MCMS
6th Grade
NTI Packet
Day 14

Day 14 6th Grade Math

Name _____

Reteaching
18-4

Volume with Fractional Edge Lengths

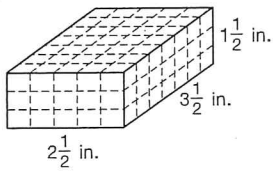
When finding the volume of a rectangular prism with fractional edge lengths, you have to find the number of cubes with fractional edge lengths that can fill the prism. What is the volume of the rectangular prism shown below at the right?

Consider a $\frac{1}{2}$-inch cube. 8 half-inch cubes can fill a 1-inch cube.

Next, figure out how many $\frac{1}{2}$-inch cubes will fill the prism. The prism can be filled with $5 \times 7 \times 3 = 105$ half-inch cubes.

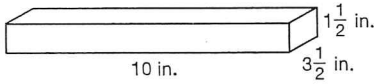
Divide 105 by 8 because 8 half-inch cubes make up a 1-inch cube. $105 \div 8 = 13\frac{1}{8}$

The volume of this rectangular prism is $13\frac{1}{8}$ in^3.



For **1** through **4**, find the volume of each rectangular prism.

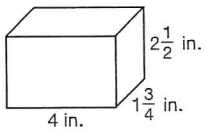
1.



Fraction cubes have ____ in. lengths.

$V =$ _____

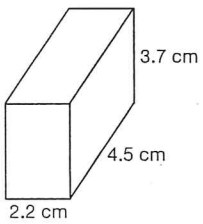
2.



Fraction cubes have ____ in. lengths.

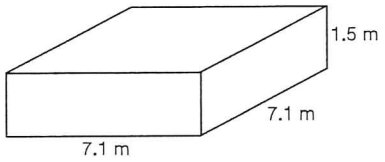
$V =$ _____

3.



$V =$ _____

4.



$V =$ _____

5. Writing to Explain How many $\frac{1}{2}$-inch cubes could fit inside the rectangular prism shown in Exercise 1? Explain how you know.

_____

_____

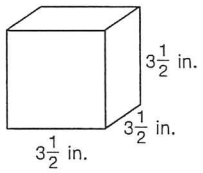
Name _____

Practice
18-4

Volume with Fractional Edge Lengths

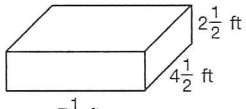
Find the volume of each rectangular prism.

1.



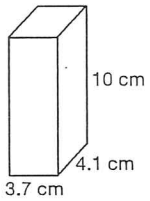
_____

2.



_____

3.



_____

Find the missing value for each rectangular prism.

4. Volume: $111\frac{3}{8}$ in^3
Base: $20\frac{1}{4}$ in^2
Height: _____

5. Volume: $8\frac{2}{3}$ ft^3
Length: _____
Width: $4\frac{1}{3}$ ft
Height: $\frac{2}{3}$ ft

6. Volume: 758.16 mm^3
Length: 13 mm
Width: _____
Height: 7.2 mm

7. Number Sense A rectangular prism can be filled with 210 half-inch cubes. How many $\frac{1}{4}$-inch cubes would it take to fill the same prism?

_____

8. A rectangular prism has a base with an area of 31.5 cm^2 and a height of 4.7 cm. What is the volume of the prism?

A 36.2 cm^3 **C** 148.05 cm^3
B 72.4 cm^3 **D** 296.1 cm^3

9. Writing to Explain Find and compare the volumes of the two rectangular prisms below. How does dividing each dimension of the larger prism by 2 affect the volume of the smaller prism?

Length	Width	Height	Volume
5 in.	$4\frac{1}{2}$ in.	6 in.	
$2\frac{1}{2}$ in.	$2\frac{1}{4}$ in.	3 in.	

_____

_____

Basic Skills with Decimals Name_____ Day ID:14

DO NOT USE A CALCULATOR

Date_____ Period____

Find each sum.

1) 258.1 + 368.3

A) 846.8 B) 293.6
C) 741.9 D) 626.4

2) 359.3 + 406.2

A) 613.1 B) 1231.1
C) 353.6 D) 765.5

3) 320.3 + 31.522

A) 535.112 B) 257.662
C) 351.822 D) 136.692

4) 471.7 + 426.6

A) 898.3 B) 586.6
C) 1297.6 D) 1218.98

Find each difference.

