



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 divertirse 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. Encontrarán artículos en inglés y español en [Tweentribune](#). Los estudiantes pueden leer y contestar las preguntas aquí. También 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](#)

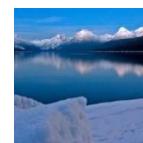
[Grand Canyon National Park](#)

[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 10 – May 25 – May 29

Student Name _____ Grade _____

Teacher _____

Please write the activities you completed each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Example:		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	Mathia Reading packet Math packet PE Science experiment Raz-Kids Compass Learning
Activities/ Assignments					

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico semana 10 del 25 de mayo al 29 de mayo

Nombre _____ Grado _____

Maestro/a _____

Por favor escribe las actividades que completaste cada día.

	lunes	martes	miércoles	jueves	viernes
Ejemplo:		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	Mathia Paquete de lectura Paquete de matemáticas Educación física Ciencias Raz-Kids Compass Learning
Actividades/ Tareas					

Firma de Padres _____ Fecha _____

Animated Favorites Get Real (880L)

Step 1: Before Reading Poll (Write Your Answer)

Moviemakers have started releasing live-action remakes of animated films. *The Jungle Book* and *Beauty and the Beast* are two examples. What do you think?

Live-action remakes are more entertaining than the cartoon classics.

- Do you agree or disagree?

Step 2: Article (Read the Article)



Photo credit: Tinseltown/Shutterstock

Many families flock to theaters to watch live-action remakes of animated movies such as "Aladdin," starring Will Smith.

LOS ANGELES, California (Achieve3000, August 20, 2019). Guess what's about to get real, movie fans? Your old animated favorites! That is, if they haven't already.

Like the Fairy Godmother waving her magic wand over a pumpkin, movie studios have been bringing new life to old animated favorites. They've changed them—*bibbidi-bobbidi-booyah!*—into live-action blockbusters. *Beauty and the Beast*, *The Jungle Book*, and *Dumbo* are just some of the live-action remakes released since 2010. Actors have also stepped into Cinderella's glass slippers, Dora the Explorer's sneakers, and Aladdin's curly-toed kicks. And according to Hollywood buzz, we can expect the reboots to keep on comin'.

So what's the big attraction to going live-action? For studios, it's mostly about the math. Ticket prices have gone up. And the Internet and TV have a lot to offer. So it takes something special to get people off the couch and into the megaplex. But with live-action remakes, studios have stumbled upon a winning formula. It starts with stories audiences love and characters who seem like old friends. Throw in a few A-listers. Add some of modern technology's jaw-dropping special effects. And *ka-ching*—it all equals box office gold. The Disney live-action remakes of *Aladdin*, *Beauty and the Beast*, and *Alice in Wonderland* packed in moviegoers. Each film brought in more than a billion bucks worldwide. Meanwhile, Disney's other live-

action movies like *A Wrinkle in Time* and *Tomorrowland* scored points for originality but were lucky if they broke even.

It's partly the power of good ol' nostalgia that makes the formula so profitable. Plenty of adults who spent their childhoods waltzing around the living room in Belle ball gowns bought tix to 2017's *Beauty and the Beast*. And people who grew up watching Pokémon cartoons were charged up to catch (get it? catch?) *Detective Pikachu*. Of course, the parents among them likely took their kiddos to the theater. (Hello, next-gen fans!)

Treating golden oldies to a modern makeover also gives studios a chance to make them more inclusive. Diversity plays a starring role in Disney's latest remakes. So more kids are seeing characters on the big screen who look like them. In *Aladdin*, Egyptian-Canadian actor Mena Massoud plays the lovable hero. African American actor Will Smith is the movie's wisecracking Genie. And, as just about everybody and their pet crustacean knows: African American singer and actress Halle Bailey landed the part of Ariel in *The Little Mermaid*.

Some moviemakers also see these do-overs as an opportunity to crank up the girl power. The producer of *Aladdin*, for example, said Jasmine isn't just along for the magic carpet ride in the remake. She's a strong character who speaks up and takes a stand. Likewise, the new *Mulan* doesn't have a fast-talking dragon as her sidekick. But she's a master of kicks, and her sword fighting skills are just as impressive. Like the original film, the live-action *Mulan* tells the story of a young woman who takes her father's place in the Chinese Imperial Army. But this version aims to be more culturally respectful.

Any list of live-action remakes has gotta include 2019 blockbuster *The Lion King*, right? Well...it's complicated! The footage was created by artists with computers. There were no cameras filming actors or animals. So technically, it isn't live-action. However, it all looks so real that some people believe the word *animation* feels just plain wrong. What do *you* think?

Whatever your take on *The Lion King* debate, live-action remakes are part of the "Circle of Life" in movies today. And for lots of moviegoers, they offer "A Whole New World" that looks fresh yet feels familiar and fun.

Dictionary

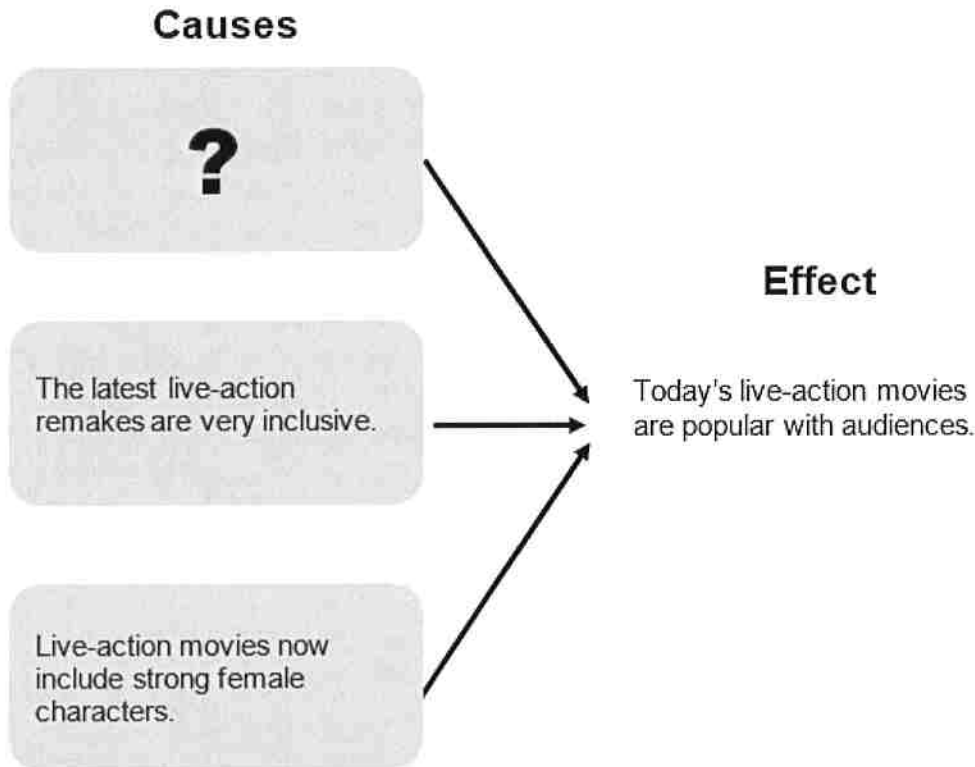
diversity (*noun*) the state of having people who are different races or who have different cultures in a group or organization

inclusive (*adjective*) open to everyone: not limited to certain people

nostalgia (*noun*) pleasure and sadness that is caused by remembering something from the past and wishing that you could experience it again

Step 3: Activity (Answer the Questions)

Question 1



Based on the Article, which best replaces the question mark in the diagram above?

