MCMS
6th Grade
NTI Packet
Day 25

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

6th English Day #25

Flying into History

1 On a dark May night in 1927, starlight flickered on the silver wings of a small plane as it sputtered on through the sky. Through the side window, the pilot could see the glow of the city of Paris. He glided over villages and farms, and then the large buildings of the city were beneath him. After circling the Eiffel Tower, he began searching for Le Bourget Airport. At last he was descending, following the lights of the runway. As he drew closer, he could see arms waving and hear 100,000 voices cheering. Charles Lindbergh breathed a sigh of relief as his wheels touched the pavement. After 33½ hours in the air, he had done what no pilot had accomplished before. Lindbergh had crossed the Atlantic Ocean from New York to Paris in a single flight.



In 1927, Lindbergh flew past the Eiffel Tower in Paris, France.

Sueddeutsche Zeitung Photo/Alamy Stock Photo

Young Pilot

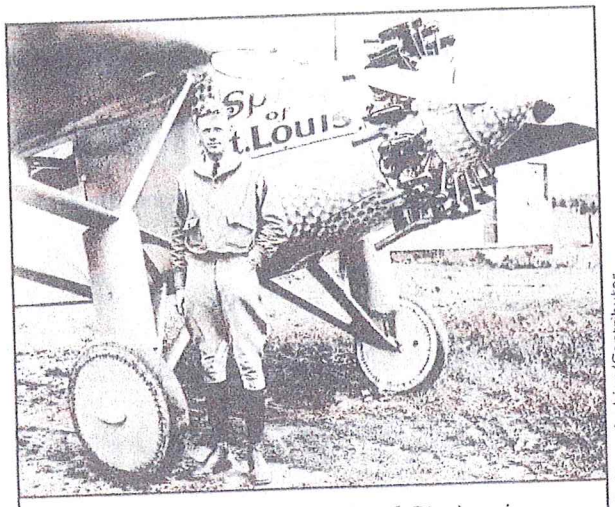
2 At age 25 Lindbergh had already become known as an excellent pilot, at least in St. Louis, Missouri, where he lived at that time. A veteran of barnstorming, or trick flying, Lindbergh had also become the chief pilot for the airmail service between St. Louis and Chicago. But Lindbergh longed for more.

3 Lindbergh decided to accept a challenge offered by New York hotel owner Raymond Orteig in 1920. Orteig had challenged pilots to fly from New York to Paris in one trip. Several pilots had tried to make this flight and failed. Still Lindbergh and other pilots were preparing to attempt the challenge. Most were planning to fly large, sturdy planes with multiple engines. Lindbergh believed this was the wrong approach. A lighter, smaller plane, with only one person on board and a single engine, would conserve fuel and have the best chance of completing the trip.

A Dream Becomes Real

4 After speaking with some businessmen in St. Louis, Lindbergh convinced them to support his idea. They provided $15,000, and Lindbergh searched for a company to make his plane. Wherever he went, aircraft makers rejected his ideas. But at last, a small company agreed to build his plane. They believed in him and completed the project in only two months.

5 The plane, which Lindbergh named the *Spirit of St. Louis*, had a unique design. Instead of placing the gas tank behind the pilot's seat, as was usually done, Lindbergh had it placed in front of him. He didn't want to be caught between the tank and the engine if the plane went down. However, this meant that Lindbergh would not be able to see out the front window. He didn't mind, though. "There's not much need to see ahead in normal flight," he told the designer. In order to see, Lindbergh had to bank, or tilt, his plane slightly. If necessary, he could use a periscope, an instrument that helped him see objects outside the plane.



Lindbergh with the *Spirit of St. Louis*. This plane can now be seen at the Smithsonian Museum in Washington, D.C.

New York Daily News Archive/Contributor

6 Having the lightest plane possible was very important. Instead of using a heavy pilot's seat, Lindbergh wedged a lightweight wicker chair into the plane. He packed only the items he considered essential—a raft, a knife, and a flashlight. His plane included a few tools, such as oil pressure and temperature gauges, a clock, and a compass. His efforts to rid the plane of any unnecessary weight also included trimming his flight maps and wearing specially designed lightweight boots.

7 Lindbergh made numerous short test flights in his new plane before flying from California to New York in only 20 hours and 21 minutes. With this, he set a new transcontinental record. When he reached New York City, he found several other pilots there, preparing for their flight to Paris. However, bad weather kept them from leaving.

