

5th Grade Benchmark Assessments

Narrative: Your class is creating a magazine about human survival and creativity. For your part of the magazine, you will write a narrative story that is several paragraphs long about what happens when a child from the city experiences the wilderness for the first time. Your story will be read by parents, teachers, and the other students in your school. You should use information from multiple sources to write your narrative story.

In your story, describe what happens when the city child leaves the city for the first time. When writing your narrative story, find ways to use information and details from the sources to improve your story. Make sure you develop your character(s), the setting, and the plot using details, dialogue, and description.

- Use all three sources:
 - Source #1: From the City to the Wilderness, Source #2: Urban Farming, Source #3: Basic Wilderness Survival
- Reference anchor paper for example.
- Optional: Use Part I as a prewrite for students.
- Use GUSD rubric.

Informative: Your class is writing papers about how monuments inspire emotion. For your part, you will compare or contrast the Gateway Arch, the Martin Luther King Jr. Memorial, and the National World War II Memorial. Your article will be read by other students and by your teacher.

Using detailed evidence from the three sources, explain where and why these monuments were built and how they inspire emotion from visitors. Write an informational article several paragraphs long. Clearly organize your article and support your main ideas with details from the sources.

Use your own words except when quoting directly from the sources.

- Use all three sources:
 - Source #1: The Martin Luther King Jr. Memorial, Source #2: The National World War II Memorial, Source #3: The Gateway Arch
- Reference anchor paper for example.
- Optional: Use Part I as a prewrite for students.
- Use GUSD rubric.

Opinion: Your class is writing opinion articles about fighting malaria for the school newspaper. For your article, you will write an article that is several paragraphs long about whether it is better to donate money for ITNs or for malaria vaccine research.

Your opinion article will be read by parents, teachers, and the other students in your school. You should use information from multiple sources to write your article. In your article, describe how ITNs and vaccines would help people at risk of getting malaria. When writing your opinion article, find ways to use information and details from the sources to strengthen your argument.

- Use all three sources:
 - Source #1: The War Against Malaria, Source #2: A Malaria-Free World, Source #3: Mosquitoes
- Reference anchor paper for example.
- Optional: Use Part I as a prewrite for students.
- Use GUSD rubric.

Narrative Performance Task

Task:

Your class has been learning about nature and living in the wilderness. Now, you are going to create a magazine to share what you have learned. Each student will write something for the magazine.

Before you decide what you will write about nature and the wilderness, you do some research. As part of your research, you have uncovered the following three sources that discuss wilderness education programs, farming in the city, and how to survive in the wilderness. After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and review the sources carefully to gather the information you will need to answer the questions and write your narrative story for the class magazine.

In Part 2, you will write a story using details from the three sources.

Directions for Part 1:

You will now look at three sources. You can look at any of the sources as often as you like.

Research Questions:

After looking at the sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read, which should help you write your narrative story. You may refer to the sources when you think it would be helpful. You may also look at your notes.

GO ON →

Source #1: From the City to the Wilderness

People are part of the natural world. We depend upon natural resources such as sunlight, water, and food to survive, and we share the planet with animals, birds, and insects. We are affected by the weather and by natural disasters, such as earthquakes and floods.

Human beings also have an impact on the natural world. We cut down forests, change the direction of rivers, dig gold and drill oil out of the earth, and throw away mountains of trash. Our actions can help or hurt nature.

Long ago, most people lived close to nature. They hunted and farmed for their food. They knew which plants they could use for medicines when they got sick. When they took long journeys, they used the stars overhead to tell their direction. Ancient people realized that they needed to understand nature and take care of natural resources; their lives depended on it.

A Faraway Place

Today, many people live in cities. They buy food in shiny supermarkets instead of growing it themselves, and their electric lights blot out the stars at night. The temperature inside their homes is always the same, no matter what the weather is like outside.

To many city children, nature seems strange. The wilderness is something that exists in an adventure movie, not in real life. Ordinarily, city children see trees and squirrels in a local park. They might spot a hawk nesting on a tall building or enjoy a few wildflowers blooming in a vacant lot. But many children have no direct experience of the wilderness with its power and beauty.

A Program in Minnesota

Across the United States, there are many programs in outdoor education for city children. One such program started in Minnesota in 2010. The program is run by a large local school system along with the National Park Service. Elementary school, middle school, and high school students are given the chance to explore the Mississippi River through both day trips and overnight camping experiences. Children learn to canoe and fish. They not only have fun; they begin to see the world through different eyes. They come to understand the environment and why they should help care for it. Then perhaps when they grow up, they will do their part to conserve natural resources.

From Denver to the Mountains

A similar program takes place in the mountains of Colorado. Youths from the city of Denver go to the mountains on wilderness adventures. They start out with short day hikes. If they do well, they can take part in overnight camping and more difficult activities, such as climbing. Some may even take part in trips to out-of-state places, such as Grand Teton National Park.

