



REMOTE LEARNING

Grade 6

Coursework for May 18-29

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 to log in and access the various digital content available for you!

ADDITIONAL RESOURCES

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 SCSJ 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/>.

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



The Scholarship Jacket

By Marta Salinas

1986

“The Scholarship Jacket” is one of the best-known stories by Mexican American author Marta Salinas. It describes a difficult situation that Marta, called “Martha” by her teacher, is faced with after she earns excellent grades in school.

As you read this story, take notes on the descriptive language and word choice that help reveal Marta’s point of view.

Text	Questions to answer to help you understand each section.	Glossary
<p>1 The <i>small Texas school</i> that I went to had a tradition carried out every year during the eighth grade graduation: a beautiful gold and green jacket (the school colors) was awarded to the class valedictorian, the student who had maintained the highest grades for eight years. The scholarship jacket had a big gold S on the left front side and your name written in gold letters on the pocket.</p>	<p><i>What is the setting?</i></p> <p><i>What happens every year during 8th grade graduation?</i></p>	
<p>2 My oldest sister, Rosie, had won the jacket a few years back, and I fully expected to also. I was fourteen and in the eighth grade. I had been a straight A student since the first grade and this last year had looked forward very much to owning that jacket. My father was a farm laborer who couldn’t earn enough money to feed eight children, so when I was six I was given to my grandparents to raise. We couldn’t participate in sports at school because there were registration fees, uniform costs, and trips out of town; so, even though our family was quite agile and athletic there would never be a school sports jacket for us. This one, the scholarship jacket, was our only chance.</p>	<p><i>What does the narrator want?</i></p> <p><i>What details do we learn about the narrator?</i></p>	<p>farm laborer- someone who works on a farm</p> <p>agile and athletic- able to move quickly and play sports</p>
<p>3 In May, close to graduation, spring fever had struck as usual with a vengeance. No one paid any attention in class; instead we stared out the windows and at each other, wanting to speed up the last few weeks of school. I despaired every time I looked in the mirror. Pencil thin, not a curve anywhere. I was called “beanpole” and “string bean,” and I knew that’s what I looked like. A flat chest, no hips, and a brain; that’s what I had. That</p>	<p><i>What other details do we learn about the narrator?</i></p>	<p>Vengeance- in a very strong way</p> <p>Despaired- felt very sad</p>

<p>really wasn't much for a fourteen-year-old to work with, I thought, as I absent-mindedly wandered from my history class to the gym.</p>		
<p>4 Another hour of sweating in basketball and displaying my toothpick legs was coming up. Then I remembered my P.E. shorts were still in a bag under my desk where I'd forgotten them. I had to walk all the way back and get them. Coach Thompson was a real bear if someone wasn't dressed for P.E.</p>		<p>P.E.- gym class</p> <p>was a real bear- someone angry</p>
<p>5 I was almost back at my classroom door when I heard voices raised in anger as if in some sort of argument. I stopped. I didn't mean to eavesdrop, I just hesitated, not knowing what to do. I needed those shorts and I was going to be late, but I didn't want to interrupt an argument between my teachers. I recognized the voices: Mr. Schmidt, my history teacher, and Mr. Boone, my math teacher. They seemed to be arguing about me. I couldn't believe it. I still remember the feeling of shock that rooted me flat against the wall as if I were trying to blend in with the graffiti written there.</p>	<p><i>Who is the narrator listening to?</i></p>	<p>Eavesdrop- listen to others and they don't know you are there</p> <p>rooted me flat- standing still against the wall, can't move</p>
<p>6 "I refuse to do it! I don't care who her father is, her grades don't even begin to compare to Martha's. I won't lie or falsify records. Martha has a straight A-plus average and you know it." That was Mr. Schmidt and he sounded very angry. Mr. Boone's voice sounded calm and quiet. "Look. Joann's father is not only on the Board, he owns the only store in town: we could say it was a close tie and—"</p>	<p><i>What is the narrator's name?</i></p> <p><i>What do you think the math teacher wants to do?</i></p>	<p>Falsify- make something untrue</p> <p>on the Board- a group of people that make decisions about schools</p>
<p>7 The pounding in my ears drowned out the rest of the words, only a word here and there filtered through. "... Martha is Mexican ... resign ... won't do it..." Mr. Schmidt came rushing out and luckily for me went down the opposite way toward the auditorium, so he didn't see me. Shaking, I waited a few minutes and then went in and grabbed my bag and fled from the room. Mr. Boone looked up when I came in but didn't say anything. I went home very sad and cried into my pillow that night so Grandmother wouldn't hear me.</p>	<p><i>Why do you think Martha is upset and crying?</i></p>	<p>only a word here and there filtered through- she's so upset she's not hearing everything they say</p>
<p>8 The next day when the principal called me into his office I knew what it would be about. He looked uncomfortable and unhappy. I decided I wasn't going to make it any easier for him, so I</p>	<p><i>How is the principal feeling?</i> <i>What words tell you how he is feeling?</i></p>	

<p>looked him straight in the eyes. He looked away and fidgeted with the papers on his desk.</p>		
<p>9 “Martha,” he said, “there’s been a change in policy this year regarding the scholarship jacket. As you know, it has always been free.” He cleared his throat and continued. “This year the Board has decided to charge fifteen dollars, which still won’t cover the complete cost of the jacket.”</p> <p>“So if you are unable to pay the fifteen dollars for the jacket it will be given to the next one in line.” I didn’t need to ask who that was.</p>	<p><i>What does the principal want to do?</i></p> <p><i>Why do you think he wants to do this?</i></p>	
<p>10 Standing with all the dignity I could muster, I said, “I’ll speak to my grandfather about it, sir, and let you know tomorrow.” I cried on the walk home from the bus stop. The dirt road was a quarter mile from the highway, so by the time I got home, my eyes were red and puffy.</p>		
<p>11 “Where’s Grandpa?” I asked Grandma, looking down at the floor so she wouldn’t ask me why I’d been crying. She was sewing on a quilt as usual and didn’t look up.</p> <p>“I think he’s out back working in the field.”</p>		
<p>12 I went outside and looked out at the fields. There he was. I could see him walking between the rows, his body bent over the little plants, hoe in hand. I walked slowly out to him, trying to think how I could best ask him for the money. I wanted that jacket so much. It was more than just being a valedictorian and giving a little thank you speech for the jacket on graduation night. It represented eight years of hard work and expectation. I knew I had to be honest with Grandpa; it was my only chance. He saw my shadow and looked up.</p>	<p><i>Why does Martha want the jacket?</i></p>	
<p>13 He waited for me to speak. I cleared my throat nervously and clasped my hands behind my back so he wouldn’t see them shaking. “Grandpa, I have a big favor to ask you,” I said in Spanish, the only language he knew. He still waited silently. I tried again. “Grandpa, this year the principal said the scholarship jacket is not going to be free. It’s going to cost fifteen dollars, and I have to take the money in tomorrow, otherwise it’ll be given to someone else.” He looked out over the field that was filled with the tiny green bean plants. I</p>		

<p>waited, desperately hoping he'd say I could have the money.</p>		
<p>14 He turned to me and asked quietly, "What does a scholarship jacket mean?"</p> <p>I answered quickly; maybe there was a chance. "It means you've earned it by having the highest grades for eight years and that's why they're giving it to you." Too late I realized the significance of my words.</p> <p>Grandpa knew that I understood it was not a matter of money. It wasn't that. He went back to hoeing the weeds. Finally he spoke again as I turned to leave, crying.</p>	<p><i>What does getting the jacket mean?</i></p> <p><i>Should someone have to pay for getting the jacket?</i></p>	<p>Significance- how important some thing is</p>
<p>15 "Then if you pay for it, Marta, it's not a scholarship jacket, is it? Tell your principal I will not pay the fifteen dollars."</p> <p>I walked back to the house and locked myself in the bathroom for a long time. I was angry with Grandfather even though I knew he was right, and I was angry with the Board, whoever they were. Why did they have to change the rules just when it was my turn to win the jacket? Those were the days of belief and innocence.</p>	<p><i>Why won't Grandpa pay \$15?</i></p>	
<p>16 It was a very sad girl who dragged into the principal's office the next day. This time he did look me in the eyes.</p> <p>"What did your grandfather say?"</p> <p>I sat very straight in my chair.</p> <p>"He said to tell you he won't pay the fifteen dollars."</p>	<p><i>What does Martha tell the principal?</i></p>	
<p>17 The principal muttered something I couldn't understand under his breath and walked over to the window. He stood looking out at something outside. He looked bigger than usual when he stood up; he was a tall, thin man with gray hair, and I watched the back of his head while I waited for him to speak.</p> <p>"Why?" he finally asked. "Your grandfather has the money. He owns a two-hundred acre ranch."</p>		

<p>I looked at him, forcing my eyes to stay dry. “I know, sir, but he said if I had to pay for it, then it wouldn’t be a scholarship jacket.”</p> <p>I stood up to leave. “I guess you’ll just have to give it to Joann.” I hadn’t meant to say that, it had just slipped out. I was almost to the door when he stopped me.</p> <p>“Martha—wait.”</p> <p>I turned and looked at him, waiting. What did he want now? I could feel my heart pounding loudly in my chest and I was afraid I was going to be sick. I didn’t need any sympathy speeches. He sighed loudly and went back to his big desk. He watched me, biting his lip.</p>		
<p>18 “Okay. We’ll make an exception in your case. I’ll tell the Board, you’ll get your jacket.”</p> <p>I could hardly believe my ears. I spoke in a trembling rush. “Oh, thank you, sir!” Suddenly I felt great. I wanted to yell, jump, run the mile, do something. I ran out so I could cry in the hall where there was no one to see me.</p> <p>At the end of the day, Mr. Schmidt winked at me and said, “I hear you’re getting the scholarship jacket this year.”</p> <p>His face looked as happy and innocent as a baby’s, but I knew better. Without answering I gave him a quick hug and ran to the bus.</p>	<p><i>What does the principal decide to do?</i></p>	
<p>19 I cried on the walk home again, but this time because I was so happy. I couldn’t wait to tell Grandpa and ran straight to the field.</p> <p>“The principal said he’s making an exception for me, Grandpa, and I’m getting the jacket after all. That’s after I told him what you said.”</p> <p>Grandpa didn’t say anything; he just gave me a pat on the shoulder and a smile</p> <p>“Better go see if your grandmother needs any help with supper.”</p> <p>I gave him a big grin. He didn’t fool me. I skipped and ran back to the house whistling some silly tune.</p>		

Text-Dependent Questions

1. PART A: Which of the following best identifies a major theme of this story?

- A. It is best to focus on one's education without worrying about recognition.
- B. Being an American means acting with respect for hard work and justice.
- C. One should respect the wisdom of elders when solving problems.
- D. It is difficult but important to stand up for what is fair and right.

