

6<sup>th</sup> Grade AMI Packet  
Literacy, Math, Science, and Social Studies

This is your child's AMI packet for the Week of **March 30th-April 3rd**. The packet is divided into subject areas for this week.

We do not know of a location to drop off completed AMI Packets. As soon as we know of a location, we will let everyone know.

The work that is compiled in the AMI Packet may review work previously taught or be new concepts from each subject. We were asked by our Principal, Mrs. Parker, to send work that would have been taught after our return from Spring Break. We are sending home information with guidance and examples the best way we can. :) The work should take **NO MORE** than about 25-30 minutes **PER** subject area.

As for the classes of Science or Social Studies, you will only have 3 days of work to complete each week due to only seeing those teachers every other day. You will have 5 days of Math and Literacy work, because you do see those teachers daily.

Each student can still email their teachers each day they are out of school from 8:00 AM until 3:00 PM if they have any questions. Parents will also be able to reach teachers via email or Remind from 8:00 AM until 3:00 PM as well.

Thank you in advance for your cooperation. Stay well and safe. :) I am attaching emails of all of the 6th grade teachers below. You may also download the REMIND App on your phone and search for the teachers and join the class. I am listing how the teachers appear when searching for their names on REMIND.

**REMIND**

Mr. Collins is Z. Collins  
Mrs. White is N. White  
Mrs. Smith is Payton Smith  
Ms. Pepper is H. Pepper  
Mrs. Bailey is Mrs. Bailey  
Mr. Riley is A. Riley

**Emails**

Mr. Z. Collins- [zac.collins@crossettschools.org](mailto:zac.collins@crossettschools.org)  
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Mr. Riley- [alan.riley@crossettschools.org](mailto:alan.riley@crossettschools.org)

Thanks again! - 6th Grade Team

## Puss in Boots



There was once a Miller, who, at his death, had nothing to leave to his three sons except his mill, his donkey, and his cat. The eldest son took the mill, the second took the donkey-and as for the youngest, all that remained for him was the cat.

The youngest son grumbled at this. "My brothers," said he, "will be able to earn an honest living; but when I have eaten my cat and sold his skin I shall die of hunger."

The Cat, who was sitting beside him, overheard this.

"Nay, Master," he said, "don't take such a gloomy view of things. If you will get me a pair of boots made so that I can walk through the brambles without hurting my feet, and give me a bag, you shall soon see what I am worth."

The Cat's master was so surprised to hear his Cat talking, that he at once got him what he wanted. The Cat drew on the boots and slung the bag round his neck and set off for a rabbit warren. When he got there he filled his bag with bran and lettuces, and stretching himself out beside it as if dead, waited until some young rabbit should be tempted into the bag. This happened very soon. A fat, thoughtless rabbit went in headlong, and the Cat at once jumped up, pulled the strings and killed him.

Puss was very proud of his success, and, going to the King's palace, he asked to speak to the King. When he was shown into the King's presence he bowed respectfully, and, laying the rabbit down before the throne, he said-

"Sire, here is a rabbit, which my master, the Marquis of Carabas, desires me to present to your Majesty."

"Tell your master," said the King, "that I accept his present, and am very much obliged to him."

A few days later, the Cat went and hid himself in a cornfield and laid his bag open as before. This time

two splendid partridges were lured into the trap, and these also he took to the Palace and presented to the King from the Marquis of Carabas. The King was very pleased with this gift, and ordered the messenger of the Marquis of Carabas to be handsomely rewarded.

For two or three months the Cat went on in this way, carrying game every day to the Palace, and saying it was sent by the Marquis of Carabas.

At last the Cat happened to hear that the King was going to take a drive on the banks of the river, with his daughter, the most beautiful Princess in the world. He at once went to his master.

"Master," said he, "if you follow my advice, your fortune will be made. Go and bathe in the river at a place I shall show you, and I will do the rest."

"Very well," said the Miller's son, and he did as the Cat told him. When he was in the water, the Cat took away his clothes and hid them, and then ran to the road, just as the King's coach went by, calling out as loudly as he could-

"Help, help! The Marquis of Carabas will be drowned."

The King looked out of the carriage window, and when he saw the Cat who had brought him so many fine rabbits and partridges, he ordered his bodyguards to fly at once to the rescue of the Marquis of Carabas.

Then the Cat came up to the carriage and told the King that while his master was bathing some robbers had stolen all his clothes. The King immediately ordered one of his own magnificent suits of clothes to be taken to the Marquis; so when the Miller's son appeared before the monarch and his daughter, he looked so handsome, and was so splendidly attired, that the Princess fell in love with him on the spot.

The King was so struck with his appearance that he insisted upon his getting into the carriage to take a drive with them.

The Cat, delighted with the way his plans were turning out, ran on before. He reached a meadow where some peasants were making hay.

"Good people," said he, "if you do not tell the King, when he comes this way, that the meadow you are mowing belongs to the Marquis of Carabas, you shall all be chopped up into little pieces."

When the King came by, he stopped to ask the haymakers to whom the meadow belonged.

"To the Marquis of Carabas, if it please Your Majesty," answered they, trembling, for the Cat's threat had frightened them terribly.

The Cat, who continued to run before the carriage, now came to some reapers.

"Good people," said he, "if you do not tell the King that all this corn belongs to the Marquis of Carabas, you shall all be chopped up into little pieces."

The King again stopped to ask to whom the land belonged, and the reapers, obedient to the Cat's command, answered-

"To the Marquis of Carabas, please Your Majesty."

And all the way the Cat kept running on before the carriage, repeating the same instructions to all the laborers he came to; so that the King became very astonished at the vast possessions of the Marquis of Carabas.

At last the Cat arrived at a great castle, where an Ogre lived who was very rich, for all the lands through which the King had been riding were part of his estate. The Cat knocked at the castle door, and asked to see the Ogre.

The Ogre received him very civilly, and asked him what he wanted.

"If you please, sir," said the Cat, "I have heard that you have the power of changing yourself into any sort of animal you please-and I came to see if it could possibly be true."

"So I have," replied the Ogre, and in a moment he turned himself into a lion. This gave the Cat a great fright, and he scrambled up the curtains to the ceiling.

"Indeed, sir," he said, "I am now quite convinced of your power to turn yourself into such a huge animal as a lion; but I do not suppose you can change yourself into a small one-such as a mouse, for instance?"

"Indeed, I can," cried the Ogre, indignantly; and in a moment the lion had vanished, while a little brown mouse frisked about the floor.

In less than half a second the Cat sprang down from the curtains and, pouncing upon the mouse, ate him all up before the Ogre had time to return to any other shape.

And when the King arrived at the castle gates, there stood the Cat upon the doorstep, bowing and saying-

"Welcome to the castle of the Marquis of Carabas!"

The Marquis helped the King and the Princess to alight, and the Cat led them into a great hall, where a feast had been spread for the Ogre.

The King was so delighted with the good looks, the charming manners, and the great wealth of the Marquis of Carabas, that he said the Marquis must marry his daughter.

The Marquis, of course, replied that he should be only too happy; and the very next day he and the Princess were married.

As for the Cat, he was given the title of Puss-in-Boots, and ever after only caught mice for his own amusement.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What did the Miller leave to his youngest son?

- A. his mill
- B. his donkey
- C. his rabbit
- D. his cat

2. What is the main problem that the youngest son faces?

- A. He does not know how to run the mill his father left him.
- B. He is poor and thinks he has no way to earn an honest living.
- C. A robber stole all his clothes while he was bathing.
- D. He cannot swim and might drown while bathing in the river.

3. The Cat is very clever. What evidence from the text supports this inference?

- A. The Cat asked his master for boots and a bag.
- B. The Cat tricked the Ogre into turning into a small animal that the Cat could eat.
- C. The Cat knocked on the door of the Ogre's castle.
- D. The Cat happened to hear that the King was going to take a drive on the banks of the river.

4. Based on the evidence in the text, what might have motivated the Cat to trick the King and get a castle for his master?

- A. The Cat hated the King and wanted to fool him.
- B. The Cat was angry and wanted to scare the laborers.
- C. The Cat was hungry and wanted to eat the Ogre.
- D. The Cat wanted to prove his worth to his master.

5. What is the theme of this story?

- A. Treat others as you wish to be treated.
- B. Do not underestimate others.
- C. Do not make promises you cannot keep.
- D. It is important to be forgiving.

6. Why might the author have used the word "grumbled" to describe the youngest son's reaction to what his father left him?

- A. to draw the reader's attention away from what the father left his other sons
- B. to clarify why the other sons may not have heard the youngest brother
- C. to suggest that the youngest son was displeased with what his father left him
- D. to convince the reader that the youngest son is being ungrateful

7. Choose the answer that best completes the sentence:

The Cat scared the haymakers into telling the King that the meadow belonged to the Marquis of Carabas. \_\_\_\_\_, the King became very astonished at the vast possessions of the Marquis of Carabas.

- A. As a result
- B. On the other hand
- C. As an illustration
- D. On the contrary

8. What did the Cat first tell his master he would do if his master brought him boots and a bag?

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**9.** The Cat tells the King that some robbers had stolen his master's clothes. How does the Cat's master benefit from this action?

Support your answer with evidence from the text.

