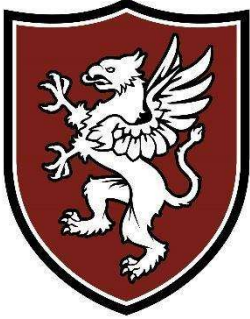


GreatHearts

Northern Oaks



Distance Learning Packet

May 11 - 15, 2020

6th grade

Mrs. Sharp

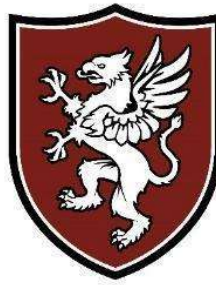
Mrs. Scholl

Mr. Lucero

Ms. Rogers

Mrs. Boyd

Student Name: _____ Section: ____.



*“Be ambitious. Be ambitious not for money,
not for selfish aggrandizement,
not for the evanescent thing which men call fame.
Be ambitious for the attainment of all that a man can be.”*
-William Clark

To our Sixth Grade Griffins,

Here we are in week 8 of this adventure called remote learning. I’ve been reading about another adventure from history, the story of Merriweather Lewis and William Clark. These explorers were commissioned by President Thomas Jefferson to explore the western half of the United States at the time of the Louisiana Purchase. At that time, there had been no surveys or maps of the interior of North America any further west than the Missouri River. They knew that the Pacific Ocean was on the other side but very little about what was in between. They certainly were not the first people to travel across the western portion of the continent but they brought back geographic and scientific records of a part of the world that was relatively unknown.

About two months ago we, as a class, also headed out on an adventure with very little knowledge of what was ahead of us. We haven’t been crossing a continent but we’ve been forging uncharted academic territory. Plenty of students have done their classwork online but not Great Hearts students. Like Lewis and Clark, we haven’t had a map for how this would work or where it would take us but we’ve gone so far and done so much.

Lewis and Clark wisely sought out people all along the way to guide them. They knew that they would get further and learn more if they didn’t do it alone. The most well-known of their guides was Sacajawea, who guided them all while carrying her infant son. As your teachers, we’ve tried to be your guides. We’ve tried to pave the way by being a few steps ahead of you, making sure that you would have everything you would need for the next stage of your journey. We hope that you’ve discovered new paths, learned new skills, and grown as a life-long learner. Just a couple more weeks! Persevere with joy!

A few things to look forward to:

- This is the last week of video lessons so don’t miss the fun that your teachers have made for you.
- Several teachers on the sixth grade team are reading Tom Sawyer to you this week.
- Next week will be a special end-of-year project. We can’t wait for you to see it!
- There are more House events to come! Show your house spirit!!

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



Table of Contents

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 Keys
- Tuesday Student Instructions
- Tuesday Student Pages
- Tuesday Answer Keys
- Wednesday Student Instructions
- Wednesday Student Pages
- Wednesday Answer Keys
- Thursday Student Instructions
- Thursday Student Pages
- Thursday Answer Keys
- Friday Student Instructions
- Friday Graded Review

Specials

GHNO 6th Grade

Week 8

Specials Student Instruction Sheet

W6 WEEKLY ASSIGNMENTS 5/11 - 5/15	
<p>MUSIC (25 Minutes)</p>	<p><u>MUSIC</u></p> <p>Goal/Objective: The student will learn about the composer John Philip Sousa.</p> <p>Materials needed: Biography on Sousa, Worksheet: Sousa Match-up, Sousa Video (Optional)</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Read the biography on John Philip Sousa with your student. <input type="checkbox"/> (I) Watch the Sousa Video (Optional) <input type="checkbox"/> (I) Complete the Sousa Match-up worksheet <p>SOUSA MATCH-UP WORKSHEET DUE MONDAY: to Google Classroom or School</p>
<p>ART (25 Minutes)</p>	<p><u>ART</u></p> <p>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 • Paper or sketchbook <p>Specific Instructions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) Find 1-3 flowers. If you do not have any, with your parents' help, you can ask a neighbor!! <input type="checkbox"/> (I) (4-6th grade) Looking at this sketch by Da Vinci, we are going to draw our flower a few times. <ul style="list-style-type: none"> <input type="checkbox"/> Look at your flower(s) at different angles. Example and Da Vinci sketch included in the following pages. <input type="checkbox"/> Watch Teacher Video for a guided instruction. <p>DUE ON MONDAY</p>
<p>LATIN (25 Minutes)</p>	<p><u>LATIN</u></p> <p>Goal/Objective: Begin translating "Ursus Fulvus, Ursus Fulvus, Quid Vides?"</p> <p>Materials needed: (1) "Ursus Fulvus, pt.1" worksheet (2) "Latin Animal and Color Lists" sheet</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Optional: Watch "Ursus Fulvus" video <input type="checkbox"/> (I) Complete "Ursus Fulvus, pt. 1" worksheet <input type="checkbox"/> (I) Pick an animal/color combination you would like to illustrate in week 9 using the "Latin Animal and Color Lists" sheet <p>DUE ON MONDAY</p>
<p>PE (25 Minutes)</p>	<p><u>PE</u></p> <p>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:

Specials Student Instruction Sheet

	<p>Coach Corcoran Coach Walsh Coach Wilson https://cloud.swivl.com/v/7874015a6cab651b154daed2e34d1a38</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 memorize the first half of Puck’s speech from Act V of <i>A Midsummer Night’s Dream</i>.</p> <p>Materials needed: Puck’s Speech</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) Begin committing the first eight lines of the speech to memory, starting at the beginning and ending with “in remembrance of a shroud.” <p>DUE ON MONDAY</p>



John Philip Sousa

... a composer from
the **UNITED STATES**
who lived during the
ROMANTIC period
of music...

John Philip Sousa was born in Washington, D.C., in 1854.

His parents came from Portugal to live in America. They provided him with a happy home. His father and older sister taught him to read and write. When he was seven years old, he attended a nearby school.

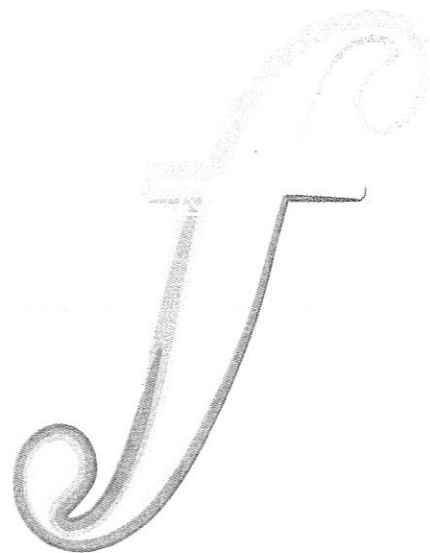
John Philip also went to music school where he studied violin. When he was 11 years old, he began his own dance band.

When he enlisted as an apprentice in the U.S. Marine Band, he studied composition and music theory.

He met his wife Jennie, a singer, while he was on a band tour. John wrote later, "We lived happily ever after."

Sousa's marches made Americans feel very patriotic. His performances inspired many towns to form bands. His distinctly American music was popular throughout the world.

Sousa died in 1932 at the age of 77.



The March King

A large man in a uniform knocked on the door of the Sousa's home in a Washington, D.C. neighborhood. John Philip put down his violin and answered the door.

"Hello! Young man," said the stranger. "I have been listening to your playing for quite a while. You play the violin very well!"

"Thank you, sir," said John Philip. "I play other instruments too."

"Excellent!" said the stranger. "How would you like to play in a circus band?"

"Wow! I would love it!" exclaimed the surprised young boy. "Do you really mean it? A real circus band that travels everywhere?"

"Oh, yes," answered the stranger with a smile. "And we are a very good band too! Why don't you come to the circus grounds tomorrow night? Since we will be leaving town early the next morning, you should bring some clothes in a little suitcase."

"Oh, I know right where that is," said John. "Thank you so much! I'll see you tomorrow night!"

John ran up the stairs and began gathering his clothes together when his mother came into his room.

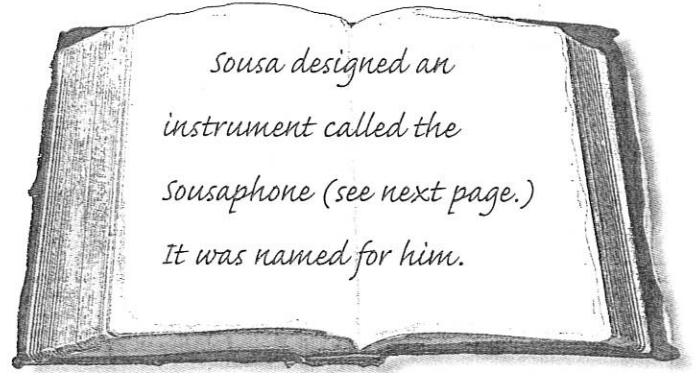
"And what is all the excitement about, young man? Are you planning to go somewhere?" she asked with a puzzled expression on her face.

"Oh mother, you will never guess! I am going to join the circus and play in the band!"

"Is that so?" asked his mother. "Of course you realize that you will be gone far away from your home and family for many years!"

"Well, I guess so," said John, a little more thoughtful now.

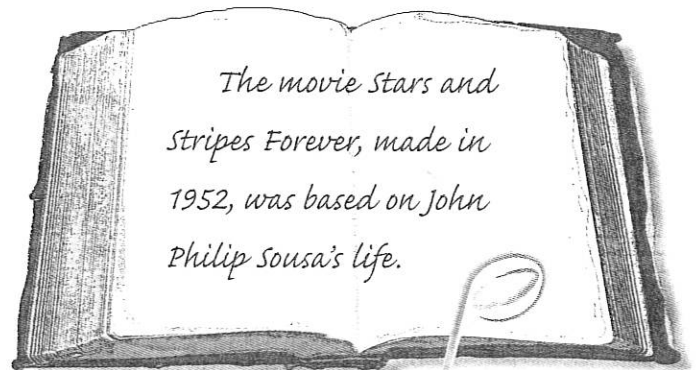
"We'll talk with your father tonight and see what he says," said his mother with a soft smile.



John Philip's father did not smile at all. He was upset to think of this young son leaving to go with the circus.

After talking to John about the hardships of circus life, his father said, "If you would really like to play in a band, I want you to come with me and play in the U.S. Marine Band."

"That is better yet!" said John Philip. "I can play in the band and be at home at the same time!"

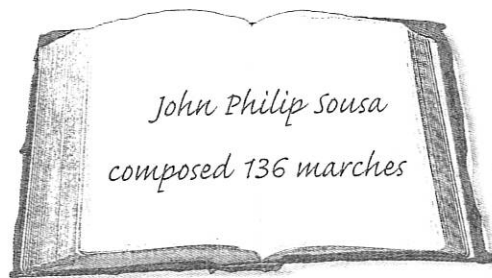


John Philip loved playing in the band. He was so good that by the time he was 23, he was named the 14th conductor of the U.S. Marine Band.

The U.S. Marine Band became famous. They played for presidents and kings. John Philip became known as the "March King."

One day, when he was much older, he saw the caravan of a circus traveling to another city. "How glad I am that I joined the marine band with my father, instead of running away with the circus band," he thought. "Had I joined the circus, I never would have become the 'March King'."

Sousa's marches are still played today by many high school, college and concert bands.



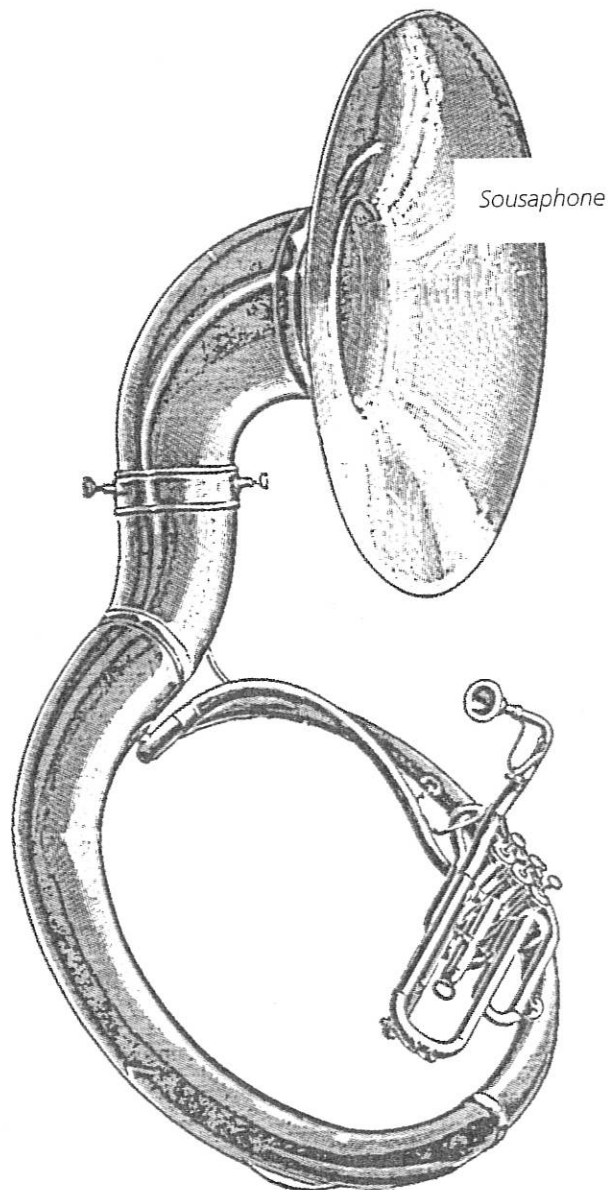
Important Compositions



Stars and Stripes Forever

Semper Fidelis

The Washington Post



Sousaphone



Stars and Stripes Forever

This is one of the most popular marches ever written. In 1897, Sousa was visiting Italy when he got a letter saying a close friend had died. He decided to return home. During the trip home, the melody of this march kept going through his mind. As soon as he got home, he composed the piece.

