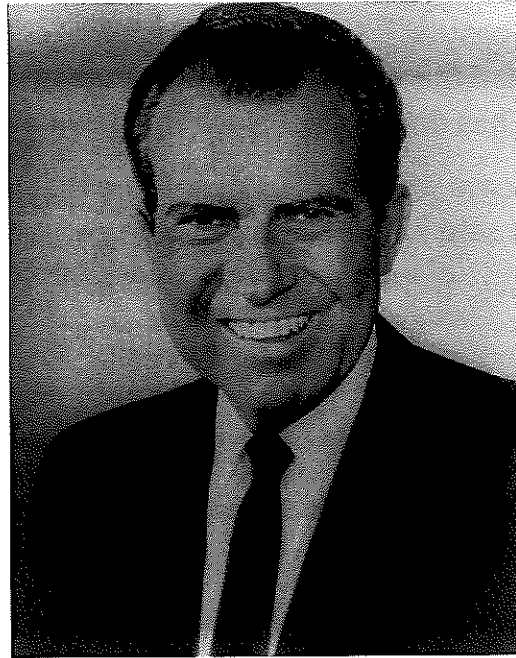


Working Together for a Better Future



Excerpt from President Richard M. Nixon's First Inaugural Address (1969)

I ask you to share with me today the majesty of this moment. In the orderly transfer of power, we celebrate the unity that keeps us free.

Each moment in history is a fleeting time, precious and unique. But some stand out as moments of beginning, in which courses are set that shape decades or centuries.

This can be such a moment.

Forces now are converging that make possible, for the first time, the hope that many of man's deepest aspirations can at last be realized. The spiraling pace of change allows us to contemplate, within our own lifetime, advances that once would have taken centuries.

In throwing wide the horizons of space, we have discovered new horizons on earth.

For the first time, because the people of the world want peace, and the leaders of the world are afraid of war, the times are on the side of peace.

Eight years from now America will celebrate its 200th anniversary as a nation. Within the lifetime of most people now living, mankind will celebrate that great new year which comes only once in a thousand years—the beginning of the third millennium.

What kind of nation we will be, what kind of world we will live in, whether we shape the future in the image of our hopes, is ours to determine by our actions and our choices.

The greatest honor history can bestow is the title of peacemaker. This honor now beckons America—the chance to help lead the world at last out of the valley of turmoil, and onto that high ground of peace that man has dreamed of since the dawn of civilization.

If we succeed, generations to come will say of us now living that we mastered our moment, that we helped make the world safe for mankind.

This is our summons to greatness.

I believe the American people are ready to answer this call.

The second third of this century has been a time of proud achievement. We have made enormous strides in science and industry and agriculture. We have shared our wealth more broadly than ever. We have learned at last to manage a modern economy to assure its continued growth.

We have given freedom new reach, and we have begun to make its promise real for black as well as for white.

We see the hope of tomorrow in the youth of today. I know America's youth. I believe in them. We can be proud that they are better educated, more committed, more passionately driven by conscience than any generation in our history.

No people has ever been so close to the achievement of a just and abundant society, or so possessed of the will to achieve it. Because our strengths are so great, we can afford to appraise our weaknesses with candor and to approach them with hope.

[. . .]

As we reach toward our hopes, our task is to build on what has gone before—not turning away from the old, but turning toward the new.

In this past third of a century, government has passed more laws, spent more money, initiated more programs, than in all our previous history.

In pursuing our goals of full employment, better housing, excellence in education; in rebuilding our cities and improving our rural areas; in protecting our environment and enhancing the quality of life—in all these and more, we will and must press urgently forward.

We shall plan now for the day when our wealth can be transferred from the destruction of war abroad to the urgent needs of our people at home.

The American dream does not come to those who fall asleep.

But we are approaching the limits of what government alone can do.

Our greatest need now is to reach beyond government, and to enlist the legions of the concerned and the committed.

What has to be done, has to be done by government and people together or it will not be done at all. The lesson of past agony is that without the people we can do nothing; with the people we can do everything.

