



Dear 6th – 8th Grade Parents and Guardians:

While your students are home, we ask that you continue to partner with us in ensuring ongoing learning. Below is a list of activities we recommend your students complete on a daily basis.



Reading (20 minutes) - if you have access to online resources, your student can log into [Clever](#) to access district resources such as Pearson Realize, Compass Learning, and [Scholastic](#). Please encourage your student to choose stories or articles to read. If you have reading materials at home, feel free to use those as well. After students are done reading, have your students tell you what their article or story was about. Students may also complete hard copy Reading activities as well. Reading packet options are available [here](#).



Writing (30 minutes)- if you have access to online resources, please visit [Scholastic Story Starters](#) (6th grade only), [Story Jumpers](#), or [Story Board That](#) for fun and creative story starters and writing prompts. Have students use these prompts and tools to create their very own story. Students can also write... a story, their feelings, their thoughts about what they are reading, a letter, an information piece about something on which they are an expert. Writing packet options are available [here](#).



Math (30 minutes) - if you have access to online resources, your student can log into [Clever](#) to access Mathia. A Math [scavenger hunt](#) is provided to encourage your student to find the math that is all around them. Visit [IXL](#), [Khan Academy](#), and [Cool Math](#) for practice and fun Math games. Math packet options are available [here](#).



Social Studies (20 minutes) - if you have online access, your student can log into [Clever](#) to access district resources. You will also find articles in both English and Spanish at [Tweentribune](#). Have students to read and complete the quiz. Also visit [Education.com](#), [Newsela](#), and [IXL](#) for interactive Social Studies activities. Social Studies packet options are available [here](#).



Science (20 minutes) - if you have access to online access, your student can log into [Clever](#) to access district resources. Visit [Energy Kids](#) to learn more about energy as well as games and activities. Visit this [Optics 4 Kids](#) to learn about cool optical illusions and visit [Ask a Biologist](#) for virtual field trips and activities. Visit [YouTube videos](#) and [National Geographic Kids](#) to learn more about science. Science packet options are available [here](#).



Exercise (60 minutes a day) - regular exercise and movement is important to do every day.

Movement helps you reduce stress, build strong bones and muscles, and helps you to be ready to learn! Try to get 60 minutes of physical activity every day. Visit [GoNoodle](#) for movement videos.



Estimados padres y tutores de 6º a 8º grado:

Mientras sus estudiantes estén en casa, le pedimos que continúe colaborando con nosotros para garantizar un aprendizaje continuo. A continuación, hay una lista de actividades que recomendamos que sus estudiantes completen diariamente.



Lectura (20 minutos) - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder a recursos del distrito como Pearson Realize, Compass Learning y [Scholastic](#). Por favor anime a su estudiante a elegir historias o artículos para leer. Si tiene materiales de lectura en casa, siéntase libre de usarlos también. Una vez que los alumnos hayan terminado de leer, pídeles que le cuenten de qué se trata su artículo o historia. Los estudiantes también pueden completar actividades de lectura impresas. Las opciones de paquetes de lectura están disponibles [aquí](#).



Escritura (30 minutos)- Si tiene acceso a recursos en línea, visite [Scholastic Story Starters](#) (solo 6th grado), [Story Jumpers](#), o [Story Board That](#) para iniciadores de historias divertidas y creativas y mensajes de escritura. Haga que los estudiantes usen estas indicaciones y herramientas para crear su propia historia. Los estudiantes también pueden escribir ... una historia, sus sentimientos, sus pensamientos sobre lo que están leyendo, una carta, una información sobre algo en lo que son expertos. Las opciones de paquetes de escritura están disponibles [aquí](#).



Matemáticas (30 minutos) - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para usar Mathia. Una búsqueda de matemáticas se puede encontrar en [scavenger hunt](#) para animar a su estudiante a encontrar las matemáticas que en todo su alrededor. Visite [IXL](#), [Khan Academy](#), y para practicar y divertir con juegos matemáticos. Las opciones de paquetes matemáticos están disponibles [aquí](#).



Estudios sociales (20 minutos) - Si tienen acceso en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder los recursos. Encontraran articulos en ingles y espanol en [Tweentribune](#). Los estudiantes pueden leer y contestar las preguntas aqui. Tambien visite [Education.com](#), [Newsela](#), y [IXL](#) para actividades interactivas. Las opciones de paquetes de estudios sociales están disponibles [aquí](#).










Ciencias (20 minutos) - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder los recursos. Visite [Energy Kids](#) para aprender más sobre energía, juegos y actividades. Visite [Optics for Kids](#) para aprender sobre ilusiones ópticas geniales y otras actividades. Visite [Ask a Biologist](#) para excursiones virtuales y actividades. Visite [YouTube videos](#) y [National Geographic Kids](#) para aprender más de ciencias. Las opciones de paquetes de ciencias están disponibles [aquí](#).










Ejercicio (60 minutos diarios) - es importante hacer ejercicio y movimiento regularmente todos los días. ¡El movimiento te ayuda a reducir el estrés, desarrollar huesos y músculos fuertes, y te ayuda a estar listo para aprender! Intente realizar 60 minutos de actividad física todos los días. Visite [GoNoodle](#) para videos de movimiento.










| | |
|---|--|
| <p>Access these programs from Clever at https://www.clever.com/in/maywood89</p> | |
|  | Lexia Core 5 has literacy activities with tracked progress and customized lessons. K-5; App available |
|  | Raz-Kids has online leveled books from basic to advanced. Students can record themselves and take quizzes. K-5; English and Spanish; App available |
|  | Imagine Español has Spanish literacy activities with tracked progress and customized lessons. K-3; Spanish |
|  | Imagine Math has math activities with tracked progress and customized lessons. K-5 |
|  | Wonders/Maravillas includes literature, vocabulary, writing, and grammar activities K-5; English and Spanish; App available (separate sign-in required—email teacher if needed) |
|  | World Book A world of learning at your fingertips. Explore important people, animals, maps, science, and activities. K-8; English and Spanish |
|  | Edgenuity Pathblazer includes Math and Reading activities linked to standards. K-8; Limited School Access |

If you need login assistance with login information, contact your teacher through [email](#).






Additional Resource Links






| Reading | |
|---|--|
|  | https://classroommagazines.scholastic.com/support/learnathome.html Choose books, videos, and activities by grade levels |
|  | https://www.thespanishexperiment.com/stories Children's stories in Spanish |
|  | https://www.storylineonline.net/ Actors and Actresses read books with illustrations |
|  | https://www.getepic.com/ 1000's of award winning books. English and Spanish Signup required, free 30 days |
|  | https://newsela.com/ English; https://newsela.com/rules/spanish Spanish News articles written for students with quizzes and writing prompts for 3-8; English and Spanish |
|  | https://www.tweentribune.com/ Informational text at different grade levels |
|  | https://stories.audible.com/start-listen Free audiobooks for PreK-High school students |



| Online Magazines | |
|---|---|
|  | Time for Kids http://www.timeforkids.com |
|  | Scholastic News http://magazines.scholastic.com English https://classroommagazines.scholastic.com/spanish.html Spanish |
|  | Highlights Kids https://www.highlightskids.com/ |
|  | Sport Illustrated Kids http://www.sikids.com |
|  | National Geographic Kids http://kids.nationalgeographic.com |



| Writing | |
|---|---|
|  | http://www.scholastic.com/teachers/story-starters/index.html Story Starter ideas by grade level |
|  | https://www.storyboardthat.com/ Digital story telling with backgrounds, characters, and text |


| Dual Language | |
|---|---|
|  | https://l2trec.utah.edu/news/utahdliathome/spanish.php Spanish and Dual language activities and resources |

| Math | |
|---|--|
|  | https://www.coolmath4kids.com/ K-5 Math games, lessons, brainteasers |
|  | https://minds-in-bloom.com/math-scavenger-hun/ K-5 Math scavenger hunt ideas |
|  | https://www.khanacademy.org/math K-8 Practice early math through grade 8 |
|  | https://www.ixl.com/ K-8 Practice early math through grade 8 |
|  | https://www.mathgames.com/math-games.html K-8 math games by grade and topic |

| Science and Social Studies | |
|---|--|
|  | BrainPop Jr https://jr.brainpop.com BrainPOP Español https://esp.brainpop.com BrainPop https://www.brainpop.com/ BrainPopELL https://ell.brainpop.com Animated educational videos and activities on many school topics K-8; App available (Username: district89; Password: brainpop2) |
|  | https://www.eia.gov/kids/ Information and games about energy |
|  | https://www.optics4kids.org/illusions Optical illusions |
|  | https://blockly.games/ Programming games for kids |
|  | https://www.education.com/activity/social-studies/ Social Studies activities by grade level |

| Health | |
|---|--|
|  | https://www.gonoodle.com/ Movement and mindfulness videos |
|  | https://aha-nflplay60.discoveryeducation.com/families Fun activities, videos, and virtual field trips |