Draw a line to connect the circle with the square that matches.

Washington, D.C.

Violin

The first instrument that Sousa learned to play

Sousaphone

Sousa's birthplace

the Circus

Sousa almost joined

Instrument named for Sousa



ART: Week 8

3RD GRADE:

- Draw your flower one time
- Draw it **BIG!!**
- Pay **EXTRA** attention to the details!

4TH – 6TH GRADE:

- Draw your flower(s) (you should have collected at least 1, 2, or 3 different flowers.
- Look at your flowers from different perspectives and draw each flower at least 2 times.
 - In Miss Prather's example, she has drawn 1 flower 4 different times.
 - You do not need to do exactly what Miss Prather did.
 - This is only to show you how you can change the views of the flower!



Flowers Miss Prather found in her yard!

You can also use these if you

cannot find any flowers:



Sixth Grade

Page 11 of 84



Week 8

- Look at how Da Vinci draws multiple versions of the same flower!
- This helped him to understand the flower's form a lot more.
- By drawing the same thing from different perspectives, you can better understand how to draw it in the future!
- **CHALLENGE:** Fill up your page with your flower drawings like Da Vinci did!!



**IMPORTANT: PLEASE WRITE YOUR NAME AND SECTION
(AND HOUSE IF YOU ARE IN 6TH GRADE) ON THE
ARTWORK THAT YOU TURN IN!!!**

Physical Education BINGO



Student Name: _____

100 jumping jacks	Eat no sugar or foods with sugar for the whole day	Everytime you see a cardinal or a bluejay, do 5 burpees. (Compete with your family and friends if you like)	30 seconds headstands	Have a somersault race with families or friends
Go the whole day using your non-dominant hand for things (brushing teeth, eating with a spoon, computer mouse, etc.)	3 minutes planks	Balance on one foot for 30 seconds, then switch. If you fail for even a second, start over.	20 Crunches	Bow Pose Lie on your tummy, bend your knees, lift your chest, reach your arms back towards your toes, and hold onto your feet.
Boat Pose Balance on your buttocks with your legs up. Then rock in the water like a boat.	Cat Pose Come to an all-fours position, round your back, and tuck your chin into your chest. Pretend to be a kitty cat.	 Free Space	Kangaroo Pose Stand tall in Mountain Pose with your feet hip-width apart, bend your knees, and hop like a kangaroo.	Butterfly Pose Sit on your buttocks with a tall spine, bend your legs, place the soles of your feet together, and gently flap your legs like the wings of a butterfly.
Mountain Pose Stand tall in Mountain Pose, look up, and reach your arms up to the sky.	Sail Boat Pose From Triangle Pose, bend your front leg, rest your front elbow on your thigh, and reach your other arm straight up high to the sky. Look up. Repeat on the other side.	Do 10 Amazing Cartwheels	Do a jumping jack for every letter of the alphabet	Challenge someone to a sit-up competition
Play your favorite sport	Challenge someone to a push-up competition	Freeze Dance to your favorite song	Play a game of Freeze Tag	One day without T.V.

*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!

NAME: _____

Drama Monologue

Puck (Act V, Scene II)

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.

My student committed the first eight lines of this speech to memory

PARENT SIGNATURE

Core Subjects

GHNO 6th Grade

Week 8

Daily Student Instruction Sheet - MONDAY

MONDAY - 5/11	
<p>ELA</p> <p>Literature (45 Minutes)</p> <p>Grammar/Writing (30 Minutes)</p> <p>Reading (20+ minutes)</p>	<p><i>Literature</i></p> <p><u>Goal/Objective:</u> Read Chapters 9-11 in <i>Tom Sawyer</i></p> <p><u>Materials needed:</u> Tom Sawyer, Teacher Notes</p> <p><u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read through Chapters 9-11 vocabulary (I) <input type="checkbox"/> Read Chapter 9 (86-96) (I) <input type="checkbox"/> Read Chapter 10 (97-106) (I) <input type="checkbox"/> Read Chapter 11 (107-113) (I) <p><i>Grammar/Writing</i></p> <p><u>Goal/Objective:</u> Recognize noun clauses in larger independent clauses.</p> <p><u>Materials needed:</u> Teacher Notes, Student Practice</p> <p><u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read through teacher notes (I) <input type="checkbox"/> Complete student practice (I)
<p>MATH</p> <p>(30 Minutes)</p>	<p><u>Math</u></p> <p><u>Goal/Objective:</u> The student will be able to solve equations with one step to prove the answer.</p> <p><u>Materials needed:</u> Teacher's Notes, Independent Practice, Answer Key, red pen or pencil, Optional Instructional Video, Math Textbook Chapter 11 Optional</p> <p><u>Specific Instructions:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the teacher notes and watch the optional supporting video (I) <input type="checkbox"/> Review the lesson on Page 386 of your textbook if possible (I) <ul style="list-style-type: none"> <input type="checkbox"/> This uses lessons previously studied in Ch 8, Ch 2-4, and Ch 2-5. <input type="checkbox"/> Complete the independent practice (I) <input type="checkbox"/> With a red pen or pencil, check your answers using the key or with Mrs Cramer and rework any missed problems. (I)
<p>HISTORY</p> <p>(30 Minutes)</p>	<p><i>History</i></p> <p><u>Goal/Objective:</u> Students will learn about Labor Unions during the Industrial Revolution.</p> <p><u>Materials needed:</u> <i>Labor Unions</i> reading, Political Cartoon and reflection worksheet, supplemental video from Mrs. Scholl</p> <p><u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the <i>Labor Unions</i> reading (I) <input type="checkbox"/> For additional information, watch Mrs. Scholl's supplemental video <input type="checkbox"/> Review the Political Cartoon and complete the reflection (I)
<p>LATIN</p> <p>(15 Minutes)</p>	<p><i>Latin</i></p> <p><u>Goal/Objective:</u> Begin translating "ad villam"</p> <p><u>Materials needed:</u> (1) Q4U3 Vocabulary Flashcards; (2) "W8 Monday Translation" worksheet; (3) "W8 Monday Answer Key"; (4) pencil; (5) red pen/pencil</p> <p><u>Specific Instructions</u> (I=independent; PA=dependent):</p>

Daily Student Instruction Sheet - MONDAY

	<ul style="list-style-type: none"><input type="checkbox"/> (l) Make Q4U3 Vocabulary Flashcards<ul style="list-style-type: none"><input type="checkbox"/> Fold along dotted vertical line<input type="checkbox"/> Cut along solid horizontal lines<input type="checkbox"/> Glue blank backs together<input type="checkbox"/> KEEP THESE CARDS - do not turn them in<input type="checkbox"/> You can practice this list on Quizlet<input type="checkbox"/> (l) Complete "W8 Monday Translation" worksheet<input type="checkbox"/> (l) Check your work, making corrections in red ink or pencil, using either:<ul style="list-style-type: none"><input type="checkbox"/> "W8 Monday Answer Key", or ...<input type="checkbox"/> W8 Monday Guided Translation video<input type="checkbox"/> (l) Optional: watch "Amo La Bamba" video and sing along.
SPECIALS CLASSES	<p><i>SPECIALS ARE NO LONGER OPTIONAL.</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>

1. Chapters 9-11 Vocabulary:

Solemnity: The state or quality of being serious and dignified

Esconced: Established or settled in a comfortable, safe, or secret place

Pard: Partner or friend

Sublimnity: Having the qualities of beauty, nobility, or excellence

Lugubrious: Looking or sounding sad and dismal

Grisly: Causing horror or disgust

Stolid: Calm, dependable, and showing little emotion

Ostentatiously: In a pretentious or showy way intended to impress

Inquest: A judicial inquiry to determine the facts relating to an incident

2. Read Chapters 9, 10, and 11 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 a sixth grade teacher reading will be linked on the Student Instruction Sheet.

How Can I Spot a Noun Clause in a Sentence?

1. Subordinating Conjunction

Noun clauses are introduced by a specific type of subordinating conjunction.

EX: **Whatever, what, whoever, anyone, that**

If you see one of the above conjunction, you can be almost certain that you are looking at a noun clause.

2. Noun-ness

Noun clauses have noun-ness, meaning they function as a noun in the sentence. This also means that you can replace the entire clause with the word "it" and the sentence will still make sense.

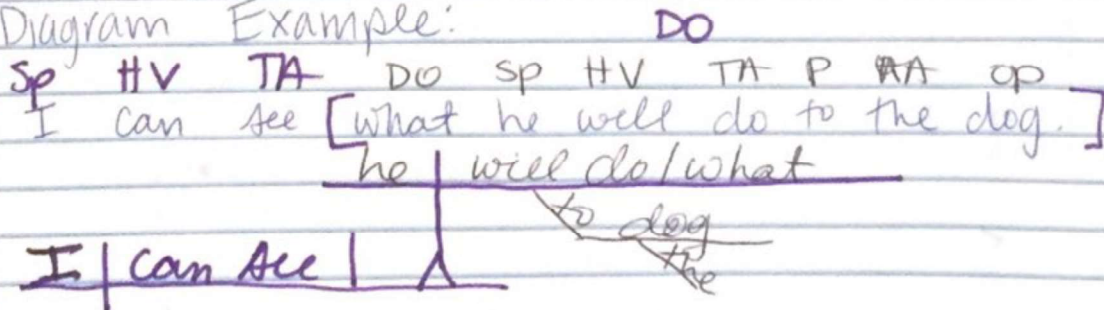
Ex:

I will eat **[whatever smells best.]**

I will eat **it.**

We know that **whatever smells best** is a noun clause because it can be replaced with the pronoun "it." This can be a good way to test a clause to make sure it is a noun clause.

Diagram Example:



Directions: For each of the following sentences, underline the noun clause and circle the subordinating conjunction. In the blank, write the noun job being done by the clause in the sentence.

1. Thorin saw whoever stole the can of green beans from the shelf.

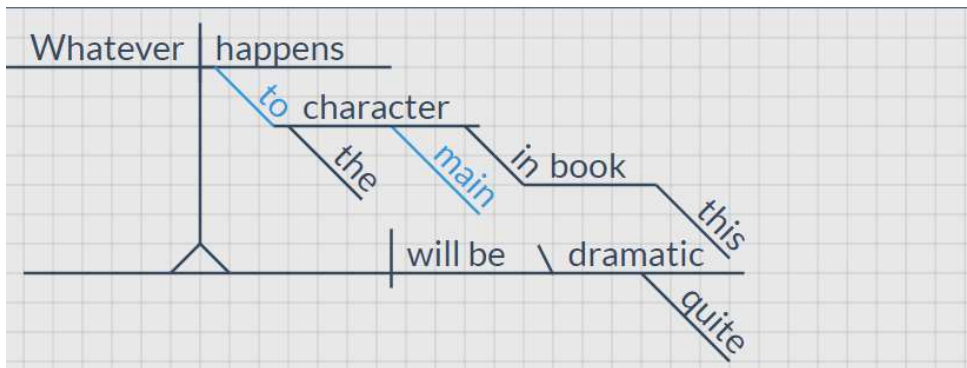
2. Peter will fight whoever attempts to bring an army against Narnia.

3. Whatever came out of the cave filled Bilbo with shock and fear.

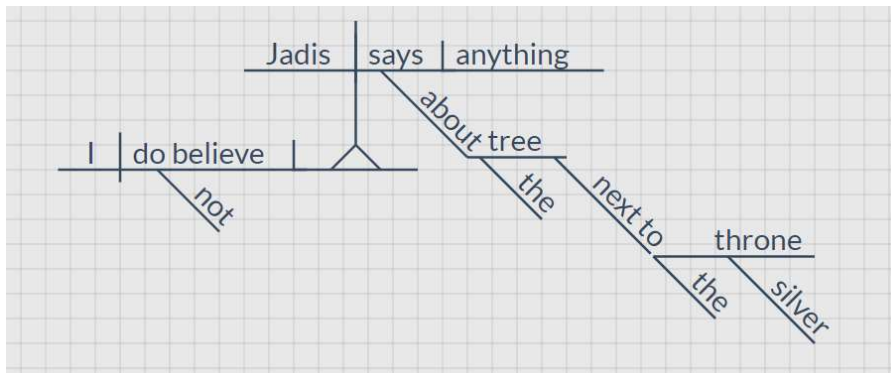
4. Reepicheep found what Aslan hid inside the palace.

Fill in the labels for each diagrammed sentence.

