



## Social Studies - 6

This year in sixth grade you have been learning about the history of different regions of the world. In your at home learning opportunities you will continue this exploration. Some information may be review and some may be new. Feel free to use any resources you have (such as the internet or books) to explore the topics more each week. Each week will connect to the last as much as possible.



The "Queens of Egypt" exhibit at the National Geographic Museum in Washington, D.C., features a virtual-reality experience of Queen Nefertari's tomb as well as several hands-on installations. Photo by: National Geographic

### Not just Cleopatra: Museum tells history of queens in ancient Egypt

If you had to name a queen of ancient Egypt, who would it be? Probably Cleopatra, famous for her connections to Roman leaders Julius Caesar and Marc Antony.

But who came before her? Nefertari, Isis, Ahmose and Hatshepsut are just a few queens of Egypt who aren't as well-known. A new exhibit at the National Geographic Museum in Washington, D.C., aims to change that.

"I only knew there was Cleopatra," said Roxie Mazelan. The 11-year-old Girl Scout was visiting the new exhibit, which is called "Queens of Egypt." "I didn't know there were so many other queens," she added.

#### Walking Through Queen's Tomb

The exhibit was in 3-D. People who visit can travel back in time and walk through the tomb of Queen Nefertari. A tomb is the final resting place for a person after he or she dies. The Egyptians thought of tombs as homes for the dead and included objects and paintings inside them.

Addison Hood, age 11, is also a Girl Scout. She thought it was cool to see the objects through her glasses and then see them in real life in the museum. An object made a long time ago by humans is called an artifact. Among the popular artifacts at the museum are Nefertari's shoes. They were found in her tomb in 1904. Jewelry, makeup jars and mirrors are also on display.

#### Hands-On Exhibits Bring Ancient Times To Life

There are also hands-on exhibits. Jars contain scents such as henna and lotus, two plants found in Egypt. You can pop the jars open and smell them. Scientists found jars like these in tombs. From the bits remaining in the jars, they figured out the scents Egyptian women once wore. You can play Senet, a board game similar to Chutes and Ladders that kings and queens played around 1550 B.C. That was 3,500 years ago.

Queen Hatshepsut (pronounced hat-SHEP-soot) was the most important Egyptian queen. She was known to have good relationships with other countries during her 22-year reign. To gain respect, she dressed as a man and wore a pretend beard. She created statues of herself with a pharaoh's headdress.

There were many different groups of people during ancient times. "Egypt's was the only one that really valued women," says Lexie de los Santos. She works to educate people about National Geographic exhibits.

Egyptian women could own land, choose a husband and get divorced. They could even govern the country.

#### Erasing All Memory Of Women Leaders

"But after their rule, [male leaders] just erase all memory of these women," De Los Santos said. "They don't want them to have all that success."

Kara Cooney wrote a book about the Egyptian queens. She said these women were often used as protectors. Men would put women in high positions to keep young male leaders safe and give them time to grow up. When a man was ready to take over as pharaoh, the woman in charge would step down.

Addison noted that even after thousands of years, things have not changed that much. Female leaders are rare. "I think it was cool to see women in the place of men," she said. "You don't see that a lot now."

#### Directions: On your own paper, respond to the questions below.

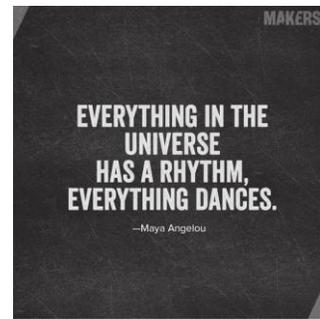
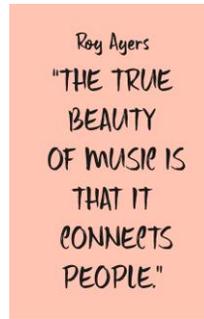
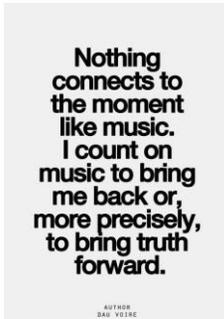
1. What are aspects of Egyptian culture mentioned in the article above? Think back to your culture unit.
2. Choose one other historical culture you have learned about this year and compare and contrast that culture to the ancient Egyptian culture.
3. Specifically discussing the role of women in society, what similarities do you see from ancient Egyptian culture and the role of women in the modern US? What differences?

