ELA: GRADE 7

pg. #	Answers/Response Guidance -- Reading Activities	pg. #	Answer/Response Guidance -- Evaluating an Argument
39-40	**Guided Practice:** Sample answers: 1. I baked blueberry muffins in the oven and scrambled some eggs. / 2. While he ate, my cousin Rob told us where he and Josh had camped. / 3. Rob, who is in college, had taken my nine–year–old brother camping. / 4. Rob had photos on his phone of the lovely lake near their campsite./ 5. On the fridge, we put a drawing that Josh had made of the lake. **Independent Practice:** 1. A, 2. B, 3. D, 4. A	173	Choice C is correct. **Show Your Thinking-Sample Response:** Gore claims that solar, wind, and geothermal power can provide a quick, clean, and cheap solution to the nation's energy crisis by providing electricity, but he gives no facts, reasons, or other evidence as to why listeners should believe this to be true.
41-42	**Guided Practice:** Sample Answers: 1. Sleeping soundly through the night, I was comfortable in my bed. / 2. After I ate a good breakfast, the cave tour sounded more fun. / 3. Before we left for the cave tour, we got directions from the brochure. / 4. Climbing into the car, I dropped my camera and broke it. / 5. As we waited in line for the tour, clouds started to form. **Independent Practice:** 1. D, 2. A, 3. B, 4. D	175	1. D, 2. B, **3. Sample response**: The author argues that the Advanced Clean Cars Program is a tremendous victory for California. He claims that the state and consumers will benefit from the increasing number of hybrid and zero-emissions vehicles and the increase in jobs as well as the regulations that reduce emissions and greenhouse gases. By creating cleaner, more efficient engines and emission systems, the program will help to reduce the nations' dependence on oil.
43-45	**Introduction:** Text Evidence: happy, smiling; "I love this sport." **Modeled Instruction:** Text Evidence: Jordan suited up and appeared on the court three hours before the start of Game 5. **Inference:** Is extremely important **Open Response:** Responses will vary **Guided Instruction:** Question: A **Show Your Thinking:** Responses will vary.	177-178	1A: D; 1B: B; 2. C; **3. Sample Response:** Scott Shears, the author of "The Case for Wind Power," supports his claim that wind power is an ecological fuel source with relevant and sufficient facts. For example: By comparing wind power to fossil fuels, Shears states that wind power "produces electricity without pollution." He also indicates that, unlike the burning of fossil fuels, wind power emits no greenhouse gases. Finally, he points out that drilling for oil damages the environment in ways that establishing wind farms does not.
46-47	**Guided Practice:** 1. B, 2. A **3.** Responses will vary.		**Answer/Response Guidance -- Interim Assessment**
48-50	**Independent Practice:** 1. C, 2. D, 3. C **4.** Responses will vary.		**1.** B; C **2.** D; E **3.** Benefits of Shale: C; Stop the Fracking: A; Both: B **4.** "These sentences support the author's main argument because they show how fracking harms the
51-54	**22.** A. C		

	22. B. B **23**. B, D **24**. D **25**. B **26**. Responses will vary.
55-57	Responses will vary.
58-59	**Guided Practice: Sample answers:** belligerent: root belli means "war"; suffix –ent means "inclined to"; belligerent means "aggressive" conscious: prefix con– means "with"; root sci means "knowledge"; suffix –ious means "characterized by"; conscious means "aware" distract: prefix dis– means "do the opposite"; root tract means "draw, pull"; distract means "to change the focus of attention" intractable: root tract means "draw, pull"; suffix –able means "capable of, tending"; intractable means "hard to Control" dehydrated: prefix de– means "do the opposite"; root hydr means "water"; dehydrated means "having lost fluid" reform: prefix re– means "again, anew"; root form means "shape"; reform means "to change for the better" inflexible: root flex means "bend"; suffix –ible means "capable of"; inflexible means "incapable of change" **Independent Practice:** 1. B, 2. B, 3. C, 4. D
60-67	1A. C, 1B. D, 2. A, 3. B, 4. C, 5. D, 6. B, 7. D 8./9./10. Responses will vary.

environment." / The author of "Stop the Fracking" argues that fracking is harmful, and this sentence explains one reason why it is harmful.

5. Claim-Chemicals from fracking are harmful to people./Benefits of Shale: A' Stop the Fracking: C

6. Claim-Burning shale gas is good for the economy./Relevant and Sufficient Evidence B/Unsupported Evidence A

7A: A **7B:** A

8. "While the authors of both articles agree that the process of hydraulic fracturing involves water, sand, and a small amount of chemicals, they disagree about the effect of the chemicals."/The author of "Stop the Fracking" believes the chemicals are always harmful," and the author of "The Benefits of Fracking" denies this.

