



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

8702 Ingram Road | San Antonio, Tx 78251 | Office: (210) 888-9488 | Fax: (210) 888-9484 | www.greatheartswesternhills.org

Dear 6th Grade Families,

Week 3 of Remote Learning is complete! As we move into Week 4 remember to check off tasks on the “To Do” list as you complete it. Continue using your RLN (Remote Learning Notebook) to record your answers and new concepts you are learning. These will be shared when we return to school.

We continue to be proud of our 6th graders. You have been flexible as we adapt to new things. You continue to try your best - even when the concept is new or difficult. As a community we are working together to find what is true, beautiful, and good.

Again, if you have any questions, do not know or understand how to do something, please tell your mom or dad. They can send us an e-mail and we will provide more directions and clarifications. You can do it! We can't wait to see all of you soon. Be safe, healthy, and studious!

All of our best,

Your 6th Grade Teachers

	Teacher's Name	Email
6A Lead	Nicole Glowe	Nicole.glowe@greatheartswesternhills.org
6A AT	Aleksandra Novikova	Aleksandra.Novikova@greatheartswesternhills.org
6B Lead	Julia Boyle	Julia.Boyle@greatheartswesternhills.org
6B Lead	Ingrid Daly	Ingrid.Daly@greatheartswesternhills.org

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****The Friday Assessment Packet needs to be turned in on Saturday by 8pm**

Sections in **bold** are necessary for printing. The rest can be viewed online and completed in your remote learning notebook.

General Packet Instructions for Parents

Dear Families,

In this packet, you will find all of the activities and readings necessary for your student to access and complete this week's lessons. In the table of contents you will see how the material is divided. The work for Tuesday - Thursday does not need to be printed. The Parent Guide can be found at the beginning of the packet. This guide has helpful tips and answers to some of the Independent Work. This is a great time for our scholars to work on their great sense of wonder! Remember it is up to the parent to decide the daily schedule and chunk how much for the work to do in one sitting (see sample schedule below). As much as possible, the teachers have designed the activities to be done independently. Each activity will be coded as either **I=independent activity** or **PA=parent assistance needed**. Additionally, each activity/assignment will have a suggested amount of time it should take to complete.

For the sake of academic honesty, please help the students be accountable for doing the portions of the work that were designated as Independent work. If you notice that from the student's answers that they need some help better understanding the directions or the content, feel free to reteach, review, or assist the student. The only item that the students will be **submitting** is the **Friday Assessment Portion**. This is attached separately and will be graded. You will be asked to administer these assessments to your child. After your student completes their Assessment packet, please take pictures or scan the work and email it to your teacher.

The deadline for submission is Saturday at 8pm.

Sample Daily Schedule:

8:00 AM Wake up and follow the typical school morning routine (minus the uniform!) - get dressed, comb hair, eat breakfast, brush teeth, etc.

8:30 AM Read The Wind in the Willows and answer the reflection questions

9:15 AM Take a walk, play a game, grab a snack, or play "Simon Says" ;)

9:30 AM Math- if you have extra time Check out the extra "Skill Review" in the Appendix portion OR practice your Math Facts

10:15 AM Help out around the house or help a younger sibling with their remote learning

10:30 AM Poetry and Vocabulary

10:45 AM Specials

11:00 AM Recess. Run around, build something, or have a snack!

11:30 AM History or Science

12:15-1:15 PM Go outside and pick a plant or find a cool bug to draw! Enjoy a picnic lunch if the weather is nice!

1:15 PM Complete ELAR or MATH independent work IF you are finished enjoy a book of your choice.

1:45 PM That's it! You're done for the day.

Helpful Tips and Resources:

ELAR: Our novel is The Wind in the Willows ISBN 9780143039099

You can also access the book at the following website [gutenberg.org](http://www.gutenberg.org)

<https://www.gutenberg.org/files/27805/27805-h/27805-h.htm>

A note on reading The Wind in the Willows: If your student struggles to comprehend this text, or finds it a challenge to read on their own, please consider the following options:

- 1) Purchase the audiobook from Audible. Students can listen on any smart device – Android & Apple devices – you just need to download the app if necessary.
- 2) Read aloud with your child!

MATH: Practice Math facts at <https://www.math-drills.com/>

Find extra help at <https://www.khanacademy.org/math>

HISTORY:

Textbook:

https://www.coreknowledge.org/wp-content/uploads/2018/05/CKHG_G6_U6_Independence-for-Latin-America_SR-1.pdf

There is a 6 part video presented by the History Channel that explains the Mexican American War. Each segment is approximately 10 minutes.

https://www.youtube.com/watch?v=HjUEBDOOSDM&list=PLTFbJbrcw45YjiTbNvkkYQtIThodrK_0G

An optional short documentary will give them the opportunity to learn more about the importance of murals.

<https://www.pbslearningmedia.org/resource/e4d2f1e6-9e80-477d-915b-f0d72592f0e1/the-storm-that-swept-mexico-revolutionary-art/>

PARENT GUIDE/ANSWER KEY - Tuesday**ELAR**

Literature:

1. Nature, and especially the birds, are called a constant chorus that shrinks to a casual evensong from just a few yet unwearied performers. Also, Grahame writes of "Nature's Grand Hotel," where "guests one day pack, pay, and depart." 2. Late Aug. or early Sept. because it's still very hot outside and difficult for Ratty to imagine that autumn is on the way. 3. Wayfarers means wanderers or travelers. Nearly all animals have natures that make them long to travel; few have permanent homes year-round. 4. It is difficult for him to see so many friends leaving all at once when he will be staying behind, especially when he has never traveled outside his own little world and can only imagine what wonders lie out there. 5. For the Sea Rat, it would be a challenge to stay in one place and be content without the excitement that traveling along the coast offers him. Ironically, most would find the constant traveling the Sea Rat does to require more strength.

Grammar/Writing:

1. Learning (S) 2. Eating (OP) 3. Eating (SC) 4. Learning (DO)

Math:

Parent Instructions: Scholars will apply their previous knowledge of "inverse" operations to subtract integers.

Khan Academy has a great chalkboard example:

<https://www.khanacademy.org/math/arithmetic/arith-review-negative-numbers/arith-review-sub-neg-intro/v/adding-and-subtracting-negative-number-examples>

Answer Key: 1) -9 2) -5 3) 22 4) -9 5) -74 6) -32 7) -160 8) 498 9) -16 10) 0 11) T 12) T 13) F 14) T

History

Parent Instructions: Scholars are asked to do 2 different activities today. The first is to read the first part of Chapter 4, Mexico after Independence. After they complete the reading, they are asked to create Key Word Outline. The format is given in their student packet. If your child has a difficult time starting their outline, encourage them to find key details in the first 2 sentences. These should be important facts. Remind them we are looking for key words - not phrases. The second part of the assignment is to draw a sketch of the map of Mexico. There is one included in the packet they may use as a guide.

The textbook can be found at

https://www.coreknowledge.org/wp-content/uploads/2018/05/CKHG_G6_U6_Independence-for-Latin-America_SR-1.pdf

PARENT GUIDE/ANSWER KEY - Wednesday ELAR

Literature:

1 Toad's chief fault is that he talks too much. To make matters worse, he speaks without thinking. In this chapter, the barge-woman catches him in a lie and reveals that she is not too surprised, considering how many boastful words he uttered about his love for washing laundry. 2. Toad is both boastful and cheeky. His boastfulness makes him look foolish when he is called to fulfill his boasting and actually do a load of laundry; then, his cheeky behavior angers the barge-woman and gets him thrown off the barge. 3. The clothes are personified as unrepentant sinners, "happy in their original sin." This description is ironic in that Toad's friends have the same frustration with him.

Grammar/Writing:

finding, offering, faking

1. licking his paws at night. (SC) 2. Eating small meals throughout the day (S) 3. fishing with lures (DO) 4. running a stop sign (OP)

Math:

Parent Instructions: Scholars will practice adding and subtracting positive and negative integers. Today they will apply this knowledge to solve word problems. Encourage your child to use a number line if the word problems begin as a challenge. You can also refer to the Khan Academy chalkboard example: <https://www.khanacademy.org/math/arithmetic/arith-review-negative-numbers/arith-review-add-and-sub-integer-sss/v/adding-integers-with-different-signs>

Answer Key: 1) 1272 2) -1672 3) 3 4) -83 5) 8 6) -5 7) -8 8) 1626 9) 0 10) 5 11) 918 ft 12) 20th floor 13) 17 degrees 14) -17 degrees

History:

Parent Instructions: Scholars will complete their reading of Chapter 4 (Mexico after Independence) pgs. 44-51 The textbook can be found here:

https://www.coreknowledge.org/wp-content/uploads/2018/05/CKHG_G6_U6_Independence-for-Latin-America_SR-1.pdf

There is a 6 part video presented by the History Channel that explains the Mexican American War. Each segment is approximately 10 minutes.

https://www.youtube.com/watch?v=HjUEBDOOSDM&list=PLTFbJbrcw45YjiTbNvkkYQtIThodrk_0G

Answer key:

- 1) Miguel Hidalgo; both were sympathetic to the poor and fought for increased democracy.
- 2) Answers will vary: It shows he was one of the people
- 3) farm commissions to distribute land to the people and established Mexico's first agricultural credit bank
- 4) his assassination indicates the continued discontent among many people in Mexico
- 5) a series of caudillos, or strongmen in power, government corruption, and continued violent conflict

Venn Diagram


<u>Villa</u>	<u>Both</u>	<u>Zapata</u>
victories in the north of Mexico	fight with another guerrilla leader	rural loan bank
Knowledge of land	became outlaw	Ambushed and killed
Attacked sites in the US	fought for the poor	guerilla leader from S. Mexico
Shot by opponents	outstanding guerilla leader	cheered by a US official
Retired to a ranch		

Music:

Name: _____

Class: _____

Alto Staff Practice

Accidentals are notes that have been altered in pitch (usually a half step up or down) and are identified by a sharp (#) or flat (♭) sign. The **accidentals** are also known as the black keys on a piano keyboard: .

