



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](#)

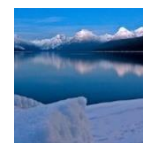
[Grand Canyon National Park](#)

[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 9 – May 18 – May 21

6th

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	
Activities/ Assignments					

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico semana 9 del 18 de mayo al 21 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 Lexia	Imagine Math Escritura Paseo Virtual Leer un libro Brincar la cuerda/sentadillas lexia	Imagine Math Paquete de lectura Paquete de matemáticas Estudios Social Video YouTube de ejercicio	
Actividades/ Tareas					

Firma de Padres _____ Fecha _____

Storytelling and cultural traditions

By National Geographic Society, adapted by Newsela staff on 06.26.19

Word Count 731

Level 930L



Students from the Hawaiian Immersion School, Kula Kaiapuni 'O Wai'au, perform a hula dance during the 18th annual Ho'omau benefit concert at the Waikiki Shell in Honolulu, Hawaii, February 16, 2003. At the time, more than 1,000 students from 3 to 18 were receiving their education in the Hawaiian language within the 10 schools located on Oahu. Photo by Ronen Zilberman for AP

Storytelling exists in all cultures and is as ancient as humankind. Before there was writing, there was storytelling. It exists to this day to entertain, inform and pass down cultural traditions and values.



Oral storytelling is telling a story through voice and gestures. The oral tradition can take many forms, like poems, chants, rhymes, songs, and more. It can include myths, legends, fables, religion, prayers, and instructions.

Here are some examples of storytelling as a method of passing down cultural traditions.

Choctaw Storytelling

Like all Native American tribes, the Choctaw have an oral storytelling tradition going back generations. Their stories are intended to preserve the tribe's history and educate the young. For example, the Choctaw oral tradition includes two stories about how the tribe came to be. One is

about the first Choctaw people moving east to find a better life. The other says the people were created from a large hill called a mound. In addition, the oral tradition includes history as well as life lessons or moral teachings. Many of the Choctaw traditional tales use animal characters to teach such lessons in a humorous way.

Native Hawaiian Storytelling

The Native Hawaiian word for story is "mo'olelo," but it can also mean history, legend or tradition. It comes from two words. The first, mo'o, means succession, or the passing down of something. The second, olelo, means language or speaking. Together they mean "succession of language," because the stories were passed down orally. Native Hawaiian stories include the tale of the first Hawaiian, who was born from a potato-like vegetable called a taro. Other stories tell of navigation across the seas.

Native Hawaiian storytellers know a lot about history and genealogy, which is the study of a person or family's family tree. They are honored members of society. However, Hawaiian storytelling isn't only words. It also uses mele (song), oli (chant), and hula (dance).

Hawaiians value the stories for more than just entertainment. They also teach the next generation about behavior, values and traditions.

Western African Storytelling

The peoples of sub-Saharan Africa have strong storytelling traditions. Sub-Saharan Africa refers to the countries located south of the Sahara Desert, and includes nations like Ghana and Nigeria. In many parts of Africa, the village comes together around a central fire after dinner to listen to the storyteller. Like in other cultures, the role of the storyteller is to entertain and educate.

Griots have been a part of western African culture for generations. Griots could be storytellers, counselors to kings, or traveling singers called troubadours. They worked as storytellers, genealogists, historians, government representatives, and more. Some of the most famous stories from western Africa are about Anansi, the trickster spider.

The griots were traditionally hereditary jobs, meaning that older family members would pass the job down to younger family members. There were also griot schools, where people could get more formal training. Both men and women can be griots, but women are called *griottes* and often don't have the same status as the men.

The Jewish People And The Passover Seder

Passover is a Jewish holiday celebrated in the spring. The holiday celebrates the Exodus, or the story of the escape of the Jewish people from slavery in Egypt. The celebration includes a feast and storytelling tradition known as the seder, or order. During a meal, the story of the Exodus is told orally in order to educate the young. The storytelling begins when the youngest child at the seder asks the traditional "four questions." These questions ask why some typical Passover traditions exist, like not eating breads or other foods that "rise" with yeast. The answers explain the story of Exodus and how each Passover tradition represents a part of the story. This story of Exodus is written down in the Jewish book, the Torah. The same story is also told in the Old Testament of the Bible.

Irish Storytelling

The seanchai were the traditional Irish storytellers. They would travel from village to village, telling ancient legends and tales of wisdom. They told old myths as well as local news and happenings. Prominent in the Irish oral tradition are tales of kings and heroes.

Today, storytelling and interest in storytelling appear to be making a comeback. As one Irish storyteller put it, "It's a need for connection... I think storytelling nurtures connections with people in real life."

Writing: Write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response.

Quiz

1 Which sentence from the article would be MOST important to include in a summary of the article?

- (A) In addition, the oral tradition includes history as well as life lessons or moral teachings.
- (B) Together they mean "succession of language," because the stories were passed down orally.
- (C) Griots could be storytellers, counselors to kings, or traveling singers called troubadours.
- (D) The celebration includes a feast and storytelling tradition known as the seder, or order.

