Reimagining Time
Snow Packet Assignments 3 and 4
November 6-10
Sixth Grade

Directions: Assignments are to be completed on snow days and returned to school on the next day school is open. If you do not turn the snow packet assignment in upon your return to school, then you will receive a 0 for that assignment.

Packet Three

ELA: Read story "The Pod" on pages 19-24. Complete all questions including the short response at the end.

Social Studies: Close read the Woody Guthrie biography and complete all questions. You must show signs of close reading (circle unknown words, underline main ideas, write thoughts in the margin.)

Math: Complete math skills sheet.

Science: Read "Weather Fronts" and complete the questions.

Packet Four

ELA: Close Reader: Read article "Can Animals Feel and Think?" on pages 25-28. Complete all questions including the short response at the end.

Social Studies: Close read the excerpt from Riding the Rails and complete all questions. You must show signs of close reading (circle unknown words, underline main ideas, write thoughts in the margin.)

Math: Complete math skills sheet.

Science: Read and complete the "Natural Hazard or Natural Disaster?" Handout.
Background  Maureen Crane Wartski was born in Ashiya, Japan, in 1940. Her European and Asian heritage and her deep connection with nature have strongly influenced her writing. In addition, Wartski is an accomplished artist. Like her writing, her watercolors often portray the natural world. Here she writes about dolphins, which, like whales, travel together in groups called “pods.”

The Pod
Short Story by Maureen Crane Wartski

1. READ  As you read lines 1–19, begin to collect and cite text evidence.
   - Circle the question at the beginning of the story.
   - In the margin, explain how the question helps you understand how Jesse feels about Pete at the beginning of the story.
   - Underline text that explains the reasons for Jesse’s feelings about Pete and the rest of his family.

   Couldn’t Pete talk about anything but fish?
   Jesse Waring tried to block his cousin’s voice but there was no escape.
   “Dolphins aren’t fish, they’re mammals,” Pete was lecturing. “They look big and tough, but they can get stressed or scared, like the stranded dolphin we rescued. . . .”
   “Jesse?” His mother was standing beside him, her eyes full of concern. His parents were always worrying about him these days, Jesse thought, irritably, and the other relatives were just as bad.

   Poor Jesse, it’s a shame about the accident. He used to be a great athlete. . . . Even when they didn’t talk to him, he could feel their pitying thoughts.
   “Can you go to the store for me?” his mother was saying. “We’ve run out of milk. That is,” she added quickly, “if you’re not too tired. . . .”

   irritable:
"... And I want to make sure to visit the Cape Cod Stranding Network." Pete was droning on. "They have a hotline, and they do great work..."

*Yada, yada, yada.* "Sure Mom," Jess said. *Anything to get away from Pete's lectures and all those pitying eyes.*

He snatched up car keys from the table in the entryway, grabbing his windbreaker as he limped out the door. Once outside, he wished he'd brought his parka—the wind had an icy sting—but he wasn't going back into the house.

He'd always enjoyed the annual Waring family reunion, when cousins, uncles and aunts from all over the country got together and rented a house on New England's Cape Cod, but this March was different. It was the first time the clan had gathered since the accident.

Jesse didn't want to think about how a man driving a pickup had jumped a red light, slamming into his car and fracturing his legs.

Until then Jesse had been the star of the school soccer team, certain of an athletic scholarship.

"Not anymore," he muttered, then frowned as he realized he'd passed the store. Well, OK, there was a convenience store about 30 miles away, and the drive would give him some needed alone time.

At first, the silence was great.

But as Jesse drove on the road that wound beside the ocean, he kept thinking how his future had been smashed along with his legs.

Pep talks that people gave him made it worse. He was a cripple, and...
he knew it. These days Jesse always felt as if there was a tight, hard
knot in his chest.

On impulse, he turned the wheel, pulling into an empty parking
lot that faced the water. He got out and limped down some stairs.
Except for screeching seagulls and a few scattered rocks, the beach
was deserted.

