

AMI Packet

#9

8th Grade



Don't forget to do journals, vocabulary,
and read for AR Points!

Name: _____ Class: _____

Down the Rabbit Hole

An Excerpt from Alice's Adventures in Wonderland

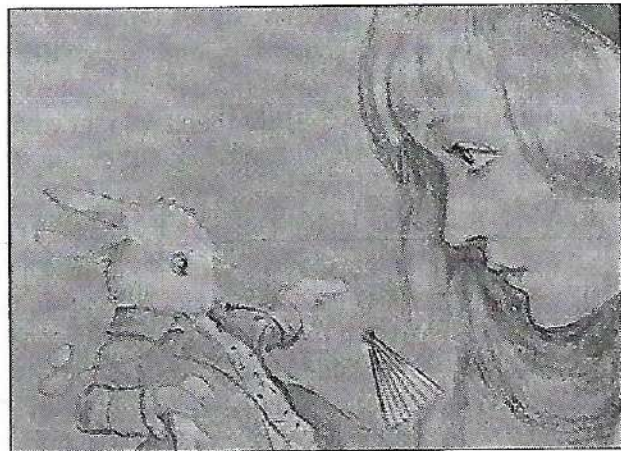
By Lewis Carroll
1865

Charles Lutwidge Dodgson (1832-1898), better known by his penname Lewis Carroll, was an English writer, mathematician, and Anglican minister. His best known work is Alice's Adventures in Wonderland. A whimsical and satirical piece, it tells the tale of a young girl who falls into a world of nonsense. As you read, take notes on how Carroll uses point of view to portray a childlike imagination.

Chapter 1: "Down the Rabbit Hole"

- [1] Alice was beginning to get very tired of sitting by her sister on the bank,¹ and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, 'and what is the use of a book,' thought Alice 'without pictures or conversation?'

So she was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, when suddenly a White Rabbit with pink eyes ran close by her.



"Alice meets the White Rabbit" by Margaret Winifred Tarrant is in the public domain.

There was nothing so very remarkable in that; nor did Alice think it so very much out of the way to hear the Rabbit say to itself, 'Oh dear! Oh dear! I shall be late!' (when she thought it over afterwards, it occurred to her that she ought to have wondered at this, but at the time it all seemed quite natural); but when the Rabbit actually took a watch out of its waistcoat-pocket, and looked at it, and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it, and burning with curiosity, she ran across the field after it, and fortunately was just in time to see it pop down a large rabbit-hole under the hedge.

In another moment down went Alice after it, never once considering how in the world she was to get out again.

- [5] The rabbit-hole went straight on like a tunnel for some way, and then dipped suddenly down, so suddenly that Alice had not a moment to think about stopping herself before she found herself falling down a very deep well.

1. the bank of a river

Either the well was very deep, or she fell very slowly, for she had plenty of time as she went down to look about her and to wonder what was going to happen next. First, she tried to look down and make out what she was coming to, but it was too dark to see anything; then she looked at the sides of the well, and noticed that they were filled with cupboards and book-shelves; here and there she saw maps and pictures hung upon pegs. She took down a jar from one of the shelves as she passed; it was labelled 'ORANGE MARMALADE', but to her great disappointment it was empty: she did not like to drop the jar for fear of killing somebody, so managed to put it into one of the cupboards as she fell past it.

'Well!' thought Alice to herself, 'after such a fall as this, I shall think nothing of tumbling down stairs! How brave they'll all think me at home! Why, I wouldn't say anything about it, even if I fell off the top of the house!' (Which was very likely true.)

Down, down, down. Would the fall never come to an end! 'I wonder how many miles I've fallen by this time?' she said aloud. 'I must be getting somewhere near the centre of the earth. Let me see: that would be four thousand miles down, I think —' (for, you see, Alice had learnt several things of this sort in her lessons in the schoolroom, and though this was not a very good opportunity for showing off her knowledge, as there was no one to listen to her, still it was good practice to say it over) — yes, that's about the right distance — but then I wonder what Latitude² or Longitude³ I've got to?' (Alice had no idea what Latitude was, or Longitude either, but thought they were nice grand words to say.)