2 Read the list of sentences from the article.

1. *Their stories are intended to preserve the tribe's history and educate the young.*
2. *In many parts of Africa, the village comes together around a central fire after dinner to listen to the storyteller.*
3. *During a meal, the story of the Exodus is told orally in order to educate the young.*
4. *As one Irish storyteller put it, "It's a need for connection... I think storytelling nurtures connections with people in real life."*

What central idea does this evidence support?

- (A) Storytellers play important leadership and political roles in many cultures.
- (B) Dance and music are used in oral storytelling traditions to build social connections.
- (C) Both male and female storytellers are valued members of society and are the best teachers.
- (D) Oral storytelling helps pass knowledge down and brings people together.

3 How does the author build understanding of oral storytelling traditions?

- (A) by highlighting why storytellers are disappearing in many places
- (B) by highlighting the storytelling traditions of different people
- (C) by explaining how storytellers are trained and certified
- (D) by explaining how storytelling has changed over time

4 Read the selection below.

Sub-Saharan Africa refers to the countries located south of the Sahara Desert, and includes nations like Ghana and Nigeria. In many parts of Africa, the village comes together around a central fire after dinner to listen to the storyteller. Like in other cultures, the role of the storyteller is to entertain and educate.

Which of the following BEST explains why the author included this information?

- (A) to explain the types of stories that are passed down orally
- (B) to show why children enjoy learning from storytellers
- (C) to highlight the central role storytellers play in many cultures
- (D) to explain how storytellers help leaders rule

Answer Key

1 Which sentence from the article would be MOST important to include in a summary of the article?

- (A) **In addition, the oral tradition includes history as well as life lessons or moral teachings.**
- (B) Together they mean "succession of language," because the stories were passed down orally.
- (C) Griots could be storytellers, counselors to kings, or traveling singers called troubadours.
- (D) The celebration includes a feast and storytelling tradition known as the seder, or order.

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3. *During a meal, the story of the Exodus is told orally in order to educate the young.*
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What central idea does this evidence support?

- (A) Storytellers play important leadership and political roles in many cultures.
- (B) Dance and music are used in oral storytelling traditions to build social connections.
- (C) Both male and female storytellers are valued members of society and are the best teachers.
- (D) **Oral storytelling helps pass knowledge down and brings people together.**

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- (A) by highlighting why storytellers are disappearing in many places
- (B) **by highlighting the storytelling traditions of different people**
- (C) by explaining how storytellers are trained and certified
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- (C) **to highlight the central role storytellers play in many cultures**
- (D) to explain how storytellers help leaders rule

Writing: Letter

Practice

A business **letter** is a formal letter. You may write a business letter to a person you do not know very well. You might write a business letter to present an idea for a project, request information, or ask for assistance or funding. A business letter contains these elements:

- A format that includes a heading (writer's address and the date) and an inside address.
- An appropriate formal greeting, such as *Dear Sir*, *Dear Madam*, or *To whom it may concern*, followed by a colon
- Formal and polite language
- A clear statement of the purpose of the letter or the request being made
- An appropriate closing, such as *Sincerely* or *Respectfully*, followed by a comma

A friendly **letter** is a letter to a friend or family member or anyone with whom the writer wants to communicate in a personal, friendly way. Most friendly letters have five parts:

- A heading: your address and date
- A salutation or greeting: *Dear* plus the person's name
- The body: the main part of the letter, containing the basic message
- A closing: *Sincerely* or *Yours truly*, followed by a comma
- A signature: your name

A Match the greetings in the left column with the closings on the right. Write the letter of the answer on the line.

- | | |
|----------------------------|-----------------|
| 1. _____ Dear Mayor Smith: | A. Your friend, |
| 2. _____ Dear Aunt Jane, | B. Sincerely, |
| 3. _____ Hi, Mary, | C. Your niece, |

B Choose one of the following topics for a business letter. Then, complete the activity.

- A request for directions to the school holiday music concert
- An idea for a series of articles about life in middle school
- A request for funding for a new after-school program

Think of an organization, company, or individual you might send your letter to. Then, on a separate sheet of paper, write a brief business letter on the topic you chose.

Writing: Persuasive Letter

Practice

A **persuasive letter** is written to convince readers to believe or act in a certain way. To be convincing, the writer uses special techniques, such as these:

- appeals to authority, using opinions of experts or famous people (for example, "The governor supports the idea of having a four-day school week.")
- appeals to emotion, using words that express strong feelings (for example, "What student would not jump at the chance to have a relaxing three-day weekend?")
- appeals to reason, using logical arguments backed by facts (for example, "A four-day school week would help the environment. Think of all the gas that would be saved by school buses that did not have to drive on Fridays.")

Read the following persuasive letter. Then, follow the directions.

Dear Parents:

The idea of a four-day school week has been debated in our community for the past few months. I know that some of you support the idea. I would like to offer a few arguments against it.

