



Whiteriver Unified School District

Sixth Grade Packet

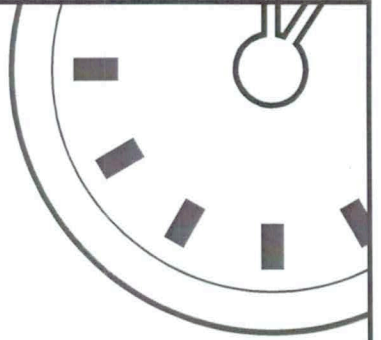
Week 4: April 13 – 17, 2020

Student Name:

NAME: _____

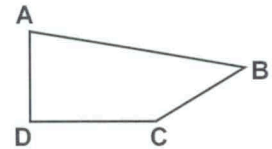


MINUTE 6



1. To build a school, it might take two _____.
a. days b. weeks c. years

2. Which letter on the shape is beside an obtuse angle? _____



3. Which of the following is (are) equal to $\frac{1}{2}$?

- a. $\frac{5}{10}$ b. $\frac{7}{14}$ c. $\frac{10}{25}$ d. $\frac{12}{30}$

4. Write as a decimal: twenty-three hundredths = _____.

5. The library, post office, and gas station are all on Elm Street. The library is three miles west of the post office. The gas station is six miles east of the post office. How far apart are the library and gas station? _____

6. Complete the pattern. A12, B16, C20, _____, _____.

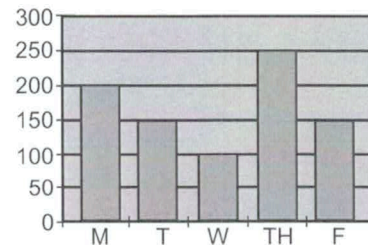
7. What is the area of a rectangle with a length of 9 feet and a width of 7 feet? _____

For Problems 8–9, use the bar graph to the right.

8. On what day of the week did Ron bowl the best? _____

9. On which two days of the week did Ron have the same score?

Ron's Bowling Scores

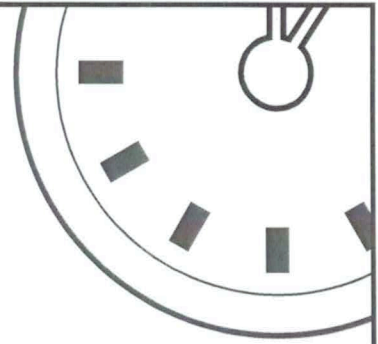


10. $11 + 43 =$
 $26 + 19 =$
 $18 + 17 =$

NAME: _____



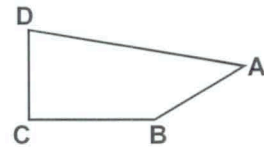
MINUTE 7



1. Which of these shapes does not belong?



2. Which letter on the shape is beside an acute angle? _____



3. Which of the following is (are) equal to $\frac{1}{4}$?

a. $\frac{5}{20}$

b. $\frac{7}{21}$

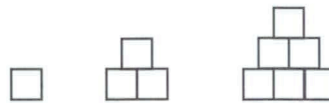
c. $\frac{10}{40}$

d. $\frac{12}{50}$

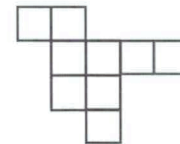
4. Write as a decimal: Forty-three thousandths = _____

5. If $a = 10$ and $b = 6$, then $a + b = 16$. Circle: True or False.

6. Draw the next shape in the sequence.



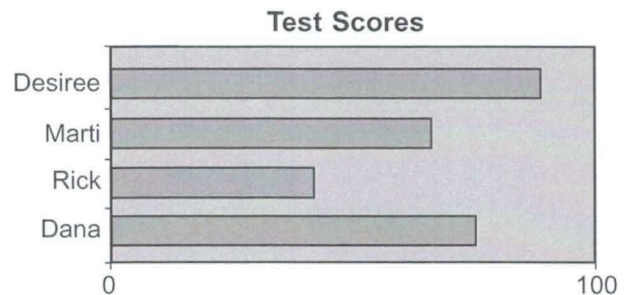
7. What is the perimeter of the shape to the right? _____



For Problems 8–9, use the chart to the right.

8. Which student had the best grade?

9. Desiree's score was about twice as high as the score for _____.

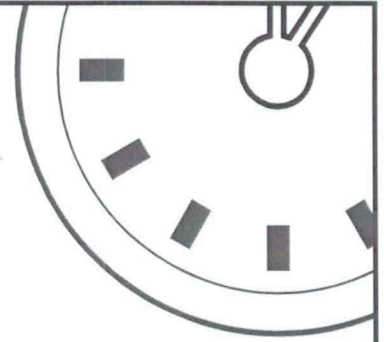


10. $3 \overline{)636} =$

$3 \overline{)129} =$

$3 \overline{)501} =$

NAME: _____

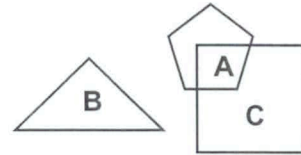


MINUTE 8

1. Justine's bill at a restaurant is \$14.58. She pays with a twenty dollar bill. How much change should she get back? _____

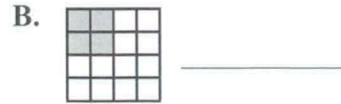
For Problems 2–3, use the diagram to the right.

2. Which letter is inside the square and pentagon?



3. Which letter is outside the pentagon but inside the triangle? _____

4. Write the fraction for the shaded part in each figure below.



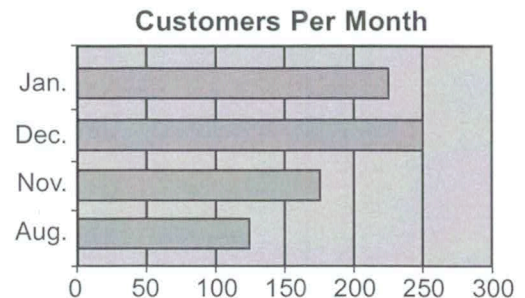
5. If 7 out of 11 balloons are red, what fraction of balloons are NOT red? _____

6. Complete the pattern. 1, 2, 4, 7, 11, _____.

For Problems 7–8, use the bar graph to the right.

7. During which month(s) did more than 200 customers visit the store?

8. In August, half as many customers visited the store as in _____.



9.
$$\begin{array}{r} 3.6 \\ -0.7 \\ \hline \end{array}$$

$$\begin{array}{r} 4.9 \\ -0.6 \\ \hline \end{array}$$

$$\begin{array}{r} 12.75 \\ -0.35 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 22 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 46 \\ \times 6 \\ \hline \end{array}$$

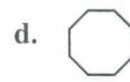
NAME: _____



MINUTE 9

1. Round each number to the nearest ten.
24 = 311 = 107 =

2. Which of the following shapes has a right angle?



3. Which of the following groups of numbers is in order from least to greatest?

- a. 323, 411, 421, 506 b. 108, 106, 217, 304
c. 98, 94, 36, 29 d. 200, 199, 198, 405

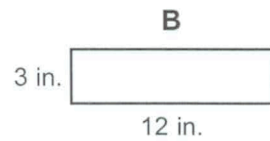
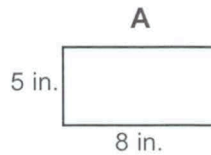
4. Which of the following is NOT equal to 45?

- a. $3 \times 10 \times 2$ b. $3 \times 3 \times 5$
c. $10 + 10 + 10 + 10 + 5$ d. $50 - 5$

5. $12 \times \square = 48$

6. Complete the pattern. $\frac{1}{2}, \frac{2}{3}, \frac{3}{4}, \underline{\hspace{1cm}}$

7. Which shape has a greater area? _____



For Problems 8–9, use the chart to the right.

8. Which car weighs the most? _____

9. How much more does the red car weigh than the green car? _____

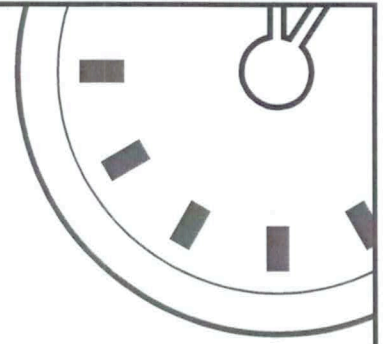
Weights of cars	
Color	Weight in pounds
Blue	2,786
Red	3,196
Green	2,500





10. 1.2 1.4 2.6
 $\times 0.6$ $\times 0.7$ $\times 0.8$

NAME: _____



MINUTE 10

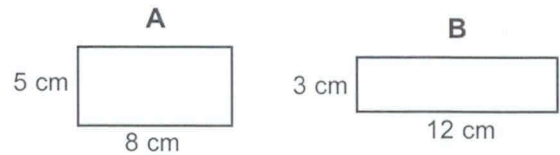


- Which of the following numbers is NOT equal to 36?
 a. 4×9 b. $18 + 18$ c. $40 - 6$ d. $10 + 10 + 10 + 6$
- Which one of these shapes has four vertices (corners)?
 a.  b.  c.  d. 
- Which of the following groups of numbers is in order from greatest to least?
 a. 323, 411, 421, 506 b. 108, 106, 217, 304
 c. 98, 94, 36, 29 d. 200, 199, 198, 405

- Complete the chart.