When labeling notes on the alto staff, we use CAPITAL letters, and when labeling accidental notes (notes with a sharp or flat sign), we place the sign *after* the letter, like this: B[♭].


I have provided an Alto Staff Review diagram to help you, but try not to use it for every note. See if you can remember the line and space notes on your own.



Part One: Label all the notes in the musical excerpt below by writing the correct note name under each note. Remember to use CAPITAL letters as well as the proper sign for B-flat and E-flat, written like this: B[♭] and E[♭]. In the excerpt below, all B's and E's are flat. The flat sign (♭) looks like a lower case "b". Remember to write neatly and beautifully.

Excerpt from "The Nutcracker" by Peter Tchaikovsky
Arab Dance


♩ = 80



Ex: D G G D D G D G G D D G G G G G G G G G G G G

F D F D F Eb F Eb F Eb D D

Part Two: Write in the correct note on the alto staff above the note names provided. To make it easy, just draw the note and don't worry about the direction of the note stems (sticks).



*either note is correct

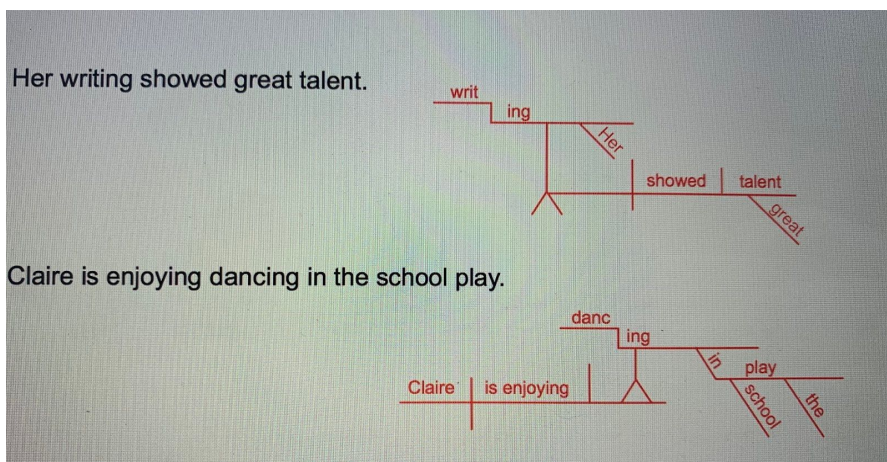
PARENT GUIDE/ANSWER KEY - Thursday

ELAR

Literature:

1. Ratty, 2. The barge-woman, 3. The Sea Rat, 4. Toad, 5. He refuses to let Ratty go to sea. 6. He longs to see the Wide World. 7. Ulysses/Odysseus 8. A "Grand Hotel"

Grammar



Math:

Parent Instructions: Students will find the products with one negative factor. Khan Academy has a 5 minute video demonstrating this concept:

<https://www.khanacademy.org/math/arithmetic/arith-review-negative-numbers/arith-review-mult-divide-negative/s/v/multiplying-positive-and-negative-numbers>

Answer to select problems: 2) 0 4) -162 5) -660 7) -1292 9) -49,134 10) -16, 023 13) -60 17) -72
20) 38 23) 125

History:

Parent Instructions: Scholars will demonstrate their understanding of the history of Mexico by creating their own historical scene that could be added to the History of Mexico Mural found in Mexico City. An optional short documentary will give them the opportunity to learn more about the importance of murals.

<https://www.pbslearningmedia.org/resource/e4d2f1e6-9e80-477d-915b-f0d72592f0e1/the-storm-that-swept-mexico-revolutionary-art/>

Latin:

Nomen: _____

translatio: Pompeiians are on holiday. Masters and servants (slaves) do not work. Many Pompeiians sit in the theatre. The spectators await Actius. At last, Actius stands on stage (in the scene). The Pompeiians cheer. Suddenly, The Pompeiians hear a great shout (clamor). A servant enters the theatre. "Behold! A tightrope walker is here.," shouts the servant. The pompeiians do not watch Actius. All the Pompeiians run out of the theatre and watch the tightrope walker. Nobody stays in the theatre. Actius, however, is not angry. Actius also watches the tight-rope walker.

Interrogatio:

1. Why do the Pompeians leave the theatre?

The Pompeiians leave the theatre to watch the tightrope walker.

2. Is Actius angry? Why, or why not?

Actius is not angry because he also watches the tightrope walker.

TUESDAY- 4/14/20
min

Total Time: 2 hours 25

VOCABULARY: pages 167-170; Vocabulary Packet in the Appendix

LITERATURE: Goal/Objective: understand the nature (instinct) of animals
Materials Needed: The Wind in the Willows and RLN
Specific Instructions: Read Chapter 9 and answer questions in the notebook.

GRAMMAR/
WRITING: Goal/Objective: understand gerunds act as nouns and have various functions
Materials Needed: notebook, pencil
Specific Instructions: copy sentences into notebook or complete directly onto printed copy.

POETRY: Goal/Objective: Read poetry for enjoyment
Materials Needed: "My Heart Leaps Up" by William Wordsworth
Specific Instructions: Today we read for enjoyment and copy the poem into the notebook.

Math (40 minutes)(I/PA to help check answers)

Goal/Objective: Subtracting Integers

Materials needed: Pencil and RLN

Specific Instructions: Copy all rules and important practice problems into your RLN and then complete your homework in your notebook.

History (40 minutes)(I)

Goal/Objective: Begin Chapter 4 (pgs. 40 to 44) Mexico continued to face challenges even after winning its independence

Materials needed: Included reading, reflection questions, and RLN. Textbook is online:

https://www.coreknowledge.org/wp-content/uploads/2018/05/CKHG_G6_U6_Independence-for-Latin-America_SR-1.pdf

Specific Instructions: Make a KWO in your RLN. You will use this for Friday's Assessment. Draw a map of Mexico in your notebook.

Special

PE (15 Minutes)(I)

Goal/Objective: Complete one of the two challenges

Materials needed: space

Specific Instructions: Follow directions found on packet

ELAR

LITERATURE

The Wind in the Willows Chapter Nine "Wayfarers Ball"

Vocabulary for Notebook Journal

- 1) Pinions- wings or feathers
- 2) Peremptory- urgent or commanding
- 3) Querulous- whiny; complaining
- 4) Despondently- hopelessly
- 5) Languorous- drowsy; still
- 6) Epitome- ideal example
- 7) Assuaged- eased
- 8) Sonorous- full of sound
- 9) Irrevocable- unable to be taken back
- 10) Blithesome- happy and lighthearted

Read Chapter 9, annotating the text and/or using the Stop, Think, Jot method.

Answer the following questions in your notebook. Be sure to include page numbers/text references:

- 1) What metaphor is used to describe the change in animal behaviour in late summer?
- 2) What month do you guess it to be? Quote evidence for your inference from the book, using MLA format.
- 3) What does the title of the chapter, "Wayfarers All", mean?
- 4) The always satisfied and contented Water Rat is now restless and *his heart burns within him*. Why?
- 5) The Sea Rat says that Ratty's life is no doubt the best in the world "if you're strong enough to lead it!" What does he mean by that?

GRAMMAR/WRITING

Gerunds - Take notes in your notebook.

A gerund is a verbal that ends in *-ing* and functions as a noun. The term *verbal* indicates that a gerund, like the other two kinds of verbals, is based on a verb and therefore expresses action or a state of being. However, since a gerund functions as a noun, it occupies some positions in a sentence that a noun ordinarily would, for example: subject, direct object, subject complement, and object of preposition.

Gerund as subject (S):

- Traveling might satisfy your desire for new experiences. (*Traveling* is the gerund.)
- The study abroad program might satisfy your desire for new experiences. (The gerund has been removed.)

Gerund as direct object (DO):

- They do not appreciate my singing. (The gerund is *singing*.)
- They do not appreciate my assistance. (The gerund has been removed)

Gerund as subject complement (SC):

- My cat's favorite activity is sleeping. (The gerund is *sleeping*.)
- My cat's favorite food is salmon. (The gerund has been removed.)

Gerund as object of preposition(OP) :

- The police arrested him for speeding. (The gerund is *speeding*.)
- The police arrested him for criminal activity. (The gerund has been removed.)

Circle the gerunds and state the job (S, DO, SC, OP) in the following sentences:

- 1) Learning about new people and cultures can help you understand differences.
- 2) I pray before eating.
- 3) One of the basic needs is eating.
- 4) I love learning.

POETRY

Read *My Heart Leaps Up*, by William Wordsworth

Copy the poem into your notebook using your best penmanship.

My heart leaps up when I behold

A rainbow in the sky:

So was it when my life began;

So is it now I am a man;

So be it when I shall grow old;

Or let me die!

The Child is father of the Man;

And I could wish my days to be

Bound each to each by natural piety.

MATH

Subtracting Positive and Negative Integers

Directions: Copy the rule and work the "Try This" in your RLN.

Guided Instruction:

What is the inverse operation of addition?
 What is the inverse operation subtraction?

Subtraction
Addition

**We can use this shortcut:

Change a subtraction to an addition problem by using the additive inverse

$$5 - 4$$

The additive inverse of 4 is -4, which we can change to an addition problem: $5 - 4 = 5 + (-4)$



In general, to subtract an integer,
 add its opposite.

RULE

For all integers a and b ,
 $a - b = a +$ (opposite of b)

$$5 + (-4) = 1$$

Examples:

1) $7 - 10$: The additive inverse of 10 is -10.

$$7 - 10 = 7 + (-10) \quad \longrightarrow \quad 7 + (-10) = -3$$

2) $3 - (-1)$: The additive inverse of -1 is 1.

$$3 - (-1) = 3 + 1 = 4 \quad \longrightarrow \quad 3 + 1 = 4$$

Try This!

Replace each $\underline{?}$ to make a true statement.

