



Dear 6th – 8th Grade Parents and Guardians:

While your students are home, we ask that you continue to partner with us in ensuring ongoing learning. Below is a list of activities we recommend your students complete on a daily basis.



Reading (20 minutes) - if you have access to online resources, your student can log into [Clever](#) to access district resources such as Pearson Realize, Compass Learning, and [Scholastic](#). Please encourage your student to choose stories or articles to read. If you have reading materials at home, feel free to use those as well. After students are done reading, have your students tell you what their article or story was about. Students may also complete hard copy Reading activities as well. Reading packet options are available [here](#).



Writing (30 minutes)- if you have access to online resources, please visit [Scholastic Story Starters](#) (6th grade only), [Story Jumpers](#), or [Story Board That](#) for fun and creative story starters and writing prompts. Have students use these prompts and tools to create their very own story. Students can also write... a story, their feelings, their thoughts about what they are reading, a letter, an information piece about something on which they are an expert. Writing packet options are available [here](#).



Math (30 minutes) - if you have access to online resources, your student can log into [Clever](#) to access Mathia. A Math [scavenger hunt](#) is provided to encourage your student to find the math that is all around them. Visit [IXL](#), [Khan Academy](#), and [Cool Math](#) for practice and fun Math games. Math packet options are available [here](#).



Social Studies (20 minutes) - if you have online access, your student can log into [Clever](#) to access district resources. You will also find articles in both English and Spanish at [Tweentribune](#). Have students to read and complete the quiz. Also visit [Education.com](#), [Newsela](#), and [IXL](#) for interactive Social Studies activities. Social Studies packet options are available [here](#).



Science (20 minutes) - if you have access to online access, your student can log into [Clever](#) to access district resources. Visit [Energy Kids](#) to learn more about energy as well as games and activities. Visit this [Optics 4 Kids](#) to learn about cool optical illusions and visit [Ask a Biologist](#) for virtual field trips and activities. Visit [YouTube videos](#) and [National Geographic Kids](#) to learn more about science. Science packet options are available [here](#).



Exercise (60 minutes a day) - regular exercise and movement is important to do every day. Movement helps you reduce stress, build strong bones and muscles, and helps you to be ready to learn! Try to get 60 minutes of physical activity every day. Visit [GoNoodle](#) for movement videos.



Estimados padres y tutores de 6º a 8º grado:

Mientras sus estudiantes estén en casa, le pedimos que continúe colaborando con nosotros para garantizar un aprendizaje continuo. A continuación, hay una lista de actividades que recomendamos que sus estudiantes completen diariamente.



Lectura (20 minutos) - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder a recursos del distrito como Pearson Realize, Compass Learning y [Scholastic](#). Por favor anime a su estudiante a elegir historias o artículos para leer. Si tiene materiales de lectura en casa, siéntase libre de usarlos también. Una vez que los alumnos hayan terminado de leer, pídeles que le cuenten de qué se trata su artículo o historia. Los estudiantes también pueden completar actividades de lectura impresas. Las opciones de paquetes de lectura están disponibles [aquí](#).



Escritura (30 minutos)- Si tiene acceso a recursos en línea, visite [Scholastic Story Starters](#) (solo 6th grado), [Story Jumpers](#), o [Story Board That](#) para iniciadores de historias divertidas y creativas y mensajes de escritura. Haga que los estudiantes usen estas indicaciones y herramientas para crear su propia historia. Los estudiantes también pueden escribir ... una historia, sus sentimientos, sus pensamientos sobre lo que están leyendo, una carta, una información sobre algo en lo que son expertos. Las opciones de paquetes de escritura están disponibles [aquí](#).



Matemáticas (30 minutos) - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para usar Mathia. Una búsqueda de matemáticas se puede encontrar en [scavenger hunt](#) para animar a su estudiante a encontrar las matemáticas que en todo su alrededor. Visite [IXL](#), [Khan Academy](#), y para practicar y divertirse con juegos matemáticos. Las opciones de paquetes matemáticos están disponibles [aquí](#).



Estudios sociales (20 minutos) - Si tienen acceso en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder los recursos. Encontrarán artículos en inglés y español en [Tweentribune](#). Los estudiantes pueden leer y contestar las preguntas aquí. También visite [Education.com](#), [Newsela](#), y [IXL](#) para actividades interactivas. Las opciones de paquetes de estudios sociales están disponibles [aquí](#).










Ciencias (20 minutos) - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder los recursos. Visite [Energy Kids](#) para aprender más sobre energía, juegos y actividades. Visite [Optics for Kids](#) para aprender sobre ilusiones ópticas geniales y otras actividades. Visite [Ask a Biologist](#) para excursiones virtuales y actividades. Visite [YouTube videos](#) y [National Geographic Kids](#) para aprender más de ciencias. Las opciones de paquetes de ciencias están disponibles [aquí](#).










Ejercicio (60 minutos diarios) - es importante hacer ejercicio y movimiento regularmente todos los días. ¡El movimiento te ayuda a reducir el estrés, desarrollar huesos y músculos fuertes, y te ayuda a estar listo para aprender! Intente realizar 60 minutos de actividad física todos los días. Visite [GoNoodle](#) para videos de movimiento.










<p>Access these programs from Clever at https://www.clever.com/in/maywood89</p>	
	Lexia Core 5 has literacy activities with tracked progress and customized lessons. K-5; App available
	Raz-Kids has online leveled books from basic to advanced. Students can record themselves and take quizzes. K-5; English and Spanish; App available
	Imagine Español has Spanish literacy activities with tracked progress and customized lessons. K-3; Spanish
	Imagine Math has math activities with tracked progress and customized lessons. K-5
	Wonders/Maravillas includes literature, vocabulary, writing, and grammar activities K-5; English and Spanish; App available (separate sign-in required—email teacher if needed)
	World Book A world of learning at your fingertips. Explore important people, animals, maps, science, and activities. K-8; English and Spanish
	Edgenuity Pathblazer includes Math and Reading activities linked to standards. K-8; Limited School Access

If you need login assistance with login information, contact your teacher through [email](#).






Additional Resource Links






Reading	
	https://classroommagazines.scholastic.com/support/learnathome.html Choose books, videos, and activities by grade levels
	https://www.thespanishexperiment.com/stories Children's stories in Spanish
	https://www.storylineonline.net/ Actors and Actresses read books with illustrations
	https://www.getepic.com/ 1000's of award winning books. English and Spanish Signup required, free 30 days
	https://newsela.com/ English; https://newsela.com/rules/spanish Spanish News articles written for students with quizzes and writing prompts for 3-8; English and Spanish
	https://www.tweentribune.com/ Informational text at different grade levels
	https://stories.audible.com/start-listen Free audiobooks for PreK-High school students



Online Magazines	
	Time for Kids http://www.timeforkids.com
	Scholastic News http://magazines.scholastic.com English https://classroommagazines.scholastic.com/spanish.html Spanish
	Highlights Kids https://www.highlightskids.com/
	Sport Illustrated Kids http://www.sikids.com
	National Geographic Kids http://kids.nationalgeographic.com



Writing	
	http://www.scholastic.com/teachers/story-starters/index.html Story Starter ideas by grade level
	https://www.storyboardthat.com/ Digital story telling with backgrounds, characters, and text


Dual Language	
	https://l2trec.utah.edu/news/utahdliathome/spanish.php Spanish and Dual language activities and resources

Math	
	https://www.coolmath4kids.com/ K-5 Math games, lessons, brainteasers
	https://minds-in-bloom.com/math-scavenger-hun/ K-5 Math scavenger hunt ideas
	https://www.khanacademy.org/math K-8 Practice early math through grade 8
	https://www.ixl.com/ K-8 Practice early math through grade 8
	https://www.mathgames.com/math-games.html K-8 math games by grade and topic