The president of the PTA has pointed out one problem associated with a four-day school week: Who would supervise those children whose parents go to work on Fridays? We cannot leave them alone. It would be dangerous. With a four-day school week, the school would have to stay open on Fridays to offer programs for those children who would otherwise be unsupervised.

The four-day week would only add to the burdens of our school; it would not help to relieve them. I urge you to join me in voting against this proposal.

Sincerely,
Ann Callas
Principal

1. Write one persuasive point made by the writer that is an appeal to authority.

2. Write one point that is an appeal to emotion.

3. Write one point that is an appeal to reason.

Writing: Persuasive Letter

Assess

Circle one of the following topics for a persuasive letter. Then, answer the questions and follow the instructions.

School uniforms

A three-month summer vacation instead of shorter breaks during the year

Music instruction in the schools

Sixth graders as tutors of younger students

After-school sports for all students

Saving 25 percent of one's allowance

1. State your opinion on your topic. _____

2. List the points you will make and the persuasive technique you will use for each one.

3. What words will you use to stir readers' emotions?

4. Write a conclusion to your persuasive letter on these lines.

Answer Key

Writing: Letter

Practice, p. 120

A 1. B; 2. C; 3. A

B Students' letters should demonstrate the proper use of the components of a business letter.

Assess, p. 121

A 1. B; 2. C; 3. A

B Students should respond to the topic and should include all the components of a friendly letter.

Writing: Persuasive Letter

Practice, p. 122 Sample answers:

1. "The president of the PTA has pointed out one problem associated with a four-day school week."
2. "It would be dangerous."
3. "A four-day week would only add to the burdens of our school system."

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

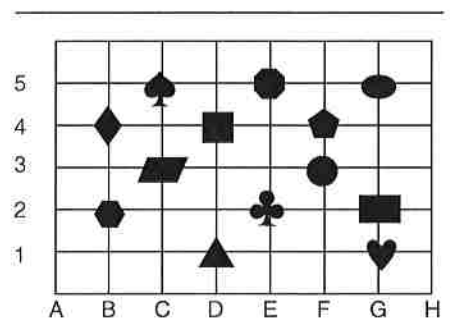
6. $64 \div (4 \times 2) \div 8 =$ _____

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

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

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

2. (Y) (N)

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

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

3. (Y) (N)

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

9. 1.5 gallons = $\underline{\hspace{2cm}}$ quarts

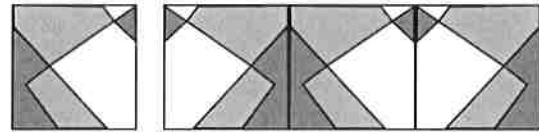
4. (Y) (N)

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

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

5. (Y) (N)

6. (Y) (N)



Tile A

7. (Y) (N)

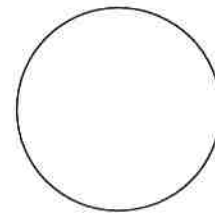
5. Write $2\frac{5}{8}$ as an improper fraction.

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



9. (Y) (N)

10. (Y) (N)

11. (Y) (N)

7. Distribute

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

$5(b + 4) =$

____ / 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.

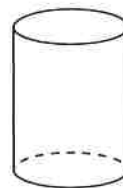
6. $64 \div (4 \times 2 \div 8) =$ _____

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)

1. $16 + 27 + 34 =$ _____

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

2. (Y)(N)

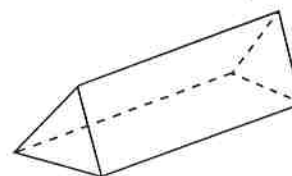
2. Multiply 5 and 30.

3. (Y)(N)

10. Complete the chart for the shape.

4. (Y)(N)

3. $6 \overline{)346}$



5. (Y)(N)

4. Calculate the square root of 49.

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

6. (Y)(N)

7. (Y)(N)

5. Round 5.25 to the nearest whole number.

8. (Y)(N)

9. (Y)(N)

6. $12 - 20 \times 5 =$ _____

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?

10. (Y)(N)

11. (Y)(N)

7. $234 + \square = 299$

12. (Y)(N)

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

___ / 12

Total

8. Distribute.
 $4(x - 21) =$ _____

NAME: _____

DIRECTIONS

Solve each problem.

1. $84 - 56 = \underline{\hspace{2cm}}$

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

3. $567 \div 8 = \underline{\hspace{2cm}}$

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 . $v + 19.9 = 20$

 $v = \underline{\hspace{2cm}}$ 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
- $\frac{3}{8}$ 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: _____

Human Dependence on Natural Resources

There is an estimated 332,500,000 cubic miles of water on Earth, covering more than 70% of Earth's surface. However, not all water is in a form that can be consumed by humans. Most of the water on Earth is saline (salt) water. Less than 4% of Earth's water is freshwater, the type of water humans need to survive. The table below lists the percent distribution by type of water for Earth's total water supply and Earth's freshwater supply.

