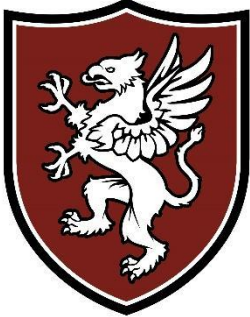


GreatHearts

Northern Oaks



Distance Learning Packet

May 4 - 8, 2020

6th grade

Mrs. Sharp

Mrs. Scholl

Mr. Lucero

Ms. Rogers

Mrs. Boyd

Student Name: _____ Section: __



To our Sixth Grade Griffins,

This week I stumbled on a collection of letters written by Abraham Lincoln, the 16th president of the United States and a leader during the terrible times of the Civil War. It reminded me that you have something in common with him! As a child, he spent a lot of time learning at home just like you! He never really had a proper school like ours at all. For most of his education, he simply taught himself. He borrowed books wherever he could get them and read voraciously. When he was president, many young people wrote to him asking how they could become lawyers and maybe even presidents too. Here is some of the advice he gave them...

*“attach no consequence to the place you are in,
or the person you are with; but get books,
sit down anywhere, and go to reading for yourself.”*

*“I know not how to aid you,
save in the assurance of one of mature age,
and much severe experience,
that you can not fail, if you resolutely determine, that you will not.”*

Here is the wisdom and advice of a great man to encourage you. And besides, you have a big advantage over Abraham Lincoln. You have a whole team of teachers that are eager to help you in any way we can!

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

Specials (No longer optional!)

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

- Weekly Student Instructions
- PE student pages
- Art student pages
- Drama student pages
- Music student pages
- Additional Answer Keys (if applicable)

Core Subjects

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

- Monday Student Instructions
- Monday Student Pages
- Monday Answer Key
- Tuesday Student Instructions
- Tuesday Student Pages
- Tuesday Answer Key
- Wednesday Student Instructions
- Wednesday Student Pages
- Wednesday Answer Key
- Thursday Student Instructions
- Thursday Student Pages
- Thursday Answer Key

Graded Review

- Reading Log
- Acknowledgment of Honor Code
- Graded Review Assignment
- Instructions for submission

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Specials

GHNO 6th Grade

Week 7

Specials Student Instruction Sheet

WEEKLY ASSIGNMENTS 5/4 - 5/8	
MUSIC (25 Minutes)	<p><u>MUSIC (PEVENSIES & REEPICHEEP ONLY)</u> Goal/Objective: The student will learn about Ostinatos.</p> <p>Materials needed: Teacher's Notes/Assignment Sheet, Ostinato Video</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Read over the Teacher's Notes several times <input type="checkbox"/> (I) Watch the video explaining Ostinato and follow along with Ms. Widdowson! (Optional, but highly encouraged!) <input type="checkbox"/> (I) Sing the song "We Will Rock You" with your family, or Ms. Widdowson's video and perform the Ostinato (repeating rhythm) "Stomp, Stomp, Clap" <input type="checkbox"/> (I) Now sing "Canoe Song" and perform the same Ostinato. (My paddle's keen and bright, flashing with silver, follow the wild goose flight dip, dip, and swing.) <input type="checkbox"/> (I) Create your own Ostinato for the Canoe Song. <input type="checkbox"/> (I) Think of two other songs you can perform the "Stomp, Stomp, Clap" Ostinato with. <input type="checkbox"/> (I) Complete the Assignment Sheet in your best handwriting; include your NAME, NUMBER, and SECTION on the top! <p>OSTINATO ASSIGNMENT SHEET DUE MONDAY: to Google Classroom or School</p>
ART (25 Minutes)	<p><u>ART</u> Goal/Objective: Scholars of all ages -- no age limit -- will venture outside for Nature Observations.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● Pencil, 1 marker (black or other dark color) ● Paper or sketchbook <input type="checkbox"/> Go outside and find a tree <ul style="list-style-type: none"> <input type="checkbox"/> Your tree's branches should be easy to see; your tree should not have a ton of leaves on it, covering the branches. <input type="checkbox"/> Follow the step-by-step instructions on the following page or watch the teacher video. <input type="checkbox"/> For an additional, simple and fun activity about positive and negative space see the following page. <p>DUE ON MONDAY</p>
LATIN	<p>SEE ASSIGNMENTS ON DAILY SIS SHEETS</p>
PE (25 Minutes)	<p><u>PE</u> 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

Specials Student Instruction Sheet

	<p>Coach Walsh Coach Wilson https://cloud.swivl.com/v/aaa13f3b4dc7c33a498b3f10532f5820</p> <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 MONDAY - Turn in Bingo Sheet digitally through Google classroom OR turn in to the school</p>
DRAMA	<p><u>DRAMA (BAGGINS & OAKENSHIELD ONLY)</u></p> <p>Goal/Objective: Students will begin studying Puck's speech from Act V of <i>A Midsummer Night's Dream</i>.</p> <p>Materials needed: Puck's Speech, Context Clues Exercise</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Read Puck's speech aloud two times<input type="checkbox"/> (I) Highlight any words or phrases that are unknown or confusing<input type="checkbox"/> (I) Complete the context clues exercise <p>DUE ON MONDAY</p>

Teacher Notes on Ostinato

W7: May 4-8

Due Monday, May 11th

- An **ostinato** is a repeating pattern.
- If you hear a repeating pattern or recurring rhythm in the bass line of a song, you are hearing an ostinato. Many composers use ostinatos in their compositions to add interest to their music.

The chant, “We will, we will rock you!” has an **ostinato** that we are all familiar with:

Stomp, Stomp, Clap! Stomp, Stomp, Clap! Stomp, Stomp, Clap! Stomp, Stomp, Clap!

- Sing “We will, we will rock you” with your family, or Ms. Widdowson! (in the video)
- Now add the repeating pattern “Stomp, Stomp, Clap” as you sing!
- Next, sing “Canoe Song” with your family, or Ms. Widdowson! (in the video)
- We can add the **ostinato** from the first song to “Canoe Song” to make it more interesting!
- Use some body percussion! Experiment with patting your legs, clapping, stomping, beating on a pot, tapping spoons, etc. Try different patterns (ostinatos). Do some feel/sound better than others?

Ostinato Assignment

Define Ostinato: _____

What are two other songs that fit with the ostinato from “We Will Rock You:”

1. _____

2. _____

Create your own ostinato for the Canoe Song. Try a combination of quarter and eighth notes!

Canoe Song

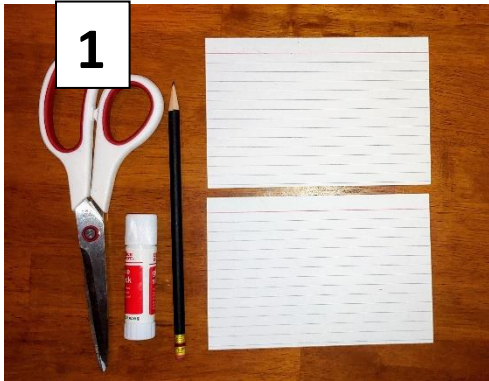
$\text{♩} = 80$

Piano

My pad-dle's keen and bright, flash-ing with sil-ver, fol-low the wild goose flight, dip, dip, and swing.

Write your ostinato here:

How to Make a Viewfinder



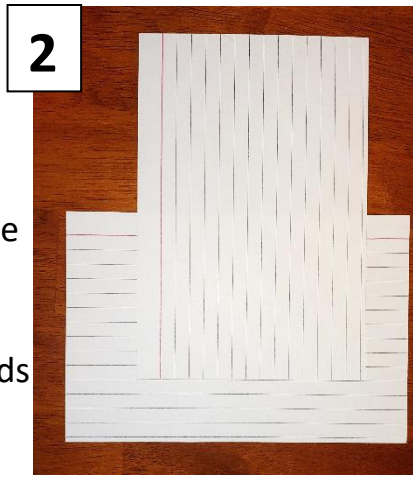
Materials needed:

Scissors

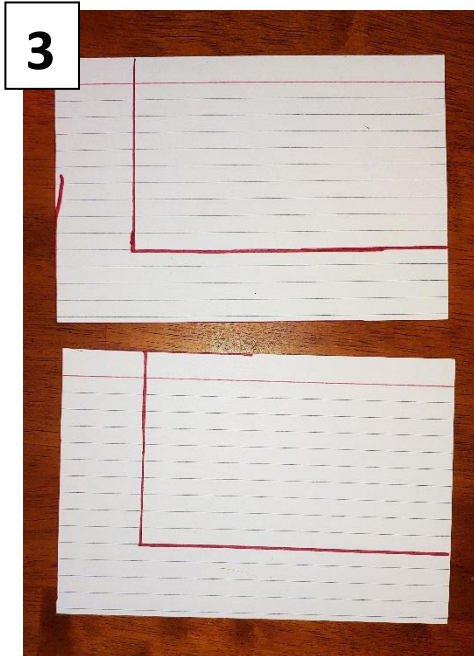
Tape or glue

Pencil

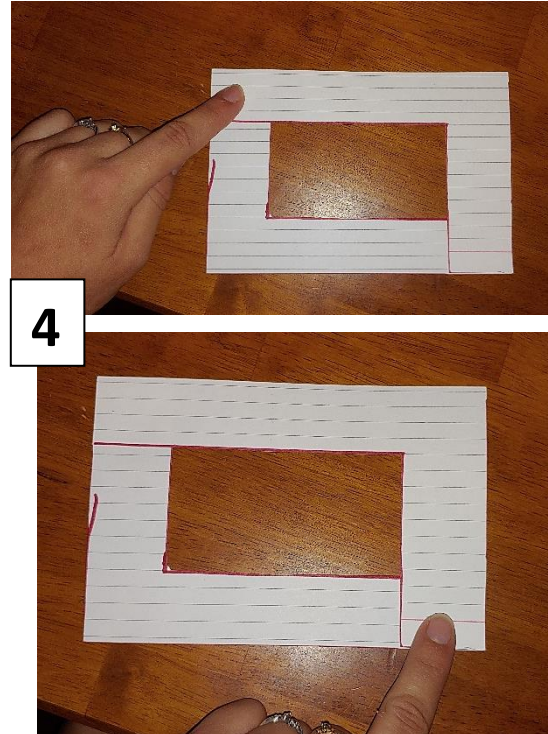
2 index cards



You can use one index card to draw straight lines on the other like this. I positioned my card about 2 fingers away from the edge on the left side, and 4 lines away from the bottom.



You are making an "L" shape on both index cards using the same measurements.



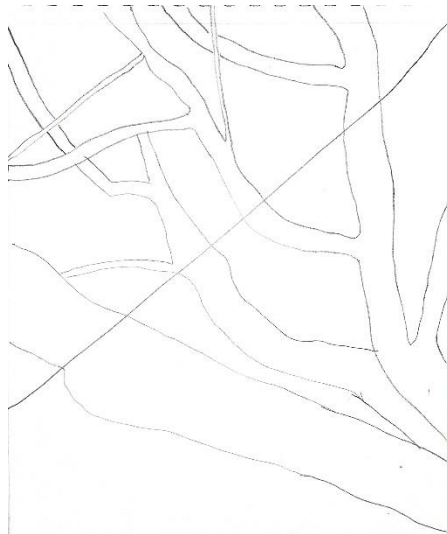
- You will cut along the lines you've drawn and you should end up with 2 "L" shaped pieces.
- Glue or tape them to each other in the spots indicated.

