

6th Grade Maroon and Gold - NTI Day 15 Checklist

Required Assignments: The following assignments should be completed for NTI Day 15. These assignments are required for all students!

_____ MATH - The Median measures the Center when there is an Outlier

_____ ENGLISH LANGUAGE ARTS - Complete Bell Work. Read the play: "This is What Courage Looks Like." Answer the short response question using RACE.

_____ SOCIAL STUDIES - Read Section 2.3 Uniting Against the Persians. Use the reading to complete the 2-sided timeline activity.

_____ SCIENCE - Continue the moon phase calendar. Read the "Earth in Space" Section Summary and complete the review and reinforce questions.

_____ EXPLORE - See explore packet for directions and assignments.

Optional Assignments: The following assignments are optional. We encourage you to complete at least some of these assignments each day.

_____ Read for 20 minutes - either to yourself or to a younger sibling!

_____ Complete lessons in Edmentum

Account: HCBOE2

Login: Lightspeed username (for example, kwhalen2026)

Password: Lightspeed password

_____ Join the NEW NTI Day Google Classrooms and complete the supplemental activities posted there.

Social Studies code: qzaivku

Science code: dadch3d

ELA code: p6yh3ma

{Most Important Contact List}

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6th Grade Gold team

6th Grade Maroon Team

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Name _____

Date (Review from
days 11 + 12)

Lesson 1: Posing Statistical Questions

Exit Ticket

1. Indicate whether each of the following two questions is a statistical question. Explain why or why not.
 - a. How much does Susan's dog weigh?

 - b. How much do the dogs belonging to students at our school weigh?

2. If you collected data on the weights of dogs, would the data be numerical or categorical? Explain how you know the data are numerical or categorical.

(You may use a calculator) NAME _____

Lesson 7.4 Measures of Center: Median

The **median** of a data set is the middle number when the values are placed in order from least to greatest. If there are an even number of values in the data set, the median is the average of the two middle terms.

35, 29, 26, 37, 21, 38, 38

21, 26, 29, 35, 37, 38, 38

—————→ 35 ←————

35

1. Put the data in order from least to greatest.
2. Count in from the outside to find the middle value.
3. The median of this data set is 35.

Find the median of each data set.

a

1. 23, 31, 32, 34, 39, 38, 38, 34, 38

2. 19, 11, 28, 13, 23, 14, 28

3. 26, 34, 24, 37, 36, 22, 34, 26, 34

4. 23, 32, 38, 40, 30, 34, 23

5. 10, 3, 5, 1, 7, 8, 5, 1, 5

6. 78, 35, 85, 93, 62, 95, 88, 51, 45

b

24, 20, 28, 19, 18, 11, 19, 18, 19

3, 9, 6, 2, 1, 10, 1, 2, 1

10, 2, 3, 4, 6, 7, 6

15, 21, 23, 16, 19, 14, 23, 14, 23

51, 87, 77, 93, 67, 81, 77, 93, 77

97, 64, 25, 26, 8, 24, 36, 72, 56

6th grade Language Arts Assignments

Day 15:

Bell Work:

1. Define "brutish"

2. Write your own sentence using the word "brutish"

3. Circle the correct homophone from the sentence:

This material has a smooth texture but that one is more (course, coarse).

Agenda:

1. Read for 10 minutes

2. Read the play: "This is What Courage Looks Like"

3. Answer the short response question **using RACE**

code:
Google Classroom page: pbyh3ma

DRAMATIZATION
a story based on true
events from the past

THIS

IS WHAT

COUR

During a troubled time in U.S. history, one 15-year-old girl stood up to injustice—and helped change America

BY MACK LEWIS

HULTON-DEWITT/GETTY IMAGES (TOP LEFT); BETTMANN/GETTY IMAGES (TOP MIDDLE); TOP RIGHT; BOTTOM RIGHT; BRUCE DAVIDSON/MAGNUM PHOTOS (MIDDLE LEFT); BOB D'AMICO/GETTY IMAGES (MIDDLE RIGHT); COLLECTION/GETTY IMAGES (MIDDLE); AFRICAN NEWS PAPER/GETTY IMAGES (MIDDLE RIGHT)

PAGE

LOOKS LIKE



Characters

Circle the character you will play. *Starred characters are major roles.

