



# Social Studies - 6

This year in sixth grade you have been learning about the history of different regions of the world. When school ended students were to begin Europe. We have altered the focus to be European Women and their impact on the present. 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 next with female focus.

## European Women Reflection

To complete this unit of study over European women throughout history, we are focusing on reflecting on our knowledge about the historical figures we have examined the past three weeks. **Please use the readings to help you do the following two activities.**

### **Part 1: Compare and Contrast**

1. Which **two** are you the most knowledgeable and passionate about? *Hint: Use the readings about the two historical figures to help you!*
2. Determine how the two you chose are **similar and different** in the boxes below. Try to include about a **total of 6-8** similarities and differences combined (*It doesn't matter if you have more similarities than differences or differences than similarities*).

#### Differences

Name of historical figure: \_\_\_\_\_

---



---



---



---



---



---

#### Differences

Name of historical figure: \_\_\_\_\_

---



---



---



---



---



---

#### SIMILARITIES

---



---



---



---

### **Part 2: Evaluate**

- **Which historical figure do you think most significantly changed the course of history?**
  - Defend your opinion with **evidence** from the readings.
    - **Include the following:**
      - Topic Sentence (restating the question)
      - 3 Reasons why (support each reason with evidence from the reading)
      - Concluding sentence (restate your topic sentence)

**Middle School art focuses on thinking about the personal and established criteria we use to evaluate artwork.**

**Task:** Read the excerpt about a work *The Comedian*, a work of art by Italian artist Maurizio Cattelan. Use the prompts below and have a discussion with a family member about how personal criteria and established criteria can influence or determine the perception of an item's worth or value.

**The Comedian, an art piece by Italian artist Maurizio Cattelan, sparks debate...and hunger.**

The piece by Italian artist Maurizio Cattelan throws open the question of what makes an object a work of art. Cattelan is known for his controversial pieces, which ultimately question the concept of “art”. His latest work, titled “The Comedian” consisted of a banana duct-taped to a wall [Reference 1].

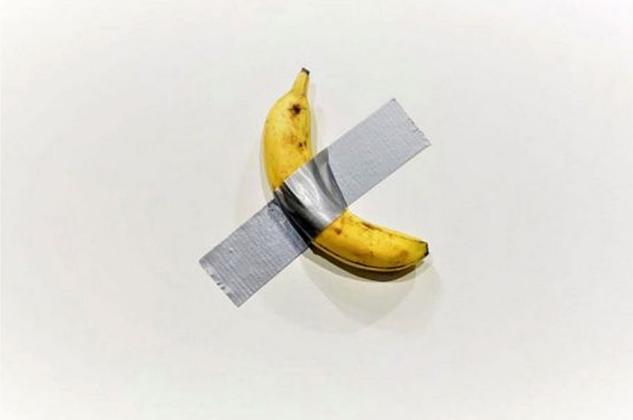
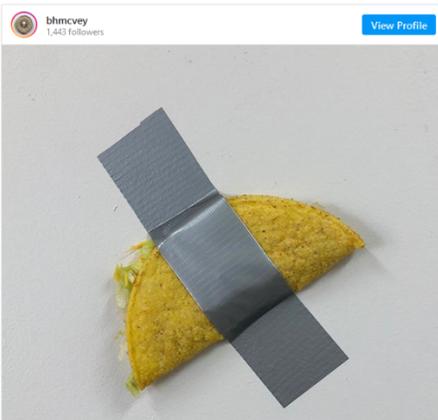
The idea behind it, according to experts, was to explore ‘how we assign worth and what kind of objects we value’. But now we are forced to talk in the past-tense because the unique banana art, which came in three copies met an untimely end when performance artist David Datuna took the fruit from the wall, peeled it and gulped it down in a couple of mouthfuls.

‘Art performance by me,’ he posted on Instagram. ‘I love Maurizio Cattelan artwork and I really love this installation. It’s very delicious.’

