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 Leaning, 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:

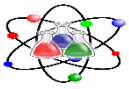
Mientras sus estudiantes estén en casa, le pedimos que continúe colaborando con nosotros para garantizar un aprendizaje continuo. A continuación, hay una lista de actividades que recomendamos que sus estudiantes completen diariamente.

 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, pídales 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.

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

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

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

 **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.

District 89 Online Learning Resources

Access these programs from Clever at https://www.clever.com/in/maywood89	
	Lexia Core 5 has literacy activities with tracked progress and customized lessons. K-5; App available
Raz-Kids	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	Imagine Español hass Spanish literacy activities with tracked progress and customized lessons. K-3; Spanish
Imagine Math	Imagine Math has math activities with tracked progress and customized lessons. K-5
Mc Graw Hill	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
Pathblazer	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	
SCHOLASTIC	https://classroommagazines.scholastic.com/support/learnathome.html Choose books, videos, and activities by grade levels
THE Spanish EXPERIMENT	https://www.thespanishexperiment.com/stories Children's stories in Spanish
Storyline Online	https://www.storylineonline.net/ Actors and Actresses read books with illustrations
epic!	https://www.getepic.com/ 1000's of award winning books. English and Spanish Signup required, free 30 days
newsela	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
TweenTribune	https://www.tweentribune.com/ Informational text at different grade levels
audible an amazon company	https://stories.audible.com/start-listen Free audiobooks for PreK-High school students

Online Magazines	
TIME FOR KIDS	Time for Kids http://www.timeforkids.com
SCHOLASTIC News	Scholastic News http://magazines.scholastic.com English https://classroommagazines.scholastic.com/spanish.html Spanish
Highlights kids	Highlights Kids https://www.highlightskids.com/
SI KIDS	Sport Illustrated Kids http://www.sikids.com
NATIONAL GEOGRAPHIC KIDS	National Geographic Kids http://kids.nationalgeographic.com

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

Dual Language	
L2TREC	https://l2trec.utah.edu/news/utahdliathome/spanish.php Spanish and Dual language activities and resources

Math	
Coolmath4kids	https://www.coolmath4kids.com/ K-5 Math games, lessons, brainteasers
Minds in Bloom	https://minds-in-bloom.com/math-scavenger-hun/ K-5 Math scavenger hunt ideas
Khan Academy	https://www.khanacademy.org/math K-8 Practice early math through grade 8
IXL	https://www.ixl.com/ K-8 Practice early math through grade 8
Math Games	https://www.mathgames.com/math-games.html K-8 math games by grade and topic

Science and Social Studies	
BrainPOP	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)
energy KIDS	https://www.eia.gov/kids/ Information and games about energy
OPTICS 4 KIDS	https://www.optics4kids.org/illusions Optical illusions
Blockly Games	https://blockly.games/ Programming games for kids
Education.com	https://www.education.com/activity/social-studies/ Social Studies activities by grade level

Health	
GoNoodle	https://www.gonoodle.com/ Movement and mindfulness videos
Play60	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	
PARENT TOOLKIT	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 life 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 8 – May 11 – May 14

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 8 del 11 de mayo al 14 de mayo

Nombre _____Grado _____

Maestro/a _____

Por favor escribe las actividades que completaste cada día.

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

Firma de Padres_____Fecha_____

Name _____ Date _____

Reading: Recognize Propaganda Techniques

Practice

Learning to recognize propaganda techniques and faulty reasoning is important so as to not draw false conclusions. **Propaganda** is information that is one-sided or misleading. **Faulty reasoning** is an argument that does not follow the rules of logic. An **advertisement** is a paid message intended to attract customers to buy products or services. The language and artwork in advertisements may contain hidden messages or other persuasive techniques. Here are some propaganda techniques:

- **Broad generalization:** Claims that cannot be proved, such as "It's out of this world!"
- **Hidden messages:** Pictures or words that convey an idea without stating it directly. For example, a picture of an Olympic runner, suggesting you'll be a winner if you wear a particular brand of shoes
- **Loaded language:** Words that appeal to our emotions, for example, "It's a miracle cream!"
- **Bandwagon appeals**: Implying everyone does it, as in "Millions use VitaVite daily."
- **Faulty reasoning:** Using unrelated or unconnected details as support. For example, more people have cats than dogs, so cats must be easier to care for.

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

Shiny, shiny Sparkle Bright,
Leaves everyone's teeth so clean and white.
A toothpaste that is out of sight,
Get some at the store tonight.

1. Based on these lines, what conclusion can you draw about what the company that produces Sparkle Bright wants you to do?

_____

2. List which propaganda techniques the advertisement uses. Be sure to use examples.

_____

Name _____ Date _____

Reading: Recognize Propaganda Techniques

Assess

A Read each of the following advertising statements. Identify the propaganda technique from the box and write it on the line.

broad generalizations	hidden messages	loaded language
bandwagon appeals	faulty reasoning	

1. "It's the fountain of youth in a bottle."

_____

2. "Anyone who is anybody drives the new, luxurious Diamond."

_____

3. "Finally, an answer to all your everyday problems!"

_____

4. "More people have cable modems, so it must be the only way to communicate."

_____

5. "Wearing Tumble Togs will make you an Olympic gymnast."

_____

B Create your own advertisement for a product that contains a propaganda technique. Write your advertisement on the following lines.

_____

_____

_____

_____

_____

C List the propaganda technique you used.