Many children growing up in a city like Denver have never imagined themselves climbing a mountain. At first, they find the wilderness strange and frightening. They might even find it boring because there are no TVs or electronic games. But these children learn fast. They memorize the names of birds and wildflowers. They begin to appreciate their place in protecting the wilderness and the importance of carrying out everything they bring in, such as food wrappers and water bottles. They also learn wilderness survival skills.

These children from Denver begin to see themselves as part of the natural world. Many of them decide to give back by planting trees in areas that no longer have forests or by building trails for future hikers.

Source #2: Urban Farming

In recent years, more people have been longing for the country life. The idea of being more self-sufficient by raising your own food is appealing to a new generation. But what happens if you can't move out to the country? Maybe you need to be close to family or work. Maybe you don't want to leave the city. In that case, you can figure out ways to bring the country life to the city.

Community Gardens

Many city neighborhoods are taking advantage of shared spaces with community gardens. Community gardens take two basic forms. First, they can be large spaces that are jointly planted, cultivated, and harvested by a community. Second, the spaces can be divided into smaller plots that people can rent. Each plot might be a ten-foot by five-foot space where a single family controls the planting, growing, and harvesting of produce. This type of plot comes in handy if the family can't plant a garden at their home.

Container Gardens

Another way to grow food in a small space is container gardening, or above-ground gardening. Any container that can hold soil and a plant can become part of a container garden. The gardener can purchase flower pots from a store or recycle objects like plastic food containers or even old tires. One advantage of container gardening is that the containers can be moved to follow sunlight. Another is that it does not require a lot of space. Window sills, patios, and balconies can all be turned into food-growing green spaces with containers.

Roof Gardens

Some creative people have made entire farms on rooftops. For example, in Brooklyn, New York, there is a rooftop farm that grows food for sale to the public. The farmers also teach people about ways to grow and prepare food, and they sell young plants to other gardeners. In Chicago, Illinois, locals can visit the first certified organic rooftop farm. It grows food used in the farm's restaurant.

Permaculture

Some home owners are taking a look at permaculture as a way of urban farming. The idea behind permaculture is to choose plants for the food they produce as well as for their beauty. Because the plants produce food each year, they become permanent parts of the landscape. This is sometimes called a food forest, which is a tiny ecosystem. In the ecosystem, the plants work together. They keep certain bugs and animals away. They also add things to the soil, such as nitrogen, that the other plants need. The plants work together, so they need much less attention

year after year. Plants that can be found in this type of urban farm include asparagus, rhubarb, nut or fruit trees, berry bushes, herbs, mushrooms, and even edible weeds like dandelions.

Intensive Farming

For a more traditional approach, some urban farmers are using empty lots of up to two acres to produce enough food for 200 or more families. Intensive farming uses a permanent bed system. What is planted in each bed changes every growing season. For example, in the first year, one planting bed might be planted with only garlic. The third year it might have tomatoes. The crop rotation is chosen based on what the farmer wants to grow and how many planting beds are available. The technique is based on practices that have been used in France for centuries. With intensive farming, a farmer can grow up to three times as much food as a farmer who is using a much larger space.

Urban farming is bringing some of the benefits of living in the country to people living in cities. Large spaces for farming are becoming difficult to find, so people are finding new ways to use the space they have. Any flat space, whether on the ground or on a roof, can become a garden. Urban farming is changing the way people think about farming and gardening.

Source #3: Basic Wilderness Survival

A leisurely walk or hike can turn into a nightmare if you become stranded and aren't prepared. Your best preparation is knowledge of basic survival needs and skills. You need water, shelter, food, and fire to survive in the wilderness.

Water

Finding a water source is a must for survival. Your body is made up of 50 to 75 percent water, depending on your age. You need to drink a gallon of water a day to survive, and you can live only three to four days without water. If you can't find a lake, river, pond, or spring, you might look to nature for help. In the desert, the flesh of a cactus can give you water. In the mountains, snow can be a source of water, but you need to melt it first. It takes ten gallons of snow to get the one gallon of water you need each day. In the forest, look for animal tracks, birds, or insects. They usually know or stay close to water sources.

When you find water, you have to make sure it is safe to drink. If you drink impure water, you could become sick, which will dry you out even faster than if you drank no water. The most certain way to purify water is to boil it for at least one minute. If you don't have a pot or your water holder might melt if placed on a fire, you can use hot rocks. Heat rocks in a fire until they are hot, and then drop them in the water to make it boil. Repeat this process as many times as needed to boil the water.

