

## 6<sup>th</sup> Grade Student eLearning Activities Log Day 5

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_

Complete your selected activity per subject and have your parent/guardian sign it. You can use a device for the online activities or complete the hard copy activities. Students must participate in the eLearning activities to be counted as in attendance for the eLearning days. Submit form to your homeroom teacher the day after the eLearning day. Together the activities should take about 5 hours to complete.

Day 5

Language Arts	Math	Social Studies	Science	Encore
Engage in Reading activities with Compass Learning accessed via Clever. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Engage in Math activities with MATHia accessed via Clever. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Complete Social Studies Activities on HMH Ed via Clever assigned by your teacher. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Go to StemScopes accessed via Clever to complete assignments assigned by your teacher. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	<p><b>PE:</b> Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). <a href="#">Complete the activity and measure your heart rate again. What was the activity? What caused the change in your heart rate?</a></p> <p><b>Health:</b> Track the nutrition of one of your snacks or meals like calories, ingredients, and nutritional labels. <a href="#">Record this and explain its nutritional value.</a></p> <p><b>Drama:</b> Act out your script and have someone record it. Use the costume or props you created.</p>
Read for 20 minutes using a book at home <u>or</u> use World Book Online accessed via Clever and complete a <a href="#">Reading Log and 4 Square activities</a> <b>OR</b>				
Read for 20 minutes using a book at home and complete a <a href="#">Reading Log and 4 Square activities</a>  Then complete a <a href="#">Z-chart graphic organizer</a> Using the <a href="#">Z-chart graphic organizer</a> , write two paragraphs summarizing what you have read.	Complete the Math handout. Show your work on a separate sheet of paper and return them to school.	Complete the Social Studies handouts and return them to school.	Read "The Dust Bowl", answer the questions and return them to school.	<p><b>Art:</b> Create a drawing to represent your goals for the future. These could be near future or far future goals. Your drawing can include school related goals or goals outside of school (ex: sports, art, music, etc.). <a href="https://youtu.be/huD94n20iBY">https://youtu.be/huD94n20iBY</a></p> <p><b>Music:</b> Complete a <a href="#">song reflection for a favorite song that is appropriate for school</a>. Describe the reasons you like or dislike about the song and genre.</p> <p><b>Journalism /Global Awareness:</b> This assignment should be completed during an eLearning day. Research <a href="#">a person, topic, or event you are interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned.</a></p> <p><b>STEM:</b> Build a <a href="#">simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.)</a>. <a href="#">Click here for some examples.</a></p>

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

# Registro de actividades de aprendizaje electrónico para estudiantes Día 5: Grado 6

Number \_\_\_\_\_ Grado \_\_\_\_\_

Maestro/a \_\_\_\_\_

Complete su actividad seleccionada por materia y haga que sus padres / tutores la firmen. Puede usar un aparato electrónico para las actividades en línea o completar las actividades en papel. Los estudiantes deben participar en las actividades de eLearning para ser contados como presentes durante los días de eLearning. Envíe el formulario a su maestro de aula el día después del día de eLearning. Las actividades deben tomar alrededor de 5 horas para completarse.

Día 5

Language Arts	Math	Social Studies	Science	Encore
Engage in Reading activities with Compass Learning accessed via Clever. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Engage in Math activities with MATHia accessed via Clever. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Complete Social Studies Activities on HMH Ed via Clever assigned by your teacher. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Go to StemScopes accessed via Clever to complete assignments assigned by your teacher. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	<p><b>PE:</b> Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). <a href="#">Complete the activity and measure your heart rate again. What was the activity? What caused the change in your heart rate?</a></p> <p><b>Health:</b> Track the nutrition of one of your snacks or meals like calories, ingredients, and nutritional labels. <a href="#">Record this and explain its nutritional value.</a></p> <p><b>Drama:</b> Act out your script and have someone record it. Use the costume or props you created.</p>
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Firma de Padres \_\_\_\_\_ Fecha \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_ Assignment \_\_\_\_\_

## Apply the Standard

**A.** On the line, write the definition of the underlined word. Use the meaning of its highlighted root or affix, as well as any context clues, to help you uncover the meaning.