[. . .]

Let all nations know that during this administration our lines of communication will be open.

We seek an open world—open to ideas, open to the exchange of goods and people—a world in which no people, great or small, will live in angry isolation.

We cannot expect to make everyone our friend, but we can try to make no one our enemy.

Those who would be our adversaries, we invite to a peaceful competition—not in conquering territory or extending dominion, but in enriching the life of man.

As we explore the reaches of space, let us go to the new worlds together—not as new worlds to be conquered, but as a new adventure to be shared.

With those who are willing to join, let us cooperate to reduce the burden of arms, to strengthen the structure of peace, to lift up the poor and the hungry.

But to all those who would be tempted by weakness, let us leave no doubt that we will be as strong as we need to be for as long as we need to be.

Over the past twenty years, since I first came to this Capital as a freshman Congressman, I have visited most of the nations of the world.

I have come to know the leaders of the world, and the great forces, the hatreds, the fears that divide the world.

I know that peace does not come through wishing for it—that there is no substitute for days and even years of patient and prolonged diplomacy.

I also know the people of the world.

I have seen the hunger of a homeless child, the pain of a man wounded in battle, the grief of a mother who has lost her son. I know these have no ideology, no race.

I know America. I know the heart of America is good.

I speak from my own heart, and the heart of my country, the deep concern we have for those who suffer, and those who sorrow.

I have taken an oath today in the presence of God and my countrymen to uphold and defend the Constitution of the United States. To that oath I now add this sacred commitment: I shall consecrate my office, my energies, and all the wisdom I can summon, to the cause of peace among nations.

Source: "Address by Richard M. Nixon, 1969 | Inauguration of the President." *Joint Congressional Committee on Inaugural Ceremonies*, accessed February 6, 2014. <http://www.inaugural.senate.gov/swearing-in/address/address-by-richard-m-nixon-1969>

Name: _____ Date: _____

1. According to Nixon, what title is "the greatest honor history can bestow"?
 - A soldier
 - B diplomat
 - C peacemaker
 - D president

2. In this speech, how does Nixon describe "the second third of this century"?
 - A a time of economic struggles and suffering for the people of America
 - B a time of many achievements in science, industry, and agriculture
 - C a time of war and the failure of diplomacy between nations
 - D a time that showed the limits of what people alone can do

3. Nixon believed that the help of the people was necessary for success. What evidence from the passage best supports this conclusion?
 - A "The lesson of past agony is that without the people we can do nothing; with the people we can do everything."
 - B "If we succeed, generations to come will say of us now living that we mastered our moment, that we helped make the world safe for mankind."
 - C "As we reach toward our hopes, our task is to build on what has gone before—not turning away from the old, but turning toward the new."
 - D "I have seen the hunger of a homeless child, the pain of a man wounded in battle, the grief of a mother who has lost her son."

4. Based on this speech, what did Nixon most likely hope to accomplish?
 - A to thank Americans for electing him as president
 - B to inform Americans of the current state of world affairs
 - C to tell other nations what his presidential plans are
 - D to rally popular support for Nixon's peace efforts

5. What is the main message of this speech?
 - A America has the opportunity to bring about peace.
 - B America is the best nation because it is peaceful.
 - C Government is limited and requires the help of the people.
 - D Peace is only possible when leaders are afraid of war.

6. Read the following sentences: "Let all nations know that during this administration our lines of communication will be open. We seek an open world—open to ideas, open to the exchange of goods and people—a world in which no people, great or small, will live in angry **isolation**."

As used in this sentence, what does the word "**isolation**" mean?

- A the state of being upset with others
- B the state of being close to others
- C the state of being separate from others
- D the state of being in disagreement with others

7. Choose the answer that best completes the sentence below.

According to Nixon, peace does not come through wishing for it, _____ through patient and prolonged diplomacy.

- A then
- B but
- C also
- D namely

8. What cause does Nixon swear to dedicate his energy and wisdom to at the end of the speech?

9. According to Nixon, why are the times on the side of peace?

10. Explain how Nixon views the role of the United States in world politics. Support your answer using information from the passage.