9. Sample Response: I think that the author of "Stop the Fracking!" presents a stronger argument than the author of "The Benefits of Shale Gas" because she provides statistics and information to make her point. She also discusses topics that the other author does not. Both essays define and explain the process of hydraulic fracturing. However, while the author of the first essay admits that fracking has contaminated drinking water in some instances, the author of the second essay says that more than 1,000 cases have been reported of people who have become ill or died from drinking water that has been contaminated because of fracking. The author of the first essay explains that some chemicals are added to the fluid used in fracking. However, the author of the second essay is once again more specific, noting that 40,000 gallons of chemicals are added to the 8 million gallons of fluid. The author of "Stop the Fracking!" also discusses problems related to fracking that the author of "The Benefits of Shale Gas" does not. For example, she explains that truck traffic from fracking damages rural roads and costs taxpayers a great deal of money. She also mentions what happens to farmers' land and drinking water after fracking has taken place. She even notes that the Environmental Protection Agency (EPA) is investigating the effects of fracking. These topics aren't discussed in "The Benefits of Shale Gas." For these reasons, I think that "Stop the Fracking!" is a much stronger essay than "The Benefits of Shale Gas."

Page 1

1) $x = 3$

2) $x = 4.6$

3) $x = -\frac{1}{2}$ or -0.5

4) $x = 0.75$ or $\frac{3}{4}$

5) $x = \frac{28}{5}$ or 5.6

6) $x = 2$

7) $x = 21$

8) $x = -0.54$

9) $x = 1$

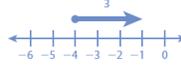10) $x = \frac{9}{16}$ or 0.5625

Page 2

1) $x = 5.5$

2) $x = 4.1$

3) $x = \frac{1}{2}$ or 0.5

4) $x = 1.5$ or $\frac{3}{2}$ or $1\frac{1}{2}$

5) $x = \frac{7}{4}$ or $1\frac{3}{4}$

6) $x = 2.5$ or $\frac{5}{2}$ or $2\frac{1}{2}$

7) $x = 2$

8) $x = 0.315$

9) $x = \frac{2}{5}$ or 0.4

10) $x = \frac{1}{2}$ or 0.5

Page 3

Since a and b are the same distance from zero but are on opposite sides of zero, we know that they are opposites, so $b = -a$. The sum of a number and its opposite is always zero.

Pages 4-5

1) Score at the end of first round + points earned in second round = score at the end of second round

2) $-5 + 8 = 3$

3) Yes: Possible explanation: Finding $3 - (-5)$ is the same as finding $3 + 5$, which equals 8.

4) The temperature was $-1°F$ at noon.

5) $15; Possible explanation: $22 + 25 = 47; 47 - 32 = 15$

6) Omar's score: $12 + (-8) = 4$

7) Gina has $215 at the end of these sales.

Pages 6-7

1) -7

2) Round 4; I found the difference in scores for Round 4: $8 - (-4) = 8 + 4 = 12$. I compared the scores for all four rounds $(-10, 5, -7, 12)$ and determined that Round 4 had the highest score.

3) (a) $13 - (-3) = 16; 13 + 3 = 16$
(b) Possible answers: $3°F$ and $-2°F$

4) (a) Answers may vary. No; Both integers could be negative and still produce a positive difference. Example: $-2 - (-4) = 2$
(b) Answers may vary. The second integer must be greater than the first for the difference to be negative.

Pages 8-9

1) D; He added -7 to 59 instead of subtracting -7 from 59.

2) (a) Grade: 97; 87 Above/Below 90: -11; 6
(b) Lamont is 4 test points below an average of 90.
(c) Because Lamont's grades are 4 points below what he needs, he must get a $90 + 4 = 94$ on the next test.

3) B and D

4) (a) False, (b) False, (c) True, (d) True

5) D

6) A, C, and D

Page 10

(b), (d), and (f) are negative. Explanations will vary.

Page 11

A. 15,000 meters

B. Below sea level

C. -600 meters; 600 meters below sea level

Pages 12-13

1) $-1\frac{5}{8}$

2) The sum of $-\frac{2}{3} + \left(-\frac{4}{5}\right) = -1\frac{7}{15}$.

3) The total change in the length of the board is $-5\frac{3}{8}$ feet.

4) The temperature is now $-2\frac{3}{8}°F$.

