Quiz 2-2 Answer Key



FROM THE VIGNETTES

1. (d) Navajo
2. (b) They transmitted codes using the Navajo language.
3. (a) The Japanese were unable to break the code, thus enabling the marines to maneuver without being detected, which led to the successful invasion of Iwo Jima and other victories.
4. (g) only b and c
5. (c) the Seal of the Treasury
6. (d) the Great Seal of the United States
7. (c) George Washington
8. (a) author/writer
9. (b) Bob Etheridge
10. (c) prevention versus cure

WORD POWER!

11. Syntax is the arrangement of words.
12. Morse Code is a system of communication in which letters of the alphabet, numbers, and punctuation marks are represented by dots and dashes or long and short sounds or light flashes.
13. A monarchy is a system of government in which one ruler (king or queen) is the ultimate authority. A republic is a system of government in which the people of a country elect by popular vote the officials who rule over the people.
14. pretentious, apprentice, affluent, industrious

ENGLISH WRITING SKILLS

15. (c) an item or image of an item that represents a larger idea
16. _X_ (a) the flag
    _X_ (b) bald eagle
    _X_ (c) Uncle Sam
    ____ (d) One Dollar Bill
    ____ (e) George Washington's image
    _X_ (f) Liberty Bell
    ____ (g) the Twin Towers
    _X_ (h) the Statue of Liberty
    ____ (i) the capitol building
    ____ (j) the Great Seal of the United States
17. (i) only b, d and f
18. ____ (a) blue stripes
    _X_ (b) red stripes
    _X_ (c) white stripes
    _X_ (d) stars in a row
    ____ (e) stars in a circle
    ____ (f) 13 stars
    _X_ (g) 13 stripes
    _X_ (h) 50 stars
    _X_ (i) white stars
    ____ (j) blue stars
    _X_ (k) red stripes top and bottom
    ____ (l) white stripes top and bottom
    ____ (m) blue stripes top and bottom
    ____ (n) shield with stars and stripes
    ____ (o) olives and arrows
19. (i) only a, c and f
20. (h) only b, e and f
21. (a) America's declaration of freedom
22. (c) the United States government
23. (k) only a, d, e, g, h
24. (a) We should be aware of the moral, political and cultural changes around us.

©Copyright 2005, Paradigm Accelerated Curriculum

25. (any three, wording may vary) The president 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. Law enforcement agencies 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. The public 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. Congress 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.
26. The student should analyze the advertisement and evaluate it based on the criteria from the text book. (Answers may vary, but they should be concise and reflect some thought and analysis.)
    (a) Memorability: the advertisement does not use tools for memorability such as alliteration, coined words, puns or plays on words.
    (b) Key benefit: the advertisement does mention key benefits for the students such as gaining a master's degree and participating in a practical internship.
    (c) Appropriate personality: the advertisement does have an appropriate, professional, yet interesting personality.
    (d) Positive feelings: the advertisement portrays enthusiasm for learning.
    (e) Originality: advertisement is original and addresses a particular need.

©Copyright 2005, Paradigm Accelerated Curriculum

(f) Simplicity: the advertisement is slightly complicated but understandable.
(g) Believability: the advertisement is believable.
(h) Blandness: the advertisement avoids being bland by portraying enthusiasm and offering key benefits.
(i) Pretentiousness: the advertisement does not portray pretentiousness.
(j) Complexity: the advertisement is slightly complex, but the nature of the topic causes it to be so.

27. (a) Students are influenced by what they are taught in school.

LIFE PRINCIPLES

28. *Listen*
29. *No*
30. *thinking*
31. *rebuild, freedom*
32. *expect*

Apply to the student's grade the extra credit points earned in Lesson 6 Activities. The lesson has a place for the teacher to sign off on the 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)*

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

©Copyright 2005, Paradigm Accelerated Curriculum

©Copyright 2005, Paradigm Accelerated Curriculum