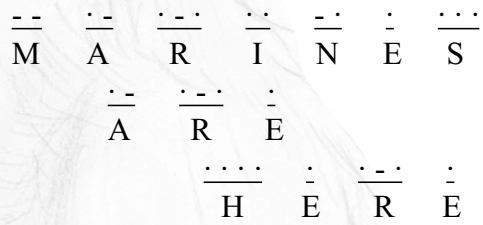
ACTIVITY ANSWER KEY

Chapter 2, Section 2

Check your answers from the Answer Key.
Correct all errors, then complete your next goal.



Lesson 6: ***Critical Thinking***
The Navajo Code Talkers

1. (b) The Navajos transmitted coded messages.
2. (c) on the Navajo lands of the American Southwest
3. (a) military terms
4. (a) The code talkers first translated each Navajo word into its English equivalent, then used only the first letter of each English word to form new words.
5. (d) "tsah wol-la-chee ah-keh-di-glini tsah-ah-dzoh"
6. (c) Marines
7. _f_ ***Navajo Code Talkers***
8. _h_ ***reservation***
9. _e_ ***decipher***
10. _c_ ***syntax***
11. _g_ ***boot camp***
12. _i_ ***deployed***
13. _b_ ***signal officer***
14. _d_ ***International Code of Signals***
15. _a_ ***Morse Code***
16. (any five) drum beating, smoke signals, barrels, baskets, flags, lamps, blinking lights, flash lamps, Morse Code, fog horns
17. The International Code of Signals is a system of flag signals developed in 1857 by Britain and adopted by other nations as an international method of communication. The International Code of Signals was amended in 1901 to the present system. It utilizes flags of various colors and designs; each flag representing a letter of the alphabet or number.
18. 
    C L E A R
19. (b) False
20. sound or light flashes
21. (answer may vary) The unit of the code is the dot, representing a very brief depression of the telegraph key. The dash represents a depression lasting three times as long as a dot. Between the depressions is a pause equal in time to one dot, except in a few letters and signs, when the wait is that of two dots. The pause between letters in a word lasts as long as one dash, between words it lasts as long as two dashes.
22. (b) False
23. 
    M A R I N E S
    A R E
    H E R E
24. Code Talkers
25. (a) You are doing well.
    (b) Keep up the good work!

***The student should show his work by writing the alphabet then numbering each letter to show the correlation between the letters and numbers.**

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26. I once made a re**mark** about finding other employment. It was a lu**lu, ke**pt my manager scrambling. Some were in a **jam, es**pecially because the economy was so slow. But the t**ruth** finally struck home. **A mos**t fascinating idea is that, y**es ther**e are some **job**s hard to find, but t**hose a**re the most fun. Ca**n a hum**an being really find the**m? At the w**orst, a person could draw unemployment. I will admi**t it us**ually takes a while to find acceptable employment. What keeps folks f**rom an**swering the challenge of a slow economy? Perhaps it is the fear of trying to com**pete. R**emember, diligence is the key.
27. I looked over this s**kit ten** minutes before the rehearsal.
28. The ti**p I g**ave is for good service.
29. Jim is learning to shuf**fle a** deck of cards.
30. A**mos, quit o**rdering me around.
31. The largest **beet Le**ster ever grew in that garden.
32. A celebration could **be ar**ranged.
33. Mother took the messy room as evidence o**f ir**responsible behavior.
34. Every night the frogs cr**oak** and the crickets chirp.
35. Because the "no vacancy" sign is lit, that mot**el m**ust be full.
36. I like the **pin: e**specially with that dress.
37. Grand**ma, ple**ase come to my birthday party.
38. I noticed that Ja**mes quit e**ating when the show started.
39. This test did not seem **as h**ard as the first one.
40. *"Listen, or your tongue will keep you deaf."*

EXTRA CREDIT to be applied to Quiz 2-2: (2 pts each for #s 1-3, & 4 pts for #4)

1. (50) – – – – – – – – –
2. (right) · ·· ·· – – · ···· –
3. (red) · ·· · – ··
4. (Franklin Roosevelt)*