Presently she began again. 'I wonder if I shall fall right through the earth! How funny it'll seem to come out among the people that walk with their heads downward! The Antipathies,⁴ I think —' (she was rather glad there was no one listening, this time, as it didn't sound at all the right word) — but I shall have to ask them what the name of the country is, you know. Please, Ma'am, is this New Zealand or Australia?' (and she tried to curtsy as she spoke — fancy curtseying as you're falling through the air! Do you think you could manage it?) 'And what an ignorant⁵ little girl she'll think me for asking! No, it'll never do to ask: perhaps I shall see it written up somewhere.'

[10] Down, down, down. There was nothing else to do, so Alice soon began talking again. 'Dinah'll miss me very much to-night, I should think!' (Dinah was the cat.) 'I hope they'll remember her saucer of milk at tea-time. Dinah my dear! I wish you were down here with me! There are no mice in the air, I'm afraid, but you might catch a bat, and that's very like a mouse, you know. But do cats eat bats, I wonder?' And here Alice began to get rather sleepy, and went on saying to herself, in a dreamy sort of way, 'Do cats eat bats? Do cats eat bats?' and sometimes, 'Do bats eat cats?' for, you see, as she couldn't answer either question, it didn't much matter which way she put it. She felt that she was dozing off, and had just begun to dream that she was walking hand in hand with Dinah, and saying to her very earnestly, 'Now, Dinah, tell me the truth: did you ever eat a bat?' when suddenly, thump! thump! down she came upon a heap of sticks and dry leaves, and the fall was over.

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2. Latitude is a geographic coordinate that details the north-south position of a point on the earth's surface. Its lines run horizontally, or side-to-side, across the globe.
 3. Longitude is a geographic coordinate that details the east-west position of a point on the earth's surface. Its lines run vertically, or up-and-down, across the globe.
 4. Alice mistakenly says "antipathies" instead of "antipodes," which is a term used to describe people who live on the opposite side of the world as oneself, often used in reference to Australia and New Zealand from the Northwestern hemisphere.
 5. **Ignorant (adjective):** lacking knowledge, awareness, or understanding of a subject or in general

Alice was not a bit hurt, and she jumped up on to her feet in a moment: she looked up, but it was all dark overhead; before her was another long passage, and the White Rabbit was still in sight, hurrying down it. There was not a moment to be lost: away went Alice like the wind, and was just in time to hear it say, as it turned a corner, 'Oh my ears and whiskers, how late it's getting!' She was close behind it when she turned the corner, but the Rabbit was no longer to be seen: she found herself in a long, low hall, which was lit up by a row of lamps hanging from the roof.

There were doors all round the hall, but they were all locked; and when Alice had been all the way down one side and up the other, trying every door, she walked sadly down the middle, wondering how she was ever to get out again.

Suddenly she came upon a little three-legged table, all made of solid glass; there was nothing on it except a tiny golden key, and Alice's first thought was that it might belong to one of the doors of the hall; but, alas! either the locks were too large, or the key was too small, but at any rate it would not open any of them. However, on the second time round, she came upon a low curtain she had not noticed before, and behind it was a little door about fifteen inches high: she tried the little golden key in the lock, and to her great delight it fitted!

Alice opened the door and found that it led into a small passage, not much larger than a rat-hole: she knelt down and looked along the passage into the loveliest garden you ever saw. How she longed to get out of that dark hall, and wander about among those beds of bright flowers and those cool fountains, but she could not even get her head through the doorway; 'and even if my head would go through,' thought poor Alice, 'it would be of very little use without my shoulders. Oh, how I wish I could shut up like a telescope!⁶ I think I could, if I only know how to begin.' For, you see, so many out-of-the-way things had happened lately, that Alice had begun to think that very few things indeed were really impossible.

- [15] There seemed to be no use in waiting by the little door, so she went back to the table, half hoping she might find another key on it, or at any rate a book of rules for shutting people up like telescopes: this time she found a little bottle on it, ('which certainly was not here before,' said Alice,) and round the neck of the bottle was a paper label, with the words 'DRINK ME' beautifully printed on it in large letters.

It was all very well to say 'Drink me,' but the wise little Alice was not going to do that in a hurry. 'No, I'll look first,' she said, 'and see whether it's marked "poison" or not'; for she had read several nice little histories about children who had got burnt, and eaten up by wild beasts and other unpleasant things, all because they would not remember the simple rules their friends had taught them: such as, that a red-hot poker will burn you if you hold it too long; and that if you cut your finger very deeply with a knife, it usually bleeds; and she had never forgotten that, if you drink much from a bottle marked 'poison,' it is almost certain to disagree with you, sooner or later.