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**10.** Explain how the Cat showed his master what he was worth.

Support your answer with evidence from the text.

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# The Art of Singing

by Kyria Abrahams



About six months ago, Alana finally started taking singing lessons. She's wanted to sing ever since she was a young girl, and now she was finally realizing her dream. Today she auditioned for the lead role in her school's production of *Annie*.

When Alana's mother took her to see *Annie*, Alana became inspired to really try singing. *Annie* was performed at an old theater called The Palace. The Palace isn't like the big multiplex movie theater downtown. For one thing, it was built in 1922 and is considered a historical building. For another, it only has one screen.

The stage at The Palace is decorated in an ornate fashion with red velvet curtains as tall as an oak tree. The Palace only has a lobby and one room with a stage. The room is very big and the sound echoes through the whole venue. If you were a loud opera singer, you could perform here and would not need a microphone.

Alana's favorite thing about The Palace was a series of giant brass pipes high up on the wall. To her, they looked like a row of teeth. Alana later learned some history about them. As it turned out, they were part of a great big pipe organ.

Back when the theater was first built, movies didn't have sound. So someone would sit at the edge of the stage and play songs on the organ. That way, there would be music to go with the movie. These were silent movies, but they didn't call them "silent" back then. Many people didn't think there would be a kind of movie with sound. When movies with sound came out, they called them "Talkies." Only then did the once regular movies become known as "Silent Films."

Alana found out that the organ stopped functioning in the 1960s. Now it's just a decoration because the music comes from the movie itself.

When Alana first saw *Annie*, she knew she wanted to audition for the lead role at some time in her life. She went home and sang "Tomorrow." She recorded herself singing and listened back to it, but it didn't sound as good as she thought it had in her head.

Her mother explained that singing is a musical talent, like playing any instrument. "You can't just pick up a trombone or a guitar and start playing it, can you?"



"No, of course not!"

"Well, your voice is also an instrument. You need to learn how to use it."

At school, Alana joined a band and the glee club. She learned how to read sheet music and sing scales. She also learned how to sing harmony and improvise with other students.

As Alana learned how to be a better singer, she learned different techniques. If she held her mouth open in certain ways, she could make different sounds. She could open her mouth wide and create an open, bright note. Or, she could push her bottom jaw out and make her voice sound higher. Sometimes, she would scrunch up her face and create a nasal sound. She loved to experiment with different sounds.

One day her music teacher gave her an assignment to write down her five favorite female singers of the 20th and 21st centuries. Alana realized she didn't actually know a lot of singers, so she went to the local library and took out some CDs to listen to. She wanted to take full advantage of the library's extensive CD collection.

These were the five artists she took out of the library:

1. Aretha Franklin
2. Janis Joplin
3. Billie Holiday
4. Whitney Houston
5. Bjork

Each of these women has a very different style of singing. They are all from different times and eras. Billie Holiday was popular in the 1940s, whereas Janis Joplin was popular in the 1960s. Janis performed at the famous Woodstock music festival. Whitney Houston had her first radio hit in the 1980s. Bjork is from Iceland and became popular in the early 2000s.

First, Alana put on Aretha Franklin. Aretha is affectionately known as the Queen of Soul. The song "Respect" came on. She belted out the letters, "R-E-S-P-E-C-T." Her voice was high pitched and clear. Alana tried to emulate it, but she couldn't do it. It just sounded like she was screaming. This is because her range wasn't high enough.

— A "range" represented a certain amount of tones. It is the distance between the lowest note and the highest note a person can sing. Most people cannot sing as high and as powerfully as Aretha Franklin can.

When Alana tried to hit these high notes, it didn't sound the same. She lost a lot of power in her voice. Aretha sings high notes very loudly, but Alana sounded soft and operatic. She realized that there is a very good reason for which Aretha is known as the Queen of Soul. "She's amazing!" Alana thought.

Then, Alana put on some Billie Holiday. An old jazz song called "Stormy Weather" played. When she began, her voice sounded high pitched and a little scratchy, but then she hit the word "weather" and suddenly it was really low. It resonated in her chest. Alana tried to recreate this. She loosened her neck and shoulders and then breathed in from above her belly with the diaphragm.

Alana watched her belly get bigger and smaller as she breathed. She pushed with a breathy cry: "we-

aaaaather." She thought that it sounded pretty good.

Alana ran through the other female artists, doing the same thing. She listened to their voices and tried to copy them. Alana thought that Bjork sounded kind of silly, whispering and screeching like a child. Janis Joplin screamed from her heart and soul. Whitney Houston sang powerfully and clearly, like the echoes of a church choir.

Each singer has a different voice because they form the notes in a different way. The human voice is amazing and elastic. It can stretch in so many different ways. In fact, a person can make different sounds just by choosing where to push the sound. In singing, this is called "placement." People can make a note through their nose, their chest, or various locations throughout their upper body.

As Alana experimented with different ways of singing, she got more comfortable with what her own voice naturally sounded like. And around this time, it was announced that her school would in fact be producing their own performance of *Annie*. Alana wanted the lead!

When she auditioned for Annie, she sang very powerfully. She let all the notes resonate from her vocal chords and echo around in her head.

"The sun'll come out... tomorrow!" she belted out. "You're only... a dayyy... a... wayyyyy!"

Her music teacher applauded.

"Alana, you've been working hard to become a better singer, and it shows. Congratulations. You've got the lead role! You're our new Annie!"

When Alana heard this, her dream came true. But she knew her dream didn't just happen because she wished and hoped it would. She'd been taking lessons and working hard. Finally, the hard work had paid off. She walked home whistling a happy little song.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What event inspired Alana to really try singing?

- A. She learned that The Palace theater had a big pipe organ.
- B. She saw *Annie* at The Palace theater.
- C. She joined the glee club at school.
- D. She listened to Aretha Franklin sing "Respect."

2. What was the result of Alana's efforts to practice singing?

- A. She got to see *Annie* at The Palace.
- B. Her mother gave her CDs of artists like Janis Joplin and Whitney Houston.
- C. She saw Bjork perform live in Iceland.
- D. She won the lead role in her school's production of *Annie*.

3. Alana followed her mother's advice to learn how to use her voice like an instrument.

What evidence from the text supports this conclusion?

- A. Alana visited The Palace and saw *Annie*.
- B. Alana recorded herself singing "Tomorrow" and listened back to it.
- C. Alana joined a band and the glee club at school and learned to read sheet music and sing scales.
- D. Alana learned some history about the pipe organ in The Palace.

4. Which of the following best describes Alana?

- A. confused
- B. discouraged
- C. adventurous
- D. motivated

5. What is the main idea of this story?

- A. Alana decides to become a singer after becoming inspired by the beautiful Palace theater.
- B. Inspired to become a better singer, Alana practices hard and wins the lead role in her school's version of *Annie*.
- C. Alana learns the different singing styles of artists like Aretha Franklin and Billie Holiday.
- D. Alana discovers how to control her voice's pitch, range, and placement as she listens to different female artists.

6. Read these sentences from the text.

"Alana watched her belly get bigger and smaller as she breathed. She pushed with a breathy cry: 'we-aaaaather.'"

Why did the author stretch out the word weather?

- A. to imitate the sound Alana made when she sang
- B. to emphasize how happy Alana felt when she sang
- C. to show how hard it is to sing the word weather
- D. to emphasize the importance of the word weather

7. Choose the answer that best completes the sentence.

After seeing Annie, Alana went home and recorded herself singing "Tomorrow."  
\_\_\_\_\_, the recording didn't sound as good as she thought it would.

- A. Including
- B. Earlier
- C. However
- D. Such as

8. What assignment did Alana's music teacher give her?

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9. What did Alana do to help her with the assignment?

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10. Explain how her music teacher's assignment helped Alana win the lead in *Annie*.

Support your answer with evidence from the text.

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# The Center of the City

by ReadWorks



The sun was sinking in the sky as Chet, Maly, and their classmates visited the last stop on their school field trip to Angkor Wat, one of the most significant U.N. World Heritage Sites in Southeast Asia. They had already seen the main attraction, Angkor Wat itself, the large twelfth-century temple. They had wandered along the stone paths, exploring the various buildings-not only temples, but reservoirs, canals, communication routes, and monastic universities. Maly was amazed at the sophistication of the historical site, and wished she could see Angkor in its former glory days. Looters as well as the destructive effects of nature had inevitably ruined parts of the stone structures, but nothing could distract from the beautiful architecture that was left behind.

"And here it is, the Bayon Temple!" said their teacher, Mr. Reynolds, as they came to a massive stone building, smaller than Angkor Wat, but similar, marked by its pillars-the tallest in the middle, decreasing in height as they spread out further from the center. As the students walked closer and closer, they noticed something unique about these pillars. Huge stone faces were carved on the top of the towers, each with a calm smile. "The Bayon Temple is most famous for those faces that depict the bodhisattva Avalokiteshvara-quite a mouthful, huh!" Mr. Reynolds told his students.

"So this is a Buddhist temple?" asked Maly. She recognized the word "bodhisattva," which her father had told her meant enlightened being.

"Absolutely!" replied Mr. Reynolds.