5) 274.4 – 2.6

A) 682.7 B) 323
C) 265.471 D) 271.8

6) 290 – 117.1

A) 353.3 B) 403.3
C) 184.73 D) 172.9

7) 440.6 – 376.6

A) 55.8 B) 46.71
C) 64 D) 506

8) 298.5 – 14.509

A) 663.691 B) 146.091
C) 283.991 D) 501.021

Find each quotient.

9) 5.3 ÷ 0.4

A) 13.25 B) 6.9
C) 3.3 D) 4.9

10) 4.5 ÷ 0.4

A) 2.6 B) 1.1
C) 11.25 D) 3.5

11) 5.59 ÷ 0.1

A) 5.5 B) 0.2
C) 7.4 D) 55.9

12) 5.5 ÷ 2.2

A) 7.7 B) 0.4
C) 2.5 D) 5

Find each product.

13) 7.2 × 0.89

A) 0.108 B) 7.108
C) 6.408 D) 8.09

14) 9.2 × 9.5

A) 18.7 B) 92
C) 87.4 D) 84.1

15) 0.8 × 4.8

A) 2.54 B) 11.64
C) 9.94 D) 3.84

16) 4.7 × 5.4

A) 16.28 B) 31.18
C) 10.1 D) 25.38

Weather or Not

by Paula Hunt

What's happening outside can affect your mood.

When it comes to her favorite kind of weather, eleven-year-old Elena W. knows exactly what she likes.

"The sun is out, and there's a cool breeze," says the fifth grader from San Antonio, Texas.

Patrick J., also eleven, likes cold weather the best. That's because some of his favorite outdoor activities, such as ice fishing, take place when it's cold out. But he doesn't mind other types of weather too much-the Bristol, Connecticut, fifth grader says he just finds ways to stay busy and happy indoors.



Larry Williams/Getty Images

Everyone has their favorite kind of days. But can the weather actually make you feel a certain way?

"Absolutely!" says Marti Erickson, founding board member of the Children & Nature Network. "Weather really does affect us. It affects our energy, and it can affect our mood."

Weather or Not

Scientists say it's not surprising that weather affects the way we feel. Spending at least thirty minutes a day in warm, sunny weather could improve people's moods, one recent study found. Another study says that when heat and humidity go up, a person's good mood can go down.

Fifteen-year-old Sean F., of Olney, Maryland, knows what that's like. "When it's hot and humid and sticky, it makes me feel exhausted," he says. And what about his mood? "I'm grumpy."

But for Pete S., of San Antonio, Texas, it's cold, overcast days he can do without. Long days spent

indoors make the sixteen-year-old uneasy. "It makes me feel kind of *claustrophobic*," he says. That's when people feel uncomfortable about being in a closed space.

But being bummed out about the weather is different for some people. Those who have psychiatric disorders, such as schizophrenia, depression, or attention-deficit hyperactivity disorder (ADHD), can be more sensitive to the weather's effects.

If you're bothered by dark winter days, there are treatments to help you feel better. Some people use light therapy boxes, which have bright lights that mimic sunlight. But for most people, things don't need to get that complicated.

"One way to increase your light exposure is to just go outside," says Jennifer Veitch, an environmental psychologist and senior research officer at the National Research Council Canada in Ottawa. "Even when it's overcast or in winter, the amount of light exposure you can get could be enough."

Cure the Blues with Some Green

Going outside has other benefits too. "Take a hike" takes on a whole new meaning when you know that nature can actually help put you in a better mood. Some researchers have found that the outdoors can help people relax and cope with stress, Veitch says.

One study showed that kids with ADHD were able to focus better after taking walks through green areas. Another found that kids who attended schools that had playgrounds with more natural elements such as grass and trees were better behaved.

Just what is it about seeing grass or a tree that lifts your mood? "Some scientists believe living things like plants and animals are so important for human survival that we are specially adapted to pay attention to them," explains Johanna Weber, a researcher at the Landscape and Human Health Laboratory at the University of Illinois at Urbana-Champaign. "They signal a place is a good place to live, so we are put in a good mood just by seeing them."

