6th Grade

Hello 6th Grade Families!

Attached is your 6th grader's packet of work for May 4th – May 15th.

Teacher Pages: Our Teacher Pages will have websites targeted toward the packet learning if you would like additional resources. (These additional resources are not required and should not be turned in.) Our office hours are also posted here.

Directions to access Teacher Pages:
-Go to clearfield.org
-Open the "Sites" tab and choose Clearfield Elementary
-Open the "Menu" tab and in the upper right hand corner you will be able to choose "Teacher Pages"

It is a good idea (if you have internet) to check our Teacher Pages daily or often for any announcements that we have.

Work to turn in: Only specific pages of this packet will need to be turned in to your teacher. These pages will have **STARS** on them in the top corners.
When your child has finished all of those pages you may turn them in one of two ways:

1. Place it in the Drop Box located at Clearfield Elementary, Clearfield Jr./Sr. High, or at one of the meal distribution sites.
2. *OR* take a pic of the needed pages and email them to your child's HOMEROOM teacher. (See back for email addresses.

Again, only the pages with **STARS** on them will need to be turned in.
Please make sure your child's **FIRST** and **LAST** name is on each page that gets turned in.

Learning Support: Our 6th grade Learning Support Teachers are Mr. Graham (reading) and Miss MacTavish (math). If your child receives Learning Support services and you have questions please see their Teacher Page.

- Students in Miss MacTavish's class can log in to Moby Max daily or every other day for 20-30 minutes at mobymax.com. Login is firstnamelastname password is password1.

- Students in Mr. Graham's class can log in to Read 180 : Go to Clearfield.org, click on "Sites" and select "Clearfield Elementary", click on "menu" and select "HMH central", Login is username:FirstnameLastname Password: Password1

We are still missing you ☺.

Sincerely,
6th Grade Teachers

Email Addresses

Mrs. Adamson	radamson@clearfield.org
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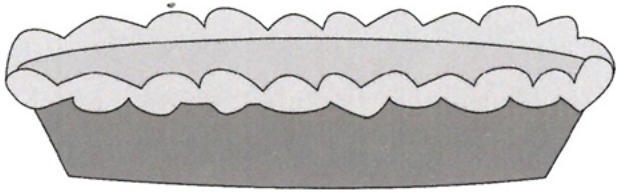
Author's Purpose

Entertain

the author writes something for a reader's enjoyment

Juliet and Jeff dropped their backpacks by the door. Like always, the twins were ready for a snack after their long day at school. They spotted the last piece of pumpkin pie at the same time. They made a mad dash for it, crashing into each other and the counter. Jeff snatched the glass dish up first, but didn't have a good grasp on it when Juliet made a swipe for it. *SPLAT!!*

"Juliet!! Look what you did!" Jeff cried...

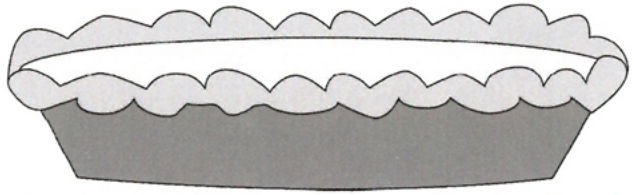


Author's Purpose

Explain

the author gives directions on how to do something, or tells the steps in a process

Follow these steps to make a truly terrific tasting pie crust! First, chill the dough for at least an hour. After the dough has been chilled, roll it out flat with a rolling pin. Do not overhandle the dough. Transfer it to your pie dish. Press the dough gently against the dish. Trim the dough so that one inch is hanging over the sides of the dish. Tuck this rim under itself to create a thick rim. Finally, bake the crust in a preheated oven (425 degrees) for about 10-12 minutes.