## 6<sup>th</sup> - 8<sup>th</sup> Music Activities

*Please use the menu of options below to engage in music exploration.*

**Read the four quotes and reflect on their meaning.**

- In what ways do you agree or disagree with the quotes below?
- How does music continue to connect us to each other during this time of social distancing?
- How does music connect you to people across cultures or ages?



*Listen to a piece of music (anything you want) and draw a picture of what you think it is about or what it made you feel.*

**Create a Music Soundtrack:**

- Choose your 4 favorite songs
- Write a letter to your younger OR older self about why these are your favorite songs right now and what they mean to you.
- Draw a picture to serve as your 'cover art' for your soundtrack.

*Ask someone in your household: What's your favorite song and why? Listen to it together.*

## 6th Grade Math Resources

### 1) Counting to 20 Game

Here is a counting game to try with a partner.

- The first person must start at “1”
- For each turn, you can say one, two, or three numbers in order.
- For example, the first person could say “1” or “1,2” or “1,2,3”
- If the first person says “1,2” then the second person could say “3” or “3,4” or “3,4,5”
- Keep taking turns saying one, two, or three numbers in order.
- Whoever says “20” wins the game.

Play many times and try to discover a winning strategy. Describe it to a family member or below.

### 2) Decimal Addition (Source: <https://www.openmiddle.com/>)

Use the digits, 0 through 9, without repeats, to complete the equation below:

$$\begin{array}{r} \square \square . \square \\ + \square \square . \square \\ \hline \square \square . \square \end{array}$$

### 3) Equation Practice (Source: <https://openupresources.org/math-curriculum/>)

Select **all** the true equations. For each, explain why you did or did not select it.

A.  $5 + 0 = 0$

B.  $15 \cdot 0 = 0$

C.  $1.4 + 2.7 = 4.1$

D.  $\frac{2}{5} \cdot \frac{5}{9} = \frac{7}{12}$

E.  $4\frac{2}{3} = 5 - \frac{1}{3}$

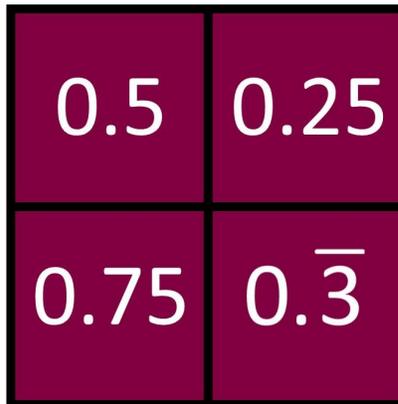
4) **Equivalent Ratios** (Source: <https://www.openmiddle.com/>)

Using each of the digits 0-6 only once, make two equivalent ratios (also known as a proportion).

$$\frac{\square}{\square \square} = \frac{\square \square}{\square \square}$$

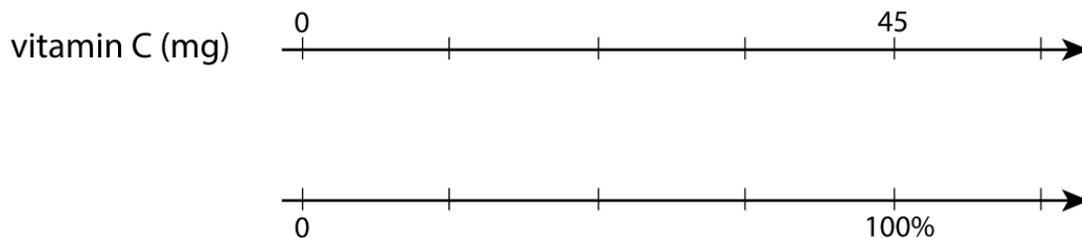
5) **Which One Doesn't Belong?** (Source: [wodb.ca](http://wodb.ca))

Choose a number in this picture that you don't think belongs with the rest. Explain why. Can you pick another number and give a different reason? Discuss with someone else if you're able – there is no one right answer. It is all about the argument you provide!