Suddenly, Jesse tensed. That rock... did it move? He took a step
closer and saw that it was no rock.

The dolphin wasn't very big, not even four feet long. When Jesse
hobbled over, the big fish... mammal, according to Pete... rolled an
eye at him. How long had it been there? It was breathing, but its sides
were heaving painfully.

Fragments of Pete's endless monologue came back to him. His
cousin had said that a dolphin's rib structure wasn't built to protect it
on land. The body weight of this creature was slowly compressing its
vital organs, and if it didn't get back into the water soon, it could die.
It was going to low tide and the waves seemed far away. The best thing
to do was to call Pete, who would know what to do. Jesse reached for
his cell phone.

It wasn't there. He'd left it in the pocket of his parka! He could
drive home and get Pete, but that would mean leaving the dolphin.

---

4. REREAD As you reread lines 28–35, compare Jesse's life before and
after the accident. Why do you think he misses the convenience store?
Support your answer with explicit textual evidence.

---

5. READ As you read lines 41–61, continue to cite textual evidence.

- Underline the text that tells what Jesse thinks about immediately after
  he sees the stranded dolphin.

- Circle the text that shows how Jesse's feelings toward Pete have
  changed, and restate the change in the margin.
Would it be alive when he got back? He knew nothing about this creature except that it was helpless.

The dolphin's eyes rolled again, and Jesse felt a sudden jolt of empathy.

It looked as scared as he had felt when they'd wheeled him into the emergency room that afternoon.

“Hey, Bud...” Jesse knelt down beside the dolphin. “OK, I just can't leave you here to die. But how do I get you back into the water?”

Even if he managed to drag this creature that weighed — what? maybe 75 pounds? back into the water, the coarse sand might damage its skin. Jesse looked helplessly toward the gray ocean and was surprised to see dark shapes arcing out of the waves. A pod — Pete’s word — was out there.

“I think your family’s waiting for you, Bud.” Carefully, Jesse reached out and patted the dolphin. Was it his imagination that his touch made the dolphin calmer?

Jesse didn't want to waste time thinking about that. He was trying to remember what Pete had said about how, when he’d helped rescue a stranded dolphin, he had put the creature on a sort of blanket sling and carried that contraption down to the water. Well, he didn’t have a blanket handy, so his windbreaker would have to do.

Carefully, Jesse scooped a hollow in the soft sand under the dolphin's head, then eased part of the windbreaker under it. He was streaming with sweat by the time he managed to maneuver as much of the dolphin as possible onto its makeshift “blanket,” then began to drag the dolphin toward the water.

1 pod: a school (or family) of dolphins or other sea mammals.
Twice, his legs buckled under him, tumbling him backward onto the sand, but he kept going until water was lapping around his ankles. "Almost there, Bud," Jesse gritted.

As Jesse waded knee-deep into the water, the dolphin made some kind of noise and then began to swim.

"Woo hoo!" Jesse yelled, then yelped in dismay. The dolphin was swimming back toward the shore.

What was wrong with the crazy creature? Pete's voice began to drone in Jesse's mind again, recounting his own dolphin rescue; "The dolphin was disoriented. It kept heading for the shore. We had to guide it back into the deep water. . . ."

Jesse waded deeper, past the breakers. Icy waves broke against him as he tried to head off the young dolphin. When he'd finally managed that, it wouldn't turn. He wished he had paid more attention to Pete's lecture, but wishing never helped.

Waves sent freezing spumes into his face. "Bud, you've got to save yourself." Jesse gritted through chattering teeth. "Nobody's going to do it for you. If you give up, you're finished. . . ."

Suddenly, as if it had at last understood, the young dolphin turned toward deeper water and began to swim toward the pod. Waiting dolphins arced nearer as if in welcome, and watching them, Jess thought of his own family. They'd be worried because he'd been gone so long.

My pod, he thought.

8. **REREAD** Reread lines 66–75. What does Jesse do to care for the dolphin? How do his actions show that Jesse is changing as the story moves forward? Support your answer with explicit textual evidence.