Science and Social Studies	
	BrainPop Jr https://jr.brainpop.com BrainPOP Español https://esp.brainpop.com BrainPop https://www.brainpop.com/ BrainPopELL https://ell.brainpop.com Animated educational videos and activities on many school topics K-8; App available (Username: district89; Password: brainpop2)
	https://www.eia.gov/kids/ Information and games about energy
	https://www.optics4kids.org/illusions Optical illusions
	https://blockly.games/ Programming games for kids
	https://www.education.com/activity/social-studies/ Social Studies activities by grade level

Health	
	https://www.gonoodle.com/ Movement and mindfulness videos
	https://aha-nflplay60.discoveryeducation.com/families Fun activities, videos, and virtual field trips

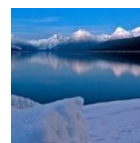
Art/Music	
	http://www.maywoodfinearts.org/?page_id=3043 Take an online class with Maywood Fine Arts
	https://colormandala.com/ Color mandelas online

For Parents	
	http://www.parenttoolkit.com/ English; http://www.parenttoolkit.com/home?lang=es Spanish Age level guides for academic, health, social emotional topics and video parenting guides English and Spanish

Virtual Field Trips/Tours

Use Google Earth to explore our National Parks.

[Badlands National Park](#)
[Death Valley National Park](#)
[Denali National Park](#)
[Everglades National Park](#)
[Glacier National Park](#)
[Grand Canyon National Park](#)
[Great Smoky Mountain National Park](#)
[Redwood National and State Parks](#)
[Rocky Mountain National Park](#)
[Yellowstone National Park](#)



Lesson ideas:

Choose a National Park. Record your observations, then choose to create one of the following:

- Design a travel brochure
- Write a newspaper article to describe the location and encourage travel there
- Create a map that shows the location of the national park

Zoos and Web Cams - Observe various zoo animals through web cams.

[Smithsonian's National Zoo](#)
[San Diego Zoo](#)
[Animal Planet Live](#)
[National Aquarium](#): Black Tip Reef Sharks, Jellies, and Pacific Coral Reef Live
[Seattle Aquarium](#): YouTube virtual field trip and lesson
[Seattle Aquarium Live Cams](#)



Lesson ideas:

Visit and observe an animal of your choice. Complete one of the following:

- Observe the animal for one week. Record these observations and then write a journal about the animal and its habits.
- Create an informative poster about the animal.
- Describe the animal's habitat.

[Planetarium](#) - Explore over 60,000 stars, locate planets, and watch sunrises and solar eclipses. If you enter your location, and you can see all the constellations that are visible in the night sky in your corner of the world.

[NASA Commercial Crew Virtual Tours](#) - YouTube series containing virtual tours of training facilities. Learn how the astronauts train for space travel and life aboard the International Space Station.

[Smithsonian Latino Center](#) - Features live broadcasts of Latina writers and virtual exhibits around latino cultures. Includes a Latino Virtual Museum Bilingual Teacher Training Took Kit that is now available online and via iTunes U.

Tour various locations from around the world.

[The Great Wall of China](#)

[Pompeii](#)

[Ellis Island](#) - this site also includes some additional activities

Lesson ideas:

Write a journal entry from about a journey to this location.

Create a travel brochure.

Take a trip to Walt Disney World and go on a virtual ride of some of Disney's famous attractions.

[Space Mountain](#)
[Splash Mountain](#)
[Test Track](#)
[Expedition Everest](#)
[Rock n Roller Coaster](#)
[Soarin'](#)
[Seven Dwarfs Mine Train](#)
[Rise of the Resistance](#)
[Mickey and Minnie's Runaway Railway](#)
[Slinky Dog Dash](#)
[Millenium Falcon/ Smuggler's Run](#)



Student eLearning Activities Log Week 10 – May 25 – May 29

Student Name _____ Grade _____

Teacher _____

Please write the activities you completed each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Example:		Reading packet Math packet Raz-Kids Art Imagine Math	Imagine Math Writing Virtual Tour Read a book Jumped Rope/Burpees	Imagine Math Reading packet Math packet Social Studies Music YouTube exercise video	Mathia Reading packet Math packet PE Science experiment Raz-Kids Compass Learning
Activities/ Assignments					

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico semana 10 del 25 de mayo al 29 de mayo

Nombre _____ Grado _____

Maestro/a _____

Por favor escribe las actividades que completaste cada día.

	lunes	martes	miércoles	jueves	viernes
Ejemplo:		Paquete de lectura Paquete de matemáticas Raz-Kids Arte Imagine Math Lexia	Imagine Math Escritura Paseo Virtual Leer un libro Brincar la cuerda/sentadillas lexia	Imagine Math Paquete de lectura Paquete de matemáticas Estudios Social Video YouTube de ejercicio	Mathia Paquete de lectura Paquete de matemáticas Educación física Ciencias Raz-Kids Compass Learning
Actividades/ Tareas					

Firma de Padres _____ Fecha _____

The Early-Late Debate (880L)

Step 1: Before Reading Poll (Write Your Answer)

Some people want later start times for middle schools and high schools. These people want start times pushed back until 8 a.m. or later. What do you think?

Middle schools and high schools should start later.

- Do you agree or disagree?

Step 2: Article (Read the Article)



Photo credit: Tom Wang/Shutterstock.com

It's hard to learn when you're nodding off at your desk! Should the school day get off to a later start?

SACRAMENTO, California (Achieve3000, October 30, 2019). Ever feel like drifting back to dreamland when it's time to get up for school? If you think school shouldn't kick off at the crack o' dawn, you're not alone. Lots of researchers and doctors agree. That's why some groups are pushing for later start times. They say a little extra shut-eye makes a big difference in students' health and success at school.

Their efforts are paying off: There's good news for some teens who like to snooze. In October 2019, the governor of the U.S. state of California approved a new law. It regulates the start times of public schools in the state. Beginning in the 2022 school year, high schools will start at 8:30 a.m. or later. Middle schools will start at 8 a.m. or later.

So middle schoolers and high schoolers will have a chance to get more minutes of California dreamin' in the morning. But what about younger students? The reason the new law doesn't cover elementary schools has a lot to do with *circadian rhythms*. Sound like a hip-hop dance craze? The phrase actually refers to changes that happen in the body in 24-hour cycles. *How much* you sleep is important, but *when* you sleep matters, too.

Research shows that most adolescents need about nine hours of sleep a night. But unlike younger or older people, they typically get their best sleep between 11 p.m. and 8 a.m. So, while a 5-year-old or a 35-year-old might get a great night's rest by hitting the pillow at 7 p.m. and waking up at dawn, most teens' bodies just don't work that way. If they get up at 5 or 6 a.m., they miss out on a lot of top-quality z's.

What's more, not getting enough sleep puts students at risk of developing serious physical and mental health issues. These include eating disorders, diabetes, heart problems, anxiety, and depression. Academic performance is affected, too. It's hard to learn when you're nodding off at your desk!

But not everyone agrees that starting the school day later is a smart way to go. Opponents argue there's no way to be sure students will get more sleep. After all, the law can't make teens go to bed! Although data suggest students do get more sleep when schools start later, more research is needed. And schools that start later will finish later. That will leave students with less time for things like sports, jobs, chores, homework, and—last but not least—fun.