Lesson 7: *Critical Thinking*

Symbols on the Dollar Bill

1. (h) only b and d
2. (f) all except a
3. justice
4. the original states
5. official authority
6. (a) thirteen separate states working together to form one nation
7. (b) the authority of the thirteen states united in one nation to rule with justice
8. (a) the denomination of the dollar bill; the national motto
9. the beliefs and values of the Founding Fathers, which they wished to pass on to posterity
10. Bald Eagle, (answer may vary) The United States was not designed to be a monarchy, ruled by one supreme ruler. The United States was intended to be a republic in which the people of the United States chose their rulers by electing through popular vote the officials who would make laws and rule the country.
11. E PLURIBUS UNUM
12. The thirteen stars represent the thirteen original colonies. The stars in the midst of clouds represents the United States taking her place among the other nations of the world.
13. In his right talon, the Eagle holds an olive branch, signifying America's desire for peace. In his left talon, the Eagle holds 13 arrows, signifying America's willingness to fight for what is right when necessary.
14. The Eagle faces the olive branch. This signifies that the United States prefers to pursue peace rather than war.
15. the United States of America ought to rely on her own Virtue
16. (c) pyramid

* · – · · ·· · – – · – · – – – – – ·· – · · ·· · · · · ··· · ···– · – – – – –

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17. strength, durability, grow, improve, build
18. At the top and above the pyramid is the Eye of Providence in a triangle surrounded by a Glory (rays of light), crowned with the motto *Annuit Coeptis*, which means, "He (God) has favored our undertakings."
19. a new, social order; that America would bring a new and better system of government to the world to give people hope
20. 1776
21. (Answer may vary) He was the first president of the United States, and logically, he was the best person to have his image on the One Dollar Bill.
22. _f_ ***coat of arms***
23. _g_ ***chevron***
24. _b_ ***emblazoned***
25. _h_ ***obverse***
26. _d_ ***monarchy***
27. _e_ ***republic***
28. _c_ ***escutcheon***
29. _a_ ***born***
30. symbol
31. the United States Flag, the bald eagle, the Statue of Liberty, the Liberty Bell, Uncle Sam
32. (Answer may vary) The United States flag has 13 red and white stripes that represent the 13 original colonies. The colors of the flag are: White (to signify purity and innocence); Red (to signify hardiness and valor); and Blue (to signify vigilance, perseverance and justice). The first and last stripes are red. In the top, left corner of the flag is a blue, square area with 50 white stars in rows. Each star represents a state in the Union.
33. The original flag had 13 stars in a circle on the dark blue background; the current flag has 50 stars in rows, also on the dark blue background.
34. "Old Glory," "Stars and Stripes," "Star Spangled Banner"
35. power, majesty, courage
36. "Lady Liberty," "The Lady"
37. _d_ the "Lady's" full name
    _g_ broken chain
    _a_ torch
    _f_ tablet
    _e_ 25 windows
    _c_ seven rays of light
    _b_ toga
38. America's declaration of liberty
39. the United States government
40. _d_ Communication
41. _l_ Industry
42. _b_ Transportation
43. _m_ Food
44. _e_ Weather
45. _g_ Holiday
46. _i_ Technology
47. _c_ Government
48. _a_ Religion
49. _h_ Family
50. _f_ Agriculture
51. _j_ Art
52. *"You can simply say 'No' when people want you to do something wrong."*



Lesson 8: *Critical Thinking*
The Story of "Mark Twain"

1. (c) Samuel Langhorne Clemens
2. (a) Hannibal, Missouri
3. (b) food, lodging and two sets of clothing a year
4. (b) Samuel Clemens hated school until he read a story about Joan of Arc.
5. (c) Philadelphia
6. (a) riverboat captain

