



# REMOTE LEARNING

**Grade 6**

**Coursework for June 1-12**

Set Goals | Schedule Your Time | Keep Learning!

Name \_\_\_\_\_

# How to Use this Packet

We hope that each of you and your families are healthy and adapting as we all navigate these unprecedented times. We miss each one of our students and the energy they bring to each school day. We truly appreciate your continued enthusiasm for learning during these weeks of remote learning from home.

The focus of this packet is to maintain and deepen existing skills and content, while introducing key concepts and skills from the fourth quarter curriculum. There are activities and tasks for the next two weeks. For each week, there is a coursework menu that highlights what learning you should focus on in each subject area. We encourage you to plan out your week and make a schedule of the bottom of the weekly coursework page.

We know this packet cannot replicate the interactions between teachers and students in a classroom, yet we are hopeful that these activities will keep students engaged and allow them to have meaningful learning experiences while at home.

Please take care of yourself! Check out the SCSD webpage for Daily Social Emotional Learning Tips

## **What if my teacher gives me different work?**

You should prioritize any work that your teacher provides. Your teacher knows you best and knows what you should be working on! If you are in regular contact with your teacher, they will guide you on how to best use this packet.

## **Where should I turn in my packet when I am done?**

Each school has established a way to collect completed materials. Reach out to your school or teacher and they will give you instructions on the process.

## **How can I get help?**

A copy of this packet has been shared with your teacher. They will be able to help you if you have questions or are unable to complete any of the work.

## **What online learning resources are available?**

Syracuse City School District students have a variety of high-quality online resources available to them to continue their learning beyond the four walls of the classroom. You can log into these resources from any device with internet access. Go to [www.bit.ly/scsdclever](http://www.bit.ly/scsdclever) to log in and access the various digital content available for you!

## **ADDITIONAL RESOURCES**

[syracusecityschools.com/coronavirus](http://syracusecityschools.com/coronavirus)

This web page was created to provide resources and keep the Syracuse City School District community informed. This is the official source of information on COVID-19 for the District. The page will be updated frequently, so please check back regularly for information on cancellations, learning at home, and meal pick-ups. Please also check out the Social Emotional Learning Tip of the Day!

[Cancellations](#)

[Learning at Home](#)

[Meal Pick-Up](#)



# WCNY's TV Classroom

In order to provide students at home with opportunities for continual learning, WCNY has partnered with the Syracuse City School District to create the TV Classroom network. WCNY's TV Classrooms are targeted for students in grades K-12 and provide curriculum in the subjects of English language arts, math, science, health and physical education, and social studies. With schools closed, WCNY and SCSD are committed to providing educational opportunities to audiences of all ages. WCNY's "TV Classroom" will allow children to continue to connect with staff and have the continuity of a classroom experience at home in Syracuse and across the 19 counties in Central New York.

The TV Classroom network will be aired from 8 a.m. to 5 p.m. weekdays on WCNY's GLOBAL CONNECT channel, and will be simulcast from wcnyc.org and WCNY's Facebook page via a live stream on YouTube. The classes will also be published on demand on <https://www.wcnyc.org/tvclassroom/>.

	<b>MORNING</b>	<b>8 AM</b>	<b>8:30 AM</b>	<b>9 AM</b>	<b>9:30 AM</b>	<b>10 AM</b>	<b>10:30 AM</b>	<b>11 AM</b>	<b>11:30 AM</b>	<b>12 PM</b>
<b>Monday</b>	Story Time	Kindergarten Math	Grade 2 Math	Text	PE and Health	Elementary Social Studies	PBS Shows – Social Studies	Grade 6 Science		
<b>Tuesday</b>	Story Time	Grade 3 Math	Grade 4 Math	Grade 5 Math	PE and Health	Elementary Social Studies	PBS Shows – Social Studies	Grades 3-5 Science		
<b>Wednesday</b>	Story Time	Kindergarten Math	Grade 1 Math	Grade 7 Math	PE and Health	Elementary Social Studies	PBS Shows – Social Studies	Grade 7 Science		
<b>Thursday</b>	Story Time	Grade 3 Math	Grade 4 Math	Grade 8 Math	PE and Health	Elementary Social Studies	PBS Shows – Social Studies	Grades 3-5 Science		
<b>Friday</b>	Story Time	Grade 5 Math	Grade 1 Math	Algebra	PE and Health	Secondary Social Studies	PBS Shows – Social Studies	Grade 8 Science		
<b>AFTERNOON</b>	<b>12:30 PM</b>	<b>1 PM</b>	<b>1:30 PM</b>	<b>2 PM</b>	<b>2:30 PM</b>	<b>3 PM</b>	<b>3:30 PM</b>	<b>4 PM</b>	<b>4:30 PM</b>	
<b>Monday</b>	PBS Shows -- Science		Regents Review	Early Literacy	Story Time	Grades 6-8 ELA	Grades K/1 Music	Virtual Field Trip		
<b>Tuesday</b>	PBS Shows -- Science		Regents Review	Early Literacy	Story Time	Grades 3-5 ELA	Grades 1/2 Music	Virtual Field Trip		
<b>Wednesday</b>	PBS Shows -- Science		Regents Review	Early Literacy	Story Time	Grades 6-8 ELA	Grades 2/3 Music	Virtual Field Trip		
<b>Thursday</b>	PBS Shows -- Science		Regents Review	Early Literacy	Story Time	Grades 3-5 ELA	Grades 3/4 Music	Virtual Field Trip		
<b>Friday</b>	PBS Shows -- Science		Regents Review	Early Literacy	Story Time	Grades 6-8 ELA	Grades 4/5 Music	Virtual Field Trip		



Dear Families,

We want to start by saying, “Thank you.” This has been a challenging time away from school. Each of us has had to cope with the stresses that have come with this school closure. It is likely your child has been feeling those stresses also. The last couple of weeks of the calendar school year, we would like students to think and talk and write about those feelings and practice some strategies to manage their emotions. Please support your students through the activities outlined in this learning packet to identify, manage, and release any strong emotions they may be feeling. We want to thank you for all that you have done to support your child through this difficult time. We can’t wait to get back to school with them as soon as we can!

Along with a series of activities we have outlined to support students’ social and emotional skills, we are asking each student to do some kind of writing project to culminate this remote learning experience and to help them process their own experience with the pandemic. See below for details about the writing project and then an outline of the activities we have outlined for the month of June.

### SCSD Writing Project, Grades 6-8

**What:** A 2019-20 Culminating Writing Project. You choose the genre. Many pieces that are submitted will be shared via social media platforms and a few students may even be selected to read (or have someone read) their piece on WCNY TV Classroom!

**Why:** The end of this school year has been unlike anything any of us have experienced before. It’s important to capture this moment in a way that feels best to you. You already know so much about how to write well. Now you can use everything you know to create a piece that reflects this moment in history.

**How:**

1. Read through the options below to determine the type of piece you would like to write.
2. Use the guide to support your writing process.
3. Submit your final draft by:
  - a. Taking a photo and emailing it to your teacher or principal
  - b. Scanning and emailing it to your teacher or principal
  - c. Reading your piece to your teacher or principal on the phone
  - d. Videotaping yourself reading your piece and sharing it with your teacher or principal
  - e. Dropping your piece off at your school-refer to your school’s procedures for this

All entries must be submitted to your child’s teacher or administrator by 12:00 pm on **Wednesday, June 10<sup>th</sup>**.

Genre Choice	Supporting Details
Personal narrative	Write a personal narrative about a moment from the quarantine. You can: <ul style="list-style-type: none"><li>● Think of a strong feeling you experienced (sadness, worry) and tell the story of what happened.<ul style="list-style-type: none"><li>○ Example: <i>The moment you learned you wouldn’t be going back into the school building</i></li></ul></li><li>● Think of a person you’ve spent time with during this time and write about a specific thing or moment with that person</li></ul>

ELA G6-8 June Home Learning Packet

Comic strip	Choose a moment from your quarantine experience or imagine one. Draw and write it across comic boxes. (Remember, comic strips don't have to be funny.)
Poem	Write a poem that captures a feeling – or a combination of feelings – you have experienced during this time at home (connected to the work in this Home Learning Packet).
Article	<p>Write a news article describing some event from the past two months. Remember to include all of the important information:</p> <ul style="list-style-type: none"> <li>● <i>Who was involved?</i></li> <li>● <i>What happened?</i></li> <li>● <i>When did it happen?</i></li> <li>● <i>How did the events transpire?</i></li> <li>● <i>Why was it happening?</i></li> </ul>
How-to	<p>Write a step-by-step guide that could help someone through a pandemic. Possible ideas:</p> <ul style="list-style-type: none"> <li>● <i>How to learn from home</i></li> <li>● <i>How to avoid boredom</i></li> </ul>
Persuasive Letter	<p>Write a letter to your teacher or principal with a point of view related to schooling during a pandemic. Possible questions to help you make a claim:</p> <ul style="list-style-type: none"> <li>● <i>What/who is essential?</i></li> <li>● <i>Who should be in charge of determining what's closed?</i></li> <li>● <i>Should distance learning continue?</i></li> </ul>
Thank You Letter	<p>Think about a person in your life who has helped and supported you through this difficult time (connected to the activities in this Home Learning Packet). Write a letter to express your gratitude (thankfulness) to this person. Make sure to include details around the following:</p> <ul style="list-style-type: none"> <li>● <i>What did this person do?</i></li> <li>● <i>How did they make you feel?</i></li> <li>● <i>How have they changed your life for the better?</i></li> </ul>
Scenario/Skit	<p>Write a scenario about empathy for others (connected to the activities in this Home Learning Packet). Think about a situation that a friend or someone you know might find themselves in. For example:</p> <ul style="list-style-type: none"> <li>● <i>a classmate is sitting alone in the cafeteria or on the playground and looks lonely</i></li> <li>● <i>a friend just found out that his or her pet is sick</i></li> <li>● <i>a teammate is upset after losing a sports game</i></li> </ul> <p>What might you say to this person to help them to identify and manage their feelings/emotions? What strategies might you encourage them to try? Write out the situation and then the dialogue between you and the other person. If you have someone available to help you, you could even videotape yourselves acting it out!</p>