2. PART B: Which quote from the text best supports the answer to Part A?

- A. "I had been a straight A student since the first grade and this last year had looked forward very much to owning that jacket." (Section 2)
- B. "My father was a farm laborer who couldn't earn enough money to feed eight children, so when I was six I was given to my grandparents to raise." (Section 2)
- C. "It was more than just being a valedictorian and giving a little thank you speech for the jacket on graduation night. It represented eight years of hard work and expectation." (Section 12)
- D. "Then if you pay for it, Marta, it's not a scholarship jacket, is it? Tell your principal I will not pay the fifteen dollars." (Section 15)

3. In section 8, why is it significant that the principal cannot look Marta in the eyes?

- A. It reveals that he knows what he is doing is wrong, and he is ashamed.
- B. It reveals that he is blind to justice and does not believe he is doing anything wrong.
- C. It reveals that he is actually distracted by more important things than who gets the jacket.
- D. It reveals that he doesn't care about what the scholarship jacket means to Marta.

4. How do Marta's feelings change over the course of the story? Cite evidence from at least 3 examples in the story.

First feeling _____

Text detail _____

Second feeling _____

Text detail _____

Third feeling _____

Text detail _____

5. How does the principal's point of view towards Marta change throughout the story? Cite evidence from the story in your response.

First the principal feels _____ about Marta.

Text detail

At the end he feels _____ about Marta.

Text detail

Discussion Questions

Directions: Choose 2 questions to answer. Brainstorm your answers to the following questions on a separate sheet of paper. Share your ideas with a parent or sibling.

1. Have you ever experienced injustice or discrimination based on how much money you – or someone else – had? How did it feel? What did you do?

2. According to the story, the principal wanted to make a special rule preventing Marta from getting the scholarship jacket. This is considered discrimination. In the context of this story, where does prejudice and discrimination come from? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

3. Would it have been fair if the school had given the jacket to Joann? Why or why not?

4. In your opinion, what makes a situation fair? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

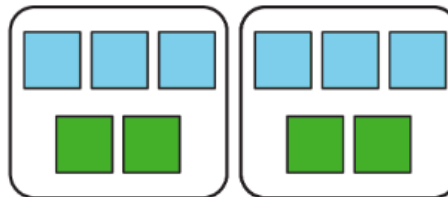
5. In the context of this story, what can – and can't – money buy? Do you believe money can lead to happiness? Why or why not? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Refresh and Review: May 18th

Ratio Review

A ratio is an association between two or more quantities.

For example, the ratio **3 : 2** could describe a recipe that uses 3 cups of flour for every 2 eggs, or a boat that moves 3 meters every 2 seconds. One way to represent the ratio **3 : 2** is with a diagram that has 3 blue squares for every 2 green squares.



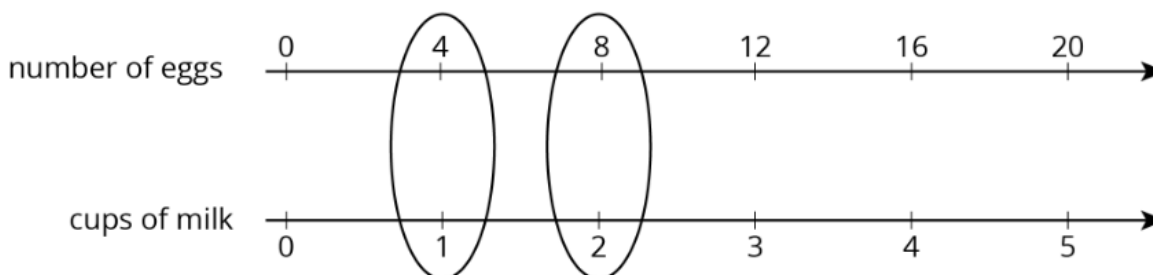
Two ratios are equivalent if you can multiply each of the numbers in the first ratio by the same factor to get the numbers in the second ratio. For example, **8 : 6** is equivalent to **4 : 3**, because $8 \cdot \frac{1}{2} = 4$ and $6 \cdot \frac{1}{2} = 3$.

A recipe for lemonade says to use 8 cups of water and 6 lemons. If we use 4 cups of water and 3 lemons, it will make half as much lemonade. Both recipes taste the same, because **8 : 6** and **4 : 3** are equivalent ratios.

cups of water	number of lemons
8	6
4	3

The double number line diagram is a useful, efficient, and sophisticated tool for reasoning about equivalent ratios.

For example, if the ratio of number of eggs to cups of milk in a recipe is 4 to 1, we can draw a number line for the number of eggs and one for the cups of milk. On the number lines, the quantity of 4 for the number of eggs and the 1 for cups of milk would line up vertically, as would 8 eggs and 2 cups of milk, and so on.



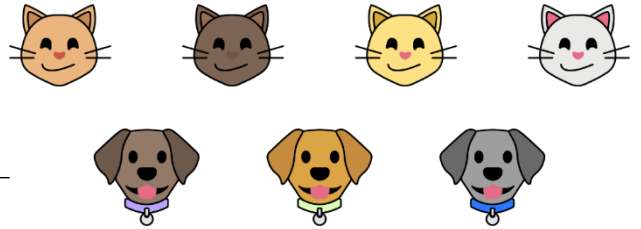
The unit price is the cost for one item or for one unit of measure. For example, if 10 feet of chain link fencing cost \$150, then the unit price is $150 \div 10$, or \$15 per foot.

The word *per* means "for each." For example, if the price is \$5 per ticket, that means you will pay \$5 *for each* ticket. Buying 4 tickets would cost \$20, because $4 \cdot 5 = 20$.

Practice:

1. Complete the sentences to describe this picture.

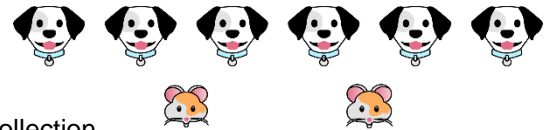
- The ratio of cats to dogs is _____.
- The ratio of dogs to cats is _____.
- For every _____ dogs, there are _____ cats.



2. At the kennel, there are 6 dogs for every 5 cats.

- The ratio of dogs to cats is _____ to _____.
- The ratio of cats to dogs is _____ to _____.
- For every _____ dogs there are _____ cats.

3. Here is a collection of dogs, mice, and cats:



Write *two* sentences that describe a ratio of types of animals in this collection.



There are 3 cats in a room and no other creatures. Each cat has 2 ears, 4 paws, and 1 tail.



4. Draw a diagram that shows an association between numbers of ears, paws, and tails in the room.

5. Complete each statement:

- The ratio of _____ to _____ to _____ is _____ : _____ : _____.
- There are _____ paws for every tail.
- There are _____ paws for every ear.

6. In a recipe for fizzy grape juice, the ratio of cups of sparkling water to cups of grape juice concentrate is 3 to 1.

- Find two more ratios of cups of sparkling water to cups of juice concentrate that would make a mixture that tastes the same as this recipe.

- Describe another mixture of sparkling water and grape juice that would taste different than this recipe.

A recipe for orange water says, "Mix 3 teaspoons yellow water with 1 teaspoon red water." For this recipe, we might say: "The ratio of teaspoons of yellow water to teaspoons of red water is 3:1."

- Write a ratio for 2 batches of this recipe.
- Write a ratio for 4 batches of this recipe.
- Explain why we can say that any two of these three ratios are equivalent.

10. Each of these is a pair of equivalent ratios. For each pair, explain why they are equivalent ratios or draw a diagram that shows why they are equivalent ratios.

a. 4:5 and 8:10

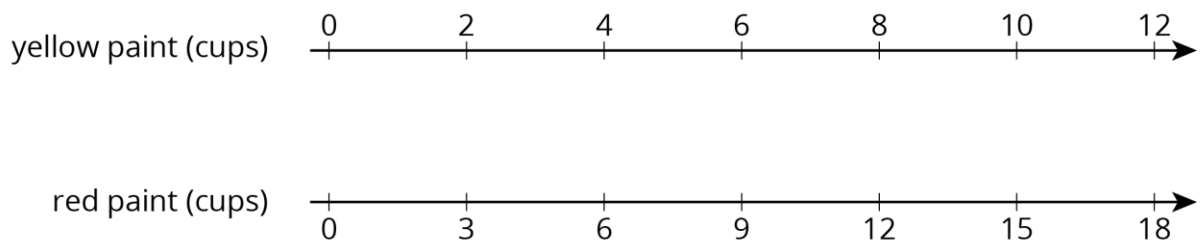
b. 18:3 and 6:1

c. 2:7 and 10,000:35,000

11. Explain why 6:4 and 18:8 are not equivalent ratios.

12. Are the ratios 3:6 and 6:3 equivalent? Why or why not?

13. A particular shade of orange paint has 2 cups of yellow paint for every 3 cups of red paint. On the double number line, circle the numbers of cups of yellow and red paint needed for 3 batches of orange paint.



14. Diego estimates that there will need to be 3 pizzas for every 7 kids at his party. Select **all** the statements that express this ratio.

a. The ratio of kids to pizzas is 7:3.

b. The ratio of pizzas to kids is 3 to 7.

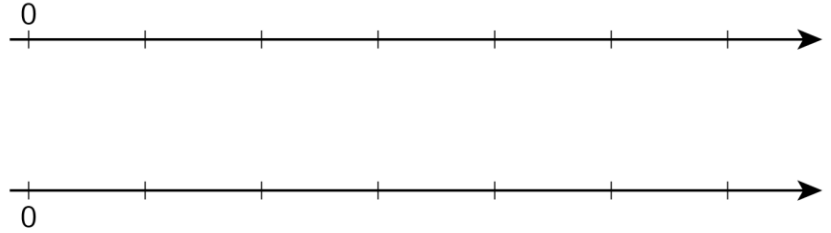
c. The ratio of kids to pizzas is 3:7.

d. The ratio of pizzas to kids is 7 to 3.

e. For every 7 kids there need to be 3 pizzas.

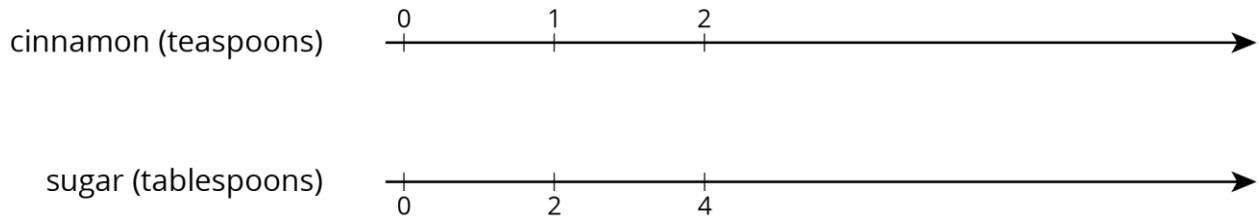
A recipe for one batch of cookies uses 5 cups of flour and 2 teaspoons of vanilla.

15. Complete the double number line diagram to show the amount of flour and vanilla needed for 1, 2, 3, 4, and 5 batches of cookies.