_____

_____

Answer Key

Practice, p. 128

1. Buy their toothpaste tonight, get shiny teeth.

2. Loaded language: "A toothpaste that is out of sight," Bandwagon appeal: "Leaves everyone's teeth so clean and white."

Assess, p. 129

A 1. loaded language

2. bandwagon appeal

3. broad generalization

4. faulty reasoning

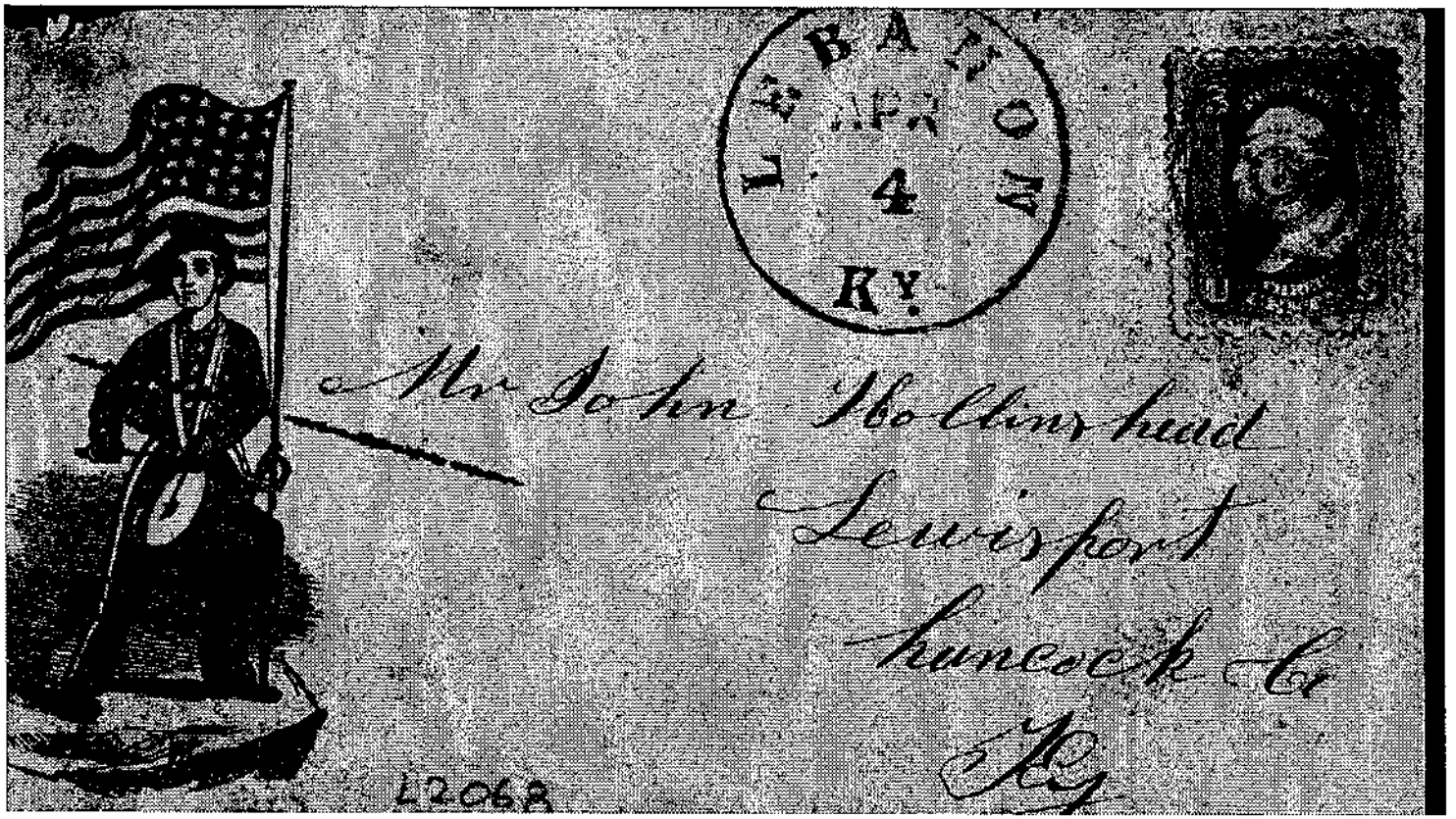
5. hidden message

B Student advertisements should contain one or more examples of propaganda techniques.

C Students should identify and list any propaganda techniques.

Dueling messages: Propaganda in the Civil War

By National Geographic Society, adapted by Newsela staff on 05.24.19
Word Count **1,004**
Level **1090L**



This envelope from the Civil War shows a drummer boy in front of the American flag. Photo from the Library of Congress

Propaganda is the spread of information designed to promote an idea or belief and influence public opinion. It can take many forms, including written words, drawings, works of art and performances. The term usually suggests selective omission or a biased presentation of facts.

One purpose of war propaganda is to rally the public in support of the war. During the Civil War, both sides used propaganda to raise troops, criticize the opponent and promote the righteousness of their cause.

Media

Throughout the Civil War era, newspapers were the primary means of spreading information. The newly developed telegraph system allowed newspapers to quickly receive information from distant areas. This made it much easier to report on remote events such as political debates, battle results and death tolls.

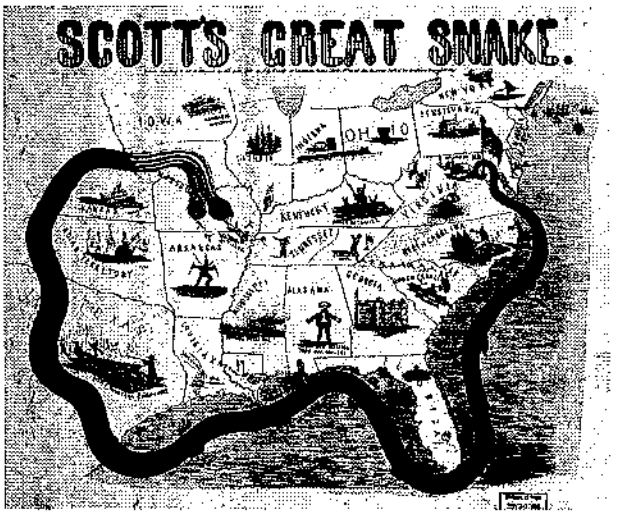
Newspapers were also able to editorialize and create propaganda for one side or the other. For example, many published stories of cruel acts performed by the enemy or heartbreaking stories from people affected by the conflict. These emotional accounts were designed to sway public opinion.

During the Civil War, illustrated journalism and cartoons in print media came into widespread use. The Civil War was the first time an event had been so widely photographed, and images of the war were popular with the public. Pictures and illustrations became a new form of propaganda. Like the emotional accounts, these images were similarly biased toward one side or the other. Editorial cartoons featured prominently in magazines such as Harper's Weekly and Vanity Fair.

At least in the early years of the war, one of the most popular forms of propaganda media was called the pictorial envelope. These were envelopes for stationery that had designs printed on them. Letter writers used these envelopes to express patriotism and other views.

The recruitment poster was another medium through which propaganda was spread. Also known as a broadsheet, these posters were used in both the North and South. Union recruitment posters made appeals to patriotism and liberty. They urged prospective soldiers to enlist instead of waiting to be drafted against their will. Confederate posters likewise appealed to liberty and emphasized the importance of defending themselves against unfair treatment by the North.

Themes Of Propaganda: Union



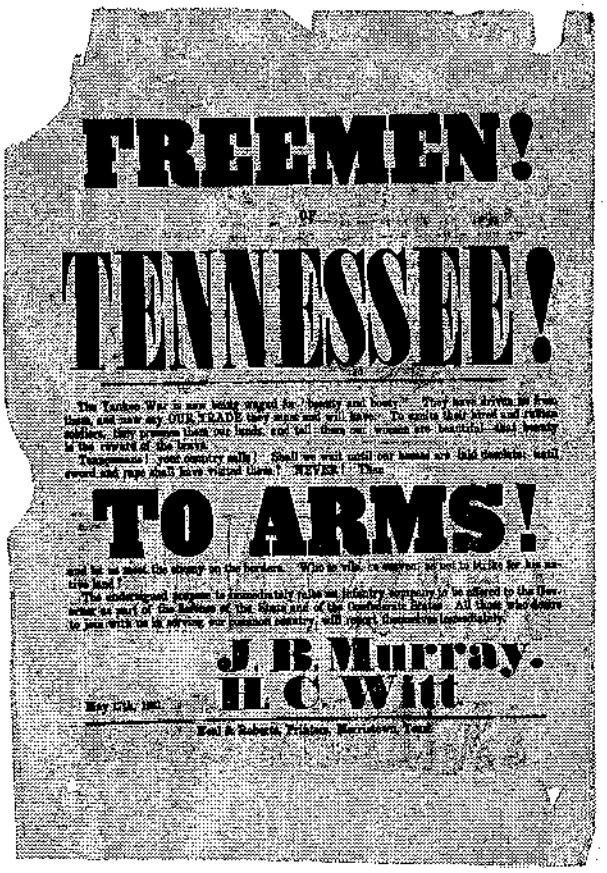
Union propaganda was based on portraying the patriotism of the cause and often showed Southerners as two-faced, untrustworthy rebels. It also promoted the abolitionist movement, which called for the end of slavery. Printed materials in the North emphasized patriotic symbols, such as the United States flag, the Constitution, and images of George Washington. Others poked fun at Confederate leaders and the rebels in general. A large number of publications emphasized that the fight was against slavery and slaveholders.