6) **Percents Practice** (Source: <https://openupresources.org/math-curriculum/>)

The daily recommended allowance of vitamin C for a sixth grader is 45 mg. I orange has about 75% of the recommended daily allowance of vitamin C. How many milligrams are in I orange? If you get stuck, consider using the double number line.



7) **Percent Problems** (Source: <https://openupresources.org/math-curriculum/>)

There are 90 kids in the band. 20% of the kids own their own instruments, and the rest rent them.

A. How many kids own their own instruments?

B. How many kids rent instruments?

C. What percentage of kids rent their instruments?

8) **Visual Pattern** (Source: [visualpatterns.org](http://visualpatterns.org))

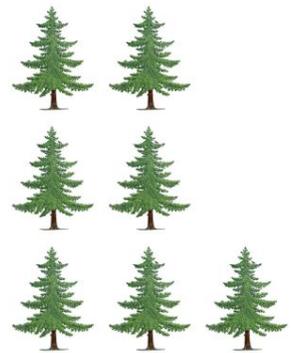
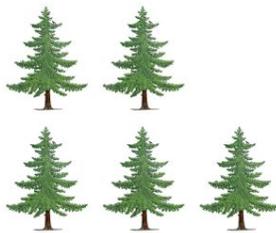
Below is a pattern of trees in stages 1-3 below.

A. Draw what you think stage 4 might look like.

B. Draw or describe what you think stage 10 might look like.

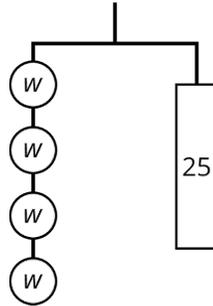
C. Label how many trees are in each stage.

D. Try to write an expression to describe the relationship between the stage number  $n$  and the number of trees  $T$ .



9) **Balance** (Source: <https://openupresources.org/math-curriculum/>)

Here is a balanced hanger.



A. Write an equation representing this hanger.

B. Find the weight of one circle. Show or explain how you found it.

10) **Would You Rather** (Source: <https://www.wouldyourathermath.com/>)

Whichever option you choose, justify your reasoning with mathematics.

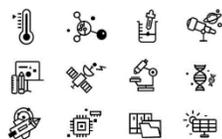
Work as a server at Restaurant A  
**OR**  
Work as a server at Restaurant B?

Restaurant A	Restaurant B
\$18 per hour No tipping allowed	\$10.50 per hour Tipping encouraged
(meals range from \$8 to \$25 each)	(meals range from \$8 to \$25 each)

wouldyourathermath.com

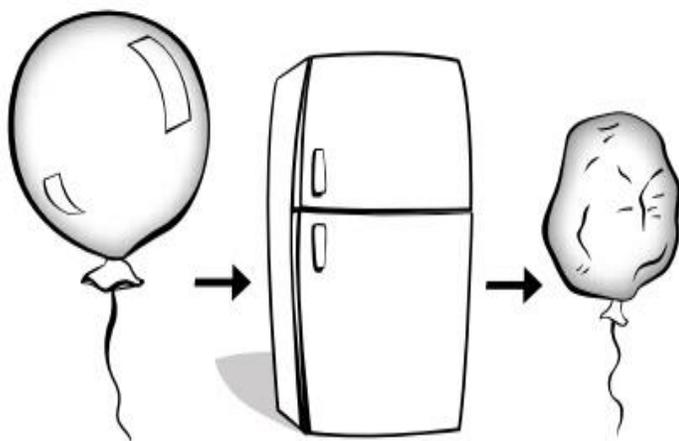
**For Math Answers – Flip to the Science page**  
Science Answer Key

Possibility C because the cold balloon shrinks as the air particles get closer together when they give away their energy to the freezer.



# SCIENCE-6

## Wonder of Cold and Hot Balloons



Lona filled a balloon with air. Then tightly tied the balloon so no air could get in or out of the balloon. The balloon was in a warm room. An hour later, the balloon was put in a cold freezer. When the balloon was taken out 30 minutes later, it was still tied tightly shut. No air escaped from the balloon. The balloon had shrunk. **Lona wondered if the mass of the balloon (including the air inside it) also changed.**

Pick one of these possibilities (A,B,C) that best matches your thinking and write or draw to describe your thinking. Share this situation with your family. Listen for how their thinking is like or different than yours. Check the [math page](#) for which possibility most like currently supported science.

