

BridgePrep Academy of Village Green

A Bilingual Academy for Learning
"Where learning is a Journey"

8th Grade

Math Spring Break Packet

Student Name: _____

Main Campus

due date: Wednesday, March 30, 2016
for an Extra Credit Project grade

Name:

1. Write 0.125 as a fraction.

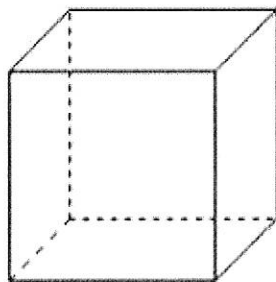
Is it a rational or irrational number?

Select One:
Rational
Irrational

Explain your reasoning.

2. List all of the integers there are between $\sqrt{13}$ and $\sqrt{50}$.

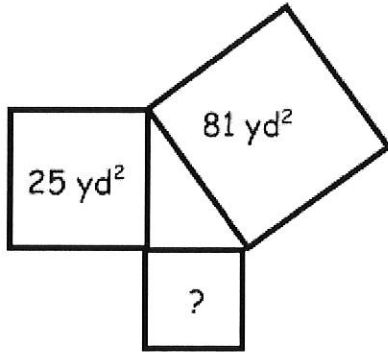
3. The volume of the cube is 512 in^3 . Find the side length of the cube. Show your work.



$V = 512$ cubic inches

Name: _____

4. In the picture below, the triangle in the center is a right triangle. What is the area of the smallest square?



5. Simplify the expression. Write your answer as a power.

$$\frac{c^3}{c^7} \cdot \frac{c^{18}}{c^{10}}$$

6. Rank the following values in order from least to greatest. Place each value in the second row of the table below.

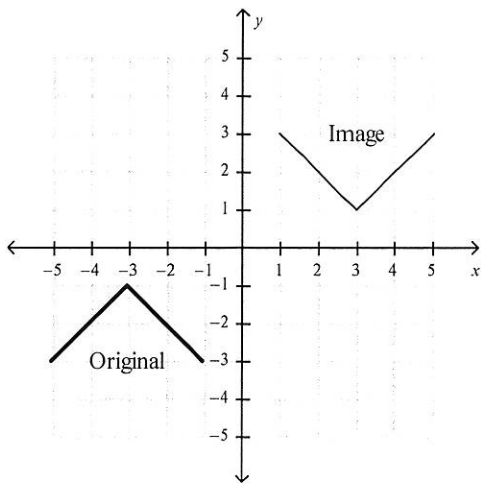
5.9×10^{-6}	5.963×10^{-6}	0.00000596	-0.006	0.0000596
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LEAST				GREATEST

Name: _____

7. Mason says that $350 + 2 \times 10^4$ can be written in scientific notation as 5.5×10^4 . Is Mason correct? Explain your answer.

8. Describe three different combinations of transformations that would transform the original figure to the image below.



A.
B.
C.

Name: _____

9. Which dilations will result in an image that is smaller than the pre-image?

a.) $(x, y) \rightarrow (2x, 2y)$

b.) $(x, y) \rightarrow (0.8x, 0.8y)$

c.) $(x, y) \rightarrow (\frac{2}{3}x,$

$\frac{2}{3}y)$

d.) $(x, y) \rightarrow (\frac{5}{4}x, \frac{5}{4}y)$

e.) $(x, y) \rightarrow (\frac{1}{5}x, \frac{1}{5}y)$

f.) $(x, y) \rightarrow (1.2x,$

$1.2y)$

10. Suppose you want to enlarge your favorite comic strip in a number of ways.

Part A: Complete the table below to accurately make the enlargements to have the same length to width ratios.

	Original Strip	Triple Size	Small Poster	Large Poster
Length (inches)	4.5		27	
Width (inches)	2.5			37.5

Part B: What is the ratio of length to width expressed as a unit rate?

Part C: Do you think the ratio of length to width would change if the original strip measurements were changed to metric measurements? Explain your answer.

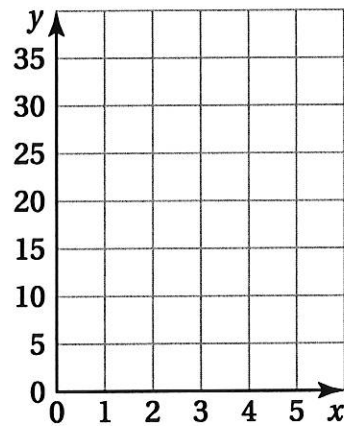
Name: _____

11. A relation between x and y is defined by the equation $y = -\frac{3}{2}x + \frac{1}{2}$, where x is the input and y is the output. Which statements about the relation are true? Select **each** correct statement.