In addition, cartoons in magazines such as Harper's Weekly supported the war and, in particular, encouraged enlistment. Some cartoons showed women rejecting men who did not volunteer. Others suggested that any man who did not agree to fight was avoiding his duty to his country.

Themes Of Propaganda: Confederacy

Confederate propaganda also appealed to patriotism and characterized Union soldiers as thieves. The North wanted to end slavery, but printed materials in the South played on fears of interracial relationships, which were strictly forbidden at the time. Confederate newspapers supported the cause by making Union soldiers look bad and generally trying to inspire hatred of the North. They highlighted or made up tales of cruel acts by the Union Army. They published accounts of theft, destruction of property, attacks on women and mistreatment of prisoners. At the same time, Confederate newspapers downplayed military setbacks and played up successes. For example,

some papers characterized the major Southern defeats at Antietam and Gettysburg as "defensive victories."


FREEMEN!
OF
TENNESSE!
TO ARMS!
J. B. Murray.
H. C. Witt.

Propaganda For The Overseas Audience

Civil War propaganda was not just limited to the United States. Union and Confederate propaganda makers were also active overseas. An important question for both the North and the South was whether any foreign nation would recognize the Confederacy and lend it aid. London, England, was a particular focus. The South hoped that Britain would take its side to ensure access to cotton supplies, which had been threatened by the Union blockade of Southern ports.

To this end, London saw the publication of both pro-North and pro-South propaganda newspapers. A newspaper known as the London American supported the Union cause, while The Index supported the Confederacy. The London American was somewhat less effective, in part due to the fact that its publisher was known to print anti-British content. The Index did a better job of building sympathy for its cause. For example, it was able to generate outrage at a Union general. The general had stated that women in New Orleans, Louisiana, would be prosecuted as prostitutes if they demonstrated against Union troops. Ultimately, though, Britain did not recognize or give significant aid to the Confederacy.

Conclusion

The Civil War saw active propaganda efforts from both the Union and the Confederacy. At the same time, the telegraph allowed media reports to be carried relatively rapidly from the field. Illustrated journalism showed readers images of the conflict and biased, editorial messages.

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 section of the article BEST defines propaganda and summarizes WHY it was used during the Civil War?

(A) Introduction [paragraphs 1-2]

(B) "Themes Of Propaganda: Union"

(C) "Propaganda For The Overseas Audience"

(D) "Conclusion"

2 Read the following paragraph from the section "Media."

Throughout the Civil War era, newspapers were the primary means of spreading information. The newly developed telegraph system allowed newspapers to quickly receive information from distant areas. This made it much easier to report on remote events such as political debates, battle results and death tolls.

What conclusion is BEST supported by the paragraph above?

(A) The telegraph was specifically invented to help newspapers get war-related information.

(B) Before the Civil War, newspapers lacked the ability to report on the events of a war.

(C) During the Civil War, the telegraph helped the public keep current with war-related events.

(D) Newspapers used to focus on events occurring in distant areas rather than local areas.

3 Which two of the following sentences from the article include CENTRAL ideas of the article?

1. *Newspapers were also able to editorialize and create propaganda for one side or the other.*
2. *Pictures and illustrations became a new form of propaganda.*
3. *An important question for both the North and the South was whether any foreign nation would recognize the Confederacy and lend it aid.*
4. *Ultimately, though, Britain did not recognize or give significant aid to the Confederacy.*

(A) 1 and 2

(B) 2 and 3

(C) 3 and 4

(D) 4 and 1

4 Which statement would be MOST important to include in a summary of the article?

(A) Some Union propaganda poked fun at Confederate leaders and the rebels in general.

(B) In London, there were both pro-North and pro-South propaganda newspapers during the war.

(C) During the Civil War, the North and the South used different types of propaganda for several purposes.

(D) Confederate newspapers often downplayed military setbacks and played up successes.

Answer Key

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(B) "Themes Of Propaganda: Union"

(C) "Propaganda For The Overseas Audience"

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4. *Ultimately, though, Britain did not recognize or give significant aid to the Confederacy.*

(A) 1 and 2

(B) 2 and 3

(C) 3 and 4

(D) 4 and 1

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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 spacial 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.

DAY 141

NAME: _____

DIRECTIONS Solve each problem.

1. 100 – 69 = _____

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 x 8 – 2 x 10 = _____

7. 10% of ☐ is 12.

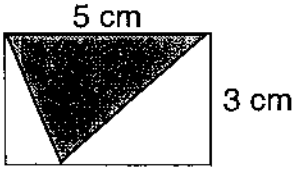
8. Find b. $\frac{b}{9} = 24$

b = _____

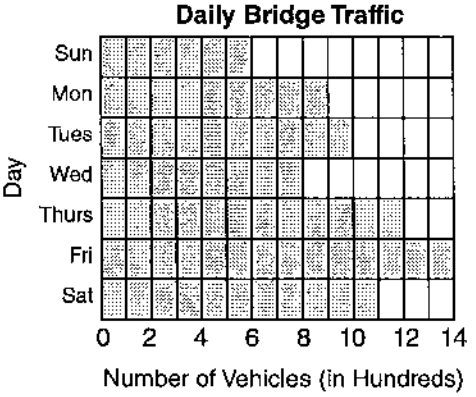
9. 2 quarts = _____ pints

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. Ⓨ Ⓝ
2. Ⓨ Ⓝ
3. Ⓨ Ⓝ
4. Ⓨ Ⓝ
5. Ⓨ Ⓝ
6. Ⓨ Ⓝ
7. Ⓨ Ⓝ
8. Ⓨ Ⓝ
9. Ⓨ Ⓝ
10. Ⓨ Ⓝ
11. Ⓨ Ⓝ
12. Ⓨ Ⓝ

___ / 12
Total

DAY **142**

NAME: _____

DIRECTIONS Solve each problem.

SCORE

1. Ⓨ Ⓝ
2. Ⓨ Ⓝ
3. Ⓨ Ⓝ
4. Ⓨ Ⓝ
5. Ⓨ Ⓝ
6. Ⓨ Ⓝ
7. Ⓨ Ⓝ
8. Ⓨ Ⓝ
9. Ⓨ Ⓝ
10. Ⓨ Ⓝ
11. Ⓨ Ⓝ
12. Ⓨ Ⓝ

___ / 12
Total

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

2. Calculate the product of 40 and 60.

_____

3. $7\overline{)276}$

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

_____

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

_____

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

Meter	4,000		6,500	
Kilometer		5.25		7.75

_____

_____

7. Distribute.
$18(a + 2) =$ _____

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

$c =$ _____

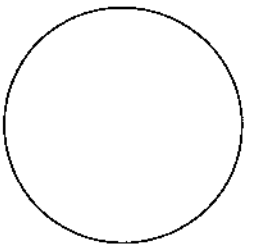
9. Find the area of a triangle with a base of 6 inches and a height of 11 inches

_____

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?

