

GreatHearts

Northern Oaks



Distance Learning Packet

April 20 - 23, 2020

6th grade

Mrs. Sharp

Mrs. Scholl

Mr. Lucero

Ms. Rogers

Mrs. Boyd

Student Name: _____ Section: ____.



“A gem cannot be polished without friction.”

To our Sixth Grade Griffins,

How was your first week with Google Classroom? It’s exciting to see little steps and improvements every week. But adjusting to change is hard and we sure have had a lot of changes haven’t we? I like the quote above. All of us are feeling some sort of friction as we adjust but I’m excited to see how this polishes each of you into brighter “gems”.

This week’s change is that there is only one assignment to turn in for your homeroom classes. Follow the daily plan as always but on the last day of the week you will complete a cumulative graded review for that week’s lessons. As you keep up with your daily lessons you will be more and more prepared for this final assignment. It is all put together in one big assignment and then it’s broken into sections by subject. It’s all one assignment but you should still plan on giving yourself at least a stretch break between subjects on this last day. Everyone on the Sixth grade team hopes that you find that this assignment on the last day is actually shorter than a normal day because you’ve done all you can to prepare on the previous days of the week.

Your specials classes will also have some changes. The Specials classes are separated in the back of the packet like last week, but now the Specials classes have their own student instruction pages. They are also designed to be broken up over the course of the week.

Finally, you will turn in just Thursday’s work and the collection of your work for specials on the last day of the week via your Google Classroom. It’s all due by the following Monday, before you pick-up or download the next packet.

Let us know if you have questions about these changes or the new resources that we can offer in Google Classroom or about the great things that we can still study together.

We are here to support you!
Drop us a line if you need help or even just to say “Hi!”.
Our days are not the same without you!
Love, Your Teachers



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Core Subjects

Poetry, Literature, Grammar/Writing, Math, History, Science, and Latin

- Monday student Instructions
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- Wednesday student Instructions
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- Thursday student Instructions
- Thursday student pages
- Friday - School Holiday
- Additional Answer Keys (if applicable)

Specials (No longer optional!)

PE, Art, Drama (Middle Earth only), and Music (Narnians only)

- Week 5 Student Instructions
- Specials Classes student pages
- Additional Answer Keys (if applicable)

Daily Student Instruction Sheet - MONDAY

Monday - 4/20/2020

ELA

Poetry (15 Minutes)

Literature (30 Minutes)

Grammar/Writing (30 Minutes)

Reading (20+ minutes)

Poetry

Goal/Objective: Continue learning “The Splendour Falls on Castle Walls” by Alfred Lord Tennyson

Materials needed: [“The Splendour Falls on Castle Walls”](#)

Specific Instructions (I=independent; PA=Parent assistance):

- [Read through the poem aloud](#), two times (I)
- Begin committing the second stanza to memory (I)

Literature

Goal/Objective: Begin reading Chapter 9, Wayfarers All, in *The Wind in the Willows*

Materials needed: [The Wind in the Willows](#), Teacher notes

Specific Instructions (I=independent; PA= Parent assistance):

- Read through Chapter 9 Vocabulary, Part 1 (I)
- [Read the first half of Chapter 9 \(99-105\)](#), ending with “...the cheerful music of pastorage and farmland.” (I)
- Answer the check for understanding questions (I)

Grammar/Writing

Goal/Objective: Understand the definitions of logos, pathos, and ethos

Materials needed: Teacher notes, copy of annotated Churchill speech

Specific Instructions (I=independent; PA=dependent):

- Read teacher notes (I)
- If possible [watch Miss Rogers read and explain](#) Winston Churchill’s speech, “Do Your Worst, We’ll Do Our Best”
- Read the annotated copy of Churchill’s speech and make notes on the speech when prompted. Keep the speech; it will be used tomorrow. (I)

MATH

(30 Minutes)

Math

Goal/Objective: Students will review the statistics unit one page per day, along with other review activities over the next several days.

Materials needed: Study guide, Study guide answer key, Video Review

Specific Instructions (I=independent; PA= Parent assistance):

- (I) Students will complete page 3 of the study guide
- (I) Students will check their work with the answer key and rework any missed problems. OR students will watch the [video review](#) of page 3 of the study guide and rework missed problems
- Optional: The following internet resource provides practice quizzes and videos on everything you’ve studied. Explore a topic that you have found challenging. [Khan Academy Statistics Unit](#)

HISTORY

History

Daily Student Instruction Sheet - MONDAY

<p>(30 Minutes)</p>	<p><u>Goal/Objective:</u> Students will learn about changes in population due to the Industrial Revolution</p> <p><u>Materials needed:</u> <i>Population Growth and Pollution Reading</i>, Supplemental Video</p> <p><u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Read pp. 1 and 2 of the reading, <i>Population Growth and Pollution</i><input type="checkbox"/> (I) Watch Mrs. Scholl's supplemental video<input type="checkbox"/> (I) Complete the History Reflection Sheet
<p>LATIN (15 Minutes)</p>	<p><i>Latin</i></p> <p><u>Goal/Objective:</u> (1) Begin learning Q4U2 vocabulary; (2) Begin translating Picture Story “mōns īrātus”</p> <p><u>Materials needed:</u> (1) Q4U2 vocabulary flashcards sheet; (2) “W5 Monday Translation” worksheet</p> <p><u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Make Q4U2 flashcards:<ul style="list-style-type: none"><input type="checkbox"/> Fold on dotted vertical lines<input type="checkbox"/> Cut on dark horizontal lines<input type="checkbox"/> Glue blank sides together<input type="checkbox"/> Keep the cards and DO NOT turn them in<input type="checkbox"/> You can practice on Quizlet<input type="checkbox"/> (I) Complete “W5 Monday Translation” worksheet
<p>SPECIALS CLASSES</p>	<p><i>SPECIALS ARE NO LONGER AN OPTION.</i></p> <p>PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE END OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN WITH THE REST OF YOUR WORK.</p>

A video of Mr. Lucero reciting the poem can be viewed [here](#).

The Splendour Falls on Castle Walls

BY ALFRED, LORD TENNYSON

The splendour falls on castle walls

And snowy summits old in story:

The long light shakes across the lakes,

And the wild cataract leaps in glory.

Blow, bugle, blow, set the wild echoes flying,

Blow, bugle; answer, echoes, dying, dying, dying.

O hark, O hear! how thin and clear,

And thinner, clearer, farther going!

O sweet and far from cliff and scar

The horns of Elfland faintly blowing!

Blow, let us hear the purple glens replying:

Blow, bugle; answer, echoes, dying, dying, dying.

O love, they die in yon rich sky,

They faint on hill or field or river:

Our echoes roll from soul to soul,

And grow for ever and for ever.

Blow, bugle, blow, set the wild echoes flying,

And answer, echoes, answer, dying, dying, dying.

1. Chapter 9 Vocabulary, part 1

Self-sufficing: Able to provide for your own needs.

Despondently: Feeling or showing profound hopelessness or dejection.

2. Read the first half of Chapter 9 (pgs. 99-105), ending with "...the cheerful music of pastorage and farmland."

- An online version of *The Wind in the Willows* can be found at:
<http://www.cleavebooks.co.uk/grol/grahame/wind00.htm>
- If you would like to read along with an audio version of the book, it is available at:
<https://librivox.org/the-wind-in-the-willows-by-kenneth-grahame-2/>

3. On loose-leaf paper, answer the following questions with 1-2 complete sentences, direct quotations are not required (be sure to title your page with your name, the date, and "Chapter 9 Understanding Questions"):

1. Why do the swallows say they must leave?
2. How does Rat feel about the other animals preparing for Winter?
3. Who arrives at the end of the reading (pg. 104-105)?

Persuasive Writing: Basics

Purpose: Persuasive writing attempts to convince the reader that a certain idea or action is accurate or valid. Persuasive writing ~~also~~ tries to get a person to **Believe** or **Do** something.

Remember Aristotle? He is not only a scientist and master observer. He also wrote a book on the art of persuasion, entitled "Rhetoric." In this work, he says that there are 3 elements, or means, by which a person can persuade someone else:

ETHOS: An appeal to the trustworthiness or credibility of an author. Often comes from the style or how the author deals with opposing opinions.
Answers the question: **Can I trust the author?**

PATHOS: An appeal to the audience's emotions, sympathies, or imagination. Causes an audience to identify emotionally with the author.

Answers the question: **Is the argument worth making? Why should I care about this argument?**

LOGOS: An appeal to the internal consistency of the argument - the clarity of the claims, the logic of its reasoning, the effectiveness of its supporting evidence.

Answers the question: **Do the writer have good reasons? Do the argument make sense?**

Do Your Worst; We'll Do Our Best

By: Winton Churchill, Given on July 14, 1941

Background: At the end of June 1941, London had undergone an intense spell of German bombing followed by a few weeks in which no bombs were dropped. In this speech, Winston Churchill attempts to convince Londoners that the German bombardments are far from over so that they will continue preparing for German onslaughts.

Watch the teacher video (link in the SIS) to hear Miss Rogers read and discuss the speech. Then, read Miss Rogers annotations and answer the questions in the margins. If you do not have access to the video, read the entire speech through before going back to answer the questions. You may write your response using bullet points.

I am very glad to come here to-day to pay my tribute and to record in the name of the Government our gratitude to all the civil authorities of London who, first under Sir John Anderson, and through the darkest moments under the courageous and resourceful leadership of Mr. Herbert Morrison so long master of the London County Council, and now acting in an even higher sphere, carried out their duties faithfully, skillfully, and devotedly, so that at last we made our way through the tempest, and came for the time being, at any rate, into a calm spell.

During her long ordeal London was upheld by the sympathy and admiration of the other great cities of our Island and let us not forget here loyal Belfast, in Northern Ireland and when after the enemy wearied of his attack upon the capital and turned to other parts of the country, many of us in our hearts felt anxiety lest the weight of attack concentrated on those smaller organisms should prove more effective than when directed on London, which is so vast and strong that she is like a prehistoric monster into whose armored hide showers of arrows can be shot in vain. But a frightful measure of cruelty of the enemy's assault; and I say here that, while we are entitled to speak particularly of London, we honor them for their constancy in a comradeship of suffering, of endurance, and of triumph. That comradeship in this hideous, unprecedented, novel pressure has united us all, and it has proved to the world the quality of our Island life.

I have no doubt whatever, as I said to the civil defense forces in Hyde Park this morning, that the behaviour of the British people in this trial gained them conquests in the mind and spirit and sympathy of the United States of America which swept into an ignominious comer all the vilest strokes of Goebbels propaganda.

We have to ask ourselves this question: Will the bombing attacks of last autumn and winter come back again? We have proceeded on the assumption that they will. Some months ago, I requested the Home Secretary and Minister of Home Security and his principal colleagues, the Minister of Health and others, to make every preparation for the autumn and winter war as if we should have to go through the same ordeal as last year, only rather worse. I am sure that everything is being done in accordance with those directions. The shelters are being strengthened, improved, lighted and warmed. All arrangements for fire-control and fire-watching are being improved perpetually.

Many new arrangements are being contrived as a result of the hard experience through which we have passed and the many mistakes which no doubt we have made for success is the result of making many mistakes and learning from experience. If the lull is to end, if the storm is to renew itself, London will be ready, London will not flinch, London can take it again.

We ask no favors of the enemy. We seek from them no compunction. On the contrary, if to-night the people of London were asked to cast their vote whether a convention should be entered into to stop the

Commented [RH1]: Ethos:
Why can we trust the speaker?
We can trust him because he is the type of man who will acknowledge the good deeds of others. He does not take all the credit when things are done well. Therefore, we can trust him to work for the good of everyone and not just for his own glory.

Commented [RH2]: In this sentence, Churchill mentions his orders to three major players in the British government and implies that they agree with his instructions. Why does the mention of these government officials increase the ethos of the speaker?

bombing of all cities, the overwhelming majority would cry, "No, we will mete out to the Germans the measure, and more than the measure, that they have meted out to us." The people of London with one voice would say to Hitler: "You have committed every crime under the sun. Where you have been the least resisted, there you have been the most brutal. It was you who began the indiscriminate bombing. We remember Warsaw in the very first few days of the war. We remember Rotterdam. We have been newly reminded of your habits by the hideous massacre of Belgrade. We know too well the bestial assault you are making upon the Russian people, to whom our hearts go out in their valiant struggle. We will have no truce or parley with you, or the grisly gang who work your wicked will. You do your worst and we will do our best." Perhaps it may be our turn soon; perhaps it may be our turn now.

We live in a terrible epoch of the human story, but we believe there is a broad and sure justice running through its theme. It is time that the Germans should be made to suffer in their own and cities something of the torment they have twice in our lifetime let loose upon their neighbors and upon the world.

We have now intensified for a month past our systematic, scientific, methodical bombing on a large scale of the German cities, seaports, industries, and other military objectives. We believe it to be in our power to keep this process going, on a steadily rising tide, month after month, year after year, until the Nazi regime is either extirpated by us or, better still, torn to pieces by the German people themselves.

Every month as the great bombers are finished in our factories or sweep hither across the Atlantic Ocean we shall continue the remorseless discharge of high explosives on Germany. Every month will see the tonnage increase, and, as the nights lengthen and the range of our bombers also grows, that unhappy, abject, subject province of Germany which used to be called Italy will have its fair share too.