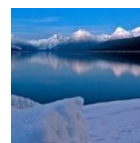
| Art/Music | |
|---|--|
|  | http://www.maywoodfinearts.org/?page_id=3043 Take an online class with Maywood Fine Arts |
|  | https://colormandala.com/ Color mandelas online |

| For Parents | |
|---|--|
|  | http://www.parenttoolkit.com/ English; http://www.parenttoolkit.com/home?lang=es Spanish Age level guides for academic, health, social emotional topics and video parenting guides English and Spanish |

Virtual Field Trips/Tours

Use Google Earth to explore our National Parks.

[Badlands National Park](#)
[Death Valley National Park](#)
[Denali National Park](#)
[Everglades National Park](#)
[Glacier National Park](#)
[Grand Canyon National Park](#)
[Great Smoky Mountain National Park](#)
[Redwood National and State Parks](#)
[Rocky Mountain National Park](#)
[Yellowstone National Park](#)



Lesson ideas:

Choose a National Park. Record your observations, then choose to create one of the following:

- Design a travel brochure
- Write a newspaper article to describe the location and encourage travel there
- Create a map that shows the location of the national park

Zoos and Web Cams - Observe various zoo animals through web cams.

[Smithsonian's National Zoo](#)
[San Diego Zoo](#)
[Animal Planet Live](#)
[National Aquarium](#): Black Tip Reef Sharks, Jellies, and Pacific Coral Reef Live
[Seattle Aquarium](#): YouTube virtual field trip and lesson
[Seattle Aquarium Live Cams](#)



Lesson ideas:

Visit and observe an animal of your choice. Complete one of the following:

- Observe the animal for one week. Record these observations and then write a journal about the animal and its habits.
- Create an informative poster about the animal.
- Describe the animal's habitat.

[Planetarium](#) - Explore over 60,000 stars, locate planets, and watch sunrises and solar eclipses. If you enter your location, and you can see all the constellations that are visible in the night sky in your corner of the world.

[NASA Commercial Crew Virtual Tours](#) - YouTube series containing virtual tours of training facilities. Learn how the astronauts train for space travel and life aboard the International Space Station.

[Smithsonian Latino Center](#) - Features live broadcasts of Latina writers and virtual exhibits around latino cultures. Includes a Latino Virtual Museum Bilingual Teacher Training Took Kit that is now available online and via iTunes U.

Tour various locations from around the world.

[The Great Wall of China](#)
[Pompeii](#)
[Ellis Island](#) - this site also includes some additional activities

Lesson ideas:

Write a journal entry from about a journey to this location.
Create a travel brochure.

Take a trip to Walt Disney World and go on a virtual ride of some of Disney's famous attractions.

[Space Mountain](#)
[Splash Mountain](#)
[Test Track](#)
[Expedition Everest](#)
[Rock n Roller Coaster](#)
[Soarin'](#)
[Seven Dwarfs Mine Train](#)
[Rise of the Resistance](#)
[Mickey and Minnie's Runaway Railway](#)
[Slinky Dog Dash](#)
[Millenium Falcon/ Smuggler's Run](#)



Student eLearning Activities Log Week 7 – May 4 – May 8

Student Name _____ Grade _____

Teacher _____

Please write the activities you completed each day.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------------|---|--|---|--|---|
| Example: | Mathia Reading packet Math packet PE Science experiment Raz-Kids Compass Learning | Reading packet Math packet Raz-Kids Art Imagine Math | Imagine Math Writing Virtual Tour Read a book Jumped Rope/Burpees | Imagine Math Reading packet Math packet Social Studies Music YouTube exercise video | Imagine Math Reading packet Math packet Art project Science experiment Raz-Kids Lexia |
| Activities/ Assignments | | | | | |

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico semana 7 del 4 de mayo al 8 de mayo

Nombre _____ Grado _____

Maestro/a _____

Por favor escribe las actividades que completaste cada día.

| | lunes | martes | miércoles | jueves | viernes |
|------------------------|--|---|---|---|---|
| Ejemplo: | Mathia Paquete de lectura Paquete de matemáticas Educación física Ciencias Raz-Kids Compass Learning | Paquete de lectura Paquete de matemáticas Raz-Kids Arte Imagine Math Lexía | Imagine Math Escritura Paseo Virtual Leer un libro Brincar la cuerda/sentadillas lexía | Imagine Math Paquete de lectura Paquete de matemáticas Estudios Social Video YouTube de ejercicio | Imagine Math Paquete de lectura Paquete de matemáticas Arte Experimento de Ciencia Raz-Kids Lexía |
| Actividades/ Tareas | | | | | |

Firma de Padres _____ Fecha _____

Opinion: Sometimes music can heal in ways human interaction cannot

By Reginal E. Payne II, USA Today, adapted by Newsela staff on 10.23.19

Word Count **906**

Level **840L**



Image 1. Reggie Payne is a fellow in the Urban Health Media Project, which was co-founded by USA Today health care policy reporter Jayne O'Donnell. Photo courtesy of Urban Health Media Project.

Editor's Note: The author, Reggie Payne, is 16 years old. He is a student at Richard Wright School for Journalism and Media Arts in Washington, D.C. _

Music as medicine is an idea that is insanely familiar to me.

Middle school and the end of elementary school was a very rough and emotional time for me. I had a mentally ill father. After he threatened my mother's life, my mom took my brother and me to try and get away from him.

The split-up affected me heavily because it wasn't really a separation. My family was on the run from my dad. We hid away from him by living in various hotels and staying with neighbors.

School became hard to keep up with. Every year, I just lost more and more motivation, something that continues even now.

Trying To Let Feelings Out

I believe my lack of motivation with schoolwork was rooted deeply in the situation between my mom and dad. I was searching for a way to let my feelings out. I hated sports, so I could not turn to that. I always loved to doodle and draw a lot, but I recognized that I was not very good at it. I was strictly using art as a way to have fun at the time and did not take it seriously. Around fifth grade, I moved back to D.C., and that was when I discovered my love for the magic of sound.

I was drawn to hip-hop and became a bit of a comedy rapper at school. It was fun and I enjoyed it. Hip-hop and comedy helped me deal with the split-up of my family, as well as the several failed attempts to reunite us.

I knew that my father was abusing my mother. I also knew that my older brother hated my dad and that, as a result, my dad showed favoritism toward me. My father wanted me on "his side" and wanted to shape me to become someone I was not.

Music was something new to me. I didn't care for it much as a baby, so throwing myself into it was a new feeling and I loved it.

Rapping Is Fun And Freeing

By the time I was in seventh grade, I was not bad. I wasn't a joke rapper anymore. My class knew I could rap and liked what I did. Rapping was a lot of fun and helped me connect with other kids that shared the same love for rap. Music allowed me to be me.