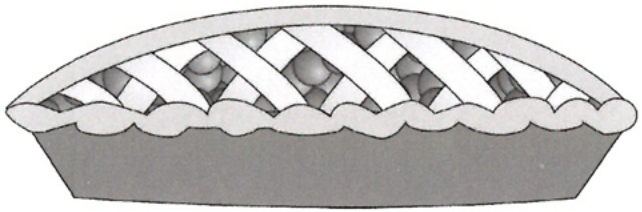


Author's Purpose

Persuade

the author tries to convince the reader to do something or to agree with him or her

My grandma should win Orange County's Best Pie Contest. Her pie is the best in the world. She makes it from scratch with fresh cherries. Everyone who gets a taste of Grandma's cherry pie agrees that there is nothing else on Earth like it. She has entered this contest for the past ten years, but has never yet won. My grandma is most deserving of the award this year, and I know she would be most honored to win!

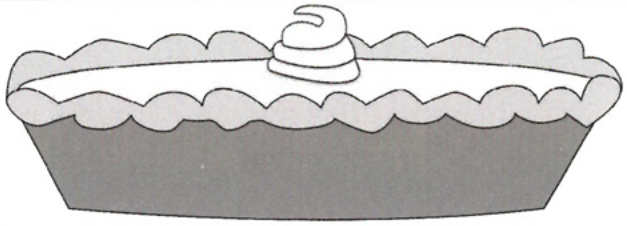


Author's Purpose

Inform

the author gives true, factual information about a topic

The first pies made in the twelfth century were quite different than the pies we eat today. Those early pies appeared in England and were made mainly of crust with a meat filling. In fact, the pies often contained fowl, and the birds' legs were left intact to hang over the sides of the dish to be used as handles. Fruit pies are believed to have been created 400 years later, in the sixteenth century.

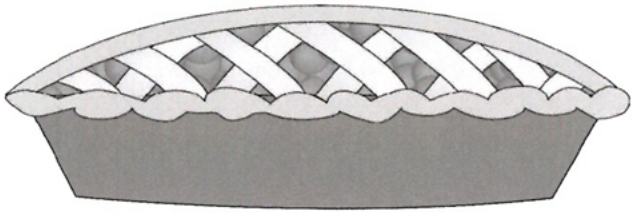


Author's Purpose

Describe

the author uses descriptive words (often invoking the 5 senses) and many details to tell about a topic

As soon as I opened the door and stepped into Aunt Mabel's house, the aroma of warm blue-berries rushed forward to greet me. I followed the scent into the kitchen, where my gaze fell upon a blueberry pie with a beautiful, perfectly golden lattice crust. Aunt Mabel proudly handed me a slice of her divine creation. I sunk my teeth into the flaky crust and warm, soft blueberries... aah!!! It was heaven in my mouth!



If you have internet access, please view the powerpoint on our teacher pages and follow the links to the author purpose videos. Contact your teacher via email with the purpose of each video.

Name _____

Author's Purpose

Part 1 Directions: *All of the scenarios written in Column B contain some sort of written work. Determine the author's purpose for the written work. Match each scenario with the appropriate author's purpose written in Column A.*

COLUMN A	COLUMN B
_____ 1. persuade	A. You have to write a report about a famous person. You visit the library and check out a book that tells you about the life and inventions of Thomas Edison.
_____ 2. inform	B. When you open the 5-piece drum set you received as a birthday gift from your grandparents, you find a booklet that names each piece, tells you how to assemble it, and provides basic instructions on how to correctly play each piece.
_____ 3. entertain	C. You want a dog but your parents are totally against the idea. You decide to impress them by writing a list of twenty reasons why getting a puppy is a good idea for your family.
_____ 4. explain	D. You are spending the day in Sequoia National Park with your family. You have never encountered such enormous trees in your entire life! While your family stops for a picnic lunch, you decide to write in your journal. You write about everything you've seen, heard, smelled, and touched in the park so far today. You always want to be able to read this journal entry and remember this amazing place!
_____ 5. describe	E. You are reading a historical fiction chapter book. In the book, the main character meets Thomas Edison. After meeting the famous inventor, the main character is inspired to invent an automatic shoe shine machine.

Part 2 Directions: Read this paragraph and write a response.

6. Lucas and Ayden both read the same chapter book. They both said it was a good book, but that it was sad because the dog died at the end of the book. They disagree, however, on the author's purpose for writing the story. Lucas says that the author's purpose was to entertain. Ayden says the author's purpose could not be to entertain, because sad stories cannot be entertaining. Which boy is correct?