In the last few weeks alone we have thrown upon Germany about half the tonnage of bombs thrown by the Germans upon our cities during the whole course of the war. But this is only the beginning, and we hope by next July to multiply our deliveries manifold.

It is for this reason that I must ask you to be prepared for vehement counter-action by the enemy. Our methods of dealing with the German night raiders have steadily improved. They no longer relish their trips, to our shores. It is not true to say they did not come this last moon because they were all engaged in Russia. They have a bombing force in the West quite capable of making very heavy attacks. I do not know why they did not come, but, as I mentioned in Hyde Park, it is certainly not because they have begun to love us more. It may be because they are saving- up, but even if that be so, the very fact that they have to save up should give us confidence by revealing the truth of our steady advance from an almost unarmed position to a position at least of equality, and soon of superiority to them in the air.

But all engaged in our civil defense forces, whether in London or throughout the country, must prepare themselves for further heavy assaults. Your organization, your vigilance, your devotion to duty, your zeal for the cause must be raised to the highest intensity.

We do not expect to hit without being hit back, and we intend with every week that passes to hit harder. Prepare yourselves, then, my friends and comrades in the Battle of London, for this renewal of your exertions. We shall never turn from our purpose, however sombre the road, however grievous the cost, because we know that out of this time of trial and tribulation will be born a new freedom and glory for all mankind.

Commented [RH3]: Pathos.
Why should I care about the argument?
The Germans have unapologetically hurt the English, and other nations, over and over. Therefore, London should prepare for German retaliation because England will NEVER stop fighting them, even if it means London continues to be bombarded.

Commented [RH4]: Logos.

Does the writer have good reasons to support his point?
Yes. He is saying that, even though it seems like Germany is no longer attacking London, Londoners should be prepared for more bombardments. England is launching a large attack on Germany, which will most likely cause Germany to retaliate.

Commented [RH5]: Remember, Churchill is trying to convince the people to prepare for increased bombardment from Germany. What reason (Logos) does he give for Germany's increased hostilities here?

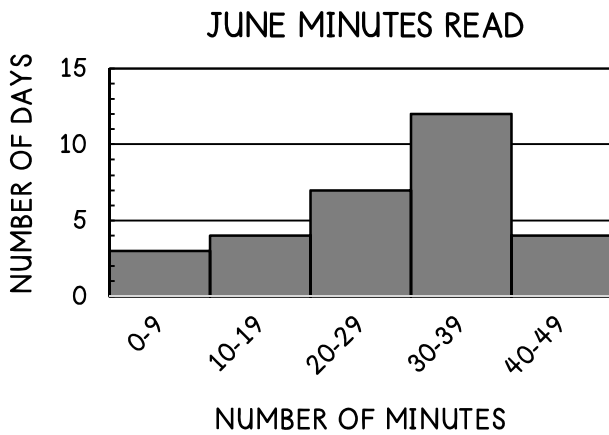
Commented [RH6]: This is a good summary of the purpose of Churchill's speech.

Commented [RH7]: What emotion (pathos) does Churchill want his listeners to experience?

i CAN REPRESENT AND INTERPRET DATA IN HISTOGRAMS.

6.12A, 6.13A

10. Mrs. Wilson has her son, Benji, chart the number of minutes he reads each day during the month of June. Use the graph below to answer the questions.



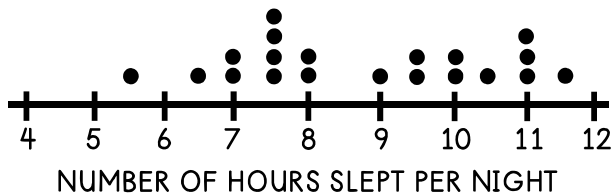
- a. How many more days did Benji read 30-39 minutes than 0-9 minutes?
- b. The sum of which two intervals is equal to the number of days that Benji read 20-29 minutes?
- c. Which interval is likely to have the median number minutes read?
- d. Which two intervals account for approximately 60% of Benji's reading?

e. How many days did Benji read for 30 or more minutes?

i CAN REPRESENT AND INTERPRET DATA IN DOT PLOTS AND STEM-AND-LEAF PLOTS.

6.12A, 6.13A

11. Use the data below to answer the questions.



- a. Determine the mean number of hours slept each night.
- b. Determine the median number of hours slept each night.
- c. How do the mean and median differ?
- d. Which number of hours slept per night was most common?

12. Use the data set below to create a stem-and-leaf plot.

18, 19, 27, 41, 17, 30, 35, 38, 29, 15, 44, 31, 27

Stem	Leaf

13. Use the stem-and-leaf plot to complete the blanks below.

Stem	Leaf
1	3, 6, 7, 9, 9
2	2, 5, 7
3	0, 0, 1, 3
4	3

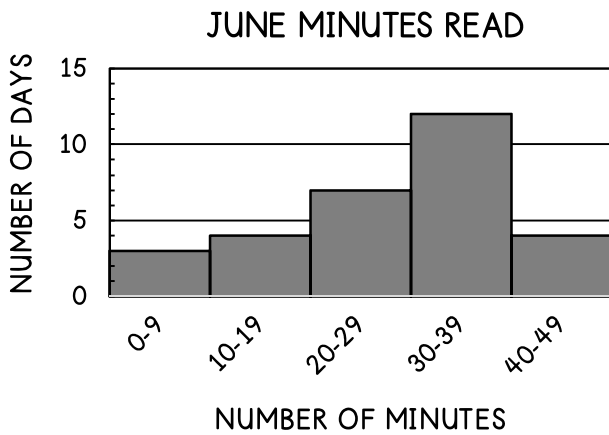
Mean: _____
 Median: _____
 Range: _____
 IQR: _____

5 | 5 means a score of 55

i CAN REPResent AND interPRet dAtA in HiStoGRAMS.

6.12A, 6.13A

10. Mrs. Wilson has her son, Benji, chart the number of minutes he reads each day during the month of June. Use the graph below to answer the questions.



a. How many more days did Benji read 30-39 minutes than 0-9 minutes?

9 days

b. The sum of which two intervals is equal to the number of days that Benji read 20-29 minutes?

0-9 and 10-19

c. Which interval is likely to have the median number minutes read?

30-39

d. Which two intervals account for approximately 60% of Benji's reading?

20-29 and 30-39

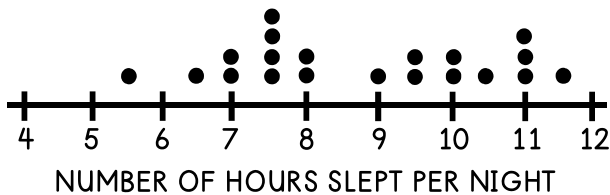
e. How many days did Benji read for 30 or more minutes?

16 days

i CAN REPResent AND interPRet dAtA in dot PLOTS AND STEM-AND-LEAF PLOTS.

6.12A, 6.13A

11. Use the data below to answer the questions.



a. Determine the mean number of hours slept each night.

8.75

b. Determine the median number of hours slept each night.

8.5

c. How do the mean and median differ?

The mean shows the fair share while the median represents the middle number.

d. Which number of hours slept per night was most common?

7.5

12. Use the data set below to create a stem-and-leaf plot.

18, 19, 27, 41, 17, 30, 35, 38, 29, 15, 44, 31, 27

Stem	Leaf
1	5, 7, 8, 9
2	7, 7, 9
3	0, 1, 5, 8
4	1, 4

13. Use the stem-and-leaf plot to complete the blanks below.

Stem	Leaf	Mean: <u>25</u>
1	3, 6, 7, 9, 9	Median: <u>25</u>
2	2, 5, 7	Range: <u>30</u>
3	0, 0, 1, 3	IQR: <u>12.5</u>
4	3	

5 | 5 means a score of 55

Population Growth and Pollution

A Population Boom

You've already read about the changes happening in Great Britain because of things like Enclosure and new inventions like the Spinning Jenny. These factors and others had an enormous impact on where people lived. With fewer opportunities in rural areas, and a growing economy centered in urban areas, people began to **migrate**¹ to cities.

Some people in Europe moved from farmland to larger cities like London or Manchester as factories began sprouting up to meet the demand. In fact, between 1700 and 1850, Manchester's population grew from about 10,000 to 300,000 people. Manchester had been well-known in the textile industry for many years, so the city experienced a large amount of change as the industry embraced new technology. Parts of the quiet British countryside seemed to change almost overnight into huge, sooty, overcrowded cities.

City Living

Families of workers flocked to larger cities by the thousands. All hoped for a chance to earn a living and be better able to feed and clothe themselves than they had been back in their villages and small towns. Before moving to cities, they may not have known or been concerned about housing shortages, poor **sanitation**², and scarce food. Once in the city, however, there wasn't much they could do, except take work wherever they could find it.

A common feature of industrial cities and towns was the construction of inexpensive and poorly built **row housing**, intended for working-class people. Wealthy factory owners and entrepreneurs constructed the homes for their workers but also used the homes as a means of making more profit. The homes were often referred to as back-to-back terraces because they were literally built side-by-side and connected to one another. The only part of the home that



was not connected to another was the front. The homes were made with the cheapest materials available and lacked basic features such as windows and proper ventilation. As well, most of the homes were built without running water or sanitation. As a result, many people were unable to properly bathe and thus suffered from very poor hygiene.

The lack of sanitation also led to the spread of diseases. Since most homes did not have running water or sanitation, people resorted to dumping their filth and waste into the street. This made the streets of industrial towns incredibly dirty places to live but also allowed **communicable**³ disease to spread easily

¹ **Migrate:** to move from one place to another to live

² **Sanitation:** the system of keeping a place clean and free of disease

³ **Communicable:** able to be communicated to others.

from one individual to another. Pits were sometimes established in communities to accommodate the building waste, and property owners would sometimes pay to remove the filth. However, often, much of the filth was emptied into the local rivers, making them horribly polluted.



Pollution

Pollution was one of the most recognizable aspects of industrial cities and towns. Not only were the streets and waterways heavily polluted with human waste and garbage, but the air was also heavily polluted. Throughout the 18th and 19th centuries, wealthy businessmen established countless factories and mines throughout Britain. These factories produced large amounts of air pollution from the burning of coal. Coal was easily

the most used fuel during the Industrial Revolution, since it was needed to power the newly developed steam engines. However, coal is also known as a heavy air pollutant since when it is burned it sends small particles into the air. As a result, the numerous factories in the city centers caused the air quality to be horrible and gave industrial cities and towns a characteristic 'smog' that seemed to hover over them.

In conclusion, life in the towns and cities of the Industrial Revolution was difficult for working-class people. They were often forced to live in cramped conditions that lacked basic sanitation and running water. As a result, this led to the easy spread of diseases among the people and worsened the pollution that was already a large problem in the city. The people had little ability to solve these problems as they paid so little that they struggled to even afford their current lifestyles.

NAME _____ NUMBER _____ DATE _____

***Population Growth and Pollution
Reflection Questions***

1. What aspects of city life during the Industrial Revolution were difficult for workers? Please answer in complete sentences.

2. In reading today's passage, what details stuck out to you the most and why? Please answer in complete sentences.

Name: _____

Section: _____

W5 Monday Translation

Stage 12 Picture Story, pt. 1

Instructions

Translate the following sentences in the boxes below. Some vocabulary has been provided at the end of the worksheet. Use your textbook, <https://en.wiktionary.org>, or <https://translate.google.com> to look up any other words.


Remember:

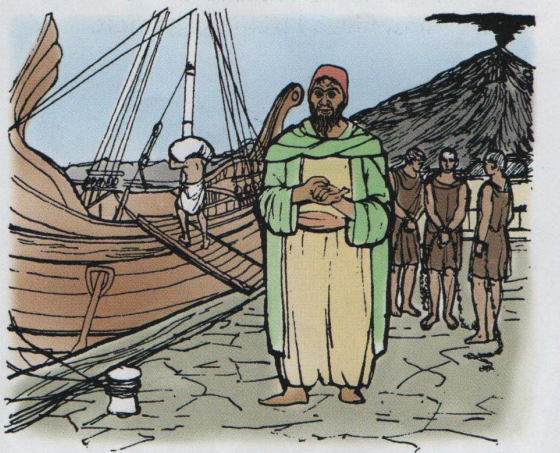
Perfect tense endings are:

- -ī = I verbed
- -istī = you verbed
- -it = he/she/it verbed
- -imus = we verbed
- -istis = y'all verbed
- -ērunt = they verbed

Translation

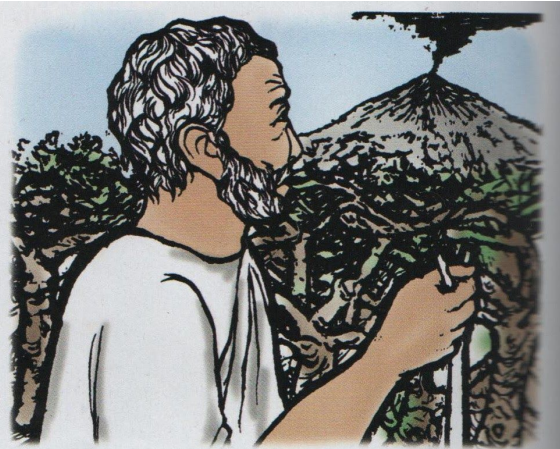
Listen to these sentences in Latin at

 <p>1 Syphāx et Fēlix in portū stābant. amīcī montem spectābant.</p>	<p>1.)</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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2 Syphāx amicō dixit,
 “ego prope portum servōs vēndēbam.
 ego subitō sonōs audīvī.”