Global Water Distribution

Water Source	Percent of Total Water	Percent of Freshwater
Oceans, seas, and bays	96.5	N/A
Ice caps, glaciers, and permanent snow	1.74	68.7
Ground water	1.69	N/A
Freshwater	0.76	30.1
Saline	0.93	N/A
Soil moisture	0.001	0.05
Ground ice and permafrost	0.022	0.86
Lakes	0.013	N/A
Fresh	0.007	0.26
Saline	0.006	N/A
Atmosphere	0.001	0.04
Swamp water	0.0008	0.03
Rivers	0.0002	0.006
Biological water	0.0001	0.003

Chart adapted from <http://water.usgs.gov/edu/earthwherewater.html>

You can use the following formula to figure out how much water is available for humans to drink:

Percent of Water Type × Total Amount of Water = Amount of Water Type

Example: How much of Earth's total water is in ice caps, glaciers, and permanent snow?

$1.74\% \times 332,500,000 \text{ mi}^3 = \text{Amount of water type}$

Change the percent 1.74% to the decimal 0.0174, and then solve.

$0.0174 \times 332,500,000 \text{ mi}^3 = 5,785,500 \text{ mi}^3$



Math Connections

Use the information and the table on page 1 to answer questions 1–7.

1. How much of Earth's total water is in oceans, seas, and bays?
2. In the column, Percent of Total Water, the shaded cells represent the amount of freshwater on Earth. What is the total percentage of freshwater on Earth?
3. The people on Earth can only survive on freshwater. Based on your answer in question 2, what is the total amount of freshwater on Earth?
4. Most freshwater is frozen in ice caps, glaciers, and permanent snow, and is difficult to access. In the United States, more than half of the freshwater we use comes from surface water found in rivers and lakes. What is the total percentage of freshwater located in rivers and lakes?
5. Create an equation to solve for how much total freshwater is available in lakes and rivers. Use your answers from questions 3 and 4 to help you.
6. Solve your equation to figure out how much total water is available in Earth's lakes and rivers.
7. What factors can affect the cleanliness of the water in lakes and rivers? How important is it to keep the water in lakes and rivers clean?

**Science – 6th Grade
Math Connections
Answer Key**

1. $320,862,500 \text{ mi}^3$ of Earth's total water is in the oceans, seas, and bays; find by solving $332,500,000 \text{ mi}^3 * 0.965 = 320,862,500 \text{ mi}^3$.
2. Earth's total percentage of freshwater is 2.5%; find by solving $1.74 + 0.76 + 0.001 + 0.022 + 0.007 + 0.001 + 0.0008 + 0.0002 + 0.0001 = 2.5\%$.
3. The total amount of freshwater on Earth is $8,312,500 \text{ mi}^3$; find by solving $332,500,000 \text{ mi}^3 * 0.025 = 8,312,500 \text{ mi}^3$.
4. The percentage of freshwater located in rivers and lakes is 0.266%; find by solving $0.26 + 0.006 = 0.266\%$.
5. The equation for calculating the total amount of freshwater in rivers and lakes is $0.00266 * 8,312,500 \text{ mi}^3 = \text{Amount of freshwater in rivers and lakes}$.
6. The total amount of freshwater available in rivers and lakes is $22,111.25 \text{ mi}^3$; find by solving $0.00266 * 8,312,500 \text{ mi}^3 = 22,111.25 \text{ mi}^3$.
7. Answers may vary. Runoff, chemical pollution, trash, amount of biomass in water. There is not a lot of this type of water available in the world, so we need to keep it clean.



Lesson 3: The Aztec Empire

Main Idea

The Aztecs built an empire through warfare and trade, and created an impressive capital city in Mesoamerica.

The Aztecs Build an Empire

The first Aztecs were farmers from northern Mexico. In about the 1100s, they migrated south. When they arrived in central Mexico, they found that other tribes had taken all the good farmland. All that was left for the Aztecs was a swampy island in the middle of Lake Texcoco (tays-KOH-koh). To survive, the Aztecs hired themselves out as skilled fighters.

War, Tribute, and Trade

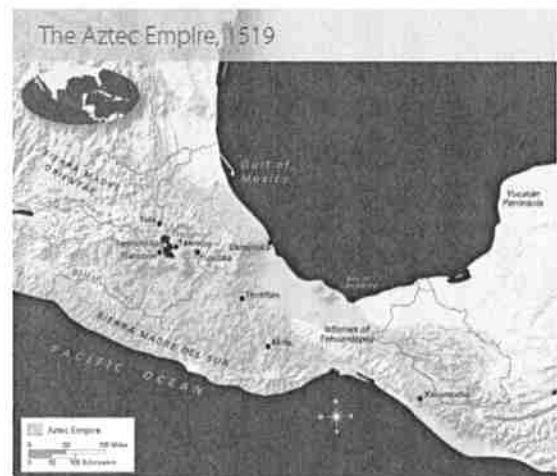
War was a key factor in the Aztecs' rise to power. The fierce Aztec warriors conquered many towns. In addition, the Aztecs sometimes made alliances, or partnerships, to build their empire. For example, in the late 1420s the Aztecs formed a secret alliance with two other cities on Lake Texcoco. With their allies' help, they defeated the other towns around the lake.