There three boxes on the left. They are labeled "Causes." The top box has a question mark in it. The middle box says "The latest live-action remakes are very inclusive." The bottom box says "Live-action movies now include female characters." Three arrows are pointing from these boxes to a box on the right labeled "Effect." The box says "Today's live-action movies are popular with audiences."

- (A) Live-action hits such as *A Wrinkle in Time* and *Tomorrowland* were popular because they used the very latest jaw-dropping special effects.
- (B) The use of expertly trained animals, as seen in *The Lion King*, thrilled audiences who flocked to theaters to watch the hit live-action remake.
- (C) Studios have added entirely new characters to popular animated movies that are a hit with today's viewing audience.
- (D) Adults who enjoyed the animated favorites when they were growing up take their kids to see the live-action remakes.

Question 2

What is this Article mainly about?

- (A) While the blockbuster remake of the film *The Lion King* cannot be considered live action because the footage was created by artists with computers, its images do appear lifelike.
- (B) Not all live-action films are popular with audiences as was seen in Disney's recent films *A Wrinkle in Time* and *Tomorrowland*, both of which were lucky to break even at the box office.

- Ⓒ Live-action films such as *Beauty and the Beast* and *Aladdin* were both popular because they made adult viewers remember watching them in their animated forms as children.
- Ⓓ Studios have been making live-action remakes of older animated films but with greater diversity and stronger female characters than ever before.

Question 3

Which information is **not** in the Article?

- Ⓐ Parents who enjoyed animated films as kids are introducing a new generation to beloved characters of the past by bringing their own children to the new live-action remakes.
- Ⓑ Live-action movies have proven popular among audiences around the world, as films such as *A Wrinkle in Time* and *Tomorrowland* have clearly demonstrated.
- Ⓒ Jasmine, who speaks her mind and makes a stand in the hit Disney film *Aladdin*, is representative of the stronger female characters in the new live-action remakes.
- Ⓓ One of the reasons for the popularity of the recent live-action films is that these movies show a greater degree of diversity than earlier animated films.

Question 4

Which two words are the closest **synonyms**?

Only some of these words are used in the Article.

- Ⓐ waltz and stumble
- Ⓑ profitable and elaborate
- Ⓒ originality and automation
- Ⓓ attraction and appeal

Question 5

The reader can tell from the Article that _____.

- Ⓐ the animated movie *Aladdin* was not popular among viewers because it did not show Jasmine as a strong, independent young woman
- Ⓑ Disney's original animated film *Mulan* did not always show Chinese culture in a good way
- Ⓒ the onscreen images seen in *The Lion King* are actually a skillful combination of computer animation and live-action sequences
- Ⓓ more people saw the remade movie *Aladdin* than saw either *Beauty and the Beast* or *Alice in Wonderland*

Question 6

The Article states:

So what's the big attraction to going live-action? For studios, it's mostly about the math. Ticket prices have gone up. And the Internet and TV have a lot to offer. So it takes something special to get people off the couch and into the megaplex. But with live-action remakes, studios have stumbled upon a winning formula. It starts with stories audiences love and characters who seem like old friends. Throw in a few A-listers. Add some of modern technology's jaw-dropping special effects. And ka-ching—it all equals box office gold.

Why did the author include this passage?

- Ⓐ To suggest that studios do not want to spend as much money on the remakes of classic films as they did on the originals
- Ⓑ To show ways in which today's remakes of older animated films are different from the original versions of those films
- Ⓒ To point out the main reason why studios have chosen to produce remakes of some popular animated films of the past
- Ⓓ To explain why the original animated versions of popular Hollywood blockbusters remain popular to this day

Question 7

Which passage from the Article best supports the idea that a movie's popularity can be increased when moviegoers can identify with characters in the film?

- Ⓐ Like the Fairy Godmother waving her magic wand over a pumpkin, movie studios have been bringing new life to old animated favorites. They've changed them—bibbidi-bobbidi-*booyah!*—into live-action blockbusters. *Beauty and the Beast*, *The Jungle Book*, and *Dumbo* are just some of the live-action remakes released since 2010. Actors have also stepped into Cinderella's glass slippers, Dora the Explorer's sneakers, and Aladdin's curly-toed kicks.
- Ⓑ Some moviemakers also see these do-overs as an opportunity to crank up the girl power. The producer of *Aladdin*, for example, said Jasmine isn't just along for the magic carpet ride in the remake. She's a strong character who speaks up and takes a stand. Likewise, the new *Mulan* doesn't have a fast-talking dragon as her sidekick. But she's a master of kicks, and her sword fighting skills are just as impressive.
- Ⓒ Treating golden oldies to a modern makeover also gives studios a chance to make them more inclusive. Diversity plays a starring role in Disney's latest remakes. So more kids are seeing characters on the big screen who look like them. In *Aladdin*, Egyptian-Canadian actor Mena Massoud plays the lovable hero. African American actor Will Smith is the movie's wisecracking Genie. And, as just about everybody and their pet crustacean knows: African American singer and actress Halle Bailey landed the part of Ariel in *The Little Mermaid*.
- Ⓓ It's partly the power of good ol' nostalgia that makes the formula so profitable. Plenty of adults who spent their childhoods waltzing around the living room in Belle ball gowns bought tix to 2017's *Beauty and the Beast*. And people who grew up watching Pokémon cartoons were charged up to catch (get it? catch?) *Detective Pikachu*. Of course, the parents among them likely took their kiddos to the theater. (Hello, next-gen fans!)

Question 8

Look at this passage from the Article:

Any list of live-action remakes has gotta include 2019 blockbuster *The Lion King*, right? Well...it's complicated! The footage was created by artists with computers. There were no cameras filming actors or animals. So technically, it isn't live-action. However, it all looks so real that some people believe the word *animation* feels just plain wrong. What do *you* think? Whatever your take on *The Lion King debate*, live-action remakes are part of the "Circle of Life" in movies today.

In this passage, the word *debate* means _____.

- Ⓐ a series of books, movies, etc. that contain the same characters

- Ⓐ To suggest that studios do not want to spend as much money on the remakes of classic films as they did on the originals
- Ⓑ To show ways in which today's remakes of older animated films are different from the original versions of those films
- Ⓒ To point out the main reason why studios have chosen to produce remakes of some popular animated films of the past
- Ⓓ To explain why the original animated versions of popular Hollywood blockbusters remain popular to this day

Question 7

Which passage from the Article best supports the idea that a movie's popularity can be increased when moviegoers can identify with characters in the film?

