

7th Grade ELA Quarter 3

Family Handbook



This handbook will help your child review material learned this quarter, and will help them to prepare for their Benchmark Test.

Please allow your child to work independently through the material, and then you can check their work using the answer key in the back of the handbook.

If you have any questions or concerns about this material, please contact your child's teacher.

Thank you for your support and partnership!

Benchmark 3 Learning Objectives:

- **RI.06** - Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- **RI.08** - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- **RI.09** - Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- **RI.01** - I can cite several pieces of textual evidence to support analysis of what the text says explicitly as well as draw an inference from the text.

Essential Vocabulary

RI.06

- Point of View - viewpoint, author's opinion, perspective of an author
- Position - the side of an argument that you might agree with
- Purpose - the reason for writing
- Perspective - point of view, viewpoint, opinion
- Anecdotes - a short or interesting story
- Appeal - the way or strategy to present something with credibility and persuasion
- Ethos - a persuasive technique using ethics, character, and authority
- Pathos - a persuasive technique using emotions, feelings, and fear
- Logos - a persuasive technique using logic, facts, and statistics

RI.08

- Argument - one side of a topic with opposing views
- Claim - what you know to be true based on the information you have
- Support - information presented to make a case or argue a point
- Evidence - facts or information that indicates a belief or opinion is true or valid
- Reasoning - the logic, justification, or explanation for one side of an argument
- Relevance - being connected or appropriate, relevant
- Assessment - evaluation of an argument, its claims, and its reasons
- Bias - the tendency to favor one side or have a certain opinion

RI.09

- Presentations - the act of presenting or providing information
- Information - facts provided
- Opinions - a view or judgment formed about something, not necessarily based on fact
- Facts - something known to be true
- Interpretations - the way something is explained or understood
- Rhetoric - persuasive speech

RI.01

- Textual Evidence - a piece of information from a text that we use to support our ideas, beliefs, opinions, and arguments.
- Analysis - a detailed examination of the elements or structure of something
- Inference - an educated guess or conclusion based on evidence from the passage and prior personal knowledge

Passages and Questions
An Appeal for Human Rights (1960)
Committee on the Appeal for Human Rights

An Appeal for Human Rights

March 9th, 1960

We, the students of the six affiliated institutions forming the Atlanta University Center — Clark, Morehouse, Morris Brown, and Spelman Colleges, Atlanta University, and the Interdenominational Theological Center — have joined our hearts, minds, and bodies in the cause of gaining those rights which are inherently ours as members of the human race and as citizens of these United States.

We pledge our unqualified support to those students in this nation who have recently been engaged in the significant movement to secure certain long-awaited rights and privileges. This protest, like the bus boycott in Montgomery, has shocked many people throughout the world. Why? Because they had not quite realized the unanimity of spirit and purpose which motivates the thinking and action of the great majority of the Negro people. The students who instigate and participate in these sit-down protests are dissatisfied, not only with the existing conditions, but with the snail-like speed at which they are being ameliorated. Every normal human being wants to walk the earth with dignity and abhors any and all proscriptions placed upon him because of race or color. In essence, this is the meaning of the sit-down protests that are sweeping this nation today.

We do not intend to wait placidly for those rights which are already legally and morally ours to be meted out to us at a time. Today's youth will not sit by submissively, while being denied all of the rights, privileges, and joys of life. We want to state clearly and unequivocally that we cannot tolerate, in a nation professing democracy and among people professing Christianity, the discriminatory conditions under which the Negro is living today in Atlanta Georgia — supposedly one of the most progressive cities in the South.

(RI.06)

1. What is the author's primary purpose in writing "An Appeal for Human Rights"?
 - a. To request additional funding for the six colleges in the Atlanta University Center.
 - b. To declare unwavering support for the student movement to secure equal rights.
 - c. To provide a historical account of the bus boycott that occurred in Montgomery.
 - d. To praise the city of Atlanta for its progressive approach to racial equality.
2. Which statement best analyzes how the authors distinguish their position regarding the pace of social change?
 - a. By agreeing that the current changes are happening at an acceptable pace for the time.
 - b. By contrasting the "snail-like speed" of improvements with the urgent need for equality.
 - c. By suggesting that they are willing to wait patiently for their rights to be granted.
 - d. By confirming that Atlanta is truly a progressive city that treats everyone fairly.