***Stage Directors 1, 2 & 3**

(SD1, SD2, SD3)

***Historians 1, 2 & 3**

(H1, H2, H3)

***Claudette Colvin:**

a 15-year-old girl

Miss Nesbitt: Claudette's teacher

Dennis, Joan, & Eddie:

Claudette's classmates

Bus Driver

Officers 1 & 2

Guard

Neighbors 1 & 2

Mrs. Colvin: Claudette's mom

Mr. Colvin: Claudette's dad

Fred Gray: Claudette's lawyer

Judge Rives

Walter Knabe: the city's lawyer

Newscaster

As You
Read

Think about what inspired Claudette Colvin's courage.

Prologue

SD1: The lights come up on three Historians standing in front of closed stage curtains.

H1: Have you heard of Rosa Parks?

H2: In Montgomery, Alabama, in December of 1955, Rosa Parks refused to give up her seat on a bus to a white passenger.

H3: At the time, a racist law in Alabama said that black people *had* to give up their seats to white people.

H1: Mrs. Parks was arrested.

H2: She quickly became a famous symbol of the civil rights movement, a national effort to achieve justice and equality for African-Americans.

H3: But Rosa Parks was not the first to do what she did.

H1: Come. Join us as we journey back to Montgomery in March of 1955.

Scene 1

A Classroom

SD2: The curtains open on a crowded classroom of African-American students. The teacher, Miss Nesbitt, stands at the back of the room.

SD3: The Historians perch on Miss Nesbitt's desk.

SD1: Only the audience can see the Historians. The other characters are not aware of them.

SD2: A tall girl with glasses stands at the front of the class. She reads her paper aloud.

Claudette: In 1849, Harriet Tubman escaped slavery. She made it to the North, where she could be free. But

she went back to the South to liberate other slaves, risking her own life to do so.

H2: Welcome to Booker T. Washington High, one of Montgomery's two public high schools for black students.

H3: Nearly a year ago, the Supreme Court ruled that segregating schools—that is, making black and white students go to different schools—was **unconstitutional**.

H1: But so far, nothing has changed in Montgomery.

Claudette: Harriet Tubman showed extraordinary courage. She is, in my opinion, the definition of a hero.

Miss Nesbitt: Excellent presentation, Claudette. Class, any questions?

Dennis: Why don't we hear about other heroes like her?

Joan: Yeah—didn't others risk their lives doing what Harriet Tubman did?

Miss Nesbitt: Indeed they did. But history can be careless about who it remembers.

Eddie: Miss Nesbitt, what I want to know is, who's going to be the Harriet Tubman of today?

Dennis: Yeah. Who is going to help us escape Jim Crow?

H2: Jim Crow was a set of racist laws that kept black citizens and white citizens separate in society.

H3: These laws were in place throughout the South.

Eddie: At the movies, we have to sit in the balcony, a million miles from the screen, even when the seats for white people down below are empty.

Joan: When I go to the store, the saleslady won't let me try anything on. Only white girls are allowed to do that.

Claudette: How about the fact that our school is run down while the white kids are in fancy schools with brand-new books?

Miss Nesbitt: Let's go back to Eddie's question: Who is

going to be the Harriet Tubman of today?

Claudette: Well, my plan is to go to college and become a lawyer. Then I can fight against Jim Crow in court.

Miss Nesbitt: That is a fine plan, Claudette. What will the rest of you do?

SD3: The stage lights fade as the students consider Miss Nesbitt's question.

Scene 2

A Public Bus

SD1: After school, Claudette and her classmates board a city bus.

SD2: They walk to the back, behind the "whites only" section, and sit down.

SD3: The Historians sit among the other passengers.

Joan: So Claudette, you really want to be a lawyer?

Claudette: That's right. I want to bring the Constitution to Montgomery.

SD1: The bus starts to fill up.

Eddie: We have to move. That white lady wants our seats.

SD2: Claudette looks up and sees the woman.

Bus Driver: I need those seats!

SD3: Claudette's classmates get up. But Claudette does not move.

Bus Driver: Why are you still sittin' there?!

SD1: Claudette sits quietly.

Bus Driver: Give up that seat!

SD2: Claudette stares straight ahead, steadfast.

Bus Driver: Don't make me get the police.



◀ SHAMEFUL LAWS

So-called Jim Crow laws severely violated civil rights. The laws came into being after the Civil War and continued until the 1960s. Jim Crow enforced segregation: Black Americans had to attend separate schools, go to separate restaurants, and use separate restrooms and drinking fountains.

