

Name _____ Date _____

Directions: Solve each problem. You may express your probability as a fraction, decimal, or percent.

1. According to the Center for Disease Control and Prevention, 5 people died in 2014 from venomous snake bites in the U.S. The U.S. population was 318.9 million. What is the probability of dying from a snake bite?

2. According to the NOAA (National Oceanic and Atmospheric Administration), there was 51 deaths that were caused by a lightning strike. What are the chances of dying from a lightning strike?

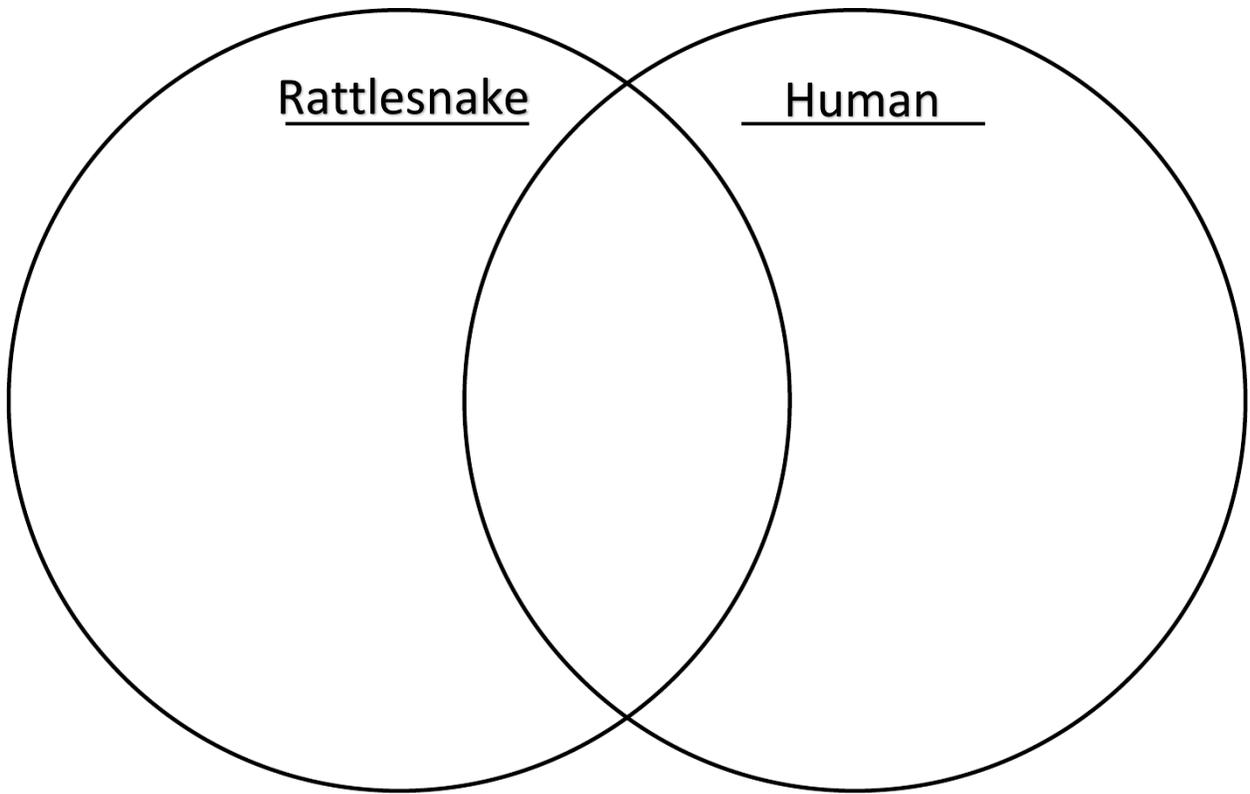
3. The American Cancer Society has documented 585,720 deaths caused by lung cancer. What is the probability of dying from lung cancer?

4. Analyze your initial response about snake bites and draw a conclusion (a small paragraph) using the statistics about the probability of dying from a snake bite?