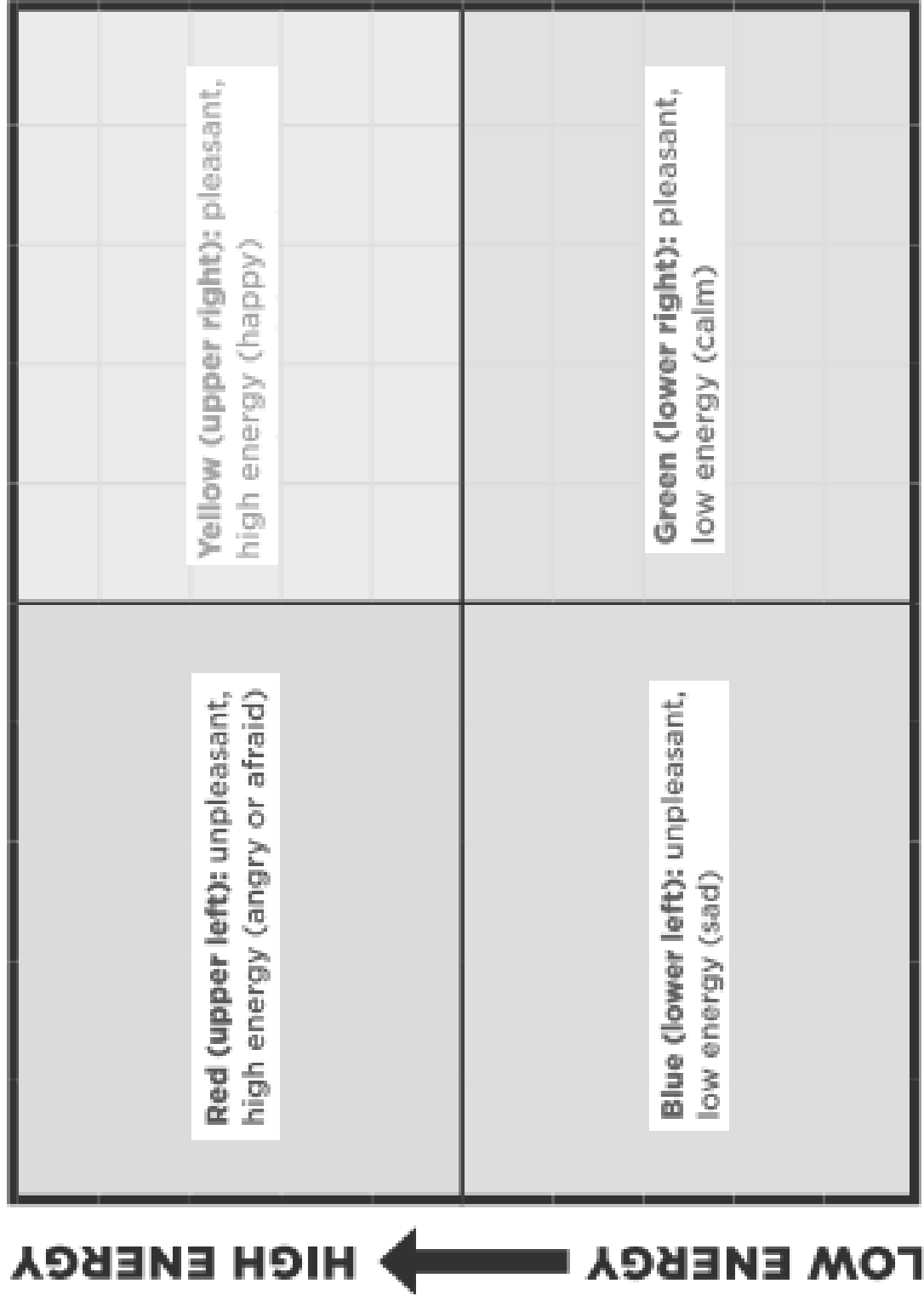
**Becoming Our Best Selves-Identifying and Managing Difficult Emotions: A Series of Activities**

<p><b>Activity 1: Reflecting on Emotions</b></p>	<p><b><i>Mood Meter</i></b></p> <p><i>Red</i> (upper left): unpleasant, high energy (angry or afraid)  <i>Blue</i> (lower left): unpleasant, low energy (sad)  <i>Yellow</i> (upper right): pleasant, high energy (happy)  <i>Green</i> (lower right): pleasant, low energy (calm)</p>	<p>A Mood Meter is a tool you can use to think about different types of feelings. There are two axes:</p> <ul style="list-style-type: none"> <li>• Level of pleasantness (horizontal)</li> <li>• Level of energy (vertical)</li> </ul> <p>Each quadrant in the Mood Meter is represented with a different color: red, yellow, blue, and green.</p>
<p><b>Activity 2: Tuning Into Emotions</b></p>	<p><b><i>Mood Meter (cont)</i></b></p> <p>Complete the writing activity on the <i>Mood Meter Activity Sheet</i></p> <p><i>Be sure to add feeling words and images to the Mood Meter</i></p>	<p>On at least 4 different days, choose an emotion from the Mood Meter.</p> <p><b>Act out the emotion:</b></p> <ul style="list-style-type: none"> <li>▪ What does your face look like?</li> <li>▪ How does your body move?</li> <li>▪ How does your voice sound?</li> </ul> <p><b>Whenever you feel a strong emotion, tune in to the emotion:</b></p> <ul style="list-style-type: none"> <li>▪ How are you feeling right now? Where does it fall on the Mood Meter?</li> <li>▪ Why do you think you are feeling that way?</li> <li>▪ Do you want to stay in this feeling or change your feeling? How can you do that?</li> </ul>
<p><b>Activity 3: Identify Feelings</b></p>	<p><b><i>Vocabulary Cards</i></b></p> <p>Complete the <i>Feelings Activity Sheet</i></p>	<p>In this activity, you will be introduced to some vocabulary words that you may or may not have heard before. These are good words to practice and use to describe your feelings.</p> <p>*Once you have looked at each of the pictures and the words that go with each, think about which quadrant each of these pictures and words would go in the Mood Meter. Think of times when you have had each of these feelings.</p>
<p><b>Activity 4: Building Empathy Through Perspective Taking</b></p>	<p><b><i>Empathizing</i></b></p> <p>Complete the <i>Empathy Interview</i></p> <p>Complete the <i>Character Activity Sheet</i></p>	<p>In Activity 4, you are going to be thinking about empathy and how to build empathy by listening to people you know and also by thinking about the characters that you read about (or even watch on TV!).</p>

<p><b>Activity 4: Building Empathy Through Perspective Taking</b></p>	<p><b>Empathizing</b> Complete the <i>Empathy Interview</i></p> <p>Complete the <i>Character Activity Sheet</i></p>	<p>In Activity 4, you are going to be thinking about empathy and how to build empathy by listening to people you know and also by thinking about the characters that you read about (or even watch on TV!).</p>
<p><b>Activity 5: Strategies for Managing Emotions</b></p>	<p><b>Strategies for Managing Emotions</b></p> <ul style="list-style-type: none"> <li>▪ <i>Belly Breathing</i></li> <li>▪ <i>Guided Relaxation</i></li> <li>▪ <i>Shake It Off!</i></li> </ul>	<p>When you are feeling strong, not so positive emotions, you can try any of these three strategies to shift your mood.</p>
<p><b>Activity 6: Strategies for Managing Emotions (cont.)</b></p>	<p><b>Managing Emotions (cont.)</b> Complete the <i>Strategy Activity Sheet</i></p>	<p>Read the scenario about Makayla and answer the questions in the boxes about the strategies that she could use to manage her feelings. Journal: What are some strategies you use to control or manage your emotions?</p>
<p><b>Activity 7: Creating a Community of Support</b></p>	<p><b>Support Systems</b></p> <ul style="list-style-type: none"> <li>• Complete the <i>Community Activity Sheet</i></li> <li>• Write a thank-you letter to someone who has supported you</li> <li>• Review the <i>Family Take Home Sheet</i> with those closest to you</li> </ul>	<p>Think about a time when you faced a difficult situation and someone showed you support. Brainstorm a list of strategies for supporting others. Think about the people in your lives that you trust that provide support to you. These are the people that help form your <i>support system</i>.</p>
<p><b>Activity 8: Keeping Track of Your Emotions</b></p>	<p><b>Tracking Emotions</b> Complete the <i>Data Collection Sheet</i></p>	<p>Think: Why is it important for us to look at patterns in math? What types of patterns can we notice in daily life? Spend three days tracking your emotions at different times of day.</p> <ul style="list-style-type: none"> <li>• On day one, stop at five points throughout the day and record how you are feeling on your Data Collection Sheet</li> <li>• Repeat the same process for two more days</li> </ul> <p>What patterns do you notice? Are there things you would like to be different? If so, what strategies could you try to manage your emotions/moods?</p>
<p><b>Activity 9: Positive Self-Talk and Personal Affirmations</b></p>	<p><b>Using Positive Self-Talk and Affirmations</b> Complete the <i>Affirmation Activity Sheet</i></p>	<p>People often “talk” with themselves in their minds throughout the day-and how we do that can greatly influence how we feel. What are some examples of positive and negative self-talk? If you have a task to complete and you tell yourself, “I’ll never this this done!” or “Ugh, this is the worst!” then you will feel different than if you say, “I can do this! I’ll find time and work through it, one step at a time.” Positive self-talk (or affirmations) can really help to get ourselves through difficult experiences. It can help us to feel more powerful and capable of handling challenges. Make a list of possible affirmations that you could say to yourself if you were faced with a difficult task or situation. Try to be super creative (sometimes inspiration can be found in songs).</p>



# MOOD METER



**LOW ENERGY** ← **HIGH ENERGY**

**UNPLEASANT** ← **PLEASANT**

MY NAME

MY MOOD TODAY (CIRCLE)

