

# Compton USD Learning Packet #6

**Eighth Grade**

Name \_\_\_\_\_

# 8th Grade Learning Packet

## TABLE OF CONTENTS

### Week 7

| Day      | Lesson   | Date Completed |
|----------|--|----------------|
| <b>1</b> | 1) ELA- Language Spiral #1-4   |                |
|          | 2) Go Math-2.3 Reteach Scientific Notation with Negative Powers of 10  |                |
|          | 3) Science - Read,"Environmental impact of agricultural changes"   |                |
|          | 4) ELD - Present and Discuss Information Birthday Graph  |                |
| <b>2</b> | 1) Language Spiral - #5-7  |                |
|          | 2) Go Math -2.3 Practice and Problem Solving: D  |                |
|          | 3) Science - Read and Annotate section, "Irrigation"   |                |
| <b>3</b> | 1) Language Spiral - #8-12   |                |
|          | 2) Go Math-2.3 Practice and Problem Solving: A/B   |                |
|          | 3) Science - Read and Annotate section, "Livestock Grazing"  |                |
|          | 4) ELD - Write About an Experience-Pre-Writing   |                |
| <b>4</b> | 1) Language Spiral - #13-18  |                |
|          | 1) Go Math-2.3 Practice and Problem Solving: C   |                |
|          | 2) Science - Read and Annotate section, "Chemical Fertilizers"   |                |
| <b>5</b> | 1) My SBAC Coach - What inference can be made by the narrator's feelings toward helping others?  |                |
|          | 2) Go Math- 2.3 Reading Strategies: Use Graphic Aids   |                |
|          | 3) Science - List in each category the <i>effects</i> of, "Irrigation", "Livestock Grazing", and "Chemical Fertilizers" on the FlowMap |                |
|          | 4) ELD -Complete Write About an Experience Writing Prompt  |                |

Function of  
Verbs

1. How should this sentence be rewritten to make it more clear?

After running through the mud, it was time to give the dog a bath.

- A. A bath was needed after the dog ran through the mud.
- B. The dog needed a bath after it ran through the mud.
- C. The muddy dog ran and ran.
- D. Because the dog got muddy running through the mud, there was a bath.

L.8.1.A

Verbs

2. Which sentence correctly uses the active voice?

- A. Sylvie had eaten all of the cupcakes by the time we returned.
- B. The cupcakes had been eaten by Sylvie by the time we returned.
- C. All of the cupcakes had been eaten by the time we returned.
- D. The cupcakes had been eaten.

L.8.1.B

Verbs

3. The following paragraph is an excerpt from a student's blog regarding the benefits of exercise.

Many people don't realize how important exercise is. Exercise can keep your heart from going bad, make you feel better, and also can make you look better. Therefore, I think more people should exercise more often.

Revise the underlined sentence to give it the *most* descriptive meaning.

- A. Exercise can keep your heart strong, make you feel better, and also make you look better.
- B. Exercise can not only keep your heart from going bad and make you feel better, but can also make you look better.
- C. Exercise is an excellent way to keep your heart strong and healthy, significantly increase energy levels, and greatly improve the way you look.
- D. Exercise can keep your heart strong, increase energy levels, and also improve the way you look.

L.8.1.C

Verbs

4. The sentence below contains an error in grammar usage. Read the sentence and complete the task that follows.

If one wants to be frugal, you must clip coupons, buy store brands, and watch for sales.

Choose *two* sentences that have been correctly edited for grammar usage.

- A. If one wants to be frugal, one must clip coupons, buy store brands, and watch for sales.
- B. If you want to be frugal, one must clip coupons, buy store brands, and watch for sales.
- C. If you wanting to be frugal, we must clip coupons, buy store brands, and watch for sales.
- D. If one wants to be frugal, she must clip coupons, buy store brands, and watch for sales.
- E. If one wants to be frugal, they must clip coupons, buy store brands, and watch for sales.

L.8.1.D

**LESSON**  
**2-3****Scientific Notation with Negative Powers of 10****Reteach**

You can convert a number from standard form to scientific notation in 3 steps.

1. Starting from the left, find the first non-zero digit. To the right of this digit is the new location of your decimal point.
2. Count the number of places you moved the decimal point. This number will be used in the exponent in the power of ten.
3. Since the original decimal value was less than 1, your power of ten must be negative. Place a negative sign in front of the exponent.

**Example**

Write 0.00496 in standard notation.

- |                       |  |
|-----------------------|--|
| 4.96                  | 1) The first non-zero digit is 4, so move the decimal point to the right of the 4. |
| $4.96 \times 10^3$    | 2) The decimal point moved 3 places, so the whole number in the power of ten is 3. |
| $4.96 \times 10^{-3}$ | 3) Since 0.00496 is less than 1, the power of ten must be negative.                |

You can convert a number from scientific notation to standard form in 3 steps.

1. Find the power of ten.
2. If the exponent is negative, you must move the decimal point to the left. Move it the number of places indicated by the whole number in the exponent.
3. Insert a leading zero before the decimal point.

**Example**

Write  $1.23 \times 10^{-5}$  in standard notation.

- |           |   |
|-----------|---|
| $10^{-5}$ | 1) Find the power of ten.   |
| .0000123  | 2) The exponent is $-5$ , so move the decimal point 5 places to the left. |
| 0.0000123 | 3) Insert a leading zero before the decimal point.                        |

**Write each number in scientific notation.**

1. 0.0279

2. 0.00007100

3. 0.0000005060

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Write each number in standard notation.**

4.  $2.350 \times 10^{-4}$

5.  $6.5 \times 10^{-3}$

6.  $7.07 \times 10^{-5}$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Which is the correct way to write the underlined portion of the sentence below?

I ate a huge hamburger, and I ate a banana split for dessert.

- A. hamburger; and I ate
- B. hamburger and I ate
- C. hamburger: and I ate
- D. Correct as is

L.8.2.A

6. Read the sentence.

It was the first day of school for recently hired Superintendent Marco Otero, too; he spent the day making the rounds at several schools.

Which revision correctly indicates the omission of the underlined phrase?

- A. It was the first day of school for—Superintendent Marco Otero, too; he spent the day making the rounds at several schools.
- B. It was the first day of school for (recently hired) Superintendent Marco Otero, too; he spent the day making the rounds at several schools.
- C. It was the first day of school for . . . Superintendent Marco Otero, too; he spent the day making the rounds at several schools.
- D. It was the first day of school for Superintendent Marco Otero, too; he spent the day making the rounds at several schools.

L.8.2.B

7. What is the correct spelling of the underlined words below?

It never occurred to her to pursue a career in dentistry.

- A. occured, persue
- B. occurred, persue
- C. occured, pursue
- D. Correct as is

L.8.2.C

**LESSON**  
**2-3****Scientific Notation with Negative Powers of 10****Practice and Problem Solving: D**

Write each product in standard form. The first one is done for you.

1.  $\frac{1}{10 \times 10} = \frac{1}{100}$

2.  $\frac{1}{10 \times 10 \times 10 \times 10 \times 10} =$  \_\_\_\_\_

3.  $\frac{1}{10 \times 10 \times 10 \times 10} =$  \_\_\_\_\_

4.  $\frac{1}{10 \times 10 \times 10} =$  \_\_\_\_\_

Write each number as a product of tens. The first one is done for you.

5.  $\frac{1}{100,000} = \frac{1}{10 \times 10 \times 10 \times 10 \times 10}$

6.  $\frac{1}{10,000,000} =$  \_\_\_\_\_

7.  $\frac{1}{10,000} =$  \_\_\_\_\_

8.  $\frac{1}{100,000,000,000} =$  \_\_\_\_\_

Write each number as both a power of ten and a negative exponent.