Weather and nature alone can't make you feel happy or sad. But understanding that they do have an effect on your mood means you won't be surprised by your feelings. Or, like Elena's thirteen-year-old sister Olivia W., you'll know what to do when you need a boost.

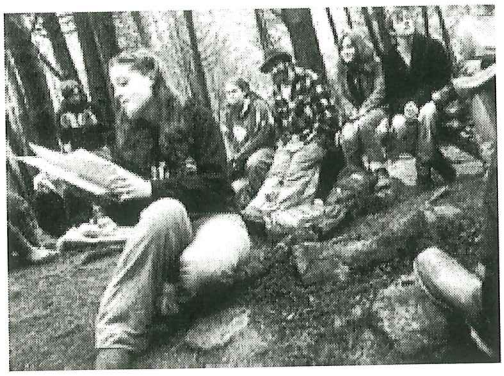
"When I come back from a walk in the park, I feel nice, I feel good, I feel sort of energized," she says. "Even if the entire rest of your day totally stinks, one walk in the park for me is a perfect cure for it."

A Garden a Day Keeps the Blues Away

When you can't bring people to nature, what do you do? Bring the nature to them! More and more nursing homes, hospitals, and schools are doing just that by creating gardens and green spaces on their grounds.

Going green has healthy benefits. People who live in nursing homes feel less depressed if there is a garden, studies have found. Even people in hospitals who can't get outside feel better when they can see gardens from their windows.

Kids in schools that have natural playgrounds with grass and trees focus better and are less aggressive than those who don't have such areas. Schools are turning to nature for teaching too. "Gardens and other outdoor spaces can be turned into places to study science, math, and language," says Marti Erickson, founding board member of the Children & Nature Network.



Angie Beaulieu

Walden Project student Julia W. reads to her classmates from the Dr. Seuss book The Lorax.

For learning from nature and in nature, it's hard to beat the Walden Project, a school in Vermont that was named after the book *Walden* by Henry David Thoreau. Thoreau said he did some of his best thinking outdoors. Teachers hold classes outside every day of the year, in all kinds of weather, with just a makeshift tent for shelter and a wood burning stove for warmth.

Name: _____ Date: _____

1. What is Elena W.'s favorite kind of weather?

A. sunny with a cool breeze

B. humid, sticky weather

C. wet, rainy weather

D. cold and overcast

2. The text describes the effects different types of weather can have on your mood. What effect could spending at least thirty minutes a day in warm, sunny weather have on your mood?

A. It could improve your mood.

B. It could make you feel exhausted.

C. It could put you in a bad mood.

D. It could make you feel lonely.

3. Different people prefer different types of weather.

What evidence from the text supports this conclusion?

A. Some of Patrick J.'s favorite outdoor activities, such as ice fishing, take place when it's cold out.

B. One study says that when heat and humidity go up, a person's good mood can go down.

C. Patrick J. likes cold weather the best, but Pete S. can do without cold, overcast days.

D. Long days spent indoors make Pete S. feel claustrophobic, or uncomfortable about being in a closed space.

4. Why might someone who usually enjoys the outdoors not find it relaxing every time?

A. A person might not enjoy certain types of weather, which would make his or her experience outdoors less relaxing.

B. The outdoors is only enjoyable the first time a person experiences it.

C. The outdoors is only enjoyable during the summer.

D. Most people prefer being indoors to being outdoors.

5. What is the main idea of this text?

A. Some people use light therapy boxes to help them feel better.

B. People should stay indoors on dark winter days.

C. Henry David Thoreau did some of his best thinking outdoors.

D. The weather and the outdoors can affect a person's mood.

6. Read these sentences from the text.

"Going green has healthy benefits. People who live in nursing homes feel less depressed if there is a garden, studies have found."

What does the phrase "going green" mean here?

A. to recycle plastic bottles and cans

B. to be around nature

C. to save the environment

D. to spend a lot of money

7. Choose the answer that best completes the sentence.

_____ weather and nature alone can't make you feel happy or sad, understanding that they do have an effect on your mood means you won't be surprised by your feelings.