Shelter

Finding a way to protect yourself from the elements is important for survival. Sometimes you can find a natural structure, such as a cave or a rock overhang. Other times, you have to build a shelter. One easy way to start a shelter is to find a sapling, or a small, young, bendable tree. Bend the sapling and tie it down to create the shelter frame. You can use flexible branches or vines, or even blades of grass braided together, as rope. Then start attaching and overlapping leafy branches to build the sides and roof. Next, use other leafy branches to create a bed to keep you off the ground.

Food

Food is important because it gives you calories to keep going. A familiar source of calories is meat, such as beef or chicken. But if you can't find meat, nature provides alternatives. Bugs such as worms and grubs are a good source of calories. They are usually found in decaying trees and under rocks. If you can't bring yourself to eat live bugs, you can always boil them to make a stew. You can add pine needles to the water—they make a great broth and are a good source of

vitamin C. The new growth on pine branches can be eaten, too. Look inside pine cones for pine nuts. You can even have a dandelion salad on the side. Dandelion greens are nutritious, and the raw yellow flower is quite tasty. Another plant you can find near ponds is cattail. You can eat the entire stalk raw, and if there is pollen on the narrow flower end, you can eat that, too.

Fire

To purify water, cook food, stay warm, and even protect yourself from animals, you need fire. You could try making fire the old-fashioned way, by rubbing two sticks together until they flame up. However, it is more reliable to carry matches, a lighter, or a flint and steel kit. Pile tinder—dry twigs, leaves, grass, or paper that burns easily—in a firepit. Create a spark to light the tinder by striking the steel against the flint at an angle. Once you see smoke, the tinder has caught fire. Gently blow on the flame because fire needs oxygen to burn. Blowing on the spark feeds the fire more oxygen so it can grow and light larger logs. Just be careful not to blow so hard that you put the fire out.

The wilderness can be a harsh and unforgiving place, but with a little knowledge and practice you can survive.

- 1 Source #1 gives information about experiencing the wilderness. Select **two** details from Source #3 that give information about experiencing the wilderness that does **not** appear in Source #1.
- (A) Many types of food grow naturally in the wild.
 - (B) People in the wilderness can catch fish for food.
 - (C) Wilderness survival skills can be learned quickly.
 - (D) Tracks of animals and birds can guide you to water.
 - (E) You can boil dandelion greens to make a soup to eat.
 - (F) Most wilderness hikers use saplings to build shelters.

- 2 Source #1 discusses how to introduce people who live in the city to wilderness life. Explain how the information in Source #2 adds to the reader's understanding of how city people can become comfortable outdoors. Give **two** details from Source #2 to support your explanation.

- 3** Explain why people sometimes have to find creative solutions to find food to eat. Give **two** reasons, one from Source #2 and one from Source #3. For each reason, include the source title or number.

GO ON →

Directions for Part 2

You will now look at your sources, take notes, and plan, draft, revise, and edit your narrative story for the magazine. First read your assignment and the information about how your story will be scored. Then begin your work.

Your Assignment:

Your class is creating a magazine about human survival and creativity. For your part of the magazine, you will write a narrative story that is several paragraphs long about what happens when a child from the city experiences the wilderness for the first time.

Your story will be read by parents, teachers, and the other students in your school. You should use information from multiple sources to write your narrative story. In your story, describe what happens when the city child leaves the city for the first time. When writing your narrative story, find ways to use information and details from the sources to improve your story. Make sure you develop your character(s), the setting, and the plot using details, dialogue, and description.

REMEMBER: A well-written narrative story

- has a clear plot and clear sequence of events
- is well organized and has a point of view
- uses supporting details from multiple sources
- puts the information from the sources in your own words, except when using direct quotations from the sources
- uses clear language
- follows rules of writing (spelling, punctuation, and grammar usage)

Now begin work on your narrative story. Manage your time carefully so that you can plan, write, revise, and edit the final draft of your narrative story. Write your response on a separate sheet of paper.

Informational Performance Task

Task:

Your class has been learning about important monuments in the United States. Now, your class is going to analyze how monuments inspire emotions in their audience. Each student will write an informational article to post on the class website.

Before deciding what to write, you do some research and find three articles about important monuments. After you have looked at these sources, you will answer some questions about them. Briefly scan the sources and answer the three questions that follow. Then, go back and read the sources carefully to gather the information you need to answer the questions and write an informational article for the class website.

In Part 2, you will write an informational article using information from the three sources.

Directions for Part 1

You will now look at three sources. You can look at any of the sources as often as you like.

Research Questions:

After looking at the sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read, which should help you write your informational article. You may refer to the sources when you think it would be helpful. You may also look at your notes.

GO ON →

Source #1: The Martin Luther King, Jr. Memorial

Dr. Martin Luther King, Jr. fought for equal rights for African Americans, always favoring nonviolent means of protest. The memorial that honors this great civil rights leader opened in 2011. It is located on the National Mall in Washington, D.C., near other famous American monuments.