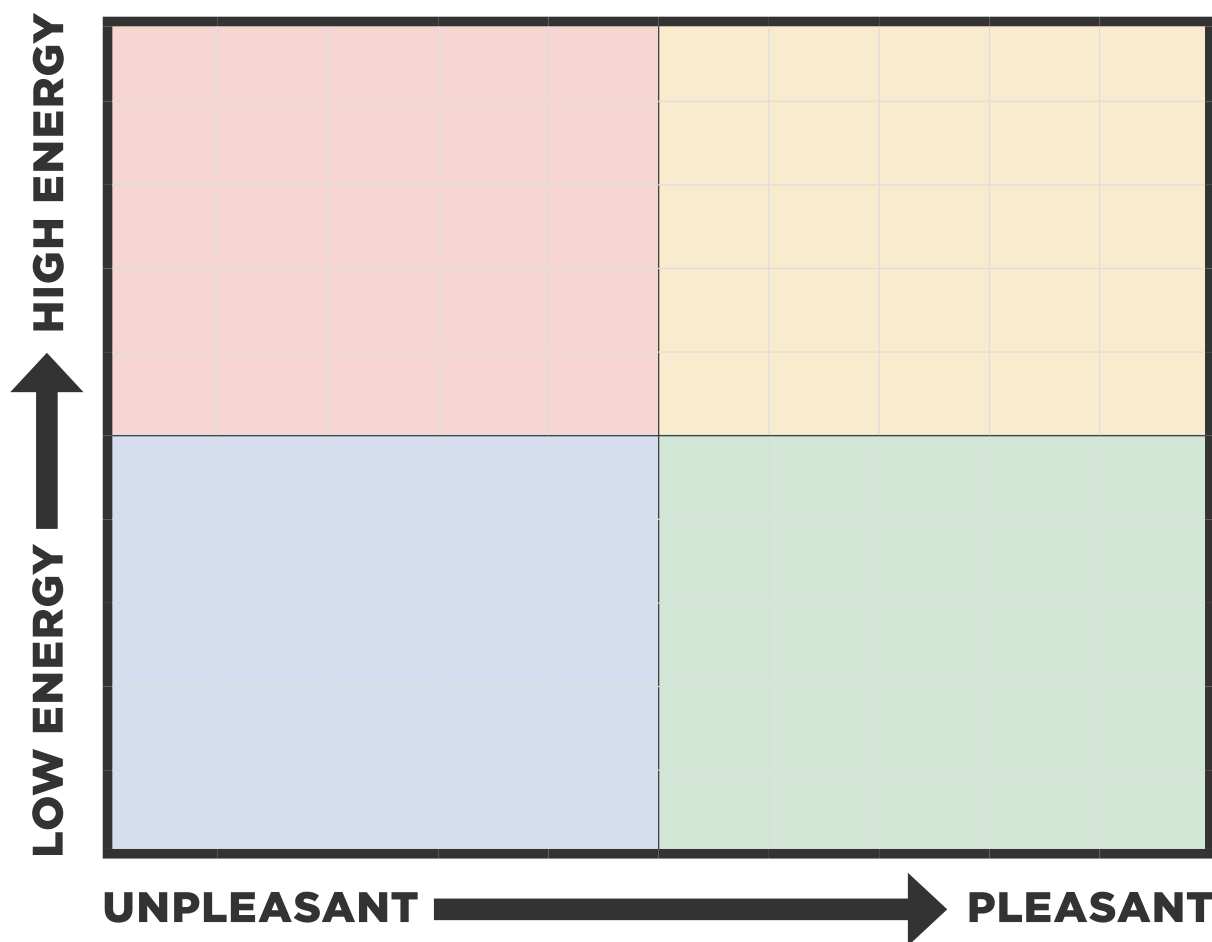


## HOW ARE YOU FEELING TODAY?

**DAILY WRITING PROMPT:** Writing about your feelings is a great way to check in with yourself and to help manage your emotions. Write a paragraph about how you are feeling today on a separate sheet of paper. Use the following prompts to get started:

- How are you feeling today? Where does that fall on the Mood Meter?
- What is causing you to feel that way?
- What is your emotion goal for the day? (Do you want to shift your feelings to a different part of the Mood Meter, or do you want to stay in the same part?)
- What strategy can you use today to achieve that goal?

**DIRECTIONS:** The Mood Meter is a helpful way to think about different types of feelings and emotions. Add feelings words that you know to the correct part of the Mood Meter. Use a picture or emoji to show what the feelings word means.



Look at each of the pictures below and the words used to label/describe the feelings that the person might be having in the picture. What other words might you use to describe the feelings of each person?



Anxious, worried



Irritated, annoyed



Ecstatic, excited



Discouraged, disappointed



Content, satisfied



Terrified, afraid

MY NAME

MY MOOD TODAY (CIRCLE)



## WHAT'S THE FEELING?

**DIRECTIONS:** Choose a word from the word bank that describes the feeling the character is experiencing. There may be more than one possible answer, so explain your thinking!

anxious   content   discouraged   ecstatic   irritated   terrified

1. Maria just moved to a new town. It is her first day at a new school. She feels “butterflies” in her stomach.

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2. Nathan is playing video games with his friends but his little brother keeps interrupting.



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3. Kayla’s soccer team just won the championship game. She has a huge smile on her face and is running around the field with her arms in the air.

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4. Ricky’s friends convinced him to ride a roller coaster with them at the carnival. Ricky is afraid of heights and feels his heart beating faster as he gets onto the ride.



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5. Zoe is having a relaxing Saturday at home. She gets to do some of her favorite activities, like painting a picture and helping her dad cook dinner.

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6. Noah is trying to do his math homework, but he cannot figure out the solution to the last problem. He puts his head down on his desk.

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# BUILDING EMPATHY THROUGH PERSPECTIVE-TAKING

## Learning Tasks: Empathy Interview


- In Lesson 3, you are going to be thinking about empathy—understanding someone else’s feelings and experiences.
- Talk with a relative or friend in your home or over the phone; ask them about a time when they experienced a certain emotion (e.g., frustration, worry, pride, excitement)
  - Be sure to use active listening, use kind words and ask open-ended questions
  - Provide specific questions to help guide the conversation
    - When did you feel this emotion?
    - What was the situation?
    - Who was involved?
    - How did you deal with this feeling?
  - Be sure to thank your relative or friend for sharing their stories with you.
  - What did you learn about your friend or relative? How did listening to them make you feel? Listening to others can help build empathy.
  - Even when we read, we try to understand what a character is going through and that helps to build empathy too.
- On the next page, you are going to try empathy out with a character from a book you have read. If you can’t think of any, watch an episode of Story Time on WCNY TV Classroom channel every weekday at 8:00 am or 3:00 pm. You can find episodes on-demand at [wcnyc.org/tvclassroom/](http://wcnyc.org/tvclassroom/).



MY NAME \_\_\_\_\_

MY MOOD TODAY (CIRCLE)



  
CHARACTER  
ACTIVITY  
SHEET

## READ WITH EMPATHY



**EMPATHY** is understanding and sharing other people's feelings. Understanding other people's feelings starts with looking at situations from their perspective. When you read, you can grow your empathy skills by paying close attention to what a character is feeling.

**DIRECTIONS:** Choose a character in a book you are reading. Write your answers to the following questions as you empathize with the character. Use evidence from the text in your responses.

**Title of Book:** \_\_\_\_\_ **Name of Character:** \_\_\_\_\_

1. What is an event in the book that causes the character to have a strong emotion?  
\_\_\_\_\_
2. How does the character feel? Use specific emotion words to describe the feeling.  
\_\_\_\_\_
3. How do you know that the character is feeling that way? Identify clues in his or her expressions, thoughts, words, actions, or appearance.  
\_\_\_\_\_
4. Do other characters understand how the character is feeling? How do you know?  
\_\_\_\_\_
5. How do you think you would feel in that situation? Would your response be the same as the character's response?  
\_\_\_\_\_
6. What could the character do to be more comfortable with this feeling? What would you do to support the character?  
\_\_\_\_\_

**REFLECT:** Write your responses on a separate sheet of paper.

1. How did empathy help you understand the story better?
2. How can empathy help you understand yourself and others better?



## Refresh and Review: June 1<sup>st</sup>

### Solving Equations

#### Vocabulary

A coefficient is a number that is multiplied by a variable.

For example, in the expression  $3x + 5$ , the coefficient of  $x$  is 3. In the expression  $y + 5$ , the coefficient of  $y$  is 1, because  $y = 1 \cdot y$ .

A solution to an equation is a number that can be used in place of the variable to make the equation true.

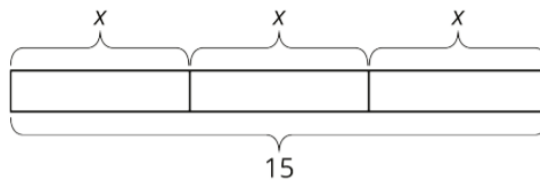
For example, 7 is the solution to the equation  $m + 1 = 8$ , because it is true that  $7 + 1 = 8$ . The solution to  $m + 1 = 8$  is not 9, because  $9 + 1 \neq 8$ .

A variable is a letter that represents a number. You can choose different numbers for the value of the variable.

For example, in the expression  $10 - x$ , the variable is  $x$ . If the value of  $x$  is 3, then  $10 - x = 7$ , because  $10 - 3 = 7$ . If the value of  $x$  is 6, then  $10 - x = 4$ , because  $10 - 6 = 4$ .

## Tape Diagrams

### Example 1

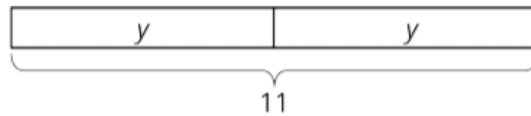


Since 3 pieces are labeled with the same variable  $x$ , we know that each of the three pieces represent the same number. Some equations that match this diagram are  $x + x + x = 15$  and  $15 = 3x$ .

A **solution** to an equation is a number used in place of the variable that makes the equation true. In the previous example, the solution is 5. Think about substituting 5 for  $x$  in either equation:  $5 + 5 + 5 = 15$  and  $15 = 3 \cdot 5$  are both true. We can tell that, for example, 4 is *not* a solution, because  $4 + 4 + 4$  does not equal 15.

### Example 2

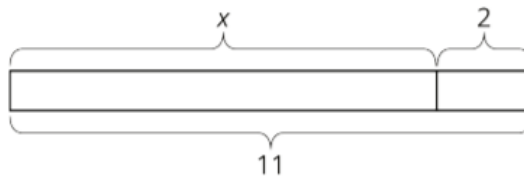
$$2y = 11$$



$$y = 5.5 \text{ or } y = \frac{11}{2}$$

### Example 3

$$11 = x + 2$$



$$x = 9$$

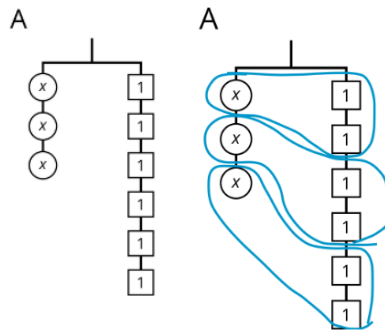
## Hanger Diagrams



A hanger stays balanced when the weights on both sides are equal. We can change the weights and the hanger will stay balanced as long as both sides are changed in the same way.

### Example A

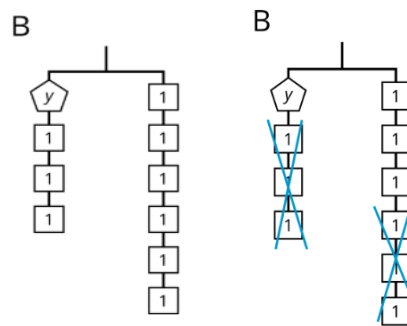
$$3x = 6$$



Grouping the shapes on each side we see that  $x = 2$ .

### Example B

$$y + 3 = 6$$

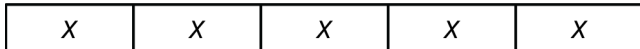


Removing shapes from each side we see that  $y = 3$ .

### Practice:

1. Here is an equation:  $x + 4 = 17$ 
  - a. Draw a tape diagram to represent the equation.
  - b. Which part of the diagram shows the quantity  $x$ ? What about 4? What about 17?
  - c. How does the diagram show that  $x + 4$  has the same value as 17?