INSTRUCTIONS:

- Using your viewfinder, find a spot on the tree where different branches are visible and you can see the space between them well (example below).
 - Draw the branches using only contour lines (*contour line drawing: a drawing where you draw only the outline of an object, without any shading*)
 - Using your pencil, draw a line across your drawing (** look at step-by-step pictures **).
 - Using your marker, follow the step-by-step instructions below:
1. Draw the tree using a CONTOUR LINE. DO NOT draw the leaves. DO NOT shade anything in! Fight the urge!! :-)

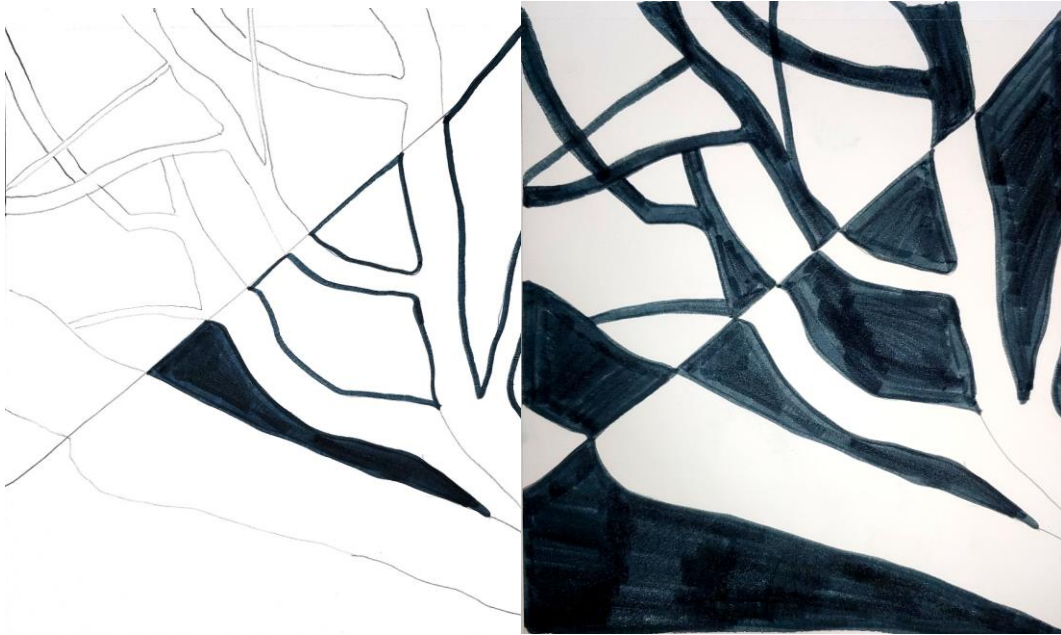


2. Using a ruler or a straight edge (piece of paper, magazine, etc.), draw a straight line (*it can be vertical, horizontal, or diagonal*) through your drawing. Like this:



INSTRUCTIONS:

3. Now, you are going to color in **ONLY** your **NEGATIVE SPACE** on one side, like this:



4. Now do the opposite on the other side: color in **ONLY** the **POSITIVE SPACE**.

5. **Finished product**



Picture used for reference

SUPPLEMENTARY ACTIVITY: Shadow Tracing to Find Negative and Positive Space in Trees



Materials: something hard to draw on (unless you have your sketchbook), pencil, eraser, marker, and sunlight!! (***optional*: paintbrush, water)

1. Go outside and find a shadow of a tree or a plant on the ground.
2. Place your paper on a good and interesting part of the shadow.
3. Begin tracing lightly with your pencil (only contour lines!!! No shading!).
4. Once you have traced your shadow lightly with pencil, go over your pencil lines with marker.
5. **Optional: Using a paintbrush and water, go over your marker lines and spread them outward, into the NEGATIVE SPACE (away from the shadow).

Physical Education BINGO



Student Name: _____

1 minute planks	35 squats	25 burpees	5 minutes jump rope	Swim in a river
Go the whole day using your non-dominant hand for things (brushing teeth, eating with a spoon, computer mouse, etc.)	Try holding a cup of water with your arm outstretched in front of you for 2 minutes.	Lie down outside and look at the sky (Don't look at the sun!!) 5 minutes	15 Lunges	10 Bridge Lifts Lie on your back with your knees bent and feet flat on the floor , slightly apart. ... Slowly push through your heels, lifting your hips off the floor until your body forms a straight line from knees to shoulders.
15 Squats	20 Knee Highs	 Free Space	Wall Sit for 30 seconds 5 times	Balance on one foot for 10 seconds then the other
10 High Jumps Squat down low and jump up as high as you can go	Crab walk down your hall and back	20 Scissor Jumps	Try a new fruit or veggie	Lay on your back with legs together in the air and spell Go Griffins!
Volley or bump a ball or balloon with a family member	Race a family member across the yard by: galloping, skipping, and running.	Play a game of leapfrog with a family member	Play an indoor or outdoor game of hide-and-seek	Play a game of kickball

*Complete 5 spaces for a BINGO and enter the date of completion.

*Turn this page in ON MONDAY digitally through Google classroom OR turn in to the school.

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

Drama Monologue

Puck (Act V, Scene II)

This speech is made in the final scene of *A Midsummer Night's Dream* by William Shakespeare. Puck, a servant to the fairy king, addresses the audience after a (terrible) play has been performed to celebrate the wedding of the Duke of Athens. Throughout the play, the fairies are invisible to the mortal characters and have fun watching and interfering with their stories. Puck, though unseen by the human actors, speaks directly to the audience many times during the play. With this monologue, he welcomes the night and begins to say farewell to the audience.

Now the hungry lion roars,
And the wolf howls the moon;
Whilst the heavy ploughman snores,
All with weary task fordone.
Now the wasted brands do glow,
Whilst the screech-owl, screeching loud,
Puts the wretch that lies in woe*
In remembrance of a shroud*.
Now it is the time of night
That the graves all gaping wide,
Every one lets forth his sprite,
In the church-way paths to glide:
And we fairies, that do run
By the triple Hecate's* team,
From the presence of the sun,
Following darkness like a dream,
Now are frolic: not a mouse
Shall disturb this hallow'd house:
I am sent with broom before,
To sweep the dust behind the door.

*wretch that lies in woe: a sick man

*shroud: a burial cloth

*Hecate was the goddess of magic, witchcraft, the night, moon, and ghosts. Pronounced *eh-KAH-tee*.

NAME: _____

DATE: _____

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

PUCK'S MONOLOGUE
A Midsummer Night's Dream
Act V, Scene II

Using context clues, answer the questions below.

1. The ploughman most likely refers to a...
 - a. Carpenter
 - b. Farmer
 - c. Fairy
 - d. Baker

2. The “wretch that lies in woe in remembrance of a shroud” most likely refers to...
 - a. A sick man thinking about his death
 - b. A sick man who wishes to get better
 - c. A ghost awakening at night
 - d. None of the above

3. “We fairies that do run...from the presence of the sun” most likely means that...
 - a. The fairies prefer the nighttime
 - b. The fairies have done bad deeds
 - c. The fairies are worried about getting a sunburn
 - d. The fairies will die in the sunlight

4. Which of the following is not mentioned (in some way) in the speech?
 - a. A graveyard
 - b. Wild animals
 - c. A garden
 - d. Ghosts

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Core Subjects

GHNO 6th Grade

Week 7

Daily Student Instruction Sheet - MONDAY

MONDAY – 5/4/20	
<p>ELA</p> <p>Poetry (15 Minutes)</p> <p>Literature (30 Minutes)</p> <p>Grammar/Writing (Minutes)</p> <p>Reading (20+ minutes)</p>	<p>Poetry</p> <p>Goal/Objective: Continue learning “Break, Break, Break” by Alfred, Lord Tennyson</p> <p>Materials needed: “Break, Break, Break”</p> <p>Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read through the poem aloud, two times (I) <input type="checkbox"/> Continue committing the second stanza to memory (I) <p>Literature</p> <p>Goal/Objective: Read Chapters 1 & 2 in <i>Tom Sawyer</i></p> <p>Materials needed: Tom Sawyer, Teacher Notes</p> <p>Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read through Chapters 1 & 2 Vocabulary (I) <input type="checkbox"/> Read Chapter 1 (1-11) (I) <input type="checkbox"/> Read Chapter 2 (12-19) (I) <input type="checkbox"/> Answer the check for understanding questions (I) <p>Grammar/Writing</p> <p>Goal/Objective: Review the elements of classical persuasion</p> <p>Materials needed: Teacher Notes, Student Practice</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read through teacher notes <input type="checkbox"/> Complete student practice. When finished, check the answer key and watch Miss Rogers’ video for a full explanation of each answer.
<p>MATH</p> <p>(Minutes)</p>	<p>Math</p> <p>Goal/Objective: The student will be able to multiply by one negative integer.</p> <p>Materials needed: Teacher’s Notes, Independent Practice, Answer Key, red pen or pencil, Optional Instructional Video, Math Textbook Chapter 11 Optional</p> <p>Specific Instructions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Read the teacher notes and watch the optional supporting video <input type="checkbox"/> (I) Review the lesson on Page 378 of your textbook if needed <input type="checkbox"/> (I) Complete the independent practice <input type="checkbox"/> (I) Using a red pen or pencil, check your answers using the key or with Mrs. Cramer and rework any missed problems.
<p>HISTORY</p> <p>(30 Minutes)</p>	<p>History</p> <p>Goal/Objective: Students will learn about Cornelius Vanderbilt and the Railroad Industry.</p> <p>Materials needed: Cornelius Vanderbilt Reading; Supplemental video from Mrs. Scholl</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Read the passage about Cornelius Vanderbilt and answer the reflection questions

Daily Student Instruction Sheet - MONDAY

	<ul style="list-style-type: none"><input type="checkbox"/> (I) For additional information, watch the supplemental video from Mrs. Scholl
LATIN (15 Minutes)	<p><i>Latin</i></p> <p><u>Goal/Objective:</u> Begin translating “ad urbem”</p> <p><u>Materials needed:</u> (1) “W7 Monday Translation” worksheet; (2) “W7 Monday Answer Key”; (3) pencil; (4) red pen/pencil</p> <p><u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Complete “W7 Monday Translation” worksheet<input type="checkbox"/> (I) Check your work, making corrections in red ink or pencil, using either:<ul style="list-style-type: none"><input type="checkbox"/> “W7 Monday Answer Key”, or ...<input type="checkbox"/> W7 Monday Guided Translation video<input type="checkbox"/> (I) Optional: watch “The Pontifex Song” video and sing along.
SPECIALS CLASSES	<p><i>SPECIALS ARE NO LONGER OPTIONAL.</i></p> <p>PLEASE SEE THE SPECIALS CLASS ASSIGNMENT SECTION. 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 is linked on the Student Instruction Sheet.

Break, Break, Break

BY ALFRED, LORD TENNYSON

Break, break, break,

On thy cold gray stones, O Sea!

And I would that my tongue could utter

The thoughts that arise in me.

O, well for the fisherman's boy,

That he shouts with his sister at play!

O, well for the sailor lad,

That he sings in his boat on the bay!

And the stately ships go on

To their haven under the hill;

But O for the touch of a vanish'd hand,

And the sound of a voice that is still!

Break, break, break

At the foot of thy crags, O Sea!

But the tender grace of a day that is dead

Will never come back to me.

1. Chapters 1 & 2 Vocabulary:

Switch: A slender flexible whip, rod, or twig

Hookey: To stay away from school or work without permission or explanation

Guile: Sly or cunning intelligence

Sagacity: Begin shrewd, or showing keen mental discernment and good judgment

Ambuscade: An ambush

Adamantine: Unbreakable

Alacrity: Brisk and cheerful readiness

2. Read Chapters 1 and 2 in *Tom Sawyer*.

- An online version of *Tom Sawyer* can be found at:

https://www.pagebypagebooks.com/Mark_Twain/Tom_Sawyer/index.html

- A video of Mr. Lucero reading will be linked on the Student Instruction Sheet.

3. On loose-leaf paper, answer the following questions with 1-2 complete sentences:

1. How does Aunt Polly find out that Tom played hookey and went swimming?
2. How does Tom convince the other boys to do his whitewashing for him?