1. Snow fell so thickly that visibility on the highway was very low. ....
2. The room was chilly, so we turned up the thermostat. ....
3. It was hard to hear the performer when her microphone went dead. ....
4. A culture transmits its values and traditions to its young people. ....
5. The inquisitive child wanted to know the names of all the toys on the shelf.  
.....

**B.** Use the meanings of the highlighted affixes to answer the questions. Write your answers on the lines.

1. For what reason might someone need to be hospitalized?  
.....
2. Would you complain about or praise a **superlative** performance?  
.....
3. What might a robber do to show repentance?  
.....
4. If you falsify a report, do you make it true or untrue?  
.....
5. Do **postwar** events happen before, during, or after a war?  
.....

**C.** Use the affixes and roots in these words to figure out their meanings. Then write them on the lines.

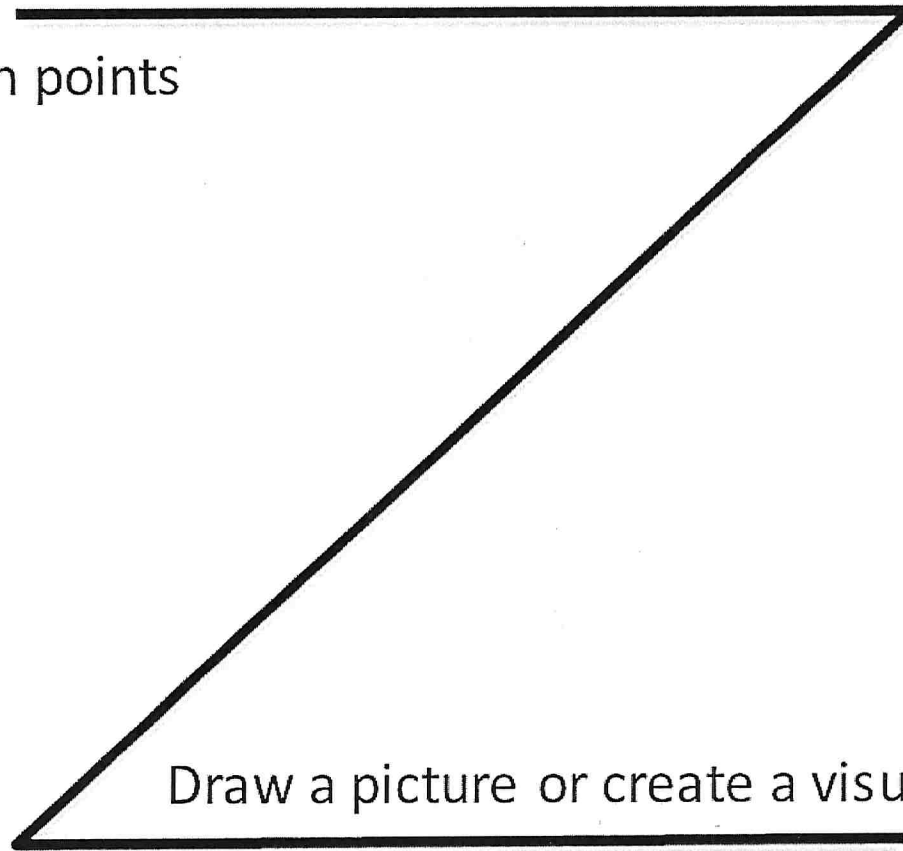
1. missile .....
2. annoyance .....
3. standardize .....
4. symphony.....
5. superior .....

Topic or Title: \_\_\_\_\_

Main Idea: \_\_\_\_\_

3 main points

- 
- 
- 



Draw a picture or create a visual representation

Determine which option(s) the variable 'e' could be. If none of the options could be the variable write 'none'.