A. If

B. Since

C. Because

D. Although

8. How does Olivia W. feel after a walk in the park?

_____

_____

_____

_____

9. Why is a person's mood lifted when he or she sees grass or a tree?

Support your answer with evidence from the text.

10. Explain how where a person lives might affect his or her mood.

Support your answer with evidence from the text.

6th English
NTI Day #14

Directions

Read this story. Then answer questions 36 through 42.

Nina has just received a low grade on a social studies test. Before she can figure out what to do, the bell rings and she heads to her art class.

Excerpt from *Interference Powder*

by Jean Hanff Korelitz

The art studio was at the end of the corridor. Its walls were splotched by years of flung paint, and pockmarked from thousands of thumbtacks. All sorts of stuff was pinned up, from kindergarten smudges to our own collage self-portraits, with papier-mâché objects dropping down from the ceilings to sway over our heads. One of my own paintings hung on the wall between two of the windows, and I smiled when I saw it. It was a picture I was kind of proud of: a study of Isobel's face, up close, her thin smile stretching across her face and her skin very white against a purple background. Isobel called this her vampiress portrait, which wasn't exactly a compliment. Still, I knew she liked the picture and felt proud to see it up on the wall.

When we got to the art room, I was surprised that Mrs. Smith, our teacher, was absent and in her place stood a tall woman with long hair in hundreds of little braids, some of them with beads and shells woven into their ends. The hair was mostly gray, but the woman's face wasn't really old. In fact, she looked around the same age as my mom. She grinned at us from the center of the room, with her hands thrust deep into the pockets of her big, faded apron, which she wore over jeans so worn they looked buttery-soft. In one ear she wore a long, dangly earring with a feather that brushed her shoulder. Nothing was in her other ear. Her fingers were bare, but her wrists clattered with little bracelets, silver and gold and every color. I stared at those bracelets. I had never seen anything like them.

Our class was bunched up at the door, uncertain about whether or not to enter, given that our art teacher wasn't there; but this different person motioned us inside, grinning all the while. "Come on!" she said gleefully. "Mrs. Smith is sick today, so I was called in. My name is Charlemagne."

Charlemagne! Isobel and I exchanged a look. Only the week before, Isobel's father had shown us a print of an old painting with a man in a chair. Four priests were standing over him, waving something that looked like palm fronds.[1]

"Is he a saint?" Isobel had asked.

---

[1]**fronds:** branches

Her dad had laughed. "He thought he was. But no. He's King Charlemagne of France. Charles the Great! He made war on absolutely everybody."

And now, here we were, only a week later, confronted with one of Charles the Great's actual descendants, since what else could Ms. Charlemagne be? Imagine being descended from a medieval French king! How totally thrilling! Mom always told me that her great-great-great-uncle had invented the glue they use on the back of postage stamps, but that was nothing compared to being connected to ancient royalty.

Ms. Charlemagne began passing out paper as we drifted to the art tables. "I don't have any special plan today," she said. "I think we'll just see where our creativity takes us. Let's see what happens on the page. After all, that's what artists do, isn't it?"

Was it? I'd always thought they planned their paintings beforehand and then tried to make the picture on the canvas match the picture in their mind. That's what I always did, anyway.

The kids around me were picking through the pencil and crayon bins, looking at one another with uncertain expressions. They were used to being told by Mrs. Smith what the day's subject was or how they were supposed to make their pictures.

"Let's let the colors pick themselves!" Ms. Charlemagne chirped. "Let's let the pictures tell us what they should look like! Let's see what's on your mind today!"

I looked down at my blank white sheet. I knew what was on my mind. My low 62 grade, my never-to-be-had singing lessons, my mom's expression when she sees my test score tonight. I sighed and reached for a pencil. I began to draw my mother in our kitchen at home, her face pinched up in a frown. I drew her thin eyebrows and her eyes, with their pretty, curling eyelashes, looking down. I drew her hair falling forward a bit and one hand, the one that still wore my father's wedding ring, on the table before her. Next to that hand I drew my test; and just to make myself feel even worse, I drew my ugly score—62—right there on the paper. For a long moment I glared at it, as if willing it to change.

Then it struck me! I *could* change that number, at least here if not in real life. I could turn my pencil over and rub those terrible numbers away, then write new numbers in their place. I was the lord of my own picture, wasn't I? I could give myself a 63 on my social studies test, or a 61, or . . . why not even a perfect 100?