1) $5 - -7 = 5 + \underline{?}$

2) $-6 - 4 = -6 + \underline{?}$

3) $-5 - -8 = -5 + \underline{?}$

4) $4 - -4 = 4 + \underline{?}$

5) $1 - 5 = 1 + \underline{?}$

6) $-6 - -7 = -6 + \underline{?}$

Check your answers:

7 -4 8 4 -5 7

Try This!

Find each difference.

1) $4 - 6$

2) $-4 - -7$

3) $-3 - -8$

4) $7 - 15$

5) $8 - -2$

Check your answers:

-2 10 -8 -5 3 8

Independent Practice:

Directions: Answer the following in your RLN (Remember the Rule!)

1. $-4 - 5$

6. $-64 - -32$

2. $20 - 25$

7. $-120 - 40$

3. $12 - -10$

8. $462 - -36$

4. $-17 - -8$

9. $(-14 - -8) - 10$

5. $-37 - 37$

10. $(-8 - 10) - -18$

True or False? If false, provide an explanation as to why.

11. The sum of two negative numbers is always negative.

12. The sum of any two integers is an integer.

13. The difference of any two negative numbers is negative.

14. If b is negative, the opposite of b is positive.

HISTORY

Review: After a long road to victory, Mexico had won its independence by 1821. However, overthrowing rulers to become independent often comes with challenges as we have learned from previous events in history. An independent country has to figure out how to rule itself. The new leaders may be inexperienced, and they may disagree about what to do. This week we will look at the challenges Mexico faced after independence. At times the leaders did disagree, and some of them were incompetent and dishonest. Others, however, became great heroes.

Directions: Make a KWO in your RLN of the following reading. As you read, underline or highlight any fact you find interesting or important. Try to choose between five or six facts from each paragraph.

Mexico's Turbulent History Mexico provides a good example of the difficulties that many Latin American countries encountered after gaining independence. In Chapter 3, you read about how Agustín de Iturbide and his soldiers completed the work begun by Padre Hidalgo and continued by José María Morelos and Vicente Guerrero. It was Iturbide who finally enabled Mexico to secure its independence in 1821. Unfortunately, Iturbide's victory led to a new set of problems. Iturbide turned out to be very ambitious. He had himself declared emperor of Mexico, and he appointed his friends to help him rule the country. The emperor's friends abused their positions of power and spent the country's money freely. Bribery and corruption became common practices. Then things went from bad to worse. The country ran out of money, and Iturbide was overthrown and exiled from Mexico. He was told he would be shot if he ever came back. Nevertheless, he did come back, hoping to regain power. He was captured and shot in 1824. After the execution of Iturbide, the Creoles took over the government. They tried to make Mexico a republic and adopted a constitution partly based on the U.S. Constitution. This constitution sounded good on paper, but it was a struggle to put it into practice. One problem was that while the Mexicans had removed the Spanish, they had not rid themselves of the old Spanish class system. The Creoles had replaced the Spaniards at the top, but the mestizos and indigenous people were treated just as badly as before. Many continued to toil on the haciendas, and few had any land of their own. To members of these lower classes it seemed that the revolution was only half complete. It had brought them independence but not justice or equal rights.

General Santa Anna Another problem was that the government the Creoles created lacked stability and was vulnerable to military takeovers by caudillos (/kaw*dee*yohss/). Over the next few decades Mexico ran through a series of strongmen. To be fair, Mexico, just like other countries, struggled between republicans who were against monarchy and wanted democracy, and conservatives who wanted a strongman like a king who supported "traditional ways" which included keeping the lower classes and races in their place, maintaining elites in economic power, and supporting the Catholic Church. The most notorious and most persistent strongman in Mexico was General Antonio López de Santa Anna. Santa Anna was president or virtual ruler of Mexico eleven different times during a span of thirty years. Each time the opposition ran him out of power, he would find a way to get back in. Santa Anna was a proud man who was always commissioning statues of himself. He wore elaborate uniforms and forced the Mexican people to address him as "Your Most Serene Highness." During one of Santa Anna's several stints as ruler of Mexico, white American settlers moved in to the Mexican state of Texas and brought their enslaved workers with them. Slavery was now illegal in Mexico. The settlers knew this but they brought them there anyway. The settlers also refused to learn Spanish and to become Catholic, which they had agreed to do in order to live in Texas. When, in 1836, the American settlers rebelled against the Mexican government and demanded independence, Santa Anna led an army to Texas to

enforce Mexican law. Santa Anna's army was made up of four thousand men, while the Texan force was small, and was holed up in a mission known as the Alamo, in San Antonio, Texas. Santa Anna won the battle but eventually lost the war. The Texans, inspired by their battle cry, "Remember the Alamo!", went on to defeat Santa Anna and gain independence for Texas. A decade later, Santa Anna lost another war, this time with the United States. By the end of the Mexican-American War of 1846–1848, Mexico had lost roughly half of its territory to the United States. It gave up California, New Mexico, Arizona, and parts of several other southwestern states. These losses weakened Santa Anna, and he was overthrown for the last time in 1855.



Assignment: Use the following outline to create a KWO in your RLN. After you complete your KWO, copy the map of Mexico into your notebook. Color present day Texas in blue and color present day Mexico in green.

Mexico After Independence

- I. Mexico's Turbulent History (add 2 key details- This will be your topic sentence)
 - A. Fact 1 (limit yourself to 3 or 4 words per fact NOT per sentence)
 - B. Fact 2
 - C. Fact 3
 - D. Fact 4
 - E. Fact 5
 - F. Clincher - this should repeat or reflect your topic sentence (Mexico's Turbulent History)
- II. General Santa Anna (add 2 or 3 key details - This will be your topic sentence)
 - A. Fact 1 (limit yourself to 3 or 4 words per fact NOT per sentence)
 - B. Fact 2
 - C. Fact 3
 - D. Fact 4
 - E. Fact 5
 - F. Clincher - this should repeat or reflect your topic sentence (General Santa Anna)

VOCABULARY

ambitious, adj. having a strong desire to be successful

toil, v. to work hard

caudillo, n. a regional strongman in a Spanish or Latin American country

PE

Directions: complete one of the two challenges listed.

Challenge 1: Walk/Run a combined total of eight miles.

Goal: To complete the eight miles over the course of five days. To improve/maintain cardiovascular endurance.

Materials: designated walk/run path; comfortable shoes

Specific Task: Complete a total of eight miles distance in a walk/run format. Control your pace to burn maximum calories. The walk/run time and distance for each day is up to you. If possible, involve your family in accomplishing your goal.

For example, Day 1 (Monday) 30 minutes time with a distance of 1.5 miles, Day 2 (Tuesday) 45 minutes with a distance of 2 miles. Continue throughout the week until you reach the 8-mile goal.

Challenge 2: Pushup maximum.

Goal: Complete as many correct pushups as you can in a five-day period. Remember, your body should form a straight line from start to finish.

Materials: enough space to perform exercise.

Specific Task: Starting on Monday, throughout the day perform correct pushups. Record the total number completed at 5:00 pm on Friday. If possible, turn this into a family competition.

For example, in my house Allison and I compete weekly. We stop every hour and perform as many as we can, record the number on a sheet, and wait for the next hour. My best week is 652 pushups. Let me know if you beat coaches' number.

Coaches note: Remember to remain active, this will help keep you healthy while lowering your risk factors to getting sick. These challenges will help in breaking up the monotony of looking at four walls. Also, being physically active will stimulate your mental faculties. I miss all of you and hope to see you soon.

Daily Rubric

Directions: Give yourself a check mark in each box at the end of each day. Then, give yourself a pat on the back! You did it! Nice work 😊

Tuesday, 4/14	<input type="checkbox"/> I spent between _____ minutes on the daily activities. <input type="checkbox"/> I read all directions before I asked for more help. <input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences. <input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage. <input type="checkbox"/> My handwriting is neat and can be read by both me and an adult. <input type="checkbox"/> I showed all of my work in math when necessary. <input type="checkbox"/> I read for at least 20 minutes today. I used integrity and put forth my best effort today. <input type="checkbox"/> I am proud of myself and I know my teacher would be proud of me, too.
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Wednesday- 4/15/20

Total Time: 2 hours 25 min

ELAR (50 min.)(I)

VOCABULARY: page 173; Vocabulary Packet in the Appendix

LITERATURE: Goal/Objective: analyze the character of Toad
Materials Needed: The Wind in the Willows, notebook
Specific Instructions: Read Chapter 10 and answer questions

GRAMMAR/
WRITING: Goal/Objective: recognize gerund phrases act as nouns and have various functions.
Materials Needed: notebook, pencil
Specific Instructions: copy sentences into notebook or complete directly onto printed copy.

POETRY: Goal/Objective: analyze poetry
Materials Needed: "My Heart Leaps Up", notebook
Specific Instructions: Begin memorizing poem. Memorize the lines being analyzed each day.

Math (40 minutes)(I/PA to help check answers)

Goal/Objective: Review Adding and Subtracting positive and negative integers and how to apply this concept to word problems.

Materials needed: RLN and included review lesson

Specific Instructions: Review rules and practice the "Try This" exercises. Complete Independent Practice in RLN

History (40 minutes)(I)

Goal/Objective: Complete Chapter 4 and answer the Big Question: What kinds of challenges did Mexico face after gaining its independence?

Materials needed: Included reading, reflection questions, and RLN. Textbook is online:

https://www.coreknowledge.org/wp-content/uploads/2018/05/CKHG_G6_U6_Independence-for-Latin-America_SR-1.pdf

Specific Instructions: Answer each reflection question and complete a Venn Diagram that compares Pancho Villa and Emiliano Zapata. You will use this for your Assessment on Friday.

Special

Music (15 Minutes)(I)

Goal/Objective: More Alto Staff Practice

Materials needed: pencil

Specific Instructions: As included in packet.

Art (15 Minutes)(I)

Goal/Objective: Make your own Medieval mailman.

Materials needed: reference picture, scissors, pencil, glue, junk mail

Specific Instructions: As included in packet.