Maybe the biggest roadblock for school districts looking into later start times? Buses! If all schools start near the same time, a district has to pay for more buses and drivers. That's one reason so many high schools start very early. Flipping the schedules so that elementary schools start first has drawbacks, too. Younger kids need more total hours of sleep. And early elementary dismissal times could be hard on working parents. Another option would be shifting all school schedules later. But that could create a whole new set of problems, with elementary schools getting out much later in the day.

California schools will have to work through these and other issues. Educators and government officials in other places will be watching to see how the experiment goes and looking to apply the lessons learned. In fact, several school districts outside California have already adopted start times that meet the state's new standards. In Seattle Public Schools, high schools now start no earlier than 8:45 a.m. And an Ohio lawmaker recently introduced a bill to push back school start times there.

How about you? Would you rather start school bright and early or snooze till the sun is high in the sky?

Dictionary

depression (*noun*) a serious medical condition in which a person feels very sad, hopeless, and unimportant and often is unable to live in a normal way

diabetes (*noun*) a serious disease in which the body cannot properly control the amount of sugar in your blood because it does not have enough insulin

Step 3: Activity (Answer the Questions)

Question 1

Cause

Effect

?



Many high schools start very early.

Based on the Article, which best replaces the question mark in the diagram above?

There are two boxes. The box on the left is labeled "Cause," and it has a question mark in it. There is an arrow pointing to a box on the right. The box on the right is labeled "Effect," and it says "Many high schools start very early."

- Ⓐ Districts have to pay for more buses and drivers when all schools start near the same time.
- Ⓑ Circadian rhythms are changes that happen in the body in 24-hour cycles.
- Ⓒ Going to bed by 7 p.m. and waking up earlier helps teens get a better night's rest.
- Ⓓ Research data suggest that students do not get more sleep when schools start later.

Question 2

What is this Article mainly about?

- Ⓐ Students who don't get the sleep they need can have serious health problems, including diabetes and depression, and their academic success can be affected.
- Ⓑ A later school start time for adolescents could cause problems such as less time for after-school sports, jobs, chores, homework, and fun.
- Ⓒ People in other places will watch to see how starting school later goes for California, and how problems resulting from later start times are handled.
- Ⓓ Some schools around the U.S. are moving to later start times, but there's debate over whether starting school later will make a difference in students' health and success at school.

Question 3

Which of these is a statement of opinion?

- Ⓐ Adolescents with later school start times will take advantage of the additional time for sleeping in the morning by staying up later at night.
- Ⓑ California middle schools must start their school days no earlier than 8 a.m. beginning in the 2022 school year.
- Ⓒ Seattle Public Schools began having later high school start times that meet California's standards before California did.
- Ⓓ Changes occur in the body according to the time of day during 24-hour cycles in response to circadian rhythms.

Question 4

Which two words are the closest **synonyms**?

Only some of these words are used in the Article.

- Ⓐ issues and standards
- Ⓑ depression and encouragement
- Ⓒ approve and permit
- Ⓓ physical and mental

Question 5

Which of these statements is **contrary** to the ideas presented in the Article?

- Ⓐ Sleep deprivation can interfere with academic performance and cause serious physical and mental health problems.
- Ⓑ The amount of time that adolescents spend sleeping is more important than what time of day they sleep.
- Ⓒ Schools in places beyond California may consider revising their school schedules based on how the experiment works.
- Ⓓ Additional research is needed to determine whether students do in fact get more sleep when schools have later start times.

Question 6

The Article states:

What's more, not getting enough sleep puts students at risk of developing serious physical and mental health issues. These include eating disorders, diabetes, heart problems, anxiety, and depression. Academic performance is affected, too. It's hard to learn when you're nodding off at your desk!

The author's purpose for writing this passage was to _____.

- Ⓐ explain how important sleep is for adolescents
- Ⓑ show that sleep is more important to adults than adolescents
- Ⓒ identify issues common to all students during adolescence
- Ⓓ analyze the quality of the research on adolescent sleep

Question 7

The Article states:

What's more, not getting enough sleep puts students at risk of developing serious physical and mental health issues. These include eating *disorders*, diabetes, heart problems, anxiety, and depression. Academic performance is affected, too. It's hard to learn when you're nodding off at your desk!

Which is the closest **synonym** for the word *disorders*?

- Ⓐ illnesses
- Ⓑ decisions
- Ⓒ discussions
- Ⓓ emergencies

Question 8

Which passage from the Article best supports the idea that it's too soon to tell whether or not students will benefit from a later school start time?

- Ⓐ Research shows that most adolescents need about nine hours of sleep a night. But unlike younger or older people, they typically get their best sleep between 11 p.m. and 8 a.m. So, while a 5-year-old or a 35-year-old might get a great night's rest by hitting the pillow at 7 p.m. and waking up at dawn, most teens' bodies just don't work that way. If they get up at 5 or 6 a.m., they miss out on a lot of top-quality z's.
- Ⓑ Opponents argue there's no way to be sure students will get more sleep. After all, the law can't make teens go to bed! Although data suggest students do get more sleep when schools start later, more research is needed. And schools that start later will finish later. That will leave students with less time for things like sports, jobs, chores, homework, and—last but not least—fun.
- Ⓒ What's more, not getting enough sleep puts students at risk of developing serious physical and mental health issues. These include eating disorders, diabetes, heart problems, anxiety, and depression. Academic performance is affected, too. It's hard to learn when you're nodding off at your desk!
- Ⓓ If you think school shouldn't kick off at the crack o' dawn, you're not alone. Lots of researchers and doctors agree. That's why some groups are pushing for later start times. They say a little extra shut-eye makes a big difference in students' health and success at school.

Step 4: After Reading Poll (Did you change your mind?)

Now that you have read the article, indicate whether you agree or disagree with this statement.

Middle schools and high schools should start later.

- Agree
- Disagree

Step 5: Thought Question (Write Your Response)

Do you think middle schools and high schools should start later in the day? Why or why not? Support your answer with facts and details from the Article.

[5-7 paragraph Essay]

The Early-Late Debate

Answer key

Question 1

Based on the Article, which best replaces the question mark in the diagram above?

A Districts have to pay for more buses and drivers when all schools start near the same time.

Question 2

What is this Article mainly about?

D Some schools around the U.S. are moving to later start times, but there's debate over whether starting school later will make a difference in students' health and success at school.

Question 3

Which of these is a statement of opinion?

A Adolescents with later school start times will take advantage of the additional time for sleeping in the morning by staying up later at night.

Question 4

Which two words are the closest **synonyms**?

C approve and permit

Question 5

Which of these statements is **contrary** to the ideas presented in the Article?

B The amount of time that adolescents spend sleeping is more important than what time of day they sleep.

Question 6

The author's purpose for writing this passage was to _____.

A explain how important sleep is for adolescents

Question 7

Which is the closest **synonym** for the word *disorders*?

A illnesses

Question 8

Which passage from the Article best supports the idea that it's too soon to tell whether or not students will benefit from a later school start time?

B Opponents argue there's no way to be sure students will get more sleep. After all, the law can't make teens go to bed! Although data suggest students do get more sleep when schools start later, more research is needed. And schools that start later will finish later. That will leave students with less time for things like sports, jobs, chores, homework, and—last but not least—fun.

