

2025-2026

7TH GRADE AMI WORKBOOK



A graphic of a spiral-bound notebook with a dark blue cover and a white page. The spiral binding is on the left side. The text "DAY 1" is centered on the page in a dark blue, sans-serif font. The word "DAY" is in all caps and is smaller than the large number "1".

DAY

1

AMI DAY #1

ELA

Read and annotate the article, "Bridging divides: Unlocking the power of civil discourse," then answer the comprehension questions.

Math

Complete the *Convert a Rational Number to a Decimal to Compare Ratios* practice page.

Science

Read about the lunar cycle. Complete the lunar cycle diagram, the lunar cycle calendar, and the questions about the lunar cycle.

Social Studies

How did Marco Polo change the world? Carefully read both sources on the front page to respond to the prompts. Read the text about Marco Polo, underlining details about his actions. Use the three sources to write a RACE response.

Bridging divides: Unlocking the power of civil discourse

By Editors, Newsela staff on 11.20.23

Word Count **876**

Level **1080L**



Civil discourse is an essential skill for being a good communicator. Photo: Mary Taylor/Pexels Photo: Mary Taylor/Pexels

Every person has their own experiences, backgrounds and preferences that shape their opinions and beliefs. Since we all experience the world differently, it makes sense that sometimes we disagree with one another. Disagreement is a completely natural and normal part of human interaction. How we deal with disagreements in conversations can have serious effects on our relationships with others. This includes our ability to connect and empathize with people who have other perspectives.

Defining Civil Discourse

What exactly is civil discourse? It is a form of communication where two people behave in a respectful and rational way, even if they totally disagree on an issue. Someone who uses civil

discourse strategies in conversation focuses on listening and communicating in a way that allows the other person to feel comfortable and heard. It is not a debate, where each side wants to beat the other side. The goal of civil discourse is not winning an argument but rather it is to understand each other.

Practicing Civil Discourse

Civil and positive communication should be practiced at all levels of society. From the comments section of a TikTok video, to the debate floor in Congress, to the checkout line at a grocery store, people should engage respectfully with different viewpoints. This requires communication skills and values that let people communicate effectively without resorting to hostility, insults or violence.

Having respect and empathy for the other person in a conversation is important, but civil discourse also requires certain communication skills, like active listening. To actively listen to someone you must pay attention to the other person's words, their tone of voice and their body language. It also involves asking questions and seeking clarification when necessary in order to fully understand their perspective. Speakers should not interrupt the other person when they are speaking. They should be present in the conversation by paying attention, maintaining eye contact and speaking in a respectful way, instead of yelling or making hurtful comments.

Civil discourse is important to practice daily — with our friends, at work and in school. Conversations about politics can be tense and emotional, making people feel divided. In a democratic society, it is essential to have an open and constructive dialogue about important issues. This means having conversations with individuals who may have different political beliefs. The goal is to work together to find solutions to the challenges facing our communities and our nation.

What Does A Civil Argument Look Like?

There are three main parts to constructing a strong argument, which can be remembered using a three-letter acronym: ARE, or Assertion, Reasoning and Evidence.

1. Assertion: State your main point or claim that you are going to argue.
2. Reasoning: Give reasoning for why you feel this way.
3. Evidence: Provide evidence, such as facts, to support your point of view.

Not every argument needs to follow this structure, but it is always important to provide support or evidence to back up your claims. It is also important to know how to refute an argument, or disagree, in a civil way. There are generally four main parts to refuting an argument in a civil discussion. Let's consider the four parts of a rebuttal, or refuting an argument, using an example of a student debate over school uniforms.

Restate the other person's opinion from a neutral perspective.

- "Student A says that students should wear uniforms ..."

State the counterargument that you are making.



Image 1. Being an active listener is important in any conversation. Photo: Katerina Holmes/Pexels

- "But uniforms might take away students' sense of individuality and self-expression ..."

Provide evidence or support to back up your counterargument.

- "Student A says that students should wear uniforms, but uniforms might take away students' sense of individuality and self-expression. Students who are unable to express themselves creatively might feel unhappy in school."

Summarize your argument and restate its importance.

- "Therefore, forcing students to wear uniforms would restrict their creativity."

Civil discourse allows both sides of an argument to come to an understanding of each other and hopefully find common ground. Other helpful phrases that can be used to foster civil discussion are:

- "I understand where you're coming from. I agree/disagree because ..."
- "Could you explain why you feel that way?"
- "I know you feel this way because ... I feel the way I do because ..."

State The Facts

Civil discourse relies on people to argue their perspective in a clear and respectful way. This includes using evidence and logic to support one's arguments. It is important to rely on facts, instead of opinions, when stating an argument or perspective. Civil discussion also means avoiding hyperbole or exaggeration, as well as being open to hearing feedback and counterarguments.

In conclusion, civil discourse is about more than just having polite conversations. It is about creating a culture of mutual respect, active listening and a willingness to engage with diverse perspectives. By practicing civil discourse, we can build stronger relationships, work together to solve complex problems and ultimately create a better world for ourselves and future generations.



Image 2. Arguments are a normal part of any relationship. Civil discourse can help both sides of a conversation feel heard and respected. Photo: Liza Summer/Pexels

Quiz

- 1 One of the article's central ideas is that understanding other perspectives can create a better world. How does the author introduce this central idea?
- (A) by providing the three main components of effective civil discourse
 - (B) by explaining that active listening is an essential part of civil discourse
 - (C) by providing the most effective way to refute another person's argument
 - (D) by explaining the importance of having honest conversation about issues
- 2 Which statement would be MOST important to include in a summary of the article?
- (A) It is natural for people to disagree about politics.
 - (B) The purpose of civil discourse is understanding each other.
 - (C) There are four parts to refuting an argument or rebuttal.
 - (D) Avoid hyperbole or exaggeration when in civil discourse.
- 3 What is the MAIN reason why the author includes the section "What Does A Civil Argument Look Like"?
- (A) to provide information about rebuttals
 - (B) to outline the structure of civil discourse
 - (C) to explain the importance of active listening
 - (D) to demonstrate how to practice civil discourse
- 4 How are the sections organized to help develop an understanding of civil discourse?
- (A) First, the author explains the importance of practice. Then, the author emphasizes its impact on the world. Finally, the author calls the reader to action.
 - (B) First, the author explains how to communicate respectfully. Then, the author lists the steps in chronological order. Finally, the author highlights the importance of active listening.
 - (C) First, the author defines the term. Then, the author gives examples and instructions. Finally, the author explains how it is beneficial.
 - (D) First, the author gives examples of civil discourse. Then, the author explains its importance to society. Finally, the author gives instructions.

- 1** Convert $\frac{8}{14}$ to a decimal.

(A) 0.571428
(B) $0.\overline{571428}$
(C) 1.75
(D) $1.\overline{75}$

- 2** The decimal equivalent of $\frac{17}{27}$ is a repeating decimal.

How many digits are in the repeating part of the decimal?

(A) 1
(B) 2
(C) 3
(D) 4

- 3** Nadia has $5\frac{3}{8}$ feet of wood for a project. She needs to cut it into 3 equal pieces. How long in feet is each of the 3 pieces?

(A) $1.791\overline{6}$
(B) 1.7916
(C) $0.62\overline{5}$
(D) 0.625

- 4** Write 2.8 as a fraction.

- 5** In the decimal equivalent to $\frac{7}{22}$, which digits in the decimal repeat?

(A) 3181
(B) 181
(C) 18
(D) 1

- 6** Write $\frac{5}{16}$ as a decimal.

- 7** Write $\frac{4}{15}$ as a decimal. Round to the nearest hundredth.

- 8** Write $\frac{5}{25}$ as a decimal.

- 9** Place an X in the table to show whether the decimal equivalent of each rational number is terminating or repeating.

	Terminating	Repeating
$\frac{7}{20}$		
$\frac{13}{24}$		
$\frac{3}{11}$		
$\frac{27}{250}$		
$\frac{11}{12}$		

- 10** Write the decimal equivalent of $\frac{13}{16}$.

- 11** Celia has a new cell phone that weighs $4\frac{5}{8}$ ounces.

What is the weight of Celia's cell phone written as a decimal?

_____ ounces

- 12** Alexandra bought $3\frac{3}{5}$ pounds of walnuts.

What is the weight of the walnuts expressed as a decimal?

_____ pounds

- 13** Jacob used 5 gallons of paint to paint a room with an area of 330 ft². How much paint in gallons was used for each square foot? Write your answer as a fraction.

- 14** Write the decimal equivalent of $\frac{34}{8}$.

- 15** Donte is $5\frac{3}{16}$ feet tall.

What is Donte's height expressed as a decimal?

_____ feet

- 16** Lulu, a chihuahua mix puppy, weighs $6\frac{7}{8}$ pounds.

What is Lulu's weight expressed as a decimal?

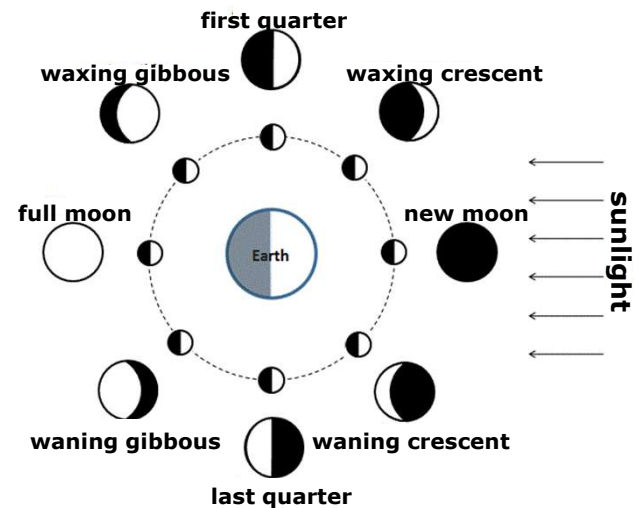
_____ pounds



Directions: Read the article below. When you're done, answer the questions below and highlight where you found your answers.