(Wednesday)

ELAR

LITERATURE

The Wind in the Willows Chapter Ten "The Further Adventures of Toad"

Vocabulary (add to Vocabulary Journal in Notebook)

- 1) Toilet- process of grooming oneself
- 2) Trollops- women of ill-reput
- 3) Dote- to be overly affectionate or attentive toward
- 4) Slake- quench or lessen
- 5) Gesticulating- making gestures with arms and hands
- 6) Prudent- careful; wise

Read Chapter 10, annotating the text and/or use the Read, Think, Jot method.

Answer following questions in notebook. Be sure to include page numbers/text references:

- 1) What is Toad's chief fault and how does it get him in trouble again?
- 2) Name two other faults that Toad exhibits with the washerwoman. Do they help him or hurt him?
- 3) What personification is used to describe the clothes that wouldn't come clean?

GRAMMAR/WRITING

A gerund phrase is a group of words consisting of a gerund and the modifier(s) and/or (pro)noun(s) or noun phrase(s) that function as the direct object(s), indirect object(s), or complement(s) of the action or state expressed in the gerund.

Directions: Write the following notes in your RLN and then find the gerund in each sentence.

The gerund phrase functions as the subject of the sentence.

Finding a needle in a haystack would be easier than what we're trying to do.

What is the gerund? _____

a needle (direct object of action expressed in gerund)

in a haystack (prepositional phrase as adverb)

The gerund phrase functions as the direct object of the verb appreciate.

I hope that you appreciate *my offering you this opportunity*.

What is the gerund? _____

my (possessive pronoun adjective form, modifying the gerund)

you (indirect object of action expressed in gerund)

this opportunity (direct object of action expressed in gerund)

The gerund phrase functions as the subject complement.

Tom's favorite tactic has been *jabbering away to his constituents*.

jabbering away to (gerund)

his constituents (direct object of action expressed in gerund)

The gerund phrase functions as the object of the preposition *for*.

You might get in trouble for *faking an illness to avoid work*.

What is the gerund? _____

an illness (direct object of action expressed in gerund)

to avoid work (infinitive phrase as adverb)

Underline the gerund phrase and state its function (S, DO, SC, OP) in the following sentences:

- 1) My dog's most annoying habit is licking his paws at night.
- 2) Eating small meals throughout the day can help you avoid hunger pains.
- 3) I like fishing with lures.
- 4) Henry got a ticket for running a stop sign.

POETRY

Reread the poem "My Heart Leaps Up" by William Wordsworth

Directions: In your notebook, begin an analysis of the poem.

Focus on the first two lines:

"My heart leaps up when I behold a rainbow in the sky".

What do **you** think these first two lines of the poem are saying? How do you feel when you see a rainbow?

MATH

(Wednesday)

Adding and Subtracting Negative and Positive Numbers

ADDING NEGATIVE AND POSITIVE NUMBERS

Rules
The sum of two positive integers is a positive integer.
The sum of two negative integers is a negative number

Rules
The sum of a positive integer and a negative integer is:
1) Positive IF the positive number has the greater absolute value.
2) Negative IF the negative number has the greater absolute value.
3) Zero IF both numbers have the same absolute value.

Try this!

$$-3 + -2 + -6 + 10 = -1$$

- $-3 + -2 + -6 = -11$ (The sum of all negative integers is a NEGATIVE)
 - $-11 + 10$ (First find the absolute value of both)
 - $|-11| = 11$ $|10| = 10$
 - The answer will be a negative - the absolute value of -11 is greater than 10
 - $-11 + 10 = -1$

SUBTRACTING NEGATIVE AND POSITIVE NUMBERS

Rule
For all integers a and b ,
 $a - b = a + (\text{opposite of } b)$

Try This!

$$(7 - -18) - 20$$
$$*(7 - -18) = 7 + (\text{opposite of } -18) = 7 + 18 = 25$$
$$* 25 - 20 = 25 + (\text{opposite of } 20) = 25 + -20 = 5$$

Your Turn!

A bird is flying 42 meters above sea level. A fish is swimming 12 meters below sea level. How many meters apart are the bird and the fish?

What is the bird's height? _____

What is the fish's height? _____

How do we find the difference?

$$\text{bird} = 42 \quad \text{fish} = -12 \quad 42 - (-12) = 42 + 12 = 54$$

Independent Practice

1. $535 + 737$

6. $(-2 + 3) + -6$

2. $-352 + 456$

7. $-8 + (5 + -5)$

3. $6 + (-8 + 5)$

8. $877 - (-749)$

4. $-496 - (-413)$

9. $(-8 - 10) - -18$

5. $-11 + 18 + -10 + 11$

10. $50 - 45$

11. The elevation of Bad Water in Death Valley is 282 ft below sea level. If a helicopter starts from Bad water and rises vertically for 1200 ft, how far above sea level is it?

12. An elevator starts on the 12th floor, goes down 7 floors, and then up 15 floors. What floor does it finish on?

13. The temperature at noon was 5 degrees. Later in the afternoon it was -12 degrees. How much did the temperature fall?

14. It's 0 degrees outside at midnight. The temperature of the air drops 20 degrees in the morning hours, then gains 3 degrees as soon as the sun comes up. What is the temperature after the sun comes up?

HISTORY

(Wednesday)

More Challenges for Mexico

Directions: Read the following passage about the continued challenges faced by Mexico. Answer each question in your notebook after each section.

Benito Juárez (/be*nee*toh/hwah*res/), a lawyer from southeast Mexico, was the minister of justice in the government that followed Santa Anna's expulsion. Juárez had opposed Santa Anna for many years and was about as different from Santa Anna as could be imagined. Juárez came from a poor, indigenous family and always wore a plain black suit. He was famous for his honesty and sympathy for the poor, and for his belief in democracy and freedom of speech. As minister of justice, Juárez led a sweeping political reform movement designed to guarantee equal rights for all Mexicans. He also helped create Mexico's constitution of 1857. The following year Juárez became president, according to the provisions of the new constitution. As president, Juárez continued to work for reform. But powerful opposition to his reforms soon forced him to leave Mexico City. Three years of fighting followed. By late 1860 the opposition was Benito Juárez was a champion of the poor in Mexico. He was the first indigenous person to become the president of Mexico. 45 defeated, and Juárez could return to the capital city. At that time, Mexico faced extreme financial difficulties. Constant wars had left the country deeply in debt to France, Spain, and Great Britain. Juárez decided to stop payments on the debt. Of course, these countries were not happy about his decision, and in 1862 they sent troops to Mexico. The British and Spaniards soon left, but the French remained. Napoleon III, the ruler of France, now ordered his troops to conquer Mexico.

- 1) To which other Mexican revolutionary leader was Benito Juárez most similar?

Cinco de Mayo French troops marched on Mexico City. On May 5, 1862, a small Mexican force won a glorious victory over a much larger French army near the city of Puebla. One of the leaders of the Mexican army that day was Porfirio Díaz (/por*feer*ee*oh/dee*ahz/), a man who would play a major role in Mexico's history. Today, that victory is celebrated as a national holiday called Cinco de Mayo (/seeng*koh/de/mah*yoh/), or the Fifth of May. Unfortunately, this great victory was not enough to keep the French from occupying Mexico City. As the French army closed in on the Mexican capital, Juárez sadly prepared to leave once again. He kissed the Mexican flag and shouted to a cheering crowd, "Viva Mexico!" He fled to the north and spent the next few years traveling through the countryside, avoiding capture and rallying the support of the Mexican people. In 1864, at the invitation of conservatives in Mexico City who yearned for a king, Napoleon III named a young Austrian prince, Maximilian, emperor of Mexico. French troops kept Maximilian in power for three years, but when Napoleon called his troops home, Maximilian could no longer hold off the supporters of Juárez. Maximilian was soon captured, convicted of treason, and executed by a firing squad. Mexico's constitutional government was restored, and Juárez was once again reinstated as president. Juárez worked hard to rebuild a country weakened by civil wars and foreign invasions. His government built schools and roads, and did what it could to improve the lives of the poor. Juárez died in office in 1872. Today, he is honored as a great lawmaker and patriot, and as the man who saved Mexico's independence. You might think that Juárez's triumph would signal the end of Mexico's troubles. Unfortunately, it did not. After Juárez died, Mexico fell into the hands of yet another caudillo, Porfirio Díaz. Díaz ruled Mexico, with one brief intermission, from 1876 until 1911. He modernized Mexico by building railroads, mines, and factories. Modernization was certainly needed, but foreigners and wealthy Mexicans benefited more from Díaz's modernizing programs than the poor. During Díaz's reign, a single Mexican family owned A small Mexican force was victorious at the Battle of Puebla, on May 5, 1862. This victory is celebrated each year as Cinco de Mayo. 47 more than seven million acres of land, and the American newspaper owner William Randolph Hearst had a Mexican ranch as large as Delaware and Maryland put together. But the indigenous people, whose situation had begun to improve under Juárez, sank back into poverty. The vast majority still lacked both land and the political rights they had hoped independence

would bring. In the 1910s, another wave of revolt swept through Mexico. The revolutionaries wanted to “complete” the revolution that had begun way back in 1810 and push beyond the reforms of Juárez by obtaining land and rights for indigenous people. Two figures who played crucial roles in these events were the leaders Pancho Villa (/pahn*cho/vee*yah) and Emiliano Zapata (/eh*mee*lee*yah*noh/zah*pah*tah/).

Pancho Villa was a cattle rustler and bandit who eventually joined the fight against Díaz. He was a violent man but also very brave, and his followers were passionately devoted to him. Villa and his men won military victories in northern Mexico that helped to topple Díaz from power. But Villa quickly lost his faith in the new government, which he believed had betrayed the cause of the poor people. So Villa became an outlaw and waged war on the new government, just as he had waged war on the old one. Villa’s great military success was due to his outstanding knowledge of the land and his use of guerrilla tactics. Rather than fight like regular soldiers, Villa and his men would stage lightning raids and then disappear into the hills. Vocabulary rustler, n. a person who steals cattle or other livestock “guerrilla tactics,” (phrase) fast-moving, small-scale actions, such as hit-and-run attacks, used by a small, independent fighting force 48 When the United States backed the government Villa opposed, Villa staged a raid across the United States-Mexico border. In 1916, he and his troops killed sixteen Americans in Columbus, New Mexico. U.S. President Woodrow Wilson sent a search expedition to find and capture Villa. But the clever Villa outran the army scouts who had been sent to find him. Villa’s knowledge of the land and his ability to disappear into the night helped him avoid capture.