The remaining two copies reportedly sold to collectors for a total of \$120,000 (about £90,000). A member of the museum staff was understandably upset, but, to be fair to Datuna, the banana had a shelf life. And that shelf life was acknowledged by the original artist when he provided certificates of authenticity to the two collectors who obtained the remaining copies.

Ultimately, this display questions our very perception of art. Can food be art? Is something art even if it’s thrown together with found objects? Can something be art if it has a shelf life? If I can make the exact same thing at my own house, is it still art? Is it really valuable if anyone can do it? What influences the worth of art?

Social media was taken by storm when the art was revealed with comical replications of Cattelan’s work. Tacos with masking tape, bananas with “off-brand” packing tape, and more [Reference 2]. The satire (sarcasm/humor) surrounding “The Comedian” kept coming but in between every laughable response was an outcry of disgust or disapproval in the claim that any of this could be art. <https://www.countrylife.co.uk/luxury/art-and-antiques/focus-taped-banana-questioned-meaning-art-209074>

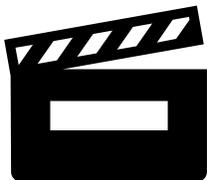
<b>Original:</b> <i>The Comedian</i> , Maurizio Cattelan [Reference 1]	<b>Satire:</b> <i>Duct Tape Taco</i> , @bhmcvey [Reference 2]
	

- Discussion Questions**
- Do you think this is art? Why or why not?
  - Does the piece meet your personal criteria for art?
  - What established criteria did the piece meet in order for it to have value?
  - In the case of the duct tape banana, what other factors do you think influenced the success of this “art”?
  - How does social pressure and the desire for “trend” influence the worth of an art piece or design?

<b>Personal Criteria</b>	<b>Established Criteria</b>
Refers to opinions that we form regarding artwork which are based upon personal preference and/or experience.	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.

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

### Solutions of Inequalities Summary (Source: <https://im.kendallhunt.com>)



Let's say a movie ticket costs less than \$10. If  $c$  represents the cost of a movie ticket, we can use

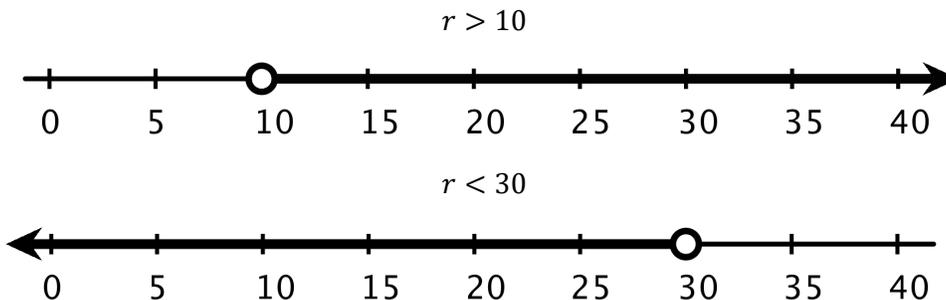
$c < 10$  to express what we know about the cost of a ticket.

Any value of  $c$  that makes the inequality true is called a **solution to the inequality**.

For example, 5 is a solution to the inequality  $c < 10$  because  $5 < 10$  (or "5 is less than 10") is a true statement, but 12 is not a solution because  $12 < 10$  ("12 is less than 10") is *not* a true statement.

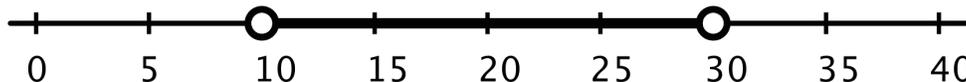
If a situation involves more than one boundary or limit, we will need more than one inequality to express it.

For example, if we knew that it rained for *more* than 10 minutes but *less* than 30 minutes, we can describe the number of minutes that it rained ( $r$ ) with the following inequalities and number lines.



Any number of minutes greater than 10 is a solution to  $r > 10$ , and any number less than 30 is a solution to  $r < 30$ . But to meet the condition of "more than 10 but less than 30," the solutions are limited to the numbers between 10 and 30 minutes, *not* including 10 and 30.

We can show the solutions visually by graphing the two inequalities on one number line.