8 On May 20, 1927, Lindbergh found a small break in the weather. Just after dawn he filled extra gas tanks with 450 gallons of fuel, placed them inside the plane, and took off. His plane wobbled on bulging wheels down the muddy runway. "The *Spirit of St. Louis* feels more like an overloaded truck than an airplane," he wrote. Although the wind was blowing in the wrong direction and the engine felt weak, Lindbergh urged the plane forward. At the last second, it lifted off. It cleared power lines by only 20 feet.

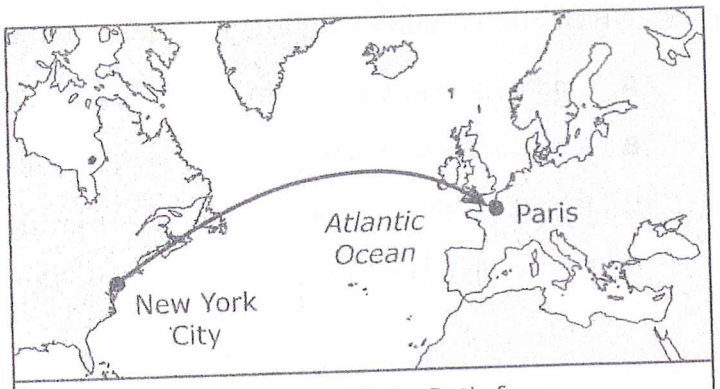
The Flight

9 Armed with only a few sandwiches and some water, Lindbergh was in for a 3,600-mile flight. He was already exhausted because he had not gotten any sleep the night before. He flew very low over land, ocean, and ice, navigating through fog and darkness. His compass and the stars guided him. His body grew stiff, and his legs and feet became cramped. At times he felt himself drifting off to sleep, so he opened the window and gulped in fresh air to make himself alert.

10 After 27 hours Lindbergh flew over some fishing boats. "Which way is Ireland?" he shouted, but no one answered. So he continued, gaining energy as he flew over Ireland, England, the English Channel, and France.

GO ON

11 When Lindbergh finally arrived in Paris, the excited crowd lifted him up and carried him. Later royal leaders and the president of the United States presented him with awards. Lindbergh's incredible journey had made him an international star and inspired young dreamers everywhere.



The Nonstop Flight Path from New York to Paris

Third party trademarks Spirit of St. Louis® and Smithsonian® were used in these testing materials.

GO ON

35 Which idea is supported throughout the selection?

A Lindbergh was younger than most pilots hoping to fly from New York to Paris.

B Airplanes with multiple engines were safest for crossing the Atlantic Ocean.

C It took Lindbergh years to get the money he needed to build his plane.

D Lindbergh believed a new strategy was needed to fly from New York to Paris.

---

36 Which detail about Lindbergh's flight supports the idea that he flew the plane low in the sky?

F Lindbergh used the stars to guide him.

G Lindbergh called out to fishermen for directions.

H The plane traveled through poor weather conditions.

J The plane was equipped with hundreds of gallons of fuel.

---

37 The map of Lindbergh's flight path helps the reader understand —

A that the hotel owner wanted Lindbergh to be the first pilot to reach Paris

B why people were able to see the plane when Lindbergh flew over the ocean

C that Lindbergh had to fly over a large body of water in order to get to Paris

D why Lindbergh made so many test flights over land before his flight across the ocean

38 What is the most likely reason the author wrote this selection?

F To give the history of pilots who have been honored for their contributions to air travel

G To explain how businesses have impacted the production of planes throughout history

H To provide information about how the design of planes has changed throughout history

J To relate the details of an important event in the history of air travel

---

39 What is the best summary of the section titled "The Flight"?

A Charles Lindbergh asked people for directions as he flew over fishing boats on his long flight to Paris, France.

B Charles Lindbergh received awards from royalty and the president of the United States after he flew from New York to Paris.

C Charles Lindbergh was the first pilot to complete the difficult nonstop flight from New York to Paris and became an international hero.

D Charles Lindbergh flew across the Atlantic Ocean with only a compass and the stars to help him navigate through fog and darkness.