The Lunar Cycle

The Moon is always spinning on its axis, and it does this at the same rate that it orbits Earth in a counter-clockwise direction. Because of this, you're always seeing the same side of the Moon! While it is orbiting Earth, the Moon reflects light from the Sun. That part of the Moon that is illuminated is what we see here on Earth. The visible parts go through a cycle called the lunar cycle. It takes about 27 days for the Moon to complete the lunar cycle (one revolution around Earth), with a new phase occurring about every four days. A **new moon** is the first phase of the Moon. It occurs when the Moon is between Earth and the Sun, and it appears unlit from Earth.



Slowly the lit part of the Moon, visible to Earth, begins to **increase**. We refer to this as **waxing**. A waxing crescent is the second phase of the Moon. We refer to the third phase of the Moon as the first quarter. From Earth, this phase appears to be half-lit on the right side. The fourth phase is known as waxing gibbous. During this phase the Moon appears to be more than half lit on the right side. A **full moon** is the fifth moon phase and occurs when the Earth is between the Sun and Moon. From Earth the Moon appears fully lit.

Now the lit part of the Moon, visible to Earth, begins to **decrease**. We refer to this as **waning**. A waning gibbous is the sixth phase of the Moon. From Earth, the Moon appears to be more than half lit on the left. The seventh moon phase is known as the third or last quarter. From Earth it appears to be half-lit on the left. A waning crescent is the last moon phase. This occurs when the lit part of the Moon as seen from Earth is decreasing on the left.

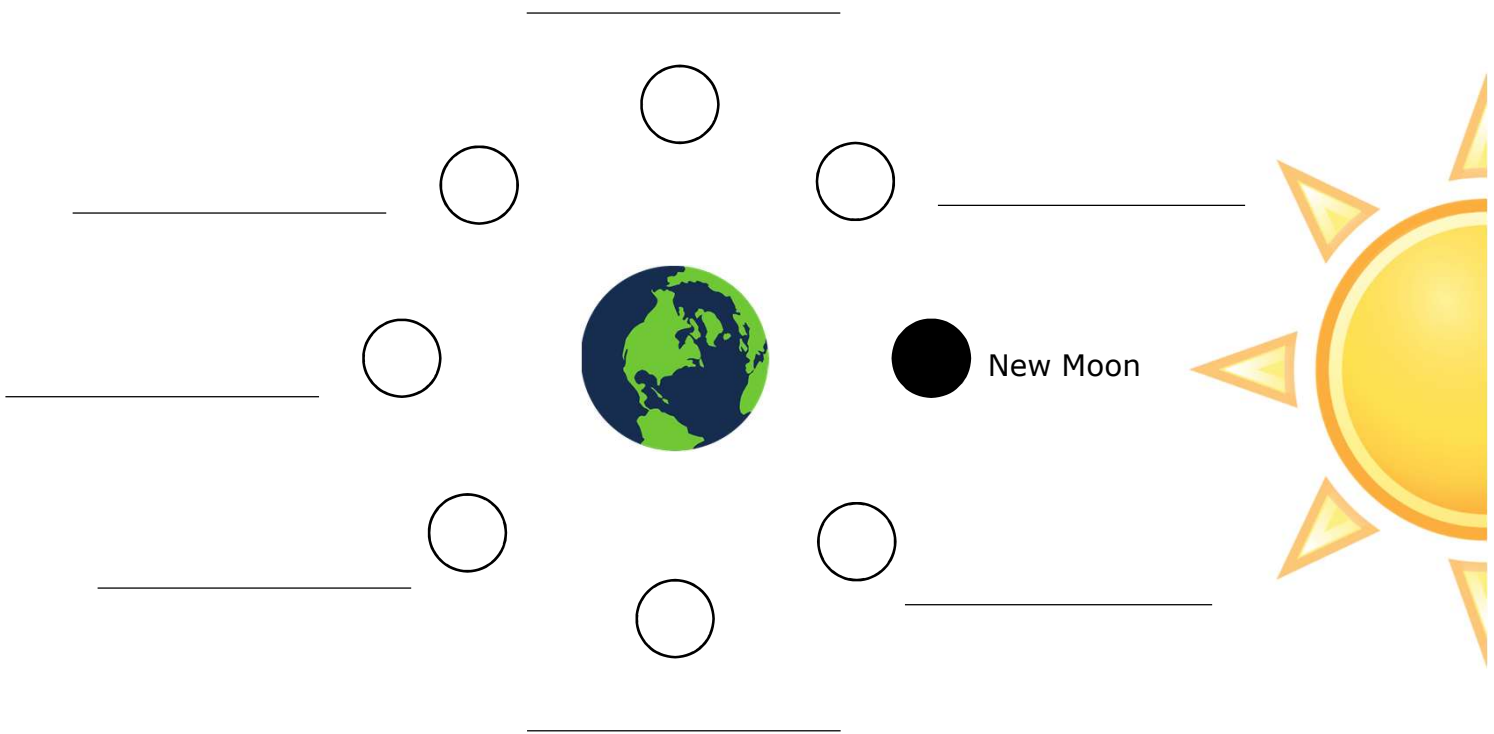
1. The main idea of the passage is:
 - a) we always see the same side of the moon
 - b) the new moon is the first phase of the lunar cycle
 - c) the Moon is always spinning on its axis
 - d) the Moon goes through a cycle of phases as it revolves around Earth
2. Which moon phase appears half-lit on the right side?
 - a) new moon
 - b) first quarter
 - c) third quarter
 - d) waxing gibbous



Lunar Cycle

Name: _____ Date: _____

Directions: Below is a model of the moon phases. Using the information from the reading, label and shade in each moon phase. Answer the questions that follow.



1. About how long does it take the Moon to revolve around Earth? _____
2. About how long does it take the Moon to travel from the new moon to full moon phase? _____
3. What direction does the Moon revolve around Earth? _____
4. What phase comes after the third quarter? _____
5. What phase comes after the first quarter? _____

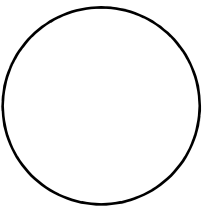
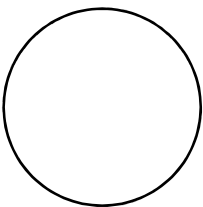
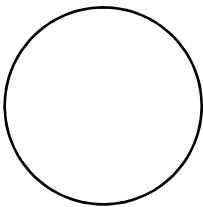
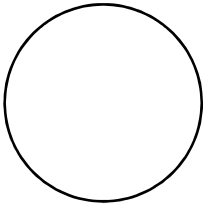
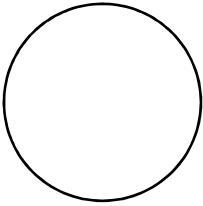
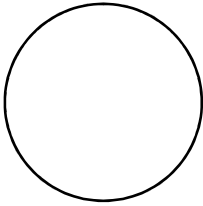
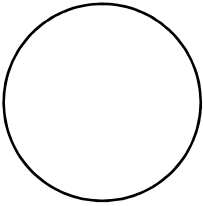
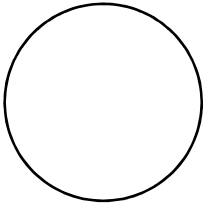
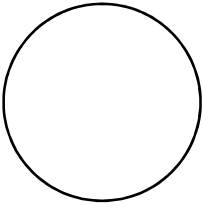


Lunar Cycle

Name: _____ Date: _____

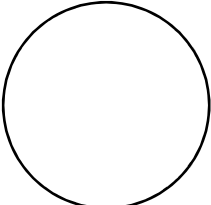
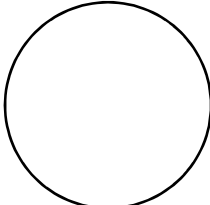
Use your knowledge of the lunar cycle to create a lunar calendar. Shade in the Moon and write the correct phase on the line underneath.

Lunar Calendar: July 2017

July 1  First Quarter _____	July 4  _____	July 8  _____	July 12  _____	July 15  _____
July 18  _____	July 22  _____	July 26  _____	July 30  _____	August 2  _____

Use your knowledge of the lunar cycle to complete the segment of the lunar calendar below. Shade in the Moon and write the correct phase on the line underneath.

Lunar Calendar: August 2016

August 18  Full Moon _____	August 22  _____	August 25  Third Quarter _____
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Lunar Cycle

Name: _____ Date: _____

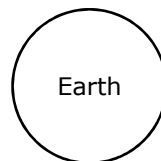
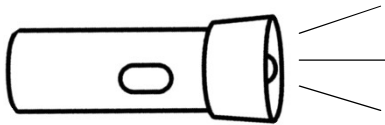
Directions:

About how many days does it take for the Moon to go through a complete cycle of phases? _____

In your own words, describe the word waxing.

In your own words, describe the word waning.

Complete the model below to illustrate a full moon. The flashlight is the Sun.



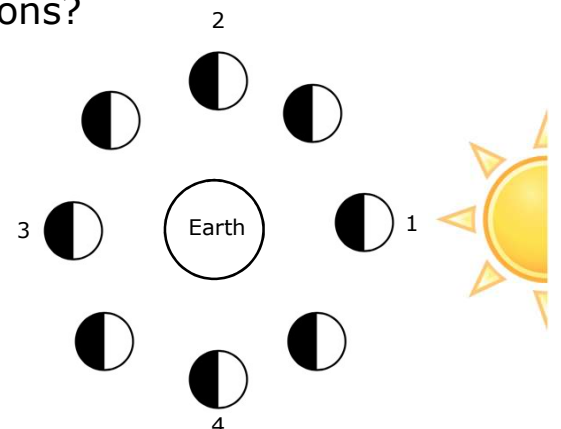
What moon phase is found at the following locations?