Electromagnetic Radiation



What are we looking at when we look at objects? When you look at a basketball, what are you seeing? You're seeing a collection of colors, lines, textures, and shapes. There are many ways to think about how we perceive the information our eyes take in from the outside world. Science tells us that light is the reason we are able to see objects. Without light, we wouldn't be able to process the visible world. And the light that allows us to see isn't just the stuff that comes from light bulbs in our homes and schools.

Light is a form of electromagnetic radiation made of electromagnetic waves. Electromagnetic radiation is a stream of photons that travels in a wave-like pattern, carrying energy, and moving at the speed of light. The electromagnetic spectrum is the range of all types of electromagnetic radiation, including visible light, infrared light, ultraviolet light, X-rays, and gamma rays. Our eyes are capable of seeing only a small portion of the electromagnetic spectrum. So there are plenty of waves being expressed by the physical world that we simply don't get to see.

On the electromagnetic spectrum, you will see that there are all different types and intensities of waves. The electromagnetic spectrum is organized in order of wavelength. There are different types of light, each with a different length of wave. Some of these waves are scrunched together, like a closed slinky. Other waves are stretched far apart, like a slinky that is stretched between opposite ends of a room.

The portion of the spectrum that our eyes are sensitive to—called visible light—is smack dab in the middle of the spectrum. The spectrum’s far ends include electromagnetic radiation with scrunched together waves—gamma rays and X-rays—and stretched out waves, such as radio waves and microwaves. If our eyes were capable of seeing every type of wave on the electromagnetic spectrum, a commonplace sight like your school cafeteria would look completely chaotic! You would see microwaves, radio waves—different types of electromagnetic energy—bouncing off practically every surface. And that’s just within the known spectrum. Scientists imagine that the spectrum goes on forever, with infinite types of waves. There even may be some waves we cannot sense at all.

The waves emitted by our physical world make it possible for us to communicate over vast distances, see objects in the dark that are deep beneath the surface of the earth and sea, and even look deep into outer space. By studying electromagnetic waves and creating tools that help us gain access to a wider portion of the electromagnetic spectrum, humankind has given itself unique powers for collecting information about our world. We can think of the waves as a kind of ongoing message being sent out by the universe, one to which we have only limited natural access.

Many of the tools mankind has invented over time to harness the information contained within electromagnetic radiation are present in your home or school every day, including televisions and radios. Other tools like night-vision goggles are also examples of technology that gives us superhuman access to wave frequencies further toward the ends of the known spectrum.

Even without special tools and machines, however, our eyes’ sensitivity to light makes it possible for us to see beautiful things—that bouncing basketball; a tall, vivid rainbow after a storm; the faces of our friends and families. If it weren’t for the way our eyes and brain are able to create comprehensible images from waves of visible light, it would be very difficult for us to understand the messages emitted by our physical universe.

Name: _____ Date: _____

1. What allows people to see objects?

- A radio waves
- B glass
- C x-rays
- D light

2. What does the author list in the passage?

- A different types of electromagnetic spectrums
- B different types of electromagnetic radiation
- C scientists who study electromagnetic radiation
- D the differences between radio waves and microwaves

3. We can think of electromagnetic waves as a kind of ongoing message being sent out by the universe. Humans are able to naturally access only a portion of this message.

What information from the passage best supports this statement?

- A Mankind has invented tools to harness the information contained within electromagnetic radiation.
- B The waves emitted by our physical world make it possible for us to communicate over vast distances.
- C Without light, we wouldn't be able to process the visible world.
- D The human eye is only sensitive to a portion of the electromagnetic spectrum.

4. Based on the passage, what can be concluded about the ability of humans to see X-rays and gamma rays?

- A Humans cannot see X-rays and gamma rays.
- B Humans can see X-rays and gamma rays.
- C Humans can see X-rays but not gamma rays.
- D Humans can see gamma rays but not X-rays.