However, this bottle was not marked 'poison,' so Alice ventured to taste it, and finding it very nice, (it had, in fact, a sort of mixed flavour of cherry-tart, custard, pine-apple, roast turkey, toffee, and hot buttered toast,) she very soon finished it off.

'What a curious feeling!' said Alice; 'I must be shutting up like a telescope.'

6. Alice is referring to a collapsible hand-held telescope.

And so it was indeed: she was now only ten inches high, and her face brightened up at the thought that she was now the right size for going through the little door into that lovely garden. First, however, she waited for a few minutes to see if she was going to shrink any further: she felt a little nervous about this; 'for it might end, you know,' said Alice to herself, 'in my going out altogether, like a candle. I wonder what I should be like then?' And she tried to fancy what the flame of a candle is like after the candle is blown out, for she could not remember ever having seen such a thing.

- [20] After a while, finding that nothing more happened, she decided on going into the garden at once; but, alas for poor Alice! when she got to the door, she found she had forgotten the little golden key, and when she went back to the table for it, she found she could not possibly reach it: she could see it quite plainly through the glass, and she tried her best to climb up one of the legs of the table, but it was too slippery; and when she had tired herself out with trying, the poor little thing sat down and cried.

'Come, there's no use in crying like that!' said Alice to herself, rather sharply; 'I advise you to leave off this minute!' She generally gave herself very good advice, (though she very seldom followed it), and sometimes she scolded herself so severely⁷ as to bring tears into her eyes; and once she remembered trying to box⁸ her own ears for having cheated herself in a game of croquet she was playing against herself, for this curious child was very fond of pretending to be two people. 'But it's no use now,' thought poor Alice, 'to pretend to be two people! Why, there's hardly enough of me left to make one respectable person!'

Soon her eye fell on a little glass box that was lying under the table: she opened it, and found in it a very small cake, on which the words 'EAT ME' were beautifully marked in currants.⁹ 'Well, I'll eat it,' said Alice, 'and if it makes me grow larger, I can reach the key; and if it makes me grow smaller, I can creep under the door; so either way I'll get into the garden, and I don't care which happens!'

She ate a little bit, and said anxiously to herself, 'Which way? Which way?', holding her hand on the top of her head to feel which way it was growing, and she was quite surprised to find that she remained the same size: to be sure, this generally happens when one eats cake, but Alice had got so much into the way of expecting nothing but out-of-the-way things to happen, that it seemed quite dull and stupid for life to go on in the common way.

So she set to work, and very soon finished off the cake.

"Down the Rabbit Hole" by Lewis Carroll (1865) is in the public domain.

7. **Severe** (*adjective*): very great, intense, or harsh

8. to smack or hit

9. a small seedless raisin

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What does the phrase "away went Alice like the wind" most likely mean, as used in paragraph 11?
 - A. Alice becomes invisible.
 - B. Alice moves very quickly, possibly running.
 - C. Alice's movements become light and airy.
 - D. Alice falls fast through the empty air.

2. PART B: Which of the following phrases best supports the answer to Part A?
 - A. "Alice was not a bit hurt"
 - B. "all dark overhead"
 - C. "the White Rabbit was still in sight"
 - D. "not a moment to be lost"

3. Which of the following statements best describes how the narrator's point of view influences the text?
 - A. It reveals both Alice's inner thoughts and past experiences to portray her as bright and imaginative yet sometimes silly.
 - B. It describes Alice's actions and words in detail to portray her as thoughtless and uncaring.
 - C. It speaks from Alice's own perspective to help the reader better understand her motivations and experiences.
 - D. It shows the perspective of an outside character to reveal Alice as a clever, curious hero

4. How does Alice respond to falling down an impossibly long rabbit hole?

5. Why does the author most likely end the first chapter with Alice eating the whole cake?
- A. To demonstrate she hasn't learned from her previous actions.
 - B. To emphasize the absurdity of Wonderland, in which people do the same things over and over but expect different results.
 - C. To add to the sense of nonsense or child-like logic of both Wonderland and Alice.
 - D. All of the above

Discussion Questions

Directions: *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. Alice's *Adventures in Wonderland* is known for its portrayal of a child's logic, compared to that of the adult. How would you describe Alice's reasoning skills? Do they seem sound or silly, and why? Cite evidence from the text in your answer.
2. Imagination and curiosity are what land Alice in Wonderland. Do you think this passage is advocating for these traits, especially in children?
3. In the context of this text, why should we value our youth? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Spelling and Words Often Confused

EXERCISE A For each of the following items, add the prefix or suffix, or write the plural form of the word on the line provided. Some letters may need to be changed, added, or dropped.