## Answers

**Ex)**  $10e + 3 < 92$

- A. 10  
B. 4  
C. 6  
D. 2

1)  $4 < 17 \div e$

- A. 6  
B. 5  
C. 3  
D. 1

$$2) \quad 8 + 3e < 25$$

- A. 1  
B. 2  
C. 3  
D. 4

Ex. B, C, D

1. \_\_\_\_\_

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

3)  $7 + 6e > 35$

- A. 6  
B. 1  
C. 9  
D. 5

4)  $5e + 2 < 44$

- A. 5  
B. 3  
C. 9  
D. 7

5)  $10 < 10e - 3$

- A. 3  
B. 10  
C. 5  
D. 4

6)  $8 + 3e > 30$

- A. 2  
B. 5  
C. 9  
D. 1

7)  $5 + 3e < 41$

- A. 2  
B. 3  
C. 1  
D. 4

8)  $4 + 9e > 72$

- A. 8  
B. 10  
C. 7  
D. 6

9)  $52 \div e > 9$

- A. 7  
B. 9  
C. 1  
D. 6

10)  $9 \times e < 21$

- A. 1  
B. 8  
C. 2  
D. 9

11)  $e \times 6 > 15$

- A. 5  
B. 9  
C. 4  
D. 7

## America, Africa, and Europe before 1500/América, África y Europa antes del año 1500

### Lesson/Lección 3



#### MAIN IDEAS/IDEAS PRINCIPALES

1. The Empire of Ghana was the first of three great West African trading kingdoms./El imperio de Ghana fue el primero de tres grandes reinos comerciales de África Occidental.
2. Like Ghana, the empires of Mali and Songhai grew strong by controlling trade./Como Ghana, los imperios de Malí y Songhay se fortalecieron mediante el control del comercio.

### Key Terms and People/Personas y palabras clave

**Berbers/bereberes** North African people who established trade routes through West Africa/pueblo de África del Norte que estableció rutas comerciales a través de África Occidental

**Mansa Musa/Mansa Musa** a Muslim king who ruled the Mali Empire at the height of its power and who spread Islamic influence through a large part of West Africa/rey musulmán que gobernó el Imperio de Malí en su época de máximo esplendor y difundió la influencia del Islam en una extensa zona de África Occidental

**hajj/hajj** in Islam, a pilgrimage to the holy city of Mecca/en el Islam, una peregrinación a la ciudad santa de La Meca

**Askia the Great/Askia el Grande** the Muslim ruler who led Songhai to the height of its power/gobernante musulmán que llevó a Songhay a su período de máximo esplendor

**mosques/mezquitas** Islamic places of worship/casas de oración musulmanas

### Lesson Summary/Resumen de la lección

#### EMPIRE OF GHANA/EL IMPERIO DE GHANA

West African trade routes were originally controlled by the **Berbers**, a people of North Africa. Later, three great kingdoms developed in West Africa by winning control of these trade routes./En un principio, las rutas comerciales de África Occidental estaban bajo el control de los **bereberes**, un pueblo de África del Norte. Luego, surgieron allí tres grandes reinos que tomaron el control de estas rutas comerciales.

Ghana (GAH-nuh) formed when farmers banded together to protect themselves from herders. They built armies whose superior iron weapons let them take control of the trade in salt and gold. Ghana raised money by forcing traders who passed through its lands to pay taxes. The trade routes brought Ghana into contact with different cultures and beliefs. In the 1060s a Muslim group attacked Ghana. They

What was the main source of the wealth and power of all the West African empires?/¿Cuál era la principal fuente de riqueza y poder de los imperios de África Occidental?

\_\_\_\_\_  
\_\_\_\_\_

Lesson/Lección 3, *continued/continuación*

forced its leaders to convert to Islam. Although Ghana was weakened and eventually fell, the influence of Islam remained strong./Ghana se formó cuando grupos de agricultores se unieron para protegerse de los pastores. Organizaron ejércitos con armas de hierro, que eran superiores a las de sus enemigos, y así controlaron el comercio de la sal y del oro. Para recaudar dinero, Ghana obligaba a los comerciantes que pasaban por su territorio a pagar impuestos. Las rutas comerciales llevaron a Ghana a entrar en contacto con diferentes culturas y creencias. En la década de 1060, un grupo musulmán atacó Ghana y obligó a sus líderes a convertirse al islamismo. Aunque Ghana se debilitó y su imperio decayó, la influencia del Islam siguió siendo fuerte.