---

9. **READ** As you read lines 76–117, continue to cite textual evidence.

- Underline the actions Jesse takes to get the dolphin back into the water.
- In the margin, tell why it is ironic that Jesse remembers Pete's words.
He was freezing as he limped back to his car, but he was grinning, and he was happier than he'd been in a long while. He was going to drive to the nearest store and call Pete, who would probably contact the Cape Cod Stranding Network hotline that he'd been talking about. The CCSN would make sure that Bud didn't strand again.

“But that's not going to happen anyway,” Jesse said aloud. He had a feeling the young dolphin was finally on the right track.

10. **REREAD** As you reread lines 101–117, explain why what Jesse says to the dolphin could really be applied to himself. To whom might Jesse be referring when he says that the young dolphin is “on the right track”?

**SHORT RESPONSE**

**Cite Text Evidence** Explain how events in the story change Jesse's feelings about his cousin Pete. How does this response to Pete show that Jesse himself has changed as he struggled to rescue the stranded dolphin? *Cite text evidence* to support your response.
15) (a) Arrange the following data from least to greatest and find the median.

20, 25, 24, 17, 18, 19, 21, 27

(b) Find the median of the upper half of the data. What is this called?

(c) Find the median of the lower half of the data. What is this called?

(d) Draw a box-and-whisker graph using the above information.

16) The accompanying histogram shows the heights of the students in Kyra’s health class.

What is the total number of students in the class?
A) 15  B) 209  C) 16  D) 5

17) The accompanying histogram shows the height distribution for students in a high school mathematics class.

What is the total number of students in the class?
A) 28  B) 26  C) 49  D) 11

18) Using the cumulative frequency table below, how many students received a test score between a 70-79?

<table>
<thead>
<tr>
<th>Scores on a French Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interval</td>
</tr>
<tr>
<td>50-59</td>
</tr>
<tr>
<td>50-69</td>
</tr>
<tr>
<td>50-79</td>
</tr>
<tr>
<td>50-69</td>
</tr>
<tr>
<td>50-59</td>
</tr>
</tbody>
</table>
Questions 19 through 21 refer to the following:

The test scores for 20 students in a Spanish class are shown in the frequency table below.

<table>
<thead>
<tr>
<th>Interval</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-99</td>
<td>4</td>
</tr>
<tr>
<td>80-89</td>
<td>3</td>
</tr>
<tr>
<td>70-79</td>
<td>8</td>
</tr>
<tr>
<td>60-69</td>
<td>4</td>
</tr>
<tr>
<td>50-59</td>
<td>1</td>
</tr>
</tbody>
</table>

19) According to the information shown, how many students received a score greater than a 69?

20) The median lies in which interval of the frequency table shown?

21) The upper quartile lies in which interval of the frequency table shown?

10. $38.9 \times 19.7$  
11. $18.47 \div 5.96$  
12. $208 + 196$

13. $603 - 204$  
14. $76.3 \div 15.1$  
15. $93 - 77$

16. $49.1 \div 15.6$  
17. $95 + 611$  
18. $18.6 + 2.8$

19. $2.59 + $3.76 + $2.41$  
20. $8.19 + $2.46 + $3.57$

21. $3.61 + $2.17 + $5.84$  
22. $9.14 + $8.72 + $5.63$
Woody Guthrie
1912–1967

WHY HE MADE HISTORY Woody Guthrie was an American singer-songwriter who sang about the social and economic problems of Americans during the 1930s and 1940s.

As you read the biography below, think about how Woody Guthrie’s music has influenced many singer-songwriters of today.

Woody Guthrie was born in Okemah, Oklahoma. Many of his ancestors were farmers and cowboys. Guthrie was a keen observer of life around him and was a very bright and unconventional child. During his childhood, Guthrie suffered many family tragedies, including the death of his older sister. After learning to play the harmonica and guitar, Woody took his act on the road and by the age of 16, he was a traveling musician.