The Three Classical Elements of Persuasion

Pathos

Uses emotion to prove that an argument matters. It also gives the reader the sense that an argument feels right.

Ethos

Shows the reader that an author is trustworthy because of how the author treats his opponents and how he is qualified for the argument.

Logos

Explains the logical reasons for a claim. When an author uses logos he might give an example, define important terms, or give a deeper explanation of what the claim means.

Directions: Each of the following sentences will be proving this claim:

Out of all military generals, Napoleon stands out as the most noble because of his determination and dedication to the French people.

For each sentence, indicate which of the classical elements of persuasion is being used. When you finish, check the answer key and watch Miss Rogers' explanation. Many students had difficulty with this concept on the W5 graded review; watching the video can be a great way to make sure you understand!

1) Some excellent historians argue that Alexander the Great surpasses Napoleon in nobility; while Alexander was certainly a fine general, he does not compare to Napoleon.

2) To be determined means to persevere despite challenges. Napoleon demonstrated this when he continued to push into Russia despite the harsh winter and lack of supplies. Although this action ultimately failed, it still demonstrates Napoleon's determination in the face of difficulties.

3) Despite humiliation and rejection, it was Napoleon who returned to France, it was Napoleon who filled the French people with joy, and it was Napoleon who enabled the broken French nation to rise from the ashes. _____

4) Napoleon demonstrated a dedication to the French people. For example, even after being exiled to Elba, he still returned to France, and the people welcomed him with open arms, knowing that his brilliant military mind could save them from foreign threats. _____

5) Napoleon, a man who suffered so much for his country, deserves to have greatness recognized and praised! _____

Chapter 11-4: Products with One Negative Factor

1. $4 \cdot -6 = 4 \text{ groups of } -6 \text{ each} = -24$

-6	-6	-6	-6
----	----	----	----

2. $-12 \cdot 3 = 3 \text{ groups of } -12 \text{ each} = -36$

-12	-12	-12
-----	-----	-----

3. $4 \cdot -4 = 4 \text{ groups of } -4 \text{ each} = -16$

-4	-4	-4	-4
----	----	----	----

The product of a positive
and a negative is always negative.

Example $-2 \cdot 0 = \text{zero groups of } -2 \text{ each} = 0$

Example $8 \cdot 0 = \text{zero groups of } 8 \text{ each} = 0$

The product of zero and any integer is zero.

Find a pattern for the factors of negative numbers.
There is more than one way to factor each number.

Example -7 Factors: $-1 \cdot 7$

$$\begin{array}{c} -7 \\ / \quad \backslash \\ -1 \quad 7 \end{array}$$

Example -11 Factors: $-1 \cdot 11$

$$\begin{array}{c} -11 \\ / \quad \backslash \\ -1 \quad 11 \end{array}$$

Example -12 Factors: $-1 \cdot 2 \cdot 2 \cdot 3$

$$\begin{array}{c} -12 \\ / \quad \backslash \\ -1 \quad 12 \\ \quad / \quad \backslash \\ \quad 3 \quad 4 \\ \quad \quad / \quad \backslash \\ \quad \quad 2 \quad 2 \end{array}$$

Example -14 Factors: $-1 \cdot 2 \cdot 7$

$$\begin{array}{c} -14 \\ / \quad \backslash \\ -1 \quad 14 \\ \quad / \quad \backslash \\ \quad 2 \quad 7 \end{array}$$

The factors of a negative number always include a negative.
Every negative integer is the product of the absolute value of
that number and negative one.

More information can be found on page 378 of your textbook.

Section 11-4: Products with One Negative Factor: Show your arithmetic.

1. -20×0

1.

2. 18×-9

2.

3. -14×92

3.

4. 17×-76

4.

5. 862×-57

5.

6. -16×749

6.

7. -482×505

7.

8. $5(-12 \times 3)$

8.

9. $(5 \times -12) 3$

9.

10. Why do # 8 and #9 get the same answer?

Cornelius Vanderbilt

A Young Entrepreneur

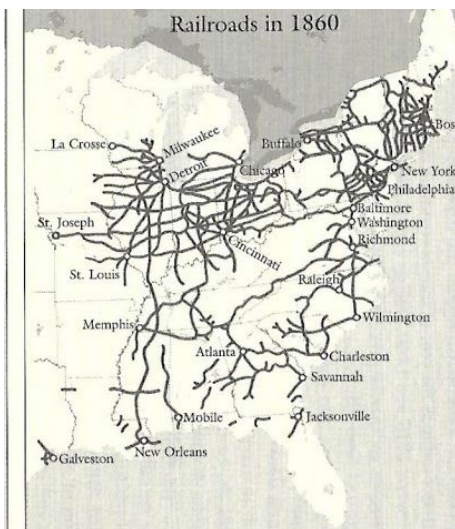
Cornelius Vanderbilt was born in 1794 in Staten Island, New York. His great-great-grandfather had immigrated to the United States in 1650. His parents were farmers and his father also made money by ferrying produce and merchandise between Staten Island and Manhattan. Cornelius quit school at the age of 11 to work for his father's ferry business in New York Harbor, then began his own ferry service at just 16 years old. He had so much energy and eagerness that the other ferry captains began calling him The **Commodore**¹ - a nickname that stuck with him all his life.



Building His Wealth

In 1817, Vanderbilt went to work as a ferry captain for a wealthy businessman who owned a commercial steamboat service. The job provided him the opportunity to learn about the growing steamship industry. In the late 1820s, he went into business on his own, building steamships and operating ferry lines around the New York region. Vanderbilt was aggressive; he became a dominant force in the industry by engaging in fierce **fare wars**² with his rivals. In some cases, his competitors paid him hefty sums not to compete with them. In fact, throughout his life, Vanderbilt's ruthless approach to business would earn him numerous enemies.

By 1830, Vanderbilt dominated the steamboat business and was ready to take on the railroad industry. He launched a campaign to take over the Stonington Line, which was made up of the New York, Providence and Boston Railroad lines. By cutting fares on competing lines, Vanderbilt drove down the Stonington stock price, and took over the presidency of the company in 1847. It was the first of the many railroads he would head. During these years, Vanderbilt also operated many other businesses. He bought large amounts of real estate in Manhattan and Staten Island, and took over the Staten Island Ferry in 1838.



Railroads

Americans had been building railroads since the early 1830s. By the start of the Civil War in 1861, there were already more than thirty thousand miles of railroad track in the United States. That sounds like a lot of miles of track, and it was. However, it did not really add up to a national system of transportation. First, two-thirds of the thirty thousand miles of track were in the Northeast and Midwest. The South had most of the rest; the mountains and open spaces of the far West had almost none. Second, those thirty thousand miles of track were owned by several hundred small companies, many of them with lines only forty or fifty miles long. An average railroad line ran for only about one hundred miles.

Each company decided for itself how far apart to set its tracks. The space between tracks is called the **gauge**. Railroad cars made for one company would not necessarily fit on the rails of the others. Because

¹ **Commodore**: a naval officer of high rank

² **Fare wars**: a period of intense competition among businesses, characterized by repeated price reductions

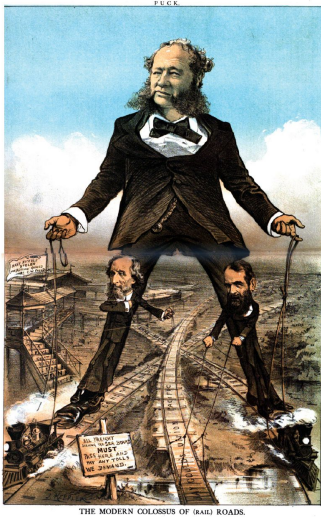
of the differences between tracks, cross-country deliveries would have to be unloaded and reloaded several times during shipments. For example, goods sent between New York and Chicago, a distance of about a thousand miles, had to be transferred fourteen different times along the way. It took two to three weeks for a shipment to arrive at its destination.

Starting in the 1850s, Cornelius Vanderbilt bought one small line after another on the route between New York City and Chicago. He converted all the track to the same gauge and added track to connect them. After that was done, the trip between those two cities could be made in less than a day, and without ever changing trains.

Robber Baron

Many historians argue that while Cornelius Vanderbilt was a smart and successful businessman, he was also a robber baron. **A robber baron is a term for a person who has become rich through ruthless and unfair business practices.**

For example, at age 70, Vanderbilt had acquired the New York & Harlem and Hudson Line, which ran along the Erie Canal. Next, he set his sights on the New York Central Railroad. In a ruthless act during a bitter winter when the Erie Canal was frozen over, he refused to accept Central's passengers or freight, cutting them off from connections to western cities. Forced to surrender, the Central Railroad sold Vanderbilt a large portion of the company. Vanderbilt consolidated his railroad companies and revolutionized rail operations by standardizing procedures and timetables, increasing efficiency and decreasing travel and shipment times.



Final Years

During the last years of his life, Vanderbilt ordered the construction of Grand Central Depot (the forerunner of Grand Central Terminal) in New York City, a project that gave jobs to thousands. Although never interested in **philanthropy**³ while acquiring the bulk of his huge fortune, he did give \$1 million to Central University in Nashville, Tennessee, which was later renamed Vanderbilt University. In his will he left \$90 million to his son William Henry, \$7.5 million to William's four sons, and the relatively small remainder to his second wife and his eight daughters. The Vanderbilt family had become one of the wealthiest and most prominent families in the United States.



“I don't care half so much about making money as I do about making my point, and coming out ahead.”

~Cornelius Vanderbilt

³ **Philanthropy:** the desire to promote the welfare of others, expressed especially by the generous donation of money to good causes.

Cornelius Vanderbilt
Reflection Questions

1. Which of the following statements about Cornelius is **not** true?
 - a. He quit school at age 11.
 - b. His parents were immigrants.
 - c. He invested money wisely.
 - d. He left most of his money to his family.

2. How did Cornelius Vanderbilt change the railroad industry?

3. In your own words, what is a **robber baron**?

Name: _____

Section: _____

W7 Monday Translation

“ad urbem”

Instructions

Translate the following text. Afterwards, check your work using the answer key or by watching today’s Guided Translation video.

- **Perfect tense is translated with a simple past tense.**
- **Perfect tense endings:** -ī (I), -istī (you), -it (he/she/it), -imus (we), -istis (y’all), -ērunt (they)

Vocabulary

fundus - farm

īnspiciō - I inspect (pf. *īnspexī*)

dominus - master

dīcō - I say (pf. *dīxī*)

ingēns - huge

sonus - sound

audiō - I hear (pf. *audīvī*)

tum - then

mōns - mountain

spectō - I look at (pf. *spectāvī*)

nūbēs - cloud

mīrābilis - strange

videō - I see (pf. *vīdī*)

urbs - city

petō - I head for (pf. *petīvī*)

currō - I run (pf. *cucurrī*)

Sentences

1) "ego fundum tuum īnspiciēbam," Clēmēns dominō dīxit.

2) "subitō ego ingentes sonōs audīvī.

3) "tum ego montem spectāvī et nūbem mīrābilem vīdī.

4) "ego urbem petīvī.

5) "multī Pompēiānī per viās currēbant."

Daily Answer Key: Monday

Grammar/Writing

1. Ethos
2. Logos
3. Pathos
4. Logos
5. Pathos

Math

1. 0
2. -162
3. -1,288
4. -1,292
5. -49,134
6. -11,984
7. -243,410
8. -180
9. -180

10. Associative Property of Multiplication still applies with negative integers.

Note: This is not an illustration of commutative property because none of the numbers have commuted (moved).

History

1. **B** / Cornelius Vanderbilt's parents were not immigrants. His great-great-grandfather first came to the United States in 1650.
2. Cornelius Vanderbilt changed the railroad industry by purchasing different railroad companies, standardizing track sizes, and connecting railways so that trains would not have to stop on long journeys.
3. A robber baron is a person who makes money, but does so using immoral, or even cruel, business practices.