Position 1: _____

Between Position 2 & 3: _____

Position 4: _____

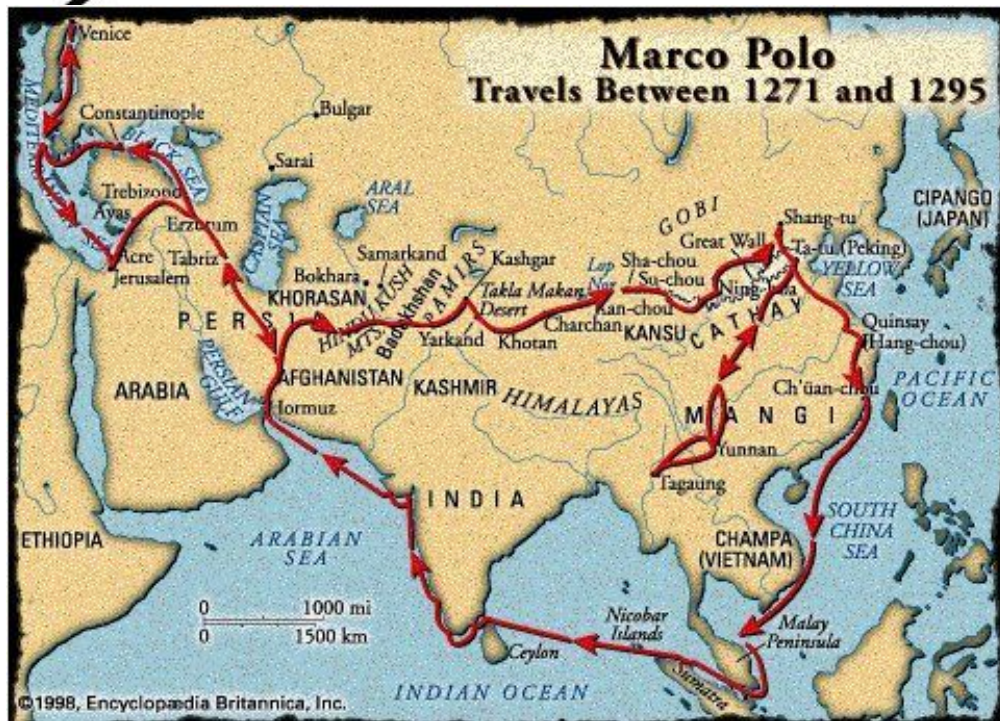
Between Position 4 & 1: _____



AMI Day 1 How did Marco Polo change the world?

Name:

SS Teacher/Hour



Marco Polo traveled with his father and uncle to China, then stayed 17 years. What are some geographical features that he encountered on his trip? (Rivers, Mountains, Deserts, Oceans)

His book, *"The Travels of Marco Polo"*, recorded his observations about the Mongol Empire, which had conquered China.

BOOK SECOND. PART I.

CHAPTER X. CONCERNING THE PALACE OF THE GREAT KHAAN

You must know that it is the greatest palace that ever was. ... The roof is very lofty, and the walls of the Palace are all covered with gold and silver. They are also adorned with representations of dragons [sculptured and gilt], beasts and birds, knights and idols, and sundry other subjects. And on the ceiling too you see nothing but gold and silver and painting. [On each of the four sides there is a great marble staircase leading to the top of the marble wall, and forming the approach to the palace.]

The Hall of the Palace is so large that it could easily dine 6000 people; and it is quite a marvel to see how many rooms there are besides. The building is altogether so vast, so rich, and so beautiful, that no man on earth could design anything superior to it. ...

Which word might best describe what Marco Polo thought about the Palace of the Great Khan?

- a. Disgusted
- b. Jealous
- c. Impressed
- d. Disappointed

Select one quote from the text above and explain how it supports your first answer.

AMI Day 1 How did Marco Polo change the world?

As you read, underline details that help you understand what Marco Polo did.

Marco Polo served Emperor Kublai Khan in China at the height of the Mongol Empire. When Polo returned to Venice, his account of his experiences gave Europeans some of their earliest information about China.

In 1271, Niccolo Polo and his brother, Maffeo, set off again. They took 17-year-old Marco with them. This time the Polos headed straight to Kublai Khan. The Polos planned to bring him documents from the pope and holy oil from Jerusalem. Kublai Khan had given the Polos a gold passport. It allowed them to use lodgings and horses posted by the Mongols along the Silk Road routes. Even then, they took 3 1/2 years to arrive. They finally reached the palace of Kublai Khan in 1275. Niccolo offered Marco to the emperor as a servant.

Marco was a talented young man. On the way to China he learned several languages. He had picked up Mongolian (though not Chinese). He had mastered four written alphabets. Two years before Marco's arrival, Kublai Khan had conquered all of China. In some areas, people did not want the Mongols ruling them. Kublai Khan needed non-Mongols to be in charge there. He sent Marco on various diplomatic and administrative missions.

After more than 16 years in China, the Polos asked Kublai Khan to let them return home to Venice. They had been very useful to the khan. He did not want them to leave, but finally he agreed. The Polos returned to Venice in 1295. They had been away 24 years. Their relatives had thought them long dead. They returned wearing Mongolian clothes with valuable gems hidden in them. Polo could have been forgotten to history. But his book, *The Travels of Marco Polo*, slowly gained widespread interest.

When Christopher Columbus set sail in 1492, he hoped to reach China. He brought a copy of *The Travels of Marco Polo* with him. He expected it would be useful. Columbus never made it to China. He discovered the Americas instead. But, the book remained Europe's primary source of information about China until the 19th century.

How did Marco Polo's journey impact the world? Record your answer in a RACE paragraph using at least one piece of evidence from the text:

RACE

HOW TO ANSWER A TEXT EVIDENCE QUESTION

Restate the Question

AnsWER the Question

Cite Text Evidence

Explain What it Means



A blue spiral-bound notebook with a white cover. The spiral binding is on the left side. The text "DAY 2" is printed in the center of the cover.

DAY

2

AMI DAY #2

ELA

Reread the article, "Bridging divides: Unlocking the power of civil discourse." Using the graphic organizer as a resource, respond to the first writing prompt. Respond to the second writing prompt to determine potential claims and counterclaims that could be developed from the reading.

Math

Complete the *Identify the Constant of Proportionality* to Compare Ratios practice page.

Science

Read the article about the four seasons. Once you have completed the reading use the information to complete the questions about the different seasons.

Social Studies

How did Roman technology impact their success?

Read the article. Mark the text to show new advancements the Romans made to construction.

Use the table to describe the importance of three Roman advancements.

Bridging divides: Unlocking the power of civil discourse

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Restate the other person's opinion from a neutral perspective.

- "Student A says that students should wear uniforms ..."

State the counterargument that you are making.



Image 1. Being an active listener is important in any conversation. Photo: Katerina Holmes/Pexels

- "But uniforms might take away students' sense of individuality and self-expression ..."

Provide evidence or support to back up your counterargument.

- "Student A says that students should wear uniforms, but uniforms might take away students' sense of individuality and self-expression. Students who are unable to express themselves creatively might feel unhappy in school."

Summarize your argument and restate its importance.

- "Therefore, forcing students to wear uniforms would restrict their creativity."

Civil discourse allows both sides of an argument to come to an understanding of each other and hopefully find common ground. Other helpful phrases that can be used to foster civil discussion are:

- "I understand where you're coming from. I agree/disagree because ..."
- "Could you explain why you feel that way?"
- "I know you feel this way because ... I feel the way I do because ..."

State The Facts

Civil discourse relies on people to argue their perspective in a clear and respectful way. This includes using evidence and logic to support one's arguments. It is important to rely on facts, instead of opinions, when stating an argument or perspective. Civil discussion also means avoiding hyperbole or exaggeration, as well as being open to hearing feedback and counterarguments.

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EXPOSITORY TEXT STRUCTURE

	 Description	 Sequence/ Timeline	 Compare and Contrast	 Cause and Effect	 Problem and Solution
Text Structure	Describes a topic by providing characteristics, attributes, features, and examples	Presents events, steps, or details in the order in which they happen	Examines similarities and differences between two or more concepts, places, people, or ideas	Explains how one event, concept, or situation leads to another	Presents a problem, challenge, or issue and describes one or more possible solutions to resolve it
Signal Words	• for example • characteristics • such as • is like • including • also • another • for instance • to illustrate	• first • second • next • before • previously • then • after • later • last, lastly • when • finally • during	• similarly • also • same • like/alike • than • nevertheless • but • however • in contrast • although • different • in comparison	• as a result • therefore • consequently • the effects of • the reason why • due to • because • since • caused by	• problem is/was • because • so that • question • answer • puzzle • dilemma • solve • solution

Write Prompt

Identify the structure of the text. Why do you think the author chose to structure the text in this way? Do think this was the most effective way to structure the text? Why or why not?

Write Prompt

What claims and counterclaims can be developed based on information found in the article?
Support your claim with evidence from the article.

- 1** A store offers 3 store-brand T-shirts for \$18.75. On nearby displays, other brands are available at the prices shown below. Which offer has a unit rate that is less than the store-brand unit rate?

- (A) 4 T-shirts for \$26.00
 (B) 5 T-shirts for \$31.25
 (C) 6 T-shirts for \$37.25
 (D) 7 T-shirts for \$50.75

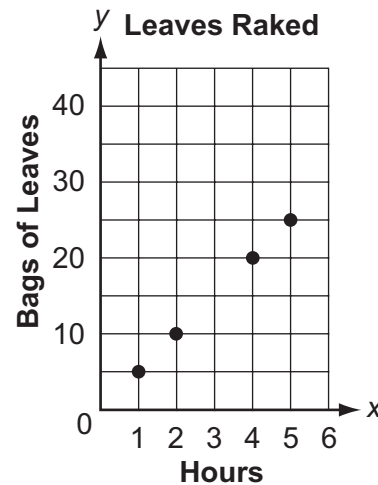
- 2** In the table, minutes and cents are in a proportional relationship.

Minutes	Cents
3	60
7	140
16	320
23	460

What is the constant of proportionality relating cents to minutes?

- (A) $\frac{3}{60}$
 (B) $\frac{3}{7}$
 (C) 20
 (D) 60

- 3** The graph shows the relationship between hours spent raking and bags of leaves raked.



Which of these correctly describes the relationship?

- (A) The relationship is proportional, and the constant of proportionality is 2.5.
 (B) The relationship is proportional, and the constant of proportionality is 5.
 (C) The relationship is proportional, and the constant of proportionality is 20.
 (D) The relationship is not proportional.