This shows the solutions that would work in BOTH inequalities – all of the numbers between 10 and 30 minutes.

**You Try:** Write down 5 numbers that are SOLUTIONS to both  $r > 10$  AND  $r < 30$  :

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

1. Circle **all** numbers that are solutions to the inequality  $k > 5$ .

4

5

6

5.2

5.01

0.5

- a. Draw a number line to represent this inequality.

2. A sign on the road says: "Speed limit, 60 miles per hour."



- a. Let  $s$  be the speed of a car. Write an inequality that matches the information on the sign.

- b. Draw a number line to represent the solutions to the inequality.

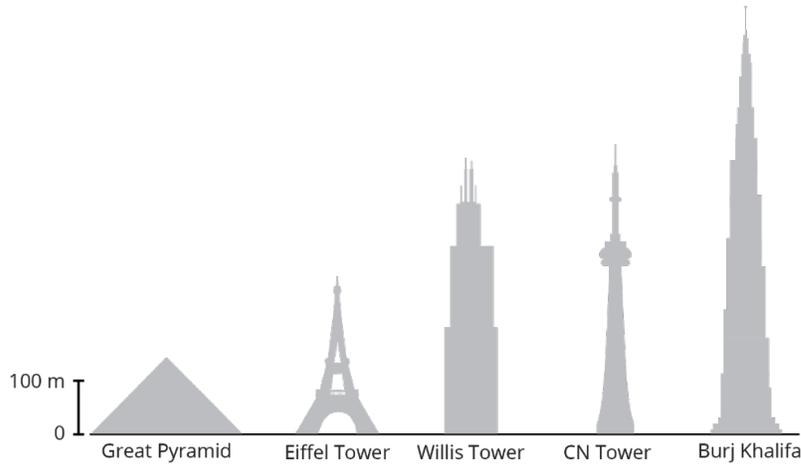
- c. Could 60 be a value of  $s$ ? Explain your reasoning.

3. One day in Boston, MA, the high temperature was 60 degrees Fahrenheit, and the low temperature was 52 degrees.

- a. Write one or more inequalities to describe the temperatures  $T$  that are between the high and low temperature on that day.

- b. Show the possible temperatures on a number line.

**Let's Talk About Math 6-8** – Here are some images and questions to start conversations. They might help you remember some of the math you've studied this year, and give you a chance to keep your "math talk" muscles in shape! (Source: <https://illustrativemathematics.blog/2020/04/08/im-talking-math-6-8-resources-for-weekly-re-engagement/>)



What do you notice?

What do you wonder?

a) What do you think the segment labeled "0" to "100m" means?

b) If your school were added to the image, what would it look like?



c) If the tallest building in Des Moines (801 Grand) were added, what would it look like?

d) About how tall is the actual Willis Tower (in Chicago)? About how tall is the actual Great Pyramid? Explain or show your reasoning.

e) The tallest mountain in the United States, Mount Denali in Alaska, is about 6,190 m tall. If this mountain were shown on the scale drawing, how would its height compare to the heights of the other structures? Explain or show your reasoning.



