

## ENGLISH/LANGUAGE ARTS: GRADE 6

### Reading Closely for Textual Details: The Wolf You Feed

Over the next few weeks, we will be exploring a series of related texts, images, and multi-media. They are connected but you will need to use your close reading skills to determine what those connections are. We will examine texts and ask you to analyze their Central Idea and how supporting details help develop it.

#### Learning Goal/s:

- Students learn what it means to read a text closely by attending to and analyzing textual details.
- Students analyze visual-based texts.

### Introduction: Why do we ask questions?

There are many jobs that require close reading and guiding questions. A musician might ask herself, “How do the sounds of the various instruments work together?” A crime scene investigator might ask, “What evidence suggests how the perpetrator came and went from the scene?” These more general questions lead the experts to then ask specific questions directly related to the object of investigation. For example, the general question concerning the perpetrator’s coming and going might lead the investigator to notice a set of muddy footprints. She then might ask, “What are the size and type of the shoes that left these muddy footprints?” Experts ask these questions so that they clearly understand what they are studying and can clearly communicate their understanding to others.



**Brainstorm at least two other jobs where you need guiding questions to get more information.**

### Looking Closely for Details: Image Investigation

**Step 1.** First Impressions – Create a chart of 5 rows and 3 columns. Examine the 5 images. Record your first impressions in the first column. **What stands out to you as you examine each image?**

**Step 2.** Refer to the Guiding Questions Handout on the following page to develop image specific questions. What questions do you have about each image? Write a specific question for each image that would help guide your understanding of what is happening.

**Step 3.** Construct a Caption – Write a short title/caption that summarizes what the image is about.



1



2



3



4



5

# READING CLOSELY FOR DETAILS: GUIDING QUESTIONS

**Get To Know the Tool:** As we read and examine each text, use the following handout to help focus your thinking. The questions in each row are general but can help direct you to key evidence in the image or text. Look over this handout as we'll be using it several times.

## APPROACHING TEXTS

Reading closely begins by considering my specific purposes for reading and important information about a text.

I am aware of my purposes for reading:

- Why am I reading this text?
- In my reading, should I focus on:
  - ⇒ The content and information about the topic?
  - ⇒ The structure and language of the text?
  - ⇒ The author's view?

I take note of information about the text:

- What is the title?
- Who is the author?
- What type of text is it?
- Who published the text?
- When was the text published?

## QUESTIONING TEXTS

Reading closely involves:

- 1) initially questioning a text to focus my attention on its structure, ideas, language and perspective then
- 2) questioning further as I read to sharpen my focus on the specific details in the text.

I begin my reading with questions to help me understand the text and I pose new questions while reading that help me deepen my understanding:

**Structure:**

- How is the text organized?
- How has the author structured the sentences, lines, paragraphs, scenes or stanzas?

**Topic, Information and Ideas:**

- What information/ideas are presented at the beginning of the text?
- What stands out to me as I first examine this text?
- What information/ideas are described in detail?
- What do I learn about the topic as I read?
- How do the ideas relate to what I already know?
- What do I think this text is mainly about?

**Language:**

- What words or phrases stand out to me as I read?
- What words and phrases are powerful or unique?
- What do the author's words cause me to see or feel?
- What words do I need to define to better understand the text?
- What words and phrases are repeated?

**Perspective:**

- Who is the intended audience of the text?
- What is the author's/narrator's stance or attitude about the topic or theme?
- How does the author's language show his/her perspective?
- What is the author's personal relationship to the topic or themes?

## ANALYZING DETAILS

Reading closely involves analyzing and connecting the details I have found through my questioning to determine their meaning, importance, and the ways they help develop ideas across a text.

I analyze the details I find through my questioning:

**Patterns across the text:**

- What does the repetition of words or phrases in the text suggest?
- How do details, information, characters or ideas change across the text?
- How do the text's structure and features influence my reading?

**Meaning of Language:**

- How do specific words or phrases impact the meaning of the text?
- What words or phrases are critical for my understanding of the text?

**Importance:**

- Which details are most important to the overall meaning of the text?
- Which sections are most challenging and require closer reading?

**Relationships among details:**

- How are details in the text related in a way that develops themes or ideas?
- What does the text leave uncertain or unstated? Why?