Part 3 Directions: Read each passage. Identify the author's purpose for writing the passage.

7. When Leah left the basketball court, she hung her head. Yes, she was disappointed about losing the close game to their biggest rival. But most of all, she was completely embarrassed. Her school's fans had been utterly disrespectful to the referees and to the other team's players. They taunted the opponents and grumbled about every call that didn't go their way. *I need to speak up*, she thought to herself. That night, she went home and wrote an article. She described how embarrassed she felt during the game, and listed many reasons why the fans should cheer in ways that would encourage their own athletes instead of cheering in ways that degraded the opponent's athletes. The next day, she gave it to the school principal, and asked him for permission to have it published in the school newspaper.

Which of the following most likely describes Leah's <u>main</u> purpose for writing the article?

A. to explain the steps required to have good sportsmanship
B. to describe the embarrassment she felt during the game
C. to persuade the fans to display good sportsmanship during all athletic events
D. to apologize for losing the game and disappointing the fans

8. Mrs. Ratcliff is a food critic who writes articles for the newspaper. Today is Saturday, though, and she has the day off. A few hours earlier, she entered her cousin's wedding reception, and gasped when she laid her eyes upon the most beautiful wedding cake imaginable. When she finally tasted it, she was speechless for a moment. It tasted even better than it looked! She returned to her car and grabbed a notebook. When she returned to the reception, she scribbled every detail she could think of about how the cake looked, smelled, and tasted. She couldn't wait to write an article about this wedding cake, and share its stunning beauty with her readers!

Which of the following most likely describes Mrs. Ratcliff's purpose for writing the newspaper article?

A. to entertain her readers with a story about the wedding cake
B. to persuade her readers to visit the bakery where this cake was made
C. to explain how the baker made this cake
D. to describe the cake to her readers using vivid details and imagery

9. Your mom asks you what you've been reading, and you tell her all about the new book series you have been introduced to, where the main character is living in a town that's being overrun by zombies. Your mom is appalled, and says you should stop reading the books because they will give you nightmares.

Which of the following most likely describes the author's purpose for writing these books about zombies?

A. to give information about zombies
B. to entertain the reader with a suspenseful book about zombies
C. to describe in detail how a zombie looks, smells, and sounds
D. to persuade the reader that zombies are not real

10. There is only one planet not named after an ancient god or goddess. Can you name it? Well, let's figure out the answer by going through the planets, one by one. The planet closest to the sun is Mercury. Because it was the fastest to move around the sun, the Romans named it after their messenger god, Mercury. The Romans named the second planet, Venus, after their goddess of love. The Romans named our other neighbor, Mars, after their god of war because of its red, bloodlike color. Since Jupiter is the largest planet, the Romans named this planet after their most important god, Jupiter. Saturn and Uranus were named after the father and grandfather of the god Jupiter. Neptune was named after the Roman god of the sea. So... have you figured out the only planet *not* to be named after a Roman or Greek god or goddess? The answer is Earth, of course!

The author's primary purpose for writing the above paragraph was most likely...

A. to entertain the reader with a story about how the planets were named.
B. to inform the reader how the planets were named.
C. to entertain the reader with stories about ancient gods and goddesses.
D. to inform the reader how Earth got its name.

11. Alfredo has never given much thought to the advantages and disadvantages of wearing a school uniform until his own school started debating the issue. At first, he thought he was opposed to the idea. Then, however, he read an article about it that listed many advantages to wearing school uniforms. For example, parents who have to buy school uniforms for their kids tend to spend less money on school clothes than the parents who are not required to buy school uniforms. Furthermore, studies show that students who wear uniforms to school report less bullying and a greater ability to focus on schoolwork. School safety also increases when students wear uniforms. Currently, Alfredo is in favor of enacting a school uniform policy at his school.

The author's primary purpose for writing the article that Alfredo read was...

A. to persuade the reader to agree that creating a school uniform policy is a good idea.
B. to explain how to decrease bullying in your school.
C. to list facts about school uniforms.
D. to persuade the reader to stop wasting money on expensive school clothes.