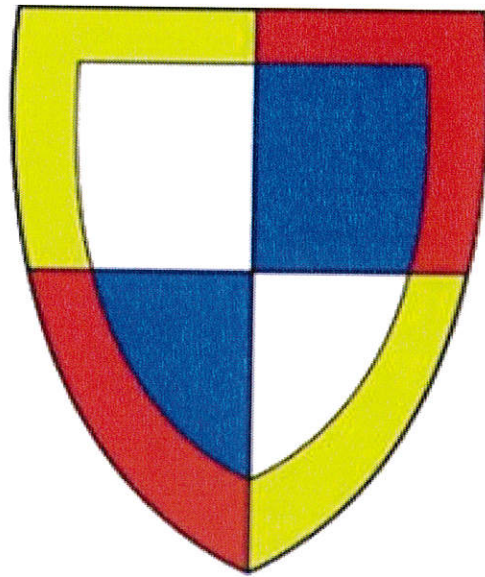
- A. The y -intercept of the relation is $(0, \frac{1}{2})$
- B. When the input is 2, the output is $3\frac{1}{2}$.
- C. The graph of the relation is a curve.
- D. When the input is -5 , the output is 8.
- E. y is a function of x .

12.

<i>Servings, x</i>	<i>Protein, y (grams)</i>
1	10
2	20
3	30



- a.) From the table above, graph the function on the grid at the right.
- b.) What is the constant rate of change (slope)?
- c.) Write an equation for the linear function that relates the number of grams of protein to the number of servings.



BridgePrep Academy of Village Green

A Bilingual Academy for Learning
"Where learning is a Journey"

8th Grade

Science Spring Break Packet

Student Name: _____

Main Campus

due date: Wednesday, March 30, 2016
for an Extra Credit Project grade

Grade 8 Science



SPRING BREAK PACKET

Student's Name	
Mr. Varani's Class	

March 21, 2016 – Due March 28, 2016

Student Book

Note to Student and Parents

This homework packet for Spring Break has been created to provide practice for students to work through Selected Response (SR) and Brief Constructed Response (BC) items related to previously learned skills and processes, chemistry and life science concepts. It is intended to be used for review purposes in preparation for the Maryland School Assessment (MSA) in Science; therefore, students are encouraged to return a completed packet to their science teacher when they return from Spring Break.

The Spring Break Packet contains a technical passage, SRs and BCRs, graphs, charts and a scoring rubric.

Grading Scale	
Overall Score	Grade
46 - 35	A
34 - 24	B
23 - 16	C
15 - 10	D
9 - 0	E

****Each Selected Response (SR) question is worth 1 point. The Brief Constructed Response (BCR) Questions (numbers 5, 9, 13, 17, 18, 21, 24, 25, 27) are worth a maximum of 3 points each.***

Approximate time: The allocated amount of time required to complete this Spring Break Packet is 120 minutes.

Please ensure that the completed packet is placed in your backpack and ready to be turned in by March 28, 2016

Parent's Name	
Parent's Signature	

1.0 Skills and Processes

- 1. Scientists perform experiments to test hypotheses.**

How do scientists try to remain objective during experiments?

- A. Scientists analyze all results.
- B. Scientists use safety precautions.
- C. Scientists conduct experiments once.
- D. Scientists change at least two variables.

- 2. A teacher asks her students the following question: How does the air pressure inside a soccer ball affect the distance the soccer ball travels after the ball is kicked?**

Which statement below is the best hypothesis for this investigation?

- A. If a soccer ball is large, then the soccer ball will travel a farther distance than a small soccer ball.
- B. If a soccer ball has a high internal air pressure, then the ball will travel a farther distance than a soccer ball with less internal air pressure.
- C. If a soccer ball travels a distance of 15 meters, then the ball is traveling faster than a soccer ball that travels a distance of 20 meters.
- D. If a soccer ball has 0.5 atmospheres of internal pressure, then the ball will travel slower than a ball with 0.8 atmospheres of internal pressure.

3. During an investigation, students were given chemical data for several common household products, as shown in the data table below. Students were to determine if a substance was an acid or base by using litmus paper. Litmus paper turns red in an acid and turns blue in a base.

Substance	Color of Solution	Melting Point (°C)	Boiling Point (°C)	Soluble in Water	Odor	Litmus Paper Test
Carpet cleaner	Clear	0	100	Yes	Weak	Blue
Vinegar	Clear	-2	118	Yes	Strong	Red
Oven cleaner	Clear	-1	93	Yes	Weak	Blue
Bleach	Clear, light yellow	0	100	Yes	Strong	Blue

Which conclusion is supported by the data from the investigation?

- A. Many cleaning supplies are soluble in water.
- B. Cleaning solutions with a weak odor are acids.
- C. Water is the main ingredient in many cleaning supplies.
- D. A substance changes from a gas to a liquid as the temperature of the substance increases.

4. Biologists conduct investigations to learn about living organisms.

Which method helps reduce bias during an investigation?

- A. developing a hypothesis after collecting data in the investigation
- B. limiting the amount of background research before the investigation
- C. designing an investigation with repeated trials during the investigation
- D. obtaining other opinions concerning what should happen during the investigation

Use the information and chart below to answer Number 5 on page 6.

Eight students conducted a controlled experiment to demonstrate how walking and running affected their heart rates. Use the data below to answer the following questions.

