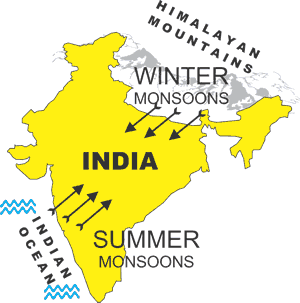
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**9th Grade Baseline Assessment—Semester 1**

**PART I: READING ACTIVELY**

1. **READ** the question and underline important information/keywords that help you understand the main idea and circle words you do not understand.

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| **How do monsoons affect the people of India?** |

**2. READ** the document below and **underline** important information/keywords that help you understand the main ideas and help you find evidence to the question above as well as circle words you do not understand.

**DOCUMENT 1**

**Winter Monsoons**

**-cool dry air flows**

**from Asian continent**

**-lasts from October to April (dry season)**

**Summer Monsoons**

**-warm, wet air flows**

**from Indian Ocean**

**-lasts from June to**

**September (wet/rainy season)**

**Geographic Context**- where this historical development is taking place, and why it is taking place there.

1. Using document 1, explain how the geographic context affected the development of India.

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DOCUMENT 2

**Source:**  *Louise Nicholson, National Geographic Traveler: India, 2007*

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| *... Monsoons are relied upon throughout the country to provide water for growing crops. Heavy monsoons, however, can bring floods that often have a high death toll. These floods have been exacerbated [made worse] by deforestation of the hills for industrial and agricultural purposes. It is a fine balance between having plenty of water to flood the rice fields and having too much so that crops, homes, and even lives are lost.*  *The alternative to the floods may be famines. However, India’s infrastructure can now deal successfully with these: When the monsoon fails in one area, the army is able to move supplies to the drought-stricken area. As a result of this organization, few lives were lost in the Maharashtra famines of 1965–66 and 1974–75, while more than two million people died in the Bengal famine of 1943.* |

2a. Using document 2, identify Louise Nicholson’s point of view of monsoons. Support your answer using evidence from the document.

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3. Identify and explain a similarity **OR** a difference between the ideas presented in these documents.

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**How do monsoons affect the people of India?**

* Write a paragraph with a relevant topic sentence (TOPIC SENTENCE states your position).
* Use evidence **and** analysis that supports your ideas and position (positive or negative effects).

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|  | **5** | **3** | **1** |
| **Active**  **reading** | All important information and keywords are identified | Most important information and keywords are identified | Few pieces of important information and keywords are identified |
| **Finding Main Ideas** | Main ideas are explained in-depth | Main ideas are adequately explained | Main ideas are underdeveloped |
| **Topic Sentence** | Topic sentence is complete and correct and clearly states a specific position | Topic sentence does not state a completely specific position. | Topic sentence is incompletely and does not state a correct position. |
| **Supporting Evidence** | Evidence is 2-3 supporting facts from the document to support thesis | Evidence is 1 supporting fact from the document to support thesis | Evidence is not present from the document to support thesis |
| **Analysis of Evidence** | Analysis is in-depth and completely supports the thesis | Analysis is vague and partly supports the thesis | Analysis is vague and partly supports the thesis |
| **Link back to the Topic Sentence** | LInks all evidence and analysis back to the topic sentence. | Links some evidence and analysis back to the topic sentence or vaguely refers to the topic sentence. | Link of evidence and analysis to the topic sentence is limited or missing. |

**TRACKER TOOL**

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| **NAME** | **Active Read** | **Main Ideas** | **Top/Sent** | **Evidence** | **Analysis** | **Link** |
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