In 1933 Guthrie formed his first musical group, The Corn Cob Trio. It was difficult for Guthrie to support his family as a musician during the Great Depression, however. By 1935 a long drought had turned the Great Plains into the Dust Bowl. Guthrie witnessed misery firsthand and he began to identify with the plight of farmers and workers. Soon, he was writing songs that spoke about their plight, yet expressed a hopeful view.

Some of Guthries’s songs were about the beautiful American landscape. Guthrie is perhaps best known for “This Land is Your Land,” a traditional folk song that is still popular today.

Other Woody Guthrie songs were about the many people he encountered and got to know during his travels on the road and in railroad boxcars. Guthrie’s music often described ordinary people.

VOCABULARY
unconventional eccentric, unusual
plight dilemma, troubles
Huntington’s disease a hereditary illness
Woody Guthrie, continued

who fell victim to the Great Depression. The following lyrics are from his song “Pastures of Plenty”:

“It’s a mighty hard row my poor hands have hoed
My poor feet have traveled this hot dusty road
Out of your dustbowl and westward we rolled
Your deserts were hot and your mountains were cold.
I’ve worked in your orchards of peaches and prunes
Slept on the ground by the light of the moon
On the edge of your cities you’ll see us and then
We come with the dust and we’re gone with the wind.”

During World War II, Guthrie served in the Merchant Marine and the Army. He also wrote many songs in favor of the war effort, including “When the Yanks Go Marching In.”

By 1952 Guthrie had written, composed and published over 1,000 songs. He inspired a generation of folk singers in the 1950s and 1960s, such as Bob Dylan, who used music to comment on their society and culture with the idea of changing it.

Guthrie was married three times and had many children. His son Arlo followed in his father’s footsteps and later became a famous folk singer.

Woody Guthrie was hospitalized later in his life, suffering from Huntington’s disease. He died in 1967.

WHAT DID YOU LEARN?

1. What did Woody Guthrie describe in his songs?

2. **Contrast** Woody Guthrie was known for writing songs that served as political protest. Do you think songwriters of today still do this? Explain your answer.

ACTIVITY

3. On a separate sheet of paper, write a song that describes your city, state, or country. Use concrete details to create a vivid portrait of your location, just as Woody Guthrie did in his songs.
Name: ____________________________

Weather Fronts

Air masses are very large "pockets" of air. Often these huge air masses cover ten thousand or more square miles. No air mass stays still for more than a few days at a time. They are always on the move. Their movements bring us changes in the weather.

Air masses are named for where they form. They are usually called polar, arctic, tropical, or equatorial. Maritime air masses form over oceans. They usually carry a lot of moisture. Continental air masses form over land. They usually have drier air.

Air masses are different in many ways. They have different temperatures. They have different atmospheric pressures and different moisture contents. Their patterns of movement are different.

An air mass that forms over land near the arctic would be called a continental arctic air mass. It would have cold, dry air. It would have high pressure. A maritime polar air mass would have cold, moist air. It would probably bring fog and drizzle as it moved into an area.

Maritime tropical air masses form over warm ocean waters in the tropics and the Gulf of Mexico. They bring warm, moist air northward into the United States. These would have low pressure. They may bring rain.

Low pressure air masses are called cyclones. In a cyclone, the air moves in a counterclockwise way towards the center of the mass.

High pressure air masses are called anticyclones. In them, the air moves in a clockwise direction out from the center.

When two air masses meet, the weather changes. The edge between the two is called a front. Each different kind of front causes a different kind of weather.

A cold front is when a cold air mass pushes into a warm air mass. The heavier cold air sinks and slides in under the warm air. The cold air forces the warm air steeply upward along the front. This causes cumulus and cumulonimbus clouds to form. Rainstorms or thunderstorms usually develop. After the cold air mass passes, the rain stops. Dry, clear cool or cold weather follows.

