



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 following article is about the historical figure Joan of Arc, or Jeanne D'Arc (1412-1431), the teenage girl who led the French to victory against the English in the 1400s. As you read, think about **how and why is she remembered today?**

Joan of Arc: France's Young Tragic Hero

Part 1: The Makings of a Hero

Joan was born the youngest of a family of five. Her father was a peasant farmer who had little money. She never learned to read or write. Yet in her short lifetime, she became one of history's most famous people.

Joan was born in Domremy, France on January 6, 1412. She was the youngest of five children. As a child, Joan played with other children but also enjoyed being alone. Like other girls, she was good at sewing and spinning. Unlike other girls, she claimed to hear "voices." She said it was the voice of angels speaking to her, and she also claimed to have seen them. She had always been especially devoted to her religion, Christianity.

She began to hear these voices in 1425, when she was 13. Three years later, she was convinced that God had spoken to her and told her to go to the service of the king, Charles VII.

The French at this time were involved in another war against the English. (The two countries had fought many wars before that time, including the Hundred Years War.) In the current struggle, things were going badly for France. In 1428, Joan traveled to the neighboring town of Vaucouleurs to see the king's commander there, Robert Baudricourt. This man first turned Joan away with a laugh. But the next year, when Joan correctly predicted a great French defeat outside Orleans (the Battle of the Herrings), Baudricourt was willing to listen. In fact, he let Joan go to the king himself, who was at the French city of Chinon.

Joan convinced King Charles VII of her sincerity and of her calling to help France defend itself against the English invaders. Despite the advice of most of his commanders, King Charles agreed with Joan, offering her a sword. Joan, however, spoke of a vision that she had of a great sacred sword buried in a nearby chapel. No one knew about this sword, but the king was so convinced that Joan was right that he ordered the area under the altar dug up. There was an ancient sword, just as Joan described it. Astonished, King Charles agreed to let Joan go to Orleans, where French forces were under siege. She left on April 30, 1429.

Her presence there had a swift and great effect. The English forts built to encircle the city were taken and the siege ended in an astonishing eight days. A month later, the French won again, at Patay. The following month, the French regained Troyes and then Reims. In an astounding three months, Joan of Arc had helped the French do what seemed impossible. The English were on the run.

Part 2: Success and the End

Though she was wounded twice in these many struggles, Joan fought on. She at first wanted to go home, especially after her first series of successes; but the army convinced her to stay. The French progress bogged down or delayed as the English dug in. Joan and the French fought on, and so did the English. In May 1430, Joan was captured.

She was held in prison for many weeks and then brought to trial in Rouen, a French town in English possession. She was refused a lawyer and was treated cruelly in prison. At her trial, she insisted that the voices of angels had told her to help defend France against English invaders. This didn't go over too well with the English clergymen or religious leaders who were her judges. She was found guilty of heresy, a religious opinion that is opposed to a generally accepted belief of the church (largely because she claimed to have spoken with angels, which was against church law) and sentenced to be burned at the stake. She died on May 30, 1431.

Her story is still told for several reasons:

- She was but an inexperienced teenager, leading an army full of battle-hardened men.
- She was a woman. At that time, women were expected to stay in the homes and castles and let the men do the fighting.
- She had tremendous success. With her in the army, the French won victory after victory.
- She died a terrible death.
- Her life and death have inspired many soldiers, in France and elsewhere, ever since.



"Jeanne d'Arc, victorieuse des anglais, rentre à Orléans et est acclamée par la population" by Jean Jacques Scherrer is in the public domain.

Reflection Questions:

1. Identify at least 5 key details or traits of Joan of Arc.
2. What caused Joan of Arc to make change happen within her society?
3. How do you think Joan of Arc changed the world?

Task: Chose one of provided images of artwork and discuss the following questions with someone in your household. Use personal and established criteria in your conversations.