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7. (a) had to pay Horace Bixby $500 to be trained
8. (a) old Captain Isaiah Sellers
9. (c) allowed freedom to write in a new fresh, wild way that Comstockers loved
10. (c) 1863
11. (b) saw a cameo of Olivia Langdon and fell in love with her
12. (a) had a delicate literary judgement and became Samuel's editor
13. (b) "Since my birth coincided with the appearance of Halley's comet, then my death will come when the next time the comet returned."
14. (c) Twain was outgoing, humorous and likable.
15. _a_ ***industrious***
16. _c_ ***apprentice***
17. _d_ ***affluent***
18. _b_ ***pretentious***
19. mass promotion, product, idea
20. criers
21. (Answer may vary) The printing press was invented by Johannes Gutenberg in 1456 to print Bibles; however, merchants soon realized how the printing press would be a powerful tool for all kinds of publication.
22. (Answer may vary) In the late 1800s (1860-1899), new methods of manufacturing and transportation enabled goods to be mass produced and dispersed nationwide. Railroad systems sprang up and transported goods quickly across the nation. Telegraph lines networked the continent right alongside the railroads. Nation wide distribution of goods and rapid communication raised the need for nation wide advertising.
23. (Answers may vary) Radio advertisements could be heard by people who did not or could not read newspapers.
24. (d) television
25. SHOULD
    (a) be memorable
    (b) include a key benefit of the product
    (c) reflect the product's personality
    (d) impart positive feelings
    (e) be original
    (f) be simple
    (g) be believable
    SHOULD NOT
    (a) be bland
    (b) prompt a negative response
    (c) be pretentious
    (d) be complicated, confusing or clumsy
26. remembered
27. alliteration, coined words or phrases, puns, rhymes
28. the repetition of the same letter sound at the beginning of two or more words
29. (any one of the following, or one made up by the student) Rochestman's Ridiculous Reductions, Tom's Tremendous Tools, Pappy's Pancakes
30. grammar, formal speech
31. (Answer may vary) The advertisement stated that the nylons were the best choice in the long run. The word *run* is a pun because nylons tend to snag and "run."
32. (Answer may vary) The Noslan Foundation used the homonym *bare* as part of the slogan "Bare your arms, because we can't bear to lose you."
33. (any one of the following, or one made up by the student) "Saragon Tissue: When a runny nose is an issue, blow in our tissue." "Jalapux Scrap Metals: After the dust settles, we're still here." "Salleville Flower Shop: Flower Power for when words fail." "Paladin Wilderness Youth Camp and Venturing Crew: For youth who seek the truth. Ask Paladin. We'll make a man out of you."

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34. benefit, needs, money
35. (d) personality
36. positive
37. (b) False
38. The word could mean that the drink cools off a person in the summer; or, the word could mean that the person becomes more socially acceptable by drinking the beverage.
39. (b) False
40. (b) original, simple and believable
41. (c) bland and overused
42. (c) both of these
43. False advertising is illegal and costly and causes consumers to lose trust in the company and product.
44. (a) clear and concise with modifiers in the correct places
45. (any one)

    Cemetery in Moscow:
    The advertisement is confusing because the phrase *daily except Thursday* is misplaced and implies that composers, artists and writers are buried daily except Thursday. The advertisement is intended to state that visitors are welcome daily except Thursday; therefore the phrase *daily except Thursday* should appear after the word *cemetery*. The sign should read: "You are welcome to visit the cemetery daily except Thursday, where famous Russian and Soviet composers, artists, and writers are buried."

    Dutch airline ticket:
    The slogan means well, but made a humorous mistake when stating that the bags would go in all directions. Travelers want their bags to end up where they're supposed to at the end of a journey—not all over the world in other directions!

    Italian doctor:
    The slogan is offensive, although quite by mistake, because it categorizes women with diseases. Perhaps the doctor meant to advertise that he specializes in diseases that particularly afflict women.
46. ***Graded by teacher**
47. ***Graded by teacher**
48. *"Think about what you are thinking about."*



Lesson 9: *Critical Thinking*
A Congressman's Response to 9/11

1. _X_ given by Bob Etheridge
   _X_ presented to the Congress
   _X_ given on the date of 09-12-01
   ____ addresses the theme of love
   ____ given by Franklin D. Roosevelt
   ____ presented to the Senate
   ____ given on the date of 09-11-01
   _X_ addresses the terrorist attacks
2. _X_ Congressman
   ____ Senator
   _X_ American
   ____ member of Al Qaeda
   _X_ Democrat
   ____ Republican
   ____ father
   ____ grandfather
   ____ from South Carolina
   ____ from Georgia
   _X_ from North Carolina
   ____ from Afghanistan
3. (f) only b and c
4. (c) the American people who demonstrated many acts of heroism and patriotism
5. ____ only the people in the Pentagon
   ____ only the people in the twin towers
   ____ only the women and children
   _X_ every American
   _X_ freedom
   ____ peace and war