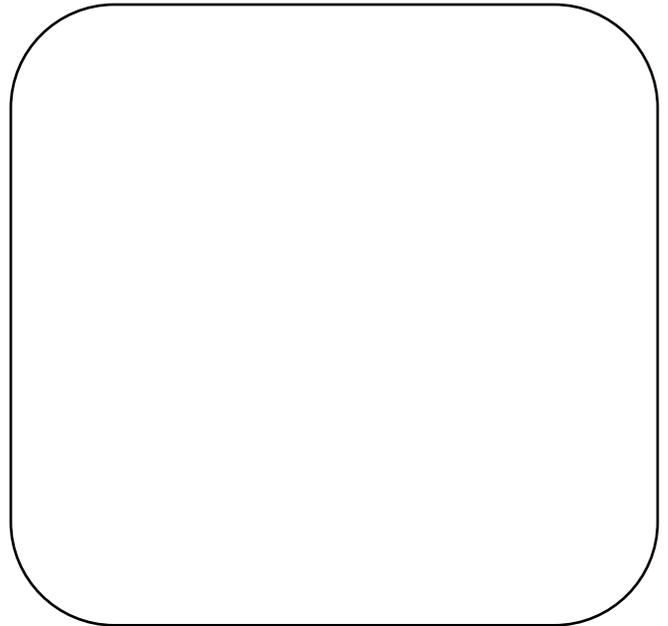
# SCIENCE-6

## Model Cells and Size

1. Make a model of a cell with a plastic bag, water, balloon and beans or seeds.



2. Draw and label your model. Is it more like a plant or an animal cell?



3. How is the model like a real cell? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. How is the model different from a real cell? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What would you do to make the model more like a real cell? \_\_\_\_\_

\_\_\_\_\_

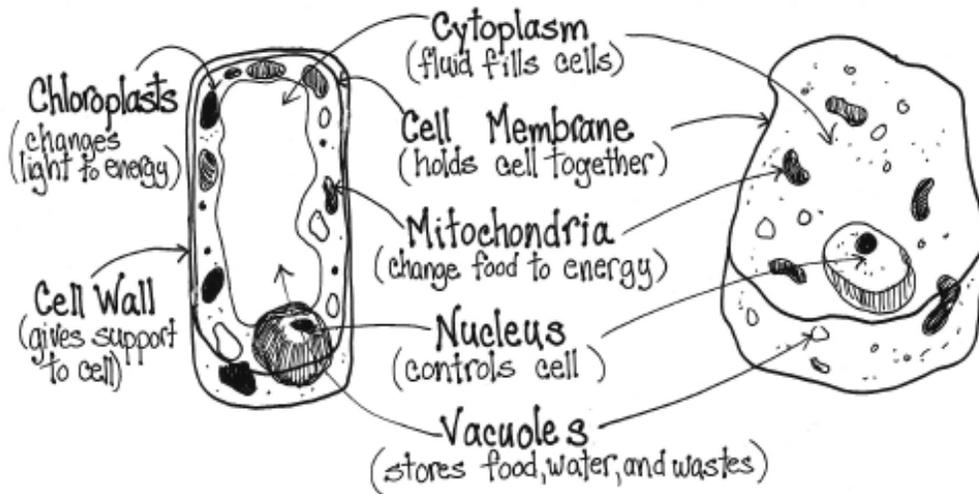
\_\_\_\_\_

Once you have your model- go to the next page for some more clues.

# Cell Structure

Plant Cell

Animal Cell



6. How does your cell model compare to the above model? How are they alike? How are they different?

7. Share your model with your guardian or email a picture to your teacher.

8. Which things are larger than cells? Put an X next to the things that are generally larger than a typical animal or plant cell.

- \_\_\_ thickness of a leaf
- \_\_\_ grain of salt
- \_\_\_ atom
- \_\_\_ protein molecule
- \_\_\_ width of a hair
- \_\_\_ DNA
- \_\_\_ piece of sawdust
- \_\_\_ eye of an ant
- \_\_\_ water molecule
- \_\_\_ tiny seed
- \_\_\_ bread crumb

- \_\_\_ larva of a tiny fruit fly
- \_\_\_ speck of pepper
- \_\_\_ bacteria
- \_\_\_ period at end of sentence
- \_\_\_ dust mite
- \_\_\_ chromosome
- \_\_\_ frog embryo
- \_\_\_ virus
- \_\_\_ point of a pin
- \_\_\_ flea egg

9. Explain your thinking. How did you decide if something is larger than a typical plant or animal cell? (see May 11<sup>th</sup> science page for answers)

# New to Spanish

## Detective Work

Using the key vocabulary from previous weeks and this week, translate the four clues below.

**muchacha** girl      **cansada** tired      **enferma** sick

1. Elisa va al zoológico con su clase y ella no está enferma.
2. A la muchacha que va al zoológico con su familia le gusta el elefante.
3. La muchacha a que le gusta la jirafa no está cansada.
4. La muchacha que va al zoológico con su familia está feliz y no se llama Jessica.

