

# Packet #3

# LEARN

A NETWORK *of* COLLEGE PREP ELEMENTARY SCHOOLS

## Grade 7

This student work packet is for Weeks 5 and 6 of home learning based on your District's School Schedule. Students should be completing this packet, along with completing lessons on their math/reading online programs daily. We will continue to work on providing online learning options for as long as school is not in session. Please continue to reach out to your child's teacher if you have any questions regarding this packet or any online programs.

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*\*Chicago residents only*

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(Student Name)



Day	Date	Title	Genre	Page Started	Page Finished	Total Time

### Weekly At-Home Reading Tally

Day	Number of Minutes
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	
<b>Total Minutes This Week</b>	

Teacher Initials for Meeting Weekly Goal: \_\_\_\_\_

Your Weekly Goal is **225** minutes. Did you meet your goal? \_\_\_\_\_

Did you exceed your goal? \_\_\_\_\_  
If yes, by how many minutes? \_\_\_\_\_

What is your favorite book you read this week? Why was it your favorite?

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Day	Date	Title	Genre	Page Started	Page Finished	Total Time

### Weekly At-Home Reading Tally

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# Day 1

## Understanding Addition with Negative Integers

- 1 Between the time Iko woke up and lunchtime, the temperature rose by  $11^\circ$ . Then by the time he went to bed, the temperature dropped by  $14^\circ$ .

Write an addition expression for the temperature relative to when Iko woke up.

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Draw a model using integer chips and circle the zero pairs.

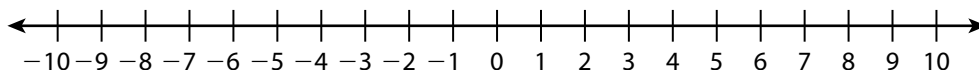
What is the value of the remaining integer chips after the zero pairs are removed?

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What is the net change in the temperature relative to when Iko woke up?

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- 2 Complete the number line model to find  $(-5) + 6$ .



$(-5) + 6 = \underline{\hspace{2cm}}$

How would the number line model be different if you wanted to find  $(-5) + (-6)$ ?

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# Royalty: Anastasia Romanov

By Biography.com Editors and A+E Networks, adapted by Newsela staff on 09.02.16

Word Count **664**

Level **1130L**



TOP: Grand Duchess Anastasia Nikolaevna of Russia; restoration completed by Crisco 1492. BOTTOM: Grand Duchess Anastasia with her mother, Tsarina Alexandra, in about 1908.

**Synopsis:** Anastasia Romanov was born in 1901, in Petrodvorets, Russia. On the night of July 16-17, 1918, she and her family were executed in Yekaterinburg, Russia. Speculation arose as to whether she and her brother, Alexei Nikolaevich, might have survived. In 1991, the bodies of her family members and servants were identified, but not hers or Alexei's. A 2007 DNA test of a second grave identified the siblings' bodies.

## Early Life

On June 18, 1901, Anastasia Nikolaevna (or Anastasiya Nikolayevna) was born in Petrodvorets, Russia — a town near St. Petersburg, formerly called Peterhof. Anastasia's mother was Princess Alix of Hesse-Darmstadt, who took the name Alexandra Fyodorovna and became known as Empress Alexandra after her marriage. Her father, Nicholas II, was Russia's final tsar, a part of the Romanov family that had ruled the country for three centuries. Anastasia's parents married in late 1894, shortly after her grandfather Tsar Alexander III died of kidney disease and her father inherited the throne.

Anastasia had three older sisters named Olga, Tatiana and Maria. Her younger brother, Alexei, was heir to the throne.

In her younger years, Anastasia received her education from her mother, who taught the girl spelling and prayers. As she grew older, Anastasia was assigned a Swiss tutor. Anastasia and Maria were looked after by a governess, while their older sisters were cared for by their mother's lady-in-waiting.

### **Family's Execution**

The tight-knit Romanov family lived peacefully at Alexander Palace until World War I, when the public became very hostile toward Nicholas II. In March 1917, as soldiers launched a mutiny and began seizing royal property, Nicholas II agreed to renounce the throne in hopes of preventing a Russian civil war. Anastasia and her family were then exiled to the Ural Mountains and placed under house arrest.

Unfortunately, a civil war could not be prevented. Bolsheviks led by Vladimir Lenin fought to replace royal rule with a new Communist government. On the night of July 16-17, 1918, the Romanov family was awakened and told to get dressed. On orders of the Supreme Soviet council of Russia, commandant of the House of Special Purpose, Yakov Yurovsky, led Anastasia and her family down to a basement. They were told they were having a photo taken to stop rumors that they had escaped. The family thought they were being protected from the approaching chaos of advancing counterrevolutionaries.

The family was surprised by a group of executioners, who opened fire on Anastasia, her parents and siblings, a few of the family's remaining servants and Anastasia's pet dog. The Romanov tradition seemed to have been silenced forever in that cold basement in Yekaterinburg, Russia.

### **Mystery**

In the years following the Romanovs' murders, speculation arose as to whether Anastasia and her brother might have survived the execution. Rumors circulated that they were shielded from the bullets by family jewels that had been sewn into their clothing for safekeeping.

Anastasia's fate was particularly prone to these stories. A number of women claiming to be the grand duchess periodically surfaced. Among the best-known of these women was Anna Anderson (she was also known as Franziska Schanzkowska). Beginning in the early 1920s, she fought to prove herself the rightful owner of Anastasia's inheritance. Anderson's lawsuit was rejected in 1970, and the mystery of the Grand Duchess Anastasia remained unsolved.

Anastasia's dubious whereabouts inspired books, plays and movies, including an Academy Award-winning film starring legendary actress Ingrid Bergman.





In the 1970s, a scientist found a shallow grave containing the well-aged skeletons of six adults and three children. He hid these findings from the public until the Soviet Union collapsed in the early 1990s. A forensic investigation in 1991 identified the nine sets of remains as Anastasia's family members and servants, but Anastasia and her brother still appeared to be missing.

In 2007, a new DNA analysis of another grave, discovered near the first, conclusively identified Anastasia and Alexei's bones and closed the door on nearly 90 years of mystery and speculation.

## Quiz

1 People in Russia wanted to take power away from the tsar.

Which sentence from the biography BEST supports the idea outlined above?

- (A) Her father, Nicholas II, was Russia's final tsar, a part of the Romanov family that had ruled the country for three centuries.
- (B) The tight-knit Romanov family lived peacefully at Alexander Palace until World War I, when the public became very hostile toward Nicholas II.
- (C) Bolsheviks led by Vladimir Lenin fought to replace royal rule with a new Communist government.
- (D) The Romanov tradition seemed to have been silenced forever in that cold basement in Yekaterinburg, Russia.

2 Select the paragraph from the "Mystery" section of the biography that explains how the mystery surrounding Anastasia's death was solved.

3 Read the following paragraph from the section "Family's Execution."

*The family was surprised by a group of executioners, who opened fire on Anastasia, her parents and siblings, a few of the family's remaining servants and Anastasia's pet dog. The Romanov tradition seemed to have been silenced forever in that cold basement in Yekaterinburg, Russia.*

Why does the author include this paragraph in the biography?

- (A) to show the severity of the execution of the whole family
- (B) to argue that the executioners committed a serious crime
- (C) to describe interesting details about the execution
- (D) to explain the significance of the Romanov tradition

4 Why does the author include the section "Early Life"?

- (A) to explain the lifestyle that Anastasia and the whole Romanov family enjoyed
- (B) to describe the other members of the Romanov family
- (C) to detail the importance of the tsars in Russia
- (D) to give the reader context and background information on Anastasia





# Understanding Multiplication with Negative Integers

► Practice multiplying negative integers.

- 1 Find each product. Then describe any patterns you notice.

$$3 \cdot (-7) = \underline{\hspace{2cm}}$$

$$2 \cdot (-7) = \underline{\hspace{2cm}}$$

$$1 \cdot (-7) = \underline{\hspace{2cm}}$$

$$0 \cdot (-7) = \underline{\hspace{2cm}}$$

$$(-1) \cdot (-7) = \underline{\hspace{2cm}}$$

$$(-2) \cdot (-7) = \underline{\hspace{2cm}}$$

$$(-3) \cdot (-7) = \underline{\hspace{2cm}}$$

- 2 Solve each problem. Explain how you determined the sign of the products.

$$(-3)(9) = \underline{\hspace{2cm}}$$

$$(-8)(-5) = \underline{\hspace{2cm}}$$

$$(-5)(-6) = \underline{\hspace{2cm}}$$

$$(-1)(2)(-6) = \underline{\hspace{2cm}}$$

$$(-2)(-4)(-7) = \underline{\hspace{2cm}}$$

$$(-3)(-4)(-3)(-1) = \underline{\hspace{2cm}}$$

# World Leaders: Vladimir Lenin

By History.com, adapted by Newsela staff on 02.14.17

Word Count **977**

Level **1160L**



Vladimir Lenin in 1918. Photo from: Wikimedia Commons.

**Synopsis:** Born Vladimir Ilich Ulanov in 1870, Lenin was the founder of the Russian Communist Party. He was also the leader of the 1917 Bolshevik Revolution, which overthrew the Russian government. Lenin became the first head of the newly formed Union of Soviet Socialist Republics (USSR), or Soviet Union. Under his rule, the Bolsheviks took control of the Soviet economy, cracked down on their political opposition and instituted the Red Terror. Lenin is now considered one of the most influential and controversial political figures of the 20th century.

## Lenin's Brother Is Executed

Vladimir Ilich Ulyanov was born on April 10, 1870, in Simbirsk, which was later renamed Ulyanovsk in his honor. He adopted the last name Lenin in 1901 while doing underground work with his fellow communists. His family was well-educated, and Lenin, the third of six children, was close to his parents and siblings.

In 1887, Lenin's older brother, Aleksandr, was arrested and executed for being a part of a group planning to assassinate Emperor Alexander III. With his father already dead, Lenin became the head of the family.

The year of his brother's execution, Lenin enrolled at Kazan University to study law. His time there was cut short, however, when, during his first term, he was expelled for taking part in a student demonstration. Lenin was exiled to his grandfather's estate in the village of Kokushkino, where he lived with his sister Anna.