Name: _____

Date: _____

Mean, Mode, Median, and Range

1. For this set of data: 5, 5, 6, 7, 7, which statement is true?
 - a. mean = mode
 - b. median = mode
 - c. mean = median
 - d. mean < median

2. The number of points scored each game by a basketball team during a six game tournament are 89, 92, 101, 73, 83 and 89. What is the range of the number of points scored in these six games?
 - a. 25
 - b. 28
 - c. 30
 - d. 33

3. If the heights of a group of students are 180 cm, 173 cm, 170 cm, 185 cm and 162 cm, what is the mean height for this group?
 - a. 174 cm
 - b. 173 cm
 - c. 179 cm
 - d. 175 cm

4. For which set of data will the mean, the median and the mode all be equal?
 - a. 1, 2, 5, 5, 7
 - b. 1, 1, 1, 2, 5
 - c. 1, 2, 5, 5, 12
 - d. 1, 1, 1, 2

5. Faith times her first mile every time she goes running. Today she ran 4 miles, and her first mile was 6 minutes and 54 seconds. If her total time was 27 minutes and 12 seconds, what was her average mile pace on her last 3 miles?
 - a. 7 minutes 12 seconds
 - b. 7 minutes 8 seconds
 - c. 6 minutes 8 seconds
 - d. 6 minutes 46 seconds

6. The results on a recent exam were: 67, 62, 70, 68, 90, 84, 94, and 98. What is the median test score?
 - a. 79
 - b. 77
 - c. 70
 - d. 82

7. Given the following group of numbers — 8, 2, 9, 4, 2, 7, 8, 0, 4, 1 — which of the following is (are) true?
- I. The mean is 5.
 - II. The median is 4.
 - III. The sum of the modes is 14.
- a. II only
 - b. II and III
 - c. I and II
 - d. I and III
8. A teacher determines her students' grade by averaging the following three scores: the midterm, the final exam, and the student's average on four unit tests. Charlie's average on the four unit tests is a 72. He scored a 53 on the midterm. What is the lowest score he can get on the final exam if he needs to pass the class with an average of 65?
- a. 65
 - b. 67
 - c. 68
 - d. 70
9. Listed below are 7 of Mia's quiz scores. When Mia added 2 more quiz scores to the list below, the median score in the list did not change.
95 , 87 , 85 , 85 , 90 , 89 , 90
Which of the following scores could be added to the list without changing the median score?
- a. 86 and 87
 - b. 90 and 98
 - c. 88 and 96
 - d. 80 and 82
10. On Monday Amy received 4 e-mail messages, Tuesday she received 8 e-mail messages, Wednesday she received 3 e-mail messages, and Thursday she received 9 e-mail messages. She also received e-mail messages on Friday. The mean number of e-mail messages per day that she received Monday through Friday was exactly 7. What was the total number of e-mail messages that Amy received on Friday?
- a. 7
 - b. 8
 - c. 10
 - d. 11

Mean, Mode, Median, and Range Answer Key

- For this set of data: 5, 5, 6, 7, 7, which statement is true?
 - mean = mode
 - median = mode
 - mean = median**
 - mean < median
- The number of points scored each game by a basketball team during a six game tournament are 89, 92, 101, 73, 83 and 89. What is the range of the number of points scored in these six games?
 - 25
 - 28**
 - 30
 - 33
- If the heights of a group of students are 180 cm, 173 cm, 170 cm, 185 cm and 162 cm, what is the mean height for this group?
 - 174 cm**
 - 173 cm
 - 179 cm
 - 175 cm
- For which set of data will the mean, the median and the mode all be equal?
 - 1, 2, 5, 5, 7
 - 1, 1, 1, 2, 5
 - 1, 2, 5, 5, 12**
 - 1, 1, 1, 2
- Faith times her first mile every time she goes running. Today she ran 4 miles, and her first mile was 6 minutes and 54 seconds. If her total time was 27 minutes and 12 seconds, what was her average mile pace on her last 3 miles?
 - 7 minutes 12 seconds
 - 7 minutes 8 seconds
 - 6 minutes 8 seconds
 - 6 minutes 46 seconds**
- The results on a recent exam were: 67, 62, 70, 68, 90, 84, 94, and 98. What is the median test score?
 - 79
 - 77**
 - 70
 - 82

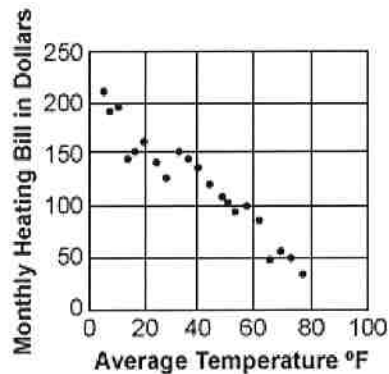
7. Given the following group of numbers — 8, 2, 9, 4, 2, 7, 8, 0, 4, 1 — which of the following is (are) true?
- I. The mean is 5.
- II. The median is 4.
- III. The sum of the modes is 14.
- a. II only
b. II and III
c. I and II
d. I and III
8. A teacher determines her students' grade by averaging the following three scores: the midterm, the final exam, and the student's average on four unit tests. Charlie's average on the four unit tests is a 72. He scored a 53 on the midterm. What is the lowest score he can get on the final exam if he needs to pass the class with an average of 65?
- a. 65
b. 67
c. 68
d. 70
9. Listed below are 7 of Mia's quiz scores. When Mia added 2 more quiz scores to the list below, the median score in the list did not change.
95 , 87 , 85 , 85 , 90 , 89 , 90
Which of the following scores could be added to the list without changing the median score?
- a. 86 and 87
b. 90 and 98
c. 88 and 96
d. 80 and 82
10. On Monday Amy received 4 e-mail messages, Tuesday she received 8 e-mail messages, Wednesday she received 3 e-mail messages, and Thursday she received 9 e-mail messages. She also received e-mail messages on Friday. The mean number of e-mail messages per day that she received Monday through Friday was exactly 7. What was the total number of e-mail messages that Amy received on Friday?
- a. 7
b. 8
c. 10
d. 11

Name: _____

Date: _____

Scatter Plot - Heating Bill

The scatter plot shows the change in the cost of a family's monthly heating bill based on the average monthly temperature. Use the scatter plot to answer the questions.

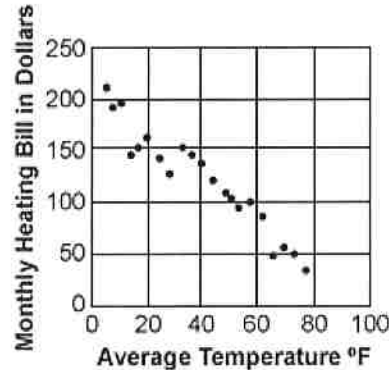


- Does the scatter plot show a linear pattern or a nonlinear pattern?
 - linear pattern
 - nonlinear pattern
- What type of trend does the scatter plot show?
 - positive trend
 - negative trend
 - no trend
- Which statement best interprets the data shown on the scatter plot?
 - The family had lower monthly heating bills during months with high average temperatures.
 - The family had higher monthly heating bills during months with high average temperatures.
 - There is no relationship between the family's heating bill and the average monthly temperatures.
- The family has a monthly heating bill of \$100. Which of the following was most likely the average temperature for that month?
 - 10° F
 - 30° F
 - 50° F
 - 70° F

5. Which situation best represents an outlier data point if it was plotted on the scatter plot?
- The average temperature in March was $40^{\circ}F$. The family's heating bill that month was \$140.
 - The average temperature in March was $50^{\circ}F$. The family's heating bill that month was \$120.
 - The average temperature in March was $60^{\circ}F$. The family's heating bill that month was \$180.
 - The average temperature in March was $70^{\circ}F$. The family's heating bill that month was \$50.

Scatter Plot - Heating Bill Answer Key

The scatter plot shows the change in the cost of a family's monthly heating bill based on the average monthly temperature. Use the scatter plot to answer the questions.