Latin

1. "I was inspecting your farm," Clemens said to [his] master.
2. "Suddenly I heard huge sounds.
3. "Then I looked at the mountain and I saw a strange cloud.
4. "I headed for the city.
5. "Many Pompeians were running through the streets."

Daily Student Instruction Sheet - TUESDAY

TUESDAY – 5/5/20	
<p>ELA</p> <p>Poetry (15 Minutes)</p> <p>Literature (30 Minutes)</p> <p>Grammar/Writing (Minutes)</p> <p>Reading (20+ minutes)</p>	<p>Poetry</p> <p>Goal/Objective: Continue learning “Break, Break, Break” by Alfred, Lord Tennyson</p> <p>Materials needed: “Break, Break, Break”</p> <p>Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read through the poem aloud, two times (I) <input type="checkbox"/> Finish committing the second stanza to memory (I) <p>Literature</p> <p>Goal/Objective: Read Chapters 3 & 4 in <i>Tom Sawyer</i></p> <p>Materials needed: Tom Sawyer, Teacher Notes</p> <p>Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read through Chapters 3 & 4 Vocabulary (I) <input type="checkbox"/> Read Chapter 3 (20-29) (I) <input type="checkbox"/> Read Chapter 4 (30-43) (I) <p>Grammar/Writing</p> <p>Goal/Objective: Argue a point using pathos</p> <p>Materials needed: Teacher model paragraph, student practice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read teacher model paragraph and watch Miss Rogers explain the pathos of the paragraph. <input type="checkbox"/> Complete student practice <p>Specific Instructions (I=independent; PA= Parent assistance):</p>
<p>MATH</p> <p>(Minutes)</p>	<p>Math</p> <p>Goal/Objective: The student will be able to multiply integers with more than one negative.</p> <p>Materials needed: Teacher’s Notes, Independent Practice, Answer Key, red pen or pencil, Optional Instructional Video, Math Textbook Chapter 11 Optional</p> <p>Specific Instructions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Read the teacher notes and watch the optional supporting video <input type="checkbox"/> (I) Watch the Lego people give additional video examples (optional). <input type="checkbox"/> (I) Review the lesson on Page 380-381 of your textbook if needed. <input type="checkbox"/> (I) Complete the independent practice <input type="checkbox"/> (I) Using a red pen or pencil, check your answers using the key or with Mrs. Cramer and rework any missed problems.
<p>HISTORY</p> <p>(Minutes)</p>	<p>History</p> <p>Goal/Objective: Students will learn about Andrew Carnegie and the Steel Industry.</p> <p>Materials needed: Andrew Carnegie Reading; Supplemental video from Mrs. Scholl</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Read the passage about Andrew Carnegie and answer the reflection questions

Daily Student Instruction Sheet - TUESDAY

	<input type="checkbox"/> (I) For additional information, watch the supplemental video from Mrs. Scholl
LATIN (15 Minutes)	<i>Latin</i> <u>Goal/Objective:</u> Continue translating “ad urbem” <u>Materials needed:</u> (1) “W7 Tuesday Translation” worksheet; (2) “W7 Tuesday Answer Key”; (3) pencil; (4) red pen/pencil <u>Specific Instructions</u> (I=independent; PA=dependent): <ul style="list-style-type: none"><input type="checkbox"/> (I) Complete “W7 Tuesday Translation” worksheet<input type="checkbox"/> (I) Check your work, making corrections in red ink or pencil, using either:<ul style="list-style-type: none"><input type="checkbox"/> “W7 Tuesday Answer Key”, or ...<input type="checkbox"/> W7 Tuesday Guided Translation video<input type="checkbox"/> (I) Optional: watch “The Pontifex Song” video and sing along.
SPECIALS CLASSES	<i>SPECIALS ARE NO LONGER OPTIONAL.</i> PLEASE SEE THE SPECIALS CLASS ASSIGNMENT SECTION. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN WITH THE REST OF YOUR WORK.

1. Chapters 3 & 4 Vocabulary:

Clod: A lump of dirt

Evanescent: Quickly fading or disappearing

Ecstasies: Overwhelming feelings of great happiness

August: Respected and impressive

Effusion: An act of talking or writing in an unrestrained and heartfelt way

2. Read Chapters 3 and 4 in *Tom Sawyer*.

- An online version of *Tom Sawyer* can be found at:

https://www.pagebypagebooks.com/Mark_Twain/Tom_Sawyer/index.html

- A video of Mr. Lucero reading will be linked on the Student Instruction Sheet.

Courage is the most valuable of the virtues because it gives strength to the other virtues.

This is an important part of the writer's claim. However, she does not prove it by explaining it; instead she attempts to make the reader feel that it is true using strong images. By the end of the paragraph, she wants to convey that courage gives strength without using logic or reasoning to explain why.

Is there any image nobler than that of the courageous man? Despite the tempests that rage

Creating strong images is important for pathos. The following image is supposed to make the reader feel that being courageous is worthwhile because makes a person noble and strong.

Notice the extended metaphor which compares the dangers surrounding the courageous man to a terrible storm. Adding figurative language can increase the emotion of your argument, making pathos more effective.

around him, he stands firm. Let the wind blow and the rain pour; he will continue to practice

Note the vivid verb choices which add more feeling to the image.

virtue bravely, refusing to give way to the dangers that surround him. His purpose is firm. His

Notice the repetition of "his" and "is." Repetition is another way of increasing pathos because it shows your reader the importance of the topic being discussed.

mind is unmoved. His virtue is strong.

When you are trying to argue a point using pathos, you should be focused on one or two emotions which you want your reader to feel. These emotions should not be random; they should be sensations that you think support your claim. The feeling that the writer is trying to convey in this paragraph is determination and security. She does this by presenting an inspiring image of a man surrounded by wind and rain who stands firm and comparing that to the man who continues to practice virtue, even when he faces difficulty. In this way, she wants you to feel that courage provides a unique strength to virtue when it encounters struggles.

1) Read the following claim. You will be arguing for it using pathos.

The sense of sight is the most valuable of the senses because it allows human beings to most fully experience beauty.

(In other words, human beings most know that a thing is beautiful because of sight, as in when you see a wonderful landscape or look at a painting. Of course, sight is not the only way humans experience beauty, but you are arguing that it is the chief way.)

2) Brainstorm

a. What emotion will best argue for this claim? In other words, what do you want your reader to feel after reading your paragraph? _____

b. This emotion will be the driving force for the pathos of your argument. Here are some ways you can build pathos. Underline or highlight 2 or 3 strategies which you will use in your paragraph:

- Repeat a key word or phrase to emphasize the emotion the reader should be feeling.
- Use a metaphor or simile which increases the emotion in your reader.
- Describe an image related to your claim which increases the emotion in your reader.
- Use vivid adjectives and verbs.

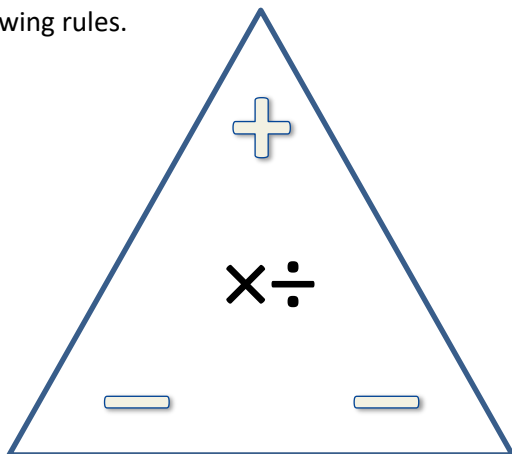
Remember, you are NOT trying to explain why the claim logically makes sense; you are trying to make your reader FEEL that the claim is true.

3) Practice (In three to four sentences, using your brainstorming, prove the claim using pathos.)

The sense of sight is the most valuable of the sense because it allows human beings to most fully experience beauty. _____

Chapter 11-5: Products with Several Negative Factors

This triangle is a memory trick to help you with multiplying and dividing with negatives. By going around each point of the triangle you can see all of the following rules.



Negative times a negative equals positive.

Negative times a positive equals a negative.

Positive times a negative equals a negative.

Draw it on each assignment to help you remember the rules.

Patterns to Study

Why can these multiplication problems be solved in any order?

Multiplication is commutative and associative.

If the number of negative factors is even,

then the product is positive.

If the number of negative factors is odd,

then the product is negative.

Multiplication with more than one negative

1. You can work left to right: $-5 \times 2 \times -3 \times -4$

$$-10 \times -3 \times -4$$

$$30 \times -4$$

$$-120$$

2. You can work in pairs: $2 \times 2 \times -1 \times -9 \times 9 \times -1$

$$4 \times 9 \times -9$$

$$36 \times -9$$

$$-324$$

3. You can work right to left: $-1 \times -2 \times -3 \times -4$

$$-1 \times -2 \times 12$$

$$-1 \times -24$$

$$24$$

4. Or any order: $3 \times -11 \times 5$

$$15 \times -11$$

$$-165$$

Order of Operations with Negative Integers (PEMDAS)

1. $(1 - 2) \times (3 - 4) \times (5 - 6)$

$$-2 \times -1 \times -1$$

$$-2$$

2. $3 \times (6 + -7)$

$$3 \times -1 \quad \text{or} \quad 18 + -21$$

$$-3$$

$$-3$$

3. $(-2 - -3) \times 10$

$$(-2 + 3) \times 10$$

$$(1) \times 10 \quad \text{or} \quad -20 + 30$$

$$10$$

$$10$$

4. $(15 + -32) + -13 \times 2$

$$(-17) + -13 \times 2$$

$$-17 + -26$$

$$-43$$

More information can be found on page 380 & 381 of your textbook.

Section 11-5: Products with Several Negative Factors: Show your arithmetic.

1. -8×-32

2. 0×-127

3. -52×45

4. $-4 \times -14 \times -24$

5. $16 \times -2 \times 30$

6. $-4 \times 4 \times 5 \times -5$

7. $-8 \times -4 \times -5 \times -7$

8. $(-4 \times -5) \times -6$

9. $(-2 \times 6)[(-3 \times 8) + (5)^2]$

1.
2.
3.
4.
5.
6.
7.
8.
9.

Andrew Carnegie

A Young Immigrant

In 1848, at only 13 years old, Andrew Carnegie arrived in the United States from Scotland, along with his parents and younger brother. His father was a weaver by trade, but the family came to America with very little money in their pockets. To help the family, Andrew went to work in a cotton mill as a bobbin boy. His job was to help replace bobbins, or spools, on the spinning mills when they ran out of thread. He earned just 20 cents a day working for twelve hours a day for six days a week.



It was not uncommon for children, like Andrew Carnegie, to work in factories in the 1800s.

From Rags to Riches

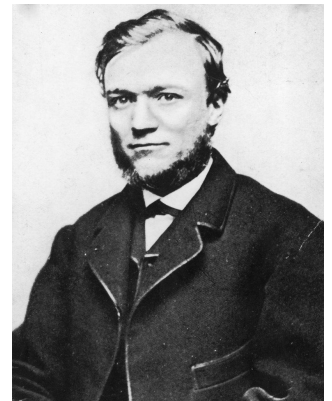
Andrew Carnegie was never one to shy away from hard work. As a young man, he taught himself to become a **telegraph**¹ operator and went to school in the evenings to learn **bookkeeping**². His hard work paid off, and at seventeen, he was hired as a personal telegraph operator and secretary for an official at the Pennsylvania Railroad Company. He slowly worked up the company ladder, earning and saving more money.

Carnegie **invested**³ his money wisely. In fact, by the age of thirty-three, his salary and investments combined earned him \$50,000 a year. In today's money, that would be more than \$500,000. By 1883, he was a multi-millionaire.