12. *This paragraph is written in the corner of a trail map found at a state park:*
Mountain lions live in this park. Luckily, mountain lion attacks are rare (on average, only 6 humans are attacked per year in all of North America), but it's best to be prepared in case one attacks you. Here's what you need to do to survive:

1. Stand tall. Do <u>not</u> crouch, sit, or kneel.
2. Try to appear bigger than you are. Open up your jacket or wave your arms.
3. Look away. Do <u>not</u> make eye contact with the mountain lion, because he/she will see eye contact as a sign of aggression.
4. Back away slowly. Do <u>not</u> run. Running may stimulate the animal's instinct to chase.

Which of the following most likely describes the author's purpose for writing this section?

A. to give information about the instincts of mountain lions
B. to persuade readers to avoid hiking in areas where they might encounter a mountain lion
C. to describe the best hiking trails in the area
D. to explain how to survive an encounter with a mountain lion

Name _____

Combining Like Terms

What are LIKE TERMS? Terms with the same variable raised to the same power.

Watch "Simplifying Polynomials" on mathantics.com if you have the internet!

How to combine LIKE TERMS:

1. **Draw different shapes** around LIKE TERMS.
2. **Rewrite** the problem placing LIKE TERMS together.
3. **Use the coefficient** to combine LIKE TERMS.

Example:

$3a^2 + 4a + 2a^2 + 5 - 2a$

$3a^2 + 4a + 2a^2 + 5 - 2a + 7$

STEP 1 - draw different shapes around LIKE TERMS. Notice that you are finding the same variable.
Ex: a^2 - are combined
a - are combined
no variable, just numbers - are combined

$3a^2 + 2a^2 + 4a - 2a + 5 + 7$

STEP 2 - rewrite the problem, rearranging so that the LIKE TERMS are beside each other. Don't forget to include the + or - sign!

$5a^2 + 2a + 12$

STEP 3 - combine LIKE TERMS by using the coefficient
Ex: $3a^2 + 2a^2 = 5a^2$
$4a - 2a = 2a$
$5 + 7 = 12$

Example 1:

$3a + 4 + 8b - a + 5 - 3b$

$3a + 4 + 8b - a + 5 - 3b$

$3a - a + 8b - 3b + 4 + 5$

$2a + 5b + 9$

Try this:

$5a + 9 + 2b - 2a - 2 + 8b$

Example 2:

$6m - 2m + 10 + 3m - 5 + n$

$6m + 2m + 10 + 3m - 5 + n$

$6m - 2m + 3m + n + 10 - 5$

$7m + n + 5$

Try this:

$7c + 4 + 5c^2 + 2 + 3c - 2c^2$

Name _____

Combine Like Terms. Once you are finished, check your answers below ☺.

1. $4x + 3 + 5x - 1$ $4x + 3 + 5x - 1$ $4x + 5x + 3 - 1$ $9x + 2$	2. $5t + 3m - 2t + 3$	3. $6 + 4b - 3 + 3b - 2b$
4. $5ab + 3a - 2ab + 7a$	5. $7c^2 + 10 - 5c^2 + 6$	6. $9x + 2x + 4 - 3x + 2$
7. $6m + 3n + 2n - 3m$	8. $3b^2 + 2b + 4b^2 + 6b$	9. $4f + 5f + 7 - 5$
10. $3gh + 5g + 2h + gh$	11. $5k + 4 - 3k + 2k - 2$	12. $6h + 9 - 3h + 2h + 10$

1. $9x + 2$ 2. $3t + 3m + 3$ 3. $5b + 3$ 4. $3ab + 10a$ 5. $2c^2 + 16$ 6. $8x + 6$
7. $3m + 5n$ 8. $7b^2 + 8b$ 9. $9f + 2$ 10. $4gh + 5g + 2h$ 11. $4k + 2$ 12. $5h + 19$

Name _____

One Step Equations + and −

Goal: To get the variable by itself!

Watch "Solving Basic Equations Part 1" on mathantics.com if you have the internet!

How to solve one step equations:

1. Draw a line through the = sign.
2. Identify the operation on the SAME side as the variable.
3. Perform the INVERSE of that operation.
   *Inverse Operations **undo** each other.