Add 0.4	
Start	End
2.2	2.6
3.1	
4.7	

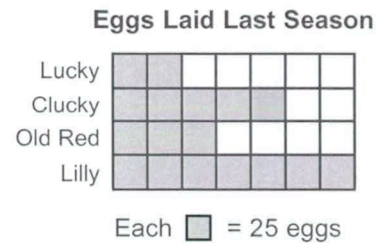
- $28 \div \square = 7$
- Complete the pattern: $\frac{1}{3}, \frac{2}{5}, \frac{3}{7}, \underline{\hspace{1cm}}$.
- Which shape has the greater perimeter?



For Problems 8–9, use the bar graph to the right.

- How many eggs did Lucky lay last season?

- How many more eggs did Clucky lay than Lucky? _____
- | | | |
|---------|---------|----------|
| 3.3 | 4.5 | 7.2 |
| $+ 2.4$ | $+ 5.6$ | $+ 10.3$ |



Name: _____

Date: _____

What does the Hertzsprung Russell diagram show?

The Hertzsprung-Russell Diagram is a graphical tool that classifies stars according to their luminosity, spectral type, color, temperature and evolutionary stage.

What is the birth of a star called?

All stars are born from collapsing clouds of gas and dust, often called nebulae or molecular clouds becoming what is known as a main-sequence star. Nuclear fusion powers a star for most of its life.

Temperature/Color of Star

The temperature of a star refers to its surface and that is what determines its color. The lowest temperature stars are red while the hottest stars are blue.

Why can't the sun become a black hole?

Only stars with very large masses can become black holes. Our Sun, for example, is not massive enough to become a black hole. Four billion years from now when the Sun runs out of the available nuclear fuel in its core, our Sun will die a quiet death. Stars of this type end their history as white dwarf stars.

Dog Stars

Sirius B. At 8.6 light-years away, Sirius B is the nearest known white dwarf star to Earth.

Which is the brightest star?

The brightest star in the sky is Sirius, also known as the "Dog Star" or, Alpha Canis Majoris, for its position in the constellation Canis Major.

What is a pulsar star?

A pulsar (from pulse) is a highly magnetized rotating neutron star or white dwarf that emits a beam of electromagnetic radiation. Neutron stars are very dense, and have short, regular rotational periods.

The North Star

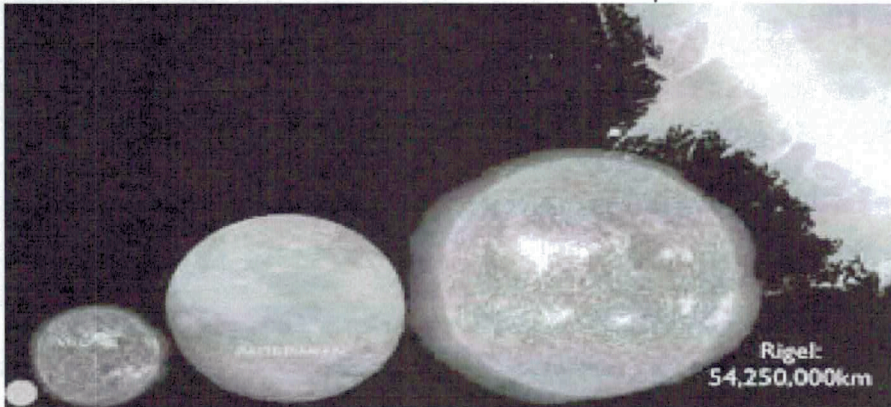
Polaris commonly the North Star or Pole Star, is the brightest star in the constellation of Ursa Minor. It is very close to the north celestial pole, making it the current northern pole star.

What is the biggest star ever?

UY Scuti

Is a red supergiant in the constellation scutum? It is one of the largest know starts by radius and is also a pulsating variable star, with maximum brightness of magnitude 8.29 and a minimum of magnitude 10.56.

Star sizesWhere would Scuti be in this picture?

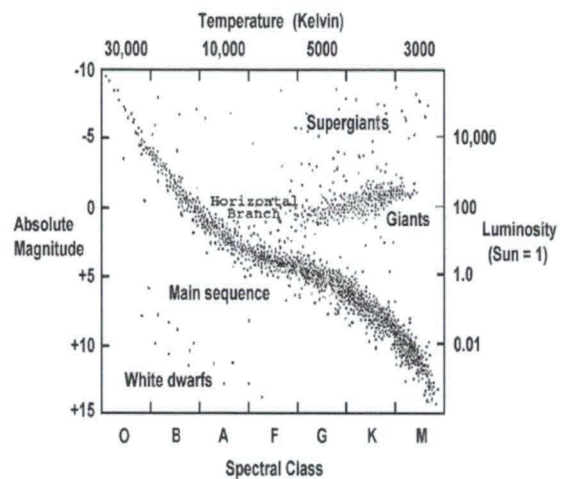
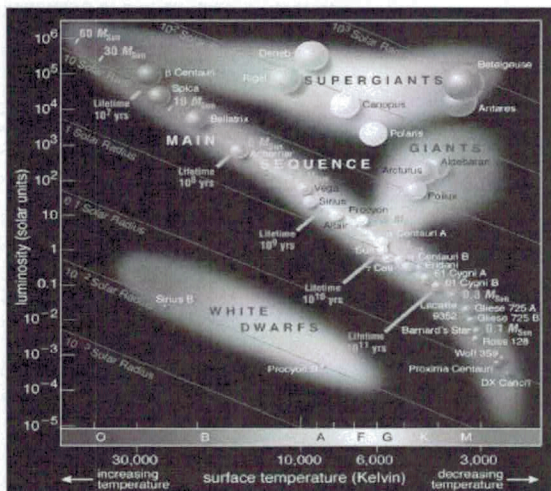


What is a red Hypergiant?

A hypergiant is a star with an enormous mass and luminosity, It shows signs of a very high rate of mass loss. UY Scuti is probably larger still.

Hertz-sprung-Russell diagram

A two-dimensional graph, in which the absolute magnitudes of stars are plotted against their spectral types.



1. Hot stars are
 - a) Red
 - b) Blue
 - c) White
 - d) Orange
 - e) Yellow

2. Cool stars are
 - a) Red
 - b) Blue
 - c) White
 - d) Orange
 - e) Yellow

3. Medium Temperature stars are
 - a) Blue
 - b) White
 - c) Orange
 - d) Yellow
 - e) Red

4. Order of the star colors from hot to cool are
 - a) Blue, white, yellow, orange, red
 - b) Red, orange, yellow, white, blue
 - c) White, orange, blue, red, yellow
 - d) None of the above

5. Order of the star colors from cool to hot
 - a) Blue, white, yellow, orange, red
 - b) Red, orange, yellow, white, blue
 - c) White, orange, blue, red, yellow
 - d) None of the above

6. Large stars are
 - a) Dim
 - b) Medium
 - c) Bright
 - d) Very Bright

7. Small stars are
 - a) Dim
 - b) Medium
 - c) Bright
 - d) Very Bright
8. The sun is considered a _____ star
 - a) Small
 - b) Medium
 - c) Large
 - d) It is not a star
9. The Sun is considered _____ star
 - a) Hot
 - b) Medium temperature
 - c) Cold
 - d) The sun is not a star
10. A hypergiant star is
 - a) Small and can't be seen
 - b) Has enormous mass and luminosity
 - c) Is a sun
 - d) Is larger than UY Scuti

Name: _____

Date: _____

Constellations

Groups of stars seen together are called constellations. This doesn't mean the stars are actually together. It's just that from our viewpoint here on Earth, they look like they are together. People long ago looked up in the sky and saw these groups of stars. They decided the stars looked like a picture, and then they made up stories about those pictures.

Some historians believe that many of the myths about the constellations were invented to help farmers remember them. When they saw certain constellations, they would know it was time to begin the planting. Farmers have always known that for most crops, you plant in the spring and harvest in the fall. But in some places in the world, there is not much difference in the seasons. Since different constellations are visible at different times of the year, farmers used them to tell what month it was. For example, Scorpius is only visible in the northern hemisphere's evening sky in the summer. Where the constellations are seen in the sky depends on the observer's location and the time of the year.

This storytelling about the constellations was a part of many cultures. Thousands of years ago, people in the Middle East began stories about the pictures they saw in the nighttime sky. The ancient Greeks turned them into legends and recorded them in stories and verse. During Roman times they were given Latin names. Native American cultures had stories of their own. Today there are 88 recognized constellations.

