

# 6th Grade Core Classes

(Literacy, Math, Social  
Studies, and Science)

Week of April 27th-May

1st

Student Name:

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**AMI: Week of April 27th-May 1st, 2020**  
**Math: Mr. Riley and Mrs. Smith**

This week we are focusing on **REVIEW skills for Multiplying Decimals.**

You will **ONLY** have to work the following numbers listed below:

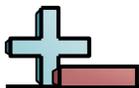
**#s 1, 3, 6, 10, and 12.**

**REMEMBER** when you **MULTIPLY DECIMALS**, you **TAKE** the decimal **OUT and multiply the whole numbers.** Once you get your answer, you then **ADD the decimal back into your final answer however many places you took it out..**

You may work on the page if you like, or use some scratch paper. Make sure to write the answers in the blank provided on the sheet.

Remember, Mr. Riley and I are available Monday-Friday from 8 till 3. You can reach us via Email or Remind if you have any questions.

We hope this work will be an easy review for you! Take care and stay safe!!



Solve each problem.

Answers

63.91	43.428	47.085
122.364	33.12	12.488
14.300	55.89	107.040

1) 
$$\begin{array}{r} 5.17 \\ \cdot 8.4 \\ \hline \end{array}$$

2) 
$$\begin{array}{r} 55.62 \\ \cdot 2.2 \\ \hline \end{array}$$

3) 
$$\begin{array}{r} 6.9 \\ \cdot 4.8 \\ \hline \end{array}$$

4) 
$$\begin{array}{r} 4.46 \\ \cdot 2.8 \\ \hline \end{array}$$

5) 
$$\begin{array}{r} 31.39 \\ \cdot 1.5 \\ \hline \end{array}$$

6) 
$$\begin{array}{r} 8.1 \\ \cdot 6.9 \\ \hline \end{array}$$

7) 
$$\begin{array}{r} 2.86 \\ \cdot 5.0 \\ \hline \end{array}$$

8) 
$$\begin{array}{r} 89.20 \\ \cdot 1.2 \\ \hline \end{array}$$

9) 
$$\begin{array}{r} 8.3 \\ \cdot 7.7 \\ \hline \end{array}$$

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_



## Literacy and Social Studies

April 27- May 1

This week, you will continue working with Aesop's fables. These fables are considered a primary source of ancient Greece. Remember, a primary source is something that was created during the time period being studied.

You will start a new magazine, *Greece's Golden Age*, this week. Notes and vocabulary are attached, as well. For extra practice, you can practice writing summaries at the bottom of each Cornell notes page. To save paper, the notes are not broken down by page, but I have noted page changes.

Mrs. White is adding things to Google Classroom. Some are for fun, and some are a review of things we have done in class. These are not required or for a grade.

Mrs. Pepper, Mr. Zach, and Mrs. White are available via Remind or email if you have any questions.

We miss you all and hope you are staying safe!

**Aesop's Fables: "The Tortoise and the Eagle"**

A Tortoise, lazily basking in the sun, complained to the sea-birds of her hard fate, that no one would teach her to fly. An Eagle, hovering near, heard her lamentation and demanded what reward she would give him if he would take her aloft and float her in the air. "I will give you," she said, "all the riches of the Red Sea. "I will teach you to fly then," said the Eagle; and taking her up in his talons he carried her almost to the clouds. He suddenly dropped her, and she fell on a lofty mountain, dashing her shell to pieces. The Tortoise exclaimed: "I have deserved my present fate; for what had I to do with wings and clouds, who can with difficulty move about on the earth?"

1. What does the word "lamentation" mean in this story?
  - A.complaint
  - B.song
  - C.poem
  - D.conversation
2. What did the Tortoise mean by his last statement?
  - A.Eagles should be jealous of tortoises because they can't walk on the ground.
  - B.The Eagle was cruel and shouldn't have dropped him.
  - C.He deserved losing his shell because he was envious of the birds.
  - D.He still wanted wings to fly with the birds.
3. Which of the following best describes the moral of this story?
  - A.Flying is better than walking.
  - B.Eagles are clumsy and drop things.
  - C.Tortoises wish they could fly.
  - D.Be careful what you wish for.