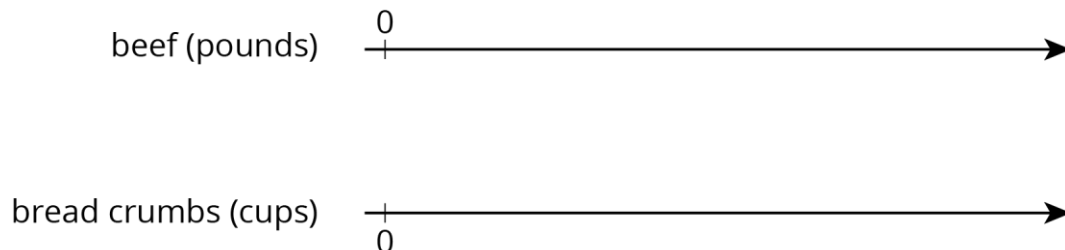


16. If you use 20 cups of flour, how many teaspoons of vanilla should you use?
17. If you use 6 teaspoons of vanilla, how many cups of flour should you use?

18. A recipe for cinnamon rolls uses 2 tablespoons of sugar per teaspoon of cinnamon for the filling. Complete the double number line diagram to show the amount of cinnamon and sugar in 3, 4, and 5 batches.

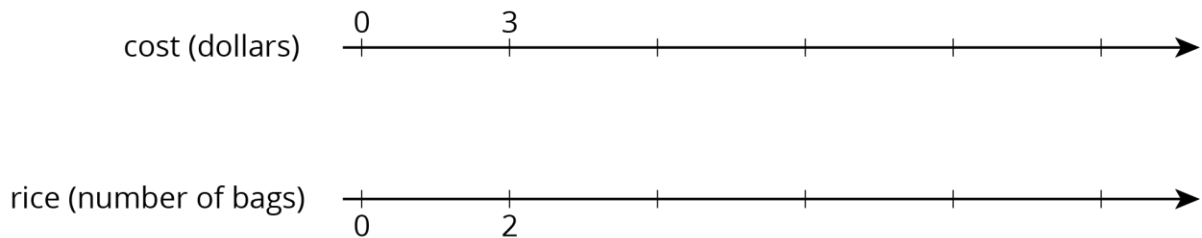


19. One batch of meatloaf contains 2 pounds of beef and $\frac{1}{2}$ cup of bread crumbs. Complete the double number line diagram to show the amounts of beef and bread crumbs needed for 1, 2, 3, and 4 batches of meatloaf.



20. One batch of pink paint uses 2 cups of red paint and 7 cups of white paint. Mai made a large amount of pink paint using 14 cups of red paint.
- How many batches of pink paint did she make?
 - How many cups of white paint did she use?
21. 4 movie tickets cost \$48. At this rate, what is the cost of:
- 5 movie tickets?
 - 11 movie tickets
22. Priya bought these items at the grocery store. Find each unit price.
- 12 eggs for \$3. How much is the cost per egg?
 - 3 pounds of peanuts for \$7.50. How much is the cost per pound?
 - 4 rolls of toilet paper for \$2. How much is the cost per roll?
 - 10 apples for \$3.50. How much is the cost per apple?




23. Here is a double number line showing that it costs \$3 to buy 2 bags of rice:



- At this rate, how many bags of rice can you buy with \$12?
- Find the cost per bag.
- How much do 20 bags of rice cost?

24. The olive trees in an orchard produce 3,000 pounds of olives a year. It takes 20 pounds of olives to make 3 liters of olive oil. How many liters of olive oil can this orchard produce in a year? If you get stuck, consider using the table.

olives (pounds)	olive oil (liters)
20	3
100	
3,000	

Learning Targets			
I can write or say a sentence that describes a ratio. I know how to say words and numbers in the correct order to accurately describe the ratio.	I am not there yet. I need some help.	I am getting there. I need to practice more.	I've got it! I can teach someone.
I can draw a diagram that represents a ratio and explain what the diagram means. I include labels when I draw a diagram representing a ratio, so that the meaning of the diagram is clear.	I am not there yet. I need some help.	I am getting there. I need to practice more.	I've got it! I can teach someone.
If I have a ratio, I can create a new ratio that is equivalent to it. If I have two ratios, I can decide whether they are equivalent to each other.	I am not there yet. I need some help.	I am getting there. I need to practice more.	I've got it! I can teach someone.
When I have a double number line that represents a situation, I can explain what it means. I can create a double number line diagram and correctly place and label tick marks to represent equivalent ratios.	I am not there yet. I need some help.	I am getting there. I need to practice more.	I've got it! I can teach someone.
I can explain what the word per means.	I am not there yet. I need some help.	I am getting there. I need to practice more.	I've got it! I can teach someone.
I can explain what the phrase "at this rate" means, using prices as an example. If I know the price of multiple things, I can find the price per thing.	I am not there yet. I need some help.	I am getting there. I need to practice more.	I've got it! I can teach someone.

Questions I have for my teacher:



Topic:

Name:

Class:

Date:

Essential Question:

Questions:

Notes:

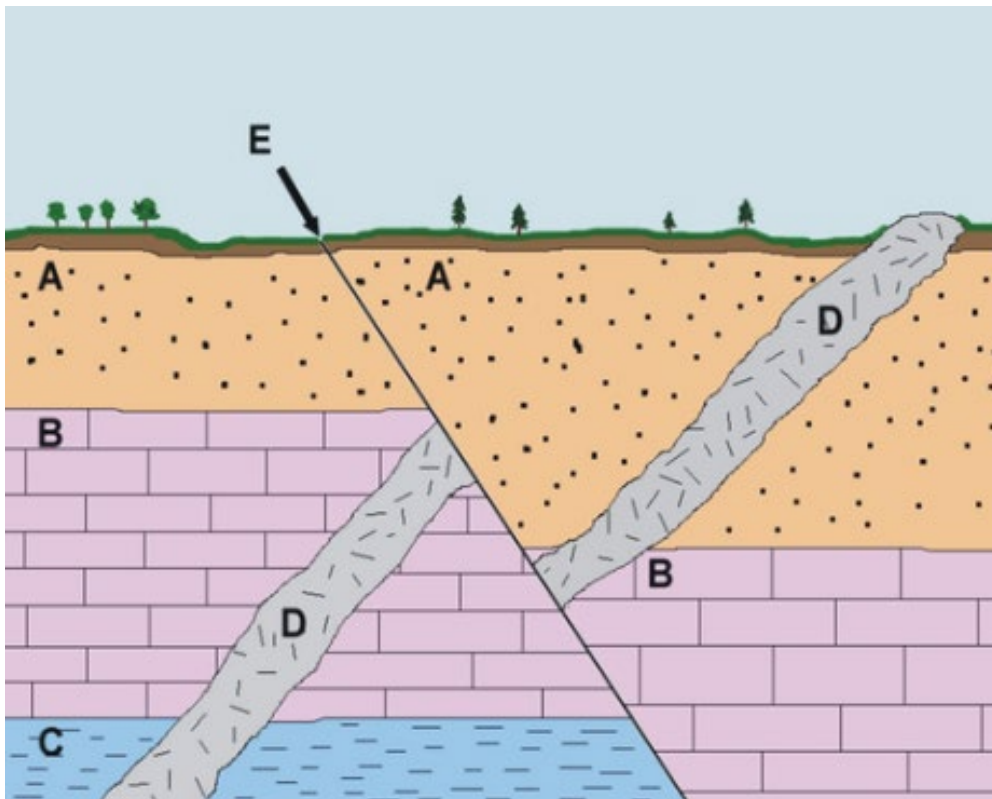
Summary:

Stratigraphy

- Stratigraphy is the study of the order, relative ages and positioning of rock strata
- There are three main laws in stratigraphy

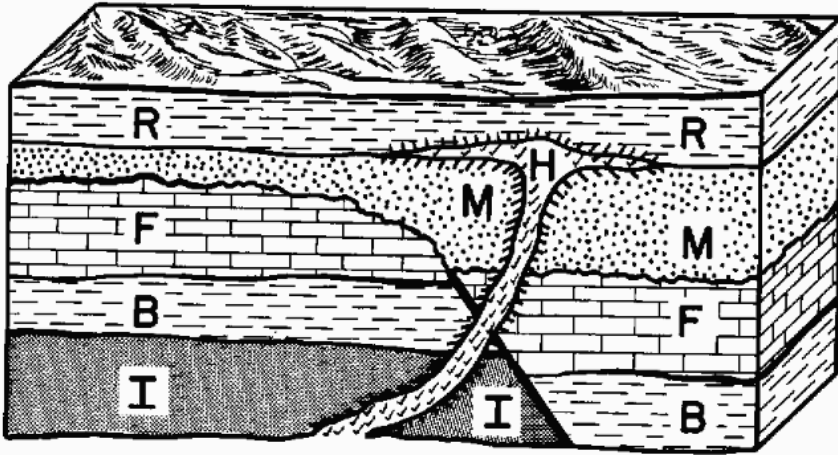
Law	Definition	Picture
Superposition	Younger layers are stacked on top of older layers	
Original Horizontality	Layers of sediment and rock are stacked flat. Tilting or folding happens after the layers are deposited.	
Cross Cutting	If an intrusion (of magma or igneous rock) cuts through rock layers the rock layers are older than the instruction that cuts through them.	

Now let's practice together. On the image below list the rock layers from oldest to youngest.



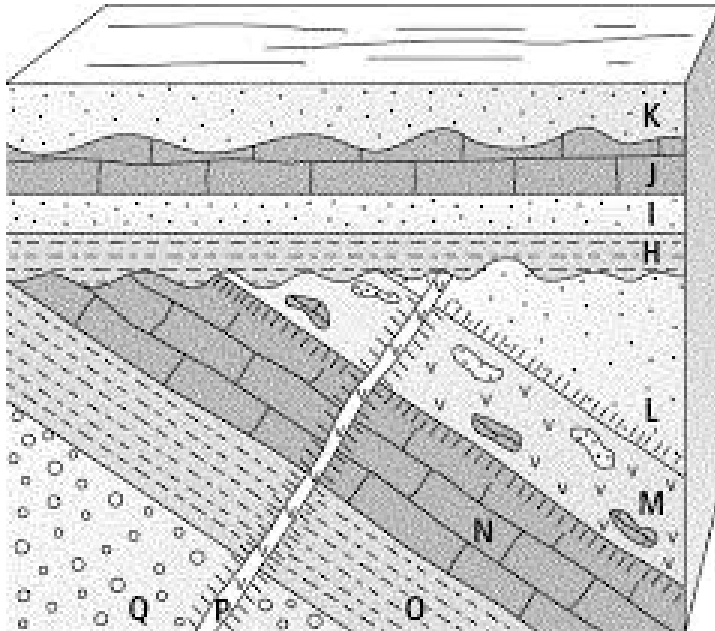
Practice on your own. Choose one of the image below and list the layers in the table from youngest to oldest and which law you used to determine the answer. Circle which choice you will be examining.