The Big Dipper is part of the constellation Ursa Major. Although the Big Dipper is not a constellation, it is important. The Big Dipper helped people find the North Star. The two stars that make the front of the dipper are called the Pointers. If you follow a straight line out from the Pointers, you will come to the North Star. The Big Dipper changes position in the sky, but the North Star is always in the same place. Sailors used the North Star to navigate their ships across the big, unmapped ocean. During the Civil War, runaway slaves used it to guide them north toward freedom. You can read more about this in the picture book [Follow the Drinking Gourd](#) by Jeanette Winter.



1. What are constellations?

- A. groups of stars seen together
- B. imaginary pictures made of groups of stars
- C. 88 different groups of stars
- D. all of the above

_____ 2. Some historians believe that:

- A. The stories were true.
- B. The stories were made up to help farmers remember them.
- C. The stories were made up because the constellations foretold the future.

_____3. What two things determine where the constellations are seen in the sky?

- A. the observer's location and the time of the year
- B. what will happen in the future and what happened in the past
- C. the luck of the observer

_____4. The constellation stories were made up by the ancient Greeks.

- A. false
- B. true

5. How many constellations are recognized today?

_____ 6. It is useful to know about the Big Dipper because:

- A. It can help you find the direction of north.
- B. It can remind you of a story.
- C. It can help you know when to plant crops.

_____7. The two stars called the Pointers in the Big Dipper are:

- A. in the handle of the dipper
- B. the front of the dipper
- C. pointing to the North Star
- D. both B and C

_____8. Most cultures made up stories about the constellations.

- A. false
- B. true

Name: _____

Date: _____

Sally's Restaurant

Reg. Burger \$5.25 Fries \$2.25 Mac n Cheese \$6.75 Water \$1.25 Juice \$1.35

1. John and Billy went to Sally's Restaurant for lunch. John ordered: Reg. Burger, Mac n Cheese and Water. Billy ordered: Reg. Burger, Fries and Juice. John is paying the bill; Billy is going to leave a 20% tip. How much was the tip Billy left? Show your work:

2. If $s = 100$, is it a solution to the equation below?

Explain your answer

$$\frac{s}{2} = 105$$

3. If $u = 7$, does it make the equation correct?

Explain your answer

$$34 = u + 9$$

4. Is $r = 1$ a solution to this equation?

Explain your answer

$$7 = 2r$$

5. Is $y = 66$ a solution to this equation?

Explain your answer

$$\frac{y}{22} = 3$$

Name: _____

Date: _____

1. Is $r = 26$ a solution to this equation?

Explain your answer

$$\frac{r}{26} = 2$$

2. What value of z is a solution to this equation?

Explain your answer

$$8z = 48$$

3. What value of t is a solution to this equation?

Explain your answer

$$7t = 28$$

4. What value of q is a solution to this equation?

Explain your answer

$$4q = 32$$

5. Your brother traveled 117 miles in 2.25 hours to come home from school break. What's the average speed that he was traveling? Show your work. (hint: $r \cdot t = d$)

6. You have 15 yards of ribbon for your gift boxes. Each box gets the same amount of ribbon. How much ribbon will each of your 20 gift boxes get? Show your work.

Name: _____

Date: _____

1. I'm thinking of two numbers, 12 and another number. Together they have a greatest common factor (GCF) of 6 and their least common multiple (LCM) is 36. What's the other number I'm thinking of?

Hint: the factors of 12 are: 1, 2, 3, 4, 6

GCF = 6

Hint: the multiples of 12 are 12, 24, 36.

LCM = 36

2. Jasmine has 50 marbles in a bag. 20% of the marbles are blue. How many marbles are blue?

Hint: $20\% = 20/100 = .20$; times the number of marbles Jasmine has.

3. Here is a list of some prime numbers up to 101 complete the list:

2, 3, 5, 7, _____ 13, 17, 19, 23, _____ 31, 37, 41, 43, 47, _____ 59, 61,
67 _____ 73, 79, 83, _____ 97, 101

4. Here is a list of some composite numbers up to 50 complete the list:

4, 6, 8, 9, 10, 12, 14, _____, 16, 18, 20, 21, 22, 24, 25, _____, 27, 28,
30, 32, _____, 34, 35, 36, _____, _____, 40, 42, 44, 45, _____, 48,
_____, 50

Name: _____

Date: _____

Solve Each Equation.

1. $31.5 = a - 34.4$

2. $y + 42 = 57$

3. $x + 76.31 = 164.89$

4. $23 + w = 119$

5. $x - 32 = 49$

6. $h + 19.98 = 30.14$

7. $44.58 + y = 114.05$

8. $45 + y = 98$

9. $52 = 2x + 6x - 4$

10. $21 = 5x + 3x + 5$

Name: _____

Date: _____

Solve Each Equation:

1. $7x + 3 + 4x = 25$

2. $5 + 3x + x = 19$

3. $6 + 6x + x = 13$

4. $x + 8 + 6x = 50$

5. $4 + x + 3x = 8$

6. The cost of 4 lollipops and 2 sticks of gum is one dollar. The cost of 2 lollipops and 3 sticks of gum is \$0.70. How much does each stick of gum and lollipop cost? Lollipop = _____ Stick of gum = _____

7. Cameron's uncle is 3 times old as he is. 4 years ago, he was 4 times older. How old is Cameron?

8. Jimmy takes 5 hours to clean a bus. It takes Mae 3 hours to clean the same bus. If they work together to clean a bus, how long will it take?

9. The sum of three times a number and 11 is 68. Find the number.

Bridging the Generational Divide Between a Football Father and a Soccer Son

John McCormick

BLOG POST



Dan Dalton/Calaimage/Getty Images

- 1 Nowhere is the generation gap between my 16-year-old son Will and me wider than when it comes to football. Football, for me, is that most American of sports. Helmeted warriors collide with one another across the line of scrimmage.¹ Football for Will is the global version, the “beautiful sport.” It consists of touch passes and bending corner kicks. We usually call it soccer on this side of the Atlantic.
- 2 Will plays on his high school’s JV soccer team. Last weekend, he invited a few of his teammates for a sleepover at our home after their Friday night game. The next morning, Will and his teammates gathered around the television to watch an English Premiere League soccer game. They compared players on their fantasy league soccer teams. They rattled off the names of players I’d never heard of, such as Mesut Özil, Yaya Touré, and Mathieu Flamini.
- 3 I was impressed with their knowledge of EPL players. However, I wondered how many professional football players they could identify. I asked them to name as many players they could from the National Football League.
- 4 The first five were easy for the boys. They listed RGIII, Peyton Manning, Drew Brees, Joe Flacco, and Richard Sherman.
- 5 An awkward pause ensued before another boy finally piped up with “Ray Rice.” I groaned.
- 6 My son and his friends struggled to name more players. I asked them, “Why do you know so much about soccer but so little about football?”
- 7 My son quickly took up the challenge. “Soccer is way more fun to watch and play than football,” he said. “There are so many commercial timeouts during football games on TV. You can die of old age waiting for play to resume.”
- 8 I had to give him that one. While I had lost one battle, I wasn’t about to concede the war. I told him that football had more offense. Watching scoreless soccer games for ninety minutes, I argued, was as dry as watching C-Span² with the volume off.

1. **line of scrimmage** imaginary line used at the beginning of play to separate two football teams.

2. **C-Span** television network that broadcasts political events and other public affairs programming.

The following text is adapted and paraphrased from John McCormick’s narrative. This text is an alternate version of the original text, which appears in your student edition.

NOTES



- 9 Back and forth the arguments flew like headers³ on a soccer pitch.
- 10 *Will:* Soccer is followed by millions more fans than football. It's the most popular sport in the world.
- 11 *Dad:* The 2014 Super Bowl is still the most watched in U.S. TV history.
- 12 *Will:* Soccer is a more fluid⁴ game. It requires skill, endurance, and grace.
- 13 *Dad:* Football has all that, too, but the players don't act like they've been horribly wounded every time an opposing player brushes against them!
- 14 *Will:* Soccer enthusiasts are the most passionate fans in the world. They sing songs and stand on their feet for entire matches.
- 15 *Dad:* Ever been to a Seahawks game in Seattle or a Broncos game in Denver?
- 16 My son got in the last word. "Soccer is a sport whose time has come. It's the sport of my generation."
- 17 I suddenly remembered a conversation I had with my own father when I was my son's age. My father was the starting catcher on his college baseball team. He believed baseball would always be America's national pastime. I argued just as passionately that football was now America's national game. I even recall telling my dad that football was a sport whose time had come.
- 18 Every generation has its own character. Every generation likes and dislikes different things. Baseball was tops in my dad's day, and football is in mine. Today, many youth are embracing soccer as the new "in" sport. Maybe it's time for me to take a new perspective on "the beautiful game."
- 19 My son and I came up with a compromise. I watch an EPL game with my son on Saturday mornings. He watches an NFL game with me on Sunday afternoons. Not only do we have the chance to spend more time together, but we teach each other the finer points of *fútbol* vs. football. Along the way we even discovered that football is derived from soccer. Rugby provides the missing link between them. Who knew that both sports were in the same family? Just like in ours.