---

40 The main idea of paragraphs 4 and 5 is that the *Spirit of St. Louis* was —

F rejected by most manufacturers Lindbergh approached

G sponsored by local businessmen

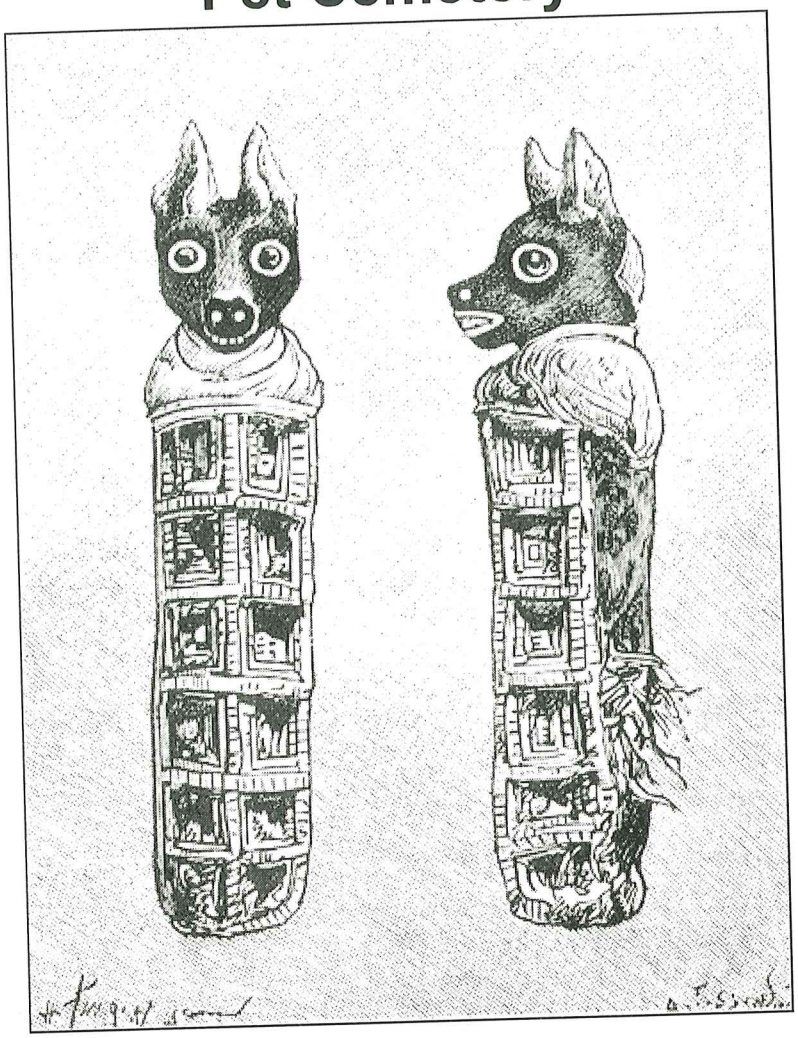
H completed in a short period of time

J constructed specifically to satisfy Lindbergh's requirements

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS ON THE ANSWER DOCUMENT.



Pet Cemetery



Egyptian mummy of a dog

Salima Ikram has a soft spot for the 3,000-year-old mummy in the display case at the Egyptian Museum in Cairo.

"I love that dog," she says.

This was no ordinary pooch, but a royal pet. When the dog died, the king's loyal followers mummified the animal and placed it in a crypt in the Valley of the Kings, home to the tombs of several ancient Egyptian rulers.

Ikram, an archaeologist at the American University in Cairo, has spent the past several years examining the museum's more than 200 animal mummies and preparing them to be displayed in a new exhibit.

Copyright © 2007 Weekly Reader Corporation. All rights reserved. Used by permission. Weekly Reader is a registered trademark of Weekly Reader Corporation.

"This morning I was cleaning one of these 18-foot-long mummified crocodiles and suddenly discovered that there was a baby crocodile in its mouth," Ikram recently told a writer for *Archaeology* magazine. "It was amazing!"

Pet Friendly

The ancient Egyptians were some of history's best mummy makers. They preserved their dead rulers because they believed that the dead needed their bodies for the journey to the afterlife.

The ancient Egyptians didn't forget about Pharaoh's best friend, either. When a king's favorite pet died, the ancient Egyptians mummified the animal in much the same way as they mummified humans. They then buried the mummified pet in a separate casket alongside its owner.

"The Egyptians loved their pets," she told reporters. "Pet mummies are particularly nice, because you get an idea of ancient Egyptians' love for their animals."