Then my father was diagnosed with cancer. At first I didn't care, but I soon realized he might not be around much longer. I told my mom that I wanted us to get back with him, because I wanted things to be the way they once were.



Then I started thinking about the fact that this was the same man who tried to kidnap me and was so terrible to my brother and mother. I started to blame myself because things in my family seemed happier before I arrived, before I was born. It seemed like my coming into the picture threw everything off.

Music and art saved me from all these worries. Coming into high school as a freshman was fun. I would prance with my Afro and I was always talking about music and poetry and art because it was all I knew. That was what I loved and it kept me happy. My freshman year was also the year I played my very first instrument, the guitar. I had always wanted a guitar and I picked up on it relatively quickly. My acoustic guitar was a gift from a friend, because my family could never afford to get one.

Art And Music Are A Pillow And Blanket

I became known as the Poetic Afro boy with a guitar. This label fits me so well.

Music and art became one of the most important parts of my life. Unfortunately, this was also the year that my father passed away. The loss was very hard for me to deal with, even though I didn't

show it. When he died, my family was living in yet another hotel, with hardly any money. Throughout all those years "on the run," money was always a problem.

During the rough times, art was my pillow and music was the blanket that warmed me up. Playing instruments, writing songs, rapping, singing, and drawing, painting — doing all these creative things — was what allowed me to deal with the problems I was facing at home.

If I'm feeling down, I can get behind a piano or grab a guitar and get my feelings out through music. Or I can write a song or a poem about it.

Music is my healer and, more importantly, a healer for many others.

There are doctors who use music therapy as a form of medicine. You don't have to be a doctor to use music that way — because music and art are natural medicines for minds and souls. Anybody can reach these "medicines" and experience the sweet healing they can perform. I am simply just one of many souls that have been touched by the magical thing known as "Art."

Writing : Describe what you think the author's purpose was for writing this text and whether they were successful in this purpose. Support your response with specific details from the text.

[Essay
5-6 paragraphs]

Quiz

- 1 Read the article's introduction [paragraphs 1-4] and the final section "Art And Music Are A Pillow And Blanket."

What is the connection between these two sections?

- (A) Both sections describe the effects of music as medicine on people's stress, but the final section includes a story about the author's personal experience.
- (B) Both sections explain how the author's family situation affected him, and the final section summarizes how music was a solution.
- (C) The introduction describes the solutions that the author found for his problems, and the final section gives background on what caused the problems.
- (D) The introduction explains how the author's situation has changed over time, and the final section compares his situation with that of others using music.

- 2 Read the section "Rapping Is Fun And Freeing."

How does this section contribute to the article's MAIN idea?

- (A) It shows how the author's relationship with music continued to grow over time.
- (B) It explains how the author's father reacted to his love of music and art.
- (C) It compares the author's attempts at joke rapping with other kinds of music.
- (D) It describes the author's problems with learning to play the guitar.

- 3 Read the paragraph from the section "Trying To Let Feelings Out."

I knew that my father was abusing my mother. I also knew that my older brother hated my dad and that, as a result, my dad showed favoritism toward me. My father wanted me on "his side" and wanted to shape me to become someone I was not.

Why did the author include this paragraph?

- (A) to explain why he did not like music when he was a baby
- (B) to encourage the reader to feel bad for his brother
- (C) to elaborate on the reason why his family moved to Washington, D.C.
- (D) to emphasize the conflict that he was feeling because of his family

- 4 The author wrote this article mostly to describe the healing powers of music.

What did the author do to illustrate this point in the article?

- (A) He contrasted the way that music therapy has helped him with the role that art has had in his life.
- (B) He summarized how music therapy changed the relationship between him and his brother.
- (C) He described his personal experiences with music and art as therapy during tough times.
- (D) He outlined how his drawing abilities have improved since he started using music and art as therapy.

Answer Key

1 Read the article's introduction [paragraphs 1-4] and the final section "Art And Music Are A Pillow And Blanket."

What is the connection between these two sections?

- (A) Both sections describe the effects of music as medicine on people's stress, but the final section includes a story about the author's personal experience.
- (B) **Both sections explain how the author's family situation affected him, and the final section summarizes how music was a solution.**
- (C) The introduction describes the solutions that the author found for his problems, and the final section gives background on what caused the problems.
- (D) The introduction explains how the author's situation has changed over time, and the final section compares his situation with that of others using music.

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Reading: Main Idea**Practice**

The **main idea** of a text is the most important point that the writer makes. The facts, examples, and other details the writer gives are related to this main idea.

- Some facts and examples are **important details** that support the main idea and help you understand it.
- Other facts and examples are **unimportant details** that are related to the main idea but are not important keys to understanding the main idea.

Identifying important details will help you determine an author's main idea.

Read the passage. Then, answer the questions that follow.

The islands of Hawaii were formed by volcanoes that began at the bottom of the ocean. Over millions of years, these volcanoes erupted many times, spewing out melted rock called lava. As the lava hardened and piled up, it gradually formed huge hills above the surface of the sea. These hills became the Hawaiian Islands. Some volcanoes in Hawaii are no longer active, but others, such as the Kilauea, still erupt from time to time, forming new land. Many tourists to Hawaii are fascinated to see the results of these earth-shaking natural wonders. It is amazing to see that cities have sprung up around the crater of an ancient volcano.

1. Which sentence best states the main idea of the passage?
 - A. The Hawaiian Islands are a major tourist attraction.
 - B. The Hawaiian Islands were formed by volcanic activity.
 - C. Lava is melted rock that erupts out of volcanoes.
 - D. Kilauea is an active volcano.
2. Which of these is an important detail that supports the main idea?
 - A. As the lava hardened, it gradually formed huge hills.
 - B. Some volcanoes in the Hawaiian Islands are no longer active.
 - C. Many tourists come to see the results of the volcanoes.
 - D. Kilauea still erupts from time to time.
3. Which of these is an unimportant detail in the passage?
 - A. Undersea volcanoes erupted over millions of years.
 - B. Melted rock called lava hardened and piled up.
 - C. Hardened lava gradually formed hills above the water.
 - D. Cities around volcano craters are amazing sights.

Reading: Main Idea**Assess**

Read the passage. Then, answer the questions that follow.

In the early 1900s, many immigrants from Europe settled in New York City. Because they could not speak English and did not understand American customs, immigrants from the same country settled together in the same neighborhoods. There, they lived among others from their country. Because they did not have much money, they lived in the poorest, most crowded areas of the city. If you had walked through these neighborhoods on a hot summer day, you would have heard peddlers calling out in foreign languages. You would have seen women in kerchiefs bargaining with the peddlers. You would have seen children playing and running through the streets. No one wanted to be inside their hot, crowded apartment building on a summer day. Today, you can see how the immigrants lived by looking at photographs taken by Jacob Riis and Lewis Hine.

1. Which sentence best states the main idea of the passage?
 - A. Most immigrants in the early 1900s could not speak English.
 - B. In the early 1900s, the streets of New York were filled with peddlers.
 - C. Many immigrants in the early 1900s settled in New York City.
 - D. In the early 1900s, no one wanted to be inside on a hot summer day.

2. Which of these is an important detail that supports the main idea?
 - A. Immigrants lived among others from their country.
 - B. Women wore kerchiefs and bargained with peddlers.
 - C. Children ran and played in the streets.
 - D. Jacob Riis and Lewis Hine photographed immigrants.

3. Which of these is an unimportant detail in the passage?
 - A. Most immigrants did not speak English.
 - B. Most immigrants were poor.
 - C. Immigrant women wore kerchiefs.
 - D. Immigrant neighborhoods were crowded.

Answer Key

Reading: Main Idea

Practice, p. 126 1. B; 2. A; 3. D

Assess, p. 127 1. C; 2. A; 3. C

HOW TO USE THIS BOOK

180 Days of Math for Sixth Grade offers teachers and parents a full page of daily mathematics practice activities for each day of the school year.