The first one is done for you.

9.  $\frac{1}{1000} = \frac{1}{10^3} = 10^{-3}$

10.  $\frac{1}{10} =$  \_\_\_\_\_

11.  $\frac{1}{100} =$  \_\_\_\_\_

12.  $\frac{1}{10,000} =$  \_\_\_\_\_

Write in standard form. The first one is done for you.

13.  $\frac{1}{10^1} = \frac{1}{10}$

14.  $\frac{1}{10^3} =$  \_\_\_\_\_

15.  $\frac{1}{10^4} =$  \_\_\_\_\_

16.  $\frac{1}{10^9} =$  \_\_\_\_\_

17.  $\frac{1}{10^5} =$  \_\_\_\_\_

18.  $\frac{1}{10^{12}} =$  \_\_\_\_\_

Identify the unknown exponent. The first one is done for you.

19.  $0.00036 = 3.6 \times 10^? \quad -4$

20.  $0.450 = 4.5 \times 10^? \quad$  \_\_\_\_\_

21.  $0.00000005 = 5 \times 10^? \quad$  \_\_\_\_\_

22.  $0.00600 = 6 \times 10^? \quad$  \_\_\_\_\_

Write each number in standard form. The first one is done for you.

23.  $3.56 \times 10^{-3} = \underline{0.00356}$

24.  $9 \times 10^{-5} =$  \_\_\_\_\_

25.  $6.875 \times 10^{-4} =$  \_\_\_\_\_

26.  $4.005 \times 10^{-6} =$  \_\_\_\_\_

**Solve.**

27. The volume of a box is found by multiplying its length, width, and height. The three sides are 0.5 foot, 0.75 foot, and 0.4 foot. Find the product. Write it in scientific notation.

8. A student is writing a report for his science class. Read the draft paragraph from the report and answer the question that follows.

These days, there are more milk choices than there were when my parents were my age. When my parents were my age, the only kind of milk they drank was cow's milk. Today, many plant-based alternative milks are drunk by kids in my generation. For example, one can choose from almond milk, soy milk, cashew milk, and coconut milk—just to name a few. The fact that milk can be made from plants is amazing to my parents. Although I am not necessarily amazed there are so many options, I certainly appreciate the fact that we do have a variety of milks to choose from that do not involve animals.

Which two edits would correct the two problems of using inconsistent verb voice in the underlined sentences?

- A. Today, many plant-based alternative milks are drunk by kids in my generation.
- B. Today, kids in my generation have many plant-based alternative milks they have drunk.
- C. Today, kids in my generation drink many plant-based alternative milks.
- D. My parents are amazed that milk can be made from plants.
- E. My parents are amazed by the fact that plants can make milk.
- F. The fact that plants make milk is amazing to my parents.

L.8.3.A

9. Choose the word that correctly completes the following sentence.

Jo Anne's essay attempts to \_\_\_\_\_ her peers about the dangers of walking alone late at night.

- A. mock
- B. inform
- C. educated
- D. endeavor

L.8.4.A

10. The word deficit comes from the Latin word *deficere*, meaning "to lack." Based on this etymology, what is the *best* definition for the word deficit as it is used in this sentence?

Congress considers raising taxes when the government faces a budget deficit.

- A. debt
- B. shortage
- C. discrepancy
- D. modification

L.8.4.B

**11. Read the following sentences.**

His cleverness, resourcefulness, and brilliant use of language help to persuade any reader that Greenwood needs a better track!

Now read the dictionary entry for persuade.

Main entry: persuade

1. get somebody to do something
2. be the cause of something happening
3. Influence somebody in a negative way
4. argue with somebody
5. successfully encourage somebody to do something

Which of these is an accurate definition of persuade as it is used in the text above? Pick two options.

- A. get somebody to do something
- B. be the cause of something happening
- C. Influence somebody in a negative way
- D. argue with somebody
- E. successfully encourage somebody to do something

**L.8.4.C****12. Sara thought that the word concluded meant "ended."**

After she read the following text, she discovered that her definition was only correct in certain contexts.

Read the lines from the text.

"So what does that have to do with the hissing sound we're hearing now?" questioned Randolph.

"It is the sound of Agatha and Charles saying that they are sorry and that they love each other," concluded Grandpa Luke.

Which of the following *most* accurately defines concluded as it is used in the text above? Select *two* options.

- A. decided something
- B. did the final part of something
- C. finished something
- D. made a logical judgment
- E. reached a goal
- F. terminated

**L.8.4.D**



**LESSON**  
**2-3****Scientific Notation with Negative Powers of 10****Practice and Problem Solving: A/B****Write each number as a negative power of ten.**

1.  $\frac{1}{10^2} =$  \_\_\_\_\_

2.  $\frac{1}{10^4} =$  \_\_\_\_\_

3.  $\frac{1}{10^5} =$  \_\_\_\_\_

4.  $\frac{1}{10^7} =$  \_\_\_\_\_

5.  $\frac{1}{10^6} =$  \_\_\_\_\_

6.  $\frac{1}{10^3} =$  \_\_\_\_\_

7.  $\frac{1}{10^9} =$  \_\_\_\_\_

8.  $\frac{1}{10^1} =$  \_\_\_\_\_

**Write each power of ten in standard notation.**

9.  $10^{-3} =$  \_\_\_\_\_

10.  $10^{-5} =$  \_\_\_\_\_

11.  $10^{-1} =$  \_\_\_\_\_

12.  $10^{-6} =$  \_\_\_\_\_

13.  $10^{-2} =$  \_\_\_\_\_

14.  $10^{-9} =$  \_\_\_\_\_

15.  $10^{-4} =$  \_\_\_\_\_

16.  $10^{-7} =$  \_\_\_\_\_

**Write each number in scientific notation.**

17. 0.025  
\_\_\_\_\_

18. 0.3  
\_\_\_\_\_

19. 0.000473  
\_\_\_\_\_

20. 0.0024  
\_\_\_\_\_

21. 0.000014565  
\_\_\_\_\_

22. 0.70010  
\_\_\_\_\_

23. 0.0190500  
\_\_\_\_\_

24. 0.00330000  
\_\_\_\_\_

**Write each number in standard notation.**

25.  $6 \times 10^{-3}$   
\_\_\_\_\_

26.  $4.5 \times 10^{-2}$   
\_\_\_\_\_

27.  $7 \times 10^{-7}$   
\_\_\_\_\_

28.  $1.05 \times 10^{-6}$   
\_\_\_\_\_

29.  $3.052 \times 10^{-8}$   
\_\_\_\_\_

30.  $5 \times 10^{-1}$   
\_\_\_\_\_

31.  $9.87 \times 10^{-4}$   
\_\_\_\_\_

32.  $5.43 \times 10^{-5}$   
\_\_\_\_\_

**Solve.**

33. An
- E. coli*
- bacterium has a diameter of about
- $5 \times 10^{-7}$
- meter. Write this measurement as a decimal in standard notation.
- 
- \_\_\_\_\_

34. A human hair has an average diameter of about 0.000017 meter. Write this measurement in scientific notation.
- 
- \_\_\_\_\_



13. Read this sentence:

After beating around the bush for a while, the attorney finally arrived at the main point of her argument.

Identify the correct explanation of the underlined *idiom* in the sentence.

- A. looking for a lost item
- B. taking a trip
- C. exploring the unknown
- D. avoiding the idea..