- Ⓐ Like the Fairy Godmother waving her magic wand over a pumpkin, movie studios have been bringing new life to old animated favorites. They've changed them—*bibbidi-bobbidi-booyah!*—into live-action blockbusters. *Beauty and the Beast*, *The Jungle Book*, and *Dumbo* are just some of the live-action remakes released since 2010. Actors have also stepped into Cinderella's glass slippers, Dora the Explorer's sneakers, and Aladdin's curly-toed kicks.
- Ⓑ Some moviemakers also see these do-overs as an opportunity to crank up the girl power. The producer of *Aladdin*, for example, said Jasmine isn't just along for the magic carpet ride in the remake. She's a strong character who speaks up and takes a stand. Likewise, the new *Mulan* doesn't have a fast-talking dragon as her sidekick. But she's a master of kicks, and her sword fighting skills are just as impressive.
- Ⓒ Treating golden oldies to a modern makeover also gives studios a chance to make them more inclusive. Diversity plays a starring role in Disney's latest remakes. So more kids are seeing characters on the big screen who look like them. In *Aladdin*, Egyptian-Canadian actor Mena Massoud plays the lovable hero. African American actor Will Smith is the movie's wisecracking Genie. And, as just about everybody and their pet crustacean knows: African American singer and actress Halle Bailey landed the part of Ariel in *The Little Mermaid*.
- Ⓓ It's partly the power of good ol' nostalgia that makes the formula so profitable. Plenty of adults who spent their childhoods waltzing around the living room in Belle ball gowns bought tix to 2017's *Beauty and the Beast*. And people who grew up watching Pokémon cartoons were charged up to catch (get it? catch?) *Detective Pikachu*. Of course, the parents among them likely took their kiddos to the theater. (Hello, next-gen fans!)

Question 8

Look at this passage from the Article:

Any list of live-action remakes has gotta include 2019 blockbuster *The Lion King*, right? Well...it's complicated! The footage was created by artists with computers. There were no cameras filming actors or animals. So technically, it isn't live-action. However, it all looks so real that some people believe the word *animation* feels just plain wrong. What do *you* think? Whatever your take on *The Lion King debate*, live-action remakes are part of the "Circle of Life" in movies today.

In this passage, the word *debate* means _____.

- Ⓐ a series of books, movies, etc. that contain the same characters

- Ⓑ something that people work together on as a team
- Ⓒ a discussion in which people express different opinions
- Ⓓ something that fails in an embarrassing way

Step 4: After Reading Poll (Did you change your mind?)

Now that you have read the article, indicate whether you agree or disagree with this statement.

Live-action remakes are more entertaining than the cartoon classics.

- Agree
- Disagree

Step 5: Thought Question (Write Your Response)

Write a summary of today's Article. As you write your summary, do the following:

STEP 1: Read the Article in order to understand the text.

STEP 2a: Locate the topic sentence for each paragraph.

STEP 2b: Get rid of any details that are not needed.

STEP 2c: Put the information—in your own words—into a single paragraph.

STEP 3: Rethink your summary.

STEP 4: Re-read your summary. Make final corrections.

Answer key

Animated Favorites Get Real

Answer key

Question 1

Based on the Article, which best replaces the question mark in the diagram above?

D Adults who enjoyed the animated favorites when they were growing up take their kids to see the live-action remakes.

Question 2

What is this Article mainly about?

D Studios have been making live-action remakes of older animated films but with greater diversity and stronger female characters than ever before.

Question 3

Which information is **not** in the Article?

B Live-action movies have proven popular among audiences around the world, as films such as *A Wrinkle in Time* and *Tomorrowland* have clearly demonstrated.

Question 4

Which two words are the closest **synonyms**?

D attraction and appeal

Question 5

The reader can tell from the Article that _____.

B Disney's original animated film *Mulan* did not always show Chinese culture in a good way

Question 6

Why did the author include this passage?

C To point out the main reason why studios have chosen to produce remakes of some popular animated films of the past

Question 7

Which passage from the Article best supports the idea that a movie's popularity can be increased when moviegoers can identify with characters in the film?

C Treating golden oldies to a modern makeover also gives studios a chance to make them more inclusive. Diversity plays a starring role in Disney's latest remakes. So more kids are seeing characters on the big screen who look like them. In *Aladdin*, Egyptian-Canadian actor Mena Massoud plays the lovable hero. African American actor Will Smith is the movie's wisecracking Genie. And, as just about everybody and their pet crustacean knows: African American singer and actress Halle Bailey landed the part of Ariel in *The Little Mermaid*.

Question 8

In this passage, the word *debate* means _____.

C a discussion in which people express different opinions

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. $100 - 69 = \underline{\hspace{2cm}}$

2. Double 38.

3. $6 \overline{)284}$

4. What is the place value of 5 in the number 3,562?

5. Write 55% as a decimal.

6. $3 + 5 \times 8 - 2 \times 10 = \underline{\hspace{2cm}}$

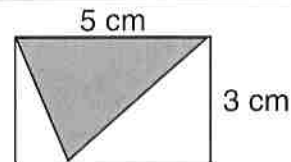
7. 10% of is 12.

8. Find b . $\frac{b}{9} = 24$

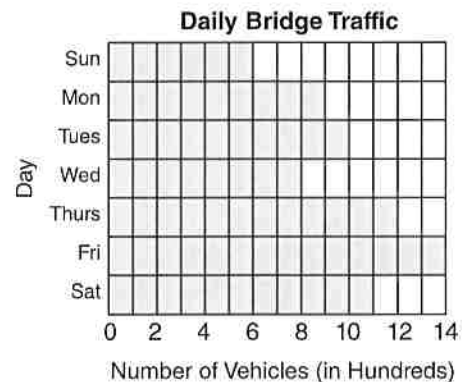
$b = \underline{\hspace{2cm}}$

9. 2 quarts = _____ pints

10. Calculate the area of the shaded triangle.



11.



On which day were there 800 vehicles?

12. Which three-dimensional figure has 6 rectangular faces and 8 vertices?

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.
$$\begin{array}{r} 180 \\ + 97 \\ \hline \end{array}$$

2. (Y) (N)

2. Calculate the product of 40 and 60.

3. (Y) (N)

3. $7 \overline{)276}$

4. (Y) (N)

4. $80,000 + 7,000 + 400 + 60 + 1 =$

5. (Y) (N)

5. Write $\frac{7}{10}$ as a percentage.

6. (Y) (N)

6. Complete the table. Then write the conversion rule for meters to kilometers.

Meter	4,000		6,500	
Kilometer		5.25		7.75

11. (Y) (N)

12. (Y) (N)

____ / 12

Total

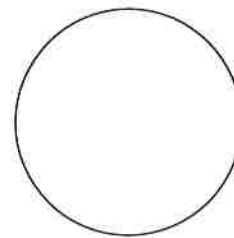
8. Find c when $c + 7.6 = 12$.

$c =$ _____

9. Find the area of a triangle with a base of 6 inches and a height of 11 inches

10. How many equal angles are there inside a regular hexagon?

11. Draw a spinner that has twice as much probability of landing on a 1 than a 2 or 3.



12. When Tracy works out, she likes to ride her bike twice as long as she runs. If she runs for 35 minutes, what is the total amount of time her workout will take?