The students soon scattered to take a closer look at the stone carvings. A few wandered along the outskirts, where long carved walls depicted scenes from everyday life, historical events, and legends. Mr. Reynolds said that the intricate carvings were most likely painted and gilded back when the city was populated by civilians, but they had worn down with age. Chet was still impressed by the detail that had survived centuries, and lightly traced the carvings with his fingertips.

"You know," Mr. Reynolds started, "this temple is actually located in the exact center of the city of Angkor Thom." Chet looked away from the stone reliefs and up at his teacher.

"So this was the center of the ancient Khmer empire?" Chet asked.

"Exactly! It actually was the capital city. And they placed the Bayon Temple here because it represented the location where heaven and earth intersected. It was a very sacred place," Mr. Reynolds explained.

Chet looked around. The surrounding grounds were quiet, like Ta Prohm, the temple they had just visited before this one. His classmates walked in silence, peering at the gigantic faces that loomed above. There were a few other groups that tagged along behind tour guides, who rattled off facts about the site. Out of the corner of his eye, he noticed three small Cambodian children chatting to each other, watching the tourists move from wall to wall. They giggled occasionally, but mostly just whispered to each other in Khmer, the official language of Cambodia. Chet had previously noticed young children running around the grounds of the historical site, some selling small paper animals, others just talking with the tourists.

Mr. Reynolds had been speaking to another student about the history of the Bayon temple when he saw Chet looking over at the kids. "A lot of young Cambodian children come here instead of going to school because they can make much more money for their families," he explained to Chet. "Some sell little trinkets to the tourists, and others will act as mini-tour guides," Mr. Reynolds said.

Chet dug his hand around his pocket in search of extra change. He figured he could spare some of his own money for these children in need. But would that be encouraging them to miss school? Perhaps if they weren't earning money here, they would return to their classes. Then they might be able to learn more and use their increased knowledge for a future with more opportunities.

Mr. Reynolds noticed Chet's confused expression. "It's a tough situation-you just want to help, but often you're dealing with a much larger problem. If you're concerned about their wellbeing, sometimes it's better to give food and clothes, since you know that will help them directly," Mr. Reynolds said. Then he looked at his watch. "But we have to run! The bus will be waiting for us!" He ran off to gather the students. Chet continued to watch the kids and wished he could do something to help.

On his way back to the bus, he told Maly about the discussion he had had with Mr. Reynolds about the children. "I'm sure you can find a way to help the kids! It's not easy, but I'm sure you can do it," she told him. As he boarded the bus, Chet was busy brainstorming, smiling at the thought of possibly returning to this ancient site.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What significant U.N. World Heritage Site do Chet, Maly, and their classmates visit?

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2. Who are the main characters in the story?

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3. The Bayon Temple is located in the exact center of the ancient Khmer empire. This center represented the location where it was believed heaven and earth intersected. What can be concluded about the Bayon Temple based on this information?

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4. Chet wants to help the Cambodian children he sees at Angkor Wat. Based on this information, what can you infer about Chet's character?

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5. What is this story mostly about?

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6. Read the sentences and answer the question.

"Mr. Reynolds said that the intricate carvings were most likely painted and gilded back when the city was populated by civilians, but they had worn down with age. Chet was still impressed by the detail that had survived centuries, and lightly traced the carvings with his fingertips."

What does the word "intricate" indicate about the carvings as used in this text?

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7. What word or phrase best completes the sentence?

Chet wants to help the Cambodian children in need; \_\_\_\_\_, he is not sure how exactly he should help.

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8. Describe the carvings on the Bayon Temple.

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9. According to Mr. Reynolds, why do a lot of Cambodian children go to Angkor Wat?

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**10.** People or things of both the past and present can be part of one's experience at Angkor Wat. Use evidence from the text to support or argue against this conclusion.

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March 30 - April 3

AMI WEEK 1  
Math: 6th GRADE

Unit 7: Rational Numbers

Opposite Numbers:

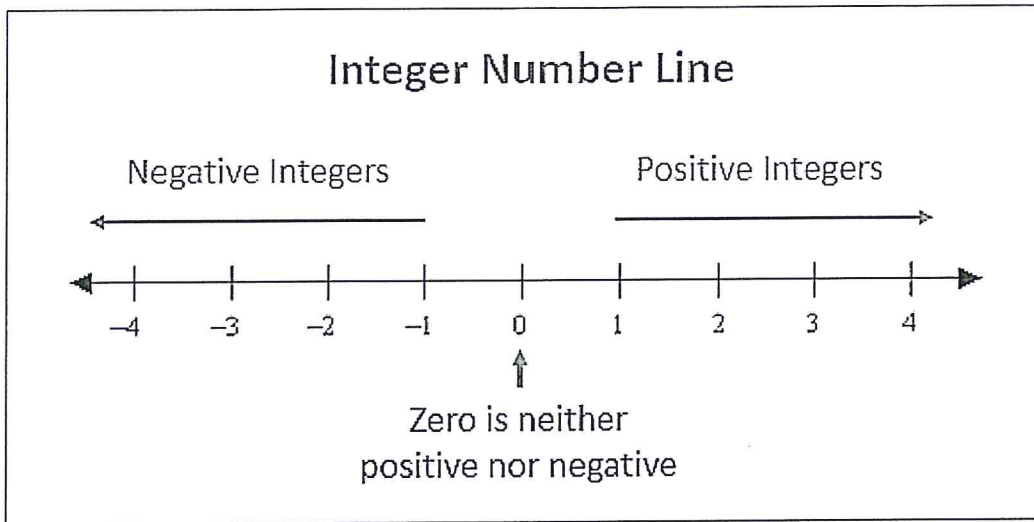
- Every Number has an Opposite Number.
  - Example: +75 (can also just be written as 75): opposite of a POSITIVE 75 is a NEGATIVE -75
  - Example: -12.5: opposite of a NEGATIVE -12.5 is a POSITIVE +12.5 or 12.5

How to Write Positive and Negative Numbers Correctly:

- To Write a Negative Number, you place a Negative Sign IN FRONT of the number. (-)
  - Example: -56,  $-\frac{1}{2}$ , -3.44, and so on
- To Write a Positive Number, you place a Positive Sign IN FRONT of the number OR just write the number. When there is NO SIGN IN FRONT of a number it is considered a POSITIVE NUMBER. (+)
  - Example: +15.5 or 15.5,  $+\frac{3}{4}$  or  $\frac{3}{4}$ , +45 or 45

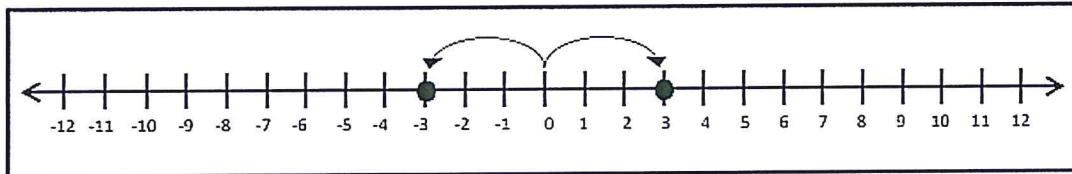
Positive and Negative Numbers on a Number Line:

- Positive Numbers are on the RIGHT of the ZERO
- Negative Numbers are on the LEFT of the ZERO
- ZERO is NEITHER Negative or Positive= Zero is just Zero
  - You do not place a - or + sign in front of the Zero. It is JUST ZERO.
- See the example below.



#### Displaying Opposites on a Number Line:

- See the Example below.
- Opposites of each number should be the SAME distance from ZERO on the number line.



#### Determining Which Number is Bigger or Smaller on a Number Line:

- A POSITIVE Number is always LARGER than any NEGATIVE Number
- If you have 2 Negative Numbers on a Number Line and you need to determine which is Larger or Smaller, you have to look at the location of the number in comparison to the ZERO.
- NEGATIVE NUMBERS: With a NEGATIVE Number ONLY, the CLOSER the number is to the ZERO the LARGER it is.  
-Example: -2 is Larger than -4  
              -10 is Smaller than -5  
              -3 is Smaller than +5

+4 is Larger than +1  
-12.5 is Larger than -15.1

### Inequality Symbols:

- $<$  is the LESS THAN Sign
- $>$  is the GREATER THAN Sign
- $\leq$  is LESS THAN OR EQUAL TO
- $\geq$  is GREATER THAN OR EQUAL TO

-Examples:  $-25 < 35$

$$-12 > -15$$

$$32 < 125$$

$$45 > -55$$

$$-8 < -4$$

$$7 \leq 7$$

$$-12 \geq -12$$

### Ordering Positive and Negative Numbers from LEAST to GREATEST and GREATEST to LEAST:

- Examples: Place the following numbers in order from LEAST to GREATEST.
  - $-5, -3, 2, -7, 6$ : Answer:  $-7, -5, -3, 2, 6$
  - $12, 6, 7, 0, -8, -3$ : Answer:  $-8, -3, 0, 6, 7, 12$
- Examples: Place the following numbers in order from GREATEST to LEAST.
  - $4, 0, -6, -4, 5, 9, -12$ : Answer:  $9, 5, 4, 0, -6, -12$
  - $6, -9, 3, -11, 4, 9, -3$ : Answer:  $9, 6, 4, 3, -3, -9, -11$

Use >, < or = to compare.