_____

DAY 143

NAME: _____

DIRECTIONS Solve each problem.

1. 325 − 39 = _____

2. 30 x 70 = _____

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

_____

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

_____

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

_____

6. Insert parentheses to make the equation true.

3 + 5 x 8 − 2 x 10 = 44

7. 18 + ☐ = 40

8. Find m. $15m = 120$

m = _____

9. How many grams are in 3.25 kilograms?

_____

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

_____

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?

_____

12. Complete the multiplication table.

×	20		40	50		70
6					360	
	180					
			280			
8		240				

SCORE

1. Ⓨ Ⓝ
2. Ⓨ Ⓝ
3. Ⓨ Ⓝ
4. Ⓨ Ⓝ
5. Ⓨ Ⓝ
6. Ⓨ Ⓝ
7. Ⓨ Ⓝ
8. Ⓨ Ⓝ
9. Ⓨ Ⓝ
10. Ⓨ Ⓝ
11. Ⓨ Ⓝ
12. Ⓨ Ⓝ

___ / 12 Total

DAY **144**

NAME: _____

DIRECTIONS Solve each problem.

SCORE

1. Ⓨ Ⓝ
2. Ⓨ Ⓝ
3. Ⓨ Ⓝ
4. Ⓨ Ⓝ
5. Ⓨ Ⓝ
6. Ⓨ Ⓝ
7. Ⓨ Ⓝ
8. Ⓨ Ⓝ
9. Ⓨ Ⓝ
10. Ⓨ Ⓝ
11. Ⓨ Ⓝ
12. Ⓨ Ⓝ

___ / 12
Total

1. 290 + 64 = _____

2. (–17) x (–20) = _____

3. $7\overline{)467}$

4. Is 42,358 an even number?

_____

5. $\frac{7}{8} - \frac{3}{8} =$ _____

6. Insert parentheses to make the equation true.

3 + 5 x 8 – 2 x 10 = 303

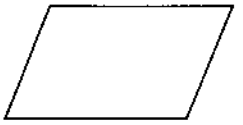
7. ☐ – 58 = 106

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?

_____

DAY 145

NAME: _____

DIRECTIONS Solve each problem.

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

2. Multiply 145 by 20.

_____

3. 546 ÷ 8 = _____

4. Write the ordinal number for fifty-one.

_____

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

_____

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

_____

7. 30 x ☐ = 600

8. Find *f*. $12f = 108$

$f =$ _____

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

_____

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

_____

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

601, 611, 621, 611, 631

_____

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. Ⓨ Ⓝ
2. Ⓨ Ⓝ
3. Ⓨ Ⓝ
4. Ⓨ Ⓝ
5. Ⓨ Ⓝ
6. Ⓨ Ⓝ
7. Ⓨ Ⓝ
8. Ⓨ Ⓝ
9. Ⓨ Ⓝ
10. Ⓨ Ⓝ
11. Ⓨ Ⓝ
12. Ⓨ Ⓝ

___ / 12
Total

ANSWER KEY *(cont.)*

Day 131

1. 124
2. 455
3. $92\frac{3}{5}$
4. 4 thousands or 4,000
5. $\frac{9}{12}$ or $\frac{3}{4}$
6. 1
7. 7
8. 11
9. 1:01 A.M.
10. rhombus
11.

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

12. 33 marbles

Day 132

1. −188
2. 320
3. $38\frac{1}{7}$
4. 1,000,000 + 300,000 + 50,000 + 600 + 7
5. $\frac{21}{8}$
6. Number of Sides: 20, 30, 40, 50; Rule: Multiply the number of decagons by 10 to get the number of sides.
7. $5b + 20$
8. 20
9. 6
10. reflected
11. 3 equal sections labeled with 1, 2, and 3.
12. 17 hours and 30 minutes

Day 133

1. 217
2. 150
3. 57
4. 45,000
5. 84%
6. 64
7. 97
8. 41
9. 14 m
10. cylinder
11. $\frac{3}{6}$ or $\frac{1}{2}$
12. 25%

Day 134

1. 77
2. 150
3. $57\frac{2}{3}$
4. 7 or −7
5. 5
6. −88
7. 65
8. $4x - 84$
9. 50 km per hour
10. triangular prism; 5; 6; stack; solid
11. $\frac{3}{11}$
12. Answers may vary. Possible answer: $\frac{7}{15}$

Day 135

1. 28
2. 300
3. $70\frac{7}{8}$
4. 3,975
5. 18
6. *3,246*
7. 70
8. 0.1
9. 500 cm^3
10. 180°
11. 501
12. $4.00

Day 136

1. 130
2. 2,400
3. 66
4. positive number
5. 4
6. −40
7. $4\frac{1}{4}$
8. $g - 49$
9. 09:26
10. yes
11. yes
12. $6.00

Day 137

1. 294
2. 120
3. $115\frac{1}{2}$ or 115.5
4. 1, 3, 9, 27
5. $\frac{11}{4}$
6. 14
7. 518
8. $q = 192$
9. 3,900 g
10. 12 edges
11. $\frac{6}{11}$
12. 1, 2, 3, 5, 6, 10, 15, 30

Day 138

1. 114
2. 2,000
3. 48
4. 12, 14, 15, 16, 18
5. $\frac{8}{3}$
6. 8
7. 5
8. $52 - 13h$
9. 24 months
10. 5 sides
11. $\frac{28}{35}$ or $\frac{4}{5}$
12. 1 cup

Day 139

1. 317
2. 1,200
3. $153\frac{2}{3}$
4. no
5. 3.58
6. −15
7. 60
8. 14
9. 9.3 km
10. 2.28 m
11. 50 times
12. 9 people

Day 140

1. 101
2. 36,000
3. 132
4. 1,248
5. 5
6. 1,860
7. $\frac{5}{10}$ or $\frac{1}{2}$
8. 8
9. 3 cm
10. reflex
11. $105
12. $12 \div 4 + 3 = 6$; $15 \div 5 + 3 = 6$

Day 141

1. 31
2. 76
3. $47\frac{1}{3}$
4. hundreds
5. .55
6. 23
7. 120
8. 216
9. 4
10. 7.5 cm^2
11. Wednesday
12. rectangular prism

ANSWER KEY *(cont.)*

Day 142

1. 277
2. 2,400
3. $39\frac{3}{7}$
4. 87,461
5. 70%
6. Chart: Meter: 5,250; 7,750 Kilometer: 4; 6.5 Rule: Divide the meter value by 1,000 to get the kilometer.
7. $18a + 36$
8. 4.4
9. 33 in.^{2}
10. 6 angles
11. half section for 1, quarter section for each 2 and 3
12. 1 hour, 45 minutes

Day 143

1. 286
2. 2,100
3. $75\frac{4}{9}$
4. 70,000
5. $\frac{17}{6}$
6. $(3 + 5) \times 8 - 2 \times 10 = 44$
7. 22
8. 8
9. 3,250 g
10. circle or triangle
11. $\frac{1}{5}$
12.