NAME: _____

DIRECTIONS

Solve each problem.

1. $325 - 39 = \underline{\hspace{2cm}}$

7. $18 + \square = 40$

2. $30 \times 70 = \underline{\hspace{2cm}}$

8. Find m . $15m = 120$

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

3. What is the quotient when 679 is divided by 9?

9. How many grams are in 3.25 kilograms?

10. What is one possible shape of the cross-section of a cone?

4. Round 67,104 to the nearest ten thousand.

11. Steve, Mark, Melissa, Joe, and Mary are in a group. They randomly line up at the door. What is the probability that a person whose name has exactly three letters lines up first?

5. Write $2\frac{5}{6}$ as an improper fraction.

12. Complete the multiplication table.

×	20		40	50		70
6					360	
	180					
			280			
8		240				

6. Insert parentheses to make the equation true.

$3 + 5 \times 8 - 2 \times 10 = 44$

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. $290 + 64 = \underline{\hspace{2cm}}$

2. $(-17) \times (-20) = \underline{\hspace{2cm}}$

3. $7 \overline{)467}$

4. Is 42,358 an even number?

5. $\frac{7}{8} - \frac{3}{8} = \underline{\hspace{2cm}}$

6. Insert parentheses to make the equation true.

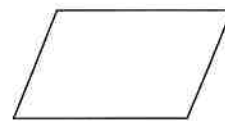
$3 + 5 \times 8 - 2 \times 10 = 303$

7. $\square - 58 = 106$

8. Write the expression for 25 less than x.

9. 3 yards = _____ feet

10. Complete the chart for the shape.



Name the figure.	
How many sides?	
How many angles?	
Does it have symmetry?	
Is it a plane shape or a solid shape?	

11. Time Spent on Homework

Day	Minutes
Monday	52
Tuesday	45
Wednesday	30
Thursday	45
Friday	0

What was the total number of hours and minutes spent on homework this week?

12. Each member of a class of 24 students drinks a pint of milk for lunch. How many total gallons of milk do the students drink?

NAME: _____

DIRECTIONS

Solve each problem.

1.
$$\begin{array}{r} 236 \\ - 19 \\ \hline \end{array}$$

7. $30 \times \square = 600$

2. Multiply 145 by 20.

8. Find f . $12f = 108$

$f =$ _____

3. $546 \div 8 =$ _____

9. Calculate the volume of a rectangular prism that has side lengths of 6 cm, 4 cm, and 2 cm.

4. Write the ordinal number for fifty-one.

10. Is a 145° angle *obtuse*, *reflex*, or *straight*?

5. Find the sum of $1\frac{1}{6}$ and $\frac{1}{3}$.

11. What is the mode of this set of data?

601, 611, 621, 611, 631

6. Write the next number in the sequence. 3,064; 3,014; 2,964;

12. I am part of a whole. I am greater than one-tenth but less than 13%. My denominator is 8. What number am I?

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

ANSWER KEY *(cont.)*

Day 142

- 277
- 2,400
- $39\frac{3}{7}$
- 87,461
- 70%
- Chart: Meter:
5,250; 7,750
Kilometer: 4; 6.5
Rule: Divide the meter value by 1,000 to get the kilometer.
- $18a + 36$
- 4.4
- 33 in.^2
- 6 angles
- half section for 1, quarter section for each 2 and 3
- 1 hour, 45 minutes

Day 143

- 286
- 2,100
- $75\frac{4}{9}$
- 70,000
- $\frac{17}{6}$
- $(3 + 5) \times 8 - 2 \times 10 = 44$
- 22
- 8
- 3,250 g
- circle or triangle
- $\frac{1}{5}$
-

\times	20	30	40	50	60	70
6	120	180	240	300	360	420
9	180	270	360	450	540	630
7	140	210	280	350	420	490
8	160	240	320	400	480	560

Day 144

- 354
- 340
- $66\frac{5}{7}$
- yes
- $\frac{4}{8}$ or $\frac{1}{2}$
- $3 + 5 \times (8 - 2) \times 10 = 303$
- 164
- $x - 25$
- 9
- parallelogram; 4; 4; no; plane shape
- 2 hours 52 minutes
- 3 gallons

Day 145

- 217
- 2,900
- $68\frac{1}{4}$ or 68.25
- 51st
- $1\frac{3}{5}$ or $1\frac{1}{2}$
- 2,914
- 20
- 9
- 48 cm^3
- obtuse
- 611
- $\frac{1}{8}$

Day 146

- 487
- 200
- $29\frac{4}{5}$ or 29.8
- no
- $\frac{3}{5}$
- 144
- 4
- $700 - 100p$
- 56 m^2
- hexagon
- Spinner A
- 16 steps

Day 147

- 483
- 1,800
- $9\frac{5}{8}$
- 1, 2, 3, 4, 5, 6, 10, 12, 15, 20, 30, 60
- $2\frac{2}{3}$
- 29
- 4
- 4
- 7.5 liters
- 4 vertices
- $\frac{4}{7}$
- 2, 4

Day 148

- 322
- 1,500
- 20.5 or $20\frac{1}{2}$
- 156,790
- 45
- 5
- 13
- $10b + 78$
- 110 miles
- no
- Box B
- 873.48

Day 149

- 126
- 720
- $49\frac{1}{2}$ or 49.5
- 9, 18, 27
- 72
- 45
- 6
- 200
- 250 cm^3
- yes
- 6 dozen cookies or 72 cookies
- 168 trading cards

Day 150

- 98
- 600
- 38
- 6 digits
- $1\frac{7}{100}$
- 176
- 39
- $-2x - 6$
- 3,800 m
- straight
- 45
- 60 minutes

Day 151

- 43
- 204
- 50
- 8 ones or 8
- $1\frac{1}{10}$
- 11
-
- 110
- 48 cm^3
- line E
- 41.86 or 41.9
- 9 runs

Day 152

- 323
- 125
- 60
- $400 + 60 + 1$
- 4
- Output: 15, 20, 25;
Rule: Multiply the input by 5 to get the output.
- 30
- $m \div 34$ or $\frac{m}{34}$
- 10:47
- 360°
- half circle for 1, quarter circle for each 2 and 3
- 6 miles



Reading Science

Name: _____ Date: _____

The Distribution of Earth's Resources

1 The Earth has many natural resources; however, these resources are becoming more prized as the years pass by. This is because people use too much of some resources. Some people have recently decided that they must protect Earth's natural resources. They want to make sure resources will be available in the future. Many scientists are now looking for new ways to save these resources. They also want to take better care of our planet.