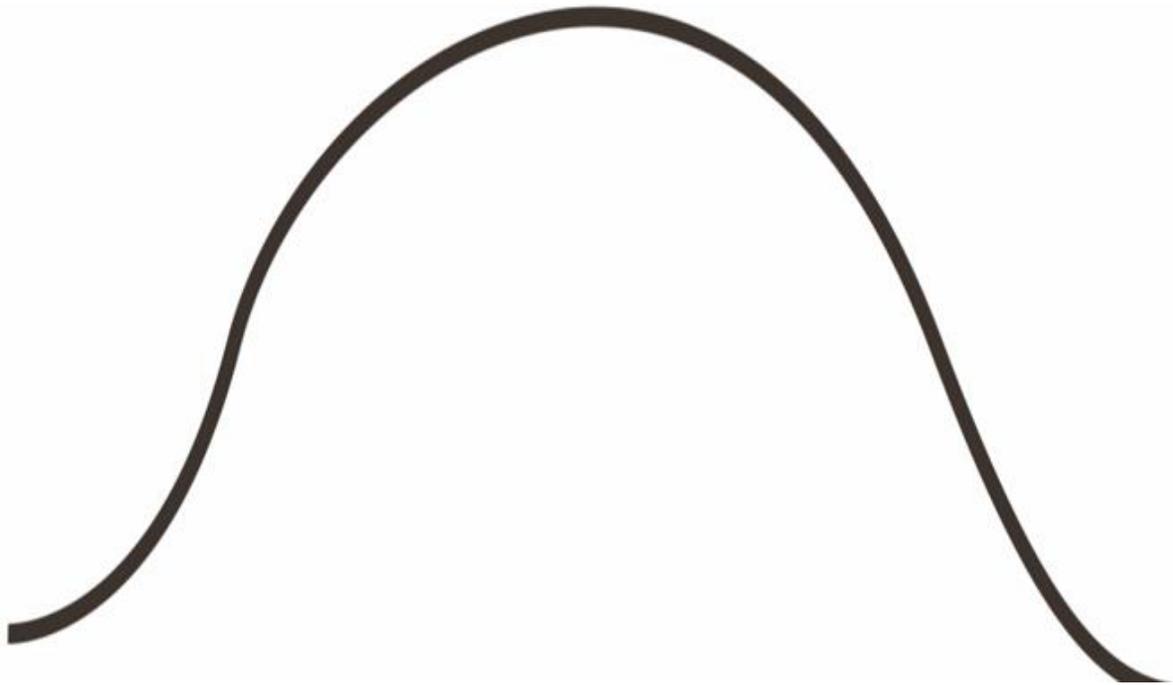
Who wins? Relationships between organisms in the natural world

Relationship	Definition	Examples (at least one in each category should come from the Quabbin)
	Different species that live in the same habitat and use the same resources when the resources are not sufficient to fill the needs of all the organisms	
	A relationship between two species where one species benefits and the other loses out, and sometimes dies	
	A relationship between two species, where one species benefits from the other, with no effect - good or bad - on the second organism	
	Organisms with different living requirements that both benefit from each other when they interact	
	One animal hunts and kills another animal for food	

Brainstorm Sheet



Circle the words that surprised you in each category. Underline the words you can imagine.
Choose one or two words that feel evocative to you and brainstorm a plot that involves this word.



One Story Two Ways

Assignment:

In a human and snake pairing, or a group of two humans and two snakes, create two versions of the same story. The story will take place in the Quabbin Reservoir area and engage with the current events surrounding the rattlesnake debate we have been discussing in class. One version of the story will be told in the voice of a human character. The second version will be told in the voice of a rattlesnake. Group members must collaborate, but it is up to you whether you will all author both pieces or write them separately. However, make sure you are telling the same story with the same plot and setting. Each version will be 4-5 typed pages double-spaced.

Purpose:

- To demonstrate what you’ve learned about human/snake relationships
- To work collaboratively to explore the same story from two points of view
- To practice your writing skills and using evocative language to create voice in stories

<i>What is Evaluated?</i>	4 points (Wonderful!)	3 points (Good work!)	2 points (Almost!)	1-0 points (Hmmm...)
<i>Story</i>	The same story is told twice, as assigned. Both stories have the same major events, characters, timetable, and setting.	The same story is told twice but with inconsistent major events, characters, timetable, and setting.	Two different stories were told but have some overlapping major events, characters, timetable, and/or setting.	No apparent effort was made to tell the same story twice.
<i>Voice</i>	One story version is told in a consistent voice of the human perspective. One is told in the consistent voice of the rattlesnake perspective.	Voice in one or more versions is mostly consistent and aligned with the assignment, but there are distinct moments of inconsistency or confusion.	The two versions do not have distinct voices or it is unclear whose voice(s) are telling the story.	No apparent effort was made to create voice.
<i>Setting</i>	The story is clearly set in the modern day Quabbin Reservoir area.	The story could be set in the modern day Quabbin Reservoir, but this would not be clear to someone who didn’t know the assigned topic.	The story is set in either the incorrect time period or area.	The setting is not in the modern day or at the Quabbin reservoir.

<i>Engages with our class discussion</i>	Themes drawn from our class lesson on rattlesnake/human relationship are clearly present in your story.	Themes from our class lesson on rattlesnake/human relationship are partially present or not fully understood.	The story reflects minimal understanding of themes we discussed in class about rattlesnake/human relationship.	The story does not reflect any understanding of themes of the rattlesnake/human relationship
<i>Creativity</i>	The authors demonstrate use of evocative language and writing techniques to create a compelling story.	The authors used some evocative language and creative writing techniques, but inconsistently or not effectively.	The authors used minimal creative writing techniques and evocative language in their story.	The authors made no apparent effort to use creative writing techniques.
<i>Collaboration [you score this]</i>	The group member fully participated and contributed their best efforts. They also listened to the ideas and contributions of others.	The group member was mostly present and contributed strong efforts. They listened to the ideas of others most of the time.	The group member was present but put in noticeably less effort than their collaborators. They only partially listened to and considered the ideas of others.	The group member was minimally present and made little to no effort to collaborate. They ignored, shut down, or seemed uninterested in the contributions of others.

Please see me with any questions or concerns before or after grading.