5) Answers will vary.

6) (a) $-6\frac{9}{10}$
(b) $-5\frac{5}{12}$

Pages 14-15

1) $-5.25 + 3.50 = -1.75$

2) $-1\frac{3}{4}$; Explanations will vary.

3) No; Explanations will vary.

4) The overall change in the height of the plant is $7\frac{5}{8}$ inches.

5) (a) 2.5, (b) $-1\frac{1}{10}$

6) The overall change in the score is -9.9 points.

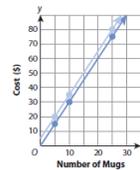7) The missing number is $-1\frac{3}{4}$.

Page 16

The temperature must drop another $61.5°C$.

Page 17

1) Possible explanation: All of the ratios for Company A are equivalent, so it is a proportional relationship.

2) 3; Each mug costs $3.

3) $c = 3m$

4) 30; 60; 90; 120; constant of proportionality: 15

Page 18

5) Company A: proportional relationship
Company B: not a proportional relationship
Explanations will vary.

6) Equation A: proportional relationship
Equation B: not a proportional relationship
Explanations will vary.

7) This is not a proportional relationship.
Explanations will vary.

Pages 19-20
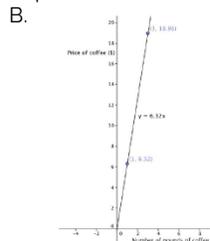
Answers and explanations will vary.

Page 21

1) The points lie on a straight line through the origin.

2) The unit rate (money earned for mowing one lawn)

3) Possible answer: I can find the value of y when $x = 1$; 5

4) $y = 5x$

5) The equation is $y = kx$, where k is the constant of proportionality.

Page 22

6) 8; Nila charges $8 for each hour that she babysits.

7) $c = 10h$; $k = 10$ or $\frac{10}{1}$ because Nila charges $10 per hour.

8) $c = 0.42p$ and $k = 0.42$

9) Dustin will need 4.8 gallons of gas.

Pages 23-24

A. Coffee costs $6.32 per pound.

B.

C. One pound of coffee is $6.32. Seen on graph as point $(1, 6.32)$.

Pages 25-26

1) Amount of interest: 6% of $500 for 1 year

2) 0.06 is the interest rate written as a decimal; 500 is the amount borrowed, in dollars.

3) $0.06 \times 500 = 30$; $500 + 30 = 530$

4) Multiply the interest rate by the amount borrowed and then add this to the amount borrowed.

5) $200 + (0.045 \times 200) = t$

6) (a) $16, (b) $32, (c) $432

7) There will be $822.80 in the account after 6 years.

8) No; Explanations will vary.

Page 27

1) 0.80 is the decimal form of 80% (percent of the original price being paid); p represents the original price; 320 is the discounted price that is paid by Tara.

2) The original price is $400.

3) $480

Page 28

4) $1250; This year, the coach raised $100\% - 4\% = 96\%$ of the amount x he raised last year, so $0.96x = 1200$. This means that $x = 1250$.
5) $t = \$68.90$
6) (a) $s = 0.90r$, (b) Yes; Possible Explanation: The equation has the form $y = kx$, where k is the constant of proportionality, 0.90.
7) Possible answers: Find 25% of the original price, $40, to determine the markup and add it to the original price, or find 125% of $40.
8) 35%

Pages 29-30

1) Original bill: $32.00; Amount of discount: 15% of $32
2) Possible answer: $b = 32 - (0.15 \times 32) = 27.20$
3) 85%; The amount Chumani paid is 100%-15%, or 85%, of the original price. 85% of $32 is $27.20.
4) $5000; Possible answer: Subtract the base pay from the total pay to find the amount of the commission. Then, divide the commission amount by 4% (0.04 as a decimal).
5) Marian pays a total of $472.50 for the sound system.
6) Before the markup, the cost of the sweater was $24.50.
7) Final price of jacket: $32.40; No; Explanations will vary. Total discount: $27.60; No, 50% of 60.00 is equal to $30.00.

Pages 31-32

1) The percent increase is 50%.
2) Less than 50%
3) There was a 100% increase in the height of the plants.
4) The percent increase is 60%.
5) (a) a percent decrease, (b) The percent decrease is 12.5%.
6) (a) 400% increase, (b) 40% decrease, (c) 20% decrease, (d) 62.5% increase
7) The marked-up price is $48. The sale price is $38.40. The percent decrease is 4%.