Gifts to the Gods

Beloved pets weren't the only animals the ancient Egyptians mummified. They mummified birds, fish, shrews, and even monkeys.

They mummified some animals as gifts to the gods. For example, worshipers of Thoth, a wise god whom the ancient Egyptians believed invented written and spoken language, often offered him a mummified ibis (a type of bird) or a baboon as a gift.

Those who worshiped the goddess Bastet, daughter of the sun god Ra, often mummified cats in her honor.

Many ancient Egyptians also mummified the remains of animals that they considered sacred, such as cats, cows, hawks, and falcons.

Others believed animals such as bulls and crocodiles were the living spirits of the gods. The ancient Egyptians pampered these animals, making sure they were superbly well cared for and fed.

"Animal mummies are very, very important, because we can learn not only about the ancient

Copyright © 2007 Weekly Reader Corporation. All rights reserved. Used by permission. Weekly Reader is a registered trademark of Weekly Reader Corporation.

environment--many of these animals are now extinct in Egypt--but also about ancient Egyptians' beliefs," Ikram said.

Modern Mummies

For nearly 20 years, Ikram has been studying the dead of ancient Egypt, becoming an expert in animal mummification. She has tried to determine the ingredients ancient Egyptians used to preserve the animals.

One of the main ingredients in the process was natron, a native Egyptian salt often found at the edges of lakes. The salt drew water from a body, turning the skin thick and leathery.

In mummifying animals, the embalmers also used a type of oil called turpentine that kills bacteria. They applied other oils to soften the fur.

Ikram has tried many times to mummify modern-day animals using ancient techniques. She has been successful in many instances.

"Bunnies, ducks, catfish, and Nile perch--they're happy little mummies living forever in my office," she says. "It smells."

Copyright © 2007 Weekly Reader Corporation. All rights reserved. Used by permission. Weekly Reader is a registered trademark of Weekly Reader Corporation.

Name: _____ Date: _____

1. In the sentence, "The ancient Egyptians *pampered* these animals, making sure they were superbly well cared for and fed," *pampered* means

A. took care of only their basic needs.

B. worshipped them as gods.

C. preserved them with salt and oil.

D. gave them more food and attention than they needed.

2. *Embalmers* were people who

A. preserved dead bodies.

B. cared for animals.

C. destroyed mummies.

D. took care of temples.

3. The Egyptians mummified some animals because

A. they considered the animals sacred.

B. they wanted to preserve beloved pets.

C. they thought the animals were living spirits of gods.

D. all of the above.

4. In the sentence, "When the dog died, the king's followers mummified the animal and placed it in a *crypt*," the word *crypt* means

A. pet shop.

B. tomb.

C. museum.

D. kennel.

5. How can you tell that Salima Ikram enjoys her work as an archaeologist at the American University of Cairo?

ReadWorks.org · © 2020 ReadWorks®, Inc. All rights reserved.

6th Grade SCIENCE

NTI DAY 25

Gold Team-Log onto READWORKS.ORG to submit your answers

MAROON TEAM- Submit your answers through the MCMS NIT Virtual Classroom

Way-Out World

What strange satellite circles the visible edge of the solar system?

The detonation of a single nuclear bomb can do catastrophic damage. So imagine the power of more than one bomb—not just two or 10 or even 10 million, but 10 billion.

Astronomers have evidence that a collision with enough force to equal the explosion of 10 billion nuclear bombs once happened in the solar system. Out of that crack-up was born one of the oddest things in space. Its name is Haumea.

"There is so much to learn about this newfound object, and we keep finding surprises," says Mike Brown, an astronomer at the California Institute of Technology. "It's just crazy."

ODD Balls

The solar system is always changing. What astronomers know about it is changing even faster. Advances in telescope technology keep deepening their view of space, continually revealing new objects and new features on old objects.

One example of that change in perspective is Pluto. For more than 70 years, astronomers considered it the ninth planet. Then, in 2007, the International Astronomical Union reclassified it as a *dwarf planet.* Like a planet, a dwarf planet orbits the sun. It also has enough mass, and therefore enough gravity, to give it a rounded shape. But it lacks pull; its gravity isn't strong enough to clear its neighborhood of most smaller objects the way that planets do.

A year later Pluto was reclassified again. Now it's a *plutoid.* A plutoid is simply a dwarf planet that exists beyond Neptune, the eighth planet.