2.)



3 Fēlix Syphācī respondit,
 “tū sonōs audīvistī. ego tremōrēs sēnsī.
 ego prope montem ambulābam.”

3.)

Vocabulary

Syphax - Syphax (a name)

portus - harbor

stō - I stand (pf. *stetī* - I stood)

mons - mountain

spectō - I look at (pf. *spectāvī* - I looked at)

dicō - I say (pf. *dixī* - I said)

prope - near

vēndō - I sell (pf. *vēndidī* - I sold)

sonus - sound

audiō - I hear (pf. *audīvī* - I heard)

respondeō - I reply (pf. *respondī* - I replied)

tremōr - tremor, quake

sentiō - I feel, I sense (pf. *sēnsī* - I felt)

ambulō - I walk (pf. *ambulāvī* - I walked)

cinis



ash

dicto



I dictate

flamma



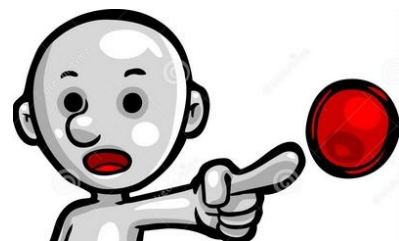
flame

iampridem



a long time ago

iste



that

lar



household god

lararium



shrine for household gods

nubes



cloud

parens



parent

pervenio



I arrive

pretiosus



precious

ruina



ruins

sacrificium



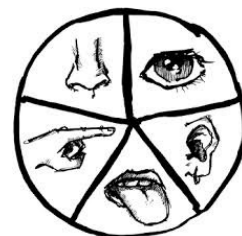
sacrifice

scio



I know

sentio



I feel (perceive)

sonus



sound

templum



temple

tremo



I tremble

tremor



tremor (quake, trembling)

vilicus



farm manager

Daily Student Instruction Sheet - TUESDAY

TUESDAY – 4/21/20

ELA

Poetry (15 Minutes)

Literature (30 Minutes)

Grammar/Writing (30 Minutes)

Reading (20+ minutes)

Poetry

Goal/Objective: Continue learning “The Splendour Falls on Castle Walls” by Alfred Lord Tennyson

Materials needed: [“The Splendour Falls on Castle Walls”](#)

Specific Instructions (I=independent; PA=Parent assistance):

- [Read through the poem aloud](#), two times (I)
- Continue committing the second stanza to memory (I)
- Begin committing the third stanza to memory (I)

Literature

Goal/Objective: Finish reading Chapter 9, Wayfarers All, in *The Wind in the Willows*

Materials needed: [The Wind in the Willows](#), Teacher notes

Specific Instructions (I=independent; PA= Parent assistance):

- Read through Chapter 9 Vocabulary, Part 2 (I)
- [Read the second half of Chapter 9](#) (105-113), beginning with “His shining eyes held fast to the horizon...” (I)
- Answer the check for understanding questions (I)

Grammar/Writing

Goal/Objective: Find examples of logos, pathos, and ethos in a historical speech

Materials needed: Copy of Patrick Henry speech, teacher notes from Monday

Specific Instructions (I=independent; PA=dependent):

- [Watch this video](#) to go over your responses to questions on the student assignment yesterday. If you do not have access to video, see the answer key.
- Read the speech by Patrick Henry. You can listen to it [here](#) (I)
- [Watch teacher video](#) going over the speech. Be ready to annotate your speech! (I)

MATH

(30 Minutes)

Math

Goal/Objective: Students will review the statistics unit one page per day, along with other review activities over the next several days.

Materials needed: Study guide, Study guide answer key, Video Review

Specific Instructions (I=independent; PA= Parent assistance):

- (I) Students will complete page 4 of the study guide
- (I) Students will check their work with the answer key and rework any missed problems. OR students will watch the [video review](#) of page 4 of the study guide and rework missed problems
- Optional: The following internet resource provides practice quizzes and videos on everything you’ve studied. Explore a topic that you have found challenging. [Khan Academy Statistics Unit](#)

Daily Student Instruction Sheet - TUESDAY

HISTORY (30 Minutes)	<i>History</i> <u>Goal/Objective:</u> Today and next week, we will be learning about the people who immigrated to the United States in the 1800s. For today's lesson, students will talk with parents about how their families came to live in the United States. <u>Materials needed:</u> Supplemental video , textbook reading: A Nation of Immigrants <u>Specific Instructions</u> (I=independent; PA=dependent): <ul style="list-style-type: none"><input type="checkbox"/> (I) Watch Mrs. Scholl's supplemental video<input type="checkbox"/> (I) Read pp. 2-5 in the textbook reading: A Nation of Immigrants<input type="checkbox"/> (PA) Discuss with a parent what things led to your family coming to the United States. This assignment does not need to be turned in and is meant to give students a personal story to which they can connect our lessons.
LATIN (15 Minutes)	<i>Latin</i> <u>Goal/Objective:</u> Continue translating Picture Story "mōns Irātus" <u>Materials needed:</u> "W5 Tuesday Translation" worksheet <u>Specific Instructions</u> (I=independent; PA=dependent): <ul style="list-style-type: none"><input type="checkbox"/> (I) Complete "W5 Tuesday Translation" worksheet
SPECIALS CLASSES	<i>SPECIALS ARE NO LONGER AN OPTION.</i> PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE END OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN WITH THE REST OF YOUR WORK.

Daily Student Instruction Sheet - TUESDAY

1. Chapter 9 Vocabulary, part 1

Assuaged: Made an unpleasant feeling less intense.

Sheaves: A bundle of grain stalks tied together.

Brooding: Showing deep unhappiness of thought.

2. Read the second half of Chapter 9 (pgs. 105-113), beginning with “His shining eyes held fast to the horizon...”

- An online version of *The Wind in the Willows* can be found at:
<http://www.cleavebooks.co.uk/grol/grahame/wind00.htm>
- If you would like to read along with an audio version of the book, it is available at:
<https://librivox.org/the-wind-in-the-willows-by-kenneth-grahame-2/>

3. On loose-leaf paper, answer the following questions with 1-2 complete sentences, direct quotations are not required (be sure to title your page with your name, the date, and “Chapter 9 Understanding Questions”):

1. Where is the Sea Rat from?
2. What prevents the Water Rat from leaving home?
3. What does the Mole encourage Rat to do at the end of the chapter?

After reading through the speech, watch Miss. Rogers' video. After (or while) you watch, annotate at least 2 examples of pathos, ethos, and logos. This means you should have six annotations! These examples may be the same as those given by Miss Rogers in her video.

Give Me Liberty or Give Me Death

Patrick Henry

St. John's Church, Richmond, Virginia

March 23, 1775.

MR. PRESIDENT: No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to those gentlemen if, entertaining as I do, opinions of a character very opposite to theirs, I shall speak forth my sentiments freely, and without reserve. This is no time for ceremony. The question before the House is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate. It is only in this way that we can hope to arrive at truth and fulfil the great responsibility which we hold to God and our country. Should I keep back my opinions at such a time, through fear of giving offence, I should consider myself as guilty of treason towards my country, and of an act of disloyalty toward the majesty of heaven, which I revere above all earthly kings.

Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth and listen to the song of that siren till she transforms us into beasts. Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those who, having eyes, see not, and, having ears, hear not, the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst, and to provide for it.

I have but one lamp by which my feet are guided; and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years, to justify those hopes with which gentlemen have been pleased to solace themselves, and the House? Is it that insidious smile with which our petition has been lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our petition comports with these war-like preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled, that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation; the last arguments to which kings resort. I ask, gentlemen, sir, what means this martial array, if its

purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us; they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves. Sir, we have done everything that could be done, to avert the storm which is now coming on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne and have implored its interposition to arrest the tyrannical hands of the ministry and Parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne. In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free² if we mean to preserve inviolate those inestimable privileges for which we have been so long contending² if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained, we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of Hosts is all that is left us!

They tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance, by lying supinely on our backs, and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot? Sir, we are not weak if we make a proper use of those means which the God of nature hath placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations; and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable² and let it come! I repeat it, sir, let it come.

It is in vain, sir, to extenuate the matter. Gentlemen may cry, Peace, Peace² but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the

clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

If you cannot watch the teacher video, read through Miss Rogers' annotations to prepare for Wednesday and Thursday.

Give Me Liberty or Give Me **Death**
Patrick Henry

St. John's Church, Richmond, Virginia
March 23, 1775.

MR. PRESIDENT; No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to those gentlemen if, entertaining as I do, opinions of a character very opposite to theirs, I shall speak forth my sentiments freely, and without reserve. This is no time for ceremony. The question before the House is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate. It is only in this way that we can hope to arrive at truth and fulfil the great responsibility which we hold to God and our country. Should I keep back my opinions at such a time, through fear of giving offence, I should consider myself as guilty of treason towards my country, and of an act of disloyalty toward the majesty of heaven, which I revere above all earthly kings.

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I have but one lamp by which my feet are guided; and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years, to justify those hopes with which gentlemen have been pleased to solace themselves, and the House? Is it that insidious smile with which our petition has been lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our petition comports with these war-like preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled, that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation; the last arguments to which kings resort. I ask, gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of

Commented [RH1]: Purpose of Speech: Patrick Henry is attempting to convince his listeners that it is necessary for the colonies to stand up for themselves against the British.

Commented [RH2]: Ethos.
We can trust Patrick Henry because he is showing respect to those who differ from him in opinion.

Commented [RH3]: Pathos.
This topic is so important that if Patrick Henry does not discuss it, he will be going against the will of God.

Commented [RH4]: In the next two paragraphs, Patrick Henry gives three reasons in support of his argument.

Commented [RH5]: Logos/Reason One: "We colonists know that in the past Britain has done things like this. When we have ignored it during the last ten years, it has not gone away. Why should it now?"
He picks up this argument again at the end of the paragraph.

Commented [RH6]: Logos/Reason Two: "Even though they are claiming to listen to us when we ask for better treatment, Great Britain has stationed war ships around the colonies. If they were really gracious in their reception of our requests, would they have chosen to do this? People station war ships when they are threatening war."

navies and armies? No, sir, she has none. They are meant for us; they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves. Sir, we have done everything that could be done, to avert the storm which is now coming on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne and have implored its interposition to arrest the tyrannical hands of the ministry and Parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne. In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free² if we mean to preserve inviolate those inestimable privileges for which we have been so long contending² if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained, we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of Hosts is all that is left us!

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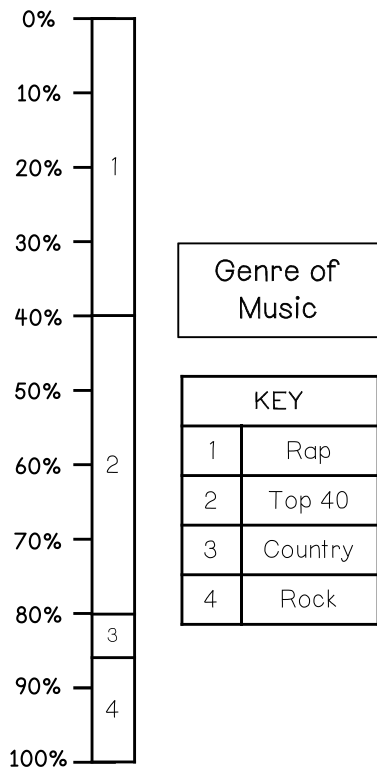
Commented [RH7]: Logos/Reason Three: "Some say that we are too weak to resist the British. But in reality, we are at our strongest now, and we fight for liberty, which makes us stronger."

Commented [RH8]: Pathos.
"This argument matters because we are in chains placed on us by the British."
Note how he uses repetition to increase the emotion of the moment.

Commented [RH9]: Pathos.
"This argument matters because our brethren are already dying while we refuse to make a decision."

purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

14. A survey asked 180 people to select their favorite genre of music. Use the results in the percent bar graph to complete the table and answer the questions below.



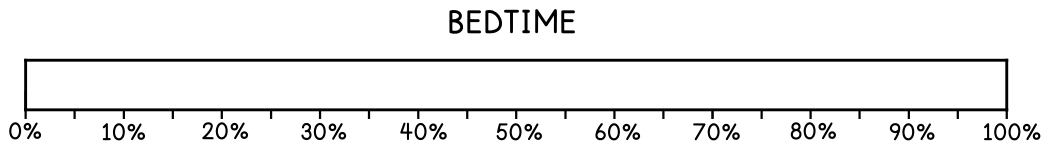
Genre	Number of People
Rap	
Top 40	
Country	
Rock	

a. How many more people selected rap music than rock music?

b. How many more people selected Top 40 music than country music?

15. The table below shows the bedtime of the fourth grade students at Little Elementary School. Use the frequency table below to determine the relative frequency and then chart it on a percent bar graph below.