Easy to Use and Standards-Based

These activities reinforce grade-level skills across a variety of mathematical concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beginning of each mathematics lesson, or as homework.

Every sixth-grade practice page provides 12 questions, each tied to a specific mathematical concept. Students are given the opportunity for regular practice in each mathematical concept, allowing them to build confidence through these quick standards-based activities.

| Question | Mathematics Concept | NCTM Standards |
|----------|--|--|
| 1 | Addition or Subtraction | Understands numbers, ways of representing numbers, relationships among numbers, and number systems; Understands the meanings of operations and how they relate to one another; Computes events and makes reasonable estimates |
| 2 | Multiplication | |
| 3 | Division | |
| 4 | Place Value or Number Sense | |
| 5 | Fractions, Decimals, and Percents | Works flexibly with fractions, decimals, and percents to solve problems; Compares and orders fractions, decimals, and percents efficiently; Understands the meaning and effects of arithmetic operations with fractions and decimals |
| 6 | Order of Operations and Patterns | Understands the meanings of operations and how they relate to one another |
| 7 | Algebra and Algebraic Thinking | Understands patterns, relations, and functions; Represents and analyzes mathematical situations and structures using algebraic symbols |
| 8 | | |
| 9 | Measurement | Understands measurable attributes of objects and the units, systems, and processes of measurement; Applies appropriate techniques and formulas to determine measurements |
| 10 | Geometry | Uses visualization and spatial reasoning to solve problems; Analyzes characteristics and properties of two- and three-dimensional geometric shapes |
| 11 | Data Analysis/Probability | Selects and uses appropriate statistical methods to analyze data; Understands and applies basic concepts of probability |
| 12 | Word Problem/Logic Problem or Mathematical Reasoning | Solves problems that arise in mathematics and in other contexts; Applies and adapts a variety of appropriate strategies to solve problems |

Standards are listed with the permission of the National Council of Teachers of Mathematics (NCTM). NCTM does not endorse the content or validity of these alignments.

NAME: _____

DIRECTIONS

Solve each problem.

1. Calculate the sum of 28, 39, and 57.

2. $91 \times 5 =$ _____

3. $463 \div 5 =$ _____

4. What is the value of the digit 4 in 34,600?

5. $\frac{7}{12} + \frac{1}{6} =$ _____

6. $64 \div (4 \times 2) \div 8 =$ _____

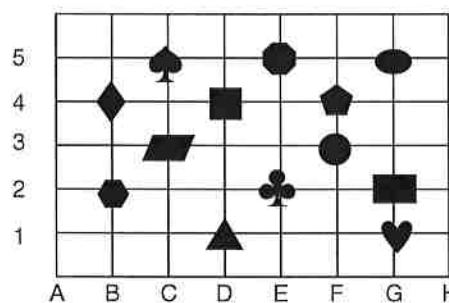
7. $147 \div 7 = 3 \times$

8. Find h . $h \times 7 = 77$

$h =$ _____

9. What is the time two hours after 11:01 P.M.?

10. What shape is located at (B,4)?



11. Record the data in the chart.

The Kims drink 3 gallons of milk each week and 1 gallon of juice. The Bergs drink 2 gallons of juice and 4 gallons of milk. Both families drink 4 gallons of water each week.

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |

12. Caleb has a marble collection with 132 marbles. Half of the marbles are cat's-eyes, 25% are mixed colors, and the rest are solid black. How many marbles are solid black?

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

11. (Y) (N)

12. (Y) (N)

___ / 12

Total

NAME: _____

DIRECTIONS

Solve each problem.

SCORE

1. (Y) (N)

1. $97 - 285 = \underline{\hspace{2cm}}$

2. (Y) (N)

2.
$$\begin{array}{r} 16 \\ \times 20 \\ \hline \end{array}$$

3. (Y) (N)

3. $267 \div 7 = \underline{\hspace{2cm}}$

4. (Y) (N)

4. Write the expanded notation for the number 1,350,607.

6. (Y) (N)

5. Write $2\frac{5}{8}$ as an improper fraction.

8. (Y) (N)

6. Complete the table. Look for a pattern and write the rule.

| | | | | | |
|--------------------|----|---|---|---|---|
| Number of Decagons | 1 | 2 | 3 | 4 | 5 |
| Number of Sides | 10 | | | | |

11. (Y) (N)

12. (Y) (N)

7. Distribute

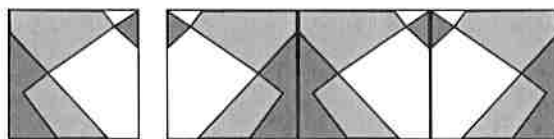
$5(b + 4) =$

8. Find n . $\frac{100}{n} = 5$

$n = \underline{\hspace{2cm}}$

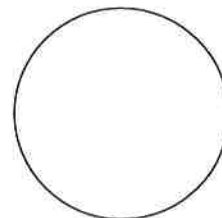
9. 1.5 gallons = _____ quarts

10. To make this pattern, has Tile A been *reflected*, *translated*, or *rotated*?



Tile A

11. Draw a spinner that has an equal chance of landing on a 1, 2, or 3.



12. Rick practices piano every day for 35 minutes. How many hours and minutes does he practice in a 30-day month?

____ / 12

Total

NAME: _____

DIRECTIONS

Solve each problem.

1. Add 170 and 47.

2. $5 \times 30 =$ _____

3. $5 \overline{)285}$

4. Is 45,368 closer to 45,000 or 46,000?

5. Write 0.84 as a percentage.

6. $64 \div (4 \times 2 \div 8) =$ _____

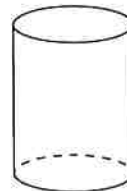
7. $196 - 47 = \square + 52$

8. Find y . $86 - y = 45$

 $y =$ _____

9. Calculate the perimeter of a square with 3.5-m sides.

10. Name the solid shape.



11. If you roll a 6-sided die, what is the probability you will get a number less than 4?

12. Carole bought a dress on sale for \$27. The original cost of the dress was \$36. What percent was she given off the original price?

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

11. (Y) (N)

12. (Y) (N)

___ / 12

Total

NAME: _____

DIRECTIONS

Solve each problem.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

11. (Y) (N)

12. (Y) (N)

___ / 12

Total

1. $16 + 27 + 34 = \underline{\hspace{2cm}}$

2. Multiply 5 and 30.

3. $6 \overline{)346}$

4. Calculate the square root of 49.

5. Round 5.25 to the nearest whole number.

6. $12 - 20 \times 5 = \underline{\hspace{2cm}}$

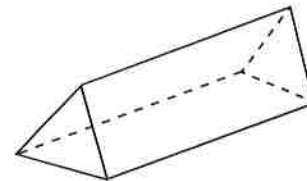
7. $234 + \square = 299$

8. Distribute.

$4(x - 21) = \underline{\hspace{2cm}}$

9. Find the average speed when 200 km are traveled in 4 hours.

10. Complete the chart for the shape.



| | |
|---------------------------------------|--|
| Name the figure. | |
| How many surfaces? | |
| How many vertices? | |
| Does it stack or roll? | |
| Is it a plane shape or a solid shape? | |

11. The numbers 20 through 30 were written on individual cards and placed in a bag. If you take one card from the bag, what is the probability that it will be a multiple of 5?

12. Which fraction added to $\frac{8}{15}$ will make 1 whole?

NAME: _____

DIRECTIONS

Solve each problem.

1. $84 - 56 =$ _____

2.
$$\begin{array}{r} 50 \\ \times 6 \\ \hline \end{array}$$

3. $567 \div 8 =$ _____

4. What is the number 100 after 3,875?

5. 60% of 30 is _____.