- 2) What does the photograph of Pancho Villa reveal about him relative to other leaders in Mexico before and during his time?

Emiliano Zapata was a guerrilla leader from the south of Mexico. Zapata was a mestizo who also joined the fight against Díaz. Early in the struggle, Zapata called for the government to take land from the wealthy landowners and give it to poor, landless indigenous people. The culture of the haciendas was still alive in Mexico. Wealthy landowners controlled almost all the land. Poor Mexicans had no lands and could earn their living only by working for the wealthy landowners under very difficult conditions. Zapata feared the wealthy landowners, especially those in northern Mexico, might try to take control of the government. Like Villa, Zapata was a first-rate guerrilla leader. He rallied people to his cause and assembled an effective fighting force. Also like Villa, Zapata fought for, and then against the government, when he concluded that it had no intention of giving land to the people. What Zapata wanted most was land reform.

Unlike other leaders, Pancho Villa did support Zapata’s plan. He and Zapata teamed up, promising to fight together until a government that was supportive of the people and of land reform was established. During this time, Zapata’s power grew until it extended throughout southern Mexico. Zapata and Villa’s armies were strong enough to march into and occupy Mexico City in 1914. But they were not strong enough to take and hold on to power. Villa retreated to the north and Zapata to the south, where they continued to fight government forces. Villa and Zapata had the successes they did because they fought for the causes of poor people—land, freedom, and justice. Many Mexicans saw them as fighting for the same things that had led Padre Hidalgo to start Mexico’s first revolution more than a century earlier. Like Villa, Zapata was disappointed when the United States supported the Mexican government he opposed. Zapata wanted people to know of the justness of the cause he was fighting for. That was why he was cheered by an article written by a U.S. official

who had visited southern Mexico and had seen the Zapatistas (followers of Zapata) with his own eyes. The American wrote that compared with the disorganization of the Mexican national government, “the true social revolution [could] be found only among the Zapatistas.” When Zapata read these articles, he declared, “Now I can die in peace. Finally, they have done us justice.” Shortly afterward, Zapata was tricked into meeting with the leaders of the army on the other side. The soldiers misled Zapata into thinking that they would join him and support his reforms. Instead, they ambushed him at a hacienda in southern Mexico and killed him. However, Zapata had accomplished much. He had created farm commissions to distribute land to the people and had established Mexico’s first agricultural credit bank. His enemies regarded him as a pillaging bandit, but the indigenous people hailed him as a revolutionary reformer and hero.

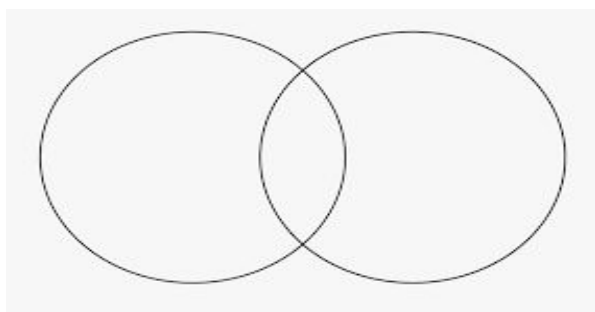
3) What were some of Emiliano Zapata’s accomplishments?

Toward Equality By 1920, a new government managed to establish law and order. But the costs of the Mexican Revolution of 1910 to 1920 were staggering. As many as two million Mexicans died in the fighting, and another million crossed the border into the United States. The Mexican Revolution is still the deadliest war ever fought on the American continent—more deadly even than the American Civil War. The new government sought to heal the wounds caused by a decade of war. It convinced Pancho Villa to retire from revolutionary activity and settle on a ranch in northern Mexico. But Villa’s enemies did not forget him. In 1923, he was shot to death by some of his political opponents. Neither Villa nor Zapata lived to see all of their political wishes fulfilled, but they did help move Mexico closer to the goals of equality and justice for all. And the fame of the two outlaw guerrillas continues to this day. Both Villa and Zapata are celebrated in countless stories, legends, movies, and songs.

4) What does Pancho Villa’s death reveal about the aftermath of the Mexican Revolution?

5) Answer the Big Question in your Notebook: What kind of challenges did Mexico face after gaining independence?

6) Draw a Venn Diagram in your notebook comparing Pancho Villa and Emiliano Zapata. Decide where each statement should go- does it describe Villa, Zapata, or both? Write key words from each statement.



*Created farm commissions to distribute land; established a rural loan bank

*Promised to fight with another guerrilla leader until the government gave land to the indigenous people.

* Ambushed and killed by soldiers

*Won victories in the north of Mexico, helped topple Diaz

*Military success due to outstanding knowledge of the land

* Attacked sites in the United States

*Shot to death by political opponents

*Guerrilla leader from south of Mexico

*Disillusioned with the revolution and became an outlaw

*Fought for the causes of the poor

*Cheered by an article written by a U.S. official who had visited southern Mexico

*Retired from politics to a ranch in northern Mexico

Vocabulary

rustler, n. a person who steals cattle or other livestock

“guerrilla tactics.” (phrase) fast-moving, small-scale actions, such as hit-and-run attacks, used by a small, independent fighting force

commission, n. a group of people assigned to find information about something or control something

“agricultural credit bank.” (phrase) a lending institution that provides loans to farmers


*Outstanding guerrilla leader

MUSIC

Name: _____

Class: _____

Alto Staff Practice

Accidentals are notes that have been altered in pitch (usually a half step up or down) and are identified by a sharp (#) or flat (♭) sign. The **accidentals** are also known as the black keys on a piano keyboard: .

When labeling notes on the alto staff, we use CAPITAL letters, and when labeling accidental notes (notes with a sharp or flat sign), we place the sign *after* the letter, like this: B[♭].

I have provided an Alto Staff Review diagram to help you, but try not to use it for every note. See if you can remember the line and space notes on your own.



Part One: Label all the notes in the musical excerpt below by writing the correct note name under each note. Remember to use CAPITAL letters as well as the proper sign for B-flat and E-flat, written like this: B[♭] and E[♭]. In the excerpt below, all B's and E's are flat. The flat sign (♭) looks like a lower case "b". Remember to write neatly and beautifully.

Excerpt from "The Nutcracker" by Peter Tchaikovsky

Arab Dance

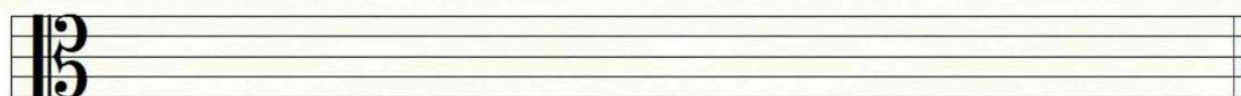
 = 80



Ex: D G G D D G



Part Two: Write in the correct note on the alto staff above the note names provided. To make it easy, just draw the note and don't worry about the direction of the note stems (sticks).

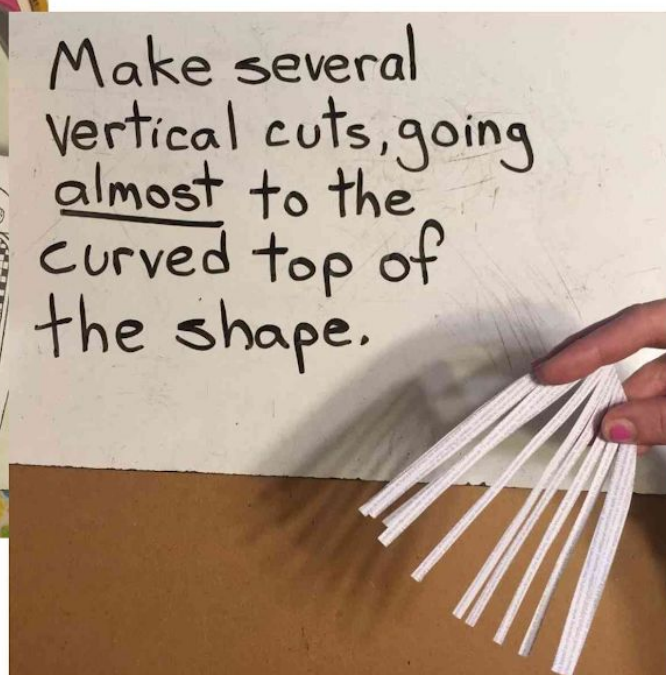
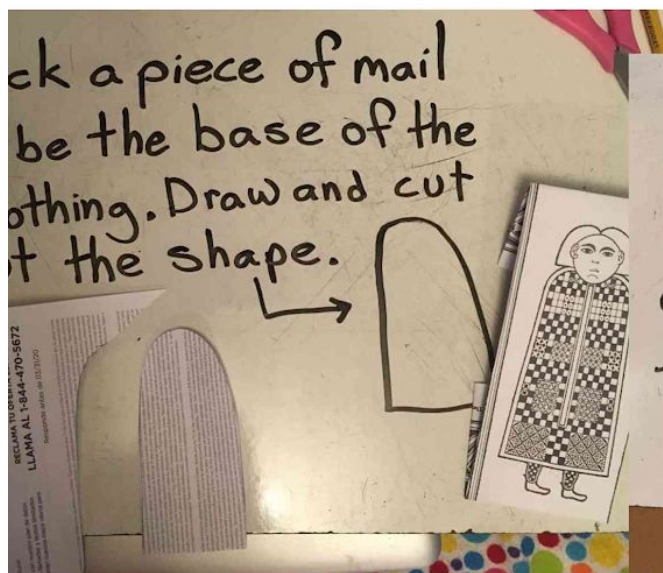
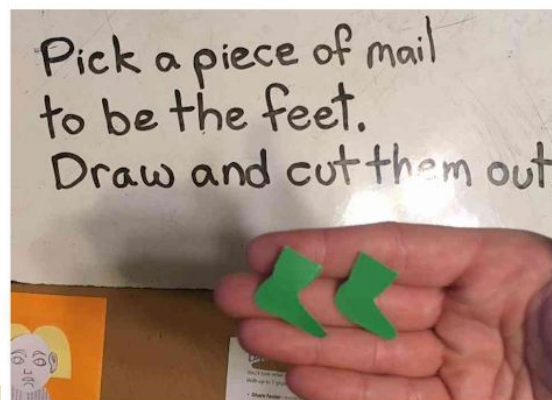
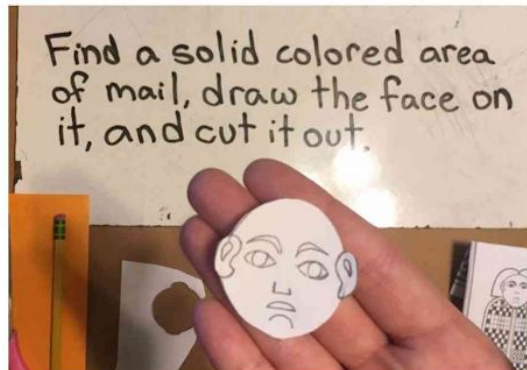