2. Diego is trying to find the value of  $x$  in  $5 \cdot x = 35$ . He draws this diagram but is not certain how to proceed.



- a. Complete the tape diagram so it represents the equation  $5 \cdot x = 35$ .
- b. Find the value of  $x$ .
3. Match each equation to one of the diagrams.

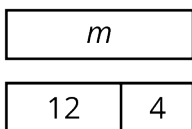
a.  $12 - m = 4$

b.  $12 = 4 \cdot m$

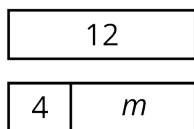
c.  $m - 4 = 12$

d.  $\frac{m}{4} = 12$

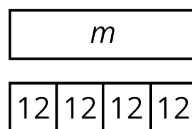
A



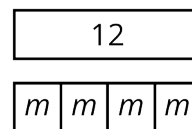
B



C



D



4. For each equation, draw a tape diagram and find the unknown value.

a.  $x + 9 = 16$

b.  $4 \cdot x = 28$

5. Select **all** the true equations.

a.  $5 + 0 = 0$

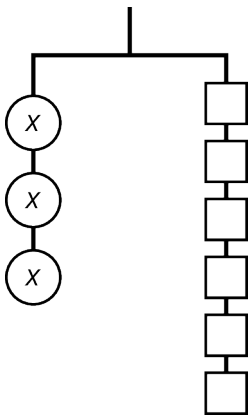
b.  $15 \cdot 0 = 0$

c.  $1.4 + 2.7 = 4.1$

d.  $\frac{2}{3} \cdot \frac{5}{9} = \frac{7}{12}$

e.  $4\frac{2}{3} = 5 - \frac{1}{3}$

6. Select **all** the equations that represent the hanger.



a.  $x + x + x = 1 + 1 + 1 + 1 + 1 + 1$

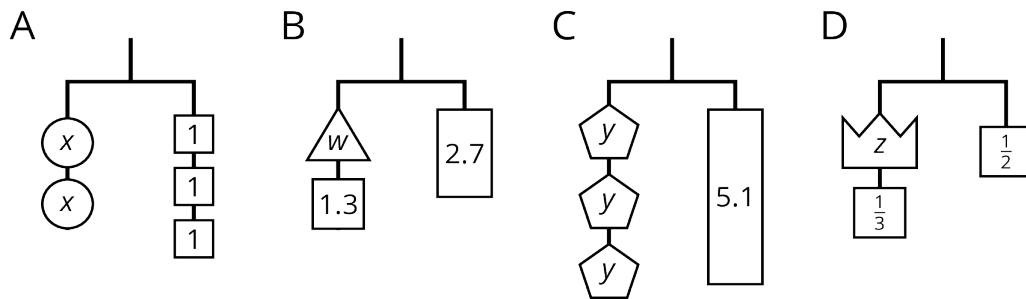
b.  $x \cdot x \cdot x = 6$

c.  $3x = 6$

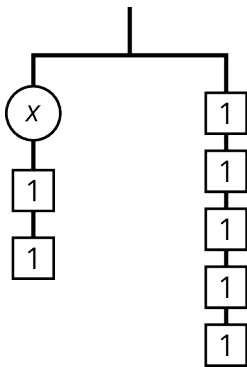
d.  $x + 3 = 6$

e.  $x \cdot x \cdot x = 1 \cdot 1 \cdot 1 \cdot 1 \cdot 1 \cdot 1$

7. Write an equation to represent each hanger.



8. Andre says that  $x$  is 7 because he can move the two 1s with the  $x$  to the other side.



Do you agree with Andre? Explain your reasoning.

9. Solve each equation.

a.  $2x = 5$

b.  $y + 1.8 = 14.7$

c.  $6 = \frac{1}{2}z$

d.  $3\frac{1}{4} = \frac{1}{2} + w$

e.  $2.5t = 10$

Learning Targets	★	★ ★	★ ★ ★
I can use a tape diagram to represent a situation.	<b>I am not there yet. I need some help.</b>	<b>I am getting there. I need to practice more.</b>	<b>I've got it! I can teach someone.</b>
I can replace a variable in an equation with a number that makes the equation true, and know that this number is called a solution to the equation	<b>I am not there yet. I need some help.</b>	<b>I am getting there. I need to practice more.</b>	<b>I've got it! I can teach someone.</b>
I can compare doing the same thing to the weights on each side of a balanced hanger to solving equations by subtracting the same amount from each side or dividing each side by the same number. I can write equations that could represent the weights on a balanced hanger.	<b>I am not there yet. I need some help.</b>	<b>I am getting there. I need to practice more.</b>	<b>I've got it! I can teach someone.</b>
I can solve equations that have whole numbers, fractions, and decimals.	<b>I am not there yet. I need some help.</b>	<b>I am getting there. I need to practice more.</b>	<b>I've got it! I can teach someone.</b>



Topic:

Name:

Class:

Date:

Essential Question:

Questions:

Notes:

Summary:

# RESOURCES

<b>RENEWABLE</b>	<b>NON-RENEWABLE</b>



# GRADE 6 SOCIAL STUDIES

June 1-5 2020

SYRACUSE CITY SCHOOL DISTRICT  
SOCIAL STUDIES LEARN AT HOME  
LESSON



Name: \_\_\_\_\_

- By the end of this week I will know what Feudalism was during the Middle Ages in Europe.
- By the end of the week I will know how the Monarchs (King and Queens) and the Nobles like in Medieval Europe.



***Building Knowledge through Reading and Note -Taking***

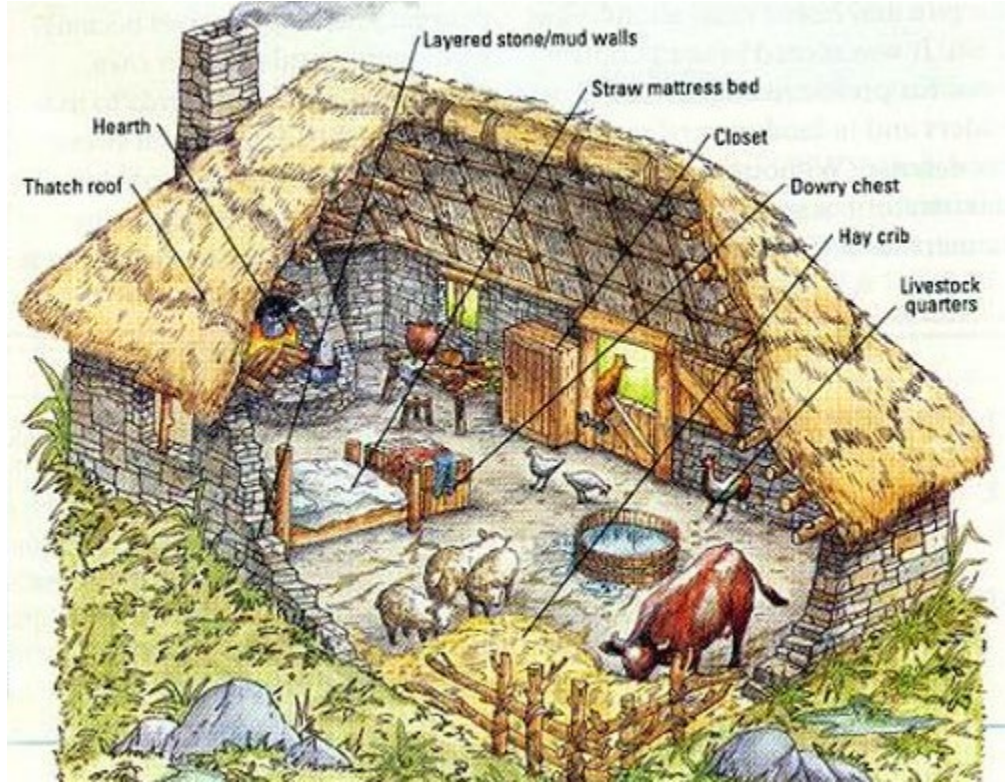
**Preview: Setting the stage to help you understand the time period**

Instructions: Before embarking on the reading *complete one activity below to help you understand basic information about the time period you are about to study.*

**Option 1:** Visit <https://scsdpl.padlet.org/eleach/MiddleAges> and choose one video from the Kinda Funny column about Knights or Peasants. List 5 things that you learned about the Middle Ages.

Video		
Fact #1		
Fact #2		
Fact #3		
Fact #4		
Fact #5		

**Option 2:** Examine the image of a medieval European Peasant's Home. Record three observations and add a couple of "I wonder..." statements.



1. I notice _____
2. I notice _____
3. I notice _____
4. I wonder _____
5. I wonder _____

**Must Do:**

**Step One:** Source the Article

Type of Source: \_\_\_\_\_

Date Written: \_\_\_\_\_ Title (if available): \_\_\_\_\_

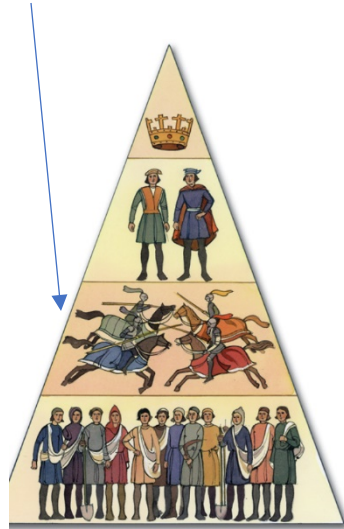
**Step Two:** Read the document and annotate the text by writing important observations and questions in the margin.

**The Development of Feudalism in Western Europe**

Excerpt from *TeachTCl Ancient World* (Textbook), Copyright 2016.

***How well did feudalism keep everything in order in Europe in the Middle Ages? (Part 2)***

**Knights During Feudal Times**



Knights were the soldiers on horseback of the medieval world. In general, knights needed to have a good deal of wealth, since a full suit of armor and a horse cost a small fortune. Knights were usually vassals of more powerful lords.

**Becoming a Knight** The path to becoming a knight involved many years of training. A boy started as a page, or servant. At the age of seven, he left home and went to live at the castle of a lord, who was often a relative. A page learned how to ride a horse and received religious instruction from the local priest or friar.

During this first stage of training, a page spent much of his time with the ladies of the castle and was expected to help them in every way possible. During this period, the ladies taught pages how to sing, dance, compose music, and play the harp—skills that were valued in knights.

After about seven years as a page, a young boy became a **squire**. During this part of his training, he spent most of his time with the knight who was his lord. The squire helped care for his horse and polished the knight's armor, sword and shield.

Most importantly, squires trained to become warriors. They learned how to fight with a sword and a lance, a kind of spear that measured up to 15 feet long. They also learned how to use a battle-axe and a mace (a club with a heavy metal head). Squires practiced by fighting in make-believe battles, but they also went into real battles.