- 2 Some of the natural resources that we use are renewable. Trees, air, and water are renewable resources. These resources can be replaced by nature in a short period of time. Other resources produced by Earth are nonrenewable. Nonrenewable resources are natural resources that cannot be replaced once they have been used. These resources include minerals and fossil fuels such as oil, coal, and natural gas. Let's take a look at three different areas of the United States where nonrenewable resources can be found.
- 3 Arkansas' Crater of Diamonds State Park is a public park where people can look for diamonds. They get to keep the ones they find. The first diamond was found in the area in 1906 by a farmer who owned the land at that time. Since then, hundreds more diamonds have been found. The soil in the park is plowed regularly to bring diamonds close to the surface. The diamonds people have found range in size from as small as a match head to larger than a fingernail.
- 4 The diamonds found in the park formed millions of years ago deep under Earth's surface. They formed in the Earth's mantle where there is a huge amount of pressure. Temperatures there can reach up to 4,000°F. The heat and pressure can change carbon into diamonds. Geologists believe the diamonds reached Earth's surface when volcanoes erupted.
- 5 The High Plains aquifer is one of the largest groundwater supplies in the world. It is found under the entire state of Nebraska and parts of Colorado, Kansas, Texas, New Mexico, Oklahoma, South Dakota, and Wyoming. People in these states have been taking water from the aquifer for many years.
- 6 The High Plains aquifer developed about 65 million years ago. A great tectonic plate event occurred at that time. The plates pushed together and formed what we know today as the Rocky Mountains. As the mountains began pushing upward, wind and water began weathering the peaks. Rivers and streams carried the weathered sediments eastward. The water and sediment slowly built up to form the High Plains aquifer.



Reading Science

- 7 The High Plains aquifer is a few feet deep at some places. At other places it is up to 1,000 feet deep. In some areas, the aquifer is mostly gravel. That allows room for water to sit in between the rocks. In other areas, the aquifer's bottom is tightly packed with sand. The sand holds less water than the gravel.
- 8 Since the 1940s, 88 trillion gallons of water have been extracted from the High Plains aquifer. The water is mainly used on farms that grow grains to feed millions of people. Water does make its way back into the aquifer; however, people are pumping it out faster than it go fill back up. It would take nearly 6,000 years of rainfall to replace what has been taken out of the aquifer.
- 9 Hundreds of oil wells have been drilled into the ground below the Gulf of Mexico. Oil and other fossil fuels formed more than 290 million years ago. Plants that lived millions of years ago used energy from the Sun to produce their own food like plants today. Some of the Sun's energy was stored in the plants as chemical energy. Animals that ate the plants stored that energy in their cells.
- 10 When these early plants and animals died, not all of the bodies decomposed. Some settled to the bottom of the swamp, sea, or ocean where they lived. Layers of sandy sediments piled up on top of the remains. More dead organisms and sediments built up into more layers. Over millions of years, the layers of sediments were pressed and cemented together to form solid rock. The remains of the dead organisms were trapped between the layers of rock. Heat and pressure gradually changed the remains into fossil fuels—coal, oil, and natural gas.
- 11 Coal is burned to produce heat and electricity. It formed in swamps from decaying plant matter called peat. Oil and natural gas formed from early plants and animals that died and fell to the bottom of seas and oceans. Natural gas is used to heat our homes and cook our food. Oil is mainly used in transportation.
- 12 The Gulf of Mexico is a good spot for finding these fossil fuels, especially natural gas and oil. However, great care must be taken when finding and removing these resources from the ocean floor. If just one mistake is made, the fossil fuels can be wasted and harm fish, birds, and people.
- 13 Diamonds, aquifers, and fossil fuels are still forming today. However, they take millions of years to form. People continue to use them faster than nature can replace them. Nonrenewable resources like these can be used up, making them unavailable for future generations.



Reading Science

1. Which statement best supports the main ideas in the selection?
 - A. Fossil fuels should no longer be used, and alternate forms of energy should be found to take care of our Earth.
 - B. Earth's resources are limited due to overconsumption by humans as well as the length of time needed for Earth to replace these resources.
 - C. Groundwater is essential to all people on Earth because it is how everyone gets their water and how plants get water to grow.
 - D. People should use more renewable resources due to the fact that Earth can quickly replace them.

2. Diamonds form from which Earth element?
 - A. Minerals
 - B. Heat
 - C. Pressure
 - D. Carbon

3. The Gulf of Mexico is to oil as—
 - A. Earth is to the Moon
 - B. Arkansas is to diamonds.
 - C. Dinosaurs are to fossil fuels.
 - D. Nebraska is to atmosphere



Reading Science

4. What is another term for extract?

- A. To copy
 - B. To separate or obtain
 - C. To pull or draw out
 - D. To keep
-

5. Fossil fuels formed over millions of years because extreme heat and pressure were applied to—

- A. remains of organisms trapped between rock layers.
- B. underground aquifers.
- C. bacteria living underground.
- D. minerals becoming fossilized.

Science – 6th Grade
The Distribution of Earth's Resources
Answer Key

1. Earth's resources are limited due to overconsumption by humans as well as the length of time needed for Earth to replace these resources.
2. Carbon
3. Arkansas is to diamonds.
4. To pull or draw out
5. Remains of organisms trapped between rock layers.



Lesson 4: The Inca Empire

Main Idea

The rise of the Inca Empire was due to conquest and the achievements of the Inca people.

The Rise of the Inca Empire

The Aztecs arose in Mesoamerica, in what is now Mexico. In South America another great empire arose. That empire belonged to the Incas. However, South America was the home of several civilizations before the Incas built their empire. These civilizations provided a foundation for the Incas. The Incas borrowed from the scientific and cultural achievements, such as farming techniques and craft-making skills, of these cultures.

Pre-Inca Civilizations

Around 900 BC, complex civilizations began to develop in what is now Peru. These included the Chavín (chah-VEEN) culture in the highlands, and the Nazca, Moche (MOH-chay), and Chimú (chee-MOO) cultures on the coast.

Each of these cultures learned to adapt to its environment. In doing so, each made scientific advances. For example, in the steep mountains, people made terraces for farming. On the coast they developed irrigation systems, so they could farm in the desert. As a result, farming could support large populations both in the highlands and on the coast.

These early cultures also built some of South America's first cities. In these cities people developed crafts such as textiles, pottery, and gold jewelry. Because the cities were also religious centers, religious symbols often appeared in the crafts. The influence of these early civilizations set the stage for the Inca civilization.

The Early Incas

The Incas began as a small tribe in the Andes. Their capital was Cuzco (KOOS-koh). In the mid-1400s a ruler named Pachacuti (pah-chah-KOO-tee) led the Incas to expand their territory. He gained territory through agreements with other tribes or through conquest.

Pachacuti

Died 1471



Pachacuti became the Inca ruler in about 1438. Under his rule the Inca Empire began a period of great expansion. Pachacuti, whose name means "He who remakes the world," had the Inca capital at Cuzco rebuilt. He also established an official Inca religion.

Later Inca leaders continued to expand their territory. By the early 1500s, the Inca Empire was huge. It stretched from what is now northern Ecuador to central Chile and included coastal deserts, snowy mountains, fertile valleys, and thick forests. At its center, in modern-day Peru, are three distinct climate regions. The west



coast of Peru, which borders the Pacific Ocean, is extremely dry. Towering mountains to the east block moisture flowing in from the hot and humid Amazon rain forest. This coastal region is mostly desert that does not support agriculture. However, nutrient-rich waters along the coast support an abundant fish population. Fishing was an important part of Inca life and trade.