3. The authors state they "cannot tolerate, in a nation professing democracy and among people professing Christianity, the discriminatory conditions." How does this statement serve to distinguish their point of view?
 - a. It distinguishes their view by highlighting the contradiction between the nation's stated values and its actual practices.
 - b. It supports the view that religion and government are the primary causes of the economic problems in the South.
 - c. It aligns their position with local leaders by agreeing that democracy is currently functioning perfectly in Atlanta.
 - d. It distinguishes their purpose by shifting the focus of the text away from civil rights and toward religious studies.
4. Which sentence from the text best reveals the authors' point of view concerning the method of "waiting" for rights?
 - a. "We pledge our unqualified support to those students in this nation who have recently been engaged."
 - b. "The students who instigate and participate in these sit-down protests are dissatisfied."
 - c. "We do not intend to wait placidly for those rights which are already legally and morally ours."
 - d. "Every normal human being wants to walk the earth with dignity and abhors any and all proscriptions."
5. How do the authors distinguish the motivations of the "great majority of the Negro people" from what others might assume?
 - a. By explaining that the majority are actually satisfied with the existing conditions in the city.
 - b. By revealing a "unanimity of spirit and purpose" that has shocked people who did not realize the depth of their dissatisfaction.
 - c. By suggesting that the majority of people are unaware of the sit-down protests occurring across the nation.
 - d. By arguing that the majority of people are motivated primarily by a desire for better transportation systems.

Text 1: Darwin's Polar Bear

(Expanded and Adapted by AI (February 2026) from the original text by Michael Engelhard, published February 21, 2018)

(1) Most students know that the birds on the Galápagos Islands helped Charles Darwin figure out his ideas about evolution. However, fewer people know that the polar bear also played a big role in his famous theory. In his book *On the Origin of Species*, Darwin used his imagination to guess how these massive bears came to be. He pictured a group of bears that started swimming more often, eventually developing larger mouths. He thought that over a long time, they could turn into a creature as "monstrous as a whale." This idea was creative, but it was just a theory and not based on hard facts.

(2) Long before Darwin, a French scientist named Georges-Louis Leclerc tried to group these animals in his own book. He wrote about them in the late 1700s and tried to separate a "land-bear" from a "sea-bear." However, his groups were confusing and did not make much sense. He included a "white bear of the forest" that

he thought was a totally different animal from the brown bear. He did not understand that animals could change to fit their environment, so he saw them as staying exactly the same forever.

(3) Darwin, on the other hand, was looking for a way to explain how one animal could physically change into another. He imagined a black bear swimming for hours with its mouth open to catch insects in the water. He thought that if this kept happening for millions of years, the bear might turn into a water animal to survive better. Darwin used this example to show that big changes were possible if given enough time. But because he had no fossils or proof of this happening, his argument was weak.

(4) When Darwin shared this idea, many people made fun of him. Critics laughed at the thought of a bear turning into a whale and called it a fantasy. They said he did not have enough evidence to back up such a crazy claim. Because people were so harsh, Darwin actually removed the part about the swimming bear from later versions of his book. He was worried that this one bad example would make people doubt his important theory about natural selection.

(5) Later on, other explorers found better proof that supported Darwin's main ideas, even if his bear story was wrong. A Scottish explorer named James Lamont went to the Arctic in 1859 and watched polar bears hunting seals on the ice. Lamont argued that the polar bear did not evolve from swimming, but from brown bears getting trapped on the ice by hunger. He said that the lighter-colored brown bears blended in with the snow and could catch food better. This made more sense: the bears changed because of camouflage and hunting, not because they were trying to be whales.

(6) When Lamont wrote to Darwin about what he saw, Darwin was very happy to have support based on real observation. He realized that while his "whale-bear" example was a mistake, his main idea about nature selecting the best traits was correct. Today, modern science proves this link through DNA testing. Research shows that polar bears evolved from brown bears that went out onto the frozen ocean to hunt about 150,000 years ago. Even though Darwin was teased for his early guess, the polar bear is still a great example of how nature shapes animals.

Text 2: The Beaks of the Finches

(1) When Charles Darwin arrived at the Galápagos Islands, he stepped into a world that felt completely different from the rest of the Earth. These islands, located far off the coast of South America, had animals that lived nowhere else. Darwin saw giant tortoises and lizards, but he also noticed small, plain birds flying around the bushes. At first, they looked like a random mix of black and brown birds, similar to ones he had seen back home. He did not realize right away that these little birds would become the most important proof for his theory of evolution.

(2) When Darwin and other experts looked closer at the birds later, they noticed something strange. Even though the birds on the different islands looked like a family, their beaks were all different sizes and shapes. Some birds had heavy, thick beaks that looked like pliers, which were strong enough to crush hard things. Others had thin, sharp beaks that were delicate and pointy. Darwin wondered why there were slightly different versions of the same bird on islands that were so close together.