Examples 1. rare + ly = rarely
 2. & + (plural) = &'s

1. un + real = _____

2. journey + (plural) = _____

3. curly + ness = _____

4. leaf + (plural) = _____

5. train + able = _____

6. drive-in + (plural) = _____

7. rate + ings = _____

8. approximate + ly = _____

9. 1950 + (plural) = _____

10. busy + ness = _____

EXERCISE B In each of the following sets of words, underline the misspelled word. Then, write the correct spelling above it.

Example 1. serving daily readily

- | | | |
|----------------|-----------|------------|
| 11. unnatural | intercede | dancing |
| 12. believe | envyable | tapping |
| 13. taxxes | conceit | argument |
| 14. supersede | proceed | succede |
| 15. openness | reddest | wieght |
| 16. employable | crazyness | freezing |
| 17. admireable | yield | impossible |
| 18. cheif | dislocate | changing |
| 19. formally | discount | conceed |
| 20. loneliness | routinly | fiercest |

Words Often Confused

EXERCISE In each of the following sentences, underline the correct word or words in parentheses.

Example 1. The bright blue painting (complements, compliments) the decor of the room.

1. It has always been my (principal, principle) to treat people as I want to be treated.
2. Elena told them that (their, there, they're) accents differ from those of South American Spanish speakers.
3. Jason doesn't know (weather, whether) to go swimming or ride his bicycle.
4. (Its, It's) not my fault a stray dog ate our lunches!
5. Whenever I try to wear my older brother's clothes, they are too (loose, lose).
6. Gifts to the judges will not (affect, effect) their decisions.
7. I followed your (advice, advise) about getting plenty of sleep before the day of the test.
8. Camels are well-known for their endurance in the heat of the (desert, dessert).
9. The students had their photograph taken as they stood on the steps of the (capital, capitol).
10. Which person from your (passed, past) would you most want to see again?
11. It is the (principal, principle) who calls the assembly each week.
12. The letter was written on formal business (stationary, stationery).
13. There are (to, too, two) many details for one lesson; we'll cover the rest tomorrow.
14. I found (your, you're) bracelet where you had left it in the locker room.
15. I'll (accept, except) your help with the yard work if you will join me for frozen yogurt later.
16. "Your visit is (altogether, all together) unexpected," said Grandma, "but you are welcome nevertheless."
17. Be sure to engage the parking (brake, break) if you park the car on a hill.
18. The texture of this sandpaper is too (coarse, course) to use for our project.
19. Martin has contributed a number of wonderful ideas to the school's (council, counsel) on fitness.
20. Someone always (looses, loses) the remote control to the TV.

Show your work! Show your work! Show your work!

Day 9

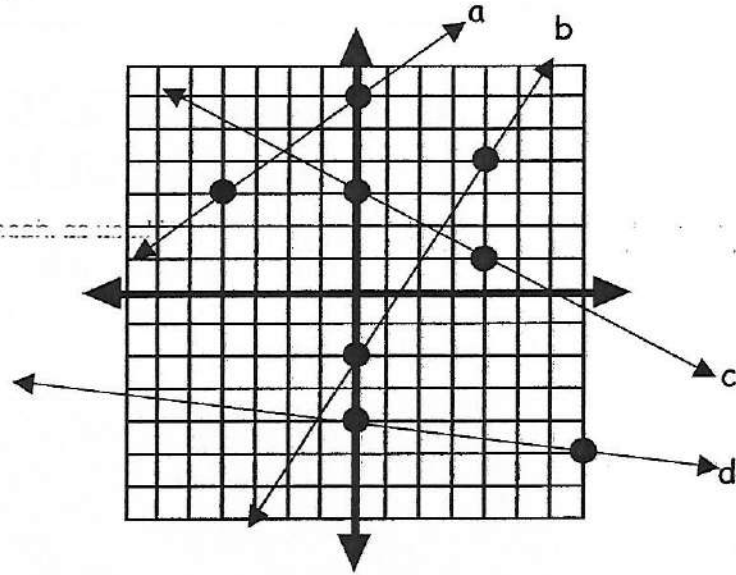
5) Write an equation that represents each of the lines.