Example:

$$\begin{array}{rcl} x + 5 & = & 12 \\ -5 & & -5 \\ \hline x & = & 7 \end{array}$$

STEP 1 - Draw a line through the = sign.
STEP 2: Identify the operation on the same side as the variable.
In this problem, the operation on the same side as the variable is +.
STEP 3: Perform the inverse of that operation on BOTH sides of the = bar.
The inverse of + is − , so I - 5 on both sides.
On the left side 5 - 5 = 0, so I am left with only x.
On the right side 12 - 5 = 7, so I am left with 7.
x = 7

• **CHECK YOUR ANSWER**: Substitute 7 for x. Does 7 + 5 = 12? YES!

Example 1:

$$\begin{array}{rcl} 18 & = & m - 6 \\ +6 & & +6 \\ \hline 24 & = & m \end{array}$$

*Check: 18 = 24 - 6 YES!

Try this:

$3 + b = 8$

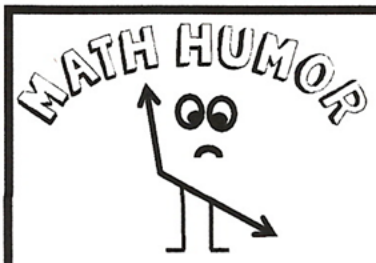
Example 2:

$$\begin{array}{rcl} 10 + y & = & 35 \\ -10 & & -10 \\ \hline y & = & 25 \end{array}$$

*Check: 10 + 25 = 35 YES!

Try this:

$6 = t - 20$



Why is the obtuse angle always upset?

Solve each equation below. Write the problem letter above the line that has a matching solution.

S $s + 9 = 13$

N $n - 14 = 20$

V $v - 5 = 7$

G $13 + g = 20$

H $23 = 7 + h$

E $18 = e - 12$

T $18 = t - 2$

R $30 = r + 6$

I $14 + i = 20$

6	20	4	34	30	12	30	24

24	6	7	16	20

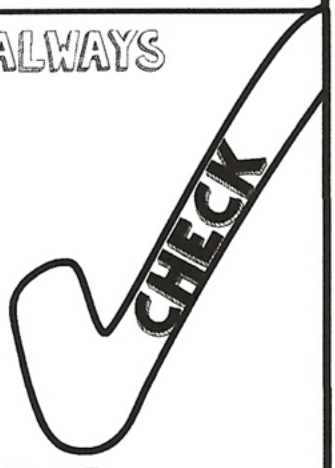
IMPORTANT POINTS

Summarize solving addition and subtraction equations with three main points.

Point #1

Point #2

Point #3



Name _____

One Step Equations × and ÷

Goal: To get the variable by itself!

Watch "Solving Basic Equations Part 2" on mathantics.com if you have the internet!

How to solve one step equations:

1. **Draw a line through the = sign.**
2. **Identify the operation** on the **SAME** side as the variable.
3. **Perform** the **INVERSE** of that operation.
   *Inverse Operations **undo** each other.

Example:

$$\frac{3x}{3} = \frac{12}{3} \Leftarrow$$

$$x = 4$$

STEP 1 - Draw a line through the = sign.
STEP 2: Identify the operation on the same side as the variable. In this problem, the operation on the same side as the variable is multiplication.
STEP 3: Perform the inverse of that operation on BOTH sides of the = bar.
The inverse of × is ÷ , so I ÷ on both sides.
On the left side 3 ÷ 3 = 1, so I am left with 1x (or just x)
On the right side 12 ÷ 3 = 4, so I am left with 4.
x = 4

• **CHECK YOUR ANSWER**: Substitute 4 for x. Does 3 • 4 = 12? YES!

Example 1:

$$\frac{21}{7} = \frac{7m}{7}$$

$$3 = m$$

*Check 21 = 7 • 3 YES!

Try this:

$$9d = 36$$

Example 2:

The original problem is a ÷ problem: c ÷ 4 = 12. The inverse is to multiply each side by 4.

$$4 \cdot \frac{c}{4} = 12 \cdot 4$$

$$c = 48$$

*Check 48 ÷ 4 = 12 YES!