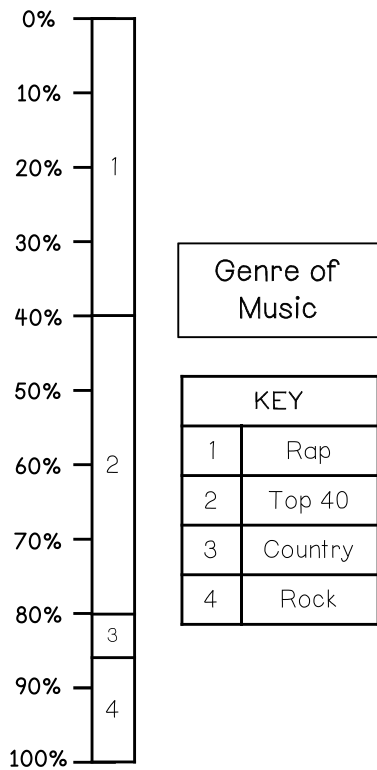
Bedtime	7:00 PM	8:00 PM	9:00 PM	10:00 PM
NUMBER of STUDENTS	42	98	112	28
RELATIVE FREQUENCY				



i've got this:

i Need to Study:

14. A survey asked 180 people to select their favorite genre of music. Use the results in the percent bar graph to complete the table and answer the questions below.



Genre	Number of People
Rap	72
Top 40	72
Country	9
Rock	27

a. How many more people selected rap music than rock music?

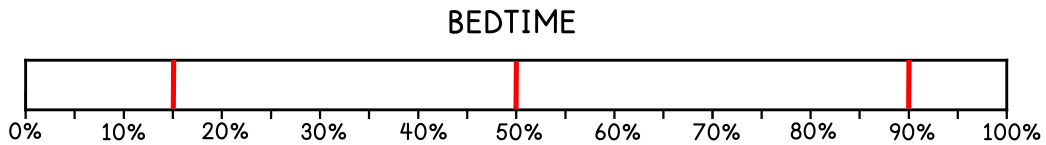
45

b. How many more people selected Top 40 music than country music?

63

15. The table below shows the bedtime of the fourth grade students at Little Elementary School. Use the frequency table below to determine the relative frequency and then chart it on a percent bar graph below.

Bedtime	7:00 PM	8:00 PM	9:00 PM	10:00 PM
NUMBER of STUDENTS	42	98	112	28
Relative Frequency	15%	35%	40%	10%



i've got this:

i Need to Study:

Name: _____

Section: _____

W5 Tuesday Translation

Stage 12 Picture Story, pt. 2

Instructions

Translate the following sentences in the boxes below. Some vocabulary has been provided at the end of the worksheet. Use your textbook, <https://en.wiktionary.org>, or <https://translate.google.com> to look up any other words.

Remember:

Perfect tense endings are:

- -ī = I verbed
- -istī = you verbed
- -it = he/she/it verbed
- -imus = we verbed
- -istis = y'all verbed
- -ērunt = they verbed

Translation

Listen to these sentences in Latin at

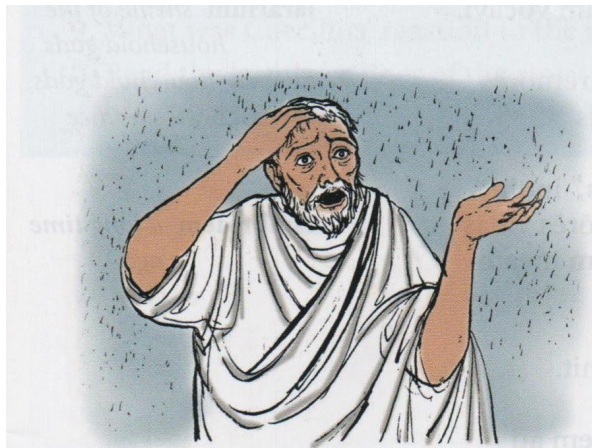


4.)



5 Poppaea Lucrioni dixit,
 “ego in foro eram. ego tibi togam quaerebam.
 ego nubem mirabilem conspexi.”

5.)



6 Lucrionem Poppaeae respondit,
 “tu nubem conspexisti. sed ego cinerem
 sensi. ego flammam vidi.”

6.)

Vocabulary

Poppaea - Poppaea (a name)

Lucrionem - Lucrionem (a name)

stare - I stand (pf. *steti* - I stood)

atrium - atrium, main room

sollicitus - worried

erant - they were (impf. of *sunt*)

dicere - I say (pf. *dixi* - I said)

eram - I was (impf. of *sum*)

tibi - for you

quaerere - I am looking for (pf. *quaesivi*)

nubes - cloud

mirabilis - strange

conspicere - I catch sight of (pf. *conspexi*)

respondere - I reply (pf. *respondi*)

cinis - ash

sensire - I feel, I sense (pf. *sensi*)

flamma - flame

videre - I see (pf. *vidi*)

Daily Student Instruction Sheet - WEDNESDAY

WEDNESDAY – 4/22/20

ELA

Poetry (15 Minutes)

Literature (30 Minutes)

Grammar/Writing (30 Minutes)

Reading (20+ minutes)

Poetry

Goal/Objective: Continue learning “The Splendour Falls on Castle Walls” by Alfred Lord Tennyson

Materials needed: [“The Splendour Falls on Castle Walls”](#)

Specific Instructions (I=independent; PA=Parent assistance):

- [Read through the poem aloud](#), two times (I)
- Finish committing the third stanza to memory (I)

Literature

Goal/Objective: Begin reading Chapter 10, The Further Adventures of Toad, in *The Wind in the Willows*

Materials needed: [The Wind in the Willows](#), Teacher notes

Specific Instructions (I=independent; PA= Parent assistance):

- Read through Chapter 10 Vocabulary, Part 1 (I)
- [Read the first half of Chapter 10](#) (114-120), ending with “...till the canal had been left very far behind him.” (I)
- Answer the check for understanding questions (I)

Grammar/Writing

Goal/Objective: analyze an example of logos

Materials needed: Patrick Henry speech (Tuesday), Student Assignment

Specific Instructions (I=independent; PA=dependent):

- Briefly review Patrick Henry’s “Give Me Liberty or Give Me Death” (I)
- Complete Student assignment. (I)
- [Watch this video](#) to go over the student assignment or check the teacher’s annotated notes. (I)

MATH

(30 Minutes)

Math

Goal/Objective: Review the various topics of the statistics unit.

Materials needed: Monday Independent practice, Tuesday Independent Practice, Wednesday Independent Practice

Specific Instructions (I=independent; PA=dependent):

- The study guide is divided into 7 sections. Review the Statistics unit by making a list of the sections that you have mastered and a list of the sections that need more study. A space is provided for this on Tuesday’s Independent Practice Page or page 4 of the study guide. (I)
- Choose AT LEAST one section of the study guide to review by reworking the problems on scratch paper. Don’t forget to check your work with the key provided.(I)
- Optional:The following internet resource provides practice quizzes and videos on everything you’ve studied. Explore a topic that you have found challenging or interesting. [Khan Academy Statistics Unit](#)

Daily Student Instruction Sheet - WEDNESDAY

SCIENCE (30 Minutes)	Science <u>Goal/Objective:</u> To learn about Antoine Lavoisier's <u>Elements of Chemistry</u> <u>Materials needed:</u> Teacher notes, independent practice sheet, answer key <u>Specific Instructions</u> (I=independent; PA= Parent assistance): <ul style="list-style-type: none"><input type="checkbox"/> Watch Mrs. Sharp's video introducing the lesson. (I)<input type="checkbox"/> Read p. 121 in the <u>Nature of Science</u> textbook: Antoine Lavoisier, <i>Elements of Chemistry</i>. Click here to read along with Mrs. Sharp. (I)<input type="checkbox"/> Carefully read through the teacher notes. (I)<input type="checkbox"/> Complete the Independent Practice sheet. (I)<input type="checkbox"/> Check answers with answer key. (I)
LATIN (15 Minutes)	Latin <u>Goal/Objective:</u> Finish translating Picture Story "mōns īrātus" <u>Materials needed:</u> "W5 Wednesday Translation" worksheet <u>Specific Instructions</u> (I=independent; PA=dependent): <ul style="list-style-type: none"><input type="checkbox"/> (I) Complete "W5 Wednesday Translation" worksheet
SPECIALS CLASSES	<i>SPECIALS ARE NO LONGER AN OPTION.</i> PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE END OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN WITH THE REST OF YOUR WORK.

1. Chapter 10 Vocabulary, part 1

Beseeching: Asking someone urgently and fervently to do something.

Shirking: Avoiding or neglecting a duty or responsibility.

2. Read the first half of Chapter 10 (pgs. 114-120), ending with "...till the canal had been left very far behind him."

- An online version of *The Wind in the Willows* can be found at:
<http://www.cleavebooks.co.uk/grol/grahame/wind00.htm>
- If you would like to read along with an audio version of the book, it is available at:
<https://librivox.org/the-wind-in-the-willows-by-kenneth-grahame-2/>

3. On loose-leaf paper, answer the following questions with 1-2 complete sentences, direct quotations are not required (be sure to title your page with your name, the date, and "Chapter 10 Understanding Questions"):

1. Who does Toad encounter in the canal?
2. What does she ask Toad to do?
3. How does toad get revenge on the barge-woman?

Using your annotated copy of Patrick Henry’s speech “Give Me Liberty or Give Me Death,” complete the following reflection questions.

1. What is the purpose of the speech? (i.e. what does Patrick Henry trying to convince his listeners to believe or do?)

2. Look through the speech and find an example of each of the elements of persuasion. Copy down your example in the provided space. Each example should be at least one sentence long and does not have to be written in proper quote format. These examples SHOULD BE DIFFERENT from those given by Miss Rogers in the video or in her annotated notes. This will help you prepare f tomorrow’s assignment.

a. Ethos: _____

b. Pathos _____

c. Logos: _____

Using your annotated copy of Patrick Henry's speech "Give Me Liberty or Give Me Death," complete the following reflection questions.

1. What is the purpose of the speech? (i.e. what does Patrick Henry trying to convince his listeners to believe or do?)

Patrick Henry is trying to persuade his listeners to take definite action against the threat posed by the British. He does not specify exactly what this action is, but it seems to involve some sort of rebellion.

2. Look through the speech and find an example of each of the elements of persuasion. Copy down your example in the provided space. Each example should be at least one sentence long and does not have to be written in proper quote format. These examples SHOULD BE DIFFERENT from those given by Miss Rogers in the video or in her annotated notes. This will help you prepare for tomorrow's assignment.

Many examples could work here. If you have specific questions about your example, feel free to email Miss Rogers.

a. Ethos: Should show that Patrick Henry is respectful to those with whom he disagrees or is speaking with some sort of divine authority. Will most likely be found in the first paragraph.

b. Pathos: Patrick Henry uses a lot of pathos; he shows anger at the British, concern for his dying brethren, or outrage at those who are doing nothing to prepare for rebellion/war.

c. Logos: The third and fourth paragraphs are where Patrick Henry lays out his logic for responding to Britain's threat. Even though his language is still very emotional, he is still primarily laying out an argument based on the presence of British ships near the colony and Britain's history of oppressing the colonies.

DATA & STATISTICS Unit Study Guide

Solve each of the problems below. These represent the types of questions on your test. Be sure to ask questions if you need more help with a topic.

I CAN SUMMARIZE NUMERIC DATA WITH THE MEAN, MEDIAN, RANGE, AND INTERQUARTILE RANGE.

6.12C

1. The following data set represents the average high monthly temperature in Denver, CO.

44, 46, 54, 61, 71, 81, 88, 86, 77, 65, 52, 43

Mean: _____ Median: _____

2. The following data set represents the number of dollars 20 customers withdrew at an ATM.

NUMBER of DOLLARS	20	40	60	80	100	120
FREQUENCY	10	5	2	1	2	0

Mean: _____ Median: _____

3. The following data set represents the cost of an order (rounded to the nearest dollar) in the Chick-fil-A drive thru.

10, 21, 34, 12, 6, 3, 14, 18, 22, 29, 9, 2, 15, 12, 18

Q1: _____ Q3: _____ IQR: _____

4. The local swimming pool records their summer swim lesson enrollment in the table below. What is the range in the number of students enrolled?

2011	2012	2013	2014	2015
277	341	299	368	389

I CAN DIFFERENTIATE BETWEEN SITUATIONS THAT YIELD DATA WITH AND WITHOUT VARIABILITY.

6.12B

5. Which of the following will yield data with variability? Circle all that apply.

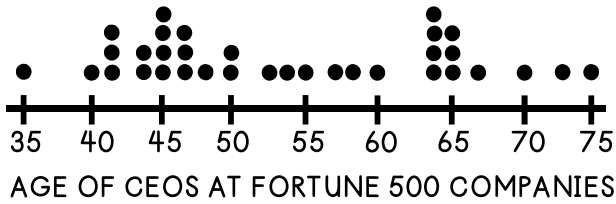
- A. The number of days in a month
- B. The number of days in a week
- C. The shoe size of various five-year-olds
- D. The number of letters in the alphabet
- E. The number of patients at a doctor's office each day
- F. The distance between your house and school

i CAN deSCRIBE A dATA diSTRIBution.

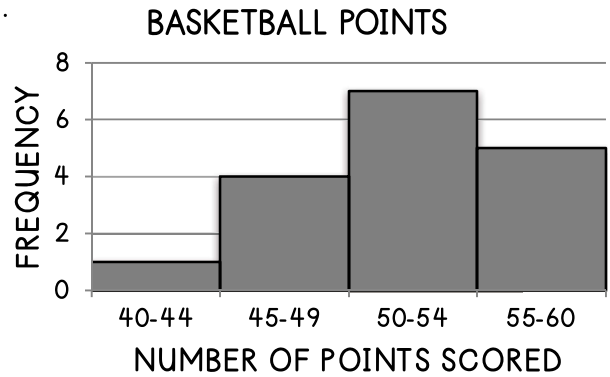
6.12B, 6.12C

Describe the overall shape, spread, and center of each graph below.

