Day 6
An Introduction to Communism
By Jessica McBirney
2018

Communism is a political and social theory initially developed by the economist Karl Marx. Communism explores how goods and resources should be distributed in a society. In this informational text, Jessica McBirney further explores the political theory and the countries that have adopted it. As you read, take notes on how the countries that adopted communism were impacted by this system.

What is Communism?

Communism is a political and social idea about how a society could be organized. In simple terms, it is an idea that envisions \(^1\) a society, or group of people, where almost everything is shared equally. Decisions are made for the good of the whole group, not just for certain individuals. A truly communist society has never existed on a large scale, but the idea of communism has been around for over 150 years.

The opposite of communism is capitalism. In a capitalist society people are responsible for themselves; they earn their own money, and individuals are not expected to share unless they want to. Land, property, and goods are not equally shared. This leads to what is called a division of wealth between the rich and the poor, because some people, like movie stars for example, earn more money than others. Of course, in a capitalist society, there is not just the rich and the poor, but different groups of people between these two extremes with different levels of wealth. These different groups are known as social classes. The U.S. is a capitalist society with social classes.

In theory, communism is a society without any social classes. Property is owned by the community, and people share the same economic status. No one earns more than anyone else.

Karl Marx and the Idea of Communism

The most important communist thinker was Karl Marx. In 1848, Karl Marx, along with his colleague Friedrich Engels, wrote The Communist Manifesto. This short book laid out the beliefs of communism.

Marx argued that all of history could be explained as a struggle between social classes. In the book, Marx and Engels wrote that each society was owned or controlled by a small group of people who controlled the means of production (how things are made). This group was known as the ruling class, or bourgeoisie. The book stated that the bourgeoisie used everyone else — the majority working class, or proletariat — for cheap labor and for their own profits. The working class, though they were in the majority, didn't get to own or control much.

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1. Envision (verb): to imagine as a possibility
Marx wanted the whole world to become communist, and he predicted that the working class would start a revolution and overthrow the ruling class. After winning the revolution, the working class would then spread the wealth equally, and a communist society would be created in which everyone acted for the greater good. The idea of the communist revolution is one of the most important ideas in The Communist Manifesto.

The First Communist Society: The Russian Revolution

For 70 years, The Communist Manifesto remained just a book and an idea. Then, in 1917, communism took hold in Russia. Working class people had been moving to cities to work in factories, but living and working conditions were poor. They began to feel like the upper classes were oppressing\(^2\) them. It is not surprising, then, that a communist political party began growing in popularity.

The revolution that took place in Russia 1917 was chaotic. Revolutionaries took over the government in February, and then in October, a subgroup of revolutionaries known as the Bolsheviks took power. Over the next several years, a series of civil wars broke out. Finally, in 1922, the communist party firmly established its authority and formed the first communist country: the Soviet Union.

When Joseph Stalin took power in 1924, he quickly became a brutal dictator.\(^3\) He was suspicious of anyone who questioned communism or his authority as the country's leader, and ordered that political dissenters\(^4\) were executed. Those he did not kill were sent to Gulags, extremely harsh forced labor camps.\(^5\) Scholars estimate at least 4 million people died at Stalin's order during his 30 years of leadership.

In keeping with communist ideas, Stalin tried to centralize\(^6\) Soviet agriculture in the 1930s. The state took control of most crops, and when farm owners resisted, they were executed. A terrible famine\(^7\) spread throughout the Soviet Union in 1932 because the state chose to store and sell crops to foreign countries instead of providing food to the people. This is just one example of the Soviet leaders taking advantage of what seemed like a communist plan to help everyone.

The Soviet Union remained communist and tried to expand communism to other parts of the world — until it collapsed in 1991. Its economy never caught up to the progress of capitalist economies (like in the United States), and anywhere from 8 million to 60 million people died.

Communism in China

Communism took hold in China for similar reasons — people wanted to better their lives and felt oppressed by the classes above them. The communist political party started in 1921, but China did not become a communist nation until 1949 when Mao Zedong took power. Like Joseph Stalin, Mao cracked down on political dissent and ruthlessly held onto power.