In his early 20s, if deserving of the honor, a squire became a knight, a **process** that at times was a complex religious event. The lord drew his sword, touched the knight-to-be lightly on each shoulder with the flat side of the blade, and knighted him. Sometimes, if a squire did particularly well in battle, he was knighted on the spot

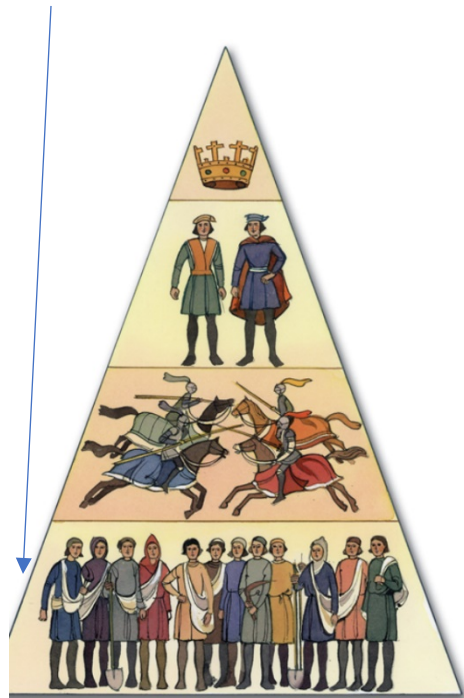
**Question 7:** Complete these sentences with many details.

A page \_\_\_\_\_  
\_\_\_\_\_.

A squire \_\_\_\_\_  
\_\_\_\_\_.

You become a Knight by \_\_\_\_\_  
\_\_\_\_\_.

### Peasants During Feudal Times



Most people during the Middle Ages were peasants. They were not included in the feudal relationship of vassal and lord, but they supported the entire feudal structure by working the land. Their labor freed lords and knights to spend their time preparing for war or fighting.

During medieval times, peasants were legally classified as free or unfree. These categories had to do with the amount of service owed to the lord. Free peasants rented land to farm and owed only their rent to the lord. Unfree peasants, or serfs, farmed the lord's fields and could not leave the lord's manor. In return for their labor, they received their own small plot of land to farm.

The daily life of peasants revolved around work. Most peasants raised crops and tended livestock (farm animals), but every manor also had carpenters, shoemakers, smiths (metalworkers), and other skilled workers. Peasant

women worked in the fields when needed, while also caring for their children, their homes, and livestock.

Along with the work they performed, peasants and serfs might owe the lord numerous taxes. There was a yearly payment called “head money,” at a fixed amount per person. In addition, the lord could demand a tax, known as *tallage*, whenever he needed money. When a woman married, she, her father, or her husband had to pay a fee called a *merchet*.

Peasants were also required to grind their grain at the lord's mill (the only mill on the manor). As payment, the miller kept portions of the grain for the lord and for himself, with lords keeping any amount they wanted. Peasants found this practice so hateful that some of them hid small handmills in their houses.

Most peasants lived in small, simple houses composed of one or two rooms. A typical house was made of woven strips of wood covered with straw or mud, usually with little furniture or other possessions inside. There was a hearth fire in the middle of the main room, but often there was no chimney, making the room dark and smoky. An entire family might eat and sleep in one room that sometimes also housed their farm animals.

Peasants ate vegetables, meat such as pork, and dark, coarse bread made of wheat mixed with rye or oatmeal. Almost no one ate beef or chicken. During the winter, they ate pork, mutton, or fish that had been preserved in salt. Herbs were used widely, to improve flavor and reduce saltiness, or to disguise the taste of meat that was no longer fresh.

List three reasons it was hard to be a peasant:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_



Day Five: Working with Primary Sources

Directions: Label the features of this tapestry from the Middle Ages that shows how people lived then.

This shows that people.....

\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_



This shows that people.....

\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_



This shows that people.....

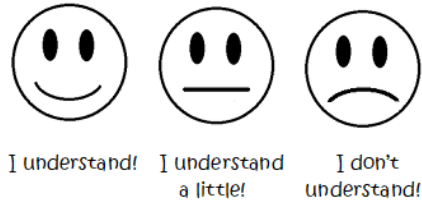
\_\_\_\_\_

because \_\_\_\_\_













\_\_\_\_\_

## Self- Reflection

Self -Reflect by using the following key for each part of the lesson you completed this week.



Then list one thing you think you need help with next time and a goal for yourself for next week on completing your work.

 <b>Building Knowledge: Preview</b>		 <b>Reading</b>		 <b>Evidence of Learning</b>	
Parts of Lesson	   <small>[understand] [understand a little] [don't understand]</small>	Parts of Lesson	   <small>[understand] [understand a little] [don't understand]</small>	Parts of Lesson	   <small>[understand] [understand a little] [don't understand]</small>
Learning from multiple sources		Finding the Date and Title of the article		Use of Complete Sentences in Writing	
Observing or Listening to new information		Annotating by writing in the margins		Use of Evidence	
Completing Graphic Organizers		Answering the Questions		Answering the question fully in prompt	

What do I need help with next week?

What goal do I have for myself for next week?

# Re-Imagining Project

June 1-5, 2020

Recall one of your favorite stories, books, TV shows or movie. Who were the main characters? What was the plot? Discuss what happened in the story/ show with someone in your family. Now reimagine the ending. Change the ending of the story however you want. Draw, paint, or collage your new re-imagined ending. You may use any paper or drawing materials you have available. Share your new illustrated ending with a family member, tell them what you changed and why. If you can, send a picture of it to your art teacher or return this with you completed packet to school.



# Film Music Project

June 1-5, 2020

In a movie, music can ramp up the tension or make a happy moment explode with joy. Music in a movie or film can be the deciding factor of success or failure. Think about a movie you have seen that you remember music from (maybe the foreboding music of the shark theme in *Jaws* or the themes in *Star Wars*). If you can, watch some scenes from the movie you are thinking of with the volume on and with the volume off. Think about how the music contributes to the scene. What is the mood of the scene with the music and how does that change without the music? Below write about your thoughts. First, give some information about the movie scene and music (title of movie, describe the scene, describe the music in the scene). Second, write how you think the music influences, positively or negatively, the movie (this is your claim). Next, find two or three details or evidence from the movie and music to support your opinion. Finally, write why that evidence supports your opinion of liking or not liking the song.

# Physical Education

## Fitness Journal



Name: \_\_\_\_\_

This wellness journal is your instructional guide through a 2-week wellness home study. It has been designed with a focus on the following core competencies for social and emotional learning:

– **Self-Awareness and Self-Management.**

In addition, you will be working toward physical education grade-level outcomes in the areas of fitness knowledge and personal and social responsibility.

-Follow the instructions on each page, complete the exercises and writing prompts, and then if you are able to please return your finished journal to your teacher.

**This is a 2-week home study focused on:**

1. Understanding self-awareness and self-management as it relates to physical activity, goal setting, and stress management
2. Exploring personal thoughts and emotions as they relate to physical activity and examine how these thoughts affect our behaviors and routines
3. Achieving personal activity goals aimed at reducing stress and boosting our body's ability to fight disease

**There are 3 components to this journal:**

1. First, you will **complete daily physical activity and social emotional learning challenges** designed to prepare our minds and body for optimal performance and creativity.
2. Second, you will use **Tabata-style activity intervals** to help you progress toward a daily physical activity goal of 60 minutes of moderate to vigorous physical activity.
3. Third, you will **tune into WCNY for wellness and health activities:** <http://www.wcny.org/tvclassroom/>

**Your 2-week SMART goal is:**

Remember: A SMART goal is Specific, Measurable, Achievable, Realistic, and Time-bound.

- **During the next two weeks, I will be physically active for at least 60 minutes per day for a minimum of 12 of 14 days. I will track my activity using the activity log provided in this journal.**
- **REMEMBER TO HAVE FUN!**

**Week 1:**

<b>Day</b>	<b>Activity 1</b>	<b>Activity 2</b>	<b>Activity 3</b>	<b>Total</b>
<b>Sample Day</b>	Daily Health/Fitness/SEL Challenge	Tabata	Get Active By Watching The Daily WCNY Wellness Lesson	How Many Minutes Did You Do?
<b>Day 1</b>				
<b>Day 2</b>				
<b>Day 3</b>				
<b>Day 4</b>				
<b>Day 5</b>				
<b>Day 6</b>				
<b>Day 7</b>				

**Week 2:**

<b>Day</b>	<b>Activity 1</b>	<b>Activity 2</b>	<b>Activity 3</b>	<b>Total</b>
<b>Sample Day</b>	Daily Health/Fitness/SEL Challenge	Tabata	Get Active By Watching The Daily WCNY Wellness Lesson	How Many Minutes Did You Do?
<b>Day 1</b>				
<b>Day 2</b>				
<b>Day 3</b>				
<b>Day 4</b>				
<b>Day 5</b>				
<b>Day 6</b>				
<b>Day 7</b>				

### Daily Activity Challenges

Complete each challenge. When finished, mark an **X** next to that day's challenge.