### **Lenin Becomes A Marxist**

There, Lenin immersed himself in a host of radical literature, including the work of German philosopher Karl Marx. Marx believed that capitalism made rich people richer by taking advantage of workers, who would eventually rise up against the rich because they were so unfairly treated. In capitalism, businesses compete to make more money and he thought this led to exploitation. He argued for a system called communism, in which people shared property and the control of businesses, factories and other parts of the economy. In January 1889, Lenin declared himself a Marxist.

Lenin received his law degree in 1892. He moved to the city of Samara, where his clients were mostly Russian peasants. Their struggles against what Lenin saw as an unfair legal system only reinforced his Marxist beliefs. In time, Lenin focused more of his energy on revolutionary politics, connecting with other Marxists and taking an increasingly active role in their activities.

In 1903, Lenin attended the Second Congress of the Russian Social-Democratic Labor Party. At the meeting, he argued for a streamlined party leadership community, one that would lead a network of lower party organizations and their workers. "Give us an organization of revolutionaries," Lenin said, "and we will overturn Russia!"

### **Citizens Demand Political Reform**

Lenin's call was soon echoed by others, as citizens across the country began to demand political reform. On January 9, 1905, a group of unarmed workers in St. Petersburg took their concerns directly to the city's palace to submit a petition to Emperor Nicholas II. They were met by security forces, who fired on the group, killing and wounding hundreds. The crisis set the stage for what would be called the Russian Revolution of 1905.

Hoping to calm his citizens, the emperor issued his October Manifesto, which granted some of their demands. For example, it created an elected legislative assembly — like a Congress — known as the Duma.

While many people were pleased with the reforms, Lenin was far from satisfied. He continued to fight for a real and complete revolution, which he believed could only be led by the working class. Eventually Lenin became the leader of his own group of Marxists, known as the Bolsheviks.

### **Bringing The Bolsheviks To Power**

In 1917, a tired, hungry Russia overthrew its emperors, known as the tsars. Lenin quickly denounced the country's newly formed provisional government, which had been assembled by leaders of the bourgeoisie, the class of people in society who owned all of the factories and land. Lenin instead called for a Soviet government, one that would be ruled directly by soldiers, peasants and workers.

In late 1917, Lenin led the October Revolution, which ultimately brought the Bolsheviks to power. Three years of civil war followed, with Soviet forces battling against former tsarist generals and admirals.

Lenin showed himself to be ruthless in his push to secure power. He launched what came to be known as the Red Terror, a vicious campaign used to eliminate the opposition to Soviet rule.

Despite the breadth of the opposition, Lenin came out victorious. However, the kind of country he hoped to lead never came to be. Lenin imagined a Russia that would be free of class conflict and war, but the Russia he presided over was reeling from the bloody civil war he'd helped create. Famine and poverty shaped much of society. By 1921, Lenin faced the same kind of peasant uprising he'd led several years earlier. Workers in cities and rural areas across the country went on strike, threatening the security of Lenin's government.

### **Lenin Expresses Remorse Over His Dictatorial Power**

Lenin suffered a stroke in May 1922, and then a second one in December of that year. With his health in obvious decline, Lenin turned his thoughts to how the newly formed USSR would be governed after he was gone.

Increasingly, he saw a party and government that had strayed far from its revolutionary goals. In early 1923, he issued a document in which he expressed remorse over the dictatorial power that dominated Soviet government. He was particularly disappointed with Joseph Stalin, the general secretary of the Communist Party, who had begun to amass great power, and would later become a dictator.

Lenin had another stroke before he finally died on January 21, 1924. In a testament to his standing in Russian society, his corpse was embalmed and placed in a tomb in Moscow's Red Square.



## Quiz

- 1 Read the section "Bringing The Bolsheviks To Power."
- Which sentence from the section BEST supports the idea that Lenin used brutal methods to suppress those who defied his revolution?
- (A) Lenin instead called for a Soviet government, one that would be ruled directly by soldiers, peasants and workers.
  - (B) In late 1917, Lenin led the October Revolution, which ultimately brought the Bolsheviks to power.
  - (C) He launched what came to be known as the Red Terror, a vicious campaign used to eliminate the opposition to Soviet rule.
  - (D) By 1921, Lenin faced the same kind of peasant uprising he'd led several years earlier.
- 2 Which of the following MOST influenced the early development of Lenin's political ideas?
- (A) his adoption of the last name Lenin while doing underground work with the Communist Party
  - (B) his immersion in radical literature that included the communist ideas of philosopher Karl Marx
  - (C) his time spent demonstrating with other students while enrolled in law school at Kazan University
  - (D) his work alongside Emperor Nicholas II to create the October Manifesto and make small reforms
- 3 Which of the following selections is the STRONGEST piece of evidence that Lenin's beliefs were more radical than many other Russians'?
- (A) In 1903, Lenin attended the Second Congress of the Russian Social-Democratic Labor Party. At the meeting, he argued for a streamlined party leadership community, one that would lead a network of lower party organizations and their workers.
  - (B) Lenin's call was soon echoed by others, as citizens across the country began to demand political reform. On January 9, 1905, a group of unarmed workers in St. Petersburg took their concerns directly to the city's palace to submit a petition to Emperor Nicholas II.
  - (C) While many people were pleased with the reforms, Lenin was far from satisfied. He continued to fight for a real and complete revolution, which he believed could only be led by the working class.
  - (D) Lenin imagined a Russia that would be free of class conflict and war, but the Russia he presided over was reeling from the bloody civil war he'd helped create. Famine and poverty shaped much of society.
- 4 Which of the following answer choices BEST describes Lenin's thoughts about the Soviet government near the end of his life?
- (A) Lenin realized that the government had developed a dictatorial power that was far from his original goals for Russia.
  - (B) Lenin had confidence that the Communist Party would continue to follow his early revolutionary goals for Russia.
  - (C) Lenin felt that the changes that Joseph Stalin was making were good and necessary to make Russia better for its people.
  - (D) Lenin believed that allowing the general secretary to amass great power would give more freedom to the people of Russia.





## Adding and Subtracting Positive and Negative Fractions and Decimals

- Estimate each problem to check if the student's answer is reasonable. If not, cross out the answer and write the correct answer. Show your work.

Problems	Student Answers
1 $1.3 - (-2.5)$	<del>-1.2</del> 3.8 Possible estimate: $1 - (-3) = 1 + 3 = 4$ $1.3 - (-2.5) = 1.3 + 2.5 = 3.8$
2 $-3\frac{1}{6} + 6\frac{2}{3}$	<del><math>-3\frac{1}{2}</math></del>
3 $-4.2 - (-2.9)$	<del>-1.3</del>
4 $3\frac{1}{5} - 2\frac{1}{2} + 2\frac{3}{5}$	<del><math>-3\frac{1}{3}</math></del>

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Herd Behavior

By CommonLit Staff  
2014

*"Herd behavior" is a term used to describe the tendency of individuals to think and act as a group. As you read, take notes on the causes of herd behavior.*

### Background

- [1] The term "herd behavior" comes from the behavior of animals in herds, particularly when they are in a dangerous situation such as escaping a predator. All of the animals band closely together in a group and, in panic mode, move together as a unit. It is very unusual for a member of the herd to stray from the movement of the unit.



*"Herd of Goats" by Unknown is in the public domain.*

The term also applies to human behavior, and it usually describes large numbers of people acting the same way at the same time. It often has a connotation<sup>1</sup> of irrationality, as people's actions are driven by emotion rather than by thinking through a situation. Human herd behavior can be observed at large-scale demonstrations, riots, strikes, religious gatherings, sports events, and outbreaks of mob violence. When herd behavior sets in, an individual person's judgment and opinion-forming process shut down as he or she automatically follows the group's movement and behavior.

### Examples of Herd Behavior

Herd behavior in humans is frequently observed at times of danger and panic; for example, a fire in a building often causes herd behavior, with people often suspending their individual reasoning and fleeing together in a pack. People in a crisis that requires escape will attempt to move faster than normal, copy the actions of others, interact physically with each other, and ignore alternative strategies in favor of following the mass escape trend.

Another commonly cited example of human herd behavior is the phenomenon of stock market bubbles. Large stock market trends often begin and end with a mass frenzy of buying (bubbles) or selling (crashes). Many observers see these stock market trends as examples of herding behavior because individuals are driven by emotion rather than reason to "join the crowd"; greed drives mass buying frenzies, and fear drives crashes.

1. **Connotation (noun):** an idea or quality that a word expresses in addition to its meaning

## Behavior in Crowds

- [5] A more obvious example of human herd behavior occurs in dense public crowds or mobs. Crowds that gather because of a grievance or protest can involve herding behavior that becomes violent. Psychologists posit that a “group mind” can overtake a mob and embolden people to act in ways they would not individually, increasing the likelihood that situations become violent.

Sporting events can also create herd behavior on a violent scale. The football hooliganism prevalent in Europe in the 1980s is a well-known example of sports-related herding behavior and violence. Overzealous fans of football teams often engaged in unruly or destructive behavior in the name of supporting their team and intimidating the rival team, to the extent that people involved could be badly injured or even killed.

Some historians believe that Adolf Hitler purposefully took advantage of herd behavior psychology by planting a significant number of undercover German officers in the crowds at his speeches. These officers would enthusiastically cheer for Hitler, and the rest of the crowd followed suit, making it seem as if the entire crowd supported Hitler. These speeches would then be broadcast to a larger public audience, magnifying the effect.

## Everyday Decision-Making

Herd behavior does not always have such harmful effects; it can be influential in people’s everyday, simple decisions. For example, suppose that a family is walking down the street looking for a restaurant to have dinner. If they pass a restaurant that is empty and one that is relatively crowded with patrons, they are far more likely to choose the crowded one, on the assumption that it’s better because there are more people there. Herding can be subtle in this way; it simply involves people’s tendency to follow a crowd rather than carve out an individual path in many situations.

*“Herd Behavior” by CommonLit © 2014 is licensed under CC BY-NC-SA 2.0.*

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following best summarizes the central idea of the text?
  - A. Even when acting alone, humans are not as advanced as we would like to think.
  - B. Herd behavior suggests that there are limits to human beings' free will.
  - C. The actions of a large group can greatly influence an individual's decisions.
  - D. Crowds always become violent and chaotic when individuals begin to panic.
  
