



Directions:

print, complete, staple together, & submit pages: 1,3,4,5,6,9,10,11

Preview

Changes in Biodiversity

Activate Schema. Scan to see what you know about ecosystems, life on this planet and its diverse systems.

Establish a Purpose for Reading. What do you need to learn?

Vocabulary: complete page 5 before reading the selection.

Read & Integrate Knowledge

Predict Picture Relate Monitor Fix

Hundreds of years ago, before North America was split up according to states and countries, native populations lived in the many varied areas of the continent. There were jungles, forests, riverlands, dry prairies, wetlands, and many other types of geographies where people lived. There were no cities as we know them today: humans lived in tune with nature, relying on their surroundings to build shelters, hunt and gather food, and create forms of exchange (for example, shells found on beaches could be traded for animal skins).

Each Native American tribe was attuned to the specific land on which they lived, and had certain customs that utilized their land to the utmost. Native Americans living in what is now known as the Midwest relied on hunting large animals like bison for their meat and their skins. Their meat provided an important source of nourishment for many tribes, and their skins were a valuable material that was used in the production of clothes and teepees, a type of shelter. Other tribes who lived on the eastern coast of North America made extensive use of the forests there, trapping small animals and game (like deer) that lived among the trees, and farming hearty foods that could handle the changes in weather, like corn. Still other tribes, who lived in the deserts of what is now Arizona, built homes in the rocky cliffs and hills for protection.

The variety of plant and animal life in these specific environments is called biodiversity. The tribes who lived in what is now known as Seattle fished salmon, while the tribes who lived in what is now known as Maine caught crabs and lobsters. As you can see, even though each group relied on seafood, the type of fish they ate was dependent on the type of fish that was available to them. At the time we are thinking about, if you lived in Seattle, there were no restaurants you could go to and order lobster!

Now think for a moment about what this means. Let's say one year, a pod of whales was unable to go to their usual feeding area in Alaska because a school of sharks was inhabiting those waters during the whales' feeding time. So, looking for other sources of food, the whales swam down towards Seattle and noticed a large population of salmon. They ate all the salmon and, full and content, swam away to their next destination. The next week, the human tribes living in Seattle go to where the salmon usually are in order to get the first big catch of the season, and they find that no salmon are there. Instead of catching salmon, a staple of their diet, the humans must find another food source: their habitat has changed, and now the humans, like the whales before them, must adapt to their new situation.

This brings us to the very important idea of the ecosystem. An ecosystem is a very complex and delicate arrangement of plants and animals that provide nourishment for each other in a variety of ways. If one part of the ecosystem changes or is disrupted, it can affect the entire workings of an environment.

Humans have made changes to their ecosystems to serve a specific need. And in certain cases, the goal is to disrupt the population of another species within the ecosystem. However, there can be unintended consequences. One example is the use of pesticides. When American farmers began using pesticides (chemical insect-repellants) to get rid of bugs that decimated entire harvests of crops, they had no idea what the consequences would be—or whether there would be any consequences. As scientists began to study how people used certain types of chemicals for certain types of crops, they learned that there are some pesticides that are not just harmful for insects—they are harmful for humans too, and were making many people sick after they had eaten the crops that had been sprayed with those pesticides. With this knowledge, scientists were able to develop other pesticides that were less harmful for humans but were still useful in getting rid of the bugs that liked to eat humans' important crops. As you can see, the changes that humans made in the ecosystem—the biodiversity that the humans cut down on by making sure the insects left the plants alone—needed to be studied carefully so that the changes made were sure to be beneficial.

Recall

Comprehension Questions

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(circle the best answer)

1. What does biodiversity refer to?

- A chemical replants that are used to get rid of bugs
- B the scientific study of an ecosystem
- C the variety of plant and animal life in an environment
- D the large population of salmon that live near Seattle

2. What does the author explain in the passage?

- A the author explains the terms "biodiversity" and "ecosystem," giving examples of each
- B the author explains the terms "tribe" and "Native American" without giving any examples
- C the author explains the terms "pod," "school," and "wetlands," giving two examples of each
- D the author explains the terms "nourishment" and "chemical" without giving any examples

3. Changing one part of an ecosystem can affect other parts of the environment where the change is made.

What evidence from the passage supports this statement?

- A Native Americans who lived in what is now known as the Midwest hunted large animals like bison.
- B Tribes who lived in the deserts of what is now Arizona built homes in the rocky cliffs and hills.
- C When American farmers began using pesticide to harm bugs, they harmed humans as well.
- D Tribes on the West Coast of North America fished salmon, while tribes on the East Coast caught crabs and lobsters.