Answer key is behind it. ☺

Answers

1)  $-59$  \_\_\_  $-60$

2)  $-47$  \_\_\_  $-46$

3)  $-24$  \_\_\_  $-69$

4)  $-34$  \_\_\_  $38$

5)  $-73$  \_\_\_  $76$

6)  $-85$  \_\_\_  $-86$

7)  $-28$  \_\_\_  $-27$

8)  $-98$  \_\_\_  $-97$

9)  $-30$  \_\_\_  $32$

10)  $-35$  \_\_\_  $42$

11)  $-63$  \_\_\_  $-64$

12)  $-42$  \_\_\_  $-41$

13)  $-83$  \_\_\_  $-80$

14)  $-45$  \_\_\_  $-46$

15)  $-31$  \_\_\_  $-82$

16)  $-74$  \_\_\_  $-58$

17)  $-82$  \_\_\_  $-35$

18)  $-81$  \_\_\_  $-39$

19)  $-60$  \_\_\_  $-61$

20)  $-81$  \_\_\_  $91$

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_

Use  $>$ ,  $<$  or  $=$  to compare.

1)  $-59$        $-60$

2)  $-47$        $-46$

3)  $-24$        $-69$

4)  $-34$        $38$

5)  $-73$        $76$

6)  $-85$        $-86$

7)  $-28$        $-27$

8)  $-98$        $-97$

9)  $-30$        $32$

10)  $-35$        $42$

11)  $-63$        $-64$

12)  $-42$        $-41$

13)  $-83$        $-80$

14)  $-45$        $-46$

15)  $-31$        $-82$

16)  $-74$        $-58$

17)  $-82$        $-35$

18)  $-81$        $-39$

19)  $-60$        $-61$

20)  $-81$        $91$

Answers

1.       $>$

2.       $<$

3.       $>$

4.       $<$

5.       $<$

6.       $>$

7.       $<$

8.       $<$

9.       $<$

10.       $<$

11.       $>$

12.       $<$

13.       $<$

14.       $>$

15.       $>$

16.       $<$

17.       $<$

18.       $<$

19.       $>$

20.       $<$



Use >, < or = to compare.

Answer key is behind it. 😊

Answers

1)  $-22$  \_\_\_  $27$

2)  $-71$  \_\_\_  $76$

3)  $-62$  \_\_\_  $56$

4)  $-99$  \_\_\_  $-76$

5)  $-36$  \_\_\_  $-81$

6)  $-36$  \_\_\_  $-37$

7)  $-65$  \_\_\_  $-64$

8)  $-42$  \_\_\_  $41$

9)  $-37$  \_\_\_  $-38$

10)  $-79$  \_\_\_  $89$

11)  $-97$  \_\_\_  $-96$

12)  $-43$  \_\_\_  $-42$

13)  $-73$  \_\_\_  $69$

14)  $-41$  \_\_\_  $-92$

15)  $-70$  \_\_\_  $78$

16)  $-28$  \_\_\_  $-29$

17)  $-23$  \_\_\_  $14$

18)  $-92$  \_\_\_  $86$

19)  $-41$  \_\_\_  $-91$

20)  $-99$  \_\_\_  $90$

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_

Use  $>$ ,  $<$  or  $=$  to compare.

- 1)  $-22$        $27$
- 2)  $-71$        $76$
- 3)  $-62$        $56$
- 4)  $-99$        $-76$
- 5)  $-36$        $-81$
- 6)  $-36$        $-37$
- 7)  $-65$        $-64$
- 8)  $-42$        $41$
- 9)  $-37$        $-38$
- 10)  $-79$        $89$
- 11)  $-97$        $-96$
- 12)  $-43$        $-42$
- 13)  $-73$        $69$
- 14)  $-41$        $-92$
- 15)  $-70$        $78$
- 16)  $-28$        $-29$
- 17)  $-23$        $14$
- 18)  $-92$        $86$
- 19)  $-41$        $-91$
- 20)  $-99$        $90$

Answers

1.       $<$
2.       $<$
3.       $<$
4.       $<$
5.       $>$
6.       $>$
7.       $<$
8.       $<$
9.       $>$
10.       $<$
11.       $<$
12.       $<$
13.       $<$
14.       $>$
15.       $<$
16.       $>$
17.       $<$
18.       $<$
19.       $>$
20.       $<$

Solve each problem.

Answer key  
is behind it. 😊

Answers

- 1) Which number is more? -35 or 31?
- 2) Which number is more? -42 or -21?
- 3) Which number is more? -85 or -58?
- 4) Which number is more? -49 or -55?
- 5) Which number is more? -68 or 63?
- 6) Which number is less? -51 or -73?
- 7) Which number is less? -39 or 36?
- 8) Which number is more? -92 or -93?
- 9) Which number is less? -88 or 82?
- 10) Which number is less? -99 or -95?
- 11) Which number is less? -76 or -68?
- 12) Which number is less? -20 or -16?
- 13) Which number is more? -95 or -94?
- 14) Which number is more? -52 or 54?
- 15) Which number is less? -51 or 58?
- 16) Which number is more? -45 or -75?
- 17) Which number is less? -44 or -51?
- 18) Which number is more? -59 or -100?
- 19) Which number is more? -24 or -27?
- 20) Which number is less? -93 or 84?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

Solve each problem.

- 1) Which number is more? -35 or 31?
- 2) Which number is more? -42 or -21?
- 3) Which number is more? -85 or -58?
- 4) Which number is more? -49 or -55?
- 5) Which number is more? -68 or 63?
- 6) Which number is less? -51 or -73?
- 7) Which number is less? -39 or 36?
- 8) Which number is more? -92 or -93?
- 9) Which number is less? -88 or 82?
- 10) Which number is less? -99 or -95?
- 11) Which number is less? -76 or -68?
- 12) Which number is less? -20 or -16?
- 13) Which number is more? -95 or -94?
- 14) Which number is more? -52 or 54?
- 15) Which number is less? -51 or 58?
- 16) Which number is more? -45 or -75?
- 17) Which number is less? -44 or -51?
- 18) Which number is more? -59 or -100?
- 19) Which number is more? -24 or -27?
- 20) Which number is less? -93 or 84?

Answers

1. 31
2. -21
3. -58
4. -49
5. 63
6. -73
7. -39
8. -92
9. -88
10. -99
11. -76
12. -20
13. -94
14. 54
15. -51
16. -45
17. -51
18. -59
19. -24
20. -93

Determine which choice best answers the question.

ANSWER KEY IS BEHIND IT.

Answers

1) Which choice shows the values from least to greatest?

- A. -3, -1, 7, 4
- B. 7, 4, -1, -3
- C. -1, -3, 7, 4
- D. -3, -1, 4, 7

2) Which choice shows the values from greatest to least?

- A. -84, -87, -74, -73
- B. -74, -84, -73, -87
- C. -73, -74, -84, -87
- D. -87, -84, -74, -73

3) Which choice shows the values from least to greatest?

- A. -2, -9, 1, 10
- B. -9, -2, 1, 10
- C. -9, -2, 10, 1
- D. 10, 1, -9, -2

4) Which choice shows the values from least to greatest?

- A. 2, -3, -9, -6
- B. -3, -6, 2, -9
- C. 2, -3, -6, -9
- D. -9, -6, -3, 2

5) Which choice shows the values from least to greatest?

- A. -721, -775, -482, -759
- B. -759, -775, -482, -721
- C. -775, -759, -721, -482
- D. -482, -721, -759, -775

6) Which choice shows the values from least to greatest?

- A. 7, 3, -6, 0
- B. 7, -6, 3, 0
- C. 7, 3, 0, -6
- D. -6, 0, 3, 7

7) Which choice shows the values from least to greatest?

- A. -4, -7, -1, -6
- B. -6, -7, -1, -4
- C. -1, -7, -4, -6
- D. -7, -6, -4, -1

8) Which choice shows the values from least to greatest?

- A. -10, -9, 1, 2
- B. -9, -10, 2, 1
- C. 1, -9, 2, -10
- D. 2, 1, -9, -10

9) Which choice shows the values from least to greatest?

- A. -87, -76, -60, -52
- B. -52, -87, -60, -76
- C. -52, -60, -87, -76
- D. -76, -87, -52, -60

10) Which choice shows the values from least to greatest?

- A. -81, -69, -67, -65
- B. -81, -69, -65, -67
- C. -69, -81, -67, -65
- D. -65, -67, -81, -69

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Determine which choice best answers the question.

Answers

1) Which choice shows the values from least to greatest?

- A. -3 , -1 , 7 , 4
- B. 7 , 4 , -1 , -3
- C. -1 , -3 , 7 , 4
- D. -3 , -1 , 4 , 7

2) Which choice shows the values from greatest to least?

- A. -84 , -87 , -74 , -73
- B. -74 , -84 , -73 , -87
- C. -73 , -74 , -84 , -87
- D. -87 , -84 , -74 , -73

3) Which choice shows the values from least to greatest?

- A. -2 , -9 , 1 , 10
- B. -9 , -2 , 1 , 10
- C. -9 , -2 , 10 , 1
- D. 10 , 1 , -9 , -2

4) Which choice shows the values from least to greatest?