Effects of Activity on Heart Rate (in beats per minute)

Student	Heart Rate (at rest)	Heart Rate (walking)	Heart Rate (running)
1	70	90	115
2	72	80	100
3	80	100	120
4	65	75	95
5	88	112	125
6	74	83	104
7	75	88	109
8	77	95	130

5. The students came to the conclusion that heart rates rise by 10 to 20 beats per minute after walking and 20 to 40 beats per minute after running. First,

identify the independent (manipulating) and dependent (responding) variables. Then, explain whether or not the data table supports this conclusion. In your explanation be sure to include:

- the manipulated and responding variables
- evidence to support or reject the conclusion given by the students
- any other information that may have been recorded to indicate a controlled experiment or to improve the presentation of the experimental data.

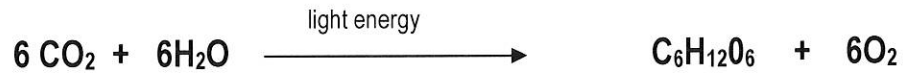
Write your answer in the space provided.

A large rectangular box containing ten horizontal lines for writing. The lines are arranged in two groups of five, with a dashed line separating the two groups. The first group of five lines is solid, followed by a dashed line, and then another group of five lines, with the last line of the second group being dashed.

3.0 Life Science

Use the diagram below to complete Numbers 6 and 7.

The events of photosynthesis are summarized by the following chemical equation:



The events of cellular respiration are summarized by the following chemical equation:



6. Plants transform some of the electromagnetic energy from the sun (sunlight) into

- A. nuclear energy stored in sugar.
- B. chemical energy stored in sugars.
- C. visible light released by leaves.
- D. chlorophyll stored in leaves.

7. A researcher places part of a plant in a beaker of water. She observes that the plant's leaves release bubbles of gas when she shines a light on the beaker. The leaves do not release gas when the beaker is placed in the dark.

Based on her observations when the plant is exposed to light, which of the following is the most logical inference?

- A. The plant is undergoing cellular respiration.
- B. The plant is breathing.
- C. Light is breaking down molecules of air.
- D. The plant is undergoing photosynthesis.

Use the following chart to respond to Number 8:

Effect of Temperature on Length of Onion Cell Cycle	
Temperature (°C)	Length of Cell Cycle (hours)
10	54.6
15	29.8
20	18.8
25	13.3

8. A scientist performed an experiment to determine the effect of temperature on the length of the cell cycle. On the basis of the data in the table above, how long would you expect the cell cycle to be at 5°C?
- A. less than 12.3 hours
 - B. more than 54.6 hours
 - C. between 29.8 hours and 54.6 hours
 - D. about 20 hours

Read the passage on pages 9, 10, and 11 to answer Numbers 9 and 10.

Heredity and Genetics

Heredity is the passing of physical characteristics from parents to offspring. The study of heredity was begun by a scientist named Gregor Mendel. He began by studying the different characteristics, or traits, of pea plants. Mendel's studies became the foundation of genetics, the scientific study of heredity.

Studying Genetics – Mendel used purebred pea plants with contrasting traits such as tall and short. A purebred organism is the offspring of many generations that always have the same trait. When he cross-fertilized the purebred tall and short pea plants, each offspring plant was tall. However, the offspring went on to produce both tall and short plants in later generations. By studying the frequency of tall and short plants, Mendel reasoned that each parent plant contributed some factors that controlled the inherited traits. Today, scientists call these factors genes and identify different forms of a gene as alleles.

Inherited Alleles – An organism's traits are controlled by the alleles it inherits from its parents. A dominant allele is one whose trait always shows up in the organism when the allele is present. A recessive allele is hidden whenever a dominant allele is present. In Mendel's cross, the purebred tall plant has two alleles for tall stems. The purebred short plant has two alleles for short stems. The offspring received one tall allele and one short allele. Since the tall allele was dominant, all plants in the first generation of offspring were tall.

Probability – Mendel wanted to find out how often the tall and short characteristics showed up in later generations of pea plants. He used probability to calculate the chance that the plants would be tall or short. Probability is a number that describes how likely it is an event will occur. When Gregor Mendel analyzed the results of his crossed pea plants, he carefully counted all the offspring and used the numbers to estimate the probability of the plants' characteristics. A Punnett square is a chart that shows all the possible combinations of alleles that can result from a genetic cross. The possible alleles from one parent are written across the top and the possible alleles from the other parent are written down the left side. For example, in Figure 4-1 below, the Punnett square shows a cross between two black guinea pigs. The combined alleles in the boxes of the Punnett square represent all the possible combinations in the offspring. In a genetic cross, the allele that each parent will pass on to its offspring is based on probability.

Genes and Appearance – Two terms that scientists use to describe organisms are phenotype and genotype. An organism's phenotype is its physical appearance, or visible traits. An organism's genotype is its genetic makeup, or allele combinations. When an organism has two identical alleles for a trait, the organism is said to be homozygous for that trait. For example, white guinea pigs (bb) are homozygous for fur color. An organism that has two different alleles for a trait is said to be heterozygous for that trait. In the Punnett square below, the black parent guinea pigs (Bb) are heterozygous.

