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Name _____ Date _____

Enrichment
11.9

Time Travel

The map below shows all the international time zones. Remember that traveling east across the International Date Line takes the traveler back one day; traveling west takes the traveler forward one day.



Use an atlas and the time zone map above to answer the questions.

- How many hours must you turn back your watch if you travel west from Johannesburg to Caracas? from St. Petersburg to Rio de Janeiro?

- If it is 4 AM, on Friday in Los Angeles, what time and day is it in Manila? If it is 12 noon on Thursday in Taipei, what time is it, and on what day, in New York?

- Imagine that you leave Los Angeles on Saturday at 9 AM, and travel west across the International Date Line to Osaka. Your trip takes ten hours. At what time, and on what day, do you arrive in Osaka?

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Use with text pages 296–297.



Capitalization Worksheet Name _____

Rewrite the sentences correctly.

- i like to go skiing every winter.

- My dog's name is einstein.

- We went to an asian country 5 years ago.

- hawaii is one of the warmest states.

- Grandpa joe drinks coffee every morning.

What Is Energy?

1. Put a check mark (✓) next to the answer that is most correct.

- a) All of these words describe forms of energy, *except*.
- A chemical
 - B electrical
 - C material
 - D thermal
- b) Which of these kinds of energy travels in the form of waves?
- A chemical
 - B kinetic
 - C potential
 - D sound
- c) How does an object gain potential energy?
- A by melting
 - B by gaining speed
 - C by cooling to a lower temperature
 - D by being raised above the ground

2. Fill in each blank with a word from the list. One word will be left over.

thermal	waves	chemical
heat	mechanical	electrical

- a) _____ energy travels through wires.
- b) _____ energy is in the motion of particles.
- c) Light energy travels in _____.
- d) Kinetic and potential are the two kinds of _____ energy.
- e) When thermal energy moves to another place, it is called _____.

Name: _____

Inferences Worksheet 7

Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. **Explain your answer by referencing the text.**

Screech! Karen stomped on the gas pedal the moment the light turned green. She looked over her left shoulder and zipped past a semi-truck. She zoomed ahead and looked over her right shoulder and then zipped past a motorbike. She glanced at the clock on the console and darted into the parking lot. Whipping into a parking spot, she grabbed her suitcase and ran through the lot, up the escalator, and into the terminal. Her heavy suitcase was bumping and bouncing the whole way. Just as she entered the terminal, she heard an announcement over the loudspeaker, "Final boarding call for flight 205 to JFK..." Karen looked at her ticket and then at the line to get through the security checkpoint, which wrapped around several turnstiles and slithered like a lethargic snake. Karen sighed and then slowly walked to the customer service desk.

1. Why is Karen in a hurry? _____

How do you know that?

2. Why does she start walking slowly at the end of the passage? _____

How do you know that?

3. What is Karen going to do at the customer service desk? _____

How do you know that?

Brenda reached for the box of tissue. She blew her nose with a thunderous force and then tried breathing through it again. It was still clogged. She stood up and got a head rush that almost knocked her back down to the bed, but she regained her balance. As she tottered over to the phone on her dresser, all of her muscles ached. She located the contact labeled "Work" and pressed send. A couple of rings later, a familiar voice answered the phone, "Happy Fun Land, this is Deidra speaking. How can I help you have a happy fun day?" Brenda moaned, "Oh, Deidra, it's Brenda." Deidra responded with pep, "Hey, Brenda! I can't wait to see you this afternoon." Brenda grunted and replied, "Yeah, well, actually, I need to talk to the manager."

4. Why is Brenda moving so slowly? _____

How do you know that?

5. What is Brenda going to talk about with the manager? _____

How do you know that?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Note: Instructions for this activity include changes to elementary students. More women than men? A (which groups arrived between 1899 and 1910, the relative number of men and women arrived in five different groups of immigrants) which observations can draw from this graph on this migratory wave? The students will summarize the data presented in graphs, tables and graphs to write a narrative about the experience of immigrants in the era of Ellis Island. A, students will develop the skills for reading and understanding quantitative data. This activity supports the following common literacy standards in history / social studies: RHSS.6-8.7. It integrates visual information with other information in paper and digital texts. What is new or surprising? Students then crop the photo of that immigrant and paste it under the statement. Other observations? RHSS.9-10.7. Integrates quantitative or technical analysis with qualitative analysis in paper or digital text. For MS / HS, pass A «Comparison of school inscriptions» ... For elementary school, pass A «Percentage of age teenagers 14-18 subscribers to school.» Discuss: Who had more likely to attend school? Immigration and urbanization Worksheets Immigration and urbanization Worksheets! -Pronts for Learning distance as an activity € Easel -o use it as a downloadable PDF Teaching the late 19th century immigration and early 20th century in the United States? Which groups had more men than women? How would it differ today? The activity includes an option designed for middle and high school students, as well as a suggested strategy for elementary school students. Students should read every statement and decide for those who were true. A, a elementary "indicates that the strategy or source has been designed for elementary students. (Polish men Italians arrived alone and were therefore more likely to live as residents; The Jews tended to emigrate as families and therefore did not live as residents; Irish Irish were much more likely to live as servants in someone else's home; etc.) Step 3: The next students will examine the types of jobs that immigrants have worked. The collection includes 9 large worksheets of primary origin. What factors could have led to such a clear concentration between certain groups in certain sectors? It is possible, however, to post it on learning management systems such as Google Classroom as long as the file is accessible only to students and not to anyone outside. Thus Immigration Primary Source Worksheet Collection! If you are teaching about immigration this collection of primary source worksheets will add depth and commitment to any unit. It is intended exclusively for students. for use in class. What were the biggest groups coming? The answer key is included as well. By purchasing this file, you agree not to make it available to the public (on websites, etc.) or to share it with any other teacher. (If necessary, explain what the census is and what types of information it records.) At that time in the history of the United States, the majority of the population was of foreign origin or the children of foreign-born residents (about 1/3 of the total; in 2010 about 23% were immigrants or children of immigrants). A Let's start by debating "Immigrants by nationality and gender." Note with students the colour coding of the charts (German=orange, Irish=green, etc.) Read the description aloud and then discuss the following: What information is contained in these charts? After studying the data, the students write a narrative in the voice of an immigrant in 1910, incorporating the information gathered. Teachers may want to tell lower-level students how many "correct" answers go with each statement. A For MS/HS: Sheet "Immigrants by the Numbers Situation" transmitted by