2. PART B: Which of the following quotes best supports the answer to Part A?
  - A. "All of the animals band closely together in a group and, in panic mode, move together as a unit" (Paragraph 1)
  - B. "When herd behavior sets in, an individual person's judgment and opinion-forming process shut down" (Paragraph 2)
  - C. "Herd behavior in humans is frequently observed at times of danger and panic; for example, a fire in a building" (Paragraph 3)
  - D. "suppose that a family is walking down the street looking for a restaurant to have dinner" (Paragraph 8)
  
3. Which statement best describes the relationship between the stock market and herd behavior?
  - A. Stock market employees work in a constant state of anxiety, much like herding animals.
  - B. Herd behavior contributes to stock market surges and crashes because it compels stockbrokers to act on emotion rather than reason.
  - C. Both herd behavior and the stock market are motivated mainly by greed, which prevents people from using logic and reason.
  - D. Stock market bubbles and crashes are sometimes caused by herd behavior but are most often caused by fear.
  
4. Why does the author likely include the final section titled "Everyday Decision-Making" in the article?
  - A. to show how not every case of herd behavior is necessarily negative or violent
  - B. to show that herd behavior also occurs in smaller groups
  - C. to demonstrate how herd behavior allows individuals to avoid risks
  - D. to acknowledge that herd behavior is a problem that everyone faces

5. How does paragraph 7 contribute to the development of ideas in the article?

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## Day 4

# Adding and Subtracting Positive and Negative Fractions and Decimals *continued*

Problems	Student Answers
5 $5.9 - 7.3 - 10.2$	11.6
6 $-5\frac{5}{6} - (-2\frac{1}{3}) + 5\frac{1}{6}$	$1\frac{2}{3}$
7 $11.5 - 5.4 - 4.7$	-1.4
8 $-11\frac{1}{8} - 12\frac{1}{4} - (-21\frac{1}{2})$	$2\frac{1}{8}$

- 9 How does estimating an addition or subtraction problem help you know if an answer is reasonable?

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Learning to Read

By Francis Ellen Watkins Harper  
1872

*Frances Ellen Watkins Harper (1825-1911) was the child of free African-American parents. She attended the Academy for Negro Youth until she was 13 years old. In her adult life, Harper helped slaves escape through the Underground Railroad (a network of routes and safe houses used by slaves in the 19th century) and wrote for anti-slavery newspapers. As you read, take notes on the obstacles the students face while learning to read.*

[1] Very soon the Yankee<sup>1</sup> teachers  
Came down and set up school;  
But, oh! how the Rebs<sup>2</sup> did hate it,—  
It was agin' their rule.

[5] Our masters always tried to hide  
Book learning from our eyes;  
Knowledge didn't agree with slavery—  
'Twould make us all too wise.

But some of us would try to steal  
[10] A little from the book,  
And put the words together,  
And learn by hook or crook.

I remember Uncle Caldwell,  
Who took pot-liquor fat  
[15] And greased the pages of his book,  
And hid it in his hat.

And had his master ever seen  
The leaves up on his head,  
He'd have thought them greasy papers,  
[20] But nothing to be read.

And there was Mr. Turner's Ben,  
Who heard the children spell,  
And picked the words right up by heart,  
And learned to read 'em well.



*"Slaves" by elycefeliz is licensed under CC BY-NC-ND 2.0*

1. "Yankees" are people from the northern Union states. During the Civil War, Union states fought against Confederate states.
2. "Rebs" is short for "rebels." The term refers to Confederate sympathizers, who, during the Civil War, fought to maintain Southern society (including slavery).

[25] Well, the Northern folks kept sending  
    The Yankee teachers down;  
And they stood right up and helped us,  
    Though Rebs did sneer and frown.

And, I longed to read my Bible,  
[30]     For precious words it said;  
But when I begun to learn it,  
    Folks just shook their heads,

And said there is no use trying,  
    Oh! Chloe, you're too late;  
[35] But as I was rising sixty,  
    I had no time to wait.

So I got a pair of glasses,  
    And straight to work I went,  
And never stopped till I could read  
[40]     The hymns and Testament.<sup>3</sup>

Then I got a little cabin—  
    A place to call my own—  
And I felt as independent  
    As the queen upon her throne.

*Learning to Read by Francis Ellen Watkins Harper is in the public domain.*

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3. The Christian Bible is divided into two sections, the New and Old Testament.

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. Which of the following best summarizes the action of this poem?
  - A. A woman reflects on her childhood when she was denied the right to an education. She describes the great risks that she and other slaves took in order to learn.
  - B. A speaker, who was once a slave, describes how she managed to escape so that she could attend school in the North.
  - C. The narrator, a slave holder, describes her childhood growing up on a plantation in the South.
  - D. The speaker, a former slave, describes the extreme brutality she experienced under the hand of Mr. Turner, the slave master.
  
2. PART A: Which of the following best describes the author's most likely purpose for writing this poem?
  - A. To warn other slaves about certain dangerous escape routes
  - B. To teach other slaves how to avoid getting caught with papers and books
  - C. To spread awareness about the injustices of slavery and the benefits of education
  - D. To incite a rebellion against Mr. Turner and other slave holders
  
3. PART B: Choose a quote from the passage that best supports your answer to Part A.
  - A. "And put the words together, and learn by hook or crook."
  - B. "He'd have thought them greasy papers, but nothing to be read."
  - C. "Then I got a little cabin, a place to call my own."
  - D. "Knowledge didn't agree with slavery - T'would make us all too wise."
  
4. In line 9, what is the effect of the word "steal" on the overall message of the poem? Why did the poet choose to use this word? Explain your answer.

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5. Who is Mr. Turner's Ben, and how did he learn how to read? Support your answer with evidence from the text.

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6. PART A: Which of the following best describes the speaker's feeling about eventually learning how to read?
- A. The speaker feels scared that the slave masters will find out and hurt her.
  - B. The speaker feels powerful because she can access knowledge on her own.
  - C. The speaker feels unsure about how education will affect her future.
  - D. The speaker feels resentful toward the Yankees that set up schools.
7. PART B: Which of the following quotes from the poem best supports your answer to Part A?
- A. "Our masters always tried to hide / Book learning from our eyes" (line 5-6)
  - B. "They stood right up and helped us / Though the Rebs did sneer and frown." (line 26-27)
  - C. "But when I began to learn it/ Folks just shook their head." (line 31-32)
  - D. "The queen upon her throne." (line 44)
8. PART A: Which of the following best describes the poem's rhyme scheme?
- A. The poem is written in free verse. It does not follow a pattern.
  - B. The poem follows a pattern in the first half, then breaks the pattern in the second half.
  - C. The poem has an ABCB rhyme scheme. This pattern exists through the whole poem.
  - D. The poem has an ABAC ACBA rhyme scheme.
9. PART B: Which of the following best describes the effect of the rhythm and rhyme on the poem's overall meaning?
- A. The rhythm and rhyme give the poem a sing-songy tone, which matches the poem's not-so-serious message.
  - B. The rhythm and rhyme scheme contribute to the poem's serious, scary tone, which emphasizes the fear that the slaves felt when they were trying to hide books from their slave masters.
  - C. The rhythm and rhyme scheme is upbeat and contributes to the poem's positive message about self-empowerment, ingenuity, and independence.
  - D. Both B and C



## Discussion Questions

***Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.***

1. Why didn't the masters want to slaves to have knowledge? Explain your answer. Cite evidence from the text to support your answer.
2. What is the relationship between literacy (knowing how to read) and power?
3. What does this text teach us about prejudice and discrimination, education, and social mobility? Explain your answer.



Current Events Log

Day 4

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

Blank lined area for drawing and writing.

## Writing Rational Numbers as Repeating Decimals

► Write each number as a repeating decimal.

1  $\frac{1}{9}$

---

2  $-\frac{2}{11}$

---

3  $\frac{7}{11}$

---

4  $\frac{1}{3}$

---

5  $2\frac{4}{9}$

---

6  $-\frac{13}{6}$

---

7  $-1\frac{5}{6}$

---

8  $\frac{13}{99}$

---

- 9 When the denominator of a proper fraction is 99, what do you notice about the repeating digit(s) in its decimal form?

# Time Machine (1905): Russian soldiers massacre demonstrators in St. Petersburg

By Manchester Guardian, adapted by Newsela staff on 12.02.19

Word Count 736

Level 1050L



Demonstration in St. Petersburg, Russia, January 22, 1905. Photo from: Getty Images/ullstein bild Dtl

*Editor's Note: Tsar Alexander II of Russia freed the country's serfs in 1861. Serfs were workers legally bound to work on farmland owned by a lord. The end of serfdom resulted in the establishment of a permanent working class in urban areas. Peasants faced low wages, dangerous working environments and harsh 15-hour workday. In the early 1900s, workers went on strike to protest these conditions.*

*Russian protesters marched towards the Winter Palace on Sunday, January 22, 1905. They intended to present Tsar Nicholas II with a petition for better working conditions. Then soldiers of the Russian Imperial Guard fired upon the protesters, who were unarmed. These events became known as Bloody Sunday and would forever change the relationship between Russian workers and the tsar.*

*The petition described the problems Russian workers faced and proposed suggestions for improvements. It called for improved working conditions, fairer wages and an eight-hour work day. Other demands included universal suffrage and an end to the Russo-Japanese War. The*

*war between Russia and Japan was fought from 1904 to 1905 as both battled for control in Korea and Manchuria. Manchuria is a region in northeastern China and most of the war took place there.*

*Bloody Sunday led to a country-wide strike and severely damaged public opinion of Tsar Nicholas. Previously, Nicholas had been perceived as a champion of the people. This event set the foundation for the Russian Revolution, which occurred more than a decade later in 1917. The revolution concluded with the deposing and regicide of the tsar and his family and established the Soviet Union.*

*This edited portion of this first-person account of Bloody Sunday was published in the Manchester Guardian, a newspaper in England. Please note that a knout is a heavy whip that was used for punishment in imperial Russia.*

## **22 January 1905**

St. Petersburg awoke this morning to find itself in a state of siege. A more perfect and lovely day never dawned. It was five degrees below freezing; the air was crisp, and the sky almost cloudless. The gilded domes of the cathedrals and the churches, the frost-encrusted roofs, and the façades of the houses brilliantly illuminated by the sun formed a breathtaking view as I looked out of the hotel windows, wondering what the day would bring forth.