Day	Challenge	Complete
<b>Day 1</b>	-Stick 5 post-it notes or paper notes on mirrors at your home that share a positive message unrelated to body-talk/appearances. -Step Jumps: Find a step or a bench and jump up and down 50 times. Be careful. Take a break if you need to.	
<b>Day 2</b>	-Pick 5 different muscles to stretch. Hold each stretch for 20 seconds. -You're going to practice breathing into your belly: Find a comfortable place to lay flat on your back. Place a light object (like a small book) on your belly. Close your eyes and focus on breathing. As you inhale and exhale, stay mindful of the position of the object. Is it moving? Focus on making the object move up when you inhale and down when you exhale. If the object falls off your belly, simply pick it up and place it back in position	
<b>Day 3</b>	-Write/talk about 5 things you can do to help your mind and body relax. -Mindful Senses What do you notice around you? Find: 5 things you see 4 things you feel 3 things you hear 2 things smell 1 thing you taste	
<b>Day 4</b>	-Take a walk, jog or bike ride with a family member -List 3 words or phrases that describe how you feel each time you finish being physically active	
<b>Day 5</b>	-Go outside and play. Get active! -Card Fitness Take a deck of cards, flip the top card. Complete exercises based on the suit & number on the card. Face cards are worth 15. Spades- jumping jacks, Clubs- squats, Hearts mountain climbers, Diamonds- Your choice	
<b>Day 6</b>	-Abs!: 10 knee to elbow planks, 10 crunches, 10 superman poses -Flutter Kicks: Lie on your stomach. Keeping your legs straight kick them up and down while holding your glutes tight.	
<b>Day 7</b>	<u>Create Your Own Workout</u> - Choose any 8 exercises. - Do 10 repetitions of each exercise. - How many times can you complete the routine in 15 minutes? * Ideas: Jumping Jacks, Arm Circles, Ski- Jumps, Butterfly Stretch, Mountain Climbers, Crab Kicks, Burpees, Push-Ups, Curl-Ups, Jog in Place.*	
<b>Day 8</b>	-4 Walls Face each wall in a room and do a different exercise for 30 seconds -side shuffle -grapevine to left then right -wide stance punches -vertical jumps -Crane Pose Here's a challenge! Put your hands on the ground, lean forward & balance your knees on your elbows	
<b>Day 9</b>	-Core Challenge Plank 10 seconds 10 crunches 10 sit ups Repeat 5 times with no rest! Shuffle Squat Take 4 shuffle steps to your right and squat, then take 4 shuffle steps to your left and squat. -Set the Menu Talk with who takes care of you about choosing the dinner menu. Pick items that are healthy and yummy.	
<b>Day 10</b>	-Perform squats while someone calls out math problems for you to answer. -Identify strategies for staying active and describe to a family member why you enjoy being active.	
<b>Day 11</b>	-Why is it important for you to fuel your body with nutritious foods? -Design a healthy snack or meal to share with your family. How many different vegetables, fruits, whole grains and proteins are in the meal?	
<b>Day 12</b>	-Positive Talk: Be sure to talk to yourself today like you would talk to someone you love. -Power Knees: Bring hands over your head and have your hands and left knee meet in the middle as fast as you can. Repeat 10 times on each leg.	
<b>Day 13</b>	-Find a song you like that is about being proud of who you are and doesn't mention body talk or appearance at all. Write it down and share with a family member. -Jump rope to music!:Can you jump to an entire song without stopping?	
<b>Day 14</b>	Create Your Own Workout: - Choose any 10 exercises. - Do 15 repetitions of each exercise. - How many times can you complete the routine in 15 minutes? * Ideas: Jumping Jacks, Arm Circles, Ski- Jumps, Butterfly Stretch, Mountain Climbers, Crab Kicks, Burpees, Push-Ups, Curl-Ups, Jog in Place.* Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back	

**TABATA Time!**

- ✓ Tabata workouts combine 20 seconds of vigorous activity with 10 seconds of rest in between each set.
- ✓ We may adjust our timing and intensity throughout the module,
- ✓ 4-minute workouts using his timing formula can have positive results on a person’s overall fitness.

We’ll focus on 2 types of Tabata activity routines – “**One and Done**”, and “**Double or Nothing.**” Then, you can use the blank routine chart to create your own workout.

**One and Done**

This format is called “one & done” because each exercise is only done 1 time during the routine.

Set #	Exercise Name	Interval Start
1	<b>Jumping Jacks</b> (20 seconds) Rest 10 seconds	0:00
2	<b>Lunges</b> (20 seconds) Rest 10 seconds	0:30
3	<b>Hold Plank Position</b> (20 seconds) Rest 10 seconds	1:00
4	<b>Invisible Jump Rope</b> (20 seconds) Rest 10 seconds	1:30
5	<b>Squats</b> (20 seconds) Rest 10 seconds	2:00
6	<b>Plank Leg Raises</b> (20 seconds) Rest 10 seconds	2:30
7	<b>Jog in Place with High Knees</b> (20 seconds) Rest 10 seconds	3:00
8	<b>Plank Arm Raises</b> (20 seconds) Rest 10 seconds	3:30

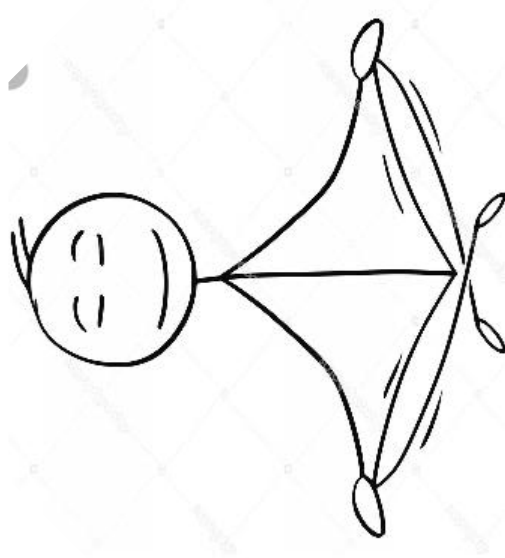
**Double or Nothing**

This format is “Double or Nothing” because each exercise is done twice in a row.

Set #	Exercise Name	Interval Start
1	<b>Lunges</b> (20 seconds) Rest 10 seconds	0:00
2	<b>Lunges</b> (20 seconds) Rest 10 seconds	0:30
3	<b>Hold Plank Position</b> (20 seconds) Rest 10 seconds	1:00
4	<b>Hold Plank Position</b> (20 seconds) Rest 10 seconds	1:30
5	<b>Squats</b> (20 seconds) Rest 10 seconds	2:00
6	<b>Squats</b> (20 seconds) Rest 10 seconds	2:30
7	<b>Jumping Jacks</b> (20 seconds) Rest 10 seconds	3:00
8	<b>Jumping Jacks</b> (20 seconds) Rest 10 seconds	3:30



## Guided Relaxation



- Sit quietly and comfortably, closing your eyes.
- Focus on your breath. Breathe in... and out...
- Focus on your feet
- Focus on your legs
- Focus on your hips
- Focus on your back
- Focus on your shoulders
- Focus on your arms
- Focus on your hands
- Focus on your face
- Continue to breathe in... and out... in... and out...
- Enjoy the relaxation of your body!

# Belly Breathing

- Stand quietly and comfortably, or lie down on the ground
- Place both hands on your belly
- When you slowly breathe in, feel your belly expanding like a balloon
- When you breathe back out, feel your belly deflate like a balloon letting go of all its air
- Continue breathing this way for three minutes
- Try to make your breath slow and steady
- Each time you breathe out, imagine letting go of stress and tension
- Do this every time you're stressed or anxious
- Enjoy the relaxation of your body!





## Shake It Off!



- Make sure you have space
- Pick your favorite fun, upbeat song
- When you hear the music... SHAKE! SHAKE! SHAKE!
- When the music stops... CLAP! CLAP! CLAP!
- Keep your hands together on the third clap and bring them to your heart.
- Breath in... and out... in... and out... in... and out.

MY NAME

MY MOOD TODAY (CIRCLE)



STRATEGY  
ACTIVITY  
SHEET

# MANAGING EMOTIONS



We all feel many different emotions each day. Some of these feelings can be very strong. It helps to have **strategies**—things we can think about or do—so we can use our emotions wisely. This will help us to stay healthy and be kind to ourselves and others.

**DIRECTIONS:** Read the situation below. Then, answer the questions in the boxes about the strategies that Makayla can use.



Makayla decides to try out for the basketball team at her school. She loves to play basketball, but she has never played on a team before. She doesn't sleep well the night before tryouts because she is so nervous. At tryouts, she has trouble keeping up with the instructions that the coach is giving to the players. At one point, when she misses a pass, two of the other players roll their eyes at her. After the tryouts are over, Makayla finds out that she did not make the team. She feels like she is going to cry, and she sits alone to wait for her dad to pick her up from the school.

<p>What feelings do you think Makayla is having?</p> <hr/> <hr/> <hr/> <hr/>	<p>What could Makayla say to herself to manage these feelings?</p> <hr/> <hr/> <hr/> <hr/>
<p>What could Makayla do to help her with her feelings?</p> <hr/> <hr/> <hr/> <hr/>	<p>If you knew Makayla was feeling this way, what could you do to support her?</p> <hr/> <hr/> <hr/> <hr/>

MY NAME

MY MOOD TODAY (CIRCLE)



## CREATING A COMMUNITY OF SUPPORT



**We all need support.** You can help build a community of support wherever you are by recognizing the feelings of others and practicing empathy.

**DIRECTIONS:** Read the following scenes, and try to see the situation through each character's eyes. Answer the questions that follow on a separate sheet of paper.

### Support Scene 1:

Gavin is a student in your class. You invite him to play basketball with you at recess, but he says no. At lunch, you see him sitting on his own, just picking at his food. You know that his younger sister has been in the hospital recently and wonder if that is the reason he is so quiet today.



1. What might Gavin be feeling?
2. How could you help Gavin deal with his feelings?
3. What could you do or say to show support?

**Support Scene 2:** Bettina is a student in your class. When she got to school today, she seemed quieter than usual. She forgot her homework and had to miss morning recess to make it up. Later, during science time, she accidentally knocked over the tray of sand her group was using. Her group members complained loudly, and she had to clean up the mess. When you asked her a question on your way to lunch, she responded angrily and stomped away.

4. What might Bettina be feeling?
5. How could you help Bettina deal with her feelings?
6. What could you do or say to show support?

### Thanks for the Support!

Now, think about a person in your life who has helped and supported you. On a separate sheet of paper, write a letter to express your gratitude (thankfulness) to this person. Make sure to include the following:

- What did this person do?
- How did they make you feel?
- How have they changed your life for the better?



After you write your letter, you can deliver it to the person who supported you.


**FAMILY  
TAKE-HOME**

# OUR BEST SELVES

Lessons on Social-Emotional Learning With ELA

## SOCIAL-EMOTIONAL LEARNING AT HOME

In school, we've been learning about social-emotional skills and how to be our best selves. Use the activities on this sheet as an opportunity to sit down as a family and speak openly about how we can support ourselves and others.



Photo: © iStockphoto

### Mix-and-Match Emotions

Do your family members “read” situations the same way? As a family, take a look at the following situations on the following cards. Discuss which emotion each family member thinks would best match. Does everyone agree? Why do you think people might see the same situation differently?

**BONUS:**  
Draw an  
emoji for each  
emotion

#### SITUATIONS

Your family is running late for a doctor's appointment. Once you arrive at the doctor's office, you spend 45 minutes sitting in the waiting room.

Your family has decided to go on a vacation to another state for two whole weeks. You will get to do lots of outdoor activities like camping and hiking while you are there.

You usually spend a lot of time with your close friend, but recently he or she has not been returning your calls. Your birthday is coming up, but you're not sure if he or she remembers.

#### EMOTIONS

**disappointed**
**bored**
**content**
**worried**
**irritated**
**thrilled**

### Keep the Conversation Going!

Conversations at home can be a great way to help children build their social-emotional understanding. Try these conversation starters with your child and other family members:

#### Managing Emotions

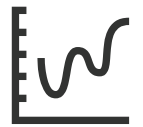
- It looks like you are feeling \_\_\_\_\_ right now.
- I understand why that would be \_\_\_\_\_ (frustrating, exciting, disappointing)
- Have you tried...
  - Taking some deep breaths?
  - Writing down how you feel?
  - Exercising?