- 4** A grocery store offers 4 cans of store-brand vegetables for \$3.00. On nearby shelves, other brands are available at different prices. Which offers have a unit rate that is less than the store-brand unit rate?

Select **all** the correct answers.

- (A) 2 cans for \$1.25
 (B) 3 cans for \$2.00
 (C) 4 cans for \$3.20
 (D) 5 cans for \$3.60
 (E) 10 cans for \$7.50

- 5** The points (3, 8) and (9, 24) are on the graph of a proportional relationship.
- Place an X in the table to show whether each point has the same constant of proportionality.

	Yes	No
(0, 0)		
(1, 3)		
(6, 16)		
(12, 32)		
(27, 192)		

- 6** The amount Antwan earns mowing lawns depends on the number of hours he works, and the relationship is proportional. Antwan earns \$69.00 for working 6 hours. What are the missing values in the table?

Write the correct numbers in the boxes to complete the table.

Time (hours)	Earnings (dollars)
3	
	57.50
8	
	97.75

- 7** Angela wrote the data values in the table as shown and claimed that the table shows a proportional relationship.

x	y
10.0	16.0
14.0	28.0
18.0	28.8

Which changes to **exactly** one cell in the table result in the table showing a proportional relationship?

Select **all** the correct answers.

- Ⓐ Change x when $y = 16.0$ from 10.0 to 8.0.
- Ⓑ Change x when $y = 28.0$ from 14.0 to 17.5.
- Ⓒ Change y when $x = 10.0$ from 16.0 to 20.0.
- Ⓓ Change y when $x = 14.0$ from 28.0 to 22.4.
- Ⓔ Change y when $x = 18.0$ from 28.8 to 36.0.

- 8** The table shows prices that three people paid for the same kind of fresh salmon at Fiona's Fish Factory.

Amount of Fish (pounds)	Cost (\$)
0.5	6
1.5	18
3.25	39

What is the constant of proportionality?

$k =$ _____

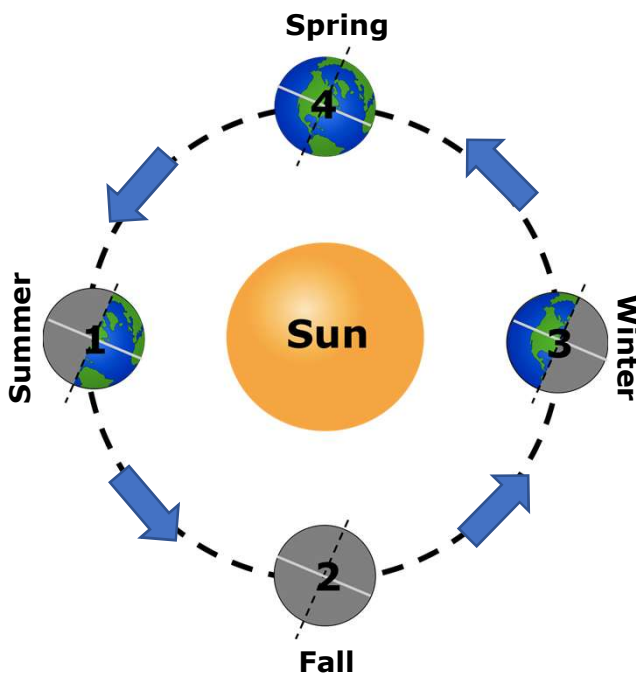
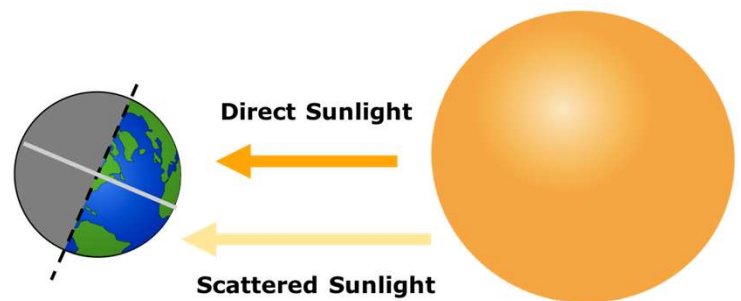


Directions: Read the article below and answer the question that follows.

The Four Seasons

Did you know that Earth is closest to the sun in January? It may not feel like it in the Northern Hemisphere as it is the winter season. But the distance from the Sun has nothing to do with the seasons. Instead, the combination of Earth's counter-clockwise revolution around the sun and the constant tilt of its axis at 23.5° provides us with different seasons throughout the year.

Look at the picture on the right. The northern hemisphere is tilted toward the sun and is receiving the most direct sunlight. It is experiencing longer days and shorter nights. The north pole has complete daylight. The southern hemisphere is tilted away from the Sun. The rays coming from the sun are scattered. The nights are longer and the days are shorter. The south pole is experiences total darkness.



As Earth revolves around the Sun, the seasons change. Look at the model of the seasons on the left. The labeled seasons are for the northern hemisphere. They are opposite for the southern hemisphere. Earth's axis in position 2 and 4 (spring and fall) is not pointing toward the sun. This causes relatively equal hours of sunlight in both the southern and northern hemisphere.

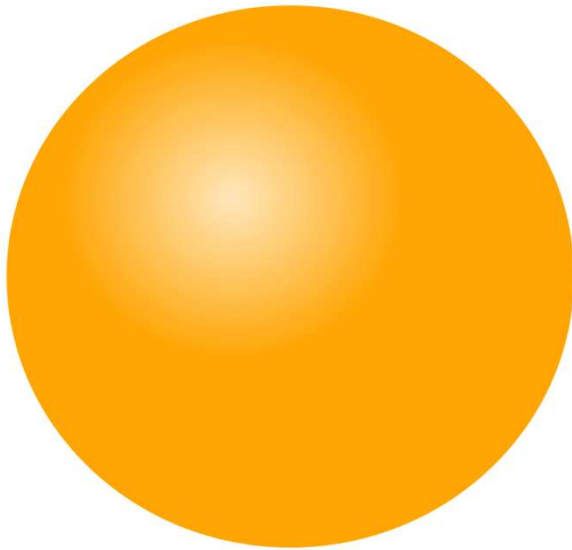
What details from the model indicate that the northern hemisphere is experiencing the winter season in position 3?



Seasons

Name: _____ Date: _____

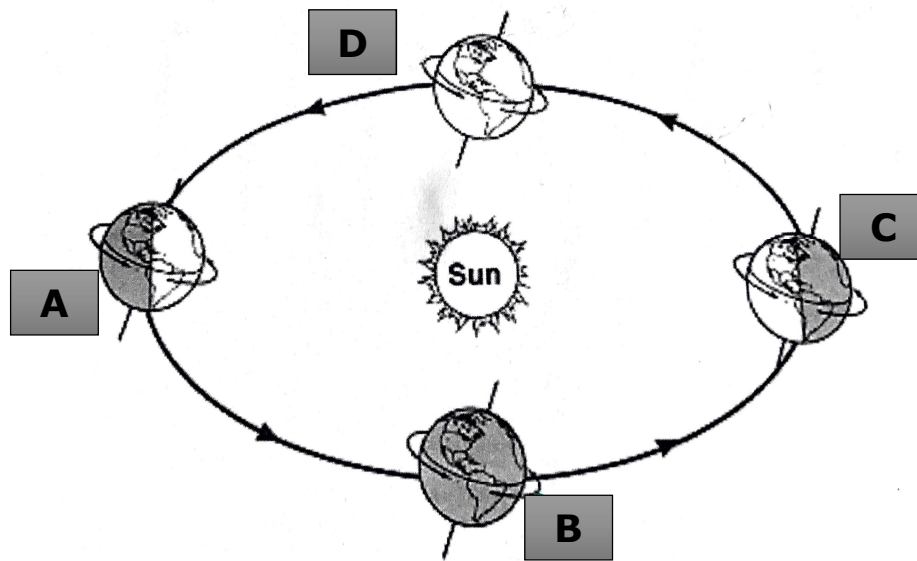
Directions: Use the picture of the Sun and Earth and the steps below to create a seasons model.



1. Draw a dotted line to represent Earth's axis tilted to the right.
2. Draw a solid line to represent Earth's equator.
3. Label the northern and southern hemisphere.
4. Draw and label an arrow illustrating direct sunlight.
5. Draw and label an arrow illustrating scattered sunlight.
6. Which season is the southern hemisphere in? _____
7. Which season is the northern hemisphere in? _____
8. If Earth continues its revolution around the sun, which season will the southern hemisphere experience next? _____



Name: _____ Date: _____



Directions: Use the diagram above to help you answer the following questions.

1. Which position shows Earth during the Southern Hemisphere's summer season? _____
2. If you were to label the positions above, which Earth would you label as March 21st or 22nd (the start of spring)? _____
3. Which position above shows Earth during the Northern Hemisphere's winter season? ____
4. Our Earth does not rotate "straight up and down," instead we have a _____ degree axial tilt.
5. **CIRCLE:** During the winter in the United States, the Sun's light is (Direct / Scattered).
6. **TRUE OR FALSE:** If Earth's axis was not tilted, we would not experience seasons because the angle of the Sun's light would never change.
7. When the Northern Hemisphere experiences winter, the Southern Hemisphere experiences _____.

AMI Day 2: How did Roman technology impact their success?

Name:

SS Teacher/Hour



Read and mark-up the text below:

How Ancient Romans Changed Construction Forever

In each section, underline the statement that best captures what Romans developed that was “NEW”.

The Romans are known for their remarkable engineering. Many of their constructions are still standing today. These projects made Rome rich. They improved the daily lives of Romans and helped the empire hold onto its power for hundreds of years.

Aqueducts:

The Romans didn't invent aqueducts, but they perfected them. Aqueducts were tunnels and pipelines that transported water from springs and mountains into cities and towns. Roman aqueducts were built with a downward slope, so gravity could keep the water flowing. Aqueducts were linked, creating a large huge network that crisscrossed the empire.

Bridges

The Romans also mastered the construction of stone bridges. Compared to older bridges, many Roman bridges were stronger and sturdier, thanks to Roman concrete. Roman builders were also the first to fully understand the advantages of an arch. Arches made bridges stronger, which meant they could be longer. For example, the Alcántara bridge was 597 feet long with arches 95 feet wide. It is still standing today.