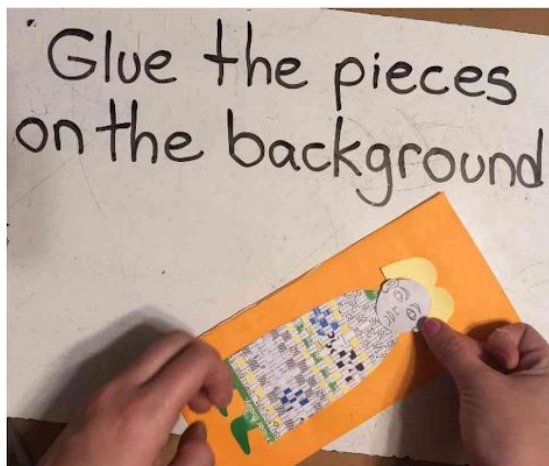
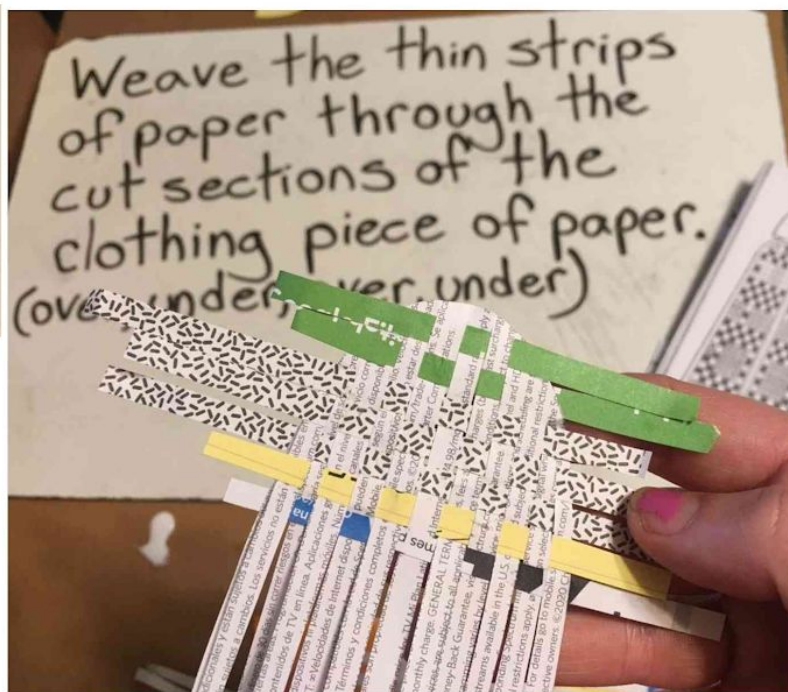
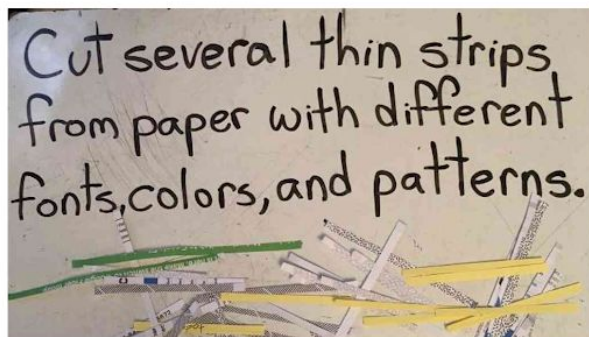
D G F C A D E B G

ART

Remote Learning Assignment 4: Medieval Mail Man

Last week, we studied some pictures of art from the Middle Ages, one of which was the Man symbol from *The Book of Durrow*. This week, I am going to show you an example of how you can make it out of junk mail, in case you have limited access to art supplies.





Daily Rubric

Directions: Give yourself a check mark in each box at the end of each day. Then, give yourself a pat on the back! You did it! Nice work ☺

Wednesday, 4/15	<ul style="list-style-type: none"><input type="checkbox"/> I spent between _____ minutes on the daily activities.<input type="checkbox"/> I read all directions before I asked for more help.<input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences.<input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage.<input type="checkbox"/> My handwriting is neat and can be read by both me and an adult.<input type="checkbox"/> I showed all of my work in math when necessary.<input type="checkbox"/> I read for at least 20 minutes today. I used integrity and put forth my best effort today.<input type="checkbox"/> I am proud of myself and I know my teacher would be proud of me, too.
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Thursday 4/16/20

Total Time: 2 hours 25 min

ELAR (50 min.)(I)

VOCABULARY: page 174; Vocabulary Packet in the Appendix

LITERATURE: Goal/Objective: review chapters 9 and 10
Materials Needed: The Wind in the Willows, notebook
Specific Instructions: catch up on reading and respond to the questions in your notebook

GRAMMAR/
WRITING Goal/Objective: Specific Instructions: diagram gerunds and gerund phrases
Materials Needed: notebook
Specific Instructions: copy sentences into notebook

POETRY: Goal/Objective: analyze poetry
Materials Needed: "My Heart Leaps Up", notebook
Specific Instructions: Memorize the lines being analyzed each day.

Math (40 minutes)(I/PA to help check answers)

Goal/Objective: Finding Products with One Negative Factor

Materials needed: Included guided instruction and independent practice & RLN

Specific Instructions: Follow the guided instruction. Make notes in your RLN and complete independent practice.

History (40 minutes)(I)

Goal/Objective: The importance of the Mexican Muralist Movement

Materials needed: Included reading material, coloring pencils/crayons/markers, and RLN. Optional video:<https://www.pbslearningmedia.org/resource/e4d2f1e6-9e80-477d-915b-f0d72592f0e1/the-storm-that-swept-mexico-revolutionary-art/>

Specific Instructions: Complete your own part of a mural.

Special

Latin (15 Minutes)(I)

Objective: Read and translate Latin text into English, answer comprehension questions.

Materials: Latin vocab cards for reference.

Instructions: As included in packet.

ELAR

LITERATURE

The Wind in the Willows Chapters 9 & 10

Who Said It?

- 1) "O, bother starts. It's a splendid day. Come for a row, or a stroll along the hedges..."

- 2) "I thought you must be a humbug all along..." _____
- 3) "Take the Adventure, heed the call, now ere the irrevocable moment passes!"

- 4) "I always come out on top!" _____

Ponder

- 5) How does Mole prove to be a true friend to Ratty at the end of Chapter 9?

- 6) How is Ratty different in Chapter 9 from how he was in Chapter 1?

Author

- 7) What great hero does Grahame make Toad's circumstances mimic for the sake of humor?

- 8) What metaphor does Grahame use to describe nature as summer is ending?

GRAMMAR/WRITING

Sentence Diagramming: Gerunds

A gerund is a verb ending in -ing that is not used as a verb in a sentence, but is used as a noun instead. In sentence diagramming, a gerund is placed on a stair step line, with the root verb on the top step and the -ing on the lower step. Where you place the gerund depends on its function in the sentence; it can be the subject, a direct object, the object of a preposition, etc.

Example: I like watching soccer.

In this example, "watching" is the gerund. With the word "soccer," it functions as a direct object, so it is placed after the predicate.

Diagram the following sentences.

- 1) Her sister dislikes eating fatty foods.

In your notebook, diagram the following two sentences:

- 1) Her writing showed great talent.
- 2) Claire is enjoying dancing in the school play.

POETRY

Reread "My Heart Leaps Up" by William Wordsworth

Directions: In your notebook, continue your analysis of the poem.

Consider the next three lines-

"So was it when my life began;
So is it now I am a man;
So be it when I shall grow old,"

What do **you** think the poet is saying here?

MATH

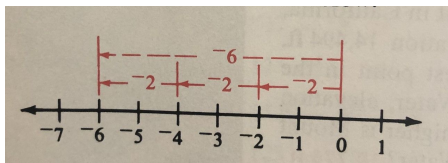
Products with One Negative Factor

Directions: Follow the guided instruction. Copy the rules and key details in your RLN.

Guided Instruction:

Since Multiplication is repeated addition, multiplying a negative and a positive will always result in a negative product.

We can think of 3×-2 as a sum = $3 \times -2 = -2 + -2 + -2$



Step 1: Starting at 0 - our first step is to the left 2 steps (-2)

Step 2: We add 2 more steps to the left (+ -2) = -4

Step 3: We add our last 2 steps to the left (+ -2) = -6

Therefore we see = $3 \times -2 = -6$

Example 1:

$$-6 \times 3 = -18$$

(a negative x a positive = negative)

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

(positive x negative = negative)

$$-7 \times 0 = ?$$

*The product of zero and ANY integer is ZERO!

Rule

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

The product of zero and any integer is zero

Try This!