Try this:

$$\frac{h}{3} = 5$$

MATH HUMOR

What do you call a destroyed angle?

Solve each equation below. Write the problem letter above the line that has a matching solution.

Use a cursive letter so it doesn't look like a one.

A $7a = 35$

L $9\ell = 81$

G $\frac{g}{4} = 5$

N $\frac{n}{3} = 1$

E $40 = 5e$

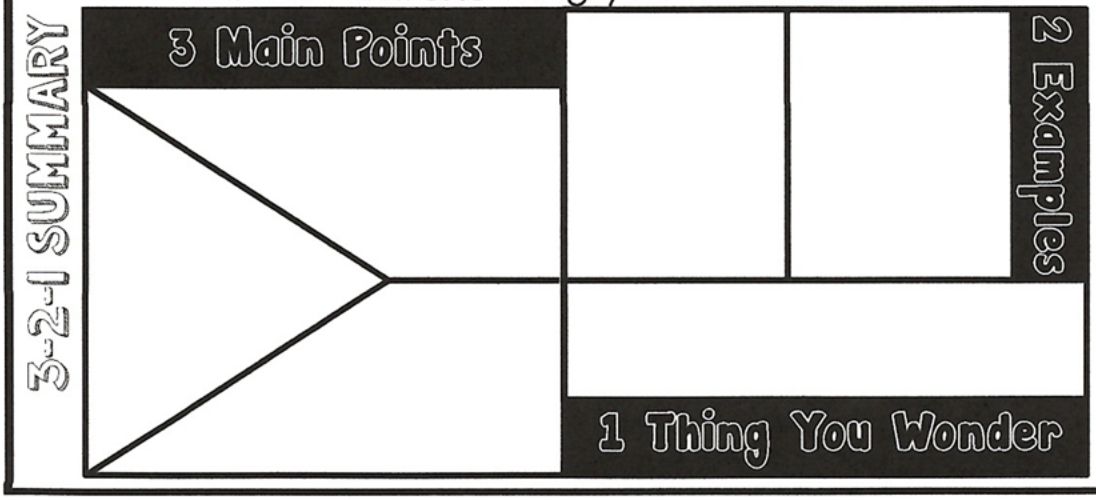
C $72 = 4c$

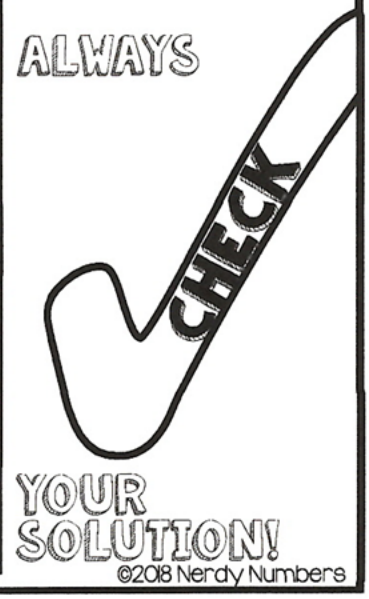
T $4 = \frac{t}{3}$

R $2 = \frac{r}{8}$

5	16	8	18	12	-	5	3	20	9	8

Summarize solving multiplication and division equations with **three** main points, **two** examples including solutions and **one** thing you still wonder about.






Name _____

Complete these problems to be turned in.

1. Combine like terms. $5a + 4 + 6a - 2$	2. Combine like terms. $5x^2 + 3x + 10x^2 - 2x - 8x^2 + 7$
3. Solve the 1 step equation. $12 + x = 45$	4. Solve the 1 step equation. $8x = 32$

As you learned in the last article that we read, food webs have many working parts. To keep an ecosystem balanced, the flow of energy in the system has to allow all species to survive and thrive. Sometimes this flow can be interrupted by an unwanted visitor that decides to stay! Invaders!!

What Makes a Species "Invasive"?

An invasive species can be any kind of living organism—an amphibian (like the cane toad), plant, insect, fish, fungus, bacteria, or even an organism's seeds or eggs—that is not native to an ecosystem and causes harm. They can harm the environment, the economy, or even human health. Species that grow and reproduce quickly, and spread aggressively, with potential to cause harm, are given the label "invasive."