6.



7.



i CAN REPResent AND interPRet dATA IN BOX PLOTS.

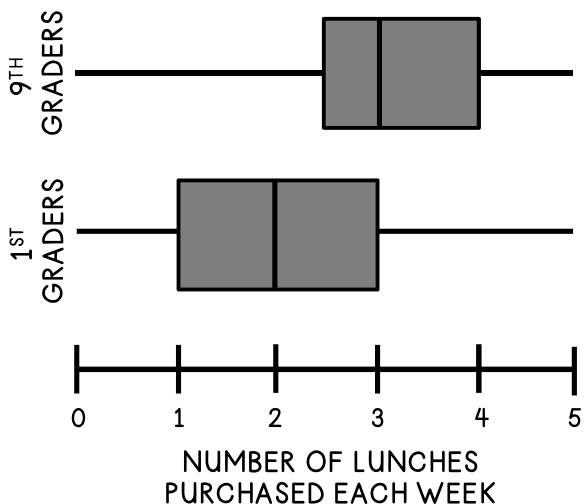
6.12A, 6.12A

8. The following data set represents the number of hours students spend on their science fair projects. Create a five-number summary and a box plot to display the data.

8, 4, 14, 12, 5, 11, 8, 9, 7, 9

Min: _____ Q1: _____ Med: _____ Q3: _____ Max: _____

9. The school cafeteria takes note of the number of lunches purchased each week by students in first grade and students in ninth grade. Use the box plots to answer the questions.



a. What is the median of the 1st graders? 9th graders?

b. Half of the ninth graders purchased _____ or more lunches a week.

c. The interquartile range of first graders is ____.

d. The lowest 25% of the ninth graders take their lunch _____ times or less per week.

DATA & STATISTICS Unit Study Guide

Solve each of the problems below. These represent the types of questions on your test. Be sure to ask questions if you need more help with a topic.

I CAN SUMMARIZE NUMERIC DATA WITH THE MEAN, MEDIAN, RANGE, AND INTERQUARTILE RANGE.

6.12C

1. The following data set represents the average high monthly temperature in Denver, CO.

44, 46, 54, 61, 71, 81, 88, 86, 77, 65, 52, 43

Mean: 64 Median: 63

2. The following data set represents the number of dollars 20 customers withdrew at an ATM.

NUMBER of DOLLARS	20	40	60	80	100	120
FREQUENCY	10	5	2	1	2	0

Mean: 40 Median: 30

3. The following data set represents the cost of an order (rounded to the nearest dollar) in the Chick-fil-A drive thru.

10, 21, 34, 12, 6, 3, 14, 18, 22, 29, 9, 2, 15, 12, 18

Q1: 9 Q3: 21 IQR: 12

4. The local swimming pool records their summer swim lesson enrollment in the table below. What is the range in the number of students enrolled?

2011	2012	2013	2014	2015
277	341	299	368	389

112

I CAN DIFFERENTIATE BETWEEN SITUATIONS THAT YIELD DATA WITH AND WITHOUT VARIABILITY.

6.13B

5. Which of the following will yield data with variability? Circle all that apply.

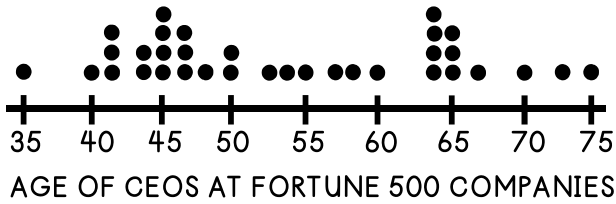
- A. The number of days in a month
- B. The number of days in a week
- C. The shoe size of various five-year-olds
- D. The number of letters in the alphabet
- E. The number of patients at a doctor's office each day
- F. The distance between your house and school

i CAN deSCRIBE A dATA diSTRIBution.

6.12B, 6.12C

Describe the overall shape, spread, and center of each graph below.

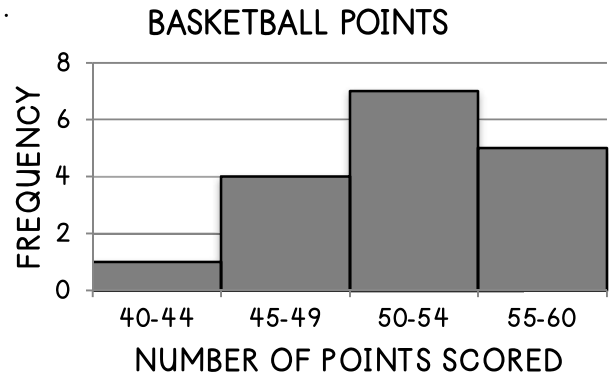
6.



The data is spread from 35 to 75.

There are two centers around 45 and 65.

7.



The data is symmetrical.

The center falls within 50–54.

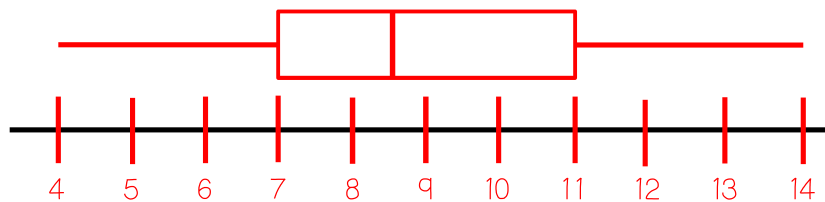
i CAN RePReSeNt AND iNteRPReT dATA iN BoX PlOTS.

6.12A, 6.13A

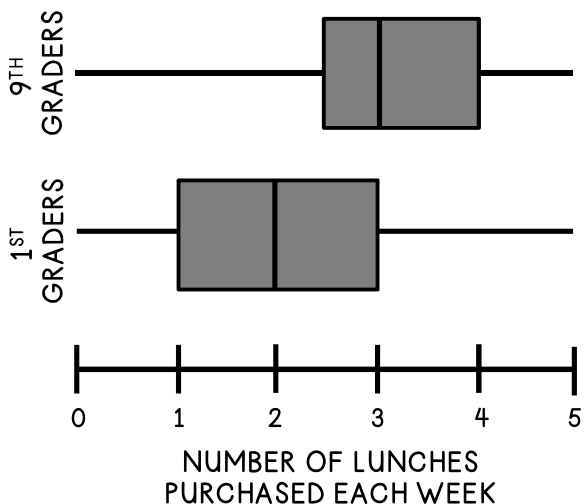
8. The following data set represents the number of hours students spend on their science fair projects. Create a five-number summary and a box plot to display the data.

8, 4, 14, 12, 5, 11, 8, 9, 7, 9

Min: 4 Q1: 7 Med: 8.5 Q3: 11 Max: 14



9. The school cafeteria takes note of the number of lunches purchased each week by students in first grade and students in ninth grade. Use the box plots to answer the questions.



a. What is the median of the 1st graders? 9th graders?
 1st grader: 2
 9th grader: 3

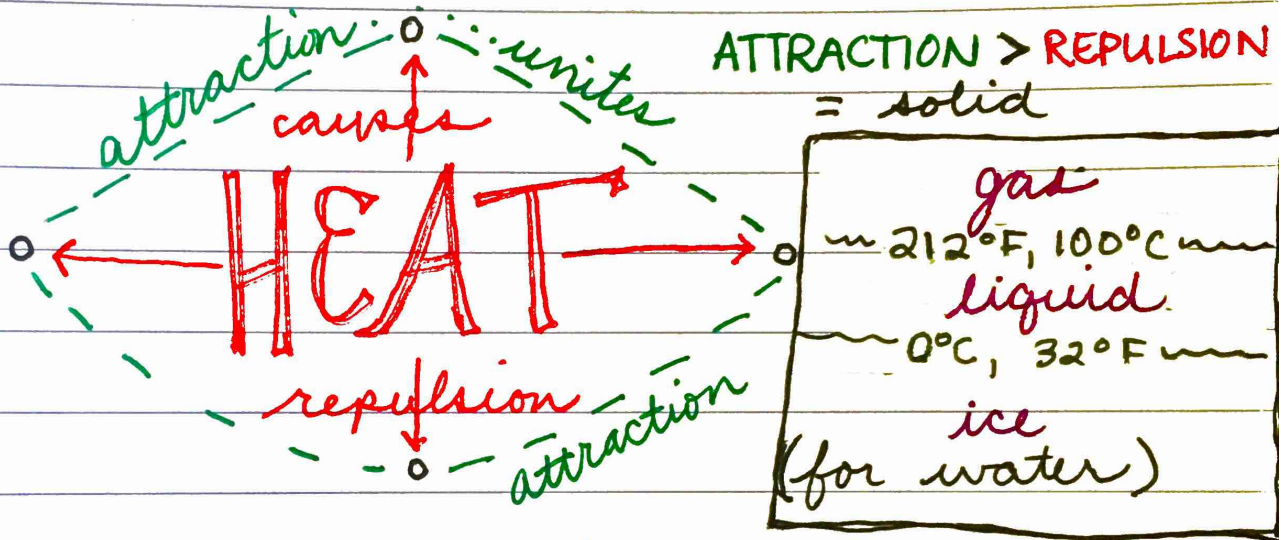
b. Half of the ninth graders purchased 3 or more lunches a week.

c. The interquartile range of first graders is 2.

d. The lowest 25% of the ninth graders take their lunch 2.5 times or less per week.

Lavoisier, "Elements of Chemistry"

UNIVERSAL PROPOSITION: every body, solid or fluid, is increased in its dimensions by any increase of heat



once heat removes the particles beyond the realm of attraction, the body becomes LIQUID or GAS.

REPULSION > ATTRACTION = liquid or gas

The cause of → **Heat** or **warmth**

"subtle fluid"
 "igneous fluid"
 "matter of heat"
 "the repulsive cause"
 "caloric"

is it a substance or an accident?

Antoine Lavoisier, *Elements of Chemistry*

Part I, Chapter I

That every body, whether solid or fluid, is **augmented** in all its dimensions by any increase of its sensible heat, was long ago fully established as a physical axiom, or universal proposition, by the celebrated Boerhaave...

augmented – increased

* * *

It is supposed, that, since the particles of bodies are thus continually impelled by heat to separate from each other, they would have no connection between themselves; and, of consequence, that there would be solidity in nature, unless they were held together some other power which tends to unite them, and so to speak, to chain them together; which power, whatever be its cause, or manner of operation, we name Attraction.

Thus the particles of all bodies may be considered as **subjected to** the action of two opposite powers, the one repulsive, the other attractive, between which they remain in **equilibrium**. So long as the attractive force remains stronger, the body must continue in a state of solidity; but if, on the contrary, heat has so far removed these particles from each other, as to place them beyond the sphere of attraction, they lose the **adhesion** they before had with each other, and the body ceases to be solid.

subjected to – under the influence of

equilibrium – a state of balance

adhesion – attraction

Water gives us a regular and constant example of these facts; whilst below Zero of the French thermometer, or 32° of Fahrenheit, it remains solid, and is called ice. Above that degree of temperature, its particles being no longer held together by **reciprocal** attraction, it becomes liquid; and, when we raise its temperature above 212° F., its particles, giving way to the repulsion caused by the heat, **assume** the state of vapor or gas, and the water is changed into an **aeriform** fluid.

reciprocal – common shared, mutual

assume – take on

aeriform – having the form of air

The same may be affirmed of all bodies in nature: they are either solid or liquid, or in the state of **elastic aeriform** vapor, according to the proportion which takes place between the attractive force **inherent** in their particles, and the repulsive power of the heat acting upon these; or, what amounts to the same thing, in proportion to the degree of heat to which they are exposed.

elastic – flexible, capable of resuming a form

inherent – present

Name, #, Date: _____

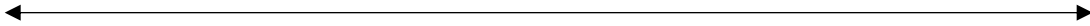
Antoine Lavoisier's "Elements of Chemistry"

Part I

1. Every body, solid or fluid, is made bigger by increasing _____.
2. What causes repulsion (separating the particles from one another)? _____.
3. Use the following chart to answer the next questions:

100°C, 212°F

0°C, 32°F



- a. What state is WATER in at each of these stages? Fill in the boxes above.
 - b. Below each box, describe how the particles or atoms are in relation to each other (close together, farther apart) at each stage.
4. What are some of Lavoisier's other names for HEAT?

Name: _____

Section: _____

W5 Wednesday Translation

Stage 12 Picture Story, pt. 3

Instructions

Translate the following sentences in the boxes below. Some vocabulary has been provided at the end of the worksheet. Use your textbook, <https://en.wiktionary.org>, or <https://translate.google.com> to look up any other words.