×	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

1. 354
2. 340
3. $66\frac{5}{7}$
4. yes
5. $\frac{4}{8}$ or $\frac{1}{2}$
6. $3 + 5 \times (8 - 2) \times 10 = 303$
7. 164
8. $x - 25$
9. 9
10. parallelogram; 4; 4; no; plane shape
11. 2 hours 52 minutes
12. 3 gallons

Day 145

1. 217
2. 2,900
3. $68\frac{1}{4}$ or 68.25
4. 51st
5. $1\frac{3}{6}$ or $1\frac{1}{2}$
6. 2,914
7. 20
8. 9
9. 48 cm^3
10. obtuse
11. 611
12. $\frac{1}{8}$

Day 146

1. 487
2. 200
3. $29\frac{4}{5}$ or 29.8
4. no
5. $\frac{3}{5}$
6. 144
7. 4
8. $700 - 100p$
9. 56 m^2
10. hexagon
11. Spinner A
12. 16 steps

Day 147

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

Day 148

1. 322
2. 1,500
3. 20.5 or $20\frac{1}{2}$
4. 156,790
5. 45
6. 5
7. 13
8. $10b + 78$
9. 110 miles
10. no
11. Box B
12. 873.48

Day 149

1. 126
2. 720
3. $49\frac{1}{2}$ or 49.5
4. 9, 18, 27
5. 72
6. −45
7. 6
8. 200
9. 250 cm^3
10. yes
11. 6 dozen cookies or 72 cookies
12. 168 trading cards

Day 150

1. 98
2. 600
3. 38
4. 6 digits
5. $1\frac{7}{100}$
6. 176
7. 39
8. $-2x - 6$
9. 3,800 m
10. straight
11. 45
12. 60 minutes

Day 151

1. 43
2. 204
3. 50
4. 8 ones or 8
5. $1\frac{1}{10}$
6. 11
7. –
8. 110
9. 48 cm^3
10. line E
11. 41.86 or 41.9
12. 9 runs

Day 152

1. 323
2. 125
3. 60
4. 400 + 60 + 1
5. 4
6. Output: 15, 20, 25; Rule: Multiply the input by 5 to get the output.
7. 30
8. $m \div 34$ or $\frac{m}{34}$
9. 10:47
10. 360°
11. half circle for 1, quarter circle for each 2 and 3
12. 6 miles

Lesson 2: The Mayas

Main Idea

Geography affected early Maya civilization.

Geography Affects Early Mayas

The Maya (MY-ah) civilization developed in Mesoamerica. Early Mayas lived in the lowlands of this region beginning about 1000 BC. Thick forests covered most of the land, so the Mayas had to clear wooded areas for farmland. Like earlier Mesoamericans, the Mayas grew maize and other crops.

Although the thick forests made farming hard, they provided valuable resources. Forest animals such as deer and monkeys were a source of food. In addition, trees and other plants made good building materials. For example, the Mayas used wood poles and vines, along with mud, to build their houses.

Obsidian, valued for its sharp edges and considered sacred by the Mayas, was mined in the mountains and traded throughout the Maya world.

The early Mayas lived in small villages. Eventually, these villages started trading with one another. They traded goods such as cloth and obsidian, a sharp, glasslike volcanic rock that came from different parts of Mesoamerica. As trade helped support larger populations, villages grew. By about AD 200, the Mayas were building large cities in the Americas.

Main Idea

The Maya Classic Age was characterized by great cities, trade, and warfare.

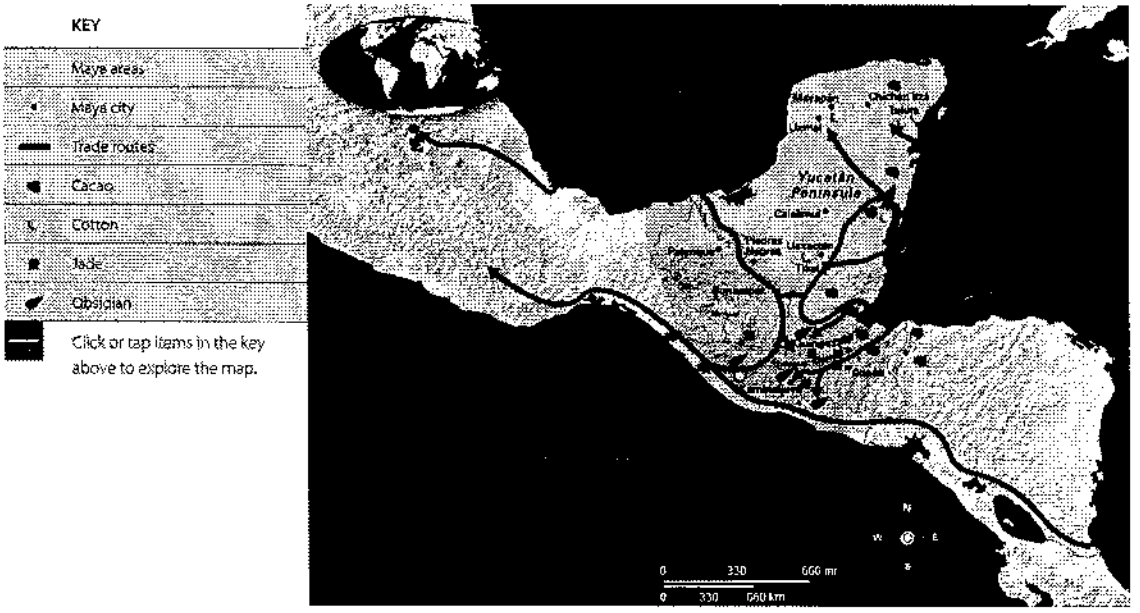
Maya Classic Age

The Maya civilization reached its height between about AD 250 and 900. Historians call this period of Maya history the Classic Age. During the Classic Age, Maya civilization spread to the Yucatán Peninsula and grew to include more than 40 cities of 5,000 to 50,000 people each.

Trade

Maya cities in the highlands traded with those in the lowlands. In this way people all over Maya territory got things that they didn't have nearby.

Different goods were available in different areas of Mesoamerica during the Classic Age. For example, the warm lowlands were good for growing cotton, rubber trees, and cacao (kah-KOW) beans, the source of chocolate. Cacao beans had great value. Chocolate was known as the food of rulers and of the gods. The Mayas even used cacao beans as currency.



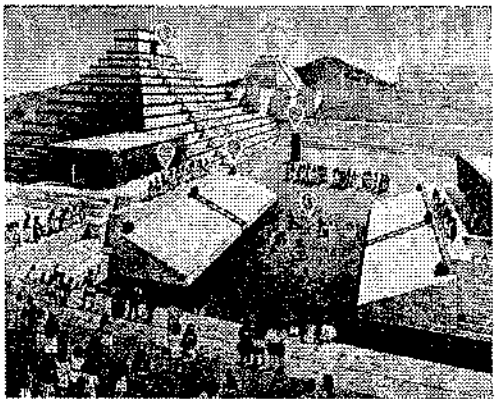
Lowland crops didn't grow well in the cool highlands. Instead, the highlands had valuable stones such as jade and obsidian. Jade is a green stone, and obsidian is a black rock formed by volcanic lava. The Maya used them to make figurines and jewelry. They also sharpened pieces of obsidian to create weapons and tools for cutting. People carried these and other products along Maya trade routes.