Dr. King was born in Atlanta in 1929. During his life, legal segregation existed in many parts of the United States. This meant that African Americans were denied jobs, education, health care, justice, and voting rights because of their race. Dr. King dedicated his life to ending these laws. He chose to fight segregation with strikes and protests instead of violence.

Many younger civil rights leaders were impatient and thought these methods were too slow. Many of his followers were hurt when they were attacked by opponents during the protests. Yet Dr. King held firm. Although he was sometimes scared, he was determined to bring lasting change through nonviolent action.

One of the high points of Dr. King's movement was the 1963 March on Washington. Near the place where his memorial would later be erected, he spoke to hundreds of thousands of Americans. He described his dreams for an America in which all people were treated equally. Not long after, the voting rights of all African Americans were guaranteed by law. In addition, segregation would soon become illegal.

On April 3, 1968, Dr. King spoke to a crowd of supporters. He said, "I've seen the promised land. I may not get there with you. But I want you to know tonight that we, as a people, will get to the promised land." The next day, Dr. King was shot and killed. He gave his life to make our country better.



NPS Photo

Dr. King’s memorial reminds Americans to work together to achieve the promised land. As they enter, visitors are met by a 30-foot sculpture of Dr. King. The sculpture shows Dr. King with a determined expression. The sculpture grows out of the Stone of Hope. Behind this stone is another, larger one. This is the Mountain of Despair, from which the Stone of Hope was cut. Despair means “hopeless,” which was how many felt before Dr. King’s movement. The two stones together show that hope can arise even in times of great despair.

From the gap between the stones, visitors can see the Jefferson National Memorial, another symbol of freedom. Around the memorial winds a wall of granite. Quotations from many of Dr. King’s most inspiring speeches are inscribed in the stone.

Nature plays a role in the memorial, too. Every year, cherry trees planted at the memorial bloom near the anniversary of Dr. King’s death. Elm and myrtle trees also grow there. The sight and sound of flowing water give a feeling of peace. The new memorial is neither a museum nor a shrine. Instead, it is a beautiful living space and an honor to a great man.

Source #2: The National World War II Memorial

The National World War II Memorial stands on the National Mall in Washington, D.C. It recognizes the contributions all Americans made toward achieving victory in the war.

The first things you notice at the memorial are the 54 columns. There is one column for every state and territory in the United States at the time of World War II. These columns are linked with bronze ropes, showing how all Americans came together to support the war effort.

As you walk into the memorial, you can see the Rainbow Pool. This is a fountain with nozzles that create a perfect rainbow. The fountain was built before World War II and it was so beautiful that the architects refused to build over it. Instead, they built around it. You can admire the rainbows in the air and search the pool for reflections of the Capitol and the Washington Monument.

As you walk around the memorial, you will see brass plaques telling the story of World War II. Most plaques are based on photographs of the soldiers, workers, and medical staff who experienced the war. Some images show major battles, like Pearl Harbor and the Battle of the Bulge. Others show the home front. One shows Americans who gave money to the war effort. Another shows the women who worked in aircraft factories. Yet another shows the farmers who fed not just our troops but many British and Russian troops as well. These displays are divided by region. Those related to the war in Europe are on the north wall. Those related to the war in the Pacific are on the south wall.

The most solemn part of the memorial is the wall of stars. When you look at it, remember that each gold star represents about 100 Americans who gave their lives. Altogether, the 4,048 stars represent the more than 400,000 soldiers and civilians who were killed in the war.

If your relatives were involved in World War II, you may want to search the computerized Registry. This Registry lists all Americans who helped win the war. It includes people who lost their lives while overseas. It also includes workers and people who contributed money, food, or scrap metal to the war effort. You can look for your great-grandfather or great-grandmother! If you can't find them, you can let the memorial staff know so they can add the names to the database.

The memorial is not meant to be sad. It is a symbol of the strength of the American people when they all come together. It shows the choices and sacrifices made by the people of the United States to protect themselves and others.

Source #3: The Gateway Arch

The Gateway to the West, part of the Jefferson National Expansion Memorial, is a steel arch rising 630 feet over St. Louis. It honors not only Thomas Jefferson but also the westward expansion of the United States.

In 1803, President Jefferson bought the vast lands stretching from the Mississippi River to the Rocky Mountains from the French government. Then, Jefferson hired explorers Meriwether Lewis and William Clark to map the new territories. Lewis and Clark found huge plains, forests, and mountain ranges. As a result, eastern residents and new immigrants were able to travel to the West for better lives. These Americans became farmers on the plains, lumberjacks in the forests, and miners in the mountains.