Choice #1



Layer Letter	Law of _____

Choice #2





SYRACUSE CITY SCHOOL DISTRICT
SOCIAL STUDIES LEARN AT HOME LESSON

GRADE 6 SOCIAL STUDIES

May 18-22 2020

Name: _____

- By the end of this week I will know about the Silk Road and some of the ways that trade affected the ancient and medieval world.



Building Knowledge through Reading and Note -Taking

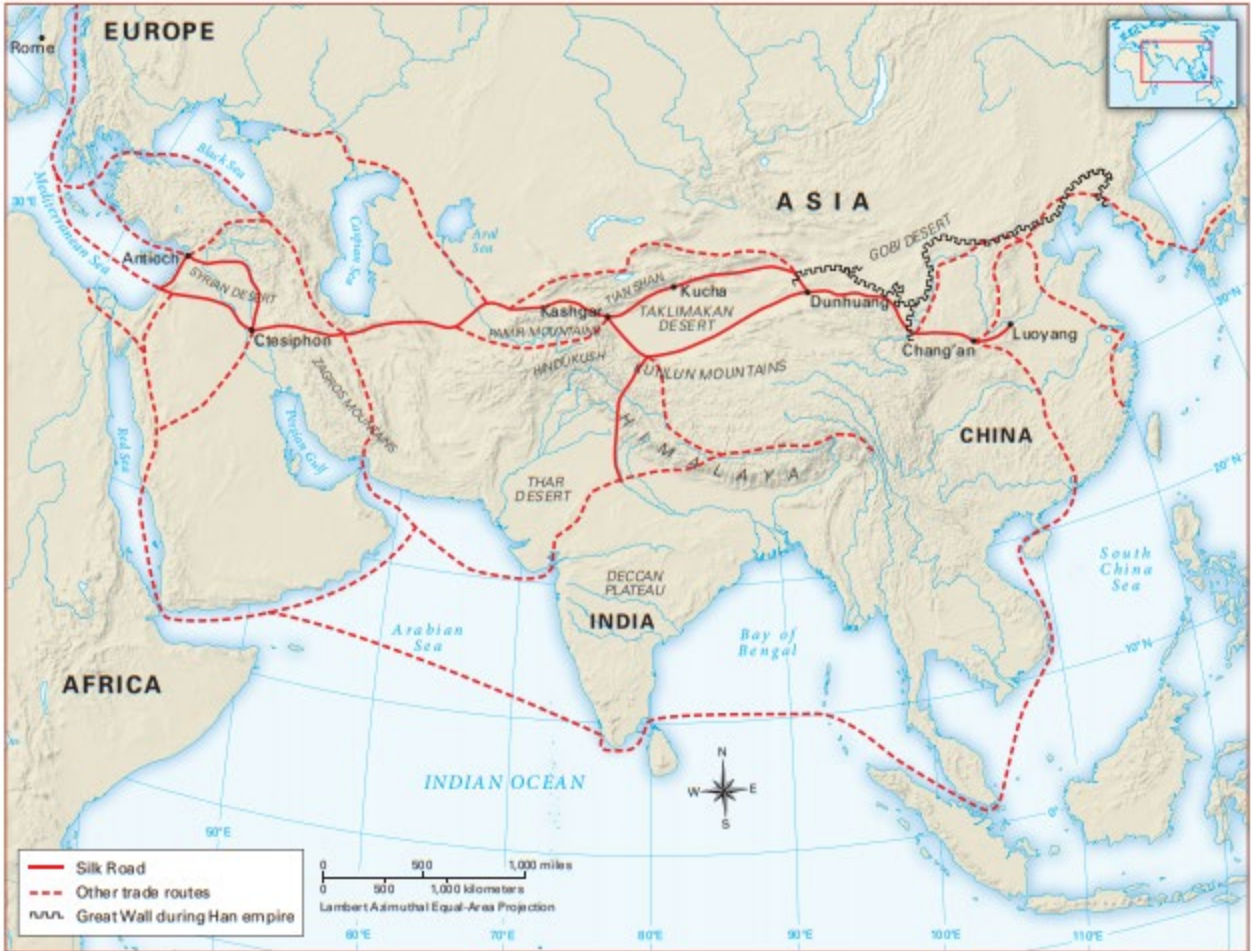
Preview: Setting the stage to help you understand the time period

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/Silkroad> and choose two videos from the Videos column. List 5 things that you learned about the Silk Road for each video.

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

Option 2: Examine the map of the Silk Road. 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 Silk Road

Excerpt from *TeachTCl Ancient World* Textbook. Copyright 2016.

1. Introduction



Under Han rule, new trade routes allowed the Chinese to trade with other ancient cultures. In this chapter, you will explore the great trade route known as the Silk Road.

The Silk Road was a network of smaller trade routes. It stretched for more than four thousand miles across Asia. The Silk Road connected the Han and Roman empires.

Both goods and ideas traveled along the Silk Road. The Chinese traded silk and jade for spices from India and glassware from Rome. Ideas, like Buddhism, entered China with this trade.

The Silk Road **linked** the peoples of the East and the West for more than a thousand years. In this chapter, you will learn more about the exchanges between Asian and western cultures.

Questions:

1. What are some trade goods that China traded on the silk road? _____ and _____.

2. What trade good did India mostly trade? _____.

2. The Opening of the Silk Road

The expansion of the Han empire made the **Silk Road** possible. The military campaigns of the Han drove back nomadic peoples in northwestern China, opening up **trade routes** to the west.

The Father of the Silk Road

A Chinese explorer named Zhang Qian (jahng chee-ehn) is often called the Father of the Silk Road. His travels opened the way for trade between China and its western neighbors.

In 138 B.C.E., a Han emperor sent Zhang Qian west with 100 men. His mission was to persuade western peoples to form an alliance against China's northern enemy, the Huns. Qian returned to China with a lot of knowledge about the places to the west, but that was it.

Some years later, Zhang Qian went on a second journey to the west. This time, he learned about a type of horse that was more powerful than the smaller Chinese horse and better suited for war. He also discovered grapes, which came from Rome and were unknown in China.

Over time, Chinese traders traveled farther west. Smaller trade routes connected to form larger networks. The most famous of these routes became known as the Silk Road, named after the product that traders valued most of all: Chinese silk.

Questions:

1. Do you think that Zhang Qian's travels were successful? Why or why not?



3. Silk

Silk as a Trade Good Silk is a fiber used to make cloth. Silk cloth is strong, but also warm, light, and soft.

Silk was a valuable good for trade because, at first, only the Chinese people knew how to make it. During the Han dynasty, the Chinese had discovered how to make silk out of the fibers taken from the cocoon of the silkworm. To protect the

trade value of silk, the Chinese tried to keep their production process a secret. Under Han rule, revealing the silk-making process was a crime punishable by death.

1. Why was silk so valuable to trade ? _____

Rome Trades Glassware for Silk When people of other cultures learned about silk, it became a highly prized material. The Romans, in particular, eagerly traded valuable goods for silk.

Chinese silk was a luxury item. It was rare and expensive. Even the richest Romans could afford to wear only a strip or a patch of silk stitched to their white togas, or robes. Silk was so highly valued that traders willingly made the dangerous journey eastward to obtain it.

Besides having gold to trade, the Romans had something else the Chinese prized: glassware. The Romans knew how to blow glass into wonderful, delicate shapes. Just as the Romans had never seen silk, the Chinese did not know the method for glass production. The Romans were happy to trade glassware for silk.

1. Why did the Chinese want Roman glassware? _____

3. Difficulties Traveling the Silk Road



The Eastern Silk Road

The Eastern Silk Road connected the capital of China to Kashgar. Travelers formed camel caravans for protection. Bandits sometimes came to rob you along this part of the road. The Great Wall of China did keep some bandits out. Also, sandstorms and harsh conditions made it hard to travel in the desert.

The Western Silk Road

From Kashgar, the Western Silk Road crossed mountains and a desert on its way to Mediterranean ports like Antioch. Travelers faced high, slippery mountain trails and dangerous desert wildlife, such as tigers and lions.

1. List four dangerous things that traders faced on the Silk Road: _____,
_____, _____ and _____.

4. Cultural Exchanges and the Silk Road



The trade between East and West along the Silk Road created **cultural diffusion**, in which ideas and knowledge—as well as goods—spread from one culture to another. For example, China and Rome did not merely trade new products with each other. In time, they learned how to make these products for themselves. By 500 C.E., the Chinese had learned how to make glass. About the same time, the West had learned how to produce silk. Such cultural diffusion **occurs** in many

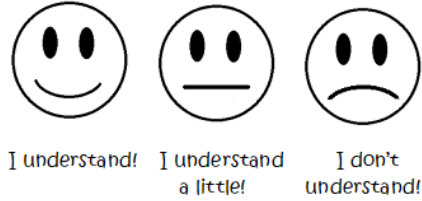
cultures, past and present, and in many different ways.

The Silk Road also helped spread Buddhist beliefs. Buddhism had its origins in India. Because the Silk Road passed through many different nations, religious travelers using the route shared their teachings.













1. What is cultural diffusion? _____

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.

 Building Knowledge: Preview		 Reading		 Evidence of Learning	
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?

Make Your Own Museum Project

May 18-22, 2020

Museums show art work together in art exhibits. The items chosen for the exhibit are connected in some way (theme, medium, or time period). We want you to collect three to five things in your house that are special to you. Display them together. Take a picture, or draw or paint them below. Write why you think these items are special or beautiful and why you put them in your museum exhibit. How are these items connected to one another? Do they tell a story? If you can, send a picture of it to your art teacher or return this with you completed packet to school.

Be a Lyricist Project

May 18-22, 2020

A lyricist is someone that writes the words to songs. Take a song that you know and are familiar with the words. Rewrite new lyrics to the song below – it could be about similar topic or a completely new topic (**please keep the lyrics or words appropriate for school**). Be sure to include the name of the original song as well. Write about your experience creating new words or lyrics for a song. Was it easy or difficult? Why?