An invasive species does not have to come from another country. For example, lake trout are native to the Great Lakes, but are considered to be an invasive species in Yellowstone Lake in Wyoming because they compete with native cutthroat trout for habitat.

https://www.nwf.org/Educational-Resources/Wildlife-Guide/Threats-to-Wildlife/Invasive-Species

****Read the article on the back of this page carefully.** Think about the damage that the species listed are causing to the environments that they are now found in.

Then, create a "Most Wanted" poster! Choose one of the species from the article and create a poster that shows the following:

-Species name

-Sketch of species in its new found habitat

-Damage it is causing (can show this in sketch too!)

-Where it is found now

-An idea for getting rid of the species

-Reward for getting rid of species (Be creative: a reward doesn't have to be money! Peace and happiness are rewards too!)

Alien Invasion

Zebra Mussels first came to North America in the 1980s as stowaways in cargo ships. Large cargo ships are often top-heavy if they are not fully loaded, so people pump water into their holds to stabilize them for long ocean voyages. This ballast water, which may contain billions of tiny plants and animals, is then pumped out at the destination port. Scientists believe this is how zebra mussels first made their way to North America from their native waters in Western Asia.

Zebra mussels begin their lives as tiny swimming larvae, which are carried by water currents. As they mature, the larvae attach themselves to hard substances like rocks, other mussels, logs, boat hulls, and even the inner walls of pipes. They are a major problem for power plants, public water systems, and other water users because they accumulate very thickly. In Lake Erie, 700,000 mussels per square yard have been found in some utility water intake pipes.

Mussels feed by filtering water and removing plankton (tiny plants and animals) from it. The water in invaded lakes looks very clean after Zebra mussels take over because they have finer filters than native populations. The problem is that they can filter out all the plankton from a lake or stream, leaving nothing for native animal species to eat.

One adult zebra mussel may release up to a million eggs each year! Adults can also reattach themselves if they break off, and can survive out of water for days by closing their valves and slowing their metabolism. Zebra mussels can move to new locations as larvae, and attach to boat hulls, anchors, or ropes when they are adults.

Purple Loosestrife is a lovely plant—or so it first seems. It has a tall stalk of pinkish, purple flowers that bloom in the late summer. But ever since it was brought to North America in the early 1800s as an ornamental garden plant, this plant has earned its nicknames—beautiful killer, marsh monster, and purple plague.

Soon after coming to the United States, purple loosestrife started spreading into natural areas. By 1830, it could be found all along the New England coast. The construction of the Erie Canal and other canals in the 1880s allowed it to spread further inland. Today it is in wetlands throughout all the lower 48 states except Florida, and in some areas it grows so densely that scientists have counted up to 20,000 seedlings in one square meter.

In Europe, where it is a native plant, purple loosestrife is not invasive because a variety of insects feed on it and keep it in check. None of these insects occur naturally in North America. This, and the fact that a single plant can produce more than 2.5 million seeds annually and grow very quickly, has allowed purple loosestrife to spread uncontrollably.

When purple loosestrife invades a wetland area, it crowds out native plants, reduces the food and cover available to wildlife, and chokes waterways.

Nutrias, at first glance, seem harmless enough. Like their slightly larger cousins, the beavers, nutrias are water-loving mammals with big incisors (front teeth), prominent whiskers, and cloaks of dense, warm fur. But without enough predators to keep them in check, these rodents have destroyed thousands of acres of marsh plants in the United States. This has led to a decline in habitat for nesting waterbirds and songbirds, as well as for fish and crab that depend on the marsh.

Nutrias are originally from South America, where they are called coypu. They were brought to the United States in the 1930s to be raised for their fur. People intentionally released some of them into the wild because they wanted to clear out the plants from a lake or stream. Nutrias soon became established residents in a number of marshes and are now found in 15 states across the United States.

Vegetarians with large appetites, nutrias eat about one-fourth of their body weight every day. They are not picky when it comes to food and will eat almost any land or water plant. Their favorite food is the roots of marsh plants. They dig underneath and overturn the plants to eat just the root mat, a habit which usually kills the plant.