6. Write the next number in the sequence. 3,096; 3,146; 3,196;

7. $\frac{7}{10} = \square \%$

8. Find v . $v + 19.9 = 20$

 $v =$ _____

9. What is the volume of a cup (in cm^3) that holds 500 mL?

_____10. How many total degrees are in two right angles?

_____11. What is the median of this set of data?

523, 491, 501, 479, 512

_____12. Cookies cost \$6.00 for a dozen. What is the cost for 8 cookies?

_____**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

11. (Y) (N)

12. (Y) (N)

____ / 12

Total

ANSWER KEY *(cont.)*

Day 131

- 124
- 455
- $92\frac{3}{5}$
- 4 thousands or 4,000
- $\frac{9}{12}$ or $\frac{3}{4}$
- 1
- 7
- 11
- 1:01 A.M.
- rhombus
-

| Family | Milk | Juice | Water |
|--------|------|-------|-------|
| Kims | 3 | 1 | 4 |
| Bergs | 4 | 2 | 4 |

- 33 marbles

Day 132

- 188
- 320
- $38\frac{1}{7}$
- $1,000,000 + 300,000 + 50,000 + 600 + 7$
- $\frac{21}{8}$
- Number of Sides:
20, 30, 40, 50;
Rule: Multiply the number of decagons by 10 to get the number of sides.
- $5b + 20$
- 20
- 6
- reflected
- 3 equal sections labeled with 1, 2, and 3.
- 17 hours and 30 minutes

Day 133

- 217
- 150
- 57
- 45,000
- 84%
- 64
- 97
- 41
- 14 m
- cylinder
- $\frac{3}{6}$ or $\frac{1}{2}$
- 25%

Day 134

- 77
- 150
- $57\frac{2}{3}$
- 7 or -7
- 5
- 88
- 65
- $4x - 84$
- 50 km per hour
- triangular prism; 5; 6; stack; solid
- $\frac{3}{11}$
- Answers may vary.
Possible answer: $\frac{7}{15}$

Day 135

- 28
- 300
- $70\frac{7}{8}$
- 3,975
- 18
- 3,246
- 70
- 0.1
- 500 cm^3
- 180°
- 501
- \$4.00

Day 136

- 130
- 2,400
- 66
- positive number
- 4
- 40
- $4\frac{1}{4}$
- $g - 49$
- 09:26
- yes
- yes
- \$6.00

Day 137

- 294
- 120
- $115\frac{1}{2}$ or 115.5
- 1, 3, 9, 27
- $\frac{11}{4}$
- 14
- 518
- $q = 192$
- 3,900 g
- 12 edges
- $\frac{6}{11}$
- 1, 2, 3, 5, 6, 10, 15, 30

Day 138

- 114
- 2,000
- 48
- 12, 14, 15, 16, 18
- $\frac{8}{3}$
- 8
- 5
- $52 - 13h$
- 24 months
- 5 sides
- $\frac{28}{35}$ or $\frac{4}{5}$
- 1 cup

Day 139

- 317
- 1,200
- $153\frac{2}{3}$
- no
- 3.58
- 15
- 60
- 14
- 9.3 km
- 2.28 m
- 50 times
- 9 people

Day 140

- 101
- 36,000
- 132
- 1,248
- 5
- 1,860
- $\frac{5}{10}$ or $\frac{1}{2}$
- 8
- 3 cm
- reflex
- \$105
- $12 \div 4 + 3 = 6$;
 $15 \div 5 + 3 = 6$

Day 141

- 31
- 76
- $47\frac{1}{3}$
- hundreds
- .55
- 23
- 120
- 216
- 4
- 7.5 cm^2
- Wednesday
- rectangular prism



Name: _____ Date: _____

Influences of Weather and Climate

The amount of precipitation in an area affects that area's temperature and, thus, its climate over time. The data below describe the temperature and amount of precipitation in Bahar Dar, Ethiopia in 2013.

Use the information above and tables below to answer questions 1–9.

Average Monthly Minimum and Maximum Temperature in 2013

| Month | High (°F) | Low (°F) |
|-----------|-----------|----------|
| January | 78 | 39 |
| February | 79 | 45 |
| March | 81 | 50 |
| April | 82 | 51 |
| May | 81 | 55 |
| June | 79 | 55 |
| July | 72 | 55 |
| August | 73 | 55 |
| September | 75 | 52 |
| October | 77 | 52 |
| November | 77 | 48 |
| December | 77 | 40 |

Information adapted from World Weather and Climate Information, 2013

Average Monthly Precipitation (rainfall, snow) in 2013

| Month | Amount of Precipitation (mm) |
|-----------|------------------------------|
| January | 0 |
| February | 0 |
| March | 22 |
| April | 43 |
| May | 71 |
| June | 125 |
| July | 437.5 |
| August | 365 |
| September | 187.5 |
| October | 105 |
| November | 47 |
| December | 0 |

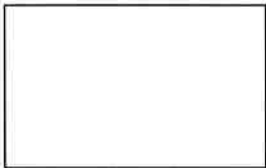
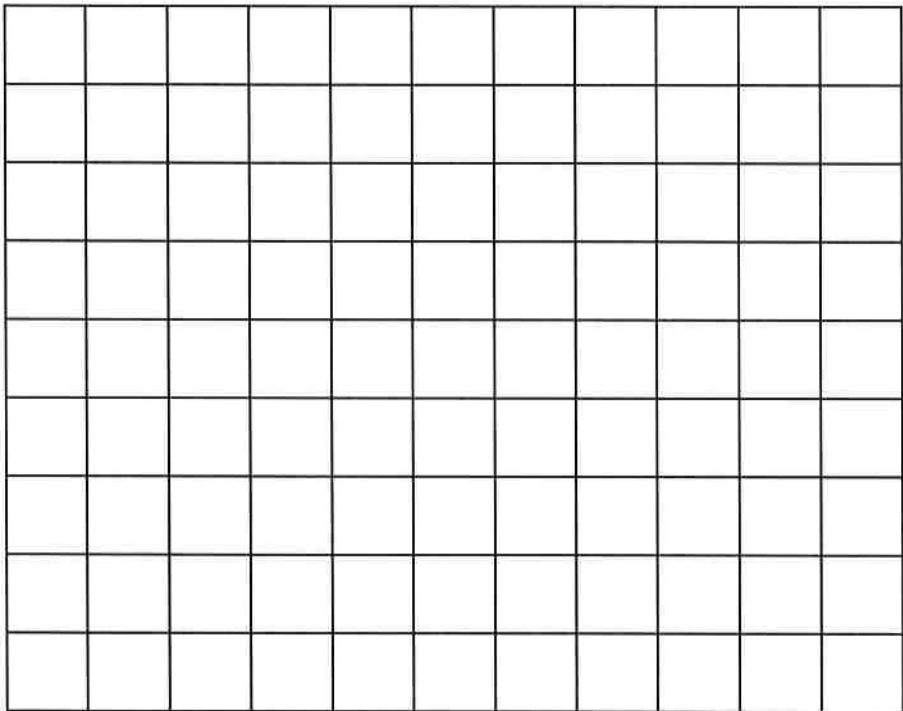
1. What is the range of high temperatures and low temperatures in Bahar Dar, Ethiopia in 2013?



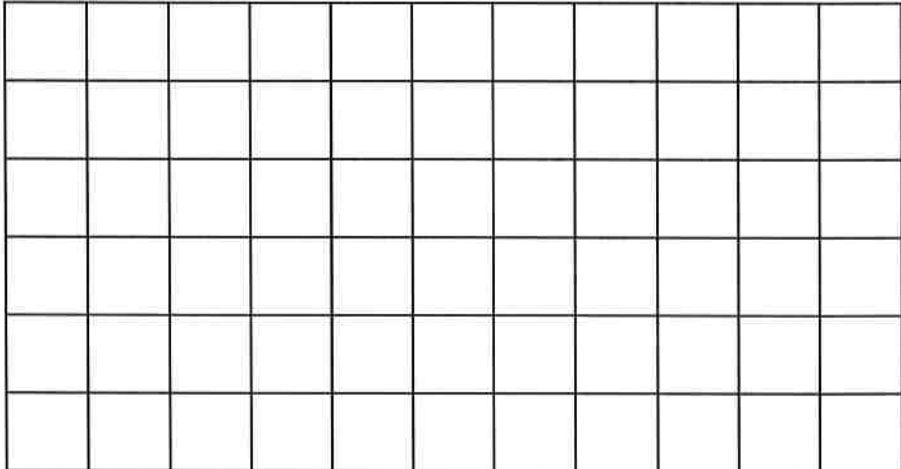
Math Connections

Use the information in the tables from the previous page to complete questions 2–3.