Inland from the coast lie the massive Andes Mountains. At lower elevations, temperatures are fairly mild, but the higher elevations are cold. Terraced agriculture is possible at lower elevations. Numerous rivers cascade down the Andes to rich farmlands at lower elevations. Lake Titicaca is the highest navigable lake in the world at 12,500 feet above sea level. The land around it is also a productive agricultural

region. In areas where rivers do not flow year-round, the Inca built irrigation systems.

Central Government and Language

About 12 million people lived in the Inca Empire. To rule this empire, the Incas formed a strong central government. The Incas didn't want the people they conquered to have too much power, so they forced large groups of people in conquered areas to move out of their villages. The Incas often brought conquered leaders to the capital to teach them about Inca culture, so they could return to their regions as representatives of the empire. The Incas also made the children of conquered leaders travel to the capital to learn about Inca government and religion. Eventually, the children went back to rule their villages, where they taught people the Inca way of life.

The Inca System of Government

The Inca Empire was divided into four main regions. Each region had a governor who reported to the emperor. The governors supervised local officials who carried out the government's work. Spanish conquistador Pedro de Cieza de León learned about this system of government by interviewing Inca officials. He later wrote a book about the Inca Empire.

"Every district was as well regulated and governed as if the lord was actually present to chastise those who acted contrary to his rules. This fear arose from the known valor of the lords and their strict justice. It was felt to be certain that those who did evil would receive punishment without fail, and that neither prayers nor bribes would avert it. At the same time, the Incas always did good to those who were under their sway, and would not allow them to be ill-treated, nor that too much tribute should be exacted from them. Many who dwelt in a sterile country where they and their ancestors had lived with difficulty, found that through the orders of the Inca their lands were made fertile and abundant. . . . In other districts, where there was scarcity of clothing, owing to the people having no flocks, orders were given that cloth should be abundantly provided. In short, it

will be understood that as these lords knew how to enforce service and the payment of tribute, so they provided for the maintenance of the people, and took care that they should want for nothing.”

—Pedro de Cieza de León

from *Second Part of the Chronicle of Peru*

The Incas knew that to control their empire they had to communicate with the people. But the people spoke many different languages. To unify their empire, the Incas established an official language, Quechua (KE-choo-wah). All official business had to be done in that language.



An illustration of Inca quipus

Although the Inca had no written language, they kept records with cords called *quipus* (KEE-poos). Knots in the cords represented numbers. Different colors stood for information about crops, land, and other important topics.

Economy

The Inca government also controlled the economy. Instead of paying taxes, Incas had to “pay” their government in labor. This labor tax system was called the *mita* (MEE-tah). Under the *mita*, the government told each household what work to do. Most Incas were farmers. They grew crops such as maize and peanuts in valleys where the climate was warm. In the cooler mountains, they grew potatoes. In the highest mountains, people raised animals such as llamas (LAH-mahz) for meat and wool.

As part of the *mita*, farmers worked on government-owned farms in addition to their own farms. Villagers produced cloth and grain for the army. Other Incas worked in mines, served in the army, or built roads to pay their labor tax.

Early American Societies

Olmec	Maya	Aztec	Inca
Worshipped many gods and influenced later religions	Worshipped many gods	Worshipped many gods	Worshipped many gods
Developed first urban civilization in Mesoamerica	Built grand buildings	Built one of the world’s largest cities	Built stone structures as well as terraces for agriculture

Olmec	Maya	Aztec	Inca
Created large-scale sculpture	Created sophisticated calendar and understood the 365-day year	Created highly layered society	Created central government and language
May have developed first writing with symbols in the Americas	Used hieroglyphics used writing and number system, including zero	Used advanced writing and mathematical systems	Kept records using cords called <i>quipus</i>
Built large trade network	Built large trade network	Built large trade network	Built advanced system of roads

There were no merchants or markets in the Inca Empire, and the Inca had no currency. Instead, government officials distributed goods collected through the *mita*. Leftover goods were stored for emergencies.

Main Idea

For the Incas, position in society affected daily life.

Society and Daily Life

Inca society had two main social classes—an upper class and a lower class. The Incas from Cuzco made up the upper class. As they conquered new lands, the conquered people became Inca subjects and joined the lower class.

Daily Life for the Upper Class

The king, priests, and government officials made up the Inca upper class. Most noblemen worked for the government as local government officials or administrators. They could also enter politics—positions were often passed down from father to son.

Women from noble families had similar household duties as women of the lower classes. They spent their time at home spinning, weaving, cooking, cleaning, and running the household. They made the family's clothing and cared for the children. Inca women could own land and herds and inherit both from relatives.

Sons of upper-class families went to school in Cuzco. They studied Quechua, religion, history, and law to prepare for lives as government or religious officials.

Upper-class families had many privileges. They lived in stone houses in Cuzco and wore the best clothes. They didn't have to pay the labor tax, and they often had servants. Still, as part of the Inca government, they had a duty to make sure that people in the empire had what they needed.

Daily Life for the Lower Class

Most Incas were farmers, artisans, or servants. There were no slaves in Inca society. Lower-class men and women farmed on government lands, served in the army, worked in mines, and built roads.



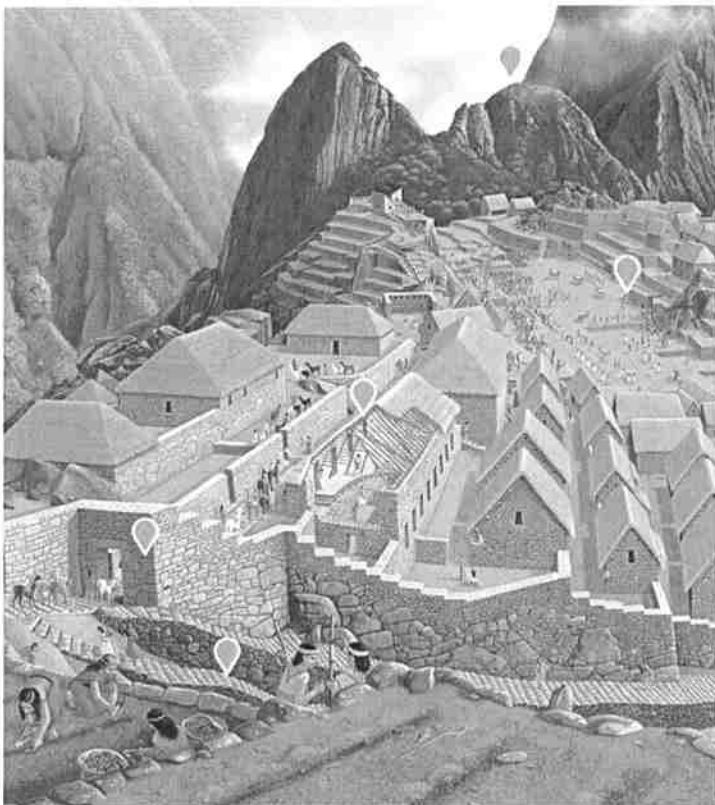
Parents taught their children the skills they would need as adults, so most children didn't go to school. Girls learned household skills from their mothers. Boys learned from their fathers to work the fields, care for animals, or master a craft. Some carefully chosen young girls did go to school to learn weaving, cooking, and religion. Then they were sent to serve the king or work in the temple in Cuzco.