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2. **Oppress** *(verb)*: to treat a person, or group of people, in a cruel or unfair way
3. a ruler with total power over a country, typically one who took that power by force
4. people who don't agree with something that others have accepted as official policy
5. a prison camp where people are forced to do physical labor
6. to bring control of an activity or organization under a single authority
7. extreme lack of food
After Mao's death in 1976, Chinese leaders wanted to keep the communist system of government while modernizing China's economy. Since the 1970s, China's economy has continued to develop and has become extremely competitive on the world stage, but its government remains quasi-communist, and political dissenters are still oppressed. Overall, communism in China killed at least 60 million people.

**Is there communism today?**

Communist countries still exist today, although each system looks different. China remains communist; other communist countries are Cuba, Laos, and Vietnam. Most of these places do not claim to be fully communist yet — instead, their constitutions explain they are slowly transitioning from capitalism to a purer form of communism that has yet to exist in the world so far.

North Korea is often in the news, and many Americans would consider it communist. However, it is actually a highly-centralized socialist state. It does have many characteristics similar to China and the Soviet Union, including a powerful dictator, a single political party, and widespread oppression of and violence against political dissenters.

**No Such Thing as Pure Communism**

In both the Soviet Union and China, communism as an idea gained popularity because people felt unappreciated and oppressed in their current living conditions. Communism promised hope for the future and equality with the people who ignored them or took advantage of them.

However, every actual attempt at communism so far has led to the rise of powerful dictators, mass killings, and even more extreme poverty. The communist leaders we read about today (like Joseph Stalin and Mao Zedong) did not create the ideal communist society in which everyone was equal and shared goods and resources equally. Instead, they used their positions of great authority to oppress others and boost themselves up. A true communist society, like the one Karl Marx envisioned, has never really existed.

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8. "Quasi" means almost something, but not completely the thing described.
9. a political and economic theory that supports the idea that production, distribution, and exchange should be controlled by the community as a whole
10. the state of being extremely poor
Text-Dependent Questions

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

1. PART A: Which statement identifies the central idea of the text?
   A. By fulfilling Karl Marx’s true vision of communism, citizens and their economy would no doubt thrive.
   B. Communism has been used to increase a leader’s power and keep the lower class in powerless positions.
   C. While communism and capitalism have both proved to be imperfect systems, both have provided people with power.
   D. Modern communist countries have proven that it is impossible to provide every citizen with equal goods and resources.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. “Of course, in a capitalist society, there is not just the rich and the poor, but different groups of people between these two extremes with different levels of wealth.” (Paragraph 2)
   B. “After winning the revolution, the working class would then spread the wealth equally, and a communist society would be created where everyone acted for the greater good.” (Paragraph 6)
   C. “Its economy never caught up to the progress of capitalist economies (like in the United States), and anywhere from 8 million to 60 million people died.” (Paragraph 11)
   D. “However, every actual attempt at communism so far has led to the rise of powerful dictators, mass killings, and even more extreme poverty.” (Paragraph 17)

3. Which of the following describes how communism is introduced in the text?
   A. It is defined and compared to capitalism.
   B. It is described as a potentially successful system.
   C. It is described as causing mass deaths and poverty.
   D. It is defined and described as superior to capitalism.

4. PART A: Which of the following describes the author’s point of view on communism?
   A. The author believes that communism could be beneficial to societies if it were applied correctly.
   B. The author believes that communism has been abused and has brought about more harm than good.
   C. The author believes that there is no worse political or economic system than communism.
   D. The author believes that additional countries will transition to communism in the near future.
5. PART B: Which detail from the text best supports the answer to Part A?
   A. “A truly communist society has never existed on a large scale, but the idea of communism has been around for over 150 years.” (Paragraph 1)
   B. “The book stated that the bourgeoisie used everyone else — the majority working class, or proletariat — for cheap labor and for their own profits.” (Paragraph 5)
   C. “Communism took hold in China for similar reasons — people wanted to better their lives and felt oppressed by the classes above them.” (Paragraph 12)
   D. “The communist leaders we read about today (like Joseph Stalin and Mao Zedong) did not create the ideal communist society in which everyone was equal and shared goods and resources equally.” (Paragraph 17)

6. How does the author illustrate that communism has been largely unsuccessful in the countries that have adopted it?
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 text, the author emphasizes the disadvantages of communism. Do you think there are disadvantages of its opposing political system, capitalism? If so, what are these disadvantages?