1) -6×2

2) -4×2

3) 0×7

4) 2×-5

5) -6×-4

6) $(-1 \times 4) 5$

7) $(2 \times -3) 2$

8) $(-4 \times 0) 3$

9) $-6 (0 \times 3)$

10) $(4 + -1) -2$

Check your answers:

-12 -8 0 -10 -24
 -20 -12 0 0 -6

Independent Practice:

Complete the following in your RLN.

Find the product.

1) 16×-4

2) -20×0

3) -6×15

4) 18×-9

5) -10×66

6) 16×-20

7) 17×-76

8) -207×41

9) 862×-57

10) 327×-49

11) 0×-8467

12) 1×-77

Simplify.

13) $(4 \times -5)3$

14) $10 (-2 \times 4)$

15) $15 (-3 \times 6)$

16) $(-12 \times 3) 5$

17) $-8 (14 - 5)$

18) $(22 + -22) 7$

Solve.

19) $x + 18 = 51$

20) $y - 27 = 11$

21) $y - 49 = 31$

22) $x + 47 = 93$

23) $x - 42 = 83$

24) $y + 39 = 117$

Take a moment

1. If $a > 0$ and $b < 0$, then will the product ab be a positive or negative integer? Provide an explanation.

2. If $a < 0$ and $b > 0$, then will the product ab be a positive or negative integer? Provide an explanation.

HISTORY

Make a mural

Following the Mexican Revolution, the Mexican government supported the development of a new school of art to break with the dominance of the European tradition. This new movement sought to create a “real” Mexican art that would strengthen and reaffirm Mexican identity and the values of the Revolution. The Mexican Muralist movement was born as a means to provide a visual narrative of the post-Revolutionary vision of Mexican history and was driven by the ideal that art should be “by the public, for the public.”

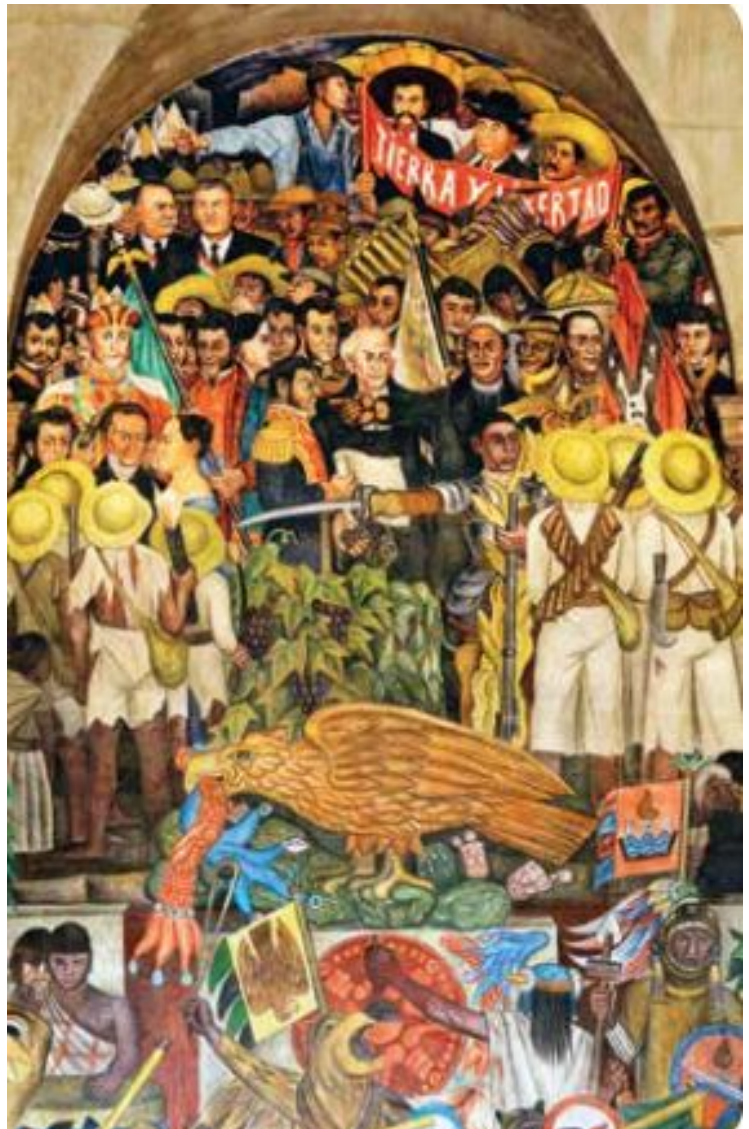
The following image is just a small piece of a larger mural called *The History of Mexico*, which shows the history of Mexico from the age of the Aztecs up until Diego Rivera’s lifetime. The mural is located in Mexico’s National Palace. The central lobe of Rivera’s mural focuses on the Mexican Revolution. See if you can identify the following figures in the mural: Padre Miguel Hidalgo y Costilla, José María Morelos, Emiliano Zapata, Vicente Guerrero, and Agustín de Iturbide.

*Who is in the center of the image?

*How are people interacting with each other?

What does this “central lobe” represent?

The top part represents the independence of 1810. Vine leaves are seen at the center illustrating Miguel Hidalgo's response to the Spanish prohibition against growing grapes to further the Spanish sale of wine. Hidalgo himself is seen above with the broken chains of slavery. Morelos, priest and student of Hidalgo, is depicted with arm outstretched and with an oversized hand. The figure below Morelos extending the sword is Martín Cortés, known as "El mestizo." The son of Hernán Cortés and Doña Marina, he was educated in Spain and returned to Mexico in 1563 to take part in a conspiracy, which eventuated in his permanent expulsion from Mexico. From a much earlier period, this figure is an example of the vertical slippage in the murals.



In the upper part of the lobe a worker and a peasant hold a banner with the Zapatista slogan, Tierra y Libertad (Land and Liberty). Emiliano Zapata, the agrarian revolutionary leader, is on left side of this banner in a large sombrero. Next to him is Felipe Carrillo Puerto, a progressive governor of Yucatán, and next to him is another agrarian leader José Guadalupe Rodríguez. Just under the worker's outstretched arm and pointing finger is Plutarco Elías Calles, who comes under Rivera's satiric brush in the stairway murals on the left hand side. The green flag on the top left is the banner of the Three Guarantees; on September 27, 1821, the Army of the Three Guarantees led by Iturbide entered Mexico City, signalling the independence of Mexico. Iturbide (who briefly became emperor) is depicted in the red and white regal costume in front of the flag while next to him in red vest holding the banner is Vicente Guerrero, who added his troops to the Trigarante army entering Mexico with those of Iturbide, although he later helped to depose Iturbide from the throne. This section of the mural is a veritable portrait gallery with many other portraits of those who fought for independence.

Optional: You can view more of the mural by watching the following film clip from the documentary 'The Storm that Swept Mexico'

<https://www.pbslearningmedia.org/resource/e4d2f1e6-9e80-477d-915b-f0d72592f0e1/the-storm-that-swept-mexico-revolutionary-art/>

Your Turn!

Draw your own panel showing a scene from revolutionary Mexico. What is the story of your image? (Write a brief description of the story in three to four sentences.) What title would you give your image?

LATIN

LATINA CANTEBRIGIA V: In Theatro

Instructio: please read through and translate the below story into English in the space provided. Almost all of the vocabulary should be familiar; in the gloss below the text I have provided the definitions of any new words. Then answer the two questions in complete sentences in English.

hodiē Pompēiānī sunt ōtiōsī. dominī et servī nōn labōrant. multī Pompēiānī in theātrō sedent. spectātōrēs Actium exspectant. tandem Actius in scaenā stat. Pompēiānī plaudunt. subitō Pompēiānī magnum clāmōrem audiunt. servus theātrum intrat. “euge! fūnambulū adest,” clāmat servus. Pompēiānī Actium nōn spectant. omnēs Pompēiānī ē theātrō currunt et fūnambulū spectant. nēmō in theātrō manet. Actius tamen nōn est irātus. Actius quoque fūnambulū spectat.

Ōtiōsī: on holiday/vacation

nēmō: no one

Multī: many

Fūnambulū: tightrope walker

Hodie: today

Adest: is here

Actius: famous Roman actor

Omnes : all

Exspectant: await

Manet: stay

Scaena: scene/stage

Iratus: angry

Tandem: at last

e : out of

subitō suddenly

Euge!: “Oh my”

Nomen: _____

translatio: _____

15 vertical lines for writing.

Interrogatio:

1. Why do the Pompeians leave the theatre?

2. Is Actius angry? Why, or why not?

Daily Rubric

Directions: Give yourself a check mark in each box at the end of each day. Then, give yourself a pat on the back! You did it! Nice work ☺

Thursday 4/16	<ul style="list-style-type: none"><input type="checkbox"/> I spent between _____ minutes on the daily activities.<input type="checkbox"/> I read all directions before I asked for more help.<input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences.<input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage.<input type="checkbox"/> My handwriting is neat and can be read by both me and an adult.<input type="checkbox"/> I showed all of my work in math when necessary.<input type="checkbox"/> I read for at least 20 minutes today. I used integrity and put forth my best effort today.<input type="checkbox"/> I am proud of myself and I know my teacher would be proud of me, too.
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APPENDIX

Chapter 15:

Laws and Justice

Chapter 15: Laws and Justice

We live in a country in which laws are determined by the Constitution of the United States. In this chapter, you are going to learn words that have to do with laws and justice.



Roots to Learn:

leg
jus/jur

Words to Learn:

legislate jurisdiction
legitimate perjure
justice jurisprudence
justify

Suffixes:

-ice

The Latin word for "law" is **LEX, LEGIS**. The root from this word is **LEG**. Words we get from this root include **LEGAL** and **ILLEGAL**, as well as the ones below:

To **LEGISLATE** means "to make into law."

LEGITIMATE is valid or lawful.

When two or more people have a **LEGITIMATE** claim about the same thing, a legal institution, like the courts, must decide which person has the best case. Then, the government may have to **LEGISLATE** a way that makes the case a law. For example, you and a friend might both claim that you own the same land, and you both might have papers showing the land has been in your family for many years. A judge would decide which claim on the land was more legitimate, and your state legislature would write a new law about owning land.