- Does the scatter plot show a linear pattern or a nonlinear pattern?
 - linear pattern**
 - nonlinear pattern
- What type of trend does the scatter plot show?
 - positive trend
 - negative trend**
 - no trend
- Which statement best interprets the data shown on the scatter plot?
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 - c. The average temperature in March was $60^{\circ} F$. The family's heating bill that month was \$180.**
 - d. The average temperature in March was $70^{\circ} F$. The family's heating bill that month was \$50.

Name: _____

Date: _____

Slope-Intercept Form: Finding Slope

Instructions: A linear equation can be expressed in different ways, but one of the most useful forms is slope-intercept form. Slope-intercept form is expressed as $y = mx + b$ where m is the slope (rise divided by run) and b is the y-intercept.

Find the slope of each line using slope-intercept form. Watch out! You may need to rewrite some equations into $y = mx + b$ form before finding the slope.

- The slope of $y = -4x + 2$ is 4.
 - True
 - False
- What is the slope of the line $y = 5x + 10$?
 - 6
 - 7
 - 5
 - 1
- What is the slope?
 $y = \frac{1}{2}x + 4$
 - 4
 - 2
 - $\frac{1}{2}$
 - 1
- What is the slope in this equation?
 $y = -3x - 15$
 - 1
 - x
 - 3
 - 15
- What is the slope of this equation?
 $y = -5x - 3$
 - 3
 - 3
 - 5
 - x
- What is the slope of the line with an equation of
 $y = -\frac{1}{2}x + 5$?
 - 5
 - $-\frac{1}{2}$
 - $\frac{1}{2}$
 - 5
- What is the slope of the equation $y = 4x - 5$?
 - 5
 - 5
 - 4
 - 4
- What is the slope of the given line?
 $y = -\frac{3}{4}x - \frac{7}{8}$
 - $\frac{3}{4}$
 - $\frac{7}{8}$
 - $-\frac{3}{4}$
 - $-\frac{7}{8}$

Slope-Intercept Form: Finding Slope Answer Key

Instructions: A linear equation can be expressed in different ways, but one of the most useful forms is slope-intercept form. Slope-intercept form is expressed as $y = mx + b$ where m is the slope (rise divided by run) and b is the y-intercept.

Find the slope of each line using slope-intercept form. Watch out! You may need to rewrite some equations into $y = mx + b$ form before finding the slope.

- The slope of $y = -4x + 2$ is 4.
 - True
 - False**
 - 4
 - 2
- What is the slope?
 $y = \frac{1}{2}x + 4$
 - 4
 - 2
 - 1/2**
 - 1
- What is the slope in this equation?
 $y = -3x - 15$
 - 1
 - x
 - 3**
 - 15
- What is the slope of this equation?
 $y = -5x - 3$
 - 3
 - 3
 - 5**
 - x
- What is the slope of the line with an equation of
 $y = -\frac{1}{2}x + 5$?
 - 5
 - 1/2**
 - 1/2
 - 5
- What is the slope of the line $y = 5x + 10$?
 - 6
 - 7
 - 5**
 - 1
- What is the slope of the equation $4x - y = -13$?
 - 4**
 - 13
 - 4
 - 13
- What is the slope of $y = 3x + 1$?
 - 3x
 - 3**
 - 1
 - 1
- What is the slope of the equation $y = 4x - 5$?
 - 5
 - 5
 - 4**
 - 4
- What is the slope of the given line?
 $y = -\frac{3}{4}x - \frac{7}{8}$
 - 3/4
 - 7/8
 - 3/4**
 - 7/8

Name: _____

Date: _____

Solving Inequalities

1. Solve the inequality and graph the solution.

$$2x + 5 > 22$$



2. Which of the following is NOT A SOLUTION to the following inequality?

$$-2x + 3 \leq 9$$

- a. -3
 - b. 0
 - c. -5
 - d. -1
3. Solve the inequality.

$$\frac{y}{-2} + 3 < 5$$

- a. $y < 4$
 - b. $y > -4$
 - c. $y < -4$
 - d. $y > 4$
4. Solve and graph the following inequality.

$$\frac{y}{-3} + 12 \geq 16$$



5. Solve for the inequality for w .

$$-2w < -10$$

- a. $w > 20$
- b. $w < -5$
- c. $w < -2$
- d. $w > 5$

6. Solve the following inequality.

$$2x < 8$$

- a. $x < 8$
- b. $x < 4$
- c. $x > 4$
- d. $x > 8$

7. $5x - 125 < 10 - 15x + 1$

- a. $x < 7$
- b. $3.7 = x$
- c. $7.3 > x$
- d. $x > 7.3$

8. $9 + p \leq 17$

- a. $p \leq 8$
- b. $p \geq 8$
- c. $p > 8$
- d. none of the above

9. Solve the inequality $-5x \leq 25$

- a. $x \leq 5$
- b. $x \geq -5$
- c. $x < 5$
- d. $x \geq 25$

Solving Inequalities Answer Key

1. Solve the inequality and graph the solution.

$$2x + 5 > 22$$



$$x > 17/2$$

2. Which of the following is NOT A SOLUTION to the following inequality?

$$-2x + 3 \leq 9$$

- a. -3
- b. 0
- c. -5**
- d. -1

3. Solve the inequality.

$$\frac{y}{-2} + 3 < 5$$

- a. $y < 4$
- b. $y > -4$**
- c. $y < -4$
- d. $y > 4$

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9. Solve the inequality $-5x \leq 25$

a. $x \leq 5$

b. $x \geq -5$

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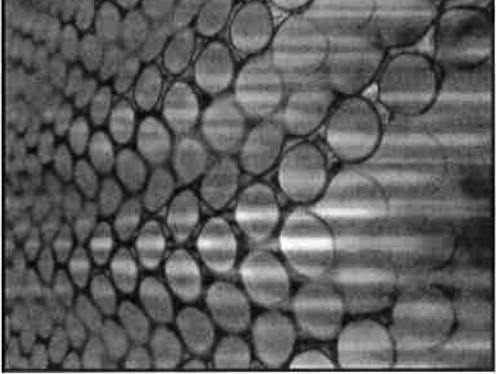
d. $x \geq 25$



Reading Science

Name: _____ Date: _____

Thermal Transformations

- 1 Long ago, scientists believed that heat was an invisible fluid. Benjamin Thompson was an American inventor and scientist. In the late 1700s, Thompson showed that heat is a form of energy. Energy is a natural force that can do work or cause change. Energy cannot be made or destroyed. It can, however, be transferred from one object to another. This is known as the conservation of energy. Thermal energy is one type of energy. Thermal energy is the energy of heat. It transfers from hotter objects to colder objects. It will move from one object to another until all objects are the same temperature. Thermal energy can move in three different ways: conduction, convection, and radiation.
- 
- 2 Conduction is the transfer of heat that occurs when two objects of different temperatures touch. Conduction occurs in solids such as metals. For example, think about a metal spoon with one end left in a hot bowl of soup. Molecules at the heated end move faster and collide with other molecules, getting them moving. Metal is a good conductor of heat. The heat travels easily through the metal spoon. Soon the handle of the spoon is just as hot as the end of the spoon in the soup.
 - 3 In liquids and gases, convection is the best way to transfer heat. Convection occurs when substances of different temperatures mix. When a liquid or a gas is heated, it expands. It rises because it has become less dense. The cooler, denser liquid or gas sinks. Convection makes noodles rise and fall in a pot of heated water. The warmer portions of the water are less dense. Therefore, they rise. Meanwhile, the cooler portions of the water sink because they are denser. Movements like this in liquids or gases are called convection currents.
 - 4 Both conduction and convection require a medium to transfer heat. Radiation is the transfer of heat by electromagnetic waves. Radiation moves through empty space. Sunlight is a form of radiation. It travels through space to our planet without the aid of fluids or solids. We feel the heat from the Sun even though we are not touching it. Imagine it! The Sun transfers heat through 93 million miles of space. There are no solids (like a huge spoon) touching the Sun and our planet. There are no fluids (like a pot of water) in space. Radiation brings heat to Earth. Let's think of it on a smaller scale. When you stand near a campfire, you are not touching the fire. You can feel the heat, however. The heat is transferred by radiation.