Cities

Maya cities had many grand buildings, including large stone pyramids, temples, and palaces. Maya artists decorated temples and palaces with carvings and colorful paintings. Some of these buildings honored local Maya kings. For example, in the city of Palenque (pah-LENG-kay), a temple honored the king Pacal (pah-KAHL). Pacal had the temple built to record his achievements as a ruler. He became king of the Maya city of Palenque when he was just 12 years old. As king, Pacal led many important community events, such as religious dances and public meetings. When he died, he was buried at the bottom of the pyramid-shaped Temple of the Inscriptions.

Palenque
The ancient Maya city of Palenque was a major power on the border between the Maya highlands and lowlands. Its great temples and plazas were typical of the Classic Age of Maya civilization.

In addition to temples and palaces, the Mayas built structures to improve life in their cities. For example, builders paved large plazas for public gatherings, and they built canals to control the flow of water through their cities. Farmers shaped nearby hillsides into flat terraces so they could grow crops on them.



Most Maya cities also had a special ball court. People played or watched a type of ball game in these large stone arenas. Using only their heads, shoulders, or hips, players tried to bounce a heavy, hard rubber ball through a stone ring above their heads. Players weren't allowed to use their hands or feet. The winners were awarded jewels and clothing. The losers were sometimes killed. This ball game was one that the Mayas had picked up from Olmec traditions.

The Maya cities were really city-states. Each had its own government and its own king. No single ruler united the many cities into one empire. Tikal was one of the most powerful Maya cities. More than 60,000 people lived there, and its central plaza featured impressive structures.

Warfare Among Cities

Conflicts between cities often led to fighting. Maya cities usually battled each other to gain power and land. For example, the city of Tikal (tee-KAHL) fought many battles with its rival Calakmul (kah-lahk-MOOL). Both cities wanted to control a smaller city that lay between them. Power shifted back and forth between the two larger cities for years.

Maya warfare was bloody. Warriors fought hand-to-hand using spears, flint knives, and wooden clubs. The Mayas often captured enemy prisoners and killed them in religious ceremonies as a sacrifice to their gods. They burned enemy towns and villages. Warfare probably tore up the land and destroyed crops. Maya warfare was so destructive that some scholars think it may have contributed to the end of the Maya civilization.

Main Idea

A complex class structure shaped roles in Maya society.

Roles in Maya Society

Maya society had a complex class structure that affected people's social, political, and economic roles. As you might expect, life for the upper social classes differed greatly from life for the lower classes.

Upper Class

The upper class of Maya society included different groups of people. The king held the highest position in society. The Mayas believed their rulers were related to the gods. For this reason, rulers were often involved in religious ceremonies. They also led battles. As the richest people in Maya society, rulers had beautiful clothing and jewelry. Kings wore huge feather headdresses and capes of cotton, jaguar skins, and feathers.

A Maya King and His Court

The Maya king and his court were the center of Maya government and religious life. The king's court helped support the belief that the king was god-like. This vase painting shows a Maya king relaxing with some of his servants. Kings enjoyed all the luxuries of Maya life, such as music, fine clothing and food, and even chocolate.

Each of the major city-states, or political units, had its own ruling elite that held all political, religious, and economic power. Members of the upper class controlled trade and served as governors, military commanders, scholars, and administrators. A class of lower-level elite served as military officers, engineers, administrators, and merchants.

Priests were also part of the upper class. Priests were usually born into their role in Maya society. They led religious ceremonies. They were also the most educated people. Priests used their knowledge of astronomy and math to plan the best times for religious ceremonies.

Professional warriors fought battles against other Maya cities. In battle, these warriors wore animal headdresses, jade jewelry, and jaguar-skin capes. They painted their bodies red and black.

Merchants directed trade among the cities. They organized the transportation and distribution of goods. They also supervised the people who carried goods between cities. Together, the members of the upper class controlled the politics, religion, and economy in Maya society.

Lower Classes

Most Mayas belonged to the lower classes as farming families. They worked a noble's land and farmed a small plot of land for themselves. A portion of the crops grown were given as tribute to the ruler, the local lord, and other members of the ruling class. *Tribute* is a payment to a more powerful ruler or country. Crops were not the only form of tribute required. If lower-class Mayas made goods for trade, they had to give some of the goods as tribute. They also had to work to build temples, palaces, and roads.

Mayas in the lower classes lived in small houses outside the cities. Girls learned from their mothers how to cook, make yarn, and weave. Women cared for children and taught them skills and moral values at home. Most children also helped the family by working in the fields or in the home.

Men crafted household tools such as knives. They had to provide food for their family, so they also spent a lot of time hunting and farming. They kept small home gardens and worked together to farm larger fields.

If captured in battle, a lower-class man usually became a slave. Orphans, slaves' children, and people who owed money also became slaves. Slaves had to carry trade goods between cities. They also served upper-class Mayas by working as farmers or household servants.

Maya society had a rigid class structure. In this painting, an attendant brings tribute to two Maya rulers. Like other slaves, attendants held the lowest position in society.

Although the lower class supported the upper class with food and labor, the upper class also helped the lower class. For example, upper-class Mayas led the religious ceremonies that were vital to daily life for all Mayas.

Main Idea

The Mayas worshipped many gods and believed their kings communicated with them.

Religious Traditions

The Mayas worshipped many gods related to different aspects of their daily life. The most important god was the creator. This god would take many different forms. Other gods included a sun god, moon goddess, and maize god. The Mayas believed their kings communicated with the gods.

According to Maya beliefs, the gods could be helpful or harmful, so people tried to please the gods to get their help. The Mayas believed their gods needed blood to prevent disasters or the end of the world. All people offered blood to the gods by piercing their tongue or skin. The Mayas sometimes held special ceremonies to give blood at events such as births, weddings, and funerals.

On special occasions the Mayas believed they needed extra amounts of blood. On these occasions they made human sacrifices to their gods. They usually used prisoners captured in battle for this ritual. A priest would offer human hearts to stone carvings of gods at a temple.

Main Idea

The Maya culture made great achievements in art, science, math, and writing.

Cultural Achievements

The Mayas' many artistic and architectural skills are reflected in their sculpture and in their temples. Maya achievements also included discoveries in science and math, as well as developments in writing.

Art and Architecture

Some of the best-known Maya art is their sculpture and their jade and gold jewelry. They carved stone sculptures of kings or gods for their cities.

Maya cities showed the talent of their architects and builders. The Mayas built cities without using metal tools. They didn't even have wheeled vehicles to carry supplies. Instead, workers used obsidian tools to cut limestone into blocks. Then, to move the giant blocks, workers rolled them over logs and lifted them with ropes. It took many workers to build Maya cities, perhaps the most recognizable Maya achievement.

Science and Math

Maya achievements in science and math were just as important as their achievements in art and architecture. The Mayas built observatories, so their priests could study the stars. Maya astronomers figured out that a year is about 365 days long. They also learned about the cycles of the moon and how to predict eclipses. Partly based on their discoveries in astronomy, the Mayas developed calendars. They had a religious calendar to plan religious events. The Mayas used a different calendar for agriculture. It had symbols for different months tied to farming activities such as planting or harvesting. These activities matched changes in the seasons. The Maya calendar was more accurate than the calendar used in Europe at that time.

To go along with their calendars, the Mayas created a number system that included some new concepts in math. For example, the Mayas were among the first people with a symbol for zero. The Mayas used their number system to record important dates in their history.