## Developing Spanish Skills

Logic Puzzle:

Use the clues above to figure out which girl likes which animal and with whom they go to the zoo.



	Elisa	Emilia	Jessica	elefante	cebra	jirafa	su familia	su clase	sus amigos
está feliz									
está cansada									
está enferma									
su familia									
su clase									
sus amigos									
elefante									
cebra									
jirafa									

Logic Terms:

- entre - between
- ni - neither/nor
- o - or
- antes - before
- después - after
- que - than, that

Vocabulario:

- se llama - is named (calls herself)
- está - is
- va - goes
- le gusta - likes

# Developing Spanish and Heritage Speakers

## #STOPANIMALSELFIES EN COSTA RICA

**SI QUIERES UNA FOTO, ¡POSE CON UN ANIMAL DE PELUCHE!**

**12 de noviembre:** En Costa Rica hay más de 500 000 especies de plantas y animales. Por eso, ¡muchas personas quieren visitar Costa Rica! El turismo es la industria más importante en ese país. Su economía depende del turismo y muchos turistas visitan Costa Rica porque quieren ver a los animales en su hábitat natural. Los monos, los tucanes y los perezosos están entre los animales más populares.

Cuando los turistas visitan Costa Rica, muchos de ellos quieren tomar fotos de los animales. En especial, ¡quieren tomar selfies con los animales y quieren publicarlos en Instagram! Por eso, algunos turistas capturan a animales silvestres. Alimentan a los animales y después los capturan. Los manipulan para tomar el selfie perfecto con las criaturas.

Sin embargo, el Instituto Costarricense de Turismo no quiere que los turistas tomen selfies con los animales del país. Este mes, lanzaron una campaña. La campaña se llama #StopAnimalSelfies.

El ICT recomienda que los turistas posen con animales de peluche, pero no con animales reales.

El contacto directo entre personas y animales silvestres es muy malo. Las personas no deben interactuar con animales silvestres. La interacción entre personas y animales puede causar enfermedades y otros problemas. Por eso, el ICT dice que las personas deben observar a los animales pero nunca deben tocarlos— ¡ni para el selfie perfecto! Es importante que las personas respeten que son animales silvestres, no mascotas.

Los selfies inadecuados son problemáticos en muchos países. De hecho, Costa Rica es el 7.º país donde se toman más selfies inadecuados. Organizaciones en otros países también están prohibiendo los selfies con animales. Por ejemplo, una organización en Tasmania también dice a los turistas que no tomen selfies con los animales silvestres de la isla.

## Speakers

What do you think?

## Vocabulario Ayudante

- 1país country
- 2perezosos sloths
- 3tomar fotos to take photos
- 4algunos some
- 5silvestres wild
- 6alimentan they feed
- 7lanzaron they launched
- 8de peluche stuffed (of stuffing)
- 9deben they should
- 10enfermedades sicknesses



	camisa azul	camisa verde	camisa roja	camisa amarilla	lápiz negro	lápiz anaranjado	lápiz rojo	lápiz amarillo	teléfono verde	teléfono anaranjado	teléfono morado	teléfono rojo
pantalones negros												
pantalones azules												
pantalones verdes												
pantalones morados												
teléfono verde												
teléfono anaranjado												
teléfono morado												
teléfono rojo												
lápiz negro												
lápiz anaranjado												
lápiz rojo												
lápiz amarillo												

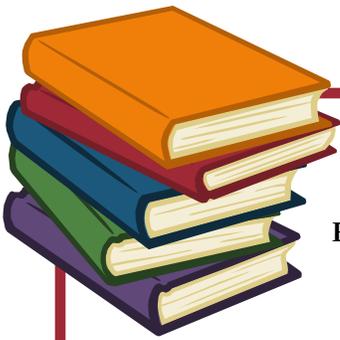
## Answers to last week's logic puzzle (week 6):

The student with Black pants has a blue shirt, red pencil, and purple phone.

The student with blue pants has a green shirt, yellow pencil, and red phone.