Reading Science

1. Which of the following is a FALSE statement?
 - A. Heat moves through solids by conduction.
 - B. Molecules move faster in warmer substances.
 - C. Warm water is denser than cold water.
 - D. Heat moves through liquids and gases by convection.

2. What is an example of conduction?
 - A. Touching a stove and burning your hand
 - B. Heating water in a kettle
 - C. Heat from a fire
 - D. Batteries

3. What is another example of convection?
 - A. A heater in a fish tank warming the water at the bottom of the tank
 - B. Batteries in a flashlight converting chemical energy into light
 - C. Touching a stove and burning your hand
 - D. Warming up next to a fire on a cold night



Reading Science

4. What is another example of radiation?
- A. Heat from a fire
 - B. Heating water in a kettle
 - C. Batteries
 - D. Touching a stove and burning your hand
-
5. The word **medium** is used in paragraph 4. Which of the following could be the definition of medium?
- A. A vacuum
 - B. Empty space
 - C. Anything with molecules; matter
 - D. The absence of molecules in an area

Answer Key

5/4/2020

Answer Keys | STEMscopes

Question 1

Warm water is denser than cold water.

Question 2

Touching a stove and burning your hand

Question 3

A heater in a fish tank warming the water at the bottom of the tank

Question 4

Heat from a fire

Question 5

Anything with molecules; matter



Lesson 1: Nixon's Presidency and Watergate

Main Idea

Americans faced domestic challenges, including an energy and economic crisis.

Domestic Challenges

As president, Richard Nixon promised to work on behalf of Americans who opposed protests and supported his plan for ending the war. Nixon called these Americans the Silent Majority. He criticized student protesters and called on them to stop their activities. He did not believe Americans should leave Vietnam quickly.

New Federalism

Nixon also had a new plan for government. Nixon knew that his supporters blamed the federal government for setting high taxes and interfering in citizens' lives. He proposed a plan called the New Federalism. The plan would limit the power of the federal government. His policies represented a major shift in direction from Lyndon Johnson's Great Society ideas. Under Nixon's plan, grants of money from the federal government went directly to state and local governments, who decided how to spend the money. This plan reflected Nixon's conservatism, or a belief in limiting the involvement of government in citizens' lives.

President Nixon promised to reduce welfare spending and to restore law and order. He supported policies that gave more power to police and to the courts.



President Nixon is greeted by school children in a campaign stop in 1972.

President Nixon is greeted by school children in a campaign stop in 1972. President Nixon's political philosophy affected the Supreme Court as well. As president, he appointed four new justices. Many Court decisions soon began to reflect a more conservative point of view.

Nixon did not push for new civil rights legislation. He believed that the government had done enough in the 1960s, saying, "The laws have caught up with our consciences."

Economic Troubles

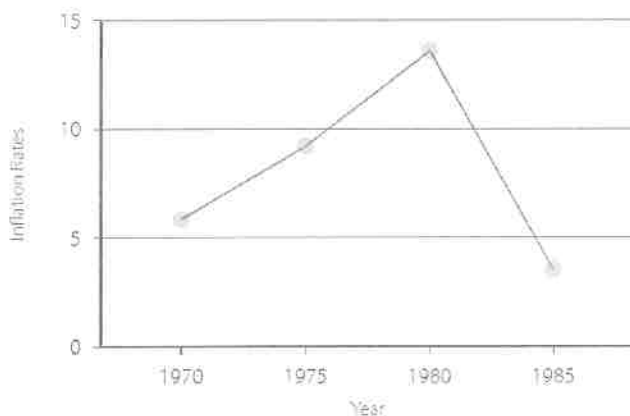
Nixon faced the difficult economic challenge of so-called stagflation—the economic condition of combined stagnant economic growth and high inflation. From 1967 to 1974, rising prices reduced the purchasing power of the U.S. dollar by more than 30 percent.

One cause of inflation was the rising cost of oil. By the early 1970s the United States was importing about one-third of its oil. Much of this oil was purchased from Middle Eastern nations that were members of the Organization of the Petroleum Exporting Countries, or OPEC. This group worked to control the production and sale of oil to keep prices high.

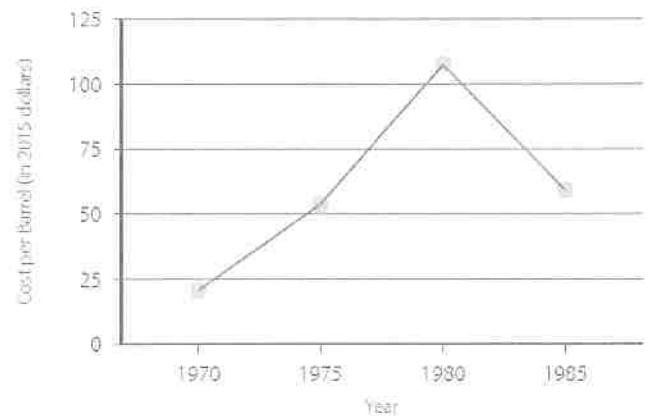
The Energy Crisis

Rising oil prices in the early 1970s had a major impact on the U.S. economy. Because oil was more expensive, the cost of everything made from oil —gasoline, heating oil, electricity, and other key products—also shot up. These higher prices led to rising inflation.

U.S. Inflation Rates, 1970–1985



World Oil Prices, 1970–1985



Most OPEC countries were Arab countries that had been opposed to the creation of the Jewish state of Israel. On October 6, 1973, the Jewish holy day of Yom Kippur, Egypt and Syria attacked Israel. The attack started what would become known as the Yom Kippur War. The United States sent military supplies to help Israel.

Arab members of OPEC responded angrily to support for Israel. They declared an embargo, or ban, on oil sales to the United States. The oil embargo and soaring oil prices caused an energy crisis. This worsened an already weak U.S. economy.

Oil Shortage



Long lines formed at gas stations and some stations even limited the amount of gas customers could purchase.

Main Idea

Nixon's foreign policy led to improved relations with Communist powers.

Nixon's Foreign Policy

As the energy crisis demonstrated, international events could have a serious impact on life in the United States. Henry Kissinger, a German American professor who became Nixon's senior foreign policy adviser, helped Nixon develop a new approach to foreign policy. Nixon's foreign policy decisions would be based on practical American interests, not on moral or political ideals. This approach was known as *realpolitik*, the German term meaning "actual politics."

Henry Kissinger

1923–



President Nixon appointed Henry Kissinger to the position of Secretary of State in 1973. Kissinger was the only person who ever served as both Secretary of State and National Security Advisor.

In 1938 Kissinger's family, which was Jewish, fled Nazi Germany for the United States. Kissinger became a naturalized citizen during World War II. During the war, he served as a German interpreter for the army.

Kissinger was a strong supporter of Israel. He made certain Israel received the weapons it needed after the surprise attack by Egypt and Syria in 1973.

After a ceasefire was announced, Kissinger began what was commonly called "shuttle diplomacy." He traveled between different Middle East countries working to negotiate peace agreements. In early 1974 his efforts resulted in an agreement between Egypt and Israel. A few months later, Syria and Israel also signed an agreement.