- A. 2 , -3 , -9 , -6
- B. -3 , -6 , 2 , -9
- C. 2 , -3 , -6 , -9
- D. -9 , -6 , -3 , 2

5) Which choice shows the values from least to greatest?

- A. -721 , -775 , -482 , -759
- B. -759 , -775 , -482 , -721
- C. -775 , -759 , -721 , -482
- D. -482 , -721 , -759 , -775

6) Which choice shows the values from least to greatest?

- A. 7 , 3 , -6 , 0
- B. 7 , -6 , 3 , 0
- C. 7 , 3 , 0 , -6
- D. -6 , 0 , 3 , 7

7) Which choice shows the values from least to greatest?

- A. -4 , -7 , -1 , -6
- B. -6 , -7 , -1 , -4
- C. -1 , -7 , -4 , -6
- D. -7 , -6 , -4 , -1

8) Which choice shows the values from least to greatest?

- A. -10 , -9 , 1 , 2
- B. -9 , -10 , 2 , 1
- C. 1 , -9 , 2 , -10
- D. 2 , 1 , -9 , -10

9) Which choice shows the values from least to greatest?

- A. -87 , -76 , -60 , -52
- B. -52 , -87 , -60 , -76
- C. -52 , -60 , -87 , -76
- D. -76 , -87 , -52 , -60

10) Which choice shows the values from least to greatest?

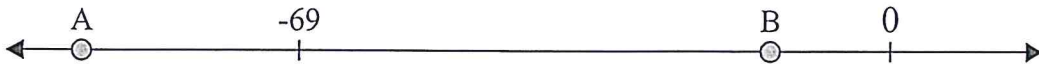
- A. -81 , -69 , -67 , -65
- B. -81 , -69 , -65 , -67
- C. -69 , -81 , -67 , -65
- D. -65 , -67 , -81 , -69

- 1.         D
- 2.         C
- 3.         B
- 4.         D
- 5.         C
- 6.         D
- 7.         D
- 8.         A
- 9.         A
- 10.         A

H. 11

Solve each problem.

1) Which letter best shows -14?



1. \_\_\_\_\_

2) Which letter best shows -81?



2. \_\_\_\_\_

3) Which letter best shows -76?



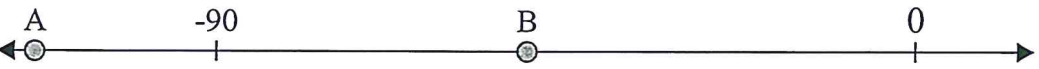
3. \_\_\_\_\_

4) Which letter best shows -59?



4. \_\_\_\_\_

5) Which letter best shows -113?



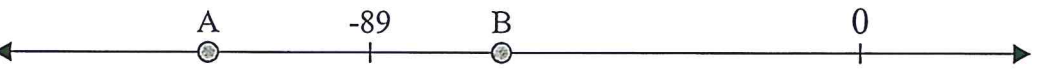
5. \_\_\_\_\_

6) Which letter best shows -46?



6. \_\_\_\_\_

7) Which letter best shows -118?



7. \_\_\_\_\_

8) Which letter best shows -79?



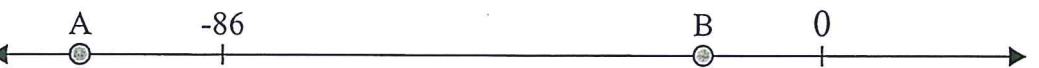
8. \_\_\_\_\_

9) Which letter best shows -57?



9. \_\_\_\_\_

10) Which letter best shows -17?



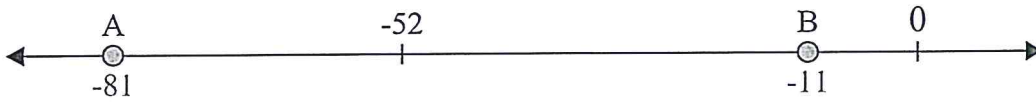
10. \_\_\_\_\_

Solve each problem.

1) Which letter best shows -14?



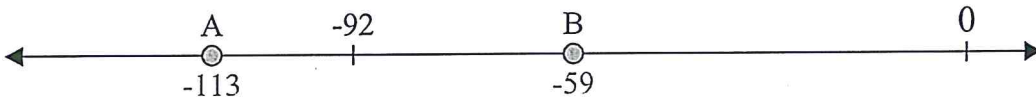
2) Which letter best shows -81?



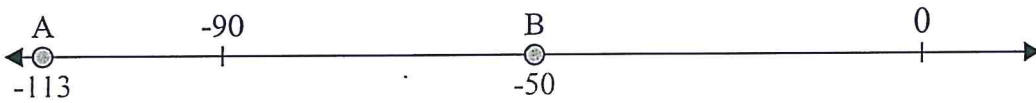
3) Which letter best shows -76?



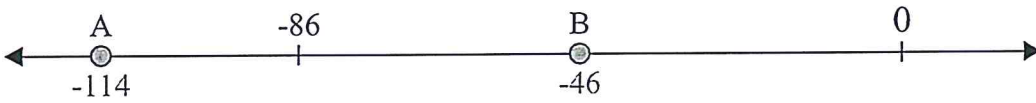
4) Which letter best shows -59?



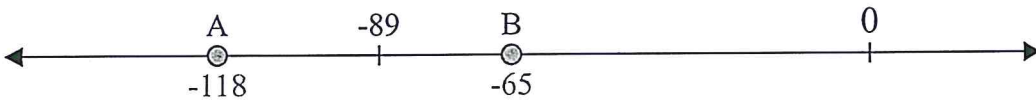
5) Which letter best shows -113?



6) Which letter best shows -46?



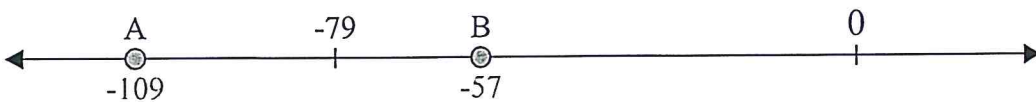
7) Which letter best shows -118?



8) Which letter best shows -79?



9) Which letter best shows -57?



10) Which letter best shows -17?



Answers

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



For Science, you will not  
receive any AMI WORK for  
Weeks 2 & 3.

6<sup>th</sup> Grade Science  
M. Bailey

Hello everyone!

I want to start by saying that I miss all of you so much. You all are my kiddos and I am praying that you all stay safe and healthy through this ordeal. I am hoping to be able to connect with as many of you by using Zoom as soon as possible, so you may want to go ahead and download that app now.

This packet will include instructions on getting Remind, the Facebook group, and how to access your digital textbook. I will be assigning the same lesson from this packet on the digital platform. Those who can access the internet will be able to turn in their assignments faster than just working them in the book. I am also including the quizzes for these units in the packet. They will also be available through the online digital platform. Do not get overwhelmed by any of this. It will just be a few pages a day of reading and answering questions.

Also, if you are missing our good friends, Tim and Moby, you can access brainpop by going to [www.brainpop.com](http://www.brainpop.com). Username: crossettes Password: brainpop (I know, not very creative). They have videos on many different subjects, so I'm sure you will find it extremely helpful through all of this.

Currently, we do plan to return to school before the school year is over. I have prepared these instructions for the worst-case scenario. Whenever we go back to school, these lessons would end, and normal school lessons would resume.

HMH Digital Textbook:

Open Ed: Your Friend in Learning at the following URL:

<https://www.hmhco.com/ed>

Username: student email

Password: Eagles123!

Missing you all so much,

Mrs. Bailey

This is science  
WORK for March 30<sup>th</sup> -  
April 17<sup>th</sup>.

**Assignments by date:**

March 31 – April 1:

- Finish AMI Packet from that Friday Day 4

April 2-3:

- Finish AMI Packet from that Friday Day 5

April 6-7:

- Water Cycle Exploration 1: pages 46-50

April 8-9:

- Water Cycle Exploration 2: pages 51-54

April 13-14:

- Water Cycle Exploration 3: pages 55-58

April 15-16:

- Water Cycle Exploration 4: pages 59-62

April 17-20:

- Lesson Self-Check: pages 65-67
- Water Cycle Quiz

Those students with modified assignments, please do the best you can on the daily work, answer to your ability. For the lesson checks and quizzes, you only have to answer the odd numbers.



# Sign up for important updates from Mrs. Bailey.

Get information for **Crossett Middle School** right on your phone—not on handouts.


Pick a way to receive messages for **6th Grade Science 2019**:

**A** If you have a smartphone, get push notifications.

On your iPhone or Android phone, open your web browser and go to the following link:

[rmd.at/cmssci2019](http://rmd.at/cmssci2019)

Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app.




**B** If you don't have a smartphone, get text notifications.

Text the message @cmssci2019 to the number 81010.

If you're having trouble with 81010, try texting @cmssci2019 to (870) 390-4115.

\* Standard text message rates apply.



Don't have a mobile phone? Go to [rmd.at/cmssci2019](http://rmd.at/cmssci2019) on a desktop computer to sign up for email notifications.