As of 2011, four known dwarf planets are plutoids. Pluto, Eris, and Makemake are three. The fourth, discovered by Brown shortly after Christmas 2004, was originally called Santa. That name seemed less appropriate, however, the more that scientists learned about it. *Haumea* was a better fit. Haumea is the mother goddess of Hawaii, whose many children sprang from various parts of her body. The plutoid Haumea is trailed by a swarm of small, icy bodies that once were part of it.

Haumea also has a distinctive spin and shape. It rotates once every four hours—six times faster than Earth does. That's the fastest spin rate of any major object in the solar system.

When an object in space rotates that rapidly, it stretches the way pizza dough does when it's tossed and twirled in the air, says Brown. Haumea's quick spin has given it an oblong shape that looks like a "squashed football," he adds. The same effect is at work on Earth. But because Earth turns less quickly, it bulges only slightly at its equator.

In addition to the icy debris that trails Haumea, a pair of icy moons orbit it. Called Hi'iaka and Namaka, the moons were named after two of the goddess Haumea's mythical daughters.

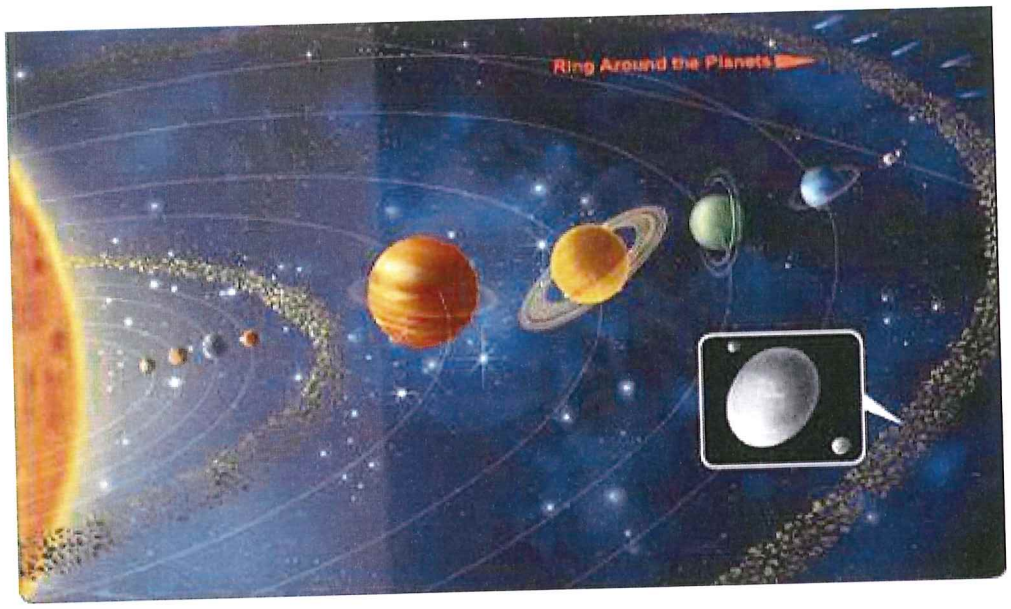
Blast Off

A fast rotation, a squashed shape, two moons, and icy debris—how does it all add up? Brown believes that Haumea was once larger than it is today, composed half of rock and half of frozen water. Sometime between 3.5 billion and 4.5 billion years ago, Haumea was involved in a collision with another object. The impact released the energy equivalent of 10 billion nuclear bombs exploding. It blasted the two icy moons and the chunks of smaller icy debris off Haumea and accelerated its spin rate. Today, says Brown, Haumea resembles an orbiting M&M candy—a small, rocky object covered in a thin shell of ice.

The Haumea collision wasn't the only crack-up in the solar system's early history. Astronomers believe that a Mars-sized object called Theia smashed into the young Earth some 4.5 billion years ago. The impact ejected chunks of rock into space that gradually *accreted* (fused) to form an orbiting satellite with enough gravity to acquire a round shape and become the moon. The still-existing debris around Haumea promises to reveal more about the process of what happens when worlds collide, says Brown.

As old as Haumea is, its story is far from over. The enormous gravity of Neptune could one day throw Haumea like a boomerang through the solar system. At that point, it will become a comet that burns as brightly as a full moon when it passes Earth.

When might that happen? Maybe a billion years from now, says Brown. "So you have a little bit of waiting to do," he says.