5. Whatever happens to the main character in this book will be quite dramatic.



6. I do not believe anything Jadis says about the tree next to the silver throne.



Chapter 11-7: Solving Equations with One Step

Remember a mathematician doesn't just get the right answer. A good mathematician can prove it! There are three methods for proving a solution and you've used all of these already this year. Today you're doing the same thing but with negatives and positives mixed into the problems.

Math Facts

$$4X = -20$$

$$4 \times -5 = -20$$

$$X = -5$$

Inverse Operations

$$4X = -20$$

$$X = -20 \div 4$$

$$X = -5$$

Transformations

$$4X = -20$$

$$4X \div 4 = -20 \div 4$$

$$X = -5$$

You can use ANY ONE of these three to prove your solution! The examples below show 4 problems that are each solved 3 different ways. Remember that sometimes one problem is easier with one method and the next problem is easier with a different method, so strategize how you can use each one.

As you read the examples, circle the one that YOU think was the easiest way to prove each problem.

For example, I would find math facts to be easy for #1 but not #4.

	Math Facts	Inverse Operations	Transformations
1	$X + 13 = 4$ $-9 + 13 = 4$ $X = -9$	$X + 13 = 4$ $X = 4 - 13$ $X = -9$	$X + 13 = 4$ $X + 13 - 13 = 4 - 13$ $X = -9$
2	$X - -5 = -36$ $X + 5 = -36$ $-41 - 5 = -36$ $X = -41$	$X - -5 = -36$ $X + 5 = -36$ $X = -36 - 5$ $X = -41$	$X - -5 = -36$ $X + 5 = -36$ $X + 5 - 5 = -36 - 5$ $X = -41$
3	$-4X = -56$ $-4 \times 14 = -56$ $X = 14$	$-4X = -56$ $X = -56 \div -4$ $X = 14$	$-4X = -56$ $-4X \div -4 = -56 \div -4$ $X = 14$
4	$\frac{X}{8} = -19$ $\frac{-152}{8} = -19$ $X = -152$	$\frac{X}{8} = -19$ $X = -19 \times 8$ $X = -152$	$\frac{X}{8} = -19$ $\frac{X}{8} \times 8 = -19 \times 8$ $X = -152$

Another tool for solving equations, that we used this year was reciprocals.

Here are some examples of solving equations by transformations using reciprocals.

Again, some are easier with reciprocals and some are easier without. It depends a little on how YOU see the problems, so as you read these examples, strategize how you would use this tool.

Without Reciprocals	With Reciprocals
$-\frac{7}{10}X = -147$ $\frac{-7}{10}X = \frac{-147}{-\frac{7}{10}}$ $X = -147 \times -\frac{10}{7} \leftarrow \text{K.C.F.}$ $X = 210$	$-\frac{7}{10}X = -147$ $-\frac{10}{7} \times -\frac{7}{10}X = -147 \times -\frac{10}{7}$ $X = 210$
$\frac{3X}{8} = -15$ $8 \times \frac{3X}{8} = -15 \times 8$ $3X = -120$ $\frac{3X}{3} = \frac{-120}{3}$ $X = -40$	$\frac{3X}{8} = -15$ $\frac{8}{3} \times \frac{3X}{8} = -15 \times \frac{8}{3}$ $X = -40$

Section 11-7: Solving Equations (One Step)

Always prove your answer!

1. $\frac{1}{4}X = -6$

2. $X - 8 = 22$

3. $X + -2 = -18$

4. $\frac{1}{-10}X = -7$

5. $X + -16 = -14$

6. $-5X = 125$

7. $-8X = 104$

8. $X - 5 = -4$

1.

2.

3.

4.

5.

6.

7.

8.

Labor Unions

Workers Help Build Business

Last week, you learned about men like Cornelius Vanderbilt and Andrew Carnegie, who built wealthy empires in the early days of industrialism in the United States. They were not alone. John D. Rockefeller was another shrewd businessman, who made his wealth in oil, and J.P. Morgan found success in the banking industry. These men grew to be the richest in America, but they couldn't have done it without the hardworking men and women whom they employed.

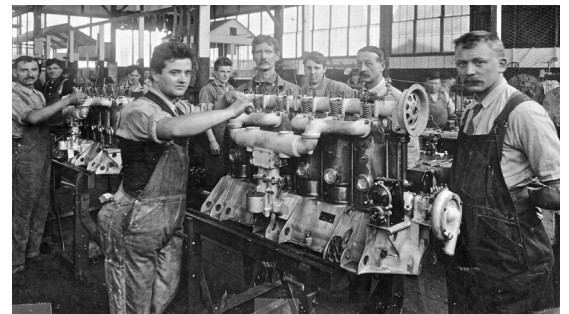
Factories in industrial America were able to hire hundreds or thousands of workers. With so many workers, it was uncommon for an employer to know the names of the men he had hired, and the workers became just another cost of production.

The World of the Worker

Factory workers usually worked ten to twelve hours a day, six days a week. During the summer, they might work as many as fourteen hours each day. A worker could be fired for being late even by just fifteen seconds.

Working conditions were dangerous and difficult. These were the days before widespread electricity. Buildings were dimly lit and had little fresh air. Workers were not protected from dangerous machinery, so a single slip or moment of inattention could cost a life or a limb. By 1900, the United States had one of the highest industrial accident rates among industrialized countries. Each year, more than 20,000 workers were killed and 200,000 were injured.

For the families of those killed, there was no assistance except what fellow workers might contribute. Nor was there any pay for injured workers while they were off the job and no help for medical expenses. When injured workers were finally ready to return to work, they often found their jobs filled by new employees.



Men were not the only ones at risk. Women, who worked primarily in the garment industry making clothes, worked side by side in hot, airless rooms. These rooms were so uncomfortable that they became called sweatshops. By the 1890s, nearly 100,000 children were employed doing grueling work in America's factories and coal mines. Of course, in order to keep costs low, all of these workers were paid as little as possible.

Workers Organize

Workers in America's mines and factories wanted to improve their working conditions and pay. They could not hope to make any changes by acting alone. Workers were considered replaceable, so an individual worker hoping to bargain for better wages or treatment didn't stand a chance.

Some workers began to see that they might increase their chances of improving wages and working conditions if they banded together to form a **union**. Unions are organizations formed by workers to win and protect workers' rights. Union members elected leaders to bargain with employers on their behalf. If the employer refused to make the improvements workers asked for, union members would sometimes go on **strike**, or stop working until an agreement was reached. Workers did not earn pay while on strike, but if enough workers stopped working, the owner often had to close the business and did not make any money either.

In the early part of the Industrial Revolution most of the unions were smaller and local to a town or a state. After the Civil War, national unions began to form. One of the first national unions was the Knights of Labor in the 1880s. It grew rapidly, but just as quickly collapsed. The next major union to form was the American Federation of Labor (sometimes called the AFL). The AFL was founded in 1886 by Samuel Gompers. It became a powerful force in fighting for workers' rights through strikes and through politics.

Notable Strikes

There were several major strikes that took place during the Industrial Revolution. One of them was the Great Railroad Strike of 1877. It began in Martinsburg, West Virginia after the B&O Railroad company cut wages for the third time in a year. The strike quickly spread throughout the country. When strikers tried to stop the trains from running, federal troops were sent in to put down the strike. Things turned violent and several strikers were killed. The strike ended 45 days after it started. Although the wages weren't restored, workers began to see the power they had through the strike.

In 1886, during a strike for an eight-hour workday at the McCormick Harvester Company in Chicago, workers clashed with police. One worker was killed and several others were injured. A group called a protest rally at Haymarket Square the next day. The protest was orderly, but as police moved in, someone threw a bomb, which killed seven people. Eight people were tried and convicted, and four were executed. Labor unions had very little to do with the incident at Haymarket Square, but in the minds of many Americans, labor unions were connected with violence. Public opinion turned against them and many people dropped out of their unions.



The 1886 riot in Haymarket Square

Labor Unions Today

Throughout the 1900s, labor unions became a powerful force in the economy and politics. Today, labor unions aren't as strong as they once were, however, they still play an important role in many industries. We celebrate the labor movement in America on Labor Day. Each year, we acknowledge the achievements and efforts of American workers on the first Monday in September.

Reflection



Solidarity, June 30, 1917. The Hand That Will Rule the World—One Big Union.

This political cartoon appeared in *Solidarity* magazine in 1917. Before answering any of the questions below, take two minutes to just study the content of the image. What do you notice? What stands out to you most?

1. What ideas do you think the artist was trying to convey in creating this image?

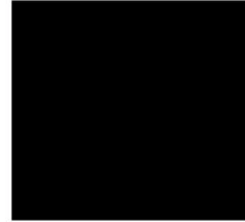
2. What does the giant fist represent?

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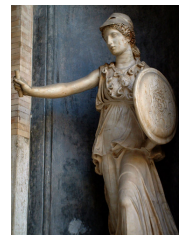
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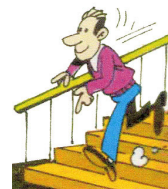
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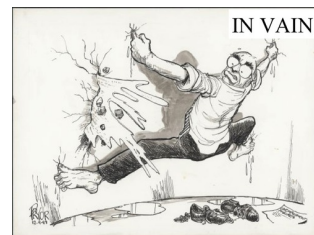
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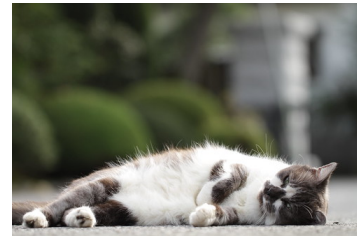
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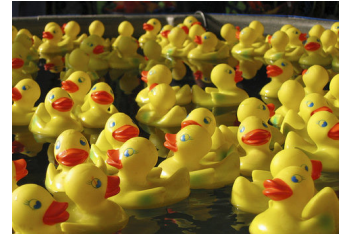
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TO PERISH, DIE



I perish

plurimus



most

proximus



nearest

recuso



I refuse

sine



without

spiro



I breathe

Name: _____

Section: _____

W8 Monday Translation

“ad vīllam”

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

intrō - I enter (pf. *intrāvī*)

cinis - ash

iam - now, already

dēnsior - more densely

incidō - I drop (pf. *incidī*)

iter - journey

compleō - I fill (pf. *complēvī*)

dīcō - I say (pf. *dīxī*)

festīnō - I hurry (pf. *festināvī*)

quaerō - I look for (pf. *quaesīvī*)

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

nunc - now

nōs - us

exspectō - I wait for (pf. *exspectāvī*)

Sentences

1) postquam Caecilius urbem intrāvit, cinis iam dēnsior incidēbat.

2) iter erat difficile, quod multī Pompēiānī viās complēbant.

3) Caecilius Clēmenti dīxit, "tū ad forum festīnā!

4) "Metellam et Lūciam quaere!

5) "ego ad vīllam nunc contendō, ubi Quīntus nōs exspectat."

Daily Answer Key: Monday

Grammar/Writing

1. Underline: Whoever stole the can of green beans from the shelf. Circle: Whoever, Write: Direct Object
2. Underline: Whoever attempts to bring an army against Narnia. Circle: Whoever, Write: D. O.
3. Underline: Whatever came out of the cave. Circle: Whatever, Write: Subject
4. Underline: what Aslan hid inside the palace. Circle: what, Write: D. O.
5. S.C. SP IC P AA ADJ OP P ADJ OP HV IL ADV PA

Whatever happens to the main character in this book will be quite dramatic.

6. SP HV ADV TA SC DO SN IC P AA OP P AA ADJ OP

I do not believe anything Jadis says about the tree next to the silver throne.

Math

1. $X = -24$
2. $X = 14$
3. $X = -16$
4. $X = 70$
5. $X = 2$
6. $X = -25$
7. $X = -16$
8. $X = 1$

History or Science

To be filled in by subject planner if needed

Latin

1. After Caecilius entered the city, ash was now dropping more densely (or “ash now began to fall more densely”). **incidēbat* may be an incipient imperfect (i.e., an imperfect that describes the beginning of an action).
2. The journey was difficult because many Pompeians were filling the streets.
3. Caecilius said to Clemens, “You hurry to the forum!”
4. “Look for Metella and Lucia!”
5. “I am now hurrying to the house, where Quintus is waiting for us.”