#### Providing Support and Empathy

- How do you think he or she is feeling right now?
- Can you remember a time when you felt that way?
- What helps you when you are feeling that way?
- What do you think we should do to help?

MY NAME

MY MOOD TODAY (CIRCLE)



DATA  
COLLECTION  
SHEET

# KEEPING TRACK OF YOUR EMOTIONS

**DIRECTIONS:** Use the following data table to track your emotions at different times in the day.

<b>RED:</b> angry, nervous	<b>YELLOW:</b> happy, excited
<b>BLUE:</b> sad, lonely	<b>GREEN:</b> calm, relaxed



	DAY 1		DAY 2		DAY 3	
Time	Mood (COLOR)	What Was Happening?	Mood (COLOR)	What Was Happening?	Mood (COLOR)	What Was Happening?
Early Morning						
Late Morning						
Noon						
Afternoon						
After School						

1. When did you **most** enjoy your mood, and what was happening at that time?

\_\_\_\_\_

2. When did you **least** enjoy your mood, and what was happening at that time?

\_\_\_\_\_

3. Look at the data you collected. What **patterns** do you notice? (To start, look at the data for the same time slot on Day 1, 2, and 3, and see if there are similarities.)

\_\_\_\_\_  
\_\_\_\_\_

4. If you want to change your mood or keep it the same, what **strategies** could you use?

\_\_\_\_\_  
\_\_\_\_\_



MY NAME

MY MOOD TODAY (CIRCLE)



# MY PERSONAL AFFIRMATION



Self-talk is a powerful way to help manage your emotions. An **affirmation** is a **positive personal statement that you can say to yourself** each day, whenever you need it.

**DIRECTIONS:** Use the prompts below to create your own affirmation.

1. What is a message that you can repeat each day to feel more confident or calm? Brainstorm a few ideas below. Say each one to yourself and see how it makes you feel. Circle your favorite. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Is there a more powerful word you could swap into your affirmation? Check a resource like a thesaurus. Example: Replace “do” with “achieve.” \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Why is this message important to you? When (or in what situations) might this affirmation be helpful for you to use? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Use the space below to create a bookmark with your affirmation statement. Then, cut it out. You can use it every day when you read!



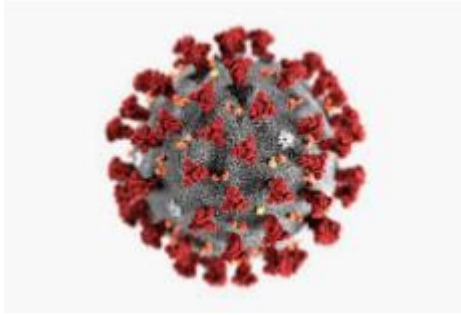
**BONUS:** If you'd like, decorate your bookmark with stickers or color. Or punch a hole on top of your bookmark and knot a ribbon through it.

A vertical dashed line on the left side of the page divides the space into three horizontal sections. The top section is labeled 'Air', the middle section is labeled 'Water', and the bottom section is labeled 'Land'. Each section is separated from the one below it by a solid horizontal line.

**Air**

**Water**

**Land**



# GRADE 6 SOCIAL STUDIES

June 8, 2020

SYRACUSE CITY SCHOOL DISTRICT  
SOCIAL STUDIES LEARN AT HOME LESSON



Name: \_\_\_\_\_

- By the end of this week I will know about more facts about the Bubonic Plague of the 1300's.
- I will be able to compare and contrast Covid-19 and the Bubonic Plague



### *Building Knowledge through Reading and Note -Taking*

#### **Preview: Setting the stage to help you understand the time period**

Instructions: Before embarking on the reading and map analysis complete the activity below to help you learn background information about the topic.

Black Death (Bubonic Plague)	Covid-19 (Corona Virus)
Black Death was caused by bacteria.	Covid-19 is caused by a virus.
Black Death spread from Asia to Europe over 3 years.	Covid-19 spread from Asia to Europe and the Americas in a few months.
Traders traveling over trade routes like the Silk Road carried the disease with them.	People traveling on planes long distances spread the disease to everywhere.
The number of people that died exactly is not known, but it was probably between 100 and 200 million across the world.	After a little more than three months across the whole world about 300,000 people have died as of mid-May.

1. What is one similarity between the Black Death and Covid-19? \_\_\_\_\_

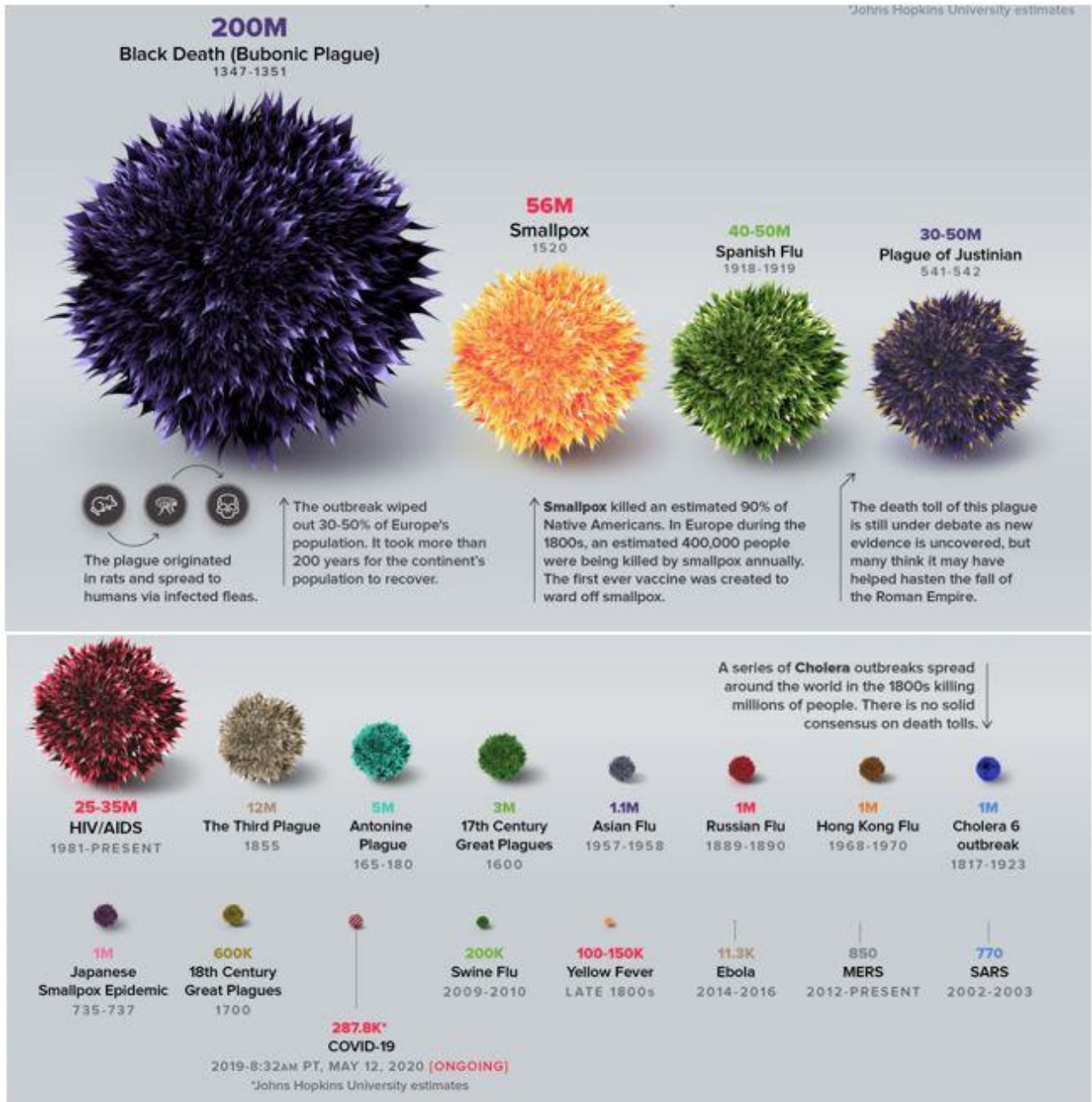
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2. What is one difference between the Black Death and Covid-19? \_\_\_\_\_

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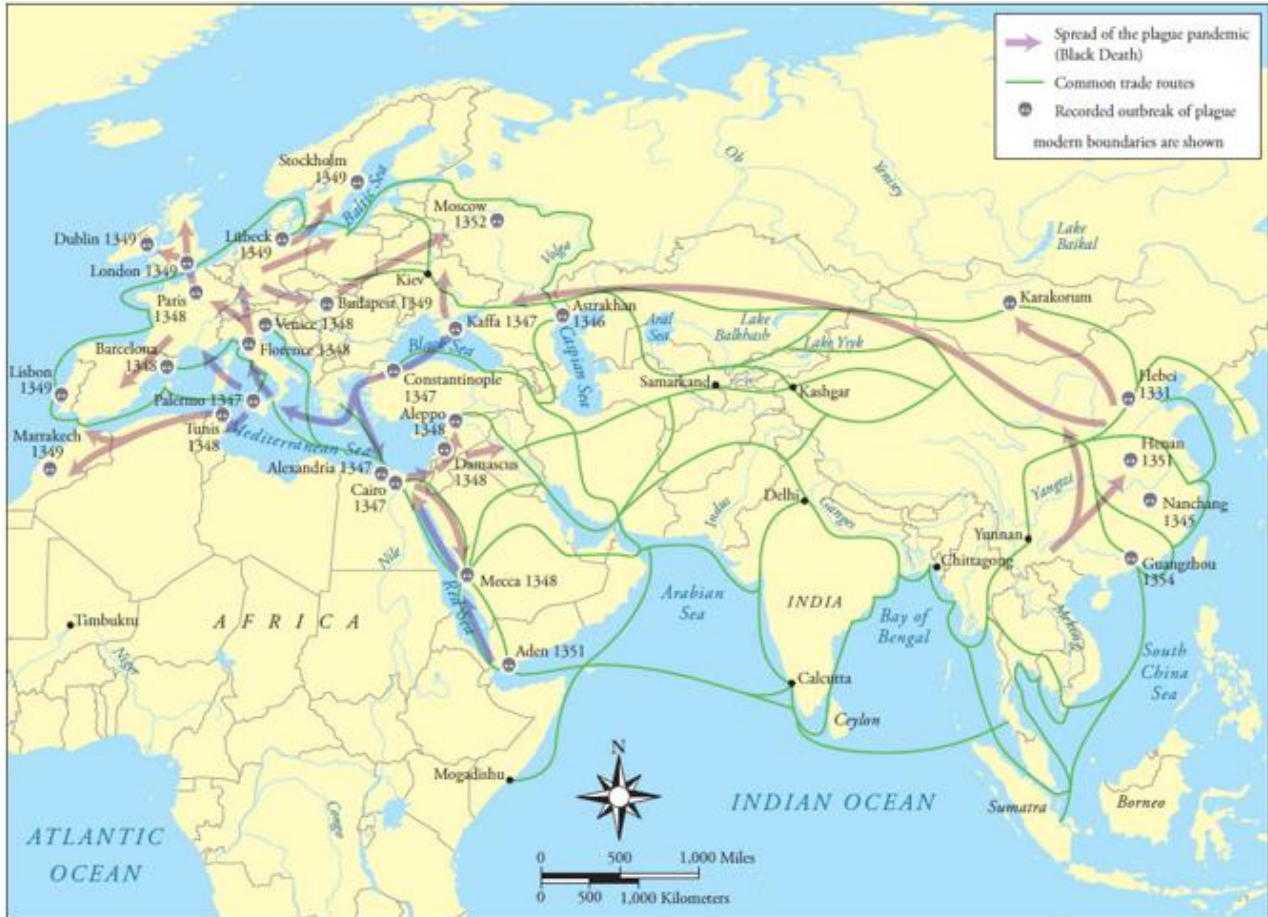


