

Grade 8: Answers to Questions

English Language Arts

Session 1: Writing:

Example of good writing by an 8th-grade student:

Have you ever tried out for something and didn't make it? Or have you ever said the wrong words at the wrong time? Sometimes you might even wish for a "geni" to make things better. Well, what would you wish for if you had one wish? I know exactly what I would wish for. I would turn back time to February 1, 2001. That was the day of colorguard tryouts. I could have done better.

Thursday, February 1, 2001. That was supposed to be the day when everything was to go my way. That afternoon I was going to try out for colorguard at my school. I rushed the very end of my routine and didn't make it. My heart was like shattered glass, and I could not put it back together. If I had one wish it would be to turn back time. I would make it February 1, 2001 again. This time I would be more focused and smile bigger. My eyes would lock onto one item and not move. The end of my routine would be picture perfect. Even if I didn't make it the second time around at least I could say I did better. Maybe if I could just say I tried harder I would feel better. Then again, what will telling myself what I should have done fix?

Basically I wish I had done better for tryouts. I wish that I could run back time but what's done is done. I could have smiled more and been more focused. Sitting around and telling myself what I should have done won't change a thing. Maybe a "geni" and one wish could.

This writing is good because:

- It establishes a purpose and supports it with vivid and precise details ("I rushed the very end of my routine" and "My heart was like shattered glass, and I could not put it back together").
- It is organized. The writer mentions using a genie to make a wish come true in the beginning and at the end, which creates a framework for the essay.
- The writer's voice, or personality, comes through clearly ("This time I would be more focused and smile bigger. My eyes would lock onto one item and not move. The end of my routine would be picture perfect"). By taking us back in time for an imaginary second chance at the color guard tryout, the writer creates for the reader the same sense of frustration he or she feels from not making the tryouts.
- Vocabulary is varied.
- Though there are some spelling errors ("geni" and "colorguard," for example) and some missing commas (e.g., before the coordinating conjunction "but" in "I wish that I could run back time but . . ."), usage is correct, and the writer attempted various sentence structures.

English Language Arts (continued)

Session 2: Using Information Resources

2. B
3. D
4. A
5. A
6. White, Charles L. Drums Through the Ages. Los Angeles: The Sterling Press, Inc., 1960.

Session 3: Reading and Responding

7. A
8. B
9. D
10. A
11. **Example of a good response:**
This passage gives straightforward information. It explains how to do something by providing instructions, step-by-step. It is different from an amusing passage, which would include something funny, such as a joke, an exaggeration, or something ironic.

12. B
13. A
14. B
15. C

16. Possible responses include:

- Everyone seems strange to people or creatures who are different from them (the people of Earth and the horse-spider creatures each think the other group is very strange).
- If someone seems odd to you, you probably seem odd to that person (neither group realizes that the other group is observing it and thinking it strange).
- People or creatures who seem different from you may be like you in ways you don't know about (the horse-spiders also have families, go on trips, use money, go to zoos).
- A really good businessman can make money from two groups at once (Professor Hugo is being paid by each group for the privilege of observing the other group).

Session 4: Proofreading

17. D
18. A
19. C
20. C
21. B
22. C
23. D
24. B

Mathematics

Session 1: No Calculator

1. D
2. D
3. C
4. B
5. B
6. C
7. D
8. A

Session 2: Calculator

9. B
10. D
11. C
12. A
13. B
14. C
15. C
16. B

Session 3: Calculator

17. **Example of a good response by an 8th-grade student:**

- A. The charge for a 50-minute evening phone call would be \$7.50
($50 \times 0.15 = 7.50$).
- B. The maximum number of minutes a phone call could be for less than \$5.00 would be 33 minutes on the phone. If you multiply the charge per minute, which is .15 times 33 minutes, your product would be \$4.95. Anything over that would be over \$5.00.
- C. $c = .15n$
Cost = .15 times the number of minutes