New Jersey was one of the first states to legislate a recycling program.

Chapter 15: Laws and Justice

Another Latin word for “law” is **JUS, JURIS**. We get words with both **JUS** and **JUR** from this root.

By adding the suffix *-ice* to the root *jus*, we get a word that means “something having qualities of fairness and law.”

JUSTICE is the fair administration of law.

Did You Know?

If a person is charged with a crime and “cannot afford a lawyer, one will be appointed for you.” You must have heard that phrase on many TV programs about trials. The reason the courts will appoint a lawyer is to make sure that everyone receives a fair trial, regardless of his or her ability to pay for an attorney.



As a public defender, Dave has devoted his life to preserving **justice**.



SUFFIX ALARM!

The suffix *-ice* means “state or condition of” or “activity related to.”

Example:

coward + *-ice* = cowardice—a habit or condition of fear



How can Rosa **justify** driving 1,100 miles just to pick up a goldfish?

To **JUSTIFY** is to prove that something is right.

Many people are prejudiced against other people; they **JUSTIFY** disliking an entire group or race because of one or two individuals. This type of behavior just causes more hatred. Trying to justify prejudice is stupid!

Chapter 15: Laws and Justice

A **JURISDICTION** is an area where a law or power of law is in effect.

Did You Know?

Many countries claim they own the parts of the oceans that border their country. In other words, they have jurisdiction over these areas. Some countries have a 20 mile limit, but others claim a 200 mile jurisdiction.



The accident occurred within the jurisdiction of the Bridgeville police.



Judge Palumbo suspected that the witness was about to **perjure** himself.

To **PERJURE** is to lie under oath in a court of law.

Why do you think that people have to swear "to tell the truth" in court? That's easy! If there were no oath to take, people could say anything they wanted! The truth could never be found if witnesses could **PERJURE** themselves without fear of going to jail.

JURISPRUDENCE is the science of the law.

Anyone who wants to become a judge or lawyer must study **JURISPRUDENCE**. The word is one of the oldest we know of; it existed as far back as Ancient Rome.



Naomi is an expert on **jurisprudence** because she graduated with a law degree and passed the bar exam.

Growing Your Vocabulary: Learning from Latin and Greek Roots

Chapter 15:
Exercises

Exercises

Word Bank

legislate
legitimate

justice
justify

jurisdiction
perjure

jurisprudence

I. Define It! (Part I)

DIRECTIONS: Write the letter of the word from the right column that matches the definition in the left column. The first one has been done for you.

- | | |
|--|------------------|
| 1. to prove that something is right G | A. jurisprudence |
| 2. to make into law ____ | B. legislate |
| 3. the science of the law ____ | C. justice |
| 4. the fair administration of law ____ | D. jurisdiction |
| 5. an area where a law or power of law is in effect ____ | E. perjure |
| 6. to lie under oath ____ | F. legitimate |
| 7. valid; lawful ____ | G. justify |

II. Finish It!

DIRECTIONS: Using the root, write a word to complete each sentence. The first one has been done for you.

1. It's hard to **justify** going to a store when you don't need to buy anything. (Root = JUS)
2. Paul Emory Washington had to provide a birth certificate to prove that he was a _____ descendant of George Washington because no one would take his word for it. (Root = LEG)
3. Australia began to _____ the use of seatbelts in 1970, but the United States didn't make wearing seatbelts a law until 1984. (Root = LEG)
4. The two state counties were having a disagreement over the _____ of a local robbery because it happened near the county line. (Root = JUR)
5. In order to become a judge, a candidate must be an expert on _____. (Root = JUR)
6. Most citizens believe that criminals should be punished and that there should be _____ for victims of crimes. (Root = JUS)
7. The attorney thought that the witness was _____ himself, and a lie detector test proved that he was right. (Root = JUR)



Chapter 15:
Exercises

..... *Word Bank*

legislate
legitimate

justice
justify

jurisdiction
perjure

jurisprudence

VII. Put It In Context!

DIRECTIONS: Complete the sentence in a way that shows you understand what the vocabulary word in italics means.

1. The city council had to *legislate*...

2. A *legitimate* excuse for not having your homework done on time is not...

3. *Justice* was served when...

4. The fact that the air conditioner was broken *justified*...

5. The crime was outside the officer's *jurisdiction*...

6. The witness *perjured* herself and...

7. A degree in *jurisprudence*...



Chapter 15:
Exercises

..... *Word Bank*

legislate

justice

jurisdiction

jurisprudence

legitimate

justify

perjure

.....
VIII. Write About It!

DIRECTIONS: In this chapter you have learned words about law and justice. Write about a time when you felt that you were treated *unjustly*. What do you believe the outcome should have been in your situation?



SKILL REVIEW
Adding and Subtracting Integers

Calculate the following.

1. $535 + 737$

2. $-352 + 456$

3. $-611 + (-665)$

4. $-496 - (-413)$

5. $391 + (-630)$

6. $-680 + (-992)$

7. $-794 + (-670)$

8. $877 - (-749)$

9. $464 - 276$

10. $50 - 45$

11. $911 - (-198)$

12. $502 - 923$

13. $944 + 333$

14. $-663 + 678$

15. $-915 + 149$

16. $-424 - 776$

17. $-823 + 936$

18. $525 - (-442)$

19. $-709 + (-869)$

20. $-915 + (-138)$

21. $724 - 339$

22. $55 - 758$

23. $273 - 771$

24. $-461 - (-413)$

25. $-182 - (-242)$

26. $247 - 0$

27. $809 + (-115)$

28. $-960 + 361$

29. $-747 + (-573)$

30. $-294 - 156$

31. $-817 + (-613)$

32. $573 + (-35)$

33. $-109 - 726$

34. $-676 + 749$

35. $836 - 200$

36. $220 + (-560)$

37. $311 - (-598)$

38. $-163 + (-642)$

39. $-383 - (-972)$

40. $808 - 437$

41. $881 - 990$

42. $-463 + 841$

43. $229 - 417$

44. $-415 - (-53)$

45. $221 - (-327)$

46. $-519 + 737$

47. $-600 - (-10)$

48. $-677 + (-30)$

49. $478 + 706$

50. $-104 + (-326)$

51. $803 + 574$

52. $-434 - 481$

53. $-689 - 382$

54. $805 - (-754)$

55. $821 + (-845)$

56. $358 + 910$

57. $-503 - 859$

Student Attendance Affidavit

My Western Hills student attended to his/her distance learning studies on the following days:

Tuesday, April 14, 2020

Wednesday, April 15, 2020

Thursday, April 16, 2020

Friday, April 17, 2020

For the sake of academic honesty, please help the students be accountable for doing the portions of the work that were designated as Independent work. If you notice that from the student's answers that they need some help better understanding the directions or the content, feel free to reteach or review the content or directions with your student before allowing them to make a second attempt. Reach out to your scholar's teacher via email if you need further assistance.

My scholar has completed Friday's Assessments to the best of his/her abilities and I have directed these assessments with my child's academic integrity in mind.

Parent Signature: _____

I have completed Friday's Assessments to the best of my abilities.

Student Signature: _____

Student Printed Name: _____ Class Section: _____

ELAR

Literature

Chapter 9

- 1) To what does Ratty feel himself drawn? What mental treachery did he commit? What did he say to Mole about this in the first chapter? In light of this chapter, does his former vehemence seem forced? Has he struggled with the feelings before?

- 2) Ratty makes three unsuccessful attempts to find fault with the Sea Rat's life. What are they? Use direct quotes from the book, stating the page number.

Chapter 10

- 3) What does it take for Toad to get puffed up and conceited? When he becomes puffed up, what picture do you see in your mind? Use at least five sentences in this response.

- 4) The gift of being a good talker is indeed a dangerous one. In fact, any special talent can and often does lead to destruction. Why? Bonus: What character in the Trojan War was known for his smooth talking?

Grammar

Circle the gerunds. Diagram the sentences.

- 1) My hobby is swimming.
- 2) I like singing.

Name _____

MATH Assessment

For problems 1–10, simplify the numerical expression.

1. $15 + (-8)$

2. $-20 + 29$

3. $-90 + 90$

4. $-78 + 25$

5. $37 + (-45)$

6. $18 - 19$

7. $-55 - 4$

8. $-8 - (-8)$

9. $10 - (-14)$

10. $39 + (-8) - 63$

11. Provide an explanation for whether or not $-|-x| = -|x|$.

HISTORY

Directions: You will need your KWO (Key Word Outline) from Tuesday's History reading OR your Venn Diagram from Wednesday's reading.

You will select one of the two following writing prompts.

Please include a scan or picture of your KWO and Venn Diagram with the Assessment Packet.

- 1) Using your KWO, write a summary of your reading from Tuesday. One paragraph should be dedicated to "Mexico's Turbulent History" and the other to Santa Anna. How did Iturbide's victory bring more problems to Mexico? Who took over Mexico after Iturbide was exiled and later shot? In what ways did this group affect the country? What kind of person was Santa Anna? Why do you think he commissioned so many statues of himself? What led to the ultimate removal of Santa Anna from power?

The first sentence in each paragraph should introduce the topic and the last sentence (clincher) should repeat two or more keywords from the topic sentence. Each paragraph should have four or six details. Remember the facts you selected should be interesting, important, and relevant to this time in history.

OR

- 2) Write 3 paragraphs comparing and contrasting Pancho Villa and Emiliano Zapata. What did Pancho Villa do before becoming a revolutionary leader? Why was Pancho Villa a military success? Why did Pancho Villa lead raids into the United States? What was most important to Emiliano Zapata? Who were the Zapatistas? What were some of Emiliano Zapata's accomplishments?

The first paragraph should be the details that separate Pancho Villa from Zapata. What made him different? The second paragraph should detail Emiliano Zapata's accomplishments. What did he do differently from Villa? The final paragraph should detail their similarities. Did they use any of the same military tactics? Did they come from similar upbringings? Please add a topic sentence and clincher for each paragraph.