Discussion Questions	Sentence Frames
<ol style="list-style-type: none"> 1. What mural did you select? 2. What is going on in the artwork? 3. What details can you see? 4. What is the meaning behind the artwork? 	<p>I see.... and that makes me think...</p> <p>I think...because I see...</p> <p>I wonder... because I see....</p> <p>I see... and that makes me wonder...</p>
Personal Criteria	Established Criteria
<p>Refers to opinions that we form regarding artwork which are based upon personal preference and/or experience.</p>	<p>Refers to academically agreed upon standards and conventions used to evaluate the effectiveness of a work of art. The elements and principles of design are one such set of criteria.</p>
Mural by Nate Dee (1020 E. 12th St)	Mural by Frank Hansen (810 Des Moines St)
	

For more examples of public art and murals in the Des Moines Metro, visit <https://thirdspacedsm.org/mural-map>.

6th Grade Math Resources

Represent Situations with Equations Summary (Source: <https://im.kendallhunt.com>)

Writing and solving equations can help us answer questions about situations.

Example 1: Suppose a scientist has 13.68 liters of acid and needs 16.05 liters for an experiment. How many more liters of acid does she need for the experiment?



- We can represent this situation with the equation:

$$13.68 + x = 16.05$$

- When working with hangers, we saw that the solution can be found by subtracting 13.68 from each side. This gives us some new equations that also represent the situation:

$$x = 16.05 - 13.68$$

$$x = 2.37$$

- Finding a solution in this way leads to a variable on one side of the equal sign and a number on the other. We can easily read the solution—in this case, 2.37 liters of acid.

Example 2: Let's say a food pantry takes a 54-pound bag of rice and splits it into portions that each weigh $\frac{3}{4}$ of a pound. How many portions can they make from this bag?



- We can represent this situation with the equation:

$$\frac{3}{4}x = 54$$

- We can find the value of x by dividing each side by $\frac{3}{4}$. This gives us some new equations that represent the same situation:

$$x = 54 \div \frac{3}{4}$$

$$x = 72$$

- The solution is 72 portions of rice.

Example 3: Suppose you share a birthday with a neighbor, but she is 3 years older than you. When you were 1, she was 4. When you were 9, she was 12. When you are 42, she will be 45.

If we let a represent your age at any time, your neighbor's age can be expressed $a + 3$.

your age	1	9	42	a
neighbor's age	4	12	45	$a + 3$

We often use a letter such as x or a as a placeholder for a number in expressions. These are called *variables* (just like the letters we used in equations, previously). Variables make it possible to write expressions that represent a calculation even when we don't know all the numbers in the calculation.

Which One Doesn't Belong?

Choose an equation in this picture that you don't think belongs with the rest. Explain why. Can you pick another equation 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!

$\frac{1}{2}x = 2$	$x + 5 = 9$
$x - 3 = 7$	$8 = 2x$

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

- Kiran's backpack weighs 3 pounds less than Clare's backpack. Clare's backpack weighs 14 pounds. How much does Kiran's backpack weigh? Select **all** the equations that describe each situation and then find the solution.
 - $x + 3 = 14$
 - $3x = 14$
 - $x = 14 - 3$
 - $x = 14 \div 3$
- Each notebook contains 60 sheets of paper. Andre has 5 notebooks. How many sheets of paper do Andre's notebooks contain? Select **all** the equations that describe each situation and then find the solution.
 - $y = 60 \div 5$
 - $y = 5 \cdot 60$
 - $\frac{y}{5} = 60$
 - $5y = 60$
- Write your own story problem that could be represented by the equation $5x = 40$.

4. Instructions for a craft project say that the length of a piece of red ribbon should be 7 inches less than the length of a piece of blue ribbon.
- How long is the red ribbon if the length of the blue ribbon is:
10 inches?
27 inches?
 x inches?
 - How long is the blue ribbon if the red ribbon is 12 inches?
5. Tyler has 3 times as many books as Mai.
- How many books does Mai have if Tyler has:
15 books?
21 books?
 x books?
 - Tyler has 18 books. How many books does Mai have?
6. Solve each equation. Explain your reasoning to someone.
- $4a = 32$
 - $4 = 32b$
 - $c + 10 = 26$
 - $26 = d - 10$
7. **Would You Rather?** (Source: <https://www.wouldyourathermath.com/>)
Whichever option you choose, justify your reasoning with mathematics.