## Reading Closely for Details: “A Brief History of Wolves in the US” by Cornelia N. Hutt

You will be reading an informational text that provides an overview of the history of wolves in the US, from their importance to Native American cultures to their current controversial status as an endangered species.

**Step 1.** As you read, use the Guiding Questions handout from our Image Investigation and locate the “*Topic, Information, and Ideas*” section. These questions will help focus your reading.

**As you read, think about the question: What information or ideas does this text present?**

**Step 2.** Return to the Guiding Questions Handout. Preview the document. Review the questions listed under “*Language*”. Re-read the passage and mark details you notice that about the words or phrases that stand out.

**Step 3.** Construct an objective summary of the text focusing on the Central Idea and supporting details.

### “A Brief History of Wolves in the US” by Cornelia N. Hutt

Wolves once roamed across most of North America. Over hundreds of thousands of years, they developed side by side with their prey and filled an important role in the web of life. Opportunistic hunters, wolves preyed on deer, elk and beaver, killing and eating the young, the sick, the weak and the old and leaving the fittest to survive and reproduce. Wolf kills provided a source of food for numerous other species such as bears, foxes, eagles and ravens. Wolves even contributed to forest health by keeping deer and elk populations in check, thus preventing overgrazing and soil erosion.

Not surprisingly, the cultures which inhabited North America before the time of European exploration revered the wolf and its role in nature. Many indigenous groups relied on hunting as their major source of food and goods and were keenly attuned to their environment. The elements of the natural world, including the wolf, were important to their everyday lives and spirituality.

Native Americans attributed an array of powers and miracles to wolves, from the creation of tribes to healing powers. For example, the Kwakiutl of the Pacific Northwest believed that before they became men or women, they had been wolves. The Arikara believed that Wolf-Man made the Great Plains for them and the other animals. The Sioux and Cheyenne of the Great Plains and many other tribes credited the wolf with teaching them how to survive by hunting and by valuing family bonds.

In other Native American cultures, the wolf played an important role in the spiritual and ceremonial life of the tribe. Wolves were regarded as mysterious beings with powers they could bestow upon people. The Crow, for instance, believed that a wolf skin could save lives. Other Native American

lore is full of stories of wolves and of wolf parts healing the sick and the mortally injured.

When Europeans arrived in the New World, roughly 250,000 wolves flourished in what are now the lower 48 states. Many settlers, however, brought with them a legacy of persecution dating back centuries. Mythology, legends and fables such as those popularized by Aesop and the Brothers Grimm intensified people’s fear of wolves. In America, the killing of wolves came to symbolize the triumph of civilization over what was considered to be a wilderness wasteland. In 1630, just ten years after the Mayflower landed at Plymouth Rock, the Massachusetts Bay Colony began offering a reward (bounty) for every wolf killed.

Colonists relied heavily on the deer population for food for themselves and as an export item. When the deer population dropped as a result of over-hunting, wolves became a convenient scapegoat. They were also held accountable for livestock losses, even when diseases and other causes were to blame. Few people seemed to question the belief that a safe home required the elimination of all the wolves. In time, wolf killing became a profession. In the 19th century, the demand for pelts sent hundreds of hunters out to kill every wolf that they could. At the same time, ranchers moved into the western plains to take advantage of cheap and abundant grazing land. As domestic livestock replaced the wolf’s natural prey base of bison and deer, the threat of wolf predation on cattle led to a massive campaign to exterminate the wolf in the American west. Professional “wolfers” working for the livestock industry laid out strychnine-poisoned meat lines up to 150 miles long. When populations dropped to such low levels that wolves were difficult to find, states offered bounties with the goal of extirpating wolves altogether. Wolves were shot,

poisoned, trapped, clubbed, set on fire and inoculated with mange, a painful and often fatal skin disease caused by mites. In a 25-year period at the turn of the century, more than 80,000 wolves were killed in Montana alone. Well into the 20th century, the belief that wolves posed a threat to human safety persisted despite documentation to the contrary. The persecution continued. By the 1970s, only 500 to 1,000 wolves remained in the lower 48 states, occupying less than three percent of their former range.