Science

Session 1:

- | | |
|------|------|
| 1. D | 5. A |
| 2. B | 6. C |
| 3. B | 7. C |
| 4. A | 8. B |

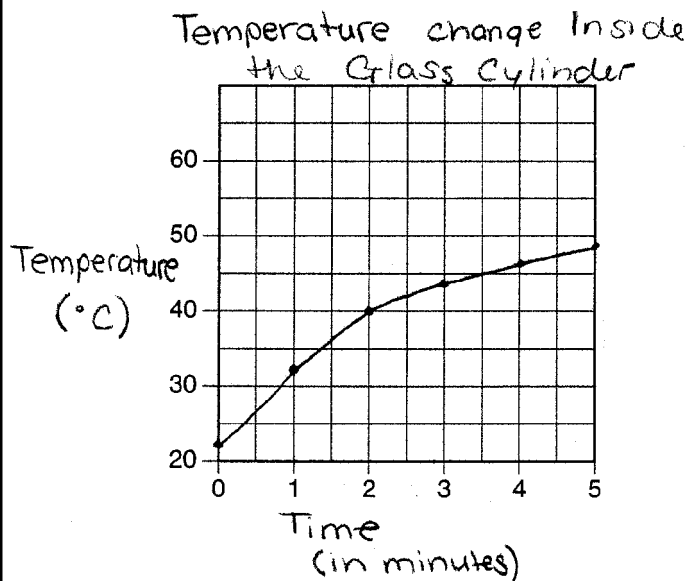
Session 2

9. Mercury and Venus. They are closer to the Sun and take less time to orbit the Sun. Mercury takes less than 100 Earth days; Venus takes less than 250 Earth days.
10. **Advantages include:**
- Mice will spread the parasites to other mice.
 - This method is cheaper.
 - This method is more specific and direct than a trap or poison.
- Disadvantages include:**
- Some mice are resistant.
 - Mice that are resistant to parasites will continue to reproduce and pass their genes on to their offspring, which will also be resistant.
 - The parasites may infect pets or people.

Session 3

11. A. Copper
B. The water in the copper cylinder heated up faster.
12. **Possible responses include:**
- The shape of the containers was not the same.
 - The cup was not the same thickness as the containers used in class.
 - The thermometer was inserted differently.
 - No cork was used.
 - The water level in the cup was not the same (too high/too low).

13. Example of a student's graph:



14. Example of a good response by an 8th-grade student:

One other way that heat can be transferred is through *convection*. This is when warm and cold air are moved around in a circle. Warm air rises up. Then it becomes cooler and moves back down. Then the process is repeated. Another way heat can be transferred is *radiation*. One example of radiation is the sun. Heat from the sun is moved through ultraviolet rays down to Earth. Other examples of radiation are microwaves and nuclear power plants.

Social Studies

Sessions 1 and 2

- | | |
|------|------|
| 1. B | 5. B |
| 2. A | 6. C |
| 3. D | 7. D |
| 4. B | 8. B |

Session 3

Possible answers include:

9. A. barge

- Cheaper to operate
- Self-propelled
- Cheaper to build
- Cheaper freight rates for shippers

train

- Delivered goods faster
- Could charge more for transport of goods and people since it was more direct, faster, and sometimes more luxurious

B.

- whether or not a particular railroad route would attract enough passengers and freight to recoup the investment (which would include paying railroad builders, maintenance workers, and train operators, and paying for building materials and fuel)
- the proximity of the railroad to competing railroads or other forms of transportation
- the proximity of railroad lines to fuel sources or coal mines
- the possibility that a state would impose local track size requirements that could make the construction of interstate railroad webs difficult
- the cost of building railroads across particular terrains

C.

- transported more goods and people between river cities
- allowed for easier transportation of goods and people upstream
- increased the need for services (such as hotels and stores) in river cities

ACKNOWLEDGMENTS

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