Tunnels

The Romans dug tunnels for aqueducts and roads whenever they hit obstacles. Tunnel construction was challenging; the digging could take years. The Romans developed a method called counter-excavation to dig through mountains. Teams of builders tunneled from both sides and met in the middle. It required careful planning and advanced math.

AMI Day 2: How did Roman technology impact their success?

Name:

SS Teacher/Hour

Roads

The Romans had a large road network stretching from northern England to southern Egypt. Altogether, they built more than 74,500 miles of road. Roman roads were made for travel, trade and to maintain control over the empire's vast territories. Builders began by setting the curb stones and digging a long pit between them and then covering it with rocks or gravel. The layer of gravel was then pressed down and a layer of finer gravel was added. The road was then paved with large rock slabs. The design kept the roads from freezing or flooding.

Concrete

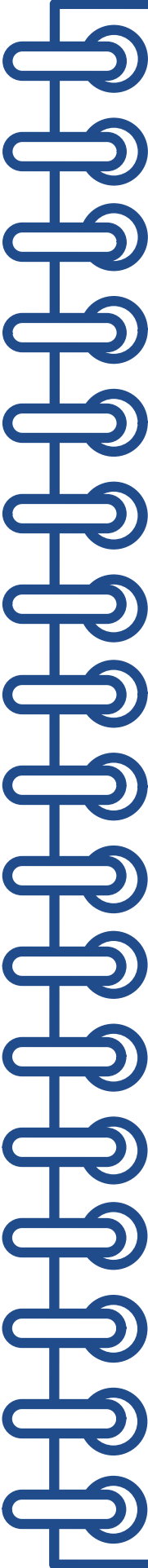
One of the most important Roman breakthroughs was the invention of concrete. About 2,200 years ago, builders added volcanic dust to a mixture of rock and water. It created a chemical reaction that strengthened the mixture. Rome soon began using concrete in many new construction projects. They developed one kind of concrete that was water resistant. They even came up with a kind of concrete that could be used underwater. This allowed for the construction of harbors such as the one in the city of Caesarea. Believe it or not, Roman concrete was better than the modern concrete in use today.

Pick three advancements from the reading. For each, explain how they might have impacted the success of the Roman Empire.

1. _____ impacted the success of Rome by:

2. _____ impacted the success of Rome by:

3. _____ impacted the success of Rome by:

A blue spiral binding is located on the left side of the page, consisting of a series of loops.

DAY
5

AMI DAY #3

ELA

Read and annotate the article, "What is civic engagement?" Answer the comprehension questions.

Math

Complete the *7th Grade Math Day 3* practice page. Use what you know about algebraic expressions to answer each question.

Science

Read the article about the geologic time scale. Once you have finished the reading answer the questions about the reading. Then look at the two block diagrams and order the rock layers from oldest to youngest.

Social Studies

Where did Hot Chocolate come from?
Read all four primary sources.
Underline key details.
Complete the timeline on the back of the paper.
When you are finished, find an adult and tell the what you learned.

What is civic engagement?

By ThoughtCo., adapted by Newsela staff on 06.30.23

Word Count **922**

Level **1040L**



Student campaigning at voter registration. Photo: Ariel Skelley/Getty Images Photo: Ariel Skelley/Getty Images

What is civic engagement? Simply put, it is participation in activities that are intended to improve the quality of life in your community. Civic engagement involves efforts to address issues of public concern, such as houselessness, hunger or pollution. It can involve a wide range of political and non-political activities. These include voting, volunteering and participating in group activities like community gardens and food banks.

Civic Engagement Definition

People who are civically engaged want to make a positive difference in the lives of their fellow citizens. Their goal is a better society for us all.

Civic engagement has several major areas of focus. These include family life, the economy, education, health, the environment and politics. Similarly, acts of civic engagement can take

several forms. Among these are individual volunteerism, engaging in community-wide projects and participation in the processes of democracy.

These forms of participation are often related. This is because participation in the political process often helps address problems in other areas. For example, volunteering to help elect leaders who support low-income housing can help relieve homelessness.

Types Of Civic Engagement

The act of civic engagement can be carried out in four main ways: electoral participation, individual volunteerism, activism and advocacy (arguing in favor of something).

Electoral Participation

The freedom of citizens to participate in politics and elections is the foundation of democracy. Besides the extremely important act of voting, civic engagement in the electoral process involves a range of other activities, including:

- Helping with voter registration drives, "get out the vote" campaigns and other activities intended to increase voter turnout.
- Contributing money to candidates' election campaigns.
- Donating time and effort to candidates' campaigns.
- Showing support for candidates or causes by displaying buttons, signs and stickers, or by handing out campaign literature.
- Serving as poll workers or election judges on Election Day.

Volunteerism

Since Benjamin Franklin formed the first volunteer fire department in 1736, volunteerism has been a key part of civic engagement in America. A few common examples of volunteerism include:

- Collecting and donating food to food banks.
- Helping groups like Habitat for Humanity build houses.
- Joining a neighborhood watch group.
- Helping to grow food at community gardens.
- Helping with recycling and cleanup efforts.

In 2018, over 77 million adult Americans volunteered through community organizations.

Activism And Advocacy

Activism and advocacy are two ways of working to bring about change. Their focus is on increasing support for particular causes or policies.

Some common acts of activism and advocacy include:

- Taking part in peaceful protests.
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Activism is typically associated with the protests seen during the Civil Rights Movement of the 1960s. However, many kinds of activism and advocacy are still taking place today at the

community level. They have become far more common since the rise of the internet.

Impact Of Civic Engagement

Let's look at a few of civic engagement's more notable success stories:

The Cajun Navy

The Cajun Navy is a group of private boat owners who help rescue storm victims in Gulf Coast states. The group was formed in 2005 after Hurricane Katrina caused enormous destruction and loss of life. Since then, Cajun Navy volunteers have rescued thousands of people during floods and hurricanes.

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Improving Civic Engagement

A recent survey found that only 47 percent of U.S. adults could correctly name all three branches of government. Only 24 percent could name the rights guaranteed by the First Amendment.

The majority of those who knew the correct answers had studied civics in high school. Civics courses teach students how government works.

After schools stopped teaching civics, voter turnout dropped significantly. When young people are taught to participate civically in their communities, they are more likely to vote and to become active citizens. They are more likely to support causes and perhaps even to run for office themselves.

In response to the drop in civic engagement, California and four other states are now offering a State Seal of Civic Engagement. It is awarded to students who study how government works or who complete service projects.

In 2018, Pennsylvania passed Act 35. This new law requires all public school students in grades 7-12 to take a test on U.S. history, government and civics. The goal is to give young people an understanding of how civic participation is critical to citizenship in America.

Quiz

1 Which section from the article BEST explains why people choose to engage civically?

- (A) "Civic Engagement Definition"
- (B) "Types Of Civic Engagement"
- (C) "Impact Of Civic Engagement"
- (D) "Improving Civic Engagement"

2 Read this paragraph from the section "Impact Of Civic Engagement."

Habitat for Humanity is a volunteer organization that helps low-income families build and improve homes. Since 1976, Habitat for Humanity volunteers have helped nearly 30 million people build or repair homes. Former President Jimmy Carter sponsors a yearly Habitat for Humanity home-building blitz. During these drives, Carter often works as a volunteer himself.

What conclusion is BEST supported by the paragraph?

- (A) Volunteers with Habitat for Humanity have positively affected the lives of many people.
- (B) People volunteer with Habitat for Humanity because of former President Carter's leadership.
- (C) If there were no volunteers for Habitat for Humanity, nearly 30 million people would be homeless.
- (D) Habitat for Humanity volunteers are experienced builders and construct homes for low-income families.

3 Read the introduction [paragraph 1]. HOW does the section introduce the main idea?

- (A) by defining civic engagement
- (B) by describing types of civic engagement
- (C) by asking the reader what civic engagement is
- (D) by illustrating the importance of civic engagement

4 What is one reason why the author includes information about the American Civil Rights Movement?

- (A) to illustrate the importance of civic engagement and its impact
- (B) to teach the reader about an important event in American history
- (C) to explain that volunteers can be on television for their good efforts
- (D) to persuade the reader to civically engage and be involved in important historic events

7th Grade Math Day 3

1. What is the value of the expression $8y + 9$ when $y = 3$?

2. What is the value of the expression $10y + 7z$ when $y = 10$ and $z = 10$?

3. What is the value of the expression $5x^2 + 4x - 5$ when $x = 4$?

4. Which expression is equivalent to the expression below?

$$6v - 6w + v + v$$

A. $4v - 6w$ B. $2v$

C. $8v - 6w$ D. $-2v$

5. Which expression is equivalent to the expression below?

$$2(3t) + 8t$$

A. $22t$ B. $6t + 3t^2$ C. $14t$ D. $11t + 2$

6. Which expression is equivalent to the expression below?

$$t + t + t + t + v + v + v + v + v$$

A. $9 + t + v$ B. 9

C. $\frac{t}{4} + \frac{v}{5}$ D. $4t + 5v$

7. Which expression is equivalent to the expression below?

$$2(4n + 8) + 9n$$

A. $2(4n + 89n)$ B. $17n + 16$

C. $-n + 8$ D. $-3n + 10$

8. Which pair of expressions below are equivalent?

A. $2s - 2t$ and $2t - 2s$

B. $2(2s - 5)$ and $4s - 10$

C. $2s + 2s$ and $4s^2$

D. $s + s + s$ and s^3

9. Which expression is equivalent to $r + 5r + 7$?

- A. $r + 12$ B. $11r$ C. $7 + 6r$ D. $13r$

10. Rewrite in simplest terms:

$$9(-9f - 2) + 3(4f + 4)$$

11. Rewrite in simplest terms:

$$10(-8c - 5d) - 7d - 4(2d - 5c)$$

12. The width of a rectangle measures $(7n + 10)$ centimeters, and its length measures $(9n - 2)$ centimeters. Which expression represents the perimeter, in centimeters, of the rectangle?