The student with green pants has a yellow shirt, a black pencil, and an orange phone.

The student with brown pants has a red shirt, orange pencil, and a green phone.



## ENGLISH/LANGUAGE ARTS: GRADE 6

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

Did you know that the greater background knowledge a person has around a topic, the more complex or difficult texts they can process? Even if it is far above their reading level. So, let's keep building up our understanding of this topic so we can dive into even more challenging texts in the future!

#### 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: Facts, Figures, and Images

What new information are you able to gather from this image? Answer the questions below.

- What is one fact that changed your thinking?
- What is one fact that confirmed something you already knew?
- Choose 2-3 words that are unfamiliar to you. Use context clues to try to figure out their meanings, and then look up the words to see if you were correct.

**The Wolf**  
**Canis lupus**

Successfully manages ungulate populations without human interference (e.g. pre-European) better THAN humans do

Keystone species, according to the EPA, Parks Canada, and most ecologists

One of the most intricate and caring social structures in the animal kingdom

Only two documented cases of wolves causing fatalities in North America in the last 60 years according to the US Department of Fish and Wildlife, while moose, elk, and deer have caused dozens

Hunts to eat; what is not eaten provides vital food for over two dozen scavenger species

Recovering populations across North America after almost being driven to extinction - still far from their traditional numbers

Brings in millions of tourist dollars and hundreds of jobs

Represents strength, loyalty, communication, family ties, education, understanding, and intelligence in First Nations culture

Keeps elk herds healthy by often targetting the sick, weak, and old

Prevents overgrazing and habitat degradation by keeping ungulate numbers in check

The majority of North Americans support the protection of current wolf populations and the reintroduction of new ones, according to the US Department of Fish and Wildlife

Represent a tiny fraction of livestock losses - demonized for hunting in THEIR natural habitat

Not a 'worthless vermin'; wolves' intelligence exceeds that of domestic dogs and their natural hunting abilities far exceed those of humans

Respects us more than we respect them

No valid reason to kill them; they are not used for food, not overpopulated, not a significant threat to cattle, and not a measurable risk to human safety

Expresses freedom and fortitude, two morals our country was based upon

No valid reason to kill them; they are not used for food, not overpopulated, not a significant threat to cattle, and not a measurable risk to human safety

Respects us more than we respect them

Voices for Wolves



**Journal:** Why do you think wolves are seen as negative in several fairy tales? Do you think this has impacted wolves in the wild? Explain your answer.

### Approaching a New Text: *The House Dog and the Wolf*, Gail Terp

**Step 1.** As you read, highlight or underline supporting details that reference how the Dog and Wolf view their own lives, as well as one another's lives.

**Step 2.** After reading, construct a full paragraph response to the following prompt:

***Which animal has a better situation? Write a well-developed paragraph and use examples from the text to support your answer.***

It had been a long and miserable winter for Wolf. His hunting had not gone well for many weeks and his ribs were nearly sticking through his skin. One night, as Wolf was out seeking something to eat, he met a house dog.

“You are looking very well, Cousin,”<sup>1</sup> said Wolf. “Here I am, near starvation, and you are clearly well-fed. What is your secret?”

“Oh, there is no secret,” said Dog. “I simply have a wonderful job. I guard my master’s house and keep away any thieves. In return, he treats me very well.”

“Lucky for you! If only I had it so easy. For me, life is a constant struggle.”

“But you can have this grand life, too,” said Dog. “Just travel with me to my master’s house and help me keep the thieves away.”

“Happily,” said Wolf. “I’d love to have a belly full of food for a change.”

While they were trotting along together, Wolf spotted a mark on Dog’s neck. Curious, he asked what had

caused it. “Oh, that’s nothing much,” replied Dog. “Perhaps my collar was a little tight.”

“You wear a collar?” Wolf backed away from Dog.

“That’s nothing to worry about,” said Dog. “I wear a collar so my master can hook my chain to it.”

“You are chained?” cried Wolf in surprise. “You mean you are not free to go wherever you please?”

“Not exactly,” said the dog, looking embarrassed.