The Gateway Arch represents Jefferson's effect on the United States. Because Jefferson opened the doors to the West, the arch is meant to look like a giant open gate. The size of it shows that all are welcome to come through St. Louis on the way to a better life.

Constructing the arch was difficult. The construction manager claimed that building the arch was harder than building a tower of the same height. This was because neither side of the arch supported the other until it was finished. Instead, support structures were built to prevent the two sides from falling toward each other.

When laying out the site, the engineers had to be especially careful. It was believed that the arch would fall if either side were even $1/64^{\text{th}}$ of an inch off center. The lowest sections of the arch were measured over and over to make sure they were in just the right spots.

To make matters worse, no cranes were tall enough to lift the heavy metal pieces of the arch into place. Instead, the arch was built with tracks on the outside. Large elevators, called "crawlers," moved along these tracks, carrying the new pieces higher and higher. Once the new pieces were in place, workers extended the tracks so the crawlers could move even higher.

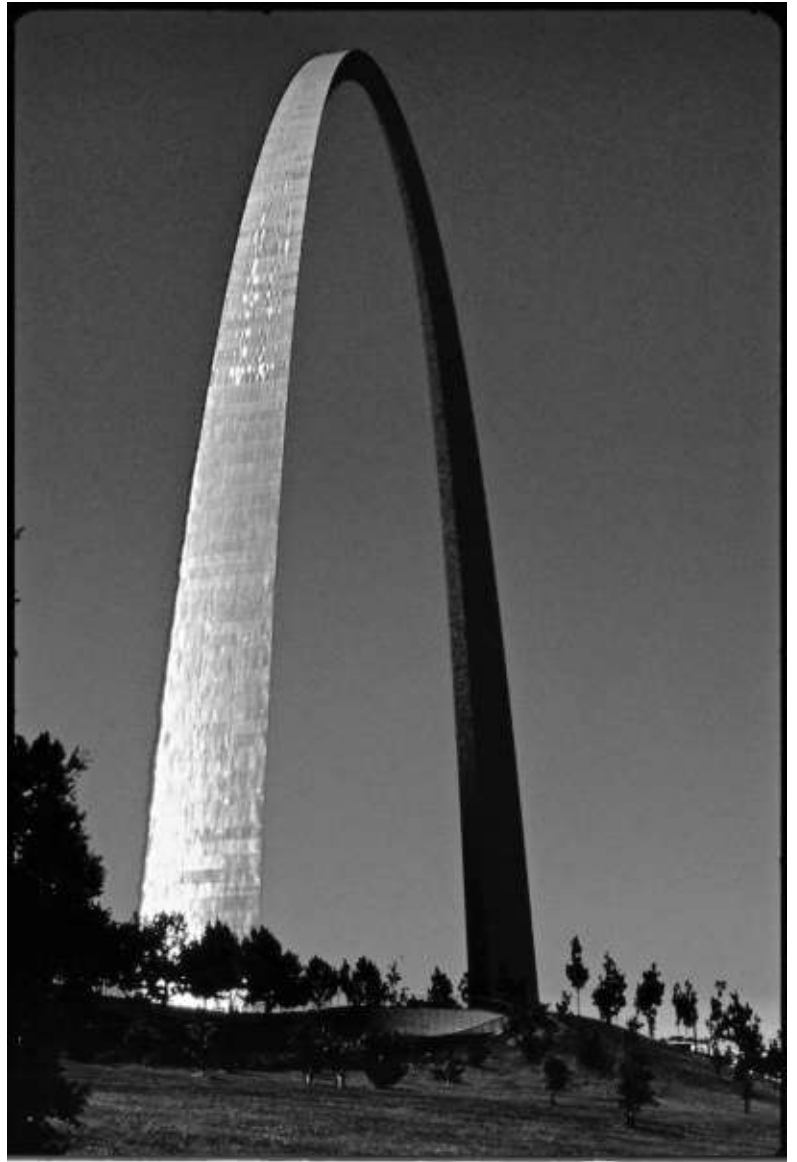
Today, visitors to the site can take elevators on the same tracks used by the crawlers. The elevators go to the very top of the arch. From this point, visitors can look west at the city of St. Louis. Beyond the city, they can see beautiful countryside. Looking east, they can see the Mississippi River. On a clear day, they can see for miles in both directions. Sadly, the observation deck windows are quite small. The pressure caused by the two halves of the arch pushing against each would shatter larger windows.

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While at the top, visitors might be scared by a slight sway. The arch moves a couple of inches back and forth in high winds. There is no need to worry, though. The arch is designed to sway slightly to take pressure off the structure. The swaying is perfectly safe and adds a little excitement to the visit.

In addition to the slight sway, the designers also used other methods to protect the arch. The tracks and viewing platform are electrically insulated so that lightning cannot hurt the people inside. Each leg is also stuck in 26,000 tons of concrete so that it won't blow over.