a) $y =$

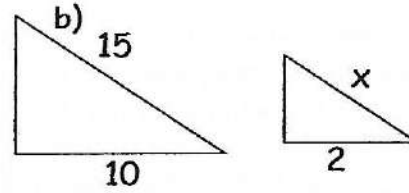
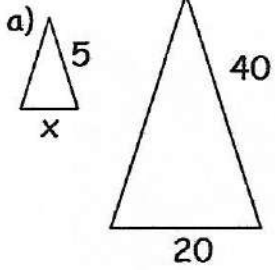
b) $y =$

c) $y =$

d) $y =$



6) Solve for x:



7) Simplify:

a) $-8 - 4(-2) - 5$

b) $12 + 8^2$

c) $5 \cdot 3 + 6 \div 2$

d) $16 + 8 \div -2$

8) Choose the inequality that represents the statement and then graph it on the line provided.

Linus has less than 7 minutes before it starts raining.

a) $x \leq 7$

b) $x \geq 7$

c) $x < 7$

d) $x > 7$



Show your work! Show your work! Show your work!

Name: _____

Class: _____

The Youngest of the Little Rock Nine Speaks Out About Holding onto History

Carlotta Walls LeNier, whose school dress is in the Smithsonian, says much was accomplished and now we need to hold onto it.

By Allison Keyes
2017

In 1957, nine African American students, known as the Little Rock Nine, enrolled at Little Rock Central High School, a formerly all-white school in Arkansas. Segregation was common in Arkansas in 1954, when it was declared unconstitutional for public schools to be segregated. In this informational text, one of the Little Rock Nine discusses her experiences attending the formerly all-white school. As you read, take notes on how Carlotta Wall LaNier's dress is significant both then and now.

[1] In the galleries of the Smithsonian's National Museum of African American History and Culture, a singular black dress, printed with blue, white and sea-green letters and patterns, is on display. It seems more than appropriate attire for a young lady's first day of school.

The dress once belonged to Carlotta Walls LaNier, who with eight other African Americans integrated¹ Little Rock's Central High school for the first time in September of 1957 — an act that made the Little Rock Nine an indelible² part of this nation's contentious³ history.



"A - The U.S. Civil Rights Movement" by U.S. Embassy The Hague is licensed under CC BY-ND 2.0

"It was not an easy task, but we didn't expect it to be as it turned out," LaNier recalls. "You have to learn how to deal with adversity,⁴ and I think we all did." Adversity doesn't seem quite a strong enough word to describe the experience of black teenagers braving an angry white mob of segregationists to go to school the morning of September 4, 1957, only to be turned away by armed Arkansas National Guardsmen under orders from Governor Orval Faubus.

After a legal battle, and a judge's order to remove the National Guard, the Little Rock Police Department escorted the nine African American students into Central High through a furious mob of some 1,000 whites on September 23. But the students were removed after a few hours amidst chaos and rioting. LaNier wore her dress for both of what she calls the "two first days" of her sophomore year in high school.

1. the act of desegregating, especially racially
2. **Indelible** (*adjective*): not able to be forgotten or removed
3. **Contentious** (*adjective*): causing or likely to cause an argument
4. difficulty

- [5] "I want you to think about the fact that I was 14, number one. Number two, the underlying theme here in the foundation of this whole thing is really we had a right based on *Brown v. Board of Education* ... and this was a Supreme Court decision," LaNier explains. "My parents had always said to me 'Be prepared to go through the door whether there's a crack in the door or the door is flung wide open.'"

LaNier, now 74, was the youngest of the nine black students recruited by Arkansas NAACP⁵ President Daisy Bates to be the first African Americans to attend Central High School. This was in the wake of the landmark 1954 *Brown v. Board of Education* case, in which the U. S. Supreme Court ruled that segregation in public schools was unconstitutional. In a related decision, the court ruled that all public schools in the nation be integrated "with all deliberate speed." As Arkansas prepared to integrate the high school, LaNier and the eight other students received intensive counseling to ensure that they had the determination to endure likely hostile situations. She knew a new black high school was going to open, but LaNier wanted to go to Central High because it had better resources.