# Facebook



1. Go to [www.Facebook.com](http://www.Facebook.com)
2. Join the group called **Mrs. Bailey's 6<sup>th</sup> Grade Science Interactive Notebook**
3. Comment any questions you have on any part of the notebook that you do not understand.
4. Thank you for being a part of your child's education.



**Mrs. Bailey's 6th Grade  
Science Interactive  
Notebook >**



Your organization may be using single sign on (SSO) login credentials or it may be using login credentials that are specific to *Ed: Your Friend in Learning*. For SSO login instructions, see [Log In for SSO users](#). For specific-to-Ed login instructions, see the detailed steps below.

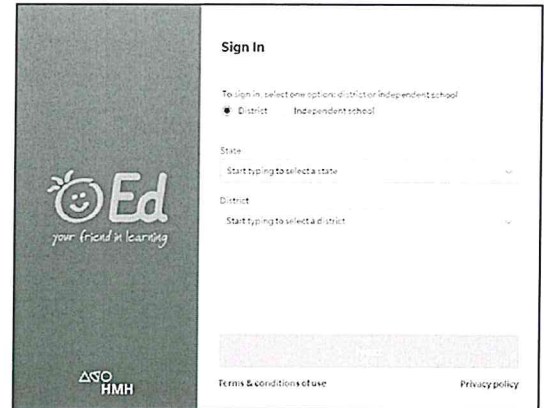
### How to Log In to *Ed: Your Friend in Learning* Directly (non-SSO users)

- **Before you can log in**, you must have a user name and a password.
  - If you are logging in to *Ed: Your Friend in Learning* for the first time, your administrator or teacher must provide you with your user name and password information.
  - If you have forgotten your user name or password, ask your teacher for help.

- 1 Open *Ed: Your Friend in Learning* at the following URL:  
<https://www.hmhco.com/ed>

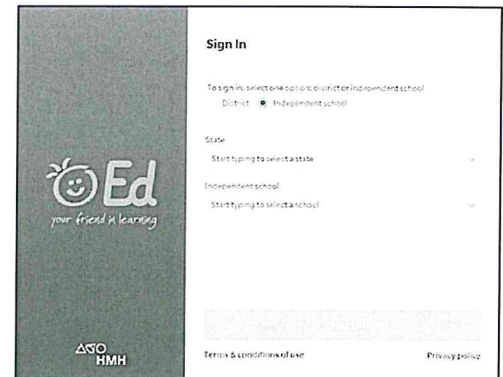
The **Sign In** page appears.

**Note:** If you have logged in to *Ed* before this session, your location information is already saved and the opening **Sign In** page shows the **Username** and **Password** fields. If so, skip to step 3.



- 2 Based on your organization type, do the following:

| <u>Organization Type</u>                   | <u>Action</u>  |
|--|--|
| District                                   | <ol style="list-style-type: none"> <li>a. Select the <b>District</b> option button. (selected by default)</li> <li>b. In the <b>State</b> field, begin typing the name of your state or select from the list.</li> <li>c. In the <b>District</b> field, begin typing the name of your district or select from the list.</li> <li>d. Click <b>Next</b>.</li> </ol>  |
| Independent school<br>or<br>Private school | <ol style="list-style-type: none"> <li>a. Select the <b>Independent School</b> option button. The District field changes to Independent school.</li> <li>b. In the <b>State</b> field, begin typing the name of your state or select from the list.</li> <li>c. In the <b>Independent school</b> field, begin typing the name of your school or select from the list</li> <li>d. Click <b>Next</b>.</li> </ol> |



The **Username** and **Password** fields appear.

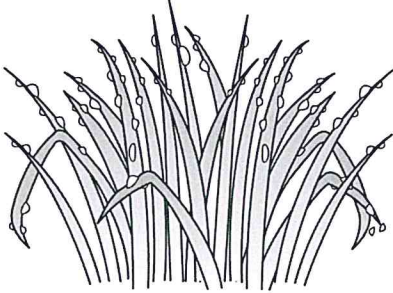
- 3 Type your user name and password.
- 4 Click **Sign In**. The **Discover** page appears.

If you have logged in to Ed before this session, the module or unit within the program that you were viewing when you last logged out is displayed and identified as **LAST VIEWED**.

**Quiz: The Water Cycle**

Read each question. Circle the letter of the correct answer.

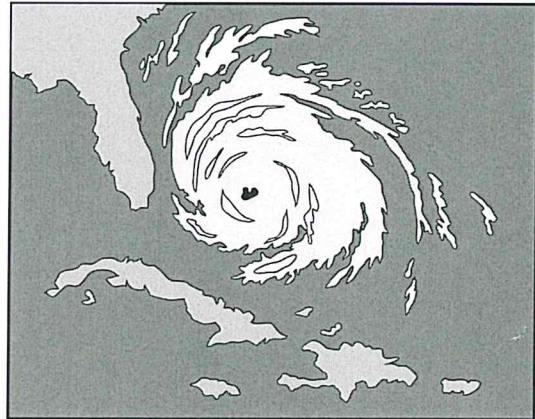
1. The picture shows wet grass.



Which process occurred when the water droplets formed on the grass?

- A. deposition
  - B. sublimation
  - C. evaporation
  - D. condensation
2. A weather report stated that rain was likely with some snow and hail also possible. Which statement is not true about rain, snow, and hail?
- A. They all form in clouds.
  - B. They are all precipitation.
  - C. They are all the same state.
  - D. They are all made of water.

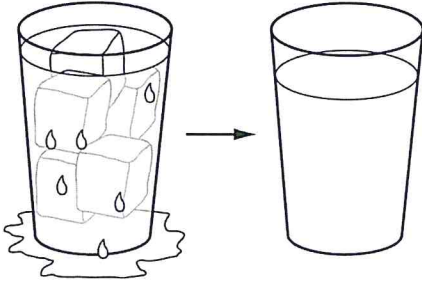
3. Which example best shows how the water cycle carries on energy transfer?
- A. a flooding river depositing silt on a floodplain
  - B. a warm ocean current warming the air above it
  - C. ocean water depositing sand particles on a shore
  - D. water seeping through the soil and dissolving salts
4. The picture shows a hurricane over the ocean.



Which statement best describes the energy flow in the formation of a hurricane?

- A. Energy is released as water freezes and absorbed as clouds condense.
- B. The sun's energy is absorbed as water evaporates and released as it falls as rain.
- C. Energy is released as clouds condense and absorbed as rain falls to cause a hurricane.
- D. The sun's energy is absorbed as water evaporates and released as it condenses into hurricane clouds.

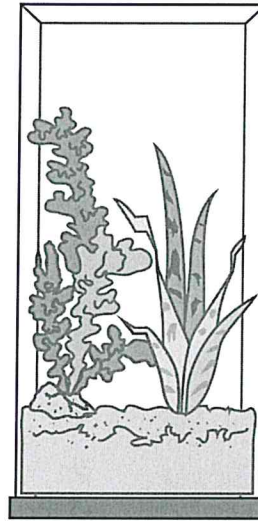
5. A glass of ice water is shown below before and after it reaches room temperature.



Which statement explains something that occurred in the time between these two images?

- A. As water vapor condensed on the glass, it absorbed energy.
- B. The ice cubes expanded in volume as they melted into liquid water.
- C. The water droplets outside the glass absorbed energy as they evaporated.
- D. Some liquid water inside the glass sublimated into water vapor in the air.

6. Tai grows plants in a container called a terrarium, as shown. He keeps the terrarium on a sunny windowsill.



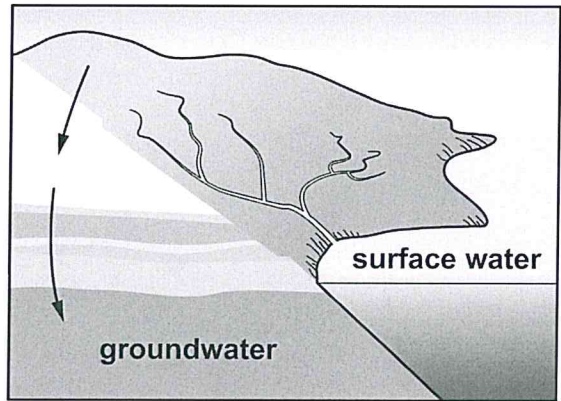
The terrarium is completely closed, so Tai cannot add water to the plants. However, the plants have enough water to grow. Which statement best explains why the plants always have enough water?

- A. The air cannot hold all of the water vapor.
- B. Water is unable to evaporate from the soil.
- C. The plants take up water and store it in their stems and leaves.
- D. Energy from the sun cycles water through the soil, the plants, and the air.
7. Which are three ways water reaches the atmosphere?
- A. sublimation, condensation, transpiration
- B. evaporation, radiation, and condensation
- C. transpiration, evaporation, and sublimation
- D. transpiration, condensation, and precipitation



Read each statement. Write your answer on the lines.

8. The diagram below shows an area of land near an ocean.



Describe two ways that rainwater that falls on the land could be transported to the ocean without first entering the atmosphere.

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9. Rainfall over land often results in water runoff and infiltration. Explain how runoff differs from infiltration.