Pages 33-34

1) 20%
2) They are the same. Both represent writing the ratio 5 to 25 as a percent.
3) Less; The difference between 23 and 25 is less than the difference between 30 and 25.
4) 8%
5) The percent error is 17%.
6) The percent error is 4%.
7) The percent error is about 11%.
8) 66 cm

Page 35

5,500 people

Page 36

The tip will be $10.52.

The total bill, including tax and tip, will be $67.33.

Page 37

1) The expression $3(x + 2)$ is the amount Mia charged for each child, and $8 is the total amount she spent for materials.
2) $(3x + 6)$ is the amount Mia charged for each child, and $4 is the amount she spent on materials for each child.
3) Both expressions are equivalent to $6x + 4$. So the expressions will have the same value for any value of x.

Page 38

4) Yes, because $3\left(x + 1\frac{1}{2}\right) - 3 = 3x + 4\frac{1}{2} - 3 = 3x + 1\frac{1}{2}$.
5) Yes; $-\frac{1}{2}n + 1\frac{1}{2}n + 3 - n = \left(-\frac{1}{2}n + 1\frac{1}{2}n - \frac{2}{2}n\right) + 3 = (0)n + 3 = 3$.
6) No; Explanations will vary.
7) Faye and Khai are correct. Faye's expression and Khai's expression are equivalent, but Jesse's expression is not.
8) Yes; $a(x - b) - c = ax - ab - c = ax - (ab + c)$

Pages 39-40

1) Yes; Explanations will vary.
2) Cal walked a distance of $(2x + 1)$ to Ari's house and the same distance to Ben's house.
3) Yes; Cindy's expression simplifies to $5x - 2$, which is equivalent to Ari's distance.
4) No; Ben's distance was $6x - 6$. This expression is not equivalent to $5x - 2$.
5) Factoring: $8x + 20 = 4(2x + 5)$; Another possible answer: $(2x + 5) + (2x + 5) + (2x + 5) + (2x + 5)$
6) Possible answers: $w + 4w + w + 4w$; $2w + 2(4w)$; $2(w + 4w)$; $10w$; Explanations will vary.
7) Possible answers: $2(2x - 1.5) + (x + 3)$ and $(2x - 1.5) + (2x - 1.5) + (x + 3)$

Page 41

A. $2(1 - (x + 3))$ or $-2x - 4$
B. $2(x + 3) - 1$ or $2x + 5$

Page 42

1) The sum of $1x + 1x + \frac{1}{4}x$ equals $\frac{9}{4}x$ because $\left(1 + 1 + \frac{1}{4}\right)x = \left(2\frac{1}{4}\right)x$, or $\frac{9}{4}x$.
2) Subtract 2 from each side of the equation; $\frac{9}{4}x = 18$.
3) Divide each side by $\frac{9}{4}$, which is the same as multiplying each side by $\frac{4}{9}$; $x = 8$.
4) The side lengths are 4 inches, 9 inches, and 7 inches.

Page 43

5) Line 2: +1 and +1; Line 3: 10; Line 4: $\cdot\frac{5}{2}$ and $10 \cdot \frac{5}{2}$; Line 5: 25; Check: $\frac{2}{5} \cdot 25 - 1 = 10 - 1 = 9$
6) No; In the last step, Paco multiplied 10 by $\frac{2}{5}$ instead of by $\frac{5}{2}$.
7) $4\frac{1}{2}$ cm; Explanations will vary.
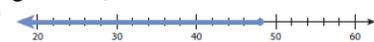8) The cost per yard of the fabric is $7.60.

Pages 44-45

1) The number of tickets Olga bought
2) The cost of the tickets without the handling fee; the cost of one ticket is $27.75, so the cost of n tickets is the cost of one ticket times n, or $27.75n$.
3) $138.75; $144.25 - 5.50 = 138.75$
4) Subtract 5.50 from both sides of the equation to get $27.75n = 138.75$
5) Divide both side by 27.75; $n = 5$.
6) (a) Subtract 18.2 from both sides, (b) Divide both sides of the equation by 1.5 to get $x = 13$.
7) $x = 112.5$
8) $x = 1.5$
9) Yes, it is valid. Explanations will vary.

Pages 46-47

1)
2) Possible answer: No, Ben cannot sell a fraction of a card.
3) Possible answer: Ben cannot sell a negative number of cards.
4) If Ben sold 7 cards, he would make $50. His goal is to make more than $50. To include 7 cards, his goal could be rephrased to say that he wants to make at least $50.
5) $y < 15$
6) Manuela works at least 22 hours a week.
7) The integers 0 and 1 are the only non-negative integer solutions.