Daily Student Instruction Sheet - TUESDAY

TUESDAY - 5/12	
<p>ELA</p> <p>Poetry (15 Minutes)</p> <p>Literature (30 Minutes)</p> <p>Grammar/Writing (30 Minutes)</p> <p>Reading (20+ minutes)</p>	<p><i>Literature</i></p> <p><u>Goal/Objective:</u> Read Chapters 12-14 in <i>Tom Sawyer</i></p> <p><u>Materials needed:</u> Tom Sawyer, Teacher Notes</p> <p><u>Specific Instructions (I=independent; PA=dependent):</u></p> <ul style="list-style-type: none"> ● Read through Chapters 12-14 Vocabulary (I) ● Read Chapter 12 (114-121) (I) ● Read Chapter 13 (122-132) (I) ● Read Chapter 14 (133-141) (I) <p><i>Grammar/Writing</i></p> <p><u>Goal/Objective:</u> Label noun clauses in which the subordinating conjunction is not the subject pronoun</p> <p><u>Materials needed:</u> Teacher Notes, student practice powerpoint, notebook paper/whiteboard</p> <p><u>Specific Instructions (I=independent; PA=dependent):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete diagramming wars powerpoint using teacher notes (I) <input type="checkbox"/> Check answers (included in powerpoint) (I)
<p>MATH</p> <p>(30 Minutes)</p>	<p><i>Math</i></p> <p><u>Goal/Objective:</u> The student will be able to solve equations with two steps to prove the answer.</p> <p><u>Materials needed:</u> Teacher's Notes, Independent Practice, Answer Key, red pen or pencil, Optional Instructional Video, Math Textbook Chapter 11 Optional</p> <p><u>Specific Instructions:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the teacher notes and watch the optional supporting video (I) <input type="checkbox"/> Review the lesson on Page 386 of your textbook if possible (I) <ul style="list-style-type: none"> <input type="checkbox"/> This uses lessons previously studied in Ch 8, Ch 2-4, and Ch 2-5. <input type="checkbox"/> Complete the independent practice (I) <input type="checkbox"/> With a red pen or pencil, check your answers using the key or with Mrs. Cramer and rework any missed problems. (I)
<p>HISTORY</p> <p>(30 Minutes)</p>	<p><i>History</i></p> <p><u>Goal/Objective:</u> Students will learn about Child Labor during the Industrial Revolution.</p> <p><u>Materials needed:</u> <i>Child Labor</i> reading, Political Cartoon and reflection worksheet, supplemental video from Mrs. Scholl</p> <p><u>Specific Instructions (I=independent; PA=dependent):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the <i>Child Labor</i> reading (I) <input type="checkbox"/> For additional information, watch Mrs. Scholl's supplemental video <input type="checkbox"/> Review the Political Cartoon and complete the reflection (I)
<p>LATIN</p> <p>(15 Minutes)</p>	<p><i>Latin</i></p> <p><u>Goal/Objective:</u> Continue translating "ad villam"</p>

Daily Student Instruction Sheet - TUESDAY

	<p><u>Materials needed:</u> (1) "W8 Tuesday Translation" worksheet; (2) "W8 Tuesday 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 "W8 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"/> "W8 Tuesday Answer Key", or ...<input type="checkbox"/> W8 Tuesday Guided Translation video<input type="checkbox"/> (I) Optional: watch "Amo La Bamba" video and sing along.
SPECIALS CLASSES	<p><i>SPECIALS ARE NO LONGER OPTIONAL.</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>

1. Chapters 12-14 Vocabulary:

Infatuated: Possessed with an intense but short-lived passion or admiration

Inveterate: Having a particular habit, activity, or interest that is long-established

Phrenological: Relating to the study of the shape and size of the skull

Quack: A person who claims to have special knowledge or skill, typically in medicine

Blighted: Have a severely detrimental effect on

Avariciously: Having or showing an extreme greed for wealth or material gain

Succumb: Fail to resist pressure, temptation, or some other negative force

Rendezvous: A meeting at an agreed time and place

Sombre: Somber; Oppressively solemn or grave in mood

Purloined: Stole

Repose: A state of rest, sleep, or tranquility

Limpid: Unclouded, clear

2. Read Chapters 12, 13, and 14 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 a sixth grade teacher reading will be linked on the Student Instruction Sheet.

Diagramming Wars

Tuesday Week 8

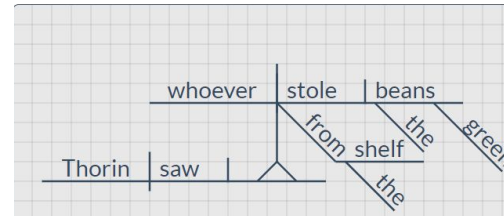
Thorin saw whoever stole the green beans from the shelf.

Whatever came out of the cave filled Bilbo with shock and fear.

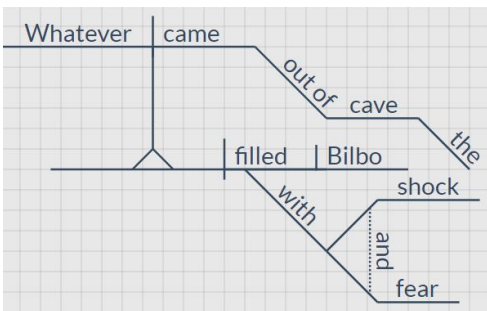
Reepicheep found what Aslan hid inside the palace.

Anything you say on the stand can be held against you.

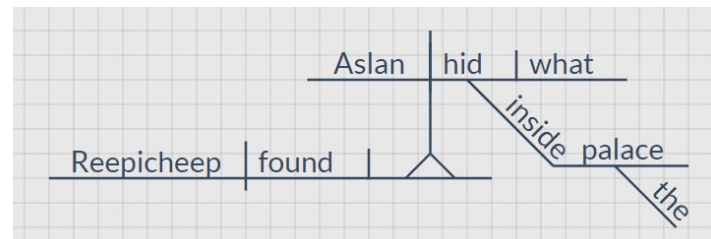
Thorin saw whoever stole the green beans from the shelf.



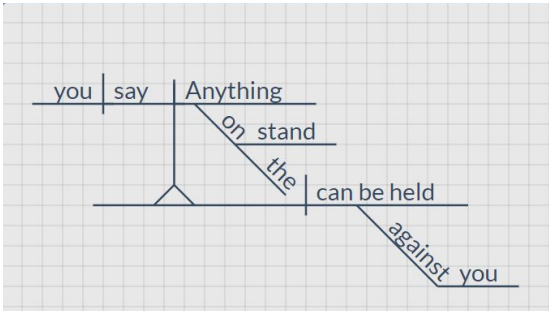
Whatever came out of the cave filled Bilbo with shock and fear.



Reepicheep found what Aslan hid inside the palace.



Anything you say on the stand can be held against you.



Two Step Equations with Rational Numbers

Learning Target: I can use inverse operations to solve a two-step equation with rational numbers

Review: Solve each one-step equation. Show your work.

$$1) \quad n - 8 = -3$$

$$n = 5$$

$$2) \quad -2m = -24$$

$$m = 12$$

$$3) \quad \frac{m}{2} = -7$$

$$m = -14$$

$$4) \quad \frac{2}{3}y = 20$$

$$y = 30$$

Solving a two-step equation:

$$\frac{2}{3}y + 12 = 10$$

$$\begin{array}{r} \boxed{-12} \quad \boxed{-12} \\ \hline \end{array}$$

Step 1
Undo addition or subtraction

$$\frac{\boxed{3}}{\boxed{2}} \cdot \frac{2}{3}y = -2 \cdot \frac{\boxed{3}}{\boxed{2}}$$

Step 2

$$y = \frac{-6}{3}$$

Multiply both sides by the reciprocal

$$y = -3$$

simplify when necessary

Try It Out (show your work)

$$-6m - 8 = 16$$

$$\begin{array}{r} \boxed{+8} \quad \boxed{+8} \\ \hline \end{array}$$

$$\frac{\boxed{-6m}}{\boxed{-6}} = \frac{\boxed{24}}{\boxed{-6}}$$

$$m = -4$$

$$6 - 8x = 22$$

$$\begin{array}{r} \boxed{-6} \quad \boxed{-6} \\ \hline \end{array}$$

$$\frac{\boxed{-8x}}{\boxed{-8}} = \frac{\boxed{16}}{\boxed{-8}}$$

$$x = -2$$

$$\frac{k}{-3} + 3 = -2$$

$$k = 15$$

$$\frac{1}{3}x + 3 = -2$$

$$x = -15$$

We used this graphic organizer when we solved 2-step equations in chapter 8. It can help you to organize the steps of solving with transformations.

$$\boxed{} x \pm \boxed{} = \boxed{}$$
$$\pm \boxed{} \pm \boxed{}$$

$$\boxed{} x = \boxed{}$$
$$\times \div \boxed{} \times \div \boxed{}$$

$$x = \boxed{}$$

Show the inverse operations and check your answer by substitution.

1 $-5y + 8 = -7$

2 $\frac{m}{4} + 8 = -2$

3 $\frac{f}{-3} - 6 = -1$

4 $-3n + 10 = -5$

5 $\frac{x}{-2} - 4 = -8$

6 $\frac{2}{3}c - 7 = 1$

7 $\frac{k}{7} + 8 = 1$

8 $\frac{1}{2}y + 6 = 4$

9 $-3n + 10 = 23$

10 $5n + 5 = 5$

Child Labor

Children At Work

Yesterday, you read about the difficult working conditions of the late 1800s and early 1900s in America and the labor unions that resulted from the poor conditions. You may recall reading that many of the workers at that time were children. In fact, more than half of the workers in Samuel Slater's first cotton mill were children under the age of ten. Children performed all sorts of jobs, including working on machines in factories, selling newspapers on street corners, breaking coal at the coal mines, and working as chimney sweeps. Sometimes child workers were preferred to adults because they were small and could easily fit between machines and into small spaces.

Another reason that businesses liked to hire children workers was because they worked for little pay. In many cases, children weren't paid at all, but worked for their room and board. When they did earn wages, they often earned 10 to 20 percent of what an adult would earn for the same job.

Lost Childhood

In particular, the coal mining industry employed thousands of young boys. Some worked underground, driving the mules that hauled the coal-filled carts out of the mines. During most of the year, these boys saw daylight only on Sundays.

Most of the boys at the mines, though, worked on the surface as "**breaker boys**." Coal came out of the mines in large chunks. These chunks were crushed into smaller lumps by heavy rollers, or breakers. The breaker boy's job was to separate out the pieces of slate that remained among the lumps of coal. Here is how one observer described the work - and remember, the breaker boy he is writing about is probably around your age:



Breaker boys between age 8-12 were employed to work 10 hours a day, 6 days a week to separate impurities from coal. Despite public disapproval, the practice of employing children in this line of work lasted for decades, only finally ending in the US in the 1920s.

The boy must sit on his bench all day, bending over constantly to look down on the coal that is passing beneath him. His tender hands become toughened by long and constant contact with sharp pieces of slate and coal. Many cuts and bruises have left marks and scars on them for a lifetime. He must breathe an atmosphere thick with the dust of coal, so thick that one can barely see across the room...It is no wonder that...his lungs are liable to suffer from the disease known as miner's consumption.

In cotton mills in the South, it was not unusual for boys and girls under ten years old to work up to twelve hours a day or to work at night. Supervisors kept child workers on the night shift from falling asleep by throwing cold water on them from time to time.

Of course, children who worked did not go to school. So they had little opportunity to improve themselves and escape from poverty. Their childhood was one without play. Many people were aware of this injustice to children. One poet wrote of the unfairness of child labor:

*The golf links lie so near the mill
That almost every day
The laboring children can look out
And see the men at play*

The poem makes the point that rich men had the time to play, but poor children did not. This state of affairs may seem incredible to us today, but one hundred years ago, it was largely taken for granted.

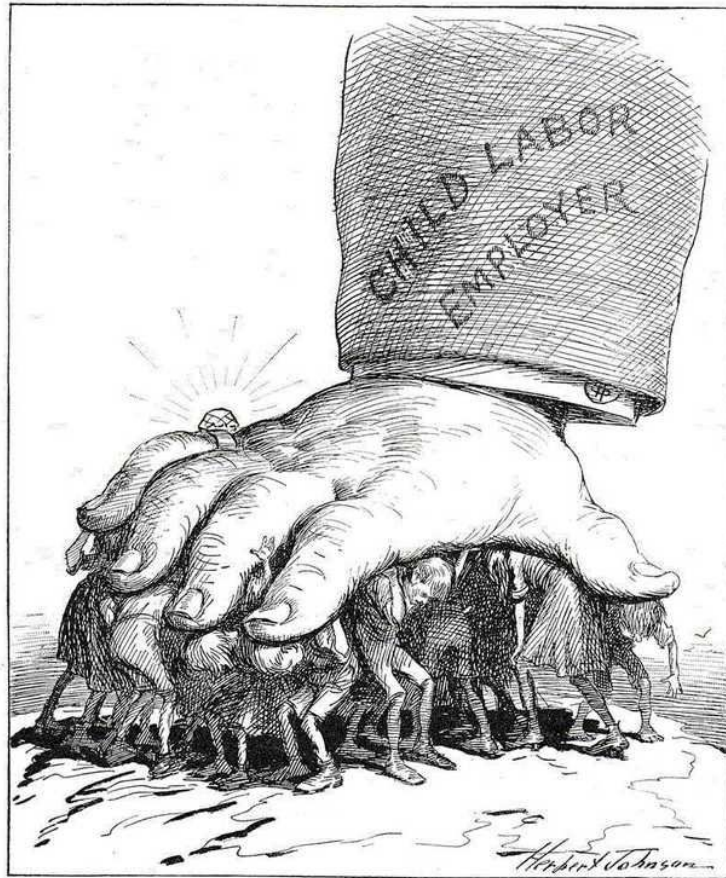


The Law Intervenes

Britain passed one of the first child labor laws in 1833, making it illegal for children under the age of 9 to go to work. In the United States, a real effort to regular and put an end to child labor began in the early 1900s. The National Child Labor Committee, organized in 1904, and state child labor committees led the charge. These organizations pioneered tactics like the use of photography to expose the poor conditions of children at work. They used written pamphlets, leaflets, and mass mailings to reach the public. Many businesses were against ending child labor because they liked the cheap labor, and some families were opposed because they needed the money their children brought home. In 1938, the Fair Labor Standards Act was passed. It placed some limitations on child labor, set a minimum wage for all workers, and put limits on how many hours an employee should work.