4. Write about a time when you had a wish. Did you get it? Was it everything you hoped it would be?

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## Aesop's Fables: "The Miser"

A Miser sold all that he had and bought a lump of gold, which he buried in a hole in the ground by the side of an old wall and went to look at daily. One of his workmen observed his frequent visits to the spot and decided to watch his movements. He soon discovered the secret of the hidden treasure, and digging down, came to the lump of gold, and stole it. The Miser, on his next visit, found the hole empty and began to tear his hair and to make loud lamentations. A neighbor, seeing him overcome with grief and learning the cause, said, "Pray do not grieve so; but go and take a stone, and place it in the hold, and fancy that the gold is still lying there. It will do you quite the same service; for when the gold was there, you had it not, as you did not make the slightest use of it."

1. What does the word "fancy" mean in this story?
  - A. special
  - B. pretty
  - C. pretend
  - D. nice
2. What does the word "frequent" mean in this story?
  - A. seldom
  - B. often
  - C. rare
  - D. occasional
3. Which of the following summarizes what the neighbor was saying to the Miser?
  - A. If the Miser puts a stone into the hole it will turn into gold.
  - B. The Miser didn't use the gold anyway, so a rock will be the same.
  - C. The Miser should not be sad because he will get his gold back.

D.If the Miser puts a stone into the hole it will turn into a diamond.

4. Summarize and retell this fable in your own words.

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# 6<sup>th</sup> Grade Science

## M. Bailey

HMH Digital Textbook:

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

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

Username: student email

Password: Eagles123! or Eagles123

You can continue using the online platform or answer the paper copies from the textbook.

### **Assignments by date:**

April 27-28:

- Influences on Weather Exploration 3: pages 87-90

April 29-30:

- Influences on Weather Exploration 4: pages 91-94

May 1-4:

- Lesson Self-Check: pages 97-99
- Influences on Weather Quiz

Students with modified assignments will do only the odds on the self-check and the quiz.

**Quiz: Influences on Weather**

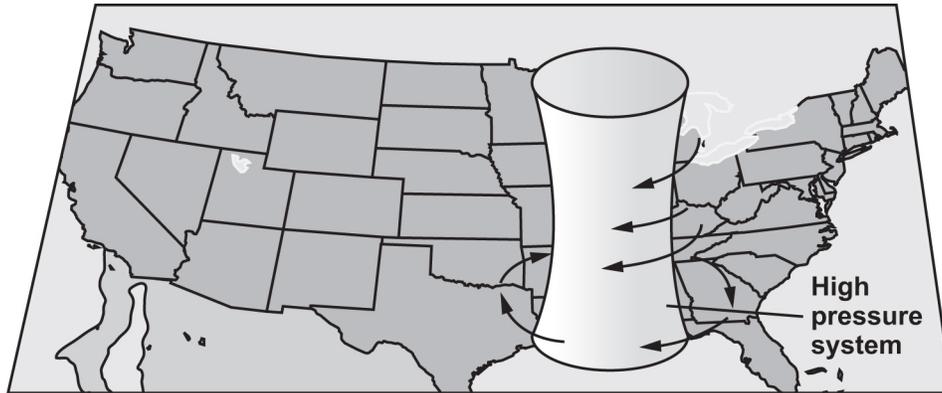
Read each question. Circle the letter of the correct answer.

- An air mass that forms above a warm, dry desert will \_\_\_\_\_.
  - remain in that location
  - deposit lots of rain in that area
  - quickly travel across Earth's surface
  - take on the characteristics of that location
- A model shows a city located between a warm ocean and next to coastal mountains. Which statement best describes average weather of this city?
  - The city will experience high levels of rainfall.
  - The city will experience high levels of snowfall.
  - The city will have long periods of sunny weather.
  - The city will have long periods of very cold weather.
- City A and city B are located at the same latitude and elevation. City A is a coastal city, and city B is located far inland. A cold surface current flows by the coastline where city A is located. Which statement is most likely true for these cities?
  - During the fall, city B experiences more hurricanes than city A experiences.
  - During the summer, city B experiences cooler weather than city A experiences.
  - During the winter, city B experiences warmer weather than city A experiences.
  - During the spring, city B experiences more thunderstorms than city A experiences.