36 How does Nina's attitude toward Ms. Charlemagne change?

A Nina becomes less interested after noticing Ms. Charlemagne's bracelets.

B Nina becomes more fascinated after learning Ms. Charlemagne's name.

C Nina becomes less surprised after hearing Ms. Charlemagne's viewpoints.

D Nina becomes more suspicious after hearing Ms. Charlemagne's assignment.

37 How do lines 34 through 39 contribute to the development of the story?

A by suggesting that Ms. Charlemagne is not qualified to teach art

B by introducing Nina to a new way to think about art

C by showing that Ms. Charlemagne does not understand how artists work

D by describing the way Nina usually completes art assignments

38 Why does the author use the word "chirped" in line 43 of the story?

A to reveal that Ms. Charlemagne has creative ideas

B to imply that Ms. Charlemagne is new at teaching art

C to demonstrate that Ms. Charlemagne has a cheerful outlook

D to show that Ms. Charlemagne easily relates to the art students

39 Read this sentence from line 54.

I *could* change that number, at least here if not in real life.

How does this sentence **best** contribute to the development of the story?

A by signaling a change in Nina's thinking

B by emphasizing the importance of the setting

C by revealing Nina's strong feelings

D by suggesting a new plot development

40 Which quotation **best** supports a theme of the story?

A "Still, I knew she liked the picture and felt proud to see it up on the wall." (lines 8 and 9)

B "I had never seen anything like them." (line 18)

C "Imagine being descended from a medieval French king!" (lines 30 and 31)

D "I was the lord of my own picture, wasn't I?" (line 56)

41 Based on details in the story, what can readers conclude about Ms. Charlemagne?

A She is a respected artist.

B She has a famous relative.

C She has a unique personality.

D She is a popular substitute teacher.

42 How do the details in the story help develop a theme?

A Nina's thoughts about her mother help develop the theme that being honest will make you feel better.

B Nina's interaction with Isobel helps develop the theme that experiencing a new situation is easier with a friend.

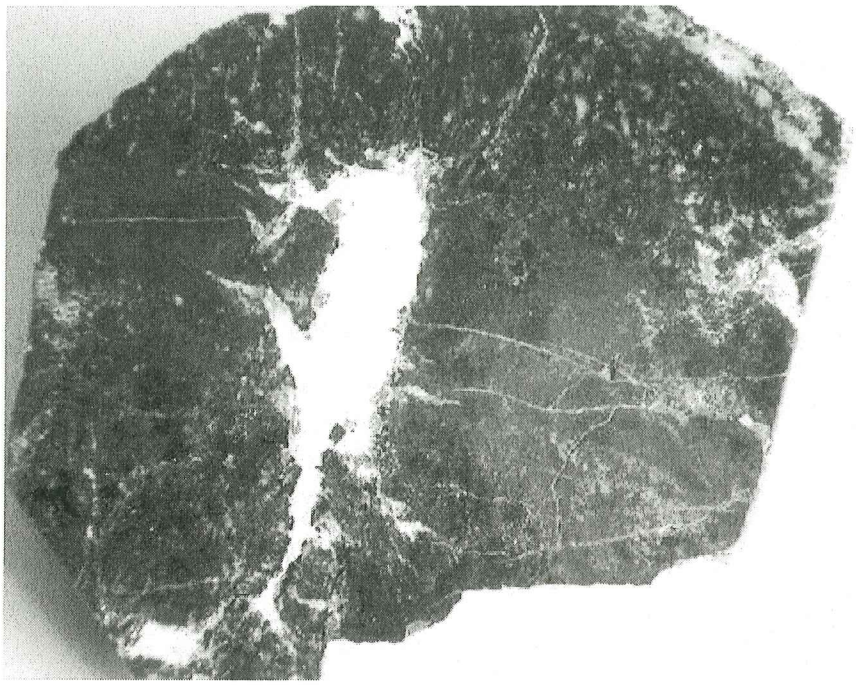
C Nina's drawing helps develop the theme that expressing yourself can help you work through your struggles.

D Nina's description of Ms. Charlemagne helps develop the theme that judging others by their appearance is not a good idea.