Fortunately, America’s understanding of the wolf has grown in the last 20 years. As scientists have discovered more about the intricacies of nature, our knowledge of the interdependence of all living things has increased significantly. People are now more aware of the importance of predators in maintaining healthy ecosystems. In addition, as our population has become increasingly urbanized and wilderness areas have been swallowed up by development, we have begun to treasure what we are losing. The wolf has become a symbol of our loss. The overwhelming number of wolf advocacy groups that now thrive in the United States attest to the degree to which these

predators have captured our interest and our imagination.

Thanks to efforts by the U.S. Fish and Wildlife Service, zoos and wildlife advocacy groups, wolves have slowly begun to recover in areas where they have long been absent. In recent years, wolves have been successfully reintroduced to former habitats in central Idaho, Wyoming, Montana, North Carolina and Arizona. More than 5,000 wolves now inhabit the wild south of Canada. While many welcome this recovery, a vocal minority remains strongly opposed to the presence of any wolves at all in the wild.

### Objective Summaries:



An objective summary of a text...

- ...is short (5 sentences)
- ...identifies the central idea and supporting details
- ...does not include the opinions of the person writing it
- ...answers the question “What is the text about?”

### Glossary:

<b>Prey</b> – an animal hunted for food	<b>Opportunistic</b> – taking advantage of a situation	<b>Species</b> – a biological classification belonging to the same group	<b>Revered</b> – honored, adored, respected
<b>Indigenous</b> – coming from a particular region or country	<b>Attuned</b> – aware, in harmony	<b>Attributed</b> – assigned, associated	<b>Array</b> – A large group or number
<b>Spiritual</b> – beliefs and values	<b>Ceremonial</b> – relating to rituals	<b>Bestow</b> – to give as a gift	<b>Lore</b> – traditional wise teachings or stories
<b>Mortally</b> – ending in or causing death	<b>Legacy</b> – something handed down from the past	<b>Persecution</b> – hurting or causing trouble to someone who is weaker or different	<b>Intensified</b> – strengthened or deepened
<b>Scapegoat</b> – a person or group made to take the blame or to suffer in place of someone else	<b>Pelts</b> – fur and skin	<b>Predation</b> – the relationship between animals where one hunts and feeds on the other	<b>Extirpating</b> – removing or destroying totally
<b>Domestic livestock</b> – farm animals that are raised locally and are bred to be dependent on humans	<b>Predators</b> – an animal that eats other animals	<b>Urbanized</b> – made part of a city	<b>Advocacy</b> - support
<b>Intricacies</b> – complex aspects	<b>Habitats</b> – the natural environment; place that is natural for the life of an animal		

# At-Home Physical Education

Name/Nombre \_\_\_\_\_

Log each time you participate in physical activity:

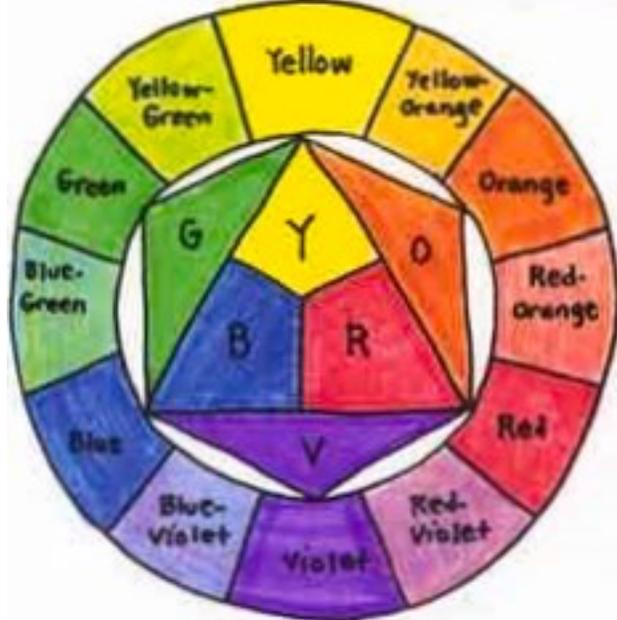
- Participate in a variety of activities: cardiovascular fitness, strength, endurance and flexibility (circle the fitness component)
  - **Example activities:** dancing, Pilates, walking, jogging, light weight training, body weight training
- Start with a warm-up and end with a cool down that includes stretching
- Try to get at least 30 minutes of physical activity each day