3. What does this visual teach you about diseases and the number of people that they have killed? \_\_\_\_\_

\_\_\_\_\_

**Must Do:** Analyze the maps of the spread of the Black Death and Covid-19. Complete the I notice and I wonder charts.

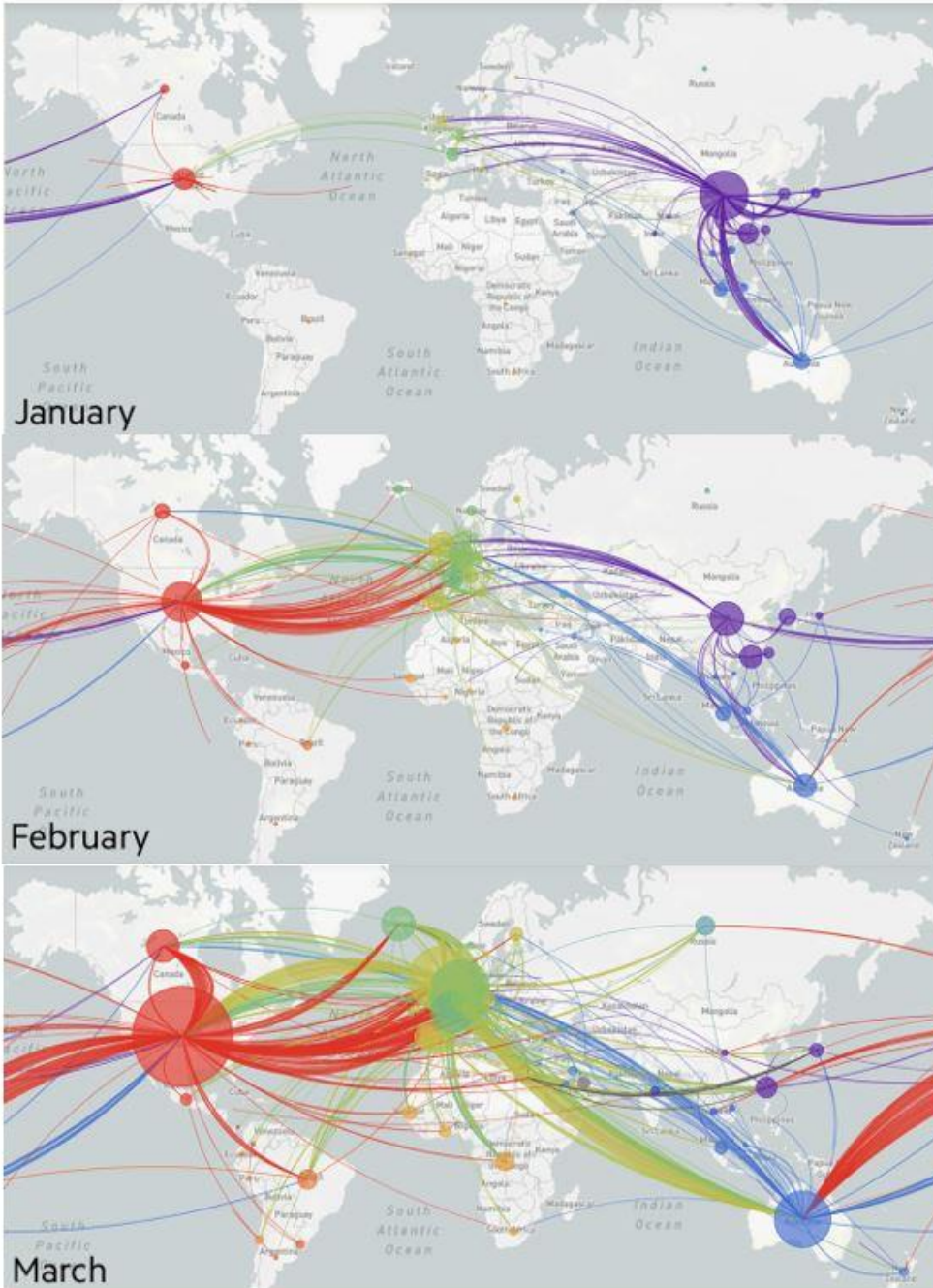
### The Spread of the Black Death in the 1300's



Created for the New York K-12 Social Studies Toolkit by Agate Publishing.

1. I notice _____
2. I notice _____
3. I wonder _____

## The Spread of Covid-19 in 2020



The bigger the circle the more cases of Covid-19 that a country has.

Source:

1. I notice _____
2. I notice _____
3. I wonder _____



**Must Do:**

**Step One: Source the Article**

Type of Source: \_\_\_\_\_

Date Written: \_\_\_\_\_ Title (if available): \_\_\_\_\_

**Step Two: Read the document and annotate the text by writing important observations and questions in the margin. Also, answer the question after each section.**

## **Trade Networks and the Black Death**

By Bennett Sherry, Big History Project, adapted by Newsela

Published:03/23/2020

### **Yersinia pestis: The Black Death**

The spread of Black Death was caused by the Yersinia pestis bacterium. These bacteria sometimes spread to humans. Commonly it is spread by flea bites. Before feeding, fleas vomit into our bloodstreams. This is how the bacteria spread. The effects of the bubonic plague are just as gross. Soon after infection, the diseased person develops swelling in their body, called buboes. Next, bleeding inside the body causes swellings of pus and blood. This gives the skin strange colors. It was a horrific disease. Bubonic plague spread quickly and without warning. Most people who got the plague died.

1. What caused the Black Death and what was it like to have this disease? \_\_\_\_\_

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### **Merchants of death: A trade plague**

The Black Death spread along trade networks. Human interaction with animals and the environment also caused its spread.

Yersinia pestis got its start in Central Asia's countryside. The disease spread through flea bites. But the fleas escaped from Central Asia. They spread on the backs of traders and camels traveling in caravans. From there, the fleas attached themselves to rodents traveling with the caravans. Plague also spread with flea on rats in trading ships. Soon ships carrying plague rats and merchants arrived in other trading ports.

Then the plague spread like wildfire. It likely arrived in the Mediterranean onboard Italian merchant ships. The Black Death would not have been so deadly or so widespread without the trade networks.

2. What human activity helped the Black Death to spread? \_\_\_\_\_

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### **A specter haunting Eurasia**

As many as 100 million people across Afro-Eurasia might have died from the Black Death. That was a huge number. Compared with today's population, it is equal to between 1 billion and 2 billion people dying.

After the plague, trade was ruined everywhere.

Europe got hit the worst. Its cities were crowded, damp, and dirty. The plague decimated Europe from 1347 to 1351. It killed up to 25 million Europeans out of a population of 75 million. In some Italian cities and France's countryside, however, death rates approached 60 percent. Europeans tried to make sense of the death and terror brought by the plague. Many thought that the world was ending. Others began to question the power of the Catholic Church and the social class system around them. Peasant uprisings increased.

3. Why did Europe get hit the worst? \_\_\_\_\_

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### **Death and labor: Plague reshapes European economies**

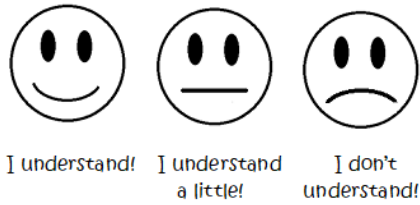
Still, the horrors of Black Death were followed by some positive changes. The sudden death of millions of people completely changed social relationships. The transformations caused by the Black Death might have brought an end to feudalism. They also likely helped to start the Renaissance in Europe.

Fewer people meant fewer peasants to work the fields of feudal lords. After the plague, though, workers who didn't die gained power. Soon, workers everywhere started to demand higher pay. Pay in England, for example, rose as much as 40 percent between 1340 and 1360. Europeans who survived the plague lived longer.















## Self- Reflection

Self -Reflect by using the following key for each part of the lesson you completed this week.



Then list one thing you think you need help with next time and a goal for yourself for next week on completing your work.

 <b>Building Knowledge: Preview</b>		 <b>Reading</b>		 <b>Evidence of Learning</b>	
Parts of Lesson	   <small>I understand I understand a little I don't understand</small>	Parts of Lesson	   <small>I understand I understand a little I don't understand</small>	Parts of Lesson	   <small>I understand I understand a little I don't understand</small>
Learning from multiple sources		Finding the Date and Title of the article		Use of Complete Sentences in Writing	
Observing or Listening to new information		Annotating by writing in the margins		Use of Evidence	
Completing Graphic Organizers		Answering the Questions		Answering the question fully in prompt	

What do I need help with next week?

What goal do I have for myself for next week?



# Superpower Project

June 8-12, 2020

All of us are good at a few things. We have strengths such as bravery, patience, or a gift for music. Please write down three of your personal strengths. How could one of these become a personal superpower? Create a superhero based in this strength. Draw a cartoon superhero in any style you would like (for example manga) with whatever art supplies you have available. Think of symbols and actions your hero could wear or do that illustrates this power. Please give your hero a name and write a few sentences about the superpower they possess. Share your work with your art teacher or return this with your completed packet to school.

# Music Therapy Project

June 8-12, 2020

Music touches all aspects of our lives – physical, emotional, psychological, and behavioral. As a form of therapy, music is a proven way to reduce stress and get into a mindful state of consciousness. Psychologists believe that music therapy also improves the quality of life and can help people deal with pain, loss, paying attention, relationships, and more. Below, write about what kind of music you like to listen to help you through a situation. You can include specific songs and artists if you would like. Describe details about the music that you find helpful – is it the volume, speed, instruments, or other parts of the music? Share how the music helps you – is it to relax, get pumped up, take your mind of things, or other ways? Then go listen to some music that makes you happy!