Reflection



THE GROWING AGE

This political cartoon is making a statement about child labor. Before answering any of the questions below, take two minutes to just study the content of the image. What do you notice? What stands out to you most?

1. What ideas do you think the artist was trying to convey in creating this image?

2. What comparison can you make between the giant fist in yesterday's political cartoon and the giant hand in this one?

Name: _____

Section: _____

W8 Tuesday Translation

“ad vīllam”

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

igitur - therefore

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

festinō - I hurry (pf. *festināvī*)

sentiō - I feel (pf. *sēnsī*)

mūrus - wall

ubique - everywhere

dēcidō - I fall down (pf. *dēcidī*)

proximus - nearest

currō - I run (pf. *cucurrī*)

tūtus - safe

dea - goddess

servō - I protect (pf. *servāvī*)

sibi - to himself

dīcō - I say (pf. *dīxī*)

Sentences

1) dominus igitur ad vīllam contendit, servus ad forum festināvit.

2) subitō Clēmēns magnum tremōrem sēnsit.

3) mūrī ubique dēcidērunt.

4) Clēmēns ad proximum templum cucurrit, ubi erat tūtus.

5) "dea Īsis mē servāvit," servus sibi dīxit.

Daily Answer Key: Tuesday

Math

1. $Y = 3$
2. $M = -40$
3. $F = -15$
4. $N = 5$
5. $X = 8$
6. $C = 12$
7. $K = -1$
8. $Y = -4$
9. $N = -4\frac{1}{3}$
10. $N = 0$

Latin

1. The master therefore hastened to the house, the slave hurried to the forum.
2. Suddenly, Clemens felt a big quake.
3. Walls fell down everywhere.
4. Clemens ran to the nearest temple, where he was safe.
5. "The goddess Isis protected me," the slave said to himself.

Daily Student Instruction Sheet - WEDNESDAY

WEDNESDAY – 5/13	
ELA Literature (45 Minutes) Grammar/Writing (30 Minutes) Reading (20+ minutes)	Literature Goal/Objective: Read Chapters 15-18 in <i>Tom Sawyer</i> Materials needed: Tom Sawyer , Teacher Notes Specific Instructions (I=independent; PA=dependent): <ul style="list-style-type: none"><input type="checkbox"/> Read through Chapters 15-18 Vocabulary (I)<input type="checkbox"/> Read Chapter 15 (142-148) (I)<input type="checkbox"/> Read Chapter 16 (149-157) (I)<input type="checkbox"/> Read Chapter 17 (158-162) (I) ***Note if you are using the online version of the book, Chapters 16 and 17 are combined*** <ul style="list-style-type: none"><input type="checkbox"/> Read Chapter 18 (163-167) ***Chapter 17 in the online version*** (I) Grammar/Writing Goal/Objective: Recognize each type of subordinate clause Materials needed: Specific Instructions (I=independent; PA=dependent): <ul style="list-style-type: none"><input type="checkbox"/> Read teacher notes (I)<input type="checkbox"/> Complete student practice and check your work with the answer key (I)<input type="checkbox"/> Optional: practice identifying subordinating conjunctions using this quizlet (password: ghnostudent).
MATH (30 Minutes)	Math Goal/Objective: The student will be able to graph an ordered pair on a coordinate plane. Materials needed: Teacher's Notes, Independent Practice, Answer Key, red pen or pencil, Optional Instructional Video, Math Textbook Chapter 11 Optional Specific Instructions: <ul style="list-style-type: none"><input type="checkbox"/> Read the teacher notes and watch the optional supporting video (I)<input type="checkbox"/> Review the lesson on Page 389 of your textbook if possible (I)<input type="checkbox"/> Complete the independent practice (I)<input type="checkbox"/> With a red pen or pencil, check your answers using the key or with Mrs. Cramer and rework any missed problems. (I)
SCIENCE (30 Minutes)	Science Goal/Objective: To learn about the Four Kinds of Motion (a brief introduction to physics) Materials needed: instructional video, pen/pencil, textbook reading, teacher notes, independent practice, answer key Specific Instructions(I=independent; PA=dependent): <ul style="list-style-type: none"><input type="checkbox"/> Watch Mrs. Sharp's video introducing the lesson. (I)<input type="checkbox"/> Read p. 143-144 of The Nature of Science, "Physics and the Kinds of Motion." Click here to read the text along with Mrs. Sharp. (I)<input type="checkbox"/> Look over teacher notes to check your understanding. (I)<input type="checkbox"/> Complete the Independent Practice. (I)

Daily Student Instruction Sheet - WEDNESDAY

	<ul style="list-style-type: none"><input type="checkbox"/> Check answers with answer key. (I)
LATIN (15 Minutes)	<p><i>Latin</i></p> <p><u>Goal/Objective:</u> Continue translating “ad vīllam”</p> <p><u>Materials needed:</u> (1) “W8 Wednesday Translation” worksheet; (2) “W8 Wednesday 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 “W8 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"/> “W8 Wednesday Answer Key”, or ...<input type="checkbox"/> W8 Wednesday Guided Translation video<input type="checkbox"/> (I) Optional: watch “Amo La Bamba” video and sing along.
SPECIALS CLASSES	<p><i>SPECIALS ARE NO LONGER OPTIONAL.</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>

1. Chapters 15-18 Vocabulary:

Conjectured: Formed an opinion or supposition based on incomplete information

Sumptuous: Splendid and expensive-looking

Expectoration: Spit

Conflagrations: A fire, usually a large, destructive one

Soliloquized: Spoke one's thoughts aloud to oneself or regardless of any hearers

Loitering: Stand or wait around idly or without apparent purpose

2. Read Chapters 15, 16, 17, and 18 in *Tom Sawyer*.

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

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

If using the online version, read Chapter 15-17

- A video of a sixth grade teacher reading will be linked on the Student Instruction Sheet.

How do I know if I am looking at an Adverbial, Adjectival, or Noun Clause?

The subordinating conjunction is your biggest clue. There are very few subordinating conjunctions which introduce more than one type of dependent clause. For the most part, if you find the subordinating conjunction, you automatically know which type of dependent clause is in your sentence.

Types of Subordinating Conjunctions

Adverbial

Before
Because
While
Although
If
Provided that
When
where

Noun

whoever
Whatever
whichever
Anyone
Everyone
that
when
where

Adjectival

who
which
Whom
whose
that

If a subordinating conjunction could introduce more than one type of dependent clause, ask yourself the following question:

Is the clause modifying or describing a word in the independent clause?

If the answer is "NO" - it is a noun clause. Noun clauses do not modify anything; they function as nouns.

If the answer is yes, ask: Is it modifying a verb or noun?
↓
Adverbial clause Adjectival clause

Note: "to modify" means "to describe".
To modify a noun is the same as to be a noun!

List three adjectival subordinating conjunctions:

- 1)
- 2)
- 3)

List three adverbial subordinating conjunctions:

- 1)
- 2)
- 3)

List three noun subordinating conjunctions:

- 1)
- 2)
- 3)

Directions: Circle the subordinating conjunction, underline the dependent clause, and write in the blank if the dependent clause is adjectival, adverbial, or noun.

1. Tom Sawyer is the boy who skipped school with Huck Finn yesterday.

2. Because they were afraid of falling into the lake, the boys carefully stepped into the boat.

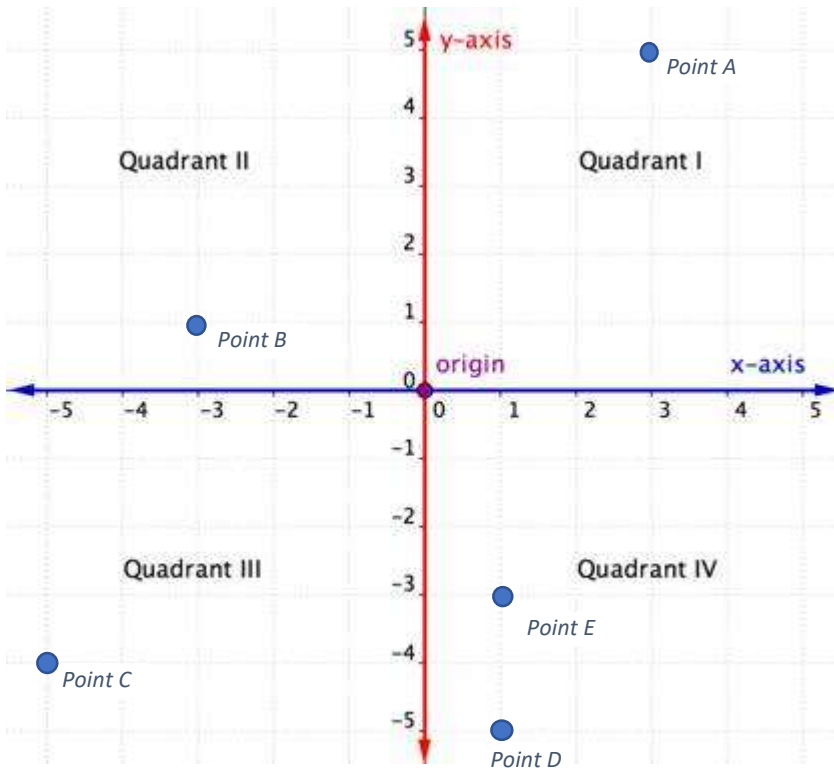
3. The shirt which Tom had put on was sewed with black instead of white thread.

4. Whatever Tom says fills his teacher with suspicion.

5. I do not understand Napoleon when he speaks French.

11-8: Graphs of Ordered Pairs

An Ordered Pair (X,Y) is a pair of numbers representing 2 directions and 1 location on a coordinate plane. A coordinate plane has four quadrants, separated by an x-axis and a y-axis. The two axes are like two intersecting number lines. The x-axis goes left (negative) and right (positive). The y-axis goes up (positive) and down (negative). The point where the axes cross is called the origin.



The points in quadrant 1 are $(+X,+Y)$.

Ex: Point A is $(3,5)$

The points in quadrant 2 are $(-X,+Y)$.

Ex: Point B is $(-3,1)$

The points in quadrant 3 are $(-X,-Y)$.

Ex: Point C is $(-5,-4)$

The points in quadrant 4 are $(+X,-Y)$.

Ex: Point D is $(1,-5)$

Important!

Don't mix-up the order of the ordered pairs!

X (left and right) is always first. Y (up and down) is always second.

So Point E $(1,-3)$ is very different from Point B $(-3,1)$. Even though they use the same numbers, they are in a different order so it is describing a different location.

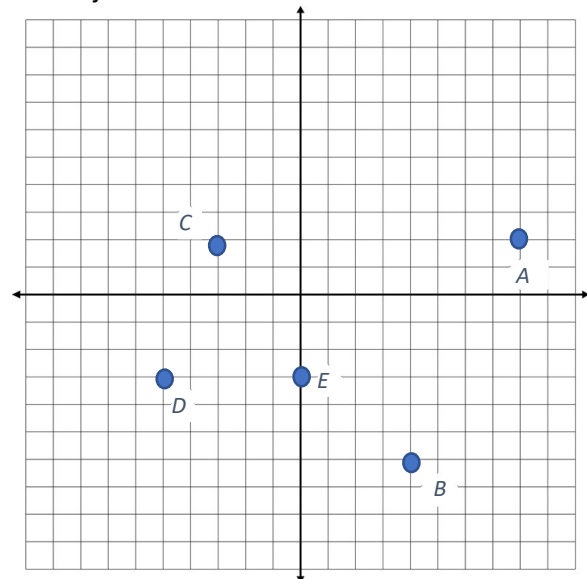
Graphing an ordered pair is like following directions to an address with just 2 numbers.

Steps:

1. Always start at the origin.
2. Go left or right according to the X.
3. Go up or down according to the Y.
4. Stop and draw the dot.

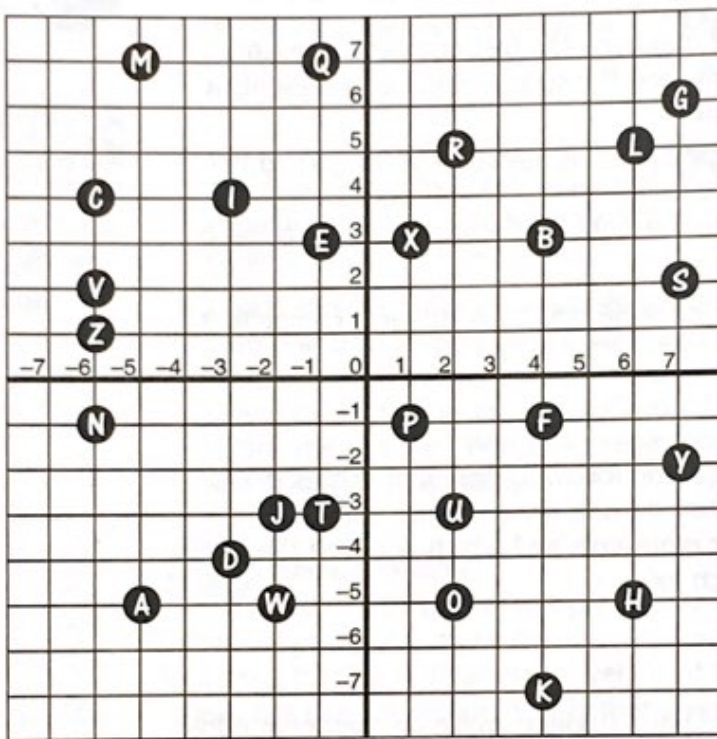
Examples

- A. $(8,2)$ is the directions right 8, up 2
- B. $(4,-6)$ is the directions right 4, down 6
- C. $(-3,2)$ is the directions left 3, up 2
- D. $(-5,-3)$ is the directions left 5, down 3
- E. $(0,-3)$ is left or right 0, down 3



The World's Corniest Riddle

You have never heard a riddle as corny as this one! You'll find the answer to the riddle in this coordinate grid. Each blank below has an ordered pair of numbers under it. Match each pair with a point on the grid. Write the letter of that point in the blank.