Nutrias breed year-round and, for a mammal, can reproduce very quickly. An adult female can have two or three litters a year, with up to eleven young per litter.

(continued on next page)

Wanted:

Name _____ Class _____ Date _____

Ancient Greece

Section 1

MAIN IDEAS

1. Geography helped shape early Greek civilizations.
2. Trading cultures developed in the Minoan and Mycenaean civilizations.
3. The Greeks created city-states for protection and security.

Key Terms and People

polis Greek word for city-state
classical filled with great achievements
acropolis a fortress atop a tall hill in the center of the city-states

Section Summary

GEOGRAPHY SHAPES GREEK CIVILIZATION

The Greeks lived on rocky, mountainous lands, located on a peninsula surrounded by the Mediterranean, Ionian, and Aegean Seas. The peninsula has an irregular shape. Many islands float off the mainland. This area was the home of one of the world's greatest civilizations.

Underline the names of the three seas that ringed the Greek peninsula.

The few small valleys and plains of Greece provided farmland and that is where people settled. These communities were separated by steep mountains, so there was little contact between groups. The villages created separate governments.

Why did separate governments develop in ancient Greece?

_____

_____

_____

Because they were surrounded by water the Greeks became skilled shipbuilders and sailors. The Greeks were exposed to other cultures when they sailed to other lands.

TRADING CULTURES DEVELOP

Of the many cultures that settled and grew in early Greece, the earliest and most influential were the Minoans and the Mycenaens. By 2000 BC these two cultures had built advanced societies on the

island of Crete. The Minoans were known as the best shipbuilders of their time. They used ships mainly for trading purposes. A volcano that erupted in the 1600s BC may have led to the end of the Minoan civilization.

The Mycenaeans spoke the language that became Greek. While the Minoans were sailing, the Mycenaeans were building fortresses on the Greek mainland. The Mycenaeans eventually took over the trade routes once sailed by the Minoans. The Mycenaeans set up a powerful trading network on the Mediterranean and Black seas. But Mycenaean culture also fell prey to earthquakes and invaders. Greece entered a dark period.

While the Minoans built

_____,

the Mycenaeans built

_____.

GREEKS CREATE CITY-STATES

After 300 years of war and disorder communities began to band together for stability and protection. They created the **polis**, or city-state. This marked the beginning of the Greek **classical** age, a time filled with great achievements.

A city-state often was built around a fortress perched atop a high hill called an **acropolis**. Walls surrounded many of these cities. Much of daily life centered around the agora, or marketplace, where politics and shopping shared the stage. As stability returned some of the Greek city-states formed colonies in foreign lands. Early colonies included modern-day Istanbul in Turkey, Marseilles in France, and Naples in Italy. This created further independence for these city-states, and some city-states became great trading centers.

What features of the polis made it a safe, protected place to live and conduct business?

_____

_____

_____

CHALLENGE ACTIVITY

Critical Thinking: Drawing Inferences You are a leader of an ancient Greek polis, or city-state, dealing with all the same problems and circumstances the real city-states of the time faced. Write your own set of laws that would improve both security and quality of life for the citizens who live there.

Name _____ Class _____ Date _____

Ancient Greece

Vocabulary Builder

Section 1

DIRECTIONS Read each sentence and fill in the blank with the word in the word pair that best completes the sentence.

1. After the Dark Age, Greeks began to set up city-states and entered a period of great achievements known as Greece's _____ age. **(classical/peninsula)**

2. The town around the _____ was surrounded by walls for protection. **(acropolis/colony)**

3. The _____ often served as a central place for Greeks to meet and hold assemblies. **(acropolis/agora)**

4. The mainland of Greece is a _____, land surrounded by water on three sides. **(peninsula/polis)**

5. The Greek _____ provided security, stability, and identity to the people who lived there. **(acropolis/polis)**

DIRECTIONS Write a word that has a *similar* meaning to the term given.

6. acropolis _____

7. agora _____

8. polis _____

DIRECTIONS Write three adjectives or descriptive phrases that describe the term given.

9. classical _____

10. peninsula _____