THE CIVIL RIGHTS MOVEMENT ▶

Rosa Parks (right) gets fingerprinted after being arrested for refusing to give her bus seat to a white person. Her protest was part of the civil rights movement, a national effort in the 1950s and 1960s to end segregation and achieve equality and justice for black Americans.



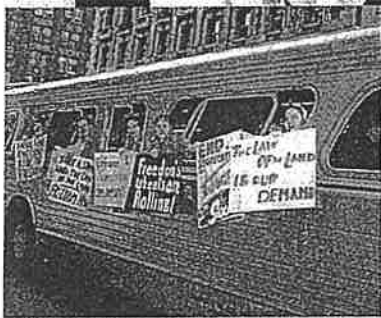
▲ THE FIGHT FOR EQUALITY

In 1954, the Supreme Court ruled that segregated schools were unconstitutional. The first school to be integrated was in Little Rock, Arkansas, in 1957. Elizabeth Eckford (above) was one of nine black students selected to attend. These students, known as the Little Rock Nine, endured death threats, bullying, and harassment (left).

BRUCE DAVIDSON/MAGNUM PHOTOS (JIM CROW LAWS); UNDERWOOD ARCHIVES/GETTY IMAGES (ROSA PARKS); FRANCIS MILLER/ THE LIFE PICTURE COLLECTION/GETTY IMAGES (ELIZABETH ECKFORD); JOHN BLEDSOE/LIBRARY OF CONGRESS (PROTEST)

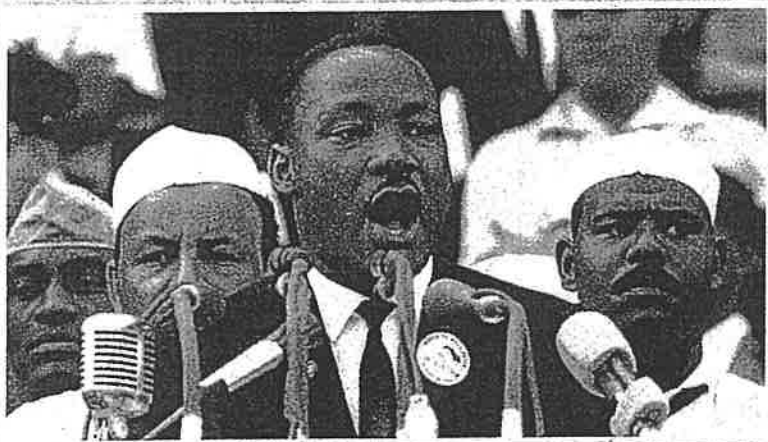
▼ TEEN FREEDOM FIGHTERS

Teens played a vital role in the civil rights movement. Inspired and excited by the words of leaders like Dr. Martin Luther King Jr., who urged them to join the fight, these kids bravely took on the challenge of changing the unjust world they were growing up in. Teens participated in famous protests like the Freedom Rides of 1961, in which hundreds of black Americans and white Americans risked their lives to simply ride together on buses through the Deep South (below).



▼ A COURAGEOUS LEADER

Dr. Martin Luther King Jr. (below) was a great leader of the civil rights movement. Dr. King believed that peaceful protest was the only way to end racial injustice in America. His nonviolent activism and powerful words helped the landmark Civil Rights Act of 1964 get passed.



THE CIVIL RIGHTS ACT OF 1964 ▶

On July 2, 1964, President Lyndon B. Johnson (right) signed the Civil Rights Act of 1964. The Act officially outlawed racial segregation and discrimination based on skin color.



Claudette: I paid my fare.

SD3: At the next stop, the bus driver summons the police. Two officers get on.

Officer 1 (to Claudette): You gonna get up?

Claudette: No, sir.

Officer 2: It's not a choice.

Claudette: I paid my fare.

Officer 1 (shouting): Get up!

SD1: Tears fill Claudette's eyes.

Claudette: It is my constitutional right to sit here.

SD2: The officers yank Claudette from her seat. Her schoolbooks fall to the floor.

SD3: One of the officers kicks her.

Claudette: It's my right!

SD1: The officers drag her out,

handcuff her, and push her

offstage. The lights fade.