The Aztec Empire, 1519

The Aztecs made people they conquered pay tribute with goods such as cotton, gold, or food. This system was the basis of the Aztec economy.

The Aztecs also controlled a huge trade network. Goods were exchanged for items such as cacao, tiny gold nuggets, beautiful feathers, or even cloth or tin, rather than for a standard currency. Most towns in the empire had a market where local farmers and artisans brought their goods to trade. One enormous market near the capital drew buyers and sellers from all over the Aztec Empire. Merchants carried luxury goods such as gems and rare foods to sell there. Because these merchants dealt with people in many parts of the empire, the emperors used them as spies. These spy merchants reported trouble building in the empire.

War, tribute, and trade made the Aztecs rich. As they grew rich, they grew even stronger and conquered more people. By the early 1500s they ruled the most powerful state in Mesoamerica.



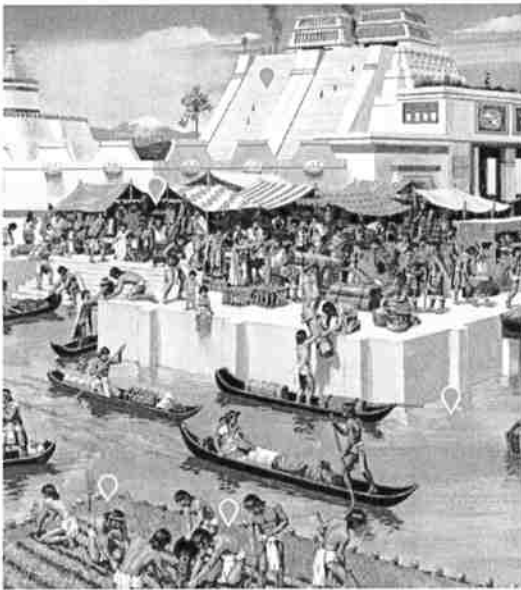
Geographical Challenges

Nowhere was the Aztec Empire's power and wealth more visible than in its capital, Tenochtitlán (tay-NAWCH-teet-LAHN). To build this amazing city, the Aztecs had to overcome many geographical challenges.

The Aztecs' magnificent capital, Tenochtitlán, was built on an island in Lake Texcoco.

The city's island location made travel and trade difficult. To make it easier to get to and from their city, the Aztecs built three wide causeways to connect the island to the shore. The causeways were made of rocks covered with dirt. The Aztecs also built a stone aqueduct, or channel, to bring fresh water to the city because the water surrounding it was undrinkable.

Geography also posed agricultural challenges. People who lived in the mountains had to deal with cold weather and little rain. People who lived at lower elevations faced a dry season and a rainy season. In Tenochtitlán, there wasn't even any land to farm on. Farmers had to build "floating gardens," or *chinampas*, by putting soil on rafts in Lake Texcoco.



Through the Aztecs' efforts, Tenochtitlán became the greatest city in the Americas. It had huge temples, a busy market, clean streets, and a magnificent palace. The first Europeans in the city were stunned by what they saw.

"We were amazed. . . . on account of the great towers and cues and buildings rising from the water, and all built of masonry. . . . I do not know how to describe it, seeing things as we did that had never been heard of or seen before, not even dreamed about."

—Bernal Díaz del Castillo

from *The True History of the Conquest of New Spain*

At its height, Tenochtitlán was one of the world's largest cities, with somewhere between 200,000 and 400,000 people.

Main Idea

Aztec society was divided by social roles and by class.

Aztec Society

People in Aztec society had clearly defined roles. These roles, along with social class, determined how Aztec men and women lived. Marriages were generally arranged by parents or other relatives. Married couples lived in their own homes or with relatives. Often, families lived in organized groups called *calpullis* (kahl-POOH-yees). A *calpulli* was a community of families that shared land, schools, and a temple. Each *calpulli* elected a leader who took orders from the king.

Mothers were in charge of teaching their daughters the skills they would need to maintain a household in later life. Fathers undertook the education of their sons, teaching them the skills and values they would need as adults. Older children might also be sent to school.

Kings and Nobles

The king was the most important member of the Aztec society. He lived in a great palace that had gardens, a zoo, and an aviary full of beautiful birds. Some 3,000 servants attended to the king's every need. Of these

servants, 300 did nothing but tend to the animals in the zoo. Three hundred additional servants tended to the birds in the aviary! Other servants fed and entertained the emperor.

An Aztec Festival

The Aztecs often used the occasion of the crowning of a new king to remind the leaders of their conquered territories just who the true masters were. An observer in Tenochtitlán recalled one such event.