For all the traits in peas that Mendel studied, one allele was dominant while the other was recessive. Today, scientists have learned that there are also other factors and types of alleles that affect an organism's traits. By understanding the alleles that make up a trait and how they act, scientists like Mendel can learn more about the genes of living things.

A Punnett square showing the cross between two heterozygous black guinea pigs. Notice that the probability of their having a white (bb) offspring is one in four.

	<u>B</u>	<u>b</u>
<u>B</u>	BB	Bb
<u>b</u>	Bb	bb

10. The cross between a white egret and a black egret produces all offspring with black feathers. The white egret is homozygous for feather colors. Describe the offspring of the Punnett square. In your description, be sure to:

- Give the genotype and phenotype
- Compare them to the parents

	b	b
B	<u>Bb</u>	<u>Bb</u>
B	<u>Bb</u>	<u>Bb</u>

Siberian tigers originated in the far northern continent of Asia. The climate is extremely cold, since much of the land is within the Arctic Circle. They were forced south over time and now reside in Southeast Asia, such as India, Thailand and Cambodia. They still have thick fur. Unlike other cats, wild or domestic, they soak in water to cool their bodies.

11. This adaptation is an example of a variation in

- A. genetics.
- B. behavior.
- C. structure.
- D. physiology.

4.0 Physical Science

Directions

Use The Periodic Table of the Elements and the information below to answer Number 12.

Magnesium metal (Mg) is grayish-white in color and reacts actively with water. Fluorine (F₂) is a greenish-yellow gas at room temperature and is a member of the halogen family. These two elements react to produce magnesium fluoride (MgF₂), a chemical commonly used in making windows and lenses.

12. How do the elements magnesium (Mg) and fluorine (F₂) produce the compound magnesium fluoride (MgF₂)?

- A. by nuclear connection
- B. by physically combining
- C. by magnetic connection
- D. by chemically combining

Use the data table below to answer Number 13.

PROPERTIES OF HYDROGEN, OXYGEN, CARBON, AND OIL

Element in Oil	State of Matter at Room Temperature	Color	Reaction with Oxygen
Hydrogen	Gas	No color	Produces energy and water
Oxygen	Gas	No color	No reaction
Carbon	Solid	Black, gray, or clear (depending on form)	Produces carbon dioxide and/or carbon monoxide
Compound	State of Matter at Room Temperature	Color	Reaction with Oxygen
Oil	Liquid	Slightly yellow to black	Produces energy, water, carbon dioxide, and/or carbon monoxide

13. Use the space on page 17 to compare the properties of oil to the properties of the elements in oil.

In your comparison, be sure to include:

- the properties of oil
- the properties of the elements in oil
- the motion of the molecules in oil, carbon, and hydrogen

14. When 1 gram of water is evaporated, the volume of the water vapor increases, but the mass remains constant.

Why does the mass of the water remain constant?

- A. The temperature of the water remains constant.
 - B. The pressure acting on the water remains constant.
 - C. The number of atoms in the water remains constant.
 - D. The distance between water molecules remains constant.
15. Which of the following is produced when two or more elements combine in a chemical reaction?

- A. atom
- B. compound
- C. mixture
- D. solution

17. A science class is studying physical and chemical changes. The teacher puts a beaker of water onto a hot plate and heats it until bubbles appear.

- a. Classify this as a physical or chemical change. Explain your reasoning using specific details.

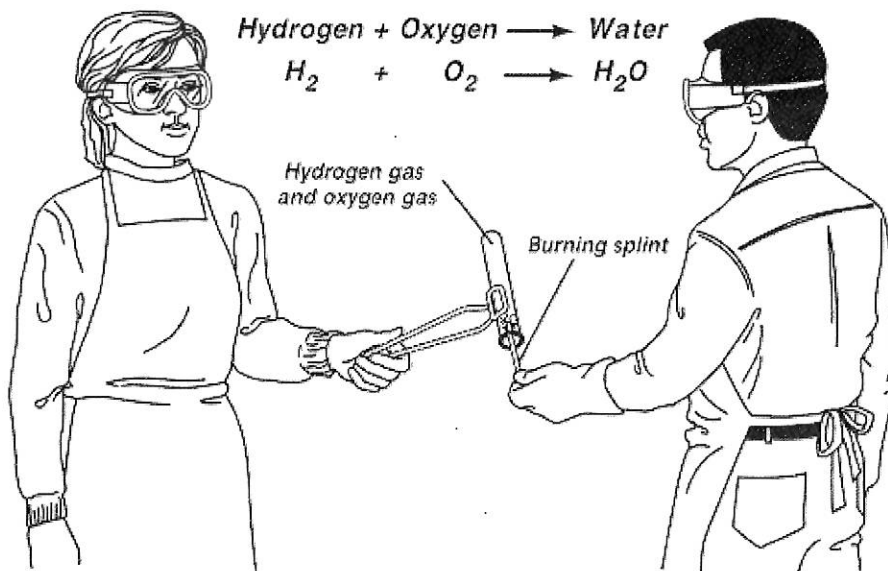
The teacher puts a sugar cube into a container of warm water. Eventually the sugar cube is no longer visible.