3. **headers** *n.p.* shots or passes in soccer made by hitting the ball with the head.
 4. **fluid** *adj.* showing a smooth, easy style.

"Bridging the Generational Divide between a Football Father and a Soccer Son" by John McCormick, originally appeared in *Huffington Post*, September 30, 2014. Used with permission of the author. John McCormick has been a contributing blogger to the *Huffington Post* since 2012, writing a month column for the Post's Parents page. He is also the author of "*Dad, Tell Me a Story*," *How to Revive the Tradition of Storytelling with Your Children* (Nicasio Press 2013). The book contains 25 stories he created with his own two sons, and provides guidance to parents on how to create a storytelling tradition in their own families.

Name:

Date:

Monday

COMPREHENSION CHECK

Bridging the Generational Divide Between a Football Father and a Soccer Son

John McCormick

DIRECTIONS: Complete the following items after you finish your first read.

1. According to the blog post, what is the most popular sport in the world?

2. When does the author discover that his son and his friends know very little about American football?

3. What is the compromise the author and his son make at the end of the blog post?

4. According to the blog post, what sport provides “the missing link” between soccer and American football?

5. Write a brief summary of “Bridging the Generational Divide Between a Football Father and a Soccer Son.”

Tuesday

TEXT QUESTIONS

DIRECTIONS: Respond to these questions. Use textual evidence to support your responses.

1. **Define** Based on your understanding of the blog post, what do you think the term “generational divide” means?

2. A *fact* is something that can be proved. An *opinion* is a person’s judgment or belief. (a) **Distinguish** Identify one fact and one opinion the author uses to support his claim that football is the best sport. Then, find one fact and one opinion that the author’s son uses to support the idea that soccer is the best sport. (b) **Analyze** How do these facts and opinions contribute to the development of the author’s ideas in the blog post?

3. (a) **Analyze** How does remembering a conversation he had with his father change the author’s perspective? (b) **Connect** How does the author’s change in perspective reveal a central idea of the blog post?

4. **Compare and Contrast** Think of another selection you have read in which a parent and a child disagree about something. How is this selection similar to and different from “Bridging the Generational Divide Between a Football Father and a Soccer Son”?

5. **Essential Question:** *What can one generation learn from another?* What has this blog post taught you about the ways in which people of different generations can learn from each other?

Water Names

Lan Samantha Chang

SHORT STORY



Dean Conger/Corbis

On early evenings in summer, a group of young sisters gathers on their back porch to listen to the stories of their grandmother, Waipuo. They argue over where they will sit. They bite one another and pull one other's hair as sisters sometimes do. But when Waipuo arrives, they are ashamed of their arguing, and they settle down and sit quietly.

On some nights she sat with us in silence. But on some nights she told us stories, "just to keep up your Chinese," she said.

The chirping of crickets reminds Waipuo of the sound of the Yangtze River in China. She tells her granddaughters that they come from people who lived near that river, which is 4,000 miles long. It begins high in the mountains in an area so remote that few people have ever seen it. But the river widens as it gets closer to the ocean. The wider area is known as the mouth of the river. That is where the ancestors of Waipuo and her granddaughters lived for a more than a thousand years. Waipuo speaks of these ancestors.

"Through your mother and I you are descended from a line of great men and women. We have survived countless floods and seasons of ill-fortune because we have the spirit of the river in us. Unlike mountains we cannot be powdered down or broken apart. Instead, we run together like raindrops. Our strength and spirit wear down mountains into sand. But even our people must respect the water."

Waipuo tells them a story that her own grandmother told her long ago. In the story, there was a family ancestor named Wen Zhiqing. Wen Zhiqing lived by the Yangtze River twelve hundred years ago. In the story, he is a proud man who makes his living by fishing with black birds that he trained to dive into the river after the fish. Wen Zhiqing's favorite daughter loves the river. She spends every spare moment on the boat with her father. She always want to stay long past dark. Her father has spoiled her, and she has no idea how dangerous the water can be. She thinks she knows the river completely.

"One clear spring evening, as she watched the last bird dive off into the blackening waters, she said, 'If only this catch would bring back something more than another fish!'"

"She leaned over the side of the boat and looked at the water. The stars and moon reflected back at her. And it is said that the spirits living underneath the water looked up at her as well. And the spirit of a young man who had drowned in the river many years before saw her lovely face."

This version of the selection alternates original text with summarized passages. Dotted lines appear next to the summarized passages.

NOTES



As Waipuo tells her granddaughters this part of the story, the girls become a little afraid. They remember the old tales they have heard about river ghosts who try to pull the living down under the water.

The diving bird is gone in the water a long time, and Wen Zhiqing gets concerned. But finally the bird comes out of the water with a very big fish in its mouth. When he cleans the fish, Wen Zhiqing finds a priceless pearl ring in its stomach. The youngest granddaughter asks Waipuo about the ring in the story.

“From the man?” said Lily.

“Sshh, she’ll tell you.”

Waipuo ignored us.

Waipuo goes on with her story. Wen Zhiqing’s daughter is thrilled her wish has come true. But the river had cast a spell on her. She starts sitting by the river’s edge at night, gazing down at herself reflected in the water. Sometimes she sees the young man looking back. She tells her father what she saw in the river.

“It’s just the moon,” said Wen Zhiqing, but his daughter shook her head. “There’s a kingdom under the water,” she said. “The prince is asking me to marry him. He sent the ring as an offering to you.” “Nonsense,” said her father, and he forbade her to sit by the water again.”

A year passes. Then in the spring, there is a huge flood. During a heavy rain, Wen Zhiqing’s family notices that his daughter is gone. They search for many days afterward. But they never find her.

Here, Waipuo stops talking. The youngest granddaughter asks what happened to the young girl. Her sister, the story’s narrator, answers:

She was so beautiful that she went to join the kingdom of her beloved.

Right?

“Who knows?” Waipuo said.

Waipuo tells them there might have been a water spirit. Or the young girl might have lost her mind to wishing. But for now, Waipuo’s story has ended, and she goes back inside the house. From the porch, the girls see a light go on her bedroom window. They imagine her combing out her long silver hair. They think how beautiful she must have been as a girl.

Then, the sisters sit together quietly, thinking about Wen Zhiqing’s daughter. Their grandmother left them with many questions. They wonder what she looked like, how old she was, and what her name was.

While we weren’t watching, the stars had emerged. Their brilliant pinpoints mapped the heavens. They glittered over us, over Waipuo in her room, the house, and the small city we lived in, the great waves of grass that ran for miles around us, the ground beneath as dry and hard as bone.

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Name:	Date:
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Wednesday

COMPREHENSION CHECK

Water Names

Lan Samantha Chang

DIRECTIONS: Complete the following items after you finish your first read.

1. What do the narrator and her sisters do at dusk in the summertime?

2. Where did the narrator’s ancestors live?

3. When does the story of Wen Zhiqing’s daughter take place?

4. How did Waipuo learn the story of Wen Zhiqing’s daughter?

5. To confirm your understanding of the text, write a brief summary of “Water Names.”

Thursday

TEXT QUESTIONS

DIRECTIONS: Respond to these questions. Use textual evidence to support your responses.

1. (a) **Make Inferences** What inference can you make about Waipuo’s feelings toward the Yangtze River? (b) **Support** What details in the text support your inference?

2. (a) **Make Inferences** In a work of fiction, the *theme* is a message or insight about life. What is one theme in “Water Names”? (b) **Connect** What key details from the story are combined to reveal that theme?

3. (a) **Analyze** How does Waipuo end the story? What effect does this ending have on the reader? (b) **Draw Conclusions** What conclusion can you draw about the Waipuo’s reasons for telling her granddaughters the story and ending the story in this particular way? In your answer, consider how the narrator and her sisters respond to the story’s ending.

4. (a) **Contrast** How does the last sentence of the story contrast with the description of where the family originally came from? (b) **Interpret** Why do you think the author ends the text with “the great waves of grass that ran for miles around us, the ground beneath us as dry and hard as a bone”?

5. **Essential Question: *What can one generation learn from another?*** Why might the grandmother want to tell Chinese legends to her granddaughters? Do you think these stories matter to the narrator and her sisters? Explain.



Rome: Republic to Empire

Lesson 1 The Founding of Rome

ESSENTIAL QUESTION

How does geography influence the way people live?

GUIDING QUESTIONS

1. What effect did geography have on the rise of Roman civilization?
2. How did Rome become a great power?

Where in the world?