Scene 3

A Jail Cell

SD2: Claudette sits in a small, dark jail cell.

SD3: She cries softly, hugging her knees to her chest.

SD1: A guard walks in.

Guard: Hey, you there.

Claudette: Yes?

Guard: Your church pastor posted your bail. You're free to go.

SD2: The guard leads her out of the cell. The lights fade.

Scene 4

The Colvins' Kitchen

SD3: Claudette and her mom sit at the kitchen table with some neighbors.

SD1: The Historians lean against the kitchen counter.

AP IMAGES (TEENS); BETTMANN/GETTY IMAGES (ALL OTHER IMAGES)

Neighbor 1: What were you thinking, Claudette? Those policemen could have really hurt you.

Neighbor 2: Well, I think you were very brave.

Neighbor 1: No doubt she's brave—but now what? You all need to be careful.

SD2: Claudette's mom puts an arm around Claudette's shoulders.

Mrs. Colvin: We are very proud of Claudette.

SD3: Mrs. Colvin gets up to answer a knock at the door. It's Claudette's friends.

Eddie: We want to see the girl who got arrested!

Mrs. Colvin: Come on in.

Joan: Everyone is talking about you, Claudette.

Claudette: I just wanted my constitutional rights.

H1: For a while, Claudette became a local celebrity.

H2: Then things took a bad turn.

SD1: A spotlight comes up on the Historians as the scene behind goes dark.

H3: Two weeks after her arrest, Claudette had to go to court. She faced three charges:

H1: Breaking the **segregation** law, by refusing to give up her seat—

H2: Disturbing the peace—

H3: And assault. One officer said she scratched him.

H1: Claudette pleaded not guilty to all charges.

H2: But she was found guilty—of all charges.

H3: Now she had a criminal record. Her dream of becoming a lawyer was over.

H1: When Claudette returned to school, she was shunned. Kids said that she had made things worse for everyone.

H2: With no friends and no future, Claudette felt alone and forgotten.

SD2: The lights fade.

Scene 5

The Colvins' Living Room

SD3: Claudette, her parents, and a lawyer named Fred Gray sit around the coffee table in the Colvins' living room. The Historians sit off to the side.

Mr. Colvin: It's good to see you again, Mr. Gray.

Mrs. Colvin: These are some times, aren't they? The bus boycott's been on for almost two months now.

SD1: The Historians walk through the scene as they speak.

H3: The mood in Montgomery had shifted.

H1: In December, 42-year-old Rosa Parks refused to give up her seat on a bus, just as Claudette had.

H2: A bus **boycott** began on December 5.

Approximately 40,000 African-Americans in Montgomery refused to ride the bus until the unfair laws were changed.

H3: Dr. Martin Luther King Jr. helped lead the boycott, which made headlines all over the country.

Gray: These are amazing times, Mrs. Colvin. But the boycott isn't enough. There's going to be a lawsuit, claiming that the bus laws violate the Constitution.

Claudette: No Alabama judge is going to agree to that. They all want Jim Crow to go on forever.

Gray: It will be **federal** judges who hear the case. I think we have a real chance—if we have the right **plaintiffs**. That's what I came to talk to you about.

Claudette: What do you mean?

Gray: We need a small group of citizens to file the lawsuit and testify in court. Claudette, I came to ask if you would be one of them.

SD2: Claudette inhales sharply.

Gray: It won't be easy. You'd be in the papers and on TV. Your family would get phone calls and threats.

SD3: Claudette is quiet for a long moment.

Gray: I know this is a lot to ask.

SD1: At last, Claudette lifts her chin.

Claudette: I will do it.

Scene 6

A Courtroom

SD2: The courtroom is packed with spectators. Claudette's parents and neighbors are there too. The Historians sit among them.

SD3: At the front of the room, three judges sit in wooden chairs.

Judge Rives: Mr. Gray, call your next witness.

Gray: I call Claudette Colvin.

SD1: Historian 1 stands and speaks, as Claudette walks to the witness stand.

H1: Claudette was one of four plaintiffs in the





UNSUNG HERO

Today, Claudette Colvin lives in New York City. Few know the story of how she stood up to injustice as a teenager.

Watch the video at Scope Online.

guts to stand up and say so.

Knabe: I'm going to ask you one more time: Why did you stop riding the buses on December 5?

Claudette: Because we were treated wrong—like we weren't even human beings.