2. What do you think would happen if the United States adopted communism? Would communism by welcomed by Americans, or would Americans stand by their current form of government and economic system?

3. In the context of the passage, how are the leaders of communist countries corrupted by power? How do they use communism to further their own power and control the lives of their citizens? Do you think these leaders ever intend to achieve "pure" communism? Why or why not?

4. In what ways could communism offer security to citizens of the countries that practice it? On the other hand, how does communism infringe on an individual's rights? Do you think that if implemented as Karl Marx intended, communism could provide security and freedom? Why or why not?
No legs, no problem for Alabama teenage wrestler who went 37-0

By Washington Post, adapted by Newsela staff on 03.03.16
Word Count 678
Level 810L

Last Saturday, 18-year-old Hasaan Hawthorne beat each wrestler he competed against at a high school wrestling tournament in Huntsville, Alabama. On the mat, Hawthorne moved so quickly that his uniform was a blur of yellow and green. With a broad back and huge arms, Hawthorne pinned one opponent after another.

After the tournament, he stood atop the winner's podium. Hawthorne had a perfect 37-0 record, a state title and two stumps where his legs once had been.

Fake Legs, Real Heart

Hawthorne was born without tibias, the large, lower leg bones that allow humans to stand. His fibulas were without muscles or nerves. Fibulas are the two bones between the knee and ankle.

When Hawthorne was just 4 months old, his parents were faced with a terrifying decision. Should they allow Hawthorne's useless legs and feet to grow or remove them at the knees?

This article is available at 5 reading levels at https://newsela.com.
They chose amputation. Then, Hawthorne received the first in a long line of prosthetic, or fake, legs.

"He Knows How To Get Up"

At the advice of a doctor, Demond and Felicia Hawthorne let their son learn the hard way. They let him stumble through life on his own. If he tripped over a rock and and fell at the park, they did not pick him up. "We're like, 'Nope. Leave him alone. He knows how to get up,'" Felicia Hawthorne told the news website AL.com.

In time, Hawthorne fell less. When he was 2 or 3 years old, Hawthorne ditched his walker, and started to walk around on his hands. He climbed out of his crib and began roughhousing with his father and babysitters.

He loved to wrestle every weekend with Duke Frison, a family friend and former babysitter. Hawthorne pretended that he was a colorful World Wrestling Entertainment (WWE) character. "He would always jump on me from 'The top rope', which was also the top of the couch," said Frison. Sometimes Hawthorne would hit his head or miss. Still, "he would start laughing and go right back to having fun," added Frison.

Crazy About Sports

Despite his disability, Hawthorne was crazy about sports. When he was 5 years old, he convinced his parents to let him play baseball.

By age 11, he had turned his disability upside down.

"I think it's funner having prosthetics than real legs because you get to do more stuff," he said. "I don't like to see people sad, I like to cheer people up. I'm just like other people, just with different legs."

Hawthorne put up with nicknames like Robokid. Some kids spread rumors that he had lost his legs in a train accident.

Wrestling "Just Looked Cool"

"We teach him that life is not fair and to ... trust in God," Demond said. "We don't want Hasaan to rely on us to take away the bad guys and make the bad stuff go away."

Hawthorne started wrestling seriously in sixth grade.

"I said, 'Why can't I do it?'" Hawthorne told AL.com. "It just looked cool to me."

Wrestling allowed Hawthorne to be truly himself. He did not wear prosthetics. He wrestled on his amputated legs, or what he calls his "nubs."

Hawthorne has experienced ups and downs during his time wrestling in high school. However, he ended 11th grade strongly, and finished third in the state for his weight class.

