Day 4
The Two Travelers
By Maude Barrows Dutton
1908

Maude Barrows Dutton's book The Tortoise and the Geese includes fables and folktales originally from India. In the following folktale included in her book, two travelers must decide whether or not to complete a series of tasks to receive a reward. As you read, take notes on the tasks the travelers must complete.

[1] Two friends, Ganem and Salem, were journeying together when they came to a broad stream at the foot of a hill. The woods were near at hand, and the shade was so welcome after the heat of the desert that they halted here to rest. After they had eaten and slept, they arose to go on, when they discovered near at hand a white stone, upon which was written in curious lettering this inscription:

"Travelers, we have prepared an excellent banquet for your refreshment; but you must be bold and deserve it before you can obtain it. What you are to do is this: throw yourselves bravely into the stream and swim to the other side. You will find there a lion carved from marble. This statue you must lift upon your shoulders and, with one run, carry to the top of yonder mountain, never heeding the thorns which prick your feet nor the wild beasts that may be lurking in the bushes to devour you. When once you have gained the top of the mountain, you will find yourselves in possession of great happiness."

Ganem was truly delighted when he read these words. "See, Salem," he cried, "here lies the road which will lead us to the end of all our travels and labor. Let us start at once, and see if what the stone says be true."

Salem, however, was of another mind. "Perhaps," he made answer, "this writing is but the jest of some idle beggar. Perhaps the current of the stream runs too swiftly for any man to swim it. Perhaps the lion is too heavy to carry, even if it be there. It is almost impossible that anyone could reach the top of yonder mountain in one run. Take my word, it is not worthwhile to attempt any such mad venture." For one will have no part in it."

1. **Halt (verb):** to come to a sudden stop
2. **words (verb):** to cut into a surface
3. **formal (noun):** an evening meal for many people
4. **Obtain (verb):** to get something
5. **to take notice of**
6. **Devour (verb):** to consume something quickly and eagerly
7. **jest (noun):** a joke
8. **Idle (adjective):** without purpose; pointless
9. **risky (adjective):** a risky or dangerous journey
Nevertheless, Ganem was not to be discouraged. “My mind is fully made up to try it,” he replied, “and if you will not go with me, I must go alone.” So the two friends embraced, and Salem rode off on his camel.

He was scarcely out of sight before Ganem had stripped off his clothes and thrown himself into the stream. He soon found that he was in the midst of a whirlpool, but he kept bravely on, and at last reached the other side in safety. When he had rested a few moments on the beach, he lifted the marble lion with one mighty effort, and with one run reached the top of the mountain. Here he saw to his great surprise that he was standing before the gates of a beautiful city. He was gazing at it in admiration, when strange roars came from the inside of the lion on his shoulder. The roaring grew louder and louder, until finally the turrets\textsuperscript{10} of the city were trembling and the mountain-sides reechoing with the tumult.\textsuperscript{11} Then Ganem saw to his astonishment that great crowds of people were pouring out of the city gates. They did not seem afraid of the noise, for they all wore smiling faces. As they came nearer, Ganem saw that they were led by a group of young noblemen, who held by the rein a prancing black charger.\textsuperscript{12} Slowly they advanced and knelt before Ganem, saying, —

“Brave stranger, we beseech\textsuperscript{13} thee to put on these regal robes which we are bringing, and, mounted upon this charger, ride back with thy subjects to the city.”

Ganem, who could scarcely believe his ears, begged them to explain to him the meaning of these honors, and the noble youths replied, —

“Whenver our king dies, we place upon the stone by the river the inscription which you have read. Then we wait patiently until a traveler passes by who is brave enough to undertake the bold venture. Thus we are always assured that our king is a man who is fearless of heart and dauntless\textsuperscript{14} of purpose. We crown you to-day as King over our city.”

\textit{“The Two Travelers” from \textit{The Tortoise and the Geese} by Maude Barrows Dutton (1908) is in the public domain.}

\textsuperscript{10} a small tower on top of a larger tower or at the corner of a building or wall
\textsuperscript{11} \textit{Tumult (noun): a loud, confused noise}
\textsuperscript{12} a battle horse
\textsuperscript{13} to ask someone urgently to do something
\textsuperscript{14} \textit{Dauntless (adjective): showing fearlessness and determination}
Text-Dependent Questions

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

1. PART A: Which statement identifies the main theme of the folktale?
   A. Not all risks are worth taking.
   B. Brave actions are often rewarded.
   C. Friends come and go in life.
   D. It’s important to think before you act.