Carnegie the Industrialist

As Carnegie's wealth continued to grow, he invested in various businesses and **industries**⁴ like iron, bridges, and oil. The Industrial Revolution in America was well on its way. Businesses and factories were growing quickly and this gave Carnegie lots of opportunities to increase his wealth.

In 1865, Carnegie established his first company called the **Keystone Bridge Company**, a company that replaced wooden railroad bridges with steel. He expanded his business over the next several years, building factories throughout the region.



Wealth in Steel

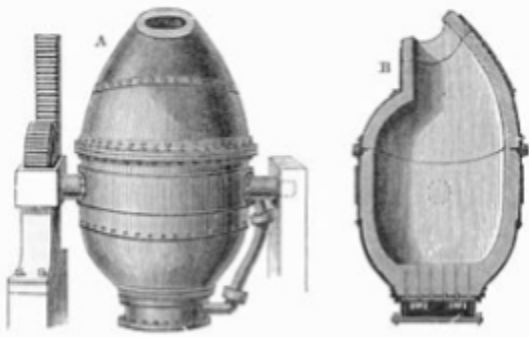
Steel had been growing in popularity since the invention of the **Bessemer converter** in 1857. Prior to the invention, steel was extremely expensive to produce. The Bessemer converter was a large egg-shaped container in which iron was melted. Once the iron was melted, pressurized air was

¹ **Telegraph**: a system for transmitting messages from a distance along a wire

² **Bookkeeping**: keeping records of the financial affairs of a business

³ **Invest**: to commit money to a project or business in order to earn a financial return

⁴ **Industry**: economic activity concerned with processing raw materials and manufacturing goods in factories



An artist's depiction of a Bessemer converter

injected through the liquid metal, forcing impurities in the iron to react with oxygen to turn the brittle iron into very useful steel. The Bessemer converter could then be tilted so that the steel could be poured into a mold.

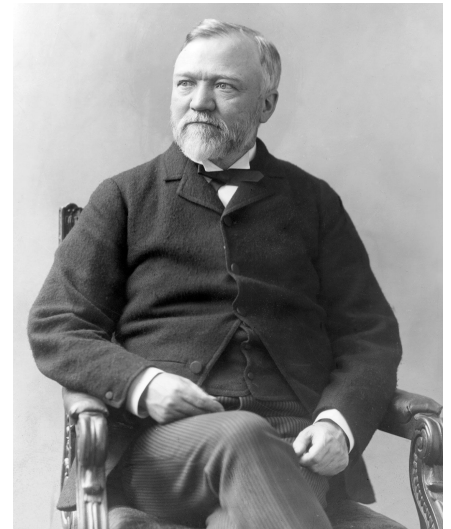
After meeting Henry Bessemer, the inventor of the converter, on a trip to England in 1873, Carnegie became convinced that the future of American industry was in the manufacture and use of steel. On his return to Pittsburgh, he built a steel mill using the ideas being developed by Bessemer in England.

Carnegie knew that steel was stronger than iron and would last longer. Steel would make more durable bridges, railroads, buildings, and ships. He formed the **Carnegie Steel Company** and built a number of large steel factories. It became the largest steel company in the world. Then, in 1901, he sold the company to J.P. Morgan's United States Steel Company for \$250 million (over \$7 billion in today's money), and from that point on, Carnegie devoted himself full-time to his various **philanthropic**⁵ projects.

Carnegie's Philanthropy

As rich as he was, Carnegie wanted to spend his life giving away his money to needy causes. One of his favorite causes was libraries. His funding contributed to over 1,600 libraries being built around the United States and the world. He also gave money to help with education and funded the building of Carnegie Mellon University in Pittsburgh. Other projects included purchasing thousands of church organs, building Carnegie Hall in New York City, and forming the Carnegie Foundation for the Advancement of Teaching. Today, over two dozen buildings, universities, charitable funds, and cities around the world are named after Andrew Carnegie.

During his lifetime, Carnegie gave away over \$350,000,000 (over \$10.5 billion in today's money). He died on August 11, 1919, leaving the majority of what remained of his wealth to charity.



*“Wealth is not to feed our egos but to feed the hungry
and to help people help themselves.”*

~Andrew Carnegie

⁵ **Philanthropy**: the desire to promote the welfare of others, expressed especially by the generous donation of money to good causes.

**Andrew Carnegie
Reflection Questions**

1. Which of the following statements about Andrew Carnegie is **not** true?
 - a. He was an immigrant.
 - b. He only cared about building wealth.
 - c. He invested money wisely.
 - d. He gave money to many different charities.

2. For what industry is Andrew Carnegie best known?
 - a. Telegraph
 - b. Railroads
 - c. Iron
 - d. Steel

3. What is one example of Andrew Carnegie's philanthropic activities?

4. Andrew Carnegie once said, "No man becomes rich unless he enriches others." What do you think this quote means and how did Andrew Carnegie demonstrate this idea?

Name: _____

Section: _____

W7 Tuesday Translation

“ad urbem”

Instructions

Translate the following text. Afterwards, check your work using the answer key or by watching today’s Guided Translation video.

- **Perfect tense is translated with a simple past tense.**
- **Perfect tense endings:** -ī (I), -istī (you), -it (he/she/it), -imus (we), -istis (y’all), -ērunt (they)

Vocabulary

noster - our

pervenīō - I arrive (pf. *pervēnī*)

ubi - where

expectō - I wait for (pf. *expectāvī*)

aberant - they were away

templum - temple

vīsītō - I visit (pf. *vīsītāvī*)

ad - to

mittō - I send (pf. *mīsī*)

urbs - city

cum - with

festīnō - I hurry (pf. *festīnāvī*)

sollicitus - worried

erat - was (impf. of *est*)

Sentences

1) "ego ad vīllam nostram pervēnī, ubi Quīntus mātrem et sorōrem expectābat.

2) “Metella et Lūcia aberant, quod in forō templum vīsītābant.

3) "Quīntus mē ad tē mīsīt."

4) Caecilius ad urbem cum Clēmente festīnāvīt, quod sollicitus erat.

Daily Answer Key: Tuesday

Math

1. 256
2. 0
3. -2340
4. -1344
5. -960
6. 400
7. 1120
8. -120
9. -12

History

1. B
2. D
3. Andrew Carnegie contributed the funding to help build over 1,600 libraries. He gave money to help with education and funded Carnegie Mellon University. He also purchased thousands of church organs, built Carnegie Hall in New York City, and formed the Carnegie Foundation for the Advancement of Teaching.
4. This quote tells us that Andrew Carnegie believed that wealth was not important if one did not use wealth to help other people. He demonstrated this belief with his philanthropic efforts.

Latin

1. "I arrived at our house, where Quintus was waiting for [his] mother and sister.
2. "Metella and Lucia were away, because they were visiting a temple in the forum.
3. "Quintus sent me to you."
4. Caecilius hurried to the city with Clemens, because he was worried.

Daily Student Instruction Sheet - WEDNESDAY

WEDNESDAY – 5/6/20	
<p>ELA</p> <p>Poetry (15 Minutes)</p> <p>Literature (30 Minutes)</p> <p>Grammar/Writing (Minutes)</p> <p>Reading (20+ minutes)</p>	<p>Poetry</p> <p>Goal/Objective: Continue learning “Break, Break, Break” by Alfred, Lord Tennyson</p> <p>Materials needed: “Break, Break, Break”</p> <p>Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read through the poem aloud, two times (I) <input type="checkbox"/> Begin committing the third stanza to memory (I) <p>Literature</p> <p>Goal/Objective: Read Chapters 5 & 6 in <i>Tom Sawyer</i></p> <p>Materials needed: Tom Sawyer, Teacher Notes</p> <p>Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read through Chapters 5 & 6 Vocabulary (I) <input type="checkbox"/> Read Chapter 5 (44-51) (I) <input type="checkbox"/> Read Chapter 6 (52-68) (I) <p>Grammar/Writing</p> <p>Goal/Objective: Argue a point using ethos</p> <p>Materials needed: Teacher model paragraph, student practice</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read teacher model paragraph. <input type="checkbox"/> Complete student practice. After completing, watch Miss Rogers’ explanation.
<p>MATH (Minutes)</p>	<p>Math</p> <p>Goal/Objective: The student will be able to divide with positive and negative integers.</p> <p>Materials needed: Teacher’s Notes, Independent Practice, Answer Key, red pen or pencil, Optional Instructional Video, Math Textbook Chapter 11 Optional</p> <p>Specific Instructions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Read the teacher notes and watch the optional supporting video <input type="checkbox"/> (I) Review the lesson on Page 383 of your textbook if needed <input type="checkbox"/> (I) Complete the independent practice <input type="checkbox"/> (I) Using a red pen or pencil, check your answers using the key or with Mrs. Cramer and rework any missed problems.
<p>SCIENCE (30 Minutes)</p>	<p>Science</p> <p>Goal/Objective: To learn about the Cathode Ray Tube experiment and J.J. Thomson’s Model of the Atom</p> <p>Materials needed: Teacher notes, loose leaf paper, pencil/pen, video</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch Mrs. Sharp’s video of the Cathode Ray Tube experiment (I). <input type="checkbox"/> Make a lab entry and take notes along with the video (I). <input type="checkbox"/> Look over teacher notes to check your understanding and fill in anything you might be missing on your own notes (I).

Daily Student Instruction Sheet - WEDNESDAY

	<input type="checkbox"/> OPTIONAL: If you can't watch the video, just simply read through the teacher notes and copy them down on your own paper (I).
LATIN (15 Minutes)	<i>Latin</i> <u>Goal/Objective:</u> Continue translating "ad urbem" <u>Materials needed:</u> (1) "W7 Wednesday Translation" worksheet; (2) "W7 Wednesday Answer Key"; (3) pencil; (4) red pen/pencil <u>Specific Instructions</u> (I=independent; PA=dependent): <ul style="list-style-type: none"><input type="checkbox"/> (I) Complete "W7 Wednesday Translation" worksheet<input type="checkbox"/> (I) Check your work, making corrections in red ink or pencil, using either:<ul style="list-style-type: none"><input type="checkbox"/> "W7 Wednesday Answer Key", or ...<input type="checkbox"/> W7 Wednesday Guided Translation video<input type="checkbox"/> (I) Optional: watch "The Pontifex Song" video and sing along.
SPECIALS CLASSES	<i>SPECIALS ARE NO LONGER OPTIONAL.</i> PLEASE SEE THE SPECIALS CLASS ASSIGNMENT SECTION. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN WITH THE REST OF YOUR WORK.

1. Chapters 5 & 6 Vocabulary:

Vestibule: A hall or lobby next to the outer door of a building

Discourse: Written or spoken communication

Mirth: Amusement, especially as expressed in laughter

Fetters: A chain or manacle used to restrain a prisoner

Wended: Go in a specified route, typically slowly or indirectly

Ferule: A flat ruler with a widened end

2. Read Chapters 5 and 6 in *Tom Sawyer*.

- An online version of *Tom Sawyer* can be found at:

https://www.pagebypagebooks.com/Mark_Twain/Tom_Sawyer/index.html

- A video of Mr. Lucero reading will be linked on the Student Instruction Sheet.

Courage is the most valuable of the virtues because it gives strength to other virtues. **Many** of my

The author is about to reference the opinions of those who disagree with her. This builds her ethos because it shows that she knows both sides of the issue; she is giving her opinion after considering other opinions, meaning her ideas are well thought out.

distinguished opponents claim that wisdom is the most valuable virtue because it enables people

In using the word “distinguished,” the author has shown respect to those who disagree with her. This increases her ethos, for it shows that she gives credit to her opponents.

to decide when and how a certain virtuous action should be done. **While this is a valid point,** I

Again, the author is increasing her ethos by showing that she recognizes truth, even when it is said by those who disagree with her. She wants her reader to know that she is dedicated to discovering the truth, even when it may seem to go against her argument.

still contend that without courage, the other virtues, in the face of struggles or discomfort, would

cease to exist, making courage a truly essential virtue.

