

School is out, but learning continues!



GRADE 11

ACADEMIC ENRICHMENT - DECEMBER 2016

Clayton County Public Schools



Clayton County Public Schools

Chief Academic Office

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Dear Parents:

The Georgia Milestone Assessment System (GMAS) is a more demanding assessment system. The assessment system measures student performance on more rigorous curriculum based on the Georgia Standards of Excellence. The Division of Teaching and Learning is providing academic enrichment tasks for students to complete during winter break in order to support their learning, and to ensure that they continue to reinforce their learning. The assignments focus on writing because constructed response and extended response questions create a more rigorous assessment of student writing ability in all grade levels. This more rigorous application of writing in all content areas is a part of Georgia Milestones.

The assignments will include grades 1-8, and high school EOC tested courses, and will be provided in all tested areas, English language arts, math, science, and social studies. Students are encouraged to read the assignments, complete the assessments and return to school in January with their finished work for teachers to review and support them in areas of need. Parents are encouraged to assist students with the completion of tasks if needed. Enrichment packets can be found on the Clayton County Public Schools website (www.clayton.k12.ga.us) and through the CCPS mobile app.

We encourage you to visit the GADOE website where you can find information on Georgia Milestones, including a helpful video that explains the purpose for the testing system. Also, you will find additional resources on the Clayton County Public Schools website, including a Parent's Guide to the Georgia Milestones, translated in Vietnamese, Spanish and English.

Thank you for your attention to this matter, and best wishes for the success of our children.

Regards.

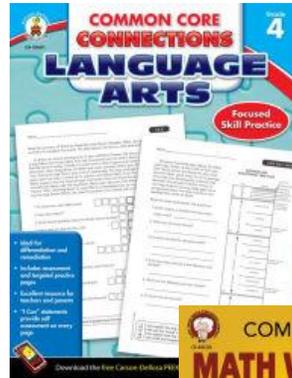
Folasade Oladele, Ed.D.

Academic Support Resources for Parents

- There are **Common Core** workbooks for Mathematics and Language Arts that can be purchased from Carson-Dellosa Publishing.
- Workbooks are provided for Grades 3-8 at a cost of \$9.99 each.
- Workbooks can be purchased directly from the publisher's website or from Barnes and Noble.

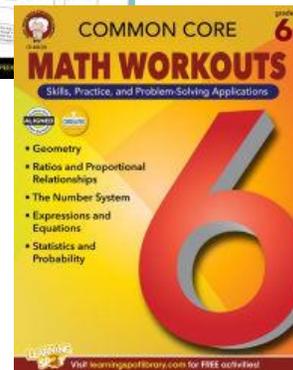
- Carson-Dellosa Publishing website

- Grades K-5
 - [Math Workbook](#)
 - [ELA Workbook](#)
- Grades 6-8
 - [Math Workbook](#)
 - [ELA Workbook](#)



- Barnes and Noble website

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 - [Math Workbook](#)
 - [ELA Workbook](#)
- Grades 6-8
 - [Math Workbook](#)
 - [ELA Workbook](#)



13 Ralph lifted his eyebrows to excuse Claude's bluntness. "See here," he said persuasively, "don't you go encouraging her into thinking she can't change her ways. Mother's entitled to all the labour-saving devices we can get her."

14 Claude rattled the thirty-odd graduated metal funnels which he was trying to fit together in their proper sequence. "Well, if this is labour-saving—"

15 The younger boy giggled and ran upstairs for his panama hat. He never quarrelled. Mrs. Wheeler sometimes said it was wonderful, how much Ralph would take from Claude.

16 After Ralph and his mother had gone off in the car, Mr. Wheeler drove to see his German neighbour, Gus Yoeder, who had just bought a blooded bull. Dan and Jerry were pitching horseshoes down behind the barn. Claude told Mahailey he was going to the cellar to put up the swinging shelf she had been wanting, so that the rats couldn't get at her vegetables.

17 "Thank you, Mr. Claude. I don't know what does make the rats so bad. The cats catches one most every day, too."

18 "I guess they come up from the barn. I've got a nice wide board down at the garage for your shelf."

19 The cellar was cemented, cool and dry, with deep closets for canned fruit and flour and groceries, bins for coal and cobs, and a dark-room full of photographer's apparatus. Claude took his place at the carpenter's bench under one of the square windows. Mysterious objects stood about him in the grey twilight; electric batteries, old bicycles and typewriters, a machine for making cement fence-posts, a vulcanizer, a stereopticon with a broken lens. The mechanical toys Ralph could not operate successfully, as well as those he had got tired of, were stored away here. If they were left in the barn, Mr. Wheeler saw them too often, and sometimes, when they happened to be in his way, he made sarcastic comments. Claude had begged his mother to let him pile this lumber into a wagon and dump it into some washout hole along the creek; but Mrs. Wheeler said he must not think of such a thing; it would hurt Ralph's feelings. Nearly every time Claude went into the cellar, he made a desperate resolve to clear the place out some day, reflecting bitterly that the money this wreckage cost would have put a boy through college decently.

