Homework Packet for 9th & 10th Grade

Week 37

Name _____

Week Starts on / Due on _____]____]__

Each week you are to complete your homework packet and turn it on the day the teacher assigns. Part of the homework is reading 45 minutes a day. This can be done in after school care and they can read to a younger sibling or an adult as well. Weekend reading is encouraged, each week students can get credit for reading on Saturday and/or Sunday. Reading each day is very important to help each student get better at this skill.

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Weekly Home Reading Record

Day	Reading Material	Amount of Time	How many pages
Weekend			
Monday			
Tuesday			
Wednesday			
Thursday			

Total Reading Time: Hours _____ Minutes _____

Student Signature: _____

Date: _____

Parents Signature: _____

Date: _____

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Passage II

SOCIAL SCIENCE: This passage is adapted from volume 2 of Blanche Wiesen Cook's biography *Eleanor Roosevelt* (©1999 by Blanche Wiesen Cook).

Eleanor Roosevelt [ER] is the most controversial First Lady in United States history. Her journey to greatness, her voyage out beyond the confines of good wife and devoted mother, involved determination and amazing courage. It also involved one of history's most unique partnerships. Franklin Delano Roosevelt [FDR] admired his wife, appreciated her strengths, and depended on her integrity.

However, ER and FDR had different priorities, occasionally competing goals, and often disagreed. In the White House they ran two distinct and separate courts.

By 1933 [her first year as First Lady], ER was an accomplished woman who had achieved several of her life's goals. With her partners, ER was a businesswoman who co-owned the Val-Kill crafts factory, a political leader who edited and copublished the *Women's Democratic News,* and an educator who co-owned and taught at a New York school for girls.

As First Lady, Eleanor Roosevelt did things that had never been done before. She upset race traditions, championed a New Deal for women, and on certain issues actually ran a parallel administration. On housing and the creation of model communities, for example, ER made decisions and engineered policy.

At the center of a network of influential women who ran the Women's Committee of the Democratic Party led by Molly Dewson, ER worked closely with the women who had dominated the nation's social reform struggles for decades. With FDR's election, the goals of the great progressive pioneers, Jane Addams, Florence Kelley, and Lillian Wald, were at last at the forefront of the country's agenda. ER's mentors since 1903, they had battled on the margins of national politics since the 1880s for public health, universal education, community centers, sanitation programs, and government responsibility for the welfare of the nation's poor and neglected people.

Now their views were brought directly into the White House. ER lobbied for them personally with her new administrative allies, in countless auditoriums, as a radio broadcaster, and in monthly, weekly, and, by 1936, daily columns. Called "Eleanor Everywhere," she was interested in everyone.

Every life was sacred and worthy, to be improved by education, employment, health care, and affordable housing. Her goal was simple, a life of dignity and decency for all. She was uninterested in complex theories, and demanded action for betterment. She feared violent revolution, but was not afraid of socialism—and she courted radicals.

As fascism and communism triumphed in Europe and Asia, ER and FDR were certain that there was a middle way, what ER called an American "revolution without bloodshed." Her abiding conviction, however, was that nothing good would happen to promote the people's interest unless the people themselves organized to demand government responses. A people's movement required active citizen participation, and ER's self-appointed task was to agitate and inspire community action, encourage united democratic movements for change.

Between 1933 and 1938, while the Depression raged and the New Deal unfolded, ER worked with the popular front. She called for alliances of activists to fight poverty and racism at home, and to oppose isolationism internationally.

Active with the women's peace movement, ER spoke regularly at meetings of the Women's International League for Peace and Freedom, and the Conference on the Cause and Cure of War. She departed, however, from pacifist and isolationist positions and encouraged military preparedness, collective security, and ever-widening alliances.

Between 1933 and 1938 ER published countless articles and six books. She wrote in part for herself, to clear her mind and focus her thoughts. But she also wrote to disagree with her husband. From that time to this, no other First Lady has actually rushed for her pen to jab her husband's public decisions. But ER did so routinely, including in her 1938 essay *This Troubled World,* which was a point-by-point rejection of FDR's major international decisions.

To contemplate ER's life of example and responsibility is to forestall gloom. She understood, above all, that politics is not an isolated individualist adventure. She sought alliances, created community, worked with movements for justice and peace. Against great odds, and under terrific pressure, she refused to withdraw from controversy. She brought her network of agitators and activists into the White House, and never considered a political setback a permanent defeat. She enjoyed the game, and weathered the abuse.

11. As she is revealed in the passage, ER is best described as:

A. socially controversial but quietly cooperative.
B. politically courageous and socially concerned.
C. morally strong and deeply traditional.
D. personally driven but calmly moderate.

12. The author presents ER's accomplishments as exceptional because ER:

- **F.** brought politically unpopular views to the forefront of the nation's politics.
- **G.** was the first public figure to introduce political roles for women.
- **H.** was a political pioneer struggling alone for social reform.
- **J.** replaced community action with more powerful White House networks.