“You see, my master thinks I’m a bit wild and so he ties me up in the daytime. But he lets me run free at night.”

Wolf backed a few more steps away from Dog.

“Wolf, it’s a good deal,” said Dog. “I get plenty of sleep during the day, and then I am free at night. I am my master's favorite and he feeds me very well.” Wolf turned and started to walk toward the forest.

“Good night to you, poor Cousin,” said Wolf. “You are welcome to your grand life — and your chains. As for me, I will keep my freedom.”

“But wait, where are you going?” cried Dog.

---

**Explaining and Comparing Texts:** To synthesize your learning from the last few weeks, construct a short essay response using evidence from the texts you’ve read.

Compare and contrast the fables, fiction, and factual texts about wolves from 2 of the texts we’ve read.  
**In what ways do the authors’ different purposes and perspectives influence their presentation of details and ideas?**

Questions to consider as you construct your answer:

- Which perspective provides the clearest and most compelling perspective about wolves?
- What features of this text make it engaging for readers and clear in communicating its central idea?

---

**Sample Essay Outline:** Be sure to follow formal writing expectations using objective tone, appropriate grammar and sentence structure, and citing your evidence.

¶ **1 Introduction:** Introduce the basic topic and background information from your reading of wolves. Thesis statement that includes the titles of the 2 texts you’ll be analyzing and why.

¶ **2 Text A:**

Analyze the text’s purpose and the details it presents. Discuss how this text engages it readers and presents the central idea. How does the time period and purpose it’s overall impact?

¶ **3 Text B:**

Analyze the text’s purpose and the details it presents. Discuss how this text engages it readers and presents the central idea. How does the time period and purpose it’s overall impact?

¶ **4 Conclusion:** Make an assertion which of the texts is better at communicating with its audience. Why? Wrap up ideas of why it is important to understand multiple perspectives.

**Extension Opportunities:**

- Share what you’ve learned with someone in your family. Make a presentation based on your learning.
- Create a social media campaign to support wolf conservation.
- Write a short story that reflects facts and details you learned about wolf behavior and habitat.

# PE/Health Journal

## Habit 4: Think Win-Win

The outbreak of COVID-19 may be stressful. Fear and anxiety about a disease can be overwhelming and cause strong emotions. During this time of uncertainty, it is important to have a plan to ensure social and emotional balance.

One of the key foundations of a strong social and emotional relationship is trust. An emotional bank account is one's relationship with another. The concept of an emotional bank account includes proactively doing things that build trust in a relationship, one person makes a **'deposit.'** On the other hand, if doing things that decrease trust, one makes a **'withdrawal.'** A current **'balance'** in the emotional bank account helps determine how well two people communicate and problem-solve together.

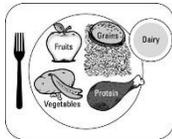
To build trust, you continually need to make deposits of:

- Honesty
- Kindness
- Unconditional love
- Patience



This week we will focus on building **social** and **emotional** trust with someone in your household.

 or  any of the social/emotional challenges below you would like to focus on this week

Social	Emotional	Cognitive	Mindfulness
Create and play a game with someone in the house or outside	Turn off ALL devices for at least 2 hours 	Read a book to someone in your house or over the phone 	Go on a walk with someone in your house 
Write a thank you note to someone 	Give someone in your house a compliment 	Listen and dance to a random song 	Talk to someone about your current feelings 
Call, FaceTime, or Skype someone you care about	Create a drawing or sketch that uses a line, color, and shape, to represent your feelings for someone in your house	Create a dance with someone 	Check-in with someone in your house; ask them how they are feeling
Write a letter to someone and tell them what you are grateful for 	Find an item in your house that provides a good memory or comfort and explain it to someone	Cook a healthy meal for your household 	Focus on deep breaths for 20 seconds; teach someone in your house 

*At the end of the week, cross-off any of the challenges you were able to complete.*

Using the information above; create a SMART goal in your journal.

### Examples:

- I will write a letter to a friend two times this month.
- I will cook a meal once a month for a family member.
- I will write a thank you note to someone each week.