Lower-class Incas lived outside Cuzco in small houses. By law they had to wear plain clothes. Also, they couldn't own more goods than they needed.

Religion

The Inca Empire had an official religion. When the Incas conquered new territories, they taught it to the conquered peoples. But the people could still worship their own gods, too. As a result, the many groups of people who made up the empire worshipped many different gods.

The sun god was important to Inca religion. As the sun set earlier each day in the winter, at Machu Picchu priests performed a ceremony to tie down the sun and keep it from disappearing completely. The Incas believed their kings were related to the sun god. As a result, the Incas thought their kings never really died.



Machu Picchu

Machu Picchu was a royal retreat for the Inca rulers. Built amid sacred mountain peaks, the city is an amazing engineering accomplishment. Its massive stone walls, steep staircases, and level fields were built so well that many remain today, more than 500 years later.

In fact, priests brought mummies of former kings to many ceremonies. People gave these royal mummies food and gifts. Some Inca rulers even asked them for advice.

Inca ceremonies often included sacrifice. But unlike the Mayas and the Aztecs, the Incas rarely sacrificed humans. They usually sacrificed llamas, cloth, or food.

Incas outside Cuzco worshipped their gods at local sacred places. The Incas believed certain mountaintops, rocks, and springs held magical

powers. Incas performed sacrifices at these places as well as at the temple in Cuzco.

Main Idea

The Incas made great achievements in building, art, and in oral literature.

Building, Art, and Oral Literature

The Incas had strong traditions of building, art, and storytelling. Many of their creations still exist today.

Building

The Incas are known for their massive buildings and forts made of huge, stone blocks. Workers cut the blocks so precisely that they didn't have to use mortar to hold them together. Inca masonry, or stonework, was of such high quality that even today it is nearly impossible to fit a knife blade between the stones. In fact, many Inca buildings in Cuzco are still being used.

As the Incas gained wealth and power, they began to build a vast network of roads. They constructed two roads running north and south. The coastal road ran about 2,250 miles along the Pacific. An inland route hugged the lower reaches of the Andes Mountains. The rugged terrain challenged the Incas to innovate. They built rock tunnels through Andean foothills. They made strong ropes out of vines to support suspension bridges over rivers and deep valleys. Numerous side roads were connected to the main "highways."

Only government officials and the military were allowed to use the roads. As the network of roads expanded, it made the movement of armies more efficient. The roads connected all parts of the empire, and gave the Incas easier access to neighboring regions they sought to conquer.



Art

The Incas produced works of art as well. Artisans made gold and silver jewelry and offerings to the gods. They even created a life-sized field of corn out of gold and silver in a temple courtyard. Each cob, leaf, and stalk was individually crafted. The Incas also made some of the best textiles in the Americas. Archaeologists have found brightly colored Inca textiles that are still in excellent condition.



Oral Literature

While archaeologists have found many Inca artifacts, there are no written records about the empire. Instead, Incas passed down stories and songs orally. Incas sang about daily life and military victories. Official "memorizers" learned long poems about Inca legends and history.

Later, after the conquistadors came, some Incas learned how to speak and write in Spanish. They wrote about Inca legends and history. We know about the Incas from these records and from the stories that survive in the songs, dances, and religious practices of people in the region today.

Main Idea

Pizarro conquered the Incas and took control of the region.

Pizarro Conquers the Incas

A civil war began in the Inca Empire around 1530. After the Inca ruler died, his two sons, Atahualpa (ah-tah-WAHL-pah) and Huáscar (WAHS-kahr), fought to become the new ruler. Atahualpa won the war, but fierce fighting had weakened the Inca army.

Atahualpa

1502–1533



Atahualpa was born into royalty as the son of the Inca king. After his father died, Atahualpa and his brother fought to determine who would gain control of the kingdom. Emerging as the victor, Atahualpa became the new leader of the kingdom.

The young leader was brave and popular with the Inca army, but he didn't rule for long. A Spanish friar offered Atahualpa a religious book to convince him that he should accept Christianity. Atahualpa held the book to his ear and listened to it. When the book didn't speak, he threw it on the ground. The Spaniards used this as a reason to attack the Incas. Atahualpa is remembered in history as the last

The Capture of the King

On his way to be crowned, Atahualpa got news that a group of Spaniards had come to Peru. They were conquistadors led by Francisco Pizarro. Stories about the Spaniards amazed Atahualpa. One Inca reported: *"They and their horses were supposed to nourish themselves on gold and silver. . . . Above all, it was said that all day and all night the Spaniards talked to their books and papers. . . . They were all dressed alike and talked together like brothers and ate at the same table."*

—Anonymous Inca

quoted in *Letter to a King* by Huamán Poma

After he had heard of the Spaniards' arrival, Atahualpa agreed to meet Pizarro. At that meeting, the Spaniards told Atahualpa to convert to Christianity. When he refused, they attacked. They captured Atahualpa and killed thousands of Inca soldiers.



Spanish Conquistador and Inca Warrior

Spanish conquistadors were better equipped than Inca warriors. This gave them a significant advantage in battle. The conquistador entered battle with a horse. Sometimes he wore armor made of steel. He was armed with a harquebus, which was a gun invented in the 1400s.

Spanish Control

To win his freedom, Atahualpa asked his people to fill a room with gold and silver for Pizarro. The people rushed to bring jewelry, statues, and other objects. Melted down,

the precious metals may have totaled 24 tons. However, the Spaniards killed Atahualpa anyway. Some Incas fought the Spaniards, but in 1537 the Spaniards defeated the last of the Incas and gained control over the entire region.

The fall of the Inca Empire was similar to the fall of the Aztec Empire.

- Both empires had internal problems when the Spanish arrived.
- Cortés and Pizarro captured the leaders of each empire.
- Guns and horses gave the Spanish a great military advantage.
- Disease weakened native peoples.

Francisco Pizarro

1475–1541



Francisco Pizarro organized expeditions to explore the west coast of South America. His first two trips were mostly unsuccessful. But on his third trip, Pizarro's luck changed. With only about 180 men, he conquered the Inca Empire, which had been weakened by disease and civil war. In 1535 Pizarro founded Lima, the capital of modern Peru.

After defeating both the Aztecs and Incas, the Spanish ruled their lands for about the next 300 years.

The Early Americas

Lesson 4



MAIN IDEAS

1. The rise of the Inca Empire was due to conquest and the achievements of the Inca people.
2. For the Incas, position in society affected daily life.
3. The Incas made great achievements in building, art, and in oral literature.
4. Pizarro conquered the Incas and took control of the region.