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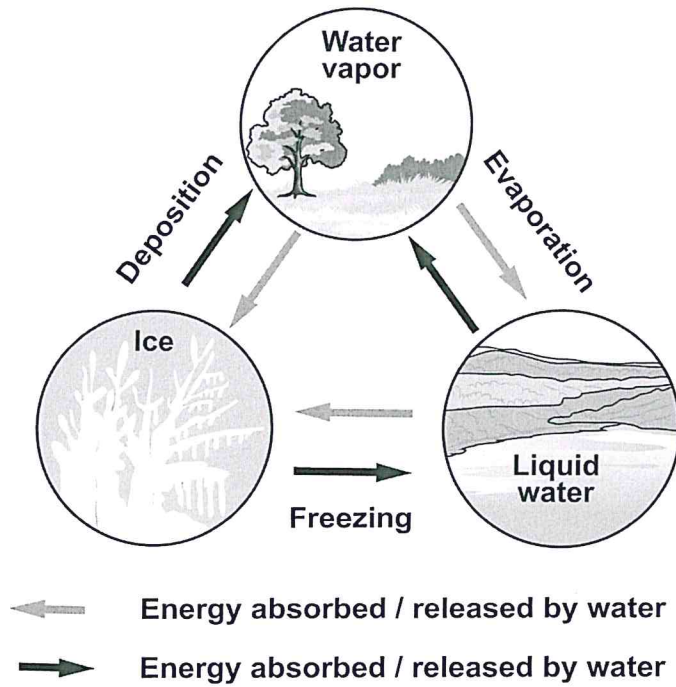
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10. The diagram shows the changes among the three states of water.



Explain the water cycle starting as a water molecule in the ocean.

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# Hebrews and the Land of Milk and Honey

By USHistory.org, adapted by Newsela staff on 03.03.17

Word Count 765

Level 950L



An illustration of Moses with the Ten Commandments. Photo: Wikimedia Commons

Empires rose and empires fell. The Babylonians, the Assyrians and the Persians accumulated immense wealth and power that allowed them to build capital cities of striking beauty. But their cities and palaces eventually fell into decay and were covered by thousands of years of sand and dust.

One of their relatively powerless contemporary groups outlived those great empires. These people were the Hebrews, known also as Israelites or, later, Jews.

Their early contribution to humankind was not military power or groundbreaking technology. Rather, it was the revolutionary idea that there was only one god, a belief known as monotheism. This one god was called Yahweh. To the Hebrews, Yahweh was all powerful and all knowing yet beyond human understanding. These beliefs influenced the founding of the religions of Christianity and Islam.

**Abraham and the Torah**

The history of the early Hebrews is known primarily from one of their sacred texts, the Torah. This comprises the first five books of the Old Testament of the Bible. According to the Torah, Abraham is the ancestral patriarch, or father, of the Hebrew people.

Abraham was born in the Sumerian city of Ur. Yahweh visited Abraham, it is said, and instructed him to smash the idols of his father's gods, to worship the one and only true god, Yahweh and to move his family to Canaan. Yahweh promised Abraham that if he followed these commands, he would be the founder of a great nation. His people would live in a land flowing with milk and honey. This land, known as Canaan in ancient times, is roughly located in the same place as modern-day Israel.

Abraham's migration took place sometime between 2000 and 1700 B.C., which was 4,100 to 3,800 years ago. It occurred at a time when the Canaanites lived in relatively small, walled cities. The Hebrews, who were nomadic herders, were tolerated by the Canaanites.

However, the land that Abraham and his followers found was no paradise. The dry climate and rocky soil required considerable effort to survive. Drought eventually forced Abraham and his family to move to Egypt.

### **The Twelve Tribes**

The Torah tells how Abraham had a son, Isaac. Isaac's son was Jacob, who in turn had 12 boys. These sons became the leaders of the Twelve Tribes of Israel. Jacob's most beloved son, Joseph, was sold into slavery by his jealous brothers. However, Joseph rose to become the Egyptian pharaoh's chief minister of the land.

When a drought plagued Canaan, his same brothers came to Egypt, begging him for grain. Ignoring their past mistreatment of him, Joseph supplied them with food and convinced them to stay in Egypt.

There, the Hebrews prospered and became a great nation. They became so numerous that a later pharaoh enslaved them.

### **The Exodus to Canaan**

The Torah then recounts the story of Moses, a legendary leader who freed the Hebrews. This event, known as the Exodus, most likely occurred between 1224 and 1211 B.C. After what the Hebrews believed were a series of acts by Yahweh on their behalf, Moses led his people out of Egypt.

The Hebrews then wandered in the desert for 40 years as they sought to return to Canaan. During this time, Moses received what later became known as the Ten Commandments from Yahweh. These laws were meant to govern people's beliefs and behavior. He also struggled to keep his people loyal to Yahweh. Moses, though, died before he could lead his people back to Canaan.

That task fell to Joshua. Under his leadership, the Hebrews settled among the Canaanites and the Philistines. The Old Testament tells of Joshua's victorious battles against these people. Over time, the Hebrews began to adopt the ways of the Canaanites. They settled down to a life of farming and herding.

In 722 B.C., the northern half of Hebrew lands known as Israel was invaded and mostly destroyed by the Assyrians. The southern half, known as Judea, survived until around 597 B.C. Then the Babylonians defeated the Judeans and carried most of them back to Babylon as captives.

During their captivity in Babylon, Hebrew scribes recorded the history of their people and their relationship with their god Yahweh. After 539 B.C., the Persians under Cyrus II conquered Babylon. He allowed the Hebrews to return to their holy city of Jerusalem. However, other empires continued to dominate the Hebrew people. About 2,000 years ago, the Romans destroyed Jerusalem. They sent most of the Jews into exile. They would not return to their homeland as a united people until the 20th century A.D.

## Quiz

- 1 Which section of the article BEST explains the religious beliefs of the Hebrews?
- (A) Introduction [paragraphs 1-3]
  - (B) "Abraham and the Torah"
  - (C) "The Twelve Tribes"
  - (D) "The Exodus to Canaan"
- 2 Which of the following MOST influenced Abraham to lead his people to Canaan?
- (A) the welcoming nature of the Canaanites
  - (B) the advice of his father's gods
  - (C) the promise of a rich and fertile land
  - (D) the climate and soil of Ur
- 3 Read the section "The Twelve Tribes."
- Select the paragraph that suggests forgiveness was an important value for the Hebrew people.
- 4 Which of the following accurately characterizes the Hebrews' journey after the Exodus?
- (A) The Hebrews wandered the desert while searching for the Ten Commandments. They were victorious thanks to the leadership of Moses and lived peacefully in Canaan.
  - (B) The Hebrews became lost and sometimes struggled to keep their faith in Yahweh. They settled among other peoples but were repeatedly conquered and captured.
  - (C) The Hebrews followed Moses to settle among the Canaanites and Philistines. Over time they eventually settled peacefully among the Assyrians and Babylonians.
  - (D) The Hebrews were grateful to Moses for freeing them from Egypt but selected Joshua to lead them. They returned to Jerusalem after helping the Romans defeat the Babylonians.



# Diaspora of the Jewish people

By Encyclopaedia Britannica, adapted by Newsela staff on 01.27.20

Word Count 742

Level 870L



Image 1. Diaspora can refer to the immigration of Jewish people throughout history. This photo from October 2, 1947 shows a ship transporting Jewish immigrants to Israel. Photo: Wikimedia Commons/The Palmach Archive.

Diaspora means "dispersal." It refers to a group of people scattered outside of their homeland. One of the most well-known diasporas is the migration of Jews from the land of Israel long ago. There have been many waves of Jews leaving their historic homeland throughout history. Thus, the Jewish Diaspora may refer to more than one event. Diaspora can also refer to the Jewish communities themselves living among non-Jews.

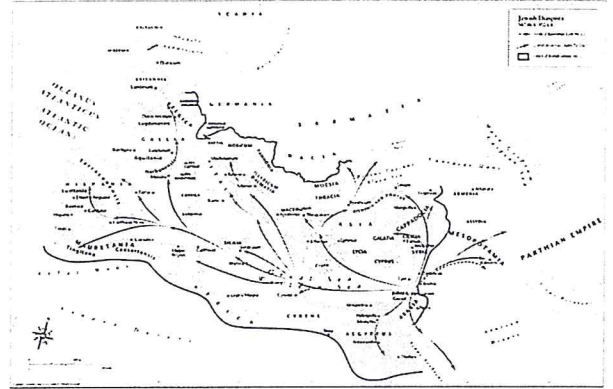
The diaspora refers to the physical dispersal of Jews into the world. Yet, diaspora also carries religious, philosophical and political meanings. Many Jews believe there is a special relationship between the land of Israel and their people. There are two different interpretations of the diaspora in Judaism. Traditional Judaism understands this relationship was tied to the belief in a future Messiah. They hoped that eventually, the "exiles," or the Diaspora, would return to the homeland. Exile is a term for someone who was removed from their home country. However, Reform Judaism argues the dispersal of the Jews as arranged by God to foster pure monotheism throughout the world.

**Captured By The Babylonians**



The first important Jewish Diaspora was the result of the Babylonian Captivity of 586 B.C. The Kingdom of Judah was a large kingdom formed by the Judah tribes. It had separated from the Kingdom of Israel. Then, the Babylonians conquered the Kingdom of Judah.

