PHYSICAL FEATURES DATA TABLE for the TEMPERATURE DIFFERENCE TEST

1. Today's Weather (discuss, clouds, wind, etc.):
   
   ___________________________________________________________________________
   
   ___________________________________________________________________________
   
   ___________________________________________________________________________

   Today's Weather: ________________________________________________

2. Recent Weather: ________________________________________________

3. **Stream Observations:** Make observations of substances or conditions at or near each test location that you believe may contribute to thermal pollution. Record them in the boxes below.

<table>
<thead>
<tr>
<th>Location A</th>
<th>Location B</th>
<th>Location C</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.7 degrees C</td>
<td>11.5 degrees C</td>
<td>11.0 degrees C</td>
</tr>
<tr>
<td>no factory</td>
<td>no factory</td>
<td>no factory</td>
</tr>
<tr>
<td>no surface in the stream</td>
<td>no surface in the stream</td>
<td>no surface in the stream</td>
</tr>
<tr>
<td>green stuff, things, dock, boat, leaves on water, grass/dirt leaves on bank</td>
<td>green stuff, things, dock, boat, leaves on water, grass/dirt leaves on bank</td>
<td>green stuff, things, dock, boat, leaves on water, grass/dirt leaves on bank</td>
</tr>
</tbody>
</table>

4. Temperature at Location farthest from my section: Section # 1. Temperature: 14.3 degrees C

5. **Area Observations:** Make observations of substances or conditions nearby the stream that you believe may contribute to thermal pollution. Record them in the box below.

   - boardwalk
   - dock
   - leaves
   - trash
   - eternal hill (covered in trash)

6. In the space provided below show the simple subtraction to determine the temperature difference between each of your locations A, B and C and the temperature from the section farthest away. You will graph the temperature difference.

<table>
<thead>
<tr>
<th>Location A</th>
<th>Location B</th>
<th>Location C</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.7</td>
<td>14.3</td>
<td>14.3</td>
</tr>
<tr>
<td>-11.7</td>
<td>-11.5</td>
<td>-11.0</td>
</tr>
<tr>
<td>2.0°C Δ</td>
<td>2.8°C Δ</td>
<td>3.3°C Δ</td>
</tr>
</tbody>
</table>
### Water Quality Fall Analysis/Explanation - Worksheet

Fill in each box with notes for the test using the Guideline sheet. Next, use these notes to write up a complete explanation for that test.

<table>
<thead>
<tr>
<th>Test Analysis Name: Section Header (ie. Fall Temp. Analysis)</th>
<th>Fall Temperature Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction (why we test?)</td>
<td>We test fall temperature to see if there is an abnormal temperature decrease caused by discharges or the season.</td>
</tr>
<tr>
<td>Make a CLAIM about your Results: Thermal pollution? Excellent? Good? Fair? Poor?</td>
<td>We do not have thermal pollution, we are in the good range (between 2.1 and 5°C)</td>
</tr>
<tr>
<td>Provide EVIDENCE to support your claim (Your Temp. difference from of each location)</td>
<td>The temperature difference between location A and section 1 is 2°F. Location B and section 1 are almost the same, 2.8°F. Section C difference is 5.3°F. This can conclusively say that fish can live in the water.</td>
</tr>
<tr>
<td>Provide evidence from physical observation.</td>
<td></td>
</tr>
<tr>
<td>REASONS - explain results:</td>
<td>Reasons: We do not have any factories dumping into the water, we do not have many surfaces and stone particles in the water. But the reason that can't effectively clean the stream is because it is colder outside, so the surfaces can't really react to clean up, and the particles can't sink. But the test results conclude that we have less oxygen and fish also can live because water holds less oxygen.</td>
</tr>
<tr>
<td>Connect scientific principles from background information with your evidence (Test results and physical data)</td>
<td></td>
</tr>
<tr>
<td>Are these results positive Or negative?</td>
<td></td>
</tr>
<tr>
<td>Why did you get these results? What do they mean? (causes/effects)</td>
<td></td>
</tr>
<tr>
<td>completely discuss/explain-Use info. from p.8 in your Book and your notes</td>
<td></td>
</tr>
<tr>
<td>Compare your results with your Predictions. Discuss.</td>
<td>I predicted that the temp difference would be in the good range (between 2.1-5°C) and was right. The difference was within good range.</td>
</tr>
<tr>
<td>Conclusion. Wrap up the Section.</td>
<td>In conclusion, we do not have thermal pollution. Our difference is in the good range. Water is fine.</td>
</tr>
</tbody>
</table>
Fall Temperature Analysis

Section 5

We test for temperature to see if there is an abnormal temperature change, otherwise known as thermal pollution. Thermal pollution can cause disastrous effects on the stream.