The arch now stands as a reminder of the time before the West was won. Thanks to Jefferson and Americans' hard-working spirit, we not only have the West but a beautiful monument to mark it.



- 1 Match each source to its main topic. There will be **one** topic for **each** source.

	Source #1: The Martin Luther King, Jr. Memorial	Source #2: The National World War II Memorial	Source #3: The Gateway Arch
historical background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
construction techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
visitor experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 2 Each source includes a physical description of a monument. How do these descriptions help you understand what the monuments represent? Use examples from all **three** sources to support your explanation. For each example, include the source title or number.

GO ON →

- 3** Explain how these three different types of monuments inspire the people who visit them. Use **one** detail from **each** source to support your explanation. Be sure to give the source number or title for each detail.

Directions for Part 2

You will now look at your sources, take notes, and plan, draft, revise, and edit your article for the class website. First read your assignment and the information about how your informational article will be scored. Then begin your work.

Your Assignment:

Your class is writing papers about how monuments inspire emotion. For your part, you will compare or contrast the Gateway Arch, the Martin Luther King, Jr. Memorial, and the National World War II Memorial. Your article will be read by other students and by your teacher.

Using information from the three sources, develop a main idea comparing or contrasting how these monuments inspire emotions. Choose the most important information from more than one source to support your main idea. Then, write an informational article several paragraphs long. Clearly organize your article and support your main idea with details from the sources.

Use your own words except when quoting directly from the sources. Be sure to give the source title when using details from the sources.

REMEMBER: A well-written informational article

- has a clear main idea
- is well organized and stays on topic
- has an introduction and conclusion
- uses transitions
- uses supporting facts and details from the sources
- puts the information from the sources in your own words, except when using direct quotations from the sources
- gives the title or number of the source for the facts and details you included
- develops ideas clearly
- uses clear language
- follows the rules of writing (spelling, punctuation, and grammar usage)

Now begin work on your informational article. Manage your time carefully so that you can plan, write, revise, and edit the final draft of your informational article. Write your response on a separate sheet of paper.

GO ON →

Opinion Performance Task

Task:

Your class has been learning about how mosquitoes spread malaria and other diseases. Now, your class is going to write opinion articles, which will be published in the school newspaper, about the best way to contribute to the fight against malaria.

Before you write about the best way to help fight malaria, you do some research. As part of your research, you have found the following three sources that discuss how mosquitoes spread disease, how to treat malaria, and how countries try to beat malaria. After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and review the sources carefully to gather the information you will need to answer the questions and write your opinion article for the school newspaper.

In Part 2, you will write an opinion article using details from the three sources.

Directions for Part 1

You will now look at three sources. You can look at any of the sources as often as you like.

Research Questions:

After looking at the sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also your answers will help you think about the information you have read, which should help you write your opinion article. You may refer to the sources when you think it would be helpful. You may also look at your notes.

Source #1: The War Against Malaria

Malaria is a disease that is carried by mosquitoes. The symptoms include fever, headache, and chills. If the disease is not treated, it can be deadly, especially in people who are very young or very old. People all over the world want to help end this dangerous disease. The most effective way to fight malaria is to distribute nets that protect people from mosquitoes.

Where and When Is Malaria Common?

Malaria is common in many parts of Africa. It is also a problem in certain parts of South Asia, the Middle East, and Latin America. In 2010, 225 million cases of this disease were reported around the world. The good news is that, in some countries, malaria has been eliminated. For example, Morocco in northwestern Africa is now free of this disease.

Because malaria is carried by mosquitoes, and because mosquitoes breed in water, malaria is more common during the rainy season. Also, most malaria-carrying mosquitoes bite at night, so that is the time when people need to protect themselves.

How Can Malaria Be Fought?

Malaria can be fought in a number of ways. Some people believe that developing a malaria vaccine is the best way. A vaccine is a type of medicine that prevents a person from getting a disease. Today, there is no workable vaccine against malaria. However, several organizations are currently studying possible vaccines. Vaccines have helped control other diseases, such as polio and measles. Someday soon there may be a safe vaccine to prevent malaria, too. But the world needs ways to fight against malaria in the meantime.

For those who become ill with malaria, there is treatment. Individuals who show symptoms, or signs, of the disease are first given a test. The test provides results very quickly. If the person actually has malaria, he or she is treated with a group of medicines called ACT.