"The intentions of the Mexicans, in preparing a festival . . . was to make known their king, and to ensure that their enemies . . . should be terrorized and filled with fear; and that they should know, by the . . . wealth of jewels and other presents, given away at the ceremonies, how great was the abundance of Mexico, its valor and its excellence. Finally, all was based on ostentation and vain glory, with the object of being feared, as the owners of all the riches of the earth and of its finest provinces. To this end they ordered these feasts and ceremonies so splendidly."

— Fray Diego Durán

from Historia de Las Indias de Nueva España e Islas de la Tierra Firme

The king was in charge of law, trade and tribute, and warfare. These were huge responsibilities, and the king couldn't have managed them without people to help. These people, including tax collectors and judges, were Aztec nobles. Noble positions were passed down from fathers to their sons. As a result, young nobles went to special schools to learn the responsibilities they would face as government officials, military leaders, or priests.



Priests and Warriors

Just below the king and his nobles were priests and warriors. Priests had a great influence over Aztecs' lives.

Aztec warriors also had many duties. They fought fiercely to capture victims for religious sacrifices. Partly because they played this role in religious life, warriors had many privileges and were highly respected. Warriors were also respected for the wealth they brought to the empire.

They fought to conquer new lands and people, bringing more tribute and trade goods to enrich the Aztec civilization.



Merchants and Artisans

Not really members of the upper class, merchants and artisans fell just below priests and warriors in Aztec society. Merchants gathered goods from all over Mesoamerica and sold them in the main market. By controlling trade in the empire, they became very rich. Many used their wealth to build large, impressive houses and to send their sons to special schools.

Like merchants, most artisans were also rich and important. They made goods such as beautiful feather headdresses and gold jewelry, which they sold at high prices. Many of the richest artisans lived in Tenochtitlán. Other artisans, who lived outside the capital and made items for everyday use, lived more like the lower class. Artisans from other tribes often sent crafts to the Aztecs as tribute.

Farmers and Slaves

Farmers and slaves were in the lower class of Aztec society. However, some people could improve their lives and positions by becoming warriors in the army or studying at special schools.

Most Aztecs were farmers who lived in simple huts.

Most of the empire's people were farmers who grew maize, beans, and a few other crops. Farmers did not own their land, and they were very poor. They had to pay so much in tribute that they often found it tough to survive. Farmers lived outside Tenochtitlán in huts made of sticks and mud, and wore rough capes.



Most Aztecs were farmers who lived in simple huts.



Prisoners of war became slaves. They were forced to work or were sacrificed.

Prisoners of war became slaves. They were forced to work or were sacrificed.

The poor could decide to become what are called pawns. In Aztec society, pawns were people who sold themselves to rich families to work for a certain amount of time. Pawns' rights were protected by Aztec law.

No one in the Aztec Empire suffered as much as slaves did. Some people were forced into slavery for not paying their debts. A debtor might choose to sell himself or his children into slavery to pay the debt owed. Other people were enslaved as a punishment for committing certain crimes or for failing to pay tribute. Most slaves were people captured in battle. Captives were frequently sacrificed to the gods.

Aztec Classes

Aztec Class	
Kings and Nobles	<ul style="list-style-type: none"> The king was the most important person in society. He lived in a great palace with thousands of servants. Nobles were government officials who helped the king.
Priests and Warriors	<ul style="list-style-type: none"> Priests influenced the lives of the Aztec people in many ways. They kept calendars, passed down stories, and performed religious ceremonies. Warriors captured victims for human sacrifice. They brought wealth to the empire through their conquests.
Merchants and Artisans	<ul style="list-style-type: none"> Merchants sold goods from many places in the main market. From the wealth they gained, they were able to build nice homes. Artisans made headdresses and jewelry. Some became rich, while others were poor.
Farmers and Slaves	<ul style="list-style-type: none"> Farmers grew maize, beans, and other crops. They did not own land they farmed and were very poor. Most slaves were captured in battle. Some were people who were forced into slavery for not paying debts.

Main Idea

Aztec religion required human sacrifice for keeping the gods happy.

Aztec Religion

The Aztecs believed gods ruled all parts of life. Their gods' powers could be seen in nature, such as in trees or storms, and in great people, such as kings or ancestors.



Like other Mesoamericans, the Aztecs always tried to please their gods. They believed sacrifice was necessary to keep the gods strong and the world safe.

Aztecs made their greatest number of sacrifices to the war god Huitzilopochtli (wee-tsee-loh-POHSHT-lee) and the rain god Tlaloc (TLAH-lohk). The Aztecs believed the former made the sun rise every day, and the latter made the rain fall. Without them, their crops would die, and they would have no food.

To prevent this, Aztec priests led bloody ceremonies on the top of the Great Temple in Tenochtitlán. These priests cut themselves to give their blood to the gods.

Priests also sacrificed human victims to their gods. Many of the victims for these sacrifices were warriors from other tribes who had been captured in battle. Priests would sacrifice these victims to “feed” their gods human hearts and blood, which they thought would make the gods strong. Aztec priests sacrificed as many as 10,000 victims a year in religious ceremonies.