5. What is the passage mainly about?

- A why waves have different wavelengths
- B electromagnetic waves and how humans utilize them
- C different tools humans have invented to harness information
- D gamma rays and x-rays

6. Read the following sentence: "When you look at a basketball, what are you seeing?"

Why might the author have started the passage with this question?

- A because the main idea of the passage is about basketball
- B to show how important the color orange is to electromagnetic waves
- C because the author wants to use the example of basketball to explain electromagnetic radiation
- D to give the reader an object to visualize before examining the role of light

7. Choose the answer that best completes the sentence below.

Humans have invented many tools that allow us to access a wider portion of the electromagnetic spectrum. _____, humankind has given itself unique powers for collecting information about the world.

- A As a result
- B However
- C Since
- D Although

8. What is electromagnetic radiation?

9. According to the passage, what are televisions, radios, and night-vision goggles all examples of?

10. Why might humans want to gain access to a wider portion of the electromagnetic spectrum? Use information from the passage to support your answer.

Name: _____ Date: _____

NTI 7th math - Day #5

Question 1 of 10

Identify the percent of change as an increase or decrease and then determine the percent of change.

Original price: \$10.00

New: \$12.00

- A. increase; 20%
- B. decrease; 20%
- C. decrease; 17%
- D. increase; 17%

Question 2 of 10

The Smith family went out for pizza. Their bill was \$37.85. They left a tip of 15%. What was the approximate amount of the tip?

- A. about \$4.00
- B. about \$5.00
- C. about \$6.00
- D. about \$7.85

Question 3 of 10

Monaliza typed 150 words in 5 minutes. Which equation could be used to find how many words Monaliza can type in 8 minutes at the same rate?

- A. $\frac{150}{5} = \frac{x}{8}$
- B. $\frac{150}{8} = \frac{x}{5}$
- C. $\frac{158}{x} = \frac{13}{5}$
- D. $\frac{155}{13} = \frac{x}{8}$

Question 4 of 10

Meg's swim class has 9 girls and 6 boys. Meg said the ratio is 3 to 2. Now 2 more students, one boy and one girl, have joined the swim class.

Meg thinks the ratio will not change. Is Meg correct? If not, what is the ratio with the additional students?

- A. Meg is correct.
- B. No, 9 to 6.
- C. No, 5 to 3.
- D. No, 10 to 7.

Question 5 of 10

At a restaurant last night, 8 people ordered salads, 10 ordered steaks, 18 ordered chicken, and 14 ordered pasta.

From this information, how many people out of 100 would you expect to order chicken?

- A. 36
- B. 50
- C. 280
- D. 28

Question 6 of 10

Of 800 students at Morton Middle School 0.5% have missed 4 or more school days this year.

How many students have missed 4 or more days?

- A. 4
- B. 40
- C. 160
- D. 50

Question 7 of 10

Tom buys a CD for \$12.00. He sells it for \$15.00.

\$15.00 is what percent of his original cost?

- A. 25%
- B. 125%
- C. 30%
- D. 130%

Question 8 of 10

Ariana and Derek are driving to Michigan. Derek has driven $\frac{3}{5}$ of the 750 miles and

Ariana has driven $\frac{1}{4}$ of the miles.

What percent of the miles do they still need to drive?

- A. 85%
- B. 15%
- C. 55%
- D. 45%

Question 9 of 10

An electronics store advertises a new game box at a discount of 20% off the list price. Which of the following represents the final cost computation, including a 6% sales tax, for the game box listed at \$500?

- A. Add 0.20 to 0.06 to obtain 0.26 then multiply by 500.
- B. Multiply 500 by 0.20, subtract this product from 500, multiply the difference by 0.06 and add the second product back to the difference.
- C. Divide 500 by 0.20 and to that quotient add 0.06.
- D. Multiply 500 by 0.20 and to that product add the product of 0.06 and 0.20.

Question 10 of 10

18 is what percent of 90?

- A. 5%
- B. 10%
- C. 20%
- D. 22%

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