Pages 48-49

1)
2) $n < 5$
3) $x > 6.5$
4)
5) $s \geq 7.8125$; Tiffany must sell at least 8 scarves.

Page 50

A. $160p + 200 \leq 1200$
B. $p \leq 6.25$; 6 is the largest number of people that may rent a boat at once. Both Group 1 and Group 2 can safely rent a boat.

Science 7th Grade Answer Key—Energy Flow in Organisms

Graphic Organizer (possible answers)

-Cellular respiration transforms the energy stored in the chemical bonds of sugar molecules into ATP, a different chemical form that is readily accessible to cells for use in a variety of life processes, such as mechanical movement or thermal energy generation / -Anaerobic bacteria achieve their energy needs through other chemical processes that do not require oxygen. / -The energy stored in glucose is released during a chemical reaction, called cellular respiration in the mitochondria. / -Animals obtain food from eating plants or animals. Food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules to support growth or to release energy. / -In most animals and plants, oxygen reacts with carbon containing molecules (sugars) to provide energy and produce carbon dioxide. / -Plants, algae, and many other microorganisms use the energy from light as well as water and carbon dioxide from the atmosphere to make sugars (food) through the process of photosynthesis

Linking Literacy

-1st Reflect- Oxygen is vital to the survival of most organisms on Earth including people; -2nd Reflect- Organisms need energy to function. Plants release oxygen into the air during photosynthesis. Organisms use oxygen for their cells and get energy through cellular respiration; -1st Look Out- Plants produce oxygen during photosynthesis, but they also give off carbon dioxide while they undergo cellular respiration; 3rd Reflect- All living things undergo cellular respiration. In eukaryotes, respiration takes place in the mitochondria, in prokaryotes it takes place in the cytoplasm.; -4th Reflect- If cellular respiration takes place in the presence of oxygen, it is aerobic respiration, if no oxygen is present, it is anaerobic respiration. Aerobic respiration is more efficient and produces more energy.

Math Connections

-Q1: 108 ATP molecules, -Q2: 2 ATP, 4 CO2, -Q3: 24 molecules of pyruvic acid, -Q4: 48 CO2, 24 CoA, 24 ATP, 72 NADH, 24 FADH2; -Q5: 10 H20, 190 ATP, 10 NAD

Reading Science B

-Q1: So they can be absorbed by the body, -Q2: Carb.'s break down to glucose and glucose breaks down to smaller molecules releasing energy, -Q3: Sweet, -Q4: A substance which helps a chemical change occur, -Q5: Some molecules must be broken down to be useful.

Independent Practice

Across: 1. Conservation Matter, 2. Carbon / Down: 1. Matter, 2. A living thing able to grow and reproduce, 3. Chemical reaction, 4. The simplest unit of a chemical compound that an exist., 5. Energy, 6. Oxygen, 7. Carbon dioxide / Challenge question: Cellular respiration is the process of using oxygen to break down nutrients that release energy for the cell. During this process, carbon dioxide is produced.

Concept Attainment Quiz

-Q1: Chemcial reaction, -Q2: Energy, -Q3: Molecule, -Q4: Organism, -Q5: Oxygen, -Q1: created/changes, -Q2: molecules, -Q3: chemically, -Q4: cellular respiration/sugar, -Q1: Answer will vary, My body obtains energy from carb.'s I eat through the process of cellular respiration. Oxygen and glucose are combined and broken down to produce water, carbon dioxide, and energy. This is called aerobic respiration. Cellular respiration can take place without oxygen, its called anaerobic cellular respiration. Aerobic cellular respiration is more efficient and produces more energy in the form of ATP than anaerobic respiration., Q2: Answer will vary, In the processes of photosynthesis and cellular respiration matter is conserved. Photosynthesis for example is 6CO2 + 6H2O + light energy → C6H12O6 + 6O2…meaning there are 6 carbons, 12 hydrogens, and 18 oxygens in both the reactants and the products. Cellular respiration for example is C6H12O6 + 6O2 → 6CO2 + 6 H2O + energy (ATP)…meaning there are 6 carbons, 12 hydrogens, and 18 oxygens in both the reactants and the products. Photosynthesis and cellular respiration are related because the products of one process are the reactants in the other and vice-vera.

Multiple Choice Assessment

-Q1: a, -Q2: a, -Q3: a, -Q4: d, -Q5: c

Claim, Evidence, Reasoning

-Oxygen enters the seed and the egg. Carbon dioxide leaves both.