2. PART B: Which detail from the text best supports the answer to part A?
   A. "Two friends, Ganem and Salem, were journeying together, when they came to a broad stream at the foot of a hill." (Paragraph 1)
   B. "Here lies the road which will lead us to the end of all our travels and labor. Let us start at once, and see if what the stone says be true." (Paragraph 3)
   C. "This writing is but the jest of some idle beggar. Perhaps the current of the stream runs too swiftly for any man to swim it." (Paragraph 4)
   D. "Brave stranger, we beseech thee to put on these regal robes which we are bringing, and, mounted upon this charger, ride back with thy subjects to the city." (Paragraph 7)

3. How is Ganem's view about the inscription different than Salem's in the story?
   A. Ganem is eager to complete the inscription's tasks, while Salem believes the inscription might be a joke.
   B. Ganem is too greedy to care about the consequences of the inscription, while Salem is distrustful of the inscription.
   C. Ganem doesn't trust the inscription, why Salem is eager to complete the tasks and gain the rewards.
   D. Ganem is more interested in proving himself by completing the inscription's tasks, while Salem is more interested in the rewards.

4. How does paragraph 6 contribute to the overall structure of the story?
   A. It reveals how close Ganem comes to not completing the tasks.
   B. It provides the conclusion of the story, as Ganem completes the tasks.
   C. It describes Ganem overcoming the tasks outlined in the inscription.
   D. It emphasizes how scared Ganem was while completing the tasks.
5. How do the inscription's instructions in paragraph 2 contribute to the theme of the story?


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. In the folktale, Ganem is made a king because of his boldness and bravery. What other traits do you think a leader would need to rule over other people? What qualities would you want to see in your leader?

2. In the folktale, Ganem is considered brave because he completes the inscription's tasks. Do you think he was brave? Why or why not? Describe a time when you were brave.
Girls hire quinceañera dancers to guarantee spot-on salsa moves

By Dallas Morning News, adapted by NewseLA staff on 08.28.18
Word Count 844
Level 960L

DALLAS, Texas — For some girls, a quinceañera is a once-in-a-lifetime celebration of young womanhood. The event can cost nearly as much as a wedding.

For the guys in the Latin Boyz Cadets, quinceañeras are a part-time job.

Instead of working as cashiers in fast food or retail stores, these Dallas, Texas, teenagers make money by dancing in the quinceañera court. All the while, they impress teenage girls with their Latin-style dance moves. They know cumbia, bachata and salsa moves as "chambelanes," or dance partners.

The vals, or quinceañera waltz, is the key moment for the birthday girl's symbolic passage to adulthood at age 15. There's also a "baile sorpresa" or surprise dance as a part of her party.

It's a high-stakes performance, where some want a picture-perfect show.
That's leading many girls to hire their perfect dance partners instead of trying to find a family member or friend.

**Famous For Their Moves**

As a professional chambelan, 17-year-old Marco Barajas of Dallas has already performed in about 80 quinces this year.

Most of the teens have several thousand followers on social media. Girls comment with heart-eyed emojis when their favorite cadet uploads his latest selfie. Marco, who goes by Pollo (chicken), takes pride in his nearly 50,000 followers.

"My fame is 'cause of dancing," Marco said, with a smile adorned by clear braces.

Marco has danced since he was 13. The tall and slim teen has perfectly shaped eyebrows and a pompadour fade hairstyle.

The Dallas and Fort Worth area has several groups that provide similar services for quinceañeras, but the Latin Boyz Cadets are one of the most well-known.

It gives the guys a sense of financial independence, something that most in the group pride themselves on.

**Learning Routines Takes Time And Skill**

"I like buying nice clothes. Since I was 14, I don't ask my mom or dad for money," Marco said.

David Hernandez, 29, founded Latin Boyz Cadets after his dancing skills landed him in a dozen quinces as a teenager.

People underestimate the amount of time and skills it takes to put on a show, Hernandez said. The chambelanes' role of presenting the birthday girl and dancing can be a stressful experience of learning choreographed routines.

Sometimes, people drop out, adding chaos to the event planning.

That's where Hernandez saw a business opportunity. He could bring the quinceañera her perfect night with professional chambelanes who had stylish dance routines and outfits.