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 **complete tune into WCNY:** <http://www.wcny.org/tvclassroom/>

Your 2-week SMART goal is:

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.**

Week 1:

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

Week 2:

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

Daily Activity Challenges

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

Day	Challenge	Complete
Day 1	-Skip 3 Laps around your house outside OR Do as many shoulder touch push-ups as you can in 2 minutes -Dance for 10 Minutes OR Stretch for 10 Minutes	
Day 2	-Family Fun: Play your favorite physical education activity with your family. -Pick 5 different muscles to stretch. Hold each stretch for 20 seconds. -Family Fun: Build an obstacle course together.	
Day 3	<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.	
Day 4	-Mindful Snack: When eating a snack or any meal today, really pay attention, to the taste, feel, sound, smell and look of the snack you're eating. What do you notice? - Write/talk about 5 things you can do to help your mind and body relax.	
Day 5	-Go outside and play. Get active! Be adventurous. -Sidewalk Chalk Balance: Draw different kinds of lines on the ground with chalk. Walk along them one foot in front of the other balancing.	
Day 6	-Create an indoor or outdoor obstacle course. What are different ways you can maneuver throughout the course? -List 3 words or phrases that describe how you feel each time you finish being physically active. Write 3 sentences that you could use to convince a friend or family member to be physically active with you.	
Day 7	-Positive Talk: Be sure to talk to yourself today like you would talk to someone you love. -Write a single statement of encouragement to yourself. This statement should encourage you to keep working toward daily activity goals.	
Day 8	-Read a book or a text. Jot down all the verbs that you read and physically act them out. -List 3 words or phrases that describe how you feel each time you finish being physically active. Ask your family what 3 words or phrases they feel about when being physically active.	
Day 9	-Balance: Stand on your right leg and lift your left knee at a 90 degree angle. Touch your toe without falling repeat 10 times then switch sides -Jump, Jump: Jump side-to-side over an object or line for 1 minute straight. Go again but jump front to back. Repeat each jump twice.	
Day 10	- Practice running backwards. Stay low, and stay on the balls of your feet. -Fitness Intervals: 10 squats 10 broad jumps 10 second sprints 10 pushups 10 sit-ups	
Day 11	- Put your favorite song on and make up a dance or fitness routine! - Wild Arms As fast as you can complete: 10 Arm Circles front & back 10 Forward punches 10 Raise the Roof's Repeat 3x	
Day 12	-Dribble Challenge Dribble a ball 100 times with each hand. Can you successfully dribble 100 times with each hand while moving? -Chest Pass Practice your chest passes against a brick wall. Remember to step towards your target.	
Day 13	-Jump as high as you can for 30 seconds. Repeat. -Jab, Jab, Cross: Jab twice with your right fist then punch across your body with your left. Complete 10 times then switch sides.	
Day 14	-Take a walk, jog or bike ride with a family member - Try and sprint from one end of your street to the other. Have a family member time you. - Before Bed Breathing: While lying in bed, place your hands on your stomach and pay attention to the up and down of your belly as you breathe.	

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	Jumping Jacks (20 seconds) Rest 10 seconds	0:00
2	Lunges (20 seconds) Rest 10 seconds	0:30
3	Hold Plank Position (20 seconds) Rest 10 seconds	1:00
4	Invisible Jump Rope (20 seconds) Rest 10 seconds	1:30
5	Squats (20 seconds) Rest 10 seconds	2:00
6	Plank Leg Raises (20 seconds) Rest 10 seconds	2:30
7	Jog in Place with High Knees (20 seconds) Rest 10 seconds	3:00
8	Plank Arm Raises (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	Lunges (20 seconds) Rest 10 seconds	0:00
2	Lunges (20 seconds) Rest 10 seconds	0:30
3	Hold Plank Position (20 seconds) Rest 10 seconds	1:00
4	Hold Plank Position (20 seconds) Rest 10 seconds	1:30
5	Squats (20 seconds) Rest 10 seconds	2:00
6	Squats (20 seconds) Rest 10 seconds	2:30
7	Jumping Jacks (20 seconds) Rest 10 seconds	3:00
8	Jumping Jacks (20 seconds) Rest 10 seconds	3:30

Name _____ Class: _____

Hello My Name Is

Jason Kim
2017

Jason Kim is an Asian American screenwriter and playwright. In this personal account, Kim discusses his experiences emigrating from Korea at a young age and his struggle to fit into American culture while maintaining his identity. He is telling about what happened to him when he was younger. As you read, take notes on how Kim's experiences shaped his feelings about his identity.

1 I will never forget the day I picked a new name. I was standing in front of my class on my first day of school at Craig Elementary in St. Louis, Missouri. I had, only a day before, landed at Lambert airport after a 16-hour flight from Seoul, South Korea. I was 10 years old. I was nervous, terrified, and **jet-lagged**.

For my entire life, everyone, including me, had known me by my Korean name: Jun Hyuk. But here, in this new country, in a brand-new classroom full of foreign faces, I had to pick a new, easy-to-pronounce, American name.

Jason. Jason Kim.



4 How did I settle on Jason? Because I didn't speak any English. Because my teacher didn't speak any Korean. And because it was either going to be Aladdin, from my favorite childhood Disney tale, or Jason, from the Mighty Morphin Power Rangers.

Jet-lagged- tired from flying in an airplane and having time changes

Think about what you have read. Can you answer these questions? If not, go back and reread it again slowly.

Who is telling the story?

Where is he from?

Why does he need a new name?

5 I still vividly remember my first time at **recess**, a confusing experience for several reasons, in large part because hanging off monkey bars and making each other cry during dodgeball were not **educationally sanctioned** activities in Asia. What was so fun about waiting in line, running up the steps, and going down a tiny slide over and over again?



dodgeball

What was the value in **sprinting** after your classmate like a person with rabies, screaming, "TAG!"

Why didn't anyone look, sound, or act like me?

8 I spent most days at recess sitting alone on the sidelines, eating the special snack that my mother had packed. The snack, a rice cake or a piece of candy from Korea, was always accompanied by a note, usually a joke, and sometimes with a drawing, which was meant to be a sketch of our beloved **deceased poodle**.

A month had passed when a teacher finally tapped me on the shoulder.

10 "Are you OK, sweetie?"

Before I could answer, another teacher rang out, "Maybe he likes sitting alone. Maybe that's the Asian way."

But in truth, I wanted to participate. I wanted to run up to Timmy like a crazy person and yell, "YOU'RE IT!" I just didn't know how.

Outside on the playground, sitting alone at recess, I learned to hate being Asian. I wanted desperately, more than anything, to be white.

Recess- free or play time during school

educationally sanctioned- were not allowed during school

sprinting- running

deceased poodle- dead dog

Think about what you have read. Can you answer this question? If not, go back and reread it again slowly.

How is Jason feeling? How do you know?

I immediately forced my parents to stop calling me Jun Hyuk at home. I named myself after some guy in a live-action children's television series, and by God, they were going to call me by that name. I got rid of my fitted vests for loose-fitting basketball jerseys. I bought tickets to an Incubus concert and threw away my **K-pop** CDs. I stopped reading Korean children's books in order to figure out what the hell was going on with **James and his giant peaches**.

15 At the dinner table, I committed the two **worst sins** that a Korean son could possibly commit: I stopped speaking Korean and I stopped eating Korean food. My parents would try to talk to me over a bowl of kimchi stew, and I would pout and ask, in English, if we could order the **Meat Lover's pie** from Pizza Hut. For my 11th birthday, my mom made me my favorite Korean dish, oh jing uh bokkeum (spicy stir-fried squid), and I looked at her with **disdain** as I said, "This is disgusting." The next day for dinner, she made me a cheeseburger. I promptly told her it tasted inauthentic and made her drive me to McDonald's. Oh, and no more special snacks either. Unless they were artificially flavored and made by Kraft. (I was a **heinous** child. Sorry, Mom.)

16 I graduated from high school and moved to New York City for college, where my primary goal was to **blend in**. But more and more, my new friends wanted to know about all the things that made me uncomfortable in the Midwest. To them, being an immigrant made me interesting. At dinner parties, people would fawn over the Korean food and ask for my mom's recipes. They even wanted to know about my childhood in Seoul. And at karaoke, people were genuinely excited that I could sing American songs. All of a sudden, being different was an **asset**, not a risk. In New York, I didn't have to be ashamed about being an Asian immigrant. I could just be ashamed about everything else in my life.



basketball jersey

K-pop- Korean music

James and his giant peaches- an English children's book

worst sins- bad things to do

Meat Lover's pie- an American pizza

Disdain- disrespectfully

Heinous- terrible, mean

Blend in- be like others around him

Asset- something good

Think about what you have read. Can you answer these questions? If not, go back and reread it again slowly.

What did Jason do to be more like American children?

What did people think about him when he was older?

17 A year after I finished graduate school in playwriting, almost **two decades** after I'd landed at Lambert airport, Lena and Jenni cast me as an Asian American graduate student on the fourth season of **Girls**. Almost immediately after the episodes aired, I began receiving emails, tweets, and Facebook messages from young Asian American writers, actors, and performers, who were excited to see a fellow Asian face on TV.

I was shocked. How could this be? I appeared on the show for, like, a millisecond, and my Beyoncé sweatshirt was definitely doing more work than I did onscreen. It was genuinely **baffling** to think that anyone could look at my very Korean face and feel a sense of connection, much less react in a positive way to the very features I hated about myself for so long.

19 We are at the point in our culture where people are finally beginning to talk about Asian identities in the media. I have not been at the front talking about those issues. I have been in the back, hiding in the corner, watching people like Margaret Cho, Daniel Dae Kim, Ali Wong, George Takei, Constance Wu, and Aziz Ansari courageously speak up about the various **issues** that Asian Americans face in Hollywood.

20 The issues exist both in front of the camera and behind the scenes. There are barely any **roles** written for Asian actors. And in general, the roles that can be played by a person of any race do not tend to go to Asian actors. Worst of all, the few roles that should go to Asian actors — some very high-profile — are being portrayed by white actors. Behind the camera, there are equally few Asian American writers, producers, studio executives, authors, and editors, and while there are certainly a significant number of people struggling to make it, their efforts seem to go largely unrecognized.

I have always been terrified of speaking up on behalf of **diversity**. I have been terrified because I grew up in a country without many visible Asian Americans in the culture, and I learned to hate every part of myself that felt foreign and strange. Unfortunately, years later, this is a problem that many young Asian Americans continue to face.

At one point during my 20s, I took a long, dramatic look in the mirror and realized, you will be Korean for the rest of your life. As a teenager growing up in the Midwest, that thought made me **cringe**. Now, it makes me happy and deeply proud.

23 My dream now as a 30-year-old is for our country to become a place where a face like mine would go completely unnoticed. And to see every third-grade teacher tell his or her students, "Keep your name. You don't have to change a thing."

two decades- 20 years later

Girls- a show on TV

Baffling- surprising

Issues- problems

Roles- characters on tv shows

Diversity- **being different**

Cringe-hate myself

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following best identifies the main claim Kim develops in the text?
 - A. Asian Americans should be encouraged to embrace and celebrate their identities in America.
 - B. The difficulty Kim experienced accepting his identity as a child was due to the lack of Asian American actors he saw on television.
 - C. Asian American actors continue to be denied opportunities in the media because of their Asian identity.
 - D. Kim pursued playwriting in college with the objective of increasing the presence of Asian American actors in entertainment.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "I spent most days at recess sitting alone on the sidelines, eating the special snack that my mother had packed." (Paragraph 8)
 - B. "At the dinner table, I committed the two worst sins that a Korean son could possibly commit: I stopped speaking Korean and I stopped eating Korean food." (Paragraph 15)
 - C. "We are at the point in our culture where people are finally beginning to talk about Asian identities in the media." (Paragraph 19)
 - D. "My dream... is for our country to become a place where a cameo like mine would go completely unnoticed. And to see every third-grade teacher tell his or her students, 'Keep your name. You don't have to change a thing.'" (Paragraph 23)

3. PART A: How does Kim's talking about his experiences as a child contribute to the text?
 - A. It shows how difficult it can be to adjust to a new school and make friends.
 - B. It encourages readers to celebrate the diversity of their peers.
 - C. It shows how Kim felt ashamed of and rejected his Asian identity.
 - D. It shows the difficult relationship that Kim had with his family while growing up.