-In the seed, oxygen and water enter through the micropyle. In the egg, the air sac is filled with oxygen that gets replenished s the chick embryo continues to develop. Oxygen enters through tiny holes called pores, and carbon dioxide exits through them.

-All living organisms require oxygen to survive. Cellular respiration in plants and animals involve chemical reactions with oxygen that release stored energy. In these processes, complex molecules containing carbon react with oxygen to produce carbon dioxide and other materials. Carbon dioxide is waste that must be removed from cells.

Science 7th Grade Answer Key—Dynamic Nature of Ecosystems

Graphic Organizer (possible answers)

-Drought: positive- dry out occasionally to provide a good habitat; negative- hunger, thirst, disease, wildfires. -Oil spill: positive- cleanup creates employment opportunities; negative- danger to animals, water pollution, air pollution. -Forest fire- positive- any plants or trees that are burned turn into ashes that pollinate to make new plants or trees; negative- can spread fast, pollution, effect on wildlife.

Linking Literacy

- Main Idea 1: detail 1- Populations that change significantly then change the ecosystem, detail 2- disruptions can change the factors of the ecosystem. -Main Idea 2: detail 1- Populations can migrate in order to find food, detail 2- Populations might increase, causing them to use more resources. -Main idea 3: detail 1- disruptions can bring about change, detail 2- forest fires can devastate the habitat, detail 3- oil spills caused the gulf to change.

-Answer to the question: Ecosystems are able to recover after disruptions by the process of succession. Land can begin growing new plants again, bringing back animals that eat the plants.

Math Connections

-Q1: # of weeds- 18, 24, 30, 6; # of living insects- 12, 16, 20, 4; -Q2: The number of living insects is 24, and the number of weeds is 36.; -Q3: The relationship of dead insects to total number of insects counted is 1:5.; -Q4: 10 dead insects.; -Q5: The spray killed types C and D and killed most of type B. However, type A has adapted to the spray and is not affected by its chemicals.

Reading Science B

-Q1: Hard to perceive, -Q2: Short and long term environmental changes, -Q3: Environmental changes can make a genetic mutation more desirable., -Q4: Organisms with helpful traits are more likely to survive and pass these traits to their offspring., -Q5: Populations of a species living in different environment will develop different adaptations.

Independent Practice

Part I. 1. disturbance, 2. Dynamic, 3. Resilience, 4. Ecosystem, 5. Population / Part II. 1. Disturbance, 2. Dynamic, 3. Population, 4. Ecosystem, 5. Resilience

Concept Attainment Quiz

-Q1: resilience, -Q2: population, -Q3: ecosystem, -Q4: dynamic, -Q5: ecosystem dynamics / -Q1: interactions, -Q2: physical/biological/populations, -Q3: natural, -Q4: human-made / -Q1: Natural prey of the coyote will increase while any predators of the coyote would search for 2 new food sources or move away., -Q2: The algal blooms can harm both plant and animal life and make water unsafe for drinking or fishing.

Multiple Choice Assessment

-Q1: a, -Q2: c, -Q3: c, -Q4: c, -Q5: b

Claim, Evidence, Reasoning

-The small mammal population decreased as the Burmese python population increased.

-There were 266 raccoons observed in Everglades National Park between 1993 and 1999. There were nine raccoons observed in Everglades National Park between 2003 and 2011. The population of opossum and rabbits also significantly decreased.

-The population of the Burmese python in the Everglades ecosystem increased after Hurricane Andrew caused massive destruction to pet stores and homes, releasing them to the wild. The Burmese python has no natural predators but competes with other large predators for food. All of these large predators feed on small mammals in this ecosystem, causing the decrease of small mammals in the Everglades' ecosystem.

7th Grade Social Studies Learning Packet Answer Key

North vs. South: Analyzing the Strengths and Weaknesses in the Civil War (Completed)

Northern Strengths	Southern Strengths
• North had more than 21 million people. • More industry and manufacturing • North had twice the density of railroads per square mile. • North controlled the navy, the seas were in the hands of the Union.	• South had an army almost equal in size to the North. • South had more military officers and more military schools. • South's greatest strength lay in the fact that it was fighting on the defensive in its own territory.

Northern Weaknesses	Southern Weaknesses
• The Union had to invade, conquer, and occupy the South. • The Union has had to destroy the South's capacity and will to resist — a formidable challenge in any war. • Less trained soldiers	• South only had 9 million people, including 3.5 million slaves. • Confederacy had only one-ninth the industrial capacity of the Union. • Southerners enjoyed the initial advantage of morale: The South was fighting to maintain its way of life.