Hernandez was 18 when he suggested the business idea to his parents, and they immediately supported him. His mom sewed the suits for the Latin Boyz Cadets and his dad drove when needed.

After three years of making little money, Hernandez became more known in the area.

Now he's scheduled for performances through December 2019.

**They Don't Come Cheap**
Hiring the Latin Boyz Cadets comes at a premium price. Quinceañera practices and the dance performance start around $700 and go up to $1,900.

Being a cadet takes dedication.

The guys are required to practice until they're ready to perform in quinceañeras. They aren't paid for practices, but once they start dancing in shows they can make from $50 to $80 an event.

The more experienced dancers can make about $250 a weekend if they perform at three quinceañeras in a week.

Hernandez said he's seen guys who were impressive dancers from their first practice, but he is especially proud of the once-timid teens who seemed embarrassed that they couldn't dance.

"That's the best," Hernandez said. "They train so hard, and then when they perform, they're pros."

**Prepping For The Big Dance**

Big performance nights for the cadets usually start in a parking lot, with a cloud of hairspray.

Barajas and his fellow Latin Boyz Cadets shine their shoes and put on their suit jackets, rushing to get to the party by 7:30 p.m.

Hernandez looked down at his watch. The guys pull out their phones and look at their Instagram profiles one more time.

"Hey, guys! Come on, let's go, let's go!" Hernandez shouts.

The cadets line up in their suits and are assigned and then driven to their quinces.

As the night goes on, there's outfit changes and plenty of videos with partygoers.

"I don't get nervous," Barajas said of performance nights.

**The Hit Of The Party**

On cue, the cadets start marching out to the dance floor, with their hands placed behind their backs.

The teenage girls squeal as the guys come out.

The cadets might not know Heidy Navarro, the girl whose quince they're dancing at. Still, they perform with her for an hour as if they were longtime friends.

An announcer asks the audience to applaud for the boys as they finish.

The cadets leave the ballroom, jump into their cars and rush to their last Saturday night performance.

Practice for the next quinceañera starts on Sunday.

**Main Idea:**

This article is available at 5 reading levels at https://newsetla.com.
Quiz

1. Read the section "Learning Routines Takes Time And Skill."
   Select the sentence that suggests that the Latin Boyz Cadets have become a popular and successful business.
   (A) People underestimate the amount of time and skills it takes to put on a show, Hernandez said.
   (B) Sometimes, people drop out, adding chaos to the event planning.
   (C) His mom sewed the suits for the Latin Boyz Cadets and his dad drove when needed.
   (D) Now he's scheduled for performances through December 2019.

2. Read the section "They Don't Come Cheap."
   Which detail BEST supports the inference that only the most skilled dancers become paid cadets at quinceañeras?
   (A) Hiring the Latin Boyz Cadets comes at a premium price. Quinceañera practices and the dance performance start around $700 and go up to $1,900.
   (B) The guys are required to practice until they're ready to perform in quinceañeras. They aren't paid for practices, but once they start dancing in shows they can make from $50 to $80 an event.
   (C) The more experienced dancers can make about $250 a weekend if they perform at three quinceañeras in a week.
   (D) Hernandez said he's seen guys who were impressive dancers from their first practice, but he is especially proud of the once-timid teens who seemed embarrassed that they couldn't dance.

3. Read the following sentence from the introduction [paragraphs 1-6].

   It's a high-stakes performance, where some want a picture-perfect show.

   What is one way the placement of this sentence develops the role of the Latin Boyz Cadets?
   (A) It explains a problem faced by the cadets at quinceañeras.
   (B) It explains what convinces people to hire the cadets for quinceañeras.
   (C) It introduces the effect of hiring the cadets for a quinceañera.
   (D) It introduces the solutions offered by hiring cadets for a quinceañera.

4. How effective is the final section, "The Hit Of The Party," at concluding the article about the Latin Boyz Cadets?
   (A) Effective; it emphasizes the hard work and professionalism that makes the cadets popular.
   (B) Effective; it demonstrates the confidence that allows the cadets to overcome their anxiety.
   (C) Ineffective; it highlights how attitudes toward the cadets have changed over time.
   (D) Ineffective; it illustrates the problems that the cadets face going to many quinceañeras.
### Multiplication of Fractions II—Round 2

**Directions:** Determine the product of the fractions.

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### Division of Fractions II—Round 2

**Directions:** Determine the quotient of the fractions.

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Order of Operations: Exponents

Solve.