(3) The answer was in the food that was available on each specific island. Darwin saw that the birds with large, crushing beaks lived on islands where hard seeds and nuts were the main food. On the other hand, the birds with the thin beaks lived in places where there were lots of insects or cactus flowers. The beak was not just a random feature; it was a tool designed perfectly for a specific job. If a bird with a thin beak tried to crack a hard nut, it would go hungry.

(4) This observation led Darwin to a specific claim: these birds were not created separately. Instead, they were all related to a single group of birds that had flown there from the mainland long ago. Once they arrived, they spread out to different islands and were cut off from each other. Over thousands of years, the birds that had the best beaks for the local food survived and had babies. This was natural selection in action, where the environment acts like a filter to keep the best traits.

(5) Unlike the "whale-bear" guess, the evidence from the finches was something people could actually see and measure. It showed that animal species are not stuck in one form; they can change based on their surroundings. If the environment changed—for example, if a drought killed the soft seeds and left only hard nuts—the birds would have to change, too. The finches with the stronger beaks would survive the drought, while the others would die out. This logical thinking gave Darwin the solid proof he needed to support his big ideas.

(RI.08)

6. In "Darwin's Polar Bear," why was Darwin's initial claim about the "whale-bear" considered weak evidence?
 - a. It was based on a guess rather than direct observation or facts.
 - b. It relied on data that Darwin had faked to sell more books.
 - c. It was proven wrong by DNA evidence available at that time.
 - d. It suggested that bears could not swim, which everyone knew was false.
7. Which statement best evaluates how the author of "The Beaks of the Finches" supports the claim that beak shape is a result of natural selection?
 - a. The author supports the claim with weak evidence by only describing the color of the birds' feathers.
 - b. The author uses irrelevant evidence by talking about how far the islands are from South America.
 - c. The author uses sound reasoning by connecting specific beak shapes directly to the food available on each island.
 - d. The author uses circular reasoning by saying the birds evolved simply because they were on islands.

8. How does the evidence in "The Beaks of the Finches" differ from the "whale-bear" evidence described in the first text?
- The finch evidence was based on physical traits that could be measured, while the whale-bear evidence was based on imagination.
 - The finch evidence was proven false by later scientists, while the whale-bear evidence was immediately accepted as fact.
 - The finch evidence focused on how animals hide from predators, while the whale-bear evidence focused on how animals eat.
 - The finch evidence suggested animals never change, while the whale-bear evidence argued that animals change constantly.
9. In "Darwin's Polar Bear," how did James Lamont's observations help refine Darwin's argument?
- They proved that Darwin's entire theory was wrong because bears do not swim with their mouths open.
 - They provided a better reason for the evolution of bears based on camouflage and hunting rather than swimming.
 - They suggested that explorers like Lamont were jealous of Darwin and wanted to ruin his reputation.
 - They argued that there is not enough evidence to ever know where the polar bear really came from.
10. Which specific claim is made in both texts regarding how species survive?
- Both texts claim that animals must move back to the mainland to find enough food.
 - Both texts claim that the environment plays a very small role in how an animal looks.
 - Both texts claim that different species can only evolve if they are completely alone on an island.
 - Both texts claim that physical traits that help an animal get food or hunt are passed down to their babies.

(RI.09)

11. Both texts discuss the evidence Darwin used to support his theory of natural selection. How do the authors shape their presentations differently regarding this evidence?
- The first author emphasizes a hypothetical example that Darwin eventually removed, while the second author focuses on physical evidence that Darwin observed and collected.
 - The first author argues that Darwin's theory was proven false by later explorers, while the second author claims that Darwin's theory was immediately accepted by everyone.
 - The first author describes Darwin's reliance on DNA evidence to prove his points, while the second author highlights Darwin's reliance on fossil records found on the islands.
 - The first author focuses on the finches as the primary proof of evolution, while the second author emphasizes the polar bear as the most important discovery.