Writing and Oral Traditions

The Mayas also developed a writing system. It was similar to Egyptian hieroglyphics. Symbols represented both objects and sounds. The Mayas created records, especially about the achievements of their kings, by carving symbols into large stone tablets. They also wrote in bark-paper books.

Stories and poetry were passed down orally from one generation to the next. After the Spanish arrived, Maya legends and history were written in a book called the *Popol Vuh* (poh-pohl VOO). This book provides valuable information about the Mayas.

From the Popol Vuh

In the language of the Mayas, Popol Vuh means "Council Book." This work contains both the myths and the history of a group of Mayas. It was first used by Maya kings and lords to help them govern their people. Today, the Popol Vuh helps modern readers understand how the Mayas lived and what they believed. One part tells us a story about how the gods tried to create people several times before they eventually succeeded. The selection below describes one of the gods' attempts.

"For this reason another attempt had to be made to create and make men by the Creator, the Maker, and the Forefathers.

'Let us try again! Already dawn draws near: Let us make him who shall nourish and sustain us! What shall we do to be invoked, in order to be remembered on earth? We have already tried with our first creations, our first creatures; but we could not make them praise and venerate us. So, then, let us try to make obedient, respectful beings who will nourish and sustain us.' Thus they spoke.

Then was the creation and the formation. Of earth, of mud, they made [man's] flesh. But they saw that it was not good. It melted away, it was soft, did not move, had no strength, it fell down, it was limp, it could not move its head, its face fell to one side, its sight was blurred, it could not look behind. At first it spoke, but had no mind. Quickly it soaked in the water and could not stand."

—from The Book of the People: Popol Vuh translated by Delia Goetz and Sylvanus Griswold Morley

Most Maya books were destroyed by Spanish priests. Only four books are known to have survived. These books were about Maya religion and astronomy.

Main Idea

Maya civilization declined, and historians have several theories for why.

Maya Civilization Declines

Maya civilization began to collapse in the 900s. People stopped building temples and other structures. They left the cities and moved back to the countryside. Historians aren't sure why, but they do have some theories.

One theory says that increased warfare brought about the end of the Maya Classic Age. A related theory is that, as cities grew, perhaps the Mayas could not grow enough food to feed everyone. Growing the same crops year after year might have left the soil too weak for farming. As a result, competition between cities for land may have increased. This competition could have led to even more warfare than before. Increased warfare would have destroyed more crops and made farming more difficult.

Another possible cause of the decline of Maya civilization is the demands Maya kings made on their people. Kings forced people to build huge temples or farm for them. Maybe people didn't want to work for the kings. They might have rebelled or left the cities because of these demands.

Some historians also think climate might have played a role in the collapse of Maya civilization. Scientists have learned that the region suffered from droughts for about 150 years. These droughts took place about the time the Mayas moved away from their cities. A drier climate and droughts would have made it hard to grow enough food to feed everyone in the cities. Most researchers agree that there was probably no single event that caused the end of the Classic Age. More likely, a mix of several factors led to the decline of the Maya civilization.

Name _____ Class _____ Date _____

The Early Americas

Lesson 2

MAIN IDEAS

1. Geography affected early Maya civilization.
2. The Maya Classic Age was characterized by great cities, trade, and warfare.
3. A complex class structure shaped roles in Maya society.
4. The Mayas worshipped many gods and believed their kings communicated with them.
5. The Maya culture made great achievements in art, science, math, and writing.
6. Maya civilization declined, and historians have several theories about why.

Key Terms and People

obsidian a sharp, glasslike volcanic rock found in Mesoamerica

Pacal Maya king who dedicated a temple to record his achievements as ruler

observatories buildings designed to study astronomy and view the stars

Popol Vuh a book containing legends and some history of the Maya civilization

Lesson Summary

GEOGRAPHY AFFECTS EARLY MAYAS

The Maya (MY-uh) civilization developed in the lowlands of Mesoamerica around 1000 BC. Forests were a source of many resources for the Mayas. They lived in villages and traded such items as woven cloth and **obsidian**. By AD 200, the Mayas were building the first large cities in the Americas.

What were the Mayas doing by AD 200?

_____

_____

_____

MAYA CLASSIC AGE

Maya civilization reached its height between AD 250 and 900, a period called the Classic Age. Large stone pyramids, temples, and palaces were built to honor local kings like **Pacal** (puh-KAHL). The Mayas also built canals to bring water to the cities. Hillsides were shaped into flat terraces so crops could be grown on them. The Mayas did not have a central government. Cities often fought each other over territory and resources. This warfare was violent and destructive.

Underline two sentences that tell how the Mayas were affected by having no central government.

ROLES IN MAYA SOCIETY

Kings held the highest position in Maya social structure. Priests, warriors, and merchants made up the upper class. The Mayas believed that their rulers were related to the gods. Most Mayas belonged to lower-class farming families. Slaves held the lowest position in Maya society.

Who made up the upper class in Maya society?

_____

_____

RELIGIOUS TRADITIONS

The Mayas believed that their kings spoke with the gods. Each god represented a different area of life. The Mayas believed the gods could either help them or hurt them, and the gods needed blood. Special rituals of blood giving were held at births, weddings, and funerals. The Mayas made human sacrifices to the gods as well.

What did the Mayas believe their gods needed?

_____

CULTURAL ACHIEVEMENTS

The Mayas built **observatories** for their priests to study the stars. They learned that the year had about 365 days. They developed a number system and a calendar to record important events. Maya legends and history were written in a book called the ***Popol Vuh*** (poh-pohl VOO).

MAYA CIVILIZATION DECLINES

Maya civilization began to collapse in the 900s. Historians are not sure why. Some believe that fewer crops grew because of weakened soil and drought. Others think that the Maya people got tired of working for the kings and rebelled.

What are two reasons why historians think Maya civilization might have collapsed?

_____

_____

_____

_____

CHALLENGE ACTIVITY

Critical Thinking: Evaluate Which of the Mayas' achievements do you think has had the greatest influence on history? Write a paragraph to explain your answer.

DIRECTIONS Read each sentence and circle the term in the word pair that best completes each sentence.

1. _____ is a book containing legends and some history of the Maya civilization. **(Pacal/*Popol Vuh*)**
2. Priests studied the stars in buildings called _____. **(obsidian/observatories)**
3. A Maya king named _____ dedicated a temple to record his achievements as ruler. **(Pacal/*Popol Vuh*)**
4. The Mayas traded _____, which are sharp, glasslike volcanic rocks. **(obsidian/observatories)**

Name _____ Class _____ Date _____

The Early Americas

Lesson 2

MAIN IDEAS

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What were the Mayas doing by AD 200?

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What are two reasons why historians think Maya civilization might have collapsed?

Fewer crops grew because of weakened soil and drought. The Mayas rebelled against the kings.

CHALLENGE ACTIVITY

Critical Thinking: Evaluate Which of the Mayas' achievements do you think has had the greatest influence on history? Write a paragraph to explain your answer.

Answers will vary. Paragraphs should demonstrate an evaluation of Maya achievements. Student work must also include an explanation.

DIRECTIONS Read each sentence and circle the term in the word pair that best completes each sentence.