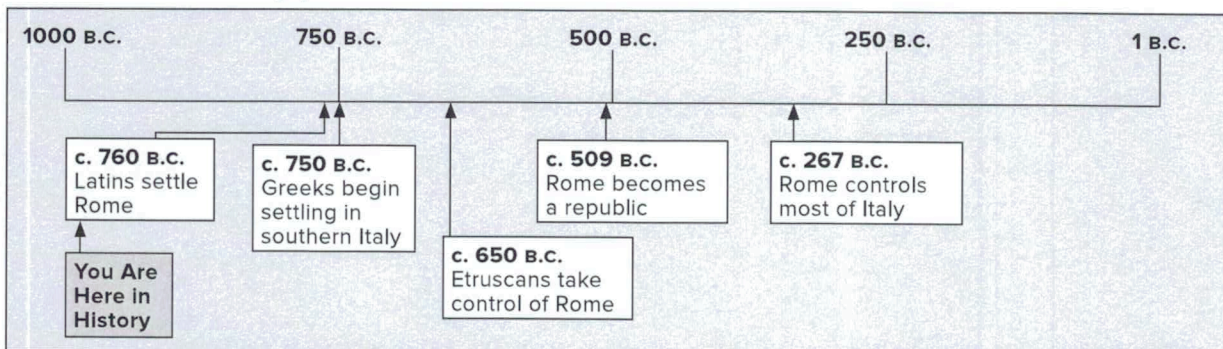


Terms to Know

republic a form of government in which citizens elect their leaders
legion a large group of Roman soldiers

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When did it happen?



Rome: Republic to Empire

Lesson 1 The Founding of Rome, *Continued*

The Beginning of Rome

Italy is a peninsula in the Mediterranean Sea. It is shaped like a boot. The heel points toward Greece. The toe points toward the island of Sicily.

The Alps cross the top of Italy and separate it from the rest of Europe. Another mountain range, called the Apennines, runs down Italy, from north to south. Passes, which run through the mountains, helped link people from different parts of early Italy. They could trade ideas and goods with each other. Italy has a mild climate, rich soil, and large, flat plains that make good farmland.

Historians know little about the first people in Italy. Between 2000 B.C. and 1000 B.C., groups of people settled in the hills and on the plains. These people included the Latins. Historians think that a group of Latins tended herds and grew crops on Rome's hills. Their community developed into Rome. The people living there became known as the Romans.

Rome was built along the Tiber River about 15 miles from the Mediterranean Sea. The river could be used for fresh water, transportation, and the shipping of goods. Its location meant that sea-going pirates could not attack the city. Rome was built on seven hills. The hills made it easy to protect the city from attackers.

Tiber River	Seven Hills
15 miles from Mediterranean Sea	Protected city from attacks
Used for fresh water, transportation, and shipping	Latins settled here

Roman history does not just involve the Latins. Around 800 B.C., the Greeks and the Etruscans came to Italy. The Greeks built many colonies in Italy between 750 B.C. and 500 B.C. They taught the Romans to grow olives and grapes and to use the Greek alphabet. Romans also copied Greek sculpture and other art forms.

The Etruscans had an even greater influence. They came from the area north of Rome. Many Etruscans were rich miners and traders. Others were devoted to art. They painted pictures and created jewelry, tools, and weapons. When the Etruscans came, Rome was a village with straw huts. That changed, however, after 650 B.C. when the Etruscans conquered Rome. They taught the Romans to build temples, streets, and public squares.

 **Marking the Text**

- Underline two features of Italy's geography.

 **Making Connections**

- The Roman way of life was influenced by Latin, Greek, and Etruscan civilizations. How do other cultures influence your daily life?

 **Identifying**

- Which river was the city of Rome built along?

 **Listing**

- List two items the Romans borrowed from the Greeks.

Rome: Republic to Empire

Lesson 1 The Founding of Rome, *Continued*

Reading Check

5. How did the Etruscans influence early Rome?

Contrasting

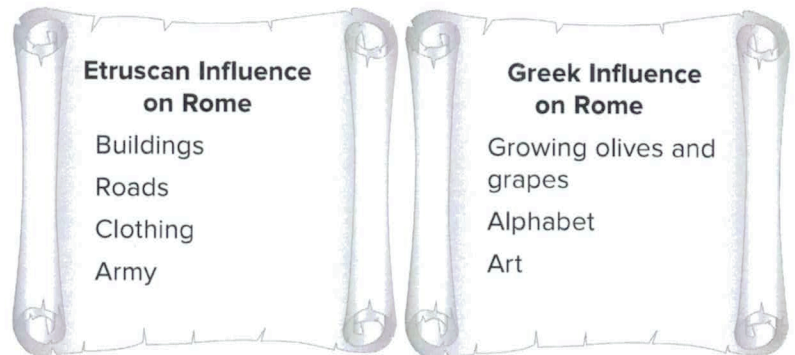
6. How did Romans rule differently from the Etruscans?

FOLDABLES

Describing

7. Assemble a Foldable booklet to be placed along the dotted line. At the top of a one-tab Foldable, write *Republic of Rome*. Glue a two-tab Foldable behind the one-tab. Cut the tabs in half to make four tabs. Label the tabs—*Soldiers*, *Legions*, *Towns and Roads*, and *Conquered People*. Write facts about each category to describe the early days of the republic.

The Etruscans introduced togas and short cloaks. A toga is like a sheet wrapped around your body, with one end over your shoulder. Most importantly, the Etruscans showed the Romans how an army could be more effective. Later, the Romans copied the Etruscan army and conquered an empire.



Becoming a Republic

The Etruscans ruled Rome for more than 100 years. The people benefited from Etruscan culture and ideas, but they got tired of Etruscan rulers. According to Roman tradition, in 509 B.C., the Romans rebelled and set up a **republic**. A republic is a form of government in which citizens elect their leaders.

Rome was still a small city when it became a republic. It had enemies all around it. Over the next 200 years, Rome fought many wars. By 267 B.C., the Romans had taken over the Greek colonies in what is now known as Italy. By then, the Romans ruled almost all of the Italian peninsula.

The Roman Republic grew because of its strong army. Roman soldiers were well trained. At the beginning of the republic, every male citizen who owned land had to join the army. Men who ran away, or deserted the army, were killed. This turned Romans into loyal fighters.

The Romans also thought of better ways to organize their army in battle. At first, the soldiers marched next to each other, moving in one large group. They attacked their enemy from only one direction. This way of fighting was slow. Then the generals changed the style of battle.

The Roman generals divided their armies into groups of soldiers called **legions**. Each legion had about 6,000 men. Legions were broken into even smaller groups of 60 or 120 men. These small groups could move very quickly in battle.

Rome: Republic to Empire

Lesson 1 The Founding of Rome, *Continued*

Roman soldiers used a short sword called a *gladius* and an iron spear called a *pilum*. Each group also had a *standard*. A standard was a tall pole with a symbol on top—sometimes an eagle or other animal. One soldier would hold up the standard so others could see it. This helped the group stay together during battle.

The Romans were also smart planners. They built military towns in every region they conquered. Then they built roads between these towns. Soon their armies could travel quickly across the land.

The Romans believed they needed to treat conquered people fairly. They stressed that people would become loyal to Rome if they were treated well. The Romans created the Roman Confederation. It gave some conquered people full Roman citizenship. They could vote and be in the government. They were also treated the same as other citizens by law.

The Romans made other people allies. Allies could run their own towns, but they had to pay taxes to Rome. Allies also had to fight in Rome's armies. With these procedures, the Romans hoped to keep peace. If an area did rebel, Rome was ready to squash it. As a result, the Roman republic grew stronger.

Check for Understanding

List four characteristics of Rome and its people.

1. _____
2. _____
3. _____
4. _____

Glue Foldable here

? Drawing Conclusions

8. How do you think the people conquered by the Romans felt about their new rulers?

✓ Reading Check

9. Why were the Romans able to expand their control of Italy?

FOLDABLES®

10. Place a two-tab Foldable along the dotted line to cover the Check for Understanding. Label the anchor tab *Roman Civilization*. Label the two tabs—*Rome* and *Romans*. Write at least three words or phrases that you remember about each on the front and back of the tabs. Use your notes to help you complete the Check for Understanding.

Rome: Republic to Empire

Lesson 2 Rome As a Republic

ESSENTIAL QUESTION

How do governments change?