L.8.5.A

14. Read the following paragraph:

But White Fang was to have no more than a nightmare vision of the city--an experience that was like a bad dream, unreal and terrible, that haunted him for long after in his dreams. He was put into a baggage--car by the master, chained in a corner in the midst of heaped trunks and valises. Here a squat and brawny god held sway, with much nose, hurling trunks and boxes about, dragging them in through the door and tossing them into the piles, or flinging them out of the door, smashing and crashing, to other gods who awaited them. And here, in this inferno of luggage, was White Fang deserted by the master. Or at least, White Fang thought he was deserted, until he smelled out the master;s canvas clothes--bags alongside of him and proceeded to mount guard over them.

Which word helps understand the meaning of the underlined word?

- A. heaped
- B. brawny
- C. hurling
- D. luggage

L.8.5.B

15. What is the correct substitution for mercenary below:

When he purchased a third sports car, people began to accuse him of being mercenary.

- A. miserly
- B. cheap
- C. materialistic
- D. greedy

L.8.5.C

16. Read the paragraph.

The student was severely reprimanded, but he continued to be indifferent to correction. So much so that the next week, again, he committed the same action, and this time, the consequences were severe.

What does the word *indifferent* suggest about the student's attitude. Select two:

- A. The student does not care
- B. The student is very stressed
- C. The student is impervious to the situation,
- D. The student deeply regrets his actions.

L.8.6\*

17. Read the paragraph.

Instead of facilitating the task at hand, the boss caused a substantial hindrance to the project because he provided his employees with the wrong information. Due to this, a significant amount of time was lost and this prevented the team from meeting the deadline.

Which phrase defines *hindrance*?

- A. substantial aid
- B. power generator
- C. obstacle to progress
- D. explanation of difficulties

L.8.6\*

18. In which sentence is *insignificant* used correctly?

- A. The avenue was **insignificant** because it ended at a crossroads.
- B. The **insignificant** man disappeared without a trace, and nobody noticed.
- C. The woman collected her **insignificant** jewels and ran away to Hawaii.
- D. This was an **insignificant** piece of evidence that enabled police to resolve the case.

L.8.6\*

**LESSON**  
**2-3**

**Scientific Notation with Negative Powers of 10**

**Practice and Problem Solving: C**

Write each pair of numbers in standard notation. Use the symbols  $>$ ,  $<$ , or  $=$  to compare them.

1.  $5.2 \times 10^{-3}$  ○  $5.2 \times 10^{-6}$

\_\_\_\_\_

2.  $5 \times 10^{-6}$  ○  $2.5 \times 10^{-5}$

\_\_\_\_\_

3.  $3 \times 10^0$  ○  $1 \times 10^{-1}$

\_\_\_\_\_

4.  $5.02 \times 10^{-3}$  ○  $2.05 \times 10^{-4}$

\_\_\_\_\_

Write each pair of numbers in scientific notation. Write the numbers in scientific notation on the correct side of the comparison symbol.

5. 0.0012; 0.45

\_\_\_\_\_ < \_\_\_\_\_

6. 0.0000023; 0.00032

\_\_\_\_\_ > \_\_\_\_\_

List the numbers in order from least to greatest.

7.  $3.25 \times 10^{-6}$ ,  $5.32 \times 10^{-5}$ ,  $2.35 \times 10^{-6}$ ,  $5.32 \times 10^{-6}$ ,  $3.25 \times 10^{-5}$ ,  $2.35 \times 10^{-5}$

\_\_\_\_\_

8.  $5 \times 10^0$ ,  $1 \times 10^{-1}$ ,  $0 \times 10^0$ ,  $1 \times 10^0$ ,  $5 \times 10^{-1}$

\_\_\_\_\_

Identify whether each statement is true or false. Circle the correct answer. Show your work. (1 m =  $10^3$  mm; 1 cm =  $10^1$  mm)

9.  $1 \times 10^{-3}$  m  $>$   $1 \times 10^{-1}$  cm

True or false?

\_\_\_\_\_

10.  $7 \times 10^{-1}$  cm  $<$   $7 \times 10^{-3}$  m

True or false?

\_\_\_\_\_

11.  $3.5 \times 10^{-1}$  cm =  $3.5 \times 10^{-3}$  m

True or false?

\_\_\_\_\_

12.  $9 \times 10^{-1}$  mm =  $9 \times 10^{-4}$  m

True or false?

\_\_\_\_\_

**Solve.**

13. A test tube used in science class has a volume capacity of  $9 \times 10^{-3}$  liter. How many drops of a solution will it take to fill the test tube if each drop's volume is  $3 \times 10^{-5}$  liter? Write these numbers in standard notation and then calculate the answer.

\_\_\_\_\_

14. A logic array on a semiconductor chip has a rectangular shape. Its length is 0.00025 meter and its width is 0.000125 meter. What is the logic array's area? Write these numbers in scientific notation.

\_\_\_\_\_





# Assignment

## Making an Inference from Literary Text

**Topic: Bear**

### ***Your Assignment:***

*Read the story below.*

#### **The Bear**

Who knew that living at the base of the mountains could be dangerous? The other day as I was preparing to open our family-owned restaurant, De Luca's Italian Food, I witnessed a bear lumbering toward town. Now, I am no genius, but I am pretty sure that bears belong in the forest, not a heavily populated town, no less MY town!

Here in California all of the signs on the freeway as well as the news stations report that we are in a severe drought. The signs even indicate how to save water and warn against watering your outdoor landscaping. It's a pretty dismal situation. There hasn't been any impactful amount of rain for years. The mountains that used to project green beauty have turned dry and brown. It's a wonder that any animals even survive up there.

The sun was just coming up and the town was quiet and still because no one except a restaurant owner would be up at this hour. Nonetheless, as luck would have it, the night shift neglected to take out the trash the night before. So, here I was taking out the garbage before the sun had even illuminated the sky. Generally speaking, I am not afraid to be at the restaurant alone, but when I saw this enormous creature headed my way I

screamed like a little kid, tossed the trash in the can, and sprinted inside. Locking the door I pressed my body against it as if I was going to hold off a bear!

Why in the world is this bear so close to home? Are there more of them? Thoughts raced through my head like a whirlwind. My heart pounded, and I peered out the window. Oh no! I lost him. Panicked, I glanced around searching for the hairy beast- imagining he was lurking around the corner preparing to eat me. At least I was safe, or so I thought.

Sometime later, when the streets became populated with people and it was time to open the doors of De Luca's Italian Food, I decided it was best to carry on about my business. However, just as I began to forget about my morning escapade, CRASH! Something slammed into the side of the restaurant. Rushing outside armed with only the handle of a broom, I stopped dead in my tracks. That bear! A big bear was rummaging through my trash can! Unable to speak, adrenaline took over. Without thinking, there I was, racing toward the creature waving my broom stick as if that was going to do something.

I must have been in some sort of manic fog, because only a lunatic would attempt to ward off a wild beast with a stick! But, to my surprise, the bear looked up with soft brown eyes, lips drenched with last night's lasagna, and made a bee line in the other direction. He acted like a school boy who had just been caught red-handed. This got me thinking, this gentle creature was not a beast at all. Perhaps he was just hungry and needed something to eat because clearly he had no interest in attacking me.

Suddenly, all those road signs warning people to conserve water flashed in my head. The once gorgeous mountains had turn into a dry dust bowl. Trees and shrubs once ripe with berries were now brittle and dead. It became clear to me why this great bear had roamed into my town. His habitat was destroyed, and all the natural resources that the animals in the forest depend on for survival were depleted. There was nothing left. Depressed, I contemplated how I could help my four-legged neighbor. Of course! Saving water was something that I could easily do to help. I could even encourage my fellow humans to help, too!