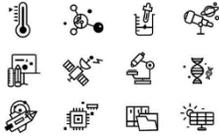
Candy Data

I got 8 Skittles from the vending machine for 25¢.



I got 62 Skittles from a 61g bag for \$1.16.





SCIENCE-6

Curiosity to Questioning

Step 1: Review the rules for asking questions.

1. Ask as many questions as you can
2. Do not stop to discuss, judge or answer the questions
3. Write down every question exactly as you think of it
4. Change any statement into a question

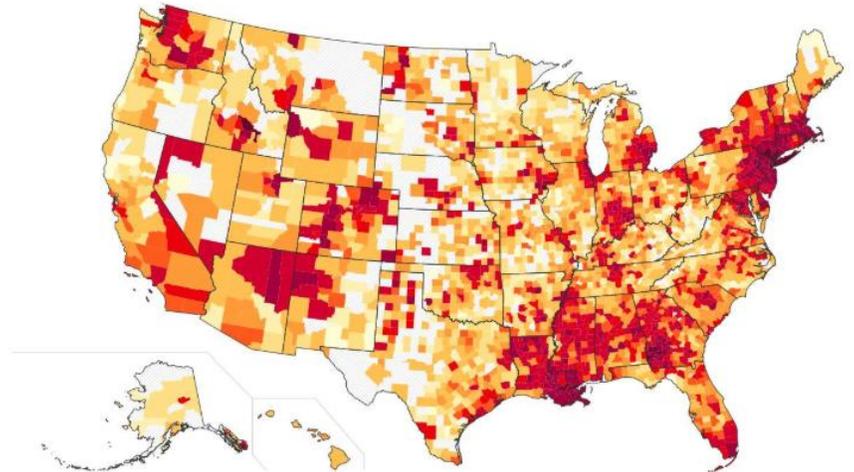


What might be difficult about following the rules?

Step 2: Ask questions.

Look at it and think about what questions you have. Ask away! Don't forget:

- Follow the rules.
- List and number your questions.



US COVID-19 cases by county heat map -- April 18, 2020. (biglocalnews.org)

Focus: Where is COVID 19 spreading and why? Why do people live in some places and not others?

Questions: (Try for five or more 😊)

Step 3: Improve your questions.

Go down your list of questions and label each with a “C” for **closed-ended** or “O” for **open-ended**.

- **Closed-ended:** can be answered with “yes” or “no” or with one word.
- **Open-ended:** requires an explanation and cannot be answered with "yes", “no”, or one word.



What are the advantages and disadvantages of asking each type of question?

	Advantages	Disadvantages
Closed-Ended		
Open-Ended		

Now, change one question on your list from **closed** to **open**, and one from **open** to **closed**. *For example: “Does the weather matter?” becomes “How does the weather matter?” or “What is...” becomes “What if...”*

Step 4: Strategize. Pick your best questions and decide how you will use them.

Look at your list and choose your 3 most important questions. Draw a ★ next to the ones you chose.



What were your reasons for selecting those three?

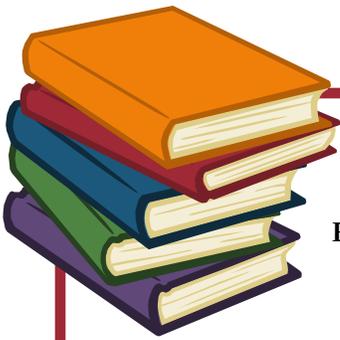
Step 4: Reflect on the work you just did.



What did you learn?



How did you learn it?



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 to use questions to guide their approach to, reading, and deeper analysis of texts.
- Students read and analyze informational texts.

Attending to Details in Different Formats: Cherokee folk-tale of *The Two Wolves*

The Fight of Two Wolves Within You

An old Cherokee is teaching his grandson about life:

“A fight is going on inside me,” he said to the boy.

“It is a terrible fight and it is between two wolves.