I noticed a significant change in the movements of the passers by. Instead of flocking up the steps of St. Isaac's Cathedral, as usual on Sunday morning, they were all silently winding their way in the direction of the Winter Palace. The waiter who brought me my coffee informed me that all was quiet. Certainly when I strolled out later no signs of disorder were visible anywhere. The Grand Morskai Street and the Nevski Prospect, the streets that run alongside the Winter Palace, looked as they always did on Sunday morning. However, fewer women and children were in evidence. There was also considerably less traffic than usual.

Joining in the steady stream of working men, I proceeded along the Admiralty Gardens in the direction of the Winter Palace. No observer could help but notice the look of sullen determination on every face. As the people came towards the Winter Palace they craned their necks, and attempted to see what was happening. Already a crowd of many thousands had collected, but it could not enter the square because mounted troops were stationed across each road.

The masses began to press forward threateningly, and the cavalry advanced at a walking pace, scattering the people right and left. At this point many curious observers disentangled themselves from the constantly swelling crowd and returned to their homes. I myself returned to my headquarters. On the way I passed several military patrols. In the side streets I saw many companies of soldiers joking and laughing, having wrestling matches, and going through a pantomime of knouting. Others were noisily gossiping round large fires kindled in the middle of the street.

Events have occurred such bewildering speed that the public is staggered and shocked beyond expression. Down to the last moment no one seemed to believe that anything serious was likely to happen. Clinging to their traditional trust in the efficiency of the knout, people shrugged their shoulders, and said that there would probably be a few scuffles, but that the demonstrators would

be easily dispersed. Within a space of two hours the city has been plunged into a state of open revolution.

## Quiz

1 Read the paragraph from the article.

*St. Petersburg awoke this morning to find itself in a state of siege. A more perfect and lovely day never dawned. It was five degrees below freezing; the air was crisp, and the sky almost cloudless. The gilded domes of the cathedrals and the churches, the frost-encrusted roofs, and the façades of the houses brilliantly illuminated by the sun formed a breathtaking view as I looked out of the hotel windows, wondering what the day would bring forth.*

What conclusion is BEST supported by the paragraph above?

- (A) The massacre of demonstrators was a shocking end to a bright day.
- (B) Demonstrators were protesting the wealth of the churches.
- (C) The freezing weather led to violence between soldiers and demonstrators.
- (D) St. Petersburg was a town known for its history and traditions.

2 Read the following claim.

*Down to the last moment, no one seemed to believe that anything serious was likely to happen.*

Which sentence from the article provides the BEST support for the above statement?

- (A) I noticed a significant change in the movements of the passersby.
- (B) Instead of flocking up the steps of St. Isaac's Cathedral, as usual on Sunday morning, they were all silently winding their way in the direction of the Winter Palace.
- (C) No observer could help but notice the look of sullen determination on every face.
- (D) In the side streets I saw many companies of soldiers joking and laughing, having wrestling matches, and going through a pantomime of knouting.

3 Read the paragraph from the section "23 January 1905."

*Joining in the steady stream of working men, I proceeded along the Admiralty Gardens in the direction of the Winter Palace. No observer could help but notice the look of sullen determination on every face. As the people came towards the Winter Palace they craned their necks, and attempted to see what was happening. Already a crowd of many thousands had collected, but it could not enter the square because mounted troops were stationed across each road.*

How does using the word "sullen" affect the tone of the paragraph above?

- (A) It shows that the demonstrators were curious about what might happen.
- (B) It adds a feeling of seriousness to the demonstration.
- (C) It indicates that the demonstrators were ready for violence.
- (D) It calls to mind the brightness of the day and the excitement in the air.



*Clinging to their traditional trust in the efficiency of the knout, people shrugged their shoulders, and said that there would probably be a few scuffles, but that the demonstrators would be easily dispersed.*

Which two words would BEST replace “scuffles” and “dispersed” in the selection above?

- (A) struggles; scattered
- (B) injuries; united
- (C) pranks; collected
- (D) complaints; calmed

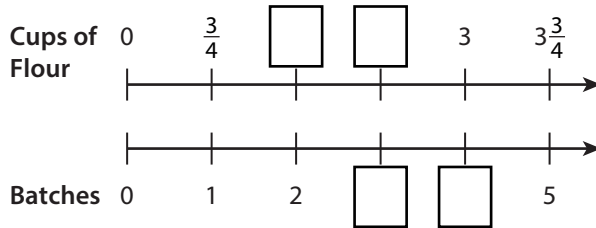




## Understanding Proportional Relationships

► Read and solve the problems. Show your work.

- 1 Josie is making pizza dough. Complete the double number line by filling in the missing values. Then write an equation that models the relationship between the total cups of flour,  $c$ , and number of batches,  $n$ . Show your work.



- 2 Lilli bought each of her friends a pair of colorful socks that cost \$5.50. Complete the table to show how much Lilli paid to buy different numbers of socks. Then write an equation that shows the total cost,  $c$ , for  $p$  pairs of socks.

<b>Cost</b>		\$11.00			
<b>Pairs of socks</b>	1	2	3		

- 3 Explain how using a table is similar to using a double number line and how it is different.
- 4 Mrs. Lopez types at a constant rate. The constant of proportionality for the relationship between the number of words she types,  $w$ , and the number of minutes she types,  $m$ , is 38. Write an equation to show this relationship.

# Bloody Sunday: Prelude to the Russian Revolution of 1917

By ThoughtCo, adapted by Newsela staff on 12.02.19

Word Count **862**

Level **1040L**

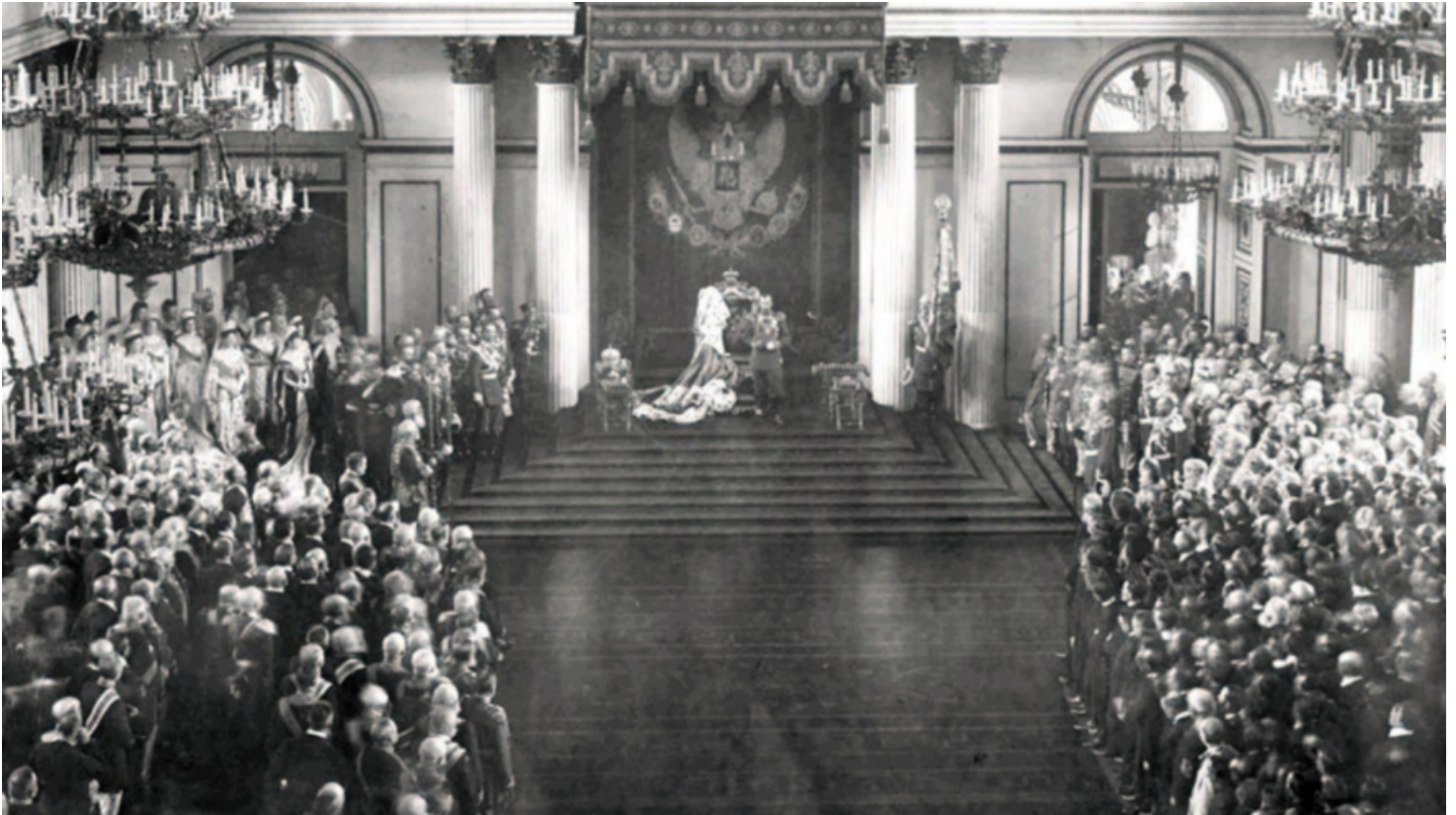


Image 1. Czar Nicholas II's opening speech before the two chambers of the State Duma in the Winter Palace, taken May 10, 1906. Photo from: Wikipedia.

## How It All Got Started

The Romanov family ruled Russia for three centuries as emperors called czars — also spelled as tsars. The Russian emperors took the name czar from "Caesar," the name for Roman emperors. Russia's borders changed during this time, but life for the average Russian remained hard and bitter.

The majority of Russians were laborers called serfs who worked the land. They could be bought or sold just like property until they were freed in 1861 by Czar Alexander II. The end of serfdom was a major event in Russia, yet it just wasn't enough.

Even after the serfs were freed, it was the czar and nobles who ruled Russia. They owned most of the land and wealth, while the average Russian remained poor and experienced horrible living and working conditions. The Russian people understandably wanted better lives, but change did not come easy.