4. Based on the information in the passage, what can the reader conclude about biodiversity?

- A There was very little biodiversity in North America before it was split up into states and countries.
- B There was a lot of biodiversity in North America before it was split up into states and countries.
- C Biodiversity cannot be affected by human activity.
- D Biodiversity cannot be affected by changes to the ecosystem.

5. What is this passage mainly about?

- A different Native American tribes and the ways in which they obtained food
- B natural environments and the way changes can affect those environments
- C pesticides used by farmers and the harmful effects of those pesticides on humans
- D a pod of whales that cannot go to its usual feeding area in Alaska because of sharks

6. Read the following sentences: "An ecosystem is a very complex and delicate arrangement of plants and animals that provide nourishment for each other in a variety of ways. If one part of the ecosystem changes or is disrupted, it can affect the entire workings of an **environment**."

What does the word **environment** mean?

- A a species of plant or animal
- B a group of Native Americans living in the same place
- C the damage that humans can do to their surroundings
- D an area where things live

7. Choose the answer that best completes the sentence below.

Native Americans living in what is now known as the Midwest hunted large animals; _____, Native Americans living on the eastern coast caught small animals.

- A on the other hand
- B as a result
- C as an illustration
- D most importantly

8. What happened when American farmers started using pesticides to get rid of bugs?

9. According to the passage, how could a pod of whales being unable to go to their usual feeding area affect humans? Be sure to describe the full chain of events in your answer.

10. Suppose that people living by a lake decided to put a chemical in the water to get rid of a certain type of fish in the lake. Would that action be likely to affect other living things in that environment? Use evidence from the passage to explain why or why not.



Roles of the U.S. President

Preview

Activate Schema. Scan to see what you know about the Constitution, president of the U.S., and presidential powers.

Establish a Purpose for Reading. What do you need to learn?

Vocabulary: complete page 11 before reading the selection.

Read & Integrate Knowledge

Predict Picture Relate Monitor Fix

Excerpts from the United States Constitution, Article II

Section 1:

[. . .]

The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows:

No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be increased nor diminished during the Period for which he shall have been elected,

and he shall not receive within that Period any other Emolument [salary or profit] from the United States, or any of them.

Before he enter on the Execution of his Office, he shall take the following Oat or Affirmation:-- "I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

Section 2:

The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States . . . He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties provided two thirds of the Senators present and concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

[. . .]

Section 3:

He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time oof adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States

Section 4:

The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

Excerpt from the 25th Amendment

Section 1:

In case of the removal of the President from office or of his death or resignation, the Vice President shall become President.

Source:

"Transcript of the Constitution of the United States - Official Text." U.S. National Archives and Records Administration, accessed February 6, 2014. http://www.archives.gov/exhibits/charters/constitution_transcript.html

Recall

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Comprehension Questions

(circle the best answer)

1. How long is a presidential term?

- A five years
- B eight years
- C four years
- D six years

2. What does the second paragraph describe?

- A who is eligible to become President
- B the responsibilities of the President
- C what happens if the President dies in office
- D how the President will be compensated

3. The President needs the approval of the Senate to make treaties with other countries.

What evidence from the passage supports this statement?

- A "He shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls..."
- B "He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur."
- C "But the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments."
- D "He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient."

4. The President is required to be at least 35 years old. Why might this be?

- A to ensure that no children run for President
- B to ensure that he understand the needs of the people
- C to ensure that the President is healthy enough
- D to ensure the President has enough experience

5. What are these excerpts from Article II of the United States Constitution mostly about?

- A the role and responsibilities of the President
- B the creation of the United States Constitution
- C why the President must be at least 35 years old
- D the oath the President must take when he is sworn in

6. Read the following sentence: "The President, Vice President and all civil Officers of the United States, shall be removed from Office on **Impeachment** for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors."

What does the word "**impeachment**" mean?

- A the act of stealing money from the government
- B the act of charging a public official with a crime
- C the act of running for public office
- D the act of creating new laws and regulations

7. Choose the answer that best completes the sentence below.

_____ the President may take office, he must swear an oath.

- A Although
- B Finally
- C Before
- D For example

8. What happens if the President dies, resigns, or is removed from office?

9. Name two things for which the President needs the consent of Senate.

10. Why did the writers of the Constitution likely put rules in place that require the President to have approval of the Senate?

Vocabulary

Word = Useful vocabulary in this reading selection (Some are provided. You supply more).
Definition = Define each word.
Synonym = Provide a synonym for each word.
Etymology = Circle any etymological words parts in each word and define them in this column.

Word	Definition	Synonym	Etymology
executive			
vested			
eligible			
concur			
adjournment			
consent			
oath			
impeachment			
excerpt			
resignation			
treason			
misdemeanor			
bribery			
diminish			