Nixon credited his *realpolitik* strategies with bringing an end to the Vietnam War. These strategies used political pressure from the Soviet Union and China to convince the North Vietnamese to negotiate. *Realpolitik* was controversial, however. In several Latin American countries, for example, the United States backed harsh military governments because they were friendly to U.S. interests.

In the ongoing Cold War rivalries with China and the Soviet Union, the *realpolitik* approach led to important changes. American officials had long feared China and the Soviet Union would work together to spread communism. But by 1970 it was clear that these two Communist powers had become bitter rivals. One cause of this rivalry was the Cultural Revolution. Chinese leader Mao Zedong launched this campaign in 1966 to regain control of his country's government. Mao and his allies attempted to rid China of capitalist and traditional influences. Millions of Chinese people were persecuted during the Cultural Revolution. In addition to attacking his internal enemies, Mao accused Soviet leaders of betraying the ideals of communism by being too "soft" in their policies dealing with capitalist countries.

On his visit to China in 1972, Nixon visited many sites, including the Great Wall of China. The trip was designed to strengthen the relationship between the U.S. and the Chinese governments.

Nixon believed it was in America's interest to widen this split and to improve U.S. relations with both Communist powers. He first turned his attention to China. Nixon lifted restrictions on trade and travel and opened negotiations. In 1972 Nixon became the first U.S. president to make an official visit to China. His visit received wide acclaim in the media. Newscasts showed Nixon and Mao shaking hands and trading jokes during their meeting.

Nixon's trip led to improved U.S.-China relations. It also caught the attention of Soviet leaders. They became more open to talks with the United States. In May 1972 Nixon flew to Moscow, where he and Soviet leader Leonid Brezhnev participated in the Strategic Arms Limitation Talks (SALT).



Nixon on the SALT Talks

President Nixon worked hard to break the deadlock in the meetings that were trying to reach an agreement to control the proliferation of weapons systems.

“As you know, the Soviet-American talks on limiting nuclear arms have been deadlocked for over a year. As a result of negotiations involving the highest level of both governments, I am announcing today a significant development in breaking the deadlock...”

The Governments of the United States and the Soviet Union, after reviewing the course of their talks on the limitation of strategic armaments, have agreed to concentrate this year on working out an agreement for the limitation of the deployment of anti-ballistic missile systems (ABMs)....

The two sides are taking this course in the conviction that it will create more favorable conditions for further negotiations to limit all strategic arms. These negotiations will be actively pursued.

This agreement is a major step in breaking the stalemate on nuclear arms talks. Intensive negotiations, however, will be required to translate this understanding into a concrete agreement....”

—President Richard Nixon

Remarks Announcing an Agreement on Strategic Arms Limitation Talks, May 20, 1971

The Strategic Arms Limitation Talks led to a treaty limiting each country's nuclear weapons. The SALT agreement opened a period of *détente* (day-TAHNT), or less hostile relations, between the United States and the Soviet Union. *Détente* brought economic benefits, as the Soviets began buying millions of tons of grain from American farmers.

Main Idea

The Watergate scandal forced Nixon to resign.

The Watergate Scandal

On June 17, 1972, five men were arrested while breaking into the Democratic National Committee's offices at the Watergate Hotel in Washington, DC. The burglars were carrying camera equipment and secret recording

devices. Police soon discovered that some of them had ties to the Nixon administration. One had worked for the Committee to Reelect the President (CRP).

Nixon denied that anyone in his administration was involved in the Watergate break-in, and the White House public relations campaign was successful in keeping the trust of the American people. Nixon went on to win the 1972 election in a landslide. But early in Nixon's second term, the seemingly minor break-in exploded into a massive political scandal that became known as Watergate.

Investigating the Break-in

Did Nixon administration officials have anything to do with the Watergate break-in? Reporters Bob Woodward and Carl Bernstein investigated that question in a series of articles in the *Washington Post*. Key figures in the Nixon administration refused to talk to the reporters. Then a government official contacted Woodward. The official had inside information on the Watergate investigation. The informant was not revealed until 2005, more than 30 years later. W. Mark Felt, second-in-command at the FBI during Watergate, was the inside source. However, at the time, Woodward called Felt by a secret codename to protect his identity. With the information they received from Felt, Woodward and Bernstein began publishing stories about Nixon administration officials and their illegal activities. The stories revealed that the CRP had hidden illegal campaign contributions and spread false rumors about Democratic candidates. They also presented evidence that officials in the Nixon White House were trying to cover up the facts of the Watergate break-in.

Senator Sam Ervin led a Senate committee that launched its own investigation of Watergate. When the committee began televised hearings in May 1973, millions of Americans tuned in. The most damaging witness was former White House attorney John Dean. He testified that Nixon was personally involved in the Watergate cover-up. Dean could not prove this, however. Then another witness, former White House staffer Alexander Butterfield, revealed that Nixon had tape-recorded almost all of his Oval Office conversations.

Committee members asked Nixon to allow them to listen to the tapes. Nixon refused to hand the tapes over to a special prosecutor. He claimed executive privilege—a president's right to keep information secret for reasons of national security. In July 1974 the Supreme Court ordered Nixon to turn over the tapes. The recordings proved that Nixon had directed the Watergate cover-up and lied about it to Congress and the public.

While this investigation was unfolding, Vice President Spiro Agnew resigned. He faced charges that he had taken bribes and failed to pay taxes. Nixon appointed Michigan congressman Gerald Ford as vice president.

Nixon Resigns

After studying the case, the House Judiciary Committee recommended impeachment. Judiciary Committee member Barbara Jordan of Texas explained why she thought Nixon should be impeached:

"My faith in the Constitution is whole, it is complete, it is total. And I am not going to sit here and be an idle spectator to the . . . destruction of the Constitution."

—Barbara Jordan

in a speech before Congress, 1974

On July 27, 1974, the committee approved its first article of impeachment. This article charged Nixon with obstruction of justice. Within the next week, the committee approved two more articles. One article was for the abuse of power and one for contempt of Congress.

On August 8, 1974, Nixon appeared on national television. He announced, "I shall resign the presidency effective at noon tomorrow." Nixon became the first president in American history to resign from office. Gerald Ford was sworn in as president on August 9.

One of the consequences of Watergate was that many Americans lost faith in government officials. In a poll taken in 1974, just 36 percent of Americans said they trusted the government. Others, however, saw a more positive side of Watergate. Senator Sam Ervin viewed the hearings and Nixon's resignation as evidence that the government was able to rid itself of corruption. "Watergate . . . proved our Constitution works," he said.

Main Idea

Gerald Ford became president upon Nixon's resignation and faced many challenges.

Ford as President

Vice President Gerald Ford became the first modern president to hold the office without being elected to it. He was sworn into the presidency after Nixon resigned.

Ford Becomes President

Ford lost some public support when he granted Richard Nixon a pardon, or freedom from punishment. He declared it was best for the nation that Nixon not be tried for his crime. Ford stated that Nixon would be "cruelly and excessively penalized" and "ugly passions would again be aroused [stirred]."

Other issues added to Ford's difficulties. Oil prices and unemployment remained high, and stagflation continued. The United States also had an increasing trade deficit, an imbalance in which a country imports more than it exports.



Ford argued that inflation was the main cause of the economic troubles. He began a campaign called Whip Inflation Now (WIN). WIN encouraged people to save money and businesses to hold down wages and prices. Ford's plan met with resistance from many members of Congress, who wanted to increase spending to help the poor and unemployed. In 1975 Ford and Congress began to compromise. Still, inflation and unemployment remained high.