12. How do the two authors interpret the role of "speculation" in Darwin's work differently?
- The first author suggests that speculation led Darwin to make a mistake about the bear, while the second text does not mention speculation and focuses on observable facts.
 - The first author claims that speculation was the only way Darwin could prove his theory, while the second author argues that speculation is useless in science.
 - The first author believes speculation made Darwin famous, while the second author suggests that speculation caused Darwin to lose his reputation as a scientist.
 - The first author argues that speculation is better than observation, while the second author argues that observation is the only valid scientific method.
13. Both texts mention the concept of "adaptation" to the environment. Which statement best analyzes how the authors advance this interpretation using different examples?
- The first text uses the example of bears learning to swim to catch insects, while the second text uses the example of birds changing colors to hide from predators.
 - The first text focuses on bears changing their diet to eat seals, while the second text focuses on birds developing different beaks to eat specific foods like nuts or insects.
 - The first text discusses how bears migrated to the desert to escape the cold, while the second text discusses how birds migrated to the mainland to find better nests.
 - The first text claims that animals adapt by changing their behavior only, while the second text claims that animals adapt by changing their physical size only.
14. How does the author of "Darwin's Polar Bear" distinguish the scientific community's reaction to Darwin differently than the author of "The Beaks of the Finches"?
- The first author emphasizes the ridicule and criticism Darwin faced for his specific claims, while the second author focuses on the logical support provided by the finch evidence.
 - The first author suggests that scientists immediately loved the bear theory, while the second author suggests that scientists hated the finch theory.
 - The first author claims that no one read Darwin's book until years later, while the second author claims that the book was a bestseller immediately.
 - The first author ignores the public's reaction entirely, while the second author describes in detail how the public celebrated Darwin's discoveries.
15. Which statement best describes how the two authors emphasize different types of evidence to support the same general conclusion about natural selection?
- The first author emphasizes historical letters and explorer accounts to support the theory, while the second author emphasizes the measurement of physical traits like beaks.
 - The first author emphasizes the lack of evidence as a major problem, while the second author emphasizes that there was too much evidence to sort through.
 - The first author emphasizes the importance of laboratory experiments, while the second author emphasizes the importance of field trips to zoos.
 - The first author emphasizes the study of plants, while the second author emphasizes the study of large mammals.

Understanding Analog and Digital Signals

(Readworks.com, 2023.)

<https://www.readworks.org/article/Understanding-Analog-and-Digital-Signals/7537de08-d9d0-4fca-909c-015d3f2bed22#!articleTab:content/>

(1) Whether you are strumming an electric guitar, playing a game on a phone, or watching a video on a computer, you are sending and receiving signals through a device. A signal is a way of conveying information or content. Content like text, sound, and images can be converted into signals, sent to a device, and then turned back into content on the receiving end. Different kinds of signals encode the content in different ways in order to transmit it. Two major types of signals are analog and digital signals.

(2) Analog signals, such as television waves and sound waves, use continuous waves to transmit data. Analog signals can represent any value within a range. One example of a device that uses analog signals, representing information that can vary within a range, is an analog clock. Even though there are only twelve numbers on an analog clock, the hands of a clock can point anywhere in between the numbers. This gives you a precise idea of exactly what time it is... as long as the clock hands are in the correct place! Analog signals are continuous, just like the movement of the hands on the analog clock.

(3) Digital signals, on the other hand, represent information using specific values, rather than as a continuous wave. Each piece of information is either represented by a “1” or by a “0”. For example, think about a digital clock. Digital clocks move from one number to the next without representing any values in between. Digital signals form the basis of computing and make most modern technology function. WiFi and cell phones use digital signal transmission. Engineers create hardware, like Wifi routers, to transmit these signals.

(4) Why are digital signals so widely used in modern technology? One big reason is that digital signals are more reliable than analog signals. Because the information is represented with specific digits in a set, it’s easy to identify when there is static or noise in a digital signal. These signals can be easily corrected to remove static or noise. They can also be perfectly replicated, unlike analog signals.

(5) To illustrate that idea, think about listening to a radio. Both analog and digital signals can be transmitted through the air using radio waves. AM and FM radio stations use analog signals for their broadcasts. As radio waves travel through the atmosphere, they can interfere with each other, which causes sound distortions, or noise. The greater the noise, the more unrecognizable the received message will be. Have you ever heard static on the radio? Static is the result of these noise disturbances. Because analog signals are continuous waves, the noise cannot be easily separated from the original signal. By contrast, digital radios translate analog sound into digital signals, which are broken into digits. All of this information is compressed and then reassembled on the receiving end. Because the digits are separable, it is much easier to identify and remove noise. Chances are, if you’ve listened to digital radio, you’ve heard a difference in the sound quality—much less static!

(6) Both of these types of signals have pros and cons. Analog signals can be more precise, but digital signals are more reliable, with less distortion. Take a look at the electronics you use. Can you determine which devices use analog signals and which ones use digital signals?