Remember:

Perfect tense endings are:

- -ī = I verbed
- -istī = you verbed
- -it = he/she/it verbed
- -imus = we verbed
- -istis = y'all verbed
- -ērunt = they verbed

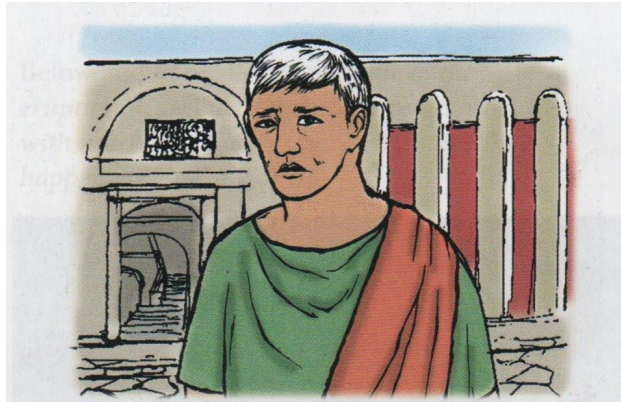
Translation

Listen to these sentences in Latin at



7 Thrasymachus et Diodōrus in forō erant. Alexander ad frātrēs contendit.

7.)



8 Alexander frātribus dīxit,
 “ego ad theātrum contendēbam. ego
 sonōs audīvī et tremōrēs sēnsī. vōs sonōs
 audīvistis? vōs tremōrēs sēnsistis?”

8.)



9 frātrēs Alexandrō respondērunt,
 “nōs tremōrēs sēnsimus et sonōs
 audīvimus. nōs nūbem mīrābilem
 vīdimus. nōs sollicitī sumus.”

9.)

Vocabulary

erant - they were (impf. of *sunt*)

ad - to, toward

frāter - brother

contendō - I hurry (pf. *contendī*)

dicō - I say (pf. *dixī* - I said)

sonus - sound

audiō - I hear (pf. *audīvī*)

tremōr - tremor, quake

sentiō - I feel, I sense (pf. *sēnsī*)

vōs - y'all

respondeō - I reply (pf. *respondī*)

nōs - we

nūbēs - cloud

mīrābilis - strange

videō - I see (pf. *vīdī*)

sollicitus - worried

Daily Student Instruction Sheet - THURSDAY

THURSDAY – 4/23/20

ELA

Poetry (15 Minutes)

Literature (30 Minutes)

Grammar/Writing (30 Minutes)

Reading (20+ minutes)

We ask that students take this assessment independent of adult help or collaboration with other students. However, students are welcome to use any of their readings, textbook pages, or work from Monday - Wednesday of this week. This review only covers material from this week.

Below are instructions for each portion of the graded review with a suggested time for each portion. The graded review is intended to take less than 2 hours for a student that has already completed the rest of the week's work. We recommend that students take a few breaks between subjects, rather than completing the graded review in one sitting.

Poetry

Goal/Objective: Complete the Week 5 Graded Review

Materials needed: Week 5 Graded Review - Poetry

Specific Instructions (I=independent; PA=dependent):

- Complete the Week 5 Graded Review independently (I)
- Scan and submit the Week 5 Graded Review with all the other subjects at the end of the day through Google Classroom(I)
OR
- Turn in the hardcopy to school when you pick-up the next week's packet.

Literature

Goal/Objective: Complete the Week 5 Graded Review

Materials needed: [The Wind in the Willows](#), Week 5 Graded Review - Literature

Specific Instructions (I=independent; PA=dependent):

- Complete the Week 5 Graded Review independently (I)
- Scan and submit the Week 5 Graded Review with all the other subjects at the end of the day through Google Classroom(I)
OR
- Turn in the hardcopy to school when you pick-up the next week's packet.

Grammar/Writing

Goal/Objective: Complete Week 5 Graded Review

Materials needed: All notes from this week, Student Week 5 Graded Review

Specific Instructions (I=independent; PA=dependent):

- Complete Week 5 Graded Review independently (I). Use your notes from this week.
- Scan and submit the Week 5 Graded Review with all the other subjects at the end of the day through Google Classroom(I)
OR
- Turn in the hardcopy to school when you pick-up the next week's packet.

MATH

(30 Minutes)

Math

Goal/Objective: Complete the Week 5 Graded Review

Materials needed: Week 5 Graded Review - Math

Specific Instructions (I=independent; PA=dependent):

Daily Student Instruction Sheet - THURSDAY

	<ul style="list-style-type: none"> <input type="checkbox"/> Complete the Week 5 Graded Review independently (I) <input type="checkbox"/> Scan and submit the Week 5 Graded Review with all the other subjects at the end of the day through Google Classroom(I) OR <input type="checkbox"/> Turn in the hardcopy to school when you pick-up the next week's packet.
<p>SCIENCE (30 Minutes)</p>	<p><i>Science</i> <u>Goal/Objective:</u> Complete the Week 5 Graded Review <u>Materials needed:</u> Week 5 Graded Review - Science, pencil/pen, notes and materials from this week <u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete the Week 5 Graded Review independently. (I) <input type="checkbox"/> Scan and submit the Week 5 Graded Review with all the other subjects at the end of the day through Google Classroom. (I) OR <input type="checkbox"/> Turn in the hardcopy to school when you pick-up the next week's packet.
<p>HISTORY (30 Minutes)</p>	<p><i>History</i> <u>Goal/Objective:</u> Complete the Week 5 History Graded Review <u>Materials needed:</u> History Reading: <i>Population Growth and Pollution</i>, History Worksheet: <i>Week 5 History Graded Review</i> <u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete the Week 5 History Graded Review independently. (I) <input type="checkbox"/> Scan and submit the Week 5 History Graded Review with all the other subjects at the end of the day through Google Classroom. (I) OR <input type="checkbox"/> Turn in the hardcopy to school when you pick-up the next week's packet.
<p>LATIN (15 Minutes)</p>	<p><i>Latin</i> <u>Goal/Objective:</u> 1) Correct this week's translations of Picture Story "mōns īrātus"; 2) Complete the Week 5 Latin Graded Review <u>Materials needed:</u> 1) Your completed Monday-Wednesday worksheets; 2) Either "W5 Translation Answer Key" OR access to the Internet <u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) (optional) Check work and make corrections in red pen or pencil; use either: <ul style="list-style-type: none"> <input type="checkbox"/> "W5 Translation Answer Key", or ... <input type="checkbox"/> Guided translation video <input type="checkbox"/> (I) Complete Week 5 Latin Graded Review independently
<p>SPECIALS CLASSES</p>	<p><i>SPECIALS ARE NO LONGER AN OPTION.</i></p> <p>PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE END OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN WITH THE REST OF YOUR WORK.</p>

Daily Student Instruction Sheet - THURSDAY

W5 Translation Answer Key

Monday

- 1) Syphax and Felix were standing in the harbor. The friends were looking at the mountain.
- 2) Syphax said to his friend, "I was selling slaves near the harbor. I suddenly heard sounds.
- 3) Felix replied to Syphax, "You heard sounds. I felt quakes. I was walking near the mountain.

Tuesday

- 4) Poppaea and Lucrio were standing in the atrium. They were worried.
- 5) Poppaea said to Lucrio, "I was in the forum. I was looking for a toga for you. I caught sight of a strange cloud."
- 6) Lucrio replied to Poppaea, "You caught sight of a cloud. But I saw flames."

Wednesday

- 7) Thrasymachus and Diodorus were in the forum. Alexander hurried to his brothers.
- 8) Alexander said to his brothers, "I was hurrying to the theater. I heard sounds and felt quakes. Did y'all hear the sounds? Did y'all feel the quakes?"
- 9) The brothers replied to Alexander, "We felt quakes and heard sounds. We saw a strange cloud. We are worried."

Week 5 Graded Review

April 20-23, 2020

Student Name: _____

Turn in today's work electronically or in hard copy form by **4/27**.

We ask that students take this assessment independent of adult help or collaboration with other students. However, students are welcome to use any of their readings, textbook pages, or work from Monday - Wednesday of this week. This review only covers material from this week.

Below are instructions for each portion of the graded review with a suggested time for each portion. The graded review is intended to take less than 2 hours for a student that has already completed the rest of the week's work. We recommend that students take a few breaks between subjects, rather than completing the graded review in one sitting.

Friday 4/23/20	<p>To Do:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete the reduced reading log <input type="checkbox"/> Poetry: (10 min) Recite the poem (PA) <input type="checkbox"/> Literature: (15 min) Complete the Comprehension Questions (I) <input type="checkbox"/> Grammar/Writing: (15 min) Answer Questions (I) <input type="checkbox"/> Math: (20 min) Complete the Independent Graded Review(I) <input type="checkbox"/> History: (15 min) Answer the questions (I) <input type="checkbox"/> Science: (15 min) Answer the questions (I) <input type="checkbox"/> Latin: (15 min) Answer the questions (I) <input type="checkbox"/> Specials: Collect completed work for submission with this assignment (I)
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Reading Log

Day	Date	Book Title	Total Minutes	Parent Initials
Mon	4/20			
Tue	4/21			
Wed	4/22			
Thur	4/23			

Poetry

My scholar recited "The Splendour Falls on Castle Walls" from memory.

Parent Signature: _____

Week 5 Graded Review

Literature

1. Why does the Water Rat initially feel restless and discontent in Chapter 9?
 - A. Badger has continued scolding him for allowing Toad to escape Toad Hall.
 - B. Mole has decided to go wayfaring with a Sea Rat he just met.
 - C. Many animals are already making preparations for winter.
 - D. Toad has been gone a long time and Rat wants to go and find him.

2. The Sea Rat tells Water Rat about his voyages and the many things and people he has visited. How does the Water Rat respond to his tale?
 - A. He falls into a sort of trance and departs for the Wild Wood.
 - B. He falls into a sort of trance and packs a satchel to head South.
 - C. He becomes agitated and quarrels with Mole.
 - D. He becomes agitated and leaves to confront Badger.

3. Why does Toad decide he needs to exact revenge on the barge-woman?
 - A. She tricks him, knowing he wasn't a washerwoman.
 - B. She mocks his appearance and laughs at him.
 - C. She throws him overboard.
 - D. All of the above.

4. Answer the following questions with 3-4 complete sentences: At the end of Chapter 9, how does Mole handle Rat's intent to leave the river? How do Mole's actions compare to other acts the two friends have taken for one another in the past?

Week 5 Graded Review

Grammar/Writing

1. Which quotation from Patrick Henry's "Give Me Liberty or Give Me Death" best demonstrates the element of ethos?

- a. "But different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to those gentlemen if, entertaining as I do, opinions of a character very opposite to theirs, I shall speak forth my sentiments freely, and without reserve."
- b. "I know not what course others may take; but as for me, give me liberty or give me death!"
- c. "Our brethren are already in the field! Why stand we here idle?"
- d. "I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years, to justify those hopes with which gentlemen have been pleased to solace themselves, and the House?"

2. Which quotation from Winston Churchill's "Do Your Worst; We'll do Our Best" best demonstrates the element of pathos?

- f. "We believe it to be in our power to keep this process going, on a steadily rising tide, month after month, year after year, until the Nazi regime is either extirpated by us or, better still, torn to pieces by the German people themselves."
- g. "Some months ago, I requested the Home Secretary and Minister of Home Security and his principal colleagues, the Minister of Health and others, to make every preparation for the autumn and winter war as if we should have to go through the same ordeal as last year, only rather worse."
- h. "If the lull is to end, if the storm is to renew itself, London will be ready, London will not flinch, London can take it again."
- j. "We have now intensified for a month past our systematic, scientific, methodical bombing on a large scale of the German cities, seaports, industries, and other military objectives."

3. Which quotation for Patrick Henry's speech "Give Me Liberty or Give Me Death" demonstrates the element of logos?

- a. "I repeat it, sir, we must fight! An appeal to arms and to the God of Hosts is all that is left us!"

Week 5 Graded Review

b. "Let us not deceive ourselves, sir. These are the implements of war and subjugation; the last arguments to which kings resort. I ask, gentlemen, sir, what means this martial array, if its purpose be not to force us to submission?"

c. "The question before the House is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate."

d. "For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst, and to provide for it."

4. Pretend you are trying to convince your teacher to let you come back to school. Write two to three sentences presenting your argument using pathos.

Week 5 Graded Review: Math

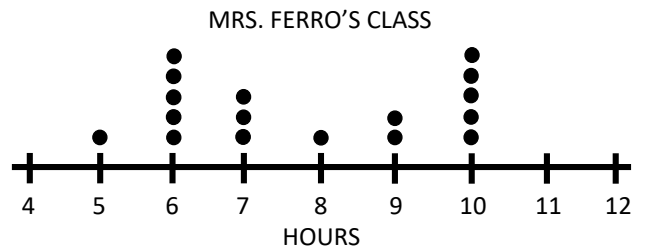
Solve the problems below. Be sure to show your thinking.

1. The number of points in the first five games of the basketball season are listed below. What is the mean number of points scored?

GAME 1	GAME 2	GAME 3	GAME 4	GAME 5
38	29	16	42	33

Blank Space for Work

2. The dot plot shows the number of hours the students in Mrs. Ferro's class volunteer each month. Which of the following statements is **NOT** correct?



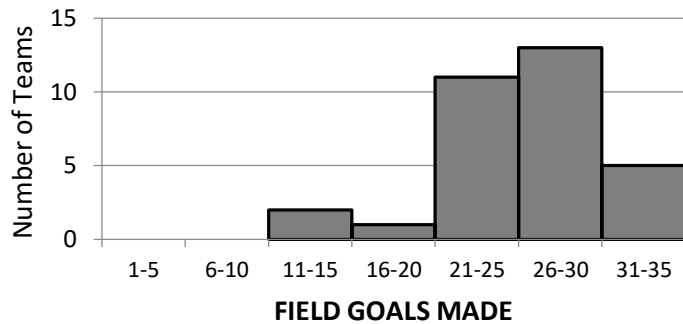
- A. There are a total of 17 students in Mrs. Ferro's class.
- B. Exactly 7 students volunteered for less than 7 hours.
- C. Less than half of the students volunteer for 9 hours or more.
- D. The mode is 6 and 10.