**THE EMPIRES OF MALI AND SONGHAI/LOS IMPERIOS DE MALÍ Y SONGHAY**

Like Ghana, Mali (MAH-lee) was located along the upper Niger River. The fertile soil and the control of trade on the river allowed Mali to become rich and powerful. Its most famous ruler was a Muslim king, **Mansa Musa** (MAHN-sah moos-SAH). Under his leadership Mali grew in wealth and power. Traders came to Timbuktu (tim-buhk-TOO), an important city, to trade for salt, gold, metals, shells, and other goods./Al igual que Ghana, Malí estaba ubicado a orillas del alto río Níger. El suelo fértil y el control del comercio en el río permitieron que Malí se hiciera rico y poderoso. Su gobernante más famoso fue un rey musulmán, **Mansa Musa**. Bajo su liderazgo, Malí aumentó su riqueza y su poder. Los comerciantes llegaban a Tombuctú, una ciudad importante, para comerciar sal, oro, metales, conchas de mar y otros productos.

Because he was a devout Muslim, Mansa Musa went on a **hajj**, or a pilgrimage to Mecca. His influence helped bring Islam to a large part of West Africa. In the 1300s Mansa Musa conquered a kingdom called Songhai (SAWNG-hy). These people also lived along the Niger River. As the Mali kingdom weakened in the 1400s, Songhai regained independence./Por ser un musulmán muy devoto,

What river flowed through both Ghana and Mali?/¿Qué río atravesaba Ghana y Malí?

\_\_\_\_\_  
\_\_\_\_\_

Lesson/Lección 3, continued/continuación

Mansa Musa hizo un **haji**, o una peregrinación a La Meca. Su influencia contribuyó a que el Islam llegara a gran parte de África Occidental. A principios del siglo xiv, Mansa Musa conquistó un reino llamado Songhay. Este pueblo también vivía a orillas del río Níger. Cuando el imperio de Malí se debilitó a principios del siglo xv, Songhay recuperó su independencia.

One of the greatest Songhai rulers was Muhammad Ture. He chose a military title, *askia*, and became known as **Askia the Great**. Like Mansa Musa, Askia was a devout Muslim who supported education and learning. His cities had great **mosques**, schools, and libraries. He built a professional army and organized Songhai with governors who were loyal to him. Songhai declined soon after Askia the Great lost power./Uno de los gobernantes más importantes de Songhay fue Mohamed Ture, quien eligió el título militar de *askia* y pasó a ser conocido como **Askia el Grande**. Al igual que Mansa Musa, Askia era un musulmán devoto que apoyaba la educación y el saber. En sus ciudades había grandes **mezquitas**, escuelas y bibliotecas. Askia creó un ejército profesional y organizó Songhay con gobernadores que le eran leales. Songhay comenzó a declinar poco tiempo después de que Askia el Grande perdió el poder.

What did Mansa Musa and Askia the Great have in common?/¿Qué tenían en común Mansa Musa y Askia el Grande?

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**CHALLENGE ACTIVITY/ACTIVIDAD AVANZADA**

**Critical Thinking: Elaborate/Pensamiento crítico:**

**Elaborar** Imagine that you live in one of the kingdoms discussed in this lesson. Write a brief description of what an average day might be like./  
Imagina que vives en uno de los reinos sobre los que leíste en esta lección. Describe brevemente cómo sería un día cualquiera de la vida en ese reino.



Lesson/Lección 3, *continued/continuación*

Askia the Great/Askia el Grande	hajj/hajj	mosques/mezquitas
Berbers/bereberes	Mansa Musa/Mansa Musa	

**DIRECTIONS/INSTRUCCIONES** On the line provided before each statement, write **T** if a statement is true or **F** if a statement is false. If the statement is false, find a word or phrase in the word bank that makes the statement true. Write the new sentence on the lines provided./En la línea que está antes de cada oración, escribe **V** si la oración es verdadera y **F** si la oración es falsa. Si la oración es falsa, busca una palabra o frase del banco de palabras que la convierta en una oración verdadera. Escribe la nueva oración en la línea de abajo.