GUIDING QUESTIONS

1. *How did conflict between classes change Rome's government?*
2. *How did Rome conquer the Mediterranean region?*

Terms to Know

patrician a member of the ruling class

plebeian an ordinary citizen

consul head of government

veto to reject or say no to

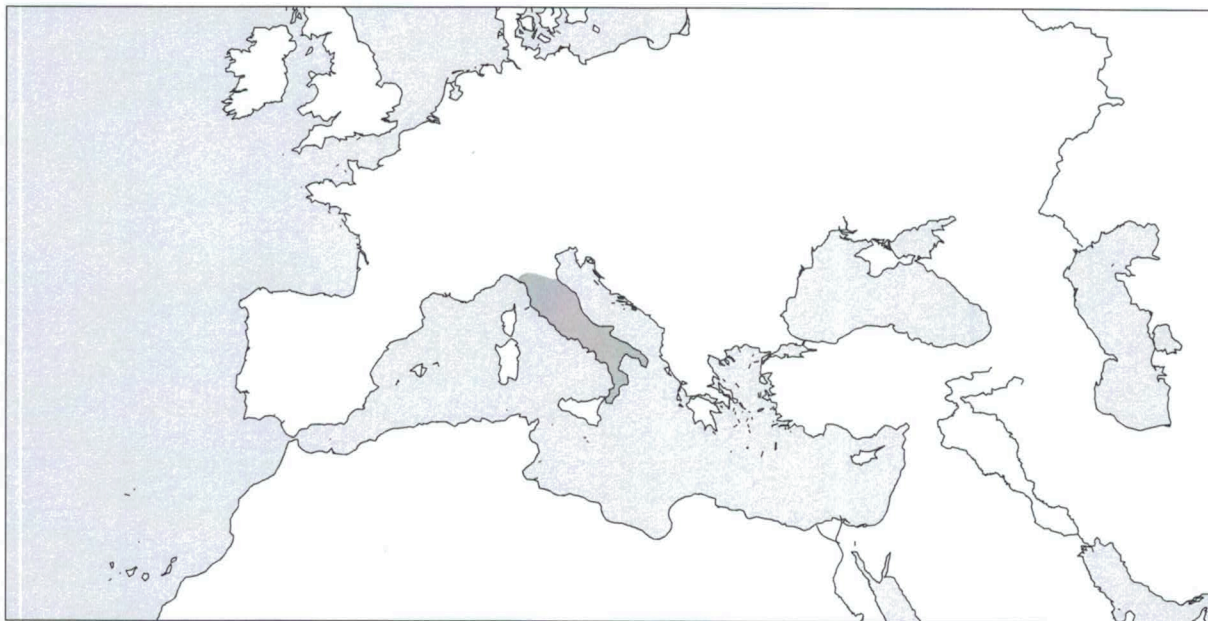
praetors government officials who interpret the law and serve as judges

tribune an elected official who protects the rights of ordinary citizens

dictator a person given total power

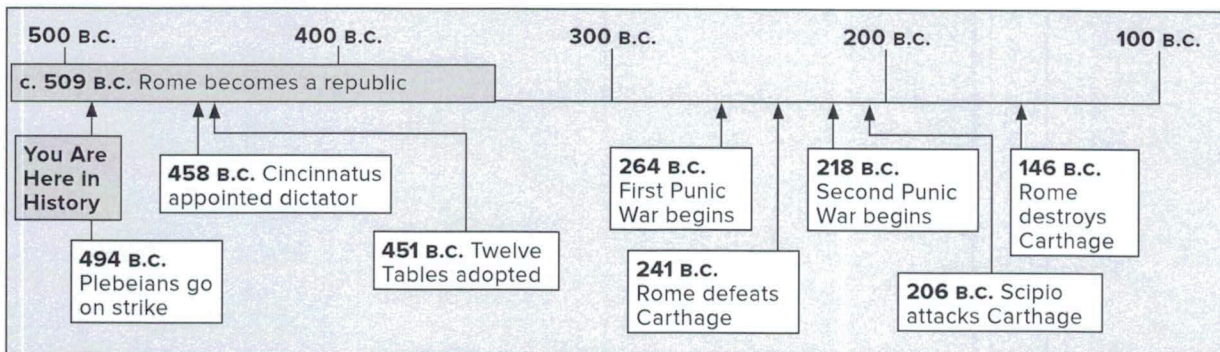
civic duty the idea that citizens have a duty to help their country

Where in the world?



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When did it happen?



Rome: Republic to Empire

Lesson 2 Rome As a Republic, *Continued*

Governing Rome

There were two main social classes in early Rome: **patrician** and **plebeian**. Patricians were wealthy landowners who held government offices. Most people were plebeians—shopkeepers, artisans, and small farmers. Patricians and plebeians could not marry each other.

All patrician and plebeian men were citizens and had the right to vote. They had to pay taxes and join the army, but only patricians could be in the government.

The Roman government had three parts. This was to stop any one part from getting too strong. The top leaders were two **consuls** who served for one year. One consul headed the army. The other headed the rest of the government. Each consul could **veto**, or reject, the other consul's decision.

Glue Foldable here

The Republican Government			
Consul	Senate	Assembly of Centuries	Praetors
Head of military	Made laws	Made laws	Judges
Head of government	Advised consuls	Elected consuls	Interpreted laws
	Planned buildings		Led armies

Rome had two legislative bodies, or groups that made laws. The Senate was made up of 300 patrician men. They were senators for life. They passed laws and approved building projects. The second group that made laws was the Assembly of Centuries. It also elected consuls and **praetors** (or judges). Roman praetors could lead armies and help run the government.

Over time, the plebeians became angry. They had the duties of citizens, but they could not be a part of the government. They wanted equal rights. As a result, in 494 B.C., the plebeians went on strike. The patricians were scared. To prevent the collapse of the republic, plebeians were allowed to set up the Council of Plebs. It elected **tribunes**. The tribunes told the government what the plebeians thought about issues. The tribunes could also veto government decisions. A few wealthy families, however, still held most of the real power.

? Making Connections

- How is the structure of the Roman government similar to that of the U.S.?

FOLDABLES®

Comparing and Contrasting

- Place a three-tab Venn diagram Foldable along the dotted line. Label the top tab *Patrician*, the middle *Both*, and the bottom *Plebeian*. On the top and bottom tabs, write facts about the patricians and plebeians that are different. On the *Both* tab, write what the two groups have in common.

Explaining

- How did the Council of Plebs change life for the plebeians?



Rome: Republic to Empire

Lesson 2 Rome As a Republic, *Continued*

Summarizing

4. What was the job of the dictators in the early Roman Republic?

Drawing Conclusions

5. How do you think poor Romans felt about the rule of law?

Reading Check

6. What was the emergency that caused Cincinnatus to be appointed dictator?

The Roman Republic included **dictators**. Today, a dictator is a cruel ruler who controls everything. In early Rome, dictators were chosen by the Senate to rule during emergencies. As soon as the emergency ended, the dictator's rule ended.

Tribunes

- elected by the Council of Plebs
- told leaders what plebeians thought about issues
- could veto government decisions

Dictators

- chosen by the Senate
- ruled during an emergency
- rule ended when the emergency was over

In 458 B.C. the Roman army was attacked. The Senators chose a farmer named Cincinnatus to be dictator. He had been a respected Roman consul. Cincinnatus gathered an army, which easily defeated the enemy. Afterward, he went home to his farm. Cincinnatus was famous for doing his **civic duty** by serving his government when he was needed.

Plebeians demanded that Rome's laws be written down. That way, everyone could know the laws and make sure the judges followed them. In 451 B.C. Rome adopted its first written laws, known as the Twelve Tables. They were carved on bronze tablets and placed in the marketplace where everyone could see them. The Twelve Tables were based on the idea that all citizens should be treated equally under the law.

When Rome began taking over other nations, they made a new set of laws called the Law of Nations. The Law of Nations listed principles, or ideas, for justice. We still use some of these ideas today. For example, American law says that people are innocent until they are proven guilty.

Rome's legal system was based on the idea that everyone should be treated equally. This is called "the rule of law." Many rich people did not like the rule of law. They were used to having special privileges. In fact, many rich people were not used to obeying the law at all. The rule of law changed that.

The Punic Wars

Rome continued to grow. It wanted to control the entire Mediterranean world, but so did an empire named Carthage. Carthage was a trading empire on the coast of North Africa. It was the largest and richest city in the western Mediterranean.

Rome: Republic to Empire

Lesson 2 Rome As a Republic, *Continued*

Carthage was built around 800 B.C. by the Phoenicians, who were skilled sailors and traders.

In 264 B.C. Rome and Carthage both wanted to rule the island of Sicily. The First Punic War was fought between Rome and Carthage. This war lasted 20 years until Rome won in 241 B.C. Carthage had to leave Sicily and pay a huge fine to the Romans.

Carthage then conquered southern Spain. The Romans helped the Spanish people rebel. In 218 B.C. Carthage sent their great general, Hannibal, to attack Rome. This started the Second Punic War.

Hannibal sailed his army from Carthage to Spain. His men rode horses and elephants across the Alps and into Italy. Hannibal's army beat the Romans at Cannae and began raiding Italy. In response, the Roman general Scipio captured Spain and attacked Carthage. Hannibal and his army had to return home to defend their people. Finally, Scipio's army defeated Hannibal's forces. Carthage was forced to give up its navy and give its Spanish territory to Rome. Rome now ruled the western Mediterranean region.

Carthage was no longer a military power, but it was still a rich trading center. In 146 B.C. during the Third Punic War, Roman soldiers burned Carthage to stop it from getting stronger. Many people in Carthage were enslaved.

In the 140s B.C., Rome conquered all of Greece. Twenty years later, it took its first province in Asia. Romans began to call the Mediterranean Sea *mare nostrum*, which means "our sea."

Glue Foldable here

Check for Understanding

Explain the role or importance of each group of people in Rome.

1. consuls _____
2. dictators _____
3. patricians _____
4. plebeians _____
5. praetors _____
6. tribunes _____



Identifying

7. What happened to Carthage after the Third Punic War?



Reading Check

8. How did Hannibal lose the Second Punic War?



9. Place a one-tab Foldable along the dotted line to cover the Check for Understanding. Label the anchor tab *Conflict Between Classes*. Write *Changes in Government* at the top of the tab. Draw three arrows from the title and list three changes that were the result of conflict between different classes in Rome.

