search terms might you use to conduct more research to understand some of the topics in this article better? What would you hope to learn in your research?

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Enchanted Rock is an old and mysterious place. What would it be like on a first visit there? Read the selection below. Then read each question and choose the best answer. Use the provided answer sheet at the end of the workbook to record your answers, and use a separate sheet of paper to record your response to open-ended questions.

A Truly Enchanted Rock

As my car rounded the bend, Enchanted Rock came into view. It was early morning and the Rock—a pinkish granite dome—lay in shadows. I had never seen it before, but I had heard many tales about it. The Tonkawa, who had once lived in the area, reported seeing fires flickering at the top of the Rock and hearing strange creakings and groanings. They believed spirits inhabited it. I did not believe these stories, but in my mind, the Rock was a magical place—a sun-bathed mountain of jagged cliffs, rocky peaks, and shadowy caves.

What I saw when I rounded the curve was not a mountain. It did not look very enchanted either. It was just a large, rocky, tree-dotted mound.

I parked my car at the base of the Rock, grabbed my backpack, and got out. Peering up the hiking trail, which rose gently before me, I saw only a ridge of shrubs and brushy trees. I frowned, sighed, and began trudging up the path.

Soon, though, my sighs turned to gasps. After I had hiked a hundred yards or so, the trees and bushes disappeared, and so did the path. I found myself navigating a vast expanse of solid rock. Here and there sat heaps of boulders, looking as if a slight touch would send them crashing down the smooth slope. Otherwise the face of the Rock was bare.

I bent forward, gazed at the white-and-pink speckled granite under my feet and pushed onward. It was hard work, and I was glad to be on the Rock's shaded side.

After what seemed like an endless climb, I reached the crest of the hill. I immediately fished my sunglasses out of my backpack and put them on. I stared silently for a moment or two and then whispered, "Wow!" The Rock, sloping away from me on all sides, glistened in the sun, but it also seemed to glow from within. Beyond the Rock itself seemed to lie the entire world. I saw miles and miles of rolling green hills, dotted with red barns and crisscrossed with unpaved country roads. A river twisted lazily through the Rock's shadow and then out, winking and sparkling, into the sun.

As I gazed at the scene, I slowly became aware of a strange sound. It was a low, gentle hum that rose and fell like a lullaby. Was this the sound the Indians heard, I wondered? At the time, I thought I was hearing the wind as it danced over the Rock's surface. Later, though, I learned that geologists think the sounds are made as the Rock grows warm by day and cools by night. Either way, it did not matter. As I stood there bathed in light, soothed by nature's music, I had to admit that I was standing in a truly magical place.

Grade 7 Bearcat Day 9 Literacy

A Truly Enchanted Rock

- Based on the context of paragraph 3, what does *trudging* mean?
 - stepping easily
 - dancing lightly
 - walking heavily
 - dragging one's feet
- Which event shows that the author has developed a fondness for the Rock?
 - Upon the author's arrival, the author describes the Rock.
 - The author tells of the difficult climb to the crest of the Rock.
 - The author describes the Rock as glowing from within.
 - The author describes the surrounding countryside as seen from the Rock.
- What feelings are conveyed by the words "bathed in light, soothed by nature's music"?
 - annoyance and warmth
 - cleanliness and well-rested
 - peace and contentment
 - stubbornness and disappointment
- What is the effect of the use of first person in the selection?
 - It makes the information more accurate.
 - It allows the author to use more descriptive language.
 - It shows that the author did some research before writing.
 - It helps the reader understand the author's feelings and thoughts.
- How does the author's attitude change from the beginning to the end of the selection?
 - It changes from excitement to disappointment to satisfaction.
 - It changes from lack of enthusiasm to delight to anger.
 - It changes from disinterest to boredom to sadness.
 - It changes from delight to dismay to happiness.

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A Truly Enchanted Rock

- How does the author's description of the Rock's hum support the "enchantment" of the Rock?
 - The description is scientific in tone.
 - The description is musical in tone.
 - The description relates cause and effect.
 - The description contrasts the colors of the Rock and the hills.
- Which conclusion is *best* supported by the end of the selection?
 - The author now believes the stories that the Rock is a magical place.
 - The author is convinced that the sound of the Rock is caused by the day's heat.
 - The author thinks that Enchanted Rock is disappointing.
 - The author will leave and never return to the Rock.
- What is the *main* purpose of the selection?
- Which of the following *best* describes why the author frowns and sighs when he or she first sees the Rock? Support your answer.

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