"It would at least give you that opportunity to have those books ... the most recent books. You have access to a better education, is what it boils down to. It had nothing to do with the fact that we had poor teachers. We had great teachers. They just didn't have what was equal to what was over at Little Rock Central High School," LaNier says.

Her parents didn't even know she had signed up to attend Central High until her registration card arrived in the mail in July. LaNier remembers it as just a normal thing to do according to how she had been raised by her brick mason⁶ father and homemaker mother.

"My father's eyes got large when he saw the postcard... It was no big deal to me, and they were both rather proud of the fact that I had done that," LaNier says. But her choice of school and the racial tensions surrounding the nine students did affect her family. "My father lost every job ... once they found out who he really was. One thing after another. So it was tough on them, but they remained supportive. I've said so often in presentations that the real heroes and sheroes are the parents."

- [10] She says until you become a parent, you don't know what kinds of things you will allow your child to be part of, and whether you will allow them to participate.

"Now my folks really didn't know and neither did the other parents, but they supported us. They didn't want to be quitters either," LaNier explains. "We were kids going to school, being harassed, being bullied from one extreme to another but we persevered."

LaNier and the other students, Minnijean Brown, Elizabeth Eckford, Ernest Green, Thelma Mothershed, Melba Pattillo, Gloria Ray, Terrence Roberts and Jefferson Thomas, endured a plethora⁷ of daily insults and worse. Pattillo was kicked and beaten, white students burned a black effigy⁸ in a vacant lot across from the school, and Ray was pushed down a flight of stairs. But simply getting into the school building was a challenge LaNier says few expected because Little Rock was considered to be a moderate city.

5. the National Association for the Advancement of Colored People

6. a person whose work is building with brick or stone

7. **Plethora** (*noun*): a large amount of something

8. a sculpture or model of a person

Two days before school was set to open, Governor Faubus announced he was calling in the Arkansas National Guard to protect citizens from the violence he feared would break out if the black students were allowed inside. LaNier remembers her father going to work September 4, and her mother dropping her off with a group of ministers the NAACP had enlisted to escort the teens to the school. Eight arrived together. But Eckford didn't know about the plans and arrived alone. There's a picture of her, notebook in hand, approaching the school surrounded by a screaming crowd of white adults and students.

"Then, once we got to the corner of the school, that's when the National Guard closed ranks. Then finally the commanding officer came up and said . . . 'take these kids back home,'" LaNier says, still sounding furious. "'Well what do you mean?' we asked. That's when we knew they were really there to keep us out, not to protect the citizens of Little Rock."

- [15] After a federal court battle raged for weeks, led by NAACP lawyer (and eventual U.S. Supreme Court Justice) Thurgood Marshall, federal Judge Richard Davies ordered the National Guard removed from the school. On September 23, LaNier's second first day, Little Rock Police escorted the nine black students through a frothing crowd of about 1,000 whites.

"We went in through a side door, some field marshals of the NAACP and some fathers of the Little Rock Nine... That was like 8:30 in the morning, and by 11:30 they had spirited⁹ us out of there...The city sent Little Rock's finest there, which was about 17 of them. That's all they had to be around the school, and they couldn't hold back that many people," LaNier remembers. "Kids were jumping out of windows and others were saying 'Get one of them, let's hang them.'"

LaNier was in the rear of the school in geometry class when the police came to remove her, and she says she didn't see any of that until it was on the evening news.

"It was on the radio, too, I guess because my mother was standing in the yard when the policeman dropped me off. She had gotten a number of phone calls from her sister and from my great aunts and so forth to 'go up and get (me),' but there was no way she could have done that anyway. And the gray hair she has on her head...started that day," LaNier says.

On September 24, President Dwight D. Eisenhower sent in 1,200 members of the U-S Army's 101st Airborne Division and put them in charge of the 10,000 National Guardsmen on duty. The Little Rock Nine were escorted by troops to their first full-day of classes on September 25.

- [20] "We were taken to school every day in a military station wagon with a Jeep in front and a Jeep in the back. Guns, they were all up and down the hallways," LaNier says. "I tell kids today I had a helicopter buzzing over my school. Twelve hundred troopers bivouacked¹⁰ on campus...I don't ever want to see that happen for them or any other educational institution. That's not the way to go to school."