- b. Classify this as a physical or chemical change. Explain your reasoning using specific details.

The teacher pours vinegar into a small container of baking soda. The combined substances begin to fizz and bubble as a gas is released.

- c. Classify this as a physical or chemical change. Explain your reasoning using specific details.

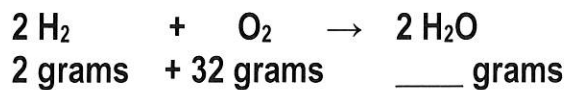
Two students completed a lab investigation where they placed a test tube filled with substances over a burning splint. Use the diagram to answer question 18.



18. Which of the following most likely indicates that a chemical reaction occurred?

- A. capturing a gas
- B. capturing a liquid
- C. formation of a gas
- D. formation of a liquid

19. The balanced equation illustrated in the diagram is:



How would the mass of water formed in the reaction compare to the mass of oxygen and hydrogen that reacts?

In your response, be sure to:

- include the type of change illustrated in the balanced equation
- explain the conservation of matter and determine the unknown amount of mass
- explain the production of water

Write your answer in the space provided.

20. A chemist reacts carbon with oxygen to form carbon dioxide. The equation is



The masses of the reactants are 24 grams of carbon and 32 grams of oxygen. What is the mass of the product, CO₂?

- A. 24 grams
- B. 32 grams
- C. 44 grams
- D. 56 grams

MSA SCIENCE RUBRIC

LEVEL 3

There is evidence in this response that the student has a *full and complete understanding* of the question or problem.

- The supporting scientific evidence is complete and demonstrates a full integration of scientific concepts, principles, and/or skills.
- The response reflects a complete synthesis of information, such as data, cause-effect relationships, or other collected evidence.
- The accurate use of scientific terminology strengthens the response.
- An effective application of the concept to a practical problem or real-world situation reveals a complete understanding of the scientific principles. *

LEVEL 2

There is evidence in this response that the student has a *general understanding* of the question or problem.

- The supporting scientific evidence is generally complete with some integration of scientific concepts, principles, and/or skills.
- The response reflects some synthesis of information, such as data, cause-effect relationships, or other collected evidence.
- The accurate use of scientific terminology is present in the response.
- An application of the concept to a practical problem or real-world situation reveals a general understanding of the scientific principles. *

LEVEL 1

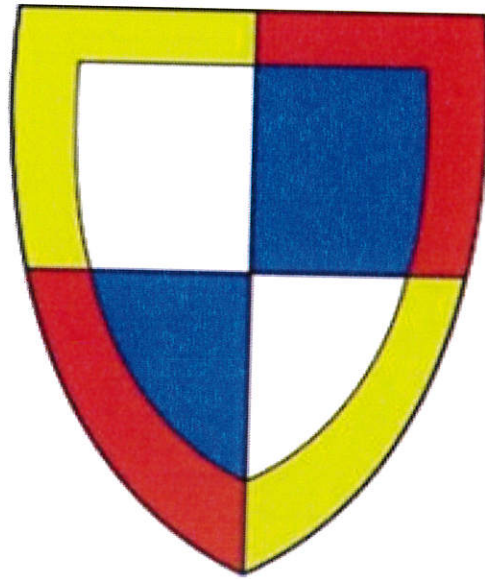
There is evidence in this response that the student has *minimal understanding* of the question or problem.

- The supporting scientific evidence is minimal.
- The response provides little or no synthesis of information, such as data, cause-effect relationships, or other collected evidence.
- The accurate use of scientific terminology may not be present in the response.
- An application, if attempted, is minimal. *

LEVEL 0

There is evidence that the student has *no understanding* of the question or problem.

- The response is completely incorrect or irrelevant or there is no response.
-



BridgePrep Academy of Village Green

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8th Grade

Social Studies Spring Break Packet

Student Name: _____

Main Campus

due date: Wednesday, March 30, 2016

for an Extra Credit Project grade

U.S. History End-of-Course Practice Exam

For each multiple-choice question, circle the correct answer.

SS.912.A.2.1

The Kansas-Nebraska Act concerned which issue?

- A. the right of Northerners to own slaves
- B. the sale of federal lands to slave owners
- C. the expansion of slavery into new territories
- D. the return of slaves who had escaped from the South

SS.912.A.2.1

Which of these was a direct consequence of the Civil War?

- A. the disintegration of the Whig Party
- B. the addition of new states to the Union
- C. the use of popular sovereignty to decide the issue of slavery
- D. the extension of voting rights to African American men

SS.912.A.2.2

What was the main accomplishment of the Freedmen's Bureau?

- A. providing aid and education to emancipated slaves
- B. helping Confederate states get readmitted to the Union
- C. securing protections for African Americans' voting rights
- D. preventing violence against African Americans in the South

SS.912.A.2.4

The passage below is an excerpt from the Fourteenth Amendment:

No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

This amendment was proposed by Congress in response to which of the following?