One is evil—he is anger, envy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, superiority, and ego.”

He continued, “The other is good – he is joy, peace, love, hope, serenity, humility, kindness, benevolence, empathy, generosity, truth, compassion, and faith. The same fight is going on inside you—and inside every other person, too.”

The grandson thought about it for a minute and then asked his grandfather: “Which wolf will win?”

The old Cherokee simply replied, “The one you feed.”

What is the message in this story? _____

Journal: How do you relate to the message in this story about the battle for good and evil inside us all? What other stories or cultural depictions of good vs. evil can you think of?

Draw an image to represent this the moral in this story.



Get To Know the Tool: As you begin reading more connected texts, we will be capturing our thoughts using the Questioning Texts Tool. It will help you organize basic information about each text and focus your reading. You will use this paired with your guidin questions handout searching for details to construct new text-specific questions for each passage.

Name Text

APPROACHING THE TEXT

Before reading, I consider what my specific purposes for reading are.

What are my reading purposes?

I also take note of key information about the text.

Title:	Author:	Source/Publisher:
	Text Type:	Publication Date:

What do I already understand about the text based on this information?



QUESTIONING THE TEXT

As I read the text for the first time, I use guiding questions that relate to my reading purpose and focus. *(Can be taken from the Guiding Questions handout).*

Guiding questions for my first reading of the text:

AS I READ I MARK DETAILS ON THE TEXT THAT RELATE TO MY GUIDING QUESTIONS.

As I re-read, I use questions I have about specific details that have emerged in my reading to focus my analysis and deepen my understanding.

Text-specific questions to help focus my re-reading of the text:

Approaching a New Text: *All About Wolves, Vucetich and Peterson (2012)*

Step 1. As you read, use 1 or more of the following questions to guide your thinking.

- 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?

Step 2. Complete the Questioning Texts tool from the previous page.

All About Wolves

John Vucetich and Rolf Peterson

Wolves and Moose of Isle Royale Project, 2012

Wolves develop from pups at an incredible rate. Pups are born, in late April, after just a two-month pregnancy. They are born deaf, blind, and weigh no more than a can of soda pop. At this time, pups can do basically just one thing – suckle their mother's milk.

Within a month, pups can hear and see, weigh ten pounds, and explore and play around the den site. The parents and sometimes one- or two- year old siblings bring food back to the den site. The food is regurgitated for the pups to eat. By about two months of age (late June), pups are fully weaned and eat only meat. By three months of age (late July), pups travel as much as a few miles to rendezvous sites, where pups wait for adults to return from hunts.

Pups surviving to six or seven months of age (late September) have adult teeth, are eighty percent their full size, and travel with the pack for many miles as they hunt and patrol their territory. When food is plentiful, most pups survive to their first birthday. As often, food is scarce and no pups survive.

A wolf may disperse from its natal pack when it is as young as 12 months old. In some cases a wolf might disperse and breed when it is 22 months old – the second February of its life. In any event, from 12 months of age onward, wolves look for a chance to disperse and mate with a wolf from another pack. In the meantime, they bide their time in the safety of their natal pack.

From birth until his or her last dying day, a wolf is inextricably linked to other wolves in a complex web of social relationships. The ultimate basis for these relationships is sharing food with some, depriving it from others, reproducing with another, and suppressing reproduction among others. Most wolves live in packs, a community sharing daily life with three to eleven other wolves. Core pack members are an alpha pair and their pups. Other members commonly include offspring from previous years, and occasionally other less closely related wolves.

Pups depend on food from their parents. Relationships among older, physically mature offspring are fundamentally tense. These wolves want to mate, but alphas repress any attempts to mate. So, mating typically requires leaving the pack. However, dispersal is dangerous. While biding time for a good opportunity to disperse, these subordinate wolves want the safety and food that come from pack living. They are sometimes tolerated by the alpha wolves, to varying degrees. The degree of tolerance depends on the degree of obedience and submission to the will of alpha wolves. For a subordinate wolf, the choice, typically, is to acquiesce or leave the pack.