- A jet stream is a narrow belt of fast-moving wind several kilometers above Earth. Jet streams flow along the boundaries between warm and cool air. Which map shows the jet stream pulling the most warm air into Canada?
  - 
  - 
  - 
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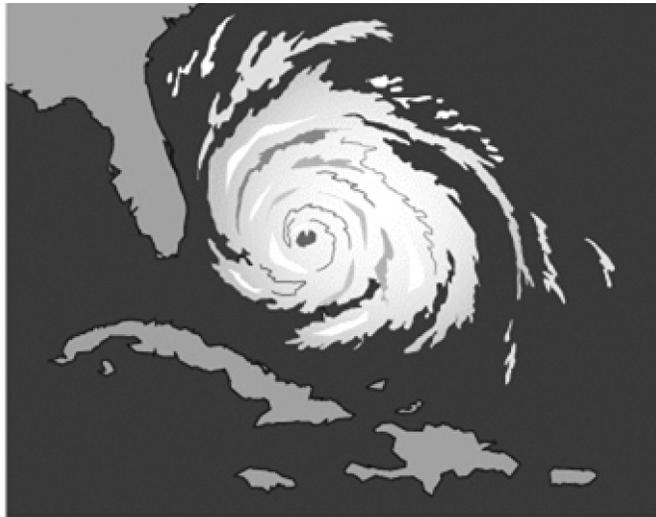
- A snowflake is changing its shape as it descends from the sky during the water cycle. Which factor is most likely affecting the snowflake's shape?
  - change in wind
  - change in cloud color
  - change in cloud shape
  - change in temperature

6. A high-pressure system is approaching Florida, as shown in the map.



How does air flow in a high-pressure system?

- A. from north to south
  - B. from south to north
  - C. in the same direction as Earth's rotation
  - D. in the opposite direction of Earth's rotation
7. Some hurricanes originate in the tropical regions of the Atlantic Ocean or Caribbean Sea, and they often travel along the coast of Florida. The figure shows a hurricane cloud that formed over the Atlantic Ocean.



Which two processes would be responsible for cloud formation in a hurricane?

- A. freezing and condensation
- B. evaporation and precipitation
- C. evaporation and condensation
- D. condensation and precipitation

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

**Read each statement. Write your answer on the lines.**

8. How can landforms affect weather?

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9. Describe how the water cycle over the ocean and winds affect weather on land.

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10. Explain the difference between a cold front and a warm front.

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Topic: Greece's Golden Age

Essential Question: What factors allowed the city-states of ancient Greece to attain political power and lasting cultural significance?

Main Idea/Questions	Notes
What roles did Sparta and Athens play in the wars with the Persian Empire?	<ul style="list-style-type: none"><li>● Formed the Delian League, members of the league sent Athens money or ships in exchange for help.</li><li>● Sparta had a strong military. They used military knowledge to form alliances, leading to the formation of the Peloponnesian League. Members were protected from outside threats, worked toward common goals, and each got one vote.</li><li>● It is important to know the difference between Athenian and Persian beliefs. Persians believed the right of kings to rule was handed down from the gods.</li></ul>
Use the maps of the Peloponnesian League and the Delian League. How did the areas of the leagues differ from each other? What might have been some of the disadvantages they faced?	<ul style="list-style-type: none"><li>● The Peloponnesian League was a much more unified and compact area along the Peloponnesus. The Delian League was spread out across the Aegean Sea.</li><li>● Difficult to protect every location in the Delian League. A large army may have found it easier to conquer the Peloponnesian League.</li></ul>
(4-5) Explain the development of Athenian democracy.	<ul style="list-style-type: none"><li>● 508 BCE- Cleisthenes gives every adult male citizen the right to vote. This shifted power from noble families toward the citizens. A law would be proposed, defended or opposed, then there would be a vote to pass or not.</li><li>● Mid-400s BCE - Pericles gave all citizens the right to serve in the government</li><li>● Athens's government was a direct democracy. This means voters were personally involved in making decisions. This is not to be confused with representative democracy, which is the type of government in the United States. It worked well for a small population, as people could gather quite easily.</li></ul>

Topic: Greece's Golden Age

Essential Question: What factors allowed the city-states of ancient Greece to attain political power and lasting cultural significance?