A warm front is when a warm air mass pushes into a cold air mass. Warm air is less dense than cold air. The lighter warm air slides up and over the cold air. High cirrus clouds form first as rising water vapor condenses. Later, nimbostratus clouds may form and cause rain or snow.
A stationary front happens when a cold front or a warm front stays in place for several days without invading another front. Clouds, light winds, and precipitation often form at the boundary. The precipitation may last for several days.

An occluded front develops when two masses of cold air meet. The cold air forces warmer air caught between the two fronts upwards. Cumulonimbus and stratocumulus clouds usually form. Strong winds and heavy rain or snow may result.

Why do you think precipitation usually happens along a front? In most fronts, warm air meets cooler air. As warmer air cools, it can hold less water. That's why some form of precipitation usually occurs.

Questions

1. What are air masses?

2. Air masses are named for ______.
   A. people
   B. where they form
   C. the type of air they contain
   D. animals

3. Low pressure air masses are called ______.
   A. cyclones
   B. occluded front
   C. stationary front
   D. anticyclones

4. A cold front usually brings what kind of weather?
   A. cool and dry
   B. rain and/or thunderstorms
   C. sunny and fair
   D. snow

5. When a cold front or a warm front stays in place for several days without invading another front, it is called a ______.
   A. stationary front
   B. warm front
   C. occluded front
   D. cold front

6. When two air masses meet, what happens?

7. Warm air is ______.
   A. less dense than cold air
   B. lighter than cold air
   C. thinner than cold air
   D. all of the above
How many of these can you write about? Think! Write! Check all the ones you answered.

☐ Summarize what you have learned about how the movement of air masses causes weather to change.

☐ Watch a weather forecast and study the weather map. Make a list of the symbols the weatherman uses and describe what each one tells you. Why is each of these things important to know? Explain.

---

8. When a warm and a cold air mass meet, what happens?
   A. The warm air would slide up and over the cold air.
   B. The heavier cold air would sink and slide in under the warm air.
   C. Some form of precipitation would occur.
   D. all of the above

9. Cooler air can hold less water than warm air.
   A. false
   B. true

10. Air masses are different in many ways. Which of these is NOT different?
    A. atmospheric pressure
    B. moisture contents
    C. ratio of oxygen/nitrogen
    D. temperature

Don't stop writing. Use a blank piece of paper to continue.
Some people think that animals are just “animals,” and that they have nothing in common with human beings. A growing body of scientific research, however, suggests otherwise. Most scientists now think that animals, especially mammals, can experience emotions. Other scientists take this a step further by saying that some animals actually think.

Think about what most dogs do when you scold them. They lower their heads and slink off to some secluded spot. Only when they sense that you are no longer angry do they come back out. On the other hand, when you return home after a day at school, your dog probably leaps around you, tail wagging furiously. But, do these reactions really indicate that dogs and other mammals feel emotions? They certainly seem to.
There are plenty of examples that seem to indicate that animals feel emotions such as fear, anger, joy, and grief. If the antelope did not feel fear, it would stand still or continue grazing instead of sprinting away at the sight of a cheetah. Mammals such as dolphins, chimpanzees, and rats show the feeling of joy in their love of playful activity. Elephants show signs of long-lasting grief when a member of the herd dies. Other mammals such as sea lions, bears, and moose also seem to become upset by a death in their group.

Whether or not animals can actually think is a more difficult question. Do animals, for example, have the capacity to learn, solve problems, or guess what other animals are thinking? Research suggests that some animals can do this and more.

Chimpanzees in large captive colonies often cooperate with certain other chimpanzees in the colony. They have then been observed to suddenly switch alliances and seemingly double-cross each other. This behavior suggests that chimpanzees can, like humans, change their minds or feel resentment.