Ethos is shown when an author establishes that they are a trustworthy source of information. If you believe that the person speaking is false, ignorant, or mean, are you likely to take their argument seriously? Most likely not, for you will be suspicious of anything they say, expecting them to deceive you or say something untrue. The author of the above paragraph shows you she is trustworthy and knowledgeable by referencing the opinions of her opponents and treating them with respect. This shows that she is dedicated to saying what is true, not just what makes her look good and her opponents look bad.

1) Read the following paragraph:

The sense of sight is the most valuable of the senses because it contributes most to the gaining of knowledge. There are some who believe that the sense of touch is actually the sense which human beings most use to acquire knowledge. This is a completely ridiculous opinion, as I will show. Touch gives to people basic certainty, while sight allows us to comprehend small differences and distinctions which are essential to knowledge. This discounts the ignorant scholars who believe that touch is the more valuable sense.

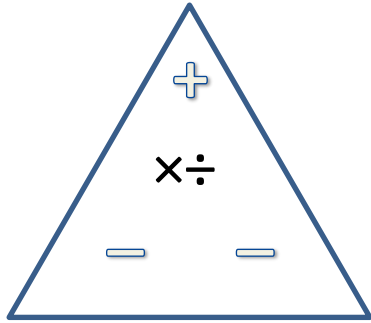
2) Go through the paragraph and underline or highlight places where the author did NOT use proper ethos.

3) Go through the paragraph and circle an area where the author could have added a word, phrase, or sentence which would increase his ethos.

4) Pick one sentence of the above paragraph and rewrite it to increase the ethos of the author. You may change or add words and phrases.

Chapter 11-6: Quotients of Integers

Keep using the triangle as a study tool and memory trick.



Negative divided by a negative equals positive.

Negative divided by a positive equals a negative.

Positive divided by a negative equals a negative.

Patterns to Study

Why do division and multiplication both follow these patterns?

Multiplication and division are inverse operations.

Why can division problems **NOT** be solved in any order?

Division is not commutative or associative.

Remember that every fraction is a division problem.

Find the Quotient

1. $\frac{123}{-3} = -41$

2. $\frac{-15}{3} = -5$

3. $\frac{-10}{-5} = 2$

4. $9 \div -3 = -3$

5. $-18 \div -2 = 9$

6. $-48 \div 6 = -8$

Find n. Prove the result by “math facts”, “inverse equations”, or “transformations”.

1. $-2n = -6$

$-2 \times 3 = -6$ ← math fact

So $n = 3$

2. $-3n = 9$

$9 \div -3 = n$ ← inverse equation

So $n = -3$

3. $15n = -60$

$15n \div 15 = -60 \div 15$ ← transformations

So $n = -4$

Order of Operations with Negative Integers (PEMDAS)

1. $(-5 \times -8 \times 24) \div (10 \times -3)$

$(40 \times 24) \div -30$

$(960) \div -30 = -32$

2. $\frac{-5 \times 12 + -4 \times 18}{5 \times 10 + -4 \times 7}$

$\frac{-60 + -72}{50 + -28}$

$\frac{-132}{22} = -6$

More information can be found on page 383 of your textbook.

Section 11-6: Quotients of Integers: Show your arithmetic.

1. $\frac{-56}{-14}$

2. $\frac{105}{-35}$

3. $-806 \div 13$

4. $-504 \div -56$

5. $48 \div (-4 \div 2)$

6. $(48 \div -4) \div 2$

Find the value of n that makes the statement true.

7. $6n = -12$

8. $-12n = 96$

9. $-6n = -72$

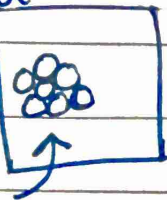
10. $12n = -132$

11. Why do # 5 and #6 get different answers when the only change is the location of the parentheses?

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

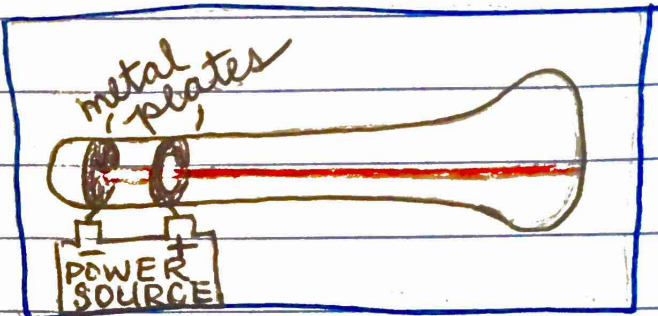
J.J. THOMSON'S Cathode Ray Tube experiment

He thought they were tiny balls, like tiny baseballs

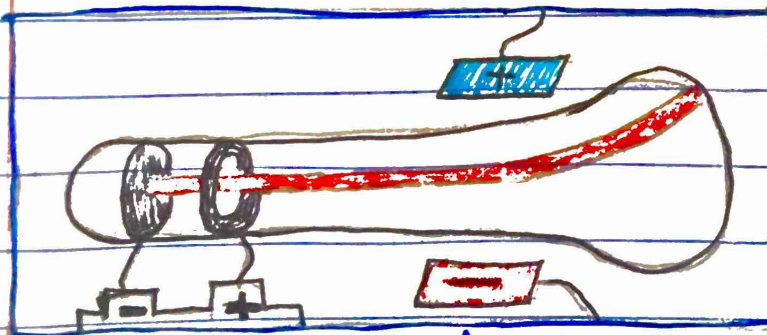


John Dalton thought that atoms were **INDIVISIBLE** (had no parts) → but he was wrong!

① J.J. Thomson set up an experiment where he passed electricity through two metal plates in a "cathode" tube (glass tube with all the air pumped out). This caused a RAY to shoot across the tube.



② If this ray was caused by electricity, was the ray itself electrically charged?



Thomson figured this out by putting two metal plates (one charged **positively**,

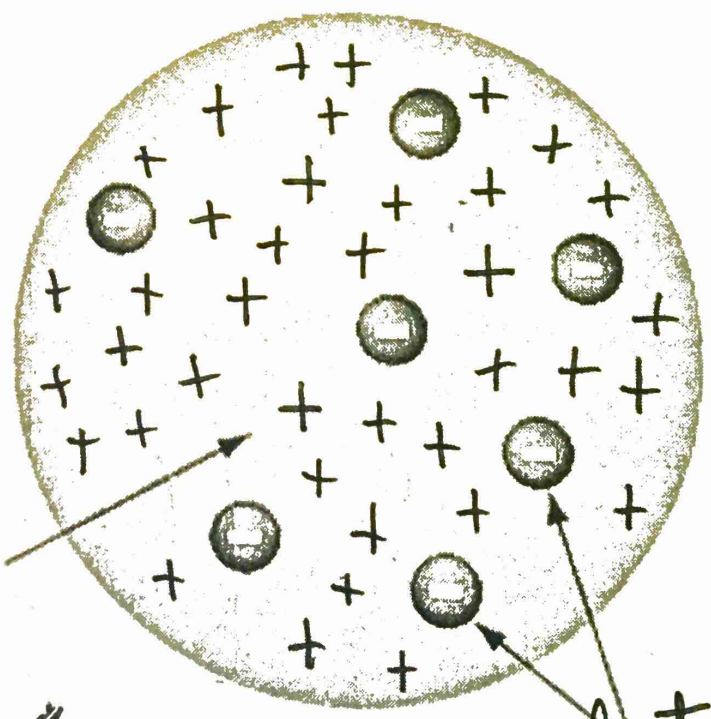
+, and one charged **negatively** **-**) on either side of the tube. The ray bent toward the **+**, meaning the ray = **negative**

3 Thomson then did some calculations about ENERGY and MASS of the cathode ray, and realized that those NEGATIVELY charged particles were SMALLER than atoms!
(Dalton was wrong!)

CONCLUSION: Atoms have tiny, negatively charged particles inside them called ELECTRONS.

Thomson then came up with this model of an atom's structure →

The "Plum Pudding" Model of an Atom



positively charged "pudding"

electrons (negatively charged)

W7 Wednesday Translation

“ad urbem”

Instructions

Translate the following text. Afterwards, check your work using the answer key or by watching today’s Guided Translation video.

- **Perfect tense is translated with a simple past tense.**
- **Perfect tense endings:** -ī (I), -istī (you), -it (he/she/it), -imus (we), -istis (y’all), -ērunt (they)

Vocabulary

prope - near

urbs - city

cōspiciō - I catch sight of (pf. *cōspexī*)

cum - with

ad - to

portus - gate

fugiō - I flee, I escape (pf. *fūgī*)

contendō - I hurry, I press (pf. *contendī*)

dīcō - I say (pf. *dīxī*)

līberī - children

quaerō - I am looking for (pf. *quaesīvī*)

videō - I see (pf. *vīdī*)

Sentences

1) Caecilius et Clēmēns prope urbem Holcōnium cōspexērunt.

2) Holcōnius cum servīs ad portum fugiēbat.

3) "ad vīllam contendō," Caecilius Holcōniō dīxit.

4) "Metellam et līberōs quaerō.

5) "tū Metellam vīdistī? līberōs cōspexistī?"

Daily Answer Key: Wednesday

Math

1. 4
2. -3
3. -62
4. 9
5. -24
6. -6
7. -2
8. -8
9. 12
10. -11
11. The associative property does not apply to division.

Latin

1. Caecilius and Clemens caught sight of Holconius near the city.
2. Holconius was fleeing to the gate with his slaves.
3. "I am hurrying to [my] house," Caecilius said to Holconius.
4. "I am looking for Metella and [my] children.
5. "Did you see Metella? Did you catch sight of the children?"

Daily Student Instruction Sheet - THURSDAY

THURSDAY – 5/7/20	
<p>ELA</p> <p>Poetry (15 Minutes)</p> <p>Literature (30 Minutes)</p> <p>Grammar/Writing (Minutes)</p> <p>Reading (20+ minutes)</p>	<p>Poetry Goal/Objective: Finish learning “Break, Break, Break” by Alfred, Lord Tennyson Materials needed: “Break, Break, Break” Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read through the poem aloud, two times (I) <input type="checkbox"/> Finish committing the third stanza to memory (I) <p>Literature Goal/Objective: Read Chapters 7 & 8 in <i>Tom Sawyer</i> Materials needed: Tom Sawyer, Teacher Notes Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> • Read through Chapters 7 & 8 Vocabulary (I) • Read Chapter 7 (69-77) (I) • Read Chapter 8 (78-85) (I) • Answer the Check for Understanding questions (I) <p>Grammar/Writing Goal/Objective: Argue a point using Logos Materials needed: Teacher model paragraph, student practice Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read teacher model paragraph and watch Miss Rogers explain the logos of the paragraph. <input type="checkbox"/> Complete student practice
<p>MATH (Minutes)</p>	<p>Math Goal/Objective: The student will review operations with positive and negative integers. Materials needed: Teacher’s Notes, Independent Practice, Answer Key, red pen or pencil, Optional Instructional Video, Math Textbook Chapter 11 Optional Specific Instructions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Read the teacher notes and watch the optional supporting video <input type="checkbox"/> (I) On the teacher notes, create a picture that would remind you how to turn subtraction problems into addition problems. <input type="checkbox"/> (I) Complete the independent practice. <input type="checkbox"/> (I) Using a red pen or pencil, check your answers using the key or with Mrs. Cramer and rework any missed problems.
<p>SCIENCE (30 Minutes)</p>	<p>Science Goal/Objective: To learn about Ernest Rutherford’s Gold Foil experiment and Neils Bohr’s Model of the Atom Materials needed: Teacher notes, loose leaf paper, pencil/pen, video Specific Instructions (I=independent; PA= Parent assistance):</p>