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6. (a) acts of war
7. America stands today bruised and bloodied, but she stands nonetheless. America stands unbowed. We will recover from this assault. We will bury our dead. We will rebuild. And we will fight to maintain our freedom. Our enemy in this war may be ***elusive***, but he is not invisible. Our enemy may be sophisticated, but he is not invincible. Our enemy is certainly ruthless, but he will live to know America's resolve.
8. (b) supported
9. _c_ ***condolences***
10. _f_ ***profoundly***
11. _d_ ***civilians***
12. _a_ ***perpetrated***
13. _e_ ***elusive***
14. _b_ ***imperative***
15. effect
16. Cause/effect
17. observe (or take note of)
18. cultural, moral, political
19. September 11
20. (any three) He reassured the American people that America was strong and would respond appropriately; He assured citizens that they would endure and be victorious; He encouraged Americans to be vigilant; He surrounded himself with competent people; He devised a plan to eliminate the threat by making terrorists unable to organize such an attack against Americans again; He established the Department of Homeland Security (DHS) to provide a unified front consisting of law enforcement, intelligence and fire and emergency medical personnel to prevent attacks against Americans and to respond to attacks against Americans and to respond effectively if America is attacked again.
21. (any three) They focused on local issues such as being vigilant and alert to possible terrorist activity in neighborhoods and cities; border law enforcement became more careful about allowing certain immigrants to cross borders; local agencies were tasked with maintaining security and advising the citizens; local agencies were the first line of defense against terroristic efforts; local agencies became educated on anthrax and explosive devices; federal and local agencies began to share intelligence with each other.
22. (any three) they responded with a display of patriotism, apprehension and fear, yet strong resolve to defend America; they began to reevaluate values and priorities, such as family, friends, faith and planning for the future; they experienced renewed faith in public servants; they became more supportive of policemen, firemen and paramedics; some challenged patriotism and clamored for the "civil rights" of Arab Americans suspected of collaborating with terrorist organizations; some spoke out against the President's declaration of war on terrorism because of fear of offending or angering the Islamic community; some were doubtful of victory and did not believe that using the military to defeat the enemy was appropriate; some wanted the United States to follow the leadership of the United Nations.
23. (any three) They responded by giving heart- felt addresses about the loss and tragedy of the attacks, strongly supporting the president, military and police, and passing legislative bills and joint resolutions that enable law enforcement agencies to maintain a more secure nation.

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24. (b) benefits for Pubic Safety Officers and their beneficiaries
25. (c) $40 billion
26. (a) Patriot Day
27. (c) Army, Navy, Marine Corps and Air Force
28. (e) all of the above
29. (a) President
30. (a) a prayer vigil in memory of those who lost their lives in the events of September 11, 2001
31. (b) display the flag
32. (a) Arab-Americans
33. *"We will rebuild. We will fight to maintain our freedom."*



Lesson 10: *Critical Thinking*
The Fence or the Ambulance

1. (b) people slipped off the edge
2. (a) to put an ambulance at the bottom of the cliff
3. (a) an old sage
4. (c) a fence around the edge of the cliff
5. (d) An ambulance in the valley could rescue only the fallen but could not prevent other people from falling
6. (a) Joseph Malin
7. _e_ ***crest***
8. _c_ ***brimful***
9. _d_ ***pence***
10. _g_ ***sally***
11. _f_ ***prevent***
12. _a_ ***temptation***
13. _b_ ***argument***
14. premise, argument, conclusion
15. premise
16. (any order) valid, logical
17. dangerous
18. (answer may vary) To *prevent* something is to keep it from happening by using precautionary measures. Group 1 argued that putting a fence around the cliff would prevent people from falling to their deaths. Group 1 operated on the premise that keeping people from hurting themselves in the first place was a better way of dealing with the problem of the dangerous cliff, rather than waiting until the people had already hurt themselves and try to save them if they came out of the situation alive.
19. (answer may vary) A *cure* is something that can be applied to a situation after a damaging event has already occurred. Group 2 argued that putting an ambulance in the valley would help people after they had fallen, and if they were still alive. Group 2 operated on the premise that letting people enjoy the cliff with the near certainty of hurting themselves was better than keeping people from enjoying the cliff.
20. (b) an old woman trying to cross a crowded, wet street
21. (a) a group of boys laughing and walking down the street and passing an old woman without helping her
22. (d) one boy from the group stopping to help the old woman cross the street
23. (a) the boy explaining his actions to his friends; the old woman being grateful for the boy
24. (c) he must bring pride and joy to his parents
25. (c) he would like someone to help his mother someday when he was away and unable to be there for her
26. *"You do great things only when you expect great things of yourself."*

Ask for your QUIZ over Section 2. **Reminder:** Students who score 85% or higher on the section quizzes may be exempt from the chapter test!

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