Alphas lead travels and hunts. They feed first, and they exclude from feeding whom ever they choose. Maintaining alpha status requires controlling the behavior of pack mates. Occasionally a subordinate wolf is strong enough to take over the alpha position.

Wolf families have and know about their neighbors. Alphas exclude non-pack members from their territory, and try to kill trespassers. Mature, subordinate pack members are sometimes less hostile to outside wolves – they are potential mates.

Being an alpha wolf requires aggression, control, and leadership. Perhaps not surprisingly, alpha wolves typically possess higher levels of stress hormones than do subordinate wolves, who may not eat as much, but have, apparently, far less stress.

Pack members are usually, but not always friendly and cooperative. Wolves from other packs are usually, but not always enemies. Managing all of these relationships, in a way that minimizes the risk of injury and death to one's self, requires sophisticated communication. Accurately interpreting and judging these communications requires intelligence. Communication and intelligence are needed to know who my friends and enemies are, where they are, and what may be their intentions. These may be the reasons that most social animals, including humans, are intelligent and communicative.

Like humans, wolves communicate with voices. Pack mates often separate temporarily. When they want to rejoin they often howl. They say: "Hey, where are you guys? I'm over here." Wolf packs also howl to tell other packs: "Hey, we are over here; stay away from us, or else."

There is so much more to wolf communication. Scientists recognize at least ten different categories of sound (e.g., howls, growls, barks, etc.). Each is believed to communicate a different, context-dependent message. Wolves also have an elaborate body language. As subtle as body language can be, even scientists recognize communication to be taking place by the positions of about fifteen different body parts (e.g., ears, tail, teeth, etc.). Each body part can hold one of several positions (e.g., tail up, out, down, etc.). There could easily be hundreds to thousands of different messages communicated by different combinations of these body positions and vocal noises. Scientists apprehend (or misapprehend) just a fraction of what wolves are able to communicate to each other.

Wolves also communicate with scent. The most distinctive use of scent entails territorial scent marking. Elusiveness makes wolves mysterious. This is true and fine. However, true love cannot survive mystery due to ignorance. Mature love requires knowledge. In some basic ways the life of a wolf is very ordinary, even mundane, and its comprehension is fully within our grasp if we just focus.

The life of a wolf is largely occupied with walking. Wolves are tremendous walkers. Day after day, wolves commonly walk for eight hours a day, averaging five miles per hour. They commonly travel thirty miles a day, and may walk 4,000 miles a year.

Wolves living in packs walk for two basic reasons - to capture food and to defend their territories. Isle Royale wolf territories average about 75 square miles. This is small compared to some wolf populations, where territories can be as large as 500 square miles. To patrol and defend even a small territory, involves a never-ending amount of walking. Week after week, wolves cover the same trails. It must seem very ordinary.

The average North American human walks two to three miles per day. A fit human walks at least five miles/day. If you want to know more about the life of a wolf, spend more time just walking, and while walking, know that you are walking. What do wolves think about much while walking?

Wolves defend territories. About once a week, wolves patrol most of their territorial boundary. About every two to three hundred yards along the territorial boundary an alpha wolf will scent mark, that is, urinate or defecate in a conspicuous location. The odor from this mark is detectable, even to a human nose, a week or two after being deposited. The mark communicates to potential trespassing wolves that this area is defended. Territorial defense is a matter of life and death. Intruding wolves, if detected, are chased off or killed, if possible.

Wolves are like humans for having such complex family relationships. Wolves are also like some humans in that they wage complete warfare toward their neighbors. An alpha wolf typically kills one to three wolves in his or her lifetime.

Vocabulary Hunt: Can you find these terms in the text above? Look up their meanings to better understand the reading.

ISOLATED	RENDEZVOUS	ALPHA	ELUSIVENESS
SUCCKLE	DISPERSE	SUBORDINATE	MUNDANE
REGURGITATED	NATAL	ACQUIESCE	
SIBLINGS	INEXTRICABLY	DISPERSAL	

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:

- _____
- _____
- _____