## Stem Starters:

*You may want to consider starting your response using one of these stems. You do not have to do so, but they are here to help you if you need them.*



I infer that the author thinks...

The author thinks that...

I can tell that the author thinks...

### Your Response:

---

---

---

---

---

---

---

---

---

---




**LESSON**  
**2-3**

**Scientific Notation with Negative Powers of 10**

**Reading Strategies: Use Graphic Aids**

**Change a number from standard notation to scientific notation**

Change 0.0000003 to scientific notation.

- A. What is the first non-zero digit? It is 3.
- B. Move the decimal point until it is directly to the right of the 3.  
 $0.0000003$  ← The decimal point moves 7 places *to the right*.  


- C. The decimal point moved 7 places to the *right*. So, the power of ten is 7, and it must be *negative*. The power of ten is  $-7$ .
- D. So, the number in scientific notation is  $3.0 \times 10^{-7}$

**Fill in the steps below each number to write it in scientific notation.**

1. 0.00123

2. 0.00000567

First non-zero digit: \_\_\_\_\_

First non-zero digit: \_\_\_\_\_

Number of places from decimal: \_\_\_\_\_

Number of places from decimal: \_\_\_\_\_

Direction decimal point moves: \_\_\_\_\_

Direction decimal point moves: \_\_\_\_\_

Power of 10: \_\_\_\_\_


Power of 10: \_\_\_\_\_

Scientific notation: \_\_\_\_\_

Scientific notation: \_\_\_\_\_

**Change a number from scientific notation to standard notation**

Change  $2.5 \times 10^{-4}$  to standard notation.

- A. What is the power of 10? It is  $-4$ .
- B. Since the power of 10 is negative, the decimal must move *left*.  
 $0002.5$  ← Move the decimal point 4 places *to the left*.  


- C. So, the number in standard notation is 0.00025.

**Fill in the steps below each number to write it in standard notation.**

3.  $6.7 \times 10^{-8}$

4.  $3.21 \times 10^{-4}$

Power of 10: \_\_\_\_\_

Power of 10: \_\_\_\_\_

Direction decimal point moves: \_\_\_\_\_

Direction decimal point moves: \_\_\_\_\_

Number of places: \_\_\_\_\_

Number of places: \_\_\_\_\_

Standard notation: \_\_\_\_\_

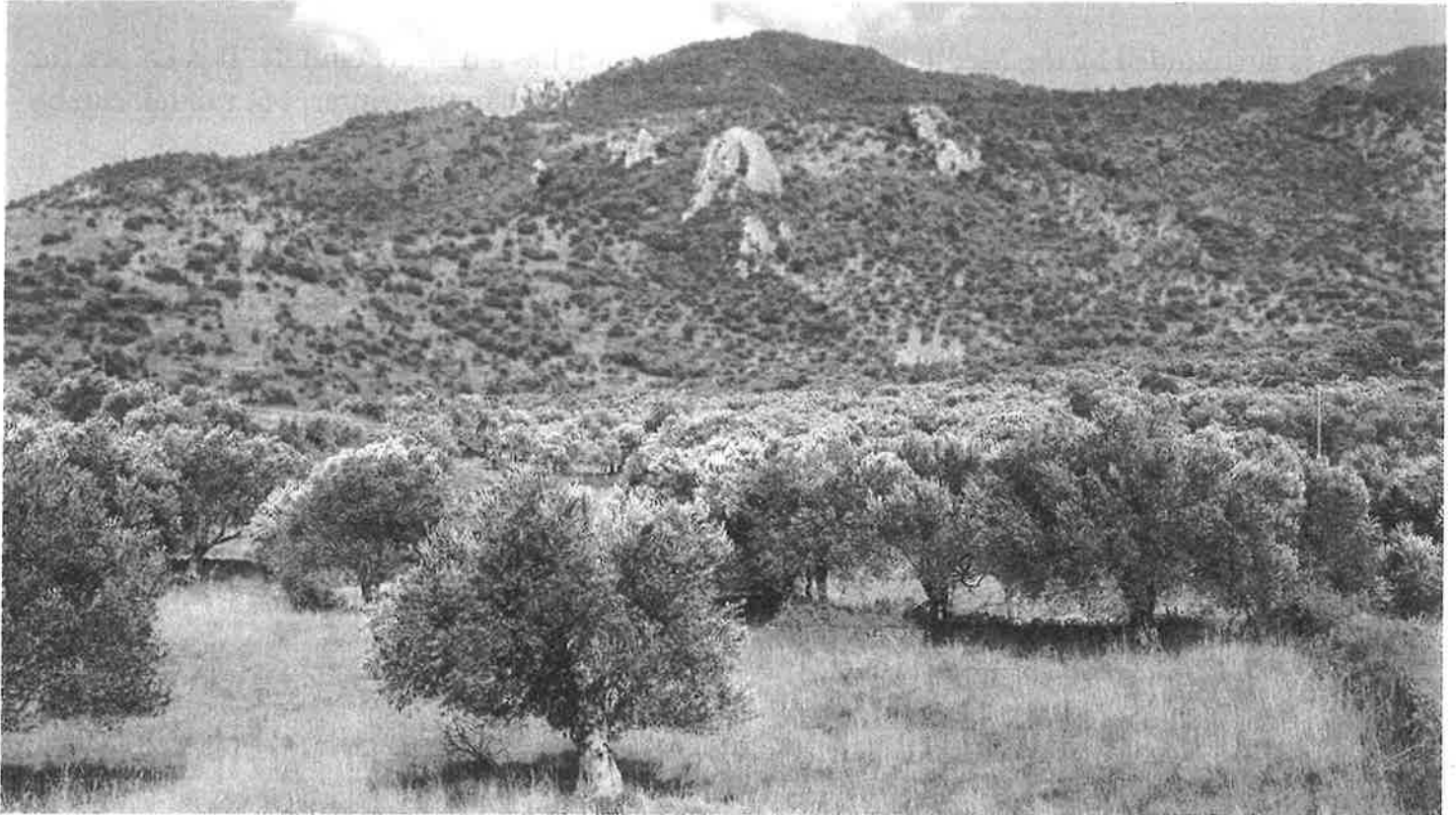
Standard notation: \_\_\_\_\_

# Food and Agriculture in Ancient Greece

By Ancient History Encyclopedia, adapted by Newsela staff on 08.08.17

Word Count **1,085**

Level **1050L**



Olive trees on the Greek island of Anaxos. Cereals, olives and wine were the three most produced foodstuffs in ancient Greece, suited as they are to the Mediterranean climate. Photo by: Pixabay

The ancient Greek city-states were able to flourish because of agriculture. Farming skills allowed the Greeks to produce more food than what they immediately needed. This extra food meant that most people in ancient Greece did not have to constantly worry about whether there would be enough food. This allowed them to pursue other trades and create goods that could be exported, or shipped out. These goods could then be traded for other necessities.

Cereals, olives and wine all thrived in the Mediterranean climate and were the three most produced foodstuffs in Greece. As Greeks colonized the Mediterranean, they spread their agricultural ideas and products.

## **A network of smallholdings**

The state government did not control what was farmed. Anyone could grow crops and own livestock on their own land. Most farms in Greece were private and family-owned.

Farms in Athens ranged in size from 5 hectares to 20 hectares for the wealthy aristocracy. A hectare is about the size of a modern football field. In Sparta farms were a little bigger on average, as large as 44 hectares for the richest citizens. The poorest citizens had no land at all, and often worked on the land of others, or would rent land and farm it themselves.

It is not clear if farmers lived on their farms or resided in the city and traveled each day. What they did was probably dependent on how close they lived to the city and their amount of wealth. Some may have been able to buy slaves to work the land.