SD1: Historians 2 and 3 stand.

H2: The trial continued into the afternoon.

H3: Then everyone went home to wait for the court's decision.

Scene 7

The Colvins' Living Room

SD2: Claudette is ironing. Her mom folds laundry next to her. A TV is on in the background. The Historians are watching it.

Newscaster (on TV): We have breaking news. The decision in the case of *Browder vs. Gayle* has been announced.

Claudette: Mom! The decision on our case is in!

Newscaster: The judges have ruled that Montgomery's bus segregation laws are unconstitutional. Celebrations have already broken out in some parts of the city.

SD3: Claudette sits down, a mix of emotions on her face. Her mom puts a hand on her shoulder.

SD1: One by one, the Historians walk over and stand behind Claudette's chair.

H1: It took many months for bus segregation to actually end in Montgomery.

H2: The bus boycott continued through those months. It was a time of tension and violence.

H3: But finally, the city had no choice: The buses were integrated.

H1: Claudette Colvin had helped bring the Constitution to Montgomery, just as she said she would. ●

case. Fred Gray saved her for last, knowing that her testimony would be the most powerful.

SD2: Historian 1 sits.

Gray: Miss Colvin, please describe what happened on the day you refused to give up your seat.

Claudette: One policeman asked if I was going to get up. I said, "No, sir." The other policeman kicked me. They dragged me out. I was crying.

SD3: The judges listen closely.

Claudette: It hurt me to be treated that way.

Gray: Then what happened?

Claudette: They put me in handcuffs and took me to jail—to an adult jail, even though I was only 15.

Gray: Thank you, Miss Colvin. That is all.

Rives: Mr. Knabe, you may question the witness.

Knabe: Who told all the black folks of Montgomery to boycott the buses?

Claudette: No one. We just decided.

Knabe: But don't you have a leader?

Claudette: A leader? No.

Knabe: Be honest. Didn't Reverend King give you the idea that there was something wrong with the buses?

Claudette: We have always known that Montgomery's bus system is wrong. Some of us just didn't have the

WRITING CONTEST

To be dauntless is to be brave and determined in the face of something frightening or dangerous. In what way was Claudette Colvin dauntless? Answer this question in a short essay. Use text evidence. Send your essay to **CLAUDETTE CONTEST**. Five winners will each get *Claudette Colvin: Twice Toward Justice* by Phillip Hoose. See page 2 for details.



GET THIS
ACTIVITY
ONLINE

JULIE JACOBSON/AP IMAGES

JOHNI DELANEY

ADAPTED
GUYS
OF
HARVARD

What is the RACE strategy?

The RACE strategy teaches you to do what good writers do naturally, and can help you answer short-response questions. It helps you maintain a formal style and make sure you are answering all parts of the question with lots of detail. Using the RACE strategy will almost guarantee your answer is complete. RACE stands for:

R Re-state the question

Turn the question into a statement to introduce your paragraph.

Example: How can students improve their study skills?

Students can improve their study skills by...

A Answer all parts of the question

Keep in mind that there may be more than one part to the question.

C Cite the text to support your answer

Support your answer evidence from the text. If you use a direct quotation, use quotation marks. Make sure to introduce your evidence with a phrase like:

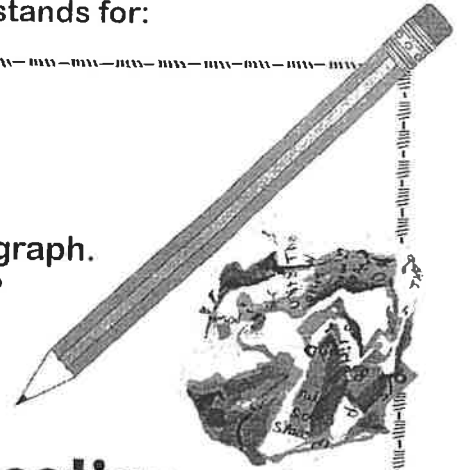
“For example,” “According to the text,” “The author states that...” etc.