Pigs offer an interesting example of problem solving. A scientist from Bristol University discovered that stronger pigs looking for food would follow the lead of a weaker but smarter pig. The smarter pig would find the food. Then, the smarter pig would trick the stronger pig by distracting it. While the stronger pig wasn’t looking, the smarter pig would dive in and gobble up the food.
Perhaps the most amazing example of an animal thinking involves not a mammal, but a bird. Betty the crow makes her home in a laboratory in Oxford, England. She devised an *ingenious* solution for getting a treat in the form of food that scientists had inserted in a long tube. When she first tried to get the treat, she stuck her beak into the tube but found that the tube was too deep for her beak to reach the treat. Undaunted, she picked up a piece of wire that the scientists had placed beforehand in her cage. She bent the wire into a hook and used the hook to lift the treat from the tube. She did this not once, but repeatedly. What really amazed the scientists observing Betty was that she had never seen a piece of wire before. But this bird figured out the challenge, decided to use the wire, and then shape it into the perfect tool for getting the treat.
Some insects, despite having a brain the size of a pinhead, can seemingly behave as intelligently as bigger animals. Larger animals need larger brains to interpret more sensory information and to control their greater number of muscles.

What these examples seem to show is that animals are more like us than we may have once thought. It seems clear that animals can feel a range of emotions. It seems just as clear that some animals show an uncanny ability to do what appears to be “thinking.”

**5. REREAD AND DISCUSS** Reread lines 37–53. With a small group, discuss whether the facts and examples the author cites provide sufficient support for his point of view. Be sure to consider the information presented in the diagram, chart, and captions.

**SHORT RESPONSE**

*Cite Text Evidence* Write a summary of the article. Review your reading notes, and *cite text evidence* in your summary.
22) Which of the following sets of data values could represent the box-and-whisker plot below?

A) 3, 10, 11, 13, 21  
B) 3, 6, 9, 12, 15, 18, 21  
C) 3, 9, 10, 12, 16, 18, 21  
D) 3, 9, 10, 11, 13, 15, 18, 21

23) The USA Track and Field Committee published the following report illustrating the comparison of lap speed and finishing placement of several top relay teams.

Based on the bar graph above, which of the following conclusions is most accurate?
A) The first-place team was twice as fast as the fourth-place team.
B) The fastest time for the 200-meter relay is 7 meters per second.
C) The first-place and second-place teams were closest in time to one another.
D) Every runner on the first-place team ran faster than the runners on the second-place team.

24) A television network wants to pilot a new series in a city with 25,000 residents. They decided to choose a random sample of 1,000 people to determine the best time to run the series. The survey asked participants to state what time of day they watched the most television. The table below shows the results.

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Number of People</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 am-noon</td>
<td>162</td>
</tr>
<tr>
<td>noon-4 pm</td>
<td>187</td>
</tr>
<tr>
<td>4 pm-7 pm</td>
<td>322</td>
</tr>
<tr>
<td>7 pm-11 pm</td>
<td>258</td>
</tr>
<tr>
<td>11 pm-8 am</td>
<td>71</td>
</tr>
</tbody>
</table>

Based on these results, approximately how many people in the city watch television between 4 pm and 7 pm?
A) 8,050 people  
B) 1,450 people  
C) 14,500 people  
D) 580 people

27) Janae's first seven French grades for the year are 91, 87, 80, 99, 85, 78, and 90. What grade is at the 75th percentile?
A) 90  
B) 78  
C) 90.5  
D) 91

28) Terri waitressed 10 days out of the last two weeks. The amount of money she earned each day in tips are $32, $58, $17, $27, $69, $73, $42, $38, $24, and $52. How much money is at the 50th percentile?
A) 42  
B) 69  
C) 38  
D) 40
25) The Statistical Data Bureau published an analysis of incomes and expenditures of 100 average families throughout the United States. The circle graph below represents the Rosen family's monthly budget.

If their total monthly income is $1,820, how much money do they spend each month on food?
A) $546  B) $728  C) $606  D) $182

26) The accompanying graph shows the amount of water left in Rover's water dish over a period of time.