1) \(6 - 12 \div 4 + 9^2 \times 2\)

Ans = 

2) \(5^3 - 30 + 3 + 4^2\)

Ans = 

3) \(18 \div 6 + 8^2 \times 3 + 2^5\)

Ans = 

4) \(48 \div 2 \times 5 + 7^2 - 3\)

Ans = 

5) \(4 \times 5 + 3^3 - 15 \div 5\)

Ans = 

6) \(9 \times 3^2 \div 9 - 4\)

Ans = 

7) \(44 + 11 - 2^4 \div 2^3 \times 3\)

Ans = 

8) \(8 \times 4 + 10^2 \div 5\)

Ans = 

9) \(32 + 28 \div 4 \times 3^2 - 95\)

Ans = 

10) \(6^3 - 52 + 9 \times 3\)

Ans = 

<table>
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<th>Find the value of x.</th>
<th>Answers</th>
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<td>4) $47 - 3x = 32$</td>
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<td>5) $157 - 11x = 69$</td>
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<td>6) $1x + 72 = 82$</td>
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<td>7) $74 - 13x = 35$</td>
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<td>8) $73 - 3x = 55$</td>
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<td>9) $34 + 5x = 64$</td>
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<td>11) $75 + 2x = 81$</td>
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<td>12) $64 - 5x = 14$</td>
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Lesson 4.3: Writing a Scientific Argument

What was the climate of South China like during the late Carboniferous period? Student climatologists, it’s time for you to write your scientific argument. Today, you’ll review the evidence and use the Reasoning Tool to organize your thinking. Then, you’ll get to make your case to the paleontologist, Dr. Xi Yang, about whether South China was warmer or cooler during the late Carboniferous. How convincing can you make your argument?

Unit Question
• What determines the air temperature of a location on Earth?

Chapter 4 Question
• In South China during the late Carboniferous period, was the air temperature warmer or cooler than the air temperature in that location today?

Key Concepts
• Energy from the sun is transferred to Earth’s surface. Some of that energy is then transferred to the air above the surface.
• The closer a location is to the equator, the more energy it receives from the sun. Therefore, a location’s air temperature is affected by its distance from the equator.
• An effect may have more than one cause; these may be linked into a chain of causes and effects.
• When an ocean current comes from the equator, it brings warmer-than-expected water to the places it passes, and that water is warmer than the nearby air. When an ocean current comes from a pole, it brings colder-than-expected water to the places it passes, and that water is colder than the nearby air.
• Energy transfers from warmer substances to colder substances. Warmer currents transfer energy to cooler air, and warmer air transfers energy to cooler currents.
• Prevailing winds and the position of continents determine the direction of ocean currents.
• Changes to prevailing winds affect ocean currents. Changes to ocean currents affect how much energy is brought to (or taken away from) a location.

Vocabulary
• cause
• effect
• energy
• latitude
• ocean current
• prevailing wind
• temperature
• transfer
Warm-Up

Making a Convincing Argument

Guadalupe and Anthony are students studying about ocean, atmosphere, and climate at another school. Below are their arguments about the air temperature in Christchurch during El Niño years. Read and compare the two arguments, and then answer the questions.

Guadalupe's Argument

Christchurch's air temperature is cooler than usual during El Niño years because the prevailing winds are disrupted and the currents change. Therefore, the change in air temperature is caused by changing winds and currents.

Anthony's Argument

Christchurch's air temperature is cooler than usual during El Niño years because the prevailing winds are disrupted. This evidence matters because prevailing winds push the warm currents that pass Christchurch. These currents carry energy, and that energy is transferred to the air, which makes the air warmer. When prevailing winds are disrupted, they do not push the currents toward Christchurch, so the energy transfer does not happen. This makes the air temperature cooler. Therefore, the change in air temperature is caused by changing winds and changing currents.