WHAT DOES A FRUIT FLY DO IN A CORNFIELD?

- $\overline{(-3,4)}$ $\overline{(-1,-3)}$ $\overline{(7,6)}$ $\overline{(2,-5)}$ $\overline{(-1,3)}$ $\overline{(7,2)}$ $\overline{(-3,4)}$ $\overline{(-6,-1)}$ $\overline{(2,-5)}$ $\overline{(-6,-1)}$ $\overline{(-1,3)}$
- $\overline{(-1,3)}$ $\overline{(-5,-5)}$ $\overline{(2,5)}$ $\overline{(-5,-5)}$ $\overline{(-6,-1)}$ $\overline{(-3,-4)}$ $\overline{(2,-5)}$ $\overline{(2,-3)}$ $\overline{(-1,-3)}$
- $\overline{(-1,-3)}$ $\overline{(6,-5)}$ $\overline{(-1,3)}$ $\overline{(2,-5)}$ $\overline{(-1,-3)}$ $\overline{(6,-5)}$ $\overline{(-1,3)}$ $\overline{(2,5)}$
- !**

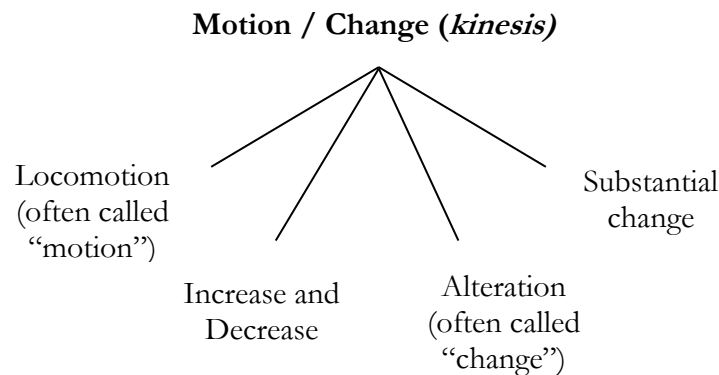
PHYSICS AND THE KINDS OF MOTION

In the reading from *Physics* I.7 on the previous pages, Aristotle introduces the topic of *coming to be* or *becoming*. This is the same *becoming* we have explored in depth with the Pre-Socratics. Put differently, becoming can also be thought of as *motion* or *change*. Motion is the central topic of physics, the third and final branch of natural science we will study this year.

As you read early in the year, nature is defined as “a principle of moving and of resting” in Aristotle’s *Physics*. We are already intimately acquainted with motion and change: our experience of the passing of time, the motions of the sun and moon, and the beating of our hearts, for instance, confirm our familiarity with change. However, the nature of change or motion is by no means easy to comprehend. Consider that walking, metabolizing food, fire burning, and the fading of a color all involved change, and yet each of these is also uniquely different from the next. Aristotle understands ordinary motion such as walking to be one special kind of a broader reality called *kinesis*, a Greek word which means “change” or “motion”. Aristotle identifies four kinds of motion (*kinesis*), which are listed below:

Locomotion (from L. <i>locus</i> , “place”)	Change of Place	e.g., a ball rolling, walking, rain falling, smoke rising, any kind of motion in which an object moves from one place to another place
Increase and Decrease	Change of Quantity	e.g., a plant growing leaves and branches, a child growing taller; a person losing weight, a tree losing its leaves in the fall, a balloon shrinking in size
Alteration (from L. <i>alter</i> , “other”)	Change of Quality	e.g., a person’s hair turning gray, cold air cooling a warm drink, a liquid becoming frozen
Substantial Change	Change of Substance	e.g., water being decomposed into hydrogen and oxygen, wood on fire being turned into smoke and ash, an animal that dies and becomes a heap of many different materials

The first three of these categories of change are categories of *accidental change*. Since place, quantity, and quality are all accidents, changes with respect to these accidents are called accidental changes. The fourth category is, of course, *substantial change*. Substantial and accidental changes can be thought of as the two most basic kinds of change.



THREE PRINCIPLES OF MOTION

Having distinguished the kinds of motion, we must next pursue the nature of motion. How is it really possible for something to *become* something else? You are familiar with the complicated problem this question contains because of your reading of the Pre-Socratics. On the one hand, whatever comes to be was not there before it came to be and seems to have come to be from nothing. But this would imply that something can come to be from nothing, which is impossible. On the other hand, whatever comes to be has the ability to become some particular thing, which seems to imply that it already is the thing it becomes. But this would mean that nothing ever really changes. This is the paradox of *how motion is possible*—it is a question at the heart of physics.

Suppose that we are observing a caterpillar as it changes into a chrysalis and then into a butterfly. How does what-is-not-a-butterfly (the caterpillar) become the butterfly? How is it possible for the non-butterfly to become the butterfly so easily? If the caterpillar were the butterfly in some way at the beginning, it would not need to *become* a butterfly at all because the caterpillar would already *be* the butterfly. And if the caterpillar was not the butterfly, how could it become what was not? The question is famously put: since nothing can come to be from nothing, how is change possible?

Aristotle proposes one explanation to the question of *how change is possible*. In his explanation of change, he describes three principles that are at work in every change:

1. a *subject*
2. a *form*
3. a *privation* (lack of form)

Let's begin with a simpler example of change to see how these three principles are at work. Suppose that a man learns to draw and paint for the first time in his life, and before this time he had never done anything artistic. We can phrase the change,

PHYSICS and

4/10/19

the Kinds of MOTION

kinesis: change or motion

change/motion: coming to be/becoming

accidental change: the change of accidents OR accidents becoming other accidents

substantial change: Change of substance, change of nature

Locomotion - Change of Place

Increase/Decrease - Change of Quantity

Alteration - Change of Quality

Substantial Change - Change of Substance

Physics and the Four Kinds of Motion

1. What does **motion** mean? _____

2. Which of the kinds of change are ACCIDENTAL change? Which are SUBSTANTIAL change?

3. Give one example of ALTERATION and one example of SUBSTANTIAL CHANGE:

ALTERATION –

SUBSTANTIAL CHANGE –

Name: _____

Section: _____

W8 Wednesday Translation

“ad vīllam”

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

discēdō - I depart (pf. *discessī*)

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

pavor - panic

maximus - very big, biggest

fūmus - smoke

dēnsissimus - very dense, densest

compleō - I fill (pf. *complēvī*)

cum - with

magnus - big, great

difficultās - difficulty

spīrō - I breathe (pf. *spīrāvī*)

taberna - shop

dēsertus - empty, deserted

intrō - I enter (pf. *intrāvī*)

terra - ground

dēcidō - I fall down (pf. *dēcidī*)

Sentences

1) Metella et Lūcia ē forō discessērunt et ad vīllam contendērunt.

2) in urbe pavor maximus erat, quod fūmus dēnsissimus viās complēbat.

3) Lūcia cum magnā difficultāte spīrābat.

4) Metella et filia tabernam dēsertam intrāvērunt et ad terram dēcidērunt.

Daily Answer Key: Wednesday

Grammar/Writing

1. Tom Sawyer is the boy **who** skipped school with Huck Finn yesterday.

Adjectival

2. **Because** they were afraid of falling into the lake, the boys carefully stepped into the boat.

Adverbial

3. The shirt **which Tom had put on** was sewed with black instead of white thread.

Adjectival

4. **Whatever** Tom says fills his teacher with suspicion.

Noun

5. I do not understand Napoleon **when he speaks French**.

Adverbial

Math

When you fill in the letters the answer should say
“It goes in one ear and out the other.”

Latin

1. Metella and Lucia departed from the forum and hastened to the house.
2. There was a very big panic in the city, because very dense smoke was filling the streets.
3. Lucia was breathing with great difficulty.
4. Metella and [her] daughter entered an empty shop and fell to the ground.

Physics and the Four Kinds of Motion

1. What does **motion** mean? “Coming to be” or “becoming” something
2. Which of the kinds of change are ACCIDENTAL change? Which are SUBSTANTIAL change?

Locomotion, Increase/Decrease, and Alteration are all accidental change. Substantial Change is...substantial change!

3. Give one example of ALTERATION and one example of SUBSTANTIAL CHANGE:

ALTERATION – Examples could be dying hair, adding food coloring to a drink, adding salt to food, putting on perfume or cologne, etc.

SUBSTANTIAL CHANGE – Examples could be a fire burning wood to ash, a flower dying, baking a cake, etc.

Daily Student Instruction Sheet - THURSDAY

THURSDAY – 5/14	
<p>ELA Literature (45 Minutes)</p> <p>Grammar/Writing (30 Minutes)</p> <p>Reading (20+ minutes)</p>	<p>Literature</p> <p>Goal/Objective: Read Chapters 19-22 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"> ● Read through Chapters 19-22 Vocabulary (I) ● Read Chapter 19 (168-180) ***Chapter 18 in the online version*** (I) ● Read Chapter 20 (181-184) ***Chapter 19 in the online version*** (I) ● Read Chapter 21 (185-191) ***Chapter 20 in the online version*** (I) ● Read Chapter 22 (192-201) ***Chapter 21 in the online version*** (I) <p>Grammar/Writing</p> <p>Goal/Objective: Recognize each type of subordinate clause</p> <p>Materials needed: Student Practice, Wednesday notes</p> <p>Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read list of example sentences <input type="checkbox"/> Complete student practice
<p>MATH (30 Minutes)</p>	<p>Math</p> <p>Goal/Objective: The student will be able to graph an equation on a coordinate plane.</p> <p>Materials needed: Teacher's Notes, straight edge or ruler, Independent Practice, Answer Key, red pen or pencil, Optional Instructional Video, Math Textbook Chapter 11</p> <p>Optional</p> <p>Specific Instructions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the teacher notes and watch the optional supporting video (I) <input type="checkbox"/> Review the lesson on Page 392-393 of your textbook if possible (I) <input type="checkbox"/> Complete the independent practice (I) <input type="checkbox"/> With a red pen or pencil, check your answers using the key or with Mrs. Cramer and rework any missed problems. (I)
<p>SCIENCE (30 Minutes)</p>	<p>Science</p> <p>Goal/Objective: To learn Isaac Newton's Three Laws of Motion</p> <p>Materials needed: Instructional video, teacher notes, pencil/pen, notebook paper, independent practice, answer key</p> <p>Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch Mrs. Sharp's video introducing the lesson. (I) <input type="checkbox"/> Take notes along with the video. (I) <input type="checkbox"/> Check teacher notes to fill in anything you might be missing. (I) <input type="checkbox"/> OPTIONAL: if you cannot watch the video, just look at the teacher notes and copy your own. (I) <input type="checkbox"/> Complete the Independent Practice. (I) <input type="checkbox"/> Check answers with answer key. (I)

Daily Student Instruction Sheet - THURSDAY

<p>LATIN (15 Minutes)</p>	<p><i>Latin</i> <u>Goal/Objective:</u> Finish translating “ad villam” <u>Materials needed:</u> (1) “W8 Thursday Translation” worksheet; (2) “W8 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 “W8 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"/> “W8 Thursday Answer Key”, or ...<input type="checkbox"/> W8 Thursday Guided Translation video<input type="checkbox"/> (I) Optional: watch “Amo La Bamba” video and sing along.
<p>SPECIALS CLASSES</p>	<p><i>SPECIALS ARE NO LONGER OPTIONAL.</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>

1. Chapters 19-22 Vocabulary:

Skylarking: Passing time by playing tricks or practical jokes

Vindictive: Having or showing a strong or unreasoning desire for revenge

Lacerate: Tear or make deep cuts in

Vexation: A state of being annoyed, frustrated, or worried

Languidly: Slow and relaxed

Votary: A devoted follower or advocate of someone or something.

Geniality: The quality of having a friendly and cheerful manner

Garret: A top-floor or attic room

Titter: A short, half-suppressed laugh or giggle

2. Read Chapters 19, 20, 21, and 22 in *Tom Sawyer*.

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

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

If using the online version, read Chapters 18-21

- A video of a sixth grade teacher reading will be linked on the Student Instruction Sheet.

Example Sentences

Sentences with an adverbial clause:

Because alligators are green and powerful, Miss Rogers loves them.