We do not have thermal pollution. Our section is in the good range, (between 2.5 and 5 degrees Celsius difference.)

The temperature difference between location A and section 1 is 2.6°C. Between location B and section one is 2.8 °C. Location C and section 1 is 3.3°C. We can confidently say that we don’t have temperature pollution, and that fish can live in our stream.

Some of the reasons we got these positive results is because we don’t have any factories dumping hot water, and we don’t have people cutting down trees. Although we do have many surfaces and particles, the reason that they aren’t affecting the stream is because it is cold outside. So they can’t heat up. Also, the colder the water, the better, because cold water holds more oxygen.

Result: fish can live here. The stream is almost hot or warm water would promote algae.

I predicted that the stream would have a temperature difference in the good range (between 2.5 and 5 degrees Celsius difference.) And I was right. The differences are, 2.6, 2.8, and 3.3 °C.
In conclusion, we don’t have thermal pollution, and fish can live in our stream.

We date in the good range of the stream.
Appendix D

◊ **Quote #1**

"'Fiery, huh? Well, that's the way I like 'em.' He started to put his arm around her, but Johnny reached over and stopped him. ‘Leave her alone, Dally.’

'Huh?' Dally was taken off guard. He stared at Johnny in disbelief. Johnny couldn't say 'Boo' to a goose. Johnny gulped and got a little pale, but he said, 'You heard me. Leave her alone.'" (24)

«Explain the DEEP meaning of this quote. (claim, evidence, reasoning)

This quote shows how Johnny who is very quiet is actually very brave too. When Dally starts hitting on cherry, Johnny takes a stand and tells him to stop. This shows how Johnny is brave because he stood up against Dally who is really the scarcest in the gang.

Appendix E

◊ **Quote #2** - "It was my pride. It was long and silky, just like Soda's, only a little redder... Our hair labeled us greasers, too - it was our trademark. The one thing we were proud of. Maybe we couldn't have Corvairs or madras shirts, but we could have hair" (70)

«Explain the DEEP meaning of this quote. (claim, evidence, reasoning)

This quote shows that identity can be decided by small things. It shows this when Ponyboy says it is his hair that labeled him a greaser, not where he lives, not how he talks, but his hair. This shows that identity can be determined by small things. Because identity shouldn't be decided by hair, but here, it is..."
ELA APPENDIX F

Quote
“What kind of world is it where all I have to be proud of is a reputation for being a hood, and greasy hair? I don’t want to be a hood, but even if I don’t steal things and mug people and get boozed up, I’m marked lousy. Why should I be proud of it? Why should I even pretend to be proud of it?”(132)

With significant prompting

Claim – what does the quote show about a character or theme from the book?

This quote shows ___________________________________________
_____________________________________________________________________________________

Evidence – what part of the quote supports your claim? Be specific.

It shows my claim when _______________________________________
_____________________________________________________________________________________

Reasoning – how does the evidence support your claim?

This evidence shows that ______________________________________(insert claim) because _____________
_____________________________________________________________________________________

With minimal prompting

Claim: _______________________________________________________
_____________________________________________________________________________________

Evidence: ___________________________________________________
_____________________________________________________________________________________

Reasoning: __________________________________________________
_____________________________________________________________________________________
Appendix G

Do you agree with the historian Barbara Fields that it “would take a century for former slaves and people of color to achieve the freedom they longed for?” Do you think the Civil War in some ways is still happening?

Respond using claim, evidence and reasoning to create your explanation.

Student Response:

It would take a century after the Civil War for former slaves and people of color to achieve the freedom they longed for. The Civil Rights Movement didn’t happen for another century after the Civil War. The physical fighting in the Civil War ended when the war was over. However, the mental war to fight inequality continued in the United States for a century. There are two ways to observe the Civil War still happening today. People of color took many years to reach equal voting rights and it took until the last presidential election to elect a person of color. Also, after the Civil War, many former slaves did not have nearly the same rights as other citizens. Segregation was spread throughout the southern states for at least a century. The Civil War was fought over the issue of slavery, but also over the issue of equality and rights for all people. The Civil War is still happening for many reasons. It will be happening until discrimination and inequality no longer exist in the United States.