Key Terms and People

Pachacuti ruler who expanded the Inca Empire in the mid-1400s

Quechua the official language of the Incas

llamas animals related to camels but native to South America

Atahualpa the last Inca ruler

Francisco Pizarro Spanish conquistador leader who conquered the Incas

Lesson Summary

THE RISE OF THE INCA EMPIRE

The Chavín, Nazca, Moche, and Chimú cultures influenced the development of the Inca civilization. In the mid-1400s, the ruler **Pachacuti** (pah-chah-KOO-tee) led the Incas to expand their territory. The Incas formed a strong central government and established an official language, **Quechua** (KE-chuh-wuh).

Instead of taxes, Incas had to “pay” their government in a labor tax system called the *mita* (MEE-tah). Most Incas raised **llamas**, provided grain for the army, or worked on government-owned farms and mines. There were no merchants or markets. Government officials distributed goods collected through the *mita*.

What four cultures influenced the development of the Inca?

What was the name of the Inca labor tax system?

SOCIETY AND DAILY LIFE

The king, priests, and government officials were the upper class in Inca society. Most Incas belonged to the lower class. This included farmers, artisans, and servants. There were no

Lesson 4, *continued*

slaves in Inca society. Most children worked and did not go to school. People from conquered lands were part of the lower class.

Incas believed that Inca rulers were related to the sun god and never really died. Inca religious ceremonies often included sacrifice, but humans were rarely harmed.

BUILDING, ART, AND ORAL LITERATURE

Inca workers built massive buildings and forts of huge stone blocks. The blocks were cut so precisely that no cement was needed to hold them together. The Incas also built a good system of roads. Artisans did beautiful metalwork and produced brightly colored textiles.

The Incas had no written language. Instead, they passed down stories and songs orally. After the conquistadors came, some Incas learned Spanish and wrote about Inca legends.

PIZARRO CONQUERS THE INCAS

On his way to be crowned king after a civil war, **Atahualpa** (ah-tah-WAHL-pah) heard that conquistadors led by **Francisco Pizarro** were in Peru. He agreed to meet with them. The Spanish tried to convert Atahualpa to Christianity, but he refused. He was captured, and the Spanish killed thousands of Inca soldiers. The Incas brought gold and silver for Atahualpa's return, but the Spanish killed him, too. They ruled the Inca lands for the next 300 years.

CHALLENGE ACTIVITY

Critical Thinking: Evaluate The Inca used labor as a form of currency instead of money or trading markets. What are the advantages and disadvantages of this type of economic system? Write a brief essay explaining your answer.

Circle the group that was not part of Inca society.

Why did the Inca not use cement to build buildings and forts?

What caused the Spanish to capture Atahualpa and kill Inca soldiers?

Lesson 4, *continued*

DIRECTIONS Write two descriptive phrases that describe the term given.

1. Quechua _____

2. llamas _____

3. Francisco Pizarro _____

DIRECTIONS Read each sentence and fill in the blank with the word in the word pair that best completes the sentence.

4. The Incas brought gold and silver because _____ had been captured, but the Spanish killed him. (**Pachacuti/Atahualpa**)
5. _____ was the leader who expanded Inca territory. (**Francisco Pizarro /Pachacuti**)

The Early Americas

Lesson 4



MAIN IDEAS

1. The rise of the Inca Empire was due to conquest and the achievements of the Inca people.
2. For the Incas, position in society affected daily life.
3. The Incas made great achievements in building, art, and in oral literature.
4. Pizarro conquered the Incas and took control of the region.

Key Terms and People

Pachacuti ruler who expanded the Inca Empire in the mid-1400s

Quechua the official language of the Incas

llamas animals related to camels but native to South America

Atahualpa the last Inca ruler

Francisco Pizarro Spanish conquistador leader who conquered the Incas

Lesson Summary

THE RISE OF THE INCA EMPIRE

The Chavín, Nazca, Moche, and Chimú cultures influenced the development of the Inca civilization. In the mid-1400s, the ruler **Pachacuti** (pah-chah-KOO-tee) led the Incas to expand their territory. The Incas formed a strong central government and established an official language, **Quechua** (KE-chuh-wuh).

Instead of taxes, Incas had to “pay” their government in a labor tax system called the *mita* (MEE-tah). Most Incas raised **llamas**, provided grain for the army, or worked on government-owned farms and mines. There were no merchants or markets. Government officials distributed goods collected through the *mita*.

What four cultures influenced the development of the Inca?

the Chavín, Nazca,
Moche, and Chimú.

What was the name of the Inca labor tax system?

the mita

SOCIETY AND DAILY LIFE

The king, priests, and government officials were the upper class in Inca society. Most Incas belonged to the lower class. This included farmers, artisans, and servants. There were no

Lesson 4, *continued*

slaves in Inca society. Most children worked and did not go to school. People from conquered lands were part of the lower class.

Incas believed that Inca rulers were related to the sun god and never really died. Inca religious ceremonies often included sacrifice, but humans were rarely harmed.

Circle the group that was not part of Inca society.

BUILDING, ART, AND ORAL LITERATURE

Inca workers built massive buildings and forts of huge stone blocks. The blocks were cut so precisely that no cement was needed to hold them together. The Incas also built a good system of roads. Artisans did beautiful metalwork and produced brightly colored textiles.

The Incas had no written language. Instead, they passed down stories and songs orally. After the conquistadors came, some Incas learned Spanish and wrote about Inca legends.

Why did the Inca not use cement to build buildings and forts?

It was not needed
because the blocks
were cut so precisely.

PIZARRO CONQUERS THE INCAS

On his way to be crowned king after a civil war, **Atahualpa** (ah-tah-WAHL-pah) heard that conquistadors led by **Francisco Pizarro** were in Peru. He agreed to meet with them. The Spanish tried to convert Atahualpa to Christianity, but he refused. He was captured, and the Spanish killed thousands of Inca soldiers. The Incas brought gold and silver for Atahualpa's return, but the Spanish killed him, too. They ruled the Inca lands for the next 300 years.

What caused the Spanish to capture Atahualpa and kill Inca soldiers?

Atahualpa refused to
convert to Christianity.

CHALLENGE ACTIVITY

Critical Thinking: Evaluate The Inca used labor as a form of currency instead of money or trading markets. What are the advantages and disadvantages of this type of economic system? Write a brief essay explaining your answer.

Answers will vary.
Essays should identify and explain both advantages and disadvantages.

Lesson 4, *continued*

DIRECTIONS Write two descriptive phrases that describe the term given. Answers will vary. Sample answers

1. Quechua official language of the Incas; spoken language

2. llamas animals related to camels but native to South America; raised by most Incas

3. Francisco Pizarro Spanish conquistador leader who conquered the Incas; tried to convert Atahualpa to Christianity

DIRECTIONS Read each sentence and fill in the blank with the word in the word pair that best completes the sentence.

4. The Incas brought gold and silver because _____ Atahualpa _____ had been captured, but the Spanish killed him. (**Pachacuti/Atahualpa**)
5. _____ Pachacuti _____ was the leader who expanded Inca territory. (**Francisco Pizarro /Pachacuti**)