Miss Rogers saw many alligators when she visited Florida.

If she wanted to see more alligators, she should have gone to Louisiana.

Sentences with an adjectival clause:

The alligators which she saw were in the wild.

There is a type of alligator which cannot survive in direct sunlight.

The attendant who takes care of the alligator feels sorry for it.

Sentences with a noun clause:

An alligator will eat whoever steps into its swamp.

Anything alligators do is admired by Miss Rogers.

~~Whoever~~
Miss Rogers appreciates whatever sentences you write.

Directions: Compose the following sentences based upon this picture:



1) Compose a sentence which contains an adverbial clause beginning with “when.”

2) Compose a sentence which contains a noun clause starting with “whoever.”

3) Compose a sentence which contains an adverbial clause at the END of the sentence.

4) Compose a sentence containing an adjectival clause.

Graphing Linear Equations Notes

Method 1: Graphing linear equations by plotting points

1) How to come up with the ordered pairs.

- a) Make sure your equation is in slope-intercept form, which is $y = mx + b$.
- b) Choose 3 values for x to make your table.
- Choose easy numbers to work with like 0, 1, 2, or 3.
 - If the slope is a fraction, use the denominator and multiples of the denominator as your x values, to help cancel out the fraction.
- c) Plug your x-values into the equation and solve for y.

All of your problems are in this form already!
 $y = mx + b$
 ← slope ← intercept

Example: $y = 4x - 2$

- If $x = \underline{0}$, then $y = \underline{-2}$. The ordered pair will be $(\underline{0}, \underline{-2})$
 If $x = \underline{1}$, then $y = \underline{2}$. The ordered pair will be $(\underline{1}, \underline{2})$
 If $x = \underline{2}$, then $y = \underline{6}$. The ordered pair will be $(\underline{2}, \underline{6})$

X	Y
0	-2
1	2
2	6

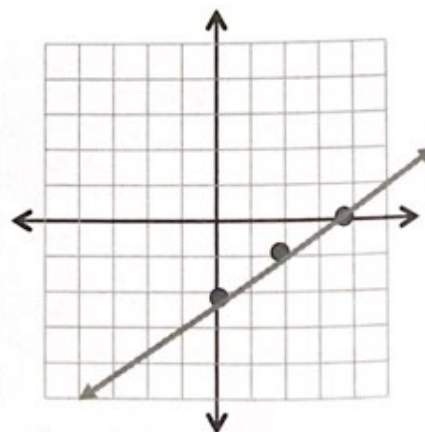
2) How to graph the line

- a) Plot the 3 points on the coordinate plane
- b) Check to be sure the points make a straight line, if they don't check your work for mistakes.
- We use 3 points instead of 2 because any 2 points make a straight line. Using 3 points can show if there is a mistake. *4 points is even better!*
- c) Draw a line through the 3 points

Example: $y = \frac{1}{2}x - 2$

1. Fill in the table
2. Graph the points on the grid
3. Draw the line.

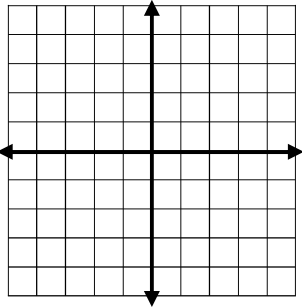
X	Y
0	-2
2	-1
4	0



Graphing Linear Equations

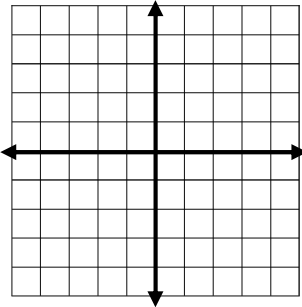
Complete the table then plot the points. Complete the graph by drawing a line through the points. All lines will be diagonal.

1 $y = x + 2$



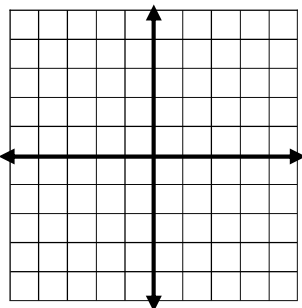
POINTS
(-3, -1)
(0, 2)
(1, 3)
(3, 5)

2 $y = \frac{1}{2}x$



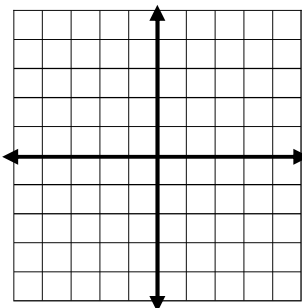
POINTS
(-4, -2)
(0, 0)
(2, 1)
(4, 2)

3 $y = x$



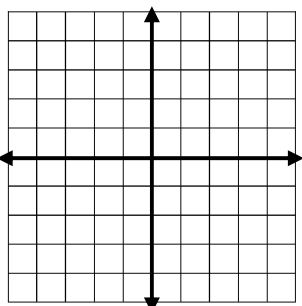
X	Y
-3	
-1	
0	
2	

4 $y = -2x$



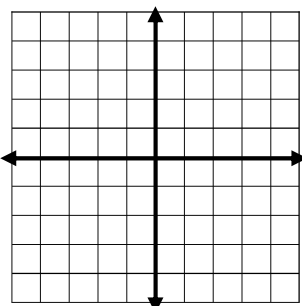
X	Y
-2	
-1	
0	
1	

5 $y = -x + 3$



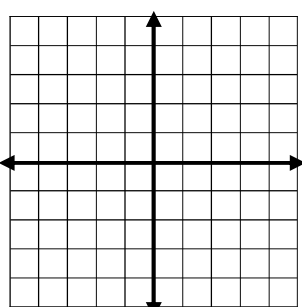
X	Y
-2	
0	
1	
2	

6 $y = \frac{3}{4}x$



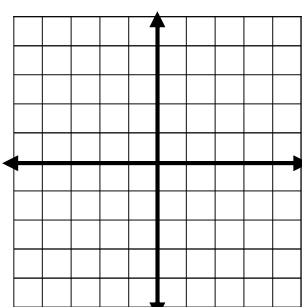
X	Y
-4	
0	
2	
4	

7 $y = 2x - 4$



X	Y
0	
1	
2	
3	

Bonus $y = \frac{1}{4}x - 3$



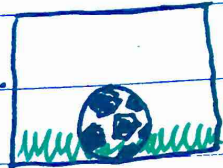
X	Y
-4	
-2	
0	
4	

Laws of MOTION

5/24/19

Lex (Law) I:

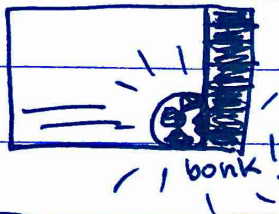
Every body perseveres in its state of resting...
or of moving uniformly in a
straight line...



unless acted upon

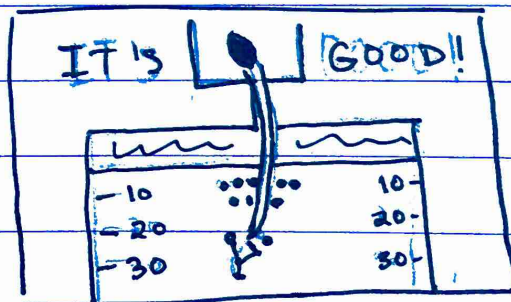


by IMPRESSED FORCE to change its state.



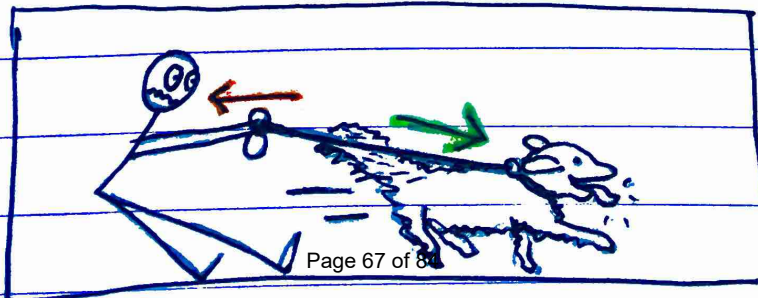
Lex (Law) II:

A change in motion is proportional to the
motive force impressed.



Lex (Law) III:

For any **action** there is always an opposite
and equal **reaction**.



Isaac Newton's Laws of Motion

1. Give an example for the first Law of Motion:

2. Give an example for the second Law of Motion:

3. Give an example for the third Law of Motion:

Name: _____

Section: _____

W8 Thursday Translation

“ad vīllam”

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

egō - I (*mē* = “me” as a direct object)
tū - you (*tē* = “you” as a direct object)
maximē - most greatly, extremely
doleō - I hurt, I am in pain (pf. *doluī*)
facile - easily
spīrō - I breathe (pf. *spīrāvī*)
teneō - I hold, have (pf. *tenuī*)

meus - my
columba - dove
tūtus - safe
perterritus - terrified
susurrō - I whisper (pf. *susurrāvī*)
amō - I love (pf. *amāvī*)
respondeō - I reply (pf. *respondī*)

Sentences

1) "ego maximē doleō, māter," inquit Lūcia. "nōn facile spīrō."

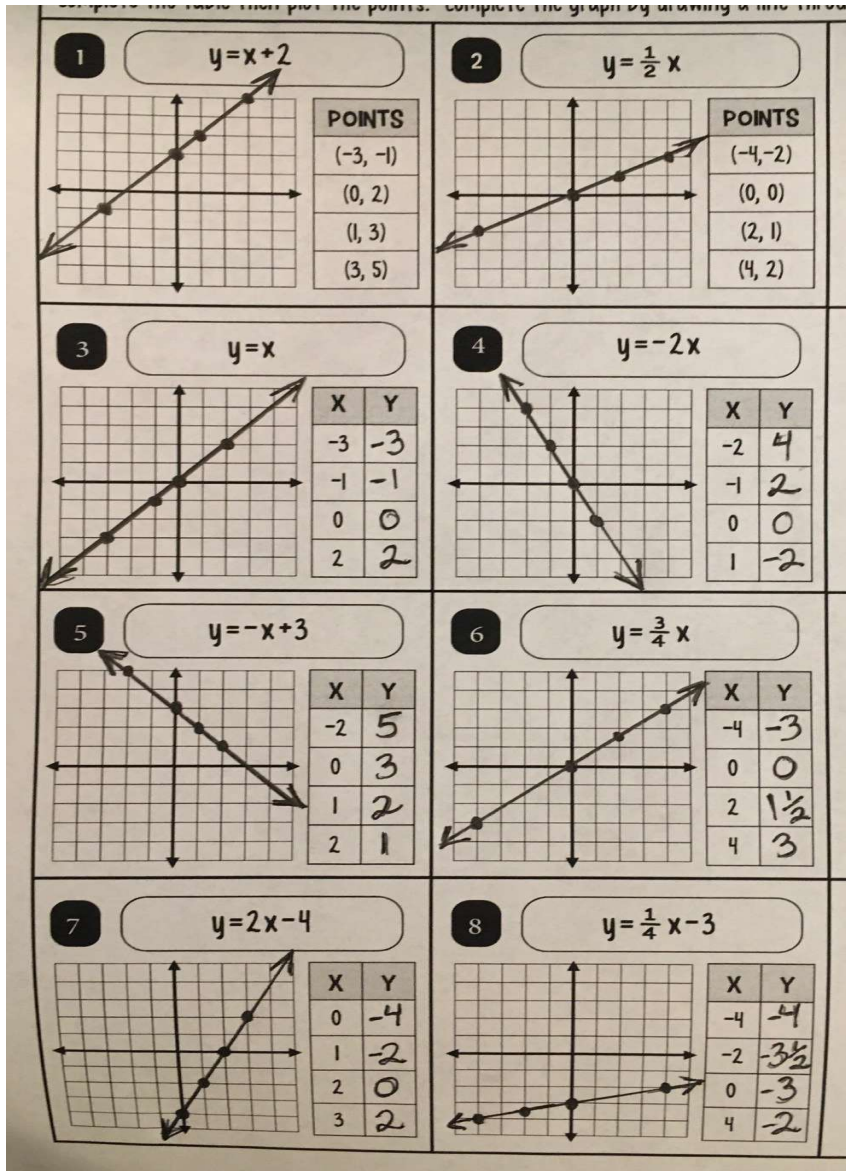
2) "tē teneō, mea columba. sumus tūtae," inquit Metella.

3) "perterrita sum, māter," Lūcia susurrāvit. "ego tē amō."

4) "ego quoque tē amō, filia mea," respondit Metella.

Daily Answer Key: Thursday

Math



Latin

1. "I am in extreme pain, mother," said Lucia. "I am not breathing easily."
2. "I have you, my dove. We are safe," said Metella.
3. "I am terrified, mother," Lucia whispered. "I love you."
4. "I love you, too, my daughter," replied Metella.

Isaac Newton's Laws of Motion

1. Give an example for the first Law of Motion:

Examples could include: a ball rolling downhill will keep rolling until something stops it (another object, or the friction from the ground), a chair will stay completely still unless something else moves it, a tree will stay still unless the wind moves its branches and leaves or even blows it over, etc.

2. Give an example for the second Law of Motion:

Examples could include: A ball will roll really far if you kick it but not so far if you blow it, a balloon will fly around the room for a longer time the more air that is released from inside it, a tree will not fall over if you push it but may fall over from a hurricane, etc.