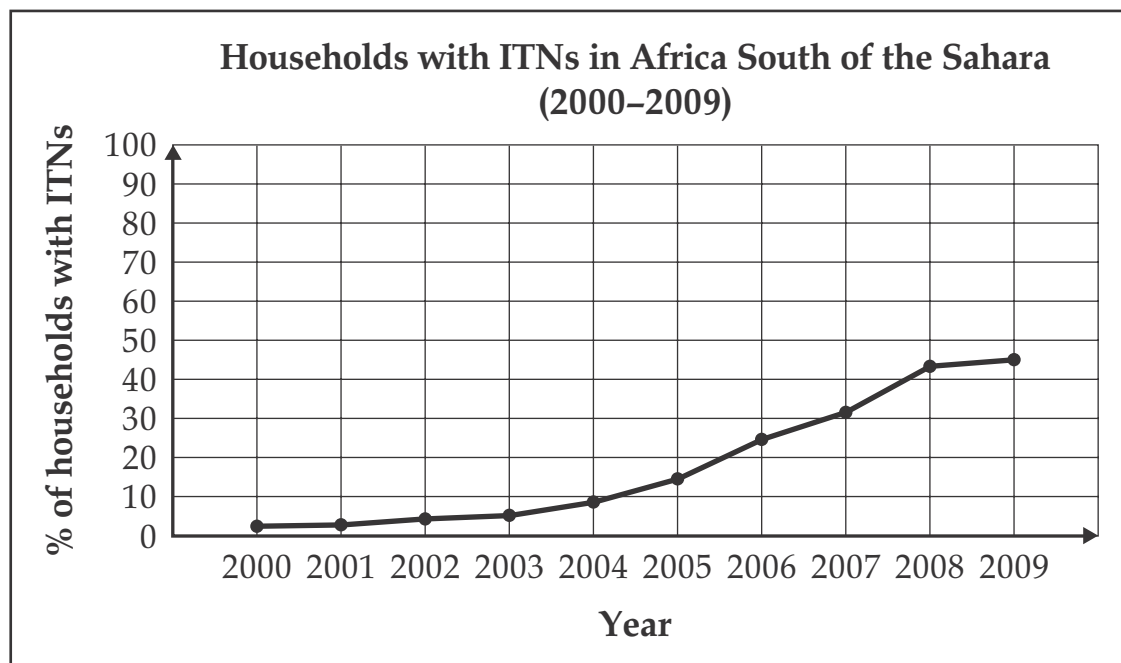
The best way to fight malaria is to keep people from getting sick in the first place. One approach is to spray insect-killing chemicals, or insecticides, in houses. An even better method is for people to sleep under an insecticide-treated mosquito net, or ITN. A chemical that kills mosquitoes is applied to this kind of tent. The people sleeping under ITNs are safe from mosquito bites. ITNs are currently the best way to fight malaria. They are a simple, inexpensive way to prevent malaria in the first place.

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Malaria Fighters

The United Nations has been fighting malaria for years. Today, governments and charities all over the world are distributing ITNs to people in need. They are helping people protect themselves from mosquito bites so they do not become sick.

One day doctors may develop a vaccine to prevent malaria, but that could be years away. In the meantime, people can best fight the disease by donating an ITN to people at risk of getting malaria. The nets do not cost much, and they can make a big difference by saving lives.



Source #2: A Malaria-Free World

Malaria used to be a worldwide problem. In 1945, the disease was prevalent around the globe, except in northern countries like Norway, Sweden, and Iceland. Today, malaria has been wiped out in North America, Europe, and Australia. However, it still rages in some areas of Africa, China, the Middle East, and Latin America.

The ideal, of course, is to destroy the disease completely, but many countries do not have the resources to win that long, difficult, expensive battle. The best they can do is to control the disease.

To control malaria, nations work to prevent most cases of the illness. Strategies include using bed nets, decreasing mosquito populations, and effectively treating those with the disease. When malaria is controlled, fewer people die of the disease. There are other benefits as well. Fewer adults miss work because of illness, and fewer children are kept out of school. As a result, these countries fare better socially and economically.

However, many countries strive to wipe out malaria completely. This is considered to have happened when less than one percent of a country's population is infected. Getting rid of malaria means treating all cases—even mild ones—with great dedication. Not only are the sick people treated, but their families and neighbors are tested for malaria. Some people may carry the disease but may not show any symptoms or feel ill. Regardless, they must take a series of drugs to clear their bodies of malaria.

There are complications to this process, though. The most common malaria strain in these countries is called *Plasmodium vivax*. This strain of parasite can live inactive in the liver for years. It is more difficult to detect this inactive form of malaria. Also, the drug used to treat it can be fatal in some cases. A safer solution is to space the drug dosages out over two weeks. However, some people object to taking the medicine in the first place because they do not feel sick. Without cooperation from its citizens, a country cannot effectively beat malaria.

Even when a country becomes malaria-free, it must still keep watch for new cases. People visiting from other countries may bring malaria with them. Thus, countries must always keep control measures in place to prevent an outbreak of the disease.