- 2. Create a double line graph to display the temperatures on the graph below. Make sure to include a title, axis labels, a scale, and a key for your graph.



- 3. Create a bar graph to display the amount of precipitation on the graph below. Make sure to include a title, axis labels, a scale, and a key for your graph.





Math Connections

Use the information in the graphs you created to answer questions 4–9.

4. Describe the trends you see in the temperatures on the graph over the year.
5. Describe the trends you see in the amount of precipitation on the graph over the year.
6. What effect does the amount of precipitation have on the temperatures in June through September?
7. What is the ratio of the months that have 125 mm or less of precipitation? Convert your ratio to a percentage.
8. What effects do you think this percentage of months with very little precipitation has on Ethiopia's population?
9. What percentage of the total precipitation in 2013 is the precipitation in July and August?

Answer Key

Influences of Weather and Climate

1. The range of high temperatures is 10 degrees, and the range of low temperatures is 16 degrees.
2. The temperature graph has two lines with points representing the average high and low temperature each month, one line with data points between 72 and 82, the second line with data points between 39 and 55.
3. The precipitation graph should have bars representing the amount of precipitation each month, with amounts ranging from 0 mm to a peak of 437.5 mm in July.
4. The high temperatures remain around 80 degrees for most of the year until July through September when they are lower by a few degrees. The low temperatures create a small curve starting at about 40 degrees, rising to about 55 degrees, and then dropping back to 40 degrees.
5. The rainfall is very low for most of the year until July. July through September are the wettest months. However, there is still relatively low rainfall in the city throughout the year.
6. The increased precipitation during June through September helps to decrease the temperatures during the day and increase them at night.
7. The ratio of the months that have 125 mm or less of precipitation is 9:12. The percentage is 75%.
8. Areas with this small amount of rainfall will experience drought conditions and find that water to drink is hard to locate. Agriculture will also be difficult to sustain, and food sources will therefore have to be imported in order to sustain life.
9. The percentage of total precipitation in July and August is 57.2%.



Lesson 1: Geography and Early Cultures

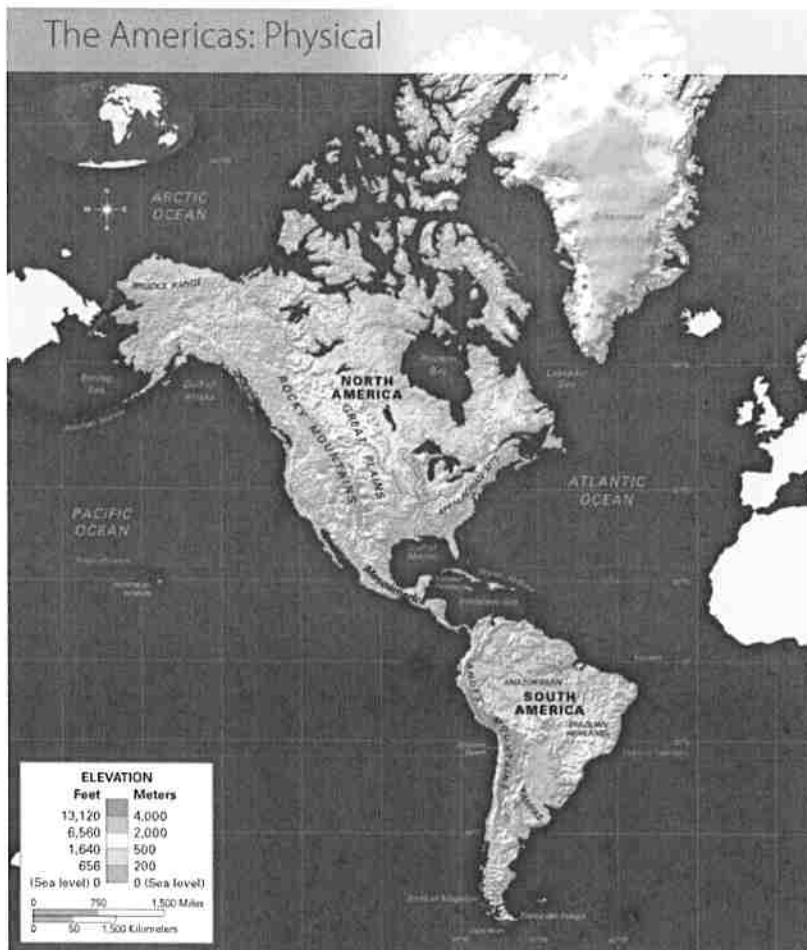
Main Idea

The geography of the Americas is varied, with a wide range of landforms.

Geography of the Americas

Two continents—North America and South America—make up the region we call the Americas. These two continents have a wide range of landforms and climates. Early people had to adapt to the varied environment as they spread throughout the region.

The northern continent, North America, has high mountains. These include the Rocky Mountains and the Appalachian Mountains. North America also has desert plateaus, grassy plains, and forests. The Mississippi River and its tributaries run through much of the central part of the continent. Look at a physical map to find the location of some of these physical features. In the northern part of the continent, the climate is cold and icy. Temperatures get warmer toward the south.



The Americas: Physical

In the southern part of North America lies Mesoamerica. Steamy rain forests cover some of this region. In some places, volcanoes rise above the forest. Their activity over the years has made the surrounding soil very fertile. Fertile mountain valleys, rivers, and a warm climate make Mesoamerica good for farming. In fact, the first farmers in the Americas domesticated plants in Mesoamerica.

Mesoamerica

Like North America, South America has many different kinds of landforms. The towering Andes Mountains run along the western side of the continent. A narrow desert runs along the edge of rich fishing waters in the Pacific Ocean. East of the Andes lies the Amazon region—a

huge, hot rain forest. The mighty Amazon River drains this region. As you will see, the geography of the Americas played an important role in the development of early societies there.

Main Idea

The first people to arrive in the Americas were hunter-gatherers.

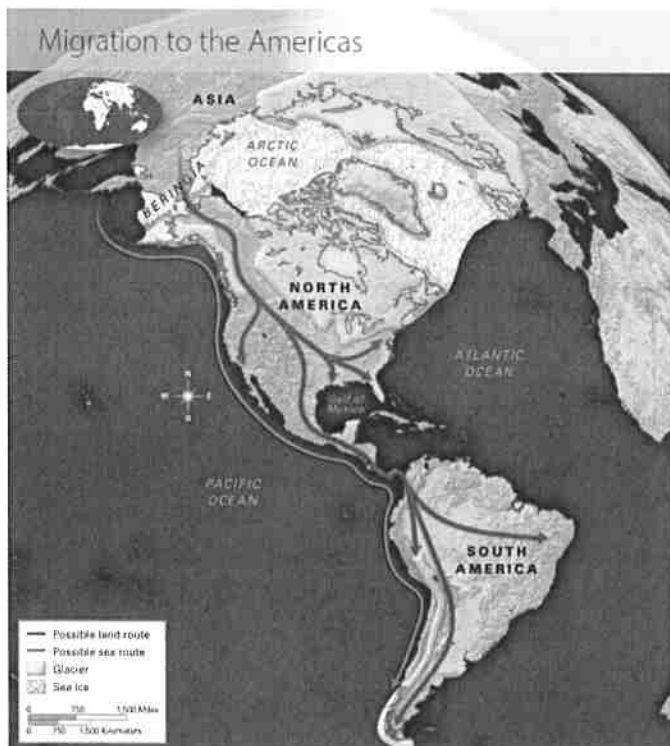
The First People Arrive

Scholars are not sure when the first people arrived in the Americas. Archaeologists, who study ancient civilizations, have uncovered sites throughout the Americas, from Washington state to Chile, containing early human remains. Most of these sites date back 10,000 to 14,000 years, but a few show signs of being much older. Some sites have been dated to 20,000 years ago. Scholars have suggested that humans may have reached the Americas even earlier than that. One archaeologist working in South Carolina, for example, thinks people lived in the region nearly 50,000 years ago, though other scholars dispute his findings. No one knows how these first Americans arrived in the region. Many scientists believe that they may have arrived in the Americas by boat, sailing along the coasts.