In May of 1958, Ernest Green became the first African American graduate of Central High. But Governor Faubus closed Little Rock's high schools for the entire year to keep blacks from attending, and they didn't reopen until August of 1959. LaNier returned to Central High and graduated in 1960.

9. **Spirit (verb):** to carry off rapidly and secretly

10. to stay in a temporary camp without cover

LaNier says the dress she wore on September 4 and 23 was store-bought, rather than one of the garments made by her mother, an expert seamstress who made clothes for everyone in the family. Her great-uncle Emerald Holloway felt that she should have something special for her first day integrating the formerly all-white Central High.

"Uncle Em came by the house and gave my mother \$20, and he said 'I want you to buy her a store-bought dress. I want you to take her downtown and buy her a new dress to go to school.' ...I went downtown with her to pick it out," LaNier says.

But LaNier didn't discover her mother had kept the dress until around 1976. LaNier loaned it to the Charles H. Wright Museum of African American History in Detroit for a time, and considered several other options. But then, she decided to donate it to the National Museum of African American History and Culture in Washington, DC, along with her diploma and a report card from Little Rock Central High. She says she thought about how her children and so many others around the country visited the Smithsonian museums to learn about the nation's history.

- [25] "I think these kids need to know this history. You know they don't have civics¹¹ in school anymore. They don't have history, and they don't make them take history classes," LaNier says. "When you really look at the history of this country, we know we live here 335 years in one way in this country and Brown v. Board of Education in 1954, it changed all of that."

LaNier says the progress in this nation, including the Civil Rights Act and other legislation including the Voting Rights act, all stem from that foundation.

"Yes, we had it rough. We could've been killed. My home was bombed. I mean, I've been through a lot," LaNier says. "So here we are, 63 years later. You compare 63 years to 330-plus years of living one way, and you see we have accomplished a great deal. Now we have to hold onto it."

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Name _____ Date _____ Class _____

Josie's science class has been learning about the solar system. Josie created a chart to compare and contrast the planets. She looked up each planet's farthest distance from the sun. She used astronomical units to measure this distance. One astronomical unit (AU) is 149.6 million kilometers; this is the average distance from the middle of the Earth to the middle of the sun. Josie also compared each planet's period of revolution and period of rotation. Use the table of information below to answer the following questions.

PLANET	Farthest Distance From the Sun in Astronomical Units (AU)	Period of Revolution (1 Planetary year)	Period of Rotation (1 Planetary Day)
Mercury	0.39 AU	87.96 Earth days	58.7 Earth Days
Venus	0.732 AU	224.68 Earth days	243 Earth days
Earth	1 AU	365.26 Earth days	24 hours -- 1 Earth Day
Mars	1.524 AU	686.98 Earth days	24.6 Earth hours
Jupiter	5.203 AU	11.862 Earth Years	9.84 Earth Hours
Saturn	9.539 AU	29.456 Earth Years	10.2 Earth hours
Uranus	19.18 AU	84.07 Earth Years	17.9 Earth Hours
Neptune	30.06 AU	164.81 Earth Years	19.1 Earth Hours

- Which planet has a planetary day similar to Earth's day?
 - Mercury
 - Neptune
 - Jupiter
 - Mars
- Which planet's period of revolution (year) is closest to its period of rotation (day)?
 - Mercury
 - Venus
 - Mars
 - Jupiter

3. Which planet is about twice the distance from the sun as Venus?
- A. Mercury
 - B. Earth
 - C. Mars
 - D. Jupiter
4. Which of the following planets does not have a shorter planetary day than Earth?
- A. Venus
 - B. Neptune
 - C. Jupiter
 - D. Saturn
5. Kaylee is 10 years old which of the following planets have not completed a full revolution since she was born?
- A. Venus
 - B. Mars
 - C. Earth
 - D. Saturn
6. An astronomical unit is equal to how many kilometers?
- A. 1,296 kilometers
 - B. 139.6 billion kilometers
 - C. 149.6 million kilometers
 - D. 1 million miles
7. Mayci believes that as a planet's distance from the sun increases the amount of time it takes the planet to complete one full rotation also increases. Is her hypothesis correct? Use two pieces of evidence from the table to support your answer.

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