E Explain your citation

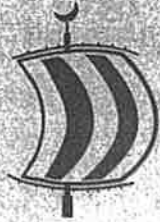
Elaborate on why your textual evidence helps you prove your point. *Use phrases like: “this example shows how...,” “this quotation proves that...,” etc.*

Tips:

- ✓ While you read, circle and underline important sentences so they're easier to find later
- ✓ Check off each part of the RACE strategy as you write
- ✓ Always re-read your work to check for mistakes and make corrections



2.3 Uniting Against the Persians



When the Persians attacked Greece, they triggered the Persian Wars. We know much about these wars from the ancient Greek historian Herodotus. Modern historians consider him to be reliable even though it's likely that he exaggerated the size of the Persian threat. Whatever the numbers, these wars changed the course of Greek history.

MAIN IDEA

City-states in ancient Greece united to drive back invasions by the Persian Empire.

26.2

The modern marathon has its roots in the Persian Wars. According to one legend, upon defeating the Persians at Marathon, Miltiades sent his best runner to Athens to announce the victory. After he reported the news, the runner collapsed and died.

The distance from Marathon to Athens was just over 24 miles. Today's race measures 26.2 miles.

IONIAN REVOLT

In 546 B.C., the Persian Empire conquered Ionia, an area of Greek colonies on the west coast of present-day Turkey. Life under Persian rule was not especially harsh, but the Ionians wanted to regain their independence. They rebelled in 499 B.C. with the support of Athens. Despite Athenian help, Persia crushed the Ionian revolt in 494 B.C. The Persian emperor **Darius I** vowed to punish Athens as revenge for helping Ionia.

In 490 B.C., the Persian army landed at Marathon, just over 24 miles east of Athens. Knowing they were outnumbered by

at least two to one, the Athenians knew their strategy would have to be clever—and bold. As the Persian foot soldiers stood in formation, the Greek general Miltiades (mihl-TY-uh-deez) ordered his troops to lock shields and advance at a full run. The Greeks charged into the surprised Persians, forced them back to their ships, and claimed victory over them.

DEFEAT OF THE PERSIAN EMPIRE

Ten years after the Battle at Marathon, **Xerxes** (ZURK-seez), Darius's successor, invaded Athens. In 480 B.C., hundreds of Persian ships and more than 150,000 soldiers went on the attack. Athens was ready this time—and it did not have to face the Persians alone. Athens had forged strong **alliances**, or partnerships, with other Greek city-states, including Sparta. Because the Athenians needed more time to prepare for battle, King Leonidas of Sparta occupied the important mountain pass of **Thermopylae** (thur-MAHP-uh-lee). Leonidas's small army fought off the Persians, giving the Greeks time to assemble further south.

The Athenians fought on. At the Battle of Salamis (SAL-uh-mihz) a small fleet of Greek warships called **triremes** (try-REEMZ) faced the Persian navy. The Greeks lured the Persians into a trap in the strait at Salamis and destroyed nearly a third of the Persian fleet. In 479 B.C., a large and united Greek army finally defeated the Persians at the Battle of Plataea. After this, the Persians left Greece and never invaded again. Although the war flared on and off for a few more decades, Greece was safe. Athens and Sparta emerged triumphant as the most powerful city-states in Greece.



POWER ROWERS

Rowing was exhausting work, and rowers endured sweltering heat and cramped conditions.

LONG AND LEAN

These warships were 120 feet long and 18 feet wide and could reach speeds of up to 10 miles an hour.

ROWING MASTER

The rowing master shouted commands to the rowers.

WATER'S EDGE

Rowers on the lowest level of the trireme were only inches away from the water.

EXTRA DEFENSE

Spearmen accompanied the rowers on Greek triremes to defend against enemies trying to board the ship.

SECRET WEAPON

A bronze-covered ram at the front of the trireme could pierce the hulls of enemy ships.

The word *trireme*, which means “three-oared,” accurately describes these Greek warships, which had three levels of oars on each side. Greek triremes were smaller, faster, and more maneuverable than larger ships. Built specifically for battle, these lightweight, wooden ships were powered by up to 170 rowers, 85 rowers per side.

REVIEW & ASSESS

- 1. READING CHECK** How were the Greeks able to defeat the Persians at the Battle of Salamis?
- 2. COMPARE AND CONTRAST** How did the size and strategy of the Greek army contrast with that of the Persians?
- 3. ANALYZE VISUALS** Why do you think triremes were effective warships?

UNIT 3

CHAPTER 8 SECTION 2
Sparta and Athens



READING AND NOTE-TAKING

ANNOTATE A TIME LINE After you read Section 2, consider the dates listed below. Review the text and identify one event for each year listed. Write a description of the event in the box provided.