Rome: Republic to Empire

Lesson 3 The End of the Republic

ESSENTIAL QUESTION

Why does conflict develop?

GUIDING QUESTIONS

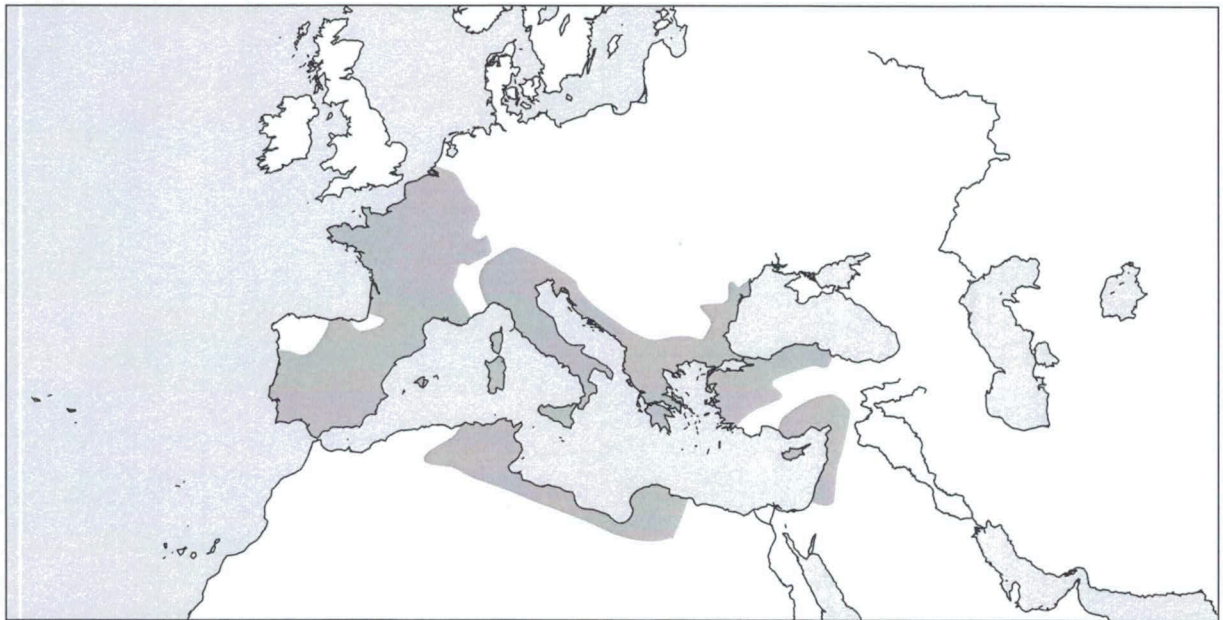
1. *What factors led to the decline of the Roman Republic?*
2. *How did Julius Caesar rise to power in Rome?*
3. *How did Rome become an empire?*

Terms to Know

latifundia large farming estates

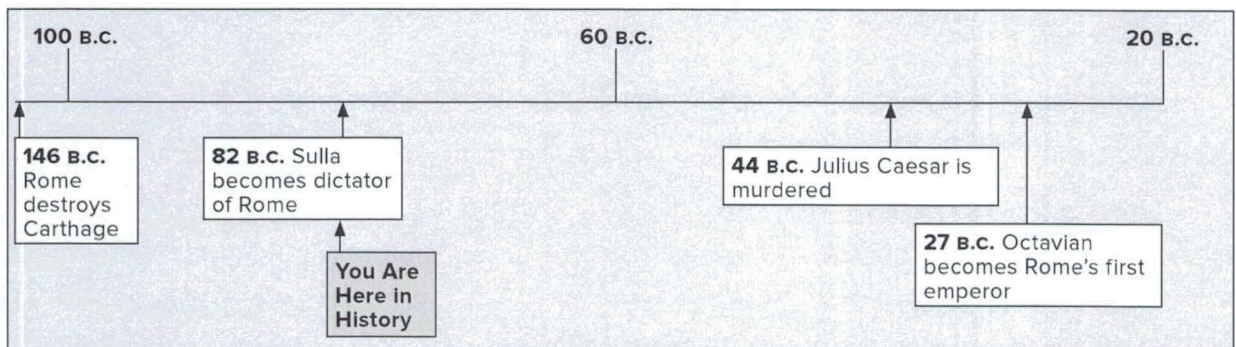
triumvirate three rulers who share equal power

Where in the world?



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When did it happen?





Rome: Republic to Empire

Lesson 3 The End of the Republic, *Continued*

Problems in the Republic

Even though Rome's armies were doing well in other parts of the world, Rome had problems at home. By 100 B.C., many plebeian farmers could not work on their farms because they were in the army. Others had watched the Carthaginian army destroy their small farms.

At the same time, rich Romans were buying land. They formed large farming estates called **latifundia**. Enslaved people from Carthage worked the land. As a result, the rich charged less for their crops than the plebeian farmers did. This caused plebeian farmers to go out of business.

Many farmers went to Rome's cities for work. Jobs were hard to find and did not pay much. Roman politicians feared that the plebeians might riot. To prevent a revolt, they offered poor people cheap food and free shows, called "bread and circuses."

Tiberius and Gaius Gracchus

- Brothers
- Wanted to stop rich people from taking small farms
- Asked the senate to return some of the land to the poor
- 133 B.C.—some Senators killed Tiberius
- 145 B.C.—Gaius was killed

Two brothers—Tiberius and Gaius Gracchus—wanted to stop the rich from taking small farms. They asked the Senate to return some of the land to the poor. Many Senators were against the idea.

In 107 B.C., a military leader named Marius became consul. Until then, only men who owned property served in the military. They did not get paid. So Marius paid the men who had no land to serve as soldiers. He also promised to give them land. This weakened the government. The soldiers felt more loyalty to the general who paid them than to the republic. This gave generals a lot of power.

In 82 B.C. General Sulla forced Marius and other generals out of Rome. He made himself dictator. Sulla had shown other generals how to use their armies to grab political power. For the next 50 years, civil war tore Rome apart.

Defining

1. What is a *latifundia*?

Identifying

2. What change did Marius make to the army?

Drawing Conclusions

3. Why do you think the Gracchus brothers were killed?

Reading Check

4. What was the purpose of "bread and circuses?"

Rome: Republic to Empire

Lesson 3 The End of the Republic, *Continued*

 **Defining**

5. What is a *triumvirate*?

 **Cause and Effect**

6. What did Caesar do after he made himself dictator for life?

 **Reading Check**

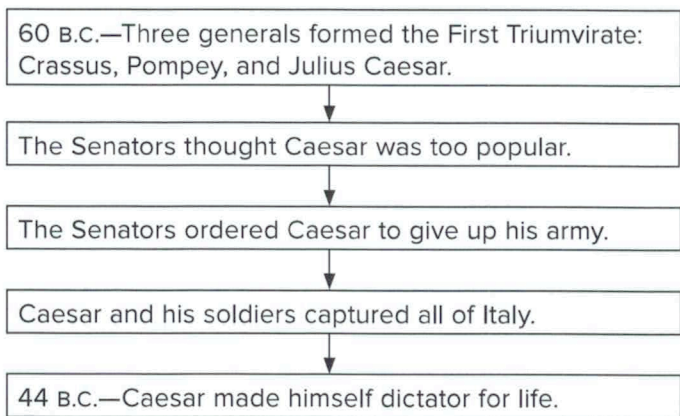
7. Why did some Romans oppose Caesar?

The Rise of Julius Caesar

By 60 B.C., three men emerged as the most powerful in Rome. They were three generals: Crassus, Pompey, and Julius Caesar. They formed the First Triumvirate. A **triumvirate** is a political partnership of three people.

After Crassus died in battle, the Senators thought that Caesar was becoming too popular. The Senators ordered Caesar to give up his army. Instead, Caesar and his soldiers captured all of Italy.

In 44 B.C. Caesar made himself dictator for life. He also filled the Senate with people who supported him. Caesar knew many reforms were needed. He started new colonies so that farmers and soldiers would have land. He forced patricians to hire free workers instead of using slave labor.



Caesar’s supporters thought he was a strong leader who brought peace to Rome. His enemies thought that he wanted to be king. On March 15, 44 B.C., Caesar’s enemies, led by Cassius and Brutus, stabbed him to death.

From Republic to Empire

After Caesar was killed, civil war broke out. Octavian, Antony, and Lepidus won the civil war. Octavian was Caesar’s 18-year-old grandnephew. Antony and Lepidus had been Caesar’s best generals. In 43 B.C. they formed the Second Triumvirate.