## **Crops**

Greece is surrounded by the Mediterranean Sea. The region has a distinct climate. It is known for a combination of dry summers and mild winters. It usually rains in the winter, but rainfall can be unpredictable. As a result, crop failure was a regular problem in ancient Greece.

Wheat crops may have failed once every four years, and barley crops once every 10 years, because of insufficient water supply. Some areas had different soils and weather conditions that made them more fertile than others. As a whole, only one-fifth of Greece's land is farmable, so pressure to use the land was quite high.

The most common food products in Greece were wheat, barley, olives and grapevines.

Greeks didn't make much bread from wheat, but they did make baked goods called barley cakes. They also made gruel, a sort of cereal made from barley. Broad beans, chickpeas and lentils were grown. Many private households tended fruit such as figs, apples, pears and pomegranates, as well as vegetables such as cucumbers, onions, garlic and salads. Nuts like almonds and walnuts were popular, too.

## **Crop management**

Plowing of soil and planting of seeds was carried out in October, November and December. During this crucial and busy period, Athens did not hold any religious festivals or government meetings. In the early spring, vines were pruned back and in May and June, grain was harvested. In June and July, grain was loosened from its husks and stored, and in September, grapes were gathered and made into wine. In the autumn, olives were harvested and pressed into oil.

There is evidence that the Greeks rotated their crops, moving them to different parts of their land each year. In more difficult times, some fields would have been used throughout the year or planted with numerous crops at the same time. Small plots used for growing fruit and vegetables would have been irrigated with small water channels. Trenches were sometimes dug around trees to hold precious rainwater for when it was most needed.

Equipment used in Greek agriculture was basic. Digging, weeding and plowing was usually done by hand using wooden or iron-tipped plows and hoes. Wealthier farmers had oxen to help plow their fields. A tool called a sickle was used to harvest crops. The crops were then winnowed, or cut down, using a flat shovel and baskets to separate the grain from its outer husk, known as the chaff. Grains were then trampled on by livestock, which further separated the wheat from the chaff. Grapes were crushed underfoot in special containers while olives were crushed in stone presses.

## **Animal husbandry**

would have kept a small number of animals, perhaps no more than 50 in a herd. These included sheep, goats, pigs, chickens and some cattle. They were useful for their meat and milk. The ancient Greeks did not drink a lot of milk, but they did use it to make cheese. Animals were also useful for their eggs, wool or leather and their waste, which could fertilize crops.

More animals were reared in areas where land wasn't suitable for agriculture. These animals were often fed meals of straw, stalks of vegetable plants, damaged fruit and leftover bits of grapes and olives after they were pressed. Horses, mules and donkeys were also reared so they could transport people and things.

### **Trade of foodstuffs**

Most farmers would have only produced enough food for their own families' needs. They would have traded extra produce for things they did not produce themselves, such as cheese, honey, fish and shellfish. Some of the wealthier citizens with larger plots could make a profit from selling their extra crops at the market.

During the fifth century B.C., Athens' port of Piraeus became the most important trading center in the Mediterranean. It gained a reputation as the place to find any type of goods on the market.

Greek merchant ships sailed the Mediterranean and exported, or shipped out, wine, olives and olive oil to such places as Egypt and Asia Minor, which is now the country Turkey. Many Greek city-states were trade centers for hundreds of years. The ports of Athens, Delos and Rhodes were especially important.

### **State intervention**

The state didn't get too involved in the production and sale of agricultural products. However, they did take an interest in keeping a high supply of grain. Grain was imported from Egypt and the Black Sea area to ensure that the population didn't starve during times of drought. It was so vital to feed Athens' large population that trade in wheat was controlled by a special "grain buyer." Anyone who tried to block the government from bringing in grain could be put to death.

Government officials patrolled food markets to make sure that the products being sold were high-quality. Grain had its own supervisors who made sure that prices and quantities were fair.

**“Food and Agriculture in Ancient Greece”**

A network of smallholdings

Crops and Crop Management

Animal husbandry

Trade of foodstuffs

State Intervention

## Quiz

- 1 Which section highlights the idea that grain was an essential and highly regulated foodstuff?
- (A) "A network of smallholdings"
  - (B) "Animal husbandry"
  - (C) "Trade of foodstuffs"
  - (D) "State intervention"
- 2 Select the paragraph from the section "Crop management" that explains HOW Greek farmers maintained their crops despite unpredictable rain.
- 3 Which of the following answer choices describes two MAIN ideas of the article?
- (A) Agriculture was vital to the success and trade of ancient Greece. The ports of Athens and Rhodes were especially important places to meet and trade goods.
  - (B) Agriculture was vital to the success and trade of ancient Greece. Greek farmers developed organized farming methods to use the resources and land available.
  - (C) The Mediterranean climate allowed Greek farmers to grow a variety of crops. Farms in Athens ranged in size from 5 to 20 hectares for the wealthy aristocracy.
  - (D) The Mediterranean climate allowed Greek farmers to grow a variety of crops. The ancient Greeks also used milk from their animals to make items they could trade.
- 4 Which sentence from the article would be MOST important to include in a summary of the article?
- (A) Farming skills allowed the Greeks to produce more food than what they immediately needed.
  - (B) Anyone could grow crops and own livestock on their own land.
  - (C) During this crucial and busy period, Athens did not hold any religious festivals or government meetings.
  - (D) More animals were reared in areas where land wasn't suitable for agriculture.







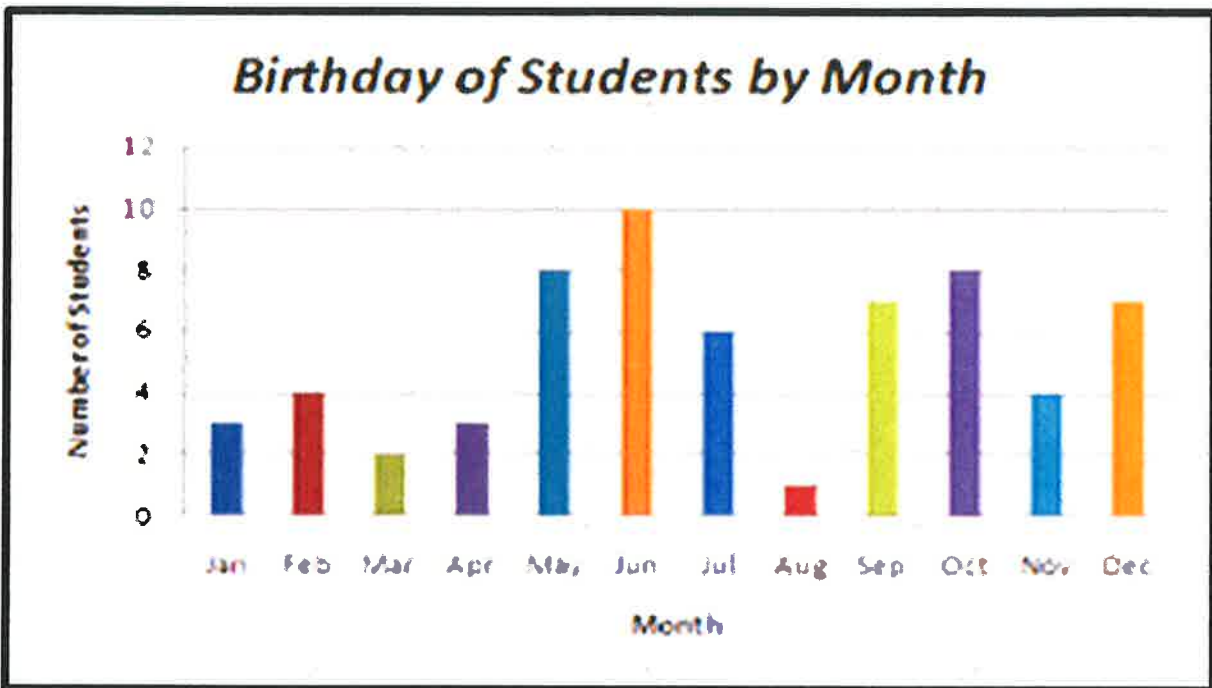
# Compton USD Learning Packet

## Middle School ELD

**English Language  
Development (ELD)**



A sixth grade teacher has sorted the birthdays of her students by months. Take some time to read the bar graph.