13. According to the passage, ER believed that social reform should include all of the following EXCEPT:

- **A.** promoting community action.
- **B.** developing universal education.
- **C.** supporting affordable housing.
- **D.** establishing involved theories.

14. Based on the passage, ER's approach to social reform can best be characterized as:

- **F.** passionate and theoretical.
- **G.** patient and flexible.
- **H.** simplistic and isolationist.
- **J.** progressive and determined.

15. It can reasonably be inferred from the passage that at the time ER began working for social reform, the United States was:

- **A.** deeply committed to reforms in education and health care.
- **B.** experiencing a time of national prosperity that contributed to ER's ideals concerning the public welfare.
- **C.** concentrating on affairs at home due to isolationist policies and the spread of democracy overseas.
- **D.** unsupportive of the idea that the government was responsible for the welfare of its poor and neglected.

16. According to the last paragraph, which of the following statements would the author most likely make with regard to ER's vision and ideals?

- **F.** ER considered politics a game and played only when she knew she could win.
- **G.** ER worked with agitators and remained dedicated to the pursuit of justice and peace in victory and defeat.
- **H.** ER placed herself in the position of president, making decisions that determined White House policy.
- **J.** ER saw herself as the country's role model and personally responsible for bringing about change.

17. In terms of the passage as a whole, one of the main functions of the third paragraph (lines 13–19) is to suggest that:

- **A.** ER's successes in various professional pursuits helped prepare her to take action in the political world.
- **B.** ER had avoided the political spotlight in her personal pursuits.
- **C.** ER had competing and conflicting interests during her first year as first lady.
- **D.** while ER had many personal accomplishments, little could have prepared her for life as the first lady.

18. According to the passage, the primary principle underlying ER's goals was that:

- **F.** every person deserved a dignified and decent life.
- **G.** as first lady, she could talk about things that had never been discussed before.
- **H.** through radio and columns, she could show she was interested in every person.
- **J.** she must lead a bloodless American revolution.

19. The passage states that ER believed the relationship between a people and their government should be:

- **A.** begun and carried out as if it were an isolated, individualist adventure.
- **B.** formed and modeled by the White House.
- **C.** based on organized, widespread citizen participation.
- **D.** controlled through radio broadcasts and formal channels.

20. In the context of the passage, the author's statement that ER "enjoyed the game, and weathered the abuse" (line 93) most nearly means that ER:

- **F.** enjoyed her individualist adventure in politics even if criticized.
- **G.** preferred to be a team player rather than take the lead.
- **H.** embraced the political life and accepted criticism as part of her work.
- **J.** understood political games and so did not take politics or criticism very seriously.

Converting Fractions (H)

Name: _____ Date: _____

Fill in the missing values. Use part-to-**whole** ratios.

	Fraction	Decimal	Percent	Ratio
1.	$\frac{3}{4}$			
2.	$\frac{5}{8}$			
3.	$\frac{3}{10}$			
4.	$\frac{2}{5}$			
5.	$\frac{3}{8}$			
6.	$\frac{3}{5}$			
7.	$\frac{1}{2}$			
8.	$\frac{9}{10}$			
9.	$\frac{21}{25}$			
10.	$\frac{1}{4}$			

WEEK 37
Use R.A.C.E. Strategy for Math

Example:
Joshua has 32 donuts. He organizes them in boxes. Each box holds 12 donuts. How many boxes of donuts will Joshua have?

R (Restate the question) in your own words	Joshua will have ____ boxes of donuts.
A (Answer the question)	Joshua will have 3 boxes of donuts.
C (Cite the evidence)	I will determine how many boxes of 12 are required to fit all the donuts by dividing the number of donuts (32) by the number that can fit in each box (12). If I need part of a box I will round the solution up to the nearest whole number. 32 ÷ 12 = 2.666 Rounded up is 3
E (Explanation)	Joshua will have 3 boxes of donuts. I determined how many boxes of 12 are required to fit all the donuts by dividing the number of donuts (32) by the number that can fit in each box (12). Since I needed slightly more than two boxes, I rounded my solution to the nearest whole number.

WORD PROBLEMS

1. Luis runs at a rate of 11.7 feet per second. How far does he run in 5 seconds?

2. Nancy, Jennifer, Alex, and Joy ran a race. Nancy's time was 50.24 seconds, Jennifer's was 50.32, Alex's was 50.9, and Joy's was 50.2. Whose time was the fastest?

3. Mike can jog 6.5 miles per hour. At this rate, how many miles will he jog in 30 minutes?

TURN THE PAGE



QUESTION 1

R (Restate the question) in your own words	
A (Answer the question)	
C (Cite the evidence)	
E (Explanation)	

QUESTION 2

R (Restate the question) in your own words	
A (Answer the question)	
C (Cite the evidence)	
E (Explanation)	

QUESTION 3

R (Restate the question) in your own words	
A (Answer the question)	
C (Cite the evidence)	
E (Explanation)	

MAKE SURE THAT ALL YOUR WORK IS COMPLETED BEFORE YOU TURN IT IN.