A-mass of the warm balloon is less than the mass of the cold balloon.

B- mass of the warm balloon is greater than the mass of the cold balloon.

C- mass of the warm balloon is the same as the mass of the cold balloon.

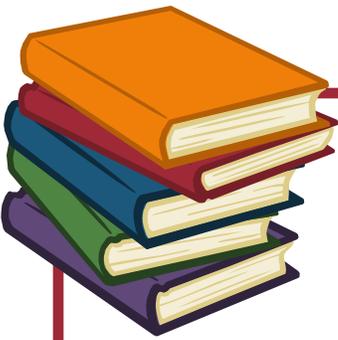
Describe your thinking. Provide an explanation or drawing.

Possibility \_\_\_\_ most closely matches my thinking because\_\_

### Science Answers- see math page.

#### Math Answer Key

- 2) Answers vary. One example:  
 $4.5+6.2=10.7$
- 3) B,C,E
- 4)  $5/32=10/64$  OR  
 $5/23=10/46$
- 5) Could select any – provide a good argument!
- 6) 33.75mg
- 7) 18 own, 72 rent, 80% rent
- 8) A-9trees, B-21 trees, D-  
 $T=2n+1$
- 9) A-  $4w=25$ , B-6.25 or  $25/4$
- 10) Could select either –  
provide a good argument!



## ENGLISH/LANGUAGE ARTS

Read the poem “Empty Spaces” by Ernest Hemingway, the article “The Power of Solitude, and observe the images below. What places do you wish you could have all to yourself? Respond in any way that you choose; draw a sketch, journal, or construct a poem about your thoughts.

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### Empty Spaces: By The Learning Network, The New York Times

March 27, 2020, <https://www.nytimes.com/2020/03/27/learning/empty-spaces.html>

In recent weeks, the world’s busiest thoroughfares have become desolate. Airports are ghost towns. Stadiums sit empty. Even Disneyland has closed.

But the barren landscapes provoke a more playful question: What typically-crowded places have you dreamed of having all to yourself?

Would you visit an amusement park without having to wait in lines; run wild on a mall shopping spree; explore a renowned museum with free rein — or is there some other place or activity you’d love to enjoy in solitude?

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### Poem: “Empty Spaces” by Ernest Hemingway

“If there's empty spaces in your heart,  
They'll make you think it's wrong,  
Like having empty spaces,  
Means you never can be strong,  
But I've learned that all these spaces,  
Means there's room enough to grow,  
And the people that once filled them,  
Were always meant to be let go,  
And all these empty spaces,  
Create a strange sort of pull,  
That attract so many people,  
You wouldn't meet if they were full,  
So if you're made of empty spaces,  
Don't ever think it's wrong,  
Because maybe they're just empty,  
Until the right person comes along.”

Article: “The Power of Solitude” This article appeared in the June 2017 issue of Mindful magazine. <https://www.mindful.org/the-power-of-solitude/> Illustration by Marta Sevilla

## The Power of Solitude

Spending time alone with ourselves may not be easy or even desirable. But it's key to getting to know who we really are.

BY [ELAINE SMOOKLER](#), JULY 26, 2017 [WELL-BEING](#)



Most of us are afraid to be alone. I'm talkin' no cell phone, no Wi-Fi alone. When was the last time you were by yourself and didn't try to sweeten, avoid, or supercharge the moment? Were you fearful, anxious, or hungry for something more?

We are awash in studies telling us that we need each other to survive and to be happy. And it's true, we do. But when we lose the ability to be alone with ourselves, our overstimulated nervous systems suffer from no place to rest and recharge. Self-imposed solitude triggered by social anxiety, schizophrenia, or other psychological disorders can constitute a health risk, says psychiatrist and researcher Dr. Mary V. Seeman in a review published in 2016 in the journal *Psychosis*. “But,” she writes, “[solitude] can also reap benefits such as recovery of a sense of self, renewed harmony with nature, escape from sensory overload, stimulation of creativity, or awakening to spirituality.”