BSIP/Photo Researchers, Inc.; Inset: NASA

Ring around the Planets

The plutoid Haumea is located in the Kuiper belt, a ring of small bodies that extends far beyond Neptune. The bodies, which number in the billions, are remnants from the early years of the solar system when a giant cloud of gas and dust began to coalesce (stick together). That coalescence resulted in objects ranging in size from the small members of the Kuiper belt and the asteroid

belt to the planets. Haumea is about 1,450 kilometers (900 miles) wide; Pluto, about 2,300 kilometers (1,400 miles).

Comprehension Questions

1. According to the text, how much force was in the explosion that created Haumea?

1. **the force of 2 million nuclear bombs**
2. **the force of 10 million nuclear bombs**
3. **the force of one nuclear bomb**
4. **the force of 10 billion nuclear bombs**

2. The author organizes the text by dividing it into sections with subheadings. What is described in the section with the subheading "Blast Off"?

1. **the effect that the detonation of 10 nuclear bombs would have on Earth**
2. **the reclassification of Pluto as a dwarf planet**
3. **a collision involving Haumea and another object**
4. **the similarities between Eris and Makemake**

3. Read this paragraph from the text:

"One example of that change in perspective is Pluto. For more than 70 years, astronomers considered it the ninth planet. Then, in 2007, the International Astronomical Union reclassified it as a dwarf planet. Like a planet, a dwarf planet orbits the sun. It also has enough mass, and therefore enough gravity, to give it a rounded shape. But it lacks pull; its gravity isn't strong enough to clear its neighborhood of most smaller objects the way that planets do."

Based on this information, why might Pluto have been reclassified as a dwarf planet?

1. **because its gravity was too strong for Pluto to qualify as a planet**
2. **because its gravity was not strong enough for Pluto to qualify as a planet**
3. **because the International Astronomical Union discovered a new feature on Pluto's surface**
4. **because Pluto had too much mass to qualify as a planet**

4. Read these sentences from the text:

"Haumea also has a distinctive spin and shape. It rotates once every four hours—six times faster than Earth does. That's the fastest spin rate of any major object in the solar system.

"When an object in space rotates that rapidly, it stretches the way pizza dough does when it's tossed and twirled in the air, says Brown."

Based on these sentences, what does the word "rapidly" probably mean?

1. **randomly**
2. **in a pattern**
3. **slowly**
4. **quickly**

5. What is this article mainly about?

1. Earth
2. the International Astronomical Union
3. the Kuiper belt
4. Haumea

6. What is Haumea trailed by?

7. Read this sentence from the text: "Haumea is the mother goddess of Hawaii, whose many children sprang from various parts of her body."

Why might the plutoid Haumea have been named after the mother goddess of Hawaii? Support your answer with evidence from the text.

8. Choose the word that best completes the sentence.

Pluto was thought to be the ninth planet _____ scientists reclassified it as a dwarf planet.

1. after
2. because
3. before
4. so

MCMS NTI Physical Education Documentation Sheet

COMPLETE ONLY IF YOU CURRENTLY HAVE PHYSICAL EDUCATION

NTI Day	Activity	Minutes
Day 21		
Day 22		
Day 23		
Day 24		
Day 25		

Name: _____

Class: _____

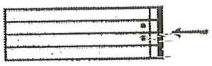
Quiz 4.3

Match the Musical Symbols and Terms

DIRECTIONS: Name each musical symbol. Write the correct letter from the second column in the blank space.

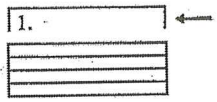
1. _____ 

2. _____ 

3. _____ 

4. _____ 

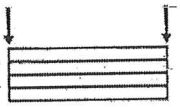
5. _____ 

6. _____ 

7. _____ 

8. _____ 

9. _____ 

10. _____ 

11. _____

12. _____ 

13. _____ *rit.*

14. _____ *accel.*

15. _____ 

A. Tenuto mark

B. Marcato

C. Accent

D. To speed up

E. Breath mark

F. First ending

G. Decrescendo

H. Fermata

I. To slow down

J. Crescendo

K. Staccato mark

L. Caesura (to pause)

M. Coda

N. Barline

O. Repeat sign

Copyright © 2007 by Alfred Publishing Co., Inc.
Note: the purchase of this book carries with it the right to photocopy this page.