Day/Date DÍA/FECHA	Fitness Component COMPONENTE DE APTITUD	Physical Activity ACTIVIDAD FÍSICA	Intensity (low, moderate, high) INTENSIDAD	Time HORA
Day/Día 1 _____	Warm-up/Calentamiento			
	Cardio/Cardio			
	Strength Endurance/Fuerza resistente			
	Flexibility/Flexibilidad			
	Cooldown/Calmado			
Day/Día 2 _____	Warm-up/Calentamiento			
	Cardio/Cardio			
	Strength Endurance/Fuerza resistente			
	Flexibility/Flexibilidad			
	Cooldown/Calmado			
Day/Día 3 _____	Warm-up/Calentamiento			
	Cardio/Cardio			
	Strength Endurance/Fuerza resistente			
	Flexibility/Flexibilidad			
	Cooldown/Calmado			
Day/Día 4 _____	Warm-up/Calentamiento			
	Cardio/Cardio			
	Strength Endurance/Fuerza resistente			
	Flexibility/Flexibilidad			
	Cooldown/Calmado			
Day/Día 5 _____	Warm-up/Calentamiento			
	Cardio/Cardio			
	Strength Endurance/Fuerza resistente			
	Flexibility/Flexibilidad			
	Cooldown/Calmado			
Day/Día 6 _____	Warm-up/Calentamiento			
	Cardio/Cardio			
	Strength Endurance/Fuerza resistente			
	Flexibility/Flexibilidad			
	Cooldown/Calmado			
Day/Día 7 _____	Warm-up/Calentamiento			
	Cardio/Cardio			
	Strength Endurance/Fuerza resistente			
	Flexibility/Flexibilidad			
	Cooldown/Calmado			

## Reflection/Reflexión-

1. My biggest challenges this week were... Mis mayores desafíos esta semana fueron...
  
2. How can improve on these challenges next week by... ¿Cómo puedo mejorar estos desafíos la próxima semana antes de el...?
  
3. My biggest successes this week were... Mis mayores éxitos esta semana fueron...

**Task:** Using the Creative Process [Figure 1], design a color wheel [Figure 2] using only objects that you can find from around your household. The Creative Process is a four-part process that includes brainstorming, planning, creating and reflecting on our work. A color wheel focuses on the Element of Art: Color and depicts primary and secondary hues in the accurate order of Red, Orange, Yellow, Green, Blue, Indigo, Violet.

Creative Process [Figure 1]	Color Wheel [Figure 2]
<ol style="list-style-type: none"> <li>1. <b>Imagine:</b> Use your imagination to brainstorm by asking questions, having conversations and recording ideas.</li> <li>2. <b>Experiment:</b> Sketch out and arrange your ideas on paper as a plan.</li> <li>3. <b>Create:</b> Assemble your plan and use your materials to create your artwork.</li> <li>4. <b>Refine &amp; Reflect:</b> Think about your success, maybe your failure. Determine what you would do differently or what turned out well.</li> </ol>	

**Discussion:** With someone in your household, reflect on your experience with the Creative Process and making your own original color wheel.

- How did brainstorming and planning out your idea help with your success?
- What materials did you end up deciding to use?
- Did they help you find success with your original plan?
- What aspects of your artwork do you like? Why?
- What aspects of your artwork would you refine, or change based on the process you went through? Why?

## 6<sup>th</sup> Grade Math Resources

### Balanced Equations (Source: <https://im.kendallhunt.com>)



A hanger stays balanced when the weights on both sides are equal. We can change the weights and the hanger will stay balanced as long as both sides are changed in the same way. For example, adding 2 pounds to each side of a balanced hanger will keep it balanced. Removing half of the weight from each side will also keep it balanced.

An equation can be compared to a balanced hanger. We can change the equation, but for a true equation to remain true, the same thing must be done to both sides of the equal sign. If we add or subtract the same number on each side, or multiply or divide each side by the same number, the new equation will still be true.

This way of thinking can help us find solutions to equations. Instead of checking different values, we can think about subtracting the same amount from each side or dividing each side by the same number.

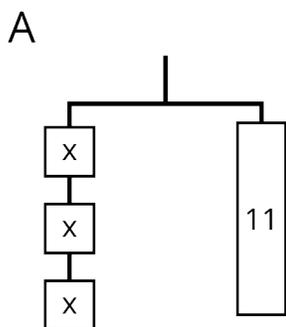


Diagram A can be represented by the equation  $3x = 11$ .