- A. $8 + 16n$
B. $16 + 32n$
C. $34n + 14$
D. $17n + 7$

13. The width of a rectangle measures $(3f - 9g)$ centimeters, and its length measures $(4f - 3g)$ centimeters. Which expression represents the perimeter, in centimeters, of the rectangle?

- A. $-24g + 14f$ B. $14f - 6g - 9$
C. $-12 + 7f$ D. $-24 + 14f$



Fossils and Geologic Time Scale

Name: _____ Date: _____

Directions: Read the article below. While you're reading, highlight at least three things you think are important to know. After reading, circle the correct answers to the questions below.

Look at the picture above. What is it telling you? Rock layers can tell us what happened in Earth's past. By studying rocks and fossils, scientists have discovered what life on Earth looked like millions of years ago. They have discovered what the atmosphere was like, what



[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

kind of plants and animals lived, and what kind of climate and ecosystems were on the continents. The picture above shows you that at one time the rocks were under great pressure and folded.

Erosion can wear down rock in Earth's crust. Over time, the eroded material can be moved by water, ice, and gravity, and sediments may build up layer upon layer. Usually the oldest layer is the bottom layer, with the youngest layer being on top. This helps geologists date the layers and fossils they find in each layer.

A fossil is anything left behind by prehistoric life. It could be a bone, shell, footprint, or the actual body of a plant or animal. Most fossils are found in sedimentary rocks that were once under water. However, there are instances in which fossils have been preserved by other natural means. For example, entire bodies of animals, like mammoths, have been found in ice. Saber-toothed tigers have been found covered in tar. Sticky sap from pine trees has trapped insects then hardened and turned into amber.

1. The main idea is:
 - a) erosion can wear down rock in Earth's crust
 - b) rocks and fossils have helped scientists discover what Earth looked like million of years ago
 - c) the oldest rock is found on the bottom layer
 - d) a fossil is anything left behind by prehistoric life
2. Which of the following is not a place where fossils might be found?
 - a) sedimentary rocks
 - b) frozen in ice
 - c) covered in tar
 - d) on the leaves of trees



Fossils and Geologic Time Scale

Name: _____ Date: _____

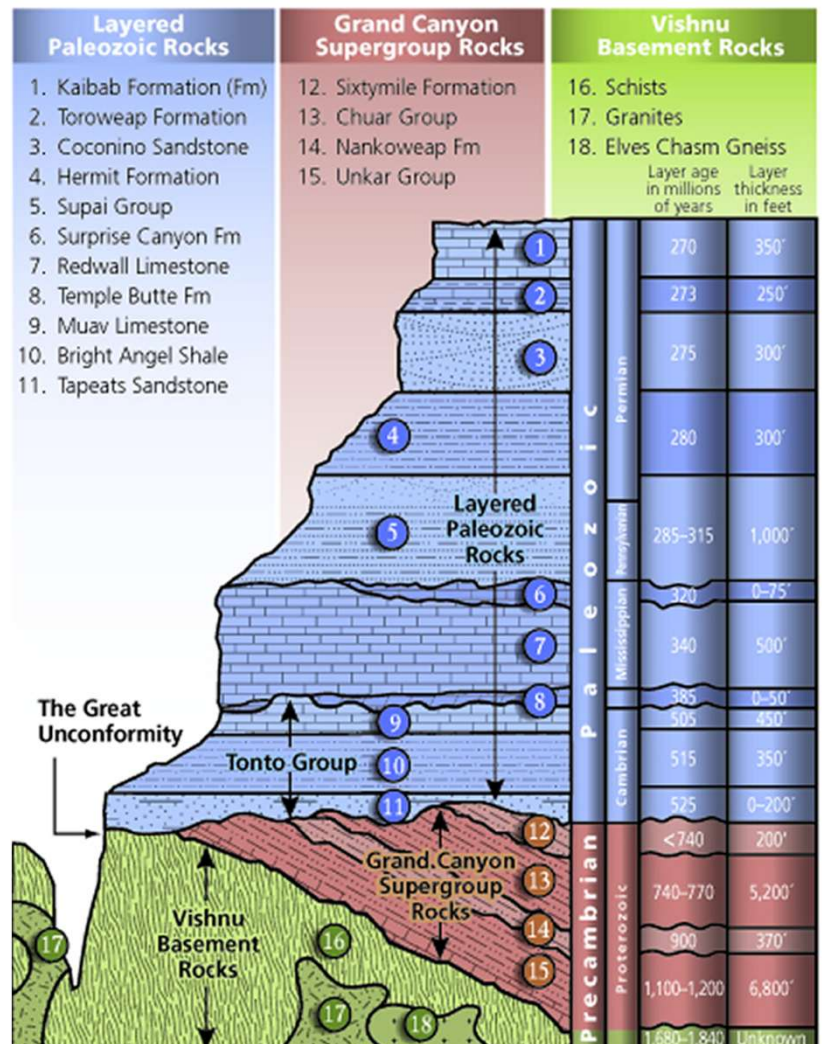
Directions: Answer the following questions using complete sentences.

1. What do fossils tell us about living things? _____

2. How do we know about Earth's past? _____

3. Look at the picture on the right. Make predictions about the age of each layer of rocks. Which layer is the oldest? Newest? _____

Grand Canyon's Three Sets of Rocks

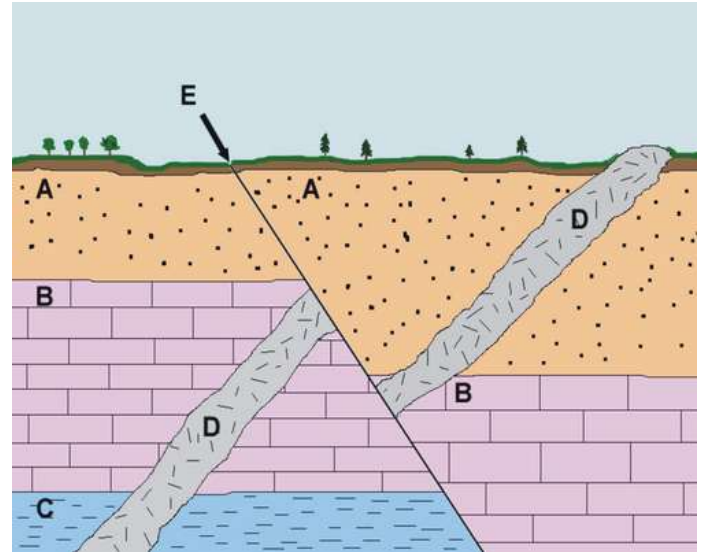




Fossils and Geologic Time Scale

Name: _____ Date: _____

Look at the picture on the right. Order the rock layers from oldest to youngest. Explain your thinking.



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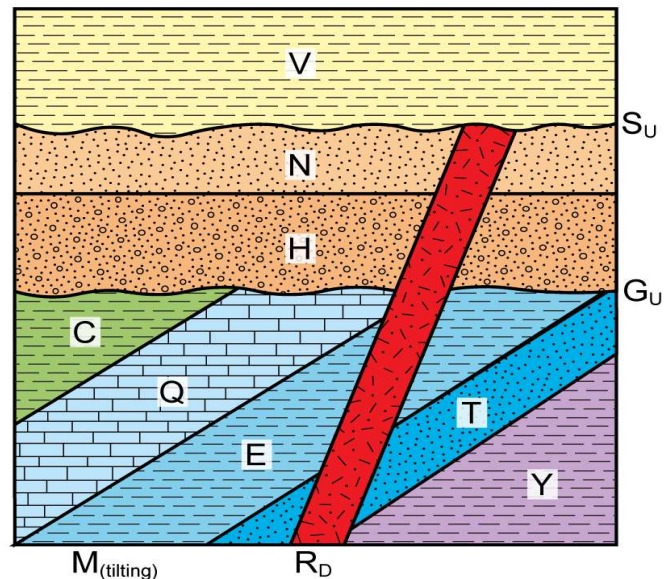
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AMI Day 3: Where did Hot Chocolate come from?

Today, you are home on a cold, icy, or snowy day. What's better on a cold day than hot chocolate? Read the sources below. First, underline the statement(s) in each source that describes how hot chocolate was important to the people.

Circle words that you don't know. If possible, visit with someone at home about what they mean.

Source 1

"Among the Aztecs, a special drink called xocolatl was made from crushed cacao beans mixed with water, chili, and spices. It was dark and bitter but believed to give energy and strength. Only nobles, warriors, and priests were allowed to drink it during ceremonies and battles. The Aztecs even used cacao beans as money, showing how valuable chocolate was in their culture."

— Adapted from **Bernardino de Sahagún**,
Florentine Codex (1510)

Source 2

"After cacao arrived from the Americas, people in Spain changed the drink by adding sugar, cinnamon, and sometimes milk. What was once bitter became sweet and pleasant. Soon, chocolate was served at royal courts and in wealthy homes. It became a symbol of luxury and connection to the new lands. This new drink showed how foods from the Americas could spread and change cultures across Europe."

— Adapted from **Antonio de León Pinelo**,
Questión Moral: Si el Chocolate quebranta el ayuno eclesiástico (1636)

Source 3

"Ships now sail between Europe, Africa, and the Americas, carrying goods from each land. From the Americas comes cacao; from the Caribbean, sugar; and from Europe, milk and spices. Together they make the drink we now call chocolate. It is sold in coffeehouses and enjoyed by both men and women. Chocolate has become a symbol of the trade that connects the old and new worlds."

— Adapted from a **17th-century English merchant's diary**, c. 1680

Source 4

"When we came to Mexico, the people gave us a strange drink made from cacao. It was dark, thick, and bitter, and they told us it was a drink of kings and warriors. They used cacao beans as coins to trade for goods. Though its taste was new to us, we saw how much the natives valued it, and we began to send cacao beans back to Spain."

— Adapted from **Hernán Cortés's letters to King Charles V**, 1520s

When you are finished with the timeline on the back, impress an adult at home by sharing your new history knowledge.

AMI Day 3: Where did Hot Chocolate come from?

Using the sources, create a timeline of hot chocolate.

- In the box, draw a simple picture that represents that information.
- Record the date.
- On the lines, summarize the information in the source.