4. PART B: Which quote from the text best supports the answer to Part A?
 - A. "I still vividly remember my first time at recess, a confusing experience for several reasons, in large part because hanging off monkey bars and making each other cry during dodgeball were not educationally sanctioned activities in Asia." (Paragraph 6)
 - B. "Before I could answer, another teacher rang out, 'Maybe he likes sitting alone. Maybe that's the Asian way.'" (Paragraph 11)
 - C. "My parents would try to talk to me over a bowl of kimchi stew, and I would pout and ask, in English, if we could order the Meat Lover's pie from Pizza Hut." (Paragraph 15)
 - D. "At dinner parties, people would fawn over the Korean food and ask for my mom's recipes. They even wanted to know about my childhood in Seoul." (Paragraph 16)

5. How did Jason Kim's ideas about being Asian changed from when he was a child to being an adult?

When Jason was a child he felt _____

Text detail _____

As an adult Jason feels _____

Text detail _____

Discussion Questions

Directions: Jot your ideas to the following questions in the space provided. Try to find a classmate or family member to talk to about your thoughts (and theirs!).

1. When have you ever felt like a part of your identity was not accepted or encouraged? What did you do?

2. Can you change your identity? How did Kim attempt to change his Asian identity? Was he successful in this? Why or why not?

Refresh and Review: Week of May 25th

Percent Review

The word *percent* means “for each 100.” The symbol for percent is %.

For example, a quarter is worth 25 cents, and a dollar is worth 100 cents. We can say that a quarter is worth 25% of a dollar.

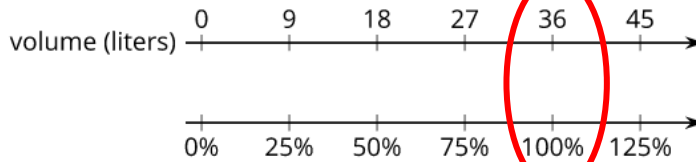


1 Quarter 25¢

1 Dollar 100¢

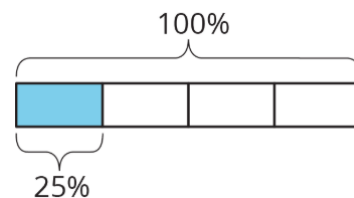
A percentage is a rate per 100.

For example, a fish tank can hold 36 liters. Right now there is 27 liters of water in the tank. The percentage of the tank that is full is 75%.

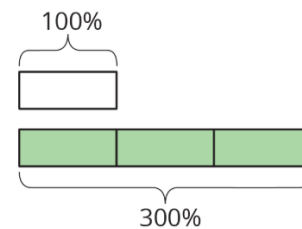


36 liters is the whole. If the tank is filled at 100% there is 36 liters of water.

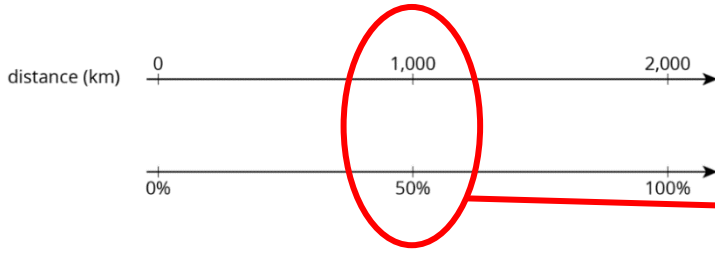
A percent can be used to describe a part of a whole. For example, Jada drank 25% of the bottle of water. In this case, the percentage expressing the amount consumed is not bigger than 100% because it refers to a part of a whole, as shown in the diagram on the right.



A percent can be used to describe the size of one quantity as a percentage of another quantity. For example, “Jada drank 300% as much water as Diego did.” In this case, there is no restriction on the size of the percentage, because the percentage is describing a multiplicative comparison between 2 quantities as shown to the right.



50% of a quantity is $\frac{1}{2}$ of that quantity. We can calculate it by dividing the quantity by 2 or multiplying the quantity by $\frac{1}{2}$.



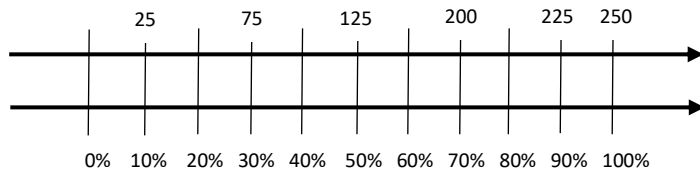
If 2000 is 100%, then 50% of 2,000 is 1,000.

$2,000 \div 2 = 1,000$

$2,000 \times \frac{1}{2} = 1,000$

$2,000 \times 0.50 = 1,000$

10% of a quantity is $\frac{1}{10}$ of that quantity. You can calculate it by dividing the quantity by 10, or multiplying the quantity by $\frac{1}{10}$.



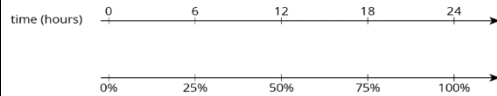
Find 10% of 250.

$250 \times \frac{1}{10} = 25$

$250 \div 10 = 25$

75% of a quantity is $\frac{3}{4}$ of that quantity. You can calculate it by dividing the quantity by four and then multiplying by 3, or multiplying the quantity by $\frac{3}{4}$.

$75\% \text{ of } 24 = 18$ $24 \times 0.75 = 18$ $24 \times \frac{3}{4} = \frac{24 \cdot 3}{4} = \frac{72}{4} = 18$



Here are some common fractions with visuals, decimal and percent equivalents

Easy Fractions	Picture Representation	Decimals	Money Representation	Percents
$\frac{1}{2}$		0.50	\$0.50 half dollar	50%
$\frac{1}{3}$		0.33		$33 \frac{1}{3}\%$
$\frac{2}{3}$		0.66		$66 \frac{2}{3}\%$
$\frac{1}{4}$		0.25	\$0.25 quarter	25%
$\frac{3}{4}$		0.75	\$0.75	75%
$\frac{1}{5}$		0.20		20%
$\frac{2}{5}$		0.40		40%
$\frac{3}{5}$		0.60		60%
$\frac{4}{5}$		0.80		80%
$\frac{1}{6}$		0.16		$16 \frac{2}{3}\%$
$\frac{1}{8}$		0.125		$12 \frac{1}{2}\%$
$\frac{3}{8}$		0.375		$37 \frac{1}{2}\%$
$\frac{5}{8}$		0.625		$62 \frac{1}{2}\%$
$\frac{7}{8}$		0.875		$87 \frac{1}{2}\%$
$\frac{1}{10}$		0.10	\$0.10 dime	10%
$\frac{3}{10}$		0.30		30%
$\frac{7}{10}$		0.70		70%
$\frac{9}{10}$		0.90		90%

Practice:

1. What percentage of a dollar is the value of each coin combination?

- a. 4 dimes
- b. 1 nickel and 3 pennies
- c. 5 quarters and 1 dime
- a. List three different combinations of coins, each with a value of 30% of a dollar.
- b. List two different combinations of coins, each with a value of 140% of a dollar.

2. The United States government used to make coins of many different values. For each coin, state its worth as a percentage of \$1.



$\frac{1}{2}$ cent

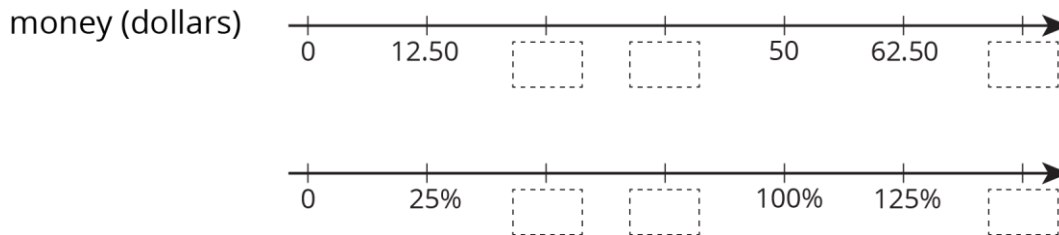
3 cents

20 cents

$\$2\frac{1}{2}$

\$5

3. The double number to line show percentages of \$50.

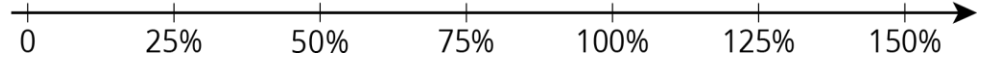
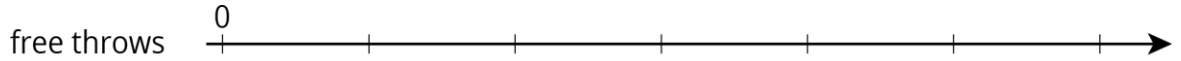


4. Fill in the blank: The value of 8 dimes is _____% of the value of a dollar.

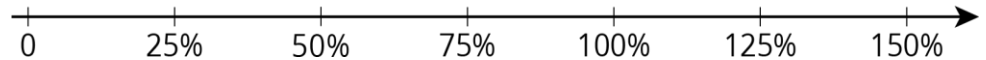
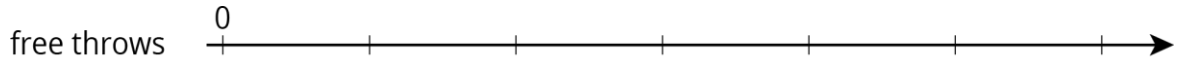
5. Name a combination of coins that is 130% of the value of a dollar.

6. Solve each problem. If you get stuck, consider using the double number lines.

- a. During a basketball practice, Mai attempted 40 free throws and was successful on 25% of them. How many successful free throws did she make?

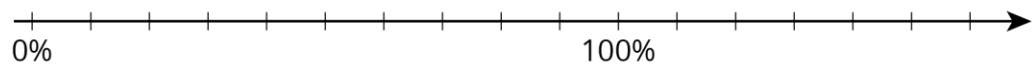
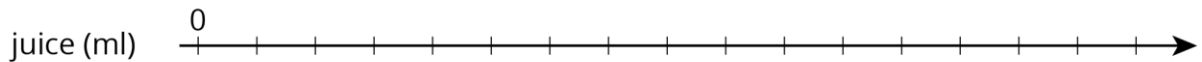


- b. Yesterday, Priya successfully made 12 free throws. Today, she made 150% as many. How many successful free throws did Priya make today?



7. At a school, 40% of the sixth-grade students said that hip-hop is their favorite kind of music. If 100 sixth-grade students prefer hip hop music, how many sixth-grade students are at the school? Explain or show your reasoning.