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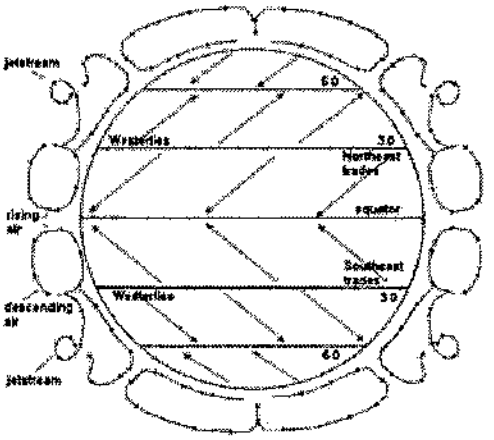
Reading Science

Name: _____ Date: _____

Why Do Different Areas Have Different Climates?



1 Climate is defined as the common weather conditions in one area over a long period of time. Temperature, humidity, rainfall, and wind contribute to climate. Climate around the world can be divided into five general types. The types are tropical, dry, moderate, continental, and polar. Have you ever wondered about the climate where you live? Latitude, terrain, altitude, and closeness to a large body of water all play a role in the climate of a given location. Let's find out more about how latitude, air circulation, and oceans affect climate.

2 Latitude is the distance of a location from the equator. Imaginary horizontal lines are drawn parallel to the equator across the globe. Zero latitude is located at the equator. Each pole is 90 degrees latitude. Latitudes north and south of the equator are given as the angle, followed by the direction. All of the North American continent is north of the equator. For example, Miami, Florida, lies at 25 degrees north. Anchorage, Alaska, lies at 61 degrees north. Latitude affects the amount of sunlight a given area receives. Within 30 degrees of the equator, the Sun shines nearly perpendicular to Earth's surface. These areas receive the maximum amount of energy from the Sun. They get the most heat. On the other hand, the angle of the Sun's rays is much shallower at higher latitudes. These latitudes receive much less energy.

3 The rotational speed of Earth also changes based on latitude. Earth rotates about its axis once each day. At the equator, Earth's circumference is 40,079 km. The day is 24 hours long. Therefore, the rotational speed is 1,670 km/hr. Near the poles, Earth's circumference is much less. The day is still 24 hours long. So the speed decreases to about 290 km/hr. Rotational speed affects air circulation. Air moves from an area of high pressure to an area of low pressure. High pressure comes from cooler air sinking toward the ground. Low pressure comes from warm air rising from the ground. Air moving from high to low pressure is known as wind. The rotation of Earth keeps the wind from blowing in a straight line. The wind is deflected. Its path becomes curved. In the northern hemisphere, wind is deflected to the right. In the southern hemisphere, wind is deflected to the left. Strong winds are deflected more than weak winds. The force responsible for the deflection is called the Coriolis effect. It is a result of Earth's rotation.

Reading Science

4 Each hemisphere has three bands of circulating air masses. Each is generally confined to 30 degrees latitude. This means that one band is between 0 and 30 degrees. The middle band is between 30 and 60 degrees. A third is between 60 and 90 degrees. Climate is stable close to the equator. Temperature varies little between day and night or at different times of year. Warm air rises making low pressure. High in the atmosphere, the air starts to flow toward the poles. As the air mass moves northward in the northern hemisphere, it cools. Some of the air sinks and flows back towards the equator along the earth's surface. In summary, air rises at the equator, flowing toward the poles. Then air sinks at higher latitude, flowing back to the equator.

5 Rising air at the equator makes clouds and rain. Tropical rain forests thrive near the equator. The descending air near 30 degrees latitude makes persistent high-pressure systems that circle Earth called the subtropical ridge. Few clouds and little rain result in deserts. Many major deserts lie along this latitude. In the mid latitudes, another mass of air circulates. The wind blows between 30 and 60 degrees latitude. These westerly winds are strongest in winter and weakest in summer. The climate in the mid-latitudes tends to be temperate. Temperature and precipitation vary with the seasons. Above 60 degrees latitude are the polar regions where cold air sinks. This makes high pressure. Strong winds are common near the poles. They blow south at the north pole and north at the south pole. There is little precipitation at the poles.

6 At each latitude, landforms also affect climate. Usually, temperature decreases with altitude. At higher altitude, air pressure is lower, leading to lower temperatures. Precipitation depends on both the altitude and the direction of wind. As air rises, it gets colder. Moisture trapped in the air falls as rain. Seattle, Washington is an example of how this affects climate. Wind blowing from west to east near Seattle picks up moisture from the Pacific Ocean. The wind blows over Seattle. After they blow over Seattle, the winds hit mountains. Higher elevations on the western side of the mountains in Washington still get lots of rain. The air rises over the top of the mountains, leaving moisture behind. Areas on the east of the mountains receive little rain. The wind cannot pick up moisture as it travels. So land further inland tends to get less precipitation.

7 Earth's oceans cover over 70% of Earth's surface. They contain 97% of all of the water on Earth. Water has some unique properties. It is a critical part of Earth's weather patterns. Water can store and release huge amounts of energy. Earth gets energy from the Sun in the form of solar radiation; however, the energy from the Sun does not hit Earth equally. Temperature differences in the atmosphere create wind. Wind moves around everywhere. Winds also drive ocean circulation. Ocean currents transport energy from the tropics to the poles. Ocean currents also transport heat energy around the world. Ocean currents can move warm water into an area. Warm water means more evaporation. Moisture and energy will move into the atmosphere. In this way, ocean currents increase the temperature and humidity in the area. If cold water is moved into an area by ocean currents, it can lower surface air temperatures. Cold water means less evaporation. This leads to colder and drier conditions in the areas nearby.

8 The circulation of ocean currents plays a major role in the climates of certain areas of the globe. All ocean currents affect ocean temperatures in different regions. The heat energy in the water is transferred to the air. All ocean currents have a set route. They will affect the climates of islands and coastal areas. General weather patterns can be predicted.

Reading Science

1. Which statement correctly describes the relationship between air temperature and air pressure?

   A. Warm air rises, creating an area of low pressure.

   B. Cool air sinks, creating an area of low pressure.

   C. Warm air sinks, creating an area of low pressure.

   D. Cool air rises, creating an area of low pressure.

---

2. At which latitude would tropical rain forests be most likely?

   A. 10 degrees North

   B. 30 degrees South

   C. 60 degrees North

   D. 90 degrees North

---

3. Which of the following variables has the LEAST influence on climate?

   A. Latitude

   B. Longitude

   C. Altitude

   D. Terrain

Reading Science

4. Which of the following is mainly responsible for weather on Earth?

   A. Wind, precipitation, and clouds

   B. The water found in the oceans

   C. The uneven heating of Earth's surface

   D. None of the above

---

5. In paragraph 7, what is the best definition of **solar radiation?**

   A. Storing of energy in Earth's oceans

   B. Energy from the Sun that reaches Earth

   C. Moisture and heat energy in the atmosphere

   D. Increased evaporation due to warm water

---

6. Which of the following statements is true regarding most ocean currents?

   A. Warm water is more dense than cold water.

   B. Ocean currents have a great effect on air temperature.

   C. Ocean currents have little to do with regional climates.

   D. The amount of salt in the ocean has no effect on ocean currents.

Answer Key

Why do Different Areas Have Different Climates?

1. Warm air rises, creating an area of low pressure.
2. 10 degrees North
3. Longitude
4. The uneven heating of Earth's surface
5. Ocean currents have a great effect on air temperature.