Early people endured harsh weather conditions on their journey to North America.

Most scientists agree that more early people reached the Americas between 12,000 and 15,000 years ago, during a worldwide ice age. The world's temperature dropped dramatically, and vast amounts of seawater turned to ice. This lowered the sea level enough that a strip of land was exposed between Asia and North America. People traveled across this strip and, over centuries, spread through North and South America.



Migration to the Americas

Regardless of how they arrived, the first people to arrive in the Americas were hunter-gatherers. They hunted herds of large animals that wandered the land. These animals, including bison and huge woolly mammoths, provided their main food source. Early people also gathered fruits, nuts, and wild grains to eat. Early people didn't settle in one place very long because they were always looking for food.

Eventually, some early people began to settle down. They formed small settlements on the coasts of North and South America, where they fished and gathered food. As populations grew, people started to experiment with seeds.

Main Idea

The development of farming led to early settlements in the Americas.

Farming and Settlement

From their experiments with seeds, people eventually learned to farm. Farming allowed people to stop following animal herds and settle permanently in one place.

First Farming Settlements



A man sits on a stack of maize in Mexico City. In the early Americas, maize was most widely grown among large urban populations.

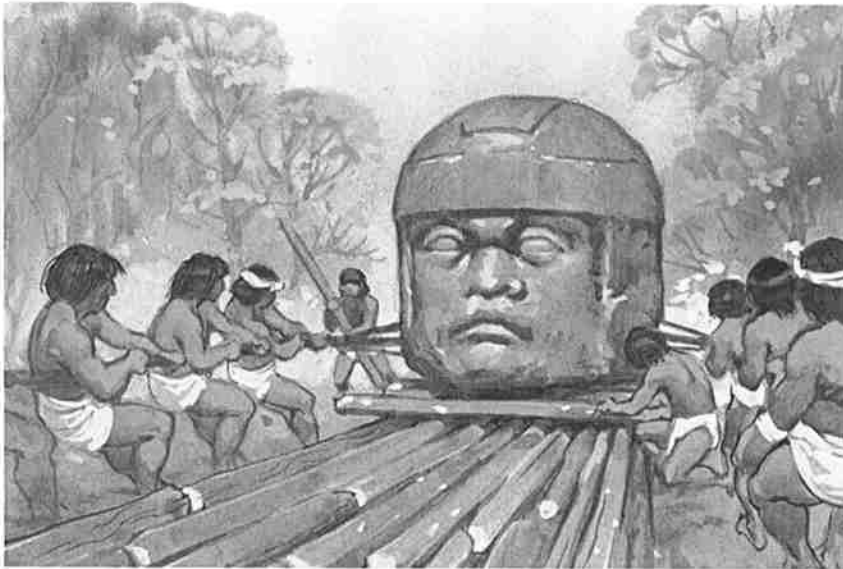
A man sits on a stack of maize in Mexico City. In the early Americas, maize was most widely grown among large urban populations.

The first permanent farming settlements in the Americas appeared in Mesoamerica. This region had rich soils, warm temperatures, and plenty of rain. By 3500 BC, people in Mesoamerica were growing maize (MAYZ), or corn. Later they learned to grow beans and squash. By growing these foods, settlements could support larger populations. More advanced societies grew, and people began to focus on activities such as building, trade, art, and organized religion. Eventually, settlements developed into towns and cities.

The Olmecs

Around 1200 BC, the Olmecs (OHL-meks) settled in the lowlands along the Gulf of Mexico in what are today the southern Mexico states of Veracruz and Tabasco. They formed the first urban civilization in Mesoamerica. This region's climate is hot and humid. Abundant rainfall and rich, fertile soil made this a perfect area for the Olmecs to grow maize.

Most Olmecs lived in small villages, but some lived in larger towns. These towns were religious and government centers with temples and plazas. Impressive sculptures and buildings mark the Olmecs as the first complex civilization in the Americas. They built the first pyramids in the Americas. They also made sculptures of huge stone heads. Each head probably represented a different Olmec ruler. Other sculptures, such as jaguars, probably represented Olmec gods.



The Olmec stone heads were carved from basalt boulders using tools such as stone hammers. The helmet-like headdress may have represented the ruler's strength. Once completed, it took much effort and human-power to move a head by sliding it over a raft-like structure.

The Olmec stone heads were carved from basalt boulders using tools such as stone hammers. The helmet-like headdress may have represented the ruler's strength. Once completed, it took much effort and human-power to move a head by sliding it over a raft-like structure.

Another factor that marks the Olmec as a civilization is a system of writing. Scientists recently found an Olmec artifact with symbols on it. Researchers believe that the symbols may have been the first writing system in the Americas. The Olmecs may have also had a calendar.

Views of Writing

Scientists have discovered an Olmec roller used for printing symbols. It may be evidence of the earliest writing system in the Americas. However, scientists disagree on what defines a written language. Some think that written language must include symbols that stand for sounds—not just for images. Other scientists think that writing does not need to represent the sounds of speech. These scientists consider any system of symbols that communicate meaning to be a written language.

*“Even if you have symbols—like a light bulb in a cartoon—that’s not writing.”
—archaeologist David Grove, University of Florida, Gainesville*

*“We’re not arguing that we have phonetics. But we say we do have logographs, and we’re arguing the Maya copied this. We have a system here that goes back to the Olmec.”
—anthropologist Mary E. D. Pohl, Florida State University*

The Olmec civilization also had a large trading network. Villages traded with each other and with other peoples farther away. The Olmecs may have even established a string of trading colonies along the Pacific coast. Through trade the Olmecs got valuable goods, such as the stones they used for building and sculpture.

Olmec civilization ended around 400 BC. By then trade had spread Olmec influence across Mesoamerica. Later peoples were able to build on their achievements. Some also followed some Olmec traditions.

Farming and the Growth of Other Civilizations

Early civilizations also developed in other parts of the Americas. As in Mesoamerica, people in North and South America formed civilizations after they domesticated plants and learned how to farm.

About the time Mesoamericans started growing maize, South Americans in the Andes started growing potatoes. Later, maize farming spread south into the Andes from Mesoamerica. By about 2000 BC, South Americans were growing maize and beans as well as potatoes.

A number of small civilizations developed in South America, but the first major civilization began in the Andes. It is known as the Chavín (chah-VEEN) culture, and it lasted from about 900 to 200 BC. Its city was a major religious and trading center. The Chavín culture is known for its woven textiles, carved stone monuments, and pottery shaped like animals and humans.

Early Civilizations in the Americas

Several hundred years after farming began in South America, maize farming also spread north from Mesoamerica. People began growing maize in what is now the southwestern United States. The dry climate made farming difficult there, so people learned to choose fertile soils and use river water to irrigate their crops. Eventually, maize became an important crop to people in the region. It was the main food of people in hundreds of small villages.



By learning to farm, the people of the Americas no longer had to rely on hunting and gathering.