The Babylonians forced part of the Jewish population in Judah to leave their homes and go as captives into exile in Babylonia. The Persian emperor Cyrus the Great conquered Babylonia in 538 B.C. Although he permitted the Jews to return to Judah, part of the community voluntarily remained behind.



### **The Largest Jewish Diasporas Were Outside Of Palestine**

Over time, diaspora communities developed in cities around the Mediterranean. The largest, most significant and culturally most creative diaspora in early Jewish history blossomed in Alexandria, Egypt. Here in the first century B.C., 40 percent of Alexandria's population were Jews. Around the first century A.D., an estimated 5 million Jews lived outside what was now commonly called Palestine.

The name Palestine is believed to have originated with the ancient Philistines. The Philistines lived in part of ancient Canaan. Canaan is where the Kingdoms of Israel and Judah were located. Palestine came from the words Peleset, Palastu, Pilistu and others used by the Egyptians and Sumerians. The modern word Palestine came into use under the ancient Greeks. The Romans later used it, too. But it referred to the whole area of land that was called Canaan before.

By the first century A.D., about four-fifths of the diaspora lived in the Roman Empire. The rest were Diaspora Jews in Babylonia.

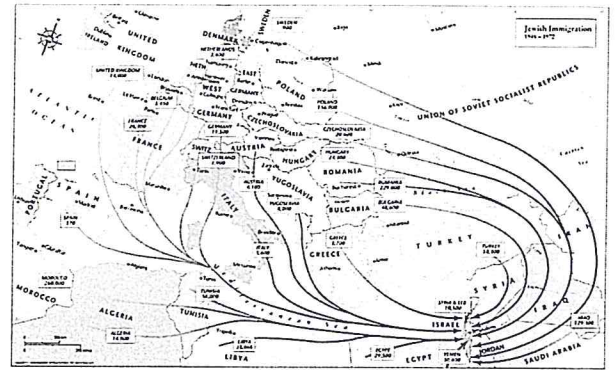
### **Was It God's Will For The Jews To Remain Dispersed?**

All Jews, however, looked to Palestine as the center of their religious and cultural life. The diaspora far outnumbered those Jews still living in the Roman provinces that included their traditional homeland. This was true even before Rome's destruction of Jerusalem in A.D. 70. The Romans crushed the various Jewish uprisings of the first century; further waves of migration of Jews joined the diaspora.

Afterward, the main centers of Judaism shifted from country to country. Jewish communities adopted distinctive languages, worship practices, and cultures. Some submerged themselves in non-Jewish environments more completely than others. While several groups lived in peace, others became victims of discrimination.

In the 20th century, Jews began to settle in Palestine. This changed what diaspora meant to Jewish communities worldwide. Reform Judaism had argued that the diaspora was God's will; Jews should no longer look forward to a return to Israel. Reform rabbis were concerned, too, that Judaism should be understood as a religion. Judaism was not a people. They argued that support for a Jewish homeland in Palestine would be an act of disloyalty to their countries of residence. On the other hand, some Jewish organizations encouraged Jews to support the creation of a Jewish homeland.

Support for a national Jewish state increased after World War II. There are an estimated 14 million Jews in the world today. About 4 million of these live in Israel. The rest are the diaspora, with about 4.5 million in the United States. About 2.2 million are living in Russia, Ukraine and other former parts of the Soviet Union.



## Quiz

1 Read the introduction [paragraphs 1-2].

Select the sentence from the section that shows WHY the land of Israel is so important to some Jews.

- (A) One of the most well-known diasporas is the migration of Jews from the land of Israel long ago.
- (B) Yet, diaspora also carries religious, philosophical and political meanings.
- (C) Many Jews believe there is a special relationship between the land of Israel and their people.
- (D) However, Reform Judaism argues the dispersal of the Jews as arranged by God to foster pure monotheism throughout the world.

2 Read the paragraph below from the section "Was It God's Will For The Jews To Remain Dispersed?"

*In the 20th century, Jews began to settle in Palestine. This changed what diaspora meant to Jewish communities worldwide. Reform Judaism had argued that the diaspora was God's will; Jews should no longer look forward to a return to Israel. Reform rabbis were concerned, too, that Judaism should be understood as a religion. Judaism was not a people. They argued that support for a Jewish homeland in Palestine would be an act of disloyalty to their countries of residence. On the other hand, some Jewish organizations encouraged Jews to support the creation of a Jewish homeland.*

Which detail from this paragraph supports the conclusion that some Jews DID NOT support a return to Israel?

- (A) In the 20th century, Jews began to settle in Palestine.
- (B) This changed what diaspora meant to Jewish communities worldwide.
- (C) Reform Judaism had argued that the diaspora was God's will;
- (D) Judaism should be understood as a religion.

3 What is the relationship between the Jewish people and the land of Israel?

- (A) It is home to the largest Jewish population in the world.
- (B) It is the original homeland of the Jewish people.
- (C) It is considered the only place where Jews should live.
- (D) It is where Jews were sent after diaspora.

4 What caused the first important Jewish Diaspora?

- (A) World War II
- (B) the invasion of the Roman Empire
- (C) the migration to Alexandria
- (D) the Babylonian conquering



What are the origins of Judaism?

Abraham had a vision that told him to believe in only one God (monotheism)

What role did Abraham and Moses play in the development of Judaism?

Both were prophets, a person through which God speaks. Abraham was told to believe in only one God. Abraham and his descendants were said to be the Chosen People. Moses freed the slaves from Egypt, parted the Red Sea, and given the Ten Commandments (the law of Judaism).

Who were the important people in Judaism? What were the important events?

David - defeated Goliath brought the Ten Commandments to Jerusalem

King Solomon - built the first temple, placed high taxes

King Saul- Chosen by Samuel to become king, united the 12 tribes, expanded territory

King Rehoboam - Solomon's son, placed higher taxes

Israel and Judah split into two countries

Deborah - a powerful judge (most women stayed home with children and cared for the house, but some worked for the government.)

Discuss the heroes of Judaism. Who were they, and what did they do?

Deborah - symbolizes women in Judaism

David - Faith and Courage

Naomi - Jewish people always find their way back home

Abraham - Strong faith, had the vision that started the religion

Moses - freed the slaves, crossed the Sinai desert, led them to the Promised Land, TC, went up Mount Sinai alone

Ruth - first to switch religions

What were some of the conflicts faced by the Hebrews?

King Rehoboam builds a temple in Bethel to rival the temple in Judah, and causes tension between Israel and Judah.

Sargon II leads the Assyrians to attack Israel (722BCE) afraid he would face a rebellion from the Jews, he forces them out of Israel

Hezekiah fights the Assyrians

Plagues

The scattering of the Jewish exiles (people who are forced to leave their homes) became known as the Jewish Diaspora

Cyrus conquered the Assyrians and allows the Jews to practice their religion freely

How has the religion and culture of the Hebrews survived?

Despite the attacks on their people and religion, the Jewish people continued to gather even after they were forced from their homes. This helped their religion and culture to survive.

How is the Torah unique? Why is it important to Judaism?

Handwritten on animal skins. Contains all of God's divine revelations to the Jewish people.

Five books of Moses and another name for the Hebrew bible.

What were the reactions to periods Greek and Roman rule?

Starting with Alexander the Great- the Jewish people felt the Greek influence was too strong. They tried to rebel, but they were unsuccessful.

The Jews, led by Judah Maccabee and his four brothers, rebelled against Antiochus , who had banned the Sabbath and forced Jews to eat pork and other forbidden foods.

The Jewish people unsuccessfully rebelled against the Romans many times. It took two years and 15,000 Roman soldiers to take Masada, Masada was defended by only 1,000 Jewish soldiers, and it remains a symbol of resistance.

Who were the important military leaders who led the resistance to Greek and Roman rule?

The Maccabees (five brothers who led a rebellion)

Kokhba- rebelled in Judea against the Romans

How did Jewish leaders help Judaism survive during periods of exile?

Jeremiah - Said that loyalty to God was more important than ritual and that their faith could be practiced anywhere (key idea of the Jewish Diaspora)

Ezra aka "scribe of the law of heaven" - led the Exodus from Babylon to Jerusalem, brought back Mosaic ("from Moses") law

Yohanan Ben Zakkai - stressed the importance of studying the Torah and established Jewish schools (yeshivah)

Even after the Jewish people were forced from their homes, they continued to study and practice their faith.

Where did Jewish people resettle when exiled?

In the beginning - The Middle East, southwestern Asia, and Europe

Later - Russia and North America

How do important Jewish holidays connect to their history?

Help the Jewish people to remember their heritage.

Purim - celebrates the survival of Jews in Persia. Queen Esther hid her religion and saved her people (the Jews). People often dress up as kings and queens on this day.

Rosh HaShanah - Jewish New Year, eat apples with honey for the sweet new year

Yom Kippur - the Day of Atonement, fast (go without food and water) for 25 hours to remember tragedies and ask for forgiveness

Passover - celebrates the Exodus of Jewish slave from Egypt

Hanukkah - 8 day Festival of Lights, celebrates the rededication of the Second Temple and the Maccabee revolt

The Sabbath - day of rest and prayer

Sukkot - celebrates the fall harvest, one week celebration