Most Valuable Wrestler

Some people debate whether his disability is an advantage on the wrestling mat. Being legless gives him a low center of gravity. It also makes it harder for opponents to grab him. On the other
hand, Hawthorne cannot arch his back to avoid being pinned by opponents.

Either way, there is no arguing with the result. This year he was named Alabama's Most Valuable Wrestler for his weight class of 145 pounds.

Last Saturday he stood on his nubs on the awards podium. His head was just below his defeated opponents but he smiled big like an undefeated champion.

His WWE dreams are not over yet. Hawthorne hopes to go to Nationals and continue to wrestle in college.

Main Idea:
Quiz

1. Which paragraph from the section "Wrestling Just Looked Cool" supports the idea that Hawthorne was not always a champion wrestler?

2. Which sentence from the section "Most Valuable Wrestler" provides evidence of how Hawthorne sometimes benefits from his disability while wrestling?
   (A) Some people debate whether his disability is an advantage on the wrestling mat.
   (B) Being legless gives him a low center of gravity.
   (C) On the other hand, Hawthorne cannot arch his back to avoid being pinned by opponents.
   (D) His head was just below his defeated opponents but he smiled big like an undefeated champion.

3. Read the sentence from the first paragraph of the article.
   
   On the mat, Hawthorne moved so quickly that his uniform was a blur of yellow and green.

   What does the word "blur" help you understand?
   (A) how fast Hawthorne moved on the mat
   (B) how colorful Hawthorne’s uniform looked on the mat
   (C) how Hawthorne had difficulty seeing what he was doing
   (D) how Hawthorne had difficulty remembering his moves

4. Read the sentence from the section "Crazy About Sports."

   Some kids spread rumors that he had lost his legs in a train accident.

   What is the meaning of the word "rumors" in the sentence?
   (A) shocking reports
   (B) news information
   (C) untrue statements
   (D) distressing evidence
Addition of Decimals II – Round 1

**Directions:** Evaluate each expression.

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Subtraction of Decimals – Round 1

Directions: Evaluate each expression.

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<td>0.47 - 0.2</td>
</tr>
<tr>
<td>30.</td>
<td>0.47 - 0.02</td>
</tr>
<tr>
<td>31.</td>
<td>8.4 - 1</td>
</tr>
<tr>
<td>32.</td>
<td>8.4 - 0.1</td>
</tr>
<tr>
<td>33.</td>
<td>0.84 - 0.1</td>
</tr>
<tr>
<td>34.</td>
<td>7.2 - 5</td>
</tr>
<tr>
<td>35.</td>
<td>7.2 - 0.5</td>
</tr>
<tr>
<td>36.</td>
<td>0.72 - 0.5</td>
</tr>
<tr>
<td>37.</td>
<td>0.72 - 0.05</td>
</tr>
<tr>
<td>38.</td>
<td>8.6 - 7</td>
</tr>
<tr>
<td>39.</td>
<td>8.6 - 0.7</td>
</tr>
<tr>
<td>40.</td>
<td>0.86 - 0.7</td>
</tr>
<tr>
<td>41.</td>
<td>0.86 - 0.07</td>
</tr>
<tr>
<td>42.</td>
<td>5.1 - 4</td>
</tr>
<tr>
<td>43.</td>
<td>5.1 - 0.4</td>
</tr>
<tr>
<td>44.</td>
<td>0.51 - 0.4</td>
</tr>
</tbody>
</table>
Study the example showing how to find the unit rate. Then solve problems 1–7.

Example

A bus driver made 100 stops on his route in 5 days. The double number line shows the relationship between the number of stops and the number of days.

<table>
<thead>
<tr>
<th>Days</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stops</td>
<td>0</td>
<td>20</td>
<td>40</td>
<td>60</td>
<td>80</td>
<td>100</td>
<td>120</td>
<td>140</td>
<td>160</td>
</tr>
</tbody>
</table>

In the diagram, 100 and 5 represent the ratio of 100 stops to 5 days.