Main Idea

The Aztecs had many achievements in science, art, and language.

Science, Art, and Language

The Aztecs valued learning and art. Aztec scientific achievements, artistic traditions, and language contributed to their culture.

Achievements in Math and Science

The Aztecs made several advances in science and mathematics. Many of these they accomplished by building on the achievements of the peoples they conquered. The Aztec system of tribute and their large trading



network allowed them to learn skills from people all over the empire. For example, they learned how to build their floating gardens, called *chinampas*, from neighboring tribes.

The Aztecs created a numbering system that allowed them to keep track of land holdings and measurements. Historians have also found evidence that the Aztecs used multiplication, division, and the basic features of geometry. They also studied astronomy and created a calendar much like the Maya one. The calendar helped the Aztecs choose the best days for ceremonies, for battles, or for planting and harvesting crops. The Aztecs also knew many different uses for plants. For example, they knew of more than 100 plants that could be used as medicines.

Artistic Traditions

The Aztecs also had a rich artistic tradition that included architecture, sculpture, and jewelry. Both the architecture and the sculpture made use of stone. Workers built bridges and lined canals with stone. Carpenters and stonecutters built huge pyramid-shaped stone temples. Hundreds of such temples stood in Tenochtitlán.

Talented Aztec artisans used turquoise mosaics to decorate knife handles and masks. Artisans also used gold and colorful feathers to make jewelry. Aztec women wove cloth from cotton and other fibers, and embroidered it with colorful designs.



Writing and Literature

The Aztecs had a complex writing system. They kept written historical records in books made of separate pages. Another name for this type of book is a codex (KOH-deks). Many pages of Aztec books were made of bark or animal skins.

In addition to their written records, the Aztecs had a strong oral tradition. They considered fine speeches very important, and they also enjoyed riddles. Knowing the answers to riddles showed that one had paid attention in school.

Stories about ancestors and gods formed another part of the Aztec oral tradition. The Aztecs told these stories to their children, passing them down from one generation to the next. After the Spanish conquered the Aztec Empire, these stories were written down. Much of what historians know about the Aztecs they learned from these written stories.

Main Idea

Hernán Cortés conquered the Aztec Empire.

Cortés Conquers the Aztecs

In the late 1400s, Spanish explorers and soldiers arrived in the Americas. The soldiers, or conquistadors (kahn-kees-tuh-DOHRS), came to explore new lands, search for gold, and spread their Catholic religion.

Cortés and Moctezuma

A small group of conquistadors led by Hernán Cortés (er-NAHN kohr-TAYS) reached Mexico in 1519. The group was looking for gold. Hearing of the conquistadors' arrival, Moctezuma II (MAWK-tay-soo-mah), the Aztec emperor, believed Cortés to be a god. According to an Aztec legend, the god Quetzalcoatl (ket-suhl-kuh-WAH-tuhl) was to return to Mexico in 1519. Cortés resembled the god's description from the legend.

Moctezuma II

1466–1520



Moctezuma II ruled the Aztec Empire at its height, but he also contributed to its downfall. The tribute he demanded from neighboring tribes made the Aztecs unpopular. In addition, his belief that Cortés was Quetzalcoatl allowed Cortés to capture him and eventually conquer the empire.

Thinking that the god had returned, Moctezuma sent Cortés gifts, including gold. With getting more gold his motive, Cortés marched to the Aztec capital. When he got there, Moctezuma welcomed him, but Cortés took the emperor prisoner.

Enraged, the Aztecs attacked and drove the Spanish out. In the confusion Moctezuma was killed. Cortés and his men came back, though, with many Indian allies. In 1521 they conquered Tenochtitlán.

Causes of the Defeat of the Aztecs

How did a few conquistadors defeat a powerful empire? Four factors were vital in the Spanish victory: alliances, weapons and horses, geography, and disease.

First, alliances in the region helped the Spanish forces. One important ally was an Aztec woman named Malintzin (mah-LINT-suhn), also known as Malinche. She was a guide and interpreter for Cortés.

Malintzin

c.1501–1550



Malintzin played a major role in the Spanish conquest of the Aztec Empire. She was from ^[SEP]a noble Aztec family but was sold into slavery as a child. While enslaved, Malintzin learned the Maya language. After she was given to Cortés, Malintzin's knowledge of languages helped him make deals with the Aztecs' enemies. She became Cortés companion and interpreter.

However, because Malintzin helped the Spanish defeat the native Aztecs, today many Mexicans consider her a traitor. Some Mexicans use the word *malinchista* to describe someone who betrays his or her own people.

With Malintzin's help, he made alliances with tribes who did not like losing

battles and paying tribute to the Aztecs. The allies gave the Spaniards supplies, information, and warriors to help defeat the Aztecs.