. This one. It is perfect for use as an introductory material. **Worksheet # 25 (Immigration)** **Worksheet** This is a zip file that contains a PDF version) for atailmac" "À ativ al emoc "Àrevircsed etneduts oL 3H5SS ?icifary itseuq id evoum o itnednerpros inoizamrofni el onos ilauQ À?icifary itseuq onottemsalt inoizamrofni ilauQ -euges otnauq eretucsid e emeinsi etrac el eranimasE À.JSH/SM olost "setatS detinU eht ot noissimDA no nwohS yenoM" e "setatS detinU eht ot noitcennoC "stnargimmi" rouf erassaP À ?icifary itseuq id llinednerpros o evoum inoizamrofni el onos ilauQ À?icifary itseuq ni essemst onognev inoizamrofni id opiti ehC -euges otnauq id eretucsid draoblhB us."snoitapuccO tngarjimmI elameF/oihsaM fo noiltareneG tsrIF fo traHC" tuo ssaP)NE(" 2102 eilrpa 32 li otatlusnoc LRU .enoizurtsi id ollevil la onnaredraug itneduts ilq .enifnl :4 esaF jaihcocin id itacrem ;elair'tsudni aimonoc"nu id erovaf a itargimmi ilged " Àticapacni o eznetepmoc :oroval nu erenetto a eratua rep icima/raillimaf itnemagelloc e anetac a enoizargiM(À .iroirreps e eidem eloucs elled itneduts ilg rep olos etireggus onos eigetarts el o itnof el odnauq acidini "SH/SM" .iuq itavirra onos ehc itargimmi ilgus 'Aip id onnarerapmi itneduts imissorp I À:2 ossaP À .etrac ellad etlocar inoizamrofni ella esab ni oiiganosrep orol led ecov allen itneduts ilged ollevil led adnoces a azzehgnul(enoizarran anu erivrcs a ilrangessa e etneduts ingo a itargimmi ilged "Àtitnedi'd etrac el etnemausac erretemsaT ?icifary itseuq onottemsalt inoizamrofni ehC :eretucsid e "yticinhTE dna redneG yb spihсноitaleR dlohesuoH tngarjimmI" eragluviD :SH/SM oloS À?dnalsI sillE id itargimmi ilg rep "Àtinutroppo el e edifs ellus icifary itseuq onottemsalt asc À?eraf etetop inoizavresso ertla ilauQ .etneduts ingo da etallocni e icibrof el ,itargimmi ilged irettarac ied oilgof li ."stnemetatS I srebmuN eht yb stnargimmi" oilgof li etassaP :iratnemele reP .essalc al attut noc o rentrap nu noc inoizarran orol el eredivdnoc id itneduts ilga eredeihc .otinf odnauQ .52 .n itinU itatS ilged airots al rep hsarc id osroc led oediv I 02 02 id anigap atseuQ .aroval etneduts ol iuc ad icifary i odnatimil e "otipmoc II" ni itacnele itnemele ilged inucla da olos erednopsir id eroirefni ollevil id itneduts ilga odnedeihc "Àtivitta atseuq eracifidom onossop itnangesni ilG .oloces led enif alla aciremA The work package on "urbanization (including the key to teacher) provides your students with an indepth analysis of this important historical period. Read the instructions together. What factors could explain these differences? KEY IDEA: Many immigrant women did not work; this graph measures only the occupations of working women. How do immigrants' educational outcomes compare to white Native Americans? What about the explosive urban growth in the United States during that ? Depending on the level of the students, teacher may want to use some or all of the graphs and strategies transmitted, regardless of the class level.Step 1: Tell your students that they're going to use graphs, graphs and tables today to understand the lives of immigrants from Ellis Island in the first decade of the 20th century. How do work and the family explain the differences between different ethnic groups and different sexes? I'd like to thank Dandy Doodles for the wonderful clip art! Just click on each link below to learn more! on each individual lesson floor included in this collection.Chinese Immigration:A Chinese Laundry to a Deal Primary Sale WorksheetChinese Exclusion Act of 1882 Primary Source WorksheetA Chinese5 À* Grade Immigration Note Sheetby Georgia GPS Aligned Handout to accompany 5 À* Grade Immigration PPT. KEY IDEA: The workers in the 1910 census were anyone 10 or older!. All the information they're going to use is from the 1910 census and a special congressional report back in 1911. Who was less likely? d Describe the reasons why people emigrated to the United States, where they emigrated, and where they settled. Topics:Page 2 In this activity, students work with quantitative data (graphs, charts and tables) taken from the 1910 census and the Commission Report of .sillEällen .sillEällen itargimmi ilged ativ al erednerpmoc rep 1191 led It was once. (Need to work, different ideas about the need to educate women, etc.) Step 5: Now the students are going to summarize this data. data.

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