8. A large bottle of juice contains 500 milliliters of juice. A medium bottle contains 70% as much juice as the large bottle. How many milliliters of juice are in the medium bottle?



9. Here is a tape diagram that shows how far two students walked.

Priya's distance (km)

2	2	2	2	2
---	---	---	---	---

Tyler's distance (km)

2	2	2	2
---	---	---	---

- a. What percentage of Priya's distance did Tyler walk?

 - b. What percentage of Tyler's distance did Priya walk?
10. There are 70 students in the school band. 40% of them are sixth graders, 20% are seventh graders, and the rest are eighth graders.
- a. How many band members are sixth graders?

 - b. How many band members are seventh graders?

 - c. What percentage of the band members are eighth graders? Explain your reasoning.
11. How can you find 50% of a number quickly in your head?
12. Andre lives 1.6 km from school. What is 50% of 1.6 km?
13. Diego lives $\frac{1}{2}$ mile from school. What is 50% of $\frac{1}{2}$ mile?

14. There is a 10% off sale on laptop computers. If someone saves \$35 on a laptop, what was its original cost? If you get stuck, consider using the table.

savings (dollars)	percentage
35	10
?	100

15. Explain how to calculate these mentally.

a. 15 is what percentage of 30?

b. 3 is what percentage of 12?

c. 6 is what percentage of 10?

16. Diego has 75% of \$10. Noah has 25% of \$30. Diego thinks he has more money than Noah, but Noah thinks they have an equal amount of money. Who is right? Explain your reasoning.

Answer each question and explain your reasoning.

17. How long is 50% of 60 minutes?

18. How long is 10% of 60 minutes?

19. How long is 75% of 60 minutes?

20. A store is having a 20%-off sale on all merchandise. If Mai buys one item and saves \$13, what was the original price of her purchase? Explain or show your reasoning.

21. The original price of a scarf was \$16. During a store-closing sale, a shopper saved \$12 on the scarf. What percentage discount did she receive? Explain or show your reasoning.

22. Select **all** the expressions whose value is larger than 100.

- a. 120% of 100
- b. 50% of 150
- c. 150% of 50
- d. 20% of 800
- e. 200% of 30
- f. 500% of 400

23. Last Sunday 1,575 people visited the amusement park. 56% of the visitors were adults, 16% were teenagers, and 28% were children ages 12 and under. Find the number of adults, teenagers, and children that visited the park.

Learning Targets	★	★ ★	★ ★ ★
I can create a double number line with percentages on one line and dollar amounts on the other line. I can explain the meaning of percentages using dollars and cents as an example.	I am not there yet. I need some help.	I am getting there. I need to practice more.	I've got it! I can teach someone.
I can use double number line diagrams to solve different problems like "What is 40% of 60?" or "60 is 40% of what number?"	I am not there yet. I need some help.	I am getting there. I need to practice more.	I've got it! I can teach someone.
I can use tape diagrams to solve different problems like "What is 40% of 60?" or "60 is 40% of what number?"	I am not there yet. I need some help.	I am getting there. I need to practice more.	I've got it! I can teach someone.
When I read or hear that something is 10%, 25%, 50%, or 75% of an amount, I know what fraction of that amount they are referring to.	I am not there yet. I need some help.	I am getting there. I need to practice more.	I've got it! I can teach someone.
I can choose and create diagrams to help me solve problems about percentages.	I am not there yet. I need some help.	I am getting there. I need to practice more.	I've got it! I can teach someone.

Questions I have for my teacher.



Topic:

Name:

Class:

Date:

Essential Question:

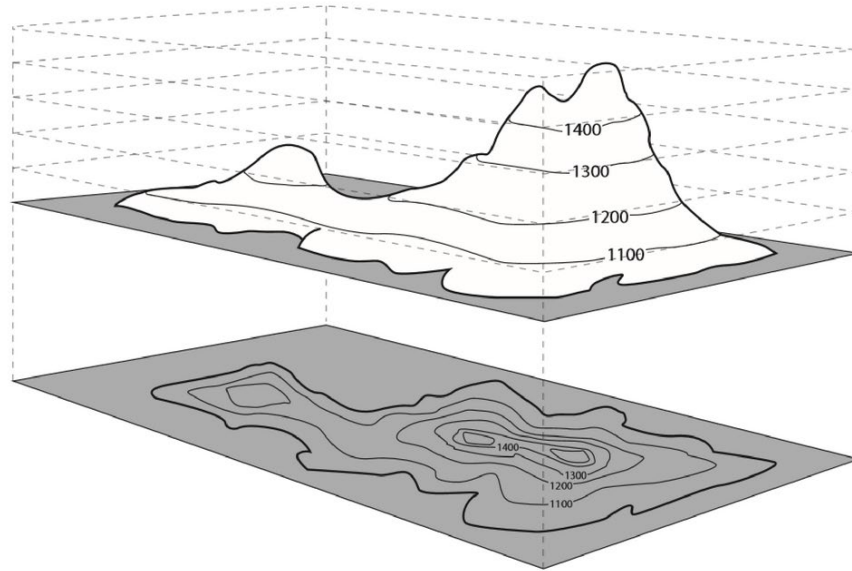
Questions:

Notes:

Summary:

Topography

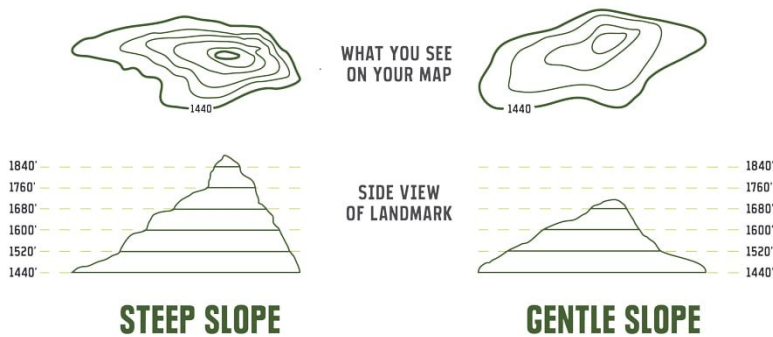
Topography is the study of the shape and features of the land.



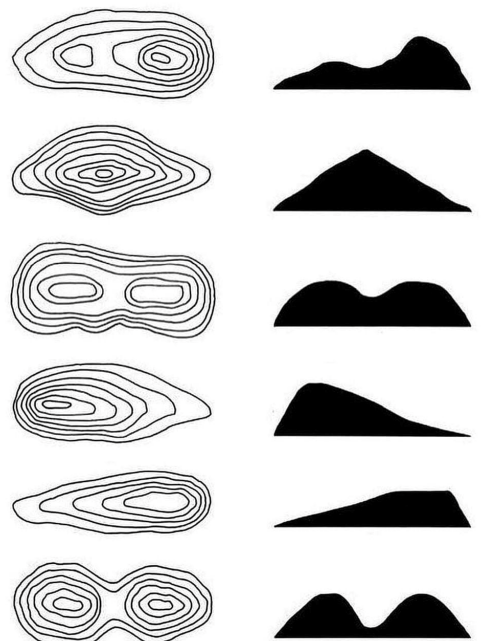
1. How is a topography map used? _____

2. What does a topography map show? _____

3. Who uses topography maps? _____



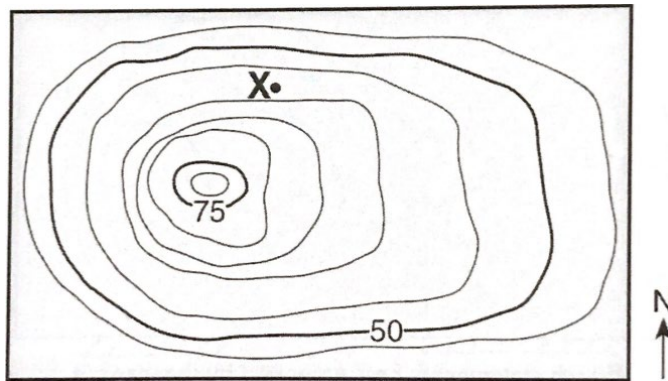
How to read contour lines on topographic maps



The **closer** the lines are together the more **steep** the hill.

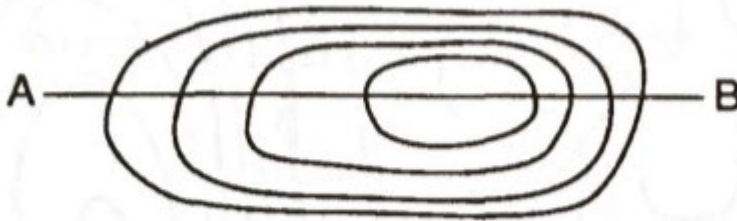
TOPOGRAPHY PRACTICE PROBLEMS

1. Point X is a location on the topographic map below. Elevations are measured every 5 meters.

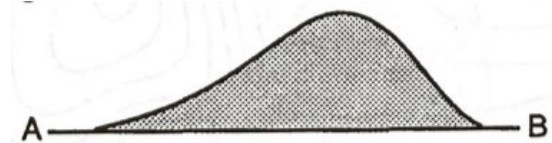
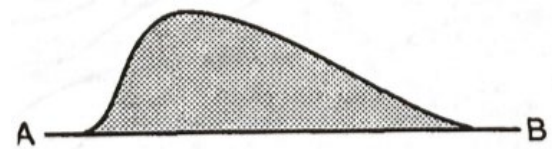
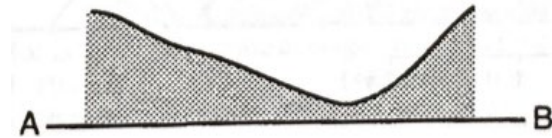



What is a possible elevation, in meters, of point X?

- a. 55
 - b. 57
 - c. 68
 - d. 70
2. The diagram below represents contour lines on a topographic map with cross-section line *AB*.



Which diagram best represents the topographic profile along line *AB*?

- a. 
- b. 
- c. 
- d. 