The Spaniards also had better weapons. The Aztecs couldn't match their armor, cannons, or swords. In addition to these weapons, the Spaniards brought horses to Mexico. The Aztecs had never seen horses and at first were terrified of them.

The third factor, geography, gave the Spanish another advantage. They blocked Tenochtitlán's causeways, bridges, and waterways. This cut off drinking water and other supplies. Thousands of Aztecs died from starvation.

The final factor in the Spanish success was disease. Unknowingly, the Spanish had brought deadly diseases such as smallpox to the Americas. These new diseases swept through Aztec communities. Many Aztecs became very weak or died from the diseases.

Together, these four factors gave the Spanish forces a tremendous advantage and weakened the Aztecs. When the Spanish conquered Tenochtitlán, the Aztec Empire came to an end.

The Early Americas

Lesson 3



MAIN IDEAS

1. The Aztecs built an empire through warfare and trade, and created an impressive capital city in Mesoamerica.
2. Aztec society was divided by social roles and by class.
3. Aztec religion required human sacrifice for keeping the gods happy.
4. The Aztecs had many achievements in science, art, and language.
5. Hernán Cortés conquered the Aztec Empire.

Key Terms and People

causeways raised roads across water or wet ground

conquistadors Spanish soldiers and explorers

Hernán Cortés Spanish conquistador leader who conquered the Aztec Empire

Moctezuma II Aztec ruler who mistook Cortés for a god, leading to the Aztec's downfall

codex a written historical record

Lesson Summary

THE AZTECS BUILD AN EMPIRE

By the early 1500s, the Aztecs ruled the most powerful empire in Mesoamerica. War was key to the Aztecs. They also controlled a huge trade network. The capital city Tenochtitlán (tay-NAWCH-teet-LAHN) featured a stunning array of Aztec power and wealth. It had temples, palaces, and a busy market. Three wide **causeways** connected Tenochtitlán's island location to the shore.

Where was Tenochtitlán located?

In Aztec society, what did young nobles learn to be?

What often happened to captives?

AZTEC SOCIETY

The king was the most important person in Aztec society. He was in charge of law, trade and tribute, and warfare. Young nobles learned to be government officials, military leaders, or priests. Just below the king and his nobles were priests and warriors. Merchants and artisans were just below them. Farmers, pawns, slaves, and captives were in the lower class. Most slaves were sold as laborers. Captives were often sacrificed to the Aztec gods.

Lesson 3, *continued*

AZTEC RELIGION

Like other Mesoamericans, the Aztecs always tried to please their gods. They believed sacrifice was necessary to keep the gods happy, and that the gods literally fed on human blood. Aztec priests led bloody ceremonies and sacrificed nearly 10,000 human victims a year.

SCIENCE, ART, AND LANGUAGE

The Aztecs sometimes borrowed scientific advances from the tribes they conquered. They also studied astronomy and created a calendar much like the Maya calendar. The Aztecs kept written history records in a kind of book called a **codex**. They also had strong oral and artistic traditions.

From whom did the Aztecs sometimes borrow scientific advances?

CORTÉS CONQUERS THE AZTECS

Hernán Cortés (er-NAHN kawr-TAYS) led **conquistadors** into Mexico in 1519. The ruler of the Aztecs, **Moctezuma II** (MAWK-tay-SOO-mah), thought Cortés was a god. Moctezuma's motive was to welcome him, but Cortés took the emperor prisoner. Enraged, the Aztecs attacked the Spanish, and Moctezuma was killed. The conquistadors used guns and rode horses. Their attack terrified the Aztecs. The Spanish also carried diseases like smallpox that weakened and killed many Aztecs.

How did Cortés respond to Moctezuma's welcome?

Circle the name of a disease that weakened and killed many Aztecs.

CHALLENGE ACTIVITY

Critical Thinking: Form Opinions What do you think about Hernán Cortés and his actions? Write a one-page opinion paper defending your point of view. Give at least three examples to support your opinion.

Lesson 3, *continued*

DIRECTIONS On the line before each statement, write **T** if the statement is true and **F** if the statement is false. If the statement is false, change the underlined term to make the sentence true. Then write the correct term on the line after the sentence.

_____ 1. Conquistadors are raised roads across water or wet ground.

_____ 2. The Spanish leader who conquered the Aztec Empire was Hernán Cortés.

_____ 3. The Aztecs kept their written history in a book called a codex.

_____ 4. Spanish causeways used guns and rode horses when they attacked the Aztecs.

_____ 5. Moctezuma II was the Aztec ruler who thought a Spanish explorer was a god.

ANSWER KEY

Name _____ Class _____ Date _____

The Early Americas

Lesson 3



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Lesson 3, *continued***AZTEC RELIGION**

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Critical Thinking: Form Opinions What do you think about Hernán Cortés and his actions?

Write a one-page opinion paper defending your point of view. Give at least three examples to support your opinion.

Answers will vary.
Responses should include three examples and must defend a definite point of view.

Lesson 3, *continued*

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 Causeways

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 conquistadors

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