Blank Space for Work

Solve the problems below. Be sure to show your thinking.

3. Which of the statements about the data in the histogram is true?

2015 NFL FIELD GOALS



- A. A total of 30 teams were included in the data.
- B. Over half of the teams made 26-30 field goals in the season.
- C. There were 13 teams that made between 21-25 field goals during the season.
- D. A total of 18 teams made 26 or more field goals.

The data set below represents the different costs of a tablet at an electronic store.

\$286, \$196, \$248, \$319, \$276, \$198, \$349

- 4. What is the median of the first half of the data? (first quartile) _____
- 5. What is the median of the second half of the data? (third quartile) _____
- 6. What is the interquartile range? _____

7. The number of wins in the 2015 season in the American League is shown below.

93, 87, 81, 80, 78, 95, 83, 81, 76, 74, 88, 86, 85, 76, 68

What is the range of the number of wins in the American League?

Blank Space for Work

8. The number of free throws made by the members of a basketball team are shown. Which best represents the data?

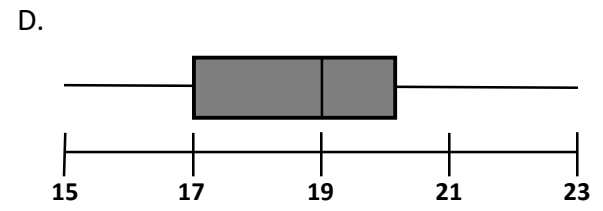
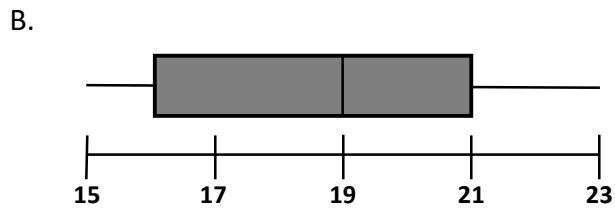
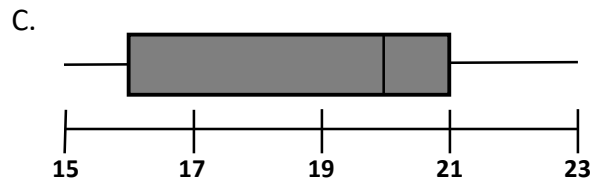
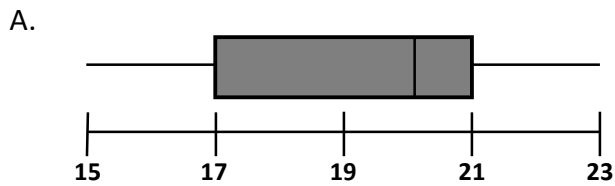
54, 56, 59, 62, 68, 68, 72, 72, 72, 73, 76, 80

- | <p>A.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">STEM</th> <th style="width: 50%;">LEAF</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">4, 6, 9</td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">2, 8, 8</td> </tr> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">2, 2, 2, 3, 6</td> </tr> <tr> <td style="text-align: center;">8</td> <td style="text-align: center;">0</td> </tr> </tbody> </table> | STEM | LEAF | 5 | 4, 6, 9 | 6 | 2, 8, 8 | 7 | 2, 2, 2, 3, 6 | 8 | 0 | <p>B.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">STEM</th> <th style="width: 50%;">LEAF</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">4, 6, 9</td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">2, 2, 2, 3, 6</td> </tr> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">2, 8, 8</td> </tr> <tr> <td style="text-align: center;">8</td> <td style="text-align: center;">4, 6, 9</td> </tr> </tbody> </table> | STEM | LEAF | 5 | 4, 6, 9 | 6 | 2, 2, 2, 3, 6 | 7 | 2, 8, 8 | 8 | 4, 6, 9 | <p>C.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">STEM</th> <th style="width: 50%;">LEAF</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">4, 6, 9</td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">2, 8</td> </tr> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">2, 3, 6</td> </tr> <tr> <td style="text-align: center;">8</td> <td style="text-align: center;">0</td> </tr> </tbody> </table> | STEM | LEAF | 5 | 4, 6, 9 | 6 | 2, 8 | 7 | 2, 3, 6 | 8 | 0 | <p>D.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">STEM</th> <th style="width: 50%;">LEAF</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">6</td> </tr> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">7</td> </tr> <tr> <td style="text-align: center;">8</td> <td style="text-align: center;">8</td> </tr> </tbody> </table> | STEM | LEAF | 5 | 5 | 6 | 6 | 7 | 7 | 8 | 8 |
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| 8 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Blank Space for Work

9. The number of people on various teams within a soccer league are shown below. Which box plot best represents the data?

15, 16, 16, 18, 19, 19, 20, 20, 21, 22, 23



Blank Space for Work

Week 5 Graded Review

History

This week, you learned about the way the Industrial Revolution impacted population growth in cities. Using your reading from earlier in the week, answer the questions below to the best of your ability. Where longer answers are required, please use complete sentences.

1. Use the word **migrate** (or migrates/migrating) in a sentence.

2. **Communicable** means something is _____ to be communicated with _____.

3. Which of the following is most likely to be a reason that people began moving to cities in the 1700s?

- a. Common farmland was being taken away from poor farmers due to Enclosure.
- b. People hoped for a chance to earn a living and be better able to feed and clothe themselves than they had been back in their villages and small towns.
- c. There were more opportunities in cities, where factories were being built.
- d. All of the above

4. Which of the following was not a concern about life in the city?

- a. Housing shortages
- b. Low rent payments
- c. Food shortages
- d. Lack of running water

5. Why was coal used so much during the Industrial Revolution?

- a. It was used to power steam engines, and steam engines were a part of many factories.
- b. It was the cheapest resource available.
- c. It was easy to find, and many people already had access to it.
- d. All of the above.

6. What was one reason that people suffered health problems while living in the cities during the Industrial Revolution? Please use at least two complete sentences.

Week 5 Graded Review

Science

This week, you learned about what Antoine Lavoisier says is the cause of repulsion in things.

Using the resources from this week, try your best to answer the following questions.

1. In your own words, what does **repulsion** mean?

2. What happens to ice when heat is added to it?

- a. It becomes gas
- b. It becomes a liquid
- c. It becomes repulsive
- d. None of the above

3. What is happening to the WATER PARTICLES in ice when heat is added to it?

- a. The particles are being separated from each other
- b. The particles are attracted to each other
- c. The particles are being destroyed
- d. None of the above

4. Lavoisier says that heat acts like a “subtle _____” because of the way it can get in between all the particles and separate them.

5. Lavoisier talks about heat both as a SUBSTANCE (an actual thing existing on its own) and an ACCIDENT (a property or quality of a thing). Do you think that heat is a substance or an accident, and why? Use complete sentences.

Week 5 Graded Review

Latin

Answer the following questions based on this week's readings. *Optional* You may first review this week's translation work using the W5 Translation Answer Key or watching the W5 Guided Translation video.

1) Choose the best translation:

tū tremōrēs sēnsistī, sed ego sonōs audīvī.

- A. I felt tremors, but you heard sounds.
- B. You felt tremors, but I heard sounds.
- C. You all felt tremors, but I heard sounds.
- D. You were feeling tremors, but I was hearing sounds.

2) What tense is the word *cōspexistī*?

- A. Present tense
- B. Imperfect tense
- C. Perfect tense
- D. Future tense

3) Choose the best translation:

nōs nūbem mīrābilem vīdimus.

- A. We saw a strange cloud.
- B. We were looking at a strange cloud.
- C. You all saw a strange cloud.
- D. They were looking at a strange cloud.

Specials

Collect completed work for PE, Art, and either Music or Drama to be submitted with this assignment.

Options for Turning in Work

Week 5 Graded Review

1. **Hardcopy Packet Return:** Turn-in written responses to school at the beginning of the next week
 - a. Turn in full packet with student and teacher name written on the frontOR
 - b. Turn in completed student work pages with student name, date, subject, teacher name on each page

*Please note other assignments such as flash cards are for the student's use in their study and should not be turned in.

2. **Electronic Submission:** Turn in electronically through your student's private Google Classroom account (detailed submission instructions will be given in your student's GC account in the "Friday Assignment" section, as well as on the GHTX Resource webpage.

<https://www.greatheartsamerica.org/txresources/>

Specials Student Instruction Sheet

WEEKLY ASSIGNMENTS 4/20 - 4/24

MUSIC

(25 Minutes)

MUSIC

Goal/Objective: The Student will learn about the life, times, and music of Scott Joplin.

Materials needed: "Maple Leaf Rag" <https://safeYouTube.net/w/GrW5> , Pencil, Paper, Biography of Joplin

Specific Instructions (I=independent; PA= Parent assistance):

- (I) Read the biography of Scott Joplin.
- (I) Listen to "Maple Leaf Rag"
- (I) Title a piece of paper "Scott Joplin: Maple Leaf Rag"
- (I) Don't forget your name and Section #
- (I) Using complete sentences, write down what you hear:
 - Instrumentation
 - Tempo
 - Dynamics
 - Rhythms
 - Patterns
- (I) Write down how the music makes you feel and why. What in the music makes you feel that way?
- Don't forget to use your best penmanship!

DUE ON FRIDAY

ART

(25 Minutes)

ART

Goal/Objective: Scholars of all ages -- no age limit :) will venture outside for Nature Observations - Specifically searching for small insects at their food source.

Materials needed:

- Pencil
- Paper: You may work directly in your sketchbook. If you do not have your sketchbook, and you are using printer paper, fold a few pages in half to make a little book OR create a little [DIY "bug book/journal"](#) with brown paper sandwich bags. Here is another [LINK for a DIY nature journal](#).
- Clipboard (as a hard surface to draw on while outside)
- Toy magnifying glass (optional)
- Camera to "capture" the insect in its' environment (optional)
- **OPTIONAL: [Additional research link](#)** about artist, scientist and explorer, Maria Sibylla Merian. **She often used a magnifying glass to draw small details, so I don't think it's cheating at all if you take a pic of a bug to draw. :)**

Specials Student Instruction Sheet

	<p><u>To the left:</u> Maria Sibylla Merian: <i>Carolina sphinx moth (Manduca sexta) sucking nectar from a peacock flower (Caesalpinia pulcherrima)</i></p> <p><u>To the right,</u> is a picture that I took of a bee in my yard. It's hard to see, but this is an example of one way you can take a picture first and then look at it to draw. I made sure to include a lot of the plant in my picture.</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> • (PA) Assist the scholar in finding their insect to observe. • (PA) Photograph the insect in its environment to draw inside, if desired. (optional) <p>(PA) View Teacher Video (Northway) and Teacher Video (Prather) for drawing tips <u>SPECIFIC TO GRADE LEVEL.</u></p> <p>DUE ON FRIDAY</p>
LATIN	SEE ASSIGNMENTS ON DAILY SIS SHEETS
<p>PE (25 Minutes)</p>	<p>PE Goal/Objective: Student will perform a variety of exercises and activities to complete their weekly Bingo Sheets</p> <p>Materials needed:</p> <ul style="list-style-type: none"> • Bingo Sheet (included in packet) • Optional P.E. challenge videos brought to you by: Coach Corcoran Coach Walsh Coach Wilson https://cloud.swivl.com/v/ce1a9d2fc2fc126b919d22885ef01415 <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Complete any five 5 squares in a row. (Diagonal, Horizontal, Vertical) <input type="checkbox"/> Leap in the air and yell BINGO! <p>DUE ON FRIDAY - Turn in Bingo Sheet digitally through Google classroom OR turn in to the school on MONDAY</p>
DRAMA	<p><u>DRAMA (BAGGINS & OAKENSHIELD ONLY)</u></p> <p>Goal/Objective: Students will learn about the history of theater during the Middle Ages, specifically focusing on Morality Plays, Mystery Plays, and Miracle Plays</p> <p>Materials needed: Reading: <i>Theater in Europe in the Middle Ages</i>, Worksheet: <i>Theatre in Europe in the Middle Ages</i></p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Students will read <i>Theatre in Europe in the Middle Ages</i> <input type="checkbox"/> (I) Complete the worksheet questions <input type="checkbox"/> (PA) Scan and submit the Week 5 summary assignment with all the other subjects at the end of the day through Google Classroom OR turn in the hardcopy to school when you pick-up the next week's packet. <p>DUE ON FRIDAY</p>

Specials Student Instruction Sheet

Physical Education BINGO



Student Name: _____

25 push ups	Climb a tree	Do a headstand against a wall for 15 seconds	Run a relay race around your house with your family	20 Jumping jacks counting
Arm wrestle your siblings or parents. Both arms. Best two out of three wins.	Go on a bike ride with your family	Balance on one foot for 20 seconds. Switch to the other foot.	10 Crunches	8 Star Jumps
Hop on one foot 5 times and then the other.	Jumping Jacks and spell of Griffins 2 times	 Free Space	Jump Rope for 2 minutes	FIGURE EIGHTS Walk/run in figure eights of varied sizes.
Mountain Climbers	TOUCH YOUR TOES hold for 5 seconds 3 times	Run in place for 60 seconds	Jog with a family member	Hold a plank position for 30 seconds
Walk around your neighborhood with a family member	Gallop across your yard	15 Lunges	20 High Knees	15 Air Squats

Complete 5 spaces for a BINGO and enter the date of completion. Turn this page in on Friday.