- \_\_\_\_\_ 1. For hundreds of years, West Africans did not profit much from the Saharan trade because the routes were controlled by mosques./Durante cientos de años, los habitantes de África Occidental no se beneficiaron con el comercio en el Sahara, ya que las mezquitas controlaban las rutas comerciales.
- \_\_\_\_\_ 2. Mali reached the height of its wealth, power, and fame under Askia the Great./Malí alcanzó su apogeo de riqueza, poder y fama durante el reino de Askia el Grande.
- \_\_\_\_\_ 3. With religion being very important to Mansa Musa, he left Mali in 1324 on a hajj./Debido a que la religión era muy importante para Mansa Musa, en 1324 partió de Malí para hacer un hajj.
- \_\_\_\_\_ 4. Mansa Musa began building mosques, which were used for Muslim prayer./Mansa Musa comenzó a construir mezquitas, que eran lugares donde los musulmanes rezaban.
- \_\_\_\_\_ 5. Askia the Great supported education and learning and created an effective government./Askia el Grande apoyaba la educación y el saber, y creó un gobierno eficiente.



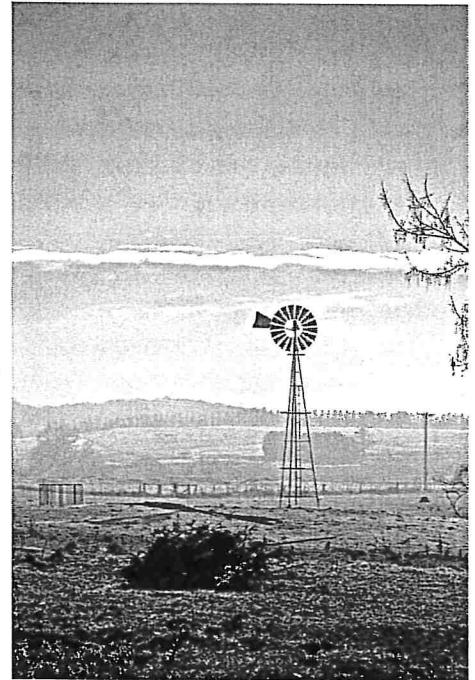
## Reading Science

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### The Dust Bowl

- 1 During human history, there is no doubt that we have caused big changes to ecosystems. Sometimes natural habitats are destroyed or damaged. Human activities have caused the extinction of organisms. But most often these activities were not intentional. As humans entered new areas, they found new environments. They did not always know that their activities could hurt the environment. Often, the harm did not show until it was too late. Most often we have learned from those mistakes. Then changes can be made to benefit the very same environment. Let's look at an example of when human activity had a negative impact but was later corrected.
- 2 This example happened as Americans began to move west. They went in search of land and financial freedom. Before the westward expansion, most Americans lived east of the Mississippi River. This ecosystem was very different from the ecosystem of the Great Plains in the Midwest. The eastern ecosystem had more rainfall and rich soils. It was covered by many trees. The people had agricultural practices that worked very well in the east.
- 3 In the Midwest, settlers found an unfamiliar and wonderful landscape. The prairies of the Great Plains seemed endless. There was so much life! Grasses grew higher than the head of a man riding on a horse. There was plenty of rain. There were no fences and few natural barriers such as mountains. This land looked as if it were theirs for the taking. Newcomers felt like the land could support an unlimited amount of livestock. They also felt that this would be rich agricultural land. Ranchers let large herds of animals freely graze on the prairie year round. Farmers plowed fields. They broke through the thick sod created by the grasses. After World War I, farm machinery became mechanized. Farmers were able to plow larger and larger fields. One of the largest ecological disasters that this country has ever seen was coming. Those early settlers had no clue that their farming and grazing practices would cause it.
- 4 The farming and grazing practices of the settlers badly damaged the landscape. Overgrazing removed the lush grasses from the Great Plains. This activity not only removed the plant material above the ground. More importantly, it also removed the deep root systems. These roots had held the soils in place. Even worse, plows at that time overturned the soil. All plant material was buried underground. Their irrigation practices dried up the streams and rivers that fed the area. Taken alone, each action seemed harmless. Together these practices left an ecosystem that would not be able to tolerate a drought. And in the 1930s, the drought came.