Daily Student Instruction Sheet - THURSDAY

	<ul style="list-style-type: none"> <input type="checkbox"/> Watch Mrs. Sharp's video of Rutherford's experiment and Bohr's atomic model (I). <input type="checkbox"/> Make a lab entry and take notes along with the video (I). <input type="checkbox"/> Look over teacher notes to check your understanding and fill in anything you might be missing on your own notes (I). <input type="checkbox"/> OPTIONAL: If you can't watch the video, just simply read through the teacher notes and copy them down on your own paper (I).
<p>LATIN (15 Minutes)</p>	<p><i>Latin</i> <u>Goal/Objective:</u> Finish translating “ad urbem” <u>Materials needed:</u> (1) “W7 Thursday Translation” worksheet; (2) “W7 Thursday Answer Key”; (3) pencil; (4) red pen/pencil <u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Complete “W7 Thursday Translation” worksheet <input type="checkbox"/> (I) Check your work, making corrections in red ink or pencil, using either: <ul style="list-style-type: none"> <input type="checkbox"/> “W7 Thursday Answer Key”, or ... <input type="checkbox"/> W7 Thursday Guided Translation video <input type="checkbox"/> (I) Optional: watch “The Pontifex Song” video and sing along.
<p>SPECIALS CLASSES</p>	<p><i>SPECIALS ARE NO LONGER OPTIONAL.</i></p> <p>PLEASE SEE THE SPECIALS CLASS ASSIGNMENT SECTION. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN WITH THE REST OF YOUR WORK.</p>

1. Chapters 7 & 8 Vocabulary:

Furtively: In a way that attempts to avoid notice or attention

Smote: Strike with a firm blow

Melancholy: A feeling of pensive sadness

Cogitating: Thinking deeply about something

2. Read Chapters 7 and 8 in *Tom Sawyer*.

- An online version of *Tom Sawyer* can be found at:

https://www.pagebypagebooks.com/Mark_Twain/Tom_Sawyer/index.html

- A video of Mr. Lucero reading will be linked on the Student Instruction Sheet.

3. Answer each of the following questions with 1-2 sentences on a sheet of loose-leaf paper:

1. What game are Tom and Joe Harper punished for playing during school?
2. Why does Becky Thatcher become upset with Tom after their “engagement”?
3. What are some of the professions that Tom considers for himself?

Courage is the most important of the virtues because it gives strength to the other virtues.

The author has already made you feel that this statement is true and has established that she is a trustworthy authority. She is now going to finally explain her meaning behind this statement, giving you some logical reasons why the claim is true.

Without courage, people would cease to do virtuous acts when they were threatened with

struggle or discomfort. For example, when a friend is experiencing something difficult, it might

There are several types of logic you can use to prove a claim. This author chose to use a proof by example. When you use an example to prove a claim, you are saying, "This is true because human beings experience it."

be tempting to stop practicing the virtue of friendship from the fear of sharing in his or her

The TYPE of example you use is extremely important. When you are picking an example to prove your point, think about your audience. The author chose the example of friendship because she knew she was writing for a sixth-grade audience to whom the virtue of friendship is valuable. Choose examples which are relevant AND meaningful to your audience.

struggles and becoming uncomfortable; courage, however, gives one the ability to be there for a

friend despite the potential pain. In this way, courage gives strength and power to the other virtues.

Logos should be the bulk of any rhetorical essay or speech because it more fully explains the logical reasons for your opinion. Pathos and ethos are important; we want our readers to feel that our topic is important and to trust that we are good sources of information. However, ultimately your reader will be most convinced if you give good reasons and examples proving your point. If you only use pathos, your readers will most likely be unconvinced by your essay and may even believe that you are trying to manipulate them! If you only use ethos, you will quickly lose any authority you have built up because it will become clear that you are not actually supporting your claim. The ultimate goal is to weave all three elements together.

(Watching the teacher video for Thursday W6 will give you a good foundation for completing this worksheet.)

1) Read the following claim.

The sense of sight is the most valuable of the senses because it contributes most to human knowledge. Sight is the most helpful sense for learning and understanding because, through sight, human beings grasp differences and distinctions more clearly.

(This claim is arguing that sight is the sense that sees the differences in things the most clearly. Because of the differences that we perceive through sight, we understand things more deeply. It is difficult to gain this kind of understanding through other senses. For example, how could Napoleon have possessed a true knowledge of military maneuvers if he was not able to see the different strategies being played out by his armies? The sense of sight was necessary for his understanding of the military. You may remember this discussion from Nature of Science at the beginning of the year. If you want to review it in your textbook, read the first two paragraphs on page 17.)

2) Brainstorm 3 examples which can support this claim. [You may not use my Napoleon example from above :)] Good examples are drawn from history, literature, or general trends you have noticed in school, sports, or other activities. Bad examples are too outlandish to be believable, too personal, or too silly. Use examples that anyone can connect with; this will help prove that your claim applies to everyone, not just you!

1)

2)

3)

3) Choose your strongest example and elaborate upon it to prove the claim.

The sense of sight is the most valuable of the senses because it contributes most to human knowledge. Sight is the most helpful sense for learning and understanding because, through sight, human beings grasp differences and distinctions more clearly. _____

Review Order of Operations with Negative Integers

PEMDAS Mnemonic:

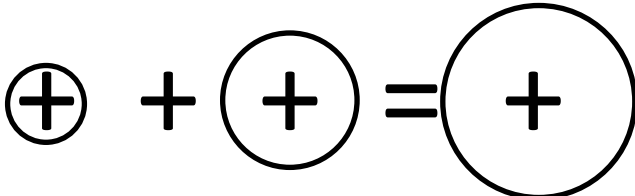
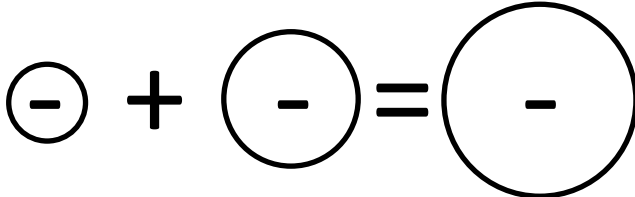
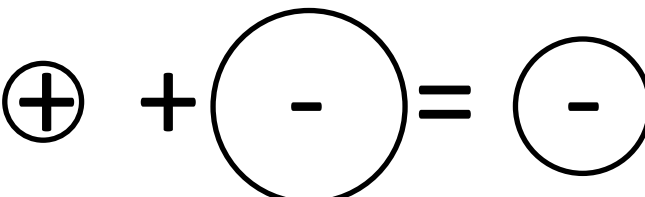
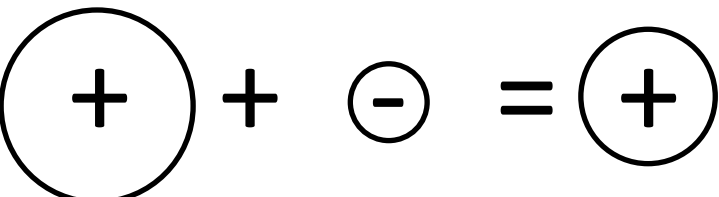
Parentheses, Exponents,
Multiplication & Division, Addition & Subtraction

Addition

When like signs are added the sign stays the same.

When unlike signs are added the sign of the number with the greater absolute value remains.

Here's a picture to illustrate the addition rules.

Subtraction

Convert subtraction problems into addition of the opposite.

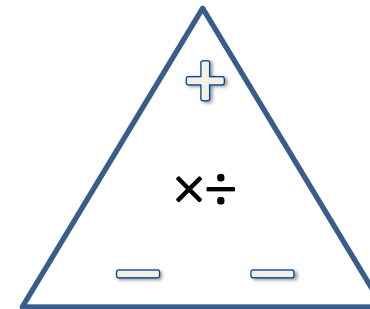
<i>Subtraction of a positive equals addition of the negative.</i>	<i>Subtraction of a negative equals addition of the positive.</i>
$X - Y = X + -Y$	$X - -Y = X + +Y$
Study Skills: Draw a picture to help you illustrate these changes.	

Multiplication and Division

A negative divided or multiplied by a negative equals positive.

A negative divided or multiplied by a positive equals a negative.

A positive divided or multiplied by a negative equals a negative.



More information can be found in Chapter 11 of your textbook.

Chapter 11: Operations with Integers Review

1. -7×-6

2. $35 + -18 + -40$

3. $-91 - -15$

4. $-56 - (-13 - -28)$

5. $-11(8 \times 14)$

6. $(9 - 27)(32 - 51)$

7. $-31 - (-8 \times -4) + 9$

8. $96 \div -6 \div -8$

If n is positive and $-n$ is negative, then what would ? become.

9. $n \div -1 = \underline{\quad ? \quad}$

10. $-n \times -1 = \underline{\quad ? \quad}$

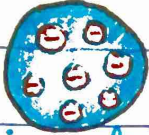
11. $-n \div -n = \underline{\quad ? \quad}$

12. $-n \div n = \underline{\quad ? \quad}$

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

Ernest Rutherford's Gold Foil Experiment

"plum pudding" model

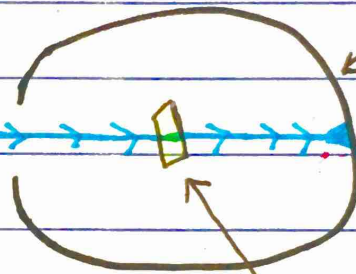


positive charge
negative charge

After Thomson proposed the plum-pudding / chocolate chip cookie model of the atom, a scientist named Ernest Rutherford decided to do a few more experiments.

① Rutherford took a piece of gold foil and shot positively

+ + +
+ "alpha" α +
particles →
+ ↑ + +
(smaller than an atom)



material that flashes when hit by alpha particles

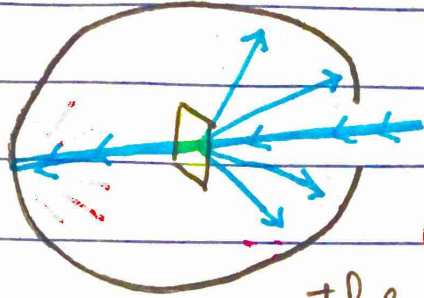
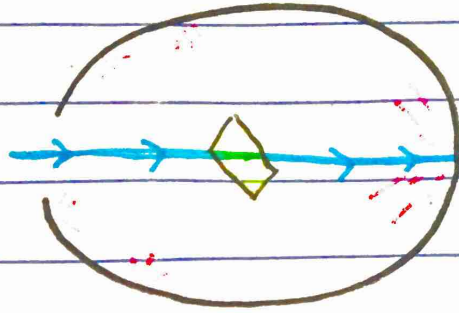
piece of gold foil

charged alpha particles at it. He ~~surrounded~~ surrounded the gold foil with a material that would flash when alpha particles hit it.

② **RESULT** As expected, the material behind the gold foil began flashing as the alpha particles hit it.

BUT, something unexpected happened...

... other areas flashed too!



This meant that **SOMETHING** was making the **positively charged particles** bounce back - or experience **REPULSION**.