## Early Attempts To Provoke Change

For the rest of the 19th century, Russian revolutionaries tried to use assassinations to provoke change. Some revolutionaries hoped random assassinations would create enough terror to destroy the government, while others targeted the czar. They believed killing the czar would end the monarchy.



After many failed attempts, revolutionaries assassinated Czar Alexander II in 1881 by throwing a bomb at the czar's feet. The assassination didn't end the monarchy, however. Instead, it caused a severe crackdown on all forms of revolution. While the new czar, Alexander III, attempted to enforce order, the Russian people grew even more restless.

When Nicholas II became czar in 1894, most Russians were still living in poverty and were prepared for conflict. It was almost certain that something major was going to happen, and it did, in 1905.

## Bloody Sunday And The 1905 Revolution

By 1905, not much had changed for the better, despite a rapid attempt at industrialization. New factories had created a new working class, but they too lived in horrible conditions. Major crop failures had created massive famines, and the Russian people were still miserable.

That same year, Russia suffered humiliating military defeats in the Russo-Japanese War. The military conflict brought protestors to the streets.

On January 22, 1905, approximately 200,000 workers and their families followed Russian Orthodox priest Georgy A. Gapon in a protest. They were going to take their grievances straight to the czar.

When they arrived, guards shot at the protestors without warning. In the end, about 300 people were killed and hundreds more were wounded.

As the news of "Bloody Sunday" spread, the Russian people were horrified. They responded by striking, rebelling and fighting in peasant uprisings, officially starting the Russian Revolution of 1905.



After several months of chaos, Czar Nicholas II announced the "October Manifesto," which included some major changes. Importantly, he granted Russians personal freedoms such as freedom of speech. The manifesto also called for the creation of a Duma, an elected group of lawmakers, like a parliament or congress.

These changes were enough to please the majority of the Russian people and end the 1905 Russian Revolution. Still, Nicholas II never really meant to give up any of his power. Over the next several years, he undermined the power of the Duma and remained the absolute leader of Russia.

This might not have been so bad if Nicholas II had been a good leader, but he most surely was not.

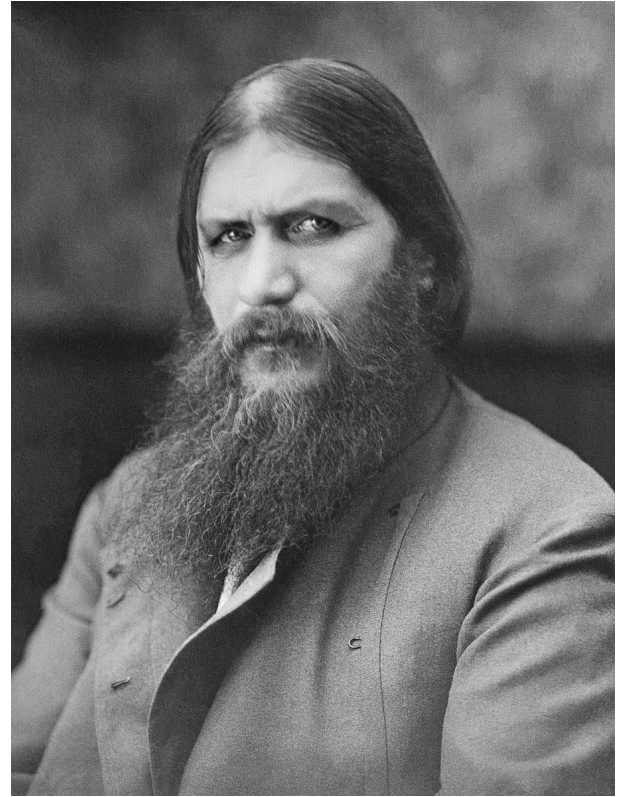
## Nicholas II And World War I

There's no doubt that Nicholas was a family man, yet even this got him into trouble. Too often, Nicholas would listen to the advice of his wife, Alexandra, instead of others. This was problematic as the Russian people didn't trust her because she was born in Germany. Alexandra's birth country became a major issue later on when Germany was Russia's enemy during World War I.

Nicholas' love for his children also became a problem. When Alexei, his only son, was diagnosed with a serious illness, Nicholas trusted a "holy man" to help the family. His name was Rasputin, but other people knew him as "the Mad Monk."

Nicholas and Alexandra both trusted Rasputin so much that Rasputin was soon influencing major political decisions. This angered both the Russian common people and the Russian nobles. Even after Rasputin was assassinated, Alexandra still attempted to communicate with the dead Rasputin.

The Russian people already hugely disliked Czar Nicholas II. Their discontent grew even more in September 1915 when he took command of Russia's troops in World War I. Granted, Russia was not doing well up to that point. However, that had more to do with bad infrastructure, food shortages and poor organization. It wasn't an issue of unskilled generals.



Still, it was different when Nicholas took control of Russia's troops. He then became personally responsible for Russia's defeats in World War I. Russia was defeated many times during the war.

By 1917, pretty much everyone wanted Czar Nicholas out, setting the stage for the Russian Revolution.

## Quiz

1 Read the following statement.

*Czar Nicholas II did not intend to have a strong legislative branch of government after the Russian Revolution of 1905.*

Which sentence from the article provides the BEST support for the statement above?

- (A) In the end, about 300 people were killed and hundreds more were wounded.
- (B) The manifesto also called for the creation of a Duma, an elected group of lawmakers, like a parliament or congress.
- (C) These changes were enough to please the majority of the Russian people and end the 1905 Russian Revolution.
- (D) Over the next several years, he undermined the power of the Duma and remained the absolute leader of Russia.

2 Which section of the article BEST explains the conditions that led to the 1905 revolution?

- (A) "How It All Got Started"
- (B) "Early Attempts To Provoke Change"
- (C) "Bloody Sunday And The 1905 Revolution"
- (D) "Nicholas II And World War I"

3 Read the following paragraph from the section "Bloody Sunday And The 1905 Revolution."

*On January 22, 1905, approximately 200,000 workers and their families followed Russian Orthodox priest Georgy A. Gapon in a protest. They were going to take their grievances straight to the czar.*

Which answer choice is the BEST definition of the word "grievances" as used in the paragraph?

- (A) questions
- (B) demands
- (C) complaints
- (D) injustices

4 Read the following paragraph from the section "Nicholas II And World War I."

*By 1917, pretty much everyone wanted Czar Nicholas out, setting the stage for the Russian Revolution.*

Why did the author use the phrase "setting the stage"?

- (A) to highlight Czar Nicholas' role in the revolution that followed
- (B) to show how most Russian people understood the events
- (C) to emphasize the dramatic nature of the Russian Revolution
- (D) to indicate that the conditions were right for the revolution



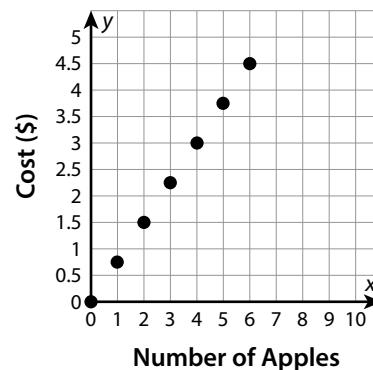




## Interpreting Graphs of Proportional Relationships

► The graph shows the cost of apples at a local market. Use the graph to answer problems 1–3.

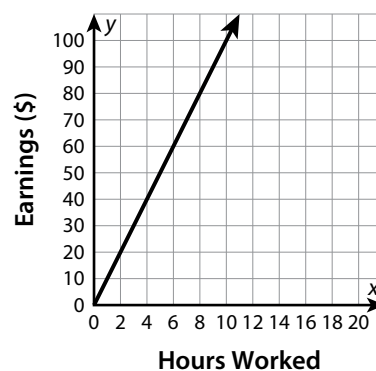
- 1 What is the cost of 1 apple and of 3 apples?  
How do you know?



- 2 What does the point  $(0, 0)$  represent in this context?
- 3 What does the point  $(2, 1.5)$  represent in this context?

► The graph shows Manuela's earnings for the number of hours she spends tutoring. Use the graph to answer problems 4 and 5.

- 4 How much does Manuela earn for each hour of tutoring?  
Explain.



- 5 Write an equation that shows the relationship between Manuela's earnings,  $y$ , and hours,  $x$ .

# Soviet Russia: the Civil War through the New Economic Policy

By Encyclopedia Britannica on 02.25.20

Word Count **1,315**

Level **MAX**



The Workers' and Peasants' Red Army, often shortened to the Red Army, before being sent to the Russian Civil War in 1919. It was created by the communist government after the Bolshevik Revolution of 1917. Photographer unknown. Photo from: Wikimedia Commons.

## Civil War (1918-1921)

One side can start a war, but it takes two to end one. The Bolsheviks found that this principle applied to themselves after October, when they expected to disengage quickly from World War I. Of the three points of their effective slogan — "Peace, land and bread" — the first proved to be the most difficult to realize. Leon Trotsky, a silver-tongued Bolshevik negotiator, had lectured the Germans and Austrians on Georg Hegel's philosophy and other abstruse subjects at Brest-Litovsk. He thought that he had time on his side. He was waiting for news of revolution in Berlin and Vienna. It never came, and the Bolsheviks found themselves at the Germans' mercy. The issue of peace or war tore the Bolsheviks apart. Vladimir Lenin favored peace at any price, believing that it was purely an interim settlement before inevitable revolution. Nikolay Bukharin, a left-wing Bolshevik in the early Soviet period, wanted revolutionary war, while Trotsky wanted neither war nor peace. Trotsky believed the Germans did not have the military muscle to advance, but they did, and eventually the very harsh peace of the Brest-Litovsk treaty was imposed on Russia. The

Socialist Revolutionaries left the coalition, and some resorted to terrorism, the target being the Bolshevik leadership. Ukraine slipped under German influence, and the Mensheviks held sway in the Caucasus. Only part of Russia — Moscow, Petrograd and much of the industrial heartland — was under Bolshevik control. The countryside belonged to the Socialist Revolutionaries. Given the Bolshevik desire to dominate the whole of Russia and the rest of the former tsarist empire, civil war was inevitable.