[Public Domain]

1. Explain what makes the relationship between Claude and Ralph complicated. Support your answer with details from the text.

2. Willa Cather wrote the story using third person point of view. How would the excerpt be different if Ralph were narrating? Rewrite the beginning of the story from Ralph's perspective.

In this section, you will write an argumentative essay.

Currently, there is a global debate about the competing claims to rightful ownership of many ancient artifacts and treasures. Many times, for a variety of reasons, such objects are housed in museums in countries other than the country where the treasures were discovered or made. If the country of origin decides that it wants a museum to return these treasures, does a museum ever have a right to refuse that request? Some people feel that refusing such a request is truly cultural theft. Others, however, argue that there are cases when the museum, not the nation, has a stronger right to ownership.

Weigh the claims on both sides, and then write an argumentative essay, in your own words, supporting one side of the debate in which you **argue EITHER that museums must return cultural treasures to their country of origin if that country requests it OR that museums do sometimes have a right to deny those requests.** Be sure to use information from both texts in your argumentative essay.

Before you begin planning and writing, you will read two texts and answer one question about what you have read. These are the titles of the texts you will read:

1. Bring Them Home
2. Museums Preserve the Cultures of the World

As you read the texts, think about what details from the texts you might use in your argumentative essay.

Weigh the claims on both sides. Think about ideas, facts, definitions, details, and other information and examples you want to use. Think about how you will introduce your topic and what the main topic will be for each paragraph. Develop your ideas clearly and use your own words, except when quoting directly from the source texts. Be sure to identify the sources by title or number when using details or facts directly from the sources.

Now write your argumentative essay. Be sure to:

- Introduce your claim.
- Support your claim with logical reasoning and relevant evidence from the texts.
- Acknowledge and address alternate or opposing claims.
- Organize the reasons and evidence logically.
- Use words, phrases, and clauses to connect your ideas and to clarify the relationships among claims, counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.
- Check your work for correct grammar, usage, capitalization, spelling, and punctuation

Bring Them Home

The magic of museums is that they transport visitors both back in time and across continents. Museums preserve some of the most priceless treasures in the world and give many people an opportunity to view wonders they would never otherwise have seen. However, take a moment to ponder how often these artifacts from around the globe come to reside in a museum far away from the country of their origin. Most often, museums acquire objects with full cooperation from the originating country, either accepting them as donations or purchasing them outright. In addition, many museums sponsor "traveling exhibits," which means that they share their exhibits with other museums located all over the world. Unfortunately, however, there are a number of examples where museums acquired artifacts and other treasures that belong to another culture or country.

This is not to say that the museums intentionally stole these precious artifacts. In many cases, protecting the artifacts motivated the acquisition. For example, the stunning marble sculptures that once adorned the Parthenon temple in Greece were removed in the 1800s and transported to the British Museum to preserve them from further damage. The Turkish government, which then controlled Greece, gave permission for this undertaking. However, Greece has long since regained its independence and now has urgently petitioned the British Museum to return this historic art. Greece is eager to undertake the preservation of these priceless marbles. In fact a new Greek museum has a special room designed to house these statues in the hope that the country's wishes and rights will be honored.

Like Greece, Egypt also wants to recover its historical treasures. The country is negotiating with France, England, Germany, the United States, and other countries for the return of priceless pieces of its history. In some cases, the archaeologists who discovered these treasures brought them to the museums. However, in many cases thieves looted tombs and warehouses, later selling their goods to museums. Egypt claims this happened, for example, to a historically priceless burial mask purchased by a museum in St. Louis.

Greece and Egypt are not alone in their quest. Many other countries including China, Iran, India, and Turkey are seeking the return of objects important to their culture and history. Since they now have the desire and capability to preserve their treasures, they argue that it is only right that they have the treasures themselves. It is impossible to ignore the power of these arguments. Whether these relics were taken for noble reasons such as preserving them, or taken as spoils of war or colonialism, those countries currently in possession must make the moral decision to return these pieces of history to their rightful homes.