- A. the rise of violence against emancipated slaves
- B. the passage of Black Codes throughout the South
- C. the emergence of white resistance to the civil rights movement
- D. the attempts of Democrats to limit the voting rights of African Americans

SS.912.A.2.6

What was the main effect of the system of debt peonage that emerged in the South during the late 19th century?

- A. African Americans were unable to afford to work agricultural jobs.
- B. African Americans left the South in large numbers to escape their debts.
- C. African Americans labored in a system that was nearly the same as slavery.
- D. African Americans had to work for low wages to pay off their emancipation costs.

SS.912.A.2.6

The excerpt below was printed in a magazine in the South in 1866:

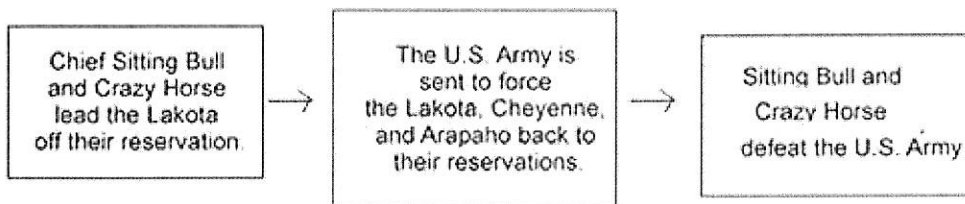
We should be satisfied to compel them to engage in coarse, common manual labor, and to punish them for dereliction of duty or non fulfillment of their contracts with such severity, as to make them useful, productive laborers.

Source: <http://home.gwu.edu/~jjhawkin/BlackCodes/rptBlackCodes.pdf>

Which of the following would the author of this excerpt most likely have supported?

- A. the formation of the Freedmen's Bureau
- B. the ratification of the Fourteenth Amendment
- C. the passage of Black Codes and Jim Crow laws
- D. the relocation of emancipated slaves to colonies in Africa

SS.912.A.2.7



© 2012 FLVS

What event is described in this diagram?

- A. The Battle of Sioux Falls
- B. The Sand Creek Massacre
- C. The Battle of Little Bighorn
- D. The Wounded Knee Massacre

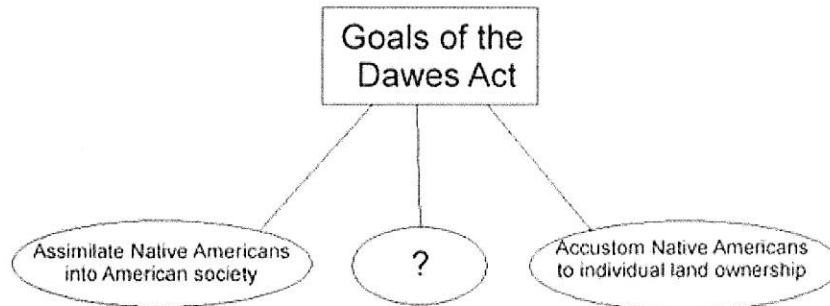
SS.912.A.2.7

Which of the following was the main reason that the federal government created a method for Native Americans to become U.S. citizens?

- A. to reduce the amount of money spent supporting Native Americans
- B. to encourage Native Americans to assimilate into mainstream society
- C. to undermine the legal basis of the treaties made with Native American tribes
- D. to guarantee that Native Americans enjoyed constitutionally protected civil rights

SS.912.A.2.7

The diagram below shows the various goals of the Dawes Act of 1877



© 2012 FLVS

Which phrase best completes the diagram?

- A. Lure Native Americans to migrate to the frontier
- B. Entice Native Americans to move to urban areas
- C. Give Native Americans jobs in the federal bureaucracy
- D. Push Native Americans to adopt an agricultural lifestyle

SS.912.A.3.1

What was the main purpose of the Interstate Commerce Act of 1887?

- A. to ensure the spread of manufacturing across the frontier
- B. to remove import taxes for goods shipped from one state to another
- C. to protect American agriculture and industry from foreign competition
- D. to prevent railroads from charging farmers and merchants high shipping rates

SS.912.A.3.1

This quote is from Farmer's Alliance member Mary Elizabeth Lease in the late 1800s:

"The great common people of this country are slaves, and monopoly is the master. . . . The politicians said we suffered from overproduction. Overproduction, when 10,000 little children, so statistics tell us, starve to death every year in the United States. . . . We will stand by our homes and stay by our fireside by force if necessary, and we will not pay our debts to the loan-shark companies until the government pays its debts to us."