How long did Rover wait from the end of his first drink to the start of his second drink of water?
A) 60 sec  B) 30 sec  C) 10 sec  D) 75 sec

Find each quotient. Identify each as a terminating or repeating decimal.
27. \(2.5 \div 0.08\)  
28. \(9.6 \div 0.5\)

29. \(0.25 \div 0.03\)  
30. \(3.2 \div 0.6\)
As you read note the hazards of hobo life and how Williams and her cousins avoided them.

We lived in small one- or two-room places with a well in the middle of the yard that rented for twenty-five or fifty cents a week. My relatives would be gone for days at a time workin' someplace or lookin' for something to do. They left my cousins to baby-sit me. When they started riding freight trains, I went with them.

In 1932 there weren't as many people as were traveling later: maybe ten or fifteen on a train. We saw children our age riding alone and others who were with their families.

An empty boxcar was always our first choice for a ride. Sometimes we had to travel in cattle cars. The animals would bawl all the time 'cause they were thirsty and plain scared. Hog cars were less noisy, but the railroad didn't clean them and they stank.

We were thrown off trains but avoided trouble with the railroad [detectives]. We watched them making their rounds in the yards. When they went one way, we'd go the other. When we rode a train we would try to get off before we reached a town. Some bulls and brakemen were mean. We saw them catch many white hoboes and beat them just for the exercise.

From "Hitting the Stem: Clydia Williams, 1932-35" from Riding the Rails: Teenagers on the Move During the Great Depression by Errol Lincoln Uys. Copyright © 1999 by Errol Lincoln Uys. Reproduced by permission of TV Books, L.L.C.

Copyright © by Holt, Rinehart and Winston. All rights reserved.
I tied my hair up and wore boys' clothes because a girl could get into trouble on the road. Boys could go over and ask for water or something like that. "Yeah, OK, go out to the windmill," they would be told. If a girl did that, the woman of the house might just decide to keep you. You didn't have any rights in those days. People could keep you and make you work without pay...

Every town that I went to had some sort of sign that you weren't welcome. The white hoboes would have no problem unless somebody recognized them as a stranger. If you were black, they sure knew you didn't belong there.

We rode the trains in the spring and fall. We would stop by people's orchards to get something to eat. When we came to a town, we went to the back of hotels near the railroad yard and looked for food in garbage cans. We broke open crates and stole fresh fruit and vegetables at produce markets. We lifted milk and other items off delivery wagons. Country houses had big porches where pies and cakes were left to cool and smokehouses where they stored food. We didn't steal to sell for profit. We took only what we needed to survive.

Most of our folks were living on salt pork and hardtack biscuits. We may have had no chicken gravy or molasses, but we were eatin' better than they were.

**WHAT DID YOU LEARN?**

1. Why did Williams and her cousins ride the rails?

2. How did people in towns with railroad stations probably feel about hoboes?
NATURAL HAZARD OR NATURAL DISASTER?

Essential Questions:
What is the difference between a natural hazard and a natural disaster?
What natural hazards could occur locally?
What can be done to prepare for a locally occurring form of natural hazard?

Warm Up:

1. In general, define "hazard" and "disaster."
2. In a T-Chart, identify two natural hazards and two natural disasters.
3. For one of the natural hazards you wrote, explain why it is a natural hazard, not a natural disaster.
4. For one of the natural disasters you wrote, explain why it is a natural disaster, not a natural hazard.

WINTER STORM PREPAREDNESS GROUP

Scenario: A blizzard strikes your city!! It is snowing too heavily to travel outside safely. Wind gusts reach 35 mph, blowing the 2 feet of snow. You are trapped in your house for two days. Then the power goes out. What would you need to have to be prepared for this?

1st TASK: Record the problems and items.

- Brainstorm a list of 5 problems a resident of the city would likely face.
- Then generate a list of at least 10 items someone might need.

2nd TASK:

- Create a flyer informing people what they need to have and/or do in case of a winter storm and the reason for each action/item. You will have 10 minutes to INDIVIDUALLY complete this task.
- Grade your flyer: What grade would you give your own flyer and why? Answer this on the back of your flyer.