Whose argument is more convincing? (circle one)

Guadalupe's

Anthony's

What makes one argument more convincing than the other?
Using the Reasoning Tool

Reviewing the Evidence and Choosing a Claim

1. Review your Science Seminar cards.

2. With your partner, discuss the claim you plan to support. Remember, it’s still okay to change your thinking.

*In South China during the late Carboniferous period, was the air temperature warmer or cooler than the air temperature in that location today?*

**Claim 1:** It was warmer than it is today.

**Claim 2:** It was cooler than it is today.

**Claim 3:** No difference—the air temperature was the same as it is today.

Using the Reasoning Tool to Support Your Claim

1. In the right column, record the claim that you think is best supported by the evidence. You may record your own claim if you prefer.

2. In the left column, tape the evidence cards that support your claim. You do not need to use all of the evidence cards, but you should use more than one to support your claim.

3. In the middle column, record how the evidence card in the left column connects to the claim in the right column.

<table>
<thead>
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<th>Evidence</th>
<th>This matters because... (How does this evidence support the claim?)</th>
<th>Therefore,... (claim)</th>
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Organizing Your Reasoning Tool

Before you write your argument, follow the steps below to organize your Reasoning Tool.

- Draw a circle around your strongest piece of evidence.
- Draw an X over a piece of evidence if you do not plan to use it in your argument.
- Draw an arrow to connect two pieces of evidence if you think that they go together.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>This matters because ... (How does this evidence support the claim?)</th>
<th>Therefore, ... (claim)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example Evidence Card A</td>
<td>Your ideas about how the evidence supports the claim</td>
<td>Your claim</td>
</tr>
<tr>
<td>Example Evidence Card B</td>
<td>Your ideas about how the evidence supports the claim</td>
<td></td>
</tr>
<tr>
<td>Example Evidence Card C</td>
<td>Your ideas about how the evidence supports the claim</td>
<td></td>
</tr>
</tbody>
</table>
| Evidence | This matters because ...  
(How does this evidence support the claim?) | Therefore, ...  
(claim) |
<table>
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Writing Scientific Arguments

Writing a Scientific Argument About the Air Temperature of South China

1. Review your Reasoning Tool. Include your strongest piece of evidence and connect pieces of evidence that go together.

2. Use the Scientific Argument Sentence Starters to help you explain your thinking in your argument on the next page.

*In South China during the late Carboniferous period, was the air temperature warmer or cooler than the air temperature in that location today?*

**Claim 1:** It was warmer than it is today.

**Claim 2:** It was cooler than it is today.

**Claim 3:** No difference—the air temperature was the same as it is today.

**Scientific Argument Sentence Starters**

<table>
<thead>
<tr>
<th>Describing evidence:</th>
<th>Explaining how the evidence supports the claim:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The evidence that supports my claim is . . .</td>
<td>If ___, then . . .</td>
</tr>
<tr>
<td>My first piece of evidence is . . .</td>
<td>This change caused . .</td>
</tr>
<tr>
<td>Another piece of evidence is . . .</td>
<td>This is important because . .</td>
</tr>
<tr>
<td>This evidence shows that . .</td>
<td>Since . .</td>
</tr>
<tr>
<td></td>
<td>Based on the evidence, I conclude that . .</td>
</tr>
<tr>
<td></td>
<td>This claim is stronger because . .</td>
</tr>
</tbody>
</table>
Writing Scientific Arguments (continued)

Write a scientific argument that addresses the question: In South China during the late Carboniferous period, was the air temperature warmer or cooler than the air temperature in that location today?

1. State your claim and explain your choice.
2. Use your evidence and explain how each piece supports your claim.

__________________________________________________________________________

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Writing Scientific Arguments (continued)
Homework: Revising an Argument

1. Reread your scientific argument.
2. If you need to, finish writing your argument.
3. Look for ways to make your argument clearer or more convincing.
4. Consider reading your argument aloud or having another person read it.
5. Consider these questions as you review your argument:
   • Does your argument clearly explain why you decided that South China’s air temperature in
     the late Carboniferous period was either warmer, cooler, or the same as it is today?
   • Do you describe your supporting evidence?
   • Do you thoroughly explain how the evidence supports your claim?
6. Rewrite any sections that could be clearer or more convincing.
Homework: Revising an Argument (continued)
Homework: Check Your Understanding

This is a chance for you to reflect on your learning so far. This is not a test. Be open and truthful when you respond to the questions below.

1. I understand that scientists revise claims as new evidence becomes available. (check one)
   □ yes
   □ not yet

   Explain your answer choice.

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

2. What are the most important things you have learned in this unit about what determines the air temperature of a location on Earth?

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

3. What questions do you still have?

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________