Main Idea/Questions	Notes
How did the outcome of the Persian Wars affect life in Athens?	Athens grew stronger and wealthier after the Persian Wars, as other members of the Delian League kept paying them tribute.
(6-7)Hippocrates	<ul style="list-style-type: none"><li>Explained the reasons people got sick by studying his patients and identifying natural causes, rather than blaming the sickness on the gods being upset.</li></ul>
Pythagoras	<ul style="list-style-type: none"><li>Greek mathematician who believed numbers could be used to explain everything in the world. He is most famous for the Pythagorean theorem, which describes how the three lengths of a right triangle are related.</li></ul>
Herodotus	<ul style="list-style-type: none"><li>First Greek historian. He wrote books about the Persian Wars. He included facts and opinions about the wars and why they happened.</li></ul>
Socrates/Plato/Aristotle	<ul style="list-style-type: none"><li>Greek philosophers and teachers. Socrates taught students about right and wrong by asking questions. Plato taught law and science and opened a private school(The Academy). Aristotle wrote about science, philosophy, and art, and he studied animals and plants. Aristotle opened a school called the Lyceum.</li></ul>
Summary:	

Topic: Greece's Golden Age

Essential Question: What factors allowed the city-states of ancient Greece to attain political power and lasting cultural significance?

Main Idea/Questions	Notes
(8-9)What were some of the major contributions of ancient Greek authors, poets, and playwrights?	<ul style="list-style-type: none"><li>• Artists created realistic pieces. Sculptures were the most realistic, but paintings on walls and decor show how people dressed and what they ate.</li><li>• Authors wrote stories that are still read and told today, including Aesop's Fables, Homer's <i>Illiad</i> and <i>The Odyssey</i>.</li><li>• Plays were written about issues people were facing in everyday life. Men played all the parts, so masks were worn for some parts.</li></ul>
Look at the artwork on page 8. What is happening in this image? What information might a historian find valuable? What questions would you ask the creator of this piece?	
(10-11) How do modern societies make connections to ancient history? Compare the Parthenon to the images on the right. How are they similar?	
Summary:	

Topic: Greece's Golden Age

Essential Question: What factors allowed the city-states of ancient Greece to attain political power and lasting cultural significance?

Main Idea/Questions	Notes
(12-13) What were the causes of the Peloponnesian War?	<ul style="list-style-type: none"><li>Remember that Athens and Sparta were rivals before the Persian War. After that war ended, the rivalry started back up. Athens wanted more power over the city-states in the Delian League and attempted to create an empire. They built walls and ships and tried to use power to force more city-states to come under their rule. The changes Athens was making worried Spartans, and, eventually, the first 15 years of the war began.</li></ul>
30 Years' Peace Treaty and other details of the war	<ul style="list-style-type: none"><li>After 15 years of fighting, Sparta and Athens signed a treaty stating there would be no fighting for 30 years. The treaty only kept fighting at bay for 14 years. The next part of the war lasted 27 years with a 6-year truce in the middle. Finally, Sparta defeated Athens.</li></ul>
How did the Peloponnesian War change Athens's government?	<ul style="list-style-type: none"><li>After Sparta defeated Athens, they replaced Athens's democracy with a dictatorship (a type of government that holds total power over the citizens). Power was given to the Thirty Tyrants. Eventually, Athens regained power, but it was never the same as before the war.</li></ul>
Summary:	

Topic: Greece's Golden Age

Essential Question: What factors allowed the city-states of ancient Greece to attain political power and lasting cultural significance?

Main Idea/Questions	Notes
(14-15) In what ways did Alexander the Great's empire spread Greek culture?	Alexander wanted to carry on his father's plan and set out to conquer the "whole world". To him, the whole world was eastern Europe, northern Africa, and western Asia. They took over the Persian Empire and the Indian army. 5 years after coming to power, Alexander's empire stretched from Greece to the Indus Valley. He brought the Greek language and culture but let the people keep some of their own customs.
.Details about Alexander the Great	<ul style="list-style-type: none"><li>● He was the son of King Phillip II.</li><li>● He came to power at age 20.</li><li>● He studied philosophy and science under Aristotle.</li><li>● After visiting Egypt, he believed himself to be the son of Amon, the father of all the Egyptian gods.</li><li>● Died at age 33</li><li>● Commissioned The Library of Alexandria which was a center of learning</li></ul>
(16-17) In what ways did Greek culture spread?	<ul style="list-style-type: none"><li>● Alexander the Great was the cause of much of the spread of Greek culture. After he died, his empire could not be held together, but his influence lived on. Greek ideas spread through trade along the Silk Road. Other cultures borrowed ideas from Greek architecture.</li></ul>
Summary:	

Topic: Greece's Golden Age

Essential Question: What factors allowed the city-states of ancient Greece to attain political power and lasting cultural significance?