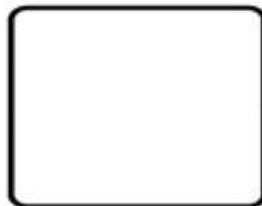
Name _____

Date _____

Timeline Title:











A graphic of a spiral-bound notebook with a dark blue cover and a white page. The spiral binding is on the left side. The text "DAY 4" is written in a dark blue, sans-serif font in the center of the page.

DAY 4

AMI DAY #4

ELA	Reread the article, "What is civic engagement?" Use the graphic organizer for RACE writing strategy to plan a response to the writing prompt, then respond to the prompt.
Math	Complete the <i>7th Grade Math Day 4</i> practice page. Use what you know about algebraic equations to answer each question.
Science	Read the article about plate tectonics. Create a map of the different continents. Identify the different plate boundaries based on the diagrams. Use this information to answer the four questions about the Ring of Fire.
Social Studies	<u>Would you want to live in Medieval Europe?</u> Read three primary sources. Mark up details that are positive or negative. Sort your evidence on the t-chart. Write a RACE response as directed.

What is civic engagement?

By ThoughtCo., adapted by Newsela staff on 06.29.23

Word Count **922**

Level **1040L**



Student campaigning at voter registration. Photo: Ariel Skelley/Getty Images Photo: Ariel Skelley/Getty Images

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several forms. Among these are individual volunteerism, engaging in community-wide projects and participation in the processes of democracy.

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The act of civic engagement can be carried out in four main ways: electoral participation, individual volunteerism, activism and advocacy (arguing in favor of something).

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The freedom of citizens to participate in politics and elections is the foundation of democracy. Besides the extremely important act of voting, civic engagement in the electoral process involves a range of other activities, including:

- Helping with voter registration drives, "get out the vote" campaigns and other activities intended to increase voter turnout.
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Since Benjamin Franklin formed the first volunteer fire department in 1736, volunteerism has been a key part of civic engagement in America. A few common examples of volunteerism include:

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RACE writing strategy

Directions: Use the RACE strategy in order to answer a question using textual evidence.

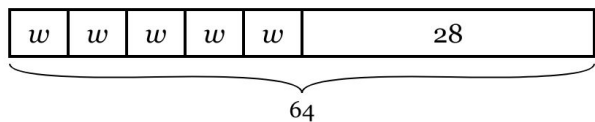
R Restate the question	
A Answer the question	
C Cite evidence from the article	
E Explain your answer	

Write Prompt

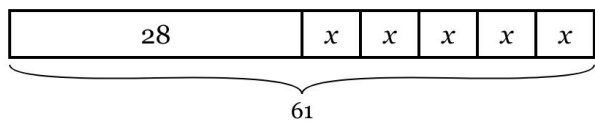
How has civic engagement impacted major events in history? Support your answer with evidence from the article.

7th Grade Math Day 4

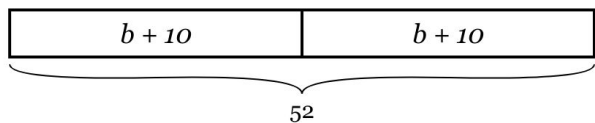
1. Find the value of w in the diagram below.



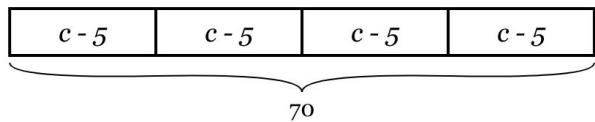
2. Find the value of x in the diagram below.



3. Find the value of b in the diagram below.



4. Find the value of c in the diagram below.



5. Solve for a .

$$79 = 5a + 9$$

6. Solve for b .

$$10b + 18 = 28$$

7. Solve for z .

$$-19 + 2z = -21$$

8. Solve for z .

$$-\frac{z}{2} + 35 = 42$$

9. Solve for x .

$$-48 - x = -39$$

10. Solve for b .

$$17 = 14 + \frac{1}{2}b$$

11. Solve for z .

$$2 + \frac{4}{9}z = 30$$

12. Solve. $2(z - 6) = -8$

13. Solve. $7(y - 7) = 21$

14. Which equation has the solution $x = 2$?

A. $5x + 1 = 47$ B. $3x - 7 = 35$

C. $2x - 6 = -2$ D. $5x - 1 = -9$

15. What value of w makes the equation below true?

$$10w + 5 = 105$$

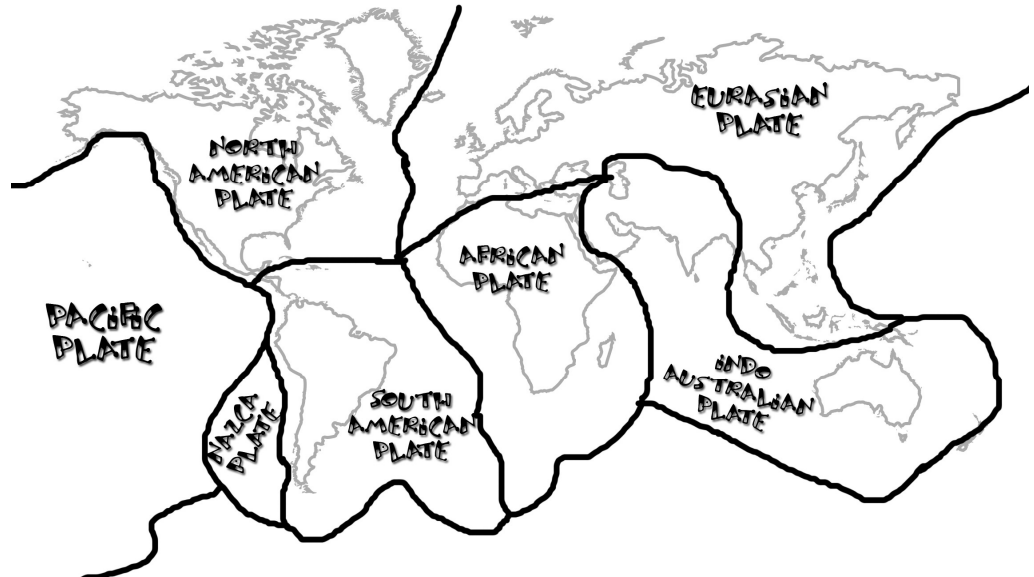
A. 3 B. 5 C. 10 D. 16



Directions: Read the article below. While you're reading, answer the questions. Highlight where you found your answers.

Plate Tectonics

Plate tectonics is the scientific theory that says that Earth has an outer crust that is split into sections called plates, and that they move and shift over time. They're moved by convection currents (circular patterns of energy transfer in the mantle). There are two kinds of crust: continental and oceanic. Continental crust forms (you guessed it!) the continents. Oceanic crust is under the ocean basins.



These plates all fit together, but they're always moving and shifting. However, the movement is very slow; you don't usually notice it taking place. At their edges (boundaries), there are three types of movements: convergent, divergent, and transform. At a converging boundary, plates move into each other, and some of the crust is pushed back into the mantle. At a diverging boundary, the plates move apart, and liquid mantle fills the gap to form new crust. At a transform boundary, the plates just slide past each other; this doesn't create or destroy crust.

Let's look at some examples! When you have two oceanic crusts that *diverge*, it can create a mid-ocean ridge. When it's continental crusts diverging, they create rift valleys (like the Great Rift Valley in Africa). An example of a transform boundary is the San Andreas Fault in California. When those plates slide past each other, earthquakes happen. Converging boundaries can form mountains (Himalayas), volcanoes (Cascades), and oceanic trenches (Mariana), depending on what kind of plates are involved.

1. What powers the movements of plates?

2. What are the three types of boundary movements?



Plate Tectonics Student Pages

Name: _____ Date: _____

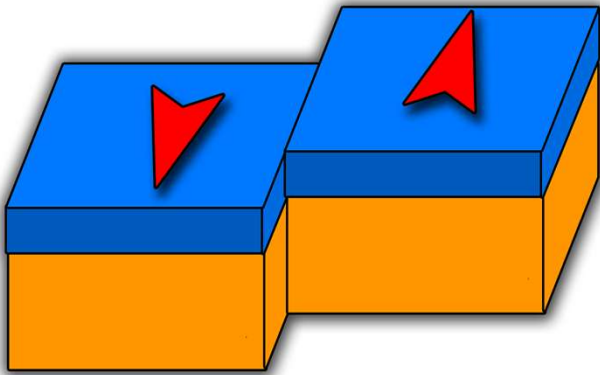
Directions: Your teacher will give you a page with plates to cut out. In the space below, see if you can find a way to make them fit together. Once you've figured out how to make them fit, glue them down. For an extra challenge, label the continents afterwards. Color the plates to show the boundaries.



Plate Tectonics

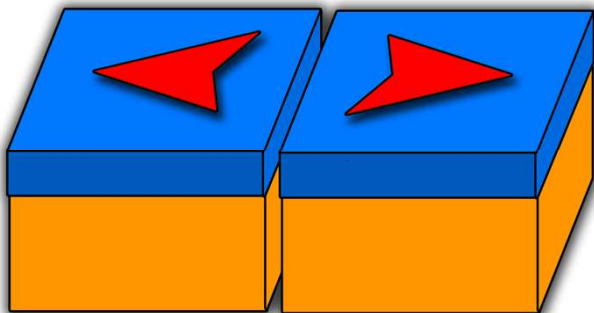
Name: _____ Date: _____

Directions: Below are diagrams that show the different types of boundaries. See if you can correctly label the type of boundary.