594 B.C.
Solon is granted power in Athens.

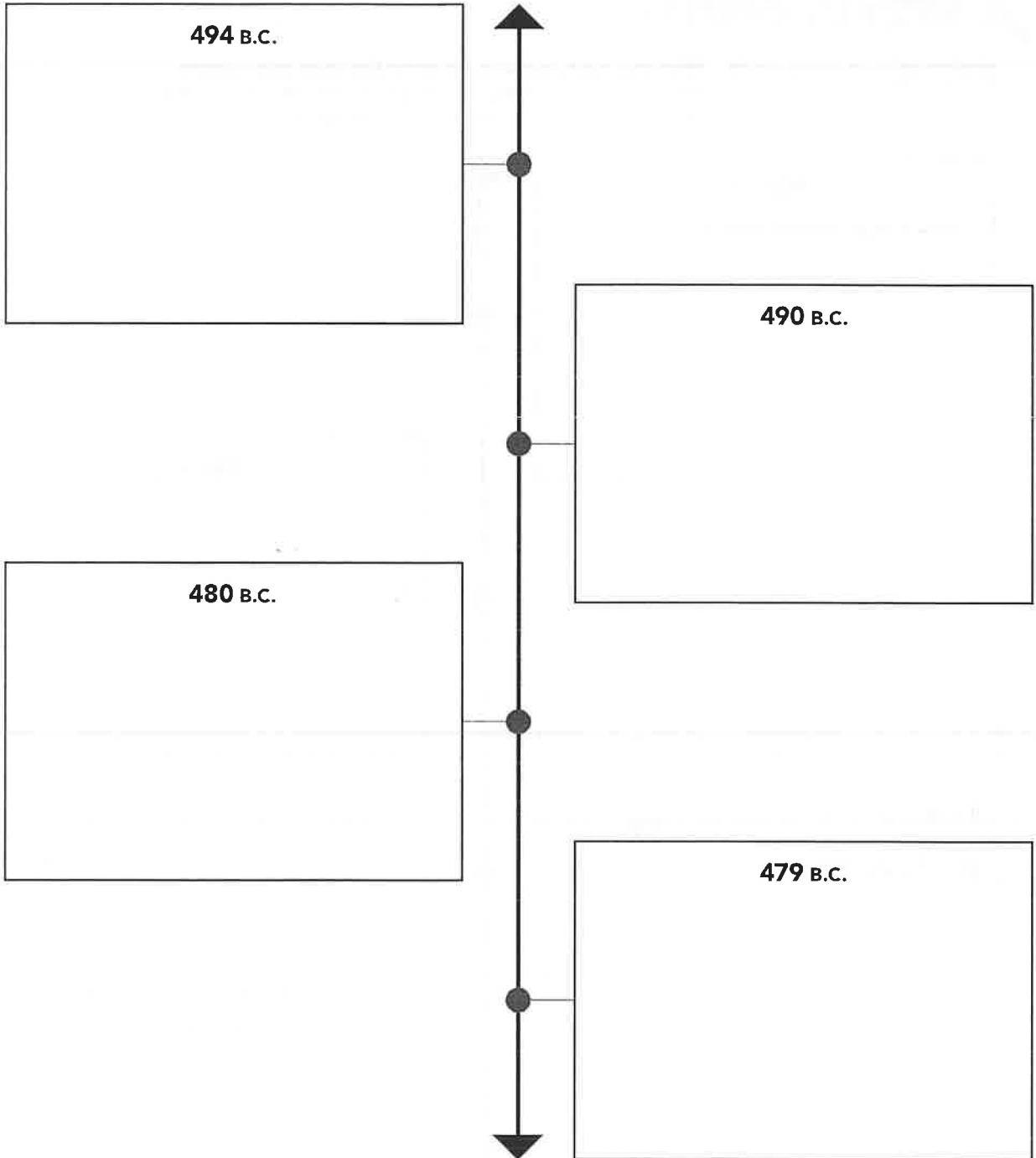
546 B.C.

508 B.C.
Athens establishes a democracy.

499 B.C.

UNIT 3

CHAPTER 8 SECTION 2
Sparta and Athens *continued*



Identify What factors helped the ancient Greeks to defeat the Persians?

Earth in Space

Guide for Reading

- ◆ What causes day and night?
- ◆ What causes the cycle of seasons on Earth?