Radical Reconstruction - GIST Writing (Completed)

Main Ideas from Paragraphs 1-3	Main Ideas from Paragraphs 4-6	Main Ideas from Paragraphs 7-9
• Congress would have the right to deny Southern legislators seats in the U.S. Senate or House of Representatives, under the clause of the Constitution • Radical Republicans enjoyed "Wide public support gradually developed for those members of Congress who believed that blacks should be given full citizenship." • "In the aftermath of the war, Southern state legislatures passed black codes, which aimed to ~~curb~~ bondage on the freedman. The codes differed from state to state, but some provisions were common."	• In the Reconstruction Act of March 1867, Congress, ignoring the governments that had been established in the Southern states, divided the South into five districts and placed them under military rule. Escape from permanent military government was open to those states that established civil governments, took an oath of allegiance, ratified the 14th Amendment and adopted black suffrage. • Radical Republicans in Congress were infuriated by President Johnson's vetoes.	• The most serious legal charge his enemies could level against him was that despite the Tenure of Office Act (which required Senate approval for the removal of any officeholder the Senate had previously confirmed. • Under the Military Reconstruction Act, Congress, by June 1868, had readmitted Arkansas, North Carolina, South Carolina, Louisiana, Georgia, Alabama and Florida, to the Union. • Many Southern whites, their political and social dominance threatened, turned to illegal means to prevent blacks from gaining equality. Violence against blacks became more and more frequent.

Summary of Paragraphs 1-3	Summary of Paragraphs 4-6	Summary of Paragraphs 7-9
In order to save their way of life many southern states passed new laws that attempted to return blacks to slavery. However, Congress extended its authority over the South and controlled how and when southern states could rejoin the Union and not the President.	Many Republicans in Congress did not like Johnson's Reconstruction policies. When Congress took full control of Reconstruction they divided the states into military districts. In order for the Southern States to end Military Reconstruction, they would be required to ratify the 14th Amendment.	Congress constantly battled with President Johnson over his Reconstruction policies because they believed he was not protecting the rights of newly freed blacks. Also, Congress sought to limit Johnson's power through new legislation, however, he did not believe Congress had that authority. Congress also went as far as impeaching President Johnson.

Summary
The fight over who should control Reconstruction pitted the President against Congress. Many of the Radical Republicans in Congress did not trust President Johnson because they believed he wanted to return the south to its way of life before the Civil War. Congress wanted to make sure former confederate and newly elected state governments did not harm the civil rights of freedman. Southern states enacted many new black codes in order to return the south to its old ways; however, Republicans in Congress wanted to block former confederates from being elected.

Reconstruction Anticipation Guide

1. True (Supporting Information: Paragraph 4 – sentences 1-3)
2. False (Supporting Information: Paragraph 7 – sentences 3 & 4)
3. True (Supporting Information: Paragraph 1 – sentence 2)
4. True (Supporting Information: Paragraph 6- sentences 3-4)
5. False (Supporting Information: Paragraph 6- sentences 1-2)

Analyzing the Election of 1876 (Completed)

TITLE OF EVENT:	Democratic Candidate	Republican Candidate
The Election of 1876	Samuel J. Tilden	Rutherford B. Hayes

Democratic View of Reconstruction

Southern Democrats did not support the rights of blacks, and wanted to end Reconstruction.

Republican View of Reconstruction

To varying extents, Republicans believed that blacks should have representation in government and equal rights.

TIMELINE OF DISPUTED ELECTION

Tilden wins the popular vote, but does not have a majority in the Electoral College

Details:
- Oregon, Louisiana, Florida, and South Carolina Electoral College votes had not been counted
- Republicans accused Democrats of intimidating black voters in these three southern states, calling these votes into question. Both sides accuse the other of election fraud

Congress appoints an Electoral Commission to settle the Electoral College

Details:
- The commission is composed of 7 Democrats and 8 Republicans. They vote along party lines to accept all of Hayes' electoral votes and reject democrat claims.
- The night before President Grant, term expired, the Senate announced Hayes had been elected president

Hayes makes a deal with Southern Democrats

Details:
- Southern Democrats agreed to support Hayes' claim as president if he agreed to end Reconstruction. A deal was made.
- Southern Democrats regained control in the South and could reverse the gains blacks had made during Reconstruction.