GO ON →

Despite these problems, countries like to say that they have beaten malaria. Tourism often flourishes in malaria-free countries, in contrast to those still struggling with the disease.

Some scientists believe that malaria can one day be completely wiped out across the globe. But until then, countries have to look at the situation realistically. While they may wish to destroy malaria quickly, they must understand that the process is unfortunately not so simple.

Source #3: Mosquitoes

It's a scenario most people are familiar with. On a warm summer evening, as everyone is enjoying the outdoors, a pesky mosquito lands on a bare arm or leg. Its needlelike mouth pierces the skin. Then the mosquito flies away—or gets swatted by an annoyed human—leaving a raised, itchy bump on the skin.

Mosquito bites are annoying but mostly harmless, right? For most people in the United States, this is the reality. But in some other areas of the world, mosquitoes carry more risk than a temporary itchy bump. In fact, they are known to carry and spread diseases such as yellow fever, malaria, and West Nile virus.

Little Fly

Mosquitoes get their name from the Spanish for “little fly.” The term is appropriate because they are part of the fly family. Generally, it is the female mosquito that sucks the blood of other creatures with her mouth. And humans aren't the only target. Mosquitoes also suck the blood of other mammals, birds, reptiles, and amphibians. Even some fish are not safe from mosquito bites!

It is hard to avoid mosquitoes. At least some species of mosquitoes are present on every continent except Antarctica. Some extremely cold islands like Iceland also have no mosquitoes. In temperate zones, mosquitoes mostly appear in the humid summer months. They hibernate during the winter. However, tropical areas may have mosquitoes 365 days of the year.

Feeding Habits

The mouths of mosquitoes are shaped like a skinny tube, perfect for piercing the skin and sucking blood. However, these mouths are also useful for drinking sugary substances like honeydew and nectar. Male mosquitoes drink only these sweet fluids. Females, on the other hand, have their choice of blood or sugar. Sugar gives them energy, while blood gives them the protein needed to produce eggs.

Vectors of Disease

Some species of mosquitoes are known as *vectors of disease*, which means they carry and pass on diseases to other creatures. Each year, mosquitoes spread diseases to millions of people in Africa, Russia, Asia, South America, and Central America.

Health organizations constantly work to prevent these diseases from spreading. Their strategies include decreasing mosquito populations, developing vaccines and medications, and passing out sleeping nets. Because mosquitoes gather around stagnant water, people can get rid of mosquitoes by removing these habitats. People can also combat mosquitoes by introducing dragonflies and certain types of fish into the environment. These animals are natural predators of the mosquito.

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Mosquito nets are particularly effective at protecting people from mosquito bites in regions where the risk of disease is high. The nets are treated with an insecticide that kills mosquitoes. People drape these nets over their beds to protect themselves while they sleep.

Mosquito bites are a minor bother to some people, and a serious health risk to others. Until doctors can develop effective treatments for diseases caused by mosquitoes, controlling mosquito populations will remain a major struggle.

1 Draw a line between each source and the idea it supports.

Source #1: The War Against Malaria

Destroying malaria is a complicated and costly struggle.

Source #2: A Malaria-Free World

Mosquitoes exist all over the world except for some very cold regions.

Source #3: Mosquitoes

People most need to protect themselves from malaria during the rainy season.

2 The sources discuss how malaria is spread and fought. Explain what the sources say about fighting malaria. Use **one** detail from each source to support your explanation. For each detail, include the source title or number.

GO ON →

- 3** Source #1 includes a graph. Explain how this graph would be helpful if it were added to Source #2. Give **two** details from Source #2 to support your explanation.

Directions for Part 2

You will now look at your sources, take notes, and plan, draft, revise, and edit your opinion article. First read your assignment and the information about how your opinion article will be scored. Then begin your work.

Your Assignment:

Your class is writing opinion articles about fighting malaria for the school newspaper. For your article, you will write an argument that is several paragraphs long about whether it is better to donate money for ITNs or for malaria vaccine research.

Your opinion article will be read by parents, teachers, and the other students in your school. You should use information from multiple sources to write your article. In your article, describe how ITNs and vaccines would help people at risk of getting malaria. When writing your opinion article, find ways to use information and details from the sources to strengthen your argument.

REMEMBER: A well-written opinion article

- has a clear opinion
- is well-organized and stays on the topic
- has an introduction and conclusion
- uses transitions
- uses details or facts from multiple sources to support your opinion
- puts the information from the sources in your own words, except when using direct quotations from the sources
- gives the name or number of the source for the details or facts you included
- develops ideas clearly
- uses clear language
- follows the rules of writing (spelling, punctuation, and grammar usage)

Now begin work on your opinion article. Manage your time carefully so that you can plan, write, revise, and edit the final draft of your opinion article. Write your response on a separate sheet of paper.

GO ON →