3. Give an example for the third Law of Motion:

Examples could include: if you push something, it will “push back” or move, if you throw a ball your dog might chase it (or might not), if you stir a liquid it will mix or swirl, etc.

Daily Student Instruction Sheet - FRIDAY

FRIDAY – 5/15/20

ELA

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.

Literature

Goal/Objective: Complete the Literature Graded Review

Materials needed: [Tom Sawyer](#), 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: Notes and student work from the week, Graded Review - Math

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.

SCIENCE

(30 Minutes)

Science

Goal/Objective: Complete the Graded Review

Materials needed: Graded Review - Science, pencil/pen, notes and materials from this week

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

- Complete the Graded Review independently. (I)

Daily Student Instruction Sheet - FRIDAY

	<ul style="list-style-type: none"><input type="checkbox"/> 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.
HISTORY (30 Minutes)	<p><i>History</i></p> <p><u>Goal/Objective:</u> Complete the History Graded Review</p> <p><u>Materials needed:</u> History Graded Review</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. For additional information on political cartoons, watch Mrs. Scholl's video. (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) OR<input type="checkbox"/> Turn in the hardcopy to school when you pick-up the next week's packet.
LATIN (15 Minutes)	<p><i>Latin</i></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) OR<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>

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Graded Review

GHNO 6th Grade

May 15, 2020 End of Week 8

Reading Log

Day	Date	Book Title	Total Minutes	Parent Initials
Mon	5/11			
Tue	5/12			
Wed	5/13			
Thur	5/14			
Fri	5/15			

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.

Signature

Parent Signature

Student

Turn in today's work electronically or in hard copy form by **May 18th**.

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"/> Literature: (20 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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Literature

Answer the following questions:

1. When they are in the graveyard at midnight, what do Tom and Huck witness?
 - a. Muff Potter murder Dr. Robinson
 - b. Injun Joe murder Muff Potter
 - c. Muff Potter murder Injun Joe
 - d. Injun Joe murder Dr. Robinson
2. After the murder, what do Tom and Huck make a vow to do?
 - a. Tell the truth about what they saw
 - b. Lie about what they saw
 - c. Keep mum and never talk about what they saw
 - d. Keep mum and tell everyone what they saw
3. What does Tom do to Peter the Cat that makes him cause "general havoc" and jump out the window?
 - a. Feeds him pain killer
 - b. Throws him by the tail to get rid of warts
 - c. Throws marbles at him
 - d. Hides him in Sid's bed as revenge for telling on him

4. After Tom, Huck, and Joe Harper run off to Jackson Island, what do their families and the town think happened to them?
 - a. They were attacked by animals
 - b. They drowned in the well
 - c. They drowned in the river
 - d. They ran away to join the circus
5. How do Tom, Huck, and Joe announce to the town that they survived?
 - a. They show up at their own funeral service
 - b. They go back to their houses
 - c. They show up to the town picnic
 - d. They walk into the schoolhouse
6. How does Tom get Becky Thatcher to forgive him?
 - a. He apologizes profusely
 - b. He gives her a brass andiron knob
 - c. He takes her punishment for ripping a book
 - d. He takes her punishment for spilling ink in her spelling book

Answer the following question in 4-5 complete sentences. Responses should include a textual reference.

7. Aside from enjoying the attention, what emotions does Tom experience after returning to town from Jackson island? Why?

Grammar/Writing

For questions 1-5, underline the dependent clause, circle the subordinating conjunction, and write in the blank which type of dependent clause is in the sentence.

1. I do not know what you want me to turn in.

2. Before Natalie ran in the marathon, she and Christopher jogged every day to prepare.

3. Whoever jumps off the boat is the bravest person aboard.

4. Michael and Luke are not the men who you met at the grocery store last week.

5. Jesse will mow the lawn tomorrow if you bake him cookies.

Compose the following sentences:

6. Write a sentence containing an adverbial clause.

7. Write a sentence containing an adjectival clause.

8. Write a sentence containing a noun clause.

Math

Solve. Write neatly and legibly.

Write the letter of your answers choice in the space provided.

1. $X + -4 = -16$

- A. -20
- B. -12
- C. 12
- D. 20

2. $\frac{W}{-4} = 12$

- A. -48
- B. -3
- C. 3
- D. 48

3. $Y - 4 = -12$

- A. -16
- B. -8
- C. -3
- D. 16

4. $-3X = -27$

- A. -81
- B. -9
- C. 9
- D. 81

5. $2X + 1 = -7$

- A. -4
- B. -3
- C. 3
- D. 4

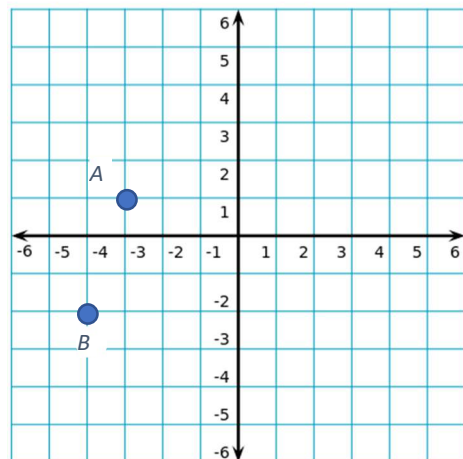
6. $-6X + 2 = -4$

- A. 1
- B. $\frac{2}{3}$
- C. $-\frac{2}{3}$
- D. -1

What are the coordinates of each point?

7. A is (_____, _____)

8. B is (_____, _____)

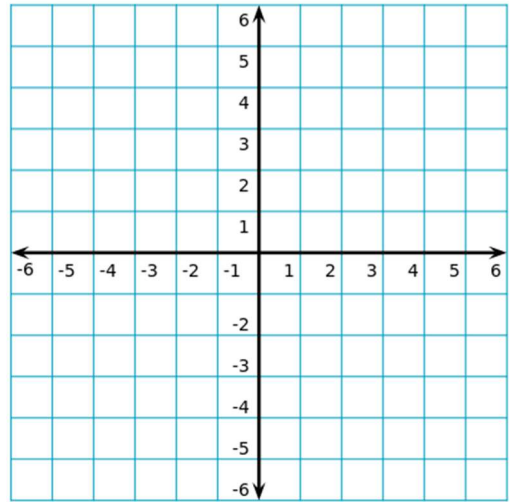


Student Name: _____

Graph each equation. Show your work.

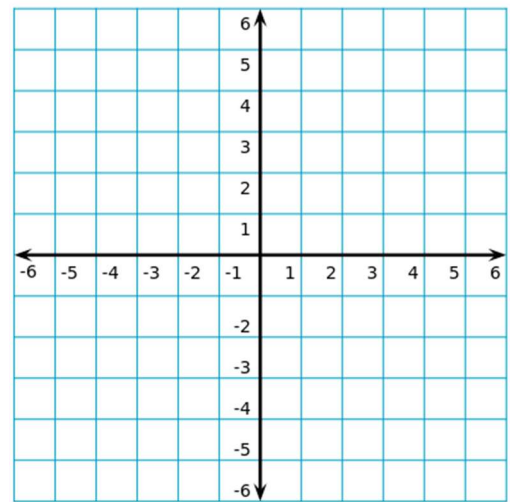
9. $Y = X + 2$

X	Y
-2	
-1	
0	
1	
2	



10. $Y = 3X$

X	Y
-2	
-1	
0	
1	
2	



History

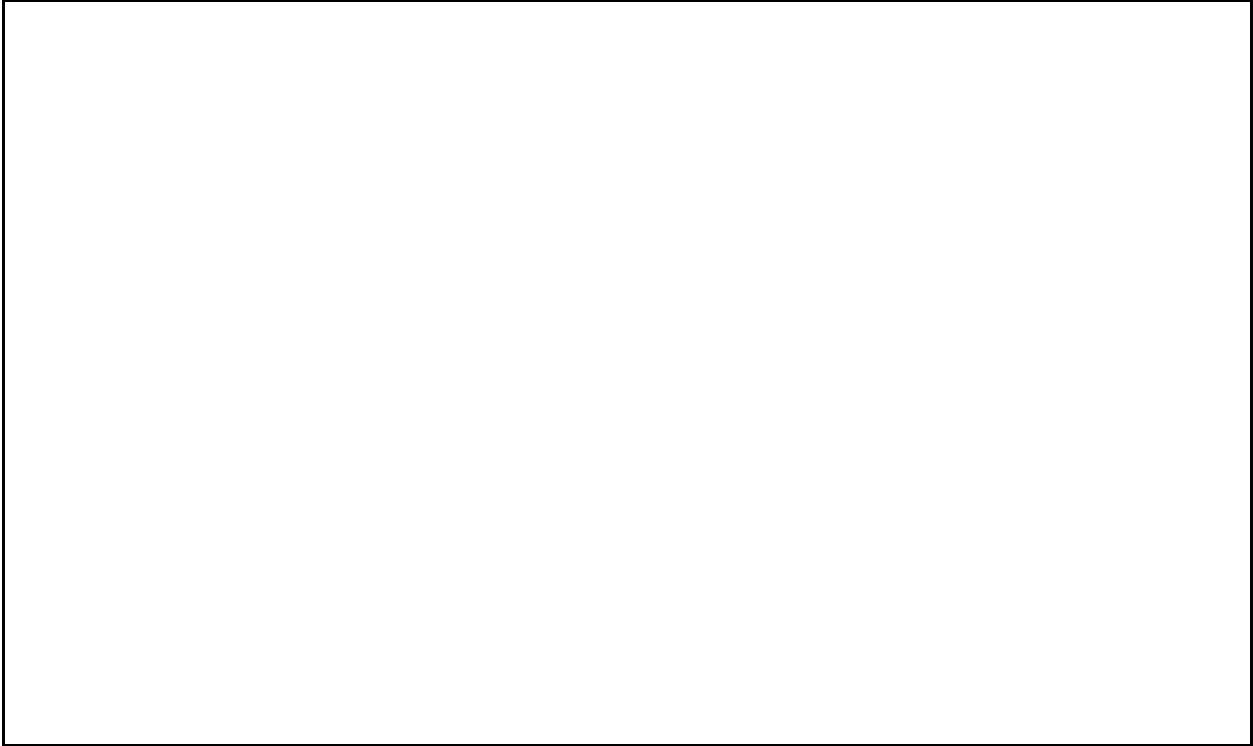
For History, you will create a political cartoon, based on something we have learned during the unit on Industrialization and Immigration. You can choose any topic, but some ideas would be:

- Child Labor
- Labor Unions / Workers' Rights
- Immigration
- Enclosure
- Machines replacing workers

Think about some of the political cartoons we've studied this year (*The Purifying Pot of the Jacobins*, *Looking Backward*, *The Hand That Will Rule the World*, and *Child Labor Employer*). Your work may be in color, or in black and white. Some elements you may want to include in a political cartoon are **symbolism** (like the large fist of the union workers), **exaggeration** (like the large head of Maximilien Robespierre), **labels** (like the "child labor employer" label), **comparison** between how things are and how they should be, and **satire**, or the use of humor to expose and criticize.



MY POLITICAL CARTOON:



Science

Use the notes, videos, and other resources provided this week to answer the following questions.

1. What is the main study of physics? _____
2. According to the first Law of Motion, a soccer ball sitting in a field will do one of the following:
 - a. At some point, the soccer ball will move
 - b. The soccer ball will stay perfectly still forever
 - c. Any change that happens to the soccer ball will be proportional to the motive force impressed upon the ball
 - d. The soccer ball will stay at rest unless another force acts upon it
3. A tree dropping its leaves in the fall is an example of:
 - a. Substantial change
 - b. Alteration
 - c. Increase/Decrease
 - d. None of the above

4. How does throwing a ball illustrate the third Law of Motion?

5. How can you tell the difference between SUBSTANTIAL change and ACCIDENTAL change? Give examples.

Latin

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

1) Choose the best translation:

cinis iam dēnsior incidēbat.

- A. Ash was piling up densely.
- B. Ash was now falling more densely.
- C. Ash was now falling less densely.
- D. Ash fell extremely densely.

2) Choose the best translation:

Clēmēns ad proximum templum cucurrit.

- A. Clemens ran to the nearest temple.
- B. Clemens ran approximately to a temple.
- C. Clemens approximated the circumference of the temple.
- D. Clemens ran to the most important temple.

3) Choose the best translation:

fūmus dēnsissimus viās complēbat.

- A. Smoke was filling the very dense streets.
- B. Smoke filled the streets more densely.
- C. Very dense smoke was filling the streets.
- D. Very dense smoke was rising from the volcano.

4) Choose the best translation:

"ego maximē doleō, māter," inquit Lūcia.

- A. "I doled out a lot of money, mother," said Lucia.
- B. "I have very great regrets, mother," said Lucia.
- C. "I am in very little pain, mother," said Lucia.
- D. "I am in very great pain, mother," said Lucia.

5) What does the word *dēnsissimus* mean?

- A. dense
- B. denser
- C. densest
- D. very dense
- E. Both A. and B.
- F. Both C. and D.
- G. All of the above.

Specials

Collect completed work for PE, Art, and either Music or Drama to be submitted in the 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 front

OR

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/>