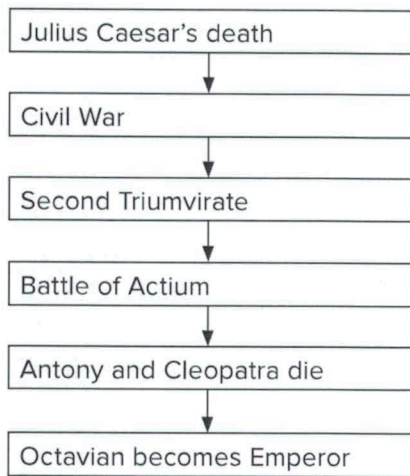
The Second Triumvirate did not last long. Lepidus retired from politics. Antony fell in love with the Egyptian queen, Cleopatra. The two made an alliance. Octavian thought they wanted to take over Rome. Many Romans were upset by this news. Octavian declared war on Antony.



Rome: Republic to Empire

Lesson 3 The End of the Republic, *Continued*

In 31 B.C. the navies of Antony and Cleopatra fought those of Octavian at the Battle of Actium. Octavian's forces crushed the couple's army and navy. Antony and Cleopatra later killed themselves. Octavian became Rome's only ruler.



Cicero, a writer, political leader, and speaker, strongly supported the republican government. Octavian, however, believed that a republic was too weak to solve Rome's problems. He wanted power for himself. The Senate finally agreed to his wishes and declared Octavian commander-in-chief.

Octavian took the title of Augustus. *Augustus* means "the majestic one." In 27 B.C. Caesar Augustus became Rome's first emperor.

Check for Understanding

Number the events in the order that they happened.

- _____ 1. Octavian became emperor.
- _____ 2. Marius reformed the military.
- _____ 3. Julius Caesar was murdered.
- _____ 4. Julius Caesar declared himself "dictator for life."
- _____ 5. The First Triumvirate was formed.
- _____ 6. Octavian fought a civil war against Antony and Cleopatra.



Explaining

8. What happened at the Battle of Actium?



Reading Check

9. How do you think Cicero might have reacted when the Senate named Octavian the first emperor of Rome?



10. Place a two-tab Foldable along the dotted line. Label the anchor tab *Conflict and Change*. Label the two tabs—*Rome as a Republic* and *Rome as an Empire*. On both sides of the tabs, list events that you remember occurring during each time period. Use your notes to help you with the activity under the tabs.

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Rome: Republic to Empire

Lesson 4 Rome Builds an Empire

ESSENTIAL QUESTION

What are the characteristics of a leader?

GUIDING QUESTIONS

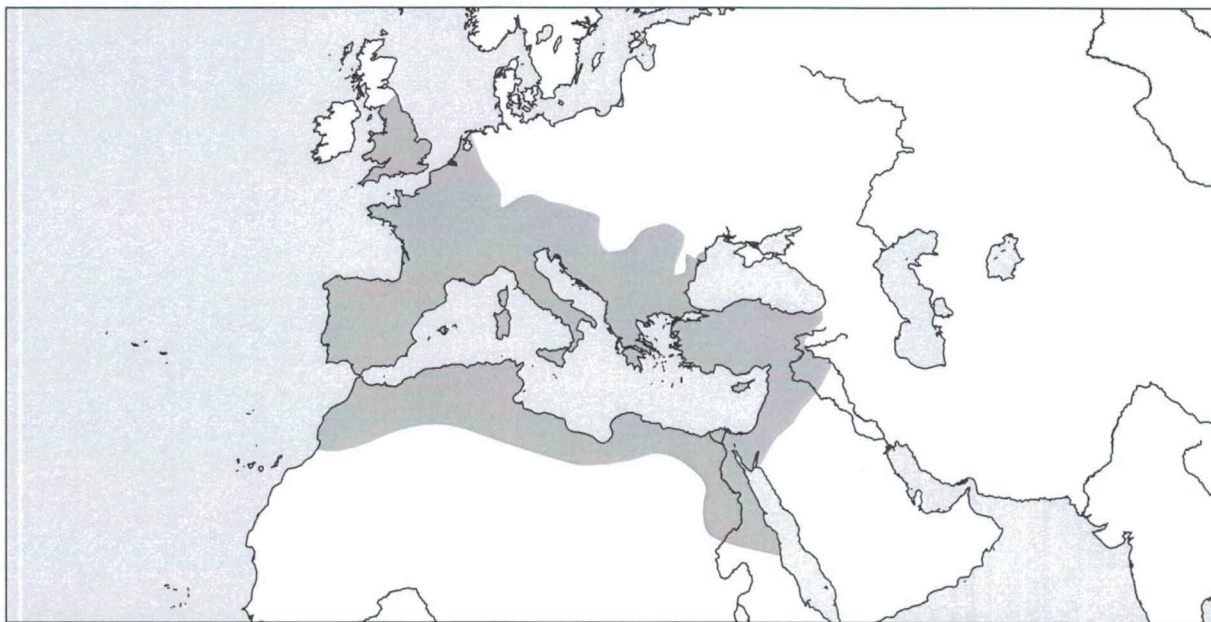
1. *How did Augustus create a new age of prosperity for Rome?*
2. *How did the Roman Empire become rich and prosperous?*

Terms to Know

Pax Romana Roman peace; a long period of peace and prosperity in Roman history

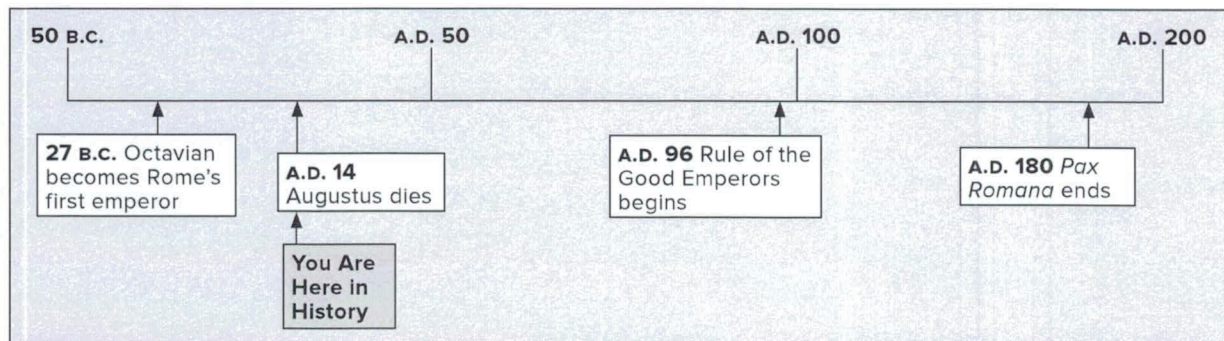
proconsul governor

Where in the world?



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When did it happen?



Rome: Republic to Empire

Lesson 4 Rome Builds an Empire, *Continued*

The Rule of Augustus

For hundreds of years, there had been fighting in the area around the Mediterranean Sea. Caesar Augustus (formerly called Octavian) ended the fighting. He took control of the whole area. That brought ***Pax Romana***, or “Roman peace.” This peace lasted about 200 years.

- Augustus wanted to make the empire strong and safe.
- He wanted Rome’s borders to be easier to defend, so he made the natural physical features of the land the empire’s borders.
- Augustus built beautiful buildings out of marble.
- Augustus handed out grain from Africa to the poor. He believed that well-fed people would not rebel against him.
- The Roman Empire was divided into provinces. Augustus appointed a **proconsul**, or governor, for each province.
- He changed the tax laws. He made tax collectors government workers and paid them wages.
- Augustus also changed Rome’s legal system. He made a set of laws for free men who were not citizens. Many of them later became citizens.

Augustus ruled Rome for almost 40 years. He died in A.D. 14. His adopted son, Tiberius, became emperor after Augustus. The next three emperors—Caligula, Claudius, and Nero—were also relatives. They are called the Julio-Claudian emperors.

Not all of them were good rulers. Tiberius and Claudius ruled well. In contrast, Caligula and Nero were very cruel. Caligula killed many people, wasted a lot of money, and even made his horse a consul. Nero also killed many people, including his mother and two wives. He finally killed himself.

The Roman Peace

In A.D. 69 a general named Vespasian restored peace. Vespasian stopped several rebellions. After he died, his son Titus ruled. Two disasters struck while Titus was emperor. First, the volcano Mount Vesuvius erupted and buried the city of Pompeii. Second, a large fire damaged Rome. After Titus, Vespasian’s other son, Domitian, ruled. Both of Vespasian’s sons helped Rome grow and prosper.

From A.D. 96 to A.D. 180, a series of “good emperors” came to power. They were Nerva, Trajan, Hadrian, Antoninus Pius, and Marcus Aurelius. During their rule, trade grew and people had a better life than before.

 **Marking the Text**

1. Underline how long the *Pax Romana* lasted.

 **Defining**

2. What was a *proconsul*?

FOLDABLES

 **Summarizing**

3. Place a three-tab Foldable along the dotted line. Label the three tabs—*Augustus*, *Julio-Claudian emperors*, and *Vespasian and his sons*. Summarize how each person or group ruled Rome. Use both sides of the tabs.

 **Reading Check**

4. How did Augustus protect Rome’s borders?

Glue Foldable here