Challenge: See if you can make more than 1 BINGO!

Mrs. Walsh challenge:

Mrs. Wilson challenge:

Mr. Corcoran challenge:





Maria Sibylla Merian - Carolina sphinx moth (*Manduca sexta*) sucking nectar from a peacock flower (*Caesalpinia pulcherrima*). 1726

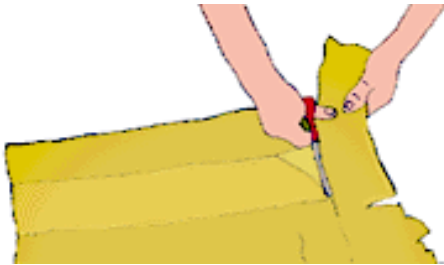
Make a Paper Bag Book

For centuries, people have made books from all sorts of materials and in all shapes and sizes. Here are instructions for making a simple book out of a paper grocery bag. All you need is a pair of scissors and a paper grocery bag. If you don't have a grocery bag, any sheet of paper will do (preferably 12 x 18 in).

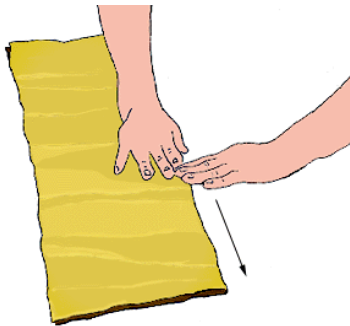
STEP ONE: Carefully take the bag apart along its seam and lay it out on the table in front of you.



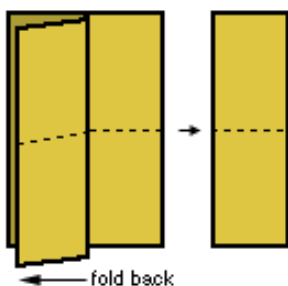
STEP TWO: Trim off the bottom so that you have a long rectangular sheet left.



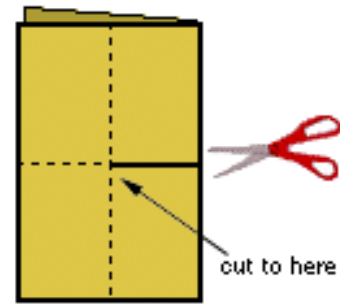
STEP THREE: Fold the paper over long ways (hotdog style) so that the corners meet. Crease well and then unfold. Fold the paper over in the other direction (hamburger style). Place the corners together and crease well. Do not unfold.



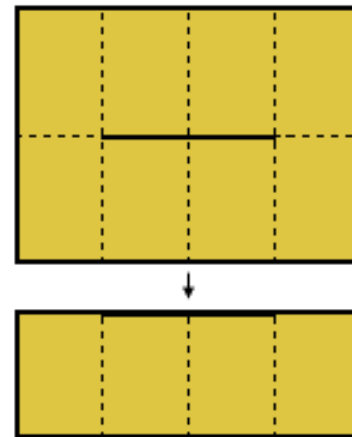
STEP FOUR: Fold back one side as shown in the figure below. Place the corners together and crease well. Repeat with the other side.



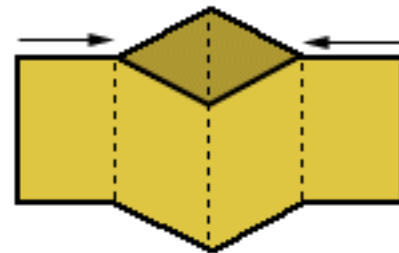
STEP FIVE: Unfold the last two folds. Holding the folded side in your hand, cut along the centerline until you reach the first vertical fold.



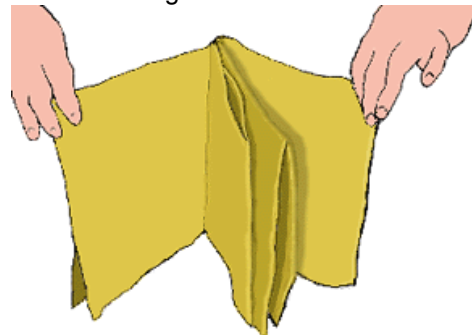
STEP SIX: Open the paper so that eight sections are showing. Fold the page over long ways. If there are pictures or words on the paper put them on the inside.



STEP SEVEN: Holding on to each side, gently push the ends together to form the pages of the book.



STEP EIGHT: Fold the front and back covers around so that the corners meet. Crease well. You should have six pages inside for writing and artwork.



Downloaded from artjunction.org

THEATRE IN EUROPE IN THE MIDDLE AGES

Theatre Disappears...for a while

Last week, you read about the origins of theatre in the western world, beginning with festivals honoring Dionysus in ancient Greece. The elements of drama continued to develop until the fall of the Roman Empire, at which point theatre disappeared for a time. There are a few reasons for this. After the fall of the Roman Empire, theater continued for a time, but it actually became considered a **vulgar**¹ and immoral spectacle. A famous Roman historian named Livy called theatre, “a danger to public morals and the existence of the state.” As Christianity became more prominent, dramatic presentations began to fade away.

However, despite the Church’s earlier objections to drama, it introduced a new form of theatre in the late 900s. In 970, a bishop and some monks in England chanted a dramatization of the Easter story in Latin in order to emphasize Christian teachings for his congregation. After this, more and more scenes are enacted during church services.

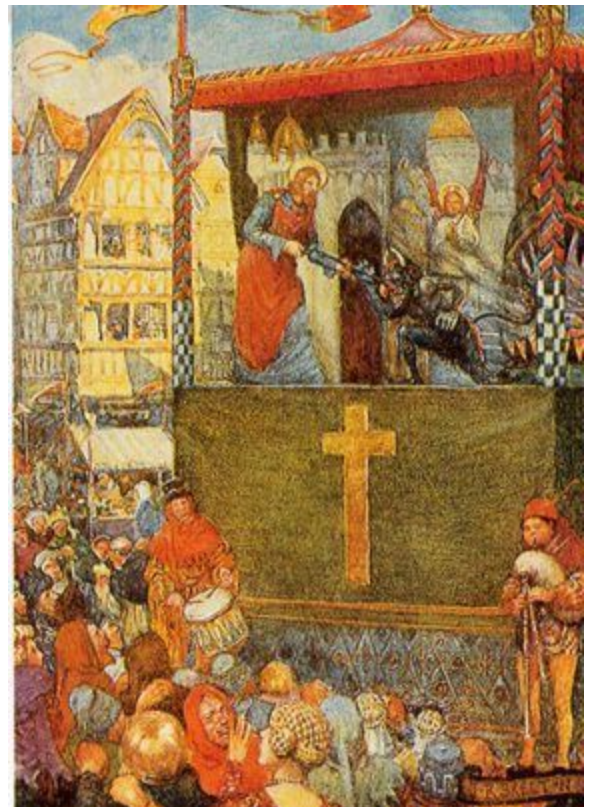
Morality, Mystery, and Miracle Plays

Then, around 1170, a group of priests in France decided to move these dramatic presentations to platforms outside the churches. Their French play, the *Mystère d'Adam* ('Mystery of Adam'), introduced some very popular characters in medieval imagination - wicked devils, who can be vividly enacted in the street but not inside the church.

Gradually the plays became longer and the productions more elaborate. In some places the performances lasted for an hour a day, spread over a month. In others the entire biblical cycle is enacted in a dusk-to-dawn pageant lasting three days.

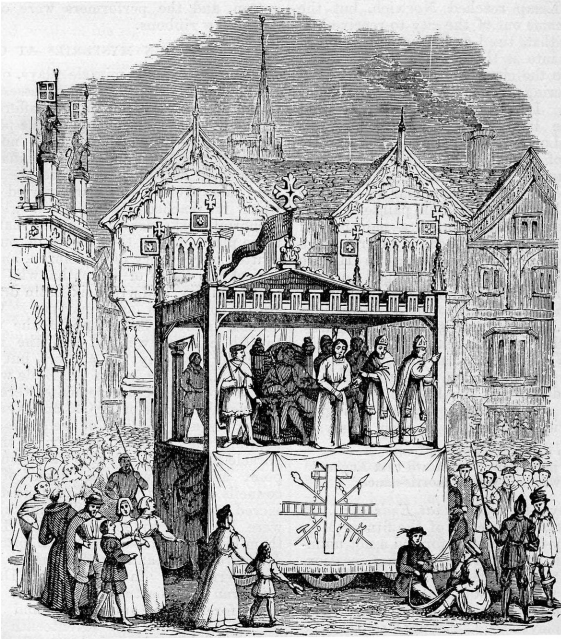
This period gave birth to three different kinds of plays:

- Mystery Plays, which were stories taken from the Bible. Each play had four or five different scenes or acts, performed by priests and monks. Each scene or act was performed at a different place in town, and the people moved from one stage to the next to watch the play. The play usually ended outside the church so that the people would go to church and hear a sermon after watching the play.
- Morality Plays, which used **allegorical**² characters to tell the story of mans' life and ultimate journey to the afterlife. Morality plays teach their audience lessons on how to lead a good and moral life.
- Miracle Plays, were about the lives or actions of holy people or saints.



¹ **Vulgar:** offensive or rude

² **Allegory:** a story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.



Processional Plays

In the 1300s, in parts of Europe, particularly Spain, players performed on carts, moving through the town to appear before different groups of audiences. It was a way to bring drama to more spectators than could be gathered in one place. These Spanish plays were known as *autos sacramentales*, or 'eucharistic plays'.

By the 1500s, the mystery plays were becoming **frivolous**³ and **irreverent**⁴. The Protestant Reformation in 1517 gave way to a renewed sense of religiosity and many were offended by these dramatic presentations. Consequently, mystery plays were banned in Paris, then in other cities across Europe. The Catholic Church was still accepting of drama, as long as it followed the church teachings.

³ **Frivolous:** not having any serious purpose or value.

⁴ **Irreverent:** showing a lack of respect for people or things that are generally taken seriously

NAME: _____

DATE: _____

SECTION: 6A / 6B / 6C / 6D

THEATRE IN EUROPE IN THE MIDDLE AGES

1. What was one reason that the art of theatre disappeared after the Fall of the Roman Empire? _____

2. An allegory is a _____, poem, or picture that can be _____ to reveal a _____ meaning.
3. _____ Plays portrayed stories from the Bible.
4. _____ Plays used allegory to tell of man's journey through life and the afterlife.
5. _____ Plays portrayed the lives of saints.
6. Why were Mystery Plays banned in many cities in Europe? _____

Scott Joplin



Important Facts to Know About Scott Joplin

Born: 1868 in United States

Died: 1917

Period of Music: Contemporary

Instrument(s) He Played: Piano, guitar, bugle

Major Compositions:

Piano: "Maple Leaf Rag," "The Entertainer," "The Easy Winners," "The Cascades"

Opera: *Treemonisha*

Interesting Facts: Scott Joplin was given free piano lessons by his first teacher.

He is considered the greatest ragtime composer.

¹³ **Suggested Listening:** "Maple Leaf Rag"

The story of Scott Joplin

(1868–1917)

Scott Joplin was born in **Texarkana, Texas**. His father, an **ex-slave from North Carolina**, played the violin. His mother was from Kentucky and played the banjo. Joplin had three brothers and two sisters, all of whom sang and played the guitar. Joplin played the guitar and bugle and began playing the piano when he was seven years old. He became a fine improviser. A local German music teacher who heard him play offered to give him free piano lessons.

When he **was 14, Joplin left home and began to move into the world of minstrel shows, vaudeville and dance halls**. The people loved his music. He traveled throughout Arkansas, Kansas, Louisiana, Mississippi, Missouri and Texas. When Joplin was 17, he settled in St. Louis and played piano at a local emporium. This was when a type of music called *ragtime* was becoming very popular.

In 1884, Joplin moved to Sedalia, Missouri and began to compose marches, songs

and waltzes. In 1899, he met publisher John Stark who introduced Joplin's music to the public. One afternoon Stark walked into the Maple Leaf Club of Sedalia and heard Joplin playing the *Maple Leaf Rag*. He liked it so much that he bought it, published it and made a fortune on this one piece. **With the success of this piece, Joplin was able to establish himself as piano teacher and spend more time composing.**



This early brass band from Lutcher, Louisiana is typical of the type of band that would travel around playing ragtime and early jazz music.

After teaching and composing in St. Louis, Joplin eventually moved to New York City and continued to publish rags. In 1908, **he wrote *School of Ragtime*, a valuable guide to understanding the basic elements of good ragtime style**. Joplin composed a black folk opera, *Treemonisha*, but it was not successful in his day. This opera has since been revised and has been performed successfully in the United States.

Joplin had written about 50 piano rags, two operas and a few songs, waltzes and marches before he died on April 1, 1917, the same day the United States entered the First World War. **He was working on a ragtime symphony when he died.**

Joplin has taken his place as one of America's greatest composers. Some of his best-known rags such *Maple Leaf Rag*, *The Entertainers*, *The Easy Winners*, *The Cascades* and *Solace* contained an energetic syncopated style and had a strong influence on the development of American music. Outstanding concert performers are playing rags on recital programs, and Joplin's name is known all over the world as the greatest of all ragtime composers.