1. What does the bar graph show about the students' birthdays? Use the sentence frames to include details in your answer.

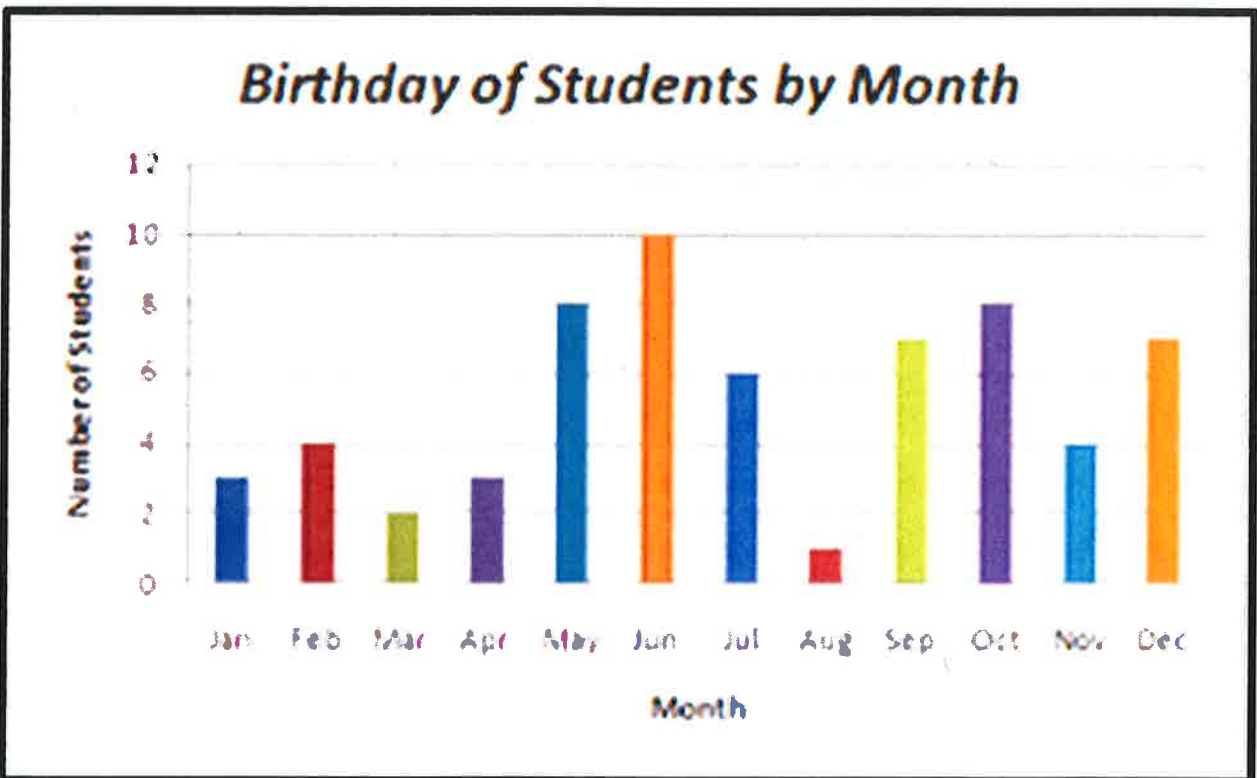
The bar graph shows that \_\_\_\_\_.  
It also indicates that \_\_\_\_\_.

If your answer includes a clear description of the information in the graph, you receive the highest score of 3. **Congratulations!**

Rubric for question 1:

| Score | Descriptors   |
|-------|---|
| 3     | <ul style="list-style-type: none"> <li>Response answers the question, including a mostly clear and accurate description of information in the graph/chart. Little to no listener effort is required to interpret meaning.</li> <li>Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.</li> <li>Speech is fairly smooth and sustained.</li> </ul>                                   |
| 2     | <ul style="list-style-type: none"> <li>Response includes a limited description of information or partially accurate information in the graph/chart. Listener effort may be required to interpret meaning.</li> <li>Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning.</li> <li>Speech may be slow, choppy, or halting.</li> </ul>  |
| 1     | <ul style="list-style-type: none"> <li>Response may include information in the graph/chart, but contains little relevant or accurate information. Significant listener effort may be required to interpret meaning.</li> <li>Errors in grammar, word choice, pronunciation, or intonation often impede meaning.</li> <li>Speech may consist of isolated word(s) or phrase(s) related to the graph/chart.</li> </ul> |
| 0     | <ul style="list-style-type: none"> <li>Response is not relevant.</li> <li>Response contains no English.</li> <li>No response, "I don't know," or is completely unintelligible.</li> </ul>   |

2. Is the following claim **supported or not supported** based on the information in the bar graph? Give details from the bar graph to support your answer.



**Claim:** The same number of students have birthdays in September as in December.

Answer the question.

**The claim is supported.**

**OR**

**The claim is not supported.**

Give at least 1 reason with relevant details and accurate information.

|  |   |
|--|---|
| <p><b>REASON #1</b></p> <p>First, the claim is/is not supported because the <b>bar graph shows</b></p> <hr/> <hr/> <hr/> <hr/> | <p><b>REASON #2</b></p> <p>Also, the claim is/is not supported because the <b>bar graph indicates</b></p> <hr/> <hr/> <hr/> <hr/> |
|--|---|

Write your response. Read your response aloud to a family member.

|  |
|--|
| <p>The claim _____ supported.</p> <p>First, _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|--|

### Self Assessment

Did you

- state whether the claim is supported?
- give at least one reason?
- use relevant details?

**Congratulations!** If you checked all three boxes, you received the highest score of 3!

Rubric for question 2:

| Score | Descriptors   |
|-------|---|
| 3     | <ul style="list-style-type: none"> <li>• Response uses relevant information and accurate details from the graph/chart to demonstrate whether the claim is supported or unsupported. Little to no listener effort is required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.</li> <li>• Speech is fairly smooth and sustained.</li> </ul>  |
| 2     | <ul style="list-style-type: none"> <li>• Response includes limited or partially accurate information from the graph/chart that demonstrates whether the claim is supported or unsupported, and the response may lack detail and clarity. Listener effort may be required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning.</li> <li>• Speech may be slow, choppy, or halting.</li> </ul>   |
| 1     | <ul style="list-style-type: none"> <li>• Response may include information from the graph/chart but does not demonstrate whether the claim is supported or unsupported or may lack understanding of the graph/chart or claim. Significant listener effort may be required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation often impede meaning.</li> <li>• Speech may consist of isolated word(s) or phrase(s) related to the graph/chart or claim.</li> </ul> |
| 0     | <ul style="list-style-type: none"> <li>• Response is not relevant.</li> <li>• Response contains no English.</li> <li>• No response, "I don't know," or is completely unintelligible.</li> </ul>   |

## WRITING ABOUT AN EXPERIENCE-PRE-WRITING

### WRITING PROMPT

Think of your best day in school. What happened that makes this day stand out in your memory. Write a story for a friend that tells about what happened on this day in school.

|                                    |  |
|------------------------------------|--|
| What was the best day in school?   |  |
| What happened?                     |  |
| Who was there?                     |  |
| Why was it the best day in school? |  |

### GRAPHIC ORGANIZER (FLOW MAP)

|                  |               |            |
|------------------|---------------|------------|
| <b>BEGINNING</b> | <b>MIDDLE</b> | <b>END</b> |
|                  |               |            |

### WORD BANK

|                   |                      |                    |                          |                       |
|-------------------|----------------------|--------------------|--------------------------|-----------------------|
| <b>First,</b>     | <b>Next,</b>         | <b>Soon,</b>       | <b>At the same time,</b> | <b>Finally,</b>       |
| <b>Initially,</b> | <b>Subsequently,</b> | <b>Thereafter,</b> | <b>Meanwhile,</b>        | <b>In conclusion,</b> |





## WRITING Write About an Experience

In this task type, students write about a familiar topic, such as a memorable classroom activity or event, based on their own personal experience.