Searching for Order

Lesson 1



MAIN IDEAS

1. Americans faced domestic challenges, including an energy and economic crisis.
2. Nixon's foreign policy led to improved relations with Communist powers.
3. The Watergate scandal forced Nixon to resign.
4. Gerald Ford became president upon Nixon's resignation and faced many challenges.

Key Terms and People

stagflation stagnant economic growth and high inflation

Organization of Petroleum Exporting Countries (OPEC) group of oil-producing nations that controls the production and sale of oil

realpolitik foreign policy based on practical American interests, not on ideals

Strategic Arms Limitation Talks (SALT) agreements between the United States and the Soviet Union limiting nuclear weapons

détente period of less hostile relations between United States and Soviet Union

Watergate scandal involving the Nixon administration

Gerald Ford vice-president who became president when Nixon resigned in 1974

pardon order granting freedom from punishment

Lesson Summary

DOMESTIC CHALLENGES

President Nixon proposed major shifts in policy. His New Federalism limited the federal government's power. He promised to restore law and order and reduce welfare spending. His four Supreme Court appointments changed the court.

Nixon faced **stagflation**, partly due to rising oil prices. Prices rose due to decisions made by the **Organization of Petroleum Exporting Countries (OPEC)**. OPEC cut off sales to the U.S. as a result of U.S. support for Israel.

How could OPEC control the price of oil in the United States?

NIXON'S FOREIGN POLICY

Nixon adopted a new approach to foreign policy, based on **realpolitik**. Some choices, such as

Lesson 1, *continued*

backing harsh military governments that were friendly to the United States, were controversial. The approach also led to a change in Cold War politics. To widen the split between China and the Soviets, Nixon had meetings with China. Soviet leaders then became more open, leading to the **Strategic Arms Limitation Talks**. This was followed by a period of **détente** between the U.S. and the Soviet Union.

How did the strategy of **realpolitik** lead to a controversial foreign policy?

THE WATERGATE SCANDAL

In 1972 the Democratic National Committee offices in the Watergate Hotel were broken into. Nixon denied involvement. He went on to win reelection easily. After the election, newspaper stories began to reveal a cover-up, calling it **Watergate**.

The Supreme Court ordered Nixon to turn over tapes of White House discussions to Congress. These tapes showed his involvement in the scandal. A congressional committee passed articles of impeachment, so Nixon resigned on August 8, 1974.

Underline the action taken by the congressional committee that led to Nixon's resignation.

FORD AS PRESIDENT

After Nixon left office, his vice-president, **Gerald Ford**, became president. Ford granted Richard Nixon a **pardon**. Oil prices stayed high, and stagflation continued. The U.S. trade deficit increased. Ford created a plan to fight inflation, but it met resistance in Congress. Ford and Congress compromised, but inflation and unemployment remained high.

CHALLENGE ACTIVITY

Critical Thinking: Analyze Write a paragraph explaining how a policy of working with China could improve relations with both China and the Soviet Union.

Lesson 1, *continued*

détente	pardon	stagflation
Gerald Ford	realpolitik	Strategic Arms Limitation Talks
Organization of Petroleum Exporting Countries	Watergate	

DIRECTIONS On the line provided before each statement, write **T** if a statement is true and **F** if a statement is false. If the statement is false, write the correct term or name from the word bank on the line after each sentence that makes the sentence a true statement.

_____ 1. A period of realpolitik led to more open relations between the United States and the Soviet Union.

_____ 2. The combination of rising prices and high unemployment was called stagflation.

_____ 3. Richard Nixon avoided possible punishment because of his Strategic Arms Limitation Talks.

_____ 4. During the 1970s, oil production in the Middle East was controlled by the Strategic Arms Limitation Talks.

_____ 5. Nixon's presidency was brought down by Watergate.

_____ 6. Gerald Ford became president when Richard Nixon resigned.

Answer Key

Name _____ Class _____ Date _____

Searching for Order

Lesson 1



MAIN IDEAS

1. Americans faced domestic challenges, including an energy and economic crisis.
2. Nixon's foreign policy led to improved relations with Communist powers.
3. The Watergate scandal forced Nixon to resign.
4. Gerald Ford became president upon Nixon's resignation and faced many challenges.

Key Terms and People

stagflation stagnant economic growth and high inflation

Organization of Petroleum Exporting Countries (OPEC) group of oil-producing nations that controls the production and sale of oil

realpolitik foreign policy based on practical American interests, not on ideals

Strategic Arms Limitation Talks (SALT) agreements between the United States and the Soviet Union limiting nuclear weapons

détente period of less hostile relations between United States and Soviet Union

Watergate scandal involving the Nixon administration

Gerald Ford vice-president who became president when Nixon resigned in 1974

pardon order granting freedom from punishment

Lesson Summary

DOMESTIC CHALLENGES

President Nixon proposed major shifts in policy. His New Federalism limited the federal government's power. He promised to restore law and order and reduce welfare spending. His four Supreme Court appointments changed the court.

Nixon faced **stagflation**, partly due to rising oil prices. Prices rose due to decisions made by the **Organization of Petroleum Exporting Countries (OPEC)**. OPEC cut off sales to the U.S. as a result of U.S. support for Israel.

How could OPEC control the price of oil in the United States?

by cutting off oil sales to _____
the United States _____

NIXON'S FOREIGN POLICY

Nixon adopted a new approach to foreign policy, based on **realpolitik**. Some choices, such as

Lesson 1, *continued*

backing harsh military governments that were friendly to the United States, were controversial. The approach also led to a change in Cold War politics. To widen the split between China and the Soviets, Nixon had meetings with China. Soviet leaders then became more open, leading to the **Strategic Arms Limitation Talks**. This was followed by a period of **détente** between the U.S. and the Soviet Union.

How did the strategy of **realpolitik** lead to a controversial foreign policy?

The United States supported harsh military governments because these governments were friendly to its interests

THE WATERGATE SCANDAL

In 1972 the Democratic National Committee offices in the Watergate Hotel were broken into. Nixon denied involvement. He went on to win reelection easily. After the election, newspaper stories began to reveal a cover-up, calling it **Watergate**.

The Supreme Court ordered Nixon to turn over tapes of White House discussions to Congress. These tapes showed his involvement in the scandal. A congressional committee passed articles of impeachment, so Nixon resigned on August 8, 1974.

Underline the action taken by the congressional committee that led to Nixon's resignation.

FORD AS PRESIDENT

After Nixon left office, his vice-president, **Gerald Ford**, became president. Ford granted Richard Nixon a **pardon**. Oil prices stayed high, and stagflation continued. The U.S. trade deficit increased. Ford created a plan to fight inflation, but it met resistance in Congress. Ford and Congress compromised, but inflation and unemployment remained high.

CHALLENGE ACTIVITY

Critical Thinking: Analyze Write a paragraph explaining how a policy of working with China could improve relations with both China and the Soviet Union.

Students should point out that meeting with China helped relations between the two countries and also increased the tensions between China and the Soviet Union. It put pressure on the Soviet Union to become more open to talking about limits on nuclear weapons.

Lesson 1, *continued*

détente	pardon	stagflation
Gerald Ford	realpolitik	Strategic Arms Limitation Talks
Organization of Petroleum Exporting Countries	Watergate	

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détente

 T 2. The combination of rising prices and high unemployment was called stagflation.

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pardon

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Organization of Petroleum Exporting Countries

 T 5. Nixon's presidency was brought down by Watergate.

 T 6. Gerald Ford became president when Richard Nixon resigned.