Amnesty and Reconstruction Graphic Organizer (Completed)

Questions	Answers
Who is the author of the text? When was the document written? Is the source credible?	Abraham Lincoln wrote the document, The Proclamation of Amnesty and Reconstruction, in 1866. The source can be considered credible because it was written by the President of the United States and submitted to the United States congress. In addition, it is a primary source document written during the time of Reconstruction.
According to the document, who does the author believe should control Reconstruction in the South?	In the document, Lincoln believes it is his responsibility to set the course of Reconstruction. "I, ABRAHAM LINCOLN, President of the United States, do proclaim, declare, and make known to all persons who have, directly or by implication, participated in the existing rebellion, except as hereinafter excepted, that a full pardon is hereby granted to them and each of them"
According to the document, how can someone who "participated in the existing rebellion" receive a presidential pardon? Be specific in your answer.	In order for someone who participated in the rebellion to receive a pardon, they must take an oath of allegiance to the United States
What percentage of people from the states in rebellion must take an oath of allegiance to the United States in order to be readmitted?	10 percent of the population – "And I do further proclaim, declare, and make known that whenever, in any of the States of Arkansas, Texas, Louisiana, Mississippi, Tennessee, Alabama, Georgia, Florida, South Carolina, and North Carolina, a number of persons, not less than one tenth in number of the votes cast in such state at the presidential election of the year of our Lord one thousand eight hundred and sixty..."
How does the author propose southern states should handle former slaves?	In the document Lincoln states that "declaring forfeitures and confiscation of property and liberation of slaves" is part of the plan for Reconstruction in the south.
Under the proposed plan of Reconstruction, who does not qualify for a pardon?	According to the document, former military officers and former state representatives who forfeited their office cannot be pardoned under the new plan. "The persons excepted from the benefits of the foregoing provisions are all who are, or shall have been, civil or diplomatic officers or agents of the so-called Confederate government; all who have left judicial stations under the United States to aid the rebellion; all who are, or shall have been, military or naval officers of said so-called Confederate government above the rank of colonel in the army or of lieutenant in the navy,"
What conditions must be met by the southern states in order to be readmitted into the Union?	10 percent of the population must take an oath to the United States and citizens must agree to the liberation of former slaves.

Segregation Guiding Questions (Completed)

Paragraph one	**Why did the system of segregation start?** -It was derived from the efforts of white Americans to keep African Americans in a subordinate status by denying them equal access to public facilities and ensuring that blacks lived apart from whites.
Paragraph two	**Where did segregation occur before the Civil War? What was it like?** Since most African Americans lived on plantations, segregation occurred for free blacks in the North and in some southern cities. Schools and churches were segregated, and most public places such as hotels, restaurants, and theaters were segregated too. Blacks were only allowed in as servants. **What did segregation look like during Reconstruction?** Segregation eased somewhat during Reconstruction. Reconstruction policies challenged white supremacy, because blacks gained citizenship, the right to vote, and equal protection under the law. While many public facilities remained segregated, blacks obtained access to streetcars and railroads on an integrated basis.
Paragraphs three and four	**What is "Jim Crow"?** -racial segregation that happened after Reconstruction. It is named Jim Crow after a character in a minstrel play (played by a white actor performed in black face). **What did the Supreme Court's 1883 Civil Rights Act, overturning the 1875 Civil Rights Act, spur some states to do?** -many states passed segregation laws that refused equal access to African Americans on transportation and public accommodations, making it the law for blacks to sit in the back of the bus, different train cars, and in the balcony at theaters.
Paragraph five	**What is the difference between de jure and de facto segregation?** -de jure segregation means a law has been passed making segregation legal, like it was in many southern states starting in the 1880s. De facto segregation means white segregation isn't legal, it still happens as if it were legal due to preference, housing policies, and economic disparities. **How was segregation in neighborhoods in the North enforced?** -Realtors and landlords steered blacks away from white neighborhoods and municipal ordinances and judicially enforced racial covenants signed by homeowners kept blacks out of white areas.

Analyzing the Anaconda Plan (Completed)

Who proposed the Anaconda Plan? General Winfield Scott	**What was the Anaconda Plan?** The Anaconda plan was the Union strategy to win the Civil War.
Why were other Union generals opposed to the Anaconda Plan?	Many Union generals opposed the Anaconda Plan because it was a passive military strategy. Other Union generals wanted to invade the South and defeat them with the Union's overwhelming military and industrial might.
	What were the two main objectives of the Anaconda Plan? blockading southern ports, controlling the Mississippi river
What was the purpose of the blockade? The south would have been slowly deprived of food and supplies by the Union blockade.	**Why did the North want to control the Mississippi River?** The North wanted to take control of the Mississippi River in order to cut the South into two parts.
In your opinion, was the Anaconda Plan an effective military strategy? Answers will vary	