Aligned 2012 ELD Standards: PI.C.10, PII.B.3, PII.B.4, PII.B.5, PII.C.6

### Rubric

| Score    | Descriptors  |
|----------|--|
| <b>4</b> | <ul style="list-style-type: none"><li>• The response provides a description of the experience named in the prompt using well-developed descriptions, details, and/or examples.</li><li>• The response is readily coherent.</li><li>• Grammar and word choice are varied and generally effective. Minor errors do not impede meaning.</li><li>• Minor errors in spelling and punctuation may be present, but they do not impede meaning.</li><li>• The response includes a paragraph of at least three sentences.</li></ul> |
| <b>3</b> | <ul style="list-style-type: none"><li>• The response provides a description of an experience relevant to the prompt using some descriptions, details, or examples.</li><li>• The response is generally coherent.</li><li>• Errors and limitations in grammar and word choice may impede meaning in some sentences.</li><li>• Errors in spelling and punctuation may impede meaning at times.</li><li>• The response includes at least two sentences.</li></ul>   |
| <b>2</b> | <ul style="list-style-type: none"><li>• The response provides a description of an experience relevant to the prompt using some descriptions, details, or examples, but is not complete.</li><li>• The response is somewhat coherent.</li><li>• Errors and limitations in grammar and word choice impede the overall meaning.</li><li>• Errors in spelling and punctuation frequently impede meaning.</li><li>• The response includes at least one sentence.</li></ul>  |
| <b>1</b> | <ul style="list-style-type: none"><li>• The response may provide a limited description of the experience named in the prompt and/or conveys little relevant information.</li><li>• The response lacks coherence. It may consist of isolated words or phrases.</li><li>• Frequent errors and/or severe limitations in grammar and word choice prevent expression of ideas.</li></ul>  |
| <b>0</b> | <ul style="list-style-type: none"><li>• Response contains no English, does not relate to the prompt, or includes only "I don't know."</li></ul>  |



# **Learning Packet**

## **Answer Key**



## 8th Grade Language Spirals Answer Key

| Item # | Spiral 3 | Spiral 4 | Spiral 5 |
|--------|----------|----------|----------|
| 1      |          | B        |          |
| 2      |          | A        |          |
| 3      |          | C        |          |
| 4      |          | A,E      |          |
| 5      |          | D        |          |
| 6      |          | B        |          |
| 7      |          | D        |          |
| 8      |          | C,D      |          |
| 9      |          | B        |          |
| 10     |          | A        |          |
| 11     |          | B,E      |          |
| 12     |          | A,D      |          |
| 13     |          | D        |          |
| 14     |          | D        |          |
| 15     |          | C        |          |
| 16     |          | A,C      |          |
| 17     |          | C        |          |
| 18     |          | B        |          |

3. 1057
4. 300,000,000
5. 524,000

### Reading Strategies

1. 2; 2.95; 2;  $2.95 \times 10^2$
2. 1; 1.05; 4;  $1.05 \times 10^4$
3. 4; 4.505; 6;  $4.505 \times 10^6$
4. between 2 and 9; 4; 25,000
5. after the 7; 5; 700,000
6. between 1 and 2; 3; 1234

### Success for English Learners

1.  $3.28 \times 10^5 > 3.28 \times 10^3$  because  $3.28 \times 10^5 = 328,000$  and  $3.28 \times 10^3 = 3280$ .
2. A car;  $3 \times 10^6 = 3,000,000$  g, or 3,000 kg, and a car would weigh many kilograms but a hair would not.
3.  $1.86 \times 10^5$
4. 4,567.89

### LESSON 2-3

#### Practice and Problem Solving: A/B

1.  $10^{-2}$
2.  $10^{-4}$
3.  $10^{-5}$
4.  $10^{-7}$
5.  $10^{-6}$
6.  $10^{-3}$
7.  $10^{-9}$
8.  $10^{-1}$
9. 0.001
10. 0.00001
11. 0.1
12. 0.000001
13. 0.01
14. 0.000000001
15. 0.0001
16. 0.0000001
17.  $2.5 \times 10^{-2}$
18.  $3 \times 10^{-1}$
19.  $4.73 \times 10^{-4}$

20.  $2.4 \times 10^{-3}$
21.  $1.4565 \times 10^{-5}$
22.  $7.001 \times 10^{-1}$
23.  $1.905 \times 10^{-2}$
24.  $3.3 \times 10^{-3}$
25. 0.006
26. 0.045
27. 0.0000007
28. 0.00000105
29. 0.00000003052
30. 0.5
31. 0.000987
32. 0.0000543
33. 0.0000005 m
34.  $1.7 \times 10^{-5}$  m

#### Practice and Problem Solving: C

1. 0.0052; 0.0000052; >
2. 0.000005; 0.000025; <
3. 3; 0.1; >
4. 0.00502; 0.000205; >
5.  $1.2 \times 10^{-3}$ ;  $4.5 \times 10^{-1}$
6.  $3.2 \times 10^{-4}$ ;  $2.3 \times 10^{-6}$
7.  $2.35 \times 10^{-6}$ ,  $3.25 \times 10^{-6}$ ,  $5.32 \times 10^{-6}$ ,  $2.35 \times 10^{-5}$ ,  $3.25 \times 10^{-5}$ ,  $5.32 \times 10^{-5}$
8.  $0 \times 10^0$ ,  $1 \times 10^{-1}$ ,  $5 \times 10^{-1}$ ,  $1 \times 10^0$ ,  $5 \times 10^0$
9.  $1 \times 10^{-3}$  m = 1 mm;  $1 \times 10^{-1}$  cm = 1 mm; equal, so false
10.  $7 \times 10^{-1}$  cm = 7 mm;  $7 \times 10^{-3}$  m = 7 mm; equal, so false
11.  $3.5 \times 10^{-1}$  cm = 3.5 mm;  $3.5 \times 10^{-3}$  m = 3.5 mm; equal, so true
12.  $9 \times 10^{-1}$  mm;  $9 \times 10^{-4}$  m =  $9 \times 10^{-1}$  mm; equal, so true
13.  $9 \times 10^{-3}$  liters = 0.009 liters;  $3 \times 10^{-5}$  liters = 0.00003;  $0.009 \div 0.00003 = 300$  drops
14.  $0.00025$  meters =  $2.5 \times 10^{-4}$ ;  $0.000125$  meters =  $1.25 \times 10^{-4}$ ; area = length  $\times$  width =  $(2.5 \times 10^{-4}) \times (1.25 \times 10^{-4}) = 3.125 \times 10^{-8}$  square meters