(RI.01)

16. Based on the text, what is the primary purpose of the author's comparison between analog signals and an analog clock?
- To demonstrate that analog signals are outdated and should be replaced by digital ones.
 - To illustrate how analog signals represent values continuously within a specific range.
 - To argue that analog clocks are more precise in telling time than digital clocks are.
 - To show that analog signals are limited to only twelve distinct values like the clock.
17. Which sentence from the text best supports the inference that digital signals are more resilient to interference than analog signals?
- "Analog signals, such as television waves and sound waves, use continuous waves to transmit data."
 - "Because the information is represented with specific digits in a set, it's easy to identify when there is static or noise."
 - "Digital signals form the basis of computing and make most modern technology function."
 - "Content like text, sound, and images can be converted into signals, sent to a device, and then turned back."
18. The text states, *"Because analog signals are continuous waves, the noise cannot be easily separated from the original signal."* What can be inferred about the quality of analog sound compared to digital sound based on this evidence?
- Analog sound is often clearer because continuous waves prevent any static from forming.
 - Analog sound is harder to maintain because distortion blends in with the data stream.
 - Analog sound is superior because it uses a binary system that naturally filters noise.
 - Analog sound is less expensive to produce because it requires less complex hardware.
19. How does the author mainly distinguish between the reliability of analog signals and digital signals in the section "Why are digital signals so widely used"?
- By contrasting the cost of producing analog clocks with the cost of producing digital routers.
 - By comparing how easily each type of signal can be corrected when static or noise occurs.
 - By explaining that analog signals are used for video, while digital signals are used for audio.
 - By stating that digital signals are continuous waves, while analog signals use discrete values.
20. Which conclusion about the "pros and cons" of signals is best supported by the textual evidence in the final paragraph?
- Digital signals are superior in every way because they are used in all modern phones.
 - Analog signals are useless today because they cannot transmit data without major errors.
 - Digital signals are more reliable for clarity, while analog signals can offer higher precision.
 - Analog signals are preferred by engineers because they are easier to transmit over WiFi.

ANSWER KEY

1. B - The text explicitly pledges support to students engaged in the movement to secure rights.
2. B - The authors distinguish their position from those who accept the status quo by criticizing the "snail-like speed" of amelioration.
3. A - This analyzes the rhetorical strategy of contrasting professed values [democracy/Christianity] with the reality of discrimination.
4. C - This sentence directly states their viewpoint on the specific issue of waiting/patience.
5. B - The text notes that the protests shocked people because they hadn't realized the "unanimity of spirit and purpose" motivating the people.
6. A - The text states the idea was "just a guess and not based on hard facts.")
7. C - The text explicitly links the "tool" [beak] to the "job" [food], providing sound reasoning.
8. A - Text 1 calls the bear theory a "guess," while Text 2 calls the finch evidence "proof" that could be "seen and measured."
9. B - Lamont offered a more logical explanation—camouflage on ice—which refined the argument.
10. D - Text 1 discusses bears adapting to catch seals, and Text 2 discusses beaks adapting to crack nuts; both are about traits helping survival.
11. A - Text 1 spends the majority of its time discussing a "guess" (the whale-bear) that was removed, whereas Text 2 focuses on "observable" evidence (beaks) that remained central to the theory. This contrasts the *types* of evidence emphasized.
12. A - Text 1 explicitly deals with Darwin's "imagination" and "speculation" (leading to error), while Text 2 presents the finch evidence as "logical" and "measurable," largely ignoring the concept of speculation.
13. B - Text 1 (via Lamont) settles on bears adapting to hunt seals (diet/environment), and Text 2 focuses on beaks adapting to food sources (diet/environment).
14. A - The first author emphasizes the conflict (ridicule/mockery) regarding the bear, shaping the narrative around controversy. The second author emphasizes the "solid foundation" and logic of the finches, shaping the narrative around scientific validity.

15. A - Text 1 relies heavily on the story of Lamont (an explorer) and his observations/letters to Darwin. Text 2 relies on the description of the physical attributes (beaks) and the environment.
16. B - The text uses the clock to explain that analog signals "can represent any value within a range" and are "continuous," just like the hands of the clock.
17. B - This quote explicitly explains *why* digital signals are resilient (easy to identify/correct noise), supporting the inference of reliability.
18. B - The text contrasts analog's inability to separate noise with digital's ability to do so; therefore, one can infer that analog sound quality is harder to maintain/clear up.
19. B - The author distinguishes them by noting that digital signals can be "easily corrected" and "perfectly replicated," whereas analog signals cannot easily separate noise.
20. C - The final paragraph explicitly states, "Analog signals can be more precise, but digital signals are more reliable, with less distortion."