Museums Preserve the Cultures of the World

Nations petition museums regularly to return artifacts that once came from their lands. Sometimes museums agree that it is appropriate to return these items, but sometimes they do not agree. While right of ownership might seem always to belong to the country of origin, there are many legitimate reasons that a museum may decline such requests. Perhaps museum funds were used in the past to legally purchase an exhibit with the full cooperation of the native country at that time. A change in political power can motivate a "give me that back" attitude in a donor country. Perhaps the museum that houses ancient treasures is far better equipped to preserve them from destruction and deterioration. Most importantly, an excellent argument can be made that some treasures truly belong to all citizens of the world, not just to those in their country of origin.

Throughout the centuries, many priceless antiquities have been lost or severely damaged. The reasons for this often include the ravages of war, downright carelessness, and the erosion of time. For example, of the Seven Ancient Wonders, only one, the Great Pyramids, survives today. Museums protect items of historical and cultural significance. Museum professionals are experts, trained in the best ways to preserve and restore ancient art and other relics, and they are dedicated to this mission. In the 1940s, one museum curator even risked his life as part of a World War II task force charged with the mission to protect historical monuments and works of art from the war.

It is this need to preserve these irreplaceable objects that most often prevents museums from returning them. For example, Germany still refuses to return the bust of Queen Nefertiti to Egypt because such a long trip could cause irreversible damage to the ancient treasure. In other cases, the stability of the original country calls into question its ability to protect artifacts.

Imagine a world where every country kept to itself all of its ancient artifacts. The only way to experience these wonders would be to travel to each country. Most people do not have the money to do this. However, many national museums are free and others are relatively low cost. By housing important artifacts from a variety of cultures in museums around the world, people everywhere can experience a taste of the history and art that helped to mold the world they live in today.

In order to promote this experience of a world culture, museums should be supported in their desire to retain treasures that they have gathered over time. Their curators and boards of directors can be trusted to make wise decisions about which artifacts to return and which to keep. These antiquities are part of a shared history that spans many countries. They should be placed where they will be safe, cared for, and enjoyed by millions.

U.S. History: High School

Standard

SSUSH1 The student will describe European settlement in North America during the 17th century.

b. Describe the settlement of New England; include religious reasons, relations with Native Americans (e.g., King Phillip's War), the establishment of town meetings and development of a legislature, religious tensions that led to the founding of Rhode Island, the half-way covenant, Salem Witch Trials, and the loss of the Massachusetts charter and the transition to a royal colony.

This task has more than one (1) part. Read each part carefully and respond.

Be sure to complete ALL parts of the task. Use details from the excerpt AND your knowledge of social studies to support your answer. Answer with complete sentences, and use correct punctuation and grammar.

The selection below describes relations between New England colonists and Native Americans in the 17th century.

By the 1670s the appropriation of Indian land by the English and a series of hostile incidents between the Wampanoag sachem King Philip (Metacom) and the Plymouth Colony resulted in the devastating conflict known as King Philip's War

Fearing an alliance between the Narragansett and the Wampanoag, the English assembled a force of approximately 1000 soldiers and mercenaries from Massachusetts Bay, Plymouth, and Hartford and invaded Rhode Island. In doing so, they violated Rhode Island's Charter:

And it is hereby declared, that it shall not be lawful to or for the rest of the Colonies to invade or [harass] the native Indians, or any other inhabitants, inhabiting within the bounds and limits hereafter mentioned (they having subjected themselves unto us. and being by us taken into our special protection), without the knowledge and consent of the Governor and Company of our Colony of Rhode-Island and Providence Plantations.

Known as the United Colonies, this group attacked the Narragansett's principal winter settlement in the Great Swamp (South Kingstown) in December, 1675. The Great Swamp Fight, or Massacre as it is sometimes called, cost the lives of three hundred Native American men and almost four hundred women and children. This attack pushed the Narragansett into joining forces with Philip and the Wampanoag.

—National Park Service

Public Domain/National Park Service

Part A

Explain how the violation of neutrality agreements such as the Rhode Island Charter might have affected the relationship between the colonies and Native Americans.

Part B

Describe how King Philip's War shaped future relations between Native Americans and New England colonists.

U.S. History: High School

Standard

SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

b. Evaluate the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution as put forth in *The Federalist* concerning form of government, factions, checks and balances, and the power of the executive, including the roles of Alexander Hamilton and James Madison.

Read the excerpt carefully and respond.

Be sure to complete ALL parts of the task. Use details from the excerpt AND your knowledge of social studies to support your answer. Answer with complete sentences, and use correct punctuation and grammar

The excerpt below was written by James Madison in 1788.

Were the power of judging joined with the legislative, the life and liberty of the subject would be exposed to arbitrary control, for THE JUDGE would then be THE LEGISLATOR. Were it joined to the executive power, THE JUDGE might behave with all the violence of AN OPPRESSOR.

— *The Federalist* #47

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Part A

Explain how the writers of the United States Constitution addressed the concern described in the quote.