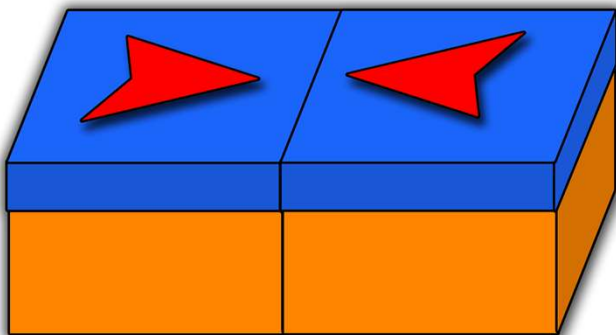
Type of Boundary:

How do you know?: _____



Type of Boundary:

How do you know?: _____



Type of Boundary:

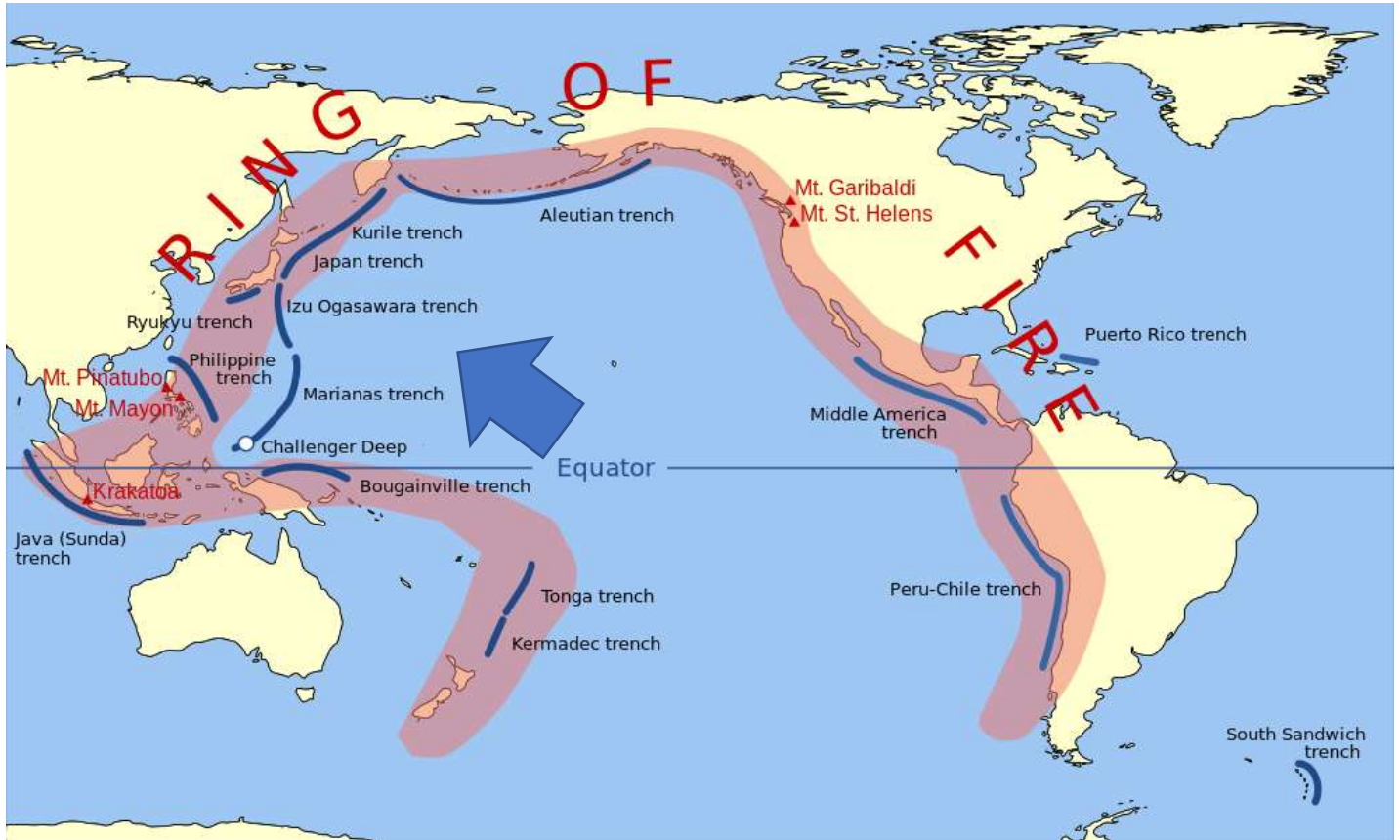
How do you know?: _____



Plate Tectonics

Name: _____ Date: _____

Analyze the picture and then answer the questions.



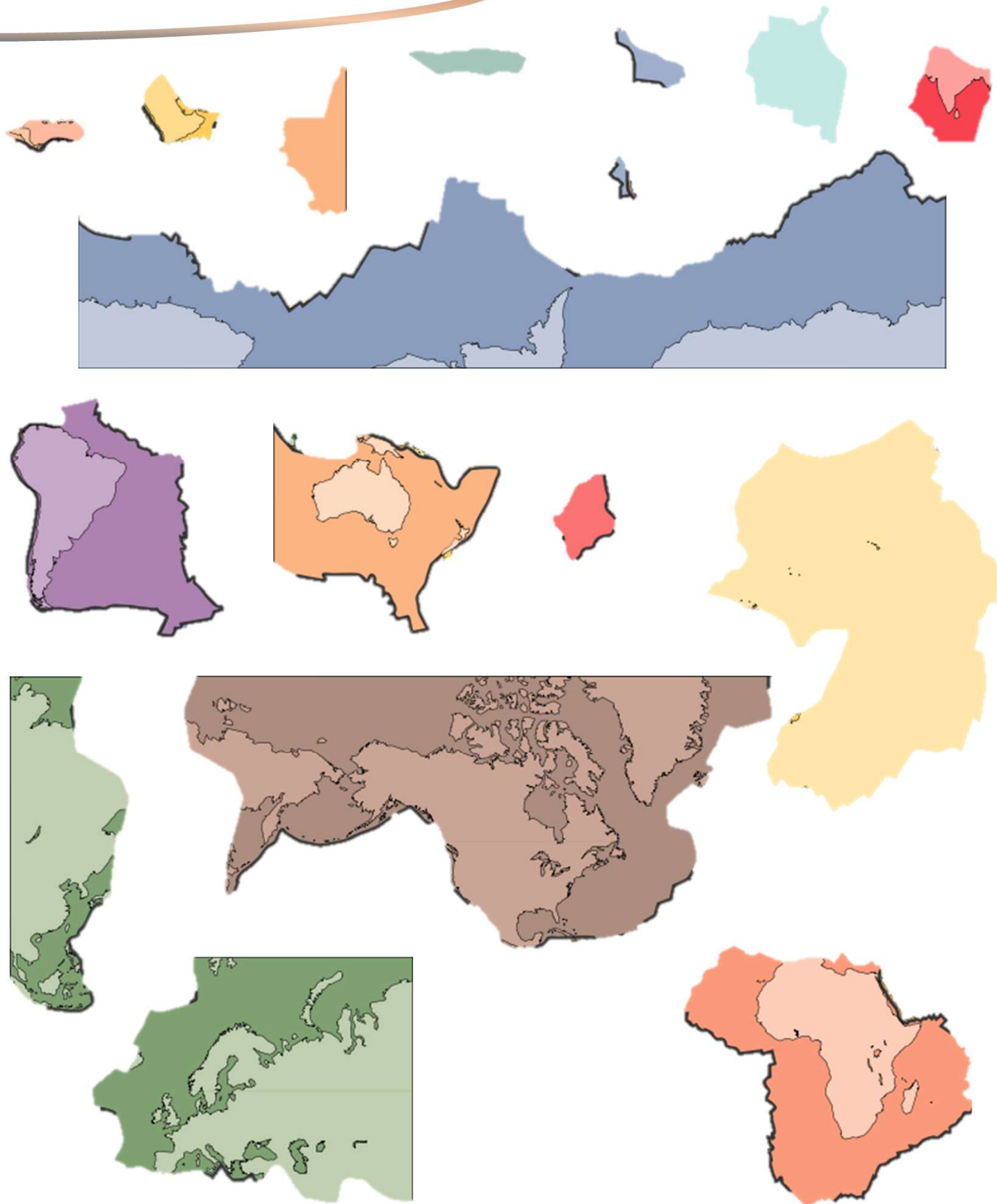
1. Which ocean does the Ring of Fire surround? _____
2. The Ring of Fire is named for the landforms that are commonly found here. Krakatoa and Mt. St. Helens are both this kind of landform. What landform type is this? _____
3. Look at the type of landforms found where the arrow is pointing. What kind of boundary is probably happening here? Why?

4. What continents are included in the Ring of Fire?



Plate Tectonics Sub Plans

Student Pages



AMI Day 4: Would you want to live in medieval Europe?

Sure, castles and knights are very exciting. What about the lives of the average person?

- Read the following accounts to gather evidence.
- Highlight details that are either positive or negative.

#1 A Report from the London City Records (1349, England – during the time of the Black Death)

“Many streets of the city are foul and full of filth, with dung and garbage thrown before the doors. The air is made unwholesome and sickly. The butchers throw the blood and waste of beasts into the ditches, and the stench rises through the town. The people are commanded to clean the lanes and remove the refuse to the fields outside the walls. Yet many do not obey, and sickness spreads quickly. For the health of all, the mayor orders that no one cast dirt or waste into the streets again.”

#2 The Domesday Book (1086, England)

“In this village there are twenty-four households. Each family has a small house and some land to farm. Most have a plow and two oxen to pull it. They work the fields that belong to their lord and must give him part of what they grow, such as grain and vegetables. The rest they keep to feed their families. There is a mill for grinding flour, and a blacksmith who makes tools. The people also keep chickens, pigs, and cows. Everyone works hard from sunrise to sunset, except on holy days.”

#3 A Manor Court Roll (England, 13th century)

“The villeins of the manor must plow and sow the lord's fields each year. They owe three days of work every week, and more during harvest. They must bring their own oxen and tools. Each pays rent in grain or eggs and gives part of his crop to the lord's storehouse. If the lord calls for extra labor, such as repairing fences or roads, they must obey. In return, they may farm small plots for their families and use the lord's mill and oven. Any man who refuses his duty shall pay a fine to the court.”

Complete the t-chart using details from the sources

<i>Positive descriptions</i>	<i>Negative descriptions</i>

Would you want to live in Medieval Europe? Answer using a RACE response which includes two details from the sources.

RACE

HOW TO ANSWER A TEXT EVIDENCE QUESTION:

Restate the Question

AnsWER the Question

Cite Text Evidence

Explain What it Means