The Red Army was formed in February 1918, and Trotsky became its leader. He was to reveal great leadership and military skill, fashioning a rabble into a formidable fighting force. The Reds were opposed by the "Whites," anticommunists led by former imperial officers. There were also the "Greens" and the anarchists, who fought the Reds and were strongest in Ukraine; the anarchists' most talented leader was Nestor Makhno. The Allies (Britain, the United States, Italy and a host of other states) intervened on the White side and provided materials and finance. The Bolsheviks controlled the industrial heartland of Russia, and their lines of communication were short. Those of the Whites, who were dispersed all the way to the Pacific, were long. The Reds recruited many ex-tsarist officers but also produced many of their own. By mid-1920, the Reds had consolidated their hold on the country.

The feat of winning the Civil War and the organizational methods adopted to do so made a deep impact on Bolshevik thinking. Joseph Stalin, a party leader, talked about the party in terms of an army. There were political fronts, economic struggles, campaigns, and so on. The Bolsheviks were ruthless in their pursuit of victory. The Cheka (a forerunner of the notorious KGB), or political police, was formed in December 1917 to protect communist power. By the end of the Civil War, the Cheka had become a powerful force. Among the targets of the Cheka were Russian nationalists who objected strongly to the bolshevization of Russia. They regarded bolshevism as alien and based on western European and not Russian norms. Lenin was always mindful of "Great Russian" chauvinism, which was one reason he never permitted the formation of a separate Russian Communist Party apart from that of the Soviet Union. Russia, alone of the U.S.S.R.'s 15 republics, did not have its own communist party. It was belatedly founded in 1990.

### **War Communism (1918-1921)**

Lenin did not favor moving toward a socialist economy after October, because the Bolsheviks lacked the necessary economic skills. He preferred state capitalism, with capitalist managers staying in place but supervised by the workforce. Others, like Bukharin, wanted a rapid transition to a socialist economy. The Civil War caused the Bolsheviks to adopt a more severe economic policy known as War Communism, characterized chiefly by the expropriation of private business and industry and the forced requisition of grain and other food products from the peasants. The Bolsheviks subsequently clashed with the labor force, which understood socialism as industrial self-management. Ever-present hunger exacerbated the poor labor relations, and strikes became endemic, especially in Petrograd. The Bolsheviks, however, pressed ahead, using coercion as necessary. The story was the same in the countryside. Food had to be requisitioned in order to feed the cities and the Red Army. The Reds informed the peasants that it was in their best interests to supply food, because if the landlords came back the peasants would lose everything.

Soviet Russia adopted its first constitution in July 1918 and fashioned treaties with other republics such as Ukraine. The latter was vital for the economic viability of Russia, and Bolshevik will was imposed. It was also imposed in the Caucasus, where Georgia, Armenia, and Azerbaijan were tied

to Bolshevik Russia by 1921. Many communists regarded Russia as acquiring imperialist ambitions. Indeed, Moscow under the Georgian Joseph Stalin, the commissar for nationalities, regarded imperial Russia's territory as its natural patrimony. Russia lost control of the Baltic states and Finland, however. Lenin's nationality policy was based on the assumption that nations would choose to stay in a close relationship with Russia, but this proved not to be the case. Many republics wanted to be independent in order to develop their own brand of national communism. The comrade who imposed Russian dominance was, ironically, Stalin. As commissar for nationalities, he sought to ensure that Moscow rule prevailed.

### **New Economic Policy (1921-1928)**

Forced requisitioning led to peasant revolts, and the Tambov province revolt of 1920 in particular forced Lenin to change his War Communism policy. He and the Bolshevik leadership were willing to slaughter the mutinous sailors of the Kronstadt naval base in March 1921, but they could not survive if the countryside turned against them. They would simply starve to death. A tactical retreat from enforced socialism was deemed necessary, a move that was deeply unpopular with the Bolshevik rank and file. The New Economic Policy (NEP) was inaugurated at the 10th Party Congress in March 1921. A ban on factionalism in the party was also imposed. This ban was needed to prevent local party groups from overturning the decisions of the congress. The key sectors of the economy —heavy industry, communications and transport — remained in state hands, but light and consumer-goods industries were open to the entrepreneur. The monetary reform of 1923 provided a money tax that brought an end to forced requisitioning. The economy was back to its 1913 level by the mid-1920s, and this permitted a vigorous debate on the future. All Communist Party members agreed that the goal was socialism, and this meant the dominance of the industrial economy. The working class, the natural constituency of the Communist Party, had to grow rapidly. There was also the question of the country's security. Moscow lived in fear of attack during the 1920s and concluded a number of peace treaties and nonaggression pacts with neighboring and other countries.

Soviet Russia gave way to the Union of Soviet Socialist Republics (U.S.S.R.) in 1922, but this did not mean that Russia gave up its hegemony within the new state. As before, Moscow was the capital, and it dominated the union. Lenin's death in January 1924 set off a succession struggle that lasted until the end of the decade. Stalin eventually outwitted Trotsky, Lenin's natural successor, and various other contenders. Stalin, who had become general secretary of the party in 1922, used the party as a power base. The economic debate was won by those who favored rapid industrialization and forced collectivization. The NEP engendered not only a flowering of Russian culture but also that of non-Russian and non-Slavic cultures. Russia itself had been an empire with many non-Russian citizens, and the emergence of numerous national elites was a trend of considerable concern to Stalin and his leadership.

## Quiz

1 Read the list of sentences from the article.

1. *Among the targets of the Cheka were Russian nationalists who objected strongly to the bolshevization of Russia.*
2. *The Bolsheviks subsequently clashed with the labor force, which understood socialism as industrial self-management.*
3. *Ever-present hunger exacerbated the poor labor relations, and strikes became endemic, especially in Petrograd.*
4. *The Reds informed the peasants that it was in their best interests to supply food, because if the landlords came back the peasants would lose everything.*

Which two sentences taken together provide the BEST evidence to support the idea that the Bolsheviks used intimidation to enforce their Communist Party agenda?

- (A) 1 and 3
- (B) 1 and 4
- (C) 2 and 3
- (D) 2 and 4

2 According to the article, the NEP helped the Russian economy grow.

Which selection from the article BEST supports the idea outlined above?

- (A) A ban on factionalism in the party was also imposed. This ban was needed to prevent local party groups from overturning the decisions of the congress.
- (B) The key sectors of the economy —heavy industry, communications and transport — remained in state hands, but light and consumer-goods industries were open to the entrepreneur.
- (C) The monetary reform of 1923 provided a money tax that brought an end to forced requisitioning. The economy was back to its 1913 level by the mid-1920s, and this permitted a vigorous debate on the future.
- (D) All Communist Party members agreed that the goal was socialism, and this meant the dominance of the industrial economy. The working class, the natural constituency of the Communist Party, had to grow rapidly.

3 How does the author distinguish between the Red and White armies?

- (A) by outlining the ways that each of the armies treated Russian peasants living in areas that were under their control
- (B) by describing the circumstances and alliances at the end of World War I and the groups' contrasting objectives for Russia
- (C) by categorizing army officers as either under the influence of Lenin or Stalin in the years leading to the civil war
- (D) by illustrating how each of the armies' goals for developing Russia and other nations into the U.S.S.R. changed over time

How was Vladimir Lenin different from Joseph Stalin?

- (A) Lenin developed Russia's first constitution by forging treaties with nearby nations such as Ukraine, but Stalin favored isolating Russia from other members of the U.S.S.R.
- (B) Lenin militarized the Communist Party by creating a political police force and suggested that Russia should have its own Communist Party, but Stalin later reversed these decisions.
- (C) Lenin favored enforcing War Communism to control the population and feed armies during the civil war, but Stalin expressed a goal of moving toward a national socialist economy.
- (D) Lenin created policies that gave land back to farmers and allowed the member countries of the U.S.S.R. to maintain their own cultures, but Stalin opposed these policies as leader.







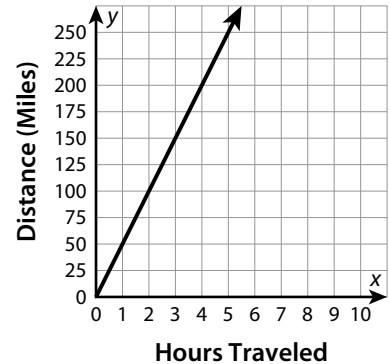
## Interpreting Graphs of Proportional Relationships *continued*

- **The graph shows the distance Jason’s family traveled on a recent road trip. Use the graph to answer problems 6–8.**

6 What is the constant of proportionality?  
Explain how you know.

7 Identify and interpret one other point on the graph.

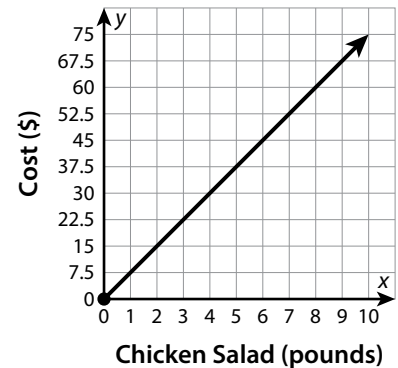
8 Write an equation that models the distance,  $d$ , traveled in  $t$  hours.



- **The graph shows the cost per pound of chicken salad. Use the graph to answer problems 9 and 10.**

9 Randy claims that he can purchase 3.5 pounds of chicken salad for \$23.50. Is he correct? Explain.

10 Explain how you can determine how much chicken salad may be purchased for \$52.50.



# Lenin versus Stalin: Their showdown over the birth of the Soviet Union

By Serhii Ploky, History.com, adapted by Newsela staff on 10.23.19

Word Count **1,281**

Level **1060L**



Image 1. Joseph Stalin (left) and Vladimir Lenin at the Eighth Congress of the Russian Communist Party, also known as the Bolsheviks, February 18, 1919. Image from the public domain

The collapse of the Soviet Union, in 1991, raised an important question: What should be the relation of the new Russian state to the now independent post-Soviet republics such as Georgia, Armenia and Ukraine?

That question has yet to be fully settled. However, it isn't a new one. The question first arose following the Russian Revolution of 1917, which overturned more than 300 years of tsarist rule and gave birth to the modern concept of Russian nationhood. The question of how exactly to define the new, post-imperial state led to a heated showdown between two of Russia's most powerful leaders: Vladimir Lenin and Joseph Stalin.