You can write a multiplication equation to show how 5 days and 100 stops are related.

\[ 5 \times 20 = 100 \]

1. Look at the corresponding pairs of numbers on the number lines. Write a multiplication equation to show how 3 days and 60 stops are related. Repeat for two other corresponding pairs of numbers.

2. What is the relationship between the number of stops and each corresponding number of days?

3. What is the rate of stops per day? What is the unit rate?
   - rate: ______________
   - unit rate: ______

Vocabulary

rate a ratio that compares the first quantity to only one of the second quantity.

unit rate the number in a rate that is being compared to 1.
Solve.

**Use the following situation to solve problems 4–5.**

Caroline earns $54 babysitting for 6 hours.

4 Fill in the blanks on the double number line to show the relationship between the amount of money Caroline earns and the number of hours she works.

<table>
<thead>
<tr>
<th>Money ($)</th>
<th>0</th>
<th>18</th>
<th>36</th>
<th>54</th>
<th>63</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

5 What is Caroline’s rate, in dollars per hour? What is her unit rate?

6 Ling uses 21 bananas to make 7 fruit smoothies. What is the rate that Ling uses for bananas per each smoothie? What is the unit rate? Explain how to use equivalent fractions to find the answer.

7 Kelly drove 440 miles in 8 hours. Alberto drove 468 miles in 9 hours. Both drove at a constant speed. Who drove farther in 1 hour? How many miles farther?

*Show your work.*

*Solution:*
Show Equivalent Ratios

Study the example problem showing how to find equivalent ratios. Then solve problems 1–7.

Example

Elena uses 12 red beads to make 4 bracelets. How many red beads will Elena need to make 12 bracelets? How many red beads will Elena need to make 20 bracelets?

You can make a table showing the number of bracelets that can be made with different numbers of red beads. The pairs of numbers in each column show the ratio of red beads to bracelets. Notice the ratios are all equivalent.

<table>
<thead>
<tr>
<th>Number of Red Beads</th>
<th>3</th>
<th>6</th>
<th>12</th>
<th>24</th>
<th>36</th>
<th>48</th>
<th>60</th>
<th>72</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Bracelets</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td>20</td>
<td>24</td>
</tr>
</tbody>
</table>

The table shows Elena will need 36 red beads to make 12 bracelets. Elena will need 60 red beads to make 20 bracelets.

1. How many red beads will Elena need to make 16 bracelets?

2. How many bracelets can Elena make with 24 red beads?

3. Find the rate of red beads per bracelet. Explain how you found your answer.

4. James said that he would need 25 red beads to make 75 bracelets. Is he correct? How did he get that answer?
Solve.

Use the following information to solve problems 5–7.

The list below shows how many servings of different breakfast items that a restaurant expects to sell every 15 minutes:

- Cups of coffee: 25
- Glasses of orange juice: 10
- Omelets: 6

5. How many glasses of orange juice does the restaurant expect to sell in 1 hour?

*Show your work.*

---

**Solution:**

---

6. At this rate, how long will it take to sell 200 cups of coffee?

*Show your work.*

---

**Solution:**

---

7. The restaurant serves breakfast from 6:00 AM until 10:30 AM. They sell 6 omelets every 15 minutes. Should the restaurant expect to sell more than or fewer than 100 omelets? Explain your answer.
Lesson 1.3: Investigating Condensation

It is time to begin investigating what caused Galetown to have more severe rainstorms. You know that rain falls from clouds, but have you ever wondered what causes rain? In this lesson, you will do a hands-on investigation about how and when condensation happens. You’ll then use the Weather Patterns Simulation to help answer the Investigation Question: What makes it rain?

Unit Question
• Why do some rainstorms have more rain than others?

Chapter 1 Question
• What causes the rainfall in Galetown?

Key Concepts
• When liquid water becomes warmer it can evaporate and become water vapor in the air. All air contains water.
• When water vapor in an air parcel cools, it can condense into liquid water which can form a cloud and fall as rain.

Vocabulary
• air parcel
• condensation
• energy
• evaporation
• temperature
• transfer
• water vapor
• weather

Digital Tools
• Weather Patterns Simulation
Warm-Up

Thinking About Water

Water is an important part of weather. After a rainstorm, rainwater gathers on the pavement, but soon after, it is gone.