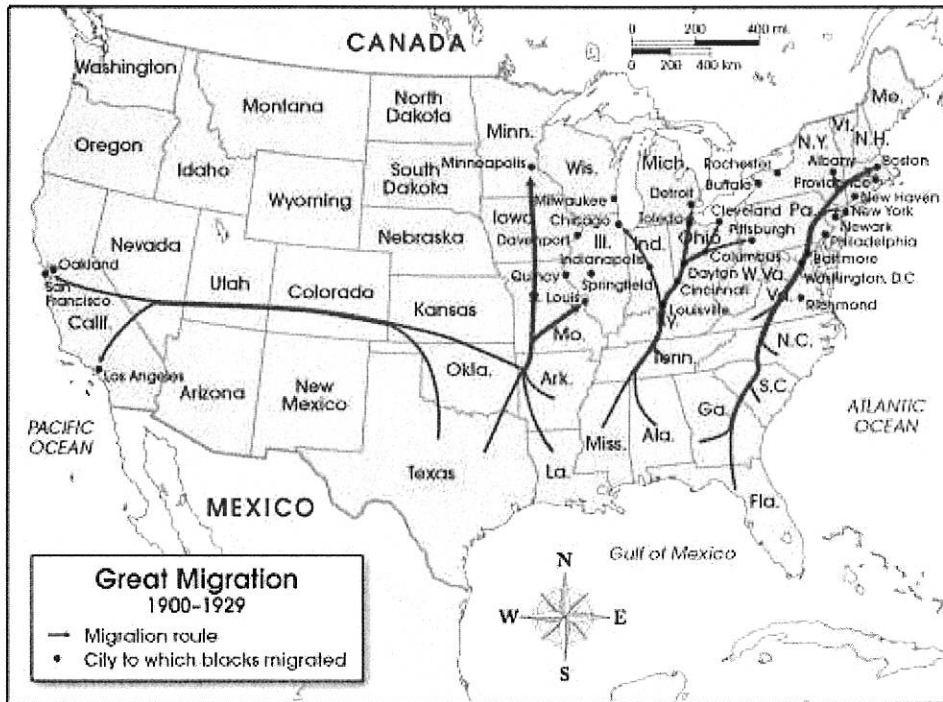
Source: http://people.hofstra.edu/alan_j_singer/294%20Course%20Pack/7.%20Workers/112.pdf

Based on this quote, with which statement would Lease agree?

- A. Although slavery has been abolished in this country, African Americans still find themselves held in bondage.
- B. Greater control over large corporations will help agricultural workers reclaim their livelihood and regain their financial footing.
- C. Farmers produce more food than the population can handle, but they are not permitted to sell their surpluses to other markets.
- D. Although child labor is a severe problem in the country, government leaders have done nothing to prevent children from working.

SS.912.A.3.2

The map below shows routes taken by African Americans who participated in the Great Migration:



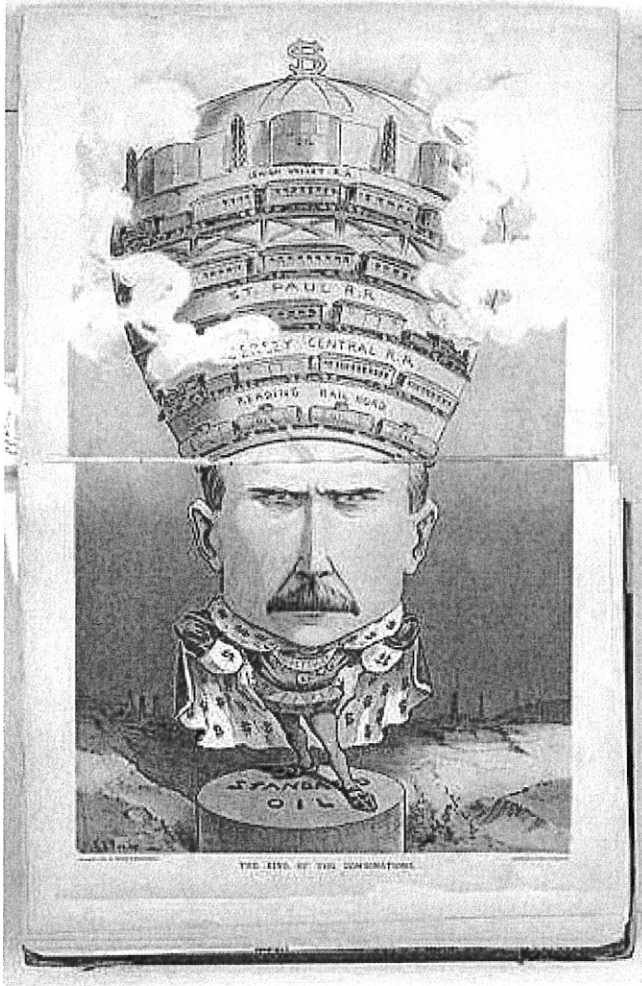
© 2012 The Exploration Company

What describes a pull factor that drew African Americans during the Great Migration?

- A. the availability of good jobs in the North and West
- B. the sale of inexpensive land by the federal government
- C. the construction of low-cost government housing in growing cities
- D. the absence of segregation and racial discrimination outside the South

SS.912.A.3.2

The political cartoon below is from the late 1800s:



Library of Congress 25503

This political cartoon is a criticism of which practice in the 19th century?

- A. vertical integration
- B. monopolization
- C. industrialism
- D. laissez-faire capitalism

SS.912.A.3.3

Which statement describes both the First and Second Industrial Revolutions?