③ Rutherford drew 2 Conclusions:

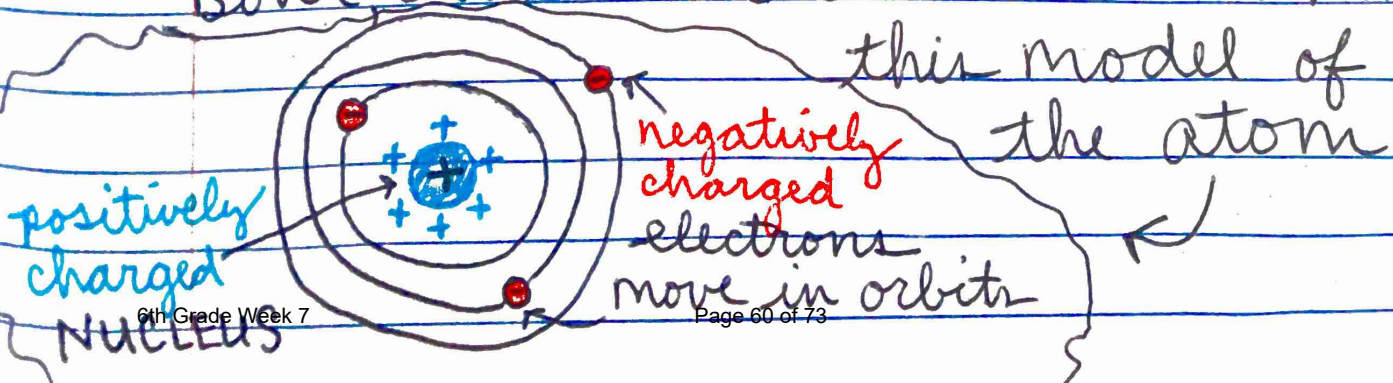
1] Atoms were made up of mostly **EMPTY SPACE** which allowed so many **particles** to pass through.

A diagram of an atom with a central nucleus and several small circles representing particles. Blue arrows show the particles passing straight through the atom without any deflection.

2] Atoms had a **positively charged** center, or **NUCLEUS**, which pushed the **positively charged particles** back; or caused **REPULSION**.

A diagram of an atom with a central nucleus and several small circles representing particles. Blue arrows show the particles being deflected away from the nucleus, indicating repulsion.

④ another scientist named Neils Bohr took these results and made



W7 Thursday Translation

“ad urbem”

Instructions

Translate the following text. Afterwards, check your work using the answer key or by watching today’s Guided Translation video.

- **Perfect tense is translated with a simple past tense.**
- **Perfect tense endings:** -ī (I), -istī (you), -it (he/she/it), -imus (we), -istis (y’all), -ērunt (they)

Vocabulary

clāmō - I shout (pf. *clāmāvī*)

iste - that

mōns - mountain

dēleō - I destroy (pf. *dēlēvī*)

uxor - wife

videō - I see (pf. *vīdī*)

rogō - I ask (pf. *rogāvī*)

nihil - nothing

dē - of, down from

sciō - I know (pf. *scīvī*)

cūrō - I care, I take care of (pf. *cūrāvī*)

furcifer - scoundrel

clāmō - I shout (pf. *clāmāvī*)

āmittō - I lose (pf. *āmīsī*)

uxor - wife

Sentences

1) "ēheu!" *clāmāvit* *Holcōnius*. "*iste mōns vīllam meam dēlēvit*."

2) "*sed, amīce, tū uxōrem meam vīdistī?*" *rogāvit* *Caecilius*.

3) "*ego nihil dē Metellā sciō. nihil cūrō,*" *respondit* *Holcōnius*.

4) "*furcifer!*" *clāmāvit* *Caecilius*. "*tū vīllam tuam āmisistī. ego uxōrem meam āmisī!*"

Daily Answer Key: Thursday

Math

1. 42
2. -23
3. -76
4. -71
5. -1232
6. 342
7. -54
8. 2
9. -n
10. n
11. 1
12. -1

Latin

1. "Oh, no!" shouted Holconius. "That mountain destroyed my house!"
2. "But, friend, did you see my wife?" asked Caecilius.
3. "I know nothing of Metella. I don't care," replied Holconius.
4. "Scoundrel!" shouted Caecilius. "You lost your house. I lost my wife!"

FRIDAY – 5/8

ELA

Poetry
(5 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 the earlier 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 Graded Review

Materials needed: Graded Review - Poetry

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

- Complete the Graded Review independently (I)
- Scan and submit the 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 Graded Review

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

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

- Complete the Graded Review independently (I)
- Scan and submit the 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 Graded Review

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

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

- Complete Graded Review independently (I). Use your notes from this week.
- Scan and submit the 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 Graded Review

Materials needed: Graded Review – Math, Textbook, Notes

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

- Complete the Graded Review independently (I)
- Scan and submit the 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.
SCIENCE (30 Minutes)	<p>Science</p> <p><u>Goal/Objective:</u> Complete the Graded Review</p> <p><u>Materials needed:</u> Graded Review - Science, pencil/pen, notes and materials from this week</p> <p><u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete the Graded Review independently. (I) <input type="checkbox"/> Scan and submit the Graded Review with all the other subjects at the end of the day through Google Classroom. (I) <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Turn in the hardcopy to school when you pick-up the next week's packet.
HISTORY (30 Minutes)	<p>History</p> <p><u>Goal/Objective:</u> Complete the History Graded Review</p> <p><u>Materials needed:</u> History Reading: <i>Population Growth and Pollution</i>, History Worksheet: <i>History Graded Review</i></p> <p><u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete the History Graded Review independently. (I) <input type="checkbox"/> Scan and submit the History Graded Review with all the other subjects at the end of the day through Google Classroom. (I) <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Turn in the hardcopy to school when you pick-up the next week's packet.
LATIN (15 Minutes)	<p>Latin</p> <p><u>Goal/Objective:</u> Complete the Latin Graded Review</p> <p><u>Materials needed:</u> Your completed and corrected Monday-Thursday worksheets</p> <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete the Latin Graded Review independently. (I) <input type="checkbox"/> Scan and submit the Latin Graded Review with all the other subjects at the end of the day through Google Classroom. (I) <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Turn in the hardcopy to school when you pick-up the next week's packet.
SPECIALS CLASSES	<p><i>SPECIALS ARE NO LONGER OPTIONAL.</i></p> <p>PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS SECTION. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN WITH THE REST OF YOUR WORK.</p>

Graded Review

GHNO 6th Grade

May 8, 2020 End of Week 7

Reading Log

Day	Date	Book Title	Total Minutes	Parent Initials
Mon	5/4			
Tue	5/5			
Wed	5/6			
Thur	5/7			
Fri	5/8			

I certify that _____ completed this graded review using the resources in their packet, notes, and textbook, but without the use of a calculator, a computer, or other electronic device, without assistance from others, and in accordance with the GHNO Academy Honor Code.

Student Signature

Parent Signature

Turn in today's work electronically or in hard copy form by **May 11th**.

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 - Thursday 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 5/1/20	<p>To Do:</p> <ul style="list-style-type: none"><input type="checkbox"/> Complete the abbreviated reading log<input type="checkbox"/> Poetry: (5 min) Recite the first 2 stanzas of poem (PA)<input type="checkbox"/> Literature: (15 min) Complete the Discussion Questions (I)<input type="checkbox"/> Grammar/Writing: (15 min) Label and diagram (I)<input type="checkbox"/> Math: (20 min) Answer the questions(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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Poetry

My scholar recited "Break, Break, Break" from memory: Parent Signature _____

Literature

Answer the following questions:

1. How does Aunt Polly find out that Tom played hookey and went swimming?
 - a. She feels that his shirt is wet
 - b. She tricks him into telling her
 - c. Sid points out that his collar is sown with different colored thread
 - d. Jim saw him and told Aunt Polly
2. How does Tom convince the other boys to whitewash Aunt Polly's fence for him?
 - a. He trades them marbles and other assorted treasures
 - b. He makes it look like fun and tells them they aren't allowed to help
 - c. He trades them the tickets awarded for learning Bible verses
 - d. He threatens them with beatings

3. What gift does Mary give Tom for learning his Sunday school lesson?
 - a. A Barlow knife
 - b. A Bowie knife
 - c. A pinch bug
 - d. A pansy
4. Who was “cordially hated and dreaded by all the mothers of the town”?
 - a. Tom Sawyer
 - b. Huckleberry Finn
 - c. Jeff Thatcher
 - d. Joe Harper

Answer the following question in 3-4 complete sentences:

5. Through the first 8 chapters, what virtues does Tom Sawyer lack? Provide examples from the text.

Grammar/Writing

Directions: Each of the following sentences will be proving the claim, “The government of Ancient Rome was more unified than that of Ancient Greece.” In the blank, write which element of classical persuasion is being used to prove the claim.

- 1) Ancient Rome was divided into provinces which were overseen by governors who reported directly to Rome; this system ensured that all territories, even those miles from Rome, would still be under Roman rule. _____
- 2) Picture Rome in all her glory, united by the strength of her armies, the power of her rulers, and the beauty of her culture. Rome gathers all peoples to herself; Rome showers all countries with her favors; Rome gives unity to the nations. _____
- 3) Rome was a unified empire, meaning that newly conquered territories were incorporated into the larger Roman population. Rome did this by giving citizenship to cooperative territories and sending their military to rebelling areas.

3. $-4 \times -6 \times -8$
A. -192
B. -16
C. 16
D. 192

4. $-144 \div 4$
A. -576
B. -46
C. -36
D. 46

5. $\frac{-36}{-3}$
A. -33
B. -12
C. 12
D. 33

Show your work and solve. Write your answer in the space provided.

6. $(7 - 8) \times (3 - -5)$

7. $(7 - 2) \times (-6 + 4)$

8. $5 - (1 - 3) \times 2$

9. $144 \div 2 \div 6$

History

Determine whether the statements and quotes below best fit Andrew Carnegie (**AC**) or Cornelius Vanderbilt (**CV**) by writing their initials in the blank.

1. _____ made his fortune in the steel industry.
2. _____ made his fortune in the railroad industry.
3. _____ came to the United States as a child from Scotland.
4. _____ was the great-great-grandson of Dutch immigrants.
5. _____ was nicknamed "The Commodore."
6. _____ was considered a robber baron by many historians.
7. _____ worked in a cotton mill when he was a child.
8. _____ worked for his father when he was a child.
9. _____ left most of his fortune to charity.
10. _____ left most of his fortune to his family.

Science

*Using the resources from this week (notes, readings, worksheets), try your best to answer the following questions. **Where short answers are required, use complete sentences.***

1. Who is the scientist who discovered that atoms have tiny parts called electrons?
_____.
2. Who is the scientist who discovered that atoms have a positively charged nucleus?
_____.

3. Explain the “plum pudding” model of the atom (also called the “chocolate chip cookie” model). Use 1-2 sentences.

4. Identify which scenario causes REPULSION and which scenario causes ATTRACTION (fill in the box with the appropriate word):

Positive-Negative Charges

Positive-Positive Charges

5. The Latin prefix *sub-* means “under” or “below.” Electrons are often called *sub-atomic* particles. Based on your knowledge of what electrons are from the J.J. Thomson experiment, what does it mean to call them “subatomic”?

Latin

Answer the following questions based on this week's readings.

1) Choose the best translation:

subitō nōs ingentes sonōs audīvimus

- A. Suddenly they heard huge sounds.
- B. Suddenly we felt huge quakes.
- C. Suddenly we heard huge sounds.
- D. Suddenly I felt huge quakes.

2) Choose the best translation:

Quīntus et Lūcia tē ad mē mīsērunt.

- A. Quintus and Lucia sent you to me.
- B. I sent Quintus and Lucia to you.
- C. Quintus and Lucia sent me to you.
- D. Quintus sent Lucia and me to you.

3) Choose the best translation:

tū servōs vidistī? uxōrem meum cōspexistī?

- A. Did you hear anything about my servants? Did you happen upon my wife?
- B. Did you see my servants? Did you catch sight of my wife?
- C. Did you notice my servants? Did you hear my wife?
- D. Did you send away my servants? Did you bring my wife?

4) Choose the best translation:

tū servum tuum amīsistī. ego liberōs meōs amīsī!

- A. He lost his servant. We lost our children.
- B. I lost my servant. You lost your children.
- C. We lost our servant. They lost their children.
- D. You lost your servant. I lost my children.

5) Which is the translation for the verb *amāvistī*?

- A. You (sg.) loved.
- B. He/she/it loved.
- C. We loved.
- D. Y'all loved.

Specials

Collect completed work for PE, Art, and either Music or Drama to be submitted in the Google Classroom's specials assignment section.

Options for Turning in Work

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/>