If we break the 11 into 3 equal parts, each part will have the same weight as a block with an  $x$ .

Splitting each side of the hanger into 3 equal parts is the same as dividing each side of the equation by 3.

- $3x$  divided by 3 is  $x$ .
- 11 divided by 3 is  $\frac{11}{3}$ .
- If  $3x = 11$  is true, then  $x = \frac{11}{3}$  is true.
- The solution to  $3x = 11$  is  $\frac{11}{3}$ .

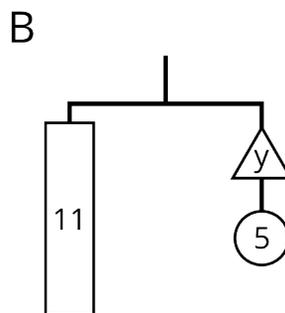


Diagram B can be represented with the equation  $11 = y + 5$ .

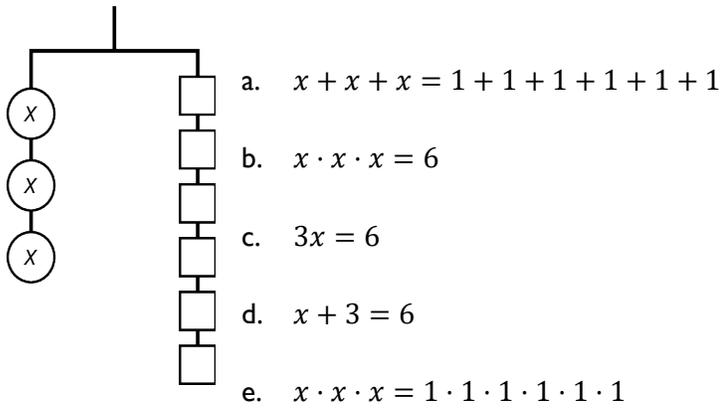
If we remove a weight of 5 from each side of the hanger, it will stay in balance.

Removing 5 from each side of the hanger is the same as subtracting 5 from each side of the equation.

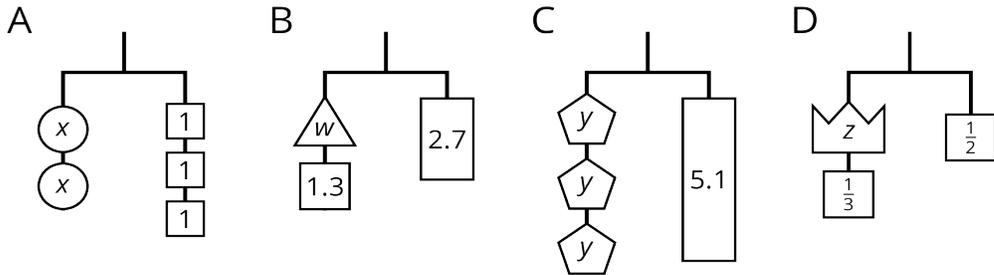
- $11 - 5$  is 6.
- $y + 5 - 5$  is  $y$ .
- If  $11 = y + 5$  is true, then  $6 = y$  is true.
- The solution to  $11 = y + 5$  is 6.

**Practice** (Source: <https://im.kendallhunt.com>)

1. Select **all** the equations that represent the hanger. Explain how you know.

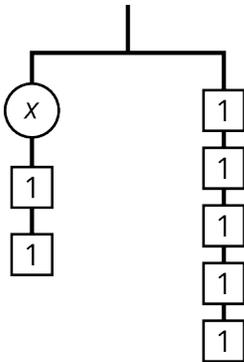


2. Write an equation to represent each hanger.



Solve each equation, showing your thinking either using the diagram or the equation.

3. Andre says that  $x$  is 7 because he can move the two 1s with the  $x$  to the other side.



Do you agree with Andre? Explain your reasoning.