## Practice and Problem Solving: D

1.  $\frac{1}{100}$

2.  $\frac{1}{100,000}$

3.  $\frac{1}{10,000}$

4.  $\frac{1}{1000}$

5.  $\frac{1}{10 \times 10 \times 10 \times 10 \times 10}$

6.  $\frac{1}{10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10}$

7.  $\frac{1}{10 \times 10 \times 10 \times 10}$

8.  $\frac{1}{10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10}$

9.  $\frac{1}{10^3} = 10^{-3}$

10.  $\frac{1}{10^1} = 10^{-1}$

11.  $\frac{1}{10^2} = 10^{-2}$

12.  $\frac{1}{10^4} = 10^{-4}$

13.  $\frac{1}{10}$

14.  $\frac{1}{1000}$

15.  $\frac{1}{10,000}$

16.  $\frac{1}{1,000,000,000}$

17.  $\frac{1}{100,000}$

18.  $\frac{1}{1,000,000,000,000}$

19. -4

20. -1

21. -8

22. -3

23. 0.00356

24. 0.00009

25. 0.0006875

26. 0.000004005

27.  $0.15 \text{ ft}^2$ ;  $1.5 \times 10^{-1}$

## Reteach

1.  $2.79 \times 10^{-2}$

2.  $7.1 \times 10^{-5}$

3.  $5.06 \times 10^{-7}$

4. 0.000235

5. 0.0065

6. 0.0000707

## Reading Strategies

1. 1; 3; right; -3;  $1.23 \times 10^{-3}$

2. 5; 6; right; -6;  $5.67 \times 10^{-6}$

3. -8; left; 8; 0.000000067

4. -4; left; 4; 0.000321

## Success for English Learners

1.  $5.75 \times 10^{-3} > 5.75 \times 10^{-4}$  because  $5.75 \times 10^{-3} = 0.00575$  and  $5.75 \times 10^{-4} = 0.000575$ .

2. A hair;  $3 \times 10^{-7} = 0.0000003$  g, and a hair would have a mass that is less than a gram, but a bicycle would not.

3.  $4.93 \times 10^{-4}$

4. 0.0000321

## LESSON 2-4

### Practice and Problem Solving: A/B

1.  $2.79 \times 10^4$

2.  $3.83 \times 10^6$

3.  $6.67 \times 10^9$

4.  $4.48 \times 10^4$

5.  $4.16 \times 10^{17}$

6.  $2.0 \times 10^3$

7.  $8.85 \times 10^{10}$

8.  $6.0 \times 10^7$

9.  $4.1\text{E} + 4$

10.  $9.4\text{E} - 6$

11.  $5.2 \times 10^{-6}$

12.  $8.3 \times 10^2$

13.  $7.0 \times 10^4$
14.  $1.4 \times 10^4$
15.  $1.6 \times 10^4$
16. about  $3.0 \times 10^4$ , or about 30,000 strides

### Practice and Problem Solving: C

1.  $3.574 \times 10^4$
2.  $5.416 \times 10^4$
3.  $1.6897 \times 10^7$
4.  $7.08 \times 10^3$
5.  $2.496 \times 10^{13}$
6.  $7.0 \times 10^{12}$
7.  $2.89 \times 10^{-2}$
8.  $2.3 \times 10^{-4}$
9.  $6.0 \times 10^{-2}$
10.  $3.65 \times 10^2$
11.  $3.15 \times 10^8$
12.  $6.8985 \times 10^9$  kilowatt hours;  
6,898,500,000 kilowatt hours
13. 459,900 households

### Practice and Problem Solving: D

1.  $4.044 \times 10^4$
2.  $1.028 \times 10^4$
3.  $2.8 \times 10^6$
4.  $5.65 \times 10^4$
5.  $2.048 \times 10^{13}$
6.  $1.92 \times 10^1$
7.  $1.025 \times 10^9$
8.  $2.0 \times 10^8$
9.  $3.3 \times 10^{-3}$ ,  $6.9 \times 10^5$
10.  $7.1E + 5$ ,  $4.4E - 3$
11.  $1.0 \times 10^6$
12.  $\frac{1.0 \times 10^6}{8.64 \times 10^4} \approx$   
 $0.116 \times 10^2$  or  $1.16$   
 $\times 10^1 \approx 11.6$  days

### Reteach

1.  $6.5 \times 10^2$
2.  $1.5 \times 10^6$
3.  $2.1 \times 10^8$

### Reading Strategies

1.  $2.82 \times 10^4$
2.  $1.92 \times 10^{10}$
3.  $2.0 \times 10^3$
4.  $2.0 \times 10^{-1}$
5.  $3.07 \times 10^8$
6.  $3.29 \times 10^{10}$

### Success for English Learners

1. Sample answer: When dealing with very large or very small numbers
2.  $5.5 \times 10^2$
3.  $1.5 \times 10^6$
4.  $1.45 \times 10^{10}$
5.  $3.74 \times 10^5$
6.  $6.12 \times 10^{11}$
7.  $5.6 \times 10^4$

### MODULE 2 Challenge

1. 9,460,528,400,000,000 m; rounded, this is 9 trillion km
2. 9,460,528,400,000 km;  
 $9.4605284 \times 10^{12}$  km; almost 10 trillion
3.  $(9.4605284 \times 10^{12} \text{ km})(3.26)$ ;  
 $3.08 \times 10^{13}$  km
4. 0.000000001 m;  $1 \times 10^{-9}$  m
5.  $(1 \times 10^{-9} \text{ m})(0.1) = 1 \times 10^{-10}$  m
6.  $(1 \times 10^{-9} \text{ m})(1,000) = 1 \times 10^{-6}$  m
7.  $\frac{3.08 \times 10^{16}}{1.0 \times 10^{-9}} = 3.08 \times 10^{25}$ ; 1 parsec is about  $3 \times 10^{25}$  nanometers

## Answer Key

- 1 Which section highlights the idea that grain was an essential and highly regulated foodstuff?
- (A) "A network of smallholdings"
  - (B) "Animal husbandry"
  - (C) "Trade of foodstuffs"
  - (D) **"State intervention"**
- 2 Select the paragraph from the section "Crop management" that explains HOW Greek farmers maintained their crops despite unpredictable rain.
- Paragraph 10:**  
**There is evidence that the Greeks rotated their crops, moving them to different parts of their land each year. In more difficult times, some fields would have been used throughout the year or planted with numerous crops at the same time. Small plots used for growing fruit and vegetables would have been irrigated with small water channels. Trenches were sometimes dug around trees to hold precious rainwater for when it was most needed.**
- 3 Which of the following answer choices describes two MAIN ideas of the article?
- (A) Agriculture was vital to the success and trade of ancient Greece. The ports of Athens and Rhodes were especially important places to meet and trade goods.
  - (B) **Agriculture was vital to the success and trade of ancient Greece. Greek farmers developed organized farming methods to use the resources and land available.**
  - (C) The Mediterranean climate allowed Greek farmers to grow a variety of crops. Farms in Athens ranged in size from 5 to 20 hectares for the wealthy aristocracy.
  - (D) The Mediterranean climate allowed Greek farmers to grow a variety of crops. The ancient Greeks also used milk from their animals to make items they could trade.
- 4 Which sentence from the article would be MOST important to include in a summary of the article?
- (A) **Farming skills allowed the Greeks to produce more food than what they immediately needed.**
  - (B) Anyone could grow crops and own livestock on their own land.
  - (C) During this crucial and busy period, Athens did not hold any religious festivals or government meetings.
  - (D) More animals were reared in areas where land wasn't suitable for agriculture.