GRADE 6 SOCIAL STUDIES

May 26-29 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

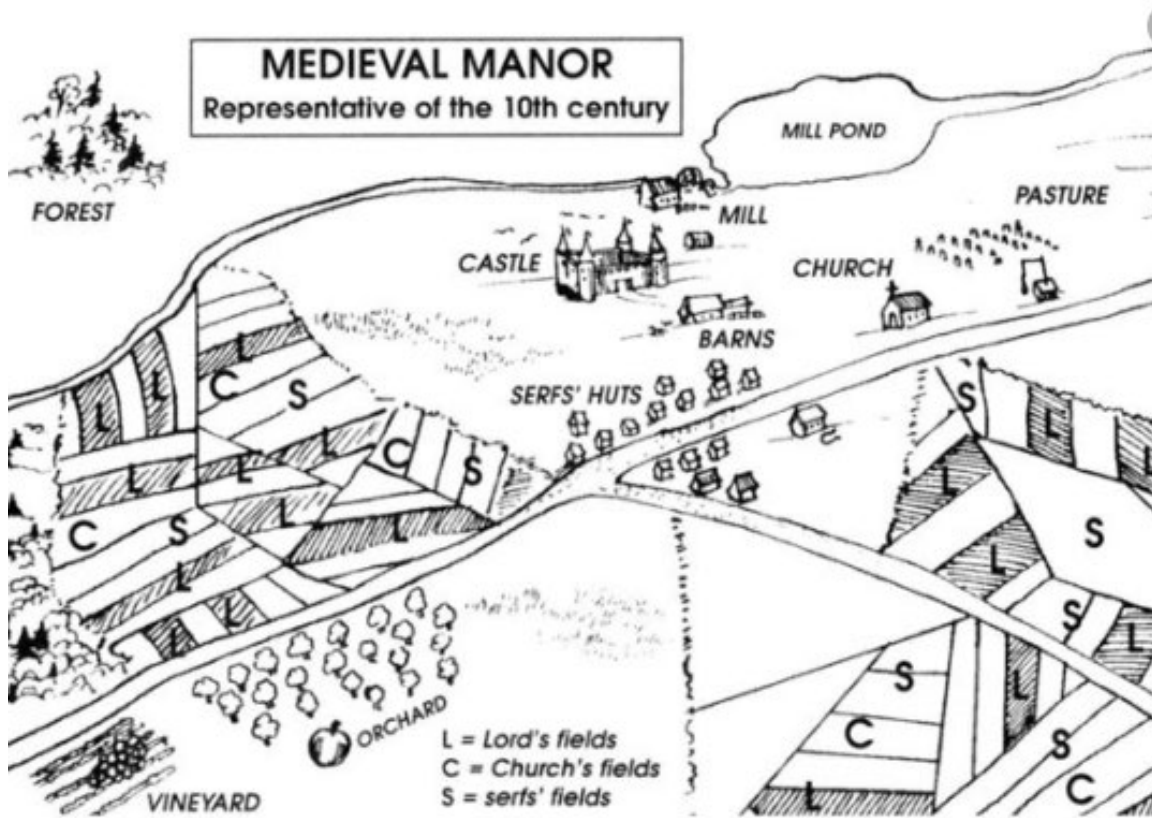
Preview: Setting the stage to help you understand the time period

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/ealach/MiddleAges> and choose one video from the Serious Videos column and one from the “Kinda Funny” column. List 5 things that you learned about the violent end of the Roman Empire or the Middle Ages.

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

Option 2: Examine the map of a medieval European Manor during Feudalism. 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?

Introduction

The collapse of the Roman Empire in 476 C.E. marks the beginning of the period in Europe known as the Middle Ages. During this time period, a complex political and economic system developed that largely shaped people's lives.

Historians divide the Middle Ages into three periods. The Early Middle Ages lasted from about 476 to 1000 C.E. The High Middle Ages lasted from about 1000 to 1300. The Late Middle Ages lasted from about 1300 to 1450.

The Middle Ages began with the fall of the Roman Empire, which had unified much of Europe for about 500 years. After its collapse, life became dangerous and difficult in Western Europe. People worked hard simply to survive and to have enough to eat. They also needed to protect themselves from conquest by invading barbarians and neighboring kingdoms.

These challenges gave rise to the economic and political system historians call feudalism (FEWD-ahl-ism) in which people had clearly defined roles and relationships with each other. In the feudal system, people pledged loyalty to a lord—a ruler or powerful landholder. In return, they received protection from that lord. Warriors fought on behalf of their lords, and peasants worked the land. At the bottom of the system were serfs, or peasants who were not free to leave the lord's land without permission.

In this lesson, you will discover more about the difficulties people faced during the Early Middle Ages. Then you will learn about the rise of feudalism and how it helped to establish order and security after the fall of Rome. Finally, you will explore what daily life was like for people living under feudalism

Question 1: On the timeline below write down the dates that the Early Middle Ages, High Middle Ages and Late Middle Ages lasted. Label each group of years. Try dividing the line in half first and making that the year 1000.

476 CE

1500

Feudalism: Establishing Order

By the High Middle Ages (about 1000 C.E.), Europeans had developed the system of feudalism. Feudalism provided people with protection and safety by establishing a stable social order. This meant that everybody knew what they had to do, but they didn't have a lot of options.

Under this system, people were bound to one another by promises of loyalty. In theory, all the land in the kingdom belonged to the monarch (usually a king, but sometimes a queen). A large amount of land was also owned by the Church.

The king kept some land for himself and gave **fiefs** (FEEFS), or pieces of land, to his most important lords, who became his vassals. In return, each lord promised to supply the king with knights in times of war. A lord then enlisted lesser lords and knights as his vassals. At times, these arrangements were written down, and some of these contracts even **survive** to this day in museums.

At the bottom of the social system were peasants. Lords rented some of their land to the peasants who worked for them. However, some peasants, called **serfs**, were "tied" to the land they worked, which meant that they could not leave the lord's land without permission and had to farm his fields in exchange for a small plot of their own.

Most lords and wealthier knights lived on manors, or large estates. A manor included a castle or manor house, one or more villages, and the surrounding farmland. Manors were in the country, far from towns, which required peasants to produce everything the people on the manor needed. Only a few goods came from outside the manor, such as salt for preserving meat and iron for making tools.

During the Middle Ages, people were born into a social class for life. They had the same social position, and often the same job, as their parents. Let's take a closer look at the social classes in feudal society.

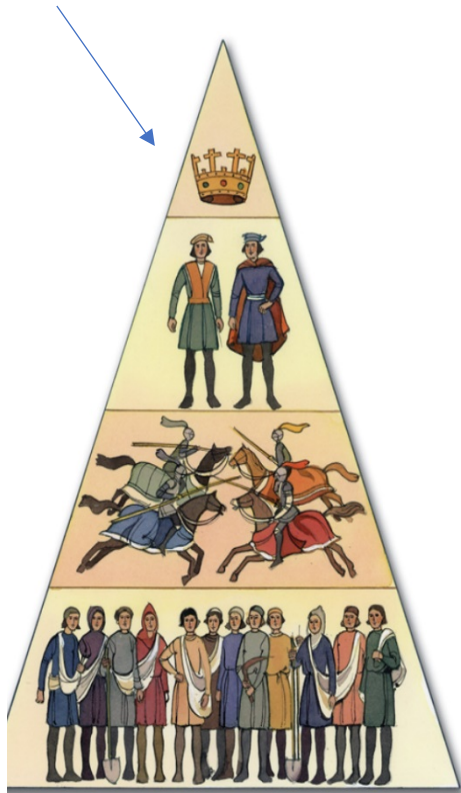
Question 2: Define some of these key terms using the text:

Feudalism – a system that _____.

Fief – _____.

Serf - _____.

Monarchs During Feudal Times,



At the very top of feudal society were the monarchs, or kings and queens. Medieval monarchs were also feudal lords. They were expected to keep order and to provide protection.

Most medieval monarchs believed in the divine right of kings, the idea that God had given them the right to rule.

In reality, the power of monarchs varied greatly. Some had to work hard to maintain control of their kingdoms, and few had enough wealth to keep their own armies.

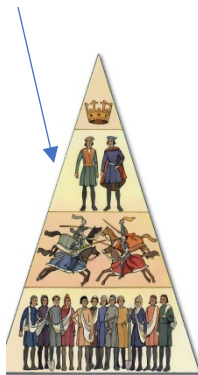
They had to rely on their vassals, or the people that supported them. The people that supported them were either called Vassals, Nobles or Lords. In many places it was the Nobles that provided enough knights and soldiers.

In some places, especially during the Early Middle Ages, great lords (nobles) grew very powerful and governed their fiefs, or pieces of land, as independent states. In these cases, the monarch was little more than a figurehead, a symbolic ruler who had little real power.

Question 3: What did a King or a Queen need to have real power in the Middle Ages?

Question 5: Some kings without much money were figureheads. What is a figurehead?

Lords and Ladies During Feudal Times



Like monarchs, lords and ladies were members of the nobility, the highest-ranking class in medieval society. Most of them lived on manors. Some lords had one manor, while others had several. Those who had more than one manor usually lived in one for a few months and then traveled with their families to another.

Manor Houses and Castles Many of the people on a manor lived with the lord's family in the manor house. Built of wood or stone, manor houses were surrounded by gardens and outbuildings, such as kitchens and stables. They were protected by high walls.

The manor house was the center of the community, and in times of trouble, villagers entered its walls for protection. Its great hall served as the lord's court, but it also offered a place for special celebrations and feasts, such as those given at Christmas or after a harvest.

Kings and queens, high-ranking nobles, and wealthy lords lived in even grander structures: castles. Castles were built for many purposes, but one of their main **functions** was to serve as a home. Castles were also one of the most important forms of military technology. With their moats, strong walls, and gates, they were built for defense. Finally, their large size and central locations made castles visual reminders of the social hierarchy and the power of the ruling classes.

After about 1100 C.E., most castles were built of stone to resist attacks by more powerful siege weapons. Castles gradually became more fancy . Many had tall towers for looking out across the land. The main castle building had a variety of rooms, including storerooms, kitchens, a dining hall, sleeping quarters for distinguished guests, and the lord and lady's quarters.

Question 6: If you visited a castle in the Middle Ages, what would you see?



EVIDENCE OF LEARNING

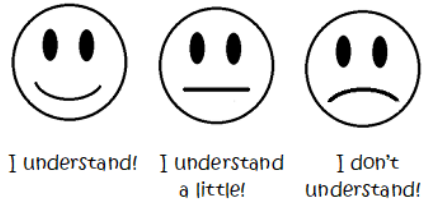
Day Five: 6TH GRADE WRITING PRACTICE

Directions: Answer the following prompt in a complete paragraph response (in the space provided) providing a claim, evidence and reasoning for your answer to the prompt. You can use evidence from your own life.













Prompt: If you were born in the Middle Ages, you would have wanted to be a monarch or a noble? Provide evidence to explain why. Also, please explain and give evidence as to why you wouldn't want to be a serf.

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.

 Building Knowledge: Preview		 Reading		 Evidence of Learning	
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?

Create Art Work of Something New You've Learned

May 25-29, 2020

While you have been at home what have you learned to do? Something outside of school work. What have you learned emotionally, physically or any other learning. For example, have you learned to be more patient? Have you learned to skateboard? Have you learned to cook a meal? Create a piece of art that illustrates your new learning. You can make a drawing, a collage or even a sculpture. Use whatever you have available. Write about what you have learned to do while at home. If you can, send a picture of it to your art teacher or return this with you completed packet to school.

Be a Music Publicist Project

May 25-29, 2020

A Music Publicist ensures that the musicians they represent get good publicity and media followings to increase their sales and performances. Choose a musician that you are familiar with. Below, write how you would introduce people to this person's music, how you would get people interested in their music and how you would publicize their music and concerts.