4. Solve each equation. Show your thinking.

a)  $2x = 5$

d)  $3\frac{1}{4} = \frac{1}{2} + w$

b)  $y + 1.8 = 14.7$

e)  $2.5t = 10$

c)  $6 = \frac{1}{2}z$

5. **Solving Equations** (Source: <https://openmiddle.com>)

Use the digits 1 to 9, at most one time each, to create an equation where  $x$  has the greatest possible value.

$$\boxed{\phantom{00}}\boxed{\phantom{00}} + x = \boxed{\phantom{00}}\boxed{\phantom{00}}$$

6. **Solving Multiple Equations** (Source: <https://openmiddle.com>)

Using the digits 1 to 9 at most one time each, fill in the boxes to make each equation true.

$$\boxed{\phantom{0}} + a = \boxed{\phantom{0}}$$

$$\boxed{\phantom{0}} b = \boxed{\phantom{0}}$$

$$c - \boxed{\phantom{0}} = \boxed{\phantom{0}}$$

$$a = \boxed{\phantom{0}}, b = \boxed{\phantom{0}},$$

$$c = \boxed{\phantom{0}}$$

7. **Writing Equations** - Write two different equations that each have a solution of  $x = 2$ .

Give the equations to someone else to solve (you may need to help them by sharing what you know).

**Answer Key:**

1. A and C 2. A:  $2x = 3, x = 3/2$  or 1.5; B:  $w + 1.3 = 2.7, w = 1.4$ ; C:  $3y = 5.1, y = 1.7$ ; D:  $z + 1/3 = 1/2, z = 1/6$

3. No, if  $x$  is 7, that would mean the left side would weigh  $7+2$  or 9, which is not balanced with the right side. Instead,  $x$  would need to be 3 so that the left side would be  $3+2$  or 5 to be balanced with the right side.

4. a.  $x = 5/2$  or 2.5, b.  $y = 12.9$ , c.  $12 = z$ , d.  $2\frac{3}{4} = w$ , e.  $t = 4$

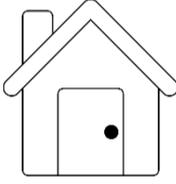
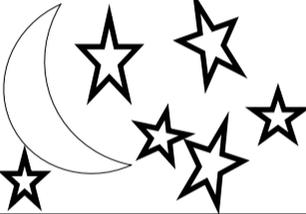
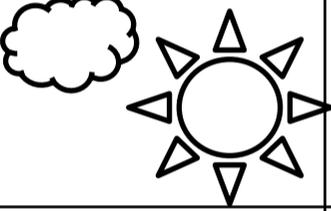
# Starting with Spanish

See how much Spanish you already know!

Match each question with the best answer. Use last week's packet to help!

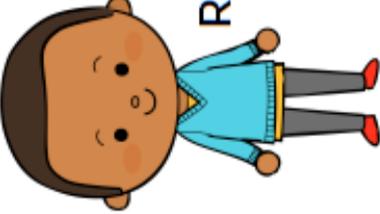
- |                         |                       |
|-------------------------|-----------------------|
| 1. ____ F ____ muchacho | A. says               |
| 2. ____ muchacha        | B. girl               |
| 3. ____ dice            | C. problem            |
| 4. ____ observa         | D. observes / watches |
| 5. ____ bueno           | E. bad                |
| 6. ____ malo            | F. boy                |
| 7. ____ problema        | G. good               |

New Vocabulary! Color the pictures below. Can you figure out what the words mean?

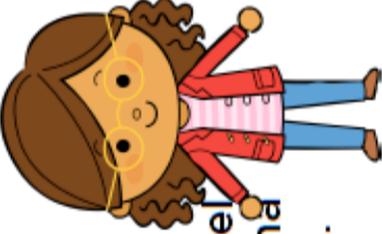
				
casa	noche	día	gato	perro

## Silly Stories for Spanish Beginners

**ISABEL Y RONALDO**  
Versión # 2



Este es Ronaldo.  
Ronaldo es un muchacho.



Esta es Isabel.  
Isabel es una muchacha.

Ronaldo le dice a Isabel, "¿Cómo te llamas?"  
Isabel responde, "Me llamo Isabel, ¿y tú?"  
Ronaldo dice, "Me llamo Ronaldo."  
Isabel repite, "¡¿CÓMO te llamas!?"  
Ronaldo dice, "Me llamo...Ronaldo..."  
Isabel exclama, "¿iTe llamas Ronaldo?! ¡Mi papá se llama Ronaldo!"