***Our mind is expert at taking bits of information and creating a storyline. One of those stories is that being alone is so terrifying, anything else is preferable.***

Mindfulness helps cultivate this beneficial solitude, which has psychological and physiological perks. When we practice anchoring our attention to a single focus like the breath, the body and nervous system gear down from operating in relentlessly high-stress states. Without cortisol and adrenaline pumping you into high alert your body has better conditions to relax. In this more peaceful state you can enjoy a slower pace to look around and experience a wider array of life. You're able to let go, to not feel afraid to be alone, which means you're no longer grasping at ways to push away your fear. You can begin to enjoy what it's like to be with yourself and feel calm. And as you learn to be alone you can learn how to be brave and honest with how things are right now. If you can cultivate your ability to be OK with being alone, you may come to appreciate that you can create all the conditions you need to be content with yourself and in life.

Sometimes the unfamiliarity of being alone can feel awkward, painful, or just plain wrong. You may feel like Groucho Marx, who said that he didn't want to belong to any club that would have him as a member. The thought of making friends with yourself may feel weak or silly. That's just another form of fear, which has many faces.

Spend enough time by yourself and you'll notice all kinds of thoughts bubble up and pass away. Hateful thoughts. Painful thoughts. Fearful thoughts. Our mind is expert at taking bits of information and creating a storyline. One of those stories is that being alone is so terrifying, anything else is preferable.

That's where time and patience come in. When you first approach this idea it's natural that you might feel the same aloofness or hesitation you experience in any new relationship, so take it slowly. As you train your ability to be alone, without suspicion or disdain, you may begin to relax. Spending more time with

yourself increases your ability to recognize the forces at play in your life. When you contemplate being alone, what do you feel? Are you holding your breath? Are you clenching your stomach, right now, or your jaw? Which emotions are being triggered by your lonely movie? It's OK to have these feelings; you don't have to like them.

The next time that the tight squeeze of loneliness commands your attention, let that feeling be your cue: first take a breath; develop an attitude of gentleness and kindness. Be present to whatever you are feeling. Lean into your sadness, your pain, your joy. Let yourself be shy as you gently get to know you. There is nothing to fear when you come to yourself with an understanding heart. Allow yourself the freedom to discover how unlonely being alone can be.

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**Images:** What do these images make you think of? Where would you go if you could have the entire space to yourself?

**Image 1: Empty Theatre**

"Theater" by [Peter Peter](#) is licensed under [CC BY 2.0](#)



**Image 2: Empty Beach**

"Caribbean beach series ... Cuba" by [Nick Kenrick](#), is licensed under [CC BY-NC-SA 2.0](#)



**Image 3: Empty Boardwalk**

"Coney Island Blues (7)" by [Björn Giesenbauer](#) is licensed under [CC BY-NC-SA 2.0](#)



**Image 4: Empty Park**

"Swing back to childhood" by [mi.chael](#) is licensed under [CC BY-NC-SA 2.0](#)



**Image 5: Empty Stadium**

"Empty seats - Berlin Olympic Stadium" by [City Clock Magazine](#) is licensed under [CC BY-NC-SA 2.0](#)



## Self-talk Scenario Slips

**Scenario 1** – Nico studied hard for a test, but still didn't get a good grade. He began to think to himself, "You're so dumb you can't even study and get a good grade. What's wrong with you? If everyone knew how long you studied, they would probably think you're stupid too."