- A. Both revolutions resulted in migration from urban to rural areas.
- B. Both revolutions led to an increase in the number of farmers.
- C. Both revolutions produced technologies that improved productivity.
- D. Both revolutions relied on steel and oil resources to promote growth.

SS.912.A.3.5

Which entrepreneur had a significant impact on the cosmetics industry?

- A. Harriet Beecher Stowe
- B. Emily Dickinson
- C. Sojourner Truth
- D. Madame C.J. Walker

SS.912.A.3.6

The map below shows the growth of the urban population in the United States from 1870 to 1930:



© 2012 The Exploration Company

Which statement explains one reason for the change in urban population in the Northeast from 1870 to 1900?

- A. Thousands of veterans returned home from the Civil War
- B. Millions of people from the rural Midwest moved to cities.
- C. Millions of immigrants arrived from Southern and Eastern Europe.
- D. Thousands of immigrants arrived in the United States from China.

SS.912.A.4.9

Which movement benefited the most from its members' contributions to the war effort during World War I?

- A. populism
- B. civil rights
- C. temperance
- D. women's suffrage

SS.912.A.5.2

What was the purpose of the Palmer Raids?

- A. to find and deport illegal immigrants
- B. to break the power of the Ku Klux Klan
- C. to identify and punish suspected communists
- D. to undermine the Civil Rights movement

SS.912.A.5.3

The timeline below shows changes in U.S. tariff policy between 1920 and 1930:

May 1921— Emergency Tariff increases import taxes on agricultural products

September 1922— Fordney-McCumber Tariff raises tariffs on farm and manufactured goods

June 1930— Smoot-Hawley Tariff increases tariff levels to record high level

What conclusion can be drawn from this timeline?

- A. The American economy was almost entirely self-sufficient throughout the 1920s.
- B. During the 1920s, Congress supported domestic producers with a protective trade policy.
- C. During the 1920s, the United States shifted from an export-based economy to an import-based economy.
- D. Crop prices and corporate profits increased steadily during the 1920s as a result of government policy.

SS.912.A.5.4

The table below compares the average weekly wages of various workers from 1920 to 1925:

Year	Skilled Workers	Unskilled Workers	Female Workers	Farmworkers
1920	29.16	22.28	15.14	16.92
1921	26.19	19.41	14.96	11.76
1922	28.73	20.74	16.19	12.24
1923	30.93	22.37	17.31	14.16
1924	30.61	22.45	16.78	14.40
1925	30.57	22.41	16.78	14.16

Source: U.S. Department of Commerce

Based on the chart, which statement describes the economic condition of American farm workers during the 1920s?

- A. The entry of more women into the workforce meant fewer women were available for farm work.
- B. Overproduction reduced crop prices and kept farm workers from enjoying the general prosperity of the times.
- C. Subsidies and other government programs allowed farm workers' incomes to match those in industry.
- D. Higher prices for farm products resulted in a higher standard of living for all farm workers.

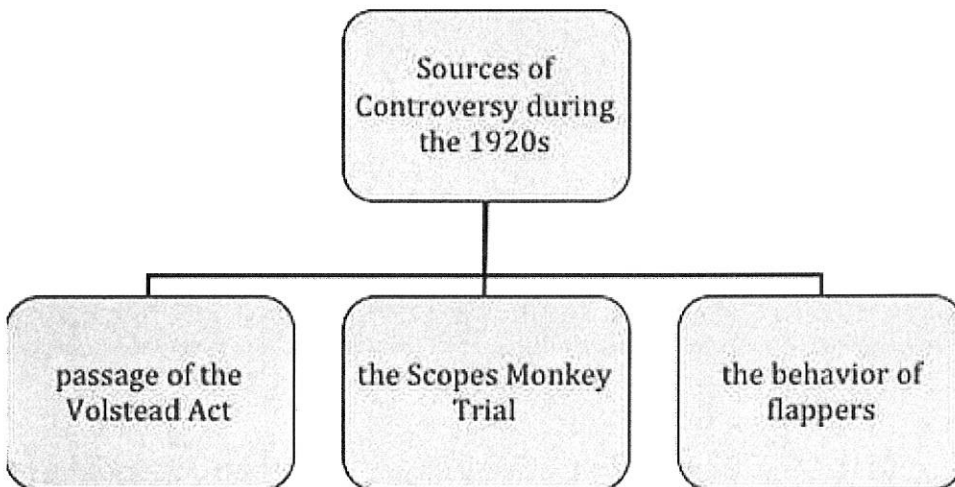
SS.912.A.5.5

Why did the United States participate in the Washington Conference (1921) and the Kellogg-Briand Pact (1928)?

- A. to reduce barriers to international trade
- B. to work with other nations to prevent future wars
- C. to form military alliances as a defense against aggression
- D. to expand American influence over Asia and Latin America

SS.912.A.5.6

The diagram below shows some of the sources of controversy during the 1920s:



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The controversies surrounding these issues were all signs of what aspect of American life?

- A. the need for government intervention during economic crises
- B. the benefits of new technologies introduced by popular inventors
- C. the tension between traditional and modern values and beliefs
- D. the importance of fighting against communism at home and abroad