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1. In English, what does Isabel exclaim?  
2. What is the meaning of these three phrases in English?:

- se llama
- ¿Cómo te llamas?
- me llamo

**2**

# Developing Spanish Skills

Answer the questions below in English.

## ISABEL Y RONALDO



Este es Ronaldo.  
Ronaldo es un  
muchacho.  
Ronaldo es inteligente,  
pero no es atlético.



Esta es Isabel.  
Isabel es una  
muchacha.  
Isabel es inteligente y  
ella es atlética.

Ronaldo dice a Isabel, «¡Buenos días! ¿Cómo te llamas?»

Isabel responde, «Me llamo Isabel, ¿y tú?»

Ronaldo dice, «Me llamo Ronaldo.»



Isabel repite, «¿¿CÓMO te llamas?!»

Ronaldo dice, nerviosamente, «Em...me llamo...Ronaldo...?»

Isabel exclama, «¿¡Ronaldo?! ¡Qué coincidencia! ¡Mi papá se llama Ronaldo!»

Ronaldo pausa y dice, «¿Tu papá es inteligente y atlético?»

Isabel responde, «Sí--mi papá es muy inteligente y atlético. ¡Mi papá es muy diferente a ti! ¡Adiós!»

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\*Who are the two main characters? \*Identify the phrase “What’s your name” in Spanish. \*Who is athletic, the girl or the boy? \*Use at least two words to describe the girl’s dad. \*How does the boy feel? \*What coincidence does the girl discover?

## Native and Heritage Speakers of Spanish

### ÓPERA DESDE UN BALCÓN noticias desde *El mundo en tus manos*

**19 de marzo:** Begoña Alberdi es una soprano famosa. Ella vive en Barcelona, España. Alberdi ha actuado **casi 300 veces** en el Gran Teatro del Licio. El Liceo (o ‘el Gran Teatre del Liceu, en catalán) es el teatro de ópera más prestigioso de Barcelona y uno de los más importantes del mundo. Actualmente, Alberdi no puede actuar en el Liceu. Alberdi, como el resto de los españoles, **se está quedando** en casa para prevenir la transmisión del COVID-19.

Una noche de marzo, Alberdi **sorprendió** a sus vecinos. Esa noche, la soprano no **salió** de su casa, pero sí salió a su balcón. En pijama, ella **empezó a** cantar *O mio babbino caro*, un aria de la ópera italiana *Gianni Schicchi*. **Hacía frío** y **llovía**, pero Alberdi vio cómo sus **vecinos encendieron las luces** de sus balcones. Poco a poco, sus vecinos salieron a **escuchar** el canto de Alberdi.

casi 300 veces almost 300 times  
se está quedando is staying  
sorprendió surprised  
salió went out  
empezó a began to  
hacía frío it was cold

llovía it was raining  
vecinos neighbors  
encendieron las luces turned on  
the lights  
escuchar to listen to

Para ver el canto  
visitar:

[https://youtu.be/jlui\\_3jnISA](https://youtu.be/jlui_3jnISA)





# 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 Roman Empire (27 BCE – 476 CE) was one of the ancient world’s largest empires, covering most of Europe and parts of Africa and Asia at its height. This informational text discusses what life was like for women in this empire. **As you read, identify the ways in which women could create change.**



Roman woman" by Valerie Everett is licensed under CC BY-SA

## Women in Ancient Rome

There’s something tricky about history. That is, it’s always a story. Depending on who’s telling the story, the story can change. Most of history has been written by very few people. We often do not get to hear from smaller groups or from women. So here’s a question: What were women doing during Roman times? Unfortunately, we don’t know much about them, especially if they were poor. None of the “important” people cared enough about them to write too much about them. You can think of women as one of the missing puzzle pieces of Roman history. The picture isn’t complete without them, but maybe we can look at the pieces that are around them and figure out what that piece looks like. We can try to figure out what women were up to in the Roman Empire.