**Q1: What could Nico say to himself instead?**

**Q2: What are some things Nico could do to encourage himself?**

**Q3: What would you do in this situation?**

**Q4: If Nico talked negatively to himself all the time, what effect do you think it would have on him?**



## Self-talk Scenario Slips

**Scenario 2** – Melissa wants to try out for the volleyball team but is nervous.

**Q1: What are some examples of positive self-talk Melissa could use?**

**Q2: Why would it be important for Melissa to talk to herself positively instead of negatively?**

**Q3: Can you think of a time where you used positive self-talk and it helped you?**

**Q4: How does positive self-talk help a person's self-esteem?**

Visual Arts Activities

<p><b>The Color Wheel Challenge</b> (4<sup>th</sup>-8<sup>th</sup>)</p>	<p>Gather items in bright, solid colors from around your home, assemble them into the circular color wheel order (red, orange, yellow, green, blue, and violet). Snap a pic and share your creation on social media using the hashtag #colorwheelchallenge. For an additional challenge, complete a FULL color wheel by adding the tertiary colors (yellow-orange, red-orange, yellow-green, blue-green, blue-violet, and red-violet).</p>
<p><b>Automatic Drawing</b> (3<sup>rd</sup>-8<sup>th</sup>)</p>	<p>With 2 or more people, grab a sheet of paper and fold it into 3-4 equal sections. Have one person start drawing in the top section (Don't let anyone else see!). Afterward, fold the paper (or cover it up) so that the next drawer can only see a couple of guiding lines for what the previous person has drawn. Repeat this process until everyone has drawn and each section is filled. Unfold to reveal the entire drawing!</p>
<p><b>Paper Telephone</b> (3<sup>rd</sup>-8<sup>th</sup>)</p>	<p>This game involves drawing and writing. Start with a piece of paper and a pencil and write a sentence (any sentence will work!). Then, pass the paper to the next person. They draw what the sentence says. When they're done, fold over the original sentence so it's not visible and just the drawing remains. Give the paper to someone else, who writes a sentence about the drawing. Repeat this sequence until the paper is full, and then unfold to see the results!</p>
<p><b>Blind Contour Drawing</b> (6<sup>th</sup>-8<sup>th</sup>)</p>	<p>A blind contour drawing is a sketch that is completed while only looking at your subject (no peeking!) and keeping your pencil/pen on the paper. For added amusement, find a partner and draw the same subject at the same time. Compare artworks afterward!</p>
<p><b>Blindfold Drawing</b> (3<sup>rd</sup>-8<sup>th</sup>)</p>	<p>Following the instructions of a partner, the drawer must complete a drawing while blindfolded. For an added challenge, have the person describing the subject utilize only directional, shape, and line type directions (for example: up/down/left/right, circle/square/triangle, and straight/curved/wavy/zig-zag).</p>
<p><b>Texture Guessing Game</b> (PK-2<sup>nd</sup>)</p>	<p>Place different objects in an opaque bag. Take turns placing your hand in the bag, grab an object and then drawing a picture of what you think the object is. For a twist on this game, place your hand in the bag and grab an object (but don't look at it) and then try finding a different object from your house or outside that has a similar texture.</p>
<p><b>Shadow Tracing</b> (PK-3<sup>rd</sup>)</p>	<p>Place an object (toy animals work great!) at the edge of a piece of paper so that it casts a shadow on the paper and then trace the shadow with your pencil (it's that simple!). Add details to your tracing. For added challenge, trace the object at different times of day or with multiple light sources from different angles and compare the results.</p>
<p><b>Sketchbook/Drawing Prompts</b> (PK-8<sup>th</sup>)</p>	<p>Use one of the following prompts to guide the creation of a drawing: 1) Draw a portrait of yourself from 20 years in the future, 2) Draw an animal playing a musical instrument, 3) Draw a creature that is a combination of at least 3 different animals, 4) Draw each step in the preparation of your favorite food, 5) Draw an egg (this is harder than it sounds!), 6) Draw your interpretation of an emotion, 7) Draw an illustration of your favorite song lyrics, 8) Draw an illustration of the last dream that you had, 9) Draw your favorite character from a book, 10) Draw a self-portrait while looking in the mirror, 11) Draw the same object 3 days in a row, 12) Draw a sink full of dirty dishes before and after they get washed.</p>
<p><b>Random Monster Drawing Game</b> (K-3<sup>rd</sup>)</p>	<p>Find a 6 sided dice. Assign a specific body part to each number (example: 1=Eye, 2=Mouth, 3=Ear, 4=Nose, 5=Leg &amp; Foot, and 6=Arm &amp; Hand). Start by drawing a simple shape for the head and body of your creature then roll the dice and add the body part associated with the number that you rolled. For more variety, try adding additional dice and more drawing prompts!</p>

Grade level suggestions are flexible. With guidance and/or support, these activities and prompts are appropriate for children of any age.