At the time, Lenin, the leader of the Bolshevik revolution, was a highly honored elder statesman; Stalin was a rising party leader with big ambitions.

## The Union Of Soviet Socialist Republics

The conflict between the two leaders came to a head in December 1922, when 2,000 delegates from all over the former Russian empire gathered in Moscow. The delegates' mission was to create a new state, the Union of Soviet Socialist Republics. That state would include Russia. It also would include the already Soviet-ized republics of Ukraine, Belarus and Transcaucasia. These republics were independent of Russia.

The road to the formation of the Soviet Union began in April of that year in Rapallo, Italy. The Bolsheviks signed their first international treaty with a Western power: Moscow and Berlin agreed to begin a new era of trade and economic cooperation. Georgy Chicherin, the Soviet Russian commissar for foreign relations, signed the document on behalf of the Russian republic, which had been formed in July 1918. However, he also attempted to sign on behalf of other Soviet republics, including Ukraine, and Belarus, whose independence the Bolsheviks had been forced to recognize.

This earlier agreement between Russia and the other Soviet republics had been signed in the midst of revolution and civil war. It declared that the Russian authorities had no right to give orders to Ukrainian institutions without the Ukrainian government's approval. Meanwhile, the Georgian communists also cried foul, insisting on their rights as the members of an independent republic. Ultimately, this overreach on the part of Soviet Russia triggered the negotiations that resulted in the formation of the USSR.

Stalin tried to offer another solution.

### **Part Of The Russian Soviet Federation?**

In August 1922, he recommended a new model of relations between the Communist Party's Central Committee, Russia, and the republics. Stalin's proposal was quite simple. Under the plan, the republics would become part of the Russian Soviet Federation. The government bodies of the Russian Federation would become the central institutions of Soviet rule, and would exercise control over the new unified state.

The republics refused to go along with this plan. Georgia led the charge against Stalin's model, claiming it was too soon for the republics to unify.

Stalin refused to budge and pushed ahead with his plan until Lenin stepped in. Lenin sided with the Georgians and Ukrainians. As far as he was concerned, incorporating the republics into the Russian Federation against the will of their leaders would be a grave mistake. It would put the Russians in the position of imperial masters. The new Union would be little better than the tsarist empire the Bolsheviks had overthrown.

Lenin's broader concerns shaped his thinking about the future of the republics. In his mind, the survival of Soviet rule was closely linked with the success of world revolution. World revolution, meanwhile, would not be possible unless the working classes and communist parties of different nations remained united. To maintain unity, the republics' desire for self-rule had to be satisfied.

### **A Union Of Soviet Republics**

Instead of enlarging the Russian Federation, Lenin proposed creating a Union of Soviet Republics of Europe and Asia. Russia and the republics would all be equals within the Union. New all-Union government bodies separate from the Russian Federation's would be developed.

Stalin somewhat agreed and admitted that an enlarged Russian Federation would create a poor image, given that the Union was supposed to be a community of equals. However, he proposed simply turning the Russian government bodies into all-Union ones. As he saw it, there was no need for whole new government structures above Russia's. However, Lenin wouldn't back down. Stalin's model proposed a return to the ethnic inequality of the past, which had already brought down the Russian Empire — and might topple the Soviet state as well.

In the end, it was Stalin who backed down. Lenin's authority in the Bolshevik Party was too great for him to question it openly. He agreed to adopt Lenin's ideas as the basis for the creation of the Union, which was officially declared at the First All-Union Congress of Soviets on December 30, 1922.

### **Lenin's Declining Health**

However, by the time the Congress was called to order, Lenin had disappeared from sight. Eight days earlier, he had suffered a major stroke and lost control of his right hand and leg.

Shortly after the stroke, a group of party officials, led by Stalin, placed strict limitations on Lenin's activities. They said the restrictions were designed to prevent the worsening of Lenin's health, but they served a political purpose, too.

Lenin did not trust Stalin to fully carry out his wishes. Barred from attending the congress, the paralyzed Lenin dictated his thoughts in a letter to be passed on to the party leadership. The document was completed the next day, December 31. In the letter, Lenin attacked Stalin's ideas and criticized the limited rights provided to the republics by the Union treaty. Lenin believed these rights were not enough to stop the rise of Russian nationalism.

In Lenin's view, Russian nationalists posed the main threat to the unity of the state. Lenin believed he would be able to satisfy the regional nationalists by giving them local autonomy within the Union. He proposed replacing the Union he had originally suggested with a looser association. In this new Union, the centralized powers would be limited to defense and international relations.

Stalin did his best to isolate Lenin from the rest of the leadership and keep his last letters secret. He also stuffed the newly created Union parliament with his supporters. Enraged, Lenin tried to enlist his fellow revolutionary leader Leon Trotsky's support in his struggle against Stalin. However, his call for help went unanswered. Lenin's note of encouragement to Georgian Bolsheviks, dictated on March 6, 1923, turned out to be his last ever. The next day, he suffered his third stroke, which left him permanently paralyzed. He died almost one year later, on January 21, 1924.

### **Father Of The Modern Russian Nation**

The Soviet Union was created in the midst of a battle between Lenin and Stalin. Ultimately, the result was a compromise. Stalin had to accept the federalist structure of the new state, but the Union was fully controlled from Moscow. The republics' parties had no more rights than regional party organizations in Russia. Russian institutions were in control.

Lenin didn't succeed in creating a loose union of republics, united only in military and foreign-policy terms. However, he won on the issue of the structure of the Union. It became the collection of separate republics he had wanted. Ironically, that victory would mostly serve Russia. It helped

give the Russians a territory, institutions, a population and an identity distinct from those of the Union as a whole. Unintentionally, Lenin became the father of the modern Russian nation.

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## Quiz

- 1 According to the article, why did Lenin oppose Stalin's ideas about Soviet rule?
- (A) because Lenin believed that the Soviet Union wouldn't be as powerful with more countries inside of it
  - (B) because Lenin believed that countries should decide to join the Soviet Union freely
  - (C) because Lenin believed that it would be more efficient to force countries to join the Soviet Union
  - (D) because Lenin believed that the Soviet Union should only include countries with Russian people

- 2 How did Lenin's illness affect Stalin?
- (A) It strengthened Stalin's position because he was seen as the protector of Lenin's ideas.
  - (B) It harmed Stalin's influence because he was trying to silence Lenin and others were skeptical of him.
  - (C) It weakened Stalin's position because he depended on Lenin's influence to help him gain power.
  - (D) It gave Stalin opportunities to silence Lenin's ideas and put forward his own.

- 3 Read the following claim.

*The Soviet Union should promote Russian cultural identity.*

How would Lenin MOST likely respond to this claim?

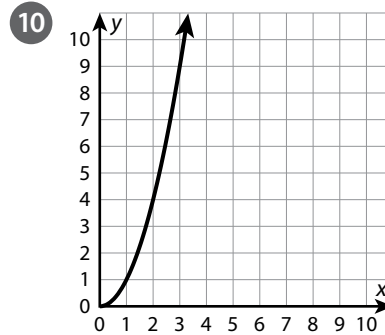
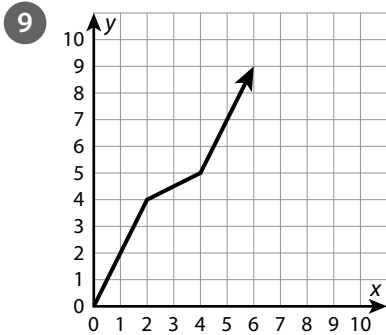
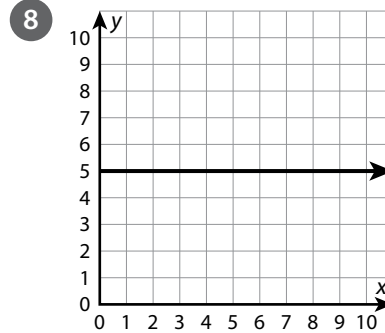
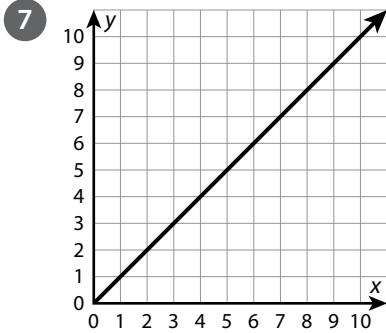
- (A) He would disagree with it, saying that ideas of Russian superiority are dangerous.
  - (B) He would disagree with it, saying that Russian culture needed to change before it was promoted.
  - (C) He would agree with it, saying that the ideals of the Soviet Union are best preserved through Russian culture.
  - (D) He would agree with it, saying that spreading Russian culture would give the Soviet Union the most power.
- 4 What is the author's purpose for writing this article?
- (A) to show how Lenin and Stalin worked together to reach a compromise about the composition of the Soviet Union
  - (B) to show how the tension between Lenin and Stalin's ideas about the future of the Union led to the eventual composition of the Soviet Union
  - (C) to emphasize how Lenin and Stalin both had dangerous ideas that would eventually be responsible for problems in the Soviet Union
  - (D) to emphasize how Stalin was a brutal leader who took advantage of Lenin to promote his own power and racial inequality







# Recognizing Graphs of Proportional Relationships *continued*



- 11 Without analyzing specific points on a graph, explain how you know whether a graph shows a proportional relationship.

# Why Czar Nicholas II and the Romanovs were assassinated

By History.com, adapted by Newsela staff on 01.15.20

Word Count **1,010**

Level **1030L**



The Romanov family, taken in Livadiya, Russia, in 1913. Czar Nicholas II (center) with his family around him (from left) Olga, Maria, Alexandra Fyodorovna, Anastasia, Alexei and Tatiana. Photo from: Wikipedia

When Nicholas Romanov was crowned czar of Russia in 1894, he seemed bewildered. "What is going to happen to me ... to all Russia?" he asked an advisor when he took the throne. "I am not prepared to be czar. I never even wanted to become one."

Twenty-four years later, he seemed just as bewildered as a group of armed thugs, members of the Bolshevik secret police, moved in to assassinate him. He had been deposed months earlier, his crown and his name taken from him and his family held captive. Even so, he did not expect to be murdered.

Unlike Czar Nicholas, historians have pieced together the full story. They know the exact reasons why the Romanov family was brutally assassinated and the events that led to their downfall.