The development of farming was important in the growth of civilizations all over the Americas. As with other peoples you have studied, a steady food supply led to population growth. Farming also encouraged people to establish permanent villages and cities.

The Early Americas

Lesson 1



MAIN IDEAS

1. The geography of the Americas is varied, with a wide range of landforms.
2. The first people to arrive in the Americas were hunter-gatherers.
3. The development of farming led to early settlements in the Americas.

Key Terms and People

Mesoamerica region that includes the southern part of what is now Mexico and parts of the northern countries of Central America

maize corn

Lesson Summary

GEOGRAPHY OF THE AMERICAS

The Americas are made up of two continents, North America and South America. These continents have a wide range of landforms. North America has high mountains, desert plateaus, grassy plains, and forests.

Historians call the cultural region in the southern part of North America **Mesoamerica**. Mesoamerica reached from the middle of modern-day Mexico south into Central America. The region's many rain forests and rivers created fertile farmland. The first farmers in the Americas domesticated plants there.

The Andes Mountains run along the western side of South America. Narrow desert runs along the edge of fishing waters in the Pacific Ocean. East of the Andes lies a region with a hot rain forest and a mighty river. The region, the river, and the rain forest all share the same name—Amazon.

THE FIRST PEOPLE ARRIVE

No one is sure how people first arrived in the Americas. Some scientists believe they came from Asia up to 15,000 years ago by walking over a land bridge that crossed the Bering Strait. Other historians think the first Americans arrived by sea.

Where was the region of Mesoamerica located?

What three geographic elements share the name Amazon?

Underline two ways that scientists think people might have come to the Americas.

Lesson 1, *continued*

The earliest people were hunter-gatherers. These people survived on wild buffalo and other animals, as well as fruits, nuts, and wild grains. They moved often, going where food was most plentiful. Some people eventually settled along the coastal areas. They fished and planted different types of seeds.

FARMING AND SETTLEMENT

The experiments with seeds led to farming. This allowed people to live in one place permanently. The first farming settlements were in Mesoamerica. By 3500 BC, Mesoamericans were growing **maize**, or corn. Later they learned to grow squash and beans. South Americans in the Andes started growing potatoes. By about 2000 BC, they were also growing maize and beans. Once people settled, the population grew. Societies began to develop religion, art, and trade opportunities.

Historians believe that the Olmecs (OHL-meks) were the first Mesoamericans to live in villages. Some Olmecs lived in bigger towns, which were centers of government and religion. They developed a large trading network. Archaeological evidence suggests the Olmecs may have created the first written language in the Americas and designed a calendar. The Chavín was the first major civilization in South America. Its city was also a center for religion and trade. The Chavín wove textiles, carved monuments, and created pottery shaped like animals.

When did the South Americans start growing maize and beans?

What were some accomplishments of the Olmecs and the Chavin?

Lesson 1, *continued*

CHALLENGE ACTIVITY

Critical Thinking: Sequence Draw a series of sketches showing how the first human civilization developed in the Americas. Start with the two theories of how humans first arrived to the Americas, and end with the establishment of the Olmec and Chavín civilizations.

DIRECTIONS Write a word or descriptive phrase to describe each term.

1. Mesoamerica _____

2. maize _____

| | | | |
|--------|---------|---------------|---------------|
| Amazon | Chavín | Mesoamerica | North America |
| Olmecs | pottery | South America | textiles |

DIRECTIONS Answer each question by writing a sentence that contains at least one word from the word bank. Not all words are used.

1. Where are the Amazon region, river, and rain forest all located?

2. Which civilization lived in villages or bigger towns that were centers of government and religion?

3. What did the Chavín create that was shaped like animals?

The Early Americas

Lesson 1



MAIN IDEAS

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2. The first people to arrive in the Americas were hunter-gatherers.
3. The development of farming led to early settlements in the Americas.

Key Terms and People

Mesoamerica region that includes the southern part of what is now Mexico and parts of the northern countries of Central America

maize corn

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GEOGRAPHY OF THE AMERICAS

The Americas are made up of two continents, North America and South America. These continents have a wide range of landforms. North America has high mountains, desert plateaus, grassy plains, and forests.

Historians call the cultural region in the southern part of North America **Mesoamerica**. Mesoamerica reached from the middle of modern-day Mexico south into Central America. The region's many rain forests and rivers created fertile farmland. The first farmers in the Americas domesticated plants there.

The Andes Mountains run along the western side of South America. Narrow desert runs along the edge of fishing waters in the Pacific Ocean. East of the Andes lies a region with a hot rain forest and a mighty river. The region, the river, and the rain forest all share the same name—Amazon.

THE FIRST PEOPLE ARRIVE

No one is sure how people first arrived in the Americas. Some scientists believe they came from Asia up to 15,000 years ago by walking over a land bridge that crossed the Bering Strait. Other historians think the first Americans arrived by sea.

Where was the region of Mesoamerica located?

It reached from the _____
middle of modern-day
Mexico south into _____
Central America. _____

What three geographic elements share the name Amazon?

a region, a river, and a
rainforest

Underline two ways that scientists think people might have come to the Americas.

Lesson 1, *continued*

The earliest people were hunter-gatherers. These people survived on wild buffalo and other animals, as well as fruits, nuts, and wild grains. They moved often, going where food was most plentiful. Some people eventually settled along the coastal areas. They fished and planted different types of seeds.

FARMING AND SETTLEMENT

The experiments with seeds led to farming. This allowed people to live in one place permanently. The first farming settlements were in Mesoamerica. By 3500 BC, Mesoamericans were growing **maize**, or corn. Later they learned to grow squash and beans. South Americans in the Andes started growing potatoes. By about 2000 BC, they were also growing maize and beans. Once people settled, the population grew. Societies began to develop religion, art, and trade opportunities.

Historians believe that the Olmecs (OHL-meks) were the first Mesoamericans to live in villages. Some Olmecs lived in bigger towns, which were centers of government and religion. They developed a large trading network. Archaeological evidence suggests the Olmecs may have created the first written language in the Americas and designed a calendar. The Chavín was the first major civilization in South America. Its city was also a center for religion and trade. The Chavín wove textiles, carved monuments, and created pottery shaped like animals.

When did the South Americans start growing maize and beans?

by about 2000 BC

What were some accomplishments of the Olmecs and the Chavín?

possible answers:
Olmecs—developed a
large trading network,
created first written
language in the Americas,
designed a calendar;
Chavín—wove textiles,
carved monuments,
created pottery shaped
like animals

Lesson 1, *continued*

CHALLENGE ACTIVITY

Critical Thinking: Sequence Draw a series of sketches showing how the first human civilization developed in the Americas. Start with the two theories of how humans first arrived to the Americas, and end with the establishment of the Olmec and Chavín civilizations.

Answers will vary.
 Sketches should include all major events that occurred as human civilization developed. Events should be sequenced in chronological order.

DIRECTIONS Write a word or descriptive phrase to describe each term. Answers will vary. Sample answers.

1. Mesoamerica cultural region that extended from the middle of modern-day Mexico south to Central America; location of the first farming settlements and the Olmecs; place where the first farmers domesticated plants
2. maize corn; crop grown in the Americas; first grown by Mesoamericans

| | | | |
|--------|---------|---------------|---------------|
| Amazon | Chavín | Mesoamerica | North America |
| Olmecs | pottery | South America | textiles |

DIRECTIONS Answer each question by writing a sentence that contains at least one word from the word bank. Not all words are used. Answers will vary. Sample answers.

1. Where are the Amazon region, river, and rain forest all located?
The Amazon region, river, and rain forest are all located in South America.
2. Which civilization lived in villages or bigger towns that were centers of government and religion?
The Olmecs lived in villages or bigger towns that were centers of government and religion.
3. What did the Chavín create that was shaped like animals?
The Chavín created pottery shaped like animals.