Let’s start in the home. So how did the women spend their time in the home? Well, doing whatever the man told them to do, unfortunately. That usually depended on how rich they were. If they were poor, a woman’s day was likely spent washing laundry with lye, buying food, sweeping with twig brooms and scrubbing with animal hair brushes. If the family had a lot of money, then the women could eat and get massaged and oiled all day while the slaves did all the work. That is unless she was young. The **pater familias** was the oldest male and head of a family in Rome. He controlled everything the people in the household did, from daily chores to when they were married. The legal marrying age for a girl was only twelve! So was that it? Were women in Rome just hanging out or given away to be married or taking care of yet another house? Let’s see what’s going on outside the home...

In the city, the laws of the land were made by men. **Political office** is any job with power that chooses the laws of the land. Even though women were thought of as citizens, Roman law said they could not be in office and they could not vote. Women were just as smart and able to make decisions as the men, and they had just as much, if not more, at stake than the men did. They just could not make decisions or vote like the men could.

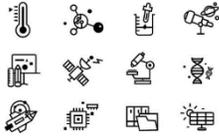
**Not so fun fact!** Even though they could sit in on councils, if women became too involved or spoke up too much they could be considered treasonous and a law could be created to keep them out.

Just because you cannot vote, does not mean you cannot be powerful. What if you couldn’t vote for what your school would serve for lunch, but you had a friend who could? What would you do? If you wanted to eat healthy food that day, you could tell your friend that the carrots and apples will make everyone feel better and be less gassy so the classrooms would not smell as bad. Maybe this friend who could vote would listen to your ideas and vote the way you’d like. Even though they had no legal power over political office, Roman women still had powerful friends. **Auctoritas** is the Roman word for power or authority. In simple words, this meant they had power over other people. Women could own businesses and could make deals in private with important people. This is not the same as voting and passing laws, but they were still able to change some things that they wanted to, if they were good at convincing people to do what they wanted! If a woman had a son or husband in high political office, she could, and often would, tell him what to do. Even though the law stated that the power was out of their hands, women still found a way to change votes.

It’s hard to know what women were up to during the Roman Empire. This is because history was written by men who thought their side of the story was the only right one. It was this kind of thinking that kept women inside the home, taking care of the **domus**, or upper class house, and away from political office where they could make choices about laws, putting all of the power into the hands of the men. Still women used their **auctoritas**, or power over others, to change the men around them to vote for the things the women believed in. Just because we cannot find many mentions of women in the history books, does not mean the words there weren’t changed by their choices.

### Reflection Questions:

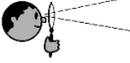
1. Identify at least 5 key details or traits of Roman women.
2. After reading this article, why do you think Roman women wanted to make changes within their society?
3. How do you think Roman women influenced the future and the world?



# SCIENCE-6

## Wonderings

Consider the information you see or hear in the news, your guardians talk about, what is happening around your neighborhood. Complete the table below with 3-5 things you remember seeing/ hearing what really caught your attention lately. How would you explain what you noticed? And what new wonderings do you have.

<p style="text-align: center;"><b>See</b></p> <p style="text-align: center;">What did you observe?</p> 	<p style="text-align: center;"><b>Think</b></p> <p style="text-align: center;">How can you explain what is happening?</p> 	<p style="text-align: center;"><b>Wonder</b></p> <p style="text-align: center;">What questions do you have?</p> 
<p>Example: I noticed the birds sing more loudly in the morning.</p>	<p>Example: I think the bird singing could be connected to the temperature outside. If they are cold, they may sing to stay warm.</p>	<p>Example: I wonder how does the temperature of the air affect how loud a bird sings.</p>

If possible: Connect with your science teacher via email to share your wonder. The DMPS directory is located at <https://www.dmschools.org/directory/>

# PE/Health Journal

## Habit 2: Begin with the End in Mind

With fewer commitments to attend in the next month, what goals can you accomplish to manage your overall wellness? Make direct connections between your **physical activity, sleep, social/emotional** reflection log.

- What are 3 personal goals you can accomplish in the next month? Write them in SMART goal format.
- Use bullets to describe steps you will take to accomplish your goal.
- Use your Physical Activity Day and Emotion tracker to hold yourself accountable.

**Goal/Objectivo #1:** \_\_\_\_\_

Physical Activity/Actividad física

**Steps/Pasos:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Goal/Objectivo #2:** \_\_\_\_\_

Sleep/Sormir

**Steps/Pasos:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Goal/ Objectivo #3:** \_\_\_\_\_

Social & Emotional/Emocional

**Steps/Pasos:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