## Reading Science

- 5 The country was already suffering from the Great Depression. This began with a stock market crash in September of 1929. Many people lost everything they had. This meant that there was no money available to help people in the country. This was very hard for farmers and ranchers. Crop prices fell. Most of the people who had moved to the Great Plains found themselves in an economic crisis. Some tried to plant more crops in order to make up the difference. But then severe droughts hit the Great Plains. The crops could not tolerate the dry conditions and high heat. Crops withered and died. Grasses could not grow for the livestock to eat. Many animals died. The once thriving Great Plains could no longer support life. But the worst part of the drought was the dust storms that were created. The root systems were no longer there to hold the soil. Strong winds picked up the loose topsoil. Huge dust storms called “black blizzards” formed. These dust storms removed millions of acres of topsoil from the land, spinning it into the air. Many people came down with “dust pneumonia.” People could no longer live in the area. Over 60% of the people who lived in the Great Plains were forced to move.
- 6 The Dust Bowl era was terrible. However, many good things came from it. Farmers and ranchers realized that they needed new agricultural practices. The ones they had used would not work in that environment any more. The United States government set up new agencies to help bring the Great Plains back to life. The Soil Conservation Service was started in 1935. Its main job was to help rebuild farmland. This organization worked with farmers to make several important changes. These new practices are still used today. Grasses and trees were planted to re-create root systems that could hold the soil in place. Fields were terraced, or created in levels. Terraced fields are better at holding irrigation water and rainwater. Farmers had to leave parts of their fields fallow for at least a year. This means that the farmers were not allowed to plow or plant on sections of their farms. This way, the land had a chance to “rest” between plantings. This was very important. These changes went a long way to restoring the Great Plains to their former glory.
- 7 Even today, people work to make sure that there is never another Dust Bowl situation. New types of plows have been invented. They break up the soil from underneath. Now the majority of the plant material that is plowed stays on top of the soil instead of getting buried. The former Soil Conservation Service is still around today. It is now called the Natural Resource Conservation Service. They still work to conserve farmland. They also watch over all of the surrounding areas as well. They work to monitor air and water quality, as well as wildlife habitats. Our early settlers unknowingly caused a huge, national disaster. We have learned from our mistakes. Farming and ranching practices have changed forever in the hopes that we will never see another Dust Bowl.



## Reading Science

1. Which statement about human activity and the environment is NOT true?
  - A. Humans knowingly create environmental disasters.
  - B. Humans affect ecosystems in many ways.
  - C. Humans can create solutions to disasters.
  - D. Humans have altered ecosystems for a long time.

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2. There were many aspects of the Great Plains that looked promising to early settlers. Which of the following was NOT one of those aspects?
  - A. The Great Plains had endless grass.
  - B. The Great Plains had plenty of rainfall.
  - C. The Great Plains had lots of trees.
  - D. The Great Plains had few natural barriers.

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3. The farming and grazing practices of the early settlers led to a natural disaster. Which of the following practices led to the creation of this ecosystem disaster?
  - A. Overplanting crops that could not stand drought
  - B. Plowing the soils so that plant materials were buried
  - C. Overgrazing the prairie
  - D. All of the above



## Reading Science

4. There were many factors that affected people who lived in the Great Plains during the Dust Bowl era. What was the main factor that drove people from the Great Plains?
- A. The high temperatures
  - B. The low rainfall
  - C. The crash of the stock market
  - D. The severe and frequent dust storms
- 
5. Use what you have learned in this passage to answer the following question. Which of the following statements is most true regarding this passage on the Dust Bowl?
- A. Human activity always hurts the environment.
  - B. Humans are able to change practices to help an environment they have hurt.
  - C. Natural disasters always happen in new areas.
  - D. There is nothing that we can do to prevent natural disasters.