Look at the images and answer the questions below.

Day 1

Day 2

What happened to the water in the puddle? Why?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Where did the water go?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Investigating Condensation

Why and when does condensation happen?

- Label both of your bags with the initials of a group member.
- Label one bag "cooler" and the other "room temp."
- Leaving part of the bag sealed, open the bag just enough to blow air into it.
- Blow up each bag so that it is fully inflated and seal it right away. **It is important that the same person blows into each bag.**
- When you are finished, discuss the following question with your group: **What do you think will happen to the air inside each bag?**
Simulating Condensation

Before setting up your tests, make a prediction about what you think will happen.

I predict there will be more condensation in the test that represents the air parcel (check one)

☐ at room temperature.
☐ in the cooler.

I predict more energy will transfer in the test that represents the air parcel (check one)

☐ at room temperature.
☐ in the cooler.

Why and when does condensation happen?

1. Launch the *Weather Patterns* Sim in Lab Mode.
2. With your partner, build Test 1 in the Sim.
3. Run the Simulation and observe what happens in the parcel.
4. Analyze your results. Record data in the table on the next page.
5. Repeat steps 2–4 for Test 2.
6. Answer the questions on the next page.

**Test 1:** This test represents the air parcel at room temperature.

- Surrounding Air Temperature: 20°C
- Air Parcel Temperature: 37°C
- Air Parcel Water Vapor: between medium and high

**Test 2:** This test represents the air parcel in the cooler.

- Surrounding Air Temperature: 4°C
- Air Parcel Temperature: 37°C
- Air Parcel Water Vapor: between medium and high
Simulating Condensation (continued)

<table>
<thead>
<tr>
<th>Test</th>
<th>Surrounding air temperature</th>
<th>Air temperature in the bag</th>
<th>Energy transferred out</th>
<th>Liquid water (cloud)</th>
<th>Liquid water (rain)</th>
<th>Total liquid water (cloud + rain)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>20°C (room temperature)</td>
<td>37°C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test 2</td>
<td>4°C (in the cooler)</td>
<td>37°C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which test had more condensation (water vapor turning to liquid)? (check one)

☐ Test 1 (room temperature)

☐ Test 2 (cooler)

In which test was there more energy transferred out? (check one)

☐ Test 1 (room temperature)

☐ Test 2 (cooler)

Think about the different factors in the two tests. What do you think caused one to have more condensation?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Observing and Reflecting on Condensation

Observe the bags from both tests and discuss the questions below with your group.

- **Test 1:** bag at room temperature
- **Test 2:** bag in the cooler

Discuss these questions with your group:

1. What do you observe about the results of each test?
2. What evidence do you have of energy transfer?
Homework: Applying What You Learned

Read the prompt and circle the bolded words that accurately complete the paragraph below.

One morning Alisha woke up and opened her curtains and couldn’t see out of her window. Her window was covered with liquid water droplets like in the image below. She wondered why this happened. Select from the words below to complete the paragraph and help explain why the inside of Alisha’s windows are covered with liquid water.

The air in Alisha’s house is just like an air parcel. The reason liquid water formed on her window is because the temperature of the air inside her house is \textit{(warmer than / colder than / the same as)} the temperature outside. The water vapor in the air in her house \textit{(condensed / evaporated / stayed the same)} and became liquid water drops on her window. Energy was transferred from the air \textit{(inside / outside)} her house to the air \textit{(inside / outside)}.
Homework: Reading “What Makes Water Move?”

Read and annotate the “What Makes Water Move?” article. Then, answer the questions below.

What does gravity do to cause rain to happen?


How does gravity affect water that is on the surface of Earth?


Active Reading Guidelines

1. Think carefully about what you read. Pay attention to your own understanding.
2. As you read, annotate the text to make a record of your thinking. Highlight challenging words and add notes to record questions and make connections to your own experience.
3. Examine all visual representations carefully. Consider how they go together with the text.
4. After you read, discuss what you have read with others to help you better understand the text.