Passage II

In 1908, an object from outer space devastated 2,000 km^2 of forest in Siberia. The object was between 10 m and 100 m in diameter and traveled at a maximum speed of 15 km/sec. It exploded at an altitude of 8 km and released energy equivalent to 20 million tons of TNT. Two scientists discuss whether this object was a comet or an asteroid.

Scientist 1

The object was a comet, a body made of ices (such as frozen water or methane) and dust. Most of this cometary material is *volatile* (easily vaporized) and low in density. Friction in Earth's atmosphere heated the comet to a temperature at which it exploded, high above the ground. The majority of the ices and dust were vaporized in the explosion, which explains why no crater was formed at the site and why no large, identifiable fragments of the object were found. An asteroid would not have been completely destroyed. Intact asteroid fragments that reached the ground would have created one or more craters upon impact and left behind recoverable pieces. Evidence shows that the object decelerated rapidly before it exploded. Because of their low density, comets are capable of such rapid deceleration, whereas high-density objects, such as asteroids, are not.

Scientist 2

The object was a stony asteroid. As it entered Earth's atmosphere, its high speed created a large air pressure difference between the area just in front of the asteroid and the area just behind the asteroid. The large pressure difference eventually exceeded the structural strength of the asteroid. The asteroid flattened, decelerated rapidly due to the dramatic increase in its surface area, and fragmented before reaching the ground. This fragmentation would have appeared like an explosion. Calculations show that a comet between 10 m and 100 m in diameter would explode at an altitude much higher than 8 km, but a stony asteroid of that size would fragment at or near an altitude of 8 km. Recovery of large asteroid fragments is difficult due to the area's boggy soil; however, small, glassy fragments were recovered and are believed to be melted and resolidified pieces of the asteroid.

6. Which of the following phrases best describes the major point of difference between the 2 scientists' hypotheses?
   - F. The location of the event
   - G. The speed the object was traveling
   - H. The density of Earth's atmosphere
   - J. The type of object that entered Earth's atmosphere

7. According to Scientist 2's viewpoint, compared to the altitude at which a stony asteroid would have exploded in Earth's atmosphere, a comet of similar size would most likely have exploded at:
   - A. the same altitude.
   - B. a higher altitude.
   - C. a slightly lower altitude.
   - D. a much lower altitude.

8. Scientist 1's viewpoint indicates that when the materials that compose most of a comet are sufficiently heated, they change to:
   - F. solids.
   - G. gases.
   - H. liquids.
   - J. a vacuum.

9. Which of the following statements best describes how Scientist 2 would explain why no large, identifiable fragments of the object have been recovered?
   - A. Any large, identifiable fragments that reached the ground have been removed from the area by erosion.
   - B. Any large, identifiable fragments were thrown hundreds of kilometers from the site.
   - C. No large, identifiable fragments of the object reached the ground.
   - D. No large, identifiable fragments of the object have been recovered due to the soil conditions in the area.

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Society of Glass Technology

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Tech Tally National Research Council,National Academy of Engineering,Committee on Assessing Technological Literacy,2006-07-27 In a broad sense technology is any modification of the natural world made to fulfill human needs or desires Although people tend to focus on the most recent technological inventions technology includes a myriad of devices and systems that profoundly affect everyone in modern society Technology is pervasive an informed citizenship needs to know what technology is how it works how it is created how it shapes our society and how society influences technological development This understanding depends in large part on an individual level of technological literacy Tech Tally Approaches to Assessing Technological Literacy determines the most viable approaches to assessing technological literacy for students teachers and out of school adults The book examines opportunities and obstacles to developing scientifically valid and broadly applicable assessment instruments for technological literacy in the three target populations The book offers findings and 12 related recommendations that address five critical areas instrument development research on learning computer based assessment methods framework development and public perceptions of technology This book will be of special interest to individuals and groups promoting technological literacy in the United States education and government policy makers in federal and state agencies as well as the education research community **The Praxis Series Official Practice Test: Business Education** McGraw-Hill Professional Publishing,2006-11-16 Authentic practice test from the people who make the Business Education test *Resources in Education* ,1994 **The One Hour College Applicant** Lois Rochester,Judy Mandell,1990 Tells how to obtain financial aid visit campuses and submit an effective application Handbook on Agricultural Education in Public Schools Lloyd James Phipps,Edward W. Osborne,James E. Dyer,Anna Leigh Ball,2008 The Handbook on Agricultural Education in Public Schools sixth edition is the leading text for college students enrolled in agricultural education programs and it is now available in its sixth edition This edition addresses all components of effective middle school and high school agricultural education programs within the context of national educational policies and trends in schooling Sound philosophical perspectives research based practices and application scenarios are offered throughout This text emphasizes contemporary approaches for developing and delivering agricultural education programs with detailed focus on strategies for enhancing learning in the core subjects experiential learning laboratory instruction and problem solving It is designed as the perfect reference for university students who are preparing to become agriculture educators in public schools and emphasizes inquiry based problem solving and experiential learning strategies for teaching and learning in agricultural education This established book functions not only as an ideal text but as a professional reference as well

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