6th Grade Social Studies

Where Did King Tut Get His Eyebrows?

by W.M. Akers



lapis lazuli

In 1922, English archaeologist Howard Carter discovered something spectacular. In Egypt's Valley of the Kings, an underground passage led to an empty room, long ago looted by grave robbers. But searching along the walls of the room, Carter's team found something strange: a secret panel that opened a hidden chamber. Inside was an array of ancient objects, but the most spectacular treasure was farther inside.

Working carefully, Carter and his team spent three weeks excavating the tomb. When they were finally ready, Carter opened the door to the burial chamber inside the tomb. He became the first person in 3,000 years to look upon the sarcophagus of Tutankhamen, an Egyptian pharaoh popularly known as King Tut.

Inside Tutankhamen's tomb were hundreds of artifacts. These included sculptures, gold, and four chariots. There were flowers that had been picked five centuries before the founding of Rome. When the air touched them, Carter watched them disintegrate. But of all the marvels inside Tutankhamen's tomb, none would become more famous than the mask of the pharaoh himself.

Tutankhamen was very young when he became king-only eight or nine years old. He spent his reign living as a child while his advisors made the decisions that affected the kingdom. After about a decade of rule, during a war with the neighboring kingdom of the Hittites, Tutankhamen died suddenly. No one knows how he died, but researchers have speculated that it could have been because of an inherited disease or because of an accidental fall, perhaps from a chariot.

Tutankhamen was mummified in the traditional fashion and buried in a sarcophagus inside his tomb. On top of the sarcophagus sits a mask made of 24 pounds of solid gold. It shows the boy king wearing an elaborate ceremonial headdress with a long fake beard attached to his chin. It is a beautiful piece of craftsmanship, and must have astonished Howard Carter and the other archaeologists when they discovered it.

Never had a pharaoh's tomb been so well-preserved. By inspecting all of the objects they found, the archaeologists were able to learn an incredible amount about a king who had been largely forgotten. The news of the discovery sparked a worldwide interest in Egyptian culture that affected fashion, architecture, and popular culture all over the Western world. And King Tut's mask was the symbol of the revival.

Of all the features of the mask, perhaps the most interesting are the pharaoh's eyebrows. These thick arches are bright blue, matching the stripes on the headdress, and are made of one of the rarest substances in the ancient world: a stone called "lapis lazuli," which has a history just as interesting as King Tut's tomb itself.

The ancient Egyptians were talented traders, sending caravans across the desert and boats over the sea. Although the area around the Nile River was rich in some materials, there were many that could not be found there and had to be sent for from far-off lands. Egyptian merchants traded for wood with Lebanon, copper with Cyprus, and incense with the kingdom of Punt. In return, they sent materials that Egypt had in abundance, such as papyrus (an early form of paper) and grain.

But of all the rare goods coveted by the Egyptian ruling classes, few were rarer, or came from farther away, than the stunning blue stone known as lapis lazuli. Its color was rich blue-so blue that the stone's name means "sky stone"-flecked with what appeared to be bits of gold. Across the ancient world, its beauty was prized. Unfortunately, it was very hard to get.

The stunning substance was found only in one place on Earth: the mines of Badakhshan, in what today is northeast Afghanistan. A rugged, mountainous country, it was difficult to extract the rocks, and once they had been mined, it was difficult to send them away. But the stone was valuable enough that traders would risk anything to bring it to market.

Two trade routes led from Badakhshan westward toward the Middle East and Egypt. One, the "northern route," led across the treacherous landscape on the upper border of what is today Iran. The second, the "southern route," began on the Helmand River, proceeding through ancient settlements into the lush land of Mesopotamia. From there, traders continued by land to Egypt, or made their way to the Red Sea to complete their journey by boat. In all, the trip took longer than 2,000 miles-a difficult journey today, but an unfathomable one in 1100 B.C.

Lapis lazuli had many uses for the Egyptians. It was considered a sacred symbol of several gods and goddesses and would be given as an offering to them by those who sought their favor. Judges wore it as a pendant around their neck to symbolize that their power came from Maat, the goddess of truth and balance. And most famously, it was ground into a powder to use as eye shadow and to draw the sacred Eye of Horus. This may be the reason that, when it came time to craft a death mask for Tutankhamen, lapis lazuli was used around the eyes.