The study of the moon, stars, and other objects in space is called **astronomy**. Ancient astronomers studied the movements of the sun and moon. They thought Earth was standing still and the sun and moon were moving. The sun and moon seem to move mainly because Earth is rotating on its axis. The imaginary line that passes through Earth's center and the North and South poles is called Earth's **axis**. The spinning of Earth on its axis is called its **rotation**. **Earth's rotation on its axis causes day and night. It takes Earth about 24 hours to rotate once on its axis.**

The movement of one object around another object is called **revolution**. Earth completes one revolution around the sun once every year. Earth's path as it revolves around the sun is called its orbit. Earth's orbit is a slightly flattened circle.

Many cultures have tried to make a workable calendar. This is not easy because Earth takes about 365 1/4 days to circle the sun and 12 moon cycles make up fewer days than a year.

Sunlight hits Earth's surface most directly at the equator. Closer to the poles, sunlight hits Earth's surface at an angle. That is why it is warmer near the equator than near the poles.

Earth has seasons because its axis is tilted as it moves around the sun. Earth's axis is tilted at an angle of 23.5° from vertical. As Earth revolves around the sun, its axis is tilted away from the sun for part of the year and toward the sun for part of the year. When the north end of Earth's axis is tilted toward the sun, the Northern Hemisphere has summer. At the same time, the south end of Earth's axis is tilted away from the sun. As a result, the Southern Hemisphere has winter. The hemisphere tilted toward the sun has more daylight hours than the hemisphere tilted away from the sun. The combination of direct rays and more hours of sunlight heats the surface more than at any other time of the year. In June, the north end of Earth's axis is tilted toward the sun.

Latitude is a measurement of distance from the equator, expressed in degrees north or south. On two days each year, the noon sun is overhead at either 23.5° north or south. Each of these days is known as a **solstice**. About June 21, the noon sun is directly overhead at 23.5° north latitude. Halfway between the solstices, neither hemisphere is tilted toward the sun. On those two days, the noon sun is directly overhead at the equator. Each of these days is known as an **equinox**, meaning "equal night." During an equinox, the length of nighttime and daytime are about the same. The **vernal equinox**, or spring equinox, occurs around March 21, marking the beginning of spring in the Northern Hemisphere. The **autumnal equinox** occurs about September 23, marking the start of fall in the Northern Hemisphere.

SECTION 1-1

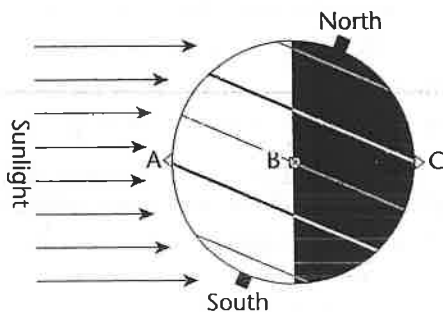
REVIEW AND REINFORCE

Earth in Space

◆ Understanding Main Ideas

Use the following figure to answer questions 1 through 3. Write your answers on the back of this page or on a separate sheet of paper.

1



1. In the diagram, what season is it in North America?
2. Would a person at each of the points A, B, and C see the sun? If so, where would the sun be in the sky?
3. Which is a person standing at point B seeing, sunrise or the sunset? Explain.

◆ Building Vocabulary

Match each term with its definition by writing the letter of the correct definition in the right column on the line beside the term in the left column.

- | | |
|----------------------------|--|
| _____ 4. astronomy | a. The path of Earth as it revolves around the sun |
| _____ 5. axis | b. Occurs in September and marks the beginning of fall in the Northern Hemisphere |
| _____ 6. rotation | c. Occurs in March and marks the beginning of spring in the Northern Hemisphere |
| _____ 7. revolution | d. The study of the moon, stars, and other objects in space |
| _____ 8. orbit | e. The sun is directly overhead at 23.5 degrees north or south at this time. |
| _____ 9. latitude | f. Movement of Earth around the sun |
| _____ 10. equinox | g. Movement of Earth around its axis |
| _____ 11. solstice | h. The sun is directly overhead at the equator at this time. |
| _____ 12. vernal equinox | i. Line passing through Earth's center and poles |
| _____ 13. autumnal equinox | j. A measurement of distance from the equator, expressed in degrees north or south |