## Russians Turn Against Nicholas II After Unpopular Decisions

The roots of the Romanov family's murder can be found in the earliest days of Nicholas' reign. The eldest son of Emperor Alexander III, Nicholas was his father's chosen heir to the throne. However, Alexander did not fully prepare his son to rule a Russia that was facing political unrest. A strict ruler with absolute power, Alexander believed that a czar had to rule with an iron fist. He forbade anyone within the Russian Empire to speak non-Russian languages, even those in places like Poland. He cracked down on the freedom of the press and weakened his people's political institutions.

As a result, Nicholas inherited an unhappy Russia. A few days after he became czar in 1894, nearly 1,400 of his subjects died during a huge stampede. They had gathered on a large field in Moscow to receive gifts and souvenirs for the ceremony, but the day ended in disaster. It was a disturbing beginning to Nicholas' reign, and his poor response earned him the nickname "Nicholas the Bloody."

Throughout his reign, Nicholas faced growing unrest from his subjects. He fought a war the people weren't behind. His government massacred nearly 100 unarmed protesters during a peaceful assembly in 1905. He struggled to maintain a civil relationship with the Duma, the representative branch of the Russian government.

### **World War I And Rasputin Erode Nicholas' Support**

Nicholas' son, the crown prince, Alexei, was born with the blood disease hemophilia. It could cause him to bleed to death from a slight cut. The family kept his disease a secret, though. The Empress Alexandra, his wife, became increasingly under the influence of Grigori Rasputin, a mystic whom she believed had saved Alexei's life. Rasputin's growing influence within the family caused suspicion among the public, who resented his power.

Then, in 1914, Russia was drawn into World War I but was unprepared for the scale of the fighting. Nicholas' subjects were horrified by the number of casualties the country suffered. Russia had the largest number of deaths in the war, with more than 1.8 million military deaths and about 1.5 million deaths of ordinary citizens.

The war eroded what little control Nicholas still had over the country. Without men at home to farm, the food system collapsed, the transportation system fell apart and the people began to riot. At first, Nicholas refused to give up the throne, but in March 1917 he stepped down.

### **Bolsheviks Imprison Imperial Family In Remote House**

In November 1917, Bolshevik revolutionaries led by Vladimir Lenin took over the government. The Romanovs found themselves in the hands of the newly formed revolutionary government.

The Romanovs' new life was dramatically different from the luxurious life they had lived in the Winter Palace in St. Petersburg. Both Nicholas and the Empress Alexandra refused to give up hope that they'd be saved. They remained hopeful even as they were held captive in a home that the Bolsheviks called "the house of special purpose."

It was a house with no bed linens, lots of dust and not enough plates or silverware. Soldiers gave them a hard time. They drew dirty images on the walls of the bathroom and covered them with insulting poems about Alexandra.

### **Romanov Family Assassinated By Bolshevik Captors**

Finally, late at night on July 17, 1918, the Romanov family was awoken and told to get ready to move. Then, unexpectedly, their captors turned on them, attacking them first with bullets, then with the butts of guns, bayonets and even their own heels and fists. All seven of the Romanovs were dead, and, with that, the Russian monarchy was finished.

It may have looked like an unplanned murder, but it was in fact a carefully planned act of violence. For days, the Romanovs' Bolshevik captors had been preparing the house for the murder. They stocked up on chemicals they would use to burn the corpses and make sure the bodies could not be recognized.

Yakov Yurovsky had coordinated and led the killings. He was personally recognized by Lenin, the head of the Bolsheviks, for the murders. While the country was informed of the czar's assassination, the public was left in the dark about the rest of the family's horrible fate, and the location of their bodies, until the fall of the Soviet Union in 1991.

Lenin, Yurovsky and the revolutionaries all saw Nicholas and the monarchy he stood for as a cancer that made it impossible for the working class to rise. Ironically, the assassinations they orchestrated to murder the monarchy for good had consequences for their cause. News that Nicholas had been assassinated almost completely overshadowed the political victories Lenin and his fellow revolutionaries had achieved. It pushed the Russian Revolution off the front page of newspapers. Also ironic, the deaths of Nicholas, Alexandra and their five children made many Russians wish for the return of the monarchy.

Even today, there are some in Russian society who want to restore the monarchy. There is even an oligarch who funds a school designed to prepare rich Russians for a future monarchy. Nicholas may not have known how to rule Russia. However, the monarchy he felt so unsure about has maintained some of its pull even 100 years after his murder.

## Quiz

- 1 Which section of the article BEST explains why there were major problems in Russia before Nicholas Romanov became czar?
- (A) "Russians Turn Against Nicholas II After Unpopular Decisions"
  - (B) "World War I And Rasputin Erode Nicholas' Support"
  - (C) "Bolsheviks Imprison Imperial Family In Remote House"
  - (D) "Romanov Family Assassinated By Bolshevik Captors"
- 2 Select the paragraph from the section "Romanov Family Assassinated By Bolshevik Captors" that explains WHY the revolutionaries wanted to overthrow the Russian monarchy.
- (A) It may have looked like an unplanned murder, but it was in fact a carefully planned act of violence. For days, the Romanovs' Bolshevik captors had been preparing the house for the murder. They stocked up on chemicals they would use to burn the corpses and make sure the bodies could not be recognized.
  - (B) Yakov Yurovsky had coordinated and led the killings. He was personally recognized by Lenin, the head of the Bolsheviks, for the murders. While the country was informed of the czar's assassination, the public was left in the dark about the rest of the family's horrible fate, and the location of their bodies, until the fall of the Soviet Union in 1991.
  - (C) Lenin, Yurovsky and the revolutionaries all saw Nicholas and the monarchy he stood for as a cancer that made it impossible for the working class to rise. Ironically, the assassinations they orchestrated to murder the monarchy for good had consequences for their cause. News that Nicholas had been assassinated almost completely overshadowed the political victories Lenin and his fellow revolutionaries had achieved. It pushed the Russian Revolution off the front page of newspapers. Also ironic, the deaths of Nicholas, Alexandra and their five children made many Russians wish for the return of the monarchy.
  - (D) Even today, there are some in Russian society who want to restore the monarchy. There is even an oligarch who funds a school designed to prepare rich Russians for a future monarchy. Nicholas may not have known how to rule Russia. However, the monarchy he felt so unsure about has maintained some of its pull even 100 years after his murder.
- 3 According to the article, WHY did Empress Alexandra give Grigori Rasputin power in Russia?
- (A) She believed Rasputin helped Nicholas win World War I.
  - (B) She thought Rasputin had cured her son of a disease.
  - (C) She believed Rasputin was popular with the Russian people.
  - (D) She thought Rasputin would protect her family from the revolutionaries.
- 4 How did the the assassination of Nicholas affect attitudes toward the Russian monarchy?
- (A) The murder of Nicholas and his family was not well known to most people until recently.
  - (B) The murder Nicholas and his family did not change public attitudes about the Russian monarchy.
  - (C) The murder of Nicholas and his family made people in Russia more negative toward the monarchy.
  - (D) The murder of Nicholas and his family made people in Russia feel more favorable toward the monarchy.







## Solving Problems Involving Multiple Percents *continued*

- 6 Damon buys lumber worth \$562. He gets a 20% contractor's discount. The sales tax is 6%. His credit card gives him 2% off. How much does he pay?
- 7 Cindy is shopping for a television. The original price is \$612. Store A has the television on clearance for 30% off. Store B has it on clearance for 25% off, and Cindy has a 10% off coupon to use at Store B. At which store will she pay less? How much less?
- 8 John goes to a restaurant and has a bill of \$32.57. He uses a 10% off coupon on the cost of the meal. The tax is 8%. He leaves a tip of 18% on the amount before the coupon or tax is applied. How much does he spend?
- 9 Explain which situation will give you the best price: a discount of 15% and then 10% off that amount, a discount of 10% and then 15% off that amount, or a discount of 25%.

Name: \_\_\_\_\_

# World's Largest Seal

by Guy Belleranti

In the freezing ocean waters of Antarctica, the planet's largest seals make their home in a frozen world. These giants are southern elephant seals, and they can grow as long as the length of a car and weigh as much as two cars combined. The name "elephant seal" comes from both the males' enormous size and from their giant trunk-like nose, called a proboscis. Females do not have a proboscis and they are much smaller.



A thick layer of blubber keeps southern elephant seals warm in their icy habitat. The seals are clumsy on land, but in water they're graceful swimmers and incredible divers. They can easily dive 1,000 to 4,000 feet to hunt for squid, octopus, and various kinds of fish. Elephant seals are able to stay underwater for 20 minutes or more. The longest underwater session researchers observed is an amazing two hours! When they return to the surface to breathe, it's only for a few minutes. Then they dive again.

While elephant seals spend most of their time swimming, they also gather on beaches in groups called colonies. One reason they come to land is to give birth and breed. Males arrive before females. They battle for dominance, deciding who will have large harems of females. Raising their enormous bodies, the males inflate their snouts and bellow. Usually these confrontations end quickly. However, sometimes only a physical battle can settle the matter. These fights can be bloody, but permanent injury is rare.

Females arriving on land give birth to a single pup they've been carrying since the previous year. Newborns weigh about 90 pounds. The mother nurses her pup for a little over three weeks. After this, she breeds with a dominant male and then returns to the sea to feed. Her pup now weighs well over 200 pounds and is on its own. If it survives, it too will enter the sea within a couple of months.

A second reason elephant seals come to land is to molt. When they molt, they shed old skin and fur and new skin and fur grows.

A smaller species, the northern elephant seal, lives in the Pacific Ocean, dispersed from Baja, California to Alaska. Both northern and southern elephant seals were once hunted nearly to extinction. However, under legal protections both have made incredible comebacks.

Name: \_\_\_\_\_

# World's Largest Seal

by Guy Belleranti



1. Based on the information in the article, describe how an elephant seal's movements are different on land than in the water.

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2. Why do male elephant seals arrive on land before females during the breeding season?

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3. According to the information in the article, describe two reasons why elephant seals come on land.

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4. How does an elephant seal obtain its food? What foods are a part of an elephant seal's diet?

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5. Based on what you read in the article, are elephant seals in danger of becoming extinct today? Why or why not?

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