The material was so rare that when it came time to make the blue stripes on Tutankhamen's headdress, less-expensive imitation lapis lazuli was used. But for the eyebrows, nothing else would do. Today, you can see the mask on display at the Egyptian Museum in Cairo, Egypt. The eyebrows are as vibrantly blue as they were when Howard Carter discovered them in 1922-and most likely as blue as they were when they were pulled from the earth in Afghanistan, more than 3,000 years ago.

Name: _____ Date: _____

1. What are the eyebrows on King Tut's mask made of?

A. copper from Cyprus

B. solid gold

C. papyrus

D. lapis lazuli

2. What does the author describe in the first half of the passage?

A. different uses of lapis lazuli by the Ancient Egyptian ruling class

B. the ancient trade routes that led from Badakhshan toward the Middle East and Egypt

C. the similarities between the founding of Ancient Egypt and the founding of Ancient Rome

D. the discovery and importance of King Tut's tomb and the mask from his sarcophagus

3. Read the evidence below and answer the following question.

(1) Although it was very difficult to extract lapis lazuli and transport it to Egypt, traders would risk anything to bring the stone to market. (2) The people who made King Tut's golden mask used real lapis lazuli for the eyebrows but used cheaper, fake lapis lazuli for the headdress.

Based on these two pieces of evidence, what can you infer about lapis lazuli in Ancient Egypt?

A. Ancient Egyptians preferred using imitation lapis lazuli to using real lapis lazuli.

B. Ancient Egyptians were unable to get as much lapis lazuli as they desired.

C. Ancient Egyptians were able to get as much lapis lazuli as they desired.

D. Ancient Egyptians did not want to use lapis lazuli.

4. Based on the passage, what can be concluded about the value of lapis lazuli in Ancient Egypt?

A. Lapis lazuli was not very valuable in Ancient Egypt.

B. Lapis lazuli was less valuable than copper in Ancient Egypt.

C. Lapis lazuli was valuable only to pharaohs in Ancient Egypt.

D. Lapis lazuli was very valuable in Ancient Egypt.

5. What is this passage mostly about?

A. the story of King Tut's life and the impact of his death on Egyptian culture, trade, and crafts

B. the importance of the eyes and eyebrows to Ancient Egyptian culture and mythology

C. the ways in which the discovery of King Tut's tomb and golden mask affected Western culture

D. the discovery of King Tut's tomb and golden mask, and the history behind the mask's lapis lazuli eyebrows

6. The passage ends with these two sentences: "Today, you can see the mask on display at the Egyptian Museum in Cairo, Egypt. The eyebrows are as vibrantly blue as they were when Howard Carter discovered them in 1922-and most likely as blue as they were when they were pulled from the earth in Afghanistan, more than 3,000 years ago."

Why might the author compare the blueness of the eyebrows today to their blueness when Howard Carter discovered them and when they were pulled from the earth?

A. to demonstrate the durability of lapis lazuli and reinforce its value in Ancient Egyptian and present-day Western cultures

B. to direct the reader to visit Egypt in person to learn more about the history of King Tut, his mask, and the lapis lazuli eyebrows

C. to connect the present-day reader to the two main historical settings in the passage, Howard Carter's discovery of King Tut's tomb in 1922 and the time of the Ancient Egyptians

D. to emphasize the importance of properly preserving historic objects

7. Choose the answer that best completes the sentence below.

King Tut's tomb was filled with hundreds of beautiful and impressive artifacts; _____, it contained his death mask.

A. in particular

B. on the contrary

C. as a result

D. although

8. Lapis lazuli was used to make the eyebrows for the mask of King Tut, but it also had a number of other uses in Ancient Egypt. List two other ways that Ancient Egyptians used lapis lazuli mentioned by the text.

9. Lapis lazuli was valued by Ancient Egyptians both because it is stunningly beautiful and because it was extremely rare. Give two specific examples from the passage that demonstrate just how much Egyptians valued the stone.

10. Based on information from the passage, what can you infer about how pharaohs were viewed and valued in Ancient Egyptian culture? Give two specific examples from the text to support your inference.