Main Idea/Questions	Notes
Important people in Hellenistic Age Greece	<ul style="list-style-type: none"><li>● Archimedes- used math to invent machines and to explain how devices like levers worked</li><li>● Euclid- Greek mathematician</li><li>● Aristarchus- astronomer who discovered that the Earth rotated on an axis and travels a path around the sun.</li><li>● Hypatia- Egyptian philosopher and scientist</li></ul>
Summary:	

# Glossary

## COMEDY

**Pronunciation** kŏm'ī·dē

**Part of Speech** *noun*

**Definition** A humorous play that usually has a happy ending.

**Word As Used in Magazine** *For the characters in Greek **comedies**, however, everything usually turned out all right. (p. 9)*

## DEMAGOGUE

**Pronunciation** dēm'ə·gŏg

**Part of Speech** *noun*

**Definition** A leader who gains power by appealing to the emotions and prejudices of the people.

**Word As Used in Magazine** *Thucydides considered Cleon a **demagogue**, a weak leader who was popular because he told people what they wanted to hear — even if it wasn't true. (p. 13)*

## DICTATORSHIP

**Pronunciation** dīk·tā'tər·shīp

**Part of Speech** *noun*

**Definition** A governing system in which absolute power is held by one person.

**Word As Used in Magazine** *They replaced Athens's democracy with a **dictatorship**, or government with total power over its people. (p. 13)*

## DIRECT DEMOCRACY

**Pronunciation** dī·rĕkt' dī·mŏk'rə·sē

**Part of Speech** *noun*

**Definition** A system of government in which citizens vote directly on issues.

**Word As Used in Magazine** ***Direct democracy** worked well for small societies like city-states. (p. 5)*

## HELLENISTIC AGE

**Pronunciation**

hĕl·ə·nĭs'tĭk āj

**Part of Speech** *noun*

**Definition** The period from 323 to 30 BCE, when Greek culture spread through the eastern Mediterranean and the Middle East.

**Word As Used in Magazine** *Much like Greece's Golden Age, the **Hellenistic Age** was full of great achievements in science, thought, art, and technology. (p. 16)*

## MERCENARIES

**Pronunciation** mŭr'sə·nĕr·ēz

**Part of Speech** *noun*

**Definition** Soldiers who fight in foreign armies for pay.

**Word As Used in Magazine** *Both Sparta and the alliance hired **mercenaries**, or soldiers who fight for whoever pays them. (p. 13)*

## MULTICULTURAL

**Pronunciation** mŭl·tĕ·kŭl'chər·əl

**Part of Speech** *adjective*

**Definition** Including or reflecting many different peoples and cultures.

**Word As Used in Magazine** *It was a **multicultural** place, meaning it included many different people from different cultures. (p. 15)*

## PHILOSOPHER

**Pronunciation** fĭ·lŏs'ə·fər

**Part of Speech** *noun*

**Definition** A person who studies the nature of reality, existence, knowledge, or values.

**Word As Used in Magazine** ***Philosophers**, or "lovers of wisdom," like Hippocrates, Socrates, and Plato gathered in Athens. (p. 7)*

## Glossary (continued)

### REPRESENTATIVE DEMOCRACY

**Pronunciation** rĕp•rĭ•zĕn'tə•tĭv  
dĭ•mŏk'rə•sĕ

**Part of Speech** *noun*

**Definition** A system of government in which citizens elect others to represent them and make decisions on their behalf.

**Word As Used in Magazine** *The United States is much bigger, and it has a **representative democracy**. (p. 5)*

### TRAGEDIES

**Pronunciation** trăj'ĭ•dĕz

**Part of Speech** *noun*

**Definition** Serious plays in which the main character suffers and usually dies at the end.

**Word As Used in Magazine** *Sophocles was a famous writer of **tragedies**, or serious plays that have unhappy endings. (p. 9)*

### VETO

**Pronunciation** vē'tō

**Part of Speech** *verb*

**Definition** To prevent from becoming law.

**Word As Used in Magazine** *If voters didn't agree with a law, they could **veto**, or reject, it. (p. 4)*